



# *Proceedings*

of the

**NATIONAL ASSOCIATION OF SUMMER SESSIONS**

at the

**Radisson Downtown Hotel**

**Minneapolis, Minnesota**

**October 21-23, 1974**



Host Institution

**UNIVERSITY OF MINNESOTA**



**Volume 11**

**Price \$2.00**

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# NATIONAL ASSOCIATION OF SUMMER SESSIONS

## Institutional Membership List

July 1, 1974 — June 30, 1975

As of October 23, 1974

1. Abilene Christian College  
Abilene, Texas 79601
2. Adams State College\*  
Alamosa, Colorado 81101
3. Adelphi University\*  
Garden City,  
Long Island, New York 11530
4. Akron, The University of\*  
302 East Buchtel Avenue  
Akron, Ohio 44304
5. Alaska, University of  
Division of Statewide Services  
College, Alaska 99701
6. Albright College  
Reading, Pennsylvania 19604
7. Alfred University  
Alfred, New York 14802
8. American International College  
170 Wilbraham Road  
Springfield, Massachusetts 01109
9. The American University\*  
303 Ashbury Building  
Washington, D. C. 20016
10. Anderson College  
Anderson, Indiana 46011
11. Appalachian State University\*  
Boone, North Carolina 28607
12. Arizona State University  
Tempe, Arizona 85281
13. Arizona, University of\*  
Tucson, Arizona 85721
14. Arkansas State University  
State University, Arkansas 72467
15. Arkansas, University of\*  
Fayetteville, Arkansas 72701
16. Arkansas, University of  
33rd and University Avenue  
Little Rock, Arkansas 72204
17. Assumption College\*  
500 Salisbury Street  
Worcester, Massachusetts 01609
18. Augustana College  
Rock Island, Illinois 61201
19. Babson College  
Babson Park, Massachusetts 02157
20. Ball State University\*  
Muncie, Indiana 47306
21. Baltimore, Community College of  
2901 Liberty Heights Avenue  
Baltimore, Maryland 21215
22. Baltimore, University of  
1420 N. Charles Street  
Baltimore, Maryland 21201
23. Baylor University  
Waco, Texas 76703
24. Benedict College  
Columbia, South Carolina 29204
25. Bentley College  
Waltham, Massachusetts 02154
26. Black Hills State College  
Spearfish, South Dakota 57783
27. Bloomfield College  
Bloomfield, New Jersey 07003
28. Boise State College  
Boise, Idaho 83707
29. Boston College\*  
Chestnut Hill, Massachusetts 02167
30. Bowling Green State University  
Bowling Green, Ohio 43402
31. Brenau College  
Gainesville, Georgia 30501
32. Briar Cliff College  
3303 Rebecca  
Sioux City, Iowa 51104
33. Bridgeport, University of  
Bridgeport, Connecticut 06602
34. Brigham Young University\*  
Provo, Utah 84601
35. British Columbia, University of  
Vancouver, Canada
36. Bristol Community College  
64 Durfee Street  
Fall River, Massachusetts 02720
37. Bronx Community College\*  
120 East 184th Street  
Bronx, New York 10468
38. Brown University  
Providence, Rhode Island 02912
39. Bryant College  
154 Hope Street  
Smithfield, Rhode Island 02917
40. Bucknell University\*  
Lewisburg, Pennsylvania 17837
41. Caldwell College  
Caldwell, New Jersey 07006
42. Calgary, The University of  
Calgary, Alberta, Canada
43. California State College -  
San Bernardino  
5500 State College Parkway  
San Bernardino, California 92407

44. California State College - Sonoma  
1801 East Cotati Avenue  
Rohnert Park, California 94928
45. California Polytechnic State College  
San Luis Obispo, California 93401
46. California State University - Chico  
Chico, California 95926
47. California State University - Fresno\*  
Fresno, California 93726
48. California State University - Hayward  
25800 Hillary Street  
Hayward, California 94542
49. California State University -  
Long Beach  
6101 East Seventh Street  
Long Beach, California 90840
50. California State University -  
Los Angeles\*  
5151 State University Drive  
Los Angeles, California 90032
51. California State University - Northridge  
18111 Nordhoff Street  
Northridge, California 91324
52. California State University -  
Sacramento  
6000 J Street  
Sacramento, California 95819
53. California State University - San Diego  
5402 College Avenue  
San Diego, California 92115
54. California State University -  
San Francisco\*  
1600 Holloway Avenue  
San Francisco, California 94132
55. California State University - San Jose\*  
145 South Seventh Street  
San Jose, California 95114
56. California - San Diego, University of\*  
Irvine, California 92664
57. California, University of\*  
Los Angeles, California 90024
58. California, University of\*  
Riverside, California 92502
59. California - San Diego, University of\*  
La Jolla, California 92037
60. Canisius College  
2001 Main Street  
Buffalo, New York 14208
61. Carlow College  
3333 Fifth Avenue  
Pittsburgh, Pennsylvania 15213
62. Carthage College  
Kenosha, Wisconsin 53140
63. The Catholic University of America\*  
620 Michigan Avenue, N.E.  
Washington, D. C. 20017
64. Central Connecticut State College  
1615 Stanley Street  
New Britain, Connecticut 06050
65. Central Washington State College  
Ellensburg, Washington 98926
66. Central YMCA Community College  
211 West Sacker Drive  
Chicago, Illinois 60606
67. Chapman College  
333 North Glassell Street  
Orange, California 92666
68. Charleston, College of  
Charleston, South Carolina 29401
69. Chestnut Hill College  
Philadelphia, Pennsylvania 19118
70. Cincinnati, University of  
Cincinnati, Ohio 45221
71. Clarion State College  
Clarion, Pennsylvania 16214
72. Clark College  
Vancouver, Washington 98663
73. Clark University  
950 Main Street  
Worcester, Massachusetts 01610
74. Clarke College  
Dubuque, Iowa 52001
75. Clarkson College of Technology  
Potsdam, New York 13676
76. Clatsop Community College  
16th and Jerome  
Astoria, Oregon 97103
77. Clemson University  
Clemson, South Carolina 29631
78. Coe College  
1220 1st Avenue, NE  
Cedar Rapids, Iowa 52402
79. Colby College  
Waterville, Maine 04901
80. The Colorado College  
Colorado Springs, Colorado 80903
81. Colorado, University of  
970 Aurora  
Boulder, Colorado 80302
82. Colorado State University\*  
Fort Collins, Colorado 80521
83. Colorado Women's College  
1800 Pontiac Street  
Denver, Colorado 80220
84. Concordia Teachers College\*  
800 North Columbia Avenue  
Seward, Nebraska 68434
85. Connecticut, The University of\*  
Storrs, Connecticut 06268
86. Cornell University  
105 Day Hall  
Ithaca, New York 14850
87. Creighton University  
2500 California Street  
Omaha, Nebraska 68131
88. Danville Community College  
1009 Bonner Avenue  
Danville, Virginia 24541

89. Davis and Elkins College  
Elkins, West Virginia 26241
90. Dayton, University of  
300 College Park Avenue  
Dayton, Ohio 45409
91. Delaware, University of  
Newark, Delaware 19711
92. Delta State College  
Cleveland, Mississippi 38732
93. Denver, University of\*  
Denver, Colorado 80210
94. De Paul University  
25 East Jackson Boulevard  
Chicago, Illinois 60604
95. Detroit, University of\*  
4001 West McNichols Road  
Detroit, Michigan 48221
96. Dickinson College\*  
Carlisle, Pennsylvania 17013
97. Dominican College of San Rafael  
San Rafael, California 94901
98. Dowling College  
Oakdale, New York 11769
99. Drake University  
25th and University  
Des Moines, Iowa 50311
100. Dutchess Community College  
Poughkeepsie, New York 12601
101. D'Youville College\*  
320 Porter Avenue  
Buffalo, New York 14201
102. Eastern Montana College  
Billings, Montana 59101
103. Eastern New Mexico University\*  
Portales, New Mexico 88130
104. Eastern Washington State College  
Cheney, Washington 99004
105. Edgewood College\*  
855 Woodrow Street  
Madison, Wisconsin 53711
106. Edmonton, University of  
Edmonton, Alberta, Canada
107. Elizabethtown College  
Elizabethtown, Pennsylvania 17022
108. Elmhurst College\*  
Elmhurst, Illinois 60126\*
109. Elmira College\*  
Elmira, New York 14901
110. Emerson College  
130 Beacon Street  
Boston, Massachusetts 02116
111. Emory University\*  
Atlanta, Georgia 30322
112. Fairfield University  
Fairfield, Connecticut 06430
113. Fashion Institute of Technology  
227 West 27th Street  
New York, New York 10001
114. Ferkauf Graduate School  
Yeshiva University  
55 Fifth Avenue  
New York, New York 10033
115. Ferrum College  
Ferrum, Virginia 24088
116. Fontbonne College  
Wydown and Big Bend Boulevard  
St. Louis, Missouri 63105
117. Fordham University\*  
Bronx, New York 10458
118. Framingham State College  
Framingham, Massachusetts 01701
119. Franklin and Marshall College  
Lancaster, Pennsylvania 17604
120. Franklin Pierce College  
Rindge, New Hampshire 03471
121. Freed-Hardeman College  
Henderson, Tennessee 38340
122. Frostburg State College  
Frostburg, Maryland 21532
123. Furman University\*  
Greenville, South Carolina 29613
124. Gallaudet College  
Washington, D. C. 20002
125. George Mason University  
4400 University Drive  
Fairfax, Virginia 22030
126. Georgetown University\*  
Washington, D. C. 20007
127. The George Washington University\*  
Washington, D. C. 20006
128. Goddard College  
Plainfield, Vermont 05667
129. Gonzaga University\*  
Spokane, Washington 99202
130. Graceland College  
Lamoni, Iowa 50140
131. Grand Valley State College  
Allendale, Michigan 49401
132. Greenville College  
Greenville, Illinois 62246
133. Gwynedd-Mercy College  
Gwynedd Valley, Pennsylvania 19437
134. Hahnemann Medical College  
and Hospital  
230 North Broad Street  
Philadelphia, Pennsylvania 19102
135. Hampton Institute  
Hampton, Virginia 23368
136. Harding College  
Searcy, Arkansas 72143
137. Harvard Summer School  
735 Holyoke Center  
1350 Massachusetts Avenue  
Cambridge, Massachusetts 02138
138. Hawaii, University of\*  
Honolulu, Hawaii 96822

139. Herbert H. Lehman College  
Bedford Park Boulevard, West  
Bronx, New York 10468
140. Howard University\*  
Washington, D. C. 20001
141. Hunter College of CUNY  
695 Park Avenue  
New York, New York 10021
142. Husson College\*  
1 College Circle  
Bangor, Maine 04401
143. Idaho, The College of\*  
Caldwell, Idaho 83605
144. Idaho State University\*  
Pocatello, Idaho 83201
145. Idaho, University of\*  
Moscow, Idaho 83843
146. Illinois State University  
Normal, Illinois 61761
147. Immaculata College  
Immaculata, Pennsylvania 19345
148. Indiana State University  
Terre Haute, Indiana 47809
149. Indiana University\*  
Bloomington, Indiana 47401
150. Instituto de Estudios  
Iberoamericanos, A.C.  
Apartado 358  
Saltillo, Coahuila, Mexico
151. Iona College  
New Rochelle, New York 10801
152. Iowa, University of  
Iowa City, Iowa 52240
153. Ithaca College  
Ithaca, New York 14850
154. Jersey City State College  
2039 Kennedy Boulevard  
Jersey City, New Jersey 07305
155. John Carroll University  
Cleveland, Ohio 44118
156. Johnson State College  
Johnson, Vermont 05656
157. Kansas State University\*  
Manhattan, Kansas 66502
158. Kean State College of New Jersey  
Union, New Jersey 07083
159. Kent State University  
Kent, Ohio 44242
160. Kentucky, University of  
Lexington, Kentucky 40506
161. Kingsborough Community College  
Oriental Boulevard, Manhattan Beach  
Brooklyn, New York 11235
162. The King's College  
Briarcliff Manor, New York 10510
163. King's College  
133 North River Street  
Wilkes-Barre, Pennsylvania 18702
164. Kutztown State College  
Kutztown, Pennsylvania 19530
165. Lafayette College  
Easton, Pennsylvania 18042
166. La Salle College\*  
Philadelphia, Pennsylvania 19141
167. La Verne College\*  
La Verne, California 91750
168. Lehigh University  
526 Broadhead Avenue  
Bethlehem, Pennsylvania 18015
169. Lemoyne College\*  
Syracuse, New York 13214
170. Lenoir-Rhyne College  
Hickory, North Carolina 28601
171. Lesley College  
Cambridge, Massachusetts 02138
172. Lethbridge, University of  
Lethbridge, Alberta, Canada
173. Lewis and Clark College  
0615 S.W. Palatine Hill Road  
Portland, Oregon 97219
174. Lewis University  
Lockport, Illinois 60441
175. Lincoln University  
Jefferson City, Missouri 65102
176. Louisville, University of\*  
Louisville, Kentucky 40208
177. Lowell Technological Institute  
Lowell, Massachusetts 01854
178. Loyola College\*  
4501 North Charles Street  
Baltimore, Maryland 21210
179. Loyola Marymount University  
Loyola Boulevard at West 80th Street  
Los Angeles, California 90045
180. Loyola University\*  
820 North Michigan Avenue  
Chicago, Illinois 60611
181. Loyola University of New Orleans  
New Orleans, Louisiana 70118
182. Luther College  
Decorah, Iowa 52101
183. Lynchburg College  
Lynchburg, Virginia 24504
184. Macalester College\*  
Saint Paul, Minnesota 55101
185. Madison College  
Harrisonburg, Virginia 22801
186. Maine, University of  
Orono, Maine 04473
187. Maine, University of  
119 Payson Smith Hall  
96 Falmouth Street  
Portland, Maine 04103
188. Maine - Presque Isle, University of  
181 Main Street  
Presque Isle, Maine 04769

189. Manhattan College  
Bronx, New York 10471
190. Manhattan Community College,  
Borough of (of the City University of New York)  
134 West 51 Street  
New York, New York 10020
191. Marist College  
North Road  
Poughkeepsie, New York 12601
192. Marquette University\*  
Milwaukee, Wisconsin 53233
193. Mars Hill College  
Mars Hill, North Carolina 28754
194. Maryland, University of\*  
College Park, Maryland 20742
195. Maryland, University of  
Eastern Shore Campus  
Princess Anne, Maryland 21132
196. Marymount Manhattan College  
71st Street  
New York, New York 10021
197. Mary Washington College\*  
Fredericksburg, Virginia 22401
198. Massachusetts Institute of Technology\*  
Cambridge, Massachusetts 02193
199. Massachusetts, University of\*  
Amherst, Massachusetts 01002
200. Memphis State University  
Memphis, Tennessee 38111
201. Mercy College of Detroit  
8200 West Outer Drive  
Detroit, Michigan 48219
202. Merrimack College\*  
North Andover, Massachusetts 01845
203. Miami University  
Oxford, Ohio 45056
204. Miami, University of\*  
Coral Gables, Florida 33124
205. Michigan State University  
East Lansing, Michigan 48823
206. Minnesota, University of  
Minneapolis, Minnesota 55455
207. Minot State College  
9th Avenue N.W.  
Minot, North Dakota 58701
208. Misericordia, College of  
Dallas, Pennsylvania 18612
209. Mississippi College  
Clinton, Mississippi 39056
210. Mississippi State University\*  
State College, Mississippi 38762
211. Mississippi, The University of\*  
University, Mississippi 38677
212. Missouri - Columbia, University of  
122 Switzler Hall  
Columbia, Missouri 65201
213. Missouri - Kansas City, University of\*  
Kansas City, Missouri 64110
214. Moncton, Universite' de  
Moncton, Nouveau-Brunswick, Canada
215. Monmouth College\*  
West Long Branch, New Jersey 07764
216. Montclair State College  
Upper Montclair, New Jersey 07043
217. Montgomery College  
51 Mannakee Street  
Rockville, Maryland 20850
218. Moore College of Art  
20th and Race Streets  
Philadelphia, Pennsylvania 19103
219. Morgan State College  
Baltimore, Maryland 21239
220. Mount St. Joseph on the Ohio,  
College of Mount St. Joseph,  
Ohio 45051
221. Mount St. Mary's College  
12001 Chalon Road  
Los Angeles, California 90049
222. Mount Saint Vincent, College of  
Riverdale, New York 10471
223. Mundelein College  
6363 Sheridan Road  
Chicago, Illinois 60626
224. Muskingum College  
New Concord, Ohio 43762
225. Nazareth College of Rochester  
4245 East Avenue  
Rochester, New York 14610
226. Nebraska, University of  
Lincoln, Nebraska 68508
227. Nebraska, University of  
Omaha, Nebraska 68101
228. Nevada, University of  
Las Vegas, Nevada 89109
229. Nevada, University of\*  
Reno, Nevada 89507
230. New Brunswick, The University of  
Fredericton, New Brunswick, Canada
231. New Hampshire, University of  
Durham, New Hampshire 03824
232. New Haven, University of  
300 Orange Avenue  
West Haven, Connecticut 06516
233. New School for Social Research\*  
66 West Twelfth Street  
New York, New York 10011
234. New York University\*  
Washington Square  
New York, New York 10003
235. New York, State University of\*  
1400 Washington Avenue  
Albany, New York 12222
236. New York, State University of  
Vestal Parkway East  
Binghamton, New York 13901



237. New York, State University of\*  
192 Hayes Hall  
Buffalo, New York 14214
238. New York, State University of  
Melville Road  
Farmingdale, New York 11735
239. New York, State University of  
Oswego, New York 13126
240. New York, State University of\*  
Plattsburgh, New York 12901
241. New York, State University of  
Pierreport Avenue  
Potsdam, New York 13676
242. New York, State University of  
Stony Brook, New York 11790
243. Niagara County Community College  
Sanborn, New York 14132
244. Nicholls State University  
Thibodaux, Louisiana 70301
245. Norfolk State College  
2401 Corprew Avenue  
Norfolk, Virginia 23504
246. North Adams State College  
North Adams, Massachusetts 01247
247. North Carolina Agricultural and  
Technical State University  
Greensboro, North Carolina 27411
248. North Carolina Central University  
Durham, North Carolina 27707
249. North Carolina State University\*  
Raleigh, North Carolina 27607
250. North Carolina, University of  
Asheville, North Carolina 28801
251. North Carolina, University of\*  
Chapel Hill, North Carolina 27514
252. North Carolina, University of  
Charlotte, North Carolina 28213
253. North Carolina, University of\*  
Greensboro, North Carolina 27412
254. North Dakota State University  
Fargo, North Dakota 58102
255. North Dakota, University of  
Grand Forks, North Dakota 58202
256. Northern Iowa, University of\*  
Cedar Falls, Iowa 50613
257. North Park College  
5125 North Spaulding  
Chicago, Illinois 60625
258. Notre Dame, University of\*  
Notre Dame, Indiana 46556
259. Norwich University  
Northfield, Vermont 05663
260. Ohio Northern University  
Ada, Ohio 45810
261. Oklahoma, The University of  
660 Parrington Oval  
Norman, Oklahoma 73069
262. Oklahoma State University  
Stillwater, Oklahoma 74074
263. Old Dominion University  
5215 Hampton Boulevard  
Norfolk, Virginia 23508
264. Oregon Institute of Technology  
Klamath Falls, Oregon 97601
265. Oregon, University of\*  
Eugene, Oregon 97403
266. Pace University  
New York-Westchester  
Pace Plaza  
New York, New York 10038
267. Pacific, University of the\*  
Stockton, California 95204
268. Pacific Lutheran University  
Tacoma, Washington 98447
269. Pacific Union College  
Angwin, California 94508
270. Pembroke State University  
Pembroke, North Carolina 28372
271. Philadelphia College of Bible  
1800 Arch Street  
Philadelphia, Pennsylvania 19103
272. Philadelphia College of  
Textiles & Science  
Philadelphia, Pennsylvania 19144
273. Phillips University  
Enid, Oklahoma 73701
274. Pittsburgh, University of  
4200 Fifth Avenue  
Pittsburgh, Pennsylvania 15213
275. Plymouth State College  
Plymouth, New Hampshire 03264
276. Portland State University  
Portland, Oregon 97207
277. C. W. Post Center  
Long Island University  
Greenvale, New York 11548
278. Prince George's Community College  
301 Largo Road  
Largo, Maryland 20027
279. Princeton Theological Seminary  
Princeton, New Jersey 08540
280. Principia College  
Elsah, Illinois 62028
281. Providence College\*  
Providence, Rhode Island 02908
282. Puerto Rico, University of  
Rio Piedras, Puerto Rico 00931
283. Puget Sound, University of  
1500 North Warner  
Tacoma, Washington 98416
284. Queens College of the CUNY  
Flushing, New York 11367
285. Queensborough Community College  
Bayside, New York 11364

286. Quinsigamond Community College  
251 Belmont Street  
Worcester, Massachusetts 01605
287. Redlands, University of  
1200 East Colton Avenue  
Redlands, California 92373
288. Regis College\*  
West 50th and Lowell Boulevard  
Denver, Colorado 80221
289. Regis College  
Weston, Massachusetts 02193
290. Rensselaer Polytechnic Institute  
Troy, New York 12181
291. Rhode Island College\*  
600 Mt. Pleasant Avenue  
Providence, Rhode Island 02908
292. Rhode Island, University of\*  
Kingston, Rhode Island 02881
293. Richard Bland College of the College  
of William and Mary  
Petersburg, Virginia 23803
294. Richmond College of CUNY  
130 Stuyvesant Place  
Staten Island, New York 10301
295. Richmond, University of\*  
Richmond, Virginia 23173
296. Rider College  
Trenton, New Jersey 08602
297. Roanoke College  
Salem, Virginia 24153
298. Rochester Institute of Technology  
One Lomb Memorial Drive  
Rochester, New York 14623
299. Rochester, The University of\*  
Rochester, New York 14627
300. Rocky Mountain College  
Billings, Montana 59102
301. Roosevelt University  
430 S. Michigan Avenue  
Chicago, Illinois 60605
302. Rutgers—The State University  
New Brunswick, New Jersey 08903
303. Saint Andrews Presbyterian College  
Laurinburg, North Carolina 28352
304. Saint Anselm's College  
Manchester, New Hampshire 03102
305. Saint Benedict, College of\*  
St. Joseph, Minnesota 56374
306. Saint Bonaventure University\*  
St. Bonaventure, New York 14778
307. Saint Charles Seminary  
Philadelphia, Pennsylvania 19151
308. Saint Edward's University  
3001 S. Congress Avenue  
Austin, Texas 78704
309. Saint Francis College  
605 Pool Road  
Biddeford, Maine 04005
310. Saint Francis College  
Remeen Street  
Brooklyn, New York 11201
311. Saint Francis College  
Loretto, Pennsylvania 15940
312. Saint John's University  
Grand Central and Utopia Parkways  
Jamaica, New York 11432
313. Saint Joseph's College  
Philadelphia, Pennsylvania 19131
314. Saint Lawrence University  
Canton, New York 13617
315. Saint Mary College  
Leavenworth, Kansas 66048
316. Saint Mary, College of  
Omaha, Nebraska 68124
317. Saint Mary's College, Notre Dame  
Notre Dame, Indiana 46556
318. Saint Mary's College  
Winona, Minnesota 55987
319. Saint Michael's College\*  
Winooski, Vermont 05404
320. Saint Norbert College\*  
West De Pere, Wisconsin 54178
321. Saint Olaf College\*  
Northfield, Minnesota 55057
322. Saint Peter's College\*  
2641 Kennedy Boulevard  
Jersey City, New Jersey 07306
323. Saint Rose, College of  
432 Western Avenue  
Albany, New York 12203
324. Saint Scholastica, College of  
Duluth, Minnesota 55811
325. Saint Vincent College  
Latrobe, Pennsylvania 15650
326. San Francisco, University of  
San Francisco, California 94117
327. Santa Fe, College of  
Santa Fe, New Mexico 87501
328. Scranton, University of\*  
Scranton, Pennsylvania 18510
329. Seattle Pacific College\*  
3307 Third Avenue West  
Seattle, Washington 98119
330. Seton Hall University\*  
South Orange, New Jersey 07079
331. Seton Hill College  
Greensburg, Pennsylvania 15601
332. Simmons College  
300 The Fenway  
Boston, Massachusetts 02115
333. Slippery Rock State College  
Slippery Rock, Pennsylvania 16057
334. Southeastern Massachusetts University  
North Dartmouth, Massachusetts 02747
335. Southern California, University of\*  
Los Angeles, California 90007

336. Southern Colorado State College  
900 West Orman Avenue  
Pueblo, Colorado 81005
337. Southern Connecticut State College  
501 Crescent Street  
New Haven, Connecticut 06515
338. Southern Oregon College  
1250 Siskiyou Boulevard  
Ashland, Oregon 97520
339. Southern State College  
Magnolia, Arkansas 71753
340. South Georgia College  
Douglas, Georgia 31533
341. Southwestern Michigan College  
Cherry Grove Road  
Dowagiac, Michigan 49047
342. Southwest Missouri State University  
Springfield, Missouri 65802
343. Spring Arbor College  
Spring Arbor, Michigan 49283
344. Springfield College\*  
Springfield, Massachusetts 01109
345. Spring Hill College  
Mobile, Alabama 36608
346. Staten Island Community College\*  
715 Ocean Terrace  
Staten Island, New York 10301
347. Stevens Institute of Technology  
Castle Point Station  
Hoboken, New Jersey 07030
348. Suffolk University\*  
Boston, Massachusetts 02114
349. Syracuse University  
Syracuse, New York 13210
350. Temple University\*  
Philadelphia, Pennsylvania 19122
351. Tennessee State University  
3500 Centennial Boulevard  
Nashville, Tennessee 37203
352. Texas Christian University  
Fort Worth, Texas 76129
353. Towson State College\*  
Baltimore, Maryland 21204
354. Trenton State College\*  
Trenton, New Jersey 08625
355. Trinity University  
715 Stadium Drive  
San Antonio, Texas 78212
356. Tufts University\*  
Medford, Massachusetts 02155
357. Tulane University\*  
New Orleans, Louisiana 70118
358. Ursinus College  
Collegeville, Pennsylvania 19426
359. Valparaiso University  
Valparaiso, Indiana 46383
360. Vermont, University of\*  
Burlington, Vermont 05401
361. Victoria, University of  
P.O. Box 1700  
Victoria, B.C. Canada V8W 2y2
362. Villanova University\*  
Villanova, Pennsylvania 19085
363. Virginia, University of  
Charlottesville, Virginia 22903
364. Virginia State College  
Petersburg, Virginia 23803
365. Virginia Commonwealth University  
901 West Franklin Street  
Richmond, Virginia 23220
366. Virginia Military Institute  
Lexington, Virginia 24450
367. Virginia Polytechnic Institute  
Blacksburg, Virginia 24061
368. Wagner College  
Staten Island, New York 10301
369. Wake Forest University  
Winston-Salem, North Carolina 27106
370. Walla Walla College\*  
College Place, Washington 99324
371. Wartburg College  
Waverly, Iowa 50677
372. Washington University  
Skinker and Lindell  
St. Louis, Missouri 63130
373. Washington, University of  
Seattle, Washington 98105
374. Waynesburg College  
Waynesburg, Pennsylvania 15370
375. Wesleyan University\*  
Middletown, Connecticut 06457
376. West Chester State College  
West Chester, Pennsylvania 19380
377. Western Carolina University  
Cullowhee, North Carolina 28723
378. Western Illinois University\*  
900 West Adams  
Macomb, Illinois 61455
379. Westfield State College  
Westfield, Massachusetts 01085
380. West Virginia Wesleyan College  
Buckhann, West Virginia 26206
381. Wichita State University  
1845 Fairmount Street  
Wichita, Kansas 67208
382. Widener College  
14th and Chestnut Streets  
Chester, Pennsylvania 19013
383. Wilkes College  
South River Street  
Wilkes-Barre, Pennsylvania 18703
384. William and Mary, College of  
Williamsburg, Virginia 23185
385. Winona State College  
Winona, Minnesota 55987

386. Winston-Salem State University  
Winston-Salem, North Carolina 27102
387. Wisconsin, The University of  
120 South University Circle Drive  
Green Bay, Wisconsin 54302
388. Wisconsin, University of\*  
Madison, Wisconsin 53706
389. Wisconsin, University of  
Milwaukee, Wisconsin 53201
390. Wisconsin, University of  
800 Algoma Boulevard  
Oshkosh, Wisconsin 54901
391. Wisconsin, The University of - Parkside  
Wood Road  
Kenosha, Wisconsin 53140
392. Wisconsin, University of\*  
River Falls, Wisconsin 54022
393. Wisconsin, University of\*  
Whitewater, Wisconsin 53190
394. Wofford College  
Spartanburg, South Carolina 29301
395. Worcester Polytechnic Institute\*  
Worcester, Massachusetts 01609
396. Xavier University\*  
Cincinnati, Ohio 45207
397. York College of the City University  
of New York  
150-14 Jamaica Avenue  
Jamaica, New York 11432

\*Institutional Charter Member

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July 1, 1974 — June 30, 1975

As of October 23, 1974

- |  |  |
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| <p>1. Arthur J. Brissette<br/>Director, Continuing Education<br/>Sacred Heart University<br/>5229 Park Avenue<br/>Bridgeport, Connecticut 06604</p> <p>2. Edward J. Connors<br/>Director, Continuing Education<br/>New Hampshire College<br/>2500 North River Road<br/>Manchester, New Hampshire 03104</p> <p>3. Allen W. Dampman<br/>Director, Continuing Education<br/>Sullivan County Community College<br/>South Fallsburg, New York 12759</p> <p>4. Robert H. Farber<br/>Dean<br/>DePauw University<br/>Greencastle, Indiana 46135</p> <p>5. S. Eugene Gascay<br/>Academic Dean<br/>Atlantic Union College<br/>South Lancaster, Massachusetts 01561</p> <p>6. Howard S. Geer<br/>Dean, Community Services<br/>Montgomery College<br/>51 Mannakee Street<br/>Rockville, Maryland 20850</p> <p>7. Ernest M. Greenberg<br/>Director, Continuing Education<br/>New Hampshire College<br/>2500 N. River Road<br/>Manchester, New Hampshire 03104</p> | <p>8. Ellen O'Keefe<br/>Director, Continuing Education<br/>Elizabeth Seton College<br/>1061 North Broadway<br/>Yonkers, New York 10701</p> <p>9. David P. Peltier<br/>Summer Sessions Director<br/>Mansfield State College<br/>Mansfield, Pennsylvania 16933</p> <p>10. Charles E. Shaw<br/>Academic Dean<br/>Saint Joseph College<br/>Asylum Avenue<br/>Hartford, Connecticut 06117</p> <p>11. Frederick B. Tuttle*<br/>Director of Educational Programs<br/>Office of Public Affairs<br/>National Aeronautics and Space<br/>Administration<br/>Washington, D. C. 20546</p> <p>12. Kenneth H. Walker<br/>Director, Continuing Education and<br/>Summer Session<br/>University of Maine - Machias<br/>Machias, Maine 04654</p> |
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\*Individual Charter Member

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OFFICERS AND COMMITTEES**

1974

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*Newsletter*

JOSEPH PETTIT, <i>Editor</i>	Georgetown University
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*Conference Program*

N. LEE DUNHAM	Baylor University
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**PROGRAM**

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

**October 21 - 23, 1974**

**Radisson Downtown Hotel  
Minneapolis, Minnesota**

**THEME: NEW CHALLENGES FOR SUMMER SESSIONS**

**SUNDAY, OCTOBER 20**

- 4:00 p.m. Executive Committee Meeting
- 5:00 - 8:00 p.m. Registration
- 9:00 p.m. An Evening with President Mapp

**MONDAY, OCTOBER 21**

- 8:30 a.m. Registration continued all day
- 9:00 a.m. Workshop for new Summer Sessions Directors  
Herbert P. Stutts, University of Maryland, Workshop Leader
- 9:00 a.m. Committee Meetings
  - REGIONAL VICE PRESIDENTS: Headquarters Suite with  
President Mapp
  - AUDIT COMMITTEE: Marjorie Johansen, Chairman
  - CONFERENCE SITE COMMITTEE: Claud Green,  
Chairman
  - NOMINATING COMMITTEE: Harriet Darrow, Chairman
  - RESEARCH COMMITTEE: Les Coyne, Chairman
  - RESOLUTIONS COMMITTEE: Vivian Barfield, Chairman
  - AD HOC COMMITTEE ON REGIONAL REORGANIZATION:  
George Cole, Chairman
- 10:30 a.m. FIRST GENERAL SESSION
  - Topic:* New Challenges for Summer Sessions
  - Speaker:* Joseph Cosand, University of Michigan
  - Presiding:* John Mapp, Virginia Commonwealth University
  - Welcome and Arrangements:* W. L. Thompson, University of  
Minnesota



## 12:15 p.m. Eleventh Conference Luncheon

*Presiding:* Harriet Darrow, Indiana State University*Speaker:* President Mapp—Fulfilling Our Mandate

## 2:00 - 3:10 p.m. Concurrent Workshops

Group I: New Populations: High School . . . Alumni . . .  
Families . . . ElderlyAnne E. Scheerer, Creighton University, *Chairman*E. Norman Harold, Kansas State, *Resource Person*Leo J. Sweeney, University of Missouri, *Recorder*Group II: New Populations: Business . . . Teachers and Other  
ProfessionalsCharles W. Orr, North Carolina Central University,  
*Chairman*Willard Deal, Appalachian State University, *Resource  
Person*Andrew Bond, Tennessee State University, *Recorder*Group III: Resisting the Hucksters: Calendar . . . Credits . . .  
Caprice with Ethics . . .Denis J. Kigin, Arizona State University, *Chairman*Paul Kaus, University of Idaho, *Resource Person*W. Hubert Johnson, Nevada Southern University, *Re-  
corder*Group IV: Projecting the Summer Session Image: Campus . . .  
Community . . . CongressPaul R. Busch, Trinity University, *Chairman*Edwin Enzor, Abilene Christian College, *Resource Person*Russell Mathis, University of Oklahoma, *Recorder*

Group V: Telling and Selling: Marketing the Summer Session

Edward F. Overton, University of Richmond, *Chairman*Herbert Stutts, University of Maryland, *Resource Person*James M. Griffin, Hampton Institute, *Recorder*Group VI: Frantic Finances: Budget . . . Salaries . . . Fees . . .  
Norman S. Watt, University of British Columbia, *Chair-  
man*Richard Dankworth, University of Nevada, *Resource  
Person*Jeoff Mason, University of Victoria, *Recorder*Group VII: Alternatives to Credit Programs: New Options For  
Faculty EmploymentBruce R. McCart, Augustana College, *Chairman*James P. Glispin, University of Detroit, *Resource Person*Jean M. Shanahan, University of Wisconsin-Milwaukee,  
*Recorder*

Group VIII: Nuts and Bolts: "If it works, don't fix it."

David W. Wuerthele, Springfield College, *Chairman*David E. Hooten, Rochester Institute of Technology, *Re-  
source Person*David T. Brigham, Bentley College, *Recorder*

## 3:20 - 4:30 p.m. Concurrent Workshops (Repeat of above)

**TUESDAY, OCTOBER 22**

8:30 a.m. Registration continued

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

*Topic:* The Future Is Now

*Speaker:* Honorable Edith Green, Congresswoman of the  
Third Oregon District

*Presiding:* Harriet Darrow, Indiana State University

10:15 a.m. Break

10:30 a.m. General Sessions Reaction Seminars

**Section I**

*Presiding:* Charles W. Orr, North Carolina Central University

*Reactor:* J. Niel Armstrong, A. & T. State University

**Section II**

*Presiding:* Denis J. Kigin, Arizona State University

*Reactor:* Paul Kaus, University of Idaho

*Reactor:* W. Hubert Johnson, Nevada Southern University

**Section III**

*Presiding:* Bruce R. McCart, Augustana College

*Reactor:* Nancy Abraham, University of Wisconsin-Madison

*Reactor:* Milton A. Partridge, Xavier University

**Section IV**

*Presiding:* Anne E. Scheerer, Creighton University

*Reactor:* William Utley, University of Nebraska-Omaha

*Reactor:* Michael Nelson, Washington University

**Section V**

*Presiding:* Edward F. Overton, University of Richmond

*Reactor:* John Shisler, Ithaca College

*Reactor:* George H. Gibson, University of Delaware

**Section VI**

*Presiding:* David W. Wuerthele, Springfield College

*Reactor:* George O. Cole, Southern Connecticut State College

*Reactor:* John R. Bushey, University of Vermont

12:00 noon Lunch

12:30 p.m. Tour-Cruise

6:30 p.m. Social Hour

7:30 p.m. Annual Conference Banquet

*Presiding:* Willard Thompson, University of Minnesota

*Entertainment:* University of Minnesota

**WEDNESDAY, OCTOBER 23**

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

*Topic:* The Role of Summer Sessions in Lifelong Education:  
A Conflict in Terms

*Speaker:* Richard Chapin, Michigan State University

*Presiding:* N. Lee Dunham, Baylor University

10:15 a.m. Break

10:30 a.m. Annual Business Meeting

*Presiding:* John A. Mapp

12:00 noon Conference adjourned

12:30 p.m. Administrative Council Luncheon

**FIRST GENERAL SESSION****MONDAY, OCTOBER 21, 1974**

*Presiding* — John Mapp  
Virginia Commonwealth University

**NEW CHALLENGES FOR SUMMER SESSIONS**

*By Dr. Joseph P. Cosand*

Director of the Center for the Study of Higher Education  
School of Education  
University of Michigan

New challenges for summer sessions could well be expanded into new challenges for all of higher or post-secondary education. Comments made by educational leaders at the recent ACE convention in San Diego emphasized the problems facing higher education in terms of enrollment plateaus or declines, financial distress, lower priorities as viewed by state and federal governments, competition for students and the danger of diversity of institutions becoming diversity within an institution and hence the homogenizing of institutions where the tendency may increase for institutions to each be all things to all people. President Richard Lyman of Stanford pleaded for colleges to have well stated objectives and to remain true to those objectives in order to retain the integrity of the institutions. Present urgencies of a financial nature facing our colleges and universities must not be allowed to turn financial distress into quality distress.

Internal institutional planning, regional inter-institutional planning, consortia planning and state planning must be undertaken and followed quickly by implementive actions if we are to avoid overall state controlling super-boards for public post-secondary education, and also for those private institutions receiving state tax funds.

The challenges are before us and administrators, faculty and board members can no longer afford the luxury of naivete, channel vision, ignorance, apathy or professorial and institutional arrogance. We are mandated to serve our students through a quality education program with funds provided by both state and federal governments, and by our students through their tuition. We are not in existence to be served, as seems to be the attitude of some faculty, administrators and board members, and as reflected by the indifference and arrogance shown toward our students and taxpayer supporters.

We don't have to look far in government, in tax concerning bodies, to see the disillusionment and hostility of the taxpayer as he views the extensive misuse of his earnings. This attitude is dangerously negative and must

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be replaced with a positive attitude of respect for our efforts to build quality educational programs, for the people to be served, which, in addition to quality, are operated and administered with efficiency.

The plush days of the 50's and 60's are over. The challenge for us is to revise our objectives, restate them if necessary, assess our resources, and market a program commensurate with the demand of today's students and today's society. This requires us to listen to our constituencies, not simply to tell our constituencies, and to offer courses which our faculty want to teach regardless of societal changes and realities. This is especially true in summer sessions and in continuing education where too many institutions proceed in a manner indicating that the courses offered are for the benefit of the faculty for extra income.

The question is too often asked by the administrator—"What would you like to teach? What time would you like to teach it? Where would you like to teach it?" Seldom do I see or hear evidence of a coordinated educational program encompassing the traditional two semesters, the continuing education program, the extension program, and the summer sessions, and for minimester programs. These must mesh with one another even though the mix of students in the different programs will vary as to full time, part time, youth, adults, student objectives, dormitory resident, commuter, and all the other differences which go to make up our diverse student population.

The summer session must be an integral part of this totality of program. The summer session must have clearly stated objectives and adhere to them. The summer session must have the strongest possible leadership. The summer session must have the same type of financial support that is available to the traditional two semester program. The summer session must at all times demand the same high quality of teaching and student performance as is expected during the regular two semesters. Only through adherence to the above requisities will the summer session have an identity, and without an identity there can be no respect for this part of the college or within the part itself.

At last year's WASSA meeting, I stated that summer sessions and summer session administrators had little or no identity. This comment was made on the basis of observations within colleges, as a faculty member or administrator, as an evaluator of colleges through accreditation visits and as a consultant to institutions and to states, and as Deputy Commissioner of Higher Education. The topic of summer sessions was seldom, or never, mentioned. The summer session was generally considered to be an appendage rather than an integral and essential part of the total educational program. However, this attitude must change, and from a few scattered reports in the literature, it is beginning to change. The comments of President Watkins of West Texas State, Les Coyne, Joe Pettit, Dean Richey and George Williams, and the article in the April 1, 1973 issue of the Chronicle for Higher Education all indicate the need for change, identity, and service to traditional students, and to those new students who are potential beneficiaries of summer session services. President Watkins' comment of the need

to respond to unmet student needs is especially relevant. It implies the importance of listening to and then responding to our present and potential constituents.

In finding solutions to problems it is essential that the problems be identified and then attacked through well thought out plans and realistic actions.

The following problems are of immediate and continuing concern, for they have prevented both the development of broad, flexible course offerings, and the integration of the summer session into the mainstream of the instructional and administrative policies and procedures of the institutions.

1. Financial equity within the college budget
2. Administrative status and influence within the college's power structure
3. Faculty influence in course offerings — topic, time and place
4. A means to supplement faculty income
5. Visiting professors for vacation purposes
6. Lowered course requirements on the faculty's part
7. Student expectations for an 'easy' course and grade
8. Traditional course offerings
9. Little or no advisory input from existing and potential constituencies
10. Inadequate evaluation and supervision of the summer session or sessions.

It is not enough to present a listing of problems unless at the same time there is a listing of recommended actions which might offer solutions to the problems. The following list of recommended actions offers possible solutions, and certainly there is no presumptuousness on my part since many, if not all, have been suggested and acted upon by those of you in attendance at this National Conference.

1. The elimination of "pay as you go" policies or even the policy to show a profit in order to subsidize the "regular program".
2. The integration of the summer session program into the regular college budget where the administration and board show by such action their commitment to the program.
3. The inclusion of the summer session administrator in the top levels of the college's administrative structure. The "appendage" philosophy is unacceptable if strength and quality, combined with breadth and depth offerings, are to be objectives.
4. Only those faculty within, or external to the institution who have the qualifications and interest required should be offered summer assignments. The assignment of faculty on a seniority basis as a means of supplementing income is a prostitution of the summer session. However, the pay rate should be comparable to the regular salary contract. Lesser pay indicates a lesser program. The faculty

- member should be required to provide the same professionalism as would be expected under an annual contract. The assignment is not a vacation.
5. For comparable credit in validated catalog courses, there should be comparable quality and rigor. Lesser requirements insult students and faculty, and hence, lower the respect for the summer session itself.
  6. Under no circumstances should students expect or find an easy summer course or an easy summer grade from a vacationing faculty member.
  7. Course offerings should reflect the needs of the college's present and potential constituents. Advisory committees to the summer session leadership will provide the input to respond to unmet needs.
  8. Summer sessions can and should respond to the following, *at present*, a typical student.
    - A. The part-time, stop-in—stop-out individual
    - B. The external degree aspirant
    - C. Professionals, business men and business woman, skilled workers—all in need of recurrent education for job upgrading
    - D. Groups, in need of retraining
    - E. Groups wishing special conferences or seminars
    - F. Youth and adults who need to experience college before actually committing themselves and losing needed foregone earnings
    - G. Evening or weekend students
    - H. Vacationers who would benefit from short term offerings
  9. The establishment of evaluative procedures for the individual part of the varied program, as well as for the total program. Student evaluations are even more essential in the summer sessions than in the regular sessions, since the summer offerings are too often a mish-mash of faculty desires and institutional experiences.
  10. Educate state and federal officials about the growing importance of summer sessions as related to new student year-round classes, life-long learning and all the other items which your counterparts in the regular and continuing education programs have been doing for years. Your lobbying must also be visible.
  11. Educate your own administration and become a part of it—a close part.
  12. Educate the national organizations housed at One Dupont Circle. When and where possible attend and participate in their conferences and at the same time involve their representatives in yours.

Your challenge was well stated by Les Coyne and Joe Pettit in their listing of five functions: Marketing, Program Planning, Coordination, Direction, and Evaluation. It was stated again by Dean Richey in a listing of

six items: Mission, Program, Faculty, Calendar, Enrollment and Unionization. And in reading various articles concerning summer sessions there were two which offer challenges to be met by every college; the first — "School begins when summer starts" and second — "Summer School is a growth industry".

As traditional enrollments plateau and/or decline in the regular college year and in the summer session, you as summer session administrators have the opportunity to provide strong aggressive leadership, and through such leadership develop new avenues of learning for those individuals who have unmet needs and who will participate once the avenues are open and identified. It is an exciting challenge and a great privilege for you and for your institution to provide educational opportunity for those youth and adults who are in need of what you have to offer and what you can offer.



**ELEVENTH CONFERENCE LUNCHEON****MONDAY, OCTOBER 21, 1974**

*Presiding* — Harriet Darrow  
Indiana State University

**FULFILLING OUR MANDATE**

*By President John Mapp*

I feel highly honored to be your President of NASS, this eleventh year—and to have this moment with you.

I'm convinced that Summer Sessions' Deans and Directors have had a good time whether NASS has met in St. Louis or Boston—or at Notre Dame or in Philadelphia. And from a fun and pleasure point of view, the University of Minnesota and Minneapolis will not be surpassed—I know we are going to enjoy ourselves. The question is, how, also, can we learn the most to help carry out, individually, our summer mandate?

I have every confidence that your regional vice presidents have helped Vice President Lee Dunham of Baylor prepare a good participatory kind of program, along with three great and provocative speakers.

As we are having the expected good time, may I suggest that you do two things—first, enter the various discussions, and, secondly, also share your expertise in informal conversations during the conference. Build friendships here that will enable you to get and give help to one another during the year. Bigger and better summer sessions in the years ahead may well depend on our professional skill as practitioners. While there may be debate as to how much of an art or science running a successful summer sessions is, most of us believe that it is more than hard work and luck. With the “know-how” represented here and the chance for us to keep on learning, many of us truly can get a lot for our NASS dues (which haven't gone up in 11 years) and for our convention dollars. Year after year, I personally get more help from NASS than anywhere. If you like to “talk shop,” I'm sure your experience will be similar to mine.

For you at your plate I have brought a copy of a RICHMOND TIMES-DISPATCH editorial. It is not because this newspaper has printed and helped to distribute 200,000 copies of the VCU Summer Sessions catalogue that this editorial was written; it was because VCU's University relations director and I called on the chief editorial-writer and urged a lot of summer session thinking on him. Note that the editorial tells of the importance of the summer sessions for specific reasons. To me, a key reason for increasing the size of your summer session is the maximum employment of your faculty summer after summer—hopefully on a voluntary basis. Yes, maximum total

dollars for the most faculty always—but notice that I didn't say anything about maximum *per class payment* to the faculty, or talk about maximum or minimum size classes. High dollar payment for the faculty *per class*, and big summer classes look and sound good, but they can lead a summer session in the wrong direction, in my estimation. Isn't it preferable to have many classes, at a variety of times, to get the largest number of students on their preferred schedules? Isn't this multiple-session schedule one way not only to get the most students but also to have the most classes taught by the most faculty, who will thus get the most dollars in their pockets over the years as they make maximum use of classrooms, too? It seems so in our Richmond situation at Virginia Commonwealth University.

Either before, during, or after the U.S.A. commemorates its bicentennial in 1976—and NASS meets in Williamsburg in November of that presidential-election year—you have my personal invitation to visit VCU in Richmond. You won't get lots of formality or earn continuing education units, those CEU's we heard about last year in Boston, but you can count on as much summer session talk and observation as you want. My wife says the office is always open, so you don't have to write or call ahead. Some of us are always there— and most people at VCU consider themselves ahead if they can talk to Rozanne Epps, Assistant Dean, who is here at this conference. Max Graeber and Ed Overton assure me you would also be welcome at the University of Richmond during the centennial year or anytime.

**SECOND GENERAL SESSION****TUESDAY, OCTOBER 22, 1974**

*Presiding* — Harriet Darrow  
Indiana State University

**THE FUTURE IS NOW**

By *Honorable Edith Green*  
Congresswoman of the Third  
Oregon District

I am firmly convinced that we must move in the direction of bloc grants of general institutional assistance for all institutions of higher education. In this respect we are behind most of our international neighbors who have traditionally accepted federal support of higher education to a far greater degree than has been our custom.

One of my chief reasons for supporting such a provision is a very real fear that the diversity provided by both public and private institutions is menaced today by the leveling sword of "Bigness" in higher education—that our smaller, private institutions are literally threatened with extinction.

I believe it is accurate to say that most people in education believe the strength of higher education is in the dual system of both public and private institutions. As you all well know, many small colleges are facing a financial crisis of unusual proportions. As I see it, it is not in the national interest to see these small colleges close their doors yet, ironically, at the time we were considering the legislation, *The Washington Post* newspaper editorialized against general institutional aid. *The Washington Post* editorialized further that: "Unfortunately, the average small college, like the family farm, is probably an uneconomic anachronism more worthy of fond nostalgia than rescue with federal funds."

This may strike some—as it did me—as a shocking statement. But the depth of its real implications come as you think about it.

In seeing the diversity of small colleges perish as "uneconomic anachronisms", they are saying that America will be better for having a more diverse cross-section of ethnic and economic Americans within any given classroom, and yet pursue policies that will put these students into fewer and fewer schools that are more and more the same. If diversity is a virtue, as I believe it is then it is surely a continuing necessity among institutions of higher education themselves.

The problem is a very real one. The red ink syndrome has become a

common complaint in private colleges and universities across the country. Inflation, leading to both higher expenses and escalating tuition, and reduction of government support are commonly named as the arch villains.

We are told that when we are asked "Will the private colleges survive the 70's?" we must of necessity reply "Which ones?"

A brief look at enrollment. Figures will give some indication of the direction in which we are moving. In 1950, we found that 53% of the students attending four-year institutions of higher education were enrolled in private schools, and 47% attended public institutions. That was 22 years ago.

By 1972, those figures had been drastically altered—69% of those enrolled were attending public institutions and 31% were attending private institutions.

Some projections show that by 1985, private institutions will have only 15% of the nation's college students.

What it all adds up to, as one observer has noted, is that the private colleges and universities are on the "endangered species list" during the decade ahead.

Many private colleges and universities in the U. S. feel they have scrimped on expenses to the point where the quality of their institutions, and thus their very survival, is about to be affected.

Going to a private college or university today is roughly 80% more expensive than it was a mere decade ago. The U. S. Office of Education estimated that the average student this fall at such an institution faces a cost of \$3,281 for tuition, room and board—a 7% hike above last fall's average and a full \$1,789 more than the student would pay at the average public institution.

William Jellema, Research Director of the Association of American Colleges, points to a serious concern that the campuses of private institutions could become populated by two separate elite—the very rich who can pay and the poor who can get financial aid. I must say that throughout the hearings we held on the higher education legislation, this was a point made again and again by representatives from private institutions—and it was not presented as a possible "future shock" but as a very real phenomenon of the present.

Generally, as I have noted, the case for private institutions has been predicated on the value of diversity. Interestingly however, I find that many who are not so philosophically oriented are becoming increasingly convinced because of the practical realities that it is not sound economically to allow private institutions to die and to replace them with new public facilities. In my own state of Oregon, for example, early in the 1970-71 academic year, there were 3,000 empty student places in the colleges comprising the Oregon Independent Colleges Association. At the same time, there was a shortage of

student stations in the state's four year, tax-supported institutions. The Oregon State System of Higher Education was asking the state legislature for more construction funds, partly because of that shortage.

It makes no sense to me, from just a practical economic standpoint, to provide new places when existing ones are going unused.

I am also committed to the concept of general institutional assistance on the grounds of simple efficiency. I am weary of the proliferation of categorical programs, many purporting to accomplish overlapping ends, but all requiring their own administration, their own guidelines, and their own application procedures.

The Washington climate appears to breed the false assumption that all initiative and wisdom somehow automatically flows to and collects upon the banks of the Potomac. Problems and priorities are different in different areas and in different institutions, and I firmly believe that the institutions themselves are best able to determine their own needs. I have little patience with the idea that our institutions are not as imaginative as the U. S. Office of Education. I for one do not know of a single so called innovative program emanating from the Office of Education which was not first carried on in at least one institution, and sometimes dozens, for years. A shortage of funds can often look like a shortage of ideas.

If we are to move in this direction, however, we must first move away from categorical programs and establish a program of bloc grants. This is not a simple matter—every program builds its own constituency and once a program is on the books, change becomes nearly impossible.

Let me turn briefly to enrollment figures. As you know for the last century, enrollments have doubled every 10 to 15 years. The Carnegie Commission and others have pointed out for some time that 1980 would be a "stop" period when enrollments would level off. In concluding their work, the commission revised their estimates rather severely downward. They anticipate now that in the 1980's enrollments will decline by a million. In their own words, they did not anticipate that the declining rate of enrollment increases would occur so fast, so soon in the 1970's.

Many explanations are proffered for the reduction in students: the annual growth in the number of 18 year olds has slowed; the number of high school graduates will be decreasing; the end of the military draft has eliminated another reason for college attendance for some.

But in post-secondary education, we also see the breaking of the traditional student mold. Traditionally, we have viewed life in four main sequences: pre-school years of happy play, years of formal education, years of tedious work, and then years of what Ernest Boyer has termed "dignified decline". College students were those completing their stint of formal education—"getting ready for life".

Now we will find people seeking college education at sporadic intervals both in length of time and at different periods of life. In the 60's we were

concerned about the "dropout". We initiated dropout programs and the very term bore a social stigma. Now and in the future, we will be optimistically concerned with the "drop-in". Individuals will be seeking education throughout life, and education will be a continual "dropping-in" process, not one that concludes at age 22 or whatever. Higher education was never meant to be a holding pattern for those not yet ready to launch their lives.

Many students in recent years chose college—or chose to remain in college—because they were assured that a college degree would mean employment. We are now quite familiar with the spectre of college graduates looking for that promised "fulfilling" job—only to find they cannot find any job and after the glow of the 60's with its promise of higher education for everyone, many students have suddenly become aware of Bureau of Labor statistics which show that 80% or more of all jobs in the next few years will require only high school graduation, and so another reason for staying on the education treadmill is removed.

What we will be confronting are individuals seeking to upgrade skills and continue their education through life. The number of people over 65 in the United States is increasing by 35%. It is entirely conceivable to me that our institutions will become involved in cycles of learning with people covering the entire age spectrum.

There are certainly many factors related to these changing enrollments on which we could speculate. It will probably be increasingly easy to get into college as our "enrollment increases" of recent years become "enrollment decreases" and the seller's market turns into a buyer's market. Getting in is one thing, but paying for it is another.

I wonder if any of you shared my concern when the Carnegie Commission came out with their report entitled "Higher Education: Who pays? Who benefits? Who should pay?". The proposal by the Carnegie Commission is that middle class families should pay a larger proportion of the cost of sending their children to public institutions—at present the only alternative for those who can't afford private schools. The commission concludes that families with incomes from \$11,000 to \$15,000 per year could afford to pay higher tuitions and that tax supported subsidies that now keep tuition cost down at state campuses could be used to subsidize enrollments of low-income students.

I have immense problems with accepting the rationale that the middle class can assume a greater burden and that the subsidies thus freed can be used for the lower income.

Clark Kerr, chairman of the Carnegie Commission, acknowledged that the Carnegie report's recommendations were "a bitter pill for the middle class to swallow". I would suggest to Mr. Kerr that they may very well choke on it. The middle class has been pressed to the breaking point.

I was still attempting to cope with the Carnegie recommendations when The Committee for Economic Development (CED) proposed that tuitions

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at public colleges should be more than doubled during the next five years. The CED suggests that students from middle and higher income families should pay more of the cost of their education at public colleges. The report was immediately attacked by Allan Ostar, executive director of the American Association of State Colleges and Universities, as a "direct attack on millions of middle and low income American families". Ostar noted that the CED report appears to "express the views of a few multi-billion dollar corporations and affluent private universities".

A colleague of mine after reviewing the CED report, declared: "It is time to blow the whistle on the growing tendency of the rich to make grandiose plans to aid the poor with the money of the middle class."

I find a growing awareness of this disenfranchisement of the middle class on the part of my colleagues. The Senate Appropriations Committee wrote language in the fiscal '74 bill report expressing their concern and Congressman O'Hara, chairman of the special subcommittee on education stated firmly: "As long as I am chairman of the special subcommittee on education which has jurisdiction over higher education legislation, I can assure the good people at the Carnegie Commission and the Committee for Economic Development that I am going to be very inhospitable to proposals that the state universities raise their tuition—or that federal funds be made any harder for the real middle income student to get."

Education at a private college is fast becoming out of reach for all but the sons and daughters of the two distinct elite—the children of the very rich who can afford high tuitions and those of the very poor who can qualify for full scholarship aid.

Such polarization, as I see it, is not healthy for education. It seems to me major government efforts ought to be directed to decreasing college tuition so that a choice of college is available to more and more students rather than fewer and fewer. I still favor institutional aid for this reason, but not institutional aid tied to the amount the federal government is already giving to disadvantaged students. If we can contract with every corporation under the sun to provide a government service, if we can contract with MIT, Cal Tech, and other universities to provide military or space hardware or professional expertise, why is it unthinkable to contract with universities to provide an education for other future civilian, military, and scientific leaders of the country?

We have been concerned, and rightly so, that the disadvantaged youngsters in our society have an opportunity for higher education. But it was never the intent that we do so by creating another group of disadvantaged — and I fear that this is what we are doing. The middle class is being asked increasingly to subsidize an education for youngsters of other families that they cannot provide for their own children. The choice of a higher education should not be a right for the low-income and wealthy, but only a privilege for the middle class, let's be consistent.

If I could point to any two perennial pitfalls of the Congress that I

would hope we could avoid it would be our really amazing aptitude for further complicating programs in the name of simplicity and our facility for making false promises.

For years I participated in the great national struggle against discrimination — discrimination on the basis of both race and sex. One of the ugliest aspects of discrimination was always the “quota system” — quotas limiting women, blacks, Jews, persons of Irish descent, and on and on.

As I watched it over the years, quotas represented the crudest form of mindless inequality, because that meant that an important decision was being made not on merit, but on some blatantly unfair, irrelevant criterion.

I find it hard to understand the reasoning that now leads well-intentioned people, in simplistic zeal, to institute reverse quotas in industry, the admissions policies of universities, on our faculties, etc. Is the basis of judgment to be merit or now some new strict ethnic or sex formula? Will we need to parcel out all opportunities to so many Protestants, so many Catholics, so many Jews, so many women — and so on without end? Is this what democracy has come to mean? Can there be opportunity or hope in such a rigid system? Often people argue that this is the only way to redress evils that have lasted hundreds of years!!! Because my grandmother was considered as chattel, and she was, — because she did not have the educational opportunities her brothers had — because she could not own or sell property — (even property she inherited) — because she was never allowed to vote — am I, her granddaughter, to be given preferential treatment to supposedly redress the grievances of the past? I think not.

During my life, I would only have liked equal treatment. But I do not believe it is just, nor fair, nor indeed wise for this generation to try to design a social system based on the mistakes, the injustices, practiced by our forefathers. I do not believe this is the best way to launch a more just world of the future.

I have never believed that race, sex, religion, or national origin are valid criteria for either “favorable” or “unfavorable” treatment. This is one reason why I have been opposed to programs which give an advantage in job consideration and promotion to members of those groups who have suffered historic discrimination. As a woman, I am a member of one of those groups and keenly aware of the injustices which exist — and I could recite by chapter and verse personal experiences to document the case.

Nevertheless, I reject the thesis that reverse discrimination is therefore justified. One of the most damaging things about prejudice, in my view, is that it gives primary value to a group characteristic rather than recognizing the unique individuality of each human being. It does not matter whether this discrimination works in the person’s favor or against him. What he or she loses is the irreplaceable privilege of being looked upon as an individual rather than an anonymous face in the crowd.

As I see it, only genuinely equal opportunity, containing neither advantage nor disadvantage can provide this.

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**THIRD GENERAL SESSION****WEDNESDAY, OCTOBER 23, 1974**

*Presiding* — N. Lee Dunham  
Baylor University

**THE ROLE OF SUMMER SESSIONS  
IN LIFELONG EDUCATION: A CONFLICT IN TERMS**

by *Dr. Richard E. Chapin*

Professor, Department of Journalism, and  
Director of Libraries at Michigan State University

When Willard Thompson invited me to speak before you today on the role of the summer session in lifelong education, my first reaction was that, unfortunately, into every life, fall and winter will come. Therefore, the conflict of terms: summer session is not forever. There will be no lifelong education if it is confined to June, July, and August. Equating lifelong education with summer session is as foolhardy as defining students as white, middle-class, aspiring, 18 to 22 year olds.

A recent issue of your Newsletter defined the role of summer session ". . . to facilitate the utilization of an institution's human and physical resources . . . during the time of the year that the behavior patterns of traditional students result in underutilization." A parallel definition of lifelong education might well be ". . . to facilitate the utilization of an institution's human and physical resources during the entire year to influence the behavior patterns of all citizens so that the resources will never be underutilized." By your definition, summer session is concerned primarily with the institution and institutional problems; by our definition, lifelong education is concerned primarily with all of society and societal problems.

Such parallelism, of course, is not true. There is a role for summer sessions in lifelong education, just as there is a role for continuing education, cooperative extension, and, yes, even the library. But more important is the fact that no institution will serve well in lifelong education unless there is a commitment of the entire university.

And, thus, the reason for my being here to report on how one university, Michigan State University, examined its role in lifelong education.

Michigan State University, as you all know, changed its image and its status from that of predominately a land-grant college in the 1940's to a major institution during the 1950's and 60's. When President Clifton R. Wharton arrived on the scene in 1970, the growth of the 50's and 60's had receded and it was time for a change of emphasis.

Early in President Wharton's administration he appointed a Commission on Admissions and Student Body Composition, which suggested that ". . . a high-level study . . . be made to determine how the University might strengthen its contributions to life-long education. Such a study should examine issues of organization, curriculum, areas of specialization, geographic service areas, and interinstitutional coordination."

It was not long after receiving the Commission's report that the President formed a Task Force on Lifelong Education, in February, 1972. During the next 12 months, a diverse group of faculty, students, alumni, concerned citizens, and university administrators met, discussed, compromised and finally issued a report entitled "The Lifelong University."

It is difficult to condense into one micro-century the months of work and, at times, complete frustration of the participants. I know that my colleagues on the Task Force will forgive me if I skip over one or more of their favorite recommendations.

Our first problem was reaching consensus on the definition of lifelong education. After many sessions, we reached a compromise: a definition that we could all accept, but not one that limited or even sharpened our inquiry.

*"For the individual, lifelong education is a process of learning that continues throughout life. Lifelong education implies an opportunity—and for some, an obligation—to seek knowledge which contributes to personal growth and the welfare of society.*

*For institutions of higher learning, lifelong education is a process of academic instruction at post-secondary levels and of educational service to individuals and institutions at many levels of need. Lifelong education implies for all colleges and universities a responsibility to recognize, anticipate, and assist in meeting the needs of individuals and groups.*

*Lifelong education, then, includes both the individual's process of lifelong learning and the institution's process of lifelong service, insofar as these processes are appropriate to the mission and available resources of that institution."*

Our definition, by design, is concerned with the individual *and* with the university's role in meeting the needs of society.

At the same time our group was meeting, another Task Force was in session at Notre Dame. In the Notre Dame study, the United States was conceived as a learning society. The report states: "*The learning society is based on the concept of lifelong learning and refers to a universe of purposeful learning opportunities found both within and outside the formal or core academic systems.*"

Our dual emphasis, as opposed to the emphasis on opportunities for the individual in the Notre Dame "learning society," led us to some conclusions and recommendations that many of our "academic" colleagues looked upon with skepticism. More will be said about this later.

You are all familiar with the ways of academia and committee decision making. First, you hear from the committee experts; next you determine what is sacred sod upon which you cannot tread; and finally you identify the territory that cannot be altered. Such processes seem to be required of all academic committees.

In our report there is one mention of summer school, and unfortunately, this did not get listed in the index. Recommendation 8 reads as follows:

*"The University should investigate ways to more usefully employ summer quarter—for example, by providing brief residential sessions for adults and their families."*

That's it! There was no preliminary discussion of summer school before the recommendation, nor did any follow. If our lack of concern for your problems disqualifies me to be before you today, you should know that the Notre Dame Task Force did no better for summer session. As a matter of fact, there was no mention of summer session in the Notre Dame report.

Considering the man-hours spent, the effort, and the talents that were available to the Task Force, we came up with few startling recommendations.

After working in the definition, we reviewed existing university programs and procedures. Our recommendations were more-or-less procedural: relating to registration, counseling, evening classes, etc. and with the usual lifelong learning demands for credit for past experience and a modification in the certification alternatives.

The next part of our report related to new programs: (1) a Bachelor of General Studies degree, more-or-less on external degree offering, and (2) a community lifelong education project. Both of these programs call for more detail, for one shows the influence of the "sacred sod" and the other is our thrust in community problem solving.

Our recommendation #31 stated that *"the University . . . should design and offer a Bachelor of General Studies for both campus and off-campus students."* What started out as an external-degree program was amended to include both campus and off-campus students. This, obviously, was a concession to the general education component that has pushed long and hard for a four-year degree at Michigan State University.

But there is more. Number 32 said that the *" . . . Bachelor of General Studies degree (should be offered) predominantly at the upper division . . . level."* In our state you do not lightly invade the territory of the community colleges.

Our recommendation on your summer school was straight-forward and innocuous; our recommendations for an external degree were shaped by on-campus and off-campus pressures.

The other new program was the Community Lifelong Education Project. In the terminology of the economist, this might be considered a micro-

approach as opposed to the Notre Dame macro-approach of national policy. It was our intent to have an on-going assessment of a community—its problems and organizations—and the role that Michigan State could play in that community in cooperation with other institutions. It was our hope that the project would make available the educational resources of the entire university for the community to use for the benefit of all.

Our recommendation, therefore, was rather specific in terms of the objective of the Project.

*“Michigan State University should establish an experimental Community Lifelong Education Project. The project should encompass one or more communities and work with them to (1) define appropriate lifelong education needs, techniques, and target populations; (2) explore interinstitutional linkages for providing lifelong education at the local level; (3) examine organizational patterns for relating the University to the community; and (4) evaluate costs and benefits associated with various program alternatives.”*

What was needed, in the eyes of the Task Force, was a new continuing education vehicle that would encourage disciplinary specialists to work directly with their professional counter-parts in urban areas to identify local problems and to help solve them. The specialists would be primarily problem oriented and applied in nature with a subordinate emphasis on academic disciplines, credit hour production and award of degrees. Hopefully, they would focus attention on community organizations rather than individuals; and they would be adaptive to a rapidly changing society so that the methods, techniques, and curricula introduced at the local level would be responsive to current social problems and needs.

In order to do this we propose to develop a five-stage project. The first phase involves an assessment of community needs so as to identify specific problem areas. Phase 2 will spotlight real, live problems that involve community agencies, institutions, or organizations. Next, a plan of action will be developed, in collaboration with the target community, so that necessary educational resources can be brought into action. The fourth phase relates to the production and testing of instructional programs by project and university personnel. Efforts will be made to generalize these programs so as to be useful to other communities. The final stage involves systematic evaluation of the entire Community Lifelong Education Project. Evaluation specialists will collect and analyze data pertinent to project cost benefit, impact on the communities involved, and the efficiency and effectiveness of the processes and resources which resulted from the project.

Of all of our recommendations, the Community Lifelong Education Project is probably the most exciting, the most visionary, the least understood, and will be the least accepted.

We have proposed, that some four or five senior professors leave the ivy-covered walls and work in the community on real problems. This immediately is translated into a non-objective of the University, and is looked

upon more as folly than a challenge by those who have most to offer in working in the community. And, of course, how do you fund such a project in days of declining budgets? It is a good recommendation: it *must* (perhaps that word is too strong), rather, it *should* be implemented.

So much for new programs recommended in our lifelong education report.

In considering the organizational arrangement for lifelong education at Michigan State, we looked at three alternatives: an autonomous unit (in effect, a separate college), an expansion of the role of the Office of the Provost, and a vice-president for lifelong education.

These three alternatives were considered in light of the following things we wanted to happen: (1) to elevate lifelong education to the status of high institutional priority; (2) to provide a highly visible and prestigious access point to enhance communication with participating faculty and the community; (3) to facilitate coordination and cooperation between the Cooperative Extension Service and other existing off-campus programs; (4) to increase the involvement of selected faculty in individual lifelong educational projects; (5) to increase the likelihood that lifelong educational responsibilities would be assumed as standard or "part of load" among a large proportion of faculty members; (6) to place lifelong education within the sphere of central administrative policy-making bodies, including the Board of Trustees; and (7) to enable the University to adapt continuously to changing social needs for lifelong education.

In arriving at our recommendation on the organizational structure, we had our first and only serious divergence of opinions. The opinion of the majority was:

*"A reorganization of the Office of the Provost should be undertaken. . . . in order for that office to more effectively administer lifelong education. This reorganization should enhance the role of the provost's office in coordination and innovation."*

The assumption was that there would be an assistant provost for lifelong education to go along with our present assistant provost of Undergraduate Education, assistant provost for Admissions and Scholarship and other staff positions. (Ironically, it seems that every report on our campus recommends an assistant provost—for something). The underlying thrust of the recommendation was that lifelong education should be a primary concern of the faculty and should be considered equal to teaching and research. We felt that if lifelong education was not accepted as one of the functions of academic departments, there would be no effective program.

So was the opinion of the majority. The minority held that lifelong education should be organized under a vice-president for lifelong education. The spokesmen for this organizational structure were vocal and logical, but they did not have the votes. Upon serious review of the matter, as some of us have done in recent months, perhaps the minority were right—as they often are.

We have seemed to lack a leader who is pushing the university and the president on lifelong education. Perhaps this is so because of President Wharton's national leadership in this field. Maybe a vice president or an assistant provost would never be able to take over the M.S.U. leadership role from the president. And this would be unfortunate because lifelong education is only one of his many concerns.

Chapter 6 of our report was entitled "Major Academic and Financial Concerns." Here we made a number of recommendations on quality control ("... must be of the highest quality..." and "... continually monitored..."); on faculty opportunities (from new hires to promotions to sabbaticals); on financial issues (i.e., we need dollars from "appropriate foundations," from "state, county, and municipal governments," from "corporations and other entities," from "governmental agencies," and "state support"; and we made recommendations on fee structure and on priorities.

Quality and finances are of concern to all of us. And financially, any off-campus educational program has trouble in Michigan—and perhaps we are not unique. The Appropriations Act for 1974-75 has the following language:

*Sec. 4. (4)—Only "on-campus" enrollments shall be counted for funding purposes. This is limited to:*

*(a) degree credit within campus boundaries (geographic);*

*(b) practicums, internships and student teaching; and*

*(c) remedial courses. Specific exclusions are:*

*(a) audited courses, correspondence courses, extension courses, continuing education courses, and credit by examination, regardless of teaching location; (b) new degree programs not authorized by the Legislature after January 1, 1975; and (c) associate degree and certified programs, except at Ferris State College, Lake Superior State College, Michigan Technological University, Northern Michigan University which have been designated to perform a community college function, and University of Michigan medical and dental programs.*

One might well ask how an ambitious program in lifelong education can take place when the legislature identifies two classes of citizens: subsidies for the 18 to 23 year olds and self-support for the "other" potential student group.

Our final set of recommendations called for institutional cooperation. Although the Task Force undertook its mission as a response by a single university, it recognized that lifelong education must be a cooperative endeavor. Not even Michigan State University can provide all of the learning experiences needed by the people of the state. All institutions—corporations, governmental and civil service units, primary and secondary schools, community colleges, vocational and technical schools, and universities—must seek appropriate places within a statewide lifelong educational network. Each institution must respect the capacities and prerogatives of others, imple-

menting complementary programs for the greatest educational service to the widest possible audience.

So much for the report from Michigan State University. The report was made, copies were printed and widely distributed and there we stand. President Wharton has undertaken an inventory of lifelong education projects on campus and is now formulating a policy on lifelong education for Michigan State University. To date no one has been identified to serve as assistant provost for lifelong education.

Even if we cannot all agree on a definition of lifelong education, and even if Michigan State University finds it difficult to get an exciting program underway, one is impressed with the number of items which have appeared in the education press in the past few months regarding lifelong education. Perhaps the concept is true that lifelong learning is an idea whose time has come.

*Item:* A recent study by the American Council on Education (ACE) indicated that there are more college students enrolled part-time than full-time. The study indicated that part-time students, in spite of being the majority, were being discriminated against both economically and academically. Most of the universities charge higher rates, proportionately, for part-time students than for full-time students; more than a third of the universities give no financial aid to part-time students. Several people feel that educators and policy makers tend to consider the part-time student less serious and with lesser ability than the full-time student. The ACE study has shown this to be more myth than fact.

*Item:* The University of Nebraska launched SUN. Last month the University initiated a program in accounting. The course "Introductory Psychology" will be started soon. Most of you are familiar with the SUN project, and know that it is a multi-media approach to provide an additional credit to all the citizens of Nebraska.

Perhaps even more exciting is the impetus SUN has given to the University of Mid-America, which is an extension of the SUN project to Nebraska, Missouri, Kansas, and Iowa. The University of Mid-America will function to coordinate development of state-wide regional open learning systems, to provide additional post-secondary educational opportunities including creation, procurement, production and distribution of open-learning courses and related materials. The SUN has risen in Nebraska and now shows on the entire Midwest; it is likely soon to show in the entire country.

*Item:* "An 'educational passport' which an individual could use to display a variety of information for prospective schools or employers is being developed by the Educational Testing Service." This passport, based upon the concept that lifelong education does not equal lifelong schooling, will take the form of a single 4 x 6 inch of microfiche, containing 90 pages of information. It is predicted that the "passport will ease the transition from school to job, and vice-versa, for a population which is increasingly making untraditional progress in both areas."

*Item:* Indianapolis has recently announced plans for a joint educational program for people working in the downtown area. The program called "Learning in the City" will offer classes in conference rooms, auditoria, and offices beginning this fall. The "students" will be expected to come early, stay late, or give up their lunch hours for class time. (Let it be noted, however, that coffee breaks will stay.)

And due credit should be given to the Lilly Foundation for both the "educational passport" and "Learning in the City."

But all is not perfect in the land of lifelong learning. A recent report by the National Association of Educational Broadcasters charges that systems of "open learning" are more talk than reality. The reason: ". . . there is really no mechanism in this country to fund a unique institutional development in education."

The literature of lifelong learning is becoming so extensive it is difficult to keep up-to-date with all programs being initiated. It seems that everyone, even summer schools, wants to get in the ground floor in this exciting endeavor.

Perhaps the ground floor is getting crowded, but the elevator doesn't work and only a few can find the stairs. There will have to be some major changes in our universities and legislatures if lifelong learning is to succeed. Two of these, funding of universities and off-campus programs, and the role of community colleges and state boards of education deserve further discussion. In the following comment, I apologize for provincialism in using Michigan as my example: but I know that situation best and our problems are not necessarily unique.

Where do we get the funds to develop and sustain on-going programs of community participation and off-campus educational services? Let us assume, first, that the initiation of off-campus programs will of financial necessity be undertaken primarily by state-supported institutions. The current double-digit inflation is already taking its toll of academic programs, and even entire colleges, supported by private funds. It is obvious that much of the cream of lifelong learning will be skimmed off by private schools, particularly for professional update programs, but the greater part of the burden and the enrollment will be through state institutions.

But lifelong learning must be something more than rearranging schedules, courses, and requirements so that the older adults can come to class after the usual working day. This is all it can be, however, if the legislature limits funding as noted earlier in the Michigan Appropriations Bill, to "only on-campus enrollment . . ."

By this one phrase the legislature has told us that lifelong learning is a dream instead of a necessity. Yes, we will rearrange things to accommodate older students on campus, but it is sort of like the steward rearranging the chairs on the *Titanic* when it first hit only the tip of the iceberg.

In Michigan, not unlike in your own states, the legislature tends to

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fund universities on a per-student basis. If there is a large number of non-traditional, untapped students, then Michigan State, Western Michigan, and even University of Michigan will be trying to enroll them. As long as we are financed on a per-student basis, rather than on program basis, there will be an eternal struggle for students. (Perhaps we will recruit the 40 year old housewife with the same intensity that we used to recruit quarterbacks.) The trend in college enrollments seems to be leveling. Recent revisions of the trend-line show potential increase in the number of students: providing that we enroll the new students who are between the ages of 24 and 49. If enrollment is to be 18-22 year olds, then enrollments will go down, and so will our state allocations—a terrible thought for any academic administrator with tenured faculty.

An item in a recent issue of our local newspaper emphasizes this and indicates the competition for students of all kinds. America's smaller state colleges and universities, losing students fast to competing institutions, are turning their attention to adult students.

"I could imagine a time in the foreseeable future when half the student body at our institutions will be adults," Allan W. Oster, executive director of the American Association of State Colleges and Universities, said. . .

Oster's organization represents 315 small state colleges, many of which started up as "normal schools" to train teachers and which have become the job-oriented colleges favored by "first generation" and "blue collar" students. During the 60's they experienced an enormous surge in growth as children of the post-World War II baby boom reached college age and access to higher education was made easier.

"We have 25,000 vacancies in our colleges this fall," Oster (said) . . ."

The decline in the number of 18-to 22-year olds in the population at large, Oster said, has caused some of the more prestigious state universities to lower their admissions standards. This in turn has drained some of the applicants from the smaller state facilities. Another factor in the decline, . . . is the growth of low-cost community colleges.

If the state legislature would fund universities on a program basis instead of on a head-count basis, competition for students would cease and we could concentrate on programs for adults rather than on adults for existing programs.

Let us now turn to the state boards of education and the community colleges.

It is obvious that no one institution can attend to all of the needs in lifelong learning. To me, it is equally obvious that a state-wide agency, a new open university, or community college system is as inappropriate as one university going it alone. We must have all agencies and institutions—even the public schools—involved in lifelong learning.

Let me give you an example of the type of program that will *not* work.

In Michigan we have a proposed bill for the establishment of "Wolverine State University." This bill has the support of our State Board of Education and several key legislators. As outlined in the proposed draft, the "college without a campus" would control, under the auspices of the State Board of Education, off-campus programs now administered by the several individual institutions. It should be noted that at present the State Board of Education has primary responsibilities for K through 12 programs, with only a consultative role in higher education.

There were two themes which ran through our Task Force report which are important: (1) lifelong learning is one of the functions of the academic departments and faculty, along with undergraduate and graduate education and research, and (2) lifelong learning embraces a variety of activities, and is much more than off-campus courses. And because of my strong belief that lifelong learning will work only with interested faculty doing many non-traditional things, I can reject the concept of the central bureaucracy as the controlling force. Involving the faculty and convincing them of the changing roles forced upon the university by society can only be done on the individual campus.

There was a time, before one-man, one-vote, that the land-grant colleges and universities could call in the votes for cooperative extension experiment stations, and continuing education. With reapportionment and the development of community colleges, the education votes are controlled by the urban bloc and the politically astute community college administrators. No longer is a Michigan State "office" the only higher education institution in the area. We now have a younger brother who has matured and is flexing his own muscle.

In terms of the lifelong learning experiences, you can appreciate this muscle as I read Section 19 of our Appropriations Bill for 1974-75.

*"Section 19. Michigan institutions will cooperatively develop a proposal for coordinated state-wide coverage of public higher programs and services including off-campus instruction, extension courses, and continuing education services, which are not in conflict with community college programs and services."*

That last phrase hits right into the budget and into lifelong education.

The community college is one of the most exciting developments in education today. There are many things that they do equally as well as, and some even better, than the four-year institutions. But there is not much in the way of "off-campus instruction, extension courses, and continuing education services" that would not be in conflict with the expansive programs of the community colleges.

No four-year institution will serve lifelong learning alone; likewise, lifelong learning is something that is beyond the scope of even the community college system. Society has thrust a new role on all of education, not only for individual self-improvement, but for community service. And we all have a stake in the outcome.

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If universities are to bear the brunt of lifelong learning, they must have the counsel and advice of the state boards of education, but they cannot have their faculties constrained by administrative procedures. Likewise, the universities must have the assistance of community colleges, but they cannot abdicate their responsibilities. Our hope, therefore, rests with those who will benefit, the citizens and the communities, but they must be convinced.

Anyone who survives in academic administration would do well to read and re-read Machiavelli's *THE PRINCE*. Machiavelli identifies the problem:

*"It must be considered that there is nothing more difficult to carry out, nor more doubtful of success, nor more dangerous to handle, than to initiate a new order of things (lifelong learning). For the reformer (universities) has enemies (state boards and community colleges) in all those who profit by the old order, and only lukewarm defenders in all those who would profit by the new order, this lukewarmness arising . . . partly from the incredulity of mankind, who do not truly believe in anything new until they have had actual experience of it."*

Machiavelli's solution to the problem is too simple. He says that "when they (the universities) can depend on their own strength, and are able to use force, they rarely fail." On second thought, he is probably right: we must use our "own strength" (the faculty) and "force" (community and, thus, political influence) and let the citizens have the actual experience of lifelong learning. We cannot afford to fail!

## NATIONAL ASSOCIATION OF SUMMER SESSIONS ANNUAL BUSINESS MEETING

WEDNESDAY, OCTOBER 23, 1974

The annual business meeting was held Wednesday, October 23, 1974 in the Gold Room of the Radisson Downtown Hotel, Minneapolis, Minnesota. President Mapp opened the meeting at 10:30 a.m.

Secretary Manning moved that the minutes of the November 9, 1973 annual business meeting be accepted as printed in the Proceedings of the Tenth Annual Conference which had been mailed to all members in March 1974. The motion was seconded and voted affirmatively.

Treasurer O'Connor summarized NASS income and expenditures covering eleven months November 1, 1973 through September 30, 1974:

Cash balance as of November 1, 1973 .....	\$ 7,270.57	
Receipts .....	13,408.06	
	\$20,678.63	
Disbursements .....	18,057.42	
Cash balance, September 30, 1974 .....		\$ 2,621.21
Investment time deposit and interest .....	14,254.29	
Investment in Savings Account .....	50.96	
		14,305.25
Total assets, September 30, 1974 .....		\$16,926.46

Treasurer O'Connor pointed out that the eleven month report is due to the annual conference being held one month earlier this year. He stated that it was necessary to transfer \$2,400 from the savings account to the checking account in order to meet expenses this year. He also pointed out that there has been an increase in expenditures over the past three years and that the expenditures for this eleven month period exceeded this year's income by approximately \$8,000.

Treasurer O'Connor moved that his summary report be accepted and that the full report be included in the Proceedings. The motion was seconded and so voted.

Chairperson Johansen read the report of the Audit Committee and moved that the report be accepted and placed on file. The motion was seconded and so voted.

Joseph Pettit, Georgetown University, suggested that the Administrative Council and/or the Executive Committee consider means of bringing expenditures and receipts in balance.

President Mapp said that one of the Administrative Council's agenda items is to study receipts and expenditures as well as the present amounts in the investment time deposit and savings account.

Chairperson Coyne gave the Research Committee report. It was moved, seconded and voted to accept the report and place it on file.

Chairperson Green read the following report of the Conference Site Selection Committee:

The Conference Site Selection Committee of the National Association of Summer Sessions, composed of Virginia Anderson of the University of Minnesota, Richard T. Dankworth of the University of Nevada-Reno, Claud B. Green of Clemson University, James M. Griffin of Hampton Institute, and Louise E. Wallace of Boston College, met at the scheduled time and place in the Radisson Downtown Hotel on October 21, 1974.

The Committee wishes to submit the following report:

1. We re-affirm the decisions already taken by this Association to meet in Tempe-Phoenix, Arizona in 1975, with Arizona State University serving as the local host institution and in Williamsburg, Virginia in 1976, with the Virginia colleges in that area serving as the local hosts.
2. We recommend for 1977 that the Association accept the invitation of Trinity University, extended by Dr. Paul R. Busch, to meet in San Antonio, Texas.
3. We recommend for 1978 that the Association accept the invitation extended by Dr. Lloyd R. O'Connor of San Francisco State University to meet in San Francisco, California.

Respectfully submitted,

Claud B Green, *Chairman*

Chairperson Green moved that the report be accepted. The motion was seconded. Chairperson Green gave the following background information:

1) If we accept the invitation to meet in San Antonio in 1977, it will be the first time that this group has ever met in the State of Texas. The dates have tentatively been fixed as October 16 - 19, 1977, and St. Anthony's Hotel has been selected as the headquarters hotel; 2) If we accept the invitation to go to San Francisco in 1978 this will be the second time that we have met in California. The Association met in Los Angeles in 1966. Considerable discussion followed concerning the 1977 conference dates and the location which had been recommended for the site of the 1978 conference.

Willard Deal, Jr., Appalachian State University, moved to amend the report by substituting the following for item 3: That the Executive Committee establish criteria for the selection of future annual conference sites.

The motion to amend was seconded and so voted. The Conference Site Selection Committee report as amended was voted affirmatively.

Chairperson Manning requested permission to present a motion before giving the report of the Membership Committee. Permission was granted.

Chairperson Manning moved, on the recommendation of the Executive Committee, that institutional membership applications filed by the following three institutions located in Canada be accepted:

1. The University of New Brunswick, Fredericton, New Brunswick, Canada
2. The University of Moncton, Moncton, New Brunswick, Canada
3. The University of Victoria, Victoria, British Columbia, Canada

The motion was seconded.

Chairperson Manning explained that membership applications filed by institutions outside the United States must be accepted by majority vote at an annual meeting; that he had mailed information about these institutions to the Executive Committee; and that the Executive Committee had, by mail, voted unanimously to recommend to the membership that the applications from the three institutions be accepted.

The motion to accept the institutional membership applications from the three Canadian institutions received more than a majority affirmative vote.

Chairperson Manning presented an interim Membership Committee report stating a full report would be given in the Proceedings.

Chairperson Cole reported for the Ad Hoc Committee on Regional Reorganization and moved that the report be accepted. The motion was seconded and so voted.

Chairperson Darrow presented the following slate of officers for 1975:  
President, N. Lee Dunham, Baylor University  
President-Elect, George Cole, Southern Connecticut State College  
Secretary, Stuart H. Manning, The University of Connecticut  
Treasurer, Lloyd R. O'Connor, San Francisco State University

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

President Mapp expressed appreciation for the assistance given him by the officers, committee chairpersons and members of the association and then passed the gavel to incoming President Dunham.

President Dunham called for the report of the Resolutions Committee. Chairperson Barfield read the report of the committee and moved that it be accepted and placed on file.

President Dunham called for new business.

Secretary Manning presented the following motion to amend the Constitution as follows:

a. Article I — Name

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

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- b. That the name be likewise changed wherever the name appears in the Constitution and in the Bylaws.

The motion was seconded and discussion followed. It was moved to table the motion until the 1975 annual business meeting.

Secretary Manning presented the following motion for action during the 1975 annual meeting:

Whereas:

This association today has approved institutional membership to three Canadian institutions,

and whereas:

this association had previously accepted into membership two other Canadian institutions and one institution in Mexico,

and whereas:

this association will undoubtedly accept into membership other institutions outside the United States,

**THEREFORE BE IT MOVED THAT**

Article III, Section I (a) of the Constitution be changed to read:

- (a) Institutional voting membership shall be open to colleges and universities having summer programs and which maintain accreditation by a recognized regional or national association accrediting institutions of higher learning.

The motion was seconded and accepted for action during the 1975 annual conference.

The meeting adjourned at 12:05 p.m.

Respectfully submitted,

Stuart H. Manning, *Secretary*

**ROSS L. ARRINGTON, C.P.A.**  
**1100 Gough Street**  
**San Francisco, California 94109**

October 1, 1974

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 SESSIONS for the period November 1, 1973 to September 30, 1974. My examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as I considered necessary in the circumstances.

In my opinion, the accompanying statement presents fairly the cash receipts and disbursements of the NATIONAL ASSOCIATION OF SUMMER SESSIONS for the period November 1, 1973 to September 30, 1974.

Ross L. Arrington  
Certified Public Accountant



## NATIONAL ASSOCIATION OF SUMMER SESSIONS

### Statement of Receipts and Disbursements

For the Period November 1, 1973 to September 30, 1974

Cash Balance, November 1, 1973		\$ 7,270.57
<i>Receipts:</i>		
Dues	351 @ \$25.00	\$8,775.00
	1 @ \$22.00	22.00*
	11 @ \$10.00	110.00
TV Clips	1 @ \$ 6.00	6.00
		8,913.00
Rebate of overpayment of hotel charges		43.34
Unexpended funds returned by Lloyd O'Connor from Research Project		500.00
AUSS contribution towards printing of Research Questionnaire		39.78
NCCSS contribution towards printing of Research Questionnaire		97.24
WASSA contribution towards printing of Research Questionnaire		70.72
Transfer from savings account		2,400.00
Return of conference contingency fund		1,343.98
		4,495.06
		\$20,678.63
Less Disbursements		18,057.42
Cash Balance, September 30, 1974		\$ 2,621.21
Investment Time Deposit Crocker Citizens Bank San Francisco, California		
Balance November 1, 1973	13,427.30	
Interest Earned	826.99	14,254.29
Investment in Savings Account Crocker Citizens Bank San Francisco, California		
Balance November 1, 1973	2,407.00	
Interest Earned	43.96	
Transfer to Checking Account	(2,400.00)	50.96
Total Assets, September 30, 1974		\$16,926.46
*Collected at exchange rate		

### 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, 1973 to September 30, 1974. This change is due to the early day of the 1974 NASS Meeting.

The Committee is pleased with the progress the Association had made in the area of expenditures toward increased research. The workshop for Summer Sessions Directors was a successful project as well as other new areas.

We would like to suggest that less money be invested in Time Bonds, in order for funds to be available when needed.

Again, I wish to thank my hard working committee members for the time spent in making this report possible.

MARJORIE B. JOHANSEN, *Chairperson*  
DALE ALLERTON  
JAMES BLACKHURST  
CHARLES W. COLE  
JOHN SHISLER

## RESEARCH COMMITTEE REPORT

The NASS Research Committee is pleased to report that it reviewed and favorably passed on three research proposals this past year.

Dave Hooten of the Rochester Institute of Technology submitted a study proposal titled, "A Study of the Career Patterns of Summer Session Directors in Two and Four Year Colleges in the United States." Dave is seeking to determine the competencies which Summer Session Deans and Directors bring to their jobs, what competencies and skills they feel important in terms of functioning in the job and their career aspirations.

A second study proposal was submitted by Al Seagren and Bill Sesow of the University of Nebraska at Lincoln. Al and Bill are currently engaged in a feasibility study of computer processing the summer session questionnaire. It is an attempt to come to grips with the large problem of dealing with the great amount of data provided by this membership and those of the other associations via the annual questionnaire and its meaningful display.

A third proposal was received from Les Coyne, Indiana University titled, "An Analysis of Jointly Administered Summer Sessions and Continuing Education in Higher Education." It is a study that seeks to acquire data on the organizational and administrative relationship between summer sessions and continuing education where the two are combined and jointly administered by one administrative officer.

The Research Committee has also developed and submitted to the Administrative Council a draft of guidelines and procedures to be followed to facilitate the solicitation, transmittal and evaluation of research proposals. The Committee has also transmitted to the Administrative Council other recommendations and suggestions it has seen as appropriate to this organization's research function.

A brief summarization of the statistical report is available at the registration table and will be published in the proceedings of this meeting.

LES COYNE, *Chairperson*  
NANCY ABRAHAM  
MAX DOUGLAS  
ROGER MCCANNON  
LLOYD O'CONNOR  
TOM O'SHEA  
MILTON PARTRIDGE

NATIONAL ASSOCIATION OF SUMMER SESSIONS  
RESEARCH COMMITTEE

Les Coyne, *Chairman, Indiana University*

SELECTED STATISTICAL DATA FOR 1974 SUMMER SESSIONS  
ABSTRACTED FROM JOINT SUMMER SESSIONS QUESTIONNAIRES

**TABLE I**  
**NUMBER AND ENROLLMENT OF REPORTING INSTITUTIONS**  
**BY STATE AND TYPE OF INSTITUTIONS**  
(n = 173)

State	Public Institutions		Private Institutions		Total: Public and Private			
	Number of respondents	Total (non-dupl.) enrollment	Number of respondents	Total (non-dupl.) enrollment	Number of respondents	Percent of all respondents	Total (non-dupl.) enrollment	Percent of grand total enrollments*
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Arizona	1	11,116	—	—	1	0.6	11,116	1.8
Arkansas	3	11,273	—	—	3	1.7	11,273	1.8
California	6	30,562	5	11,836	11	6.4	42,398	6.9
Colorado	3	13,238	2	3,673	5	2.9	16,911	2.7
Connecticut	3	13,480	2	716	5	2.9	14,196	2.3
Delaware	—	—	1	6,585	1	0.6	6,585	1.1
Dist. of Columbia	—	—	2	8,105	2	1.2	8,105	1.3
Florida	—	—	1	6,424	1	0.6	6,424	1.0
Georgia	—	—	1	201	1	0.6	201	0.03
Hawaii	1	11,154	—	—	1	0.6	11,154	1.8

TABLE I (Continued)

State	Public Institutions		Private Institutions		Total: Public and Private			
	Number of respondents	Total (non-dupl.) enrollment	Number of respondents	Total (non-dupl.) enrollment	Number of respondents	Percent of all respondents	Total (non-dupl.) enrollment	Percent of grand total enrollments*
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Idaho	1	1,708	3	1,456	4	2.3	3,164	0.5
Illinois	1	6,699	3	6,555	4	2.3	13,254	2.1
Indiana	2	21,265	4	4,328	6	3.5	25,593	4.1
Iowa	2	11,735	3	3,833	5	2.9	15,568	2.5
Kansas	2	10,574	—	—	2	1.2	10,574	1.7
Kentucky	1	5,636	—	—	1	0.6	5,636	0.9
Louisiana	—	—	1	163	1	0.6	163	0.03
Maine	1	2,865	1	127	2	1.2	2,992	0.5
Maryland	3	9,363	—	—	3	1.7	9,363	1.5
Massachusetts	2	2,669	5	5,478	7	4.1	8,147	1.3
Michigan	2	2,907	2	4,358	4	2.3	7,265	1.2
Minnesota	1	16,202	1	491	2	1.2	16,693	2.7
Mississippi	2	8,822	—	—	2	1.2	8,822	1.4
Missouri	4	17,256	3	3,804	7	4.1	21,060	3.4
Nebraska	2	16,847	1	1,283	3	1.7	18,130	2.9
Nevada	1	3,943	—	—	1	0.6	3,943	0.6
New Hampshire	1	2,956	—	—	1	0.6	2,956	0.5
New Jersey	3	10,246	5	8,286	8	4.6	18,532	3.0
New York	8	44,238	11	26,752	19	11.0	70,990	11.5
North Carolina	8	36,814	2	1,193	10	5.8	38,007	6.1
North Dakota	2	4,604	—	—	2	1.2	4,604	0.7

TABLE I (Continued)

State	Public Institutions		Private Institutions		Total: Public and Private			
	Number of respondents	Total (non-dupl.) enrollment	Number of respondents	Total (non-dupl.) enrollment	Number of respondents	Percent of all respondents	Total (non-dupl.) enrollment	Percent of grand total enrollments*
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Ohio	3	31,710	4	5,779	7	4.1	37,489	6.1
Oklahoma	1	7,547	—	—	1	0.6	7,547	1.2
Oregon	3	9,202	—	—	3	1.7	9,202	1.5
Pennsylvania	2	9,872	7	8,232	9	5.2	18,104	2.9
Rhode Island	1	3,599	1	915	2	1.2	4,514	0.7
South Carolina	1	5,997	—	—	1	0.6	5,997	1.0
South Dakota	1	1,526	—	—	1	0.6	1,526	0.3
Tennessee	1	15,231	1	366	2	1.2	15,597	2.5
Utah	1	3,051	—	—	1	0.6	3,051	0.5
Vermont	1	3,200	—	—	1	0.6	3,200	0.5
Virginia	4	17,179	4	4,471	8	4.6	21,650	3.5
Washington	1	15,236	4	5,142	5	2.9	20,378	3.3
Wisconsin	4	28,858	1	2,036	5	2.9	30,894	5.0
Canada	1	3,800	—	—	1	0.6	3,800	0.6
Mexico	1	1,845	—	—	1	0.6	1,845	0.3
TOTAL	92	486,025	81	132,588	173	100.8*	618,613	99.8*

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

**TABLE II**  
**NUMBER AND PERCENT OF REPORTING INSTITUTIONS**  
**BY TYPE OF CREDIT HOUR DESIGNATION**  
 (n = 178)

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	73.4	63	75.0	132	74.2
Quarter hour	18	19.2	6	7.1	24	13.5
Other:						
By course	2	2.1	14	16.7	16	9.0
By session	5	5.3	1	1.2	6	3.4
TOTAL	94	100.0	84	100.0	178	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 = 179)**

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)
5	1	1.1	0	0.0	1	0.6
6	3	3.2	8	9.4	11	6.2
7	3	3.2	2	2.4	5	2.8
7½ & 8	14	14.9	11	12.9	25	14.0
9	6	6.4	9	10.6	15	8.4
10	21	22.4	20	23.5	41	22.9
11	15	16.0	6	7.1	21	11.7
11½ & 12	17	18.1	16	18.8	33	18.4
12½ & 13	6	6.4	7	8.2	13	7.2
13½ & 14	5	5.3	3	3.5	8	4.5
15	2	2.1	3	3.5	5	2.8
16	1	1.1	0	0.0	1	0.6
<b>TOTAL</b>	<b>94</b>	<b>100.2*</b>	<b>85</b>	<b>99.9*</b>	<b>179</b>	<b>100.1*</b>

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



**TABLE IV**  
**NORMAL MAXIMUM CREDIT PERMITTED DURING ENTIRE**  
**SUMMER SESSION VERSUS LENGTH OF SUMMER SESSION**  
**(n = 162)**

Session length in weeks	Normal Maximum Credit Permitted											
	Semester hours						Quarter hours					
	6	7	8-10	11-13	14-16	17-19	20-22	8	11-13	14-16	17-19	20-22
5	1											
6	2	1	7					1				
7		2	3									
7½ & 8			13	4					1	2		1
9			2	8						2		1
10			2	16	10					3	3	4
11				13	3						2	2
11½ & 12				13	10	1	2			2	2	
12½ & 13				2	8	2						
13½ & 14			1	1	4	1						
15					1	2						
16						1						

**TABLE V**  
**CREDIT HOUR PRODUCTION**  
**SUMMER 1974 VERSUS SUMMER 1973**  
**(n = 177)**

Credit hours change 1974 vs 1973	Public Institutions		Private Institutions		Public & Private Institutions	
	Number of respondents	% of total respondents— Public Inst.	Number of respondents	% of total respondents— Private Inst.	Number of respondents	% of all respondents
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Higher than in 1973	62	66.0	46	55.4	108	61.0
Less than 1973	23	24.5	26	31.3	49	27.7
Change negligible (Less than $\pm 1\%$ )	2	2.1	7	8.4	9	5.1
No response or response not usable	7	7.5	4	4.8	11	6.2
<b>TOTAL</b>	<b>94</b>	<b>100.1*</b>	<b>83</b>	<b>99.9*</b>	<b>177</b>	<b>100.0</b>

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

**TABLE VI**  
**BASIS USED TO DETERMINE SUMMER SESSION SALARIES**  
 (n = 178)

Salary basis	Public Institutions		Private Institutions		Public & Private Institutions	
	Number of responses	% total responses from Public Inst.	Number of responses	% total responses from Private Inst.	Number of responses	% of total responses
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Percent of 9 or 10 mos. salary .....	35	37.2	9	10.7	44	24.7
Percent of 9 or 10 mos. per credit hr. taught .....	16	17.0	15	17.9	31	17.4
\$ per credit hr. taught without respect to rank .....	5	5.3	9	10.7	14	7.9
\$ per hr. taught by academic rank .....	19	20.2	33	39.3	52	29.2
Negotiated on an individual basis .....	0	0.0	0	0.0	0	0.0
Other .....	17	18.1	16	19.1	33	18.5
Not reported .....	2	2.1	2	2.4	4	2.3
<b>TOTAL</b>	<b>94</b>	<b>99.9*</b>	<b>84</b>	<b>100.1*</b>	<b>178</b>	<b>100.0</b>

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

**TABLE VII**  
**COST PER UNDERGRADUATE CREDIT HOUR**  
**FOR IN-STATE (RESIDENT) STUDENTS**  
 (n = 154)

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

**TABLE VIII**  
**ACTIVITIES INCLUDED IN SUMMER PROGRAM**  
 (n = 172)

Summer programs include	Public Institutions		Private Institutions		Public & Private Institutions	
	Number of responses	% of total responding Public Inst.	Number of responses	% of total responding Private Inst.	Number of responses	% of total responding Institutions
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Non-Cr. Courses	47 (22)	51.7 (24.2)	29 (20)	35.8 (24.7)	76 (42)	44.2 (24.4)
Lecture Series	34 (16)	37.4 (17.6)	15 ( 7)	18.5 ( 8.6)	49 (23)	28.5 (13.4)
Funded Institutes	59 (12)	64.8 (13.2)	29 (11)	35.8 (13.6)	88 (23)	51.2 (13.4)
Inst. Supported Inst. & W'kshops	43 (36)	47.3 (39.6)	22 (35)	27.2 (43.2)	65 (71)	37.8 (41.3)
Plays or Concerts	62 (13)	68.1 (14.3)	26 (16)	32.1 (19.8)	88 (29)	51.2 (16.9)
Intramurals	35 ( 6)	38.5 ( 6.6)	14 ( 2)	17.3 ( 2.5)	49 ( 8)	28.5 ( 4.7)
Student Government	17 ( 0)	18.7 ( 0.0)	6 ( 0)	7.4 ( 0.0)	23 ( 0)	13.4 ( 0.0)
Faculty Senate Meetings	16 ( 0)	17.6 ( 0.0)	8 ( 2)	9.9 ( 2.5)	24 ( 2)	14.0 ( 1.2)

TABLE VIII (Continued)

Overseas Course Offerings	32 (29)	35.2 (31.9)	15 (17)	18.5 (21.0)	47 (46)	27.3 (26.7)
Youth Programs – HS	45 (22)	49.5 (24.2)	32 (11)	39.5 (13.6)	77 (33)	44.8 (19.2)
Recreation	65 (12)	71.4 (13.2)	41 (20)	50.6 (24.7)	106 (32)	61.6 (18.6)

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

## CONFERENCE SITE SELECTION COMMITTEE REPORT

(As amended during the 1974 annual meeting)

The Conference Site Selection Committee met at the scheduled time and place in the Radisson Downtown Hotel on October 21, 1974.

The Committee wishes to submit the following report:

1. We re-affirm the decisions already taken by this Association to meet in Tempe-Phoenix, Arizona, in 1975, with Arizona State University serving as the local host institution, and in Williamsburg, Virginia, in 1976, with the Virginia Colleges in that area serving as the local hosts.
2. We recommend for 1977 that the Association accept the invitation of Trinity University, extended by Dr. Paul R. Busch, to meet in San Antonio, Texas.
3. That the Executive Committee establish criteria for the selection of future annual conference sites.

CLAUD B. GREEN, *Chairperson*  
VIRGINIA ANDERSON  
RICHARD T. DANKWORTH  
JAMES M. GRIFFIN  
LOUISE E. WALLACE

## NATIONAL ASSOCIATION OF SUMMER SESSIONS

### Membership Committee Report

The Membership Committee has conducted its business by mail.

Each member of the committee, which consists of the eight region vice presidents, was supplied an updated membership list as of the end of the Tenth Annual Conference, November 9, 1973, as well as a number of membership application forms. The Committee members were requested to write to the administrators of summer sessions within their respective regions whose institutions were eligible to take membership in NASS, institutional or individual, inviting them to join our Association.

The results of this mail campaign were most gratifying. Since November 9, 1973, we have had 63 new institutional members and 5 new individual members (dues paid prior to annual business meeting, October 23, 1974).

Number of new members by region are as follows:

	<i>Institutional</i>	<i>Individual</i>
Northwestern	4	
Southwestern	2	
Western	4	
West Central	11	
East Central	6	
New England	4	3
Southeastern	0	
Middle States	32	2
	63	5

Unfortunately 15 institutions and 1 individual did not renew their membership this year, however we have a net gain of 45 institutional members.

I am pleased to report that the membership for 1974-1975 is as follows:

397	institutional members
12	individual members
409	total

The membership for the previous year, 1973-1974, was:

352	institutional members
13	individual members
365	total

STUART H. MANNING, *Chairperson*

*Regional Vice Presidents:*

NORMAN WATT, Northwestern  
 JAMES FRIBOURGH, Southwestern  
 DENIS KIGIN, Western  
 BRUCE McCART, East Central  
 ANNE E. SCHEERER, West Central  
 DAVID WUERTHELE, New England  
 CHARLES W. ORR, Southeastern  
 EDWARD F. OVERTON, Middle States



## REPORT OF THE AD HOC COMMITTEE ON REGIONAL REORGANIZATION

The Committee met at the Radisson Downtown Hotel, Minneapolis on Monday, October 21, 1974 to consider and make recommendations to the Association on the feasibility of changing the name of the New England Region to Northeastern and the realignment of at least two states in the regional areas.

The committee specifically examined the possibility of making New York State a part of the proposed Northeastern Region and West Virginia a part of the Middle States Region. After considerable discussion of the advantages and disadvantages of the changes and after examining United States maps prepared for the committee, it was unanimously agreed that it would be to the improvement and the strengthening of the Association if the name of the New England Region was changed to Northeastern and that New York be a member of that region; also that West Virginia become a part of the Middle States Region instead of remaining in the East Central.

Further the consensual agreement of the committee was that the boundaries of all regions touching Canada and Mexico be adjusted so that qualified institutions of these Nations could be invited into membership of the Association and have a regional affiliation as well.

The committee agreed to prepare a letter to be sent to the summer administrators of all member institutions in New York and West Virginia asking for an expression of opinion on the above proposals before any further action would be taken.

The chairperson thanks all committee members for their willingness to serve and for their intelligent, thoughtful guidance.

GEORGE O. COLE, *Co-Chairperson*  
DAVID WUERTHELE, *Co-Chairperson*  
HARRIET DARROW  
THOMAS KUJAWSKI  
WILLIAM ROWEN  
PAUL SAIMOND  
HENRY WHITE  
STUART H. MANNING, *Advisor*

### NOMINATING COMMITTEE REPORT

The Nominating Committee met on Monday, October 21, 1974, to select a slate of officers for 1975. The Nominating Committee is pleased to present the following slate:

**PRESIDENT:** N. Lee Dunham, Baylor University, Waco, Texas

**PRESIDENT-ELECT:** George O. Cole, Southern Connecticut State College, New Haven, Connecticut

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

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

HARRIET DARROW, *Chairperson*

JAMES FRIBOURGH

DENIS KIGIN

BRUCE McCART

CHARLES ORR

EDWARD OVERTON

ANNE SCHEERER

NORMAN WATT

DAVID WUERTHELE

## RESOLUTIONS COMMITTEE REPORT

1. Be it resolved that the NASS Executive Committee explore and consider times other than the last session of its conference in which to hold the annual business meeting;
2. Be it resolved further that results of the NASS sponsored research projects to be a part of the yearly program;
3. And, noting that during summer sessions differences in requirements for credit courses and off-campus courses offered have been identified, And, that NASS as well as other professional organizations has a responsibility to protect academic standards in colleges and universities, And, since accrediting associations and some state departments of education generally have not addressed themselves to off-campus academic offerings during the calendar academic year,  
Be it resolved that NASS, through its President-elect communicate concern and solicit support for these areas from college presidents, directors of summer sessions and accrediting associations so that credit granted and quality of work correlate with sound educational policies.
4. And, in the NASS tradition of expressions of gratitude, be it resolved that NASS thanks the host institution, The University of Minnesota, and especially Willard Thompson and his excellent staff, especially Virginia Anderson, for outstanding hospitality and arrangements for the 1974 meeting.
5. And, be it finally resolved that the National Association of Summer Sessions thanks John Mapp for his genuine, warm southern hospitality and his effective leadership during the past year. Be it also resolved that the President-elect, Lee Dunham, and his committee be commended for the excellent stature and quality of the programs for the 1974 meeting.

VIVIAN BARFIELD, *Chairperson*  
NANCY ABRAHAM  
LES COYNE  
BRUCE McCART

## NATIONAL ASSOCIATION OF SUMMER SESSIONS

### Eleventh Annual Meeting

#### Participants

- |  |   |
|--|---|
| 1. Nancy Abraham<br>University of Wisconsin—Madison              | 26. Loren Carlson<br>University of South Dakota               |
| 2. Richard F. Alberg<br>Bryant College                           | 27. Caesar Carrino<br>University of Akron                     |
| 3. Dale T. Allerton<br>University of Pittsburgh                  | 28. Larry D. Clark<br>University of Missouri - Columbia       |
| 4. Richard Anderson<br>Phillips University                       | 29. Edyth B. Cole<br>Elizabeth City State University          |
| 5. Virginia Anderson<br>University of Minnesota                  | 30. George O. Cole<br>Southern Connecticut State College      |
| 6. J. Niel Armstrong<br>North Carolina A & T State University    | 31. Gerard Corcoran<br>Clark University                       |
|  | 32. Thomas C. Correll<br>Bethel College                       |
| 7. Vivian M. Barfield<br>Colorado Women's College                | 33. Les Coyne<br>Indiana University                           |
| 8. J. Stanley Barlow<br>Staten Island Community College          |   |
| 9. B. L. Barnes<br>University of Iowa                            | 34. Richard T. Dankworth<br>University of Nevada - Reno       |
| 10. Rev. Leo B. Barrows<br>St. Peter's College                   | 35. Harriet Darrow<br>Indiana State University                |
| 11. Warren Berg<br>Luther College                                | 36. Willard M. Deal<br>Appalachian State University           |
| 12. Melvin Bernstein<br>University of Maryland                   | 37. M. Edgerton Deuel<br>Frostburg State College              |
| 13. Samuel Berr<br>State University of New York -<br>Stony Brook | 38. Mary Dooley<br>Mankato State College                      |
| 14. Sister Margo Bischof<br>College of St. Benedict              | 39. Everette L. Duke<br>Norfolk State College                 |
| 15. Earl J. Boggan<br>D'Youville College                         | 40. N. Lee Dunham<br>Baylor University                        |
| 16. Ralph Bohn<br>San Jose State                                 |   |
| 17. Andrew Bond<br>Tennessee State University                    | 41. John L. Edwards<br>Arizona State University               |
| 18. David T. Brigham<br>Bentley College                          | 42. Seth Ellis<br>University of North Carolina -<br>Charlotte |
| 19. Charles Bruderle<br>Villanova University                     | 43. Edwin H. Enzor<br>Abilene Christian College               |
| 20. Charles Buckley<br>University of Scranton                    | 44. Rozanne Epps<br>Virginia Commonwealth University          |
| 21. Bobbie Burk<br>Stephens College                              |   |
| 22. John R. Bushey<br>University of Vermont                      | 45. Sister Carolyn Farrell<br>Clarke College                  |
| 23. Paul R. Busch<br>Trinity University                          | 46. Elizabeth Finlayson<br>Madison College                    |
| 24. Lewis C. Butler<br>Alfred University                         | 47. Maurice Fitzgerald<br>Black Hills State College           |
|  | 48. Hal Funk<br>Southwest Missouri State College              |
| 25. Charles R. Campbell<br>Spring Arbor College                  |   |

- |  |   |
|--|---|
| 49. Eugene Gascay<br>Atlantic Union College                              | 78. Charles F. Kolb<br>North Carolina State University        |
| 50. Donald Gatzke<br>Coe College   | 79. Carl Kredatus<br>Trenton State College                    |
| 51. John Gilheany<br>Catholic University                                 | 80. Thomas A. Kujawski<br>Rutgers University                  |
| 52. John D. Giovannini<br>St. Norbert College                            |   |
| 53. Clayton Gjerde<br>San Diego State University                         | 81. Dorothy E. Lambert<br>Principia College                   |
| 54. Marvin J. Glockner<br>C. W. Post Center of Long Island<br>University | 82. Raymond J. Langley<br>Manhattanville College              |
| 55. Max Graeber<br>University of Richmond                                | 83. C. Robert Larson<br>Wartburg College                      |
| 56. Claud Green<br>Clemson University                                    | 84. P. J. Larson<br>North Park College                        |
| 57. James Griffin<br>Hampton Institute                                   | 85. Larry Lauer<br>Texas Christian University                 |
| 58. Jerry Grove<br>Kansas City Art Institute                             | 86. Kenneth L. Laws<br>Dickinson College                      |
|  | 87. Sister Mary Lenz<br>Briar Cliff College                   |
| 59. Robert S. Hale<br>County College of Morris                           | 88. J. Calvin Leonard<br>University of Miami                  |
| 60. Grant Hammond<br>Lenoir Rhyne College                                | 89. Leon Levitt<br>Loyola Marymount University                |
| 61. Richard S. Hansen<br>University of Denver                            | 90. Vernon L. Ludeman<br>St. Cloud State College              |
| 62. Milton Hardiman<br>Lincoln University of Missouri                    |   |
| 63. Hazel W. Harris<br>Furman University                                 | 91. Zaven M. Mahdesian<br>St. John's University               |
| 64. John C. Haugland<br>University of Wisconsin - Superior               | 92. Henry R. Malecki<br>Loyola University                     |
| 65. Margot Hooker<br>University of Southern California                   | 93. Stuart H. Manning<br>The University of Connecticut        |
| 66. David Hooten<br>Rochester Institute of Technology                    | 94. John Mapp<br>Virginia Commonwealth University             |
|  | 95. Joseph C. Marks<br>Slippery Rock State College            |
| 67. Neil S. Jacobsen<br>North Dakota State University                    | 96. Geoffrey Mason<br>University of Victoria                  |
| 68. Marjorie B. Johansen<br>University of California - Los Angeles       | 97. Bruce R. McCart<br>Augustana College                      |
| 69. W. Hubert Johnson<br>University of Nevada - Las Vegas                | 98. Paul R. McKee<br>Bowling Green State University           |
| 70. William C. Johnston<br>George Mason University                       | 99. Thomas S. McLeRoy<br>University of Wisconsin - Whitewater |
| 71. Ellis J. Jones<br>Gustavus Adolphus College                          | 100. Edmund M. Miller<br>Elizabethtown College                |
| 72. William M. Jones<br>Moorhead State College                           | 101. Mary M. Mobley<br>Kutztown State College                 |
| 73. Kathleen Joyce<br>University of Baltimore                            |   |
| 74. Justine Juarez<br>Merrimack College                                  | 102. Donald Neiser<br>Elizabethtown College                   |
|  | 103. Michael U. Nelson<br>Washington University               |
| 75. James J. Kafka<br>University of Minnesota - Duluth                   | 104. Lloyd R. O'Connor<br>San Francisco State University      |
| 76. Paul Kaus<br>University of Idaho                                     |   |
| 77. Sister Jane Klimisch<br>Mount Marty College                          | 105. James O'Hara<br>Queens College                           |

106. Ruth M. Oltman  
Hood College
107. Charles W. Orr  
North Carolina Central University
108. Thomas M. O'Shea  
Syracuse University
109. Edward F. Overton  
University of Richmond
110. Stephen M. Panko  
Marist College
111. Richard B. Parrot  
Appalachian State University
112. Milton A. Partridge  
Xavier University
113. Earl Peace Jr.  
Lafayette College
114. William K. Pennebaker  
University of Alaska
115. Fred Peterson  
University of South Dakota
116. Joseph Pettit  
Georgetown University
117. Gary C. Pfeiffer  
Dutchess Community College
118. Richard C. Pisano  
Pembroke State University
119. Louis G. Plummer  
Old Dominion University
120. June W. Read  
University of North Carolina -  
Greensboro
121. Sister Emmanuel Renner  
College of St. Benedict
122. Philip H. Richards  
College of St. Scholastica
123. Robert W. Richey  
Indiana University
124. Chester H. Robinson  
Lehman College of CUNY
125. Melvin Roe  
Eastern Montana College
126. William A. Rowen  
Wagner College
127. Ronnie Beth Rump  
College of Saint Mary
128. Brother John Rupkey  
St. Mary's College
129. Paul A. Saimond  
State University of New York - Albany
130. Robert K. Sakai  
University of Hawaii
131. Norman H. Sam  
Lehigh University
132. Martin W. Sampson  
Cornell University
133. W. J. Sandness  
Kansas State College
134. David L. Sanford  
Frostburg State College
135. Anne E. Scheerer  
Creighton University
136. Arnold Scolnick  
Manhattan Community College
137. William A. Sellon  
Bemidji State College
138. William Sesow  
University of Nebraska - Lincoln
139. Jean M. Shanahan  
University of Wisconsin - Milwaukee
140. John L. Shisler  
Ithaca College
141. Ira Silverman  
Hood College
142. William Small  
University of Maine at Portland-  
Gorham
143. Cliff Sorenson  
Walla Walla College
144. Thomas G. Squire  
Northland College
145. Jean Steinberg  
St. Joseph's College
146. Janet C. Stultz  
Muskingum College
147. Herbert P. Stutts  
University of Maryland
148. Gerald J. Sullivan  
Georgetown University
149. Willard L. Thompson  
University of Minnesota - Minneapolis
150. John Valaske  
University of Wisconsin - Parkside
151. Donald G. Wallace  
Drake University
152. Louise Wallace  
Boston College
153. Norman S. Watt  
University of British Columbia
154. Janis H. Weiss  
Macalester College
155. Jackson H. Wells  
University of Denver
156. Henry White  
Bronx Community College
157. Catherine Willis  
Marymount Manhattan College
158. Robert Wiseman  
University of Rhode Island
159. Frank L. Woods  
University of Rhode Island
160. David W. Wuerthele  
Springfield College
161. D. Campbell Wyckoff  
Princetown Theological Seminary

**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 Roberts 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

**SOUTHWESTERN**  
Arkansas, Oklahoma, New Mexico,  
Texas, Missouri

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

**WEST CENTRAL**  
Iowa, Kansas, Minnesota, Nebraska,  
North Dakota, South Dakota

**EAST CENTRAL**  
Illinois, Indiana, Kentucky, Michigan,  
Ohio, West Virginia, Wisconsin

**MIDDLE STATES**  
Delaware, District of Columbia,  
Maryland, New Jersey, New York,  
Pennsylvania, Virginia

**NEW ENGLAND**  
Connecticut, Maine, Massachusetts,  
New Hampshire, Rhode Island, Vermont

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

#### ARTICLE VI—*Elections and Appointments*

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

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

*Section 3.* Regional Vice Presidents

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

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

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

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

#### ARTICLE VII—*Quorum*

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