



Proceedings
of the
Eighth Annual Conference
of the
NATIONAL ASSOCIATION OF SUMMER SESSIONS

at
The Sheraton-Biltmore Hotel
Atlanta, Georgia

November 9-11, 1971

— O —

Host Institution
EMORY UNIVERSITY

— O —

Volume 8

Price \$2.00

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NATIONAL ASSOCIATION OF SUMMER SESSIONS

Institutional Membership List

July 1, 1971 — June 30, 1972

As of January 1, 1972

1. Adelphi University*
Garden City, L. I., New York 11530
2. The University of Akron*
302 Buchtel Avenue
Akron, Ohio 44304
3. University of Alaska
Division of Statewide Services
College, Alaska 99701
4. Alfred University
Alfred, New York 14802
5. American International College
170 Wilbraham Road
Springfield, Massachusetts 01109
6. The American University*
Room 200, McKinley Building
Nebraska and Massachusetts Ave.,
N. W.
Washington, D. C. 20016
7. Appalachian State University*
Boone, North Carolina 28607
8. Arizona State University
Tempe, Arizona 85721
9. University of Arizona*
Tucson, Arizona 85721
10. University of Arkansas*
Fayetteville, Arkansas 72701
11. Ashland College
Ashland, Ohio 44805
12. Assumption College*
500 Salisbury Street
Worcester, Massachusetts 01609
13. Augustana College
Rock Island, Illinois 61201
14. Ball State University*
Muncie, Indiana 47306
15. Baylor University
Waco, Texas 76703
16. Bellarmine College*
2000 Norris Place
Louisville, Kentucky 40205
17. Belmont Abbey College
Belmont, North Carolina 28012
18. Benedict College
Harden and Blanding Streets
Columbia, South Carolina 29204
19. Bentley College
Beaver and Forest Streets
Waltham, Massachusetts 02154
20. Bishop College
3837 Simpson-Stuart Road
Dallas, Texas 75241
21. Black Hills State College
Spearfish, South Dakota 57783
22. Bloomfield College
Bloomfield, New Jersey 07003
23. Boise State College
1907 Campus Drive
Boise, Idaho 83707
24. Borough of Manhattan Community
College (of the City University
of New York)
134 West 51st Street
New York, New York 10020
25. Boston College*
Chestnut Hill, Massachusetts 02167
26. Bowling Green State University
Bowling Green, Ohio 43402
27. Brenau College
Gainesville, Georgia 30501
28. Brigham Young University*
Provo, Utah 84601
29. University of British Columbia
Vancouver, Canada
30. Bronx Community College*
120 East 184th Street
Bronx, New York 10468
31. Brown University
Waterman Street
Providence, Rhode Island 02912
32. Bryant College
154 Hope Street
Providence, Rhode Island 02906
33. Caldwell College
Caldwell, New Jersey 07006
34. Cal-State College at Hayward
25800 Hillary Street
Hayward, California 94542
35. California State College at
Los Angeles*
State College Drive
Los Angeles, California 90032
36. California State College at
San Bernardino
5500 State College Parkway
San Bernardino, California 92407

37. California State Polytechnic College
Kellogg-Voorhis
3801 West Temple Avenue
Pomona, California 91768
38. California State Polytechnic College
San Luis Obispo, California 93401
39. University of California
at Los Angeles*
Los Angeles, California 90024
40. University of California at Riverside*
Riverside, California 92502
41. University of California, San Diego
P. O. Box 109
La Jolla, California 92037
42. Canisius College
2001 Main Street
Buffalo, New York 14208
43. Carthage College
Kenosha, Wisconsin 53140
44. Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106
45. Catawba College
Salisbury, North Carolina 28144
46. The Catholic University of
America*
Washington, D. C. 20017
47. Centenary College of Louisiana
P. O. Box 4188, Centenary Station
Shreveport, Louisiana 71104
48. Central Connecticut State College
1615 Stanley Street
New Britain, Connecticut 06050
49. Central Washington State College
Summer Session Office
Ellensburg, Washington 98926
50. Central YMCA Community College
211 West Sacker Drive
Chicago, Illinois 60606
51. Chapman College
333 North Glassell Street
Orange, California 92666
52. The Church College of Hawaii
Laie, Hawaii 96762
53. The University of Cincinnati
429 Pharmacy Building
Cincinnati, Ohio 45221
54. Clemson University
Clemson, South Carolina 29631
55. Coker College
Hartsville, South Carolina 29550
56. Colby College
Waterville, Maine 04901
57. The Colorado College
Colorado Springs, Colorado 80903
58. Colorado State University*
Fort Collins, Colorado 80521
59. Concordia Teachers College*
800 North Columbia Avenue
Seward, Nebraska 68434
60. The University of Connecticut*
Storrs, Connecticut 06268
61. Cornell University
B20 Ives Hall
Ithaca, New York 14850
62. Corning Community College
Corning, New York 14830
63. Creighton University
2500 California Street
Omaha, Nebraska 68131
64. Dartmouth College*
Hanover, New Hampshire 03755
65. University of Dayton
300 College Park Avenue
Dayton, Ohio 45409
66. Dean Junior College
Franklin, Massachusetts 02038
67. University of Delaware
Newark, Delaware 19711
68. Delta State College
Cleveland, Mississippi 38732
69. University of Denver*
Denver, Colorado 80210
70. De Paul University
25 East Jackson Boulevard
Chicago, Illinois 60604
71. University of Detroit*
4001 West McNichols Road
Detroit, Michigan 48221
72. Dickinson College*
Carlisle, Pennsylvania 17013
73. Dowling College
Oakdale, New York 11769
74. Drake University
25th and University
Des Moines, Iowa 50311
75. D'Youville College*
320 Porter Avenue
Buffalo, New York 14201
76. Eastern Michigan University
Ypsilanti, Michigan 48197
77. Eastern New Mexico University*
Portales, New Mexico 88130
78. Eastern Washington State College
Cheney, Washington 99004
79. Edgewood College*
855 Woodrow Street
Madison, Wisconsin 53711
80. Elizabethtown College
Elizabethtown, Pennsylvania 17022
81. Elmhurst College*
Elmhurst, Illinois 60126
82. Elmira College*
Elmira, New York 14901
83. Emerson College
130 Beacon Street
Boston, Massachusetts 02116
84. Emory University*
Atlanta, Georgia 30322

85. Fairfield University
Fairfield, Connecticut 06430
86. University of South Florida
Tampa, Florida 33620
87. Fontbonne College
Wydown and Big Bend Boulevard
St. Louis, Missouri 63105
88. Fordham University*
Room 117, Keating Hall
Bronx, New York 10458
89. Freed-Hardeman College
Henderson, Tennessee 38340
90. Fresno State College*
Fresno, California 93726
91. Frostburg State College
Frostburg, Maryland 21532
92. Furman University*
Greenville, South Carolina 29613
93. Geneva College
32nd St. and College Avenue
Beaver Falls, Pennsylvania 15010
94. Georgetown College
Georgetown, Kentucky 40324
95. Georgetown University*
Washington, D. C. 20007
96. The George Washington University*
Washington, D. C. 20006
97. George Williams College
555 - 31st Street
Downers Grove, Illinois 60515
98. Glassboro State College
Glassboro, New Jersey 08028
99. Gonzaga University*
Spokane, Washington 99202
100. Graceland College
Lamoni, Iowa 50140
101. Gwynedd-Mercy College
Gwynedd Valley, Pennsylvania 19437
102. Hahnemann Medical College and
Hospital
230 North Broad Street
Philadelphia, Pennsylvania 19102
103. Hampton Institute
Hampton, Virginia 23368
104. Harvard Summer School
735 Holyoke Center
1350 Massachusetts Avenue
Cambridge, Massachusetts 02138
105. University of Hawaii*
Honolulu, Hawaii 96822
106. Howard University*
Washington, D. C. 20001
107. The College of Idaho*
Caldwell, Idaho 83605
108. Idaho State University*
Pocatello, Idaho 83201
109. University of Idaho*
Moscow, Idaho 83843
110. Indiana State University
Terre Haute, Indiana 47809
111. Indiana University*
Bloomington, Indiana 47401
112. Instituto de Estudios Ibero-
americanos, A. C.
Apartado 358
Saltillo, Coahuila, Mexico
113. Iona College
New Rochelle, New York 10801
114. Ithaca College
Ithaca, New York 14850
115. John Carroll University
Cleveland, Ohio 44118
116. Joliet Junior College
201 E. Jefferson Street
Joliet, Illinois 60432
117. Kansas State Teachers College
Emporia, Kansas 66801
118. Kansas State University*
Manhattan, Kansas 66502
119. Kearney State College
Kearney, Nebraska 68847
120. University of Kentucky
Lexington, Kentucky 40506
121. Keystone Junior College
La Plume, Pennsylvania 18440
122. The King's College
Briarcliff Manor, New York 10510
123. King's College
133 North River Street
Wilkes-Barre, Pennsylvania 18702
124. La Salle College*
Philadelphia, Pennsylvania 19141
125. LaVerne College*
La Verne, California 91750
126. Lehigh University
526 Broadhead Avenue
Bethlehem, Pennsylvania 18015
127. Lemoyne College*
Syracuse, New York 13214
128. Lenoir-Rhyne College
Lenoir Rhyne Station, Box 420
Hickory, North Carolina 28601
129. Lesley College
Cambridge, Massachusetts 02138
130. Lincoln University
Jefferson City, Missouri 65102
131. University of Louisville*
Louisville, Kentucky 40208
132. Lowell Technological Institute
Lowell, Massachusetts 01854
133. Loyola University*
820 North Michigan Avenue
Chicago, Illinois 60611
134. Loyola University of Los Angeles
7101 West 80th Street
Los Angeles, California 90045

135. Loyola University of New Orleans
New Orleans, Louisiana 70118
136. Macalester College*
Saint Paul, Minnesota 55101
137. MacMurray College*
Jacksonville, Illinois 62650
138. University of Maine
Orono, Maine 04473
139. University of Maine in Portland
122 Payson Smith Hall
96 Falmouth Street
Portland, Maine 04103
140. Manhattan College
Bronx, New York 10471
141. Marquette University*
Milwaukee, Wisconsin 53233
142. Mars Hill College
Mars Hill, North Carolina 28754
143. University of Maryland*
College Park, Maryland 20742
144. Mary Manse College
2436 Parkwood Avenue
Toledo, Ohio 43620
145. Marymount Manhattan College
71st Street
New York, New York 10021
146. University of Massachusetts*
Amherst, Massachusetts 01002
147. Massachusetts Bay Community College
57 Stanley Avenue
Watertown, Massachusetts 02172
148. Massachusetts Institute of
Technology*
Cambridge, Massachusetts 02193
149. Massasoit Community College
1071 Washington Street
North Abington, Massachusetts 02351
150. Memphis State University
Memphis, Tennessee 38111
151. Mercer County Community College
101 West State Street
Trenton, New Jersey 08608
152. Mercy College of Detroit
8200 West Outer Drive
Detroit, Michigan 48219
153. Metropolitan State College
250 West Fourteenth Avenue
Denver, Colorado 80204
154. Miami University
Oxford, Ohio 45056
155. University of Miami*
Coral Gables, Florida 33124
156. University of Minnesota
Minneapolis, Minnesota 55455
157. College of Misericordia
Dallas, Pennsylvania 18612
158. Mississippi College
Clinton, Mississippi 39056
159. Mississippi State University*
State College, Mississippi 38762
160. The University of Mississippi*
University, Mississippi 38677
161. Mississippi Valley State College*
Itta Bena, Mississippi 38941
162. University of Missouri-Kansas City*
Kansas City, Missouri 64110
163. Monmouth College*
West Long Branch, New Jersey 07764
164. Montreat-Anderson College
Montreat, North Carolina 28757
165. Moore College of Art
20th and Race Streets
Philadelphia, Pennsylvania 19103
166. Morgan State College
Baltimore, Maryland 21212
167. College of Mount Saint Joseph
on the Ohio
Mount St. Joseph, Ohio 45051
168. College of Mount Saint Vincent
Riverdale, New York 10471
169. Mundelein College
6363 Sheridan Road
Chicago, Illinois 60626
170. Nazareth College of Rochester
4245 East Avenue
Rochester, New York 14610
171. University of Nebraska at Lincoln
Lincoln, Nebraska 68508
172. University of Nebraska at Omaha
Omaha, Nebraska 68101
173. University of Nevada at Las Vegas
Las Vegas, Nevada 89109
174. University of Nevada*
Reno, Nevada 89507
175. New England College
Henniker, New Hampshire 03242
176. University of New Hampshire
Durham, New Hampshire 03824
177. New Haven College
300 Orange Avenue
New Haven, Connecticut 06505
178. New York University*
Washington Square
New York, New York 10003
179. College of Arts and Science*
State University of New York
Geneseo, New York 14454
180. State University of New York
at Buffalo*
192 Hayes Hall
Buffalo, New York 14214
181. State University of New York
at Oswego
Oswego, New York 13126
182. State University of New York
at Plattsburg*
Plattsburg, New York 12901

183. State University of New York
at Potsdam
Pierreport Avenue
Potsdam, New York 13676
184. North Carolina Agricultural
and Technical State University
Greensboro, North Carolina 27411
185. North Carolina Central University
Durham, North Carolina 27707
186. North Carolina State University*
Raleigh, North Carolina 27607
187. University of North Carolina
at Asheville
University Heights
Asheville, North Carolina 28801
188. The University of North Carolina*
102 Peabody Hall
Chapel Hill, North Carolina 27514
189. University of North Carolina
at Charlotte
UNCC Station
Charlotte, North Carolina 28213
190. University of North Carolina
at Greensboro*
Greensboro, North Carolina 27412
191. University of North Dakota
Grand Forks, North Dakota 58202
192. University of Northern Colorado
Greeley, Colorado 80631
193. Northern Illinois University
DeKalb, Illinois 60115
194. University of Northern Iowa*
Cedar Falls, Iowa 50613
195. North Park College
5125 North Spaulding
Chicago, Illinois 60625
196. Norwich University
Northfield, Vermont 05663
197. University of Notre Dame*
Notre Dame, Indiana 46556
198. Ohio Northern University
Ada, Ohio 45810
199. The University of Oklahoma
660 Parrington Oval
Norman, Oklahoma 73069
200. Old Dominion College
5215 Hampton Boulevard
Norfolk, Virginia 23508
201. Oral Roberts University
Tulsa, Oklahoma 74102
202. University of Oregon*
Eugene, Oregon 97403
203. University of the Pacific*
Stockton, California 95204
204. Pacific Lutheran University
Tacoma, Washington 98447
205. Pembroke State College
Pembroke, North Carolina 28372
206. Philadelphia College of Bible
1800 Arch Street
Philadelphia, Pennsylvania 19103
207. PMC Colleges
14th and Chestnut Streets
Chester, Pennsylvania 19013
208. Prince George's Community College
301 Largo Road
Largo, Maryland 20027
209. Princeton Theological Seminary
Princeton, New Jersey 08540
210. Providence College*
Providence, Rhode Island 02908
211. University of Puget Sound
1500 North Warner
Tacoma, Washington 98416
212. University of Puerto Rico
Rio Piedras, Puerto Rico 00931
213. C. W. Post Center of
Long Island University
Greenvale, New York 11548
214. Queensborough Community College
Bayside
New York, New York 11364
215. Queens College of the City
University of New York
Flushing, New York 11367
216. Quincy College
Quincy, Illinois 62301
217. Quinnipiac College
Hamden, Connecticut 06518
218. Quinsigamond Community College
251 Belmont Street
Worcester, Massachusetts 01605
219. University of Redlands
1200 East Colton Avenue
Redlands, California 92373
220. Regis College*
West 50th and Lowell Boulevard
Denver, Colorado 80221
221. Regis College
Weston, Massachusetts 02193
222. Rensselaer Polytechnic Institute
Troy, New York 12181
223. Rhode Island College*
600 Mt. Pleasant Avenue
Providence, Rhode Island 02908
224. University of Rhode Island*
Kingston, Rhode Island 02881
225. University of Richmond*
Richmond, Virginia 23173
226. Ricks College
Rexburg, Idaho 83440
227. Rider College
Trenton, New Jersey 08602
228. Roanoke College
Salem, Virginia 24153
229. Roberts Wesleyan College
North Chili, New York 14514
230. Rochester Institute of Technology
One Lomb Memorial Drive
Rochester, New York 14623

231. The University of Rochester*
Rochester, New York 14627
232. Rockhurst College*
53rd and Troost Avenue
Kansas City, Missouri 64110
233. Roosevelt University
430 S. Michigan
Chicago, Illinois 60605
234. Rutgers - the State University
New Brunswick, New Jersey 08903
235. St. Andrews Presbyterian College
Laurinburg, North Carolina 28352
236. St. Anselm's College
Manchester, New Hampshire 03102
237. St. Bonaventure University*
St. Bonaventure, New York 14778
238. St. Francis College
605 Pool Road
Biddeford, Maine 04005
239. St. Francis College
Remeen Street
Brooklyn, New York 11201
240. St. John's University
Grand Central and Utopia Parkways
Jamaica, New York 11432
241. St. Joseph's College
Philadelphia, Pennsylvania 19131
242. St. Lawrence University
Canton, New York 13617
243. St. Mary's College
Notre Dame, Indiana 46556
244. St. Michael's College*
Winooski, Vermont 05404
245. St. Norbert College*
West De Pere, Wisconsin 54178
246. St. Peter's College*
2641 Kennedy Boulevard
Jersey City, New Jersey 07306
247. College of St. Teresa
Winona, Minnesota 55987
248. Sacramento State College
6000 J Street
Sacramento, California 95819
249. San Diego State College
5402 College Avenue
San Diego, California 92115
250. University of San Diego
College for Women
Alcala Park
San Diego, California 92110
251. San Fernando Valley State College
18111 Nordhoff Street
Northridge, California 91324
252. San Francisco State College*
San Francisco, California 94132
253. University of San Francisco
San Francisco, California 94117
254. San Jose State College*
145 South Seventh Street
San Jose, California 95114
255. College of Santa Fe
Santa Fe, New Mexico 87501
256. Savannah State College
Savannah, Georgia 31404
257. University of Scranton*
Scranton, Pennsylvania 18510
258. Seton Hall University*
South Orange, New Jersey 07079
259. Sonoma State College
1801 East Cotati Avenue
Rohnert Park, California 94928
260. Southeastern Mass. Technological
Institute
North Dartmouth, Massachusetts 02747
261. University of Southern California*
University Park
Los Angeles, California 90007
262. Southern Colorado State College
900 West Orman Avenue
Pueblo, Colorado 81005
263. Southern Connecticut State College
501 Crescent Street
New Haven, Connecticut 06515
264. Southern Illinois University
at Edwardsville
Edwardsville, Illinois 62025
265. Southwestern Michigan College
Cherry Grove Road
Dowagiac, Michigan 49047
266. Southwest Missouri State College
Springfield, Missouri 65802
267. Spring Arbor College
Spring Arbor, Michigan 49283
268. Spring Hill College
Mobile, Alabama 36608
269. Suffolk University*
Beacon Hill
Boston, Massachusetts 02114
270. Temple University*
Philadelphia, Pennsylvania 19122
271. Thornton Community College
150th and Broadway
Harvey, Illinois 60426
272. University of Toledo
2501 West Bancroft Street
Toledo, Ohio 43606
273. Towson State College*
Baltimore, Maryland 21204
274. Trenton State College*
Trenton, New Jersey 08625
275. Trinity University
715 Stadium Drive
San Antonio, Texas 78212
276. Tufts University*
Medford, Massachusetts 02155
277. Tulane University*
New Orleans, Louisiana 70118

278. Upper Iowa College
Fayette, Iowa 52142
279. Ursinus College
Collegetown, Pennsylvania 19426
280. Utah State University*
Logan, Utah 84321
281. University of Utah
Salt Lake City, Utah 84112
282. Valparaiso University
Valparaiso, Indiana 46383
283. Vanderbilt University*
Nashville, Tennessee 37203
284. University of Vermont*
Burlington, Vermont 05401
285. Villanova University*
Villanova, Pennsylvania 19085
286. Virginia Commonwealth University
901 West Franklin Street
Richmond, Virginia 23220
287. Virginia Military Institute
Lexington, Virginia 24450
288. Virginia Polytechnic Institute
Blacksburg, Virginia 24061
289. Wake Forest University
Winston-Salem
North Carolina 27106
290. Walla Walla College*
College Place, Washington 99324
291. Washington University
Skinker and Lindell
St. Louis, Missouri 63130
292. Waynesburg College
Waynesburg, Pennsylvania 15370
293. Weber State College
3740 Harrison Boulevard
Ogden, Utah 84403
294. Webster College
St. Louis, Missouri 63119
295. Wesleyan University*
Middletown, Connecticut 06457
296. West Chester State College
West Chester, Pennsylvania 19380
297. Western Carolina University
Cullowhee, North Carolina 28723
298. Western Maryland College*
Westminster, Maryland 21157
299. Wichita State University
1845 Fairmount Street
Wichita, Kansas 67208
300. Wilkes College
South River Street
Wilkes-Barre, Pennsylvania 18703
301. College of William and Mary
Williamsburg, Virginia 23185
302. William Penn College*
Oskaloosa, Iowa 52577
303. Wisconsin State University*
River Falls, Wisconsin 54022
304. Wisconsin State University*
Whitewater, Wisconsin 53190
305. University of Wisconsin - Green Bay
120 South University Circle Drive
Green Bay, Wisconsin 54302
306. University of Wisconsin - Parkside
Wood Road
Kenosha, Wisconsin 53140
307. University of Wisconsin*
Madison, Wisconsin 53706
308. University of Wisconsin - Milwaukee
Milwaukee, Wisconsin 53201
309. Wofford College
Spartanburg, South Carolina 29301
310. Worcester Junior College*
766 Main Street
Worcester, Massachusetts 01608
311. Worcester Polytechnic Institute*
Worcester, Massachusetts 01609
312. Xavier University*
Cincinnati, Ohio 45207

*Institutional Charter Member

NATIONAL ASSOCIATION OF SUMMER SESSIONS

Individual Membership List

July 1, 1971 — June 30, 1972

As of January 1, 1972

1. Dr. Arthur J. Brisette
Director, Continuing Education
Sacred Heart University
5229 Park Avenue
Bridgeport, Connecticut 06604
2. Dr. Eugene E. Falkenberg
Director of Summer Session
The University of Lethbridge
Lethbridge, Alberta, Canada
3. Mr. Howard S. Geer
Assistant Academic Dean
Montgomery College
51 Mannakee Street
Rockville, Maryland 20850
4. Dr. J. D. Humberd
Director of Summer Sessions
Grace College
Winona Lake, Indiana 46590
5. Mr. William R. Parker
Director of Evening Division
Housatonic Community College
Granada Avenue
Stratford, Connecticut 06497
6. Mr. Frederick T. Pope, Jr.
Director of Summer Session
Belknap College
Center Harbor, New Hampshire 03226
7. Dr. Frederick B. Tuttle*
Director of Educational Programs
Office of Public Affairs
National Aeronautics and
Space Administration
Washington, D. C. 20546

*Individual Charter Member

National Association of Summer Sessions

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1971

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LLOYD R. O'CONNOR	San Francisco State College, <i>Treasurer</i>

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Southwestern, N. LEE DUNHAM	Baylor University
Western, RICHARD T. DANKWORTH	University of Nevada
East Central, HARRIET DARROW	Indiana State University
West Central, GORDON TERWILLIGER	Wichita State University
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New England, EDWARD DURNALL	University of New Hampshire
Southeastern, J. NIEL ARMSTRONG	North Carolina A & T State University

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*Nominating Committee*HERBERT P. STUTTS, *Chairman*

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Kansas State University
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EDWARD DURNALL, New England

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Baylor University
University of Nevada
Indiana State University
Wichita State University
Virginia Commonwealth University
University of New Hampshire
North Carolina A & T
State University

Program

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

November 9-11, 1971

The Sheraton-Biltmore Hotel
Atlanta, Georgia

THEME: LESS TIME, MORE OPTIONS

Host Institution: EMORY UNIVERSITY

TUESDAY, NOVEMBER 9, 1971

9:00 a.m. Registration

10:00 a.m. Workshop for New Summer Sessions Directors

LEADERS:

John A. Mapp, Virginia Commonwealth University
George Williams, Regis College
Claud B. Green, Clemson University

10:30 a.m. Committee Meetings

AUDIT: Marjorie Johansen, University of California at Los Angeles

CONFERENCE SITE: Darrel Meinke, Concordia Teachers College

GOVERNMENT RELATIONS: Charles P. Bruderle, Villanova University

NOMINATING: Herbert P. Stutts, The American University

CONFERENCE PROGRAM: Charles E. Noyes, University of Mississippi

RESEARCH: Michael U. Nelson, Washington University

RESOLUTIONS: Norman S. Watt, University of British Columbia

MEMBERSHIP: Stuart H. Manning, University of Connecticut

NEWSLETTER: Joseph Pettit, Georgetown University

12:00 noon Lunch Break

Executive Committee Luncheon

1:30 p.m. FIRST GENERAL SESSION

Chairman: Willard Edwards, San Fernando Valley State College

Announcements: William H. Jones, Emory University

Greetings: "Welcome and Challenge," Judson C. Ward, Executive Vice-President and Dean of Faculties, Emory University

Speaker: Dr. E. Alden Dunham, Executive Associate of the Carnegie Corporation of New York

Topic: LESS TIME, MORE OPTIONS

3:15 p.m. Sightseeing Tours

Tour A — Cyclorama Tour, thence to Underground Atlanta

Tour B — Stone Mountain Tour, thence to Underground Atlanta

WEDNESDAY, NOVEMBER 10, 1971

8:30 a.m. Registration

9:00 a.m. SECOND GENERAL SESSION

Chairman: Donald G. Wallace, Drake University

Research Report: Michael U. Nelson, Washington University

Speaker: Clodus R. Smith, University of Maryland

Topic: MORE OPTIONS THROUGH COMMUNITY PROGRAMS

10:15 a.m. Coke Break

10:45 a.m. Panel: Reaction to Speaker

Panelists:

John K. Bettersworth, Mississippi State University

Charles P. Bruderle, Villanova University

George O. Cole, Southern Connecticut State College

12:30 p.m. Annual Conference Luncheon

Chairman: Charles E. Noyes, University of Mississippi

Music: Sam Hagan, graduate student, Emory University

2:00 p.m. Ladies' Program: Atlanta Memorial Arts Center

2:00 p.m. Discussion Groups

PUTTING IT ALL TOGETHER (Implementing the Carnegie Report on the individual campus.)

SECTION I — Private institution with Summer Session enrollments under 2500

Chairman: Paul R. Busch, Trinity University

Recorder: James N. Unglaube, Lenoir Rhyne College

Discussants: William P. Fleming, Ohio Northern University
George Williams, Regis College

SECTION II — Public institutions with Summer Session enrollments under 2500

Chairman: Milton G. Hardiman, Lincoln University

Recorder: Charles W. Orr, North Carolina Central University

Discussants: Jack Gunn, Delta State College
Paul Kaus, University of Idaho

SECTION III — Private institutions with Summer Session enrollments over 2500

Chairman: Frederick M. Burgess, Villanova University

Recorder: Dean A. Peterson, Brigham Young University

Discussants: N. Lee Dunham, Baylor University
George Fuir, Jr., Boston College

SECTION IV — Public institutions with Summer Session enrollments over 2500

Chairman: W. A. Brotherton, Memphis State University

Recorder: Nancy Abraham, University of Wisconsin

Discussants: Harriet D. Darrow, Indiana State University
Clayton M. Gjerde, San Diego State College

5:30 p.m. Social Hour

7:00 p.m. Annual Conference Banquet

Chairman: William H. Jones, Emory University

Invocation: Jim L. Waits, Assistant Dean, Candler School of
Theology, Emory University

Entertainment: Emory University Glee Club

THURSDAY, NOVEMBER 11, 1971

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

Chairman: J. Niel Armstrong, North Carolina A & T University

Speaker: MORE OPTIONS FOR HIGHER EDUCATION,
Dr. Preston Valien, Acting Associate Commissioner
for Higher Education, United States Office of Education

Topic: SOME NEW OPTIONS IN HIGHER EDUCATION

10:15 a.m. Annual Business Meeting

11:00 a.m. Au Revoir Coffee

12:00 noon Administrative Council Luncheon

FIRST GENERAL SESSION**TUESDAY, NOVEMBER 9, 1971**

Presiding — Willard Edwards, President of NASS
San Fernando Valley State College

"Less Time, More Options"

By *E. Alden Dunham*, Executive Associate of the Carnegie Corporation of
New York

The Carnegie Foundation for the Advancement of Teaching created the Carnegie Commission on higher Education back in 1966 for two reasons. Even at that early date the Foundation Board saw that financial problems were looming large on the horizon. The Board also felt that, in the absence of a coherent sense of the overall future of higher education, a privately-sponsored commission with a broad mandate might be useful. Clark Kerr was subsequently named Chairman and with a distinguished group of college and university presidents, faculty members, and laymen began the life of the Carnegie Commission. Midway through its fifth year, the Commission has scheduled its final report for the spring of 1973.

From the start, the Commission has felt that its role is to speak about and not necessarily for higher education — a position that has resulted in some controversy, especially over recommendations having to do with federal aid. Its work has included both research and policy formulation, with a specific focus upon problems of finance, functions of higher education, structure, governance, innovation and change, demand, expenditures, resources, and effective use of resources. Before the Commission has completed its task, as many as 80 different publications will have been issued. These will include the results of roughly 60 research projects and 20 special policy reports of the Commission itself. Policy reports published thus far cover such matters as the federal role in financing higher education, problems of medical education, equal opportunity, community colleges, black colleges, comprehensive recommendations for expansion of higher education by the year 2000 — and, the theme of your conference, *Less Time, More Options*.

I would say that three major themes emerge from the work of the Commission. The first is that higher education is in deep trouble with a visible loss of public confidence and support. The second is that despite its problems higher education in this country is indispensable to the welfare of society and individuals. The Commission, therefore, as its third theme, recommends policies that will, in its judgement, lead to necessary change and reform as well as sufficient financial support. The period of the 1960's was one of expanding science, graduate education, and research. The period of the 1970's and 1980's will be different. The Commission stresses particularly the importance of expanding equality of opportunity

and social justice as well as academic reform. Clark Kerr feels that this coming decade will mark as important a transformation in American higher education as that which took place in the change from the classical to the modern curriculum after the Civil War. Yet this coming era is not seen as one of apocalyptic revolution but, instead, rapid evolution.

But can one be more specific about the direction which this rapid evolution in higher education is likely to take? From what I can see, programs in the future will combine efforts to improve education and to curtail spiraling costs. Innovation and change at time of financial retrenchment is difficult, but this is precisely what the Commission recommends. Let me illustrate by turning now more specifically to *Less Time, More Options*.

There is no doubt that this 45-page booklet has been, along with the medical report, the most influential of the Commission documents issued thus far. It is far-reaching, and its recommendations are being hotly debated on a number of college and university campuses across the country. If implemented fully, there is no doubt that Clark Kerr's prediction of a transformation of higher education would be accurate.

The recommendations cover a wide spectrum of issues and stem from assumptions of four different sorts. On the social side, we now have in this country a generational conflict between old and young which is exacerbated by a caste system in which the young are segregated for ever-longer periods of time from the adult world of work and responsibility. There is a need to mix the generations, to break the time traps of education, work, and retirement.

On the psychological front, at the very time we seem to require more and longer periods of education for everyone, evidence accumulates about the earlier maturation of young people. The result is a psychological mismatch between the dependency that longer periods of education imply and the readiness of young adults to move into responsible roles in society at an earlier age.

On the education side, the period of formal education gets longer because the assumption is made that more knowledge for a more complex society demands more time. Actually, we must now recognize that it is a hopeless task to assume that instructional programs can keep pace with the knowledge explosion. Students could well spend their entire lives in school and still fail to keep abreast of new developments. Formal education should concern itself primarily with providing the tools for learning. In short, time can be shortened if we assume a different kind of purpose for education at the collegiate level. We simply cannot expect, no matter what the length of the program, to provide "coverage" that won't itself be obsolescent. A corollary is that we must assume that formal education is not just for the young, but for the middle-aged and old as well — that education and work should be interspersed throughout a lifetime and not confined to the classroom. Still another consideration, and one that seems to parallel their greater maturity, is that many young people bring to college

today a sophistication and awareness that are far ahead of previous generations. Though it's difficult to point to hard evidence, many observers feel that students today are better "prepared" because of better elementary and secondary education and the earlier socialization that is provided through the powerful impact of the communications revolution.

There are financial reasons for shaking up the current educational lock-step as well as social, psychological and educational reasons. Higher education faces a disenchanted public and lower budgets. The solutions recommended in *Less Time, More Options* are aimed at improving quality while curtailing costs.

But let me be more specific about some of the recommendations. The basic proposal is to break the lock-step, to provide flexibility. Education and work should be mixed throughout a lifetime. Programs for mature women must be expanded, and evenings, Saturdays and summers should be utilized more effectively. The Carnegie Commission proposes encouragement of stop-outs between school and college and within college; it proposes sandwich courses alternating work and education for adults; it proposes short-term employment of young people and short-term educational leaves of absence for older people. The Commission calls for much more flexible and widely available alternatives to formal education through credit by examination and external degrees. It recommends an educational security program whereby young people could postpone college until their goals were clear, a proposal which might help to eliminate the captive audience of many young people who are in college for lack of anything better to do. A new, more flexible degree structure is recommended which allows for honorable exit from the system at fixed intervals without loss of face. The Doctor of Arts degree, a teaching alternative to the research Ph. D., is also recommended.

These are some of the "more options." The "less time" recommendation has had the most direct impact for two reasons: it saves money and it forces a re-examination of the curriculum with an eye toward academic reform. Specifically, the Commission recommends a three-year bachelor's degree for the *average* student, not just the very bright. Some students might take more time, some less, but the norm would be three rather than four years. Ernest Boyer, Chancellor of the State University of New York, has stated his hypothesis that for the typical student time can be reduced without a reduction in the quality of the degree. This does mean rethinking the meaning of the bachelor's degree.

In fact, the idea that a bachelor's degree means four years is really an historical accident in this country. The founders of Harvard in 1636 copied the four-year pattern of Cambridge in England. The colonial colleges copied Harvard, and so a tradition was born. The irony, of course, is that soon afterward the British universities moved to a three-year degree. In this Country, Presidents Eliot at Harvard, Butler at Columbia, and Harper at Chicago did conspire about the turn of the century to move toward the three-year degree, largely because they felt students spent too long in school

and college. The introduction of the high school meant that students came to college at age 18 rather than, as in pre-high school colonial days, at a much younger age. But the four-year degree remains.

The financial appeal of less time is to both students and colleges. The student saves both a year's tuition and a year's time. The college saves theoretically 25% of the cost of each degree. Moreover, enrollment can be increased in the freshman class by 1/3 without raising the overall enrollment or building new facilities or hiring additional faculty members. The Commission estimates, on the basis of projected enrollments during the next decade, that by 1980 operating expenditures for higher education could be reduced by 10-15% below what they would otherwise be. This would mean a nation-wide saving of from \$3-5 billion a year. Construction costs in the 1970's could be reduced by 1/3, for a total during the decade of \$5 billion. Needless to say, college trustees and state legislators are intrigued by these possibilities.

Institutions across the country are looking at different ways of shortening the time toward the baccalaureate degree. There are four routes. One route is to move toward year-round operation, requiring students to attend one or more summer sessions. This provides acceleration with graduation in less time. For some of the private institutions, in particular, this represents a significant change. Dartmouth and Colgate are examples. For the public institutions, many of which have had summer sessions for many years, the possibility of acceleration through year-round attendance has, of course, been available.

A second route toward less time is greatly expanded use of credit by examination. The Advanced Placement program of the College Entrance Examination Board, while involving about 68,000 students annually, could be expanded much further. Some institutions are experimenting with the new College Level Examination Program of the CEEB, with the result that large numbers of incoming students are given advanced credit and in many instances advanced standing as sophomores. The California State Colleges, for example, are moving ahead rapidly with credit by examination in both the lower division and upper division levels as a means of enabling students to move through their education at their own pace. This means baccalaureate degrees on the basis of competence rather than simply the accumulation of credits achieved by sitting through courses.

A third means to the same end of earlier graduation is early admission to college. While the Advanced Placement concept implies credit for college-level work offered at the high school level, early admission means moving students to college prior to the completion of the 12th grade. Shimer College is now moving toward an enrollment of 50% early admittees who come from school at the end of either the 10th or 11th grades. The advantage of early admissions to liberal arts colleges is that they can vastly enlarge their market for students and at the same time not have to enlarge the size of their freshman class. They can remain four-year institutions but offer students the advantage of graduating a year earlier. To offer a straight three-year college program in an institution which already has problems finding sufficient students for the freshman class is a risky undertaking.

Finally, specially-designed three-year baccalaureate programs at the collegiate level represent the fourth means to less time. The principal impact of a three-year program is the necessity to think through the curriculum. For example, a commission on undergraduate education at Princeton University has come forth with a report that sets out an intriguing new curriculum within a three-year context. The SUNY college at Brockport likewise is working on a reorganized curriculum.

Again, the concept of less time seems like gimmickry unless and until faculty members wrestle with very fundamental questions of what it is that constitutes or should constitute the bachelor's degree.

Finally, a few words about the relationship of what I've been saying to summer schools and the general area of continuing or adult education. It strikes me that the Commission's proposals do indeed have a direct relationship to many of the very goals that you have espoused for many years. The fact that you chose *Less Time, More Options* as your conference theme attests to this fact. Flexibility, short courses, non-traditional study, education as a lifelong process, innovation, mixing the generations, year-round study, acceleration, part-time students, adult education—these are phrases that sum up what all you have been about. It's almost as though others are discovering the wheel you invented long ago.

If the recommendations of the Carnegie Commission were accepted by the mainstream of higher education, what would be the implications for both your summer and extension programs? If the three-year bachelor's degree catches on, one route toward its adoption is year-round operation. Presumably, this would mean the assimilation of summer school. I know of one college where this is likely to take place. As it is, increasing numbers of summer school students are undergraduates who wish to accelerate or reduce their fall course load. Certainly, summer school operation is big business, enrolling on many campuses 25-50% of the fall enrollment. But, a viable year-round operation requires more even distribution of students than has occurred on many campuses that have moved to year-round operation. Special incentives or requirements may have to be established.

The spread of credit by examination and external degree programs have strong implications for extension and continuing education. It, too, could be assimilated if these practices become widespread or if the mainstream of higher education decided to mix the generations by seriously becoming involved with adult education.

In short, it could well be that the "establishment" in the form of the traditional academic programs could take on both summer school and extension functions. This is a possibility and, from my point of view, a *desirable* possibility. The danger, of course, is that, for example, by moving to year-round operation the innovative, non-traditional approaches of summer and extension programs would be lost. The mainstream is conservative.

Let me close by stating what I see as the challenge. The *possibility* is that the purpose and programs of both summer school and extension divisions will be merged with the mainstream if the recommendations of *Less Time, More Options* are taken seriously. The *danger* is that your unique, non-traditional approaches might be swamped. The *challenge* to you is to see that the best characteristics of good summer and extension programs permeate the entire institution. Let's face it: many of you have for years fought an uphill battle to meet the special needs of particular groups of part-time students in special programs. Now that the time has come when many of the principles you have believed in have a chance for much wider applicability, your challenge is to exploit this opportunity. Don't be defensive in protection of your own turf. There is a real opportunity for major change in higher education. The mainstream is moving in your direction. Your challenge is to affect its course in such a way that all higher education benefits.

SECOND GENERAL SESSION**WEDNESDAY, NOVEMBER 10, 1971**

Presiding — Donald G. Wallace
Drake University

"More Options Through Community Programs"

By Clodus R. Smith
University of Maryland

The founder of the Rhodes scholarship program, Cecil Rhodes, summed up his life with this statement: "So little done — so much to do." The same statement could be applied to our universities today.

Caplow and McGee wrote about universities in *The Academic Marketplace*: "There is a crying need for reform, and very little significant reform has occurred." Since Caplow and McGee drew that conclusion in 1958, the need for academic reform has intensified. Students have resorted to confrontation and violence; public officials have called for massive educational reorganization; professors have become disenchanted with the system; and the public has come to question the whole business of educational funding.

One major problem in the "academic marketplace" seems to be the posture of higher education as a scholarly retreat. We're seen by the tax-paying citizenry to be remote from the real world and too far removed from social ills and human suffering that are in their daily lives. As representatives of our institutions, we need to come down from our ivy-covered towers to explain the missions of our institutions to our concerned constituency and develop a larger role in the communities we serve.

Let's look at some of the specific needs which must satisfy today. In my estimation, we need to overcome the faltering image of our institutions, we must meet the challenge of the leadership crisis in higher education, and we need to relate our programs more directly to the lives of the people we serve.

First, the image crisis that higher education is experiencing today is, I'm sure, obvious to all of us. The press has given our campus turmoils wide coverage. Berkely, Columbia, Kent State, — and, yes, Maryland, — have become "household words." Unfortunately, those "household words" are synonymous with unrest, dissent and protest. Our institutions are characterized as radical, dissident, dope-ridden hippie enclaves bent on the destruction of the very moral fiber entrusted to us in the nation's youth. This harsh endictment reflects misunderstood life style changes — and this, too, is a problem with which we must deal.

These attitudes on the part of the public have made clear that the assumption of unquestioning public support is no longer valid. The recent turmoil has caused many to question what was once accepted. Today's leaders recognize that the most pressing issues are not internal within higher education but involve broad social decisions regarding its role in contemporary America, — decisions in which the public must have a voice. The resources expended on higher education already exceed 20 billion dollars, or more than 1 dollar out of every 50 spent in the entire economy. This unprecedented commitment cannot exist by public tolerance, but requires positive public support; and, therefore, public involvement.

Suffice it to say here that higher education has a public relations problem of mammoth proportions.

Next, our public image has affected our leadership posture as well. Universities are no longer looked at as the pinnacle of reason where the solutions to social problems may be found. I'm afraid the recent focus on the irrationality of many student protests has contributed to the decline in our leadership position. We all have been hit by restringent legislative restraints in state university budgets, leaving us with fewer dollars to continue existing programs, and fewer resources for developing new programs. University of Nebraska Chancellor, Dr. D. B. Varner reacted to such cutbacks with a strong statement about leadership status useful to all large institutions. He said:

"Let me remind the Regents . . . that the university does not operate in a vacuum. It is judged on a national rating scale . . . The quality of our programs is measured on both national and regional rating scales. The graduates of this University move into a national market, and they, too, will be judged in competition with the graduates of other state universities . . ."

How true this statement is!

We can see this loss of leadership in education itself. For instance, public school systems are exploring alternatives for developing their own teacher-training programs with an eye to taking teacher training away from our own education schools. The president of one of the most affluent suburban school boards opened a meeting with university administrators recently with the observation that university education courses are not doing a good job of training teachers. Needless to say, that bombshell left little room for continuing dialogue!

It would seem that the changes in the status of higher education as a viable leadership force and our tarnished image have created one big — I hate to use an overworked phrase-credibility gap. In no small measure, the public has lost faith in us. I'm reminded of a cartoon I saw recently of

a couple leaving a lecture by "Cuthbert Charisma." The lady is saying to her husband, "Why shouldn't I be suspicious of public images? I remember how all my friends and relatives pictured *you* as a real catch!" We, too, were once considered the "best of the lot."

In addition to overcoming this credibility gap, on the one hand, we are faced with meeting the challenge of making our programs more meaningful to the lives of all those we dare serve. This will require that we develop a new sense of community cooperation. Two areas come to mind: Community related activities involving students, faculty and staff, and continuing education serving the needs of off campus students in the broadest sense of the term.

Advanced technology has brought us to the point where we need considerable knowledge in order to function within this technology. Occupations at all levels depend upon it — from maintenance work to computer engineering. And this same technology has given us leisure time.

And there will be more leisure time. The work hours at our university this summer totaled 35½ hours. Leading national magazines have recently given a lot of coverage to the 4-40 work week. Very simply, this means that people will work 4-10 hour days, giving workers three days of leisure instead of the traditional two. In Baltimore, the Social Security Administration is actively converting to this system. And we all know that whither goes the government, we all shall go! So, people will have more time free from work — time that we ought to fill with educational opportunities for an interested public.

The theme of this conference was taken from the Carnegie Commission Report on higher education entitled "Less Time, More Options." The report emphasizes my point. It states: "Some occupations and professions . . . require . . . periodic formal updating of knowledge. Also, more people experiment with several occupations during their lifetimes and need more opportunities to learn new skills . . . More people want more variety in their lives through travel, hobbies and cultural interests, and they want continuing opportunities to acquire new skills and knowledge."

The authors stress the point that people seek lifelong learning avenues through continuing educational opportunities, not just early in life. If we are to provide for lifelong opportunities, we must modify the current structure of higher education. Special consideration should be given to the educational needs and interests of women, employed persons, older people and persons from the lower income levels.

Both the Carnegie Commission Report and the Newman Report question the logic and the necessity for the continuation of the sharp distinctions that we typically make among full-time students, part-time students, and adult students. They point up the need for education to become more a part of all life, not just an isolated part of life.

The Newman Report was the work of a Task Force which studied the status of higher education in America, argued that our university resources ought to be provided to the community for the millions of people who can benefit from continuing education. They identified the same people:

- Young people who choose not to go to college or who choose to leave in the middle of their college program but who want some contact with higher education.
- Women who choose both family and education.
- Those needing professional training for new careers.
- Workers already involved with jobs and families.
- Urban ghetto residents lacking the finances or self-confidence to go to a campus.
- Those who find the conventional college education unsatisfying or unsuited to their needs.

In the last few minutes, we've seen the need for community involvement through continuing education—a means by which we could overcome our credibility gap. Permit me a few observations and opinions.

It is important that we distinguish between off-campus education or community education from traditional continuing education designed for adults, characterized by offering college programs and courses during the evening hours. As worthy as the achievements have been in this area of higher education (100% increase in the 1970 decade—having kept pace with the regular campus program) — as close as this program has been to the citizens — it has failed to counterbalance the credibility gap in higher education, the open university, the external degree, and CLEP tests notwithstanding. This fact was seemingly recognized by the Carnegie Report for this type of program received little attention, perhaps, because it is not meeting community needs and interests. As the Newman Report points out, it is unfortunate that much of continuing education, originally planned to increase availability of education opportunity, has been hindered by unnecessary and artificial limit of replicating the traditional on-campus experience as completely as possible. This "homogenization" of education is of negative value.

I should think that the interests of people, the needs of communities, and the public service mission of institutions of higher education would be better served when these are "meshed" into an off-campus program and presented where the clients are. This concept is consistent, I believe, with the recommendations of the Carnegie and Newman reports that would require "less time" and provide "more options." Through such a program, institutions sponsoring educational activities in place of employment and community centers would have a basis for dialogue with the communities, neighboring institutions and citizens.

I think we will see new avenues created to provide off-campus education. We should not forget that much more education takes place before college, outside of college, and after college than ever before. A campus is not the only place to learn how to think, to participate, and to accomplish. Many students could better spend their time and energies engaged in community-related experiences.

Part-time summer jobs partially diminish students' isolation from the community and work study programs create the illusion that the world of work is being brought into the campus experience, but these are not enough. We must create community-related activities outside of formal academic structures. We must expand opportunities for the young to engage in meaningful learning experiences beyond the boundaries of the campus. Speaking of isolation of students from the community, the Newman Report points up the need to infuse adults in the youth culture of the campus program.

The off-campus community-related program envisioned here includes a group of comprehensive participating experiences reflecting the range of disciplines in fields of study of the students involved. Arrangements for internships, fellowships, workshops, apprenticeships, voluntary efforts, observations, and employment would be developed with local, state and federal governments, industries, businesses, agencies, associations, and organizations. No factor of society would be intentionally excluded. The determining factor should be the relative merit of the learning experience of the students that we serve.

Let me shift the tempo of this presentation and give you an example of a community education program. Here I speak of an "experiment" we call Community-University Day.

Community-University Day, held in both the 1970 and 71 summer sessions, is a conscious effort to bring together the Community and the University through an experience program. The need for the program is related to public support and is based on the belief that public institutions cannot expect citizens to support what they do not understand, and that they understand best what they experience.

Through Community-University Day we attempted to tell the story of the University by giving the general public first-hand experience with its programs, its faculty, its students and its facilities. The program was planned by a Community Advisory Committee, administered by the Summer School and funded by the University.

The Community-University Day Program is an entirely voluntary effort on the part of faculty, students, alumni and staff. We carried the voluntary concept to the extent that our Community-University Day was held on Sunday so that all who shared the experience with us volunteered their time also.

Through extensive use of the media, we publicized Community-University Day throughout the area and appealed to all segments of the popula-

tion. Our purpose was spelled out in the printed program: "Through firsthand experience with University personnel, programs and facilities, the citizens of the State of Maryland will be in a better position to understand the programs and functions of their State University as it performs its mission of education, research and service."

Our second "C-U" Day, held on Sunday, July 25, was even more successful. We had a most gratifying response from faculty and staff to participate, permitting us to double the number of events that we had—from 60 in 1970 to 120 in 1971. The public responded in like manner: our attendance jumped from 14,000 in 1970 to 25,000 people this summer.

We view community involvement in this type of program as cooperative endeavor. Substantial support was received from business and industry. A local printer supplied us with 30,000 programs. A local bank mailed 100,000 brochures about the event in their monthly bank statements. Business firms provided shuttle buses and a trolley car to transport people around the campus. The trolley car, by the way, was a very popular point of interest in itself. Many people rode it just to see it in operation and to see our campus. Coca Cola set up trailers around campus to sell Cokes and hot-dogs. I think you will agree that the community support is an unusual reaffirmation of faith in the university coming at a time so close to student unrest when some businessmen experienced property damage.

Eight frustration centers manned by alumni and students dispersed programs, answered questions and gave directions. Throughout the campus, we had a wide variety of exhibits and activities for our visitors. We set up these exhibits in several categories and listed the titles, times and locations on the printed program. We also gave our visitors detailed maps of the locations. Let me show you some of the many activities we provided for our guests. We set up one-hour seminars under some major categories.

In the information category, for example, one of our staff members from the Study Skills Laboratory gave discussions on reading techniques. A television professor demonstrated our television studios and equipment. One of our physics professors explained his NASA research on laser beams. A speech therapist discussed children's language development for parents.

In a family and home category, we had demonstrations on automotive consumer information, small engine maintenance, interior decorating, and a very popular "engineering for the housewife" demonstration by one of our engineering professors.

Ecology seminars were conducted by members of our College of Agriculture staff. Air pollution and environmental sensitivity were some of the topics in this category.

In a leisure time and recreation category, we set up workshops on old-age retirement, lawn maintenance, how to watch a basketball game and urban gardening.

Other activities were presented outside of the one-hour seminar format. A horse and pony exhibition was held in a ring erected on the same mall where demonstrators had tried to shut down the university in our spring protests. This exhibition received a lot of attention when a horse got away from its young owner and headed out to our infamous Route 1, stopping traffic. This was ironically reminiscent of our demonstrators who had blocked the same street! But this time the community was on our side!

The drug problem was covered by exhibits prepared by the National Institute of Mental Health. The Physics Department featured a lunar rock display from Apollo 11. A Plant Clinic was conducted by the Horticulture Department. Extension agents dispensed advice to people with gardening questions and problems. Our astronomy observatory, our library and our expensive new cyclotron were opened for tours.

Admissions officers were available to discuss admissions for both prospective undergraduate and graduate students. Officers from our Placement Service gave out advice on job-hunting and resumé writing. Our Dairy Department distributed ice cream they make. Obviously, this was a popular feature. Another popular feature was a continuous student rock band concert.

You can see from this brief run-down of some of our activities that we had a wide range of events which had a wide range of appeal to our visitors' interests. We put them all together under the theme "We're Glad You're Here." And our visitors were glad they came. Time and again we realized that we were meeting our objectives when people would comment on the interest value of our events. Youngsters enjoyed the ice cream and the tours of our facilities. Many families enjoyed a swim in our swimming pool. One man, while waiting for the trolley, told me that he appreciated the chance to see what goes on on campus. He was actually grateful for the opportunity to see beyond the much-publicized student unrest.

Others appreciated the learning opportunity. Some had never seen a TV studio and were quite impressed with the vast amount of technology that goes behind their favorite programs. A young family of four wanted more time to be able to attend more of the seminars. The father suggested that we ought to have several Community-University Days throughout the year instead of just one.

The success of our effort was measured more formally, too. At each exhibit, we had simple rating scale questionnaires for people to fill out to evaluate the effectiveness of the event. Consistently, the response on these questionnaires was favorable. Also, we caught some of the responses on film for future promotional purposes.

Our new Chancellor, Charles Bishop, observed Community-University Day for the first time this year. I think he did a good job of summarizing what we accomplished. He said: "I believe that the community, the people and the campus have moved closer in developing a better understanding of the purposes and functions of this University." He further commented

that "members of our campus community have gained a new appreciation of the needs of the people and their communities."

Indeed, the C-U Day does provide us with a vehicle for the two-way dialogue that is so vitally needed between town and gown—or perhaps more meaningful for those of us in publicly supported institutions—between employer and employee. We feel that our university can better fulfill its mission of education, research and service when our constituency understands the university's programs. The important result is that C-U Day has done much to improve the sagging image of the university at a time of crisis and provided a basis for our institutional leaders to address themselves to program dimensions that are directly related to the public we serve.

I encourage you to broaden your area of responsibility and change your goals to include the community. I can heartily recommend the idea of a Community-University Day to all of you as a powerful vehicle to increase the dialogue between the members of the academic community and the members of the geographic communities in your area. If you exert the energy to initiate such a program, I think you will be astounded by the response you receive.

Our friend, Cecil Rhodes, stated it eloquently in his will establishing the Rhodes scholarship: "Educational relations make the strongest tie."

THIRD GENERAL SESSION**THURSDAY, NOVEMBER 11, 1971**

Presiding — J. Niel Armstrong
North Carolina A & T University

"Thawing The Freeze in Higher Education"

By Preston Valien

*Acting Associate Commissioner for Higher Education,
United States Office of Higher Education*

Early in August, when your summer sessions were in full swing and campuses sweltered under a hot sun, no one was using the word "freeze" very much. Then suddenly, in mid-month—or need I remind you?—it was on everyone's lips. It could not have gained faster currency if the temperature throughout the Nation had miraculously dropped to zero.

I refer, of course, to the freeze on wages and prices, which has affected the higher education community along with the rest of the country. In a matter of days, this 90-day freeze will end, and the thaw, under the designation of Phase II, will begin. In complying with this freeze, higher education has contributed to the goal of slowing inflation and ensuring greater economic stability, and I hope you will permit me, as a representative of the Federal Government, to commend you for your cooperation.

But it is not this 90-day economic freeze that I have come to talk to you about today—important as it has been to you, and important as the ensuing thaw will be.

I have in mind, rather, another kind of freeze—also affecting higher education—but one that has been with us for generations. For the fact is that our system of higher education has long been frozen into a mold which benefits only a small segment of the population—the 18- to 22-year-old white middle- and upper-income high school graduates who are enrolled full-time in degree-granting 4-year colleges and universities.

The Carnegie Commission Report, *Less Time, More Options*, has this to say:

"America, despite its great recent progress, still distributes opportunities for higher education inequitably. Degrees are more available to the young than to the middle-aged and the old; to men—at a time they can be readily used—than to women; and to members of the higher than to the

lower income groups. The American dream promises greater equality than this, and American reality demands that age be served as well as youth, that women be served equally with men, and that the poor be served as well as the rich."

Fortunately, the Nation has reached the point where it will not permit higher education to remain frozen indefinitely in its narrow traditional mold. The "heat is on," so to speak: From President Nixon's messages on higher education to the Carnegie Commission and Newman reports—from the anguished pleas of disadvantaged students to the more formal requests from struggling colleges and universities—one theme is sounded throughout:—the need for basic change in our system of higher education.

The time is now ripe for change. In the case of the Federal Government, the ripening process began in 1958 with passage of the National Defense Education Act. Since then, in partnership with the higher education community—and under such legislation as the Higher Education Facilities Act of 1963, the Higher Education Act of 1965, and the Higher Education Amendments of 1968—we have witnessed a most remarkable period of progress.

As one example, take the matter of college and university enrollment. This has more than doubled during the decade of the 1960's—to 7½ million students—a growth, incidentally, more than equal to that of the three previous centuries. Not only have the number of students more than doubled, but new segments of the population have been served. For example, enrollment of black college students has also more than doubled during the past decade. At present there are nearly a half-million black college students.

Contributing to this progress and providing greater educational opportunity and more options for an ever-increasing number of college men and women are Federal programs of financial aid—such programs as Educational Opportunity Grants, College Work-Study payments, National Defense Student Loans, and Guaranteed Student Loans. In passing I might say that we are particularly gratified by the latest figures for the Guaranteed Loan Program. During the past fiscal year students received more than \$1 billion through the program, the first time it has reached that high-water mark.

Among programs providing other types of student support are the Upward Bound, Talent Search, and Student Special Services programs. Together with the financial aid programs, they reduce barriers to postsecondary education for students from low-income families and from racial, ethnic, and cultural minorities. These students are also benefited through the Developing Institutions Program, which provides financial aid to colleges which enroll them in large numbers.

Down through the years these familiar programs have been of inestimable aid to college students and colleges. But it is important to remember that these forms of aid, which are today's staples, were yesterday's

innovations. At present we look to pending higher education legislation for even greater aid to students and colleges, and we look for further advances in reform and innovation.

Reform is needed in many areas.

It is needed in admissions standards. Colleges must become increasingly aware that a boy or girl who has had poor schooling—whether in the inner city, in rural areas, or elsewhere—may have the potential for success, even outstanding success, in higher education. Take the case of Paula Dade, who failed to meet the entrance requirements at the State University of New York in 1966. Through the aid of the Upward Bound program, Mrs. Dade gained admission at the Buffalo campus. She completed degree requirements, with honors, in 3 years. Later she won her master's. In 4½ years, Mrs. Dade completed 7 years of schooling. I repeat, reform is needed in admissions standards. Colleges must be judged more by whom they turn out than by whom they bring in.

We must change the student mix. We must serve not only 18- to 22-year olds; we must make lifelong learning available to men and women of all ages, and in all circumstances of life:

- women who want to begin or resume college after they have married and raised a family;
- students who can attend college only part-time;
- returning Vietnam veterans who find it difficult to obtain postsecondary education;
- men and women in industry, public service, or other occupations who want to begin, supplement, or resume higher education.

Nor must we overlook the importance of "career education"—a new concept introduced by Commissioner of Education Sidney P. Marland. Career education includes but goes far beyond "vocational education." It could fundamentally affect as high as 80 percent of high school students, as compared with the 25 percent now enrolled in some kind of vocational skills program. The present high school general curriculum would be replaced by a system with but two exits—continued education or employment. To put it another way, every high school graduate would have some marketable skill, but if he chose to go on to postsecondary education, vocational or general, he could do so.

The Office of Education has long been dedicated to the ideal of reform and innovation. Let me give you a few examples of recent efforts.

A few months ago we formed the Executive Steering Committee to Explore Exemplary Innovations in Postsecondary Education. This committee, which I have the honor to chair, develops Office of Education policies and recommendations leading to establishment of the proposed National Foundation for Postsecondary Education.

The purpose of the Foundation is to finance reform and innovation in higher education. To quote the President, "The time has come for the Federal Government to help academic communities to pursue excellence and reform in fields of their own choosing." The Foundation would make available \$100 million in fiscal year 1972 for such purposes as:

- providing assistance for the design and establishment of innovation structures and teaching methods in higher education;
- expanding the methods and patterns of acquiring higher education and opening opportunities for such education to persons of all ages and circumstances;
- strengthening the autonomy, individuality, and sense of mission of postsecondary educational institutions; and supporting programs that are distinctive or of special value to American society; and
- encouraging postsecondary educational institutions to develop policies, programs, and practices which are responsive to social needs, and providing an organization in the Federal Government that is concerned with the rationalization of public policy toward higher education.

In addition to its efforts for the Foundation, the Executive Steering Committee will address itself to other tasks; for example, the University Without Walls experiment recently funded by the Office of Education, and the concept of the Open University currently being applied in the United States and other countries.

The University Without Walls is a consortium of colleges and universities offering several possibilities for graduate and undergraduate work that can lead to degrees. This educational experiment emphasizes a flexible curriculum, combinations of work and study, free exchange of students between cooperating institutions, and the development of technological advances in teaching.

The Open University centers on the external degree—one conferred for off-campus scholastic work—and focuses on proficiency examinations in lieu of course work. Other components of the concept stress courses given via educational television, and establishment of centers for testing, tutoring, and counseling students.

Permit me now to describe to you some other activities of the Office of Education which support creativity and innovation.

On the theory that greater cooperation among institutions of higher education is necessary to make maximum use of educational resources, the Office has funded a program known as TACTICS (Technical Assistance Consortium for the Improvement of College Services). This is a technical assistance program to help predominantly black colleges and consists of six consortia with a total membership of 84 developing colleges. Within each consortium a developing college serves as a program coordinator and

administers Federal funds. By developing the technical know-how to generate academic reform, improved management systems, and better recruitment and admissions procedures, these groups will be able to strengthen the voice of black colleges in the higher education community. This kind of inter-institutional cooperation can also serve as a model for the future when pooling of efforts by other colleges is likely to be necessary for their survival.

The Women's Liberation Movement has focused the Nation's attention on equal rights for women and has brought a strong demand for reform and equal educational opportunity for women. The Office of Education believes women should be able to participate more widely in higher education. As students they should have greater opportunity to continue or resume their studies after marriage. As educators, in all fields and in every level of academic study, they should have equal chances for promotion and tenure, and equal consideration for positions as administrators. With these thoughts in mind, the Office has established a Women's Action Committee; and I might add that Secretary Richardson has appointed a similar committee in HEW.

What about returning war veterans? At present there are four million Vietnam-era veterans in the United States. About one million more separate each year. Many are disadvantaged — educationally and financially — and lack job skills. Many have not finished high school. Many are unemployed. We should be thinking of them not only today, November 11, the traditional date for Veterans' Day, but every day.

Only 3 percent of veterans are entering higher education. With assistance from the American Association of Junior Colleges, postsecondary institutions are developing programs for educationally disadvantaged veterans. Many other efforts are underway. In the Bureau of Higher Education, the Upward Bound program is directing attention to veterans. Trained counselors are being sent to advise servicemen in Vietnam, Korea, Okinawa, and Western Europe. The Bureau of Educational Personnel Development is giving veterans with low-income backgrounds an opportunity to work as teacher aides and to spend part of their day as degree students in a local college. More, much more, must be done.

Thus far I have attempted to describe, however briefly, many of the opportunities for reform and innovation that are available to the higher education community and that will provide more options for men and women who want to pursue a career in postsecondary education. I am sure you have noted that many of these opportunities are applicable to the institutions in which you serve as Summer Session Directors, and I urge you to consider them earnestly. For Summer Schools do, of course, have a definite and important role to play in postsecondary innovation and reform.

Let me give you at random a few of the thoughts that have occurred to me, specifically in relation to Summer Schools:

(1) Summer Schools can help change the student mix. They can help achieve the goal of making lifelong learning a reality to more men and women — of all ages, of all income levels, of all races and ethnic backgrounds.

(2) Summer Schools can embrace the concept of career education, working with high schools in preparing their graduates for sound post-secondary courses of study in either general or vocational education.

(3) The Carnegie Commission report, *Less time, More Options*, notes that "some occupations and professions, such as those of engineers, doctors, and lawyers, now require, and will increasingly require, periodic formal updating of knowledge." Summer Schools can provide this type of continuing education.

(4) When students stop out of college and return at a later date, Summer Schools can provide a transition for reentering college, and they should work to make this transition easy and acceptable.

(5) Summer Schools can participate in the external degree movement which is now gaining more and more headway.

(6) Summer Schools can provide assistance to the educationally disadvantaged, by helping them prepare for, and successfully remain in, college. In this connection I might note that the Office of Education would welcome your assistance and greater activity in the Upward Bound program. One of the facets of the program is to provide disadvantaged high school students with what is called a "bridge summer": Summer School in preparation for their matriculation as freshmen in the fall. I urge you fuller participation in Upward Bound. Of course, even if you do not participate in this program, you can nevertheless make use of the "bridge summer" principle in projects of your own.

(7) If students change their career aspirations after entering college, Summer Schools can afford them opportunity to experiment with the requirements for a new career.

(8) Summer Schools can continue innovations that are being tried out in the regular term and, conversely, can test out innovations for later possible use in the regular term.

(9) Summer Schools can expand the opportunities for part-time students to engage in postsecondary education, thus enabling them to continue their studies while earning a living. In this way Summer Schools can help erase what the Carnegie Commission report describes as "the sharp distinctions now made among full-time, part-time, and adult students."

In a word, Summer Schools can be tremendously helpful in providing more options for postsecondary education. And since the types of reform and innovation which make these options possible rank high among the priorities of the Office of Education, you can expect our fullest cooperation at all times.

Moreover, We would welcome your ideas. Together we can help thaw the freeze which has solidified higher education into a system which primarily benefits only a small segment of the population. And we must apply ourselves to this task assiduously. For criticism of our institutions of higher education is mounting steadily. We must act on the premise that they must change — *and change quickly* — if they are to remain viable and fulfill their mission.

Moreover, it may be later than we think. To borrow the phraseology of the theme of this conference, we as educators may have *less time* to provide *more options*.

Can we succeed? The answer is "yes" if we dedicate ourselves wholeheartedly to this endeavor.

I invite your partnership in what can well be a new era in the progress of higher education which will benefit not only each individual, but the Nation as a whole.

National Association of Summer Sessions**ANNUAL BUSINESS MEETING****NOVEMBER 11, 1971**

The Annual Business meeting was held in the ballroom of the Sheraton-Biltmore Hotel, Atlanta, Georgia on Thursday, November 11, 1971.

The meeting was called to order by President Edwards at 10:15 a. m. and called on Marjorie Johansen, chairman of the Auditing Committee for her report. It was moved, seconded and so voted to accept the report and place it on file.

The president called for the minutes of the previous Annual Business meeting. Secretary Manning moved that the minutes of the November 13, 1970 Annual Business meeting be approved as published in the Proceedings of the Seventh Annual Conference which had been distributed to all members, institutional and individual. The motion was seconded and so voted.

President Edwards called on the treasurer for his report. Treasurer O'Connor explained that his report covered the period beginning January 1, 1971, the date he assumed office, to October 31, 1971. He said a report on receipts and disbursements and transfer of funds from past Treasurer Jones to Treasurer O'Connor would be included in the printed proceedings of this conference. A motion was made, seconded and so voted to accept the treasurer's report and place it on file.

The president called for the Membership Committee report. Chairman Manning stated that an application for institutional membership had been received from the University of Lethbridge, Canada and pointed out that according to our constitution, institutions outside the United States may become institutional members by a majority vote at the annual meeting. Chairman Manning, on behalf of the Membership Committee, moved that the University of Lethbridge be accepted as an institutional member. The motion was seconded and passed by a unanimous vote.

Chairman Manning stated that membership applications and dues checks, as well as membership renewals, were still being processed hence, a final membership report could not be given at this time but that the printed proceedings of this conference would carry the final report. It was moved, seconded and so voted to accept the interim report.

President Edwards called for the report of the Conference Site Committee. Chairman Meinke reminded the members that the Ninth Annual Conference would be held in St. Louis, Missouri and then presented the recommendations of his committee. It was moved, seconded and so voted to accept the report and place it on file.

Chairman Bruderle, Governmental Relations Committee, was asked for his committee report. Chairman Bruderle explained that materials for his report had not been received and hoped the report could be included in the proceedings of this conference.

Newsletter Editor Pettit reported the number of Newsletters issued during the year and acknowledged the able assistance given him by Mrs. Elizabeth Beall. It was moved, seconded and so voted to accept the report and place it on file.

President Edwards called for the Research Committee report. Michael Nelson, chairman of the committee, stated that he had received one research proposal requesting NASS support. He then briefly spoke on the mimeographed report he had distributed. It was moved, seconded and so voted to accept the report and place it on file.

The Nominating Committee was asked for its report. Chairman Stutts presented the following slate of officers for 1972:

President, Charles Noyes, The University of Mississippi
President-Elect, Harriet Darrow, Indiana State University
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 Edwards briefly reviewed the activities of the year and thanked the officers and members for the cooperation he had received during his term of office and then passed the gavel to incoming President Noyes.

Incoming President Noyes spoke of the able leadership provided by Willard Edwards during the year and then presented him with a NASS plaque, a token of the Association's appreciation.

President Noyes then called for the report of the Resolutions Committee. Norman Watt, chairman, read his report. Discussion followed. It was moved, seconded and so voted to accept the report and place it on file.

Special recognition was given Bill and Miriam Jones for the services they had given the Association as treasurer and chairmen of the Local Arrangements Committee. Miriam was presented a beautiful hand-made, satin-lined velvet bonnet and short velvet cape, and Bill was presented a topper and a cane as the ballroom resounded with strains of "For They're A Jolly Good Couple—."

The meeting adjourned at 11:00 a.m.

Respectfully submitted,

STUART H. MANNING, *Secretary*

National Association of Summer Sessions

STATEMENT OF RECEIPTS AND DISBURSEMENTS

For the Period November 1, 1970 to June 30, 1971

Cash Balance, October 31, 1970				\$ 4,700.94
Receipts:				
Dues		\$ 650.00		
Annual Conference		5,017.37		
Proceeds from bank certificates:				
Face value	\$ 12,000.00			
Interest	2,213.39	14,213.39		
Proceeds from savings and loan certificates:				
Face value	\$ 8,000.00			
Interest	451.29	8,451.29	28,332.05	
				\$ 33,032.99
Disbursements				\$ 33,032.99
Balance, June 30, 1971				\$ —

WILLIAM H. JONES, *Treasurer*Atlanta, Georgia
June 30, 1971National Association of Summer Sessions
c/o Office of the Summer School
Emory University, Atlanta, Georgia 30322

Dear Sirs:

I have examined the financial records of the National Association of Summer Sessions for the period November 1, 1970 to June 30, 1971, and have prepared the attached statement of receipts and disbursements for the period. I find that the records are in good order and the attached statement reflects fairly the result of operations for that period.

This finding combines with previous examinations made by me, to show that outgoing treasurer William H. Jones has fully accounted for all NASS funds handled by him. His transfer of these funds to his successor, and his release from further responsibility therefor, may be considered complete as of this date.

Yours truly,

JAMES A. GENTRY, JR.
Certified Public Accountant

National Association of Summer Sessions

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS

For the Period January 1, 1971 to October 31, 1971

Transfer of funds to new treasurer, January 25, 1971	\$	2,000.00	
Transfer of funds to new treasurer, March 4, 1971			
Proceeds from redemption of savings certificates		14,213.39	
Transfer of funds to new treasurer, April 2, 1971			
\$8,000 savings & \$451.29 interest		8,451.29	
Transfer of funds to new treasurer, July 8, 1971			
Balance of cash		2,701.46	
Receipts:			
Dues: 287 @ \$25.00	\$7,175.00		
1 @ \$23.50	23.50		
7 @ \$10.00	70.00	\$7,268.50	
TV Clips 54 @ \$6.00		327.45	7,595.95
			<u>34,962.09</u>
Less Disbursements		11,091.71	
Net Receipts Over Disbursements		<u>23,870.38</u>	
Cash Balance, October 31, 1971		6,870.38	
Investment Time Deposit			
Crocker Citizens Bank,			
San Francisco, California		12,000.00	
Investment in Savings Account			
Crocker Citizens Bank			
San Francisco, California		5,000.00	
Total Assets, October 31, 1971		<u>\$ 23,870.38</u>	

LLOYD R. O'CONNOR, *Treasurer*

ROSS L. ARRINGTON, C.P.A.

1100 Gough Street

San Francisco, California 94109

November 4, 1971

Executive Board
National Association of Summer Sessions
c/o Office of the Summer School
San Francisco State College
San Francisco, California 94132

Gentlemen:

I have examined the STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS of the NATIONAL ASSOCIATION OF SUMMER SESSIONS for the period January 1, 1971 to October 31, 1971. My examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as I considered necessary in the circumstances.

In my opinion, the accompanying statement presents fairly the cash receipts and disbursements of the NATIONAL ASSOCIATION of SUMMER SESSIONS for the period January 1, 1971 to October 31, 1971.

ROSS L. ARRINGTON
Certified Public Accountant

AUDITING COMMITTEE REPORT

The Auditing Committee examined and accepted the statement of receipts and disbursements submitted by Lloyd O'Connor, Treasurer. This statement audited by Ross L. Arrington, C.P.A. covers the period beginning January 1, 1971 and ending October 31, 1971. It is recommended that the Treasurer's report cover a 12 month period.

Once again, the Auditing Committee questions the amount of unexpended funds in the treasury, even though a slight increase in expenditures was noted over the previous year. The former Auditing Committee strongly recommended that the Executive Committee address themselves to this problem and give a report to the membership. To date—no report.

This year the Auditing Committee is extending recommendations to the Executive Committee for their consideration to reduce the amount of unexpended funds.

1. That the organization should attempt to cover the cost of the socializing activities of the group.
2. To reduce the conference registration fees to the point where there is no probability of a surplus.
3. Establish a priority list which will define more clearly the role NASS will play in improving University activities in summer.

I wish to thank my hard working committee members for the time they devoted to making this report possible.

MARJORIE B. JOHANSEN, *Chairman*
T. T. EARLE
NORMAN SAM

REPORT OF MEMBERSHIP COMMITTEE

The Membership Committee conducted its business by mail during the 1971-72 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 enclosed a membership application.

I am pleased to report that the membership for 1971-72 (dues paid prior to annual business meeting, November 11, 1971) was:

309 institutional members
7 individual members

316 total

The membership for the previous year, 1970-71 was:

313 institutional members
5 individual members

318 total

STUART H. MANNING, *Chairman*

Regional Vice Presidents:

PAUL KAUS, Northwestern
N. LEE DUNHAM, Southwestern
RICHARD T. DANKWORTH, Western
HARRIET DARROW, East Central
GORDON TERWILLIGER, West Central
JOHN A. MAPP, Middle States
EDWARD DURNALL, New England
J. NIEL ARMSTRONG, Southeastern

CONFERENCE SITE COMMITTEE REPORT

1. Recommend to the Executive Committee that they reaffirm Boston as the site for our 1973 meeting. The inviting school, Boston College, is here represented by Rev. George Fuir.

2. Recommend that the Site Committee seek immediately invitations for the 1974-75 conventions: more time—more options.

In line with the association's efforts to meet in representative regions we would recommend:

That the 1974 convention site be considered in Minneapolis, Kansas City or Omaha;

That the 1975 convention site be considered in Las Vegas or Phoenix;

That the Executive Committee be empowered to grant a convention site in each case based on invitations and information gathered by the Site Committee.

DARREL MEINKE, *Chairman*
VIRGINIA ANDERSON
REV. GEORGE FUIR
WILLIAM BRIGHT
CLAUD GREEN

REPORT OF NEWSLETTER EDITOR

Between the 1970 and 1971 National Conventions, four *Newsletters* were published. The first was issued shortly after the 1970 Conference and it included summaries of the principle addresses and discussions of the convention. It was intended as a handy reference for those who had been able to attend the conference and a quick summary for those who had not. It was intended as a complement to the complete and official proceedings that was issued at a later date. During the spring, the issue of the *Newsletter* concentrated on innovative programs which had been successful in summer schools throughout the country, reports from regional meetings, personal notes and finally a glimpse at which might be expected at the annual meeting in the fall. The summer issue continued these main topics but gave additional attention to the upcoming national meeting in Atlanta. Finally, the fourth issue of the year came out in October and contained the detailed program for the Atlanta meeting.

During the preparation of the first three *Newsletters* of the year, your editor was ably assisted by Mrs. Elizabeth Beall, Coordinator of Continuing Education programs at Georgetown University. Due to an increase in her responsibilities and her personal course of studies, she requested that she terminate her two year association with the NASS *Newsletter*. The editor was fortunate in obtaining the assistance of Dr. Riley Hughes, Associate Professor of English, in the preparation of the final *Newsletter*. With the assistance of Professor Hughes, your editor was able to accept the invitation of the Executive Committee to continue with the publication of the *Newsletter*. With the general concurrence and approval of those members attending the annual meeting in Atlanta, the basic format of the letter will be continued. Publication is scheduled for four times in the coming year.

JOSEPH PETTIT, *Editor*

RESEARCH COMMITTEE REPORT**Analysis of 1971 Summer Sessions Questionnaires**

Although 307 questionnaires were distributed to NASS members in August, only 151 (49%) were returned by November 2. This represents the smallest response by the membership in many years.

Due to the delay in receiving many of the forms (caused, in part, by the rerouting of the data from Ohio to Missouri), your Research Committee was not able to do the kind of detailed job it had anticipated.

In the following you will find, however, the essence of this summer's data as highlighted in most segments of the questionnaire. It should be noted that, of those who responded to the enrollment question, 58% reported increased summer enrollment while 42% indicated a decline.

MICHAEL U. NELSON, *Chairman*

ALL RESPONDING INSTITUTIONS**CLASSIFICATION OF INSTITUTION: (151 responses)**

- | | |
|---|-----|
| A. This school is: | |
| a. Public (2 years) | 5 |
| b. Private (2 years) | 1 |
| c. Public (4 years) | 69 |
| d. Private (4 years) | 76 |
| B. This institution bases its summer operation on: (144 responses) | |
| 1. Semester hour | 113 |
| 2. Quarter hour | 26 |
| 3. Other | 5 |
| C. Highest degree awarded by institutions: (144 responses) | |
| 1. Associate of Arts | 6 |
| 2. Bachelors | 26 |
| 3. Masters | 44 |
| 4. Ph.D and/or Professional | 68 |
| D. Institutions are in the following settings: (144 responses) | |
| 1. Rural | 28 |
| 2. Fringe | 29 |
| 3. Urban (100,000-499,999) | 48 |
| 4. Metropolitan (500,000 and more) | 39 |
| E. Institutions are members of the following Summer Sessions organizations: (151 responses) | |
| 1. AUSS | 22 |
| 2. NASS | 151 |
| 3. WASSA | 23 |
| 4. NCCSS | 27 |
| 5. Other | 6 |

CREDIT AND CALENDAR

A. Credit limits:

1. Normal maximum credit permitted during the longest summer term: (132 responses)

<i>Hours</i>	<i>Institutions</i>
4	1
5	1
6	47
7	20
8	17
9	23
10	8
12	8
13	2
16	2
17	1
18	2

CREDIT AND CALENDAR

A. Credit limits:

2. Normal maximum credit permitted during entire summer session: (125 responses)

<i>Hours</i>	<i>Institutions</i>
6	7
7	2
8	7
9	16
10	7
12	45
13	9
14	14
16	1
17	1
18	8
20	4
21	1
24	1
25	1
Unlimited	1

B. Length of summer term:

1. Length of longest summer term: (144 responses)

<i>Weeks</i>	<i>Institutions</i>
3	2
4	2
4½	3
5	35
5½	7
6	35
7	5
7½	1
8	32
8½	1
9	6
10	7
11	2
12	3
13	2
14	1

2. Length of total summer sessions: (144 responses)

<i>Weeks</i>	<i>Institutions</i>
5½	1
6	12
7	4
8	22
8½	1
9	11
10	47
11	17
12	21
12½	1
13	3
14	3
15	1

1971 CREDIT SUMMER ENROLLMENT

<i>Public Institutions</i>		<i>Private Institutions</i>	
Total Increasing	42	Total Increasing	29
Average Increase	8.7%	Average Increase	13%
Median Increase	7.2%	Median Increase	5.8%
Total Decreasing	20	Total Decreasing	32
Average Decrease	9.8%	Average Decrease	11.8%
Median Decrease	6.0%	Median Decrease	8.2%

FEES

- A. Tuition is determined on the basis of: (142 responses)
- \$ per course 10
 - \$ per semester hour or point 93
 - \$ per quarter hour 18
 - \$ per session (semester or quarter) 7
 - More than one system used 14
- C. Compared proportionately with the term beginning September, 1970, the 1971 summer tuition and fees were:
- Public Institutions:*
- Resident: (a) Equal 34 (b) Greater 26 (c) Less 7
 - Non-resident: (a) Equal 28 (b) Greater 21 (c) Less 17
- Private Institutions:*
- (a) Equal 33 (b) Greater 14 (c) Less 18
- D. Compared proportionately with the 1970 spring term, the summer sessions fees were:
- | <i>Public Institutions</i> | | <i>Private Institutions</i> | |
|----------------------------|----|-----------------------------|----|
| 1. Equal | 31 | 1. Equal | 35 |
| 2. Greater | 25 | 2. Greater | 12 |
| 3. Less | 5 | 3. Less | 15 |
- E. Compared proportionately with the next academic year, the upcoming summer's tuition is expected to be:
- Public Institutions:*
- Resident: (a) Equal 32 (b) Greater 25 (c) Less 7
 - Non-resident: (a) Equal 31 (b) Greater 17 (c) Less 18
- Private Institutions:*
- (a) Equal 28 (b) Greater 16 (c) Less 20
- F. Compared proportionately with the next academic year, the upcoming summer's fees are expected to be:
- (a) Equal 79 (b) Greater 26 (c) Less 23

FINANCES AND ADMINISTRATION

- A. The summer school is expected to be self-supporting:
- For instructional purposes only: Yes 50 No 34
 - Completely: Yes 62 No 48

FACULTY

B. Summer session salaries are computed on a: (135 responses)

<i>Basis</i>	<i>No. of Institutions</i>
1. % of nine or ten months	46
2. % of nine or ten months per credit hour taught	23
3. \$ per credit hour taught (without respect to academic rank)	11
4. \$ per credit-hour taught (by academic rank)	38
5. Negotiated on individual basis	2
6. Other	15

C. Compared proportionately with the academic year, last summer's faculty salaries are: (125 responses)
(1)Equal 63 (2)Greater 16 (3)Less 46

E. Full-time service or load is defined for summer as: (141 responses)
(1) Credit hours taught 127
(2) Courses taught 14

F. Travel Allowance for Visiting Faculty: (125 responses)
1. No allowance made 64
2. Allowance Included in Salary 25
3. Allowance Made Separately 36

G. Fringe benefits:

1. Resident Faculty			
a. Retirement:	Yes	78	No 45
b. Hospitalization or health insurance:	Yes	80	No 40
c. Life insurance:	Yes	67	No 49
2. Visiting Faculty			
a. Retirement:	Yes	3	No 107
b. Hospitalization or health insurance:	Yes	3	No 107
c. Life insurance:	Yes	2	No 104

REPORT OF THE RESOLUTIONS COMMITTEE

The Resolutions Committee presents the following report for your consideration:

1. Be it resolved that the chairman of the resolutions committee need not call a meeting of the committee unless he has received resolutions in advance of the annual conference.
2. Be it resolved that if no meeting of the resolutions committee is called, that the chairman put forward a *single* courtesy resolution thanking the outgoing president, his executive and the committees for their efforts.
3. Be it resolved that the NASS membership commend the outgoing president, Willard Edwards, his executive and his committees for their dedication to the goals of our Association and for providing the vehicle through which members can share experiences and be challenged by new ideas.

NORMAN S. WATT, *Chairman*
JAMES J. MARKEY
WYLIE W. SWAPP

NOMINATING COMMITTEE REPORT

The Nominating Committee met on November 9, 1971 and unanimously submits as its report the nomination of the following for officers for the 1972 year:

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

PRESIDENT-ELECT: Harriet D. Darrow, Indiana State University, Terre Haute, Indiana

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

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

Respectfully submitted,

HERBERT P. STUTTS, *Chairman*
HAROLD J. ALFORD
JAMES E. CRONIN
N. LEE DUNHAM
HENRY R. MALECKI
EDWARD F. OVERTON
E. K. WILLIAMS
JAMES WOLFE

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 Administration Council, by a two-thirds vote of its membership, may authorize the Executive Committee to act in the name of the Council. Such authorization may be rescinded by a majority vote of the Council membership.

ARTICLE V—Regions

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

NORTHWESTERN

Alaska, Idaho, Montana, Oregon, Washington, Wyoming

SOUTHWESTERN

Arkansas, Oklahoma, New Mexico, Texas, Missouri

WESTERN

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

WEST CENTRAL

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

EAST CENTRAL

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

MIDDLE STATES

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

NEW ENGLAND

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

SOUTHEASTERN

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

ARTICLE VI—Elections and Appointments

Section 1. The President shall appoint a nominating committee made up of one and not more than two members from each region. This committee shall nominate candidates for President, President-elect, Secretary, and Treasurer at the annual meeting.

Section 2. Officers shall be elected by majority vote of the members at the annual business meeting.

Section 3. Regional Vice Presidents

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

Section 4. Administration 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.

**NATIONAL ASSOCIATION OF SUMMER SESSIONS
EIGHTH ANNUAL MEETING**

Participants

Nancy Abraham
University of Wisconsin - Madison
Richard F. Alberg
Bryant College
Harold J. Alford
Kansas State University
Robert M. Allen
University of Miami - Coral Gables
Virginia Anderson
University of Minnesota
Niel J. Armstrong
North Carolina A & T State University
Gordon C. Atkins
University of Redlands

Samuel Barkat
The King's College
Imon Bartley
Southwest Missouri State College
Francis B. Belshe
Illinois State University
Paul R. Betz
St. Joseph's College - Philadelphia
Robert I. Bickford
Prince George's Community College
Robert W. Bishop
University of Cincinnati
Paul Bradley
San Jose State College
William H. Bright
California State College - Los Angeles
William A. Brotherton
Memphis State University
Charles P. Bruderle
Villanova University
Thomas J. Bryde
Iona College
Frederick M. Burgess
Villanova University
Paul R. Busch
Trinity University
John R. Bushey
University of Vermont

Vincent J. Capowski
St. Anselm's College
Robert K. Carlton
Central Washington State College
Jimmy Carr
Harding College

Marvin Clark
Rensselaer Polytechnic Institute
William Clark
University of Maryland
George O. Cole
Southern Connecticut State College
James E. Cronin
Wesleyan University

Richard T. Dankworth
University of Nevada - Reno
Harriet D. Darrow
Indiana State University
John P. Daughtrey
St. Andrews Presbyterian College
N. Lee Dunham
Baylor University
Edward J. Durnall
University of New Hampshire

T. T. Earle
Tulane University
James Eastham
Queensboro Community College - CUNY
Willard Edwards
San Fernando State College
Seth H. Ellis
University of North Carolina - Charlotte
Mrs. A. C. Epps
Virginia Commonwealth University

Gilbert J. Farley
Belmont Abbey College
William P. Fleming
Ohio Northern University
George R. Fuir, S. J.
Boston College

Betty E. Garner
University of Maryland
Mary Gerkin
Mary Manse College
Clayton M. Gjerde
San Diego State College
Sister Mary Kathryn Grant
Mercy College
Claud B. Green
Clemson University

William R. Grogan
Worcester Polytechnic Institute
Jack W. Gunn
Delta State College

Milton G. Hardiman
Lincoln University
Vernon H. Head
Spring Hill College
Elvert H. Himes
Utah State University
James L. Holstein
Villanova University
David E. Hooten
Rochester Institute of Technology
Robert L. Horn
St. Norbert College
John M. Hough
Mars Hill College
William C. Huffman
University of Louisville
John Huntoon
Bloomfield College

James W. Jackson
Appalachian State University
Ronald G. Jaekel
University of Nebraska
Sister Mary James
Gwynedd-Mercy College
Marjorie B. Johansen
University of California - Los Angeles
Gilbert R. Johns
Colorado College
Graham Johnson
Howard University
Gordon E. Jones
Mississippi State University
William H. Jones
Emory University

Paul Kaus
University of Idaho
Edward C. Kollmann
Hampton Institute
Sister Anna Mary Kelly
Regis College
Sister Barbara Kennedy
College of Mount St. Vincent
James J. Kenny
Quinnipiac College
Howard A. Knag
Queen's College - CUNY
A. C. Koester
Valparaiso University

A. H. Krebs
Virginia Polytechnic Institute
Thomas A. Kujawski
Rutgers University

Russell T. Lauper
Long Island University
Kenneth L. Laws
Dickinson College
William H. Leftwich
University of Richmond
Paul A. Levack
Fordham University
William A. Lindsay
Bentley College
Myrle Low
University of Utah
Mary K. Ludwig
University of Southern California

Hubert J. McCormick
Sacramento State College
John J. McLaughry
Brown University
Thomas S. McLeRoy
Wisconsin State University - Whitewater
Zaven M. Mahdesian
St. John's University
Henry R. Malecki
Loyola University - Chicago
Stuart H. Manning
University of Connecticut
John A. Mapp
Virginia Commonwealth University
James J. Markey
Loyola University - Los Angeles
Richard Mead
University of Maryland
Darrel M. Meinke
Concordia Teacher's College
Reverend Robert Paul Mohan
Catholic University of America
Takeshi Moriwaki
University of Hawaii
Virgil F. Myers
University of Dayton

William R. Neil
Trenton State College
Donald L. Neiser
Elizabethtown College
Michael U. Nelson
Washington University
Murray Nelson
University of Maryland

John M. Newby
Spring Arbor College
Charles E. Noyes
University of Mississippi

Lloyd O'Connor
San Francisco State College
Ronald O'Leary
University of Maryland
Hoyt P. Oliver
Oxford College of Emory University
Charles W. Orr
North Carolina Central University
Edward F. Overton
University of Richmond

David Parry
American University
Milton A. Partridge
Xavier University
Percival Perry
Wake Forest University
Dean A. Peterson
Brigham Young University
Joseph Pettit
Georgetown University
Gregory S. Prince
Dartmouth College
Daniel J. Pukstas
St. Peter's College

Sister Regina
Caldwell College
Jerry A. Rice
Western Carolina University
Orvin T. Richardson
Ball State University
Julius M. Robinson
Eastern Michigan University
James F. Rodney
Marquette University

Norman H. Sam
Lehigh University
Victor P. Satinsky
Hahnemann Medical College & Hospital
Gerard H. Saunders
Massachusetts Bay Community College
Sister Jean Dolores Schmidt
Mundelein College
Arnold H. Scolnick
Manhattan Community College
John L. Shisler
Ithaca College
John E. Sites
Brenau College
Clodus R. Smith
University of Maryland

Kenneth Streibig
Monmouth College
Herbert P. Stutts
American University
Wylie W. Swapp
Church College of Hawaii

Gordon B. Terwilliger
Wichita State University
J. D. Thomas
Greed-Hardemann College

James Unglaube
Lenoir-Rhyne College
Raymond A. Urbanck
University of South Florida

J. David Valaik
Canisius College
John Valaske
University of Wisconsin - Parkside
C. G. Vlassis
Keystone Junior College

William P. Walker
Mars Hill College
Donald G. Wallace
Drake University
Robert N. Walters
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Norman S. Watt
University of British Columbia
Richard J. Weiland
College of St. Teresa
Jackson H. Wells
University of Denver
Mrs. Beryl W. Williams
Morgan State College
E. K. Williams
Savannah State College
George Williams
Regis College
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