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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Volume 11
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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
    2501 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
600 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 92697

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
5333 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 Sucker 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
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*  
Purtales, 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. Grace College  
Goshen, Indiana 46526
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 23668
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
<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Institution</th>
<th>Address</th>
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<tbody>
<tr>
<td>139</td>
<td>Herbert H. Lehman College</td>
<td>Bedford Park Boulevard, West Bronx, New York</td>
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<td>140</td>
<td>Howard University</td>
<td>Washington, D. C. 20001</td>
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<tr>
<td>141</td>
<td>Hunter College of CUNY</td>
<td>695 Park Avenue, New York, New York 10021</td>
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<tr>
<td>142</td>
<td>Husson College</td>
<td>1 College Circle, Bangor, Maine 04401</td>
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<tr>
<td>143</td>
<td>Idaho, The College of</td>
<td>Caldwell, Idaho 83605</td>
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<td>144</td>
<td>Idaho State University</td>
<td>Pocatello, Idaho 83201</td>
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<td>Idaho, University of</td>
<td>Moscow, Idaho 83843</td>
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<td>146</td>
<td>Illinois State University</td>
<td>Normal, Illinois 61761</td>
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<td>Immaculata College</td>
<td>Immaculata, Pennsylvania 19345</td>
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<td>148</td>
<td>Indiana State University</td>
<td>Terre Haute, Indiana 47809</td>
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<td>149</td>
<td>Indiana University</td>
<td>Bloomington, Indiana 47401</td>
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<td>150</td>
<td>Instituto de Estudios</td>
<td>Teresos Iberoamericanos, A.C.</td>
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<td>Apartado 358, Saltillo, Coahuila, Mexico</td>
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<td>Iona College</td>
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<td>Ithaca, New York 14850</td>
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<td>154</td>
<td>Jersey City State College</td>
<td>2039 Kennedy Boulevard, Jersey City, New Jersey 07305</td>
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<td>John Carroll University</td>
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<td>Johnson State College</td>
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<td>160</td>
<td>Kentucky, University of</td>
<td>Lexington, Kentucky 40506</td>
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<td>161</td>
<td>Kingsborough Community College</td>
<td>Oriental Boulevard, Manhattan Beach, Brooklyn, New York 11235</td>
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<td>162</td>
<td>The King's College</td>
<td>Briarcliff Manor, New York 10510</td>
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<tr>
<td>163</td>
<td>King's College</td>
<td>133 North River Street, Wilkes-Barre, Pennsylania 18702</td>
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<td>164</td>
<td>Kutztown State College</td>
<td>Kutztown, Pennsylvania 19530</td>
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<td>165</td>
<td>Lafayette College</td>
<td>Easton, Pennsylvania 18042</td>
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<td>La Salle College</td>
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<td>167</td>
<td>La Verne College</td>
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<td>Lehigh University</td>
<td>526 Broadhead Avenue, Bethlehem, Pennsylvania 18015</td>
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<td>Lesley College</td>
<td>Cambridge, Massachusetts 02138</td>
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<td>172</td>
<td>Lethbridge, University of</td>
<td>Lethbridge, Alberta, Canada</td>
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<td>173</td>
<td>Lewis and Clark College</td>
<td>6615 S.W. Palatine Hill Road, Portland, Oregon 97219</td>
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<td>174</td>
<td>Lewis University</td>
<td>Lockport, Maine 60441</td>
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<td>175</td>
<td>Lincoln University</td>
<td>Jefferson City, Missouri 65102</td>
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<td>Louisville, University of</td>
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<td>177</td>
<td>Lowell Technological Institute</td>
<td>Lowell, Massachusetts 01854</td>
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<td>178</td>
<td>Loyola College</td>
<td>4501 North Charles Street, Baltimore, Maryland 21210</td>
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<td>179</td>
<td>Loyola Marymount University</td>
<td>Loyola Boulevard at West 80th Street, Los Angeles, California 90045</td>
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<td>180</td>
<td>Loyola University</td>
<td>820 North Michigan Avenue, Chicago, Illinois 60611</td>
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<td>181</td>
<td>Loyola University of New Orleans</td>
<td>New Orleans, Louisiana 70118</td>
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<td>182</td>
<td>Luther College</td>
<td>Decorah, Iowa 52201</td>
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<tr>
<td>183</td>
<td>Lynchburg College</td>
<td>Lynchburg, Virginia 24504</td>
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<td>184</td>
<td>Macalester College</td>
<td>Saint Paul, Minnesota 55101</td>
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<td>185</td>
<td>Madison College</td>
<td>Harrisonburg, Virginia 22801</td>
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<td>186</td>
<td>Maine, University of</td>
<td>Orono, Maine 04473</td>
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<td>187</td>
<td>Maine, University of</td>
<td>119 Payson Smith Hall, 96 Falmouth Street, Portland, Maine 04103</td>
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<tr>
<td>188</td>
<td>Maine - Presque Isle, University of</td>
<td>181 Main Street, Presque Isle, Maine 04769</td>
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</table>
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 21851

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 02139

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*  
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 21289

220. Mount St. Joseph on the Ohio, College of Mount St. Joseph, Ohio 45901

221. Mount St. Mary's College  
12001 Chalon Road  
Los Angeles, California 90049

222. Mount Saint Vincent, College of  
Riverview, New York 10471

223. Mundelein College  
6300 Sheridan Road  
Chicago, Illinois 60026

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  
   Pierrepont 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  
   2101 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 97408
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  
   1890 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 20207
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  
   Río 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
OF SUMMER SESSIONS

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
Biddedford, 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*
3641 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. Seattle Pacific College*
3307 Third Avenue West
Seattle, Washington 98119

329. Seattle University of*
Seattle, Pennsylvania 18510

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  
2500 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  
Buckhannon, West Virginia 26202

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 18702

384. William and Mary, College of  
Williamsburg, Virginia 23185

385. Winona State College  
Winona, Minnesota 55987
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<td>Ohio</td>
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<td>Jamaica</td>
<td>New York</td>
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*Institutional Charter Member
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   Bridgeport, Connecticut 06604

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1974

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Wagner College
State University of New York-Albany
Bronx Community College
The University of Connecticut

Conference Program

N. Lee Dunham

Baylor University
OF SUMMER SESSIONS

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 ... Elderly
Anne 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 Professionals
Charles 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, Recorder

Group IV: Projecting the Summer Session Image: Campus ... Community ... Congress
Paul 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 Stuts, 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, Chairman
Richard Dankworth, University of Nevada, Resource Person
Jeoff Mason, University of Victoria, Recorder

Group VII: Alternatives to Credit Programs: New Options For Faculty Employment
Bruce 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, Resource 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
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
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 requisites 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 stu­
dents and faculty, and hence, lower the respect for the summer ses­
tion 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 pres­
ent, 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 up­
grading
   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 confer­
ences 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, Di­
rection, 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
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.
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..."); 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. (f) — 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
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" stu-
dents. 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 in-
stead 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.
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!
OF SUMMER SESSIONS

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
- 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
- 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.
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
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

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

*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) 

<table>
<thead>
<tr>
<th>State</th>
<th>Public Institutions</th>
<th>Private Institutions</th>
<th>Total: Public and Private</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of (non-dupl.)</td>
<td>Total enrollment</td>
<td>Number of (non-dupl.)</td>
</tr>
<tr>
<td>Arizona</td>
<td>1</td>
<td>11,116</td>
<td>-</td>
</tr>
<tr>
<td>Arkansas</td>
<td>3</td>
<td>11,273</td>
<td>-</td>
</tr>
<tr>
<td>California</td>
<td>6</td>
<td>30,562</td>
<td>5</td>
</tr>
<tr>
<td>Colorado</td>
<td>3</td>
<td>19,238</td>
<td>2</td>
</tr>
<tr>
<td>Connecticut</td>
<td>3</td>
<td>19,480</td>
<td>2</td>
</tr>
<tr>
<td>Delaware</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Dist. of Columbia</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Florida</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Georgia</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Hawaii</td>
<td>1</td>
<td>11,154</td>
<td>-</td>
</tr>
<tr>
<td>State</td>
<td>Public Institutions</td>
<td>Private Institutions</td>
<td>Total: Public and Private</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------</td>
<td>----------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
<td>Number of (non-dupl.)</td>
<td>Total enrollment (non-dupl.)</td>
<td>Number of (non-dupl.) respondents</td>
</tr>
<tr>
<td>Idaho</td>
<td>1</td>
<td>1,708</td>
<td>3</td>
</tr>
<tr>
<td>Illinois</td>
<td>1</td>
<td>6,699</td>
<td>3</td>
</tr>
<tr>
<td>Indiana</td>
<td>2</td>
<td>21,265</td>
<td>4</td>
</tr>
<tr>
<td>Iowa</td>
<td>2</td>
<td>11,755</td>
<td>3</td>
</tr>
<tr>
<td>Kansas</td>
<td>2</td>
<td>10,574</td>
<td>-</td>
</tr>
<tr>
<td>Kentucky</td>
<td>1</td>
<td>5,636</td>
<td>-</td>
</tr>
<tr>
<td>Louisiana</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Maine</td>
<td>1</td>
<td>2,865</td>
<td>1</td>
</tr>
<tr>
<td>Maryland</td>
<td>3</td>
<td>9,363</td>
<td>-</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>2</td>
<td>2,669</td>
<td>5</td>
</tr>
<tr>
<td>Michigan</td>
<td>4</td>
<td>4,207</td>
<td>2</td>
</tr>
<tr>
<td>Minnesota</td>
<td>1</td>
<td>16,202</td>
<td>1</td>
</tr>
<tr>
<td>Mississippi</td>
<td>2</td>
<td>8,822</td>
<td>-</td>
</tr>
<tr>
<td>Missouri</td>
<td>4</td>
<td>17,256</td>
<td>3</td>
</tr>
<tr>
<td>Nebraska</td>
<td>2</td>
<td>16,847</td>
<td>1</td>
</tr>
<tr>
<td>Nevada</td>
<td>1</td>
<td>3,943</td>
<td>-</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>1</td>
<td>2,956</td>
<td>-</td>
</tr>
<tr>
<td>New Jersey</td>
<td>5</td>
<td>10,216</td>
<td>5</td>
</tr>
<tr>
<td>New York</td>
<td>11</td>
<td>44,253</td>
<td>11</td>
</tr>
<tr>
<td>North Carolina</td>
<td>2</td>
<td>36,814</td>
<td>2</td>
</tr>
<tr>
<td>North Dakota</td>
<td>2</td>
<td>4,604</td>
<td>-</td>
</tr>
<tr>
<td>State</td>
<td>Public Institutions</td>
<td>Private Institutions</td>
<td>Total: Public and Private</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------</td>
<td>----------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
<td>Number of (non-dupl.)</td>
<td>Total enrollment</td>
<td>Number of (non-dupl.)</td>
</tr>
<tr>
<td></td>
<td>respondents</td>
<td>respondents</td>
<td>respondents respondents</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------</td>
<td>----------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Ohio</td>
<td>3</td>
<td>31,710</td>
<td>4</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>1</td>
<td>7,547</td>
<td>-</td>
</tr>
<tr>
<td>Oregon</td>
<td>3</td>
<td>9,202</td>
<td>-</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>2</td>
<td>9,872</td>
<td>7</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>1</td>
<td>3,599</td>
<td>1</td>
</tr>
<tr>
<td>South Carolina</td>
<td>1</td>
<td>5,997</td>
<td>-</td>
</tr>
<tr>
<td>South Dakota</td>
<td>1</td>
<td>1,526</td>
<td>-</td>
</tr>
<tr>
<td>Tennessee</td>
<td>1</td>
<td>15,231</td>
<td>1</td>
</tr>
<tr>
<td>Utah</td>
<td>1</td>
<td>3,051</td>
<td>-</td>
</tr>
<tr>
<td>Vermont</td>
<td>1</td>
<td>3,200</td>
<td>-</td>
</tr>
<tr>
<td>Virginia</td>
<td>4</td>
<td>17,179</td>
<td>4</td>
</tr>
<tr>
<td>Washington</td>
<td>1</td>
<td>15,236</td>
<td>4</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>4</td>
<td>28,858</td>
<td>1</td>
</tr>
<tr>
<td>Canada</td>
<td>1</td>
<td>3,800</td>
<td>-</td>
</tr>
<tr>
<td>Mexico</td>
<td>1</td>
<td>1,845</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>92</td>
<td>486,025</td>
<td>81</td>
</tr>
</tbody>
</table>

*Does not equal 100 percent because of "rounding".
TABLE II
NUMBER AND PERCENT OF REPORTING INSTITUTIONS
BY TYPE OF CREDIT HOUR DESIGNATION
(n = 178)

<table>
<thead>
<tr>
<th>Credit hour designation</th>
<th>Public Institutions</th>
<th>Private Institutions</th>
<th>Public and Private Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number reporting</td>
<td>Percent of all reporting</td>
<td>Number reporting</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>Semester hour</td>
<td>69</td>
<td>73.4</td>
<td>63</td>
</tr>
<tr>
<td>Quarter hour</td>
<td>18</td>
<td>19.2</td>
<td>6</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By course</td>
<td>2</td>
<td>2.1</td>
<td>14</td>
</tr>
<tr>
<td>By session</td>
<td>5</td>
<td>5.3</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>94</td>
<td>100.0</td>
<td>84</td>
</tr>
</tbody>
</table>

*Does not equal 100 percent because of "rounding".
<table>
<thead>
<tr>
<th>Session length in weeks</th>
<th>Public Institutions</th>
<th>Private Institutions</th>
<th>Public and Private Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number reporting</td>
<td>Percent of all reporting</td>
<td>Number reporting</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1.1</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>3.2</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>3.2</td>
<td>2</td>
</tr>
<tr>
<td>71/2 &amp; 8</td>
<td>14</td>
<td>14.9</td>
<td>11</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>6.4</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>21</td>
<td>22.4</td>
<td>20</td>
</tr>
<tr>
<td>11</td>
<td>15</td>
<td>16.0</td>
<td>6</td>
</tr>
<tr>
<td>111/2 &amp; 12</td>
<td>17</td>
<td>18.1</td>
<td>16</td>
</tr>
<tr>
<td>121/2 &amp; 13</td>
<td>6</td>
<td>6.4</td>
<td>7</td>
</tr>
<tr>
<td>131/2 &amp; 14</td>
<td>5</td>
<td>5.3</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>2</td>
<td>2.1</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
<td>1.1</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>94</td>
<td>100.2*</td>
<td>85</td>
</tr>
</tbody>
</table>

*Does not equal 100 percent because of "rounding".
<table>
<thead>
<tr>
<th>Session length (in weeks)</th>
<th>Normal Maximum Credit Permitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester hours</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>71/2 &amp; 8</td>
<td>13</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>111/2 &amp; 12</td>
<td>13</td>
</tr>
<tr>
<td>121/2 &amp; 13</td>
<td>2</td>
</tr>
<tr>
<td>131/2 &amp; 14</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
</tr>
</tbody>
</table>
### TABLE V
**CREDIT HOUR PRODUCTION**
**SUMMER 1974 VERSUS SUMMER 1973**
*(n = 177)*

<table>
<thead>
<tr>
<th>Credit hours change 1974 vs 1973</th>
<th>Public Institutions</th>
<th>Private Institutions</th>
<th>Public &amp; Private Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of respondents</td>
<td>% of total respondents—Public Inst.</td>
<td>Number of respondents</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>Higher than in 1973</td>
<td>62</td>
<td>66.0</td>
<td>46</td>
</tr>
<tr>
<td>Less than 1973</td>
<td>23</td>
<td>24.5</td>
<td>26</td>
</tr>
<tr>
<td>Change negligible</td>
<td>2</td>
<td>2.1</td>
<td>7</td>
</tr>
<tr>
<td>(Less than ± 1%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No response or response not usable</td>
<td>7</td>
<td>7.5</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>94</strong></td>
<td><strong>100.1</strong></td>
<td><strong>83</strong></td>
</tr>
</tbody>
</table>

*Does not equal 100 percent because of “rounding”.*
### TABLE VI

**BASIS USED TO DETERMINE SUMMER SESSION SALARIES**

\( (n = 178) \)

<table>
<thead>
<tr>
<th>Salary basis</th>
<th>Public Institutions</th>
<th>Private Institutions</th>
<th>Public &amp; Private Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of responses</td>
<td>% total responses from Public Inst.</td>
<td>Number of responses</td>
</tr>
<tr>
<td>Percent of 9 or 10 mos. salary</td>
<td>35</td>
<td>37.2</td>
<td>9</td>
</tr>
<tr>
<td>Percent of 9 or 10 mos. per credit hr. taught</td>
<td>16</td>
<td>17.0</td>
<td>15</td>
</tr>
<tr>
<td>$ per credit hr. taught without respect to rank</td>
<td>5</td>
<td>5.3</td>
<td>9</td>
</tr>
<tr>
<td>$ per hr. taught by academic rank</td>
<td>19</td>
<td>20.2</td>
<td>33</td>
</tr>
<tr>
<td>Negotiated on an individual basis</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
<td>18.1</td>
<td>16</td>
</tr>
<tr>
<td>Not reported</td>
<td>2</td>
<td>2.1</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>94</td>
<td>99.9*</td>
<td>84</td>
</tr>
</tbody>
</table>

*Does not equal 100 percent because of "rounding".
### TABLE VII
COST PER UNDERGRADUATE CREDIT HOUR
FOR IN-STATE (RESIDENT) STUDENTS
(n = 154)

<table>
<thead>
<tr>
<th>Cost per unit in dollars</th>
<th>Public Institutions</th>
<th>Private Institutions</th>
<th>Total: Public &amp; Private Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester hour</td>
<td>Quarter hour</td>
<td>Semester hour</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>Less than 15</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>15-17</td>
<td>7</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>18-20</td>
<td>11</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>21-23</td>
<td>12</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>24-26</td>
<td>6</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>27-29</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>30-32</td>
<td>11</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>33-35</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>36-38</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>39-41</td>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>42-44</td>
<td></td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>45-47</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>48-50</td>
<td>1</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>51-53</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>54-56</td>
<td></td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>57-59</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>60-62</td>
<td></td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>63-65</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Above 65</td>
<td>1</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>
## TABLE VIII
### ACTIVITIES INCLUDED IN SUMMER PROGRAM
(n = 172)

<table>
<thead>
<tr>
<th>Summer programs include</th>
<th>Public Institutions</th>
<th>Private Institutions</th>
<th>Public &amp; Private Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of responses</td>
<td>% of total responding</td>
<td>Number of responses</td>
</tr>
<tr>
<td></td>
<td>Public Inst.</td>
<td></td>
<td>Private Inst.</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>Non-Cr. Courses</td>
<td>47</td>
<td>51.7</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>(22)</td>
<td>(24.2)</td>
<td>(20)</td>
</tr>
<tr>
<td>Lecture Series</td>
<td>34</td>
<td>37.4</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>(16)</td>
<td>(17.6)</td>
<td>(7)</td>
</tr>
<tr>
<td>Funded Institutes</td>
<td>59</td>
<td>64.8</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>(12)</td>
<td>(13.2)</td>
<td>(11)</td>
</tr>
<tr>
<td>Inst. Supported</td>
<td>43</td>
<td>47.3</td>
<td>22</td>
</tr>
<tr>
<td>Inst. &amp; Wkshops</td>
<td>(36)</td>
<td>(39.6)</td>
<td>(35)</td>
</tr>
<tr>
<td>Plays or Concerts</td>
<td>62</td>
<td>68.1</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>(15)</td>
<td>(14.3)</td>
<td>(16)</td>
</tr>
<tr>
<td>Intramurals</td>
<td>35</td>
<td>38.5</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>(6)</td>
<td>(6.6)</td>
<td>(2)</td>
</tr>
<tr>
<td>Student Government</td>
<td>17</td>
<td>18.7</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(0.0)</td>
<td>(0)</td>
</tr>
<tr>
<td>Faculty Senate Meetings</td>
<td>16</td>
<td>17.6</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(0.0)</td>
<td>(2)</td>
</tr>
</tbody>
</table>
### TABLE VIII (Continued)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Overseas Course</td>
<td>32</td>
<td>35.2</td>
<td>15</td>
<td>18.5</td>
</tr>
<tr>
<td>Offerings</td>
<td>(29)</td>
<td>(31.9)</td>
<td>(17)</td>
<td>(21.0)</td>
</tr>
<tr>
<td>Youth Programs</td>
<td>45</td>
<td>49.5</td>
<td>32</td>
<td>39.5</td>
</tr>
<tr>
<td>– HS</td>
<td>(22)</td>
<td>(24.2)</td>
<td>(11)</td>
<td>(13.6)</td>
</tr>
<tr>
<td>Recreation</td>
<td>65</td>
<td>71.4</td>
<td>41</td>
<td>50.6</td>
</tr>
<tr>
<td></td>
<td>(12)</td>
<td>(13.2)</td>
<td>(20)</td>
<td>(24.7)</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Region</th>
<th>Institutional</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwestern</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Southwestern</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Western</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>West Central</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>East Central</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>New England</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Southeastern</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Middle States</td>
<td>32</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>63</td>
<td>5</td>
</tr>
</tbody>
</table>

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 Fribough, Southwestern
Denis Kigin, Western
Bruce McCart, East Central
Anne E. Scheerer, West Central
David Wuertele, 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


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 proj­
ects 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 re­
sponsibility to protect academic standards in colleges and universities,
And, since accrediting associations and some state departments of edu­
cation 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 con­
cern 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 Vir­
ginia Anderson, for outstanding hospitality and arrangements for the
1974 meeting.

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

49. Eugene Gasca
   Atlantic Union College

50. Donald Gatzke
   Ccc College

51. John Gilheany
   Catholic University

52. John D. Giovannini
   St. Norbert College

53. Clayton Gjerde
   San Diego State University

54. Marvin J. Glockner
   C. W. Post Center of Long Island University

55. Max Graebner
   University of Richmond

56. Claud Green
   Clemson University

57. James Griffin
   Hampton Institute

58. Jerry Grove
   Kansas City Art Institute

59. Robert S. Hale
   County College of Morris

60. Grant Hammonds
   Lenoir Rhyne College

61. Richard S. Hansen
   University of Denver

62. Milton Hardiman
   Lincoln University of Missouri

63. Hazel W. Harris
   Furman University

64. John C. Haugland
   University of Wisconsin - Superior

65. Margot Hooker
   University of Southern California

66. David Hooten
   Rochester Institute of Technology

67. Neil S. Jacobsen
   North Dakota State University

68. Marjorie B. Johansen
   University of California - Los Angeles

69. W. Hubert Johnson
   University of Nevada - Las Vegas

70. William C. Johnston
   George Mason University

71. Ellis J. Jones
   Gustavus Adolphus College

72. William M. Jones
   Moorhead State College

73. Kathleen Joyce
   University of Baltimore

74. Justine Juarez
   Merrimack College

75. James J. Kafka
   University of Minnesota - Duluth

76. Paul Kaus
   University of Idaho

77. Sister Jane Klimesch
   Mount Marty College

78. Charles F. Kolb
   North Carolina State University

79. Carl Kredatus
   Trenton State College

80. Thomas A. Kujawa
   Rutgers University

81. Dorothy E. Lambert
   Principia College

82. Raymond J. Langley
   Manhattanville College

83. C. Robert Larson
   Wartburg College

84. P. J. Larson
   North Park College

85. Larry Lauer
   Texas Christian University

86. Kenneth L. Laws
   Dickinson College

87. Sister Mary Leu
   Briar Cliff College

88. J. Calvin Leonard
   University of Miami

89. Leon Levitt
   Loyola Marymount University

90. Vernon L. Ludeman
   St. Cloud State College

91. Zaven M. Mahdesian
   St. John's University

92. Henry R. Malecki
   Loyola University

93. Stuart H. Manning
   The University of Connecticut

94. John Mapp
   Virginia Commonwealth University

95. Joseph C. Marks
   Slippery Rock State College

96. Geoffrey Mason
   University of Victoria

97. Bruce R. McCart
   Augusta College

98. Paul R. McKee
   Bowling Green State University

99. Thomas S. McLeRoy
   University of Wisconsin - Whitewater

100. Edmund M. Miller
    Elizabethtown College

101. Mary M. Mobley
    Kutztown State College

102. Donald Neiser
    Elizabethtown College

103. Michael U. Nelson
    Washington University

104. Lloyd R. O'Connor
    San Francisco State University

105. James O'Hara
    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 G. Pisko  
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. Scherer  
Creighton University

136. Arnold Scohnick  
Manhattan Community College

137. William A. Selton  
Bemidji State College

138. William Sesow  
University of Nebraska - Lincoln

139. Jean M. Shanahan  
University of Wisconsin - Milwaukee

140. John L. Shister  
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 Valske  
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  
McGill University

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  
Princeton Theological Seminary
Appendix I

CONSTITUTION AND BYLAWS

of the

NATIONAL ASSOCIATION OF SUMMER SESSIONS


ARTICLE I—Name

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

ARTICLE II—Purpose

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

ARTICLE III—Membership

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

a) Institutional voting membership shall be open to colleges and universities having summer programs and which maintain accreditation by one of the regional associations accrediting institutions of higher learning. Colleges and universities outside the United States may become institutional members by a majority vote at the annual meeting.

b) Individual non-voting membership shall be open to those who are not affiliated with an institution eligible for institutional membership but who have a professional interest in the purpose of the Association.

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

Section 3. New members shall be admitted in accordance with the procedure 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
OF SUMMER SESSIONS

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.

NORTHEASTERN
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

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.