



Proceedings

of the

Seventh Annual Meeting

of the

NATIONAL ASSOCIATION OF SUMMER SESSIONS

Jointly Sponsored By

**National Association of Summer Sessions
and**

Western Association of Summer Session Administrators

at the

Portland-Hilton Hotel — Portland, Oregon

November 11–13, 1970

— O —

Host Institutions

UNIVERSITY OF OREGON, EUGENE, OREGON

PORTLAND STATE UNIVERSITY, PORTLAND, OREGON

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Volume 7

Price \$2.00

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National Association of Summer Sessions

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WESTERN ASSOCIATION OF SUMMER SESSION ADMINISTRATORS

Joint Annual Meeting

*November 11-13, 1970***THEME: SUMMER STUDENT IN THE 70's****His Aspirations, Fears and Changing Environment***Host Institutions:* UNIVERSITY OF OREGON, Eugene
PORTLAND STATE UNIVERSITY, Portland

at the

Portland-Hilton Hotel, Portland, Oregon

WEDNESDAY, NOVEMBER 11, 1970

- 11:30 a.m. Columbia River Tour
- 4:00 p.m. Registration—Courtesy of Portland Chamber of Commerce
- 4:00 p.m. Materials Exhibit (Dr. Reiling, Director)
- 4:00 p.m. Committee Meetings
- AUDITING COMMITTEE**
Chairman, Marjorie Johansen, UCLA
- CONFERENCE SITE COMMITTEE**
Chairman, Charles Noyes, University of Mississippi
- GOVERNMENTAL RELATIONS COMMITTEE**
Chairman, Rev. Robert P. Mohan, Catholic University of America
- LOCAL ARRANGEMENTS COMMITTEE**
Co-Chairmen, Thomas Dahle, University of Oregon, Leroy Pierson, Portland State University
- NOMINATING COMMITTEE**
Chairman, Hubert J. McCormick, Sacramento State College

PROGRAM COMMITTEE

Chairman, Willard Edwards, San Fernando Valley State College

RESOLUTIONS COMMITTEE

Chairman, N. Lee Dunham, Baylor University

MEMBERSHIP COMMITTEE

Chairman, Stuart H. Manning, The University of Connecticut

- 5:00 p.m. Women Administrators Tea
- 6:00 p.m. WASSA Executive Committee Dinner
- 6:00 p.m. NASS Executive Committee Dinner
- 6:30 p.m. New Administrators Workshop
Chairman, Courtland Hotchkiss, Colorado State University
- 8:00 p.m. FIRST GENERAL SESSION
Chairman: Herbert P. Stutts, President of NASS, The American University
Invocation: Ellvert H. Himes, President of WASSA, Utah State University
Announcements: Thomas Dahle, University of Oregon
Leroy Pierson, Portland State University
Greetings: Don Larson, Assistant Chancellor and Director of Public Service, Oregon State System of Higher Education
Speaker: Dr. Gabriel Ofiesh, The Catholic University, Washington, D. C.
Topic: WHO'S EDUCATING THE STUDENT?
(Educational Technology in the Phantom Curriculum)
- 9:30 p.m. Gay Nineties Floor Show

THURSDAY, NOVEMBER 12, 1970

- 8:00 a.m. Registration
- 8:30 a.m. Materials Exhibit
- 9:00 a.m. Wives' Tour
- 9:00 a.m. SECOND GENERAL SESSION
Chairman: Ellvert Himes, President of WASSA, Utah State University
Announcements: Leroy Pierson, Portland State University
Speaker: John Little, University of Colorado
Topic: THE STUDENT OF THE 70'S
(His Aspirations, Fears, and Changing Environment)

10:15 a.m. Coffee Break

10:45 a.m. Reaction Panel

1. Frank Stewart, undergraduate student
2. Mary Lou Timme, graduate student
3. William Proppe, Principal of Jefferson High School
4. Victor Atyieh, businessman and legislator
5. Robert Richards, bank training director

11:30 a.m. Columbia River Boat Tour with lunch

12:00 Noon Annual Conference Luncheon

Chairman: Willard Edwards, San Fernando Valley State College

Music: "The IN Crowd," Pat Gefre, Director

1:30 p.m. Wives' Tour

1:30 p.m. Study and Discussion Groups

ADMINISTRATIVE TECHNIQUES: office organization, balancing work schedules, budgeting, using student assistants, record keeping, developing philosophy and policy, selling the operation

NEW PROGRAMS AND TECHNIQUES: TV, community centers, current issues, non-credit and certificate programs

SECTION I—Supported* Summer Session under 1,000 enrollment

Chairman: Martin B. Kirch, Concordia Teachers College

Recorder: James Sidwell, Thornton Community College

Discussants: Lee Norton, Gonzaga University
John Zorn, Emerson College
Kenneth H. White, Rensselaer Polytechnic Institute

SECTION II—Non-Supported† Summer Session under 1,000 enrollment

Chairman: M. G. Hardiman, Lincoln University

Recorder: E. K. Jewitt, Black Hills State College

Discussants: John McArdle, St. Francis College
Arthur Koester, Valparaiso University

SECTION III—Supported Summer Session 1,000 to 2,500 enrollment

Chairman: Frank L. Woods, University of Rhode Island

Recorder: George Leach, University of Northern Colorado

Discussants: Parker L. Coddington, Vanderbilt University
Beryl W. Williams, Morgan State College

SECTION IV—Non-Supported Summer Session 1,000 to 2,500 enrollment

Chairman: Edward Overton, University of Richmond
Recorder: Richard C. Pisano, Pembroke State University
Discussants: Jackson Wells, University of Denver
 Gregory S. Prince, Dartmouth College
 Paul R. Busch, Trinity University

SECTION V — Supported Summer Session over 2,500 enrollment

Chairman: Robert Allen, University of Miami
Discussants: David Jabush, University of Utah
 S. C. T. Clarke, University of Alberta

SECTION VI — Non-Supported Summer Session over 2,500 enrollment

Chairman: John Glispin, University of Detroit
Discussants: Denis Kigin, Arizona State University
 Donald G. Wallace, Drake University
 Mary Ludwig, University of Southern California

5:30 p.m. Social Hour

7:00 p.m. Annual Conference Banquet

Chairman: Thomas Dable, University of Oregon
Invocation: Sister Margaret Flynn, Marylhurst College
 River Gate Jazz Band

FRIDAY, NOVEMBER 13, 1970

8:00 a.m. WASSA Annual Business Meeting

9:00 a.m. **THIRD GENERAL SESSION**

Chairman: Charles Noyes, University of Mississippi
Invocation: Fr. Austgen, Notre Dame
Summary of Group Discussion: George Cole, Southern Connecticut State College
Speaker: Willard L. Thompson, University of Minnesota
Topic: **CONTINUING EDUCATION—OPPORTUNITY OR THREAT** (Will Federal Support Shift to Continuing Education?)

10:00 a.m. NASS Annual Business Meeting

11:30 a.m. Columbia River Boat Tour with lunch

12:00 Noon NASS Administrative Council Luncheon

* "Supported" refers to an established budget through appropriation or guarantee.

† "Non-Supported" refers to an uncertain program and budget limited by the number of registrants who pay tuition.

FIRST GENERAL SESSION

WEDNESDAY, NOVEMBER 11, 1970

Presiding — Herbert P. Stutts, President of NASS

The American University

"Who Is Educating Our Students?"

By Gabriel D. Ofiesh

The Catholic University of America

If the road to freedom is through dread, as Kierkegaard once said, then we educators should be in a state of dread. If we are not alarmed about public and private education, then something is radically wrong with us. Our educational establishment is suffering from hardening of the arteries and we can't begin to visualize the impending tragedy. If you doubt this then I encourage you to not only read but study Charles Silberman's recent nonhysterical and sober-toned description of the sad state of affairs in American education described in his book, *The Crisis in The Classroom*.

Silberman's study is good for all those who have not developed a kind of "dread" regarding the state of American education. However, his observations mostly concern the impact of education on society, but not the impact of society on education nor the kind of political action and resources necessary to remedy the problems. Yet his evidence is overwhelming that large city schools are beyond the point of return and that our schools of education are in the same plight.

Even \$70 million of federal invested in a search for educational reform has had little effect on the improvement of learning.

The reason, of course, is that no one really worries about learning through transformation. Now is the time for poets and dreamers to have their day in court for our schools are dying from within, and too few really care about the tragic loss.

Nowhere can we find a group of educators who are sitting down to plot the schools of tomorrow nor the phase-out of the archaic system of yesterday. Much of the educational reform Silberman describes is fragmented and shortrun: team teaching, modular scheduling, individualized instruction, closed circuit TV, film strips, and the usual cafeteria line of educational reforms. But, who is trying to assemble the kind of responsive environment where children can truly and creatively make all kinds of probes and under a series of successive approximations see themselves grow?

Administrators as well as school boards, professional organizations as well as students—the whole framework—is feebly trying to create new leg-

islation and new regulations to solve educational problems. (I am reminded of John Gardner's comment that the last act of a dying organization is to get out a new book of rules.) But, it is all too apparent that our big city school systems are beyond the point of retrieval. A patchwork job will not make up for anachronistic skills, inadequate facilities, and a lack of real financial commitment to the reforms that education needs.

There is a small group of educators in this country—I happen to belong to this group—who feels that just about everything we did in the past as teachers and professors is rather worthless for the educational realities and requirements of the present and the future. This is not to say that most of our students are not learning, because many are—largely from the phantom curriculum presented on the electronic mass media and not the curriculum in the classroom.

As I heard and interpreted the Vice Chancellor's remarks before my speech this evening, he was predicting that you and the Summer Schools you supervise will not remain for very much longer the Third Arm of the academic institutions that you represent. I had the feeling that he was urging you to acquire more and more academic "credibility" and to move more actively and harmoniously into the academic aura established by your liberal arts colleagues.

This would be a rather unfortunate development in my opinion. I would hope that you remain a Third Arm, so you will be able to make innovative probes that other parts of the institution are unable to undertake. For example, I look upon the Community College as potentially one of the most viable areas in education for carrying forward the revolution in the educational process that is so drastically necessary. But should the Community Colleges try to ape the "scholarly attainments" of the dying Liberal Arts institution, their bright prospects are dead.

Actually, the role of the University and the role of the Community College are diverse. The Summer Schools, however, by retaining a Third Arm status, will develop those experimental models of education and teaching which could have a positive impact on the institutions to which you belong. It may be that you can do in Summer School what no one else can afford to do, and can take risks that no one else can afford to take.

This means, then, that Summer School Directors must possess unusual courage and foresight, imagination and scholarship, and creativity as well as stability. I am not saying that you have to walk on water, necessarily!

When we consider that even Newton Minnow reported quite a few years ago that we spent more money on commercial television in one week than we do on educational TV in a year. It is no wonder that a society which invests so much of its resources in such a temporary though impactful mass media, is only reflecting the truism that we pay for what we honor. It may be concluded that at this rate we must not honor only educational television but education itself very much.

Just a slight example of what I am talking about—it was recently reported that Stan Freberg is filming a one-minute TV commercial with the tap-dancer Ann Miller and a chorus of 25 more for Heinz Soup at a cost of \$200,000. Of course, a soup can large enough to dance on comes up through the floor and water fountains stud the walls of the set. Now that is a healthy application of the best in communications technology if I ever heard of one.

If we are not really worried about this then something is drastically wrong. We are in a sad state of disarray while the mass media of radio and television accrue to themselves greater and greater impact on the values and attitudes of our children, youth and our adult citizens.

It was recently recommended by the Carnegie Commission on Higher Education that the traditional degree structure of American colleges and universities be liberalized, in order to give students greater flexibility in designing their college careers. The proposal included reduction of the period of undergraduate education from four to three years and extended opportunities for education throughout life after high school.

1. Administrative bureaucracy has so penetrated our schools that they cannot be retrieved without a complete overhaul.
2. Harnessing the processes of technology to education can preserve the humanistic perspective on human existence.
3. The educational leadership cannot become a dominant force in American Western civilization unless wedded to the scientific application of human knowledge, to the problems of learning and growth and personality development (with adequate resources—regardless of cost.)
4. In an age of technology, the problems created by technology must eventually be solved by technology.
5. Where “know-how” is visible, science is a colleague rather than an enemy.
6. Those who try to liberate the poetry in science and the science in poetry are educational engineers and partners in the educational process and must work together.

Once we all recognize and accomplish the above then we may well regain the educational leadership which we have defaulted to others. Then we may hope for the Renaissance of American Education in this the 20th Century.

SECOND GENERAL SESSION**THURSDAY, NOVEMBER 12, 1970**

Presiding — Ellvert Himes, President of WASSA
University of Utah

**"The Student of the 70's: His Aspirations,
Fears, and Changing Environment**

By John R. Little
University of Colorado

I have no crystal ball, no special training, no particular expertise which would qualify me to provide one or more "pearls of wisdom" regarding the student of the 1970's. All I propose to do, or could do, is to rely upon my experience and judgment and the fact that I am intrigued by the assignment. In fact, I have developed almost a compulsion to set down some ideas about present and future college and university students. Then too, I have read some and conducted quite a few small scale studies in arriving at some conclusions which I must say I now am somewhat reluctant to pass on to you. I have relied heavily upon my friend, Historian Robert Skotheim of the University of Colorado.

I suspect my remarks may take a while and so I shall not regale you with stories.

Most of what I have to say will relate to the student of today and I will say a little about the student of tomorrow but first, let me express a few concerns of higher education which I believe tend to make today's student what he is.

Alden Dunham has indicated that public anger is mounting because of the gap between what the public thinks it is paying for and what faculty members think they are paid to do. The people pay taxes and tuition to provide undergraduate education for sons and daughters, while the faculty thinks it is paid to do research and advance knowledge.¹ It is clearly evident that faculty members who care least about undergraduate, particularly lower division education, receive the greatest rewards, and that "... the gulf between public and professional expectations," is one of the greatest issues in all higher education today,² and further, there is evidence that a major confrontation is in the offing.

For about 30 years or more the movement among all types of collegiate institutions along the spectrum has been toward the status, the prestige and recognition that comes to a Harvard, a Columbia, a Berkeley, or a Michi-

¹ E. Alden Dunham, "Journal of Higher Education," Ohio State University Press, Columbus, Ohio, October 1970, p. 505.

² *Ibid.*, p. 506.

gan. The percentage of Ph.D.'s on the faculty continues as a prime index of quality and the only place you can earn one is in a University Graduate School. Further, the Ph.D. is research—not teaching-oriented, and has produced a whole generation of non-teaching-oriented faculties for colleges as well as universities. These faculties in turn, continue mainly to ignore what the people want in their efforts for university-type prestige, and for recognition as research scholars in their fields by their peers. Institutional roles must be clarified and stabilized, teaching must be restored as a prime concern for both colleges and universities, and startlingly new graduate degree programs must be developed for those who will be teaching scholars. For the teaching-research scholar who will work mainly in the university, the Ph.D. can continue to serve. However, I believe the Bull Market on the Ph.D. is over and that State Boards will be fully justified in holding the line on new and expanding programs of this type.

Now you wonder what this has to do with the student of the 70's, and I say that undergraduate instruction by non-teaching-oriented faculty is among the major causes for his current distress, his unrest and his current attitude and appearance. He is showing his displeasure with the education he is being offered as well as his disenchantment with our system of values and priorities.

Colleges and universities resist change, tend to formalize routine so that it becomes an end in itself and they perpetuate privilege.³ Too many of their efforts have somehow become directed toward the enhancement of status, rather than the solution of human problems. Power is consolidated and the institution begins to use itself for its own ends, and as Kenneth Boulding has commented, becomes to some extent a conspiracy against the public. Too, this partially explains why inter-institutional and inter-departmental competition and cooperation is not always welcome, why internal academic politics sometimes become so very intense and also, why college and university professorial societies give so much energy to professorial rights and so little to professorial responsibilities. A spirit little short of being monopolistic has developed and it appears to be oppressive and narrow and sometimes even lazy. For examples you need look no further than admission policies, registration procedures, and degree requirements.

Autonomy in higher education has not produced earth shaking teaching innovation in spite of its great benefits to the intellectual freedom of professors. Colleges and universities will always need strong stimulation from competition and from criticism from their clientele to avoid stagnation, and, the public must believe in them and in what they are doing if support is to continue. Orthodoxy must be held to a minimum, conformity should *not* be a watchword, experimentation and evaluation, both internal and external, should be encouraged, and the institutions should be open to ideas, to influence, to conflicting values, and to change. In other words, professors ought to practice what they preach.

Although roles, identities and functions within higher education are not clear at this moment, I believe that there should be a realignment of authority on campus and that this would be a good first step toward human-

³ J. B. Lon Hefferlin, "Journal of Higher Education," Ohio State University Press, Columbus, Ohio, October 1970, p. 512.

izing the university. All those working in, around, or with an institution, including students, and those who own the place, should be able to participate in policy formulation if not in policy administration. Time must be allowed for this type of participation. I predict that the "participation process" will eventually become as much a part of administration as "due process" now occupies in matters of Law. There should be less and less place for authoritarianism on the part of presidents, deans, department chairmen, or boards of control. Such change would leave the football coach as the only full-fledged tyrant on the campus, and I predict that even he will fall to the negotiation practice during the 70's.

In their urgent haste to do something for the disadvantaged, universities have committed countless errors, but progress has been made. They must keep at it until appropriate percentages of each minority are receiving the benefits of education and their cultures have the place they deserve in literature, art, music, and curriculums.

Historian Robert A. Skotheim says it is much easier to explain the thought of contemporary radicalism as it expresses itself on matters of politics or scholarship, than it is to delineate the mood of what may be called the *new bohemianism* of the current scene.⁴ Yet to stress only the ideas of those radicals who are principally concerned with public affairs would be to miss one whole dimension of the assault being mounted against the existing order in the United States. Accompanying the new political radicalism has been a preoccupation with basically changing one's personal style of life. In its extreme form of "hippie" withdrawal from conventional behavior patterns, the new bohemians have created a minor social movement, at least among the young. In its more moderate and most pervasive form, some middle-aged, as well as, many young Americans have subjected their personal values and mores to unprecedented examination. This has been done usually without "dropping out" and may or may not be accompanied by a sympathy for radical politics. From this search for a new life style has come the most important non-political attack upon the way Americans have traditionally lived.

Skotheim believes it is almost impossible to place too much stress upon the importance of the Alger myth as the focus of attack by the current preoccupation with new life styles.⁵ The significance of the Self-Help idea may be best explained by indicating the positive values it expresses, and the nature of reality which it assumes. According to the dictates of Self-Help as set forth through Horatio Alger's novels and the rags-to-riches story of a Herbert Hoover or a Richard Nixon, the world was moral and open, to be economically exploited, and yet limited by economic scarcity.

From the 17th century to the post-World War II era, the primary fact of life for most Americans was found in the struggle to overcome economic adversity. The material goods of life were assumed to be insufficient to go around. The Alger myth stipulated that self-denial, self-sacrifice, hard work, discipline, protection against adversity by development of usable skills,

⁴ Robert A. Skotheim, *The Social _____ of American Intellectuals in the 20th Century: The Impact of Totalitarianism*; Holt, Rinehart & Winston, to be published, 1971.

⁵ *Ibid.*, p. 227.

punctuality, loyalty, courtesy, abstinence, and cleanliness would be rewarded in maturity or old age by economic security and affluence. It is, however, impossible to deny the relevance of the dictates of hard work and thrift in a situation of economic scarcity. Millions of Americans have gained, not a fortune, but a living for themselves and their families by the conventional and common sense precepts of Horatio Alger.⁶

More than economic satisfactions however, and more than merely a strategy for dealing with conditions of economic scarcity, were involved in pursuing the Alger formula. A moral world was assumed, as well as one of limited economic means. Whatever the case was in practice, the Self-Help myth emphasized that the successful man was a *good* man and that earthly rewards were an external sign of inward grace. Consequently, an affluent man of middle or old age had the knowledge not merely that he had been the winner of a grubby struggle for survival, but that he was a good man, at least in the eyes of his peers. It is the faith in this equation of the successful and the good which is important to believers in the Alger myth and also an example of hypocrisy in the eyes of the young critics.⁷

The dignity accorded work by the Self-Help myth was perhaps its most important single idea. The value of work has been traditionally cherished by Americans as a good in and of itself, as well as being useful to civilization.

For most white middle-class young people born during and after the Second World War, however, economic scarcity has *not* been a fact of life. There has *not* been a shortage of goods; and high salaries, educational scholarships for career training, and other signs of affluence have been generously available and have the virtues of self-denial, hard work, and thrift. In addition, a concern with what might be called psychological and spiritual scarcity has replaced preoccupation with economic scarcity by those critical of the Alger myth. The life-style radicals insist that the myth has contributed to making American life psychologically and spiritually sterile, repressive and impoverished.

In the opinion of Skotheim, radicals believe that the Self-Help formula is part of an inhumanly calculated social order in which children are brought up *not* to develop fully their emotional and esthetic potentialities, but to succeed as units of economic production and, increasingly, as technological specialists. The Alger formula for success, notwithstanding the relative absence of poverty for most young people of the white middle-class, continues to be relevant for achievement in scientific, engineering, medical, and legal careers, indeed for most of the activities to which society accords the highest respect. Further, the older generations which accept their roles as hard-working, clean and punctual cogs in society's machine, are committed to the very system which dehumanizes them.⁸

This strikes the new bohemians as paradoxical. The Alger myth, like all other expressions of the American dream, was meant to be a moral statement as well as a way of coping with the practicalities of the situation.

⁶ Ibid., p. 227.

⁷ Ibid., p. 228.

⁸ Ibid., p. 230.

White middle-class American parents have traditionally told their children that their American way of life was an attempt to realize high ideals as well as to achieve material abundance. The mainstream of American culture has been moralistic in its rhetoric: altruism is superior to selfishness; inner satisfaction is preferable to external success; love is better than hate; people are worth more than anything else in the world. Yet it is precisely these moralistic shibboleths that the life-style radicals constantly invoke. The fact is that today's young life-style radicals are not only rebelling against the avowed values of their parents, as in the case of the Self-Help myth, but at the same time the young are taking, with what now appears to the parents to be dreadful and simplistic seriousness, the traditional moral rhetoric.⁹ From the perspective of the young, the more conservative older generations are guilty of hypocrisy insofar as they do not take their own ideals seriously. Originally the source of the ideals, parents are now unsympathetic, even hostile and repressive to the radicals who try to implement the ideals in their own way.

Skotheim believes that the problem is that traditionally the precise means of implementing the ideals were not conceived in terms of today's life-style radicalism. It was customarily taken for granted that conventional mores would accompany attempts to fulfill avowed ideals. But there is a more elusive contrast present, too. It seems to many conservative Americans that the utopian psychological and spiritual preoccupations of the new bohemians reflect a misunderstanding of the nature of the world and of themselves, which at best renders their views superficial and at worst dangerous. At the very least, it is argued, the obsession with fulfillment of the spirit and the personality through personal relations, drugs, and innovative mores is foolishly romantic; at the most, the radicals are creating expectations and making demands on themselves and on others which cannot be attained and are bound to result in failure and consequent disillusionment and despair. The new bohemian, by contrast, offers a pessimistic analysis of contemporary America, but expresses a transcendent optimism about what could be achieved in the future.⁹

These generalizations are well illustrated in the writings of younger generation radicals, whom I will not mention here.

The protesters do not present a political theory but rather reflect a personal estrangement from society as it now exists. They point to hypocrisy in American ideals as reflected in public policy at home and abroad, the absurdity of the Horatio Alger myth and the Victorian manners and morals with which it is associated, and the meaninglessness of the traditional university.

Their conception of the philosophy of Law comes not so much from Rousseau as from TV character Fess Parker as Davey Crockett. One radical said, "I remember his saying that you should decide what you think is right then do it." They feel themselves to be a moral generation and it is evident they are preoccupied with morality and equality. However, they lack any real interest in liberty and freedom and they do not have any realistic understanding of the role of Law. Because they are moral

⁹ *Ibid.*, p. 232.

they instantly see inequality but because it seems to be unfair in some situations, they lose respect for Law and so "to hell with Law."

They do not look upon themselves as unpatriotic but feel a kind of patriotism for all the peoples of the world through their concern for all mankind. They look upon our so-called patriotic groups with disdain because they feel we hate those outside of America.

All of this is not to suggest that they lack seriousness or depth of emotional involvement. It is to say that they are *not* doctrinaire political radicals because they espouse no political alternative. They are most energized by specific things happening to particular people and their political stance has been of the most direct and uncomplicated sort. James Kunen wrote, "There used to be a dream for America. People should wake up and dream again."

The Vietnam war and the Columbia confrontation served to fuse what was a primary concern for new life styles to active political militancy on the part of thousands of protesting Americans during the late 1960s, and the Cambodia incident in 1970 added fuel.

Skotheim believes that intellectuals have contributed to the making of public policy in modern America in inverse relation to their estrangement at any particular time. If they agree with current domestic or foreign policy, they appear to contribute to it through their support; if they disagree with current policy, they are ignored. The logic suggests inescapably that at all times the direct influence of intellectuals upon public policy is slight.¹⁰ What influence the intellectuals do exercise is indirect, and stems from the overall climate of opinion which they have helped to create. The case of the radicals during the Depression is typical. The most that can be said for the impact of radicals upon Rooseveltian policy is that they defined an outer limit of alternative policy and criticism on the Left. They thus formed part of the whole context in which the New Deal occurred. Though there is no evidence that radicals influenced FDR, it is impossible to know whether he would have created the welfare state, to the extent that he did, if the Old Left had been absent.

If the intellectuals' relation to power, at most, has been indirect, their influence upon the creation of new life styles has been direct and decisive. This is because, unlike the case of public policy decision-making, innovation in styles of life occurs mainly among intellectuals. What this overall evaluation of intellectuals and their influence on the American scene probably means for the 1970s is that the significance of the radical social thought of intellectuals will be dual and separable. First, New Left political radicalism will probably have no direct ascertainable influence upon public policy, but will make outer limits of possible alternatives, as the Old Left did in the Depression. Whether the function of these radical alternatives will be to attract or to repel the major political currents is impossible to say. Second, the direct influence of radical life style experimentation will likely continue among affluent younger Americans,

¹⁰ Skotheim, personal interview.

particularly around college campuses. Such a future would, at least, be consistent with the past.¹¹

Their view of American involvement in Vietnam reflects the same uncomplicated direct approach to political problems. They say they simply do not understand why our government has to fight the war and ask . . . are they incredibly evil men, or are they stupid, or are they insane?

Their life-style is currently exemplified on campus in preoccupation with interpersonal relationships.¹² They have substituted small group social and living patterns including both male and female members for the separate, larger group identities of the past. Some of these are communes where they actually live together under unbelievably crowded, close and even unsanitary conditions. Many a good student-house operator has been surprised to come downstairs in the morning and find it necessary to step over and around 15 or 20 sleeping males and females on the living room rug in order to get to the kitchen to put on the coffee. All of the sex taboos are out. They have the pill and other pregnancy avoiding devices and are far more uninhibited in sexual relationships than any preceding generation. Appearing almost every day in our campus newspaper is an ad stating in large letters, "SEX CAN BE FUN" and in smaller letters, call XYZ-2549 for birth control information. As a follow-up there also regularly appears an ad from California giving a collect call phone number to contact for information on abortions.

As to drugs, all students appear to be fully informed about the use and effects of all types. They assume a matter-of-fact attitude and are willing to share their information with any who wish to talk about it. They are not overly concerned about the effects and each is supremely confident that he or she can handle any situation involving drugs or sex. Marijuana and to a lesser extent hashish are in evidence in the evening and at night wherever numbers of students or non-student hippies gather. In the University owned dormitories, in the apartment and Greek houses, in the parks and on the streets, in the student centers on the campus, at concerts and sometimes in private homes, the odor of burning grass can be detected. Students have told me they can get "high" by just breathing the marijuana smoke at a rock concert, but not enough so to "freak out." The other drugs are in evidence and can readily be obtained if one has funds, but their actual use is very much less. The police make daily arrests in quantity and convictions are common, but the delivery and use of drugs increasingly and relentlessly goes on and on.

The most recent concern that students have expressed to me is that drugs should be strictly controlled up to a certain undefined age. You see, they have been home one or two weekends this fall and have been amazed and shocked to find how knowledgeable their high school, junior high and even grade school brothers and sisters are about drugs and sex. Apparently they talk as glibly about these matters as their college brothers and sisters, and they say that their parents are completely unaware. Whenever junior or senior high students are involved with drugs, they quickly explain that

¹¹ Skotheim, personal interview.

¹² *Ibid.*, personal interview.

no one peddled, but they sneaked the stuff from the pockets of some older brother or sister, or other resident of the home. In matters of sex, apparently many children begin experimenting as early as they are physically able.

College students fail to draw a parallel between their concern for younger members of the family on matters of drugs and sex, and the great concern their parents have for them. They believe themselves to be mature enough to deal with any situation they may face, and feel they have taken over full responsibility for themselves, although some go whimpering home when hurt, while others just fade away into the "Hippie Jungle."

Students appear at college far more sophisticated and knowledgeable than ever before. This is traceable not only to higher level content, much greater pressure through college-oriented curriculums and counseling, and better teaching in junior and senior high schools, but perhaps more so to wide availability and acceptance of television. This media is rapidly becoming a more effective and important socializing force than the elementary and secondary schools. I suspect that almost as much time and probably much more money is involved in TV as on schools.

One of the most far reaching events of the century was the scene in the basement hall of a jail in Dallas when men, women and children in practically every country of the world saw, and indeed almost felt they were present, when one man shot another dead.

My memory reaches back to early 20th century days when Colorado was mainly a mining state and there was a confrontation at Ludlow, which involved coal miners protesting working conditions and wages. The Governor called in the militia who got off the train and lined up. The people, disheveled miners, their wives and children quickly assembled in front of them. There followed, what has recently become common, shouting, the vilest type of name calling, rock, bottle and club throwing — finally a command was given and about three dozen men, women and children were shot dead on the spot and except for a few of my generation, and a rock carved with the names and ages of those killed, the Ludlow massacre has been forgotten.

I wonder how the world might have been different today if the incomprehensible horror of those miners, their wives and children, had been witnessed and indeed experienced by the people of the world, on color television.

Students know more about the state of things and about the world in general than ever before. In my youth, a 30-mile ride to a neighboring town or a two or three-day trip to the mountains was considered traveling. Now many families have been to Europe repeatedly and have visited other continents. Indeed, several of my friends have taken their young families around the world.

Although TV and travel information may represent a rather low standard when viewed academically, it occurs in so many forms and at such frequency, the total quantity of learning experience is fantastic. Too, students develop a TV standard of performance against which their teachers and professors are subconsciously measured. As a result, they are becoming extremely critical of teachers and teaching and expect lectures to be skillfully done.

The professor-lecturer of the future will increasingly be expected to be not only knowledgeable, but a good performer as well.

Students, with their advanced placement and other types of high level high school courses in which many of them have excelled, resent and are outspokenly critical of the rerun they sometimes get in subjects like biology, mathematics, physics, chemistry, history, etc. at college. Quite a few are impatient with the large lecture classes and particularly with the lecture methodology. Considerable numbers prefer the small class-seminar-sensitivity type of instruction where they can pursue their own interests better and get into the act by giving oral reports and expressing their own views. But on the whole, a majority do not resent a lecture if it is by a teaching-scholar who can make it interesting as well as informative, and who gives them new and important content at all times. I believe that the individual teaching skills of the college teacher will be more and more important in meeting student needs and demands in the future. This calls for a vastly different type of college teacher preparation and will lead to serious consequences if it is not forthcoming in the 1970's. In addition, there must be much more emphasis upon teaching as the principal concern of colleges and to a slightly lesser extent of universities, at the undergraduate level. It is granted that some researchers do not have the personal qualifications and aptitudes for teaching sizeable classes. Such faculty members will probably never become good performers and their instructional efforts should be restricted to small classes at the graduate level. Rewards for good teaching must be made commensurate with the importance of teaching in relation to research.

By and large; I find that university faculty members do not approve of any split between research and teaching and although many or most of them sympathize and some actively participate in "the movement," a majority do not see any elements of paradox in the situation nor do they recognize any lack of teaching ability on their own part; and up to now, they have been willing to make only minor changes in their current teaching procedures. They are unanimous, however, in the view that teaching is much more difficult now, (this year) than ever before, and insist that something must be done.

Professors continue to say that the university is unique, being the only institution that can move in any direction and that unless it has as its core enterprise the pursuit of knowledge, there may eventually be a new entry into dark ages as in the latter part of the Roman Empire when learning was entirely of the textbook variety.

It is now generally conceded the general education or liberal arts function is passing and should continue to pass, in the direction of the secondary schools, and that much material now considered to be graduate level, should penetrate down to the bachelor's degree level. Further, American faculty feel that students do not generally begin to be serious scholars until they approach the bachelor's diploma.

I predict that the students of the 70's will be more and more sophisticated upon arrival at college; they will expect higher level content more interestingly presented. A small percentage of them will be younger with a few entering at 12 or 14 years of age, as the schools shift from the grade-

by-grade ladder plan to an ungraded or spiral plan of instruction allowing pupils to progress at their own speed. At the same time there will be more older students taking classes on a part-time basis. I believe also that they will expect the colleges and universities to adopt much more flexible plans to allow students to progress as rapidly as their ability and motivation will allow.

The Carnegie and semester-quarter hour units will probably disappear to be drastically modified by the late 70's and bachelor's degree plans will suffer modification to allow much more latitude in course and curriculum selection by students in the Arts and Sciences; but professional curriculums will go on much as at present.

The you-must-go-to-college ethic will be discarded as a positive guideline by parents, principals and especially by counselors in the high schools. Many more youth will see the value of vocational or other less academic types of terminal higher education in community colleges or other agencies yet to be devised, to meet the needs of the "other" half.

Academic year enrollments in most large universities will be maintained at or below present levels since growth is now ceasing to be an acceptable goal and because campus and college community facilities and services are now strained to the breaking point. Many institutions have already established enrollment ceilings and many others have it under consideration. In addition, large enrollments make for breakdowns in attitudes among both students and faculty, vastly increasing administrative and teaching problems, making control problems more difficult and increasing possibilities for riot and mob actions.

Summer enrollments although stabilizing somewhat, should continue to increase by small increments until about 1975. I suspect by then, the only vacant instructional seats available in most large institutions will be in summer and this should increase summer attendance materially. By 1976 the life-long learning theme of Adult Education and Extension should begin to *make this* one of the most important aspects of college and university programs. From this point on larger and larger numbers of adults will return to college for credit and noncredit instruction to improve work, citizenship, and recreational competence, and much of this will be in summer and/or evening.

Enrollments will continue to increase in all of the public institutions still desiring additional enrollments until such time as ceilings are established, and also these increases will occur in private institutions where high tuitions do not price them out of the market.

I believe that the enrollment in universities will shift toward Graduate levels and that there will be fewer and fewer lower-division undergraduates allowed to enroll in universities until a basic number is established and geared to provide Teaching Assistant and Teaching Associate (practice teaching) opportunities for whatever sized graduate enrollment the institution can accommodate. These T.A.'s will organize to negotiate directly with

the controlling board their contracts for instructional services and working conditions. And, I believe that this movement could very well extend on through the entire faculty by 1980. Such a development would change administrative responsibility, as it has in the public schools.

The incoming students will continue with the current version of the Bohemian movement, which was initiated as an off-shoot of the Civil Rights Drive, by expressing disapproval of the manner in which their parents raised them and of the hypocrisies they see in current society as well as demonstrating empathy for "hippies" and Radicals by wearing long hair and dressing in varying shades of disreputability. I got a big laugh out of a group of blue denim dressed college girls the other day by asking them if they could envision themselves again in high heels. They thought the idea was absurd. However, they all went on to explain that their closets were full of beautiful clothes, which they expect to wear sometime in the future. Except for a few of the most violently active radicals, the girls generally take a more realistic attitude than the men. Almost all of the girls are actively searching for marriage partners and few show much interest in the Women's Lib movement. Much of their interest in the life-style, although sincere, is not deeply authentic, and in privacy, they admit they are mainly following the leadership of the men. A great majority sincerely want to marry and have at least one child of their very own.

While a majority of the men are preparing to take jobs, increasing numbers are postponing any job decisions in their preoccupation with life-style, doing "their own thing" and other phases of the movement. What with the pill and abortion and the ready availability of female companionship, smaller numbers of men are willing to commit themselves to one companion with marriage a possibility. The girls find them much more elusive and evasive about making plans, and this is very frustrating. More men now plan to take a little time to experiment, to play the field, to postpone marriage, to get a motorcycle and be "Bronson" for a year, to try out several jobs before they settle, or if they are radicals to "freak out" for a few years, or maybe a lifetime. Actually, it is a new found freedom that for some is indeed "heady."

Yes, I believe that most of those presently in college will slip mainly back into majority patterns of living when they leave the "unreal" world of college and join the "real" world of the establishment. But, I believe they will continue to be more tolerant of new and other viewpoints; more critical of war and of any activity which may promote war; more considerate of each other; they will continue to be actively interested in the basic problems of the minorities and will assist in establishing minority cultures as an important part of the total American culture; and will be much more *world* citizenship-oriented than we have been.

Although some of them are suffering minor indignities at the hands of over-zealous members of minorities in some of the race-oriented confrontations, nearly all students are keenly interested and actually highly dedicated to the cause of the minorities and can be expected to do all they possibly can to bring these people into the educational, social and economic main-streams of American and world society.

I believe that as they associate in the "real" world, the overwhelming majority will relearn that the only guarantee of political freedom is through a system of Law with patterns of order established and maintained through majority expression of opinion. But, I fully expect that present student populations will be replaced by a still younger more inexperienced but even more sophisticated and cock-sure group who will dub those whose places they take as squares or conservatives; but it would not be beyond the realm of possibility for them to coin a new term, more expressive of their contempt for those who love, sustain, and nourish them.

One of the saddest aspects of "the movement" is the very apparent declining interest in religion. Concurrent with this is the surge of desperation moves by the churches through campus ministries to retain student interest and which appears to be splitting some of the churches asunder.

A comment, typical of the student opinion I found is, "Oh yes, God is there if I need Him, but I hardly ever need Him." To me this seems a far out departure from the theme of the very first Bohemians as they migrated from Bohemia and the spirit which John Huss expressed in singing while being burned at the stake in such words as:

O God our help in ages past,
Our hope for years to come.
A thousand ages in Thy sight,
Are like an evening gone.

But I see no upward trend toward traditional and organized religion among those who will be college students in the 1970's.

I close by saying this is my swan song among you people. I will not be returning next year and I must say that I love every one of you, have enjoyed working with you and will miss you exceedingly much!

THIRD GENERAL SESSION

FRIDAY, NOVEMBER 13, 1970

Presiding — Charles Noyes, Director of Summer Session
University of Mississippi

"Continuing Education — Opportunity or Threat?"

*By Willard L. Thompson, Dean
General Extension Division and Summer Session
University of Minnesota*

When I began seriously to think on the topic assigned to me, and when first I sat down to put thoughts on paper, I found that I was more than a little puzzled. The topic to which I am to address myself is, as you know, "Continuing Education — Opportunity or Threat?" The subhead there in your program explains this further with the question, "Will federal support shift to continuing education?" Given the sponsorship of this meeting I assume, of course, that the opportunity or threat to which we speak is one that is posed to the Summer Session. By the same token, the shift in federal support would be a shift from the Summer Session to what is termed here "continuing education." I assume, further, that in speaking of "continuing education" we are speaking of a function that in many institutions of higher education is termed, Extension. If this is so, then it is here that I find my puzzlement. It abides in the neat dichotomy that has been set up between Summer Session and Continuing Education - or Extension - a dichotomy that really isn't all that neat. Unless, of course, administratively.

Let me illustrate. Earlier this fall the Association of University Summer Sessions was meeting in Bloomington, Indiana, and as is customary in these meetings, the participants were discussing in turn a lengthy list of questions submitted in advance of the meeting. Again, as is customary, a substantial number of the questions related to administrative structures and budgets. And it seemed to me as I listened that there was a healthy degree of paranoia present. As I recall, one of the questions asked was this: "How should the Summer Sessions be related to the areas of extension and continuing education?" I don't recall that there was a definitive answer. It did turn out that in approximately half of the 40 institutions represented, Extension programs were offered during summer. In eight of the institutions, responsibility for both Summer Session and Extension rested with the same person. Apparently in the other 12 institutions in which Extension programs were offered in the summer, there was at least a measure of competition between Summer Session programs and those of Extension.

As the discussions continued and moved into the area of programming, the similarity between Summer Session and Extension began to be seen, particularly as related to special programs. Until the man sitting next to me, who initially had responsibilities for Summer Session, but now had responsibilities also in Extension, came to comment in soft undertones,

"they're really talking about Extension." And, of course, they were, all the while that they were talking of Summer Session. For the two, in very important respects are much the same. This shouldn't surprise you. Their antecedents were the same. At least this is what the historians tell us.

Both the Summer Session and Extension trace their lineage to the American Lyceum, of the early 19th century, and to the Chautauqua movement of the late 19th century. Each claims to have gained early impetus from the same men, from William Rainey Harper, one of the early presidents of the University of Chicago; and from Charles R. Van Hise, who in 1903 was named president of the University of Wisconsin. President Harper established Extension as an integral part of the University of Chicago, setting up a Division of University Extension as one of his five coordinate campuses. At the same time, he put his university on a four-quarter calendar, thus introducing summer study as an integral part of the program.

At the University of Wisconsin, President Van Hise was advancing "The Wisconsin Idea," a concept that held that a state university, in addition to traditional research and instruction, should take knowledge to the people and aid in its application to their problems. To achieve these ends, President Van Hise established both an Extension Division and a Summer School. Other institutions of higher education were following similar patterns, and by 1915, according to Clarence A. Schoenfeld in his book, *The American University in the Summer*, "some thirty universities had organized full-blown extension divisions; twenty-five agricultural colleges were actively engaged in extension work; and seven hundred institutions were running summer schools."¹

Basic to these early efforts was the recognition that there were numbers of persons whose needs did not parallel those of the regularly enrolled student, and that some form or forms of specialized education must be provided to them. It is a theme that has continued throughout the development both of the Summer Session and Extension. The fact that at the outset in almost all instances, the Summer Session and the Extension Division were set apart administratively, does not in any sense lessen this sense of common purpose. As I have suggested, in a very real sense — apart from administrative structures — they are today, the same. This is certainly true with the larger programs.

The Summer Session is vitally concerned with "continuing education." And much that it does is identical with that which is done through Extension. In truth, it is Extension — an instrument through which the resources of the University are extended into the summer period — an extension of the University horizontally in time. By contrast, Extension serves both chronologically and geographically. Chronologically, its extension in time is most often vertical — into the evening hours, although it does provide year 'round programs. Geographically it extends the resources of the University beyond the limits of the campus, state-wide and often farther, with some institutions serving international clientele. This is particularly true

¹ Clarence A. Schoenfeld, *The American University in the Summer* (Wisconsin: The University of Wisconsin Press, 1967) p. 19.

of those with correspondence, or independent study programs. But the similarities of purpose are quite clear as can readily be seen when Schoenfeld writes of the University in the Summer.

In Schoenfeld's words, the University in the summer is "... a peculiar institution; it can be understood only in terms of its unique organization, functions, capabilities, traditions, and goals. Its essential premise is the fruitful adaptation of the old American spirit of lifelong learning to the new American leisure. It adds to this an attitude of experimentalism and eclecticism. And the result is an institution that combines and balances a responsibility to academic traditions and standards with a responsiveness to public needs."² All of this is true, of course, but it is not only the University in the summer. It is the University as it functions through extension all the year 'round. "Lifelong learning," this is at the very heart of Extension. "Experimentalism and eclecticism," these are its most valued tools. "Responsiveness to public needs," it is this that gives it meaning and life.

Lest you still harbor doubts that the Summer Session and Extension, if not one and the same are closely akin, examine the stated goals of the Summer Session and note the remarkable similarity to those of Extension. Schoenfeld writes of these goals, listing those set out by Robert W. Richey, who at that time (1964) was Director of Summer Sessions at Indiana University.³ Dr. Richey has since assumed responsibility for both the Summer Session and for Continuing Education at Indiana, in the latest move by a major university to join the two programs.

Dr. Richey cited 11 goals, or "major objectives." I won't cite them all. The first four speak to the particular nature of the Summer Session, the fact that it provides for year-round study. Beyond those, however, the goals of the Summer Session take on a most familiar note for those whose concerns are with Extension or Continuing Education. Hear them:

"To offer school personnel and other groups abbreviated technical and professional refresher courses." Here, clearly, is a basic role of Extension — quite obviously continuing education.

"To provide special conferences, clinics, workshops, and institutes for students of all ages." Again, this is Extension, at least as it is known on the campus today.

"To experiment with new courses and programs ... as a pilot plant for curricula of heightened stature and service." This too is the role of Extension which, through the years has provided colleges and universities with invaluable opportunities to experiment with new instructional formats, to undertake new uses of instructional media, to free itself from the rigidities of traditional classroom concepts in its efforts to meet the widely differing needs of adult and part-time students. And in this, Extension, as with the Summer Session, has achieved its greatest purpose - providing a cutting edge for the institution it serves.

Other goals for the Summer Session as set out by Richey are equally shared by Extension:

² *Ibid.*, p. 4.

³ *Ibid.*, pp. 29-30.

"To increase the possibilities of using outstanding visiting professors in specialized instructional programs." Extension brings an unending array of distinguished persons to its programs both on and off campus.

"To encourage students to become more proficient in special fields, to broaden educational horizons, to make up subject-matter deficiencies, or to test ability to do college work." Again - Extension, particularly those Extension units with evening class programs.

"To achieve optimum utilization of campus facilities throughout the calendar year." Perhaps this is not so much a goal as it is the result of seeking to meet expressed needs of students. The primary purpose is not to maximize the use of facilities. Rather, it is to serve students. The optimum utilization of space flows from this. But it is the product of Extension as well as of Summer Sessions. And so it goes.

It is not my intention in all of this to set the Summer Session down as being of less stature. Nor is it to suggest that Extension, in the words of General Forrest was there "Fustest with the mostest." Or, for that matter "fustest" at all. That would only make for useless debate. My purpose is, rather, to suggest, as I have said earlier, that the Summer Session and Extension are very much the same. This is especially true when you speak to those things in which both Summer Session and Extension deans and directors find their greatest pride, and sense of achievement - serving a university-wide role in stimulating unique and innovative educational programs designed to meet the special needs of students other than those regularly enrolled in the institution - students whose needs cannot be served by traditional instructional formats, and the constraints of regular academic year schedules.

That the concerns of Summer Session deans and directors are much the same as those of the deans and directors of Extension or Continuing Education follows from all of this. To illustrate, I would like to refer once more to that meeting of the Association of University Summer Sessions which was held in October of this year. The deans and directors of the 40 schools represented there were discussing the future - as inevitably deans and directors do - and speculating as to what their ultimate fates might be. The recurring threat that they discussed was that of integration - integration of the Summer Session into the regular academic program.

Among those present was one in whose institution such integration was substantially a *fait accompli*. Another was one in whose institution the transition to a fourth quarter in the summer, with integration of the program into the regular academic program had been attempted and - the experiment having proved somewhat disastrous - had been rejected. A third was one in whose institution integration was about to take place.

In each instance, the defense of the Summer Session advanced by these three rested on its ability to give university-wide leadership in the development of unique, non-traditional responses to students with special needs. And in the two institutions in which integration had taken place, it was noted that enrollments declined in the summer as the unique needs of substantial numbers of students, both in terms of scheduling and instructional format, went unanswered.

Implicit in what these men were saying was the earnest conviction that with the integration of the Summer Session into regular academic programs, vitally important functions are lost, that regular academic programs are not geared to the adult and part-time student, and that faculties have little concern with meeting these needs. Faculty concerns are with ongoing instructional programs, graduate and undergraduate, and with research. There is, of course, substantial validity to this. Faculties do tend to look inward, while the concerns of Summer Session - and Extension - have an outward thrust. For faculties there is a certain share of tunnel vision. In part, this is a consequence of the pressures brought to bear by the increasing numbers of those seeking admission to regular academic programs. But even in more leisurely times, their responses to these special needs were not all that good.

In one of my less responsible moments I once stated to a faculty group that adult and continuing education were much too important to be left to faculties - a rather limping paraphrase as you will recognize. That was, of course, a ridiculous statement. For if there is to be any success for these things, it will only be achieved through faculties. But ultimate success is, I am persuaded, dependent upon placing responsibility for the outreach of the institution with some administrative unit such as the Summer Session or Extension. Integration of the Summer Session into the regular academic program can only prove destructive, unless responsibility is at the same time established for maintaining those programs that meet the special needs of non-regular students.

In my own institution this was recognized some eight years ago when the Summer Session was joined with the General Extension Division. The thought then was that ultimately those courses offered in the summer that were drawn from the regular academic year course offerings would be integrated into the regular instructional program of the University - providing a fourth quarter of study. Responsibility for those courses and programs that were unique to the Summer Session and that met special needs of irregular students, would be vested with the General Extension Division.

It is not, of course, all that simple, and the establishment of a fourth quarter in which courses from the regular academic year are integrated into a year-round program has not been achieved. A major factor legislating against such a shift has been the lack of necessary support funds. Ultimately these funds will be available - not tomorrow, but at some point. And then the changes will take place. And the General Extension Division will take responsibility for special programming in the summer just as it does in other parts of the year.

I should note here that the Summer Session at the University of Minnesota does presently serve as a fourth quarter for a substantial number of students. Well over half of the 17,000 students we enroll each summer are those who are regularly enrolled in the academic year. They don't for the most part take full loads. But the opportunity to accomplish a full quarter of study does exist. I'll not get into the tiresome debate that swirls about questions such as the ability of students to absorb all that is thrust at them in a five week term. (We have two five week terms in the Summer Session at Minnesota.) Nor will I discuss the self-induced trauma that exists for faculty members who are required to cover in 1,250

Summer Session minutes the same subject matter for which, in the regular academic year they have 1,350 minutes. Having spent some years in the classroom, I am not at all persuaded that many of us ever achieve that degree of efficiency in teaching performance. But that is of secondary importance here.

The important thing is that much that is done in the Summer Session fits neatly into the scheme of things done by Extension. And if and when the integration of the Summer Session into the regular academic program is achieved, responsibility for these special programs will move to Extension. It is with this in mind that the moves to join Summer Session with Extension in other institutions have taken place. And it underlines once more what I have attempted to establish as the very great similarity between Summer Sessions and Extension, or Continuing Education.

But we've been a long time in getting around the barn and back to the topic assigned — "Continuing Education — Opportunity or Threat?"

If you accept the thesis — and I hope that you will — that a vital part of the Summer Session is, indeed, continuing education, then the title loses much of its significance, as does the sub-title, "Will federal support shift to continuing education?" Much that has been funded through federal moneys in the Summer Session has been, and is, continuing education. And while federal support for particular programs of continuing education has been lost, there is and increasingly will be substantial support for other programs as we seek to find answers to the complex and increasingly frustrating problems we face. And many of these programs will be as appropriate to the Summer Session as they are to the balance of the year — in fact, in some instances, they may be more so.

Earlier this week I was in Washington, D. C. for the annual meeting of the National Association of State Universities and Land Grant Colleges. Throughout the sessions we had frequent opportunities to hear from persons highly placed in the federal establishment, including the Secretary of the Department of Health, Education, and Welfare. And repeatedly the message we heard was this — that increasingly the federal government will turn to the colleges and universities in seeking solutions to the problems that plague our society. While most all who spoke to us or with whom we met were agreed that there is little reason to expect substantial increases in funding for higher education as such, they did emphasize that funds for continuing education will increasingly be made available through legislation designed to attack specific problems with emphasis on the improvement of the environment and the wise use of natural resources, efforts to reduce crime, problems of health care delivery, and problems of housing.

As I've suggested, these funds may well be applied to programs of the Summer Session as well as those of Extension. The administrative base has very little relevance. The important thing is the ability to mount effective programs that meet the most pressing needs. And in this, deans and directors of Summer Sessions, as with deans and directors of Extension or Continuing Education, have a substantial leg up by virtue of past commitments and involvements.

But what then of "opportunity" and "threat." As you know life, both private and public is made up of differing proportions of each. The important thing is to be aware of the threats, while seizing on the opportunities.

I do not have a crystal ball, nor do I have much stomach for examining the entrails of fowl. And so I can't speak too bravely of the future. Sufficient to say that it will involve large measures of change, and in this lies both the "opportunity" and the "threat." For change brings new structures and altered responsibilities. And in the process, functions and those agencies responsible for those functions may be lost and disappear. But also, new opportunities arise and in responding to these existing agencies find new strength and new purpose.

It is clear that our colleges and universities will and must change if they are to accommodate themselves to the swiftly shifting needs of those on whom they are dependent for their support. Whether they will be able to change with the speed that will be required of them remains to be seen. That Summer Session programs and those of Extension have special advantage in this respect was proposed earlier in this paper. That it is in fact true—at least for Extension—was suggested by Charles J. Hitch, President of the University of California, in an address delivered at an All-University Faculty Conference held at the University of California—Davis last March.

Speaking to the topic, "Problems and Opportunities of the Extended University," President Hitch noted that "In some important ways, University Extension has evolved to meet educational needs that we have not yet found how to meet in our regular curricula." Noting that "for the present, University Extension offers the key to continuing education for both career and leisure."

President Hitch suggested that "to add a program of part-time degree studies onto the regular full-time campus framework would seem to be fraught with special problems. Many of the students in such a program would have different kinds of educational needs. Instructional offerings might vary widely in time and type from the customary campus pattern and calendar. Many faculty might be serving on a part-time basis."

A similar defense could and should be made for the Summer Session. And in those institutions where the Summer Session and Extension are combined, the argument becomes doubly binding.

Speaking to the needs of the University of California, President Hitch observed: "For those and a number of other reasons, it seems to me that a more promising avenue for exploration is a separate academic unit, perhaps some kind of College of Extension Studies.

My purpose this morning is not to urge any particular solution, whether for the Summer Session or Extension, but rather to suggest that both can and will make vitally important contributions to ultimate solu-

tions. In seeking these solutions, we must constantly bear in mind that our principal concern is with the needs of people, and the needs of those they serve. And this ranges far beyond concerns with rigid schedules, inviolate curricula, and hurdles neatly arranged in some esoteric array.

Ultimately our colleges and universities will undergo substantial change. What it will hold for each of us is difficult to tell. I would caution you, however, not to hold your breath. Contrary to all of the rhetoric, change in the University is depressingly slow.

Meanwhile seize on the opportunities that are yours and that will increasingly be yours to find new and more effective ways to meet needs. And life will be increasingly filled with satisfaction, and your role in the University will continue to have added meaning.

National Association of Summer Sessions

ANNUAL BUSINESS MEETING

NOVEMBER 13, 1970

The Annual Business meeting was held in North Galleria of the Portland-Hilton Hotel, Portland, Oregon on Friday, November 13, 1970.

The meeting was called to order by President Stutts at 10:15 a.m. asking for the report of the Newsletter Editor, Joseph Pettit.

It was moved, seconded and so voted to accept the Newsletter Editor's report and to place it on file.

President Stutts called for the report of the Audit Committee. Marjorie Johansen, chairman of the Audit Committee gave her report.

It was moved, seconded and so voted to accept the Audit Committee report and to place it on file.

The president called for the minutes of the December 4, 1969 Annual Business meeting. Secretary Manning moved that the minutes of the December 4, 1969 Annual Business meeting be approved as published in the Proceedings of the Sixth Annual Conference which had been distributed to all members, institutional and individual. The motion was seconded and so voted.

It was moved, seconded and so voted to include all WASSA members in the distribution of the Proceedings of the Seventh Annual Conference.

President Stutts called for the Membership Committee Report.

Chairman Manning reported that at the moment there were 309 institutional members and 10 individual members but that he had processed several institutional membership applications and expected that the membership dues checks were on his desk. He also reported that Treasurer Jones had several vouchers on his desk which indicated that several past members were renewing their membership at a late date. Chairman Manning moved the acceptance of this tentative report and stated the final report would appear in the Proceedings. The motion was seconded and so voted.

Treasurer Jones was asked for his report. Treasurer Jones, who will chair the Local Arrangements Committee for the next annual meeting in Atlanta, Georgia, and who is finishing his term of office as treasurer, explained that although he has carried the title of treasurer, received monies and paid the bills, that his wife Miriam was really the one who has been doing the major share of work by keeping things straight. Miriam was given a round of applause in expression of appreciation of the work she has done for the Association.

Treasurer Jones distributed copies of his report and a statement of receipts and expenditures covering the period November 1, 1969 to October 31, 1970. It was moved, seconded and so voted to accept the treasurer's report and place it on file.

President Stutts called for the report of the Conference Site Committee.

Chairman Noyes reminded the members that the Seventh Annual meeting will be held at Atlanta, Georgia, November 9, 10, and 11 with Emory University as host institution and that the Eighth Annual Conference will be held at St. Louis, Missouri with Washington University as host institution. Chairman Noyes recommended, on behalf of his committee, that the Association accept the invitation by Boston College to hold the Ninth Annual Conference in Boston, Massachusetts during the month of November 1973. It was moved, seconded and so voted to accept the Boston College invitation.

President Stutts asked Tom Dahle to present the Governmental Relations Committee report in the absence of Chairman Mohan. Tom pointed out that copies of the Governmental Relations Committee report had been made available to the members, hence, he moved that the report be accepted as distributed and place on file. The motion was seconded and so voted.

President Stutts stated that William Rogers, chairman of the Research Committee was not able to attend the Conference but the Research Committee reports would be sent to Secretary Manning in time to be included in the Proceedings.

The Nominating Committee was asked for its report. Chairman McCormick reviewed the constitutional charge to the Nominating Committee and then presented the following slate of officers for 1971:

President, Willard Edwards, San Fernando Valley State College

President-Elect, Charles Noyes, University of Mississippi

Treasurer, Lloyd O'Connor, San Francisco State College

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

It was moved, seconded and so voted that the slate of officers presented by the Nominating Committee be elected to office.

President Stutts expressed appreciation of the cooperation and help he had received during his term of office from the officers of the Association, chairmen of committees and members of the Association and then called Willard Edwards to the rostrum. President Stutts congratulated Willard on the Conference Program and told the members, as he handed Willard Edwards the gavel, that the Association was in the hands of an extremely capable administrator.

After a brief acceptance speech President Edwards called for the report of the Resolutions Committee.

John Mapp, substituting for Chairman Dunham, gave after a few comments the report of the Resolutions Committee.

It was moved and seconded to accept and place on file the report of the Resolutions Committee. A brief discussion followed. The motion to accept and place on file the Resolutions Committee report was so voted.

There being no further business, the meeting was adjourned at 11:05 a.m.

Respectfully submitted,

STUART H. MANNING, *Secretary*

National Association of Summer Sessions

TREASURER'S REPORT

Four Year Summary

As many of you know I am stepping down this year as treasurer of NASS in order to give full time to the responsibility of heading the local committee which will handle the arrangements for our next Conference. That meeting will be in Atlanta next November 9-11, and I urge each of you to set aside those days and plan to be with us. Since my report today is of the nature of a 4-year accounting of this office, I am asking a little extra time.

The Association's files show that our first treasurer, Bill Barber of Gonzaga, at the end of a year in office, turned over to his successor a little less than \$3,200. This successor, Carl Crane of Western Illinois, turned over to me at the end of his year in office, about \$8,500. My election took place in 1966, when our Conference was held in Los Angeles. I would like to recall the circumstances.

The chairman of the nominating committee asked me the first evening if I would serve as treasurer. I demurred, saying I had more than I could properly do already, but did agree to "think about it" overnight. Very early next morning (while the night rates were still on) I called my wife by prearrangement. In exchanging greetings, I mentioned I had decided against the treasurer job. She said, "Go ahead and take it; I'll help you." That remark let her in for four years of servitude! In our subsequent division of labor, I have handled the printing, billing, deposits, disbursements and correspondence. Miriam has written the dues receipts, drawn the certificates, matched each check stub to the green copy of your bill, and filed alphabetically. In crediting her at lunch yesterday President Stutts understated the case. *She* is the one who unscrambled Alfred University from State University of New York at Alfred, who figured that the University of Nevada-Las Vegas used to be the University of Southern Nevada, who noted your change of title, who made sure of your correct spelling, who, in short, looked after YOU in many a detail. I give credit where credit is due.

But to return to business. The \$8,500 which second treasurer, Carl Crane, turned over to me four years ago, has now grown to over \$27,000. I said at our Conference at Notre Dame two years ago, and even more emphatically at Philadelphia last year, that NASS is accumulating too much money. We are salting away close to five thousand dollars every year. This is not good. As your treasurer, representing a non-profit organization, I have had to change our income tax return from "short form" to "long form" because of the size of our surplus. As instructed by our Executive Committee, the bulk of these funds have been invested in interest bearing certificates. As of now, the interest from these investments is approximately \$1,000 a year. There was a time when such accumulation was needed for the stability to our young organization, but no longer.

Speaking now as a NASS member only, I suggest three uses to which these funds might be put; you well may think of others. My first suggestion is that we might push research more forcefully, with appropriate grants-in-aid. A second possibility is that we might encourage attendance at these Conferences by reducing the registration fee and letting the treasury pick up the deficit. A third worthy project might be the building of inter-member relations. Editor Joe Pettit with the "Newsletter" and Secretary Stuart Manning with the "Proceedings" have both done great jobs; we might give financial support to expanding publications.

My stepping down as your treasurer is in fact part of my orderly demise. I say this because after serving as local chairman for our next Conference, my university will retire me in 1972. I have meanwhile turned over to incoming Treasurer Lloyd O'Connor some five pages of closely written procedures, which I hope will make his task easier than it otherwise might be. Miriam and I will now turn our attention to planning for the 1971 Conference. See you in Atlanta!

WILLIAM H. JONES, *Treasurer*

National Association of Summer Sessions
STATEMENT OF RECEIPTS AND DISBURSEMENTS

For the Period November 1, 1969, to October 31, 1970

Cash Balance, November 1, 1969		\$ 3,562.81
Receipts:		
Dues: 323 @ \$25.00	\$8,075.00	
1 @ \$15.00	15.00	
7 @ \$10.00	70.00	
1 @ \$49.94*	49.94*	\$ 8,209.94
Annual meeting	5,242.00	
Reprint sales	2.00	13,453.94
		\$17,016.75
Less disbursements per attached listing		12,315.81
Cash balance, October 31, 1970		\$ 4,700.94
Investment in savings bonds, Citizens and Southern Emory Bank, Decatur, Georgia	\$12,000.00	
Accrued interest on bonds	2,036.81**	14,036.81
Investment in savings certificates, Decatur Federal Savings and Loan Association, Decatur, Georgia	\$ 8,000.00	
Accrued interest on certificates	278.65**	8,278.65
Petty Cash		25.00
Total assets, October 31, 1970		\$27,041.40

* Two-year membership of Interamerican University, Saltillo, Mexico, collected at the exchange rate prevailing at the time the check was presented.

** As of the end of the last interest computation period.

Disbursements:

#213 — Emory University, printing rosters		\$ 10.82
#214 — University of Connecticut, xerox and postage		53.51
#215 — Storrs Postmaster, postage		18.00
#216 — George B. Smith, honorarium		150.00
#217 — Reverend Leon Sullivan, honorarium		200.00
#218 — Anthony Morella, honorarium		100.00
#219 — Miriam Howell, secretarial		150.00
#220 — James A. Gentry, audit		40.00
#221 — Charles Bruderle, conference program expense		53.90
#222 — Racine Printing Company, membership blanks ..		98.50

#223 — George B. Smith, conference expense	263.32
#224 — Assumption College, refund registration fee	25.00
#225 — University of Miami, refund registration fee	25.00
#226 — Anne E. Scheerer, refund registration fee	10.00
#227 — Instant Copy Service, conference expense	2.12
#228 — Verstegen Printing and Litho, newsletters	166.95
#229 — Yankton College, postage and mailing	51.60
#230 — Eugene Linton, expenses	95.30
#231 — Dr. William Rogers, research grant	500.00
#232 — Benjamin Franklin Hotel, food services for conferences	2,462.51
#233 — R. C. Allen, Business Machines, typewriter rental	21.20
#234 — Benjamin Franklin Hotel, regional hospitality groups	75.38
#235 — Herbert P. Stutts, travel for Morella	23.50
#236 — Syracuse University, registration refunds	50.00
#237 — The Portland Hilton, executive committee	37.59
#238 — C & S Travel Agency, executive committee	254.00
#239 — William Jones, executive committee	17.35
#240 — R. W. Lee, postage	30.00
#241 — H. J. McCormick, executive committee	107.30
#242 — Willard Edwards, executive committee	163.41
#243 — Eugene Linton, newsletter	74.33
#244 — Leo Dion's Printing Shop, envelopes	27.50
#245 — University of Connecticut, executive committee	288.00
#246 — Stuart Manning, executive committee	62.45
#247 — Racine Printing Company, folders and proceedings	1,002.50
#248 — Herbert P. Stutts, executive committee	325.84
#249 — Elizabeth A. Beall, typing newsletter	40.00
#250 — University of Connecticut, xerox	59.91
#251 — Georgetown University Printing Department, newsletter	143.95
#252 — Georgetown Summer School, mailing newsletter	34.50
#253 — Anne Clark, annual billings	39.00
#254 — R. W. Lee, postage	60.00
#255 — Miller's Book Store, receipt book	5.46
#256 — J. B. Richards Printing Co., membership certificates	37.50
#257 — Decatur Federal Savings & Loan Association, safe deposit rent	4.00
#258 — Decatur Federal Savings & Loan Association, savings certificate	4,000.00
#259 — Emory University, chipboards	2.06
#260 — Spratlin-Harrington Company, treasurer's bond	25.00
#261 — Georgetown University Summer School newsletter mailing	34.86
#262 — Betty Beall, newsletter	80.00
#263 — University of Idaho, refund	10.00
#264 — Ronar Awards, Inc., plaques	136.85
#265 — Voided	

#266 — Georgetown University Printing Department, newsletter	355.80
#267 — J. Neil Armstrong, promotional expense	54.90
#268 — Georgetown University Summer School, mailing	42.64
#269 — W. A. Rogers, questionnaires	105.50
#270 — Georgetown University Summer School, xerox	7.00
	\$12,315.81

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, 1969 and ending October 31, 1970.

Our committee is offering a statement of concern over the increasing growth of cash reserves due to the collection of membership dues and conference fees in excess of annual expenditures. It may be that the organization is now through its initial development years and therefore should re-examine its dues and fees structure. It may also be appropriate for the organization to be undertaking broader surface activities for its membership. The Audit Committee does not make recommendations as to which course we should follow, but we strongly recommend that the Executive Committee address themselves to this problem and give a written report to the membership no later than June 30, 1971.

The members of this committee wish to take this opportunity to commend Mr. Jones for the most satisfactory manner in which he has conducted his office. We also want to extend special thanks to his lovely wife, Miriam, for her untiring efforts in the sharing of the responsibility of keeping the records. Their dedication and efficient manner in this matter has made the work of the committee an easy task and a pleasant experience.

MARJORIE B. JOHANSEN, *Chairman*

JAMES BLACKHURST

JOHN BENOIT

Summary of Group Discussions of November 12

George O. Cole, Director of Evening College and Summer Session
Southern Connecticut State College

President Stutts, Mr. Chairman, fellow educators, it is a pleasure to give this report on the principle topics and concerns expressed in yesterday's discussion groups. When Dean Willard Edwards asked me to undertake this assignment I viewed it as a challenge to capture the consentient mainstream of thought from our fellow deans and directors throughout the country, then distill it for suitable consumption this morning. This we have tried to do.

I truly think that one of the great benefits that come annually with this convivial but determined "mix" of summer educators is similar to that derived from any good group therapy session.

We all enter with ponderous, unique problems urging for their relief and correction. But after periods of intelligent probing, touching the pliable bodies and sensitive souls of friend as well as stranger, staring deeply and boldly into the imploring eyes of colleagues, stripping off our fabric facades, greasing our trembling bodies - to jump hand-in-hand into the pool as one giant, grotesque daisy chain - while, with absolute and unaccountable disregard for propriety or discretion we tell on ourselves, describe our weaknesses and hatreds, strike out at those we love - calmly absorb this degradation, assist each other from the pool - retrieving the maimed and broken for laboratory specimens in years to follow.

Later, coolly contemplating the results, revitalized and rededicated, we discover we have been reissued the same old problems along with new ones just picked up in the pool.

This, of course, is merely a metaphorical description of our two days here - yet doesn't miss the mark by much.

There is considerable "second verse same as the first" type of dialogue at these meetings because it does take a lot of time to change in most college organizations: the problems must be discussed and argued, sometimes repeatedly. We have to convince the chancellor, the president, the board or others that there are problems; then we must sell solutions - and this is difficult. Our current college organizations are much like the Maginot Line - an awesome symbol of resistance, yet as was discovered by the Germans, easily penetrable with the right approach.

What is our approach - but first what are our problems? I am sure that all of them were discussed at one or more of the six study groups yesterday. After those meetings I met with the chairmen or the recorders to look over the notes and sort out what we felt were most important and urgent. This was difficult as we have heard so often how different each of our operation is. One dean stated the only thing our Summer Sessions have in common is the time of occurrence: they are held in the summer. No one tried to give "his experience" on this topic in argument.

But what really bothers us most? Let us take a look at some issues that were common to the study groups.

Position Title

It was rather unanimous that the title of the position was not an issue. Most summer administrators care little whether they are known as the director, dean or coordinator. The concern primarily is where they stand relative to other deans in the institution. That is, are they in a position of equivalent strength or persuasion? Can their voices and implorations be heard with similar force and effectiveness? If the summer director is in a position subordinate to other deans, his efficiency is compromised and his whole job more difficult. The feeling then is that if the director does not carry the same weight as academic deans, he should at least be designated that status in the administrative structure.

The principal source of irritation among summer administrators is the lack of autonomy in the operation. Despite months of careful planning and coordinating with other divisions of the college the final implementation still becomes inhibited by unrealistic delays in making decisions, hesitancy in budget allocations and general lack of authority when needed for the already structurally weak summer operation. Though most of us readily understand the primary role of the summer dean is that of coordinator, he still must have a power position to get the job done efficiently.

Summer Programs

I believe that on the theme of summer programs there is indeed an agreeable universality. Added to the expected general offerings of the regular college courses, also must there be that extra dimension to give a feeling of newness, variety and difference. This may come with the college's willingness for experimentation and innovation in the summer. Though we all know it is impossible for the session to be "all things to all people," it can broaden its offerings and style of offerings to interest precollege students as well as those beyond normal college age.

Some of the summer administrators spoke of their concern over the recent decrease in enrollments. To counter this it was proposed that we look for additional programs and focus on a new summer audience. For example, success was reported in offering courses to exceptionally gifted high school students on a delayed credit arrangement. Opening the summer term to students who have been rejected for fall term enrollment was another suggestion to encourage more students. Some directors reported they allow students who have been dismissed from other colleges or their own to enroll in summer session. Though it may not appear to be a sound practice it was felt the fine Christian Principle of everyone deserving a second chance could be considered.

The key to summer term growth, of course, continues to be creativity, challenge and originality. The director must have the freedom to move at times with gambler instincts and persuasive daring yet keeping the program in harmony with institutional goals.

Budget

The complete lack of uniformity among summer terms frustrates any attempt to discuss meaningfully this persistent problem. Like the old sailing term describes, "different ships, different longsplices," no institution seems to handle its summer fiscal matters the same way. The most frequently heard remarks from directors imply that too many institutions measure summer session success by net income and not by the more enduring and acceptable quality of human improvement or of learning; a regretful but plainly visible fact at many locations.

Faculty

One of the more fixed and recurring problems is that of selecting or appointing the summer faculty. With the steady increase in financial benefits for summer teaching there has been no difficulty in meeting all the staff needs. In fact, competition for openings is intense and frequently a source of strife within departments and with the administration. As only a certain portion of the faculty can be employed there should be some reasonable and practicable way of making appointments.

Some schools report a rotation basis to assist in finding a system of equity, while others use an academic rank proportionate system to eliminate the "rank hath its privileges" practice that results in a summer faculty of full professors and an inflated payroll. It is questionable which system is better. But there are other techniques.

In all, the academic deans should give attention and assistance to the director or the department chairmen in filling out the summer faculty. If left in the hands of chairmen alone a "patronage" system may creep in due to personal acquaintanceship and special knowledge of how "desperately he needs work." This type of assignment sometimes results in courses being taught by instructors lacking the competency for it or teaching a course regularly taught by another during the year, but of less rank.

The visiting professor or STAR faculty assignment was discussed in some sessions and it was generally felt that this was a healthy practice for the college. Specifically it was commented that a department can be stimulated by a visitor of strong reputation and could help promote a lagging program. Others feel that visiting professors for the singular purpose of having visiting professors was unfair, unsound and unnecessary.

Regardless of who does make appointments, it was unanimously understood that the summer directors should have veto power. It does little good to work energetically for imaginative programs, then staff them with bland and uninspired instructors. The abiding approach all of us would like to see is teaching offered to those who are teachers.

Philosophy

Historically, the summer term has grown to fill needs for amusement, religion, cultural enlightenment and certainly scholastic enterprise. Despite

these many noble objectives and rich fulfillment we find difficulty in clearly stating a philosophy for the summer educational period. The identity change has been much discussed and as the evolution continues we enjoy the excitement of fresh growth yet we cringe with apprehension when we consider modern trends.

Many of us are frustrated with the lack of a general and unclouded philosophy for the summer, something that can be accepted as easily as "God is good" type of statement, and from there take off in our best imaginative and secular way to prove it. I believe we all become bewildered at such things as unemployed professors lining up outside our doors in June. It is difficult at times not to think we are running a type of social welfare agency. Our thoughts get far from a collegiate situation.

We all feel what it should be: an integral and essential part of the total college undertaking. With the real goals of continued scholarship, public service and social enlightenment, we can chart meaningful paths. But the most pervading element of a sound philosophy is felt to be lacking in these times when there is such universal and analytical concern for environmental and human conditions. Don't we have more to say than we must have exciting programs?

REPORT OF THE MEMBERSHIP COMMITTEE

The Membership Committee conducted its business by mail during the 1970-71 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 1970-71 (dues paid prior to annual business meeting, November 13, 1970) was:

313 institutional members

5 individual members

318 total

The membership for the previous year, 1969-70 was:

275 institutional members

55 individual members

330 total

STUART H. MANNING, *Chairman*

Regional Vice Presidents:

THOMAS DAHLE, Northwestern

MICHAEL U. NELSON, Southwestern

COURTLAND HOTCHKISS, Western

HOWARD S. GEER, East Central

WILLIAM T. UTLEY, West Central

JOHN A. MAPP, Middle States

EDWARD DURNALL, New England

J. NEIL ARMSTRONG, Southeastern

CONFERENCE SITE COMMITTEE REPORT

The Conference Site Committee, noting that the 1971 NASS meeting is scheduled for Atlanta, Georgia, and the 1972 meeting in St. Louis, Missouri, recommended that the 1973 meeting be held in Boston, Massachusetts with Boston College as host institution.

CHARLES E. NOYES, *Chairman*

National Association of Summer Sessions

GOVERNMENTAL RELATIONS COMMITTEE

1970 - 1971

For the information of NASS members, the Committee on Governmental Relations brings to you the following material on available appropriations in governmental grants and private subsidies.

You will note that there has been a curtailment of funds in some areas, a tightening up of allocation of other funds, and an addition of new areas such as grants for those desiring to work in the field of Pollution and the areas of Recreation and Leisure Planning.

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

Any information of interest to the membership or inquiry you would like the Committee to make and present, we would be very pleased to receive and give every consideration.

Reverend Robert Paul Mohan, S.S., Ph.D.
Chairman, Governmental Relations Committee
NASS

Governmental support of higher education is divided into three basic categories:

1. The support of research on college campuses
2. The support of individual students through loan payments
3. The support of various programs in the colleges themselves

Research programs in which the support provided by the National Endowment for Humanities is usually small grants limited to \$10,000.00 and one year. These grants are offered to individuals, educational institutions, and professional or research organizations. A few larger grants are awarded for cooperative research or editing projects.

The purpose is to improve instruction in the humanities, and NEH offers three kinds of support for education programs:

- a. *Project Grants* to educational institutions averaging \$20,000.00 to \$30,000.00 for carefully defined projects of limited scope; e.g., experi-

ments, conferences, institutes, or evaluations and revisions of curricula that will not only improve humanities instruction for those receiving the grant but will also be adaptable for use by other colleges, universities and schools.

b. *Planning and Development Grants* to institutions who have already determined their own strengths and weaknesses by a complete analysis and have identified areas in which significant improvement can be made. They may receive a planning grant for \$30,000.00. Development grants of approximately \$200,000.00 covering one or more years can be awarded.

c. *Gifts and Matching Funds Opportunities* Prospective applicants for NEH grants are encouraged to contact for non-governmental gift support in certain circumstances described in the report *Humanities* published by the National Endowment for Humanities in the winter 1969-70. NEH will match such outside support with Federal funds up to 100 percent of each gift. The endowment is authorized to accept gifts from private and institutional donors for specific projects or general projects.

Information for Federal support for creative and performing arts can be had by writing to National Endowment of the Arts, Washington, D.C. 20506.

Because of the present and future budget uncertainties, a second governmental agency, the National Institute of Health, award notices issued after April 1970 will carry the words "Subject to the Availability of Funds"* as a footnote to the listing of the amounts recommended for future support.

This does not reflect a departure from the present policy in that division. Federal regulations governing grants for research projects provide that "Neither the approval of any project nor a grant award shall commit or obligate the United States in any way to make any additional, supplemental, continuation, or other award with respect to any approved project, or portion thereof."*

The President's 1970 budget with the expenditure restrictions established this past summer may still require further reductions. The objective is to fund as many worthwhile projects as possible with the available money.

In order to know more about the new programs initiated in the National Institute of Health sponsored research programs you can write to:

Dr. Michael A. Oxman
 Special Research Resources Branch
 Division of Research Resources
 Building 31, Room 5B13,
 National Institute of Health
 Bethesda, Maryland 20014

*From a *Newsletter* of the Division of Research Grants, National Institutes of Health, 1970.

There is a new program of support for "Social and Behavioral Science Dissertation Research in Recreation and Leisure." This program is in support of doctoral research and is intended to encourage research that will develop either theoretical or applied knowledge relevant to this use of leisure time. Funds for this grant program are provided by the Bureau of Outdoor Recreation of the United States Department of Interior and are administered by the National Academy of Sciences.

Support may be requested from this grant for any of the disciplines of the social and behavioral sciences, including anthropology, architecture, biosciences, business, city planning, economics, forestry, geography, history, law, philosophy, political science, psychology, sociology and urban studies. The approaches vary in these disciplines, historical, experimental, social survey methods, among others, all can make a contribution to the understanding of leisure and recreation. This program has been set up to stimulate interest in this area and to assist in providing information for policy making.

The Office of Education has renamed the Bureau of Research. It is now the National Center for Educational Research and Development. It will assume the direction of the National Center for Educational Statistics, the Office of Program Planning and Evaluation and the Office of Information Dissemination.

The Commerce and Treasury Departments have jointly adopted duty-free regulations for importing scientific instruments under the Florence Agreement. The regulations adopt the changes proposed in July 1969 including the new stipulations for use of the simplified application form BDSAF-768, a consideration of the guaranteed comparisons, and the change which permits a late delivery from a domestic manufacturer to be sufficient justification for importing the foreign instrument without regard to whether the domestic instrument is scientifically equivalent.

The new regulations 15 CFR Part 602, as amended, were published at 34 F.R. 15787, October 14, 1969 and were effective 30 days after publication.

The academic year institutes and in-service seminars have been dropped from the National Science Foundation College Teacher programs for the fiscal year 1971. Because of budget limitations the Foundation decided to suspend these two projects in 1971.

Proposals for the first phase of a new research program called Targeted Research and Development Program on Reading are being solicited by the Office of Education. The object of the program is to teach children to read well enough to pass a test of reading comprehension by age 10.

The proposed projects include assembling scientific literature to develop promising lines of investigation; studies to identify specific reading problems and major approaches to reading instruction; and development of a test to measure progress toward the goal.

Colleges and universities may obtain proposal kits or may submit proposals to:

Tess Diorio
Contracts and Grants Division
Planning Research and Evaluation Branch, Room 3040
400 Maryland Avenue, S.W.
Washington, D. C. 20202.

Higher Education institutions interested in administrating graduate training programs in water pollution control can receive information by writing to the United States Department of Interior. The FY 1971 budget for water pollution control has received an increase in appropriations because of the active support by Congress. Write to:

Training Grants Branch
Division of Manpower and Training
Federal Water Pollution Control Administration
United States Department of Interior
Washington, D.C. 20242

If a university or college is interested in applications to host a language and area study institute for undergraduate or graduate students during the summer of 1971 or 1972, they should contact the United States Office of Education.

This program is aimed at improving instruction in foreign study fields, allowing students to continue studies without interruption to the fulfillment of degree requirements. The House of Representatives has approved a FY 1971 budget of six million dollars and the Senate Appropriations Committee has recommended a fifteen million dollar budget. For further information, write to:

Language and Area Centers Section
Institute of International Studies
United States Office of Education
7th and D Streets, N.W.
Washington, D.C. 20202

Since grant funds for the State Technical Services of the Department of Commerce were not included in the appropriations for the fiscal year of 1970 or proposals for 1971, the Department of Commerce advises that the STS programs are being terminated.

Assistance is available for higher education institutions for library resources. Title II of the Higher Education Act provides matching grants of \$5,000.00 annually to colleges and universities.

Basic grants will be awarded any college that can provide an equal sum of matching funds over and above the average amount it has been spending for library resources over the past two years. Colleges which cannot provide matching funds will not be qualified for basic grants but may be granted supplemental funds.

Regulations covering these grant programs may be obtained through the:

Library Service Branch
Division of Library Services and Educational Facilities
United States Office of Education
Washington, D.C. 20202

Before applying for National Science Foundation Assistance, carefully evaluate needs. The NSF program, like others has been subjected to cut-backs and fund allocation tightening. For information regarding the instructional scientific program write to:

Division of Education in Science
National Science Foundation
1800 G Street, N.W.
Washington, D.C. 20006

There are several persons in specialized areas of education who can be contacted for information on special governmental funds available or soon to be made available. They are: Mr. John Lively, Special Assistant to the Commissioner, United States Office of Education, Washington, D.C. 20202; Mr. Richard E. Orton, Director, Head Start, Office of Child Development, United States Department of Health, Education and Welfare, Washington, D.C.; Dr. Albar A. Pena, Director, Bilingual Education Programs, United States Office of Education, Washington, D.C.; Mr. Arthur D. Sheekey, Division of School Programs, Bureau of Education Personnel Development, United States Office of Education, Washington, D.C.; Dr. Ray Warner, Chief, State Plans Educational Innovation Branch, Division of Plans and Supplementary Centers, United States Office of Education, Washington, D.C.; and Mr. Laurence Wyatt, Chief, Program Management Section, Follow Through Programs, United States Office of Education, Washington, D.C.

REV. ROBERT P. MOHAN, *Chairman*

JAMES CRONIN

EDWARD DURNALLY

JOSEPH PICKLE

JACK LITTLE

E. K. WILLIAMS

REPORT OF NEWSLETTER EDITOR

During 1970 three issues of the Newsletter have been mailed to the membership.

The April issue was a small edition in which we introduced our "Innovative Ideas" section.

The August issue gave a preview of the up-coming conference and carried an enlarged "Innovative Ideas" section.

The October issue was devoted to the Conference, carrying the entire program, including special notes to stimulate attendance. Copies were mailed, not only to the NASS membership, but also to the WASSA membership. Extra copies were printed for distribution at the Conference.

We intend to round out the year by mailing in late December (or early January) a post-conference edition. This will again be a large edition, which will include a summary of the three principle presentations of the conference, those of Ofiesh, Little and Thompson.

During 1971, we will again aim at four issues, the first to go out in April or May; the second in mid-summer; the third in September or early October and fourth to be a post-conference edition for the 1971 Conference in Atlanta.

We would like to expand our "Innovative Ideas" section, and will be happy to do so if the members will send us pertinent material. We are likewise anxious to carry more news about regional meetings if the various Regional Vice-Presidents will keep us informed of their activities.

We feel that the *Newsletter* can perform a very worthwhile function as a medium for the exchange of ideas from one area of the country to another if items of interest are forwarded to us so they can be included in the *Newsletter*.

Finally, I wish to acknowledge the substantial assistance of Mrs. Elizabeth Beall, the Coordinator of the Continuing Education program at Georgetown University in the preparation of the NASS *Newsletter*.

JOSEPH PETTIT, *Editor*

RESEARCH COMMITTEE REPORT

Analysis of 1970 Summer Sessions Questionnaire

Although we have 309 names on the NASS membership list, we received only 204 questionnaires in return.

Only 176 institutions of the 204 answered the question regarding percentage change. Overall 60 percent of the 176 show an increase and 40 percent show a decrease.

Also, only 18 percent of the public institutions show a decrease while 74 percent of the private institutions show a decrease.

The other four enclosed items indicate responses to a number of selected questions according to one of the four major categories of institutions:*

Public — 2 year

Public — 4 years or more

Private — 2 year

Private — 4 years or more

Since we have such a heterogeneous membership, one would not expect that each institution could answer all of the questions; therefore, the total number of responses will not always equal the total possible answers.

W. A. ROGERS, *Chairman*

* These items were distributed to all NASS members. Copies may be obtained by writing Dr. W. A. Rogers, University of Akron, Akron, Ohio 44304.

REPORT OF THE RESOLUTIONS COMMITTEE

The Resolutions Committee presents the following report for your consideration:

1. Be it resolved that we express our appreciation and gratitude to Thomas Dahle, University of Oregon; Leroy Pierson, Portland University and the other members and co-workers of the Committee on Local Arrangements for providing pleasant and convenient accommodations for the Seventh Annual Conference of the National Association of Summer Sessions.
2. Be it resolved that we express our appreciation and gratitude to the Western Association of Summer Session Administrators, its President Ellvert H. Himes, Utah State University, its other officers and co-workers for enriching the national conference through joining with NASS in the National Meeting, November 11 — 13, 1970, Portland, Oregon.
3. Be it resolved that NASS express the appreciation of its total membership to President Herbert P. Stutts, The American University, his co-workers and staff including the Regional Vice-Presidents for their leadership in promoting a sound and effective program strengthening the organization during its seventh year.
4. Be it resolved that we express our appreciation and gratitude to Willard Edwards, San Fernando Valley State College, his co-workers and staff for the challenging, innovative program provided for the conference meeting at Portland under the theme, "SUMMER STUDENT IN THE 70's, His Aspirations, Fears and Changing Environment."
5. Be it resolved that we express appreciation and gratitude to Secretary Stuart H. Manning, The University of Connecticut; to Treasurer William H. Jones, and Miriam Jones, Emory University; and to the Newsletter Editor, Joseph Pettit, Georgetown University and Betty Beall for their untiring efforts in furthering interest in and enthusiasm for reaching the goals of the organization.
6. Be it resolved that we give our commendation to the Committees and each individual committee member who worked faithfully in the accomplishments of the goals of the Association during 1970.
7. Be it finally resolved that the Association go on record as supporting tried and proven procedures and innovative ideas in Continuing Education that will manage the learning environment of the decade of the 70's to the end that the students participating will be better equipped academically than the student of the past.

N. LEE DUNHAM, *Chairman*

JACKSON H. WELLS

JOHN A. MAPP

NOMINATING COMMITTEE REPORT

Having met on Wednesday, November 11, 1970, the following names were selected to be placed before the Seventh Annual Meeting for the offices listed:

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

PRESIDENT-ELECT: Charles Noyes, The University of Mississippi, University, Mississippi

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

TREASURER: Lloyd R. O'Connor, San Francisco State College, San Francisco, California

Respectfully submitted,

HUBERT J. McCORMICK, *Chairman*

N. LEE DUNHAM

H. GAYLON GREENHILL

PAUL KAUS

CHARLES W. ORR

EDWARD F. OVERTON

GORDON B. TERWILLIGER

JACKSON H. WELLS

ROBERT WISEMAN

Appendix I

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 Robert Rules of Order Revised.

ARTICLE II—*New Members*

Section 1. Any college or university seeking membership in the National Association of Summer Session 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

EAST CENTRAL

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

SOUTHWESTERN

Arkansas, Oklahoma, New Mexico, Texas, Missouri

MIDDLE STATES

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

WESTERN

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

NEW ENGLAND

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

WEST CENTRAL

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

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

SEVENTH ANNUAL MEETING

Participants

- Nancy Abraham
University of Wisconsin - Madison
- Harold J. Alford
Kansas State University
- M. Robert Allen
University of Miami - Coral Gables
- *Shiro Amioka
University of Hawaii
- J. Neil Armstrong
North Carolina A & T State University
- *Robert Austgen
University of Notre Dame
- Albert A. Auston
Rutgers University
- Francis J. Barros
Howard University
- Imon Bartley
Southwest Missouri State College
- F. B. Belshe
Illinois State University
- John R. Benoit
University of Maine
- John K. Bettersworth
Mississippi State University
- Paul R. Betz
Saint Joseph's College
- Robert I. Bickford
Prince George's Community College
- Robert W. Bishop
University of Cincinnati
- James Blackhurst
State University of New York - Buffalo
- *Ralph Bohn
San Jose State College
- **Robert I. Bradley
Seattle University
- *William H. Bright
California State College - Los Angeles
- *Thomas L. Broadbent
University of California - Riverside
- W. A. Brotherton
Memphis State University
- Charles P. Bruderle
Villanova University
- **Donald Bryant
Oregon Technical Institute
- Nathan Budd
Kansas State Teachers College
- Frederick M. Burgess
Villanova University
- Paul R. Busch
Trinity University
- *Paul G. Butterfield
Weber State College
- Vincent J. Capowski
Saint Anselm's College
- **Robert Carlton
Central Washington State College
- **Martin N. Chamberlain
University of California - San Diego
- *Joe W. Chatburn
Eastern Washington State College
- *W. Donald Clague
La Verne College
- **S. C. T. Clarke
University of Alberta - Edmonton
- Parker L. Coddington
Vanderbilt University
- George Cole
Southern Connecticut State
- *T. C. Coleman
University of the Pacific
- Thomas E. Crooks
Harvard University
- *Thomas L. Dahle
University of Oregon
- *Richard T. Dankworth
University of Nevada at Reno
- Harriet D. Darrow
Indiana State University
- John J. DeWitt
University of New Hampshire
- N. Lee Dunham
Baylor University
- T. T. Earle
Tulane University
- *Willard Edwards
San Fernando Valley State College
- Lynn W. Eley
University of Wisconsin - Milwaukee
- Seth Ellis
University of North Carolina at
Charlotte
- *Charles O. Ferguson
University of Alaska
- **Margaret Flynn
Marylhurst College
- H. W. Fred
University of North Carolina at
Greensboro

- *E. Delmar Gibbs
University of Puget Sound
- *Clayton M. Gjerde
San Diego State College
- James P. Glispin
University of Detroit
- Gordon Goewey
State University of New York - Geneseo
- Calud B. Green
Clemson University
- H. Gaylon Greenhill
Wisconsin State University

- Milton G. Hardiman
Lincoln University
- **William R. Hathaway
United States International University
- Vivian Henderson
Seton Hill College
- *Ellvert Himes
Utah State University
- Gary S. Horowitz
Alfred University
- *Courtland Hotchkiss
Colorado State University
- Oliver C. Houston
Graceland College

- *David M. Jabusch
University of Utah
- *P. B. Jacobson
University of Oregon
- *Dave Jenkins
University of Calgary
- Keith Jewitt
Black Hills State College
- Marjorie Johansen
University of California at Los Angeles
- *W. Hubert Johnson
University of Nevada at Las Vegas
- *William H. Johnson
Colorado State University
- William H. Jones
Emory University

- Clara Kanun
University of Minnesota
- *Paul Kaus
University of Idaho
- Lynn W. Keller
C. W. Post Center
- *Joyce Kelly
University of Calgary
- *Denis J. Kigin
Arizona State University
- Mary Kinnane
Boston College

- Martin B. Kirch
Concordia Teachers College
- Richard Kirkpatrick
Indiana State University
- *Donald R. Kjarsgaard
Western Washington State College
- Howard A. Knag
Queens College
- Alfred C. Koester
Valparaiso University
- Charles F. Kolb
North Carolina State University

- *Myrle Law
University of Utah
- George Leach
University of Northern Colorado
- George D. Lehmann
University of Toledo
- *John R. Little
University of Colorado
- *Dale E. Lorimer
Adams State College
- *Mary K. Ludwig
University of Southern California
- *Pauline Lyon
University of Washington

- Charles F. Madden
Webster College
- Henry R. Malecki
Loyola University of Chicago
- Stuart H. Manning
University of Connecticut
- John A. Mapp
Virginia Commonwealth University
- *James J. Markey
Loyola University of Los Angeles
- David W. Martin
State University of New York - Albany
- Russell Mathies
University of Oklahoma
- *Forrest L. Mayer
California State College - Hayward
- John McArdle
Saint Francis College
- *H. J. McCormick
Sacramento State College
- Harold Miller
University of Minnesota
- *Tom Mitchell
University of Oregon
- *Carroll V. Mjelde
Sonoma State College
- *Richard E. Moe
Pacific Lutheran University
- Robert Paul Mohan
Catholic University

- *Don M. Morris
California State Polytechnic College
John Mosier
Loyola University of New Orleans
- **William F. Murison
Humboldt State College
Agnes K. Murphy
University of San Diego College
for Women
- D. L. Neiser
Elizabethtown College
Michael U. Nelson
Washington University
- *R. Lee Norton
Gonzaga University
Charles E. Noyes
University of Mississippi
- *Lloyd R. O'Connor
San Francisco State College
Charles W. Orr
North Carolina Central University
Edward F. Overton
University of Richmond
- John F. Parr
University of Maryland
John S. Penn
University of North Dakota
- *Dean A. Peterson
Brigham Young University
Joseph Pettit
Georgetown University
- *L. R. Pierson
Portland State University
Richard C. Pisano
Pembroke State University
Robert F. Pitt
Fairfield University
Gregory Prince
Dartmouth College
- **Betty J. Pritchett
Mt. Hood Community College
- Ruth Margaret Raupp
Fontbonne College
- **William D. Rearick
Seattle Pacific College
- *Paul Reiling
Portland State University
C. H. Robinson
Lehman College
James F. Rodney
Marquette University
- *Shunzo Sakamaki
University of Hawaii
Norman H. Sam
Lehigh University
Anne Scheerer
Creighton University
Anthony E. Seidl
University of San Francisco
James R. Sidwell
Thornton Community College
William Ulrich Small
University of Maine at Portland-
Gorham
Charles B. Smith
PMC Colleges
Clodus R. Smith
University of Maryland
Lamond Smith
Trenton State College
Herbert P. Stutts
American University
Wylie W. Swapp
Church College of Hawaii
- Donald G. Tarbet
University of North Carolina
Henry ten Hoor
Hope College
Gordon Terwilliger
Wichita State University
- William E. Umbach
University of Redlands
- John M. Valaske
University of Wisconsin - Parkside
J. David Valwik
Canisius College
- *Marie Immaculata Vargas
College of Notre Dame
William C. Venman
University of Massachusetts
- Donald G. Wallace
Drake University
Norman S. Watt
University of British Columbia
- *Jackson H. Wells
University of Denver
- *Al West
University of Oregon
- *Charles M. White
Portland State University
Kenneth H. White
Rensselaer Polytechnic Institute

OF SUMMER SESSIONS

- *Anita F. Whittle
Oregon State University
- Beryl W. Williams
Morgan State College
- E. K. Williams
Savannah State College
- *George Williams
Regis College
- Anthony S. Witkowski
Towson State College

- James R. Wolfe
Boise State College
- Frank L. Woods
University of Rhode Island
- John W. Zorn
Emerson College

*WASSA & NASS

**WASSA only