



Proceedings

of the

NATIONAL ASSOCIATION OF SUMMER SESSIONS

at the

Statler Hilton

Boston, Massachusetts

November 7-9, 1973

- O -

Host Institution

BOSTON UNIVERSITY

- O -

Volume 10

Price \$2.00

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NATIONAL ASSOCIATION OF SUMMER SESSIONS

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July 1, 1973 — June 30, 1974

As of November 9, 1973

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Boone, North Carolina 28607
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13. Arizona, University of*
Tucson, Arizona 85721
14. Arkansas State University
State University, Arkansas 72467
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33rd and University Avenue
Little Rock, Arkansas 72204
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32. Brenau College
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Provo, Utah 84601
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Fall River, Massachusetts 02720
36. British Columbia, University of
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37. Bronx Community College*
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Bronx, New York 10468
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Waterman Street
Providence, Rhode Island 02912
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Smithfield, Rhode Island 02917
40. Caldwell College
Caldwell, New Jersey 07006

41. Calgary, The University of
Calgary, Alberta, Canada
42. California State College -
San Bernardino
5500 State College Parkway
San Bernardino, California 92407
43. California State College - Sonoma
1801 East Cotati Avenue
Rohnert Park, California 94928
44. California State Polytechnic
College
San Luis Obispo,
California 93401
45. California State University -
Chico
Chico, California 95926
46. California State University -
Fresno*
Fresno, California 93726
47. California State University -
Hayward
25800 Hillary Street
Hayward, California 94542
48. California State University -
Los Angeles*
5151 State University Drive
Los Angeles, California 90032
49. California State University -
Northridge
18111 Nordhoff Street
Northridge, California 91324
50. California State University -
Sacramento
6000 J Street
Sacramento, California 95819
51. California State University -
San Diego
5402 College Avenue
San Diego, California 92115
52. California State University -
San Francisco*
1600 Holloway Avenue
San Francisco, California 94132
53. California State University*
145 South Seventh Street
San Jose, California 95114
54. California, University of
Irvine, California 92664
55. California, University of*
Los Angeles, California 90024
56. California, University of*
Riverside, California 92502
57. California - San Diego,
University of
La Jolla, California 92037
58. Canisius College
2001 Main Street
Buffalo, New York 14208
59. Carthage College
Kenosha, Wisconsin 53140
60. The Catholic University
of America*
Washington, D.C. 20017
61. Centenary College of Louisiana
Centenary Station
Shreveport, Louisiana 71104
62. Central Connecticut State
College
1615 Stanley Street
New Britain, Connecticut 06050
63. Central Washington State
College
Ellensburg, Washington 98926
64. Central YMCA Community
College
211 West Sacker Drive
Chicago, Illinois 60606
65. Centre College of Kentucky
West Walnut Street
Danville, Kentucky 40422
66. Chapman College
333 North Glassell Street
Orange, California 92666
67. College of Charleston
Charleston, South Carolina 29401
68. Cincinnati, University of
429 Pharmacy Building
Cincinnati, Ohio 45221
69. Clatsop Community College
16th and Jerome
Astoria, Oregon 97103
70. Clemson University
Clemson, South Carolina 29631
71. Colby College
Waterville, Maine 04901
72. Colby College - New Hampshire
New London, New Hampshire
03257
73. The Colorado College
Colorado Springs, Colorado 80903
74. Colorado State University*
Fort Collins, Colorado 80521
75. Colorado Women's College
1800 Pontiac Street
Denver, Colorado 80220
76. Community College of Baltimore*
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Baltimore, Maryland 21215
77. Concordia Teachers College*
800 North Columbia Avenue
Seward, Nebraska 68434
78. Connecticut, The University of*
Storrs, Connecticut 06268
79. Cornell University
105 Day Hall
Ithaca, New York 14850
80. Creighton University
2500 California Street
Omaha, Nebraska 68131

81. Davis and Elkins College
Elkins, West Virginia 26241
82. Dayton, University of
300 College Park Avenue
Dayton, Ohio 45409
83. Dean Junior College
Franklin, Massachusetts 02038
84. Delaware, University of
Newark, Delaware 19711
85. Delta State College
Cleveland, Mississippi 38732
86. Denver, University of*
Denver, Colorado 80210
87. De Paul University
25 East Jackson Boulevard
Chicago, Illinois 60604
88. Detroit, University of*
4001 West McNichols Road
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89. Dickinson College*
Carlisle, Pennsylvania 17013
90. Dowling College
Oakdale, New York 11769
91. Drake University
25th and University
Des Moines, Iowa 50311
92. Dutchess Community College
Poughkeepsie, New York 12601
93. D'Youville College*
320 Porter Avenue
Buffalo, New York 14201
94. Eastern Michigan University
Ypsilanti, Michigan 48197
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Billings, Montana 59101
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Portales, New Mexico 88130
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Cheney, Washington 99004
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855 Woodrow Street
Madison, Wisconsin 53711
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100. Elizabethtown College
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101. Elmhurst College*
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Elmira, New York 14901
103. Emerson College
130 Beacon Street
Boston, Massachusetts 02116
104. Emory University*
Atlanta, Georgia 30322
105. Fairfield University
Fairfield, Connecticut 06430
106. Ferkauf Graduate School
Yeshiva University
55 Fifth Avenue
New York, New York 10033
107. Ferrum College
Ferrum, Virginia 24088
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Wydown and Big Ben Boulevard
St. Louis, Missouri 63105
109. Fordham University*
Room 117, Keating Hall
Bronx, New York 10458
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Framingham, Massachusetts 01701
111. Freed-Hardeman College
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112. Frostburg State College
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122. Hahnemann Medical College
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123. Hampton Institute
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124. Harding College
Searcy, Arkansas 72143
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1350 Massachusetts Avenue
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128. Husson College*
1 College Circle
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130. Idaho State University*
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136. Iona College
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138. Jersey City State College
2039 Kennedy Boulevard
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141. Kansas State Teachers College
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153. Lesley College
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Orono, Maine 04473
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180. Miami University
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Coral Gables, Florida 33124
182. Minnesota, University of
Minneapolis, Minnesota 55455
183. Misericordia, College of
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184. Mississippi College
Clinton, Mississippi 39056
185. Mississippi State University*
State College, Mississippi 38762
186. Mississippi, The University of*
University, Mississippi 38677
187. Missouri, University of — Columbia
122 Switzler Hall
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188. Missouri, University of —
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Kansas City, Missouri 64110
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Las Vegas, Nevada 89109
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Durham, New Hampshire 03824
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West Haven, Connecticut 06516
203. New School for Social Research*
66 West Twelfth Street
New York, New York 10011
204. New York University*
Washington Square
New York, New York 10003
205. New York, State University of*
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Albany, New York 12222
206. New York, State University of
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Binghamton, New York 13901
207. New York, State University of*
192 Hayes Hall
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208. New York, State University of
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Oswego, New York 13126
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Plattsburgh, New York 12901
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2401 Corprew Avenue
Norfolk, Virginia 23504
212. North Adams State College
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Greensboro, North Carolina 27411
214. North Carolina Central University
Durham, North Carolina 27707
215. North Carolina State University*
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University Heights
Asheville, North Carolina 28801
217. North Carolina, University of*
102 Peabody Hall
Chapel Hill, North Carolina 27514
218. North Carolina, University of
Charlotte, North Carolina 28213
219. North Carolina, University of*
Greensboro, North Carolina 27412
220. North Dakota, University of
Box 8069
Grand Forks, North Dakota 58202
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Boston, Massachusetts 02115
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Greeley, Colorado 80631
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Notre Dame, Indiana 46556

227. Ohio Dominican College
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228. Ohio Northern University
Ada, Ohio 45810
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Stillwater, Oklahoma 74074
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660 Parrington Oval, Room 215
Norman, Oklahoma 73069
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238. Philadelphia College of Bible
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Tacoma, Washington 98416
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Gayside, New York 11364
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Flushing, New York 11367
250. Quinsigamond Community College
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251. Redlands, University of
1200 East Colton Avenue
Redlands, California 92373
252. Regis College
Weston, Massachusetts 02193
253. Rensselaer Polytechnic Institute
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254. Rhode Island College*
600 Mt. Pleasant Avenue
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255. Rhode Island, University of*
Kingston, Rhode Island 02881
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College of William and Mary
Petersburg, Virginia 23803
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Richmond, Virginia 23173
258. Rider College
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261. Rochester, The University of*
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262. Rockhurst College*
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263. Rocky Mountain College
Billings, Montana 59102
264. Rutgers—The State University
New Brunswick, New Jersey 08903
265. Saint Andrews Presbyterian College
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266. Saint Anselm's College
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Biddeford, Maine 04005
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West De Pere, Wisconsin 54178
280. Saint Olaf College*
Northfield, Minnesota 55057
281. Saint Peter's College*
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282. Saint Rose, College of
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283. Salem State College
Salem, Massachusetts 01970
284. San Francisco, University of
San Francisco, California 94117
285. Santa Fe, College of
Santa Fe, New Mexico 87501
286. Savannah State College
Savannah, Georgia 31404
287. Scranton, University of
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288. Seton Hall University*
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289. Seton Hill College
Greensburg, Pennsylvania 15601
290. Seattle Pacific College
3307 Third Avenue West
Seattle, Washington 98119
291. Simmons College
300 The Fenway
Boston, Massachusetts 02115
292. South Georgia College
Douglas, Georgia 31533
293. Southern California, University of*
University Park
Los Angeles, California 90007
294. Southern Connecticut State College
501 Crescent Street
New Haven, Connecticut 06515
295. Southern Idaho, College of
P.O. Box 1238
Twin Falls, Idaho 83301
296. Southern Oregon College
1250 Siskiyou Boulevard
Ashland, Oregon 97520
297. Southern State College
Magnolia, Arkansas 71753
298. Southwest Missouri State University
Springfield, Missouri 65802
299. Southwestern Michigan College
Cherry Grove Road
Dowagiac, Michigan 49047
300. Spring Arbor College
Spring Arbor, Michigan 49283
301. Springfield College*
Springfield, Massachusetts 01109
302. Spring Hill College
Mobile, Alabama 36608
303. Stratford College
Danville, Virginia 24541
304. Suffolk University*
Beacon Hill
Boston, Massachusetts 02114
305. Syracuse University
117 College Place
Syracuse, New York 13210
306. Temple University*
Philadelphia, Pennsylvania 19122
307. Tennessee State University
3500 Centennial Boulevard
Nashville, Tennessee 37203
308. Towson State College*
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309. Trenton State College*
Trenton, New Jersey 08625
310. Trinity University
715 Stadium Drive
San Antonio, Texas 78212
311. Tufts University*
Medford, Massachusetts 02155
312. Tulane University*
New Orleans, Louisiana 70118
313. Ursinus College
Collegeville, Pennsylvania 19426
314. Utah State University*
Logan, Utah 84321
315. Valparaiso University
Valparaiso, Indiana 46383
316. Vermont, University of*
Burlington, Vermont 05401
317. Villanova University*
Villanova, Pennsylvania 19085
318. Virginia Commonwealth University
901 West Franklin Street
Richmond, Virginia 23220
319. Virginia Military Institute
Lexington, Virginia 24450
320. Virginia Polytechnic Institute
Blacksburg, Virginia 24061
321. Virginia State College
Petersburg, Virginia 23803
322. Wagner College
Staten Island, New York 10301
323. Wake Forest University
Winston-Salem, North Carolina 27106
324. Walla Walla College*
College Place, Washington 99324
325. Wartburg College
Waverly, Iowa 50677
326. Washington University
Skinker & Lindell
St. Louis, Missouri 63130

327. Washington, University of
Seattle, Washington 98105
328. Waynesburg College
Waynesburg, Pennsylvania 15370
329. Weber State College
3740 Harrison Boulevard
Ogden, Utah 84403
330. Wesleyan University*
Wesleyan Station
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331. West Chester State College
West Chester, Pennsylvania 19380
332. West Virginia Wesleyan College
Buckhann, West Virginia 26206
333. Western Carolina University
Cullowhee, North Carolina 28723
334. Western Illinois University*
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Macomb, Illinois 61455
335. Western Maryland College*
Westminster, Maryland 21157
336. Wichita State University
1845 Fairmount Street
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337. Widener College
14th and Chestnut Streets
Chester, Pennsylvania 19013
338. Wilkes College
South River Street
Wilkes-Barre, Pennsylvania 18703
339. William and Mary, College of
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340. Winston-Salem State University
Winston-Salem, North Carolina 27102 * Institutional Charter Member
341. Wisconsin, The University of
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Green Bay, Wisconsin 54302
342. Wisconsin, University of*
Madison, Wisconsin 53706
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346. Wisconsin, University of*
River Falls, Wisconsin 54022
347. Wisconsin, University of*
Whitewater, Wisconsin 53190
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Spartanburg, South Carolina 29301
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Worcester, Massachusetts 01609
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150-14 Jamaica Avenue
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NATIONAL ASSOCIATION OF SUMMER SESSIONS

Individual Membership List

July 1, 1973 — June 30, 1974

As of November 9, 1973

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Director, Continuing Education
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2. Edward J. Connors
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13. Kenneth H. Walker
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National Association of Summer Sessions

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Program

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

November 7-9, 1973

Statler Hilton
Boston, Massachusetts

THEME: More of the Same, or New Directions?

Host Institution: Boston College

WEDNESDAY, NOVEMBER 7, 1973

- 8:30 a.m. Executive Committee Breakfast
- 9:00 a.m. - 3:00 p.m. Registration
- 10:00 a.m. **FIRST GENERAL SESSION**
Topic: Problems of Our Profession: The Need To Diversify
Speaker: Joseph Pettit, Georgetown University
Chairman: Harriet Darrow, Indiana State University
- 12:00 Noon Tenth Anniversary Luncheon
Welcome: Rev. Charles F. Donovan, S.J., Senior Vice President and Dean of Faculties, Boston College
- 1:30 p.m. *Announcements:* Rev. George R. Fuir, S.J., Boston College
- 1:45 p.m. Sightseeing Tours
Tour A — Freedom Train
Tour B — Concord and Lexington: Paul Revere's Ride
- 5:00 p.m. **Committee Meetings**
REGIONAL VICE PRESIDENTS: Meet in Headquarters Suite with President Darrow
AUDIT: Marjorie Johansen, University of California
CONFERENCE SITE: Claud Green, Clemson University
GOVERNMENTAL RELATIONS AND NEWSLETTER: Joseph Pettit, Georgetown University

MEMBERSHIP COMMITTEE: Stuart H. Manning, The University of Connecticut

NOMINATING: Charles Noyes, University of Mississippi

RESEARCH: Les Coyne, Indiana University

RESOLUTIONS: Mary K. Ludwig, University of Southern California

SPECIAL INTEREST SESSION: Summer Religion and Theology Programs

Co-Chairmen: D. Campbell Wyckoff, Princeton Theological Seminary and Kenneth R. Fredgren, Georgetown University

8:30 p.m. Workshop for New Summer Session Directors

Chairman: Richard Dankworth, University of Nevada

THURSDAY, NOVEMBER 8, 1973

8:30 a.m. Continued Registration

9:00 a.m. SECOND GENERAL SESSION

Topic: The Continuing Education Unit—is it relevant to Summer Sessions?

Speaker: Grover Andrews, Associate Director, Southern Association of Colleges and Schools

Chairman: Edward F. Overton, University of Richmond

10:15 a.m. Break

10:45 a.m. Concurrent Workshops

Group 1: Monetary Problems, Budget and Finance

Chairman: N. Lee Dunham, Baylor University

Consultant: Raymond T. Holmes, Vice President for Finance, Virginia Commonwealth University

Group 2: Declining Enrollment—What to do about it

Chairman: George Cole, Southern Connecticut State College

Consultants: Bruce McCart, Augustana College; Art Brissette, Sacred Heart University; Mary K. Ludwig, University of Southern California

Group 3: Serving Minority Students in Summer

Chairman: J. Niel Armstrong, North Carolina Agricultural and Technical State University

Consultants: Beryl Williams, Morgan State College; Jeannette P. Christian, Virginia Commonwealth University; Charles W. Orr, North Carolina Central University

Group 4: Working with the Registrar and Admissions Officer
(for those who use these services during the summer)

Chairman: Nancy Abraham, University of Wisconsin

Consultants: Norman S. Watt, University of British Columbia;
Henry Malecki, Loyola University at Chicago

Group 5: Living Next Door to a Giant

Chairman: J. David Valaik, Canisius College

Group 6: Continuing Education Unit

Chairman: Edward Overton, University of Richmond

Consultant: Grover Andrews, Southern Association of Colleges
and Schools

Group 7: Nuts and Bolts

Chairman: Anne Scheerer, Creighton University

Resource Person: Les Coyne, Indiana University

Group 8: Repeat of Workshop for New Summer Session Directors

12:00 Noon Lunch

2:00 - 3:15 p.m. Concurrent Workshops (Repeat of above except Group 8)

2:00 p.m. Spouses' Tour

5:30 p.m. Social Hour

7:00 p.m. Annual Conference Banquet

Chairman: Rev. George R. Fuir, S.J., Boston College

Entertainment: Boston College Chorale under direction of
C. Alexander Peloquin

FRIDAY, NOVEMBER 9, 1973

9:00 a.m. THIRD GENERAL SESSION

NASS BUSINESS SESSION and Election of Officers, Harriet
Darrow, Indiana State University, President of NASS, Pre-
siding

12:00 Noon Luncheon for Administrative Council

National Association of Summer Sessions**FIRST GENERAL SESSION****WEDNESDAY, NOVEMBER 7, 1973**

Presiding — Harriet Darrow, President of NASS
Indiana State University

"A Problem of Our Profession: A Need For Diversity"

By Joseph Pettit

Dean, School for Summer and Continuing Education
Georgetown University, Washington, D. C.

Thank you, Madame President. It is a real honor to stand before you, my fellow colleagues, to present the Keynote Address of this our Tenth Annual Conference. In inviting me to make this address, our President-Elect, John Mapp, revealed both the soul of a gambler and the trust of a friend. For the sake of all of us, I hope I will be able to justify, at least in a small way, that risk and confidence.

I would like to talk to you today about the need for diversity in our institutions and educational programs. By striving for this diversity, I believe we can better fulfill our roles as Summer Session administrators.

On a personal basis, it is this belief in individuality that prompts me with my Colorado background to walk the Georgetown campus and even to enter proper Boston in a cowboy hat. Sometimes, however, one's nature will define the extent to which one can be different. As an example, earlier this fall, I found myself awakened in the middle of the night with a pain that seemed to indicate appendicitis. After an encounter with a sleepy Emergency Room staff, my suspicions were confirmed. Later that day while I had my appendix removed, a neighbor lady went to another hospital and had a baby girl. Soon the news of Kathleen's baby sister was known throughout the neighborhood. When my son, Joey, encountered all of this talk, he didn't want to be outdone, so he told everyone that his daddy was also in the hospital. At this, his friend Paul wanted to know "Will he get a baby girl, too?"

Before I begin the main points of this talk, I would like to propose that we not conduct this session in the typical way with members of the audience asking questions of the speaker. Since you are all at least as capable as I am of giving this talk, I hope we can use the second part of this session to dialogue on the issues that will be raised. Many of you have experience and insights that would be helpful to all of us.

My discussion will proceed from a consideration of the need for diversity in education to an examination of our role and experiences as Summer Session administrators in the cultivation and pruning of this diversity. In doing so, I will focus on our responsibilities for program planning, design and evaluation.

The first question we might ask is what should education consist of and how does this affect the institutions and programs with which we are associated?

A few weeks ago, a conference was held in New York to discuss the proper curriculum for a liberally educated individual. Reports on the program indicate that the opinions expressed were as diverse as the personalities of those in attendance, including such figures as Sidney Hook of Columbia and Nathan Glaser of Harvard. Perhaps the conference should have opened with the following quotation from a past observer of education:

“At present, opinion is divided about the subjects of education. People do not take the same position about what should be learned by the young, either with a view to excellence or with a view to the best life; nor is it clear whether their studies should be directed mainly to the intellectual or to moral character . . . Each kind of study gets some support. Even those that make for excellence there is no agreement, for men do not honor the same excellence and so naturally they differ about the proper training for it.”

Those observations about the need for diversity in education were made many, many years ago by a philosopher known to all of us — Aristotle.

If from ancient times to the present there has been no agreement concerning what constitutes a proper curriculum or approach to education, why do I express concern today? Indeed, a recent Carnegie report observed that:

“Higher education in America has been marked by greater diversity than in any other system in the world. Its amazing variety reflects both the historical origins of colleges in many different private and public endeavors and also the continuing pluralism of American society. This diversity has been one of the greatest strengths of higher education; a major source of much of its dynamism.”

My concern arises out of a recognition, shared by many, that this diversity is endangered by a movement towards uniformity.

As the same report stated so eloquently, “We believe that this process of homogenization should be reversed, that institutions should seek to identify their own goals and to fulfill them — rather than merely trying to match the accomplishments of others, that each should seek to perfect its own separate institutional personality, that each should strive to excel according to its own standards, and that different is better. The need for more diversity, rather than less, flows from the more varied backgrounds of the

students now entering college and their more varied interests once in college, from the new occupations constantly being created and the new training necessary for them, from the new or at least newly visible problems of society, and from the new emphasis on quality of life and one's independent choice of life-style. The trend toward homogenization can lead to dull conformity, to the meanest kind of petty competition, and to less meaningful service to students and society as each institution tries to climb higher up a single greasy pole of success."

Individuality, uniqueness and diversity, then, should be the norm rather than the exception in education. As Summer Session Deans and Directors, we can play an important part in highlighting the distinctive character and unique mission of our individual college or university. While our summer courses are often similar to those offered during the regular year, we can go further in the summer by conducting workshops, special courses and study programs both on campus and in other local, national or international locations.

These special courses and programs can not only highlight the diversity among our institutions, but they can also provide internal variety. The most obvious way in which our courses and programs differ from those of the regular year is in schedule and format. Before I consider this second type of diversity, let us first take a look at the several functions we perform and how these might affect the diversity of our offerings.

Unlike our fellow Deans, our work in providing educational opportunities in the summer has an annual life-cycle; thus giving us a new chance, a fresh start each year. For me, this annual sequence of design, promotion, experimentation and evaluation is a source of creative strength and satisfaction.

While the following recitation of our annual duties will be quite familiar to you, it will be helpful for me in defining our crucial role in reform and innovation. To begin with, for most of us, the fall term is devoted to course and program design. We review the experience of the previous summer and quickly meet with the departmental chairmen, fellow deans and sometimes with individual faculty members. Once this planning process has shaken into place, our next job is to communicate our courses and programs to potential students by way of attractive bulletins and flyers. Frequently, advertising in newspapers, magazines, radio and television is utilized. This promotional effort must be backed up by prompt handling of inquiries, simplified application and registration procedures, and clearly stated schedules and policies. Likewise, friendly and competent assistance with all problems from inquiries through the issuance of grade reports must supplement good courses and programs to make for a pleasant and rewarding experience for the student. As every good businessman knows, "A satisfied customer is your best advertisement."

Of course, this brief account of the activities of a Summer Session administrator and his or her staff leaves out many of the other day-to-day

details that must be done. It does, however, describe a role that I have referred to for several years as that of an "educational entrepreneur." Far from being a derogatory phrase, I believe we should be proud to be so described. As you will see later, Frank Newman of the Newman Reports also believes that educational entrepreneurs play an important role in the reform of our colleges and universities.

As we think about this description of our role, I would like to concentrate on the educational side by examining some innovations that are appearing with increasing frequency in our summer sessions. These will form the background for reviewing the criteria and evaluation procedures we should use to insure educational quality in our courses and programs.

When I started in summer session work almost twelve years ago, there were basically two models for summer sessions, either a one 8-week session, or two 6-week sessions. Even then there seemed to be much anguish on the part of certain faculty members in fitting everything they "taught" during the regular year into the shorter summer term. Since then the models of the 6-week and 8-week terms have been joined by a dozen new schedules. In his address this year to the American Association of Collegiate Registrars and Admissions Officers, our distinguished Past-President, Willard Edwards, described the situation in the following graphic terms:

"Pressures for short-term courses at convenient times in convenient locations are growing. —The result of this continuing pressure has been the development of a summer schedule of four 3-week sessions with overlays of six, nine and twelve weeks, and subdivisions of one and two weeks. Or, in some instances, of three 4-week sessions with overlays of eight and twelve weeks and subdivisions of one, two and three weeks. The pressures for weekend degrees has resulted in patterns of three Saturday meetings followed by two Saturdays off, and two Saturday-Sunday meetings followed by two weekends off."

At this point, it is interesting to ask ourselves if NASS through its national and regional meetings is somewhat responsible for this proliferation of models. Is one of the reasons you attend these meetings the same as mine? — Namely, to pick the brains of your colleagues and use some of their ideas back home? In Atlanta, two years ago, I was talking to my friend John Shisler about a program he had for teachers where they were sent reading and writing assignments several weeks before a five-day workshop. Those who completed both the work prior to the conference and during it were granted three semester credits. I took that idea back with me to Washington and with five faculty members, adapted it for undergraduate students in a one-week session that takes place just prior to the fall semester. Last year, I returned home to organize a three-week session beginning in May as a result of the discussions of this group at our Annual Meeting in St. Louis. The response of students and faculty members, both before and after these courses, has been very favorable. As a result, our summer at Georgetown begins in May with the three-week term, continues in June

with the first of two five-week sessions and a special overlay session begins in late June which runs from six to eight weeks, depending upon the individual course. Our summer ends in late August with the special one-week session. These regular sessions are supplemented, of course, by workshops on campus and several overseas programs. Our slogan was "Summer Sessions — The Change of Pace Semester."

Have we been irresponsible in tampering with traditional schedules and approaches to teaching in making these changes? This is not a rhetorical question but one that goes to the heart of our responsibilities as educational entrepreneurs. For this reason, I would like to focus the remainder of my talk on the criteria we should use in reviewing new courses, as well as the thoroughness with which we should evaluate all of our educational offerings.

As for criteria, what can we say of old rules of thumb which specified only one semester credit per week or that each semester credit should require fifteen hours of classroom contact between the student and teacher. Some fairly scientific studies of learning achievement under a variety of course formats call many of these comfortable and fixed criteria into question. A review of these studies is presented in a recent book by Ohmer Milton entitled *Alternatives to the Traditional: How Professors Teach and How Students Learn*. It would be worth our time to briefly summarize four studies presented in this book.

Before we examine research into an area as emotionally charged as the proper way "to teach," it would be good to recall a little story attributed to Francis Bacon:

"In the Year of Our Lord 1432, there arose a grievous quarrel among the brethren over the number of teeth in the mouth of a horse. For 13 days the disputation raged without ceasing. All the ancient books and chronicles were fetched out, and wonderful ponderous erudition, such as was never before heard of in this region, was made manifest. At the beginning of the 14th day, a youthful Friar of goodly bearing asked his learned superiors for permission to add a word, and straight-away, to the wonderment of the disputants, whose deep wisdom he sorely vexed, he beseeched them to unbend in a manner coarse and unheard-of, and to look in the open mouth of a horse and find the answer to their questionings. At this, their dignity being grievously hurt, they waxed exceedingly wroth; and joining in a mighty uproar, they flew upon him and smote him hip and thigh, and cast him out forthwith. For, they said, surely Satan hath tempted this bold neophyte to declare unholy and unheard-of ways of finding truth contrary to the teachings of the fathers. After many days of grievous strife, the Dove of Peace sat on the assembly, and they as one man, declaring the problem to be an everlasting mystery because of a grievous dearth of historical and theological evidence thereof, so ordered the same writ down."

Our first look into the horse's mouth concerns a study that pooled the data from ninety-one studies conducted between 1924 and 1965 on the relationship between achievement and instructional arrangements. These studies dealt with courses from accounting through English composition, to the natural and physical sciences. The authors conclude: "These data demonstrate clearly and unequivocally that there is no measurable difference among truly distinctive methods of college instruction when evaluated by student performance on final examinations."

In the second study conducted at Antioch College as an experiment in independent study, reductions in formal class time varied from 30 to 80%. Gains in content understanding were measured with before and after tests, but there were no substantive differences between sections of particular courses taught under different arrangements.

In the early sixties, a third study was conducted at the University of Colorado in a variety of courses and disciplines, whereby the time in class was reduced from three times per week to once a week and, again in terms of content understanding, as measured in a variety of ways, there was no adverse effect.

The fourth study involved 4500 students at Miami University in Ohio who were registered in twenty-three different courses that spanned the curriculum. Three instructional approaches were used — television, lecture and discussion, as well as small, medium and large-sized classes. Milton reported that with respect to acquisition of subject matter, there were essentially no differences among any of the groups for a particular course taught by the different methods.

Another educational researcher, W. J. McKeachie, concluded in his book *Research on College Teaching: A Review*, published in 1970, that "So far as performance on course examinations is concerned, there is no strong basis for referring one teaching method over another."

Based on this kind of evidence, I, for one, do not believe that there is any single timeframe, schedule or approach to learning that is appropriate to all situations. Different courses, teachers and students require different formats, and modes in order to maximize learning. The traditional semester in which students must string five or six subjects out over a fifteen-week semester, certainly doesn't have the unity and cohesion of a three-week session in which students and faculty concentrate on a single subject. This latter model, however, involves a concentration of effort not required in the lengthier term. Some disciplines and subjects benefit from a longer term, while others gain from a concentration of attention. Also, we are becoming increasingly aware that the most suitable schedule for a full-time student living in the dormitory usually does not meet the needs of the commuting or employed student. The nature of the individual course, therefore, must be matched with the prospective students in determining the proper course design and schedule.

Returning now to the criteria to be used in reviewing innovative course designs, I believe the traditional rules should remain, but as points of departure rather than inflexible absolutes. Another criteria would be the nature of the departmental review given the proposal prior to it reaching your desk. An examination of the course outline and requirements, as well as the faculty member's reputation are also critical factors to be weighed.

These criteria, however, cannot guarantee the success of each new endeavor. A careful evaluation of each course at the end of each session should be a regular part of our annual cycle. How many of us conduct a complete review of quality of our courses at the end of each semester? I can recall Howard Knag, the Summer Session Dean at Queens College, asking this same question at a regional meeting in Williamsburg two years ago and the result was almost universal discomfort.

Typically, as the summer draws to a close, we take a few weeks, well-earned, vacation and when we return there seems only time to quickly pull together enrollment figures before we turn to departmental chairmen and faculty members to plan for the next summer.

Our information systems should have built into them the results of course evaluations by all students which could be reviewed alongside individual course enrollments, add-drop statistics and grade distributions. Where questions concerning course quality arose, inquiries could be directed to the individual faculty member and departmental chairmen. In the case of truly innovative courses and programs, the instructor should also complete an individual evaluation. This should be submitted to the dean and the departmental chairmen. Where an innovation has involved several faculty members, a post-course conference has proven helpful for us.

You might say that such a review process is too idealistic or ambitious. You might also say that the measurements possible would be fairly crude. Both are valid points. Nevertheless, improved course evaluations are necessary. I must confess that we at Georgetown have a long way to go to see that all of our summer courses and programs are adequately evaluated. While we formally evaluate our new summer sessions, all workshops, non-credit courses and overseas programs on a regular basis, the bulk of our over two hundred summer courses have not been scrutinized for several years. My reflections while preparing this talk have prompted me to review all courses in the coming summer.

It seems to me that the more we strive to be innovative, the greater becomes our responsibility to carefully evaluate our efforts. Likewise, my **emphasis** on reform and innovation is not meant to imply that the traditional ways of teaching and scheduling are wrong. Rather, I am saying that they should not be the only ways to structure learning opportunities. Samuel Gould, Chancellor Emeritus of the State University of New York and Chairman of the Carnegie Commission on Non-Traditional Study, stated it far better than I could when he said "In summary, I am saying that the traditionalist and non-traditionalist are not adversaries; that one

cannot supplant or supersede the other; and that they are partners in a single grand enterprise of promoting learning. The rigor and discipline of the traditional approach should commend it to the attention of the non-traditionalist; opportunities for individualistic and independent study, for flexible patterns and new techniques, or for lifelong enrichment are equally worthy of notice by the traditionalist."

When I began this discussion of our role as educational entrepreneurs in course and program planning, design and evaluation, I promised that I would return to an observation by Frank Newman concerning our special task in the future of higher education. In his 1971 Report on Higher Education, Professor Newman states that "For innovation to occur imaginative individuals must be attracted to careers in higher education and to the entrepreneurial task. Reform and even some innovations can be planned and managed from the command posts of the existing system — such as the new form of education and certification by external degree initiated **by the New York Commissioner of Education**; but most real innovation in higher education — as in other walks of life — will spring up from within and from below because some determined and imaginative individual has committed himself to a new idea."

This statement in a section of his report titled "Opportunities for Educational Entrepreneurs," clearly lays a challenge before us. It is a challenge that we as summer session administrators are used to meeting.

I would like to go beyond these prepared remarks and begin a dialogue on the topics just considered. To start things off, I would like to propose three initial questions.

- 1) What kinds of programs do you offer that highlight the institutional character and mission of your college or university?
- 2) What innovative courses or programs have you conducted recently and what criteria did you use to be certain of their academic quality?
- 3) Do you formally evaluate the educational effectiveness of your courses and programs, and if so, how do you do it?

Hopefully, you, too, will have questions that we can all discuss. Thank you.

SECOND GENERAL SESSION**THURSDAY, NOVEMBER 8, 1973**

Presiding — Edward F. Overton
University of Richmond

The Continuing Education Unit — Is It Relevant to Summer Sessions

By Grover J. Andrews

Associate Executive Secretary, Commission on Colleges
Southern Association of Colleges and Schools

INTRODUCTION

Recent studies have revealed an ever increasing role for non-credit educational courses, programs, and activities in institutions of higher education — adult and continuing education and extension. The Johnstone study of the mid-sixties indicated that more than 25,000,000 individuals within the United States, exclusive of full-time regular students, are engaged in at least one continuing education program annually. The recent reports of the Carnegie Commission predict that non-credit adult and continuing education programs will become a major component of American higher education during the remainder of the seventies and into the eighties. Those institutions who recognize this fact and begin now to prepare for the adult student will find themselves in the main-stream of American post-secondary education. These institutions will not be as greatly affected by the declining birth rate and thus declining number of regular full-time students available to the college market. Institutions of higher education can continue to play a significant role in the American social development by providing relevant continuing education programs of *quality* for the professional agencies, business and industry, government, and the public in general. Thus the advent of the Continuing Education Unit.

The Early Beginning . . . The National Task Force

In July of 1968, a national planning conference was called in Washington, D. C. This conference was sponsored jointly by the National University Extension Association, the American Association of Collegiate Registrars and Admissions Officers, the U.S. Civil Service Commission, and the U.S. Office of Education. The purpose of this conference was to determine the level of interest in a uniform unit of measurement for non-credit continuing education. Thirty-four national organizations represented at the conference expressed an interest in one aspect or another of identifying, measuring and recognizing individual effort in continuing education.

The interest and sense of urgency for a concerted national movement expressed at this meeting resulted in the creation of a National Task Force to determine the feasibility of a uniform unit of measurement.

The impetus for a uniform unit of measure for continuing education developed as a result of a demonstrated need for an increase in knowledge and the resulting decrease in the utility of prior learning which individuals acquire during their years of formal education. This demand for retraining activities is reflected in the constant increase in participation in continuing education and also in the number of institutions and organizations offering programs of this kind.

At this same time several organizations and institutions either had initiated or were studying ways of measurement and awards for continuing education students each having little or no relationship to any other system in existence. It appeared that the development of a uniform nationally accepted unit would hold promise of reducing the confusion and fragmentation by arriving at a single suitable means of *recognizing* and *rewarding individual effort* in the pursuit of continuing education.

These needs, and others, have resulted in the establishment of the Continuing Education Unit.

THE CONTINUING EDUCATION UNIT IS DEFINED AS FOLLOWS: TEN CONTACT HOURS OF PARTICIPATION IN AN ORGANIZED CONTINUING EDUCATION EXPERIENCE UNDER RESPONSIBLE SPONSORSHIP, CAPABLE DIRECTION AND QUALIFIED INSTRUCTION.

Continuing education, for the purpose of this definition, includes all institutional and organizational learning experiences in organized formats that impart non-credit education. Continuing education may be applied equally under the proposed system regardless of the teaching-learning format, program duration, source of sponsorship, subject matter, level, audience or purpose.

The continuing education unit may be used for the measurement, recording, reporting, accumulation, transfer, and recognition of participation by adults in programs which in the past have not been recorded in any formal or systematic way.

The unit can be applied with equal facility to professional continuing education, vocational retraining, and adult liberal education as well as other programs in adult and continuing education.

The individual adult student should be able to accumulate, update, and transfer his record on continuing education throughout life in maintaining or increasing proficiency in his career or in making progress toward his personal educational goals. In the absence of such a universally recognized unit, the concept of education as a continuous process is often lost. This

lack of any cumulative record has often resulted in many continuing education programs being built upon narrowly defined educational objectives and the establishment of only short-termed goals which were usually institutionally oriented rather than student directed.

Thus, the purpose of the CEU is to provide a mechanism by which most continuing education activities can be recorded. It is not expected, on the other hand, that all of the participation in terms of continuing education units will have utility or transferability. There would appear to be definite institutional and other sponsor advantages in quantifying and recording the total amount of continuing education activity for which such organizations are responsible.

The key to the success and usefulness of the CEU will be found in its discriminating use. While the CEU itself is basically a quantifying mechanism, the administrative process with which it is implemented can and should provide the quality factors to make the CEU a meaningful measurement. Administrative guidelines for the CEU process have been established. It is stressed that the system of recording units of continuing education participants may be related to the current system of permanent records in use at the institution or a separate and parallel system can be designed and maintained. Reference is made again, however, to the elements found in the definition of the CEU, i.e., *an organized continuing education experience; under responsible leadership; capable direction; and qualified instruction.* It is further emphasized that the number of CEUs for each offering should be determined in advance through the regular channels of the administrative unit responsible for the implementation of and/or coordination of such non-credit activities and should be done in cooperation with the appropriate departments of the institution or organization.

In the statement of the National Task Force on the Continuing Education Unit the administrative requirements for establishing and maintaining the quality control over the assignment and awarding of the CEU are detailed as follows:

1. A specific high level individual within the continuing education operation of the institution should certify and approve the awarding of a specific number of Continuing Education Units for a program prior to the program offering.
2. The program director for each learning experience should be responsible for certifying that the program was attended and completed by individuals who request Units.
3. The institution is responsible for establishing and maintaining permanent records of Continuing Education Units awarded. The information to be recorded on each individual should include at least the following:
 - A. The name of the student.
 - B. Social Security Number of student.

- C. Title of course.
- D. Course description and comparative level.
- E. Starting and ending dates of activity.
- F. Format of program.
- G. Number of Continuing Education Units awarded.

In addition it is suggested as highly desirable that the permanent records include:

- A. Evaluation of each individual's performance.
- B. The name of the instructor and course director.
- C. Personal information about the students: address, date of birth, educational background, employment, etc.
- D. Any cooperating sponsors, company, associations, agencies, institutions, governments, etc.
- E. Course classification, i.e., professional, liberal education, vocational technical, job entry, in-service, etc.

It was also stated by the Task Force that it would be helpful if all continuing education activities be clearly described in terms of audience, purpose, format, content, duration, teaching staff employed, course or experience pre-requisites, other qualifying requirements and levels of instruction so that intelligent judgments could be made if the transfer process of the CEU was instituted.

The College Commission of the Southern Association of Colleges and Schools

In 1968, at about the same time that the national task force for the CEU was being created, the Executive Council of the College Commission of the Southern Association of Colleges and Schools in recognition of the significant changes taking place in the areas of adult education, continuing education, and extension authorized a study for the purpose of revising its standards for accreditation of these areas within the institutions of higher education in the South.

The study was conducted over a two-year period gathering data from 560 colleges through a formal instrumentation process on the academic year 1969-1970. Informal information gathering took place through numerous meetings with institutional representatives—presidents, deans, faculty members, and deans and directors of continuing education and students. A new standard—Standard Nine—was developed as a result of the study and was adopted by vote of the College Delegate Assembly in December, 1971. One of the most significant provisions of the new standard is the use of the Continuing Education Unit—to give recognition to the adult and continuing education student; and to provide an accurate account of total institutional effort by

measuring the non-credit offerings of an institution in a form equal to the credit hour. The combining of these two units of measure will more clearly and accurately indicate the total educational effort of an institution.

The results of the Standard Nine and the CEU after nearly two years of use is very dramatic. The qualitative aspects of adult and continuing education within the institutions have been significantly improved. The opportunities for further improvements in these areas under the new standard are even greater.

Coordinated statewide plans for the use of the CEU have been developed in Georgia, Virginia, North Carolina, and Florida. Others are in stages of development in Kentucky and Texas. Hundreds of individual institutions are now in some stage of implementation of use of the CEU.

An ad hoc committee of institutional representatives worked for about a year to develop and field test specific guidelines for the use of the CEU within an institution of higher education. The criteria developed by this group and now in use within the Southern region for awarding individual continuing education units are as follows:

1. The non-credit activity is planned in response to an assessment of educational need for a specific target population.
2. There is a statement of objectives and rationale.
3. Content is selected and is organized in a sequential manner.
4. There is evidence of pre-planning which should include opportunity for input by a representative of the target group to be served, the faculty area having content expertise, and continuing education personnel.
5. The activity is of an instructional nature and is sponsored or approved by an academic or administrative unit of the institution best qualified to affect the quality of the program content and to approve the resource personnel utilized.
6. There is a provision for registration for individual participants and to provide data for institutional reporting.
7. Appropriate evaluation procedures are utilized and criteria are established for awarding CEU's to individual students prior to the beginning of the activity. This may include the evaluation of student performance, instructional procedures, and course effectiveness.

The University System of Georgia was the first state to develop a coordinated plan for use of the CEU by all thirty institutions within the system—this includes junior colleges, senior colleges, universities, and a medical college. The Georgia plan has been in successful operation for 15 months now and this year for the first time ever received direct funding from the Legislature for public service based on the CEU.

The State of Virginia which was the second state to develop a coordinated plan took another approach. Under the leadership of the State Council for Higher Education a statewide consortium for continuing education was established by Legislative act. The legislation created six regional consortia and opened participation on a voluntary basis to the private colleges of the state. The CEU is a part of the state plan. North Carolina and Florida now have operational statewide CEU plans for their respective community college systems. As is evidenced of these examples, much CEU activity is currently going on in the Southern region.

The National Scene

Nationally, two very significant actions have taken place in recent months. First, the national task force for the CEU has moved to develop more definitive and a controlled use of the CEU by non-higher educational institutional users by developing more elaborate guidelines. These should be in print and available early in 1974. Second, and most important to the higher education—post secondary field the Federation of Regional Accrediting Commissions of Higher Education (FRACHE) has developed a working paper on the use of the CEU. This paper is currently being circulated by each of the regional commissions for reaction and information—with the ultimate goal of becoming a FRACHE policy statement.

Relevance of the CEU for the Summer School

What is the relevance of the CEU for the Summer School?

Traditionally the summer sessions have usually offered academic credit programs for the special and part-time student as well as for those regular full-time students who for various reasons wanted to shorten their college time span, make up work, or take additional courses without lengthening their "college life." The emphasis has been on the credit courses and programs. Non-credit courses and programs have been offered but have not played a major role as a rule.

There appears to be a nearly unlimited opportunity for the Summer School on the horizon in the non-credit area based on a national implementation of the Continuing Education Unit. Though the Summer Schools have been somewhat innovative in the past—at least with time shortened course arrangements and project-oriented classes—the CEU offers an even greater opportunity for an innovative approach to developing formal classes, courses, and programs and nontraditional modes of non-credit education. It is important to note here that this is possible in part because of the great flexibility of the CEU as a unit of measure.

With a consistent and uniform use of the CEU, it has the potential of becoming the primary unit for individual goal accomplishment, professional re-licensing, promotion, up-dating, teacher certification and so on. The

THIRD GENERAL SESSION**FRIDAY, NOVEMBER 9, 1973**

Presiding—Harriet Darrow, President of NASS
Indiana State University

ANNUAL BUSINESS MEETING

The Annual Business meeting was held on Friday, November 9, 1973, at 9:15 in the Georgian Room of the Statler Hilton, Boston, Massachusetts, with President Darrow presiding.

President Darrow reported that the Executive Committee had discussed:

- (a) the present responsibilities of the position of secretary and had approved increasing the responsibilities of the position. It also voted an increase in the budget for the secretary;
- (b) the request from the American Summer Sessions Senate for support to fund The First Annual National Institute in Summer Term Administration, scheduled at Arizona State. After considerable discussion, the Executive Committee approved \$3,000.00 for the support of the Institute with the understanding that a report on the Institute would be mailed to NASS members;
- (c) the activities of the regional vice presidents and approved a budget of \$500.00 for each regional vice president.

An interim Membership Committee report was given by Chairman Manning who stated the final report would be published in the Proceedings. It was moved, seconded and so voted to receive the interim report.

Secretary Manning moved that the minutes of the November 16, 1972 Annual Business meeting be approved as published in the Proceedings of the Ninth Annual Conference which had been distributed to all members, institutional and individual, in March, 1973. The motion was seconded and so voted.

Treasurer O'Connor gave his report on receipts and disbursements for the period November 1, 1972 to October 31, 1973. It was moved, seconded and voted to receive the treasurer's report and place it on file.

Chairman Marjorie Johansen read the report of the Auditing Committee. It was moved, seconded and voted to receive the report and place it on file.

Chairman Green read the report of the Conference Site Committee and moved it be accepted. The motion was seconded and voted.

Government Relations Committee report was distributed by its chairman, Joseph Pettit. It was moved, seconded and voted to receive the report and place it on file.

Leslie Coyne reported for the Research Committee. It was moved, seconded and voted to receive the report and place it on file.

Clodus Smith reported on the Futurology Committee. It was moved, seconded and voted to receive the report and to place it on file.

President Darrow called for the report of the Nominating Committee. Chairman Noyes submitted the following slate of officers for 1974:

President, John Mapp, Virginia Commonwealth University

President-Elect, N. Lee Dunham, Baylor University

Secretary, Stuart H. Manning, The University of Connecticut

Treasurer, Lloyd R. O'Connor, California State University at San Francisco

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

President Darrow briefly reviewed the year activities of the Association, expressed appreciation for the assistance given her by the officers and members of the Association and then passed the gavel to incoming President Mapp.

President Mapp called for the report of the Resolutions Committee. Mary Ludwig, chairman, read the report. Discussion followed.

It was suggested that an Ad Hoc Committee of interested members carry out Resolution A.

It was suggested that the Ad Hoc Committee referred to in Resolution C possibly visit institutions submitting for the award.

Unanimous approval was expressed for Resolutions D and E.

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

The meeting adjourned at 10:25 a.m.

Respectfully submitted,
Stuart H. Manning, *Secretary*

MEMBERSHIP COMMITTEE REPORT

The Membership Committee conducted its business by mail during the 1973-74 membership year.

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

I am pleased to report that the membership for 1973-74 (dues paid prior to annual business meeting, November 9, 1973) was:

352 institutional members
13 individual members

365 total

The membership for the previous year, 1972-73 was:

339 institutional members
7 individual members

346 total

STUART H. MANNING *Chairman*

Regional Vice Presidents:

NORMAN WATT, Northwestern
JAMES H. FRIBOURGH, Southwestern
DENIS KIGIN, Western
NANCY ABRAHAM, East Central
ANNE SCHEERER, West Central
EDWARD OVERTON, Middle States
GEORGE COLE, New England
W. A. BROTHERTON, Southeastern

NATIONAL ASSOCIATION OF SUMMER SESSIONS

Statement of Receipts and Disbursements

For the Period November 1, 1972 to October 31, 1973

Cash Balance, November 1, 1972		\$ 6,843.48
Receipts:		
Dues:		
334 @ \$25.00	\$8,350.00	
1 @ \$23.50	23.50*	
1 @ \$22.50	22.50*	
8 @ \$10.00	80.00	
TV Clips	1 @ \$ 6.16	6.16
Miscellaneous	1 @ \$ 2.00	2.00
		8,484.16
Unexpended funds returned by Clodus Smith from Research Project	48.80	
Return of conference contin- gency fund (\$1,000) and pro- fit from conference (\$665.95)	1,665.95	
Transfer from savings account	3,000.00	
AUSS contribution towards Research Questionnaire	38.16	4,752.91
		\$20,080.55
Less Disbursements		12,809.98
Cash Balance, October 31, 1973		\$ 7,270.57
Investment Time Deposit Crocker Citizens Bank San Francisco, California		
Balance November 1, 1972	\$12,713.51	
Interest Earned	713.79	
Balance October 31, 1973		\$13,427.30
Investment in Savings Account Crocker Citizens Bank San Francisco, California		
Balance, November 1, 1972	\$ 5,224.10	
Interest Earned	182.90	
Transfer to Checking Account	(3,000.00)	
Balance, October 31, 1973		2,407.00
Total Assets, October 31, 1973		\$23,104.87
*Collected at Exchange Rate		

Lloyd R. O'Connor, Treasurer

ROSS L. ARRINGTON, C.P.A.

1100 Gough Street

San Francisco, California 94109

November 1, 1973

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

Gentlemen:

I have examined the STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS of the NATIONAL ASSOCIATION OF SUMMER SESSION for the period November 1, 1972 to October 31, 1973. 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 consider 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 November 1, 1972 to October 31, 1973.

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 November 1, 1972 to October 31, 1973.

The Committee is deeply disturbed at the sizable total assets of the Association (\$23,104.87), an organization dedicated to non-profit programs.

The Committee wishes to point out that in 1972 it charged the Executive Committee with developing a long range financial plan for this Association. It is the very strong recommendation that programs be now initiated which will constructively utilize the latent resources available.

Once again, I wish to thank my hard working committee members for the time and creative thinking that have dictated the above recommendations.

MARJORIE B. JOHANSEN, *Chairmen*
DALE ALLERTON
JAMES BLACKHURST
CHARLES W. COLE
DONNA LOU HARDINGHAM
JOHN SHISLER

CONFERENCE SITE COMMITTEE REPORT

1. The Site Committee wishes to affirm the decisions made by the National Association of Summer Sessions at the business meeting held in St. Louis in 1972. These decisions are:

- a. That the 1974 convention be held at the Raddison Hotel in Minneapolis on October 21, 22 and 23, 1974 (instead of October 7, 8 and 9 as originally planned) and that the University of Minnesota be our host institution.
- b. That the 1975 convention be held in the Tempe-Phoenix area on November 12, 13 and 14, 1975 and that Arizona State University be our host institution.

2. The Site Committee recommends and moves that the 1976 convention be held in Williamsburg, Virginia on November 1, 2 and 3, 1976, and that the host institution be the Virginia Colleges and Universities in that area with Virginia Commonwealth University acting as coordinator.

CLAUD..B. GREEN, *Chairman*
VIRGINIA ANDERSON
RICHARD DANKWORTH
REV. GEORGE FUIR, S.J.
JAMES GRIFFIN

GOVERNMENT RELATIONS COMMITTEE REPORT

Federal Assistance to Higher Education Available to Summer Schools and Summer Sessions

Introduction

This report is prepared as a quick guide to possible Federal assistance available to Summer Sessions. It should serve *only* as a review of possible Federal assistance and a jumping off point for further inquiry by Deans and Directors. It includes programs supporting courses, conferences, institutes and projects that are either specifically designed for summer or that could be conducted in the summer. It also includes Stipends, Fellowships, and Research Programs (where appropriate) to assist summer session deans and directors, 1. in locating funding for summer seminars, or research programs for recipients of such grants, or 2. in locating funding for individual faculty.

Programs for which applications are not being accepted or funding is not available are generally not included. Please note carefully whether the funds are a budget request, appropriated funds or obligated funds. Note also those programs which if revenue sharing is adopted could be covered.

Caveat

Be sure to get a fuller explanation of programs and update its deadlines and funding before even considering proposal preparation or rejection of the same. From the time this report was started to its typing *programs were cancelled and deadlines were extended.*

Further Information

Programs included in the main body of this report list whom should be contacted. For a more extensive overview (without contacting each agency) see *The Guide to Federal Assistance for Education, Robert E. Horn*. Meredith Corporation/Educational Division, Appleton - Century - Crofts, 440 Park Avenue South, New York, New York 10016.

For highlights on Federal programs see *Federal Relations Advisory Service (FRAS) News Notes*, Association of American Colleges, 1818 "R" Street, N.W., Washington, D.C. 20009.

For more extensive information see the program announcements of the National Endowment for the Humanities (NEH), the National Science Foundation (NSF) and the like.

JOSEPH PETTIT, *Chairman*
BERNARD L. LINGER
GERALD J. SULLIVAN

**GOVERNMENT RELATIONS COMMITTEE REPORT
FOR THE NATIONAL ASSOCIATION OF SUMMER SESSIONS (NASS)**

Federal Assistance to Higher Education Available to Summer Schools and Summer Sessions

<u>ARTS</u>	<u>PROGRAM</u>	<u>FEDERAL DEADLINES</u>	<u>FEDERAL FUNDS</u>
-M59	Special Programs and Projects in the Arts	None	FY '73—\$38,000,000 appropriated
			FY '74—\$72,500,000 budget request
	Direct grants are awarded to support programs or projects which meet approval of the National Council of the Arts. Contact: National Endowment for the Arts: 806 15th St. N.W.; Washington, D.C. 20506.		
CIVIL DEFENSE	-J15	Research & Development Civil Defense Operations	None FY '73—\$2,000,000 appropriated
		Contracts are awarded for research and development projects to develop techniques, data bases, and methodologies for the improvement of future civil defense operations. Contact: Defense Civil Preparedness Agency; U.S. Dept. of Defense; The Pentagon; Washington, D.C. 20310.	
	-J16	University Civil Defense Extension Program	None FY '73—\$3,500,000 allocated
		Selected universities conduct 1. civil defense training courses and 2. civil defense leadership conferences. Contact: Deputy Asst. Director T&E, Defense Civil Preparedness Agency, U.S. Department of Defense, The Pentagon, Washington, D.C. 20310.	

COMMUNITY ORIENTED	PROGRAM	FEDERAL DEADLINES	FEDERAL FUNDS
-K90	Community Development Training Program	None	FY '73-\$3,000,000 appropriated FY '74-no budget request
ECONOMIC DEVELOPMENT	Research and Training in Economic Development	None	FY '73-\$1,956,000 obligated FY '74-no budget request
EDUCATION *Adult	Teacher Training for Adult Education	Not yet determined	FY '72-\$3,000,000 appropriated FY '73-\$3,000,000 budget request FY '74*

Federal Government will provide for 50% of the cost of programs. Programs can be university courses, internships, institutes, workshops, and other means. Contact: Office of Planning and Management Assistance, Community Planning and Management, U.S. Department of Housing and Urban Development. 451 - 7th Street, S.W., Washington, D.C. 20410.

Training grants and contracts are awarded to provide orientation courses for professionals who are conducting or assisting in an economic development program for students to gain experience in economic development planning; *most internships are taken in the summer*. Contact: Office of Economic Research, Economic Development Administration, U.S. Department of Commerce, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20230.

EDUCATION

*Adult (continued)

<u>PROGRAM</u>	<u>FEDERAL DEADLINES</u>	<u>FEDERAL FUNDS</u>
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Grants support training projects for personnel engaged in or preparing to engage in adult basic education programs. The training projects *may be regional summer institutes or workshops* for personnel interested in developing adult literacy education. Contact: Division of Adult Education Programs, Bureau of Adult, Vocational and Technical Education, U.S. Office of Education, 7th and D Streets, S.W., Washington, D.C. 20202.

-C9	Special Education Projects in Adult Education	Not yet determined	FY '72—\$7,000,000 appropriated
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FY '73—\$7,000,000 budget request

FY '74*

Grants awarded for special experimental demonstration projects. Many already funded deal with a specific sector of the population such as urban Negroes or migrant Mexican-Americans. Contact: Adult Education Branch, Division of Adult Education Programs, Bureau of Adult, Vocational and Technical Education, U.S. Office of Education, 7th and D Streets, S.W., Washington, D.C. 20202.

-C87	Bilingual Education for Children from Low Income Families	Probably Feb. 1974	FY '72—\$35,000,000 appropriated
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*Bilingual

FY '73—\$35,000,000 budget request

FY '74—\$35,000,000 budget request

Institutions of higher education may apply jointly with one or more public education agencies. In the case of joint applications, the local public education

EDUCATION	<u>PROGRAM</u>	<u>FEDERAL DEADLINES</u>	<u>FEDERAL FUNDS</u>
*Bilingual (continued)	agency serves as sponsor. Contact: National Center for Renewal of Education Systems, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.	June 30 each year	FY '72—\$9,500,000 appropriated
—D107	Community Service and Continuing Education Programs		FY '73—\$5,700,000 appropriated
*Community services and continuing education			FY '74—\$15,000,000 estimated available
	Community service may include educational research and extension and continuing education activity to meet the unique needs of the adult population who have completed or interrupted their formal training. Examples of programs include seminars and conferences. Matching Requirement: 2/3 Federal; at least 1/3 state and/or local. Contact: Division of University Programs, Bureau of Higher Education; U.S. Office of Education, 7th and D Streets, S.W., Washington, D.C. 20202.		
—N35	Technological innovations in science	None, but allow several months	FY '73—\$4,000,000 appropriated
*Computer instruction			FY '74—\$4,000,000 budget request
	Grants ranging from \$100,000 to \$500,000 have been awarded for exploration and development of computer technology and techniques of potential application to education. (See <i>The Guide</i> for examples.) Contact: Educational Technology Group, Office of Experimental Projects and Programs, National Science Foundation, Washington, D.C. 20550.		

EDUCATION (continued)	PROGRAM	FEDERAL DEADLINES	FEDERAL FUNDS
*Cooperative Education	Cooperative Education Programs	Oct. 15, 1973	FY '73—\$10,750,000 budget request
			FY '74—\$10,750,000 budget request
	<p>Programs should be designed to provide students the opportunity to supplement and enrich academic study with periods of meaningful off-campus employment. Program should ideally be coordinated with <i>Talent Search</i> and <i>Upward Bound</i>. Contact: Cooperative Education Programs, Division of College Support, Bureau of Higher Education, 7th & D Streets, S.W., Washington, D.C. 20202.</p>		
*Desegregation Problems	Desegregation— Training Institutes	None	FY '73—\$271,000,000 allocated
			FY '74—\$271,000,000 budget request
	<p>Colleges or universities may receive grants or contracts to conduct <i>short term</i> or regular session institutes designed to deal effectively with special educational problems resulting from desegregation. Contact: Bureau of Equal Education Opportunity, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.</p>		
*Foreign language and area studies	Summer Language and Area Programs	Fall 1973 (estimated)	FY '72—\$501,000 est. obligations FY '73—\$511,000 estimated
			FY '74—no budget requested

	<u>PROGRAM</u>	<u>FEDERAL DEADLINES</u>	<u>FEDERAL FUNDS</u>
EDUCATION *higher education personnel (continued)	education for careers in higher education is one of the preferences. Contact: Division of University Programs, Bureau of Higher Education, U.S. Office of Education, 7th and D Streets, S.W., Washington, D.C. 20202; or, Division of College Support, Bureau of Higher Education, U.S. Office of Education, 7th and D streets, S.W., Washington, D.C. 20202.	Upward Bound Est. Jan. 31, 1974	FY '74—\$88,331,000 budget renewal
*Pre-college oriented	Funds are awarded to operate projects to generate the skill and motivation for success in education for young people from low-income families and inadequate secondary school preparation. Institutions of Higher Education plan a project for students completing the <i>tenth or eleventh grade</i> . Contact: Division of Student Assistance, Bureau of Higher Education, 7th and D Streets, S.W., Washington, D.C. 20202.		
*Science *general concerns	International Science Education Assistance Programs NSF administers grants for programs to upgrade science education through teacher training programs. Examples include summer institutes for secondary school and college teachers in biology, chemistry, mathematics and physics, engineering and technology. Contact: Office of International Programs, National Science Foundation, Washington, D.C.	None	FY '72—\$4,000,000 appropriated (includes funding for four other programs)
*Graduate directed	Science Course Improvement Program	At least 6 months before starting date	FY '74—\$4,400,000 budget request

EDUCATION	PROGRAM	FEDERAL DEADLINES	FEDERAL FUNDS
*graduate directed (continued)	<p>Grants are made for projects to improve undergraduate education in mathematics and the sciences. Popular projects among others have included conferences for identifying problems and determining methods to evaluate instructional programs. Contact: Materials and Instructional Development Section, Division of Higher Education in the Sciences, National Science Foundation, Washington, D.C. 20550.</p>	None	<p>FY '73—\$3,600,000 appropriated FY '74—\$3,200,000 budget request</p>
-N16	Advanced Science Education Programs		
*Pre-college directed	<p>Objective of this program is to encourage experimental instructional approaches to post baccalaureate science education. Priority to (a) projects at the master's level that show promise of satisfying specific needs; (b) <i>conferences</i>, if there is a likelihood of identifying new approaches, and (c) four other priorities (See <i>The Guide</i>). Contact: Materials and Instructional Development Section, Division of Higher Education in the Sciences, National Science Foundation, Washington, D.C. 20550.</p>	Oct. 15, 1973	<p>FY '74—\$15,000,000 estimated awards</p>
-N3	Instructional Improvement Implementation		
*Pre-college directed	<p>The Pre-college Instructional Improvement Implementation Program will replace the Summer, Academic Year and In-Service Institutes. See <i>The Guide</i> October '73 supplement and get publication (NSF E-74-4) from NSF. Contact: Instructional Improvement Implementation Section, Division of Pre-college Education in Science, National Science Foundation, Washington, D.C. 20550.</p>		

EDUCATION (continued)

FEDERAL DEADLINESPROGRAMFEDERAL FUNDS

Student Science Training

Dec. 7, 1973

FY '73—\$2,000,000 appropriated

-N40

FY '74—\$1,500,000 budget request

Programs to provide opportunities for secondary school students of high ability to work with experienced scientists. Two types of projects of 5 weeks or more duration are encouraged: 1) projects for students with limited educational opportunities who have demonstrated high potential; 2) projects for the educational enrichment of high-ability students. Contact: Student Oriented Programs Group, Office of Experimental Projects and Programs, National Science Foundation, Washington, D.C. 20550.

*Undergraduate directed

-N13

Science Course Improvement Program

At least 6 months before starting date

FY '74—\$4,400,000 budget request

Grants are made for projects to improve undergraduate education in mathematics and the sciences. Popular projects among others have included conferences for identifying problems and determining methods to evaluate instructional programs.

-N17

Institutes and Short Courses for College Science Teachers

Awaiting decision on budget

FY '73—\$3,600,000 appropriated

FY '74—\$3,200,000 budget request

Summer institutes from 4-12 weeks (average is about 2 weeks) planned for teachers who have good backgrounds in a particular subject-matter area that requires updating. Host institutions submit project which may be summer

	<u>PROGRAM</u>	<u>FEDERAL DEADLINES</u>	<u>FEDERAL FUNDS</u>
EDUCATION			
*undergraduate directed (continued)			
	-N17		
		institute or a short course. Contact: Instructional Improvement Implementation Section, Division of Higher Education in the Sciences, National Science Foundation, Washington, D.C. 20550.	
	-N37	Student Oriented Studies (SOS)	FY '73--\$2,000,000 appropriated FY '74--\$2,000,000 budget request
		Dec. 7, 1973	
		Grants are awarded to groups of students (generally 5-15 in number) for student originated, student-planned, and student directed projects concerning environmental problems. Ten to twelve week project assumed. Contact: Student Oriented Programs Group, Office of Experimental Projects and Programs, National Science Foundation, Washington, D.C. 20550. (For publication NSF E-74-7)	
	-N39	Undergraduate Research Program	FY '73--\$4,000,000 appropriated FY '74--\$1,300,000 budget request
		Dec. 7, 1973	
		Four year institutions of higher education may apply as sponsors. Grants awarded include Full-time (summer) projects to involve research participants in research topics of publishable stature in the area of "The Energy Problem" and "Management of Renewable Natural Resources". Maximum term of 10 weeks. Contact: Student Oriented Programs Group, Office of Experimental Projects and Programs, National Science Foundation, Washington, D.C. 20550.	

<u>PROGRAM</u>	<u>FEDERAL DEADLINES</u>	<u>FEDERAL FUNDS</u>
<p>HUMANITIES</p> <p>—M63</p>	<p>Special Programs and Projects in the Humanities</p> <p>See entries below</p>	<p>See entries below</p> <p>FY '73—\$38,000,000 appropriated</p> <p>FY '74—\$72,500,000 budget request (includes funding for all programs in the humanities)</p>
<p>—M64</p>	<p>Education Programs</p> <p>Nov. 1, 1973 and Mar. 5, 1973 (Project grants)</p>	<p>See M63 above</p>
<p>—M65</p>	<p>Public Programs</p> <p>various</p>	<p>See M63 above</p>
<p>—M66</p>	<p>Research Programs</p> <p>Nov. 19, 1973 May 6, 1974 Nov. 18, 1974</p>	<p>See M63 above</p>
		<p>Grants are awarded to encourage and support improvement in the teaching of the humanities. A special but not exclusive emphasis is placed on institutional projects that relate the humanities to national concern. Contact: Director of Education Programs, National Endowment for the Humanities, 806-15th Street, N.W., Washington, D.C. 20506.</p> <p>Grants are awarded to encourage the production of innovative presentations of the humanities to provide the general public with opportunities to gain a broader understanding in the humanities. Examples: (1) Film/TV grants, (2) Museums and Historical Societies Program (interpretive exhibits, community education, museum personnel development), (3) Special Projects, (4) National Humanities Series. Contact: Division of Public Programs, National Endowment for the Humanities 806-15th Street, N.W., Washington, D.C. 20506.</p>

HUMANITIES

-M66 (continued)

PROGRAM

DEADLINES

FEDERAL FUNDS

Grants are given in support of original thought, basic research, and editing projects in the humanities, including the social sciences. Priority is presently being given to projects on major issues of contemporary public concern and the Bicentennial of the American Revolution. Grants may be for short-or long-term projects. Institutions may apply. Contact: Division of Research Grants, National Endowment for the Humanities, 806-15th St., N.W., Washington, D.C. 20506.

-M67

Fellowship and Stipend Programs

various

See M63 above

Fellowships and Summer stipends for Junior College Teachers; for Junior College Teachers to assist them to increase their understanding of the subjects they teach and to improve their ability as teachers. Summer Seminars for College Teachers in small private and State colleges and Junior and Community colleges to enable teachers to study under distinguished professors at other institutions. Contact: Division of Fellowships, National Endowment for the Humanities, 806-15th Street, N.W., Washington, D.C. 20506.

-M68

Youthgrants in the Humanities

Nov. 15, 1973
Apr. 1, 1973
Aug. 1, 1974

See M63 above

Program supports *specific group humanities projects* developed and conducted by students and other young people. Contact: Youthgrants in the Humanities, National Endowment for the Humanities 806-15th Street, N.W., Washington, D.C. 20506.

The President's FY '74 budget request includes \$2,257,000 for educational revenue sharing and \$1,164,000 for manpower revenue sharing which, if adopted, could cover programs marked with an asterisk ().

Information taken from *The Guide to Federal Assistance for Education*, Robert E. Horn, c 1972, Meridith Corporation. For more complete information and periodical updating of programs and availability of Federal Funds, see *The Guide*.

NASS SURVEY REPORT

During the spring and summer of 1973, NASS conducted a survey of institutions of higher education. The purpose of the survey was twofold — first to compile data about summer sessions in higher education, and second, to promote membership in the association. All institutions of higher education listed in the Educational Directory of the U.S. Office of Education were sent information describing NASS and were asked to fill out and return a card with a few brief questions. The questions asked, 1) if the institution offers summer sessions, 2) is the institution public or private, 3) what type of institution it is (two year college, four year college or university), and 4) what type of accreditation it has. The results:

Number of Institutions Listed	2,686	
– NASS Members	– 355	
Number of Institutions Surveyed	<u>2,331</u>	
Number of Responses	1,726	(74%)

Question 1 – Offering Summer Sessions

YES	1,517	(88% of those responding)
NO	209	(12%)

Question 2 – Sponsorship 1,489 responses

Public	769	(52%)
Private	720	(48%)

Question 3 – Type of Institution 1,517 responses

2 Yr. Colleges	614	(40%)	
4 Yr. Colleges	627	(41%)	
Universities	229	(15%)	
Other	47	(3%)	(Professional schools, etc.)

Question 4 – Accreditation 1,405 responses

accredited by a regional or professional assn.	1,375	(98%)
provisionally accredited	16	(1%)
recognized candidate for accreditation	100	(7%)
none of the above	14	(1%)

It is useful to compare these statistics with similar information about all institutions and the current NASS membership. Especially interesting is the great difference between the percentage of two year colleges in NASS and the percentage of such schools nationally.

<u>Type of Institution</u>	<u>Survey¹</u>		<u>National</u>		<u>NASS</u>
2 Year college	40%	614	36%	970	4.5%
4 Year college	41%	627	28%	765	45%
University	15%	229	35%	951 ²	46%
Other	3%	47			4.5%
Total	<u>100%</u>	<u>1,517</u>	<u>100%</u>	<u>2,686</u>	<u>100%</u> 355

¹ Respondents offering summer sessions.

² The source for the national figures is the Educational Directory of the U.S. Office of Education. For these purposes "university" means any institution granting a master's degree or any higher degree. Professional schools, medical schools, seminaries, etc., are included in this figure.

All of the institutions surveyed were invited to become members of NASS and the cards they returned will be passed on to the regional vice presidents to aid in gaining new members.

RESEARCH COMMITTEE REPORT

The NASS Research Committee initially chaired by James Blackhurst reviewed four proposals which were submitted for its consideration this past year. The Committee favorably reviewed and passed on to the Executive Committee three proposals which were subsequently funded. They were:

1. A proposal from Joe Pettit, Georgetown, to survey 2,686 institutions of higher education and to compile limited data about summer sessions and, secondly, to promote membership in the Association.
2. A proposal submitted by Clay Schoenfeld, University of Wisconsin—Madison, titled "The Summer School Rationale in the School of Education." The study sought to determine the rationale by which provisions are made for instruction and institutional service to be performed during the summer at the University of Wisconsin-Madison in the School of Education.
3. Lastly, a proposal from Alan Seagren, University of Nebraska—Lincoln, seeking support for an in-depth study of the issues and questions to the implementation of a three-week pre-session. The study is titled "Three-Week Pre-Session."

The results of the Pettit survey are available to the membership at the registration desk. The Schoenfeld and Seagren studies are to be mailed to the membership shortly.

A brief summary of the statistics is available at the registration table and will be published in the proceedings of this meeting.

By a recent act of the Executive Committee the Research Committee has been empowered with the authority to directly approve research proposals involving funding up to \$1,000. Proposals for support above \$1,000 will be reviewed and passed on with recommendation to the Executive Committee for final approval. The Research Committee has an annual budget of \$5,000.

In closing, the incumbent Research Committee wishes to submit recommendations regarding policy and procedure to the Executive Committee for the future development and implementation of research supported by this Association.

The Committee recommends the development of a research plan which would lend a clearer mission orientation to the Association's research involvements. The findings of the special Futurology Committee might serve as a valuable reference in this regard.

The Committee further recommends that guidelines be established which would delineate the Association's prerogative in matters of supported research. Such guidelines would facilitate the solicitation, transmittal and evaluation of such research proposals.

LES COYNE, *Chairman*
JAMES BLACKHURST
LLOYD O'CONNOR
MIKE NELSON
O. T. RICHARDSON
ALAN SEAGREN

SELECTED STATISTICAL DATA FOR 1973 SUMMER SESSIONS
 ABSTRACTED FROM JOINT SUMMER SESSIONS QUESTIONNAIRES
 Les Coyne, *Indiana University*

TABLE I
NUMBER AND ENROLLMENT REPORTING INSTITUTIONS
BY STATE AND TYPE OF INSTITUTION
 (n = 178)

State	Public Institutions			Private Institutions			Total: Public and Private		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	Number of respondents	Number of (non-dupl.) respondents	Total enrollment	Number of respondents	Total enrollment (non-dupl.)	Number of respondents	Percent of all respondents	Total enrollment (non-dupl.)	Percent of grand total enrollment*
Alaska	1	—	1,254	—	—	1	0.6	1,254	0.2
Arizona	2	—	17,855	—	—	2	1.1	17,855	3.1
Arkansas	2	—	10,333	—	—	2	1.1	10,333	1.8
California	10	6	34,154	6	7,074	16	9.0	41,228	7.1
Colorado	4	1	15,021	1	970	5	2.8	15,991	2.7
Connecticut	3	2	12,340	2	1,856	5	2.8	14,196	2.4
Dist. of Columbia	—	2	—	2	11,257	2	1.1	11,257	1.9
Florida	—	1	—	1	7,036	1	0.6	7,036	1.2
Hawaii	1	—	13,102	—	—	1	0.6	13,102	2.2
Idaho	1	2	2,001	2	318	3	1.7	2,319	0.4
Illinois	1	4	3,602	4	6,496	5	2.8	10,098	1.7
Indiana	3	2	28,621	2	2,230	5	2.8	30,851	5.3
Iowa	1	3	3,085	3	4,103	4	2.2	7,188	1.2
Kansas	3	—	14,850	—	—	3	1.7	14,850	2.5
Kentucky	1	1	7,735	1	400	2	1.1	8,135	1.4

TABLE I (continued)

State	Public Institutions		Private Institutions		Total: Public and Private		Percent of grand total enrollment*	
	Number of respondents	Total enrollment (non-dupl.)	Number of respondents	Total enrollment (non-dupl.)	Number of respondents	Percent of all respondents		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Louisiana	1	2,600	2	2,644	3	1.7	5,244	0.9
Maine	2	7,506	—	—	2	1.1	7,506	1.3
Maryland	1	4,064	1	1,101	2	1.1	5,165	0.9
Massachusetts	1	1,500	6	7,163	7	3.9	8,663	1.5
Michigan	—	—	2	4,916	2	1.1	4,916	0.8
Minnesota	2	15,426	1	552	3	1.7	15,978	2.7
Mississippi	1	2,511	—	—	1	0.6	2,511	0.4
Missouri	4	15,936	3	3,790	7	3.9	19,726	3.4
Nebraska	3	23,428	1	489	4	2.2	23,917	4.1
Nevada	1	3,283	—	—	1	0.6	3,283	0.6
New Hampshire	1	3,220	2	1,454	3	1.7	4,674	0.8
New Jersey	1	5,938	4	7,612	5	2.8	13,550	2.3
New Mexico	1	1,718	—	—	1	0.6	1,718	0.3
New York	7	47,598	13	28,379	20	11.2	75,977	13.0
North Carolina	8	31,371	—	—	8	4.5	31,371	5.4
North Dakota	1	2,666	—	—	1	0.6	2,666	0.5
Ohio	2	12,752	6	15,904	8	4.5	28,656	4.9
Oklahoma	1	7,282	—	—	1	0.6	7,282	1.2
Oregon	3	2,656	1	1,419	4	2.2	4,075	0.7
Pennsylvania	1	7,119	10	8,267	11	6.2	15,386	2.6
Rhode Island	—	—	1	727	1	0.6	727	0.1

TABLE I (continued)

State	Public Institutions		Private Institutions		Total: Public and Private		Percent of grand total enrollment*	
	Number of respondents	Total (non-dupl.) enrollment	Number of respondents	Total (non-dupl.) enrollment	Number of respondents	Total (non-dupl.) enrollment		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
South Carolina	1	5,627	—	—	1	0.6	5,627	1.0
South Dakota	1	1,087	—	—	1	0.6	1,087	0.2
Tennessee	—	—	1	259	1	0.6	259	0.04
Utah	1	8,246	1	7,481	2	1.1	15,727	2.7
Vermont	1	2,691	1	492	2	1.1	3,183	0.5
Virginia	6	15,858	3	2,791	9	5.1	18,649	3.2
Washington	2	17,882	2	2,953	4	2.2	20,835	3.6
Wisconsin	3	26,101	1	615	4	2.2	26,716	4.6
British Columbia	1	3,564	—	—	1	0.6	3,564	0.6
Mexico	—	—	1	296	1	0.6	296	0.1
TOTAL	91	443,583	87	141,044	178	100.1*	584,627*	100.04*

* Does not equal 100 percent because of "rounding."

TABLE II
NUMBER AND PERCENT OF REPORTING INSTITUTIONS
BY TYPE OF CREDIT HOUR DESIGNATION
(n = 169)

Credit hour designation	Public Institutions		Private Institutions		Public and Private Institutions	
	Number reporting	Percent of all reporting Public Inst.	Number reporting	Percent of all reporting Private Inst.	Number reporting	Percent of all reporting Institutions
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Semester hour	69	74.2	66	86.8	135	79.9
Quarter hour	23	24.7	4	5.3	27	16.0
Other:						
By course			4	5.3	4	2.4
By Unit	1	1.1	2	2.6	3	1.8
TOTAL	93	100.0	76	100.0	169	100.1*

* Does not equal 100 percent because of "rounding."

TABLE III
NUMBER AND PERCENT OF REPORTING INSTITUTIONS
BY LENGTH OF TOTAL SUMMER SESSION
(n = 182)

Session length in weeks	Public Institutions		Private Institutions		Public and Private Institutions	
	Number reporting	Percent of all reporting Public Inst.	Number reporting	Percent of all reporting Private Inst.	Number reporting	Percent of all reporting Institutions
(1)	(2)	(3)	(4)	(5)	(6)	(7)
6	1	1.1	12	13.5	13	7.1
7	1	1.1	1	1.1	2	1.1
7½ & 8	16	17.2	16	18.0	32	17.6
9	8	8.6	13	14.6	21	11.5
9½ & 10	25	26.9	19	21.3	44	24.2
11	11	11.8	7	7.9	18	9.9
11½ & 12	20	21.5	15	16.9	35	19.2
13	3	3.2	5	5.6	8	4.4
14	4	4.3	0	0	4	2.2
15	3	3.2	1	1.1	4	2.2
16	1	1.1	0	0	1	0.5
TOTAL	93	100.0	89	100.0	182	99.9*

* Does not equal 100 percent because of "rounding."

TABLE V
CREDIT HOUR PRODUCTION
SUMMER 1973 VERSUS SUMMER 1972

Credit hours change 1973 vs 1972	Public Institutions		Private Institutions		Public & Private Institutions	
	Number respondents	% of total respondents — Public Inst.	Number respondents	% of total respondents — Private Inst.	Number respondents	% of all respondents
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Higher than in 1972	36	38.3	41	45.1	77	41.6
Less than in 1972	39	41.5	32	35.2	71	38.4
Change negligible (Less than $\pm 1\%$)	12	12.8	10	11.0	22	11.9
No response or response not usable	7	7.4	8	8.8	15	8.1
TOTAL	94	100.0	91	100.1*	185	100.0

* Does not equal 100 percent because of "rounding."

TABLE VI

BASIS USED TO DETERMINE SUMMER SESSION SALARIES

Salary basis	Public Institutions		Private Institutions		Public & Private Institutions	
	Number responses*	% total responses from Public Inst.	Number responses*	% total responses from Private Inst.	Number responses*	% of total responses
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Percent of 9 or 10 mos. salary	39	36.8	13	12.4	52	24.6
Percent of 9 or 10 mos. per credit hr. taught	13	12.3	11	10.5	24	11.4
\$ per credit hr. taught without respect to rank	4	3.8	13	12.4	17	8.1
\$ per hr. taught by academic rank	26	24.5	32	30.5	58	27.5
Negotiated on an individual basis	5	4.7	5	4.8	10	4.7
Other	17	16.0	25	23.8	42	19.9
Not reported	2	1.9	6	5.7	8	3.8
TOTAL	106	100.0	105	100.1*	211	100.0

* Does not equal 100 percent because of "rounding."

TABLE VII

**COST PER UNDERGRADUATE CREDIT HOUR
FOR IN-STATE (RESIDENT STUDENTS)**

Cost per unit in dollars	Public Institutions		Private Institutions		Public & Private Institutions	
	Semester hour	Quarter hour	Semester hour	Quarter hour	Semester hour	Quarter hour
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Less than 15	11	5		1	11	6
15-17	14	2			15	1
18-20	16	6			18	4
21-23	5	4	1	1	6	5
24-26	8		1	1	9	1
27-29	7	1			7	1
30-32	3	1	7	1	10	2
33-35		1	4		8	1
36-38	4		1		1	
39-41			7	1	7	2
42-44		1	5		5	
45-47			6	1	8	
48-50	1		8		8	
51-53			4		4	
54-56			10		10	
57-59			2		2	
60-62			5		5	
63-65			4		4	
Above 65			12		12	

ACTIVITIES INCLUDED IN SUMMER PROGRAM

Summer programs include	Public Institutions		Private Institutions		Public & Private Institutions	
	Number responses	% of total responding Public Inst.	Number responses	% of total responding Private Inst.	Number responses	% of total responding Institutions
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Non-Cr. Courses	48 (23)	51.1 (24.5)	31 (24)	38.3 (29.6)	79 (47)	45.1 (26.9)
Lecture Series	32 (17)	34.0 (18.1)	22 (7)	27.2 (8.6)	54 (24)	30.9 (13.7)
Funded Institutes	54 (21)	57.4 (22.3)	20 (10)	24.7 (12.3)	74 (31)	42.3 (17.7)
Inst. Supported	40 (36)	42.6 (38.3)	31 (24)	38.3 (29.6)	71 (60)	40.6 (34.3)
Inst. & W'kshops	54 (16)	57.4 (17.0)	32 (11)	39.5 (13.6)	77 (27)	44.0 (15.4)
Plays or Concerts	27 (4)	28.7 (4.3)	14 (3)	17.3 (3.7)	41 (7)	23.4 (4.0)
Intramurals	16 (1)	17.0 (1.2)	5 (1)	6.2 (1.2)	21 (1)	12.0 (0.6)
Student Government	21 (1)	22.3 (1.1)	4 (2)	4.9 (2.5)	25 (3)	14.3 (1.7)
Faculty Senate	39 (21)	41.5 (22.3)	22 (14)	27.2 (17.3)	61 (35)	34.9 (20.0)
Meetings	45 (25)	47.9 (26.6)	35 (14)	43.2 (17.3)	80 (39)	45.7 (22.3)
Overseas Course	56 (19)	59.6 (20.2)	41 (15)	50.6 (18.5)	97 (34)	55.4 (19.4)
Youth Programs						
— HS						
Recreation						

Note: Number in parentheses gives corresponding figures for respondents who indicated direct responsibility for the activity.

REPORT OF THE FUTUROLOGY COMMITTEE

I. STAFF

The National Association of Summer Sessions has grown to such size and complexity that the details of its administration have become a heavy burden for officers whose duties are added to those of full-time academic employment. The services asked of the Association are increasing, and there are additional services which, because of its size and organizational structure, it is uniquely able to fulfill but currently is not staffed to carry out.

To reach its full potential of service to members, the Association should empower the Executive Committee to employ a salaried professional person to carry on its day-to-day activities. He should have a title such as Executive Director; significant, although carefully defined, delegated authority from the Executive Committee; and adequate clerical assistance. Looking toward this future status, the Association should fund immediately a position for a competent administrative assistance to its present secretary; and at an early date it should fund, at least on a part-time basis, the position of Executive Director.

The Executive Director would in effect operate a central office for the National Association of Summer Sessions. His duties would include maintaining close contact with and carrying out the directives of the Executive Committee; assisting with and coordinating the activities of the Regional Vice Presidents; oversee a continuing campaign for the recruitment of new members; maintaining central files; setting up a data bank of research information; developing an Association library; serving as a clearing house of information important to summer session administrators; publishing the annual *Proceedings*; assisting the editor with the preparation of the *Newsletter*; representing NASS to other academic and governmental organizations, and providing a means of communication between them and NASS members; and in general lessening the disadvantages, while enhancing the advantages, of an organizational structure whose executive authority is loosely divided among officers scattered over the entire nation and meeting only twice a year.

The Executive Director would also be a member of the Executive Committee and the Administrative Council as an ex-officio member without vote.

II. INTERASSOCIATION RELATIONS

It is recommended that NASS establish close coordination between the NASS regional groups and independent organizations such as the North Central Conference of Summer Sessions and WASSA, placing special emphasis on joint meetings.

III. ANNUAL MEETINGS

Concurrent sessions should be problem oriented rather than size and nature oriented. Problem-related topics should be identified in advance and individuals and panelists who are to appear on the program should be prepared to present positions and to discuss the topic. Several sample problem areas were given (not in order of priority):

- A. Non-educational or non-institutional ways to utilize physical facilities in the summer.
- B. Program development for federal funding.
- C. Promotional campaigns for marketing summer sessions programs.
- D. Innovative structures and schedules for conducting summer learning sessions.
- E. Case study or simulation sessions on summer session administrative problems.

The President-Elect should conduct a survey by mail immediately following the annual meeting at which he/she was appointed requesting program suggestions from members for the following annual meeting.

The dates of the annual meeting should be moved closer to a weekend and conclude on Friday morning rather than on Thursday morning.

Discussion was given to location of annual meetings. While no conclusion was reached by the Committee or a recommendation made by it, dissatisfaction was expressed with sites which were not centrally located and with sites in the colder regions.

IV. PUBLICATIONS

The Association should prepare a bibliography of articles, research studies and reports related to summer sessions.

The Association should arrange for the preparation of position papers on selected topics. It is suggested that an Ad Hoc Committee be appointed to select topics and authors. The position papers would be presented to the Annual Conference, and subsequently published, and circulated to members. Papers could be made available for publication in journals and magazines serving higher education. Also, reprints and copies could be made available to Presidents and Chancellors who head institutions experiencing problems related to the subject matter of the paper.

A handbook for new summer session deans and directors should be prepared and made available on request. The handbook would include the bibliography and position papers and other appropriate information useful to deans and directors who begin their tenure in summer program administration. The Committee views this as a valuable service activity of the Association having an outstanding potential.

V. RESEARCH

The Association should continue its high priority on research activities by member institutions.

The practice of supporting research activities that have value to summer programs should be continued.

The Research Committee should consider ways and means to stimulate additional research and study efforts. Consideration could be given to the support of a graduate assistant(s), internship(s) and the establishment of a summer session "data bank."

VI. GOVERNMENTAL AFFAIRS

It is recommended that the Governmental Affairs Committee be abolished and one person designated to prepare information on federal programs. This activity could become the responsibility of the part-time staff.

VII. REGIONAL CONSULTING TEAMS

As a service of NASS to institutions that experience special summer session problems, a strategy for the development of consulting teams comprised of deans and directors should be developed. It is suggested that members would be appointed by NASS and serve on a voluntary basis. Travel expenses for consultants selected to serve on teams would be normally supported by the requesting institutions. Coordination would be provided by the Association.

VIII. EXECUTIVE COMMITTEE

It is recommended that the Vice President of the region in which the Annual Summer Sessions Conference is to be located attend planning session(s) of the Executive Committee for the year preceding the annual meeting. The expenses of the Regional Vice President for attending the planning session(s) should be supported by the Association.

IX. REGIONAL ORGANIZATIONS

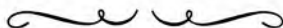
The regional organization (structure, boundaries, etc.), should be reviewed.

The Association should strengthen regional organizations by providing additional support.

A "program of work" should be developed by the regional organization. This program of work should include the responsibilities of the Regional Vice Presidents, conference planning procedures, regional conference plans, etc.

Regional organizations should be encouraged and provided with appropriate support (promotional materials, leadership and financial resources), for the recruitment of new members of the regional organization.

CLODUS SMITH, *Chairman*
 J. NIEL ARMSTRONG
 CHARLES NOYES
 CHARLES ORR
 JOSEPH PETITT
 DAVID W. WUERTHELE, JR.



NOMINATING COMMITTEE REPORT

The Nominating Committee met on Wednesday, November 7, 1973, to select a slate of officers for 1974. The Nominating Committee is pleased to present the following slate:

PRESIDENT: John Mapp, Virginia Commonwealth University,
 Richmond, Virginia

PRESIDENT-ELECT: N. Lee Dunham, Baylor University,
 Waco, Texas

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

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

CHARLES NOYES, *Chairman*
 JAMES BLACKHURST
 GEORGE COLE
 MILTON HARDIMAN
 ANNE SCHEERER
 NORMAN WATT

RESOLUTIONS COMMITTEE

Cognizant of a mandate from last year's Resolutions Committee and of an obligation to serve the NASS membership, we herewith ask:

- A. That it be resolved that the NASS Executive Committee authorize and release funds to the Research Committee for a person or persons to analyze and put together: (1) Standardized course evaluation techniques which may be modified and adopted to individual summer sessions. (2) For a person or persons to conduct research and come up with uniform guidelines for "evaluating" life and work experiences for the purpose of possibly awarding credit at an individual summer session.
- B. Be it also resolved that through lobbying and other appropriate means, we make sure that the summer session is recognized as relevant to future governmental and foundation studies on higher education and inclusion in their funding allocations.
- C. Be it further resolved that we encourage effective innovation in the summer session through the creation and financial support of an ad hoc Awards Committee which would receive and evaluate all offerings submitted for this award and present an annual award of a plaque or trophy to the institution submitting the "Creative and Innovative Summer Session Offering."
- D. In the NASS tradition of expressions of gratitude, be it resolved that NASS thank the host institution, Boston College, and especially commend Father George Fuir and his excellent staff for outstanding hospitality and efficient arrangements for the 1973 meeting.
- E. Be it finally resolved that the National Association of Summer Sessions thank Harriet Darrow for dynamic, enthusiastic, charming and effective leadership during the past year. Be it also resolved the President-Elect John Mapp and his committee be commended for the excellent quality of the programs for the 1973 meeting.

MARY LUDWIG, *Chairman*

WILLIAM SMALL

GEORGE WILLIAMS

Appendix I

CONSTITUTION AND BYLAWS

of the

NATIONAL ASSOCIATION OF SUMMER SESSIONS

*(Amended at Philadelphia, Pennsylvania, December 4, 1969)*ARTICLE I—*Name*

The name of this Association shall be The National Association of Summer Sessions.

ARTICLE II—*Purpose*

The purpose of the organization shall be the development of summer session standards and programs. All activities of the Association shall be exclusively for educational purposes within the meaning of section 501 (c) (3) of the Internal Revenue Code of 1954.

ARTICLE III—*Membership*

Section 1. Membership in the Association shall be institutional and individual.

- a) Institutional voting membership shall be open to colleges and universities having summer programs and which maintain accreditation by one of the regional associations accrediting institutions of higher learning. Colleges and universities outside the United States may become institutional members by a majority vote at the annual meeting.
- b) Individual non-voting membership shall be open to those who are not affiliated with an institution eligible for institutional membership but who have a professional interest in the purpose of the Association.

Section 2. Annual dues assessed to institutions and individuals shall be established by vote of the membership upon recommendation of the Administrative Council.

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

Section 4. At its first annual meeting the membership of the organization shall be constituted of those institutions submitting declaration of an intention to fulfill the spirit of Article II of this Constitution, and payment of dues as established at the organization meeting to a *pro-tem* Executive Committee approved at the organization meeting at Washington, D.C., April 27-28, 1964.

ARTICLE IV—*Representation*

Section 1. Each member institution shall receive one vote on any question before the Association.

Section 2. Although each institution may send as many delegates to the annual meeting as it deems consistent with the purpose of the Association, each institution shall be officially represented by the person responsible for the Summer Session program, or his designee.

ARTICLE V—Administrative Organization

Section 1. The Administrative Council is the governing body of the Association and shall consist of:

- a) The officers of the Association: President, President-elect, Secretary, and Treasurer.
- b) One Vice President from each of the geographical areas designated as Association regions in the Bylaws.
- c) The immediate past President.
- d) The President, immediate past President, President-elect, Secretary and treasurer shall constitute the Executive Committee of the Administrative Council.

Section 2. The Executive Committee is authorized to conduct the business of the organization between annual meetings. It shall fill *ad interim* vacancies in the organization.

Section 3. Upon dissolution of the Association, the Council shall provide for the payment of all debts of the Association, then shall dispose of all remaining assets in a manner consistent with the purposes of an exempt organization within the meaning of section 501 (c) (3) of the Internal Revenue Code of 1954.

ARTICLE VI—Meetings

Section 1. At least one meeting of the Association shall be held in each calendar year as determined by the Executive Committee. Ordinarily this meeting shall be held in conjunction with the Annual Conference of the Association.

Section 2. Special meetings of the Association may be called by the Executive Committee providing that six-weeks' notice is given to each member institution.

ARTICLE VII—Amendments

Section 1. Amendments may be voted on at any annual meeting, provided they are:

- a) submitted to the Administrative Council in writing at least sixty (60) days before the annual meeting.
- b) recommended by the Administrative Council for adoption at the annual meeting and circulated by the Council to the membership at least fifteen (15) days before the annual meeting.

Section 2. Amendments to this Constitution may be offered to the Association at any annual meeting. If accepted for action by majority vote of those in attendance, the amendments shall be voted on at the next annual meeting.

Section 3. Adoption of amendments shall be by a two-thirds affirmative vote of the members in attendance at the annual meeting.

ARTICLE VIII—Bylaws

Bylaws may be enacted or amended at any regular meeting of the Association by a majority vote of member institutions in attendance at the meeting.

BYLAWS

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

ARTICLE I

In all matters not covered by its Constitution and Bylaws, this Association shall be guided by Robert Rules of Order Revised.

ARTICLE II—*New Members*

Section 1. Any college or university seeking membership in the National Association of Summer Session shall apply in writing to the Secretary of the Association.

Section 2. The following criteria shall determine eligibility for membership:

- a) Accreditation by one of the regional associations accrediting institutions of higher learning.
- b) Article III, Section 1 of the Constitution establishes criteria by which institutions of higher learning outside of the United States may become members.
- c) Only non-profit institutions shall be accepted for membership.

Section 3. New members who meet the criteria referred to in Section 2 shall be accepted as members.

ARTICLE III—*Dues*

Section 1. The annual institutional dues shall be \$25.00 or as designated by the Administrative Council. Individual members' dues shall be \$10.00. Payment of institutional dues shall establish voting eligibility at the annual meeting.

Section 2. Failure to pay annual dues prior to the opening of the annual business meeting shall result in removal of the institution from membership.

ARTICLE IV—*Powers and Duties of Officers*

Section 1. The President, or in his absence the President-elect, shall preside at all meetings of the Association and the Administrative Council and the Executive Committee. In addition, the President shall perform the duties customarily associated with the office of the President.

Section 2. The President-elect shall be the Annual Conference Program chairman.

Section 3. The Secretary shall keep minutes of all regular and special meetings of the Association and the Administrative Council and Executive Committee.

Section 4. The Treasurer shall collect the annual dues of the Association, receive monies, make disbursements in the name of the Association, be bonded and maintain an official membership roster.

Section 5. The Administrative Council, by a two-thirds vote of its membership, may authorize the Executive Committee to act in the name of the Council. Such authorization may be rescinded by a majority vote of the Council membership.

ARTICLE V—Regions

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

NORTHWESTERN

Alaska, Idaho, Montana, Oregon, Washington, Wyoming

EAST CENTRAL

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

SOUTHWESTERN

Arkansas, Oklahoma, New Mexico, Texas, Missouri

MIDDLE STATES

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

WESTERN

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

NEW ENGLAND

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

WEST CENTRAL

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

SOUTHEASTERN

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

ARTICLE VI—Elections and Appointments

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

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

Section 3. Regional Vice Presidents

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

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

Section 5. No member of the Administrative Council, except the Secretary and Treasurer, shall serve more than two consecutive terms in the same capacity. *Ad interim* and *pro tem* appointments shall not apply.

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

ARTICLE VII—Quorum

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

NATIONAL ASSOCIATION OF SUMMER SESSIONS

Tenth Annual Meeting

Participants

1. Nancy Abraham
University of Wisconsin—Madison
2. Dale Allerton
University of Pittsburgh
3. J. Niel Armstrong
North Carolina A & T
State University
4. Vivian M. Barfield
Colorado Women's College
5. Frank Barros
Americian University
6. Leo Barrows
Saint Peter's College
7. Donald Becker
Lenoir Community College
8. Melvin Berstein
University of Maryland
9. Andrew B. Bond
Tennessee State University
10. Paul M. Bradley
California State University—
San Jose
11. David T. Brigham
Bentley College
12. Arthur Brissette
Sacred Heart University
13. William Brotherton
Memphis State University
14. Charles Buckley
University of Scranton
15. John B. Burks
Jersey City State College
16. Paul Busch
Trinity University
17. John Bushey
University of Vermont
18. Lewis Butler
Alfred University
19. Charles R. Campbell
Spring Arbor College
20. Jeanette P. Christian
Virginia Commonwealth University
21. Larry Clark
University of Missouri—Columbia
22. Marvin Clark
Rensselaer Polytechnic Institute
23. George O. Cole
Southern Connecticut State College
24. Charles W. Cole
George Washington University
25. Les Coyne
Indiana University
26. Thomas E. Crooks
Harvard University
27. Joseph S. Culotta
Community College of Baltimore
28. Richard Danworth
University of Nevada—Reno
29. Harriet Darrow
Indiana State University
30. Willard Deal, Jr.
Appalachian State University
31. Everette L. Duke
Norfolk State College
32. N. Lee Dunham
Baylor University
33. John Edwards
Arizona State University
34. Willard Edwards
California State University—
Northridge
35. Stephen Eich
C. W. Post Center of Long Island
University
36. Elizabeth Eisemeier
Yale University
37. Seth H. Ellis
University of North Carolina—
Charlotte
38. William Emerson
Lenoir Community College
39. Rozanne Epps
Virginia Commonwealth University
40. Wallace Ewing
Colby College—New Hampshire
41. John H. Fixl
King's College
42. Kenneth R. Fredgren
Georgetown University

43. James H. Fribourgh
University of Arkansas—Little Rock
44. Rev. George R. Fuir, S. J.
Boston College
45. Thomas Fulcher
Lenoir Community College
46. Will Gartman
Davis and Elkins College
47. John Gilheany
Catholic University
48. J. Daniel Giovannini
Saint Norbert College
49. James P. Glispin
University of Detroit
50. Gloria C. Goore
Winston-Salem State University
51. Robert C. Gould
Babson College
52. Max Graeber
University of Richmond
53. Claud B. Green
Clemson University
54. Ernest Greenburg
New Hampshire College
55. James Griffin
Hampton Institute
56. Robert Griffin
Fairfield University
57. Larry Grothaus
Concordia Teachers College
58. Hazel W. Harris
Furman University
59. Robert Hasenstab
Mercy College of Detroit
60. Vernon H. Head
Spring Hill College
61. Margaret Higgins
College of Mount Saint Vincent
62. Doris Hoffman
Macalester College
63. J. Clifford Holmes
George Williams College
64. R. T. Holmes, Jr.
Virginia Commonwealth University
65. David E. Hooten
Rochester Institute of Technology
66. Glen Jesse
Drake University
67. Marjorie Johansen
University of California—
Los Angeles
68. Graham Johnson
Howard University
69. Harry A. Johnson
Virginia State College
70. William C. Johnston
George Mason University
71. James J. Kafka
University of Minnesota—Duluth
72. S. Kathleen Kalinowski
College of Saint Benedict
73. Russell Keeling
Southwest Missouri State University
74. John M. Keleher
State University of New York—
Albany
75. Sr. Anna Mary Kelly
Regis College
76. Howard A. Knag
Queens College of the City University
of New York
77. Alfred C. Koester
Valparaiso University
78. Charles F. Kolb
North Carolina State University
79. Leonard E. Kraft
North Adams State College
80. Karl Kredatus
Trenton State College
81. Thomas A. Kujawski
Rutgers University
82. Charles W. Lafferty
University of Alaska
83. Raymond J. Langley
Manhattanville College
84. Raymond LaRocque
State University of New York—
Plattsburgh
85. C. Robert Larson
Wartburg College
86. Kenneth L. Laws
Dickinson College
87. Jean Leppaluoto
University of Massachusetts
88. A. Paul Levack
Fordham University
89. O. E. Lovell
Nicholls State University
90. Mary K. Ludwig
University of Southern California
91. Pauline A. Lyon
University of Washington—Seattle

92. Roger S. McCannon
Drake University
93. Bruce McCart
Augustana College
94. Paul McKee
Bowling Green State University
95. John McLaughry
Brown University
96. Thomas McLeRoy
University of Wisconsin—Whitewater
97. Zaven M. Mahdesian
Saint John's University
98. Henry Malecki
Loyola University—Chicago
99. Stuart H. Manning
The University of Connecticut
100. John A. Mapp
Virginia Commonwealth University
101. Rev. James Markey, S. J.
Loyola Marymount University
102. John Merson
Lenoir Rhyne College
103. John J. Monoski
West Virginia Wesleyan College
104. Terrence Moser
University of Maine—Presque Isle
105. Marjorie Muntz
University of Cincinnati
106. Harold Naidus
Northeastern University
107. Donald Neiser
Elizabethtown College
108. Larry Nelson
Muskingham College
109. Michael U. Nelson
Washington University
110. C. E. Noyes
University of Mississippi
111. Lloyd R. O'Connor
California State University—
San Francisco
112. Ellen O'Keefe
Elizabeth Seton College
113. William Oliver
University of Maine—Orono
114. Charles O'Laughlin
Elmira College
115. Norman Olsen
College of Charleston
116. Charles W. Orr
North Carolina Central University
117. Thomas M. O'Shea
Syracuse University
118. Edward F. Overton
University of Richmond
119. Marion Parsons
Newark State College
120. Milton Partridge
Xavier University
121. G. Earl Peace
Lafayette College
122. John S. Penn
University of North Dakota
123. Joseph Pettit
Georgetown University
124. Gary C. Pfeifer
Dutchess Community College
125. Richard Pisano
Pembroke State University
126. Stanley Pliska
Old Dominion University
127. Claire Quintal
Assumption College
128. June A. Read
University of North Carolina—
Greensboro
129. Orvin Richardson
Ball State University
130. Edward Riehl
Loyola College
131. Eileen M. Roberson
Simmons College
132. William A. Rowen
Wagner College
133. Kim Ruth
Hahnemann Medical College
and Hospital
134. Paul A. Saimond
State University of New York—
Albany
135. David L. Sanford
Frostburg State College
136. Anne Scheerer
Creighton University
137. Frederick Sesow
University of Nebraska—Lincoln
138. John Shisler
Ithaca College
139. Charles Sieger
Atlantic Community College
140. William Small
University of Maine—Portland
141. William A. Small
Rhode Island College
142. Clodus Smith
Cleveland State University

OF SUMMER SESSIONS

143. Robert J. Smith
Quinsigamond Community College
144. James Steffenson, Jr.
Wesleyan University
145. Joseph H. Strain
Suffolk University
146. Kenneth C. Streiberg
Monmouth College
147. Richard Teaff
Ohio Dominican College
148. J. D. Thomas
Freed-Hardeman College
149. Willard Thompson
University of Minnesota—
Minneapolis
150. Eugene Udell
Temple University
151. Richard J. Uritus
University of Dayton
152. J. David Valaik
Canisius College
153. John Valaske
University of Wisconsin—Parkside
154. Bro. Philip J. Valley, O. S. B.
Saint Anselm's College
155. James Van Ness
University of Maryland
156. William C. Venman
University of Massachusetts
157. Louise Wallace
Boston College
158. Norman Watt
University of British Columbia
159. Henry F. White
Bronx Community College
160. Sr. Maria A. Werner
Saint Mary's College
161. Tory Westermark
University of British Columbia
162. Dale Wilhelm
Ohio Northern University
163. H. Francois Wilkinson
Harvard University
164. Beryl W. Williams
Morgan State College
165. E. K. Williams
Savannah State College
166. George Williams
University of Denver
167. Catherine Willis
Marymount Manhattan College
168. E. Robert Wiseman
University of Rhode Island
169. James R. Wolfe
Boise State College
170. Frank Woods
University of Rhode Island
171. Henry Wuensch
Richard Bland College
172. David Wuerthele
Springfield College
173. Rev. Albert Zabala, S. J.
University of San Francisco
174. J. W. Zorn
Emerson College