



Proceedings

of the

Sixth Annual Conference

of the

NATIONAL ASSOCIATION OF SUMMER SESSIONS

at the

Benjamin Franklin Hotel — Philadelphia, Pennsylvania

December 2 — 4, 1969

— 0 —

Host Institutions

LA SALLE COLLEGE, PHILADELPHIA, PENNSYLVANIA

VILLANOVA UNIVERSITY, VILLANOVA, PENNSYLVANIA

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Volume 6

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Findlay, Ohio 45840
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College Avenue
Lancaster, Pennsylvania 17604
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70. Frostburg State College
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Cleveland, Ohio 44118
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Portland, Maine 04103
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Omaha, Nebraska 68101
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Grand Forks, North Dakota 58202
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267. Wilkes College
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1968 - 1969

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Program

SIXTH ANNUAL CONFERENCE
NATIONAL ASSOCIATION OF SUMMER SESSIONS

December 2 - 4, 1969

A MAN FOR ALL SEASONS

Host Institutions: LASALLE COLLEGE, Philadelphia
 VILLANOVA UNIVERSITY, Villanova

at the

Benjamin Franklin Hotel, Philadelphia, Pennsylvania

TUESDAY, DECEMBER 2, 1969

- 9:00 a.m. REGISTRATION
- 10:30 a.m. COMMITTEE MEETINGS
- AUDITING COMMITTEE
Chairman, C. W. Hotchkiss, Colorado State University
- CONFERENCE SITE COMMITTEE
Chairman, C. E. Noyes, University of Mississippi
- GOVERNMENTAL RELATIONS COMMITTEE
Chairman, Rev. Robert P. Mohan, Catholic University of America
- LOCAL ARRANGEMENTS COMMITTEE
Chairman, Thomas J. Donaghy, F.S.C., LaSalle College
- NOMINATING COMMITTEE
Chairman, Jackson H. Wells, University of Denver
- PROGRAM COMMITTEE
Chairman, Charles P. Bruderle, Villanova University
- RESEARCH COMMITTEE
Chairman, Howard S. Geer, Marquette University
- RESOLUTIONS COMMITTEE
Chairman, Leo P. Kibby, San Jose State College
- MEMBERSHIP COMMITTEE
Chairman, Stuart H. Manning, The University of Connecticut
- 12:00 Noon FIRST ANNUAL CONFERENCE LUNCHEON
- Chairman: H. J. McCormick, President, NASS*
- Greetings: Brother Daniel Burke, F.S.C., Ph.D., President, LaSalle College*

- 1:30 p.m. **FIRST GENERAL SESSION**
Chairman: Herbert Stutts, The American University
Announcements: Thomas J. Donaghy, F.S.C., Chairman,
Local Arrangements Committee
Welcome: H. J. McCormick, President, NASS
Speaker: Anthony Morella, Vice President — Legal Counsel,
The American University
Topic: "Legal Responsibilities of the Summer Sessions
Director"
- 3:00 p.m. **Panel: Reaction to Speaker**
Recorder: Beryl E. Williams, Morgan State College
Discussants: R. Lee Norton, Gonzaga University; James N.
Eastham, Queensborough Community College; John Mapp,
Virginia Commonwealth University; Anthony C. Morella,
The American University; Herbert Stutts, The American
University
- 3:45 p.m. **PATCO TOUR**
- 6:00 p.m. **REGIONAL SOCIAL HOURS**

WEDNESDAY, DECEMBER 3, 1969

- 8:30 a.m. **REGISTRATION**
- 9:00 a.m. **SECOND GENERAL SESSION**
Chairman: Charles B. Smith, PMC Colleges
Speaker: George B. Smith, Vice Chancellor and Director of
Summer Sessions, University of Kansas
Topic: "The Summer Sessions Director: How to Succeed
(or survive) on the Campus."
- 10:00 a.m. **COFFEE BREAK**
- 10:30 a.m. **STUDY AND DISCUSSION GROUPS**
- SECTION I: Summer Enrollment Under 1000**
Chairman: William J. Philips, Ursinus College
Recorder: Norman Charles, Franklin & Marshall College
Discussants: James Cronin, Wesleyan University
William Schroder, College of Santa Fe

SECTION II: Summer Enrollment 1000 to 2500

Chairman: Robert L. H. Miller, Tufts University

Recorder: Arthur Gorsuch, Ashland College

Discussants: Edward C. Kollman, Hampton Institute
Edward F. Overton, University of Richmond

SECTION III: Summer Enrollment 2500 to 5000

Chairman: H. Gaylon Greenhill, Wisconsin State University at Whitewater

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

Discussants: James Austin, Massachusetts Institute of Technology; Richard T. Dankworth, University of Nevada

SECTION IV: Summer Enrollment over 5000

Chairman: Clodus R. Smith, University of Maryland

Recorder: Thomas Dahle, University of Oregon

Discussants: Philip Frandson, University of California at Los Angeles; Rev. Robert P. Mohan, Catholic University of America; Marjorie Johanson, University of California at Los Angeles

12:00 Noon LUNCH BREAK

2:00 p.m. STUDY AND DISCUSSION GROUPS

SECTION I: Symposium for New Summer Sessions Directors

Chairman: Stuart H. Manning, The University of Connecticut

Recorder: David Smith, LaSalle College

Discussants: Harriet D. Darrow, Indiana State University; T. T. Earle, Tulane University; Willard Edwards, San Fernando Valley State College; Howard A. Knag, Queens College, City University of New York

SECTION II: Planning and Supervision of Travel and Foreign Travel Study Programs

Chairman: Howard S. Geer, Marquette University

Recorder: Virginia M. Brigham, Belknap College

Discussants: John J. Borgard, Loyola University of Chicago; Harold Miller, University of Minnesota

SECTION III: Cultural and Recreational Programs for Summer Sessions

Chairman: William C. Huffman, University of Louisville*Recorder:* A. Paul Levack, Fordham University*Discussants:* David Jordan, University of South Florida; Mary K. Ludwig, University of Southern California

SECTION IV: Faculty and Administration Relations in the Summer Sessions

Chairman: Frederick M. Burgess, Villanova University*Recorder:* David Martin, State University of New York at Albany*Discussants:* Leo P. Kibby, San Jose State College; John B. Simpson, Colby College

6:00 p.m. ANNUAL CONFERENCE SOCIAL HOUR

7:00 p.m. ANNUAL CONFERENCE BANQUET
Introductions: Charles P. Bruderle, Villanova University
Entertainment**THURSDAY, DECEMBER 4, 1969**

9:00 a.m. THIRD GENERAL SESSION

Chairman: Paul Betz, St. Joseph's College*Speaker:* Rev. Leon H. Sullivan, Pastor, Zion Baptist Church, Philadelphia, Pennsylvania*Topics* "The Summer Sessions and Community Problems"

10:00 a.m. ANNUAL BUSINESS MEETING

Chairman: H. J. McCormick, President, NASS
Sacramento State College*Secretary:* Stuart H. Manning, The University of Connecticut
Committee Reports
Election of Officers

12:00 Noon EXECUTIVE COUNCIL LUNCHEON

PROCEEDINGS
of the
SIXTH ANNUAL CONFERENCE
FIRST GENERAL SESSION
TUESDAY, DECEMBER 2, 1969

Presiding — Hubert J. McCormick, President

Legal Responsibilities of the Summer Session Director

By Anthony C. Morella, Vice President and General Counsel
The American University

President McCormick, Mr. Chairman, my fellow panelists and ladies and gentlemen of the Association: it is flattering and reassuring to have been asked to be with you this afternoon — Washington lawyers are not necessarily prophets with honor outside of the Nation's Capital; or always even welcomed in Philadelphia.

When Herb Stutts told me of today's topic for discussion and during my preparation of these remarks, I realized that I would tell you very early in our discussions that Summer Sessions Directors will find increasingly the need for lawyers or some form of legal counsel in the performance of their responsibilities. This conclusion from my remarks before I make them reminded me of Jeremy Bentham's comment that "It is as impossible for a lawyer to wish men out of litigation, as for a physician to wish men in health."

I believe it is appropriate to style the Summer Sessions Director as a man for all seasons. That he is. What seasons we lawyers fit is another question. That other man for all seasons, Sir Thomas More, spoke of lawyers "as a sort of people whose profession it is to disguise matters." I hope to dispel some of those disguises today. Perhaps, I will then take on with you a new humor and introduce a new season.

I don't believe that I can delineate for you all of the legal responsibilities of the Summer Sessions Director in this brief period we have. In fact, I doubt I could do it in the length of this Conference and even if all of your assembly time were mine. Your responsibilities during the "off-season" of the traditional academic year are as broad and as ranging as those of the chief administrator of the institutions with which you are affiliated. You must function as he does. The difference may be that you hold these prime responsibilities for three months as opposed to his function for nine months. We look upon the academic year from September to mid-May. But you have an academic year also; it is simply compressed. You must participate in planning an academic program. You must assemble a faculty. You are the director of admissions, the registrar, the librarian, the director of housing, the director of academic planning, the budget director, the accountant, the director of buildings and grounds, the guidance counselor, the general counsel, the chaplain and the fireman. If I've left any function out of your job description, it's purely accidental

Now I realize that you have the support and direct assistance of all of these functions and offices; but for them it is off-season support. The summer session is your prime season for which you must devote all the remaining seasons to plan and prepare a summer session.

I am here to add a new dimension to your responsibilities: the area of the law and academic institutions. This has been termed an "embryonic area". But let me assure you that gestation is just about complete. We who are administrators, faculty and students have witnessed the move in law from the student-institution status of *in loco parentis* to a contractual posture, and in recent times, to the area of constitutionalism. These trends are evident in the law cases decided or pending in the courts throughout the nation. And there is little distinction to be drawn between those involving public institutions as opposed to those which are private.

Let me summarize for you but a few of those matters of law and academic institutions which support my concern for your new responsibilities.

In the District of Columbia, five non-tenured members of a faculty were purportedly found by their university to have been actively involved in campus disorders. The university denied them reappointment without notice or hearing as contemplated in the university regulations. The faculty members, a court held, were entitled to pecuniary damages resulting from such lack of hearing. Let me emphasize that in that case the court observed that the relationship of those non-tenured faculty members was rooted in contract; and despite the fact that renewal of such contractual appointments may be at the pleasure of the institution, the university, nonetheless, had an obligation to give advance notice of non-renewal. The university agreed that notice of non-renewal could be necessary but not so in the instances stated because although notice of nonrenewal was a stated practice, the university regulations specifically disclaimed any contractual obligation to do so. This requirement of notice, therefore, was an academic courtesy only and not binding on the university in any sense. The court disagreed with that position of the university and stated that contracts, especially those in and among a community of scholars, should not be prone to the readings of the market place. The university's regulations were replete with contemplations for hearings before separation for alleged misconduct. These contemplations, apart from any specific disclaimers, rendered a different dimension to the relationship of the faculty involved and that was the inherent expectation of hearings prior to termination. This dimension, the court ruled, entitled the faculty members to a claim for monetary damage attributable to non-reappointment. This is new case law and you need to be concerned about it.

In New York a court has held that prior permission from a dean for students or faculty to assemble in any facility of the institution would not be upheld unless the reason for prior approval was obvious and rational. If the requirement of prior approval of the dean merely leaves the constitutional rights of the group to the whims of the school administrators, it could be invalid.

And in Missouri, a federal court has held that before a student can be dismissed for misconduct he's entitled to advance written notice of the charges; a hearing before the official who has sole authority to expel

or suspend students; the right to examine all evidence; the right to presence of counsel at any hearing; and the right to cross-examine adversary witnesses. In addition, the court stated that the student is entitled to a statement in writing of the findings and the decision. That case involved a state institution.

In Wisconsin, a court decided that rules for expulsion of students which are vague and overbroad are not to be sustained. Expulsion from an institution of higher learning may well be, and often is, the court said, a more severe sanction than a monetary fine or a relatively brief confinement imposed by a court in a criminal proceeding.

In Alabama, a court ruled that dismissal of two long-haired male students in good standing just because they had long hair was improper action. The hair styles in no way affected the health, discipline or decorum of the school.

I now want to take you closer to home base. Many of you may rely on the proposition that these cases invariably involve the institution. Constitutionalism is a bit far fetched for the summer session director who is concerned with limited programs, degree and non-degree programs, continuing education systems and what might be categorized as educational offerings during the summer, for those who deem them constructive summer-fun activities. But let me assure you that these problems are your problems. Granted the areas of constitutionalism that I have alluded to may not touch directly your activities and responsibilities, but in terms of contract, they assuredly do. Explore with me, if you will, a typical summer course problem for a typical summer session director. John Jones examines your summer bulletin and notes a course offering that may be useful to his profession. You accept enrollment by mail and you require a registration fee. Your 55-page bulletin specifies that registration fees are not refundable upon withdrawal or dismissal. Your applicant submits his fees but a week before the term commences and two days after payment of his registration fee, he resigns. You refuse to refund his registration fee and he sues for recovery. In a comparable situation, a New York court upheld the position of the student on the grounds that the provisions of the bulletin were not effectively brought to the attention of the student and, therefore, the requisite contractual consent was absent. In addition, the court held that retention of the money was illegal, since the sum represented a penalty and not liquidated damages.

Now we could expand on many similar cases of import but these few should give us a range. Certainly there are those among you who are thinking of comparable cases where the institution has prevailed—and they have. But the fact remains that litigation in these areas has increased. Contractual and constitutional rights of students and faculties are being more sharply defined by the courts. The complexities of the educational process are opening new areas of concern about legal responsibilities. And many of you are concerned.

I noted in Herb Stutt's questionnaire to you how many of you do not have written contractual agreements with your summer faculty—and others simply rely on personal letters offering summer session appointments. Many offer appointments only if a summer offering materializes. But let me assure you that in most of these instances the seeds of the pro-

tectible legally contractual relationship are present. Contracts can be expressed in words, implied in fact, or constructed to accommodate justice. To this ingredient please add the availability of the courts and the expanded litigation syndrome.

I do not portend catastrophe for you or your academic function insofar as your current practices are concerned. Nor do I suggest that the first item in the next session budget should be for legal fees. I am suggesting, however, that a man for all seasons cannot be unmindful of the legal implications of his acts; the necessity for clear and concise processes in dealing with students and faculties; and above all, fairness, objectivity, and consideration for the real objectives of your office and institution in the pursuit of providing valid educational experiences for all of those with whom you are concerned.

SECOND GENERAL SESSION**WEDNESDAY, DECEMBER 3, 1969***Presiding* — Charles B. Smith
Pennsylvania Military Colleges**"The Summer Session Director:
How to Succeed (or survive) on the Campus."***By George B. Smith*
Vice Chancellor for Institutional Planning
Director, Summer Sessions
University of Kansas, Lawrence

The topic assigned to me has its intriguing aspects. In a light vein, one might ask why "Succeed" is capitalized and "survive" is lower case. There have been times in my life when I would have reversed this. From a more serious approach, however, there seems to be an implication in the title that "Summer Session Directors" may be characterized, for instance, by similarity of traits and activities. Nothing could be farther from the truth, for Summer Session Directors, usually ruggedly individualistic, and the unbounded spread of the activities in which they engage, are as different as the highly publicized individuality of the single snowflake. Or to state this observation in another way, they and their activities are as varied as the units they administer — and these units are but a reflection of the great variety of the parent institutions which have given them birth.

Each such unit is a product of the heredity of its institutional practices and the past and present all-institutional leadership; and its environment, expressed in terms of the type of educational programs generally provided by the parent institution, the clientele served, its position in the total educational picture of a geographical area, state or the nation, and many other tangible and some intangible factors.

As in the field of human growth and development, here too, the almost complete melding of heredity and environment makes the isolation of either almost an impossible task.

I should like to state at the outset, then, that variation, rather than similarity, characterizes the Summer Sessions and their administrators, by whatever name they are known.

As I have been privileged to count as close personal friends many individual, and I can almost say, many generations of Summer Session Directors, I think I can illustrate from this list of friends the extreme variation in individual backgrounds — backgrounds which reflect at the same time the institutional "image," as it were, as well as programs, per se.

It is easy to conclude from some of the early appointments to these posts that Education-Extension backgrounds predominated among the Directors. The heavy clientele in Education programs in those summers and the workshop-conference push of the Extension world, made such appointments logical.

And such was the case, to a certain extent, for: L. O. Cummings of Buffalo; Del Manzo of Teachers College; S. C. Garrison of Peabody; Robert Browne of Illinois; P. C. Packer and Elmer Peterson of Iowa; Thomas Teeter of Minnesota; Ralph Pickett of New York University; M. R. Trabue of Penn. State; C. E. Partch of Rutgers, and several others were cut to this pattern.

On the other hand, however, one must mention in the early years A. L. Percy of Cornell, whose distinguished George V beard and 5' 2" of dynamic personality was always to be found in the forefront of the leadership in the Biological Sciences; and Ray Deferrari of Catholic University, whose cosmopolitan interests led to no categorization. Columbia "proper," a term which in the past several years has become less of a redundancy, replaced one distinguished English scholar with a second equally distinguished scholar in the same field. Harvard, keeping the names of the Eliot and Mather families in its Summer Session administration, as you might suspect, relied upon leadership of its own training and "ilk." (I use the term "ilk" as most Scotchmen will to mean "born and bred to the purple" — or should I say crimson?). Thomas Crooks wears the mantle now with the same quiet, scholarly nonchalance of his predecessors.

Michigan's loveable astronomer, Louis Hopkins, will be remembered by us all for his honest, warm, "couthy" manner. (Another Scotch phrase — "couthy" implies everything nice, just as "uncouth" implies the opposite.) Louie Hopkins spent his retirement in Florida giving free lectures on astronomy to anyone who would listen — and people came in droves. He, by the way, was replaced by a political scientist.

I am afraid my reminiscences in this field could easily fill my allotted time but I cannot stop without mentioning the Greek and Latin scholar of Wisconsin.

But to illustrate the point that even my label of "unlike" has its exceptions, I must state that one thing they did have in common was a love of people and warmth of personal relationships which springs from such love. One of the best examples of this is your own Tom Earle of Tulane — I know I need no further illustration.

May I leave this area by summarizing with the general statement that the impact of institutional overtones is reflected in the appointment of Summer Session Directors as in all other appointments in our institutions.

In the field of administrative practices in our Summer Schools, there is the same divergency as in the backgrounds and training of the Directors. In institutions where "self-support" is, or has been, an ever present spectre, fiscal practices appear which are unknown to those where the heavy hand of "self-support" is not present. And it is easy to see how an institution stressing "self-support" will look to an administrator who is alert in fiscal matters. The children of "self-support" are called "advertising" and "publicity" which in some institutions must be balanced nicely against "academic standards" and admissions policies.

On the battlefield of "self-support," many factors must be considered; and the effect on the total program is obvious. It also explains why it is so difficult to "compare" Summer Session administrative practices.

Even within the same State, administrative practices are at great variance — even between state supported institutions, to say nothing of those features which differentiate public from private schools and even between private institutions.

And the variance in administrative practices, as in the appointment of the Summer Session Director, is a reflection of the heredity and environment at the parent institution.

Our student bodies are equally different. We all have our:

- (1) In-service, up-grading teacher and administrative groups.
- (2) "Carry-over," "regular" academic students.
 "Year Round Operations" won't be mentioned for this intermittent movement (to which most of our sessions here always catered) simply adds additional deviations which serve to overly stress my thesis of diversity.
- (3) The "late bloomers," a term heavily used by Chancellor Franklin Murphy, erstwhile of U.C.L.A. and earlier of Kansas, and the "early goofers," my own variation to describe part of this group, are with us all.
- (4) Workshops and Conferences, undergraduate and graduate, with credit and not with credit, appear on most of our campuses.
- (5) "Package deals" for incoming freshmen, for instance, we all try.
- (6) "Camps" for high school and junior high school students, in music, art, ballet, mathematics and science, foreign languages, etc., we all recognize as being a legitimate part of the Summer Program.

Little in these programs, with the exception of the sub-collegiate "camps," and perhaps, at some institutions, a varied or greatly expanded recreational program, is really unique to the Summer Sessions. They also reflect our regular programs and in many cases they are but the extension of our regular programs. We really have been running in most schools, certainly at institutions similar to my own, a "Year-Round program long before this "modern" panacea for all of our ills was "discovered." To illustrate this point, may I report on data which show the University of Kansas, in the 1969 Summer Session, had approximately 39% of the total number of head count enrollments tallied in the Fall Semester 1968. The comparable percentage in 1938 was 38%. We have varied around 40% during the intervening years, with the exception of the World War II years.

But, again may I call to your attention that although we have much the same student groups, on the surface they, too, vary as greatly as do our administrators and our administrative practices.

For instance, one of the most interesting discussions I have listened to was one between Tom Crooks of Harvard and a representative of a State University relating to a program for recently graduated high school seniors. Harvard wanted to make sure that it was broadly known that admission to the Summer School did not in any way imply admission to Harvard

College (or any of its professional schools) the next fall. The State University man, working in a State which required admission of all students who had received a diploma from an accredited high school of that state, no matter whether he applied in June, September or February, was hoping to *get* some of his September freshmen into the Summer Session to relieve the fall load. Deadlines for applications were about his only problem in this area.

Deviations can be documented in each field of student clientele and program as has been done in the previous areas under discussion.

All that any of us has to do to further illustrate the many, and great, differences which are present, is to recall the last few questionnaires with which we have struggled in our frustrating and futile attempts at deciphering the meaning of questions in relation to our own program.

Let me just list a few of these items which have descended upon me. You can all add to the list and I am sure there are no strangers on my list.

Remember, each question we try to relate to our own programs, which probably do not compare in many ways with the one in the mind of the inquirer.

The questions recur — sometimes after a gap of a year or so, sometimes from the same institutions, although usually from others. The winds of chance, regents, legislatures and faculty committees dictate many of them. Think of how many of these do not apply to certain institutions.

1. Trends in enrollment

a. Prediction

(1) Total

(2) By areas of interest, or subject fields. And reasons why.

b. Men versus women

c. Veterans — Dean Partch of Rutgers did some of the really basic studies of Veteran patterns after World War I and World War II

2. Budget

a. How do we safeguard the "financial interests" of our university?

b. How do we hedge against sharp declines in enrollment in areas?

c. On what basis are salaries paid?

d. How do you "parlay" faculty time for theses, research courses, etc.?

e. What changes in fees and tuition do you anticipate?

f. How do you keep from being charged with salaries of 12-month academic Deans (some of whom are on vacation)?

g. The same as (f) for Dean of Women, Registrar, etc.?

- h. How do you "drop" a course that doesn't "make?"
- i. What is your "teaching load?"
- j. In a private institution, what is the desirable average maximum institutional cost per semester credit hour?
- k. What is the "best" operational pattern? One 8-week term? (the "quarter" administrators find this hard to answer). The two 5-week terms? (the "semester" administrators find this a tough one).
- l. And to at least recognize its presence by one referral — "What are the problems involved in Tri-Semester operation?"

As an aside, and to further illustrate my main "theme of variation" (my musical son would insist that should be "variation on a theme" — and, by the way, he has just completed all of his work toward the Doctorate of Musical Arts at Juilliard — where they discontinued their Summer Session program some time ago) — may I pass on the rumored program of planned disruption and discontent which it is reported the Students for a Democratic Society was considering on a national plane last year. The program was simple, on campuses where there was a quarter system, campaign for a semester system. On the campuses where there was a semester system, campaign for a quarter system. Higher education would have probably come to a grinding halt if this program had been pushed.

3. Faculty and Staff Problems

- a. Do you use your "regular" Dean of Men, Dean of Women, Director of Dormitories, etc., in the summer?
- b. Do you have regulations regarding the number of Summer Sessions a regular 9-month staff member may teach in three years?
- c. What is the possibility of exchange professorships?

4. Federal Problems

Enough said.

5. Students

What can we do for special groups?

6. Instruction

- a. What has happened to, and in, workshops?
- b. What are the newer trends in instruction?
- c. Where are we with reference to "Field Courses"?
- d. Where are we with reference to "Credit for travel"?
- e. Can we develop cooperative offerings with other institutions?
- f. Do laboratory courses fill in the summer?

7. Student Affairs

- a. Should we publish a student newspaper?
- b. To whom is the student newspaper responsible?
- c. Is the Student Union subsidized by the Summer Session?
- d. How is the "Health Service" supported?

8. Recreation

- a. Do you have a full-time Director of Recreation?
- b. Do you rely on a student committee for help?

9. Publicity

- a. Which is the "best media": - posters, newspapers, billboards, ads in professional journals, etc.?

You can already guess that my general comment is that the answers to all of the above questions will vary from left to right, north to south, east to west, and year to year.

You may think that I gleaned the above list from your program for this year, or last year, or next year. The real fact is that I copied these directly from the program of the American Association of Deans and Directors of Summer Sessions which met at the Nittany Lion Inn at Penn. State, October 17 and 18, 1941. My first meeting with that group. It hardly seems necessary for me to state that I, and you, will receive much and perhaps great help from comparisons and from meetings such as these, as individuals — but institutional concensus seems too much to expect and solutions seem a dream.

You are perhaps wondering if I believe there are any lessons to be learned from my third of a century as a Summer Sessions Director. Are there any similarities or specific characteristics which are the "hall marks" of the Summer Session Directors I have known.

First, may I state categorically that there is a place, and a real place, for the Summer Session Director as an administrative officer — not so much in terms of his personal "authority" as in relation to the coordination of others in positions of authority, and in the major coordination needed in Summer Session programs where the "regular" academic patterns and programs compete with the special summer programs, as well as among themselves, for a place in the educational sun.

Most of the questions I have just listed are not those in which the Summer Session Director should, or could, make the decisions. They are those, however, in which the Summer Session Director must force a decision if one is not forthcoming on its own.

The questions regarding courses, staff, budget, salaries, etc., are all questions which must be answered by others in most cases, but meshed together by the Summer Session Director. He is the only one who should be sure everything is in gear.

I am not going to recommend any special, little jim-dandy, way to get this coordination done. Of all things, this is the major thing which will vary with your institution. Perhaps you have, or should have, an "advisory committee." The regular "Committee of Deans" augmented by you for Summer Session Affairs, if you don't already attend in your present, or some other, capacity, may be your over-all planning groups. I'm willing to bet that you have inherited some such pattern. It's your job to make it work.

Remember, you can't make a "policy" stick without support. The way in which the top administrators at your institution work is the way you will have to work; but keep after them until you get your policy decisions.

You probably have responsibilities in areas other than the Summer Session. Do your operational worrying there. Don't be, as Summer Session Director, Registrar, Admissions Officer, Director of Dormitories, Dean of Men, etc., — You've got troubles enough in your own second field. Let the regular specialists handle the questions.

Most Summer Session Directors who drop by the wayside, do so, not so much because of lack of ability, but usually from ulcers developed in trying to deal personally with problems in areas I have just mentioned. Let the specialists in those fields carry on there. Spend your time during the academic year and during the summer working with others. The Summer Session Director is a coordinator, *not* an operator.

I have really said a lot about what I believe the successful Summer Session Directors have done on their campuses — each in his different way and with his own heritage and within his own environment. You may be assuming that there is nothing which can be said of all Summer Session Directors, no matter where, no matter whom. But, such is not the case.

I should like to close by paraphrasing some thoughts I picked up from Banero Wilkinson Overstreet in 1934. Harry Overstreet, the philosopher, was to be the speaker at a small gathering and was unable to attend. His wife, an authoress and poetess in her own right, substituted. She gave me the next catch phrase, which I have never been able to use until now — it's really the subtitle of my talk.

Using her catch words, I would like to conclude by reporting that on the basis of 28 years of service as a, and observer of, Summer Session Directors, the ones who "Succeed" (upper case) have been "limber, loving and a little loony."

"Limber" — that's the ability (but more important, the desire) to analyze and know your local pattern, your heredity and environment, including your fellow staff members. But, more than this — the constant striving on your part to adjust, to constantly adjust, to your local situation. Remember, real resiliency comes, too, from being able to feed into a local situation what seems to be good from elsewhere. Who, but you, can do this?

We must realize that "change" is the order of the day. It always has been. We must keep abreast of all changes and suggested changes. Interpretation of what these changes mean to the Summer Session is the duty

of the Summer Session Director. "Limbrosity" (I don't think there is such a word, but there should be), litness and resiliency are almost always found in the "Successful" Summer Session Director.

The "loving" item I would refer to as a prerequisite for all in higher education — but especially for the Summer Session Director. We are all in Higher Education because of our interest in students and the goals of our institutions. But the Summer Session student is a bit more "special" than the "regular" student. The pace is faster, the dedication is deeper, and for this type of effort must be prescribed abundant doses of "tender loving care." I can record deep dedication, verging on love, as being part of the make-up of the Summer Session Directors I have known. For every Summer Session Director is basically working to present the best possible program for the participants — and this student body, above all others, is worthy of the best of care.

The "little loony" designation really fits the Summer Session Directors, for it implies the ability to listen to "new ideas" from faculty, deans, and students, and to "take a flyer" on something he feels should be tried. Remember, it probably won't be tried in the more formally organized "regular" terms.

In the Summer Sessions, many new and different things can be tried which might have real impact on the growth pattern of your institution. Varied laboratory hours — five hours straight instead of two 3-hour sessions; three hour classes meeting for two 1½-hour periods rather than three 1-hour; "package" groups of courses for entering freshmen, or others; "exchange" students in esoteric areas where there are not enough students in any one institution to offer courses; special courses for special groups; refresher courses in the "new math"; "consumer" short courses with or without credit in Computer Science; surveys of new developments, in scientific fields, for high school teachers; and many other items which may be jumping into your minds now, should be added to this never ending, never static list.

Remember, your personal decision on most, if not on all, of these "loonacies" is not called for, but you'll have to be the one who pushes for each idea. And you will have to coordinate the effort, if an idea is tried. And you won't be able to sell too many — but who, but you, can represent all groups of participants in the Summer Session? And, in passing, may I suggest that you don't overlook your educational research staff, or those interested in evaluation, when you propose some new academic pattern. Dr. E. Z. Zieberth, whose multitude of titles at the University of Minnesota once included that of Director of the Summer Session (he now is Dean of Liberal Arts), has taken a great leadership in research evaluation of summer programs, and I would highly recommend that you refer your own interested colleagues to his work.

Ask your students, too, by questionnaire, what variations of "offerings" they would find valuable. Perhaps you will get some excellent ideas.

Being "limber" guarantees that your colleagues will be aware of your desire to understand their problems and their points of view, while still presenting your own ideas, and your acceptance of a changing academic world.

Being "loving" guarantees that you will have the support of the students and your dedicated academic colleagues, as well. Notice I said "loving" — that assumes loving restraint may be needed from time to time. But the message comes through "loud and clear."

Being a "little loony" reflects your professional responsibility for constant study of your program and trying, energetically, to introduce well-thought-out innovations.

"Limber, loving and a little loony" may not be too good a set of watchwords, may not lead to "Success" or "survival" on your campus — but, from what I've seen along the way, they'll do until something better comes along.

National Association of Summer Sessions**ANNUAL BUSINESS MEETING****WEDNESDAY, DECEMBER 4, 1969***Presiding* — Hubert J. McCormick, President

The sixth annual business meeting of the National Association of Summer Sessions was held in the Garden Terrace Room of the Benjamin Franklin Hotel, Philadelphia, Pennsylvania, on Wednesday, December 4, 1969.

President McCormick called the meeting to order at 10:00 a.m. and called for the report of the Auditing Committee. Courtland Hotchkiss, chairman of the committee, read his report and moved that the report be accepted and placed on file. The motion was seconded and so voted.

The president called for the secretary's report. Secretary Manning moved that the minutes of the fifth annual business meeting, November 21, 1968, be approved as printed in the Proceedings of the Fifth Annual Conference, which had been mailed to all members. The motion was seconded and so voted.

President McCormick called for the treasurer's report. Treasurer Jones distributed copies of his Statement of Receipts and Expenditures for the period November 1, 1968 to October 31, 1969 and a listing of disbursements. Treasurer Jones moved that the report be accepted and placed on file. The motion was seconded and so voted.

The president called for the report of the Membership Committee. Chairman Manning stated that of December 1, 1969 there were 275 institutional members and 37 individual members but new members had joined during the two days of conference registration, therefore an accurate count is not possible at this time. Accurate membership figures will be given in the Proceedings of the Sixth Annual Conference. Chairman Manning moved the receiving of this temporary report. The motion was seconded and so voted.

Charles Noyes, chairman of the Conference Site Committee, was asked for the report of his committee. The Conference Site Committee recommended that the Association accept the invitation of Washington University to hold its Ninth Annual Conference in St. Louis, Missouri, during the first or second weeks of November 1972. It was moved, seconded and so voted to accept the recommendation of the Conference Site Committee.

President McCormick then called on Father Mohan for the Governmental Relations Committee report. Father Mohan spoke briefly on his written report which had been made available to the membership. It was moved, seconded and so voted to accept the Governmental Relations Committee written report and place it on file.

The president called for the report of the Newsletter Editor. Eugene Linton presented his report and moved its acceptance. The motion was seconded and so voted.

Howard Geer was called on to give the Research Committee report. A brief report was given on the progress of summarizing the 1969 Summer Sessions questionnaire and it mentioned that a number of questionnaires had not been returned. Howard Geer then introduced William A. Rogers, University of Akron, who explained briefly the results of his research project, which was partly financed by NASS, and stated that copies of the full project were available to the membership.

President McCormick asked Secretary Manning to present the proposed Constitutional and Bylaw amendments which had been recommended by the Administrative Council for adoption and mailed to the membership on November 3, 1969.

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

1. To delete the present statement for Article III, Section 1. b) of the Constitution and substitute the following statement:

Individual non-voting membership shall be open to those who are not affiliated with an institution eligible for institutional membership but who have a professional interest in the purpose of the Association.

2. That Section 3 of Article V of the Constitution be deleted.
3. That Section 4 of Article V of the Constitution be renumbered Section 3.

The motion was seconded and unanimously so voted.

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

1. That the word "ballot" be deleted from the statement for Section 2 of Article VI of the Bylaws.

The motion to adopt was seconded and unanimously so voted.

President McCormick called for the Nominating Committee report. Chairman Wells presented the following slate of officers for the year 1970:

President: Herbert P. Stutts, American University

President-Elect: Willard Edwards, San Fernando Valley State College

Secretary: Stuart H. Manning, The University of Connecticut

Treasurer: William H. Jones, Emory University

It was moved, seconded and so voted to close nominations for officers for 1970.

It was moved and seconded that the 1970 slate of officers presented by the Nominating Committee be elected to office. A unanimous affirmative vote was recorded.

Past President McCormick quietly but firmly presented President Stutts the official gavel.

President Stutts called for the report of the Resolutions Committee. Leo Kibby, chairman read the several resolutions prepared by his committee. It was moved, seconded and so voted to receive the report and place it on file.

Secretary Manning stated he had received a membership application from Instituto de Estudios Iberoamericanos located in Saltillo, Coahuila, Mexico and that action on the application, according to the Constitution, had to be taken by the membership at the annual meeting. He further stated that information about the institution had been gathered and forwarded to members of the Executive Committee and that the members of the Executive Committee recommend to the membership the acceptance of the application. Secretary Manning moved the acceptance of the institutional membership application received from Instituto de Estudios Iberoamericanos. The motion was seconded and so voted.

Willard Edwards moved a vote of thanks and appreciation be given Mrs. William Jones for her continued interest in and service to the Association. The motion was seconded and so voted.

There being no further business, President Stutts adjourned the sixth annual meeting at 10:45 a.m.

Respectfully submitted,

STUART H. MANNING, *Secretary*

National Association of Summer Sessions STATEMENT OF RECEIPTS AND DISBURSEMENTS

For the Period November 1, 1968 to October 31, 1969

Cash balance, November 1, 1968		\$ 4,026.53
Receipts:		
Dues: 282 @ \$25.00	\$7,050.00	
1 @ \$24.34*	24.34	
39 @ \$10.00	390.00	\$7,464.34
Notre Dame meeting:		
Late registration	\$ 70.00	
Refund	486.90	556.90
Questionnaires		94.00 8,115.24
		\$ 12,141.77
Disbursements per attached listing		8,578.96
		\$ 3,562.81
Cash balance, October 31, 1969		
Investment in 5% savings bonds, Citizens and Southern Emory Bank, Decatur, Georgia	\$12,000.00	
Accrued interest on bonds	1,352.28**	13,352.28
Investment in 5% savings certificates, Decatur Federal Savings and Loan Association, Decatur, Georgia	\$ 4,000.00	
Accrued interest on savings certificates	23.62**	4,023.62
Petty cash		25.00
		\$ 20,963.71

* Membership of Interamerican University, Saltillo, Mexico, collected at the exchange rate existing at the time the check was presented.

** As of September 30, 1969, the end of last interest computation period.

Disbursements:

#169 — The Univ. of Connecticut, printing and mailing		\$ 22.55
#170 — James A. Gentry, audit		35.00
#171 — Sacramento State College, printing		646.12
#172 — Miriam Howell, secretarial help		150.00
#173 — Emory University, mimeographing		34.72
#174 — Herbert P. Stutts, Regional Vice-President expenses		25.00
#175 — Voided		
#176 — Voided		
#177 — The Univ. of Connecticut, postage		1.55
#178 — Storrs postmaster, postage		12.00
#179 — Emory University, chipboard and bulk mailing ...		25.84
#180 — Alberta Perkins, secretarial help		54.00
#181 — Racine Printing, envelopes		27.50

#182 — Eastern Airlines, Executive Committee meeting	38.00
#183 — Southern Railway, Executive Committee meeting	54.86
#184 — Voided	
— Debit — New checkbook	4.57
#185 — Treadway Inn, Executive Committee meeting	63.74
#186 — William H. Jones, Executive Committee meeting	19.28
#187 — H. J. McCormick, Executive Committee meeting	465.31
#188 — Citizens & Southern Travel Dept., Executive Committee meeting	47.00
#189 — The Univ. of Connecticut, cards and postage	26.81
#190 — Racine Printing, letterheads	83.50
#191 — Verstegen Printing and Litho, newsletter	182.20
#192 — Yankton College, mailing newsletters	39.96
#193 — Eugene Linton, newsletter expenses	26.80
#194 — Jackson H. Wells, Executive Committee meeting	249.86
#195 — Carlson E. Crane, Executive Committee meeting	219.60
#196 — Stuart H. Manning, Executive Committee meeting	38.75
#197 — Racine Printing, folders	177.50
#198 — R. W. Lee, Post Office manager, stamps	72.00
#199 — Dixie Seal and Stamp Company, rubber stamps	8.52
#200 — Racine Printing, Proceedings of annual conference	705.60
#201 — The Univ. of Connecticut, Xerox and postage	28.94
#202 — M U Duplicating Service, questionnaire	220.00
#203 — J. B. Richards Printing Co., certificates and statements	140.00
#204 — Atlantic Envelope Company, envelopes	18.84
#205 — Decatur Federal Savings & Loan Association, Decatur, Georgia, 5¼ savings certificate	2,000.00
#206 — Decatur Federal Savings & Loan Association, safe deposit box rental	4.00
#207 — Decatur Federal Savings & Loan Association, Decatur, Georgia, 5¼ savings certificate	2,000.00
#208 — College of Idaho, refund of dues paid twice	25.00
#209 — Racine Printing, envelopes	29.75
#210 — Verstegen Printing and Litho, newsletters	330.00
#211 — Yankton College, postage	53.88
#212 — Eugene Linton, newsletter expenses	170.41
Total disbursements	\$8,578.96

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 NASS. This statement audited by J. A. Gentry, C.P.A., covers the period beginning November 1, 1968 and ending October 31, 1969.

The members of this committee wish to commend Mr. Jones for the dedicated and efficient manner in which he has conducted his office. His excellent service has made the work of the committee both a minimal effort and a pleasant experience.

C. W. HOTCHKISS, *Chairman*

REPORT OF THE MEMBERSHIP COMMITTEE

The Membership Committee conducted its business by mail during the 1969-70 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 1969-70 (dues paid prior to the annual business meeting, December 4, 1969) was:

275 institutional members
55 individual members

330 total

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

30 new institutional members
22 new individual members
21 institutional memberships not renewed
32 individual memberships not renewed

The membership for the previous year, 1968-69 was:

266 institutional members
65 individual members

331 total

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

THOMAS DAHLE, Northwestern
MICHAEL U. NELSON, Southwestern
WILLARD EDWARDS, Western
WILLIAM T. UTLEY, West Central
RALPH H. GEER, East Central
HERBERT P. STUTTS, Middle States
JAMES E. CRONIN, New England
T. T. EARLE, Southeastern

CONFERENCE SITE COMMITTEE REPORT

The Conference Site Committee met on December 2, 1969 in the Benjamin Franklin Hotel, Philadelphia, Pennsylvania, to consider the site of the 1972 meeting of NASS. In view of past sites, and those chosen for the 1970 and 1971 meetings, it was the opinion of the Committee that in 1972 a Southwestern site should be chosen. The Committee voted unanimously to recommend the acceptance of the invitation of Washington University, to meet in November 1972 at St. Louis, Missouri.

CHARLES E. NOYES, *Chairman*
SHIRO AMIOKA
CORNELIUS L. GOLIGHTLY
CLAUDE B. GREEN
PAUL HADLEY

National Association of Summer Sessions GOVERNMENTAL RELATIONS COMMITTEE

1969 - 1970

For the information of NASS 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 the the CATALOG OF FEDERAL DOMESTIC ASSISTANCE, January 1969, compiled for the Executive Office of the President of the Office of Economic Opportunity. This contains a description of the Federal Government's domestic programs to assist the American people in furthering their social and economic progress. It explains the nature and purpose of programs, specifies major eligibility requirements, tells where to apply and lists printed materials available. This catalog supersedes the Catalog of Federal Assistance Programs, June 1, 1967, published by the Office of Economic Opportunity, and similar documents of a more limited scope previously published by various departments and agencies.

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.

REVEREND ROBERT PAUL MOHAN, *Chairman*
JAMES CRONIN
EDWARD DURNALL
JACK LITTLE
JOSEPH PICKLE
E. K. WILLIAMS

GOVERNMENTAL RELATIONS COMMITTEE REPORT

The Commissioner of the Office of Education in the Department of Health, Education, and Welfare, Dr. James E. Allen, Jr., issued a special release on July 17, 1969, on special organizational changes to be made in the Office of Education. Dr. James J. Gallagher, Associate Commissioner in charge of the Bureau of Education for the Handicapped, has been given the responsibility of organizing the new Planning, Research, and Evaluation activity. In the near future, a special dissemination unit will be added which will transmit information nationally about new Educational materials and practices.

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.

Information on new programs of financial assistance, grants, and new ways of solving financial needs for special educational programs, the availability, the authorizing legislation, and the administering agency can be obtained by writing directly to:

Mr. Robert H. Finch, Commissioner
Department of Health, Education, and Welfare
Washington, D. C. 20202

Special bills pertaining to financial support in education are originated in the Congressional Committee for Education and Labor. The members of this Committee are most cooperative in answering questions and forwarding materials pertaining to the bills under consideration when requested.

For those Summer Session Deans interested in Adult Education programs and desiring Federal funds to assist in the presentation of the program, there is an authorized legislation to cover it. For the printed information, which gives a description of the program and rules and regulations for the administration of the Adult Education Act, you can write to:

Division of Adult Education Programs
Bureau of Adult, Vocational, and Library Programs
U. S. Office of Education
Washington, D. C. 20202

The authorized legislation for these programs is 20 U.S.C. 1206, Adult Education Act of 1966, title III of the Elementary and Secondary Education Amendments of 1966, Public Law 89-750, 80 Stat. 1218.

Programs for the improvement of education in the arts and humanities by research support are authorized by the following legislation: 20U.S.C. 331a, Cooperative Research Act, Public Law 531, 83rd Congress, sec. 2, as amended by Secondary Education Act of 1965, Public Law 89-10, title IV, sec. 401, 79 Stat. 44; and 20 U.S.C. 951, National Foundation on the Arts and Humanities Act of 1965, sec. 2, 79 Stat. 845.

For those interested in the printed information on arts and humanities, there are three periodicals available:

1. *Office of Education Support for Research Activities, Revised July, 1968* — OE-12025-A.
2. *The Arts and the Poor: New Challenge for Educators* — EO-37016.
3. *Office of Education Support for the Arts and Humanities* — OE-33049.

This printed information is available by writing to:

Arts and Humanities Program
Research Analysis and Allocation Staff
Bureau of Research
U. S. Office of Education
Washington, D. C. 20202

Also of interest is the Teacher Exchange Program, known as the Fulbright-Hays Teacher Exchange Bill. This is a plan to promote international understanding by affording U. S. teachers the opportunity to

teach for one year in a foreign school system, or to participate in summer seminars abroad. Foreign teachers are also given the opportunity to teach in this country under the program. Interchange of American and foreign teachers are worked out upon request in many cases, but a number of teachers are assigned to a foreign country on a non-interchange basis.

The printed information that is available is *1969-70 Opportunities Abroad for Teachers*, OE-14047-70, and *Teachers Go Abroad for Teaching and Seminars*, OE-14117 and may be had by writing to:

Teachers Exchange Branch
 Division of International Exchange and Training
 Institute of International Studies
 U. S. Office of Education
 Washington, D. C. 20202

The authorizing legislation for this program is 22 U.S.C. 2451-2458, Mutual Educational and Cultural Exchange Act for 1961, Public Law 87-256, 75 Stat. 527.

The National Science Foundation released on August 14, 1969, the expenditure limitation plans for the 1970 fiscal year. However, it also announced its intention to exempt from the limitation major construction projects in the Graduate Facilities Program. The exemption will be accomplished by limiting the number and amounts of new awards.

N. S. F. is operating on the assumption that it will be allowed \$500 million for expenditures in 1970, and has established preliminary institutional allowances in advance of a definite limitation, in order to permit colleges and universities better to plan their activities for the coming year.

Programs to be presented in the Summer of 1970 should be prepared and submitted to the N. S. F. Headquarters early in the Fall of 1969. Copies 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 who are interested in getting application forms for a summer program should write to:

Program Director for Summer Institutes
 National Science Foundation
 Washington, D. C. 20550

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 provides 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 non-profit institution;
5. is accredited by a nationally recognized accrediting agency; is eligible to conduct a program for advanced study assistance under the Higher Education Act.

For Higher Education Equipment, known as the Instructional Equipment Program Bill, authorizing legislation, 20 U.S.C. 1121-1129, Higher Education Act of 1965, Public Law 89-329, Title VI, Part A., printed information is available by writing to:

State Plans
Division of College Facilities
Bureau of Higher Education
U. S. Office of Education
Washington, D. C. 20202

or to:

Grants Assistance
State Commissions for Higher Education Facilities

The printed information available is: *A Fierce Commitment OE-50034.*

The purpose of this program is to improve the quality of undergraduate instruction by providing financial assistance on a matching basis to help colleges and universities acquire instructional equipment materials.

For the Higher Education Personnel Training Act, authorizing legislation 20 U.S.C. 1119b Education Professions Development Act, Part E., Public Law 90-35, 81 Stat. 93; sec. 541 title V-E, Higher Education Act of 1965, Public Law 89-329, printed information is available by writing to:

Division of Graduate Programs
Bureau of Higher Education
U. S. Office of Education
Washington, D. C. 20202

The printed information available is: *Approved Guidelines and Instructions for Submitting Institutional and Program Applications: Under Part E of the Education Professions Development Act.*

This program makes grants to, or contracts with, institutions of higher education to assist them in training persons who are serving or preparing to serve as teachers, administrators, or educational specialists in colleges and universities. Three types of programs can be supported:

1. Graduate fellowships for programs other than those eligible for support under the National Defense Education Act Graduate Fellowship program.
2. Graduate-level institute and short-term training programs at the graduate level, which might be of special interest to Summer Session Deans.
3. Special graduate-level training projects.

For those interested in graduate institutes, short-term programs, and special projects, further information can be had by writing to:

Division of College Support
Bureau of Higher Education
U. S. Office of Education
Washington, D. C. 20202

For information on graduate fellowship support, write to:

Division of Graduate Programs
Bureau of Higher Education
U. S. Office of Education
Washington, D. C. 20202

Summer Session Deans who are interested in Library Science Institutes would no doubt be interested in the Library Personnel Training Bill, known as the Library Institutes and Library Fellowship Bill, authorizing legislation 20 U.S.C. 1033, Higher Education Act of 1965, Title II-B, sec. 223, Public Law 89-329, as amended, 79 Stat. 1227.

To establish an institute program, the College or University must have an accredited library education program and must meet other requirements as specified in the authorizing legislation. To receive the information material, *Program Resume*, write to:

Division of Library Services and Educational
Facilities
Bureau of Adult, Vocational and Library Programs
U. S. Office of Education
Washington, D. C. 20202

Certain organizations and publications provide valuable information about active donors to education. Among them is the Foundation Center, 444 Madison Avenue, New York, New York 10022, which monitors the activities of most U. S. foundations. In the Center's bi-monthly publication, "Foundation News," every foundation grant of \$10,000.00 or more is reported along with details from the accepted project.

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

Similar information regarding business and private donors is available through the Council of Financial Aid to Education, 6 East 45th Street, New York, New York 10017. It is important to note that most business and private financial support is made directly to the institution involved, and less than 5% of these grants require matching funds. This should be of particular interest to summer sessions, as most programs are self-sustaining. The largest source of aid to education, of course, is the Federal Government.

REPORT OF NEWSLETTER EDITOR

The *Newsletter* is the official organ whereby the membership can receive news of national, regional and local summer session activities on a regular basis.

Published quarterly, the Newsletter depends on its nationwide membership and readership for its effectiveness. If the Newsletter is to be most effective, each member and each institution must assume some responsibility for making contributions to it.

Please make note of the deadlines for material to appear in issues of the Newsletter: December 15 for the January issue

March 15 for the April issue

June 15 for the July issue

September 15 for the October issue

The following are suggestions for the kinds of news items in which we are interested:

1. NASS activities, plans, projects at both regional and national levels.
2. Special events on local campuses (lectures, workshop, institutes, etc.).
3. New programs being developed. Old programs being evaluated.
4. Staff changes and additions. Promotions, leaves of absence of Summer Sessions personnel and special assignments.
5. Regional meetings, programs, etc.
6. Articles relating to Summer Sessions operations.
7. Reviews of publications. Notices of publications.
8. Practices and ideas which might be shared with other Summer Sessions administrators.
9. Summaries of research on Summer Sessions activity or operations.
10. Announcements.

Respectfully submitted,

F. EUGENE LINTON, *Editor*

RESEARCH COMMITTEE REPORT

The Research Committee has been active throughout the last year in three areas of support for the organization and the membership.

The first and most widely felt activity is the collection of information about summer sessions and conveying that information to the membership. With regard to the 1968 survey results — these were mailed to the membership and interested agencies in July-1969. The Committee welcomes comments about the report, its use and characteristics. One word of caution if I may; as you comment please keep in mind that this survey form is a cooperative one and recommendations for change will be coordinated with the several cooperating organizations.

With regard to 1969 survey, processing has been delayed by a two-fold expectation that the 1969 report include more schools than the 202 reporting in 1968 and that all schools that reported in 1968 be included in 1969. In the first instance, I am pleased to report that 16 more reports have been received and processing will begin, however, any institution not yet reporting are encouraged to do so immediately.

At present, the 1969 survey will include 219 institutions:

12	2 year
207	4 year
109	private
110	public
181	semester hour operating
31	quarter
7	other

TOTAL STUDENT ENROLLMENT: 714,083

A second effort of the Research Committee has been to assist the profession by sharing information of a bibliographic nature on summer session oriented publications. We encourage you to keep either the Research Committee or the Editor of the *Newsletter* informed regarding these materials.

A third effort of the Committee has been in the encouragement and sponsorship of research. This effort began in 1967 with the budgetary allocation by the Association for research funds. These funds are available on a grant basis to the membership. I am pleased to turn the rostrum over at this time to Dr. William Rogers, University of Akron, who will present a brief summary of a research effort which he has recently completed under Association sponsorship. ***Dr. Roger's report will be abstracted elsewhere in these proceedings and will be available for distribution to the membership from the Research Committee***

The Research Committee, on behalf of the Association, invites research proposals from those of you who are research oriented. The procedures to be followed for submission of proposals are included in the 1967 proceedings and in several of the *Newsletters* since that time.

Respectfully submitted,

HOWARD S. GEER, *Chairman*

DICK DANKWORTH

EDWARD J. DURNALL

HERBERT FRED

MILLARD HARMON

JOHN MAPP

MICHAEL NELSON

LLOYD O'CONNOR

ANNE SCHEERER

THE SUMMER SESSIONS DEAN AND INTRA-CAMPUS COMMUNICATION

A Summary of
A Study Under the Direction of the RESEARCH COMMITTEE
of the
NATIONAL ASSOCIATION OF SUMMER SESSIONS
*Reported by Dr. WILLIAM A. ROGERS, The University of Akron
Akron, Ohio*

INTRODUCTION

Deans or directors of summer sessions are frequently in the position of having to assume the adequacy for communications that exists between the student and office staff personnel. Most summer deans or directors are never completely sure how well staff members in various campus offices interpret the information found in their summer sessions catalog, university catalog, and other official university documents.

Those responsible for summer programs tend to be more sensitive to "student needs" because they are continuously building new programs. Administrators responsible for summer programs feel keenly that office staff members should direct students to the satisfactory solution of their problems and questions.

The following research was one attempt to measure the adequacy of office staff—student communication in a given large, urban, midwest, public university in the summer session.

THE PROBLEM

Statement of the problem. The purpose of the study was (1) to determine the accuracy of information given by secretaries to summer students as measured by a student referral matrix (SRM); (2) to develop a student referral index providing an accurate reference source; (3) to develop an in-service program of education designed to insure the accuracy of student-related information at the secretarial level. (Only Items (1) and (3) are explored in this paper.)

METHOD

The following two hypotheses were tested:

Hypothesis I—University secretaries have sufficient knowledge of the information that is specifically stated in official university documents to adequately answer students' random questions.

Hypothesis II—University secretaries have sufficient knowledge of information that exists at the "informal" level or randomly noted in official university documents to adequately answer students' random questions or make appropriate referrals.

The SRM was designed to measure the adequacy of communication between different job classifications of secretaries and students. It was assumed that one could measure the quality of student — secretary communication by observing and noting the accuracy of student referrals.

The sixty-eight question SRM was administered to eighteen deans' secretaries, including several chief office clerks, and twenty-two departmental secretaries. Parts "A" and "B" of the SRM were designed to measure the referral aspect of the study: "Where would you send a student for. . . .?" Part "C" of the SRM was designed to directly measure specific items found in university source documents. It was not expected that any one interviewee would be able to answer all of the specific items in Part "C" without reference to university source documents.

Approval and support to interview the secretaries was given by the respective dean prior to the actual interview. All secretaries and chief office clerks were interviewed in their respective offices by graduate students from the psychology department. Those interviewed were informed that the purpose of the questionnaire was to ultimately help develop an educational program which would add meaning and understanding to their job. The secretaries were assured that their responses to questionnaire were not coded in any way and that all questionnaires and their contents were kept anonymous.

The present author assumed that each of the secretaries interviewed had considerable contact with all levels of students. The interviewer asked each secretary to check or fill in each item in Parts "A", "B", and "C" of the SRM. The secretaries were instructed that it was an "open book" type interview situation. The interviewers carefully noted what type of aids each secretary employed.

The data was collected during July, August, and September of 1969. Appendix "A" contains The Student Referral Matrix questions. The correct answer (or in some cases, answers) to the sixty-eight questions in the SRM are found in Appendix "B".

RESULTS

Table I

Percentage of Correct Responses to the Student Referral Matrix

	Percent Correct
<i>PART A</i>	
Deans' secretaries	89
Department secretaries	45
<i>PART B</i>	
Deans' secretaries	68
Department secretaries	45
<i>PART C</i>	
Deans' secretaries	62
Department secretaries	29
<i>TOTAL CORRECT RESPONSES</i>	
Deans' secretaries	70
Department secretaries	44

Hypothesis I, which stated that university secretaries have sufficient knowledge of the information that is specifically stated in official university documents to adequately answer students random questions, was rejected.

Hypothesis I was tested by Part "C" of the SRM (see Appendix A). Part "C" was composed of twenty multiple choice questions taken from fee schedules as listed in the university bulletins and the summer catalog. In Part "C" there was only one correct answer to each of the twenty questions. In spite of the availability and exactness of the answers, the deans' secretaries scored correctly sixty-two percent of the time. Departmental secretaries, on Part "C" of the SRM, scored correctly twenty-nine percent of the time. It was logical to assume that the number of correct responses to Part "C" would be very high, or near perfect. It was not logical to assume that the percentage of correct responses from Part "C" would be lower than Parts "A" and "B" where the correct answers were comparatively more obscure (see Table I).

Hypothesis II, which states that university secretaries have sufficient knowledge of information that exists at the informal level or randomly noted in official university documents to adequately answer students' random questions or make appropriate referrals, was partially accepted. Data reported in Table I above indicates that both groups made more correct responses on Parts "A" and "B" than on Part "C".

The material in Parts "A" and "B" was drawn from a variety of university source documents. Some material in Parts "A" and "B" was informal in nature: i.e., not documented specifically but passed among secretaries as a matter of practice.

Part "A" contained referral questions related to admission procedures. Deans' secretaries were correct in eighty-nine percent of the referral questions while the other group scored only forty-five percent correctly. Apparently the secretaries simply did not understand the basic organization of the admission procedure. The probability was less than chance that a departmental secretary would make a correct student referral to obtain information on admission applications.

Part "B" contained multiple choice referral questions related to the academic process on campus. Deans' secretaries made sixty-eight percent correct referral responses while the departmental secretaries made forty-five percent correct referrals. The generally low percentage indicated that Hypothesis II should be partially accepted. Both groups of secretaries did not understand from one-third to one-half of the basic academic rules and procedures tested in Part "B" of the SRM.

Overall, the deans' secretaries appeared to understand significantly more about the academic process than departmental secretaries as shown in Table I under "Total Correct Responses".

A comparative item analysis of all SRM questions, including percent correct, is located in the SRM Raw Data Tables (Appendix B).

The wide spread of answers is graphically shown in curves and scattergrams found in Graphs 1A to 7 (Appendix D). Table 1A shows the shape of the curve if all the secretaries had correctly answered or agreed on multiple answer questions.

SUMMARY

A sixty-eight item Student Referral Matrix questionnaire was administered to eighteen deans' secretaries and twenty-two departmental secretaries. The SRM contained typical questions which students would ask requiring specific information or questions that would evoke referral responses.

The purpose of the study was to measure how those secretaries who have student contact understand the *basic academic process* (the functioning of rules, regulations, and procedures of related academic matters).

The results indicated that the general level of accuracy of the information flow between staff and student as measured by the SRM was not satisfactory. Departmental secretaries appeared to be much less informed about the basic academic process than the deans' secretaries on all scales of the SRM. Those staff members who participated did not utilize the basic source documents available. Staff members did not utilize resource persons when there was doubt. Staff members did not reflect a feeling of responsibility for the information as indicated by the "don't know" response.

Finally, intra-campus communications measured by the SRM was not adequate as revealed by the high percentage of incorrect responses. It has been suggested that the ultimate effectiveness of the summer sessions director can be affected by the inability on the part of the secretarial staff to communicate to students adequately.

CONCLUSIONS AND RECOMMENDATIONS

The data produced by the SRM clearly indicates that communication covering the basic academic process (the functioning of rules, regulations, and procedures of related academic matters) between students and select staff personnel can be improved.

Certain problems that summer deans or directors experience probably result from misunderstanding between staff and students. It is recommended that institutions of higher learning, motivated by the summer deans or directors, develop continuing in-service education programs for staff members who have student contact. Summer deans or directors generally have an overview of the university that only a few staff members have and, therefore, should play a key roll in directing a university-wide in-service education program.

Well-defined programs would improve student—staff relationship by reducing the "run-around" effect or "don't know" responses on campus. The morale of staff members would be improved as the in-service program made them more self-reliant in their roles at the university.

It is suggested that the following organizational outline could be used as a model for campus-wide in-service education concerning the academic process.

A. Implement a seminar-type in-service education for deans' secretaries and departmental secretaries entitled: "The Academic Process and Information Flow Seminar" - (APIFS).

B. General purpose of APIFS: To implement the information flow between:

- (1) Staff and Student
- (2) Staff and staff
- (3) Staff and planning staff

C. The seminar would:

- (1) Increase staff understanding of the academic process and general university programming.
- (2) Expand staff members' attitude toward their responsibility for information flow.
- (3) Expand staff understanding of "the student."
- (4) Expand understanding of staff members in relation to their job responsibility.
- (5) Expand staff members technical skills.
- (6) Expand staff members understanding of the administrative process.
- (7) Provide an immediate and continuous feedback mechanism for university operation and planning administration.
- (8) Reduce tension between students and administration.

D. Longer range outcome of the APIFS:

- (1) Development of an adequate all-campus communication system at the staff-student level.
- (2) Development of a management training program to develop management skills for university office supervisory staff.
- (3) Promote greater personal involvement of all staff personnel in the university.

Finally, most educators would argue that institutions of higher learning and business do not have much in common. However, they do have one important common characteristic which is, they both share the advantages and disadvantages of the "bureaucracy." Large corporations and business faced the need for in-service training some thirty years ago. It is not uncommon to find large separate departments whose only responsibility is to develop and implement training programs for all ranks in the organization.

Universities have grown to the point where the informal organization cannot support or maintain an adequate in-service training for its expanded staff. The summer sessions dean or director, because of his unique overview of the university, can play an important role in this new phase of university development.

The present author wishes to convey his appreciation to The National Association of Summer Schools for their interest and encouragement with this study.

REPORT OF THE RESOLUTIONS COMMITTEE

The Resolutions Committee recommends the following for your consideration:

1. Be it resolved that we express our appreciation and gratitude to the Local Arrangements Committee and their Chairman, Brother Thomas J. Donaghy, in providing pleasant and convenient accommodations for this, the sixth annual meeting of the National Association of Summer Sessions.
2. Be it resolved that the entire National Association of Summer Sessions membership commend the outgoing President, Hubert J. McCormick, for his effective leadership and sound administration. President McCormick has continued to develop the NASS professional strength by encouraging membership growth and the development of summer session standards and programs. Through his continual emphasis of the regional organizations President McCormick has materially strengthened the NASS organization.
3. Be it further 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 F. Eugene Linton, the Editor of the Newsletter for their interest and enthusiasm in furthering the goals of the organization.
4. Be it further resolved that we give commendation to the various Committees for their efforts and contributions in the accomplishments of the goals of the Association.
5. Be it resolved that we extend thanks to Charles P. Bruderle, who served as Program Chairman. The quality of the program reflects his intelligent perception of the needs of Summer Session Deans and Directors.
6. Be it finally resolved that this Association takes the position that courses offered for credit during the summer shall meet the same academic standards as to number of hours of instruction, qualifications of staff and quality of program, which apply throughout the academic year.

LEO P. KIBBY, *Chairman*

GEORGE LEACH

MICHAEL NELSON

NOMINATING COMMITTEE REPORT

Having met on Tuesday, December 2, 1969, at 10:30 a.m., the following names were selected to be placed before the Sixth Annual Meeting for the offices listed:

PRESIDENT: Herbert P. Stutts, The American University, Washington, D. C.

PRESIDENT-ELECT: Willard Edwards, San Fernando Valley State College, Northridge, California

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

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

Respectfully submitted,

LEO KIBBY

MARTIN KIRCH

JACK LITTLE

REV. JOSEPH McGRATH

MICHAEL NELSON

CHARLES NOYES

CLODUS SMITH

JACKSON WELLS, *Chairman*

CONSTITUTION AND BYLAWS

of the

NATIONAL ASSOCIATION OF SUMMER SESSIONS

(Amended at Philadelphia, Pennsylvania, December 4, 1969)

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 are not affiliated with an institution eligible for institutional membership but 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. 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 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

SIXTH ANNUAL MEETING

Participants

- | | |
|---|--|
| Nancy Abraham
University of Wisconsin | Robert Buchanan
Towson State College |
| Richard Alberg
Bryant College | Nathan Budd
Kansas State Teachers College |
| Harold Alford
Kansas State University | Frederick Burgess
Villanova University |
| M. Robert Allen
University of Miami
(Coral Gables) | Paul R. Busch
Trinity University |
| J. Niel Armstrong
North Carolina A & T State University | Sr. Margaret Byron
College of Saint Teresa |
| Rev. Robert Austgen
Notre Dame University | Norman Charles
Franklin and Marshall College |
| J. M. Austin
Massachusetts Institute of Technology | Armand O. Citarella
St. Michael's College |
| William M. Banks
Howard University | Edward Clark, Jr.
Webster College |
| Andrew M. Banse
State University of New York
(Cortland) | Paul N. Cleon
College of William and Mary |
| Samuel Barkat
King's College | Parker L. Coddington
Vanderbilt University |
| Francis J. Barros
Howard University | Charles W. Cole
George Washington University |
| Frank Beaton
State University of New York
(Alfred) | George O. Cole
Southern Connecticut State College |
| Paul R. Betz
Saint Joseph's College | Bro. Leonard Courtney
St. Mary's College |
| Robert W. Bishop
University of Cincinnati | James E. Cronin
Wesleyan University |
| James Blackhurst
State University of New York
(Buffalo) | Thomas L. Dahle
University of Oregon |
| John H. Borgard
Loyola University
(Chicago) | Richard Dankworth
University of Nevada |
| John V. Bosch
Westminster College | Harriet D. Darrow
Indiana State University |
| Harvey Bostrom
Trinity College | Esther Dewey
Syracuse University |
| Deerfield, Illinois | Susan M. Disch
University of Wisconsin
(Madison) |
| Clinton M. Bowen
American International College | Keith C. Donnelly
Adelphi University |
| Virginia M. Brigham
Belknap College | Edward C. Downs
Glassboro State College |
| William Bright
California State College of Los Angeles | N. Lee Dunham
Baylor University |
| William Brotherton
Memphis State University | Edward Durnall
University of New Hampshire |
| Charles P. Bruderle
Villanova University | T. T. Earle
Tulane University |
| Thomas J. Bryde
Iona College | James Eastham
Queensborough Community College |

Willard Edwards
San Fernando Valley State College
(Northridge)

Thomas G. Ellis
Michigan Technological University

Philip Frandson
University of California

Howard S. Geer
Marquette University

Ralph H. Geer
Bowling Green State University

George H. Gibson
University of Delaware

Albert Gilman, III
Western Carolina University

Clayton M. Gjerde
San Diego State College

Gordon I. Goewey
State University of New York
(Genesco)

Arthur Gorsuch
Ashland College

Kevin Gottlieb
Syracuse University

H. Gaylon Greenhill
Wisconsin State University

Russell A. Griffin
Case Western Reserve University

Shirley Griggs
Dartmouth College

Edward W. Hackett, Jr.
University of Maine

Milton Hardiman
Lincoln University

Donna Lou Hardingham
Rutgers University

Rev. Robert Haus
Canisius College

Vivian Henderson
Seton Hill College

Keith Hertweck
Indiana University

Ellvert Himes
Utah State University

James L. Holstein
Villanova University

Gary S. Horowitz
Alfred University

C. W. Hotchkiss
Colorado State University

John M. Hough
Mars Hill College

George Huff
Drake University

William C. Huffman
University of Louisville

Jerry Ice
Montclair State College

Sr. Mary James, R.S.M.
Gwynedd-Mercy College

William Jernigan
Oral Roberts University

Marjorie Johansen
University of California

W. Hubert Johnson
University of Nevada

William H. Jones
Emory University

David C. Jordan
University of South Florida

Mark H. Jordan
Rensselaer Polytechnic Institute

Sr. Barbara Kennedy
College of Mt. St. Vincent

Leo P. Kibby
San Jose State College

Clara Kanun
University of Minnesota

Paul Kaus
University of Idaho

Mary T. Kinnane
Boston College

Martin B. Kirch
Concordia Teachers College

Howard A. Knag
City University of New York

Queens College

Howard Knutson
University of Northern Iowa

A. C. Koester
Valparaiso University

Charles F. Kolb
North Carolina State University

Edward Kollman
Hampton Institute

Carl A. Kredatus
Trenton State College

Joseph J. Kurpis
King's College

Garland D. Kyle
Arkansas A. M. and N. State College

Paul J. Larson
North Park College

Russell T. Lauper
C. W. Post College of Long Island University

George Leach
Colorado State College

William Leftwich
University of Richmond

George Lehmann, Jr.
University of Toledo

A. Paul Levack
Fordham University

Bernard L. Linger
Ohio Northern University

F. Eugene Linton
Yankton College

- Myrle Low
University of Utah
- Mary K. Ludwig
University of Southern California
- Robert W. MacMillen
Dartmouth College
- Philip J. Magnarella
Dutchess Community College
- Stuart H. Manning
The University of Connecticut
- James Manwaring
Syracuse University
- John A. Mapp
Virginia Commonwealth University
- James Markey, S.J.
Loyola University
(Los Angeles)
- David Martin
State University of New York
(Albany)
- Joseph Mauro
Montclair State College
- Forrest Mayer
California State College
(Hayward)
- Hubert J. McCormick
Sacramento State College
- Raymond P. McGowan
St. John's University
- Rev. Joseph S. McGrath
University of Notre Dame
- John J. McLaughry
Brown University
- Harold Miller
University of Minnesota
- Robert L. H. Miller
Tufts University
- Rev. Robert P. Mohan
The Catholic University of America
- George R. Morgenfeld
State University of New York
(Alfred)
- Takeshi Moriwaki
University of Hawaii
- David Morrow
Roberts Wesleyan College
- Sr. Mary Janet Mulka
Mercy College
- Sr. Agnes K. Murphy
University of San Diego
- Frank W. Myers
University of Maine
- Robert J. Myers
Ursinus College
- Michael Nelson
Washington University
- Peter Nigro
Staten Island Community College
- R. Lee Norton
Gonzaga University
- Charles E. Noyes
University of Mississippi
- Lloyd R. O'Connor
San Francisco State College
- Edmund J. O'Neill
College of Misericordia
- Charles W. Orr
North Carolina Central University
- Edward F. Overton
University of Richmond
- John S. Penn
University of North Dakota
- Dean A. Peterson
Brigham Young University
- Joseph Pettit
Georgetown University
- William J. Phillips
Ursinus College
- Joseph Pickle
Colorado College
- L. R. Pierson
Portland State College
- James Piscioneri
Springfield College
- Robert F. Pitt
Fairfield University
- James Potterfield
University of Maryland
- David A. Price
State University of New York
(Cortland)
- Sr. M. Regina
Caldwell College
- Oscar E. Remick
Assumption College
- William Reuling
Towson State College
- O. T. Richardson
Ball State University
- Chester H. Robinson
Herbert H. Lehman College
- William A. Rogers
University of Akron
- Phillip N. Royse
Edgecliff College
- Victor Satinsky
Hahnemann Medical College and Hospital
- Anne E. Scheerer
Creighton University
- Charles Shinaberry
Slippery Rock State College
- John L. Shisler
Ithaca College
- Frederick Shoot
Anderson College
- John B. Simpson
Colby College
- William A. Small
Rhode Island College

Charles B. Smith
PMC Colleges
Clodus R. Smith
University of Maryland
C. Frederick Stoerker
Kingsborough Community College
Kenneth Streibig
Monmouth College
Herbert P. Stutts
American University
Laura V. Sumner
Mary Washington College
Robert W. Swords
Elmhurst College
Gordon Terwilliger
Wichita State University
David C. Thomas
Ottawa University
Nathaniel Tillman
Delaware State College
Stephen Timko
Temple University
Paul Traver
University of Maryland

William T. Utley
University of Nebraska at Omaha
Norman S. Watt
University of British Columbia
Bluma B. Weiner
Yeshiva University
Jackson H. Wells
University of Denver
Robert N. Wells
St. Lawrence University
James F. Welter
LeMoyne College
Kjell Westin
University of Rochester
Beryl W. Williams
Morgan State College
E. K. Williams
Savannah State College
E. Robert Wiseman
University of Rhode Island
Gary A. Yoggy
Corning Community College