



Proceedings
of the
Fifth Annual Conference

of the
NATIONAL ASSOCIATION OF SUMMER SESSIONS
at

South Bend, Indiana
November 19 – 21, 1968

— O —

Host Institution
UNIVERSITY OF NOTRE DAME

— O —

Volume 5

**(Formerly National Association of College
and University Summer Sessions)**

Price \$2.00

Proceedings

of the

Fifth Annual Conference

of the

NATIONAL ASSOCIATION OF SUMMER SESSIONS

at

South Bend, Indiana

November 19 – 21, 1968

— 0 —

Host Institution

UNIVERSITY OF NOTRE DAME

— 0 —

Volume 5

**(Formerly National Association of College
and University Summer Sessions)**

Price \$2.00

TABLE OF CONTENTS

National Association of Summer Sessions

	Page
Institutional Membership	4
Individual Membership	10
Officers and Committees	13
Planning The Summer Sessions	15
First General Session	19
Second General Session	26
Third General Session	29
Annual Business Meeting	35
Statement of Receipts and Disbursements	39
Reports	
Auditing Committee	40
Membership Committee	41
Conference Site Committee	41
Governmental Relations Committee	42
Financial Support	42
Research Programs	43
Instruction and Administration Programs	44
Higher Education Act	47
National Science Foundation Grants	48
Reports	
Newsletter Editor	50
Research Committee	51
NASS Statement on Research	
Proposals to the Membership	58
Reports	
Resolutions Committee	59
Nominating Committee	59
Constitution and Bylaws	60
Fifth Annual Meeting Participants	64

NATIONAL ASSOCIATION OF SUMMER SESSIONS

Institutional Membership List

July 1, 1968 — June 30, 1969

1. Adams State College*
Alamosa, Colorado 81101
2. Adelphi University*
Garden City, L. I., New York 11530
3. The University of Akron*
302 East Buchtel Avenue
Akron, Ohio 44304
4. Alfred University
Alfred, New York 14802
5. American International College
170 Wilbraham Road
Springfield, Massachusetts 01109
6. The American University*
Room 200 McKinley Building
Nebraska and Massachusetts Ave.,
N. W.
Washington, D. C. 20016
7. Appalachian State University*
Boone, North Carolina 28607
8. University of Arizona*
Tucson, Arizona 85721
9. State College of Arkansas
Conway, Arkansas 72032
10. University of Arkansas*
Fayetteville, Arkansas 72701
11. Assumption College*
Worcester, Massachusetts 01609
12. Augustana College
Rock Island, Illinois 61201
13. Ball State University*
Muncie, Indiana 47306
14. Baylor University
Waco, Texas 76703
15. Bellarmine College*
Louisville, Kentucky 40205
16. Black Hills State College
Spearfish, South Dakota 57783
17. Boston College*
Chestnut Hill, Massachusetts 02167
18. Bowling Green State University
Bowling Green, Ohio 43402
19. Brigham Young University*
Provo, Utah 84601
20. Bronx Community College*
120 East 184th Street
Bronx, New York 10468
21. Bryant College
154 Hope Street
Providence, Rhode Island 02906
22. The University of Calgary
Edmonton, Alberta
Canada
23. University of California at Los Angeles*
Los Angeles, California 90024
24. University of California*
Riverside, California 92502
25. Cal-State College at Hayward
25800 Hillary Street
Hayward, California 94542
26. California State College at Los Angeles*
State College Drive
Los Angeles, California 90032
27. Canisius College
2001 Main Street
Buffalo, New York 14208
28. Carthage College
Kenosha, Wisconsin 53140
29. The Catholic University of America*
Washington, D. C. 20017
30. Centenary College of Louisiana
P. O. Box 4188, Centenary Station
Shreveport, Louisiana 71104
31. Chapman College
333 North Glassell Street
Orange, California 92666
32. The Church College of Hawaii
Laie, Hawaii 96762
33. The City College
Convent Avenue at 138th Street
New York, New York 10031
34. Clemson University
Clemson, South Carolina 29631
35. Colby College
Waterville, Maine 04901
36. The Colorado College
Colorado Springs, Colorado 80903
37. Colorado State College*
Greeley, Colorado 80631
38. Colorado State University*
Fort Collins, Colorado 10468
39. Concordia Teachers College
800 North Columbia Avenue
Seward, Nebraska 68435
40. The University of Connecticut*
Storrs, Connecticut 06268
41. Corning Community College
Corning, New York 14830
42. Dartmouth College*
Hanover, New Hampshire 03755

43. Dean Junior College
99 Main Street
Franklin, Massachusetts 02038
44. Delaware State College
Dover, Delaware 19901
45. University of Delaware
Newark, Delaware 19711
46. Delta State College
Cleveland, Mississippi 38732
47. University of Denver*
Denver, Colorado 80210
48. De Paul University
25 East Jackson Boulevard
Chicago, Illinois 60604
49. University of Detroit*
4001 West McNichols Road
Detroit, Michigan 48221
50. Dickinson College*
Carlisle, Pennsylvania 17013
51. Drake University
25th and University
Des Moines, Iowa 50311
52. D'Youville College*
320 Porter Avenue
Buffalo, New York 14201
53. East Carolina University*
Greenville, North Carolina 27834
54. Eastern New Mexico University*
Portales, New Mexico 88130
55. Eastern Michigan University
Ypsilanti, Michigan 48197
56. Eastern Washington State College
Cheney, Washington 99004
57. Elmhurst College*
Elmhurst, Illinois 60126
58. Elmira College*
Elmira, New York 14901
59. Emmanuel College*
Boston, Massachusetts 02115
60. Emerson College
130 Beacon Street
Boston, Massachusetts 02116
61. Emory University*
Atlanta, Georgia 30322
62. Findlay College
1000 North Main Street
Findlay, Ohio 45840
63. Fontbonne College
Wydown and Big Bend Boulevard
St. Louis, Missouri 63105
64. Fordham University*
Room 117, Keating Hall
Bronx, New York 10458
65. Francis T. Nicholls State College
Thibodaux, Louisiana 70301
66. Franklin and Marshall College
College Avenue
Lancaster, Pennsylvania 17604
67. Fresno State College*
Fresno, California 93726
68. Frostburg State College
Frostburg, Maryland 21532
69. Furman University*
Greenville, South Carolina 29631
70. The George Washington University*
Washington, D. C. 20006
71. George Williams College
555 31st Street
Downers Grove, Illinois 60515
72. Georgetown University*
Washington, D. C. 20007
73. Gonzaga University*
Spokane, Washington 99202
74. Graceland College
Lamoni, Iowa 50140
75. Greensboro College*
Greensboro, North Carolina 27402
76. Hampton Institute
Hampton, Virginia 23368
77. Harford Junior College
401 Thomas Run Road
Bel Air, Maryland 21014
78. University of Hawaii*
Honolulu, Hawaii 96822
79. Howard University*
Washington, D. C. 20001
80. Husson College*
Bangor, Maine 04401
81. The College of Idaho*
Caldwell, Idaho 83605
82. University of Idaho*
Moscow, Idaho 83843
83. Idaho State University*
Pocatello, Idaho 83201
84. Illinois State University
Normal, Illinois 61761
85. University of Illinois*
Urbana, Illinois 61801
86. Immaculate Heart College*
2021 North Western Avenue
Los Angeles, California 90027
87. Indiana State University
Terre Haute, Indiana 47809
88. Indiana University*
Bloomington, Indiana 47401
89. Interamerican University
Saltillo, Coah.
Mexico
90. Iona College
New Rochelle, New York 10801
91. Ithaca College
Ithaca, New York 14850
92. Joliet Junior College
Illinois Junior College
201 East Jefferson Street
Joliet, Illinois 60432
93. Kansas State Teachers College
Emporia, Kansas 66801
94. Kansas State University*
Manhattan, Kansas 66502

95. Kearney State College
Kearney, Nebraska 68847
96. University of Kentucky
Lexington, Kentucky 40506
97. King's College
133 North River Street
Wilkes-Barre, Pennsylvania 18702
98. Kingsborough Community College
Oriental Blvd., Manhattan Beach
Brooklyn, New York 11235
99. Langston University
Langston, Oklahoma 73050
100. LaSalle College*
Philadelphia, Pennsylvania 19141
101. LaVerne College*
LaVerne, California 91750
102. Lehigh University
526 Broadhead Avenue
Bethlehem, Pennsylvania 18015
103. Lemoyne College*
Syracuse, New York 13214
104. Lenoir Rhyne College
Lenoir Rhyne Station, Box 420
Hickory, North Carolina 28601
105. Lesley College
Cambridge, Massachusetts 02138
106. Lincoln University
Jefferson City, Missouri 65102
107. Long Island University
Greenvale, New York 11548
108. University of Louisville*
Louisville, Kentucky 40208
109. Lowell Technological Institute
Lowell, Massachusetts 01854
110. Loyola College*
4501 North Charles Street
Baltimore, Maryland 21210
111. Loyola University*
820 North Michigan Avenue
Chicago, Illinois 60611
112. Loyola University of Los Angeles
7101 West 80th Street
Los Angeles, California 90045
113. Macalester College*
Saint Paul, Minnesota 55101
114. MacMurray College*
Jacksonville, Illinois 62650
115. University of Maine
Orono, Maine 04473
116. Manhattan College
Bronx, New York 10471
117. Marquette University*
Milwaukee, Wisconsin 53233
118. Mary Washington College*
Fredericksburg, Virginia 22402
119. University of Maryland*
College Park, Maryland 20742
120. University of Massachusetts*
Amherst, Massachusetts 01003
121. Massachusetts Institute of Technology*
Cambridge, Massachusetts 02193
122. Maunaloa College
P. O. Box 267
Paia, Maui, Hawaii 96779
123. Memphis State University
Memphis, Tennessee 38111
124. Metropolitan State College
250 West Fourteenth Avenue
Denver, Colorado 80204
125. Miami University
Oxford, Ohio 45056
126. University of Miami*
Coral Gables, Florida 33124
127. Michigan Technological University
Houghton, Michigan 49931
128. Mills College of Education
66 Fifth Avenue
New York, New York 10011
129. University of Minnesota
Minneapolis, Minnesota 55455
130. College of Misericordia
Dallas, Pennsylvania 18612
131. Mississippi State University*
State College, Mississippi 38762
132. The University of Mississippi*
University, Mississippi 38677
133. Mississippi Valley State College*
Itta Bena, Mississippi 38941
134. University of Missouri*
Kansas City, Missouri 64110
135. Monmouth College*
West Long Branch, New Jersey 07764
136. Montclair State College
Upper Montclair, New Jersey 07043
137. Morgan State College
Baltimore, Maryland 21212
138. College of Mount Saint Joseph on the Ohio
Mount St. Joseph, Ohio 45051
139. Muhlenberg College
Allentown, Pennsylvania 18104
140. The University of Nebraska at Omaha
Omaha, Nebraska 68101
141. University of Nevada*
Reno, Nevada 89507
142. Nevada Southern University
Las Vegas, Nevada 89109
143. University of New Hampshire
Durham, New Hampshire 03824
144. New Mexico State University*
University Park, New Mexico 88070
145. New School for Social Research*
66 West Twelfth Street
New York, New York 10011
146. State University of New York*
Albany, New York 12203

147. State University of New York
Agricultural and Technical College
at Alfred
Alfred, New York 14802
148. State University of New York
College at Buffalo*
1300 Elmwood Avenue
Buffalo, New York 14222
149. New York State University*
College at Cortland
Cortland, New York 13045
150. New York State University*
College at Geneseo
Geneseo, New York 14454
151. New York State University
College at Oswego
Oswego, New York 13126
152. New York State University*
College at Plattsburgh
Plattsburgh, New York 12901
153. New York University*
Washington Square
New York, New York 10003
154. Newark State College*
Morris Avenue
Union, New Jersey 07083
155. North Carolina Agricultural and
Technical State University
Greensboro, North Carolina 27411
156. North Carolina College at Durham
Durham, North Carolina 27707
157. North Carolina State University*
Raleigh, North Carolina 27607
158. University of North Carolina at
Greensboro*
Greensboro, North Carolina 27412
159. North Central College*
Naperville, Illinois 60540
160. Northern Illinois University
DeKalb, Illinois 60115
161. University of Northern Iowa*
Cedar Falls, Iowa 50613
162. Northern Michigan University
Marquette, Michigan 49855
163. University of Notre Dame*
Notre Dame, Indiana 46556
164. Ohio University*
Athens, Ohio 45701
165. Ohio Northern University
Ada, Ohio 45810
166. Ohio Wesleyan University*
Delaware, Ohio 43015
167. Old Dominion College
P. O. Box 6173
5215 Hampton Boulevard
Norfolk, Virginia 23508
168. Orange County Community College
Middletown, New York 10940
169. Oregon State University*
P. O. Box 451
Corvallis, Oregon 97331
170. University of Oregon*
Eugene, Oregon 97403
171. University of the Pacific*
Stockton, California 95204
172. Pacific Lutheran University
Tacoma, Washington 98447
173. Pembroke State College
Pembroke, North Carolina 28372
174. PMC Colleges
14th and Chestnut Streets
Chester, Pennsylvania 19013
175. University of Portland*
5000 North Willamette Boulevard
Portland, Oregon 97203
176. Providence College*
Providence, Rhode Island 02908
177. Universidad de Puerto Rico
Rio Piedras, Puerto Rico 00931
178. University of Puget Sound
1500 North Warner
Tacoma, Washington 98416
179. Queens College of the City Uni-
versity of New York
Flushing, New York 11367
180. Queensborough Community College
Bayside
New York, New York 11364
181. Quinsigamond Community College
251 Belmont Street
Worcester, Massachusetts 01605
182. University of Redlands
1200 East Colton Avenue
Redlands, California 90723
183. Regis College*
West 50th and Lowell Boulevard
Denver, Colorado 80221
184. Rensselaer Polytechnic Institute
Troy, New York 12181
185. Rhode Island College*
600 Mt. Pleasant Avenue
Providence, Rhode Island 02908
186. University of Rhode Island*
Kingston, Rhode Island 02881
187. Richmond Professional Institute
901 West Franklin Street
Richmond, Virginia 23220
188. University of Richmond*
Richmond, Virginia 23173
189. Rider College
Trenton, New Jersey 08602
190. Roanoke College
Salem, Virginia 24153
191. Rochester Institute of Technology
65 Plymouth Avenue South
Rochester, New York 14608
192. The University of Rochester*
Rochester, New York 14627
193. Rockhurst College*
53rd and Troost Avenue
Kansas City, Missouri 64110

194. Rockland Community College
145 College Road
Suffern, New York 10901
195. Rutgers—the State University
New Brunswick, New Jersey 08903
196. Sacramento State College
6000 Jay Street
Sacramento, California 95819
197. St. Anselm's College
Manchester, New Hampshire 03102
198. St. Bernardine of Siena College
Loudonville, New York 12211
199. St. Bonaventure University*
St. Bonaventure, New York 14778
200. St. Francis College
Remsen Street
Brooklyn, New York 11201
201. St. Joseph's College
Philadelphia, Pennsylvania 19131
202. The St. Lawrence University
Canton, New York 13617
203. St. Mary's College
Notre Dame, Indiana 46556
204. St. Michael's College*
Winooski, Vermont 05404
205. St. Peter's College*
2641 Kennedy Boulevard
Jersey City, New Jersey 07306
206. San Diego Junior Colleges*
7250 Artillery Drive
San Diego, California 92111
207. San Diego State College
5402 College Avenue
San Diego, California 92115
208. San Fernando Valley State College
18111 Nordhoff Street
Northridge, California 91326
209. San Francisco State College*
San Francisco, California 94132
210. University of San Francisco
San Francisco, California 94117
211. San Jose State College*
145 South Seventh Street
San Jose, California 95114
212. College of Santa Fe
Santa Fe, New Mexico 87501
213. University of Scranton*
Scranton, Pennsylvania 18510
214. Seton Hall University*
South Orange, New Jersey 07079
215. Seton Hill College
Greensburg, Pennsylvania 15601
216. Southeastern Massachusetts Tech-
nological Institute
North Dartmouth, Mass. 02747
217. University of Southern California*
Los Angeles, California 90007
218. Southern Colorado State College
900 West Orman Avenue
Pueblo, Colorado 18005
219. Southern Connecticut State College
501 Crescent Street
New Haven, Connecticut 06515
220. University of South Florida
Tampa, Florida 33620
221. Southwest Baptist College
Bolivar, Missouri 65613
222. Springfield College*
Springfield, Massachusetts 01109
223. Stanford University
Stanford, California 94305
224. State College at Westfield
Westfield, Massachusetts 01085
225. Staten Island Community College*
59-50 Bay Street
Staten Island, New York 10301
226. State University of New York at
Potsdam
Potsdam, New York 13676
227. Suffolk University*
Beacon Hill
Boston, Massachusetts 02114
228. Temple University*
Philadelphia, Pennsylvania 19122
229. Thornton Junior College
150th and Broadway
Harvey, Illinois 60426
230. University of Toledo
2501 West Bancroft Street
Toledo, Ohio 43606
231. Towson State College*
Baltimore, Maryland 21204
232. Trenton State College*
Trenton, New Jersey 08625
233. Tufts University*
Medford, Massachusetts 02155
234. Tulane University*
New Orleans, Louisiana 70118
235. Upper Iowa College
Fayette, Iowa 52142
236. Ursinus College
Collegeville, Pennsylvania 19426
237. University of Utah
Salt Lake City, Utah 84112
238. Utah State University*
Logan, Utah 84321
239. Vanderbilt University*
Nashville, Tennessee 37203
240. University of Vermont*
Burlington, Vermont 05401
241. Villanova University*
Villanova, Pennsylvania 19085
242. Virginia Military Institute
Lexington, Virginia 24450
243. Walla Walla College*
College Place, Washington 99324
244. Washington University
Box 145
Skinker and Lindell
St. Louis, Missouri 63130

245. Waynesburg College
Waynesburg, Pennsylvania 15370
 246. Webster College
Webster Groves, Missouri 63119
 247. Wesleyan University*
Wesleyan Station
Middletown, Connecticut 06457
 248. West Chester State College
West Chester, Pennsylvania 19380
 249. Western Carolina University
Cullowhee, North Carolina 28723
 250. Western Illinois University*
Macomb, Illinois 61455
 251. Western Maryland College*
Westminster, Maryland 21157
 252. Western New England College
1215 Wilbraham Road
Springfield, Massachusetts 01119
 253. Wichita State University
Wichita, Kansas 67208
 254. Wilkes College
South River Street
Wilkes-Barre, Pennsylvania 18703
 255. College of William and Mary
Williamsburg, Virginia 23185
 256. William Penn College*
Oskaloosa, Iowa 52577
 257. University of Wisconsin*
Madison, Wisconsin 53706
 258. University of Wisconsin-Milwaukee
Milwaukee, Wisconsin 53211
 259. Wisconsin State University*
River Falls, Wisconsin 54022
 260. Wisconsin State University*
Whitewater, Wisconsin 53190
 261. Worcester Junior College*
766 Main Street
Worcester, Massachusetts 01608
 262. Worcester Polytechnic Institute*
Worcester, Massachusetts 01609
 263. Xavier University*
Cincinnati, Ohio 45207
 264. Yale University
370 Temple Street
New Haven, Connecticut 06520
 265. Yankton College
Yankton, South Dakota 57078
 266. York College of the City
University of New York
158-11 Jewel Avenue
Flushing, New York 11365
- * Institutional Charter Member

NATIONAL ASSOCIATION OF SUMMER SESSIONS

Individual Membership List

July 1, 1968 — June 30, 1969

1. Sister Rose Therese Bahr
Sacred Heart College
3100 West McCormick
Wichita, Kansas 67213
2. Dean S. Barnard, Jr.
Lea College
Albert Lea, Minnesota 56007
3. Robert Benson
Dean of Administration
University of Chattanooga
Chattanooga, Tennessee 37403
4. Robert I. Bickford
Prince George's Community College
301 Largo Road
Largo, Maryland 20027
5. F. R. Bingham
King College
Bristol, Tennessee 37622
6. John V. Bosch
Westminster College
Fulton, Missouri 65251
7. Harry Bostrom
Trinity College
Divinity School
Bannockburn
Deerfield, Illinois 60015
8. Dorsey Brause
Taylor University
Upland, Indiana 46989
9. Virginia M. Brigham
Vice-President for Academic Affairs
Belknap College
Center Harbor, New Hampshire
03226
10. Paul G. Butterfield
Director of Summer School
Weber State College
Ogden, Utah 84403
11. Sister Mary Caroline
Mary Manse College
Toledo, Ohio 43620
12. John Chase
Director of Summer School
Massasoit Community College
1071 Washington Street
North Abington, Massachusetts 02351
13. A. H. Chatburn
Boise State College
1907 Campus Drive
Boise, Idaho 83707
14. Sister M. Colette, O. P.
Director of Summer Sessions
Dominican College of San Rafael
San Rafael, California 94901
15. Donald Collins
Adelphi University
Garden City, New York 11530
16. Marilyn J. Conwell
Rosemont College
Rosemont, Pennsylvania 19010
17. Leonard V. Costantini
Syracuse University
805 South Crouse Avenue
Syracuse, New York 13210
18. James Day
Allegheny College
Meadville, Pennsylvania 16335
19. Flossie M. Dedmond
Coppin State College
Baltimore, Maryland 21216
20. John P. Donohue
Office of the Executive Director
Chicago City College
64 East Lake Street
Chicago, Illinois 60601
21. Sister Margaret Flynn
Marylhurst College
Marylhurst, Oregon 97036
22. Arthur B. Gorsuch
Dean of Special Studies
Ashland College
Ashland, Ohio 44805
23. Kevin Gottlieb
Office of the Summer School
Syracuse University
Syracuse, New York 13210
24. C. W. Hansen
Wilberforce University
Wilberforce, Ohio 45384
25. R. Hoffman
St. Norbert College
West De Pere, Wisconsin 54217
26. Rev. Peter D. Holzer, OFM
Quincy College
1831 College Avenue
Quincy, Illinois 62301
27. James F. Hood
Lindenwood College
St. Charles, Missouri 63301

28. Richard B. Hughes
Assistant to the Dean
St. Edward's University
Austin, Texas 78704
 29. J. D. Humberd
Grace College
Winona Lake, Indiana 46590
 30. Sister Marie De Lourdes
Mary Manse College
Toledo, Ohio 43620
 31. J. W. Fishbourne
University of Lethbridge
Lethbridge, Alberta, Canada
 32. Sister M. Joyce
College of Saint Teresa
Winona, Minnesota 55987
 33. Sister Aaron Kallinowski
College of St. Benedict
St. Joseph, Minnesota 56374
 34. Arthur Klem
Trinity College
Divinity School
Bannockburn
Deerfield, Illinois 60015
 35. A. C. Koester*
Valparaiso University
Valparaiso, Indiana 46383
 36. Rev. E. J. La Mal
Office of Summer School
St. Norbert College
West De Pere, Wisconsin 54178
 37. Sister Dymphna Leonard
Marymount Manhattan College
71st Street
New York, New York 10021
 38. Richard M. Lipp
New Haven College
New Haven, Connecticut 06505
 39. Robert T. MacAfee
Massachusetts Bay Community College
57 Stanley Avenue
Watertown, Massachusetts 02172
 40. Rev. Thomas K. McKenney
Creighton University
Omaha, Nebraska 68131
 41. John J. McLaughry
Brown University
Box 1152
Providence, Rhode Island 02912
 42. Franklin J. McLean
Office of Summer School
Princeton University
Princeton, New Jersey 08540
 43. Sister M. Mercia
Caldwell College for Women
Caldwell, New Jersey 07006
 44. Sister Mary Clare Metz
Our Lady of the Lake College
San Antonio, Texas 78207
 45. George Morgenfeld
State University of New York
R. D. No. 1
Almond, New York 14804
 46. Wesley Muth
Southwestern Michigan College
Cherry Grove Road
Dowagiac, Michigan 49047
 47. Edward Neteland
Trinity College
Divinity School
Bannockburn
Deerfield, Illinois 60015
 48. Paul T. Nugent
Franklin College
Franklin, Indiana 46131
 49. Anthony V. Patti
Herbert H. Lehman College
Bedford Park Boulevard, West
New York, New York 10468
 50. John S. Penn
University of North Dakota
Grand Forks, North Dakota 58201
 51. Percival Perry*
Dean of Summer Session
Wake Forest College
Winston-Salem, North Carolina
27106
 52. Phillip N. Royse
Our Lady of Cincinnati College
Edgecliff, Walnut Hills
Cincinnati, Ohio 45206
 53. James B. L. Rush
Director of Summer School
North Carolina School of the Arts
P. O. Box 4657
Winston-Salem, North Carolina
27107
 54. Victor P. Satinsky, M. D.
Research Associate Professor of Surgery
Hahnemann Medical College and Hospital
230 North Broad Street
Philadelphia, Pennsylvania 19102
 55. Frederick V. Shoot
Anderson College
Anderson, Indiana 46011
 56. Jack E. Snider
King College
Bristol, Tennessee 37622
 57. Charles J. Snopek
Director of Summer Sessions
Dowling College
Oakdale, New York 11769
 58. Sister Mary Christopher Steele
Mercy College of Detroit
Detroit, Michigan 48219
-

59. Harold W. Taylor
Green River Community College
12401 Southeast 320 Street
Auburn, Washington 98002
 60. David C. Thomas
Ottawa University
Ottawa, Kansas 66067
 61. Dr. Frederick B. Tuttle*
Deputy Director
Education Program Division
Code FE, NASA
Washington, D. C. 20546
 62. Sister Marie Immaculata Vargas
College of Notre Dame at Belmont
Belmont, California 94002
 63. Norman S. Watt
University of British Columbia
Vancouver, Canada
 64. Bluma B. Weiner
Yeshiva University
New York, New York 10033
 65. E. K. Williams*
Director of Summer School
Savannah State College
Savannah, Georgia 31404
 66. Mrs. Pauline Lyon*
University of Washington
Seattle, Washington 98122
- * Individual Charter Member
-

National Association of Summer Sessions

OFFICERS AND COMMITTEES

1967 - 1968

NATIONAL OFFICERS

JACKSON H. WELLS	University of Denver, <i>President</i>
HUBERT J. MCCORMICK	Sacramento State College, <i>President-elect</i>
STUART H. MANNING	University of Connecticut, <i>Secretary</i>
WILLIAM H. JONES	Emory University, <i>Treasurer</i>

Regional Vice Presidents

Northwestern, CLARENCE HINES	University of Oregon
Western, WILLARD EDWARDS	San Fernando Valley State College
Southern, T. T. EARLE	Tulane University
North Central, RALPH H. GEER	Bowling Green State University
Middle States, HERBERT P. STUTTS	The American University
New England, JAMES E. CRONIN	Wesleyan University

COMMITTEES

Auditing Committee

C. W. HOTCHKISS	Colorado State University, <i>Chairman</i>
CARLSON E. CRANE	Western Illinois University
ROBERT SWORDS	Elmhurst College

Conference Site Committee

T. T. EARLE	Tulane University, <i>Chairman</i>
SHIRO AMIOKA	University of Hawaii
CLAUD B. GREEN	Clemson University
HOWARD KNUTSON	University of Northern Iowa
CHARLES E. NOYES	The University of Mississippi

Constitution Committee

JAMES AUSTIN	Massachusetts Institute of Technology, <i>Chairman</i>
JOHN P. DONOHUE	The Loop College, Chicago
HOWARD A. KNAG	Queens College
LEO P. KIBBY	San Jose State College
CLEMENT C. OCKAY	Seton Hall University

Governmental Relations Committee

REV. ROBERT P. MOHAN	Catholic University, <i>Chairman</i>
JAMES E. CRONIN	Wesleyan University
CLARENCE HINES	University of Oregon
GILBERT R. JOHNS	Colorado College
E. K. WILLIAMS	Savannah State College

Nominating Committee

WILLIAM C. VENMAN
 CARLSON E. CRANE
 JACK E. LITTLE
 CHARLES E. NOYES
 CLARENCE HINES

University of Massachusetts, *Chairman*
 Western Illinois University
 University of Vermont
 The University of Mississippi
 University of Oregon

Publications Committee

JOHN B. ERVIN
 ROZANNE G. EPPS
 RALPH H. GEER
 STEVEN GITTLER
 CHARLES B. SMITH

Washington University, *Chairman*
 Richmond Professional Institute
 Bowling Green University
 State University College (Buffalo)
 Pennsylvania Military College

Research Committee

HOWARD S. GEER
 RICHARD T. DANKWORTH
 HERBERT W. FRED
 MILLARD HARMAN
 MICHAEL U. NELSON
 DONALD K. ORBAN
 EDWARD F. OVERTON

Marquette University, *Chairman*
 University of Nevada
 University of North Carolina
 State University of New York (Oswego)
 Rutgers-The State University
 University of North Dakota
 University of Richmond

Resolutions Committee

HARRIET DARROW
 EDWARD T. CLARK
 FRED W. HOSTER

Indiana State University, *Chairman*
 Webster College
 Miami University

Local Arrangements Committee

5TH ANNUAL CONFERENCE:
 REV. JOSEPH S. McGRATH

University of Notre Dame, *Chairman*

Program

**FIFTH ANNUAL CONFERENCE
NATIONAL ASSOCIATION OF SUMMER SESSIONS**

November 19-21, 1968

Planning The SUMMER SESSIONS

Host Institution: UNIVERSITY OF NOTRE DAME

at

South Bend, Indiana

TUESDAY, NOVEMBER 19, 1968

9:00 a.m. REGISTRATION

10:30 a.m. COMMITTEE MEETINGS

AUDITING COMMITTEE
Courtland Hotchkiss, *Chairman*

CONFERENCE SITE COMMITTEE
T. T. Earle, *Chairman*

CONSTITUTION COMMITTEE
James M. Austin, *Chairman*

GOVERNMENTAL RELATIONS COMMITTEE
Rev. Robert P. Mohan, *Chairman*

LOCAL ARRANGEMENTS COMMITTEE
Rev. Joseph S. McGrath, *Chairman*

NOMINATING COMMITTEE
William Venman, *Chairman*

PUBLICATIONS COMMITTEE
John B. Ervin, *Chairman*

RESEARCH COMMITTEE
Howard S. Geer, *Chairman*

RESOLUTIONS COMMITTEE
Harriet Darrow, *Chairman*

MEMBERSHIP COMMITTEE
Stuart H. Manning, *Chairman*

12:00 Noon EXECUTIVE COUNCIL LUNCHEON

1:30 p.m. FIRST GENERAL SESSION

Chairman: Jackson H. Wells, President, National Association of College and University Summer Sessions, University of Denver

Announcements: Rev. Joseph S. McGrath, CSC, Dean of Summer Session, University of Notre Dame

Greetings: Father John E. Walsh, Vice President, Academic Affairs, University of Notre Dame

Speaker: Dr. Donald R. McNeil, Chancellor for Continuing Education, University of Wisconsin

Topic: "The World of Continuing Education—Implications for Summer Sessions"

3:00 p.m. BREAK

3:30 p.m. PANEL DISCUSSION

Chairman: James Cronin, Wesleyan University

Panelists: Rev. William J. McIntosh, S.J., Loyola University of Los Angeles; John Ervin, Washington University; Leo P. Kibby, San Jose State College

Topic: "The Challenge of Continuing Education," A reaction to Dr. McNeil's presentation.

Recorder: William T. Utley, Dean, College of Continuing Studies, University of Nebraska

6:00 p.m. SOCIAL HOUR

7:00 p.m. BANQUET

Chairman: Charles E. Noyes, University of Mississippi

Speaker: Dr. Dale Baughman, Indiana State University

Topic: "Phantasmagoria—about the Constant Changing Scene in Higher Education, Some Serious—Some Humorous."

WEDNESDAY, NOVEMBER 20, 1968

8:30 a.m. REGISTRATION

9:00 a.m. SECOND GENERAL SESSION

Chairman: Shiro Amioka, University of Hawaii

Speaker: William Whalen, University Editor, Purdue University

Topic: "Effective Use of Publications and Announcements for the Summer Session."

10:00 a.m. BREAK

10:30 a.m. STUDY GROUPS: Planning The Summer Sessions

SECTION I: Junior and Community Colleges

Chairman: Byron E. Kee, Thornton Junior College

Recorder: Peter Nigro, Staten Island Community College

SECTION II: Summer Enrollment to 2,500

Chairman: Claud B. Green, Clemson University

Recorder: Charles B. Smith, Pennsylvania Military College

Discussant: Kenneth N. Vickery, Clemson University

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

Chairman: Courtland W. Hotchkiss, Colorado State University

Recorder: John H. Borgard, Loyola University, Chicago

SECTION IV: Summer Enrollment Over 5,000

Chairman: Peter S. Harkins, University of Southern California

Recorder: Millard Harmon, State University of New York at Oswego

Discussants: Stuart H. Manning, University of Connecticut; Charles E. Noyes, University of Mississippi; Leo P. Kibby, San Jose State College; Harold A. Miller, University of Minnesota; Shiro Amioka, University of Hawaii

12:00 Noon LUNCH

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

SECTION I: Symposium for New Summer Session Directors

Chairman: Clarence Hines, University of Oregon

Recorder: Armand O. Citarella, St. Michael's College

SECTION II: Planning and Supervision of Travel and Foreign Studies Summer Programs

Chairman: Dean A. Peterson, Brigham Young University

Recorder: John L. Shisler, Ithaca College

Discussants: Jesse A. Mann, Georgetown University; Robert W. Richey, Indiana University; Paul E. Hadley, University of Southern California

SECTION III: Institutional Research—What Basis for Planning to Meet Students' Needs?

Chairman: Carlson E. Crane, Western Illinois University

Recorder: Joseph Pettit, Georgetown University

SECTION IV: NASA Services to Summer Session Programs

Chairman: Fred Tuttle, Deputy Director, Educational Programs Division, NASA, Washington, D.C.

Recorder: J. Neil Armstrong, North Carolina A & T University

Discussants: Gary S. Horowitz, Alfred University; George D. Lehman, University of Toledo

3:00 p.m. FREE TIME

3:30 p.m. Presentation and Discussion "The University of Maryland Fine Arts Festival." Paul T. Travor, University of Maryland

THURSDAY, NOVEMBER 21, 1968

9:00 a.m. THIRD GENERAL SESSION

Chairman: H. J. McCormick, President-elect NACUSS, Sacramento State College

Speaker: Dr. James B. McKee, Michigan State University

Topic: "Issues of Consequence in Society—Are New Institutions Needed to Cope?"

10:00 a.m. BREAK

10:30 a.m. ANNUAL BUSINESS MEETING

Chairman: Jackson H. Wells, President, NACUSS, University of Denver

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

12:00 Noon EXECUTIVE COUNCIL LUNCHEON

PROCEEDINGS
of the
FIFTH ANNUAL CONFERENCE

FIRST GENERAL SESSION

TUESDAY, NOVEMBER 19, 1968

Presiding — Jackson H. Wells, President

**The World of Continuing Education —
Implications for Summer Sessions**

*By Dr. Donald R. McNeil, Chancellor for Continuing Education
University of Wisconsin*

In looking over what Summer sessions people are doing in this country, one is struck by the similarity between your programs and what we are doing in University Extension around the country. I understand that in the structures within your universities you sometimes are a part of extension or the same person directs both the extension programs and the summer session programs. In other places you are completely separate, and in still other institutions the summer session is buried completely within the formal academic structure. But even acknowledging all of those variations there is something to be said for the similarity between the outreach function of the university and the summer sessions programs.

I would like to talk to you about some of the problems connected with the summer sessions program and extension. Not only do we have the same objectives and goals, we often have the same administrators, and at the present time both programs are flourishing. I think this building where we are gathered is testimony to the new affluence of continuing education. We have many students in the summer sessions as well as extension. We have our students becoming more involved with universities nearby instead of going off to some far-off state to spend the summer. In both areas the federal support is increasing. Certainly the institute programs devised by several federal agencies is having an effect upon you as well as upon us in university extension. More and more I detect a move by summer session people to get into the noncredit field, which they have done to some extent. But in response to Father Walsh's statement that he never regarded the program in summertime any differently than he did the on-going program during the year, I would agree if there is an on-going program of noncredit offerings during the school year. Then you can regard it as an extension of the school year. But in too many universities they simply do not do that. The summer sessions have tended to become formal and traditional and therefore antiquated. The same is true of extension. The old concept of continuing education is that you take people and give them the traditional programs, in traditional places, at traditional times and you call that continuing education. I don't partic-

ularly like the word continuing education. I think it is narrow and restrictive. I do approve of the word "extension" which has become a dirty word in many universities because of its second class connotations.

Let me talk about two or three problems I see facing summer session directors and their staff. I'd like to take off from my statement of a moment ago about summer sessions in its traditional mold. I know that some of you are trying some new things, but very few summer sessions people and extension people in the country are beginning to move in on the problems of society. In an attempt to get some kind of respectability and especially when summer sessions are connected with extension, we are inclined to take the word of the department or of the dean or the vice president as to what constitutes continuing education. And I say to you that if you've got a problem in your ghetto with the black community and you've got a traditional program aimed at middle class teachers because it is acceptable to the resident unit, to the resident department and dean, then you as a university and a summer sessions director or as an extension director are really failing in the true mission of the university.

We've got a program in Milwaukee called the Teacher Community Relations Project, and I'll show you how it works. If we tried to go through the resident department and work with the teachers and get them involved with the people in the inner core in Milwaukee, we would find it very difficult. Why? Because there is a strong research orientation and there is snobbery within the department. Under the guise of quality the department will say that it will hire only certain kinds of individuals to do the job for the university. In our Teacher Community Relations Project we understood that we had to have somebody who knew something about teaching at the junior high school level, so we hired a junior high principal. And then we realized that we had to have somebody who knew what the guts of the black problem was in that community, so we found a high school graduate who knew something about the problems of the growing feelings of militancy in the city of Milwaukee. And we put these two people together and built around them some political scientists, some social workers, some untraditional types of faculty, and we had a team. And then through a summer sessions program, began trying to break down the misunderstanding between the teachers teaching in the ghetto schools and the mothers and fathers who were responsible for the students coming to these schools. It was in an area where juvenile delinquency was rampant, and at a time when there was increasing hostility between the white and black community. The whole objective of that program was to bring some kind of understanding to both the white and black teachers in those schools of what the problems of the Negro were in the black community. Similarly, the objective was to get some understanding within the neighborhoods as to what the problems of the city school administration and the teaching faculty were. And in a series of courses, some for credit and some not for credit for the teachers so that they could get their salary increases, we began to bring them together. We began to put the teachers out into the homes of the black citizens to see where they live, what their aspirations were, what their problems were. The school board finally thought this was such a good idea that next year after a two year trial they are going to take over the program. I suspect that this program would not have gotten underway if somewhere along the line we would not have given some of these

teachers the credit they needed. Yet, we feel out of that program of a mixed credit and noncredit offerings, we were able to break down some of the antagonistic attitudes that were prevalent in the community.

It is not only the race problem, the black problem, the ghetto problem, or the city problem. Our society today has problems everywhere. You hear many people now talking about the rural-urban balance. How do we get the people in the city to go back into the rural areas? How do we build industry and continuing education programs that are going to keep the engineers and the business people out in the rural areas? How are we going to break up these big monstrosities that are so large and so complicated that we cannot even handle them any more? What are we in the universities doing about it? The problem is that when you address that question to the university they are going to say let's study it, let's do some research. Let me tell you. You go into the black communities these days and say we want to do a research study. If it is not connected with some action teacher education program, they are going to throw you out. The same is coming true of many other aspects of our society. It is too late to study in depth some of the problems that are making society we live in so deplorable, and I don't care whether you are talking about poverty or economic development or water pollution or air pollution. All I am saying is that universities and extension operations, the extension mechanism, and summer session people particularly, have to get a new orientation. They have to get involved in the problem of the society around them.

Connected with the problems that face us in the university, we have got to throw away some of the old techniques and some of the old methods that we have been using, and you in the summer sessions have to do it too. It seems to me that you have to take a look at the public need and translate that into a curriculum for today, instead of going to the traditional departments in the institution and asking what was yesterday's curriculum that will make us acceptable today. We simply have to look at those needs. And then we have to redesign the curriculum. We can no longer get into petty arguments about whether credit courses should be eight weeks or five weeks or nine weeks or twelve weeks, or whether noncredit courses are three day institutes, five day institutes or two week institutes, seminars or conferences. It is up to the summer session people almost as much as those of us in extension to redesign the whole curriculum. You have really got to have all kinds of packages for modern society depending upon your clientele group and the nature of knowledge you are disseminating. You are going to have everything from the two hour seminar to the eleven and twelve week session. And if we don't do this, if we don't redesign the packages that we have to offer our student bodies in the summer session and year around, we are going to become increasingly alienated from the society around us.

Thirdly, I don't think many of us in extension or in the summer sessions are beginning to use the new media. Now I hear many people make speeches about using the new media. However, it is beyond the experimental stage. We've got educational radio and television stations in almost every major city, some of them increasingly going state-wide. We've got the telephone in a dramatic new development which has been adopted in Wisconsin, where we have something like 111 drops in the state of Wisconsin now. And we can bring together people in all of those 111 places in what we call the Educational Telephone Network. And we

can teach them. We can have a two-way conversation. The objection to that, of course, is that it is not face-to-face confrontation. And here you run up against the traditional concept of learning in the resident department. We wanted to drop one in a state prison and teach an English course for credit to prisoners who have no place to go. They couldn't walk out on the class. And the English department of the affluent campus says, "oh, no!" We wanted to use their professors. We wanted to use the same knowledge we were giving the people on the campus. Because we were using a new media in a new place, a state prison of all places, they would not accept it. I don't think we've got the resources and I don't think the American society is developing in such a way that the university can only be on the campus.

And how many summer session directors worry about the credit programs beyond the immediate environ of their campus? Not very many. And I don't care how you go out there, with peripatetic professors or with the media, you've got to go off campus. The day when we brought everybody on to the campus is over.

Coming down on the plane I read Bill Berenbaum's essay in his new book *The Campus of 1980*. His main contention in that essay where he was talking about cities and the impact of higher education, was "the university is the city; it is everywhere."

Why do we have to have lectures three times a week for fifty minutes in a traditional classroom with a confrontation to guarantee some quality of learning? We have taken tests of people who we have taught, both credit and noncredit in our telephone network and we know our system works. This is beyond the experimental stage. There are enough people in this society who are self-learners and self-starters who can handle this kind of program. I am not saying that everybody can, but there is a group we are not reaching. We've got to use the new media in getting off campus to reach some of these people. The very expense of coming into the residence situation in a different city handicaps many of the people from getting the education that they need and they want.

The third problem, now that I have urged you to go off the campus. Now I must regress a little and urge you to watch this matter of balance within the offerings. A \$100,000 NDEA Institute dropped down on Ohio State, Notre Dame, or the University of Wisconsin is not going to mean much. But an NDEA Institute dropped down on a small college or small university practically takes over all the facilities. I know the problems of the institutes, the high subsidy rates paid to the students and we develop a whole clientele groups of institute-chasers around the country who go from one institute one summer to the next institute the next summer. We really have to watch out that we don't become all one thing. We should not get completely oriented to one type of program. The danger in university extension is that where you begin to build up capacity, you begin to build up talent. Then you begin to put your dollars in certain areas and you have not given comprehensive offerings on behalf of that university.

Well, these are the three problems as I see them: to get oriented to the problem-solving role of the university, to be innovative in a variety of ways with special reference to the new media, and to maintain some balance in the total offerings of your institution. To really do this, if

you want to do it, we have to talk about the problems inside to make a direct assault upon some of the problems facing American universities. It is my belief, and I am in a minority, that there is an academic revolution going on in this country. For the last thirty or forty years we have talked about the three vital functions of the university: teaching, research and public service, public service being all-inclusive of continuing education, adult education and extension. As a matter of fact, we know that it is not that at all. That the commitment in terms of budget and staff and administrative deliberation, appointments, relevancy to the dean or director in the power councils of the institution, that public service is always last. We have too many cases where there is a choice when the extension or continuing education and adult education function is ruled out because of "our primary obligation." Now when I attack this problem don't for a minute think that I am against research, of that I am against quality undergraduate instruction and training. Those are vital functions of the modern university.

But what is happening because of the federal impact? Now the states are beginning to come to the university and they are saying, "What are you doing that is relative to society?" Now a new factor has been introduced and that is the student unrest. We know in our institutions that there is one thing that is turning the affluent research-minded professor toward thinking about becoming relevant to society and that is the student activity. All of a sudden these esteemed departments and colleges have suddenly realized that the students are forcing them to turn around and look at society in order to get involved. We now have requests from several colleges on our campuses because of the student unrest. It is a direct line to the student unrest. What can we do that is relative? How can we get involved in the race problem, in poverty, the Menominee Indians and all the rest? The medical school, the law school, L & S, engineering, commerce, they want to get involved in the problems of society.

The academic revolution is being promoted by the federal government, by the state government, and there is a small band of universities that have suddenly realized that for forty or fifty years they have been paying lip service to the public service function. And I can prove to you how they do it. In the first place, and as many of you in summer sessions and extension know, they demand a high degree of self-support. That is the most vicious part of the American education system. I believe that there ought to be some kind of ability to pay principle built in, for those who have made it in life and can afford to pay. But what it has done is to create units within universities that will go only where the money is. So you've got middle management, top management, executive courses, and you've got continuing education for engineers, you've got summer session offerings for all of these people, plus teachers and those who can afford it, but how many of you are burdened by your administration to make it 100% self-supporting? And you have to ask yourself each time, will it pay? But did you ever ask a professor of classics if it paid that he only had eight students in his course to provide a well rounded education? Of course not.

Secondly, with the drying up of research funds because of the Vietnam war, more of our esteemed colleagues in the higher brackets who never

deigned to get into summer session teaching or extension teaching are now saying, I have to have something to do during the summer. And they are turning the corner and coming back and saying that they have to have a job for the summer. And you know what that means to you because of their high salaries. The costs are going up. And the only way that many institutions can get at that is to raise prices, passing the burden of paying for the increased costs upon the consumer. Well, that is fine if the people can afford to pay it. But there are a lot of people that you will want to be reaching during the summer and that we want to be reaching through extension who cannot pay that much. In our own institution, Clay Schoenfeld tells me that with something like nine per cent fewer offerings, his costs are up 26 per cent at the University of Wisconsin, Madison. This is because now he does have access to some of the very distinguished colleagues because they have not gotten research grants and money is not as easy to get as it once was within universities. So they are willing to come in and the summer session director simply has to take advantage of this. If the costs are going up and you are trying to get your top people from around the country or from within your own institution and you are pegged to a high support system, then you are never going to get at the kind of people you are trying to get at. Secondly, in addition to self-support which is the major problem facing both the summer session offering, summer sessions directors and the extension directors, is this matter of reward system. There is not a reward system built in for the summer type of offering or for the problem solving role that you might undertake. I think all of you are familiar with the fact that most of the people, simply are not on the academic track in the sense that somebody who teaches in a resident department is. If you perchance conceive summer session as an extended three months of the regular session, perhaps you do better than most. But because of the high self-support, because of a lack of reward system whereby people really might get involved, then you simply cannot do the job.

Thirdly, it seems to me that the summer session people have not had access to the scholarship funds that are available to the total university. And here again, it is because of a traditional attitude toward both extension and summer session. Maybe some of you do get scholarship funds, but I don't hear of very many people who can offer scholarships except through the NDEA Institutes. Actually, this is where it would be most needed because we know that if we can attract some people for a summer session, can get them interested once again in education, they may indeed go on year round and make their own personal plans to do it. In the federal government, there is no place, outside of very narrowly defined Institutes, where scholarship moneys are available.

Lastly, it seems to me that because most of the institutions represented here are outside of the extension mechanism, there is going to have to be a closer tie between the summer session directors and the extension directors. If it is one and the same person, that is fine. It does mean then that you can plan a comprehensive year-round program. But if the two are split, I would urge you not to fight. I would not worry too much about structure if the job gets done. The problem in most universities is that they do fight among themselves as to who is going to get the hard dollars to conduct the types of programs they want. I would urge you not to worry about this. If you are in a different unit, then do what you

can. You can establish lines of coordination and bridges to the extension mechanism and work things out. There is enough for all of us to do in extension as well as in the summer session.

I guess I would like to close from another quote I picked up from Bill Berenbaum's essay. He said, in one place, "The form of the American university is the shape of its content," which really means substance. And then he said, "The formalities of academia threaten to overwhelm the content of higher education." If we are going to argue among ourselves within universities about the formalities, about the form these things take, then we are indeed doomed. Given the present problem of redressing the balance, of bringing public service to an equality with teaching and instruction, we simply cannot let these problems overwhelm us.

SECOND GENERAL SESSION**WEDNESDAY, NOVEMBER 20, 1968**

*Presiding — Shiro Amioka
University of Hawaii*

**Effective Use of Publications and Announcements
for Summer Sessions**

*By William J. Whalen, University Editor
Purdue University*

Basic ingredients of a summer sessions publications program usually include a poster, catalog or schedule of classes, individual short course or workshop brochures, and a summer activities booklet. Additional publications might be a preliminary announcement and a weekly newspaper to keep summer students and staff informed of campus activities. One category of publications is designed to attract students while another category seeks to communicate with enrolled students as well as faculty and staff.

In preparing these remarks I drew not only on my own experience as University Editor at Purdue but on the experience of a dozen of my colleagues in other institutions. I'll give you my conclusion first: don't try to produce summer sessions publications by yourself unless you have special editorial and design talent or unless you have no one to call upon for help.

If you have a publications office at your institution, make full use of it. The people in this office should be experts in editing, photography, design, printing production, distribution. You must still decide what publications you need and what information they should communicate but you should take advantage of the best talent available to execute your ideas.

Here is another word of advice: give the designer full rein to encourage his creativity but insist on giving the final OK yourself. If you inhibit the designer from the beginning, you may dampen his enthusiasm. Resist the temptation to be overly specific at your initial meeting with the designer. Later, if the designer gets too avant garde for your taste or if he allows design to overshadow your message you may have to ask for some revisions.

The generation gap seems to exist in the design field as well as others. If your summer sessions publications are supposed to appeal to young people, you may have to make an extra effort to appreciate the more contemporary design styles.

Many schools make an effort to present a unified image through graphics. The director of publications at Indiana University, Robert Mossholder, writes:

"We feel strongly down here that there is a distinct advantage in coming up with a format or a design that will provide readers with a recognizable identification feature related to Indiana University's Summer School. In this case it was the use of the color wheel. It has always seemed to me that the single greatest problem with the Summer School promotion has been the job of scheduling all of the mailings at effective dates, following through to make sure that your various sources get their material to you on time, and most important of all—succeeding in getting the Summer School Director to agree to a cut off date for sending in changes and additions in the printing of the large Summer School Course Bulletin. Summer School Directors, of course, want to keep making alterations up until the last minute, but it seems to me that the Publications Office has the job of making them aware that if they want such publications delivered on time, they can't expect to keep on revamping the copy until the day before publication."

You can achieve this unified image by having one designer work on all the summer sessions pieces, by sticking to one type face, by adopting a summer session symbol, by using one color combination.

Now let's turn to some of the basic summer sessions publications starting with the poster. The poster must be eye-catching but not too large. Oversized posters will probably not be posted because those who control bulletin boards will not allow one school to dominate the space. Many schools use return post cards in pads or pockets of summer session post cards. Here are some of the addresses to which the University of Wisconsin sends its summer poster: Wisconsin school superintendents; high school, junior high, and elementary school principals; county superintendents and supervising principals; state colleges; parochial schools; schools in northern Illinois and upper Michigan; alumni club presidents; organized houses on campus.

The summer sessions announcement ranges from a simple schedule of classes to an impressive catalog. One school told me it spends about \$30,000 for 65,000 summer sessions bulletins. Purdue is not in this league; we spend \$2,300 for 12,000 such books.

I personally favor a more complete summer sessions booklet than some. Office managers estimate a personal letter now costs more than \$2.50 for dictation, typing, paper, envelope, stamps, handling, etc. If you can answer in a printed book questions which would otherwise require a letter, you can soon justify the extra cost of a few more pages of information. One aim of a good publication should be to cut down on unnecessary correspondence.

We try to adopt the same approach to summer material as we do to student recruitment material. We try to anticipate questions in advance and provide the answers. We rely on our admissions counselors to suggest these questions; they are in close touch with prospective students, parents, counselors, etc.

In the overall college publications field the greatest improvement during the past 20 years has certainly been in design. Many of these publications can hold their own in competition with the best products of the commercial field. Where we have seen little or no improvement has been in copy.

Failing to keep the interests of the reading public in mind, the copy drones on: "The Department of Philosophy was separated from the Department of History, Government and Philosophy on January 25, 1962 by action of the Board of Trustees. Three years before the former School of Science was reorganized and renamed the School of Humanities, Social Sciences, and Education and the new dean assumed his duties on August 1, 1959. . ." But who cares except the archivist? Potential students don't give a fig about our internal organization.

Few schools have enough design talent available to do a really good job on the dozens of brochures for short courses, workshops, conferences, etc. It may be wiser to adopt a standard format for many of these brochures than to try to get good design from one overworked designer.

One of our most popular summer publications has been the activities booklet. We call ours "Summer at Purdue." It is a pocket sized booklet which lists summer convocations, sports schedules, library hours, recreational opportunities, dining rooms, and other cultural and social activities. These booklets are not expensive; we get 13,000 for about \$500 and distribute them at the start of the session.

My office also published a weekly newspaper called the *Summer Times*. Our daily student newspaper does not publish during the summer and we discovered a serious communications gap. Somehow we had to reach some 8,000 students along with thousands of staff. A 4-page newspaper distributed free to a dozen pickup points around campus has been our answer.

Far more research can be done on the effectiveness of summer session publication. Many of us do not even keep replies to our ads or keep track of where inquiries come from. We keep busy trying to publish the best publication we can and see that somehow they get into the hands of the right people. We could do a lot more to see if our efforts are being directed in the right channels.

THIRD GENERAL SESSION**THURSDAY, NOVEMBER 21, 1968***Presiding* — H. J. McCormick, President-elect**Issues of Consequence in Society —
Are New Institutions Needed to Cope?**

By Dr. James B. McKee
Michigan State University

Though we Americans recognize that we are a society of power and affluence, there has occurred nonetheless in these last years of the 1960's an immense crisis of confidence in the institutions of American society. There is abroad in the land what few would have dreamed they would hear a few years ago: a strident demand for radical reform if not for revolution. Therefore, the issues that are the issues of consequence are those with which contemporary institutions do not cope satisfactorily. In their failure to do so they breed the crisis of confidence that now besets us. In such areas as education, welfare, the city, the ghetto, the university, the political process, one finds these issues, as well as in the multifarious consequences of the use of technology, pollution, invasion of privacy, automation, job displacement, and the consequence of modern science: the pill, drugs, biological control, and the like.

To say that there is a crisis of confidence in contemporary institutions requires us to direct our comments for a moment at what we mean when we speak of *institutions*. What we are speaking to is the process we call *institutionalization*, which renders legitimate and authoritative the established ways in which we accomplish things in a society. Basically, it refers to four things: (1) the procedures for getting things done; (2) the developed competence for carrying them out; (3) the responsibility that is differentially allocated within the society; and (4) accompanying that responsibility, authority. Thus, any institution has a given domain, a legitimate area of human relationships within which one can observe the procedures, the competence, the responsibility and the authority for accomplishing some task. Within that institution there develops at least two things. First, ideology in Karl Mannheim's sense of the term: a perspective, a set of assumptions, a definition of reality; in other words, a way of looking at the world and a way of relating the institutional domain to the rest of the world. It includes a rationale, not merely for the institution, but for its particular kind of organization and operation as well as a set of values that gives legitimation to it. Secondly, there is a body of professionals. The division of labor within modern society always allocates authority and responsibility to a selected group who by training, background, and experience are regarded as having a competency that others do not share. They are monopolizers of competence, they are the experts of society, and their right to function and to exercise authority and responsibility is established by procedures of certification. All the occupations involved in the major institutional domains of contemporary society have undergone a process of professionalization. Indeed, one can add that most of the middle class occupations of American society are either professional

or are in the process of becoming professional. This professionalization of middle class occupations is one of the silent but major transformations of American society.

The professionalization of American middle class life has a number of aspects about it that are worthy of our attention. First, professionalization always establishes a professional-client relationship between the professional and those whom he serves. The important thing here is to understand that a professional-client relationship is a dependency relationship. It is, in short, not a relationship of equals. The client as the layman is by professional criteria incompetent and unqualified. Such a definition, when widely accepted, as it easily is in our society, gives to the professional an enormous amount of influence above and beyond the formal authority that he may have. Secondly, the professional monopolizes performance. The process of certification and the credentials barrier which it creates reserves to the professional the right and the opportunity as his alone to carry out whatever tasks are basic to the institution. By the "credentials barrier" I am borrowing Mike Miller's term to refer to that tendency in American society whereby we construct a complex set of credentials which any candidate for professionalization must meet, credentials that go far beyond the nature of the occupational task itself. Thus, the function of the credentials barrier is really to disqualify many people for performing kinds of tasks, carrying out kinds of activities which they might in fact be capable of doing. The monopoly of performance also permits a reward structure which allocates high professional reward as a legitimate claim for the performance of skilled service. There is also in every profession, as a consequence of monopoly of performance, a structure of collective power. If a group can legitimately monopolize a given activity, they have an immense bargaining power over rewards for themselves. The monopoly of performance is based fundamentally upon a validating process, and in a secular society such as ours that process is almost invariably science and research. Indeed, one major function of social science is to provide for the helping professions a facade of scientific legitimation for the right to monopolize performance and to develop those professional-client relationships that places the client in a dependency status. The monopoly of performance also requires that there be a certification process with a specified training which each client must undergo. Submission to a particular kind of established training program develops a strain toward a meritocracy which is a selection of people on the sole basis of their capacity to succeed in the training program. This assumes that this is both the selection and reward of merit and merit alone. There is also a "trained incapacity" (in Veblen's felicitous phrase) to see things in any other terms or any other way than that provided by the profession itself. In short, every profession and indeed every occupation pays for maximizing its particular way of developing competent performance by reducing its capacity to see the world or even to see its own problems in any other terms than its own. There is, then, a conceit of intelligence, a conception that there is a monopoly of ability and competence on the part of the trained professionals of the institution.

A third aspect of professionalization is the erection of professional structures. Every profession tends to bureaucratize its professional service and to routinize and control its relation to its clients, sponsors, power structures, and publics. This makes for efficiency and it makes for a cer-

tain security in status and relationship to society, but it also creates a strain between the values of professionalization and expertise and the values of democracy. The values of professionalization are elite values, not democratic values. They are values that distinguish between the competent and the incompetent, and they provide monopoly and rights of action based upon it. Thus, however, much we may gain by professionalization, it is always a threat to the values of the democratic process itself in any instance in which it differentially distributes claims to competence and to participation based upon it.

Fourth, one of the difficulties with professionalization lies in the fact that professional structures and occupations are built upon a set of assumptions that reflect the experience of earlier generations and are always somewhat insensitive to a changing reality. Institutionalized assumptions reflect the world in which those institutions originated. For example, the assumption of social welfare reflects the decade of the 1930's in which they are constructed. Or, urban schools reflect the job market of the first half of the 20th century. In both of these cases, the world of today is quite different in character, and the institutionalized assumptions reflect a sense of reality that is no longer congruent with the world in which they originated.

Let me provide some brief examples from the areas of American society that I know best. There are others that could equally well be used, but I am going to stick to those with which I am most familiar. First, the urban school and disadvantaged children. Despite public claims to the contrary, and indeed despite any public policy, there is now no question that urban schools are characterized by a differential quality of education for children different by race and social class. The children are perceived by teachers as constituting different levels of teachability, namely, some children are more easily teachable, others less so, and some perhaps aren't even teachable at all. Furthermore, there is a normal drop-out in urban schools, normal in the sense that there is a persistent level that has not changed significantly over a number of years. What is now difficult about this is that the drop-out once could integrate easily into the society. He could move into a job market and now he quite clearly cannot. There is no job today for the drop-out, or at least there are very few. So, high school drop-outs, particularly in the great urban centers, constitute a ready admission into the ranks of the unemployed and possibly the unemployable.

Those who would seek to do something about this are concerned about retaining youngsters in school but this cannot be done by simply demanding that they be retained in school by some legal requirement. Urban youngsters, even those living in the ghetto, are not unaware of their need for education, of their need for further schooling and of the fact that school is an access to the labor market. They readily know that; no amount of emphasizing it is necessary. Yet they do not do so. Why not? Because the education they do receive seems to them to be irrelevant so far as providing them with social opportunities, or as providing them with a chance to change the world in such a way that indeed they can have something like an equality of opportunity. So, they drop-out. Large numbers of them would rather forego the opportunity of education than receive what they regard as an irrelevant and inadequate one, one in fact which is a fraud. So, therefore, they continue to drop-out. The problem is exacerbated be-

cause those who do drop out or those who do get only a high school education come up against the credentials barrier, that involved structure of occupational requirements credits. White middle class Americans are not only education-conscious, they are credential-conscious, and the professionalization of a large range of occupations has led to an insistence upon further and further credentials as grounds for admission or promotion. Psychologists have provided us with an immense structure of various kinds of achievement tests on which people must perform at some adequately minimum level before they can be admitted or before they can move up out of the bottom levels. Now, the relevant point is that many of these credentials are quite unrelated to the jobs and the job tasks that people must undertake. Therefore, they do constitute a barrier to jobs for many people whose formal credentials are too little. Yet these formal credentials do not adequately measure a person's capacity to perform. What you have by virtue of this is an unintended but nonetheless effective structure of discrimination against the less formally educated and against all those who are disadvantaged by the present patterns of the urban schools. Similarly, much of the contemporary job training that has been instituted in the last few years is job training for various kinds of lesser skilled, blue collar occupations. But the blue collar world is not expanding, it is shrinking. It is in the white collar area that there is expansion. If the disadvantaged are to be significantly integrated into American society, it is only by some kind of an imaginative program that will prepare them to move into the white collar areas. Unless this is done there can be no effective attack upon the problem of unemployment in urban ghettos. Urban schools, in short, are based upon a middle class life, upon middle class styles of learning, upon an academic achievement orientation and much of this is inapplicable to the situation of the disadvantaged. But, it is not only the disadvantaged youth whose needs are not met by urban schools, there is also a small but enlarging segment of middle class alienated youth. The achievement and participation pattern of high schools is athletics, high grades by academic conformity, and respectable dress and behavior. Participation in activities means innocuous clubs and toothless student government. The assumptions on which this is based is that teenagers are lively children in a world of their own but sensitive and intelligent youth have outgrown this and no longer can be thought of as lively teenage children. The failure of the high school to respond to them, to understand the kind of people they are, and to provide something meaningful for them, has resulted in alienated students. Many of them now constitute a new kind of drop-out. This problem is exacerbated at the university level, for many high school youngsters who played the usual conventional roles all the way through high school do not do so when they get to college. A professionalized university faculty values research and graduate students over undergraduate teaching. Such a faculty belongs to a profession first, to a university second. Its curriculum is designed for professional and disciplinary interests, not for the needs of students. Thus, much of it is irrelevant for them and they know it, but the faculty does not seem to. The control of the curriculum in the university lies with the faculty, not with the administration, and when students are fighting the administration to bring about change, they are often fighting the wrong target. They do not yet know their own enemy.

For my fourth example, let me turn away from the area of education, to the area of welfare. Since the 1930's we have built up in the United

States a highly professionalized bureaucracy organized on the welfare and poverty assumptions of the depression of the 1930's. The assumption of the 1930's was that unemployment was the consequence of a temporary though somewhat more severe downward cycle of the business process, and that poverty was a temporary condition of a lot of people. Thus, people needed the kind of help that would tide them over until times were better and jobs were more adequate. However, there now exists in the United States large numbers of poor people whose difficulties cannot be traced merely to the business cycle, and the welfare structure cannot adequately take care of them. We cannot find jobs for them because they are not, by present standards, employable. Welfare has inadequate resources and as a result often treats the poor in a dehumanized way that denies them dignity. They in turn deeply resent welfare yet they are kept dependent on primarily a custodial institution. By a custodial institution I refer to a term that originated first in the social science analysis of mental hospitals, when it was recognized that public mental hospitals did not provide therapy but merely kept people out of sight and so out of mind, not bothering the rest of the population. The present welfare structure has built into it no techniques that would enable those who must be served by it to become independent, to find their way out of it and move into effective and viable roles in the society.

These examples lead us to my last point namely, what is at stake in the penetrating radical criticism of and response to the ineffectiveness of institutions in American society. There are, I think, three fundamental questions asked.

1. Who should be heard and who should share in the decision making in American society? Students are pressing hard to share in the decisions of the university that effect their own lives, particularly their own education. Black parents in major cities are pressing hard to have a voice in local schools where they can be sure that their children are not denied a quality education. Issues such as these lead to questions of responsibility and authority as reflecting competency. But who is competent—only the professional? But what about the nonprofessional—students, welfare recipients, parents of poor children—are they competent enough to have some kind of share within it? As yet, we have no way of adequately answering this question.
 2. Can we end or at least severely reduce the dependency relations that mark so many of the institutional structures of American society? Treating people as competent—even students, even possibly children—and giving them more control over their own lives may very well not only be a very hard thing to do but often constitutes a threat to professional status itself and may be resistant.
 3. New structures and institutions as alternatives to what we now have need to be conceived of, sketched out and designed. Local community control of schools is one such idea; campus schools as a way of eliminating segregation is another; possibly even private schools to which all economic levels have access and which serve as competition with public schools is another. What about alternatives to welfare? A job-welfare combination for a minimum income, such as the negative income tax, is one such idea; another
-

is that of a guaranteed annual income and the assurance that no one is to fall below a given minimum level in our society. But an attack upon the structure of professional control is insufficient without a radical critique of the ideology that lies behind it and without constructing a new intellectual perspective for a new time on which then can be built a viable and congruent set of institutions. Institutions are never built for an eternity. The institutions that we are now criticizing were in large part constructed out of the conditions and problems and situations of the 1930's. They were built in good faith, but they do not any longer serve us well. Thus, the need is to build a new set of institutions that will work until the next time when a new generation with a new set of problems will once more seek to reconstruct them. But for us the task is here and now, and the need is urgent.

ANNUAL BUSINESS MEETING**THURSDAY, NOVEMBER 21, 1968***Presiding — Jackson H. Wells, President*

Participants in the Fifth Annual Conference of the National Association of College and University Summer Sessions met in the auditorium of the Center of Continuing Education, University of Notre Dame, South Bend, Indiana at 10:30 a.m. to hold the Association's fifth annual business meeting.

President Wells called the meeting to order at 10:35 a.m. and then called on Father McGrath, Chairman of the Local Arrangements Committee, for final announcements.

President Wells called for the Auditing Committee report. Courtland Hotchkiss, chairman of the committee, read his report and moved that the report be received and placed on file. The motion was seconded and so voted.

The president called for the treasurer's report. Treasurer Jones, having previously distributed the Statement of Receipts and Expenditures, commented on his report and moved that it be received and placed on file. The motion was seconded and so voted.

President Wells called for the minutes of the last annual meeting. Secretary Manning moved that the minutes of the November 9, 1968 annual business meeting be approved as printed in the Proceedings of the Fourth Annual Meeting. The motion was seconded and so voted.

President Wells called for a report on membership; Chairman Manning stated that accurate membership figures were not available due to the number of new individual memberships taken in during the two days registrations were being accepted; however, a rapid count showed a possible 270 institutional members and 59 individual members. Chairman Manning moved the receiving of the temporary report and stated final membership figures would be printed in the Proceedings of the Fifth Annual Conference. The motion was seconded and so voted.

President Wells asked Charles Noyes to present the Conference Site Committee report for Chairman Earle who was not able to stay for the meeting. The Conference Site Committee recommended that the Association accept the invitation of Emory University, extended by Treasurer Jones, to hold its Eighth Annual Conference in Atlanta, Georgia in 1971. It was moved, seconded and voted to accept the recommendation of the Conference Site Committee.

President Wells explained the Association policy of conference site rotation and then reminded the members that the Sixth Annual Conference will be held at the Benjamin Franklin Hotel, Philadelphia, Pennsylvania, on October 14, 15, 16, 1969* and that the Seventh Annual Conference will be held at Portland, Oregon, in the Portland Hilton Hotel on November 11, 12 and 13, 1970.

* It has been necessary to change the dates of the Sixth Annual Conference to December 2, 3 and 4, 1969.

President Wells called for the Governmental Relations Committee report. James Cronin summarized the report on behalf of Rev. Robert Mohan, chairman, who was unable to attend the conference. It was moved, seconded and voted to receive and place on file the written report, copies of which had been distributed with registration materials.

President Wells announced that John Ervin found it necessary to resign as Newsletter Editor following his appointment as Dean of the School of Continuing Education, Washington University. It was then announced that Eugene F. Linton, Yankton College, Yankton, South Dakota, had been appointed Newsletter Editor for the balance of this calendar year. A Conference Newsletter issue will be distributed before the close of the year. President Wells urged members to send news items to Editor Linton.

The president called on Howard Geer, Chairman of the Research Committee, for his committee report. Howard Geer summarized his written report, which had been distributed to the members present, and moved that the report be received and placed on file. The motion was seconded and so voted.

President Wells asked Secretary Manning to present the proposed Constitution and Bylaws amendments which were recommended by the Executive Council for adoption and circulated to the membership October 3, 1968.

Secretary Manning moved the adoption of the following amendments to the Constitution:

1. That the name of this Association be changed from the National Association of College and University Summer Sessions to the National Association of Summer Sessions.
2. That the title of Article V of the Constitution be changed from "Executive Council" to "Administrative Organization."
3. That Section 1 of Article V of the Constitution be changed from "Executive Council" to "Administrative Council" and that the same change be made throughout the Constitution and Bylaws wherever Executive Council appears.
4. That Section 1. b) of Article V of the Constitution be changed by striking out the words, "represented by the regional associations accrediting institutions of higher learning," and inserting, "designated as Association regions in the Bylaws."
5. That Section 1. d) of Article V of the Constitution be changed to read "The President, immediate past President, President-elect, Secretary and Treasurer shall constitute the Executive Committee of the Administrative Council."
6. That Section 2 of Article V of the Constitution be changed by striking out the word "Council" and substituting the word "Committee."
7. That Section 1 of Article VI of the Constitution be changed by adding the sentence, "Ordinarily this meeting shall be held in conjunction with the Annual Conference of the Association."

The motion was seconded and so voted.

Secretary Manning moved the adoption of the following amendments to the Bylaws:

8. That Section 1 of Article II of the Bylaws be changed by striking out the words "who shall submit such application to the Executive Council for examination" and substituting the words, "of the Association."

9. That Section 2, Article III of the Bylaws be changed by inserting the words "prior to the opening of the annual business meeting" between the words, "dues" and "shall."

10. That the statement for Article V of the Bylaws become Section 6 of Article VI of the Bylaws after substituting the word "Committee" for "Council."

11. That the title of Article V of the Bylaws be changed from "Appointment of Committees" to "Regions" and that the following be the statement for this Article V:

"The following geographical regions are established for the purpose of providing regional representation on the Council and for such other purposes as may prove convenient."

NORTHWESTERN

Alaska, Idaho, Montana, Oregon, Washington, Wyoming

SOUTHWESTERN

Arkansas, Oklahoma, New Mexico, Texas

WESTERN

Arizona, California, Colorado, Guam, Hawaii, Nevada, Utah

WEST CENTRAL

Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota

EAST CENTRAL

Illinois, Indiana, Kentucky, Michigan, Ohio, West Virginia, Wisconsin

MIDDLE STATES

Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Virginia

NORTHEASTERN

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

SOUTHEASTERN

Alabama, Canal Zone, Florida, Georgia, Louisiana, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee

12. That the title of the present Article VI of the Bylaws be changed to "Elections and Appointments."

13. That Section 2 of the present Article VI of the Bylaws be renumbered Section 3, and that the present Section 3 to be renumbered Section 2.

The motion to adopt was seconded.

It was moved to amend the geographical regions by transferring Missouri from the West Central Region to Southwestern Region. The motion to amend was seconded and so voted.

It was moved to amend the geographical regions by adding the Virgin Islands to Southeastern Region. The motion to amend was seconded and so voted.

It was moved to amend the region designation by changing Northeastern to New England. The motion to amend was seconded and so voted.

The amendments to the Bylaws as amended were so voted.

President Wells called for the report of the Nominating Committee. Clarence Hines, in the absence of Chairman Venman, presented the following slate of officers for the year 1969:

President: Hubert J. McCormick, Sacramento State College
President-Elect: Carlson E. Crane, Western Illinois University
Secretary: Stuart H. Manning, University of Connecticut
Treasurer: William H. Jones, Emory University

It was moved, seconded and voted that the secretary cast an affirmative vote for the slate of officers placed before the Fifth Annual Meeting by the Nominating Committee.

After a brief "farewell address," Past President Wells presented the elusive but official gavel to President McCormick.

Following an equally brief "acceptance speech," President McCormick called for the report of the Resolutions Committee.

W. Ralph Sinks, on behalf of Chairman Harriet Darrow and the committee, read the Resolutions Committee Report. It was moved, seconded and voted to receive the report and place it on file.

It was moved and seconded that the chairman of the Resolutions Committee send a copy of the resolutions to the presidents of the institutions whose representatives are named on the document so that they may learn directly of the fine services rendered to the Association by their representatives. The motion was so voted.

There being no additional business, President McCormick, with a rap of the gavel, declared the Fifth Annual Meeting adjourned.

Respectfully submitted,

STUART H. MANNING, *Secretary*

National Association of Summer Sessions

STATEMENT OF RECEIPTS AND DISBURSEMENTS

For the Period November 1, 1967, to October 31, 1968

Cash balance, November 1, 1967		\$ 3,971.82
Receipts: Miami meeting	\$2,778.00	
Dues: 282 @ \$25.00	\$7,050.00	
32 @ \$10.00	320.00	7,370.00
Sale of Proceedings	2.00	10,150.00
		<u>\$14,121.82</u>
Disbursements per attached listing		-10,095.29
		<u>\$ 4,026.53</u>
Cash balance, October 31, 1968		\$ 4,026.53
Cash investment in 5% savings bonds (Citizens & Southern Emory Bank, Decatur, Georgia)		12,000.00
Accrued interest on bonds to October 31, 1968		543.28
Petty cash		25.00
		<u>\$16,594.81</u>
Total assets, October 31, 1968		\$16,594.81

Disbursements:

#132 — Clarence A. Schoenfeld, Miami speaker	\$ 100.00
#133 — Didier Graeffe, Miami speaker	167.00
#134 — James E. Perdue, Miami speaker	391.40
#135 — Miriam Howell, secretarial help	100.00
#136 — Univ. of Denver, printing and postage	290.18
#137 — Washington U., Newsletter, printing, and postage	158.10
#138 — W. H. Delaney, Knoxville, refund, registration overpaid	10.00
#139 — Univ. of Denver, printing and mailing	232.76
#140 — Jackson H. Wells, postage and toll calls	25.00
#141 — Clarence A. Schoenfeld, Miami, extra expenses	30.00
#142 — Univ. of Miami, costs of Miami meeting in full	1,997.12
#143 — Emory Univ., mimeographing membership lists	16.69
#144 — R. W. Lee, Emory Post Office, stamps	6.00
#145 — Ace Printery, Willimantic, stationery	109.00
#146 — Atlanta Envelope Co., 500 envelopes for certificates	11.11
#147 — Emory Univ., sorting and postage, membership list	8.30
#148 — J. B. Richards Printing Co., 300 certificates	42.00
#149 — Travel Dept., C&S Bank, ticket to Executive Com. mtg.	72.00
#150 — Wm. H. Jones, Executive Com. mtg. expenses	45.02
#151 — Wm. C. Venman, travel to Executive Com. mtg.	130.06
#152 — Jackson H. Wells, Executive Com. mtg. expenses	84.21
#153 — H. J. McCormick, travel to Executive Com. mtg.	271.44
#154 — Racine Printing, "Proceedings" for 1967	962.50
#155 — S. H. Manning, Executive Com. mtg. expenses	68.00

#156 — Univ. of Connecticut, office expenses of secretary	24.40
#157 — Univ. of Conn., Manning travel to Executive Com. mtg.	106.00
#158 — Replaced check #152 (which was lost and payment stopped)	
#159 — J. B. Richards Printing Company, billing forms	56.00
#160 — Atlanta Envelope Company, billing envelopes	17.25
#161 — R. W. Lee, Emory Post Office, postage	60.00
#162 — Storrs Postmaster, postage	12.00
#163 — Univ. of Conn., postage and printing	24.15
#164 — C&S Emory Bank, 5% Savings Bonds	4,000.00
#165 — Racine Printing, folders	211.50
#166 — Prince George's Community College	15.00
#167 — M. U. Duplicating Service, questionnaires	229.00
#168 — R. W. Lee, Emory Post Office, postage	12.00
Debit — Bank exchange charges10
Total disbursements	<u>\$10,095.29</u>

WILLIAM H. JONES, *Treasurer*

AUDITING COMMITTEE REPORT

The Auditing Committee examined and accepted the statement of receipts and disbursements submitted by William H. Jones, Treasurer of NACUSS. This statement audited by J. A. Gentry, CPA, covers the period beginning November 1, 1967 and ending October 31, 1968.

The members of the committee wish to commend Mr. Jones for the dedicated and efficient manner in which he has conducted his office. His efforts have made the work of the committee minimal.

C. W. HOTCHKISS, *Chairman*
CARLSON E. CRANE
ROBERT W. SWORDS

REPORT OF THE MEMBERSHIP COMMITTEE

The Membership Committee conducted its business by mail during the 1968-69 membership year.

Each member of the committee was supplied membership application forms and were requested to write Directors of Summer Sessions within their region whose institutions did not hold membership and enclose a membership application.

I am pleased to report that the membership for 1968-69 (dues paid prior to the annual business meeting, November 21, 1968) was:

266 institutional members
65 individual members

331 total

The above figures reflect the following changes in membership during the year:

45 new institutional members
51 new individual members
15 institutional memberships not renewed
18 individual memberships not renewed

The membership for the previous year, 1967-68, was:

236 institutional members
32 individual members

268 total

STUART H. MANNING, *Chairman*
Regional Vice Presidents:

CLARENCE HINES, Northwestern

WILLARD EDWARDS, Western

T. T. EARLE, Southern

RALPH H. GEER, North Central

HERBERT P. STUTTS, Middle States

JAMES E. CRONIN, New England

CONFERENCE SITE COMMITTEE REPORT

The Conference Site Committee met at 3:10 p.m., November 20, 1968, in Room 302 of the Morris Inn, South Bend, Indiana, to consider the site for the 1971 meeting of NACUSS. In view of past sites, and those chosen for the 1969 and 1970 meetings, it was the opinion of the Committee that in 1971 a Southern site should be chosen. After considering invitations to meet at Richmond, Virginia, and Atlanta, Georgia, the Committee voted unanimously to recommend acceptance of the invitation of Dr. William H. Jones, of Emory University, to meet in 1971 at Atlanta, Georgia.

CHARLES E. NOYES, *Chairman*

GOVERNMENTAL RELATIONS COMMITTEE**1968-1969**

For the information of NACUSS members, the Committee brings to you the following material for your convenience should you desire to take advantage of available appropriations in governmental grants and private subsidies.

Your attention is called to a book published by the Library of Congress Legislative Service, *The Federal Government and Institutions of Higher Education: Contract, Grant, and Loan Programs*, edited by Susan J. Brown of the Education and Public Welfare Division. (LB 75E Ed-177)

Another brochure of particular interest is *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.

Inquiries and suggestions are always welcomed. If I or any member of the Governmental Relations Committee can be of service to you, please feel free to contact us at your convenience. Any information of interest to the Committee and the membership, we would be pleased to receive and give every consideration.

The following are members of the Committee: Professor Gilbert R. Johns, Colorado College, Colorado Springs, Colorado 80903; Professor E. K. Williams, Savannah College, Savannah, Georgia 31404; Professor James E. Cronin, Wesleyan University, Middletown, Connecticut 06457; Professor Clarence Hines, University of Oregon, Eugene, Oregon 97403; and Professor Robert Paul Mohan, *Chairman*, Catholic University of America, Washington, D. C. 20017.

REVEREND ROBERT PAUL MOHAN, *Chairman*
Governmental Relations Committee

GOVERNMENTAL RELATIONS COMMITTEE REPORT**FINANCIAL SUPPORT**

The three major sources of financial assistance to education are:

- (1) Federal Government Programs Aiding Education which is the largest source of aid,
- (2) Foundation Grants,
- (3) Government grants, from Federal Agencies, business firms, and private donors.

Federal Agencies have an abundance of literature concerning their programs and where and how to apply for special financial assistance.

The new Bureau of Educational Development in the Office of Education has a number of programs authorized by the Educational Professions Development Act (Title V of P.L. 98-329).

The Act authorizes fellowships leading to advanced degrees for teachers and those planning careers in elementary and secondary education.

Beginning in 1969, the Act replaces teacher training institutes under Titles V-B and XI of the National Defense Act; and the institutes under the National Foundation on the Arts and Humanities Act.

Four types of grants are awarded:

1. *Special Planning grants* at less than \$10,000.00 are available to assist institutions which have difficulty in participating in federal programs because of lack of funds. Applicants should submit a letter giving the area of educational need, reasons for interest and general plan of program.
2. *Pilot Project grants* for new types of programs of which little knowledge or evidence of effectiveness exists.
3. *Operating Project grants* for support programs which have successfully passed the planning and pilot stages.
4. *Special grants* for the projects of outstanding merit which are being independently funded.

The Commissioner of the Office of Education is Mr. Harold Howe II, and the Office of Education, 400 Maryland Avenue, S.W., Washington, D. C. 20202. The following is a listing of special programs, which the Summer Session Deans might wish to incorporate into either workshop or summer programs with financial assistance from this office.

A listing of programs being sponsored and the names of the persons at the Office of Education to contact for further information are:

RESEARCH PROGRAMS

Educational research (research, surveys and evaluations). Support research on the improvement of education at all levels and in all subject areas - Research Analysis and Allocations Staff, Bureau of Research (R. Louis Bright, Associate Commissioner for Bureau of Research).

Educational research (demonstrations and development). Support development and demonstration of educational materials processes, and organizational arrangements at all levels - Research Analysis and Allocations Staff, Bureau of Research. (R. Louis Bright, Associate Commissioner for Bureau of Research).

Educational Resources Information Center (dissemination of research). Provide for dissemination of research findings to the educational community - OE's Division of Information Technology and Dissemination (Leroy V. Goodman, Assistant Commissioner, Office of Information).

Educational media (research and demonstration). Support research on educational uses of television, radio, motion pictures, and other media - OE's Division of Higher Education Research (Samuel Sava, Director, Division of Higher Education Research).

Foreign language research - Support research on improved instruction in modern foreign languages and materials development. OE's Division of Higher Education Research (Samuel Sava, Director, Division of Higher Education Research).

Library research and demonstration - Support research and demonstrations on libraries and library personnel training. OE's Division of Information Technology and Dissemination (Leroy V. Goodman, Assistant Commissioner, Office of Information).

Special Centers for research and development - Conduct research on the major problems of education. OE's Division of Educational Laboratories (R. Louis Bright, Associate Commissioner for Bureau of Research).

Educational laboratories - Provide for development and testing of educational innovations until ready for classroom use. OE's Division of Educational laboratories (R. Louis Bright, Associate Commissioner for Bureau of Research).

Vocational research - Support research, training, and pilot programs for special vocational needs. OE's Division of Community and Vocational Education Research (Walter M. Arnold, Assistant Commissioner, Division of Vocational And Technical Education).

Handicapped research and demonstration - Promote research and demonstration on education of the handicapped. OE's Bureau of Education for Handicapped, Division of Research (Louis Hausman, Assistant to the Commissioner).

INSTRUCTION AND ADMINISTRATION PROGRAMS

Foreign language training and area studies - Provide foreign curriculum specialists to U. S. schools to strengthen language, area studies programs. OE's Division of Foreign Studies (D. Lee Hamilton, Director, Division of Foreign Studies).

Services of foreign curriculum specialists - Support overseas training and research in language area studies. OE's Division of Foreign Studies (D. Lee Hamilton, Director, Division of Foreign Studies).

Teacher institutes - Improve qualifications of elementary and secondary teachers and related specialists. OE's Division of Educational Personnel Training (Donald Bigelow, Director, Division of Educational Personnel Training).

Teacher institutes - Improve ability of school personnel to deal with problems incident to school desegregation. OE's Office of Equal Educational Opportunities (David S. Seeley, Assistant Commissioner, Office of Equal Educational Opportunities).

Teacher training (handicapped) - Prepare teachers and others who work in education of handicapped. OE's Bureau of Education for Handicapped, Division of Training Programs (Louis Hausman, Assistant to the Commissioner).

Counselor institutes - Improve qualifications of guidance workers in schools and colleges. OE's Division of Educational Personnel Training (Donald Bigelow, Director, Division of Educational Personnel Training).

Teacher Corps - Strengthen educational opportunities of children in low-income areas. OE's Teacher Corps (Richard Graham, Director, National Teacher Corps).

Experienced teacher fellowships - Improve the quality of education of elementary and secondary teachers and related personnel. OE's Division of Educational Personnel Training (Donald Bigelow, Director, Division of Educational Personnel Training).

Prospective teacher fellowships - Improve the quality of education of persons planning careers in elementary and secondary education. OE's Division of Graduate Programs (Preston Valien, Director, Division of Graduate Programs).

Institutional assistance grants - Develop and strengthen teacher training programs (elementary and secondary education). OE's Division of Graduate Programs (Preston Valien, Director, Division of Graduate Programs).

Librarian training - Increase opportunities for training in librarianship. OE's Division of Library Services and Educational Facilities (Ray Fry, Director, Division of Library Services and Educational Facilities).

Language and area centers - Improve quality of instruction in uncommon languages - area subjects. OE's Division of Foreign Studies (D. Lee Hamilton, Director, Division of Foreign Studies).

Acquisition of educational media - Improve instruction in selected subject areas - State Commissions.

Workshops, institutes in educational media - Improve capabilities of persons using educational media for undergraduate instruction. OE's Division of College Support (Jay du Von, Director, Division of College Programs).

Strengthening community service programs - Strengthen higher education capabilities in helping communities solve their problems. State agency or institution designated to administer State plan.

Strengthening developing institutions - Provide partial support for cooperative arrangements between developing and established institutions. OE's Division of College Support (Jay du Von, Director, Division of College Programs).

College library resources - Strengthen library resources of colleges and universities. OE's Division of Library Resources and Educational Facilities (Ray Fry, Director, Division of Library Services and Educational Facilities).

Educational opportunity grants - Assist qualified high school graduates to go to college. OE's Division of Student Financial Aid (James W. Moore, Director, Division of Student Financial Aid).

Cuban refugee professional training - Provide refresher training programs for professional personnel. OE's Division of Educational Personnel Training (Donald Bigelow, Director, Division of Educational Personnel Training).

Foreign study extension - Assist U. S. institutions in promoting language and area studies abroad. OE's Division of Foreign Studies (D. Lee Hamilton, Director, Division of Foreign Studies).

In the recent years more than forty laws have been passed to support education in the United States—laws supporting pre-school projects and legislation benefiting graduate school laboratories of our colleges and universities.

Despite vast progress we still face many problems, and no one contends that the passage of these previous bills meet all the needs in educational support grants. The young men and women whose skills are needed in our technological society still remain—in the words of one Office of Education report—"the youth we haven't served."

In domino-like fashion, the consequences of this have resulted in a series of national problems that will continue to confront all of us until we realize that teachers for vocational training must be considered.

Programs of possible interest to Summer Sessions, developed by State boards may include:

- (1) those designed to familiarize teachers of elementary and secondary school students with a broad range of occupations in special schools;
- (2) projects for providing educational experience through work during the summer for the students;
- (3) teachers trained to provide intensive occupational guidance and counseling during the completion of the students' program;
- (4) projects to motivate and provide pre-professional preparation for potential teachers of vocational education.

Programs of this section provide financial assistance for any program or project not to exceed a three-year time limit.

It should be noted that the Office of Education has tripled in size in the last four years. A congressional committee has recommended that the Office of Education organize, at the Commissioner's staff level, an office of congressional relations. However, despite the fact that it is greatly understaffed, the Office of Legislation within the Office of Education has done an admirable job in carrying out its functions.

The reducing of the age limit in Adult Education programs will be effective with respect to appropriations for the fiscal year 1970. Adult education programs, supported by Title III of Public Law 89-750, may include enrollees 16 years of age and older.

These grants can be made through the specific State Board upon application to the Commissioner of the Office of Education, 400 Maryland Avenue, S. W., Washington, D. C. 20202. Appropriate information should include:

- (1) the presentation of program for carrying out one or more projects or activities which meet the requirements:
 - a. exchange of vocational education teachers;
 - b. in-service training program;
 - c. short term or regular session institutes to improve qualifications of vocational teachers with skilled technicians or supervisors in industry;
-

- d. when used for workshops, seminars, symposia or conferences, they must be part of a continuing educational program of in-service or preservice training;
- (2) appropriate methods to assure proper and efficient operation of the program;
- (3) the provision of the proper control and accounting procedures;
- (4) and the plan for making appropriate reports to enable the Commissioner to carry out his functions under this Bill.

A general manual for use by Colleges and Universities for preparing proposals for Institutes authorized for governmental grants is available by writing to Secretary, Health, Education, and Welfare, Office of Education, 400 Maryland Avenue, S.W., Washington, D. C. 20202.

The Commissioner is authorized to make annual grants to State boards, to colleges and universities and with the approval of the appropriate State board, to public educational agencies, organizations or institutions to reduce the cost of borrowing funds for the construction of residential schools and dormitories to provide educational vocational training for youths of at least 14 years of age and less than 21 years of age at the time of enrollment, who need a full time study on a residential basis in order to benefit fully from such education. For these contracts, the Commissioner will give special consideration to needs of rural and urban areas having a substantial number of dropouts. If any Summer Session Deans are interested in this particular program, specific information can be found in a report of the Bill, H.R. 18366 (Report No. 1647), July 8, 1968.

Special bills pertaining to Educational financial support are originated in the Congressional Committee for Education and Labor. The members of this Committee are most cooperative in answering questions and forwarding materials upon request. They are also interested in knowing what various University and College Deans think of certain bills and proposals which are sent to their Committee for study.

HIGHER EDUCATION ACT

Under the Higher Education Act the 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.

The Higher Education Amendments of 1968 - Bill S. 3769 should be supported. The Bill is the result of extensive hearings and I am sure will be welcomed by the Academic community; it is planned to do much to strengthen higher educational institutions and expand educational opportunities.

A new Program of assistance in providing for new educational programs, and for grants to reduce the borrowing costs of loans for the construction of academic facilities.

Any institution of higher education which:

- (1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate;
 - (2) is legally authorized within such State to provide a program of education beyond secondary education;
 - (3) provides an educational program for which it provides a bachelor's degree or provides not less than a two-year program which is acceptable for full credit toward such a degree;
 - (4) is a public or nonprofit institution;
 - (5) is accredited by a nationally recognized accrediting agency;
- is eligible to conduct a program under the Higher Education Act.

NATIONAL SCIENCE FOUNDATION GRANTS

The Summer Institutes supported by the National Science Foundation are designed to meet the needs of science and mathematics teachers. Through this program the Colleges and Universities are encouraged to establish new courses and programs to meet the present day needs of teachers in science and mathematics.

The National Science Foundation should be given all pertinent information when the College or University applies for information concerning the Foundation's providing financial support. The Foundation must be assured that the proposal is endorsed by the administrators of the institution which submits it.

Once the grant is made and specific details agreed upon, the academic institution accepting the grant is responsible for the administration of the program. These institutes in the summer usually last from six to ten weeks, although some are shorter and some are longer. Stipend holders are not to be charged tuition. The Foundation is willing to pay the direct costs of summer institutes it supports, but it cannot pay fees over and above operating costs.

When considering a proposal for a N.S.F. Institute you should consider some of the items which should be in the proposal:

1. Major objectives
2. List and description of courses
3. Academic credit available (graduate or undergraduate)
4. Brief description of available facilities
 - a. Instruction
 - b. Special projects, etc.
 - c. Recreation
 - d. Campus accommodations

5. Criteria for selecting participants
6. Itemized budget
7. Collateral support from other sources

Programs to be presented in the Summer of 1969 should be prepared and submitted to the N.S.F. Headquarters early in the Fall of 1968.

Copies of the schedule for the programs in Education in the Sciences can be obtained by writing to Operation Unit, Office of Associate Director (Education), National Science Foundation, Washington, D. C. 20550.

Those interested in receiving application forms should write to Program Director for Summer Institutes, National Science Foundation, Washington, D. C. 20550.

It is a good idea to get all possible information concerning requirements of the Foundation which would be related to your specific program. Since the final proposal must be written on special forms and have a fairly rigid format, it would be to your advantage to have contact possibly with a person at N.S.F. interested in your type of program.

REPORT OF NEWSLETTER EDITOR

Two issues of the Newsletter were published during the 1967-68 academic year (March-June). One preconference issue was scheduled but did not materialize because the Editor accepted a new position at Washington University and was not able to "scrounge" enough material for an adequate newsletter.

A fourth issue should be developed as a follow-up to this conference. It is to be hoped that the new editor can organize something.

In the report to the Fourth National Conference the editor raised some questions for the future. It is suggested that these be discussed by the officers of the Association and appropriate decisions made. It is my firm conviction that the Newsletter can be an effective instrument for the improvement of communication within the organization and with institutions that ought to become associated with NACUSS.

But an effective Newsletter cannot be developed by the editor, alone. Members must be willing to make regular contributions and officers must explore ways of using the Newsletter as a vehicle for exchanging ideas, suggestions, plans, announcements, etc.

One specific suggestion which I'd like to make is that a small budget item be included to purchase the services of a graduate student (preferably in the editor's institution) to assist in soliciting materials, summarizing appropriate literature and providing general assistance in preparing the Newsletter. This could be done for about \$200. a year.

It is with regret that I announce my inability to serve as Editor for another year. Please accept my sincerest gratitude for your cooperation and the opportunity to serve what is fast becoming the only really "national" association of Summer Session deans and directors.

Respectfully submitted,

JOHN B. ERVIN, *Editor*

RESEARCH COMMITTEE REPORT

I. Introduction

The NACUSS Research Committee herewith submits its report to the 1968 Annual Meeting.

II. Activities of the Year

Published with the cooperation of the Publication Committee and Executive Council, a monograph which was summarized at the 1967 Annual Meeting. This research paper, "Study of the Summer Session Faculty and Student Reactions," by Michael U. Nelson, was distributed to all members in June.

Established with the concurrence of the Executive Committee, a system for the processing and evaluation of research proposals would be funded by the Association. This procedure was announced in the NACUSS Newsletter of June, 1968. To date, no applications for support of summer session research have been received.

At the 1967 Annual Meeting, data was presented which summarized 138 responses from member institutions. The Committee was encouraged to modify the 1967 data form so that basic elements of information could be obtained from additional member institutions. The membership was responsive to the request and 94 additional cases were received. This information was collected and condensed. A report (11 pages), summarizing the data from 232 institutions, was prepared and sent to the members in July, 1968.

During this period, efforts were being made by the research committees of several summer session organizations to create a single data collection instrument. Three summer session organizations were then collecting data and a single instrument was proposed to eliminate complications encountered in preparing responses to the various forms.

The use of a standard combined data form for all organizations was approved by the Executive Committee on an experimental basis at its March 1968 meeting. Other organizations now expected to use the same form, with minor variations, are: The Association of University Summer Sessions, The North Central Conference on Summer Schools, and the Western Association of Summer Session Directors.

The 1968 questionnaire was mailed to NACUSS members in late August. Delays in the printing and reorganization of questions to reduce the form from 6 to 4 pages precluded planned distribution of a sample form earlier in the year. This survey instrument was registered with the American Council on Education. Thus far, 41 requests for copies of the results have been received.

III. 1968 Questionnaire

A. Mechanics

The questionnaire was mailed in late August to 280 members of the Association. Responses now total 180, or approximately 70 per cent of the

membership. Of the total members who answered last year's questionnaire, four have said they will not supply information this year, 8 presently plan to submit the information at a later date, and 59 have not yet indicated their intentions.

B. Preliminary Report

This preliminary report will deal with the major features of the data included in a few summaries.

1. General

The report from member institutions may be grouped most simply into three classes: those on semester, quarter, and other systems of administration. Table I summarizes some of the general information which relates to these schools.

Table I

Types of Summer Programs	Number of Schools Reporting	Total 1968 Credit Enrollment	Median Students Enrolled
Semester Hour	155	488,436	3151
Quarter Hour	25	113,734	4549
Other	2	570	265
Total	182	602,270	NA

Throughout much of the analysis which follows the two schools classed as other will be grouped as the quarter-hour schools. For the purpose of Table II, they are excluded from both.

Table II - Student Load*

Type of Session	Student Enrollment	Credit Hours Taken	Median Credit Per Student
Semester Hour	455,135	2,400,814	5.27
Quarter Hour	99,484	858,603	8.6

* Enrollment numbers are not comparable with Table I. Thereby correcting for schools which did not report accumulative credit hours. Relatively minor errors may have occurred in credit totals as approximately 5 per cent of reporting institutions estimated their totals.

2. Enrollment

The general trend of enrollment has been upward. Seventy-eight per cent of responding institutions reported enrollment change from prior years. These data (Table III) suggested declines have been experienced by the private schools. Table III shows some of the specific relationships which occurred.

Table III - Per cent of various types of summer school, classified by percentage of change of enrollment from 1967 - 1968.

	SEMESTER HOURS			QUARTER HOURS	ALL SCHOOLS
% Change	Public N=58	Private N=62	Total N=120	N=22	N=142
—10	3	6	5	5	5
—10 to 6		3	2	14	4
—5 to 3	3	13	8	9	8
—2 to 1		5	3	5	6
0	3	3	3	5	6
+1 to 2	2	8	5		4
3 to 5	12	10	10	14	11
6 to 10	21	14	17	3	20
10 to 14	16	10	12	32	13
15 to 19	12	3	8	18	10
20 +	28	24	26		22
	100%	100%	100%	100%	100%

Analysis of enrollment change of the semester-hour schools by number of cases and size of 1968 enrollment demonstrates that though all size classes include units with relative decline, two-thirds of the schools which show decline are in the less than 1500 enrollment groups.

Table IV - Number of semester-hour schools reporting change in Enrollment By Size Classification.

Size of School	0-400	500-1499	1500-2499	2500-4999	5000+	Total
Number of Cases	N=13	N=37	N=19	N=23	N=28	120
—	6	8	3	2	2	21
0		1	0	3		4
+	7	28	16	18	26	95

As noted above, 155 institutions reported operations on the semester-hour system. 46.5 were public and 53.5 were private institutions. These institutions are described by enrollment, classification, and their public and private makeup in the Table V.

Table V - Semester-hour institutions by number of cases and percentages for total public and private by selected size range of 1968 enrollment

Size range 1968 enrollment	Total Reports N=155		Public N=72		Private N=83	
	Cases	Percentage	Cases	Percentage	Cases	Percentage
0-499	23	15	1	1	22	26
500-1499	50	32	16	22	34	41
1500-2499	22	14	15	21	8	10
2500-4999	27	17	15	21	12	14
5000+	32	21	25	35	7	8

3. Undergraduate Students

Undergraduate students are the most important group for the total sample of summer school reporting information. Three-fourths of the schools (N=164) report that more than 50 per cent of their summer students are undergraduates. One hundred per cent undergraduate student body is reported by 27 per cent of the college and universities reporting. These are generally low endowment private colleges and public junior colleges. Table VI depicts some of the details of this information for the sample provided by our members.

Table VI - Per cent of Institutions for various classes by per cent of Undergraduate Students in Total 1968 enrollment

	Semester Hour - Detail Group (1)					Total				
	0-500	500-1499	1500-2499	2500-4999	5000+	Public	Private	Semes. Hr.	Quart. Hr.	All
N=	23	45	18	25	27	63	76	139	25	164
%										
0-9					*		3		3	1
10-19			*		*	2	1	2	1	1
20-29	*	*		*			5		5	3
30-39		9	*	*	22	11	8	11	8	9
40-49		9	17	12	*	17	4	17	4	10
50-59	*	*	27	20		10	11	10	11	10
60-69	*	*	17	20	30	16	12	16	12	13
70-79		9	*	12	18	13	8	13	8	10
80-89	9	*	*	*	*	3	8	3	8	6
90-99	9	11		12	*	6	9	6	9	8
100	69	42	*	*		20	31	20	31	27
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

1. Within the size groups of semester-hour data, only the major per cent classes are reported. * indicates occurrence at less significance than the lowest value reported.

4. Tuition - Undergraduate

Reporting institutions in 94 per cent of the cases provide tuition costs for students. This report will be limited to the portion of information for

the semester-hour costs on a per-credit basis. 120 institutions assess undergraduate tuition on a dollar-per-credit basis. Table VII provides the general information by class of summer school.

Table VII - Tuition Charges - Undergraduate by per cent of Institution reports each range of cost

Dollars per credit hour \$/Cr.	Public N=49	Private 71	Total 120
Number of students at these institutions	227,175	123,200	350,375
Less than 15.00	41	4	19
15.00 - 19.00	35	1	15
20.00 - 24.00	18	3	9
25.00 - 29.00	4	6	5
30.00 - 34.00	2	24	15
35.00 - 39.00		20	12
40.00 - 44.00		22	13
45.00 - 49.00		6	3
50.00 - 54.00		1	1
55.00 or above		7	4
	100%	100%	100%

5. Provisional Admission

Several schools reported provisional admission of students during the summer of 1968. Table VIII notes the general pattern of this activity, contrasting semester-hour and quarter-hour schools by various ranges in the case load.

Table VIII - Per cent of Institutions reporting provisional admission by types of schools and number of students.

Number of Provisional Admissions	Semester Hour Institutions	Quarter Hour Institutions
	N=155	N=27
no program or no report	67 per cent	71 per cent
1-10	10	7
11-29	7	11
30-60	7	4
61-100	3	—
100+	6	7
	100%	100%

6. Residence

The distribution of students in public and private schools operating on a semester-hour system was generally similar in the proportion of

students from the same state. Schools operating on the quarter-hour and other systems derive a greater proportion of students from state residents than do the semester-hour schools.

Table IX - State Residents, per cent of each by type of institution for decile quantities and 100%

Percentage	Semester Hour			Quarter Hour
	Public	Private	Total	
0—9 per cent				
10—19		1	1	
20—29	7	2	5	
30—39	1	6	3	
40—49	8	6	7	4
50—59	5	8	7	8
60—69	8	12	10	21
70—79	14	18	16	8
80—89	20	17	18	17
90—99	14	18	16	21
100	21	13	17	21
	100%	100%	100%	100%

7. Faculty

Faculty information was reported with varying completeness. The number of faculty teaching were reported by 85 per cent of the institutions. Of this group of 155 institutions, 90 per cent reported the employment of visiting faculty for Summer Sessions. These 155 institutions reported total faculty (regular and visiting) 29,359. Salary data in directly useable form was reported by less than 50 per cent of the institutions. An analysis has not yet been made of this data, but it is expected the information will be analyzed and presented to the members in a later report.

8. 1969 Program

At this time, five schools were unable to note the plans for summer session 1969. However, the mode for semester-hour schools is two sessions with only eight schools of 155 planning five or more institutional sessions in 1969.

C. Continuing Analysis

The Research Committee will continue to analyse the data submitted by the member institutions, and plans to have a complete report to the members by the end of December.

IV. Directory 1968

A directory of selected data from the institutional responses was summarized and mailed to members.

V. Research Committee - Forthcoming Year

Sponsoring new research on Summer Sessions, collecting and exchanging reports on completed research and working with other organizations to promote research on Summer Session are among the aims of the committee for the forthcoming year. In addition to the foregoing the committee will complete its analysis of the 1968 data and conduct a similar survey for the summer of 1969. As the final analysis of this year's reports has not yet been made we urge those members who have not yet reported to do so soon.

The committee wishes to thank the membership for their continued cooperation.

NASS STATEMENT ON RESEARCH PROPOSALS TO THE MEMBERSHIP

The Executive Committee approved and budgeted an amount permitting the soliciting of research proposals from the members. While the resources of the association are limited, grants up to \$1,000 are possible. The following are criteria that are to be considered by the Research Committee in reviewing the proposals:

- a. The research should be accomplished within one year from approval.
- b. The topic that is investigated is not to concern itself solely with the investigator's institution and should be a topic of concern to all the membership.
- c. Research proposals which carry funding support of other agencies will receive consideration, as well as those which rely solely upon NACUSS funds.
- d. Proposals are to follow the guidelines for research proposals discussed in the proceedings of the 4th annual meeting of the NACUSS, PP. 75-80 in so far as possible.
- e. A budget should accompany the proposal including the amount of funding from other agencies, if any.
- f. It is required that the initial publication of NACUSS-supported research, in full or in part, will be made in a NACUSS publication for distribution to the membership unless the Executive Committee waives the requirement in a particular situation.

PROCEDURE

Three copies of the proposal should be submitted to the Chairman of the Research Committee, who will retain one copy. Copies will be distributed to members of the Research Committee for their comments. When returned to the Research Committee Chairman, a copy of the proposal with accumulated comments and recommendations for acceptance or rejection will be sent to the Executive Committee members for their comments. The Executive Committee members will forward their comments and recommendations for approval or disapproval to the President with a copy to the Chairman of the Research Committee.

HOWARD S. GEER, *Chairman*, Marquette University
RICHARD T. DANKWORTH, University of Nevada
HERBERT W. FRED, University of North Carolina
MILLARD HARMON, State University of New York, Oswego
MICHAEL U. NELSON, Rutgers - The State University
EDWARD F. OVERTON, University of Richmond

REPORT OF THE RESOLUTIONS COMMITTEE

Listen please, to the following words written by the Resolutions Committee:

- 1) Be it resolved by the body assembled that we acknowledge with gratitude the conscientious endeavors of the local Arrangements Committee and their chairman, the Rev. Joseph S. McGrath, in providing pleasant and convenient accommodations for this, the fifth annual meeting of the National Association of Summer Sessions.
- 2) Be it resolved that the entire National Association of Summer Sessions recognize and commend the outgoing President, Jackson H. Wells, for his outstanding leadership and expertise in guiding this body. President Wells has been instrumental in bringing to light through his encouragement of research, many new and interesting facets concerning the Summer Sessions and its role in the total university function. It was also through President Wells' efforts that a more functional regional organization was realized by this Association.
- 3) Be it resolved that we commend the other officers of this organization, namely, Stuart H. Manning, Secretary; William H. Jones, Treasurer; the Regional Vice Presidents; as well as John B. Ervin, the Editor of the Newsletter for their interest and enthusiasm in furthering the goals of this group.
- 4) Be it finally resolved that we extend thanks to H. J. McCormick, President-elect, who served as Program Chairman. His perception in providing a program which has met the immediate and continuing needs of this organization is to be commended. The program was well balanced, stimulating, and timely. We wish him success in his tenure as President.

Respectfully submitted, this 21st day of November, 1968.

HARRIET D. DARROW, *Chairman*
 FRED W. HOSTER
 RALPH W. SINKS

NOMINATING COMMITTEE REPORT

Having met on Tuesday, November 19, 1968, at 10:30 a.m., the following names were selected to be placed before the Fifth Annual Meeting for the offices listed:

President: H. J. McCormick, Sacramento State College, Sacramento, California

President-elect: Carlson E. Crane, Western Illinois University, Macomb, Illinois

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

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

Respectfully submitted,

CLARENCE HINES
 JOHN LITTLE
 WILLIAM C. VENMAN, *Chairman*

Appendix I
CONSTITUTION AND BYLAWS
of the

NATIONAL ASSOCIATION OF SUMMER SESSIONS

(Amended at South Bend, Indiana, November 21, 1968)

ARTICLE I — Name

The name of this Association shall be The National Association of 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 associations 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 Administrative Council.

Section 3. New members shall be admitted in accordance with the procedure outline in the Bylaws.

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 purpose of the Association, each institution shall be officially represented by the person responsible for the Summer Session program, or his designee.

ARTICLE V — *Administrative Organization*

Section 1. The Administrative 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 designated as Association regions in the Bylaws.
- c) The immediate past President.
- d) The President, immediate past President, President-elect, Secretary and Treasurer shall constitute the Executive Committee of the Administrative Council.

Section 2. The Executive Committee 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. Ordinarily this meeting shall be held in conjunction with the Annual Conference of the Association.

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 Administrative Council in writing at least sixty (60) days before the annual meeting.
- b) recommended by the Administrative 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 South Bend, Indiana, November 21, 1968)

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 Summer Sessions shall apply in writing to the Secretary of the Association.

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 Administrative 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 prior to the opening of the annual business meeting 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 Administrative 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 Administrative 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 Administrative 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 — *Regions*

The following geographical regions are established for the purpose of providing regional representation on the Council and for such other purposes as may prove convenient.

NORTHWESTERN

Alaska, Idaho, Montana, Oregon, Washington, Wyoming

SOUTHWESTERN

Arkansas, Oklahoma, New Mexico, Texas, Missouri

WESTERN

Arizona, California, Colorado, Guam, Hawaii, Nevada, Utah

WEST CENTRAL

Iowa, Kansas, Minnesota, Nebraska, North Dakota, South Dakota

EAST CENTRAL

Illinois, Indiana, Kentucky, Michigan, Ohio, West Virginia, Wisconsin

MIDDLE STATES

Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Virginia

NEW ENGLAND

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

SOUTHEASTERN

Alabama, Canal Zone, Florida, Georgia, Louisiana, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee, Virgin Islands

ARTICLE VI — *Elections and Appointments*

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

Section 3. Regional Vice Presidents

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

Section 4. Administrative Council members shall hold office for one year.

Section 5. No member of the Administrative 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.

Section 6. Standing and *ad hoc* committees shall be appointed by the President with the approval of the Executive Committee.

ARTICLE VII — *Quorum*

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

Appendix II

FIFTH ANNUAL MEETING

Participants

- | | |
|---|--|
| Shiro Amioka
University of Hawaii | George O. Cole
Southern Connecticut State College |
| J. Neil Armstrong
N.C.A. & T. State University
(Greensboro) | Marilyn Conwell
Rosemont College |
| Sr. Rose Therese Bahre
Sacred Heart College | Sherod M. Cooper, Jr.
University of Maryland
(Hyattsville) |
| Dean S. Barnard, Jr.
Lea College | Leonard V. Constantini
Syracuse University |
| Rev. Emmett Barrett, O.F.M.
Siena College | Carlson E. Crane
Western Illinois University |
| Francis J. Barros
Howard University | James E. Cronin
Wesleyan University |
| Frank Beaton
State University of New York
(Alfred) | Harriet D. Darrow
Indiana State University |
| Francis Belshe
Illinois State University
(Normal) | Flossie M. Dedmond
Coppin State College |
| F. R. Bingham
King College | Sr. Marie De Lourdes
Mary Manse College |
| John V. Bosch
Westminster College | Jack Detzler
St. Mary's College |
| Harry Bostrom
Trinity College
Deerfield, Illinois | Thomas J. Donaghy, FSC
LaSalle College |
| Maynard Boudreau
Joliet Junior College | A. Driessel
Stanford University |
| Murray Braden
Macalester College | Edward J. Durnall
University of New Hampshire |
| Dorsey Brause
Taylor University | T. T. Earle
Tulane University |
| Wilhelm H. Bright
California State College of Los Angeles | Willard Edwards
San Fernando Valley State College
(Northridge) |
| Charles P. Bruderle
Villanova University | Thomas G. Ellis
Michigan Technological University |
| Nathan P. Budd
Kansas State Teachers College
(Emporia) | John B. Ervin
Washington University |
| F. M. Burgess
Villanova University | J. W. Fishbourne
University of Lethbridge |
| Marshall A. Butler
Montclair State College | Anthony H. Forbes
Northern Michigan University |
| Sr. Mary Caroline
Mary Manse College | Donald Forsythe
Corning Community College |
| J. W. Chatburn
Eastern Washington State College | Howard S. Geer
Marquette University |
| John Churchill
University of Maryland
(College Park) | Ralph H. Geer
Bowling Green State University |
| Armand Citarella
St. Michael's College | George H. Gibson
University of Delaware |
| Edward T. Clark
Webster College | James P. Glispin
University of Detroit |
| | Cornelius L. Golightly
University of Wisconsin
(Milwaukee) |

- Arthur B. Gorsuch
 Ashland College
 Kevin Gottlieb
 Syracuse University
 Claud B. Green
 Clemson University
 H. Gaylon Greenhill
 Wisconsin State University
 (Whitewater)
 C. W. Hansen
 Wilberforce University
 Peter S. Harkins
 University of Southern California
 Millard Harmon
 State University of New York
 (Oswego)
 Rev. R. A. Haus
 Canisius College
 Ellvert H. Himes
 Utah State University
 Clarence Hines
 University of Oregon
 Rev. Peter D. Holzer, OFM
 Quincy College
 James F. Hood
 Lindenwood College
 Gary S. Horowitz
 Alfred University
 Fred Hoster
 Miami University
 C. W. Hotchkiss
 Colorado State University
 Oliver Houston
 Graceland College
 George Huff
 Drake University
 R. Hoffman
 St. Norbert College
 J. D. Humbert
 Grace College
 Gilbert R. Johns
 Colorado College
 William H. Jones
 Emory University
 David C. Jordan
 University of South Florida
 Sr. Aaron Kallinowski
 College of St. Benedict
 Byron E. Kee
 Thornton Junior College
 Leo P. Kibby
 San Jose State College
 Denis J. Kigin
 Arizona State University
 Martin B. Kirch
 Concordia Teachers College
 Arthur Klem
 Trinity College
 Deerfield, Illinois
- A. C. Koester
 Valparaiso University
 Joseph J. Kupris
 King's College
 Rev. E. J. LaMal
 St. Norbert College
 George Leach
 Colorado State College
 George D. Lehmann, Jr.
 University of Toledo
 Sr. Dymphna Leonard
 Marymount Manhattan College
 A. Paul Levack
 Fordham University
 Bernard L. Linger
 Ohio Northern University
 F. Eugene Linton
 Yankton College
 Jack E. Little
 University of Vermont
 Myrle Low
 University of Utah
 Robert T. MacAfee
 Massachusetts Bay Community College
 H. J. McCormick
 Sacramento State College
 Rev. Joseph S. McGrath, C.S.C.
 University of Notre Dame
 John J. McLaughry
 Brown University
 Franklin McLean
 Princeton University
 Ann E. Maloney
 University of Detroit
 Sr. Jacinta Mann
 Seton Hill College
 Stuart H. Manning
 University of Connecticut
 John Mapp
 Virginia Commonwealth University
 Fred R. Marder
 Newark State College
 Rev. James J. Markey, S.J.
 Loyola University
 Forrester L. Mayer
 California State College
 (Hayward)
 Victor P. Meskill
 Long Island University
 Sr. Mary Clair Mets
 Our Lady of the Lake College
 Harold A. Miller
 University of Minnesota
 George Morgenfeld
 State University of New York
 (Almond)
 Takeshi Moriwaki
 University of Hawaii
 Wesley Muth
 Southwestern Michigan College

Michael U. Nelson
Rutgers-The State University

Edward Neteland
Trinity College
Deerfield, Illinois

Peter Nigro
Staten Island Community College

Charles E. Noyes
University of Mississippi

Paul T. Nugent
Franklin College

Lloyd R. O'Connor
San Francisco State College

Gary F. Olson
Kearney State College

Charles W. Orr
North Carolina College

Edward F. Overton
University of Richmond

Fred R. Owen
Waynesburg College

Marion L. Parsons
Newark State College

Anthony V. Patti
Herbert H. Lehman College

John S. Penn
University of North Dakota

John Pergolin
St. Joseph's College

Dean A. Peterson
Brigham Young University

Joseph Pettit
Georgetown University

William J. Phillips
Ursinus College

Dayton S. Pickett
University of Illinois

Richard C. Pisano
Pembroke State College

James Piscioneri
Springfield College

W. F. Pledge
Shreveport, Louisiana

Sr. Sara Louise Reilly
Seton Hill College

O. T. Richardson
Ball State University

Sr. M. Joyce Rowland
College of St. Teresa

Phillip N. Royse
Our Lady of Cincinnati College

James B. Rush
North Carolina School of the Arts

Norman H. Sam
Lehigh University

John L. Shisler
Ithaca College

Frederick V. Shoot
Anderson College

John B. Simpson
Colby College

W. Ralph Sinks
Indiana University

Clodus R. Smith
University of Maryland

Jack E. Snider
King College

Sr. Mary Christopher Steele
Mercy College

Herbert P. Stutts
American University

Gerald J. Sullivan
Georgetown University

Laura V. Sumner
Mary Washington College

Wylie W. Swapp
Church College of Hawaii

Mark Taylor
Greenwich, Connecticut

Harold W. Taylor
Green River Community College

Gordon Terwilliger
Wichita State University

David C. Thomas
Ottawa University

Paul Traver
University of Maryland

Frederick B. Tuttle
Code F.E., NASA

Washington, D. C.

William T. Utley
University of Nebraska

William C. Venman
University of Massachusetts

K. N. Vickery
Clemson University

Henry Von Moltke
Lenoir Rhyne College

Norman S. Watt
University of British Columbia

Bluma B. Weiner
Yeshiva University

Jackson Wells
University of Denver

James F. Welter
Le Moyne College

C. Herbert Wennerberg
University of Redlands

Kenneth H. White
Rensselaer Polytechnic Institute

E. K. Williams
Savannah State College

Eugene R. Wiseman
University of Rhode Island

J. R. Wolfe
Boise State College

Benedict Zobrist
Augustana College

Racine Printing of Connecticut, Inc.
Danielson, Conn. 06239