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
Proceedings

of the

Eighth Annual Conference

of the

NATIONAL ASSOCIATION OF SUMMER SESSIONS

at

The Sheraton-Biltmore Hotel
Atlanta, Georgia

November 9-11, 1971

Host Institution
EMORY UNIVERSITY

Volume 8

Price $2.00
# TABLE OF CONTENTS

**National Association of Summer Sessions**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Membership</td>
<td>5</td>
</tr>
<tr>
<td>Individual Membership</td>
<td>12</td>
</tr>
<tr>
<td>Officers and Committees</td>
<td>13</td>
</tr>
<tr>
<td>Program, Eighth Annual Conference</td>
<td>15</td>
</tr>
<tr>
<td>First General Session</td>
<td>19</td>
</tr>
<tr>
<td>Second General Session</td>
<td>25</td>
</tr>
<tr>
<td>Third General Session</td>
<td>33</td>
</tr>
<tr>
<td>Annual Business Meeting</td>
<td>40</td>
</tr>
<tr>
<td>Reports</td>
<td></td>
</tr>
<tr>
<td>Statement of Receipts and Disbursements</td>
<td>42</td>
</tr>
<tr>
<td>Auditing Committee</td>
<td>48</td>
</tr>
<tr>
<td>Membership Committee</td>
<td>46</td>
</tr>
<tr>
<td>Conference Site Committee</td>
<td>47</td>
</tr>
<tr>
<td>Newsletter Editor</td>
<td>48</td>
</tr>
<tr>
<td>Research Committee</td>
<td>49</td>
</tr>
<tr>
<td>Resolutions Committee</td>
<td>54</td>
</tr>
<tr>
<td>Nominating Committee</td>
<td>54</td>
</tr>
<tr>
<td>Constitution and Bylaws</td>
<td>55</td>
</tr>
<tr>
<td>Eighth Annual Meeting Participants</td>
<td>59</td>
</tr>
</tbody>
</table>
**INSTITUTIONAL MEMBERSHIP LIST**

**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 44604

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 85281

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 76706

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 45750

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 90082

36. California State College at
    San Bernardino
    5500 State College Parkway
    San Bernardino, California 92407
<table>
<thead>
<tr>
<th>No.</th>
<th>Institution</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>85</td>
<td>Fairfield University</td>
<td>Fairfield, Connecticut 06430</td>
</tr>
<tr>
<td>86</td>
<td>University of South Florida</td>
<td>Tampa, Florida 33620</td>
</tr>
<tr>
<td>87</td>
<td>Fonthbonne College</td>
<td>Wydown and Big Bend Boulevard</td>
</tr>
<tr>
<td>88</td>
<td>Fordham University*</td>
<td>Room 117, Keating Hall</td>
</tr>
<tr>
<td>89</td>
<td>Freed-Hardeman College</td>
<td>Henderson, Tennessee 38340</td>
</tr>
<tr>
<td>90</td>
<td>Fresno State College*</td>
<td>Fresno, California 93726</td>
</tr>
<tr>
<td>91</td>
<td>Frostburg State College</td>
<td>Frostburg, Maryland 21532</td>
</tr>
<tr>
<td>92</td>
<td>Furman University*</td>
<td>Greenville, South Carolina 29613</td>
</tr>
<tr>
<td>93</td>
<td>Geneva College</td>
<td>52nd St. and College Avenue</td>
</tr>
<tr>
<td>94</td>
<td>Georgetown College</td>
<td>Georgetown, Kentucky 40324</td>
</tr>
<tr>
<td>95</td>
<td>Georgetown University*</td>
<td>Washington, D. C. 20007</td>
</tr>
<tr>
<td>96</td>
<td>The George Washington University*</td>
<td>Washington, D. C. 20006</td>
</tr>
<tr>
<td>97</td>
<td>George Williams College</td>
<td>555 - 31st Street</td>
</tr>
<tr>
<td>98</td>
<td>Glassboro State College</td>
<td>Glassboro, New Jersey 08028</td>
</tr>
<tr>
<td>99</td>
<td>Gonzaga University*</td>
<td>Spokane, Washington 99202</td>
</tr>
<tr>
<td>100</td>
<td>Graceland College</td>
<td>Lamoni, Iowa 50140</td>
</tr>
<tr>
<td>101</td>
<td>Gwynedd-Mercy College</td>
<td>Gwynedd Valley, Pennsylvania 19457</td>
</tr>
<tr>
<td>102</td>
<td>Hahnemann Medical College and</td>
<td>290 North Broad Street</td>
</tr>
<tr>
<td></td>
<td>Hospital</td>
<td>Philadelphia, Pennsylvania 19102</td>
</tr>
<tr>
<td>103</td>
<td>Hampton Institute</td>
<td>Hampton, Virginia 23368</td>
</tr>
<tr>
<td>104</td>
<td>Harvard Summer School</td>
<td>735 Holyoke Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1350 Massachusetts Avenue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cambridge, Massachusetts 02138</td>
</tr>
<tr>
<td>105</td>
<td>University of Hawaii*</td>
<td>Honolulu, Hawaii 96822</td>
</tr>
<tr>
<td>106</td>
<td>Howard University*</td>
<td>Washington, D. C. 20001</td>
</tr>
<tr>
<td>107</td>
<td>The College of Idaho*</td>
<td>Caldwell, Idaho 83605</td>
</tr>
<tr>
<td>108</td>
<td>Idaho State University*</td>
<td>Pocatello, Idaho 83201</td>
</tr>
<tr>
<td>109</td>
<td>University of Idaho*</td>
<td>Moscow, Idaho 83843</td>
</tr>
<tr>
<td>110</td>
<td>Indiana State University</td>
<td>Terre Haute, Indiana 47809</td>
</tr>
<tr>
<td>111</td>
<td>Indiana University*</td>
<td>Bloomington, Indiana 47401</td>
</tr>
<tr>
<td>112</td>
<td>Instituto de Estudios Ibero-</td>
<td>Apartado 358, Saltillo, Coahuila, Mexico</td>
</tr>
<tr>
<td></td>
<td>americanos, A. C.</td>
<td></td>
</tr>
<tr>
<td>113</td>
<td>Iona College</td>
<td>New Rochelle, New York 10801</td>
</tr>
<tr>
<td>114</td>
<td>Ithaca College</td>
<td>Ithaca, New York 14850</td>
</tr>
<tr>
<td>115</td>
<td>John Carroll University</td>
<td>Cleveland, Ohio 44118</td>
</tr>
<tr>
<td>116</td>
<td>Joliet Junior College</td>
<td>201 E. Jefferson Street</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Joliet, Illinois 60432</td>
</tr>
<tr>
<td>117</td>
<td>Kansas State Teachers College</td>
<td>Emporia, Kansas 66801</td>
</tr>
<tr>
<td>118</td>
<td>Kansas State University*</td>
<td>Manhattan, Kansas 65502</td>
</tr>
<tr>
<td>119</td>
<td>Kearney State College</td>
<td>Kearney, Nebraska 68847</td>
</tr>
<tr>
<td>120</td>
<td>University of Kentucky</td>
<td>Lexington, Kentucky 40506</td>
</tr>
<tr>
<td>121</td>
<td>Keystone Junior College</td>
<td>La Plume, Pennsylvania 18440</td>
</tr>
<tr>
<td>122</td>
<td>The King's College</td>
<td>Briarcliff Manor, New York 10510</td>
</tr>
<tr>
<td>123</td>
<td>King's College</td>
<td>133 North River Street</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wilkes-Barre, Pennsylvania 18702</td>
</tr>
<tr>
<td>124</td>
<td>La Salle College*</td>
<td>Philadelphia, Pennsylvania 19141</td>
</tr>
<tr>
<td>125</td>
<td>LaVerne College*</td>
<td>La Verne, California 91750</td>
</tr>
<tr>
<td>126</td>
<td>Lehigh University</td>
<td>525 Broadhead Avenue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bethlehem, Pennsylvania 18015</td>
</tr>
<tr>
<td>127</td>
<td>Lemoynne College*</td>
<td>Syracuse, New York 13214</td>
</tr>
<tr>
<td>128</td>
<td>Lenoir-Rhyne College</td>
<td>Lenoir Rhyne Station, Box 420</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hickory, North Carolina 28601</td>
</tr>
<tr>
<td>129</td>
<td>Lesley College</td>
<td>Cambridge, Massachusetts 02138</td>
</tr>
<tr>
<td>130</td>
<td>Lincoln University</td>
<td>Jefferson City, Missouri 65102</td>
</tr>
<tr>
<td>131</td>
<td>University of Louisville*</td>
<td>Louisville, Kentucky 40208</td>
</tr>
<tr>
<td>132</td>
<td>Lowell Technological Institute</td>
<td>Lowell, Massachusetts 01854</td>
</tr>
<tr>
<td>133</td>
<td>Loyola University*</td>
<td>820 North Michigan Avenue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chicago, Illinois 60611</td>
</tr>
<tr>
<td>134</td>
<td>Loyola University of Los Angeles</td>
<td>7101 West 80th Street</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Los Angeles, California 90045</td>
</tr>
</tbody>
</table>
183. State University of New York at Potsdam
184. North Carolina Agricultural and Technical State University
185. North Carolina Central University
186. North Carolina State University*
187. University of North Carolina at Asheville
188. The University of North Carolina*
189. University of North Carolina at Charlotte
190. University of North Carolina at Greensboro*
191. University of North Dakota
192. University of Northern Colorado
193. Northern Illinois University
194. University of Northern Iowa*
195. North Park College
196. Norwich University
197. University of Notre Dame*
198. Ohio Northern University
199. The University of Oklahoma
200. Old Dominion College
201. Oral Roberts University
202. University of Oregon*
203. University of the Pacific*
204. Pacific Lutheran University
205. Pembroke State College
206. Philadelphia College of Bible
207. PMC Colleges
208. Prince George's Community College
209. Princeton Theological Seminary
210. Providence College*
211. University of Puget Sound
212. University of Puerto Rico
213. C. W. Post Center of Long Island University
214. Queensborough Community College
215. Queens College of the City University of New York
216. Quincy College
217. Quinipiac College
218. Quinsigamond Community College
219. University of Redlands
220. Regis College*
221. Regis College
222. Rensselaer Polytechnic Institute
223. Rhode Island College*
224. University of Rhode Island*
225. University of Richmond*
226. Ricks College
227. Rider College
228. Roanoke College
229. Roberts Wesleyan College
230. Rochester Institute of Technology
<table>
<thead>
<tr>
<th>231.</th>
<th>The University of Rochester*</th>
<th>Rochester, New York 14627</th>
</tr>
</thead>
<tbody>
<tr>
<td>232.</td>
<td>Rockhurst College*</td>
<td>53rd and Troost Avenue Kansas City, Missouri 64110</td>
</tr>
<tr>
<td>233.</td>
<td>Roosevelt University</td>
<td>430 S. Michigan Chicago, Illinois 60605</td>
</tr>
<tr>
<td>234.</td>
<td>Rutgers - the State University</td>
<td>New Brunswick, New Jersey 08903</td>
</tr>
<tr>
<td>235.</td>
<td>St. Andrews Presbyterian College</td>
<td>Laurinburg, North Carolina 28352</td>
</tr>
<tr>
<td>236.</td>
<td>St. Anselm's College</td>
<td>Manchester, New Hampshire 03102</td>
</tr>
<tr>
<td>237.</td>
<td>St. Bonaventure University*</td>
<td>St. Bonaventure, New York 14778</td>
</tr>
<tr>
<td>238.</td>
<td>St. Francis College</td>
<td>605 Pool Road Biddeford, Maine 04005</td>
</tr>
<tr>
<td>239.</td>
<td>St. Francis College</td>
<td>Remeen Street Brooklyn, New York 11201</td>
</tr>
<tr>
<td>240.</td>
<td>St. John's University</td>
<td>Grand Central and Utopia Parkways Jamaica, New York 11432</td>
</tr>
<tr>
<td>242.</td>
<td>St. Lawrence University</td>
<td>Canton, New York 18517</td>
</tr>
<tr>
<td>243.</td>
<td>St. Mary's College</td>
<td>Notre Dame, Indiana 46556</td>
</tr>
<tr>
<td>244.</td>
<td>St. Michael's College*</td>
<td>Winooksi, Vermont 05404</td>
</tr>
<tr>
<td>245.</td>
<td>St. Norbert College*</td>
<td>West De Pere, Wisconsin 54178</td>
</tr>
<tr>
<td>246.</td>
<td>St. Peter's College*</td>
<td>2641 Kennedy Boulevard Jersey City, New Jersey 07306</td>
</tr>
<tr>
<td>247.</td>
<td>College of St. Teresa</td>
<td>Winona, Minnesota 55987</td>
</tr>
<tr>
<td>248.</td>
<td>Sacramento State College</td>
<td>6000 J Street Sacramento, California 95819</td>
</tr>
<tr>
<td>249.</td>
<td>San Diego State College</td>
<td>5402 College Avenue San Diego, California 92115</td>
</tr>
<tr>
<td>250.</td>
<td>University of San Diego</td>
<td>College for Women Alcala Park San Diego, California 92110</td>
</tr>
<tr>
<td>251.</td>
<td>San Fernando Valley State College</td>
<td>18111 Nordhoff Street Northridge, California 91324</td>
</tr>
<tr>
<td>252.</td>
<td>San Francisco State College*</td>
<td>San Francisco, California 94132</td>
</tr>
<tr>
<td>253.</td>
<td>University of San Francisco</td>
<td>San Francisco, California 94117</td>
</tr>
<tr>
<td>254.</td>
<td>San Jose State College*</td>
<td>145 South Seventh Street San Jose, California 95114</td>
</tr>
<tr>
<td>255.</td>
<td>College of Santa Fe</td>
<td>Santa Fe, New Mexico 87501</td>
</tr>
<tr>
<td>256.</td>
<td>Savannah State College</td>
<td>Savannah, Georgia 31404</td>
</tr>
<tr>
<td>257.</td>
<td>University of Scranton*</td>
<td>Scranton, Pennsylvania 18510</td>
</tr>
<tr>
<td>258.</td>
<td>Seton Hall University*</td>
<td>South Orange, New Jersey 07079</td>
</tr>
<tr>
<td>259.</td>
<td>Sonoma State College</td>
<td>1801 East Cotati Avenue Rohnert Park, California 94928</td>
</tr>
<tr>
<td>260.</td>
<td>Southeastern Mass. Technological Institute</td>
<td>North Dartmouth, Massachusetts 02747</td>
</tr>
<tr>
<td>261.</td>
<td>University of Southern California*</td>
<td>University Park Los Angeles, California 90007</td>
</tr>
<tr>
<td>262.</td>
<td>Southern Colorado State College</td>
<td>900 West Orman Avenue Pueblo, Colorado 81005</td>
</tr>
<tr>
<td>263.</td>
<td>Southern Connecticut State College</td>
<td>501 Crescent Street New Haven, Connecticut 06515</td>
</tr>
<tr>
<td>264.</td>
<td>Southern Illinois University at Edwardsville</td>
<td>Edwardsville, Illinois 62025</td>
</tr>
<tr>
<td>265.</td>
<td>Southwestern Michigan College</td>
<td>Cherry Grove Road Dowagiac, Michigan 49047</td>
</tr>
<tr>
<td>266.</td>
<td>Southwest Missouri State College</td>
<td>Springfield, Missouri 65802</td>
</tr>
<tr>
<td>267.</td>
<td>Spring Arbor College</td>
<td>Spring Arbor, Michigan 49283</td>
</tr>
<tr>
<td>268.</td>
<td>Spring Hill College</td>
<td>Mobile, Alabama 36608</td>
</tr>
<tr>
<td>269.</td>
<td>Suffolk University*</td>
<td>Beacon Hill Boston, Massachusetts 02114</td>
</tr>
<tr>
<td>270.</td>
<td>Temple University*</td>
<td>Philadelphia, Pennsylvania 19122</td>
</tr>
<tr>
<td>271.</td>
<td>Thornton Community College</td>
<td>150th and Broadway Harvey, Illinois 60426</td>
</tr>
<tr>
<td>272.</td>
<td>University of Toledo</td>
<td>2501 West Bancroft Street Toledo, Ohio 43606</td>
</tr>
<tr>
<td>273.</td>
<td>Towson State College*</td>
<td>Baltimore, Maryland 21204</td>
</tr>
<tr>
<td>274.</td>
<td>Trenton State College*</td>
<td>Trenton, New Jersey 08625</td>
</tr>
<tr>
<td>275.</td>
<td>Trinity University</td>
<td>715 Stadium Drive San Antonio, Texas 78212</td>
</tr>
<tr>
<td>276.</td>
<td>Tufts University*</td>
<td>Medford, Massachusetts 02155</td>
</tr>
<tr>
<td>277.</td>
<td>Tulane University*</td>
<td>New Orleans, Louisiana 70118</td>
</tr>
<tr>
<td>Institution</td>
<td>Location</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Upper Iowa College</td>
<td>Fayette, Iowa 52142</td>
<td></td>
</tr>
<tr>
<td>Ursinus College</td>
<td>Collegeville, Pennsylvania 19426</td>
<td></td>
</tr>
<tr>
<td>Utah State University*</td>
<td>Logan, Utah 84321</td>
<td></td>
</tr>
<tr>
<td>University of Utah</td>
<td>Salt Lake City, Utah 84112</td>
<td></td>
</tr>
<tr>
<td>Valparaiso University</td>
<td>Valparaiso, Indiana 46988</td>
<td></td>
</tr>
<tr>
<td>Vanderbilt University*</td>
<td>Nashville, Tennessee 37203</td>
<td></td>
</tr>
<tr>
<td>University of Vermont*</td>
<td>Burlington, Vermont 05401</td>
<td></td>
</tr>
<tr>
<td>Villanova University*</td>
<td>Villanova, Pennsylvania 19085</td>
<td></td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>901 West Franklin Street, Richmond, Virginia 23220</td>
<td></td>
</tr>
<tr>
<td>Virginia Military Institute</td>
<td>Lexington, Virginia 24450</td>
<td></td>
</tr>
<tr>
<td>Virginia Polytechnic Institute</td>
<td>Blacksburg, Virginia 24061</td>
<td></td>
</tr>
<tr>
<td>Wake Forest University</td>
<td>Winston-Salem, North Carolina 27106</td>
<td></td>
</tr>
<tr>
<td>Walla Walla College*</td>
<td>College Place, Washington 99324</td>
<td></td>
</tr>
<tr>
<td>Washington University</td>
<td>Skinker and Lindell, St. Louis, Missouri 63130</td>
<td></td>
</tr>
<tr>
<td>Wayneburg College</td>
<td>Waynesburg, Pennsylvania 15870</td>
<td></td>
</tr>
<tr>
<td>Weber State College</td>
<td>3740 Harrison Boulevard, Ogden, Utah 84403</td>
<td></td>
</tr>
<tr>
<td>Webster College</td>
<td>St. Louis, Missouri 63119</td>
<td></td>
</tr>
<tr>
<td>Wesleyan University*</td>
<td>Middletown, Connecticut 06457</td>
<td></td>
</tr>
<tr>
<td>West Chester State College</td>
<td>West Chester, Pennsylvania 19480</td>
<td></td>
</tr>
<tr>
<td>Western Carolina University</td>
<td>Cullowhee, North Carolina 28723</td>
<td></td>
</tr>
<tr>
<td>Western Maryland College*</td>
<td>Westminster, Maryland 21157</td>
<td></td>
</tr>
<tr>
<td>Wichita State University</td>
<td>1845 Fairmount Street, Wichita, Kansas 67208</td>
<td></td>
</tr>
<tr>
<td>Wilkes College</td>
<td>South River Street, Wilkes-Barre, Pennsylvania 18703</td>
<td></td>
</tr>
<tr>
<td>College of William and Mary</td>
<td>Williamsburg, Virginia 23185</td>
<td></td>
</tr>
<tr>
<td>William Penn College*</td>
<td>Oskaloosa, Iowa 52277</td>
<td></td>
</tr>
<tr>
<td>Wisconsin State University*</td>
<td>River Falls, Wisconsin 54022</td>
<td></td>
</tr>
<tr>
<td>Wisconsin State University*</td>
<td>Whitewater, Wisconsin 53190</td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin - Green Bay</td>
<td>120 South University Circle Drive, Green Bay, Wisconsin 54302</td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin - Parkside</td>
<td>Kenosha, Wisconsin 53140</td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin*</td>
<td>Madison, Wisconsin 53706</td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin - Milwaukee</td>
<td>Milwaukee, Wisconsin 53201</td>
<td></td>
</tr>
<tr>
<td>Wofford College</td>
<td>Spartanburg, South Carolina 29301</td>
<td></td>
</tr>
<tr>
<td>Worcester Junior College*</td>
<td>766 Main Street, Worcester, Massachusetts 01608</td>
<td></td>
</tr>
<tr>
<td>Worcester Polytechnic Institute*</td>
<td>Worcester, Massachusetts 01609</td>
<td></td>
</tr>
<tr>
<td>Xavier University*</td>
<td>Cincinnati, Ohio 45207</td>
<td></td>
</tr>
</tbody>
</table>

*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. Brissette  
   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

OFFICERS AND COMMITTEES

1971

NATIONAL OFFICERS

WILLARD EDWARDS
HERBERT P. STUTTS
CHARLES NOYES
STUART H. MANNING
LLOYD R. O'CONNOR
San Fernando Valley State College, President
The American University, President-Past
The University of Mississippi, President-Elect
The University of Connecticut, Secretary
San Francisco State College, Treasurer

Regional Vice Presidents

Northwestern, PAUL KAUS
Southwestern, N. LEE DUNHAM
Western, RICHARD T. DANKWORTH
East Central, HARRIET DARROW
West Central, GORDON TERWILLIGER
Middle States, JOHN A. MAPP
New England, EDWARD DURNALL
Southeastern, J. NIEL ARMSTRONG
University of Idaho
University of Nevada
Indiana State University
Wichita State University
Virginia Commonwealth University
University of New Hampshire
North Carolina A & T State University

COMMITTEES

Auditing Committee

MARJORIE JOHANSEN, Chairman
T. T. EARLE
NORMAN SAM
University of California at Los Angeles
Tulane University
Lehigh University

Conference Site Committee

DARREL MEINKE, Chairman
VIRGINIA ANDERSON
GEORGE FUHR
WILLIAM BRIGHT
CLAUD GREEN
Concordia Teacher's College
University of Minnesota
Boston College
California State College at Los Angeles
Clemson University

Governmental Relations Committee

CHARLES P. BRUDERLE, Chairman
Villanova University

Newsletter

JOSEPH PETTIT, Editor
Georgetown University
Local Arrangements Committee

William H. Jones, Chairman

Local Arrangements Committee

Emory University

Nominating Committee

Herbert P. Stutts, Chairman
Harold J. Alford
James E. Cronin
N. Lee Dunham
Henry R. Malecki
Edward F. Overton
E. K. Williams
James Wolfe

American University
Kansas State University
Wesleyan University
Baylor University
Loyola University - Chicago
University of Richmond
Savannah State College
Boise State College

Program Committee

Charles E. Noves, Chairman

The University of Mississippi

Research Committee

Michael U. Nelson, Chairman

Washington University

Resolutions Committee

Norman S. Watt, Chairman
James J. Markey
Wylie W. Swapp

University of British Columbia
Loyola University - Los Angeles
Church College of Hawaii

Membership Committee

Stuart H. Manning, Chairman

The University of Connecticut

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. Neil Armstrong, Southeastern

University of Idaho
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
    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
OF SUMMER SESSIONS

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
"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
OF SUMMER SESSIONS

today a sophistication and awareness that are far ahead of previous genera-
tions. 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...
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 grimmickry 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.
"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 faultering 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 35 1/2 hours. Leading national magazines have recently given a lot of coverage to the 4-10 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 goest 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 first-hand 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 résumé 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 rundown 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 estimable 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
OF SUMMER SESSIONS

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 postsecondary 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

Disbursements .................. $ 33,032.99

Balance, June 30, 1971 ............ $ —

WILLIAM H. JONES, Treasurer

Atlanta, Georgia
June 30, 1971

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 @ $25.50 .................. 25.50
7 @ $10.00 .................. 70.00 $7,268.50
TV Clips 54 @ $6.00 .................. 327.45 $34,962.09

Less Disbursements .......................................................... 11,091.71
Net Receipts Over Disbursements ........ 23,870.38

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 ............. $ 23,870.38

LLOYD R. O'CONNOR, Treasurer
November 4, 1971

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 PETITT, 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)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>47</td>
</tr>
<tr>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

CREDIT AND CALENDAR

A. Credit limits:

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

<table>
<thead>
<tr>
<th>Hours</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>12</td>
<td>45</td>
</tr>
<tr>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>1</td>
</tr>
<tr>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>Unlimited</td>
<td>1</td>
</tr>
</tbody>
</table>
B. Length of summer term:

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

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>4½</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>5½</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>7½</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>8½</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>5½</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>8½</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>10</td>
<td>47</td>
</tr>
<tr>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>12½</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
</tr>
</tbody>
</table>
1971 CREDIT SUMMER ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th>Public Institutions</th>
<th>Private Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Increasing</td>
<td>42</td>
<td>29</td>
</tr>
<tr>
<td>Average Increase</td>
<td>8.7%</td>
<td>13%</td>
</tr>
<tr>
<td>Median Increase</td>
<td>7.2%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Total Decreasing</td>
<td>20</td>
<td>32</td>
</tr>
<tr>
<td>Average Decrease</td>
<td>9.8%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Median Decrease</td>
<td>6.0%</td>
<td>8.2%</td>
</tr>
</tbody>
</table>

FEES

A. Tuition is determined on the basis of: (142 responses)
1. $ per course ........................................... 10
2. $ per semester hour or point .......................... 98
3. $ per quarter hour ..................................... 18
4. $ per session (semester or quarter) ............... 7
5. More than one system used ............................ 14

C. Compared proportionately with the term beginning September, 1970, the 1971 summer tuition and fees were:

Public Institutions:
1. Resident: (a) Equal 34 (b) Greater 26 (c) Less 7
2. 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:

<table>
<thead>
<tr>
<th></th>
<th>Public Institutions</th>
<th>Private Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal</td>
<td>31</td>
<td>35</td>
</tr>
<tr>
<td>Greater</td>
<td>25</td>
<td>12</td>
</tr>
<tr>
<td>Less</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>

E. Compared proportionately with the next academic year, the upcoming summer’s tuition is expected to be:

Public Institutions:
1. Resident: (a) Equal 32 (b) Greater 25 (c) Less 7
2. 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:
1. For instructional purposes only: Yes 50 No 34
2. Completely: Yes 62 No 48
OF SUMMER SESSIONS

FACULTY

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

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

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 1

CONSTITUTION AND BYLAWS

of the

NATIONAL ASSOCIATION OF SUMMER SESSIONS


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 outlined 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 at a pro temp 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. Brotheron
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
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. H. Krebs</td>
<td>Virginia Polytechnic Institute</td>
</tr>
<tr>
<td>Thomas A. Kuwaski</td>
<td>Rutgers University</td>
</tr>
<tr>
<td>Russell T. Lauper</td>
<td>Long Island University</td>
</tr>
<tr>
<td>Kenneth L. Laws</td>
<td>Dickinson College</td>
</tr>
<tr>
<td>William H. Leftwich</td>
<td>University of Richmond</td>
</tr>
<tr>
<td>Paul A. Levack</td>
<td>Fordham University</td>
</tr>
<tr>
<td>William A. Lindsay</td>
<td>Bentley College</td>
</tr>
<tr>
<td>Myrle Low</td>
<td>University of Utah</td>
</tr>
<tr>
<td>Mary K. Ludvig</td>
<td>University of Southern California</td>
</tr>
<tr>
<td>Hubert J. McCormick</td>
<td>Sacramento State College</td>
</tr>
<tr>
<td>John J. McLaughry</td>
<td>Brown University</td>
</tr>
<tr>
<td>Thomas S. McLeRoy</td>
<td>Wisconsin State University - Whitewater</td>
</tr>
<tr>
<td>Zaven M. Mahdesian</td>
<td>St. John's University</td>
</tr>
<tr>
<td>Henry R. Malecki</td>
<td>Loyola University - Chicago</td>
</tr>
<tr>
<td>Stuart H. Manning</td>
<td>University of Connecticut</td>
</tr>
<tr>
<td>John A. Mapp</td>
<td>Loyola University - Los Angeles</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td></td>
</tr>
<tr>
<td>James J. Markey</td>
<td>Richard Mead</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>University of Maryland</td>
</tr>
<tr>
<td>Darrel M. Meiheke</td>
<td>Concordia Teacher's College</td>
</tr>
<tr>
<td>Reverend Robert Paul Mohan</td>
<td></td>
</tr>
<tr>
<td>Catholic University of America</td>
<td></td>
</tr>
<tr>
<td>Takeshi Moriwaki</td>
<td>University of Hawaii</td>
</tr>
<tr>
<td>Virgil F. Myers</td>
<td>University of Dayton</td>
</tr>
<tr>
<td>William R. Neil</td>
<td>Trenton State College</td>
</tr>
<tr>
<td>Donald L. Neiser</td>
<td>Elizabethtown College</td>
</tr>
<tr>
<td>Michael U. Nelson</td>
<td>Washington University</td>
</tr>
<tr>
<td>Murray Nelson</td>
<td>University of Maryland</td>
</tr>
<tr>
<td>Paul Kaus</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Edward C. Kollmann</td>
<td>Hampton Institute</td>
</tr>
<tr>
<td>Sister Anna Mary Kelly</td>
<td>Regis College</td>
</tr>
<tr>
<td>Sister Barbara Kennedy</td>
<td>College of Mount St. Vincent</td>
</tr>
<tr>
<td>James J. Kenny</td>
<td>Quinnipiac College</td>
</tr>
<tr>
<td>Howard A. Knag</td>
<td>Queen's College - CUNY</td>
</tr>
<tr>
<td>A. C. Koester</td>
<td>Valparaiso University</td>
</tr>
<tr>
<td>Sister Anna Mary Kelly</td>
<td>Regis College</td>
</tr>
<tr>
<td>Sister Barbara Kennedy</td>
<td>College of Mount St. Vincent</td>
</tr>
<tr>
<td>James J. Kenny</td>
<td>Quinnipiac College</td>
</tr>
<tr>
<td>Howard A. Knag</td>
<td>Queen's College - CUNY</td>
</tr>
<tr>
<td>A. C. Koester</td>
<td>Valparaiso University</td>
</tr>
<tr>
<td>William R. Neil</td>
<td>Trenton State College</td>
</tr>
<tr>
<td>Donald L. Neiser</td>
<td>Elizabethtown College</td>
</tr>
<tr>
<td>Michael U. Nelson</td>
<td>Washington University</td>
</tr>
<tr>
<td>Murray Nelson</td>
<td>University of Maryland</td>
</tr>
</tbody>
</table>
OF SUMMER SESSIONS

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. Scodnick
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. Urbanek
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
Delta State College
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
Catherine Willis
Marymount Manhattan College
Lawrence A. Wisher
Mary Washington College
Anthony S. Witkowski
Towson State College
Frank L. Woods
University of Rhode Island
David W. Wuerthele
Springfield College

Douglas S. Yamamura
University of Hawaii

Oliver C. Zinsmeister
University of Maryland