



Proceedings

of the
Thirteenth Annual Conference

of the
NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS

at

**Colonial Williamsburg Conference Center
Williamsburg, Virginia**

November 1 - 4, 1976

- O -

Host Institutions

**HAMPTON INSTITUTE
VIRGINIA COMMONWEALTH UNIVERSITY
COLLEGE OF WILLIAM AND MARY**

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Volume 13

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North American Association of Summer Sessions

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1976

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PROGRAM**NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS****October 31 - November 4, 1976****Colonial Williamsburg Conference Center
Williamsburg, Virginia****THEME: THE FUTURE:****WILL SUMMER SESSIONS MEET THE CHALLENGES?****SUNDAY, OCTOBER 31, 1976**

4:00 -

8:00 p.m. Registration

7:30 -

9:30 p.m. Executive Committee Meeting

Organization Meeting—Staff of the Newer Summer Sessions
Administrators Workshop**MONDAY, NOVEMBER 1, 1976**

8:00 a.m. -

6:30 p.m. Registration

9:00 a.m. -

5:00 p.m. Workshop for New Summer Sessions Directors

Chairperson Marjorie Johansen, University of
California-Los Angeles

J. Niel Armstrong, North Carolina A & T State University

John Bushey, University of Vermont

Harriet Darrow, Indiana State University

Thomas J. Kujawski, Rutgers University

Michael Nelson, Washington University

Norman H. Sam, Lehigh University

John L. Shisler, Ithaca College

Willard L. Thompson, University of Minnesota

Jackson H. Wells, University of Denver

Quelda M. Wilson, University of California-San Diego

10:15 -

10:45 a.m. Coffee

10:30 -

11:30 a.m. Nominating Committee Meeting

Chairperson N. Lee Dunham

12:00 -

1:30 p.m. Luncheon for Workshop Participants and Staff, Executive Committee and regional vice presidents

1:45 -

3:15 p.m. Administrative Council Meeting

3:30 -

5:00 p.m. COMMITTEE MEETINGS

AUDIT, Chairperson Norman S. Watt

CONFERENCE SITE, Chairperson Richard T. Dankworth

MEMBERSHIP, Chairperson Stuart H. Manning

RESEARCH, Chairperson Nancy Abraham

RESOLUTIONS, Chairperson Gary Penders

FIRST PLENARY SESSION

6:00 p.m. Depart Williamsburg Lodge for three minute bus ride to College of William and Mary. The reception will be in the Great Hall of the Wren Building, the oldest education building in continuous use in the United States. The banquet, musical presentation, and keynote address will be held in the Campus Center, across the street from the Wren Building.

Master of Ceremonies: NAASS President George Cole,
Southern Connecticut State College

Welcome: President Thomas A. Graves, Jr.,
College of William and Mary

Invocation: Rev. Anthony Warner, St. Bede's Parish

Musical Entertainment: Hampton Institute Concert Choir

Keynote Address: Dr. Jerome H. Holland

**TOPIC: THE RELEVANCE OF SUMMER SESSIONS AS
AN EXPANSION IN SERVICES TO AN EXTENDED
COMMUNITY**

TUESDAY, NOVEMBER 2, 1976

8:30 -

10:30 a.m. Registration

9:00 -

10:15 a.m. CONCURRENT WORKSHOPS

SUMMER SESSIONS: PROSPECTS FOR THE FUTURE

Session A-1

Moderator, Anne Scheerer

THE URBAN MOSAIC AND SUMMER SESSIONS

Albert J. Hamilton, St. Peter's College
and

SUMMER SCHOOL IN THE BIG CITY

Beryl Williams, Morgan State College

Session A-2

Moderator, N. Lee Dunham

THE SUMMER SESSION IN A PERILOUS AGE
OF PROMISEThomas E. Crooks, Harvard University
andFLEXIBILITY: CANADA'S ANSWER TO
FUTURE CHALLENGES

A. H. Roberts, Memorial University of Newfoundland

Session A-3

Moderator, Harriet Darrow

SOME SUMMER SCHOOL SORE SUBJECTS

John K. Bettersworth, Mississippi State University
and

SOME ALTERNATIVES FOR SURVIVAL

Harry A. Johnson, Virginia State College

10:15 -

10:45 a.m. Coffee Break

10:45 -

Noon

TOWARD SUMMER SESSIONS ETHICS
AND STANDARDS

Concurrent Session B-1, B-2, and B-3

Chairperson, Michael U. Nelson, Washington University

J. Niel Armstrong, North Carolina A & T State University

Edward J. Durnall, University of New Hampshire

John J. Edwards, Arizona State University

William A. Rowen, Wagner College

Anne E. Scheerer, Creighton University

Jean M. Shanahan, University of Wisconsin-Milwaukee

Norman S. Watt, University of British Columbia

12:00 noon

Executive Committee Meeting

Noon -

2:00 p.m. Free

2:00 -

3:15 p.m.

CONCURRENT WORKSHOPS

PACKAGING, MARKETING, AND DELIVERY OF
INNOVATIVE PROGRAMS

Session C-1

John J. Gilheany, Catholic University of America

Seth H. Ellis, University of North Carolina-Charlotte

CATALOG CLINIC

Session C-2

George H. Gibson, University of Delaware

PSP-ROE: NAILS, WOOD, A SAW, AND A HAMMER

Session C-3

Milton A. Partridge, Xavier University

Martin Simpson, Cornell University

Carol Thigpen, Emory University

YOU CAN'T DO IT ALONE

Session C-4

Salvatore Paratore, George Washington University

Paul N. Clem, College of William and Mary

Melvin Bernstein, University of Maryland

SECOND PLENARY SESSION

3:30 -

5:30 p.m. Annual Business Meeting

5:30 -

9:00 p.m. Free

9:00 p.m. -

1:00 a.m. Bicentennial Election Night Songfest

This information session will open with revolutionary period songs sung by Deborah Alverson, a young singer from the restored taverns, who thoroughly captured the attention of the Executive Committee earlier this year. Later in the evening, NAASS' own Norm Watt will lead members who wish to enjoy a little group singing. The progress of the U.S. Presidential elections will be followed on a number of television sets. Several types of refreshments and snacks will be served.

WEDNESDAY, NOVEMBER 3, 1976

THIRD PLENARY SESSION

9:00 -

10:15 a.m. THREE WEEK SESSIONS:

FRAUD OR SUCCESSFUL INNOVATION?

Moderator: Willard M. Deal, Jr.,

Appalachian State University

Glenn Hawkes, Virginia Commonwealth University

D. J. Herman, College of William and Mary

Christopher G. Duffy, Rider College

10:15 -

10:45 a.m. Coffee Break

10:45 a.m. -

noon CONCURRENT SESSIONS

BUT WILL IT FLY?

Session D-1

Nancy Abraham, University of Wisconsin-Madison
 Paul R. Busch, Trinity University
 John A. Mapp, Virginia Commonwealth University

SUMMER, MONEY, AND POWER

Session D-2

Frank Barros, The American University
 Gertrude Eaton, The American University
 Lenoire Saltman, The American University

OPTIMUM SCHEDULING FOR SUMMER SESSIONS

Session D-3

Rozanne Epps, Virginia Commonwealth University
 Max Graeber, University of Richmond
 James M. Griffin, Hampton Institute

NON-FINANCIAL RETURNS OF SUMMER SESSIONS

Session D-4

Anne E. Scheerer, Creighton University
 Larry D. Clark, University of Missouri-Columbia
 Charles Tressler, Hood College

STRATEGIES FOR SUMMER SESSIONS

BUDGETARY PLANNING

Session D-5

F. William Sesow, University of Nebraska-Lincoln
 Paul McKee, Western Illinois University
 Michael U. Nelson, Washington University

FOURTH PLENARY SESSION

12:00 -

1:45 p.m. Luncheon

Master of Ceremonies: N. Lee Dunham, Baylor University

Invocation: Dr. Braxton Allport, College of William and Mary,
 Methodist Campus Minister

Awards Presentation: F. William Sesow, University of
 Nebraska-Lincoln

Presidential Remarks: George Cole, Southern Connecticut
 State College; Joseph Pettit, Georgetown University

2:00 -

3:15 p.m. CONCURRENT WORKSHOPS

MARKETING: EFFECTIVE AND HONEST

Session E-1

Alan Ashton, University of Massachusetts
 Edward Durnall, University of New Hampshire
 John Shisler, Ithaca College

FISCAL PROBLEMS AND SOLUTIONS

Session E-2

James S. Van Ness, St. Lawrence University
 Frank Woods, University of Rhode Island

WHAT PRICE QUALITY IN THE SHORT
 SUMMER SESSION?

Session E-3

Milton G. Hardiman, Lincoln University of Missouri
 Richard T. Anderson, Phillips University
 Joseph Jones, Texas Southern University
 Russell Keeling, Southwest Missouri State University
 Howard Nelson, Eastern New Mexico University

IS THERE A CORRECT SUMMER SESSION LENGTH?

Session E-4

Bernard Linger, Ohio Northern University
 Marianne McCarthy, Trinity University
 D. Campbell Wyckoff, Princeton Theological Seminary

3:45 -

5:00 p.m.

CONCURRENT WORKSHOPS

SUMMER SESSIONS AND CONTINUING EDUCATION:
 PARTNERS OR COMPETITORS?

Session F-1

Les Coyne, Indiana University-Bloomington
 Richard T. Dankworth, University of Nevada-Reno
 N. Lee Dunham, Baylor University

INTER-INSTITUTIONAL SUMMER SESSION
 COOPERATION

Session F-2

William Long, George Washington University
 William C. Johnston, George Mason University

GRADUATE LIBERAL STUDIES PROGRAMS:
 IT'S BETTER THE SECOND TIME AROUND

Session F-3

James L. Steffensen, Jr., Wesleyan University
 Joseph Pettit, Georgetown University

SUMMER SESSIONS ABROAD:
 OPPORTUNITIES FOR ENRICHMENT

Session F-4

Gerald J. Sullivan, Georgetown University
 David Simons, Instituto de Estudios Iberoamericanos

5:00 p.m.

ANNUAL CONFERENCE ADJOURNS

8:00 -

10:00 p.m.

ADMINISTRATIVE COUNCIL MEETING

THURSDAY, NOVEMBER 4, 1976

9:00 -

11:00 a.m.

EXECUTIVE COMMITTEE MEETING

North American Association of Summer Sessions

FIRST PLENARY SESSION

TUESDAY, NOVEMBER 1, 1976

Presiding — George Cole
Southern Connecticut State College

THE RELEVANCE OF SUMMER SESSIONS AS AN EXPANSION IN SERVICES TO AN EXTENDED COMMUNITY

By Dr. Jerome H. Holland
Vice Chairman, Board of Governors
American National Red Cross

BY WAY OF INTRODUCTION

Ladies and Gentlemen:

It is indeed a personal pleasure for me to be with you this evening as the keynote speaker. As you perhaps know, I have spent most of my adult years in higher education, and I feel a strong empathy with each of you as I have also toiled in the vineyards of summer sessions for many years. I also feel as if I am back home as my family and I lived in this area of Virginia for 10 years at Hampton Institute, which is only a few miles from here. My heart and love shall always be centered around the more than 30 years I was involved with colleges and universities.

I am especially pleased to discuss with you a phase of your conference topic - "The Future: Will Summer Sessions Meet the Challenges?" As your Executive Committee has so well phrased the problem, "summer session administrators should be provided with an opportunity to consider higher education's responsibilities to assist mankind to cope with the challenges of the future." Therefore, I would like to discuss with you "the relevance of summer sessions as an expansion in services to an extended community."

In order to challenge the future, we must place it into proper perspective with the present and past. Therefore, I would like to survey rather briefly the changing American scene since World War II, a period of about 30 years. This will enable us to view the interrelatedness of events and trends in respect to the changing character of our society in transition.

THE CHANGING SOCIAL ORDER

We cannot separate the staggering rapidity of social change in the U.S.A. from that of the entire world because they are so interrelated. To mention only a few trends within the past quarter of a century may vividly point up the dynamics of social change; we have observed the destruction of colonialism; a realignment of the so-called world powers; the exploration

of outer space; the virtual shrinking of the earth due to modern means of travel and the extension of the communication arts; the striking down of legal segregation and discrimination in the U.S.A.; the heightened emphasis on the rights of the individual man throughout the world, such as the right to be fed, to be protected from disease, etc.

Thirty years ago, the United States had the mantle of world leadership thrust upon it because of its military and economic position following World War II. For the first time since the nation's founding, the destiny of mankind to a considerable degree was and is directed by our nation. Thus, the responsibility of world leadership has brought many stresses and strains to this nation, especially in the past 15 years. Doubts have been raised as to the physical, financial and human resources this nation expended internationally in fulfilling this world leadership role versus our internal commitments and needs. The population explosion over the past quarter of a century has been another worldwide phenomenon. There has also been a dramatic increase in the population of the United States from 160 million in 1950 to 207 million in 1972. This population increase has affected the material and non-material aspects of our living; our migratory patterns - especially into the largely urban areas where the migrants brought with them on the average, lower levels of skill development, education and income, resulting in a change in urban patterns and living and a multitude of social problems.

Our productive capacity as measured by our GNP has grown from 520 billion dollars in 1961 to one trillion plus in 1972; average income after taxes has increased from \$1,948 in 1961 to \$3,807 in 1972. The number of Americans at work has grown from 68.3 million people in 1961 to 84.2 million. Yet, unfortunately, there are many, many inequities existing. Millions of Americans are without work (over 50% of the black teenagers it has been estimated) in the country of the greatest technological know-how. During the past quarter of a century throughout the world there has been a challenge for the expansion of the civil rights of the individual. Riots and protests in the U.S.A. have resulted in some legal change in discrimination in the rights of minorities but much, much more has to be done. Women are also trying to lift the yoke of traditional female patterns and fight for equality of opportunity and liberation. While we applaud throughout the world the gains that have been made in the liberation of peoples from colonialism, yet, the totalitarian form of government has proven far more popular than democracy in many of these former colonies. This partial listing is a small indication of the comprehensiveness of change. One can predict that the rate of change will not only continue at its present pace, but will probably accelerate in the future. The havenots of the world and of the U.S.A. are impatient to share in the "good life" that a relatively few have so experienced.

The entire complex of social institutions which function to serve mankind has been affected in varying degrees by this process of change. One of the institutions most affected has been that of education. Worldwide there has been a slow expansion in the demand for education, but there is strong potential in the developing countries for an educational explosion.

As we have traveled to many countries throughout the world, including several of the less developed areas, we have witnessed a thirst for learning among so many. We have studied the priority for education that many of these countries have and what many have done in a short time period. It has made me realize how much education in our country is instrumental in changing one's position economically and socially and how much needs to be done by education to become more relevant to our communities and even more important to the optimum development of the individual. In a monumental report published by the Rockefeller Brothers Fund in 1958 entitled *Prospect for America* a guideline was established as an educational philosophy of this nation, "The greatness of a nation may be measured in many ways; by its military prowess; by its capacity for mass production techniques; by its scientific and engineering eminence, or by its system of mass education. But ultimately the source of its greatness is in the individual who is entitled to reach the highest maximum level of development." For more than a century, United States education has been evolving towards this American education optimum. The massive influx of immigrants from many different countries, with diversity in language, culture and religion, and the responsibility of providing education to the freedmen and their descendants resulted in many stresses and strains within our educational system as well as shattering situations in trying to fulfill the American ideal of education for all. We have succeeded brilliantly in providing the opportunity for all levels of education to reach millions and millions of our people but at the same time we have failed abysmally because there are many of our citizens who have obtained so little education and training.

With this somewhat abbreviated background, I would like to elaborate on some phases of the summer school program that might help to meet our social concerns and problems, especially in service to the extended community. I list these as challenges which can be realized if creativity and sophistication accompanies planning.

CHALLENGES TO BE ANSWERED THROUGH SUMMER SESSIONS

Challenge I. The International Extended Community

People live as neighbors regardless of geographical positions. Our community is rapidly becoming a one-world community for the explosion of knowledge in engineering and science, and the revolution of communication arts, have made us all interdependent. In the future, preparation and training for life will become a world responsibility, not just an individual or local one.

Many universities and colleges have instituted overseas summer programs, but too few have opposite projects in their summer sessions where other nationalities come to our campuses foremostly for training and in that process for learning about us and our way of life. It is just as important for other peoples to know and understand us and our problems as for us to learn about their society and mores. As I have traveled worldwide, I have encountered so many preconceived and erroneous ideas about the U.S.A., except from those who have been here and who for the most part

speak in glowing terms of so much of our way of life. But above all, there are very many people in the world who could profit so much from a summer's training on one of our campuses in almost any field, such as agriculture, nutrition, homemaking, secretarial sciences, education, chemistry, nursing, etc. They are so eager to learn that they absorb anything taught them rapidly. We have seen grammar school graduates doing chemical experiments on African plants and eager to learn more; we have observed an Indian village teacher instruct an entire class from one book yet the students thirstily drank in everything. Think what a summer's training would not only do for such persons, but for their fellow citizens and reciprocally for our students and instructors who have contact with them. Our best education for understanding is often personal contact and interaction. An unproductive life anywhere in the world is not only the responsibility of the individual's government but it is now the world's responsibility — yours and mine. We should try to alleviate unproductivity not only here but wherever we can. Mini-peace corps student groups sponsored by a summer session can do so much good in a few weeks in so many spots here and abroad. Again, our students would be better prepared to cope with and understand the different evolving social structure and changing living patterns of a different culture.

A summer school session can offer lectures opened to the extended community in various aspects of international affairs. It would be interesting to note how many people who are unable to travel would like to be more informed on foreign matters and different peoples. Special slide presentations or travelogues might be included as programs for younger children to acquaint them at an early age with the faces of mankind. This is especially pertinent for the culturally deprived child. Our children more and more will be world citizens and they must learn more and more about this shrinking universe and diverse people in the world that faces them.

Challenge II. The Disadvantaged Community

One of the strongest challenges facing our country today is focused on preparing and helping a large section of our national community to realize their hopes and aspirations and to become contributing and responsible citizens. I am a firm believer that education and training are two of the key basic approaches to the problem. How can one secure employment when one has little education or few basic skills? Summer sessions can offer credits for students, teachers, trainees to form a cadre of teams to go into the communities to teach the rudimentary skills that were missed by many disadvantaged citizens. Individual tutoring and intensive remedial work, if concentrated enough and skillfully presented, can do much to improve basic skills in a brief period. Many immigrants could be aided by such cadres of students helping them to learn English and to adjust to some of the basics of our way of life necessary for an adequate transition.

Many inner city citizens could benefit from specialized training or re-training which could aid them in securing jobs. Centers for this could be set up on the campus during summer session. Two or three months' training in many of the lesser skills can be quite adequate. This could also in-

clude the homemaker who wishes to return to or start in the work force. As a word of caution, I would like to state one should concentrate on skill training in those vocations for which there is a need and an opportunity. Canvas your industries, business and government to see where a training program might be most helpful. Some companies might even assist in financing such a project. Many women would like to work, but studies have shown that the number in the work force is proportionate to their education, 60% with college degrees are employed compared to 40% who finished high school and 33% who did not. Training would be of paramount importance here.

Many teenagers and young people under 25 are unemployed (especially in the inner city areas) but they are under-educated. Summer sessions would indeed be answering one of the major challenges facing us. Summer centers could be established for remedial work and training to prepare those in need in specific occupations so that they might find work. Programs might also be set up for re-training workers who have lost their jobs due to change in job descriptions. But skills must be developed to fit the need such as secretaries, typists, clerks, hotel workers, cooks, mechanics, data processors, just to mention a few. These are not college degree courses but they would be servicing the extended community which is often neglected and such training would fit in well with the short term summer session. Remember, the challenge to our educational system is to prepare our people to become productive citizens and to live satisfying lives. Educators must be aware of the serious maladjustments in our society which have removed two or three generations within a family or community from a sense of place in our competitive system. We are challenged to help attack this problem by going into and contributing to the community through our expertise, knowledge and training.

College based programs as Upward Bound should be continued and enlarged. To prepare our next generation for the future, education is challenged to reach them at the earliest feasible ages. During the summer, remedial programs could be instituted through mobile units in the inner city for youngsters of primary school age to help them catch up each year before they fall several years behind their chronological age.

Challenge III. The Senior Citizen Community

The American age span is rapidly increasing. So many of our senior citizens are neglected physically, intellectually, socially and culturally. Many institutions of higher education have recognized this and have opened their doors to those who desire to pursue courses. Summer sessions could institute workshops on campus to help some of our older citizens adjust to many of the problems of growing old - the management of old age special seminars could be held on finance, health, volunteerism, employment, family relationships, sex (which has become quite a public popular subject for the elderly), death, etc. A two or three-week workshop in the summer would be of so much value to the senior citizen and would be another example of the summer session trying to meet a community challenge which will increase in the future.

Challenge IV. The Cultural Community

There has been a cultural explosion throughout the U.S.A. in the past 10 years. Heightened interest in every phase of the arts is continuing to increase rapidly. People are no longer interested in being mere spectators but are even more eager to express their own creative and artistic potentials. Cultural workshops during the summer on college campuses have already been instituted but mainly for the high school or college student. Several institutions offer six-week dance or music or painting workshops for which credit is often given. Instead of vacations at the seashore or mountains, there are many persons who would prefer to attend a three-week workshop on a campus where they can do their "thing" in ceramics, voice, a musical instrument, dance, sculpture, painting, drama, etc. They could soak in the cultural environment of exhibits, concerts or drama or even participate. Summer sessions would be helping to answer the culture challenge for our extended community.

Another cultural challenge is bringing arts, dance, drama to the culturally deprived. Many programs have tried to do this either under federal or private funding. Many groups were taken to concerts, museums, theatres. Some were given a chance to develop artistic skills, especially in their community centers. These are projects that the summer sessions can continue to be involved in and can expand either by sending students into the community to teach dance, art, music or by offering such instruction on campus.

Challenge V. The Athletic and Sports Community

As Americans have more leisure time, they are turning more and more to keeping their bodies in good physical condition through sports and athletics. However, much of this is limited to country clubs or private athletic clubs which not only are expensive, but are often socially, racially, ethnically and religiously exclusive. Since most institutions of higher education already have the facilities, the summer session could establish three-week (or less) clinics in such individual sports as tennis and golf where skills are taught and improved. Team sport clinics in football, baseball, basketball could also be held. Many of these would finance themselves if planned correctly. Summer athletic programs could also be instituted for our inner city or deprived youngsters. So many of them are talented and the athletic ladder has often been their only way up to a college education and a better way of life. There is so much that can be done in this area. A supervised sports program could be organized under college summer sessions where university students could set up projects in the community for track, baseball, basketball, etc. University facilities could be used by the community for swimming or tennis, for example. Many countries consider athletics of prime concern for the individual development of their citizens. They start sport instruction and training at an early age. This is one of the challenges to the extended community that our summer sessions could try to help - especially for those youngsters or individuals who do not have the finances under our system to pay for gymnastics, tennis, golf lessons. They need an opportunity too, and often there are no facilities in the community but there are some on most university campuses.

Challenge VI. The Special Interests and Projects Community

In its interest to serve the expanded community, the university has often offered special institutes during the summer months for such groups as ministers, police, labor leaders, businessmen, physicians, etc. This should not only be continued but enlarged to include an even larger cross section. For example, more and more the smaller community wants to have more control over its institutions. Individual school boards have been demanding more input into curriculum, finances, hiring. Summer sessions could offer institutes in community governance for school board members, for example, or community governance of town, city, county for council members. Special workshops could be had for policemen and law officers in the area of human relations. Seminars could be held for such groups as PTA's, girls' and boys' clubs, service organizations on some of our present day problems of alcoholism, drugs, child and wife abuse, sexuality, emotional problems, etc.

Challenge VII. Experimentation for the Challenges of the Future

The university has always been the hub of research and experimentation. Our future depends upon the evaluation in ideas and technology. Often money can be found for short term projects in research during summer sessions - especially in the fields encompassing social and human understanding. As many short term experimental and research programs should be developed as possible - especially in the area of comprehending our extended community and in helping it adjust to our present and future complexities. For example, experimental projects in the teaching of reading or arithmetic; research into coping with and improving learning disability; how to help the chronically unemployed adjust to a work situation, are only a mere suggestion of problems that continually need challenging.

Challenge VIII. Service to the Extended Academic Community

Summer sessions have grown rapidly in many institutions because of the eagerness of many students to enroll year-round or because of graduates wanting to continue their studies. I would like to mention some summer session projects that are "old hat" but which have been quite successful and which can be expanded. Some are refresher and advanced courses for professionals as teacher workshops; institutes; courses for regular graduate and undergraduate students; pre-college workshops and courses for entering students; workshops for high school students in selective fields; alumni colleges and workshops; businessmen-in-residence programs; lawyer and physician special refresher courses and seminars, to mention only a few. Summer sessions can be expanded, even with the present facilities, to reach every phase of our extended community, and more. In a rapidly changing world, the academic world needs to be, and must be, one of the focal points in helping the community to adjust. I have merely touched upon a few of these challenges.

A CLOSING STATEMENT

We must remember that one of the principle functions of education is to translate ideas into pragmatic experiences and to help others light their

candles from the flame of knowledge. But most of all, we must use education to mold and develop each individual into a free thinking, responsible world citizen. Centuries ago the noted Chinese philosopher Confucius said "Each piece of marble has a statue in it, waiting to be released by a man of sufficient skill to chip away the unnecessary parts. Just as the sculptor is to the marble, so is education to the soul. It releases it. For only educated men are free men. You cannot create a statue by smashing the marble with a hammer, and you cannot by force of arms release the spirit or the soul of man."

This year our nation is celebrating its bicentennial. This nation through its people represents the diversity of the human race. Our social institutions have accepted the stresses and strains inherent in such a population mix; and through longevity have been strengthened while adjusting their roles to serve the needs of the people.

Our educational system in the future will continue to be confronted with the many faces of mankind. As we look toward the years of tomorrow, the inscription which was placed on the Statue of Liberty in 1884 will be a reality and will continue to represent the spirit of America at its highest level and I quote "Give me your tired, your poor, your huddled masses yearning to be free. The wretched refuse of your teeming shores, send these, the homeless, tempest tossed to me; I left my lamp beside the golden door."

They continue to come the same as in the past. They often differ in language, race, ethnic, religious and cultural backgrounds than past immigrant groups, but they will continue to come and it is the role of education to make these people productive, decent and concerned citizens.

SELECTED PAPERS

THE URBAN MOSAIC AND SUMMER SESSIONS: A FUTURE

By Albert J. Hamilton

Dean, Summer Session and Associate Academic Dean
Saint Peter's College

Summer Sessions in the middle of the city offer a variety of opportunities. After all, the city is the hub of society, the focal point of the arts, the seat of modern culture and the center of political life. The opportunities immediately apparent to a Summer Session faculty, Director or Dean seem immense. Experimental courses, workshops, retirement programs are all exciting prospects to contemplate as part of the future of Summer Sessions in an urban setting.

In the particular situation with which I work we are talking about a "super urban" setting. Saint Peter's College is virtually in the heart of Jersey City, New Jersey. It is only a short subway ride and a brief walk from most of the busiest parts of Manhattan. During the regular academic year, Saint Peter's enrolls about 5,500 undergraduate students and has program affiliations with several nursing programs, Port Authority employees and a few hundred county community college students. Programs vary from Afro-American to Urban Studies. The College is a Jesuit Liberal Arts institution. That last sentence is important for it encompasses, along with the word urban, the identity and educational mission of the College.

Yet St. Peter's is not unique. We are here at this session to discuss the Summer programs of similar schools around the country and to discuss them with an eye toward their history, their future history, that is. Yet, before we look too closely at the future history of summer sessions in the city, it is essential that we get a grounding in the past history of the summer in the cities' colleges and universities. I think we should define our terms, too. The term: "Summer Session". The definition: the body of credit courses, programs, and other credit offerings made available to the several and varied constituencies of the College or University during the summer.

I emphasize "Credit" programs to clarify the often foggy air surrounding the terms "continuing education", "adult education", and the like. I do not suggest that in a particular institution non-credit and credit programs do not exist side by side and even complement each other. I recognize too that most Summer Session Deans and Directors have responsibilities for both traditional credit academic programs, but often also for evenings, intersessions, and non-credit year round programs.

Undoubtedly, these areas present fantastic opportunities and enormous challenges, but I think are subjects for a different paper, a different session, and perhaps a different meeting.

Narrowing our focus of study in this way we can look briefly at Summer Session history. Summer Sessions have been extensions of the normal academic program. Long ago when students failed courses and colleges had strict curricula with large numbers of required courses, Summer Sessions provided students with the necessary opportunities to "catch up." The academic "quality" of the programs was seemingly less an issue than it might have been since single test courses were more common and appropriate in the past and, I think, the traditional background of students allowed for a few more assumptions than would be appropriate today.

The more structured curricula of yesteryear and the greater similarity among them made it convenient and quite attractive to take the make-up or catch-up course during the Summer "vacation" at home. One of the factors - or was it tradition!? - that made such an action acceptable was that ordinarily, through a student's earlier education, Summer School was the place you went only to catch up or to make up.

As curricula have lost their former unity and as withdrawals have replaced failures, students are finding it less necessary to visit their hometown college during vacation periods.

Since, for the most part, tuition grants and other forms of financial aid are not available to summer session students, the incentive to continue their education in the summer is not present or at least it does not overcome the incentives of a vacation and a job. Our society's emphasis upon summer vacation as a necessary part of citizenship has worked against the employment of Summer Session as a normal part of a college career. A bit more recently students are discovering that it takes more work during the summer to obtain the necessary portion of their tuition or support money for the regular academic year. The economy has presented difficulties to the individual since jobs are scarce and pay low.

As a result of these several factors Summer Sessions have found the going increasingly difficult. Efforts to attract students from other schools are not prospering. Most often the student's home institution either sponsors a study tour, a Summer in the city program of its own, or an attractive on-campus program. Since students do not require make-up courses and do not feel the need to catch up during the summer, the program at a hometown school is less attractive. For example, at Saint Peter's College we offered special advanced prose courses in copywriting last summer as well as a course - fascinating to me - on Politics and the Cinema. The courses were cancelled for lack of enrollment. I know we were not the only urban institution with the same experience. I think we were among the majority of places with similar courses cancelled because we did not find a pre-determined special audience for the offering, e.g., the campaign workers of the two political parties.

What courses did "sell"? The surveys, the Saint Peter's College requirements, the courses necessary for graduation from Saint Peter's. Who took the courses? Of the 1,399 individual students enrolled, only 81 came from other colleges. Why did the students attend Summer Session? Forty per cent of the Saint Peter's students came in order to accelerate their

progress toward their degree and 33% enrolled in order to lighten their course load during the academic year. Only 5% of our own students came to Summer School for educational enrichment. Among the visiting students, the percentages were similar. Thirty-six per cent would accelerate toward their degree and 23% would lighten their academic load in the following academic terms.

Among all the students the percentage who came for intellectual challenge and/or enrichment was miniscule. We neglected to ask how many came because they knew Summer School was not just faster, but easier.

In the matter of tuition and financial aid, 75% were paying their own tuition. During the regular academic year, about 80% of the student body receive some form of aid.

Now, Saint Peter's does not run an especially small Summer Session. Despite a decline in enrollment and income last Summer, our enrollment was 1,399 students in 6,700 credit hours for tuition income in excess of \$400,000. The decline in enrollment, I think, was caused by two factors. In addition to the difficulties mentioned in relationship to general Summer Session conditions, I think our decline in enrollment in 1976 was caused by two additional factors. Namely, the general economic problem in Hudson County, New Jersey, and its environs. While not dissimilar to many urban areas, Hudson County is particularly struck by the economic state of the country.

Secondly, Saint Peter's raised tuition beginning with the 1976 Summer Sessions. Large numbers of people either were unwilling to take advantage of Summer Sessions as a result or were willing - psychologically prepared - to take only one course at the higher tuition rate.

I think the enrollment and credit hour decline will be reversed. To be sure new gimmicks and advertising will be attempted, but much of the decline probably will reverse itself automatically since the economy has improved a bit and, more important, Saint Peter's students have acclimated themselves to the tuition increase in the course of the year.

I do not think that solution - that future - is a satisfactory future - alternative future - for Saint Peter's or any other liberal arts, i.e., non technical-vocational school.

Without entering into a dissertation about the value of liberal arts education, I would simply point out that traditional Summer Session education works against the concept. Summer Session is attractive, according to my records at least, because it is an opportunity to accelerate one's program. To be sure, such a course of action is not easier. Two courses in a five-week period or four courses in two five-week periods is difficult for anyone. I am sure that is one rationale for watering down reading requirements during the summer and, probably, eliminating term paper or other research requirements. That is my point. A liberal arts education - indeed, all but the most purely technical or vocational education - requires TIME - time for reflection, evaluation, discussion. Time is a rare enough commodity in any city college, but in the summer it is virtually unavailable

for reflection, evaluation, or discussion. Generally, it could be argued such time is unavailable in summer and rare in the rest of the year because the higher educational endeavors of most urban students are inimical to a liberal arts education. If that is the case, then not just Summer Sessions, but the entire urban liberal arts adventure has little by way of a future.

I do not think that is the case, but I do believe, overall, we must help our students evaluate and weigh their priorities. If, indeed, our Summer Session is successful only by urging the individual students to hasten through their education then we are doing a disservice to our selves and our students.

There seem to be two readily available futures, therefore, based upon our store of experience. We could continue to encourage students to attend Summer Sessions to accelerate their education or we could go out of business as a vibrant and active part of academic life and simply confine ourselves to offering basic level courses for the few students who require a bit more time during the normal academic year.

While the first of these alternatives is the most likely to be pursued, neither is attractive. The second offers little. The first offers at least the advantage of faculty income and increased institutional income as a result of lower instructional costs during the summer. It also satisfies immediate student desires by getting them through the mill faster.

A more desirable and, I think, not too impractical future for Summer Sessions, is to work toward a curriculum design that will make Summer Session a more integral part of the student's program. Surely this will not occur immediately as a requirement, but as a desirable and academically sound alternative. Such a thrust would require us, as Summer Session Deans and Directors, to set aside our entrepreneurial instincts and take upon ourselves our academic values.

We must encourage the use of the summer as an experimental time period. We must discourage the accelerated program and encourage the intensified program. For example, it is academically sound to offer an intensified course of two, three, or five weeks when the principle learning activity appropriate to the course is through multi-media devices or even physical activity, e.g., Physical Education or the Dance. It is not and really never has been academically sound to offer the 13-week Western Civilization course, Shakespeare, or the Ancient Greek Philosophers on a two hour a day, five-week basis. If such courses are to be offered then their syllabi must be constructed carefully for the shortened reading and reflection time available.

In this alternate future, we must encourage the development of a flexible curriculum so that, for instance, a summer of community action will be acceptable as a creditable part of an individual's academic program and not just a bit of icing on the free elective cake. As we adjust course and curriculum models to the future rather than to the past we must adopt a more open view of what is defined as "academic."

In such a future our summer programs will be able to make use of the "urban mosaic." Museum collections, ethnic studies, drama, archi-

tectural design, traffic control, urban law enforcement, urban administration, urban history are parts of the mosaic that have meaning for the future. This is particularly important for urban-based institutions because it is precisely these places that have the inside line to becoming the "leadership institutions" Jay Forrester of MIT spoke of at the 1976 meeting of the Association of American Colleges. Forrester argued that

. . . a small number of leadership institutions are needed to re-define universal values, recreate the whole man, and establish a unified framework for knowledge. The objective should be no less than to re-establish the 'Renaissance man' concept of an educated person as possessor of a foundation of universal understanding. That universal understanding should transcend technology, politics, management, economics, psychology, religion, values, and the interactions between them all.¹

It is this kind of Summer Session leadership that will help our institutions become centers where it is possible to study "alternative futures" and for students and the entire academic community to "make choices about the usefulness of various kinds of learning for a range of probable and desirable future systems."²

Within the same category of making Summer Session a more integral part of the academic endeavor we must work with Financial Aid officers to enable students to have financial assistance during the summer. Obviously, this will re-enforce the idea that summer is a real part of the educational experience.

There is a final alternative for Summer Sessions and that is to ignore or sidestep the issue by concentrating on non-credit and/or non-traditional programs. I said at the start I was not going to talk about Continuing Education. I honor that pledge in its violation by justifying my decision. I think Summer Sessions must become increasingly academically sound. They must become an increasingly vital part of the institutional mission. If, indeed, they become centers of non-credit continuing or of adult education whose goals can be accomplished at least as well by high school or community groups, but are offered at our colleges for the sake of community visibility then we are not fulfilling the academic mission of the college, but working to change its direction.

Most urban areas have a surfeit of such programs either through the aforementioned groups or through large institutions whose mission specifically includes such programs.

I submit to you that the future of Summer Sessions in the city will be bright as we grow in the recognition that we are an increasingly significant

¹ From the general session address by Jay W. Forrester, Germeshausen Professor at the Alfred P. Sloan School of Management, the Massachusetts Institute of Technology, at the 62nd Annual Meeting of the Association of American Colleges, Feb. 9, 1976.

² From a presentation by Franklin W. Wallin, President of Earlham College, at the 62nd Annual Meeting of the Association of American Colleges, Feb. 8, 1976.

and integral part of the institution's academic program. Experimentation, evaluation, testing are all or should all be especially important parts of the summer operation of the College as a whole.

Naturally, the transition or development of such an attitude and program will not occur overnight, but I think we must work for it and toward it.

Eight years ago, in *The American University in Summer*, Clarence A. Schoenfeld wrote that no longer were summer students simply remedial students or playboys, but were serious, mature individuals.³ It is time that the summer programs begin to reflect such seriousness in their organizational aspects as well as in their programs.

³ Clarence A. Schoenfeld with Donald N. Zillman, *The American University in Summer*. Madison, Wisconsin: The University of Wisconsin Press, 1967.

THE SUMMER SESSION - SOME ALTERNATIVES FOR SURVIVAL

By *Harry A. Johnson* Dean
Virginia State College

The Survival of colleges and universities is a serious matter now and will become more so as the economy crunch continues and the market places new demands on institutions of higher education. This morning, I will explore with you some "innovations," and I use this term advisedly and with caution. What to one college is "innovation" is to another "routine" and still another "old hat," tried and discarded.

My mission, however, is to talk with you about some ideas for breaking out of the traditional mold of the same old courses, taught usually by the same faces, sometimes with the same irrelevance that grows worse each year. What we are talking about is change. Change is extremely difficult to implement, as Machiavelli once said:

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, for the *reformer* has enemies in all of those who *profit by the old order* and only lukewarm defenders in all of those who would *profit by the new*.

There are many forces in our colleges and universities working against change. Regular session faculty want summer work and if they work, they want to teach *what* they have been teaching, and *how* they have been teaching it. However, a considerable portion of students reluctantly "want" the same old traditional courses, because such courses are still rigidly required for degree programs.

New programs are usually "risk" programs, both economically and also as to guaranteed standards of quality. We also have accrediting associations and the powers-that-be are looking at campus space utilization and faculty productivity of semester hours credit. Some new innovative programs call for scraping much of what we hold sacred in our hallowed institutions. Yes, change comes with great difficulties, disappointments and some failures.

However, today, I speak to you Summer Sessions Deans and Directors as higher education *Agents For Change* or *Change Agents*. I submit to you the following 13 points of departure from our traditional programs. None are new to all of us, some are used by some of us. Share with me these ideas which might determine the survival of our Summer Sessions in the years ahead.

SOME ALTERNATIVES FOR SURVIVAL

1. **Modular and Optimum Scheduling**
Evening Courses

- Week-end College
Short and long term sessions
2. **Independent Study, Cooperative Programs, Internship and Student Teaching All Off Campus**
 - Local Public Libraries
 - Local Professional Libraries
 - Portable Extension Libraries
 - Teacher/Supervisor Visitations
 3. **Faculty With New Faces**
 - Faculty Exchange Programs
 - Use of Visiting Faculty
 - Adjunct and Local Community Faculties
 - Inter-University Cooperation
 - Student Exchange Programs
 - Selected Faculties from Abroad
 - Guest lecturers from Embassies and Consulates
 4. **Experimental and New Career Courses**
 - Ecology
 - Educational Law
 - Gerontology
 - Music Therapy
 - Comparative Education
 - Criminology and Criminal Justice
 - Health Sciences
 5. **Broadening The "Study Abroad" Program**
 - Cooperative Programs between small colleges
 - New Areas Abroad: Africa, Central and South America, Puerto Rico, and The Carribean, Canada (Hawaii-Asian-American Program)
 - Non-foreign language programs abroad
 6. **Accelerated Programs For High School Students**
 - College Math and English for upcoming High School Seniors
 - Post High School Senior Year Program
 - On-Site courses for junior and seniors through Cooperative Programs with local school systems
 7. **On-Campus Workshops and Seminars vs Traditional Courses for College Credit**
 - How about a -
 - Tennis Clinic with Arthur Ashe
 - Baseball Clinic with Joe Morgan
 - Teenage Basketball Clinic
 - High School Coaches Clinic
 - How about -
 - Symphony and band workshops with distinguished Regional Conductors
 - Choral and opera workshops with retired guest and rising young artists
 - Computer Seminars

8. **The University supports community and vice versa**
 - Reading Clinics for Children
 - Swimming and Recreational Programs
 - Day Care Centers for Children of Students
 - Art Workshops for Children and Adults
9. **Taking The University To The Community**
 - On-Site courses for school personnel (teachers, administrators, supervisors) in area schools
 - Courses in religion, ethics and sociology in community churches and their educational facilities
 - Adult courses of community interest held in YMCA's and community centers
 - Seminars for business men in downtown office buildings
 - Short term courses at Military Reservations for military and civilian personnel
10. **New Audiences Knocking at the University Door**
 - Ethnic Minorities
 - Women in New Careers
 - External Degree Students
 - Alumni and Parents
 - Retired Citizens
11. **May and August Mini-Courses**
 - On-Site short term courses
 - Day-long on-campus courses
 - Travel Courses
 - Independent Study
12. **Learning Can Be Fun - If The Environment is Right**
 - Continue the Artist Recital Program into the summer
 - Free art and classic film festivals
 - Work/play sessions at the beach
 - Tours of historic places
 - (In Virginia: Williamsburg, Jamestown, etc.)
 - Local and regional dinner/theatre trips
 - Air-conditioned facilities
 - Intramural Program (Sports and others)
13. **Some New Approaches To Facing Financial Realities**
 - The Credit Card (Mastercharge & BankAmericard)
 - Negotiated faculty contracts
 - Federal assistance for Summer Programs (U.S. Department of Defense, Teaching Training for Adult Education, Bilingual Programs, etc.)
 - Rental of spaces and facilities to non-academic organizations

SOME SUMMER SCHOOL SORE SUBJECTS

By *John K. Bettersworth*
Academic Vice President
Mississippi State University

Item 1. Summer School is *not* for school teachers; they just pay for it.

By way of explanation of that smart-aleck observation, let me be a historian (which I was until I died and became an administrator). It is a matter of record that the summer school, like most things mortal, was born in sin and has remained so with disturbing consistency. First it was a sin against the faculty, for with rare exceptions, it was monetarily a "labor of love," as a turn-of-the-century president at my institution un-proudly boasted. And, of course, love's labor was regularly lost as far as financial reward was concerned. In 1905, when my institution offered its first regular summer session, the record shows that nearly every member of the faculty contributed his services "free of charge"—a practice that sounds more like rape than love. And, I regret to say, even in this year of our Lord, when summer school services are at least nominally being rewarded—even if with inflated paper—the rate of summer pay, no matter how veiled in mysterious formulations and circumlocution, is less than par for the course by regular session standards.

Now, insofar as I can ascertain, summer schools as we know them, were invented for and by teachers. I suppose the earliest form of summer instruction was some informal "coaching" of dullards on an individual basis, and for a fee. But there was not an *organized* summer school. It was very informal and sporadic.

It was the agricultural land-grant colleges whose extension programs created the first appearance of formal summer self-improvement for the citizenry in an extension enterprise known as "Farmer's Institutes." This program took the professors of agriculture out into the boondocks to spread their gospel.

Certainly it had to be year-round programs such as those offered by extension, paid for on a twelve-months basis that made it possible for educators to break into the ranks of the fully-employed. But for the pedagogues who stuck to their campus classrooms it was still a hungry summer!

When, then, did summer school as we know it today gain acceptance? Well, the so-called educationists can pat themselves on the back for this. It was the invention of the summer "normal," a name that might have unfortunate connotations if we do not recall that we got it from the French, who invented the *école normale* as a model or "norm" type of school for the training of teachers. In other words, what brought the first real summer session into existence was a healthy desire to improve teachers, whatever their level of normalcy.

So the program began. First we had to get the teachers a bachelor's degree. That took a number of summers and it kept pedagogy teachers in

cash and the degree-bound school teachers in debt. Eventually the teachers all became bachelored—long before the women's libbers came along to remind us that we may have to de-sex that degree!

When all the teachers had got their first degree, a crisis was averted by requiring master's programs. That allowed the summer degree-mills to keep going for a spell. Now, of course, we have entered the doctoral age, complete with a great gulf fixed just short of the doctorate and known as the "Specialist Degree."

Where we go beyond the doctorate is your guess as well as mine. Perhaps it will just be the "Post-doctoral" program, which happily—or unhappily—is a world without end—but with no "Amen" of a degree to it.

So, for better or worse, we have got teachers going to school in the summer and bid fair to keep them at it. Fortunately, we have given incentive by upping salary rates for those who "keep up." And, no matter what you may have to say by way of criticism of all this, let's admit that teaching is the better for it. Why even some of the haughty professionals in other areas have gone in for summer re-treading. So, that may ultimately keep all sorts and conditions of teacher in real cash for the summer!

Still, the real bread-and-butter element in summer schooling is the school teachers. And so far they have come in large enough droves to keep summer school budgets in balance. As a result, teachers in arts and sciences and in the professional schools have found opportunities to subsist in the summer. And this is not to re-teach the flunkee but to offer courses for their own students who are in a hurry to complete degrees. Thus the eagerbeavers who invented the summer session have not only set the stage for a tremendous expansion of summer programs but also have by virtue of heavy enrollments and large classes in teacher education provided the income that will support the Latin professor and his class of two and one-half B.A. students. No wonder I say—with scant exaggeration—that it is the school teachers who are paying for summer school.

Item 2. Deans and Department Chairmen tend to use the summer school as a means of subsidizing nine-months faculty, whether their courses are in demand or not.

It is quite easy in our profession to get ourselves into the position of putting the cart in front of the summer school horse by loading the cart with every academic dependent that needs to be hauled through the lean months. This is asking a lot of the mis-located horse, even if some of the freight may be light-weight. There should be financial means other than summer school income for taking care of such freeloaders. This means institutional funds must be secured from endowment incomes and appropriations to maintain such activities as these that do not pay their way. There is also little excuse to use summer tuition funds to support research, unless such should have a direct utility insofar as instructional processes are concerned.

Item 3. In summer school, in order to get instruction cheaply in basic survey courses, departmental chairmen tend to pass over terminally qualified—but hungry—young faculty in favor of inexpensive teaching assistants.

One way of cutting corners in summer school and at the same time feeding hungry graduate assistants has been to give summer teaching assignments to teaching assistants. While there is merit in such a procedure—graduate assistants also have to eat—the result is a sacrifice on the part of faculty, especially young ones who may still be paying for their doctorates, not to mention some well-established and needy faculty members who must do without because it is cheaper to hire a graduate assistant. It will be tragic should these junior and senior members of the faculty have to seek a more secure life in another institution—provided it, too, is not going in for academic child-labor.

Item 4. Summer terms are disastrously brief—so much so that granting instant credits for half-learned subject matter becomes a critical problem. Time-exposure of the student in the classroom must be more efficiently scheduled, perhaps by having only one summer term rather than the two-term session.

Of course, we provide the same number of contact hours in summer schools as in the regular sessions. But the lengthy class periods that are required in the two-term summer session easily achieve the point of diminishing returns. Note-takers nod, teachers slow down, and in the end the class is let out early. The alternative is, of course, a single summer session with class periods very nearly equivalent to those in regular sessions. Perhaps this is the best possible of all summer worlds. Yet, there will be complaints galore. Who wants to go *all* summer? So, to please the variety of pickers-and-choosers, we must compromise. Sometimes we hold concurrent sessions both long and short. But this costs more, especially if we offer the same courses in both. Certainly it would seem best to limit ourselves to a single term based on a rational evaluation of how human professors and human students may effectively perform in the hot season.

Item 5. Summer school financing, in spite of all pronouncements to the contrary, is inadequate. The powers that be must agree to financing summer sessions at the same level as the regular sessions.

The trouble with this is the "powers that be." Private institutional boards of trustees are now so worried over the problem of how to survive for nine months that they find it difficult to face up to summer budgeting. As for publicly supported institutions, legislators have not been able to convince themselves that ours is anything but a seasonal occupation—fall-winter-spring. In the tight-appropriations atmosphere of the present we can hardly expect a change of heart—or head—from the legislative budgeters or the endowment managers. I am afraid that our chances of getting support funds there are indeed worse than poor. Perhaps we'd better get in touch with Senor Chavez and join the vegetable growers union in the summer. This might be better than to spend our own time vegetating, as at present.

Conclusion

I don't propose to solve all our various problems. I do believe, however, that before I desist, I should bring up this worry. Whatever the time of year—summer school or no—we had better set about devising some appropriate educational experiences for the age of leisure. We shall need to re-think our academic year calendars in a drastic way if we are going to serve a public that is headed into a four-day work week. That leaves a third of a week for us to dream up professional and cultural activities for the leisured public. So far you have had just one-fourth of the year to do your thing in. What are you going to do with one-third of what was once a work week? Having hit you with this problem, I shall now run!

The Three-Week Summer Session . . . or How to be Creative & Innovative & a Winner . . . The Easy Way

By *Glenn Hawkes*
Virginia Commonwealth University

I come today as a faculty member rather than as someone primarily concerned with the administrative problems of how to keep a schedule, and courses going while making faculty, students, state legislatures, auditors, and various others happy — not to say the problems of dealing with parents, etc., that you people worry about all the time.

You may wonder if I am indeed a faculty member, as today I am wearing a suit instead of a sport coat or a sweat shirt. And I plan to now do another uncharacteristic thing — say something nice about an administrator. John Mapp, the Director of the Evening and Summer Sessions at V.C.U., is one of the most successful persons that I know at solving the problems I listed in the opening sentence. He manages somehow to get a huge number of faculty working each summer, teaching lots of students, pay them all their salaries, and yet stay out of jail after his books are audited. I don't know his magical formula, but you might give him a bourbon-and-branch water later and let him talk a while. He runs a good operation, and even more surprising, the faculty know it!

When I heard of the three-week session idea for summers, I was opposed. First of all, it wasn't traditional. If there's anything we love in academia, it's tradition. How in the world would a traditional course that requires huge amounts of thinking time of the students — such as introductory psychology — fit into such a format. Why, I wouldn't even have time to grade papers in three weeks, much less complete a course and turn in final grades by the 24-hour deadline that John Mapp allows us for this.

Then, that old devil MONEY reared its ugly head. It occurred to me that I could earn some extra salary to buy that photographic darkroom I've been wanting, without tying myself up for an unusual amount of summer time. I could do this session at the end of the normal academic year, when nothing much is happening anyway, and use the time in late July and August for trips, or as I did this past summer, to work on the textbook that will make me so wealthy I won't have to consider summer teaching!

So, I tried it, and to my surprise — I like it. What I did was to teach the introductory psychology course that I and all of my colleagues knew could not be done in less than 15 weeks in a measly three. Not only did I find that lots of students enrolled — far more than I expected — but they liked it too. They like it because they could take an extra elective and build up credits fast, without interfering with their summer plans too much, and that they could concentrate on a single subject for this brief period, soaking themselves in the text and the terminology because they knew it was only a short time! I did get all of my quizzes in, the coverage of the

textbook I wanted, all of the slides shown that I wanted, even a couple of movies, and I even got my grades in to John Mapp's office on time! Academic types can be efficient — provided of course that it is for our convenience rather than because some administrator said he needed something.

So, I tried it again, and I have requested it for the coming summer. And my colleagues are finding that it works o.k. also, and they too are asking for such teaching. And students are finding out more and more that good courses are available, so they are enrolling to take them.

I enjoy the contact with freshmen and sophomores that comes with the introductory psychology course, and there is absolutely no way with the number of advanced courses we offer in my department, that my schedule will permit me to teach the introductory course except during such a period. So this brings me to the first advantage that I believe clearly is one for three-week sessions — **MORE CLASSES ARE AVAILABLE FOR FACULTY TO TEACH.** Not only for added income, for none of you would believe that a faculty person could be interested in money. It opens up a variety of courses from which we faculty members can choose, some of which are just not possible in the regular year. And it lets us reach students majoring in other subjects that normally would not have time to schedule an introductory psychology course, or the anthropology course, or whatever. Faculty, I hate to say, are egotistical. They believe that if they could only get some of the majors in those horrible un-academic fields such as business into their classes, that they could make them see the light and become scholars. On a logical basis this may be unrealistic, but rational thought is not supposed to deter a dedicated scholar in any field!

These additional classes at V.C.U. in 1974 numbered 116 in a single three-week session. In 1975, we offered 127 in two different three-week sessions, one beginning a week after the first. In 1976, there were 130 courses in two sessions, with an enrollment of 1834 students! I find the magnitude of this effort that John Mapp has managed to bring off incredible. How could an administrator, who is supposed to do nothing more than have an over-abundance of secretaries grinding out memos to cause the faculty more worry and work, actually accomplish such a thing?

At V.C.U., we not only have such strange things as administrators who actually succeed by really trying, but we also pay attention to student ratings of teaching. Yes, we really do. At least, the department chairmen and deans do, and they punish those who do not do well in that numbers game by lower salaries or Denial of Tenure or Promotion, or sometimes by other tricks learned from the Devil, such as no money for trips to professional meetings. As I said, at V.C.U., students ratings of teaching really are important, and faculty have learned that they had better pay attention also. The old carrot - and - stick techniques work in controlling faculty as well as donkeys. I hope that you administrators don't learn that too well, however, for if you do, we all will be driven into unions to protect ourselves. Personally, I don't want to have to make that alteration in my style of living. So these remarks bring me to another clear advantage of three-week sessions — good student ratings are available from such short courses.

A teacher can put aside for a brief period the committees we all spend too much time on, and hold that research program in abeyance (or let our graduate students accumulate data without supervision), for three weeks. This means that we really can concentrate our whole attention on doing a fine job of instruction during this time. I am not foolish enough to imagine that all faculty do so, but I do, and apparently some of my colleagues do this too. Let us review briefly what the student ratings at our college turned out to be.

For 1976, in the first 3-week session, there were three courses in Art: 1 came out rated better than summer courses as a whole and two did slightly worse. Compared to ratings for the same courses in the regular semester of Spring 1976, 1 came out better and 2 again slightly below the regular session. Now thus far, this is not too impressive, but wait! In Arts & Sciences, 29 were above the summer as a whole while 21 were slightly below. Compared to the regular semester ratings, the advantage is even more clear-cut: 36 were rated better while only 16 were below averages for the same courses. In Business, 5 were better than summer averages, none worse; and 6 were better than the regular semester and again none were worse. The numbers are slightly different in these comparisons, you will notice, because I did not include the figures where the ratings were the same for these comparisons.

In Community Services, 3 were better than the summer ratings and also 3 better than regular semesters, and again none were worse. In Education courses, the advantage is not so clear-cut. 19 were above the summer averages, 25 below; 23 were above the regular semester figures and 21 were below.

In the second three-week session beginning a week later than the first whose figures I have just been quoting, the advantage of three-week ratings is even more powerful. In Arts & Sciences, for example, 22 courses were rated better than the summer as a whole with only 2 rated as worse. Similar figures result from the comparison with regular semester same-course ratings, 22 better and only 2 worse. Overall, for 1976 at V.C.U., this brings us out to an 83 to 85 advantage for ratings compared to the entire summer, and a 98 to 44 advantage compared to the regular semester. To me the moral is clear: if faculty wish to build up a good record in ratings of teaching, the 3-week course offers a fine opportunity.

Let us turn now to another advantage already alluded to earlier, the flexibility offered for non-standard courses. At V.C.U., we offered in the 3-week session a course on "Death & Dying" that could not have been offered easily in the regular year. This was a 3-credit course, where a student could sign up for 1 week for 1 credit, 2 weeks for 2 credits, or take the whole course. 1 week was taught by a psychologist, presenting the ideas on changing attitudes toward death championed recently by Kübler-Ross. In a second week, a sociologist talked about group attitudes and practices associated with death, and in the third week a member of our philosophy & religion department talked about ethical and moral implications. Students like it, and so do faculty. We plan similar courses in the

future, one on ecology, specifically nuclear policy, another on Cuba, and I am planning one on three views of human nature.

One nice thing in addition to faculty availability for such courses, again is that this does not interfere with the student's normal requirements, and, further, faculty can try out a new course idea that might be appropriate for the regular session.

How does this work? Such a course is taught 3 hours per day, usually from 9 a.m. to noon. In a course such as my introductory psychology, I cover 1 chapter in the text per day, 5 chapters a week, with a quiz given each Friday. I use slides extensively as one way of keeping myself on schedule, and keeping the students awake. My grade distributions turn out to be exactly the same as my experience with the regular session. I do not believe students are better or worse than you might predict. Some students come, however, for the brief time from local industry or other parts of the community — and they certainly are motivated better than most regular students.

In sum, students seem happy. Faculty seem happy. Could there be a better world?

IS THERE A CORRECT SUMMER SCHOOL LENGTH?

By *D. Campbell Wyckoff*
 Director of Summer School
 Princeton Theological Seminary

When Princeton Theological Seminary was designing its academic summer school to begin in 1971, one of the faculty's main concerns was with the schedule to be used. What should the daily schedule be in order to achieve optimal educational benefit, and for how many days or weeks should a course be scheduled?

The whole faculty participated in the decision making while it was my task to make the proposals for their consideration. In framing the proposals, I worked with the other members of the administration, consulted neighboring schools and the New Jersey State Department of Higher Education, and collected all the information that I could on Seminary summer schools that were then operating.

The proposal that I made as a result was for a 6-week summer school in which courses in the areas of:

Biblical Studies
 Theology-Ethics
 Preaching and Worship
 Christian Education
 Church Administration-Innovative Practice in Ministry
 Pastoral Theology

would be offered in two-week blocks.

The daily schedule, 5 days a week, was:

9:00 - 10:20	First Period
10:20 - 11:10	Coffee Break—with a 15-minute Chapel service on Tuesday and Thursday
11:10 - 12:20	Second Period (continuing the same class)

Only one course could be taken in any 2-week period.

The faculty would not buy the idea of the 2-week course but heartily agreed on 3-week sessions. The result was a nine-week summer session with courses three weeks in length. The rest of the proposals stood.

This format has been enthusiastically received by faculty and students alike. The faculty likes the concentration on one course at a time and finds the 3-week session an ideal combination of intensive work and more than sufficient time to encompass the work of a semester's course. Students like the daily tempo which gives opportunity for both intensive work and relaxation and feel that the 3-week format fulfills their expectations for a course in a splendid way.

The faculty found it necessary to make interesting modifications in requirements and procedures. Three-week intensive courses do not lend themselves well to the production of long research papers although some courses

still require them. Final examinations and periodic tests have been used by some but not many. I have recommended to faculty members individually and informally that they break the work down into 1-week units and require some form of written work or other substantive feedback each week. The 3-week format has lent itself beautifully to projects carried on by groups within classes and has also lent itself beautifully to all-class projects. We have encouraged innovation and a certain informality and many of the faculty have become quite inventive in the process.

A certain flexibility in the daily schedule has been encouraged so long as a reasonable number of contact hours in class is maintained and nothing is scheduled against the chapel periods.

There have been no committee meetings during the summer. Informal faculty meetings are usually arranged for each 3-week period. There have been some social occasions involving faculty and students, but we have not attempted to maintain any campus social programs to speak of since Princeton is at our doorstep and New York and Philadelphia are so handy.

Even though we register new students right up to the point where a course begins, class rolls settle down within a day or two and stability is maintained uniformly for the 3-week period. Grades are solicited in the middle of the third week. Many of them come in as soon as the class is over. They are required to be in within one week of the end of the class. I stress with the faculty members that when we ask them to teach a 3-week class we are not necessarily asking them to continue on for a week or two with reading and grading papers.

We have a varied constituency so that I try to avoid prerequisites for particular courses. All of our students, however, have their Bachelors Degrees behind them although we have had a case or two in which we have admitted undergraduate students who demonstrated that they were prepared for the work in the particular course they wanted to take. The question of limitation of enrollment has been raised from time to time but has been academic since none of our classes has ever gone much over 25.

While we have not encouraged concurrent independent work in any active way, we have permitted it and have arranged for it in a number of cases. By doing one independent course during the summer plus three regular courses, a student may complete just less than the equivalent of a full semester's work during the summer. For regular students, however, acceleration of degree programs is not encouraged. During the 3-year Master of Divinity program not more than the equivalent of one semester's work may be done in the summer except over and above the regular requirements.

There have been three modifications of the plan.

1. **Minicourses**

The minicourse, an idea that I got from Georgetown University, is a 6-week course consisting of five weeks of independent study and one final week of intensive seminar in residence. For this, credit for one semester course is given. Unfortunately, we are dropping the minicourses after

the summer of 1977. The first problem that we had with them was a high drop-out rate toward the end of the independent study phase. This problem we dealt with effectively by instituting a rather large non-refundable tuition payment at the beginning of the independent study phase. However, overall enrollment in minicourses does not justify our continuing with them.

2. **“Counseling-Learning”**

In the summer of 1975, Father Charles Curran and his staff from Loyola University in Chicago did a 3-week course on “Counseling-Learning” for us. Father Curran’s plan for this work calls for two levels, and the 3-week course at that time was the first level. Subsequent discussion with him and his staff and with our Registrar and Dean indicated that both levels could be done by giving the first as a full course in two weeks in the summer followed immediately by the second level in one week plus an extended paper due one month after the residence week was over. This is planned for the summer of 1977 and we will see how it works out.

3. **Language School**

Princeton Seminary has a summer language school (Biblical Greek and Hebrew) that long ante-dates the academic summer school that we have been discussing. When the regular summer school was begun, the language school was coordinated with it so far as schedule was concerned. However, the language program requires eight intensive weeks which carry credit for two semester courses. This is considered by all concerned to be the optimal length for a language study of this kind.

Ours is not a typical situation. The summer school is relatively small. Leaving the language school out of consideration, we offer about 20 courses a summer and last year registered 213 persons for those courses. This, of course, is quite satisfactory for a graduate theology summer school, both academically and financially.

Even though we are in a way atypical, I believe that much of our experience is generalizable to many other schools. There is nothing that unusual in our satisfaction with the 3-week format, the daily schedule that alternates periods of intensive work with periods of relaxation, nor the experience that we have had and are planning for modifications to meet special situations—the minicourse, the very intensive course, and the language school.

PLANNING AND IMPLEMENTING AN INTENSIVE EDUCATIONAL PROGRAM

By *Christopher G. Duffy*
Director, Special Sessions
Rider College

In our discussions of intensive learning great emphasis is usually placed on the length (or brevity) of the program as an often unquestioned factor related to the program's academic integrity. Unfortunately, not nearly enough emphasis has been placed on discussion, planning and development of such intensive programs. My remarks today will stress these program development questions and how they must relate to program goals.

I will discuss five areas related to intensive learning:

- 1) Why have intensive learning?
- 2) How did we approach intensive learning?
- 3) Why did we approach intensive learning in this manner?
- 4) The results of our experience related to our initial program and development philosophies.
- 5) Certain recommendations concerning intensive learning.

If one views education as a growth process (and I am sure most of us do) we must then deal with many different questions which involve discussions of differing modes of learning, one's commitment to education as a growth process and the development of different opportunities for learning and growth.

When I became director of the summer session at Rider College in 1973, we were faced with a recent history of declining enrollments during our summer program not unlike those experienced at many other institutions. Beyond that, there had been no coordinated program planning for the summer sessions at the college. We were not sure the courses offered were really meeting the needs of our various publics. Furthermore, there was little effort to coordinate summer session offerings with those of the regular academic year.

These and other factors led me to believe that the entire program from calendar to curriculum had to be reviewed. Thus, minimester was developed as part of a larger reorientation of the entire program.

In the course of my research I came across a quote in Clarence Schoenfeld's *American University in Summer*¹ which aptly states at least in part the rationale for the development of the minimester at Rider College: "The university calendar is not an end in itself but only a *vehicle for implementing or strengthening particular educational goals*". (emphasis mine). I certainly view intensive learning when properly developed to be such a vehicle.

¹ Clarence A. Schoenfeld with Donald N. Zillman, *The American University in Summer*. (Madison: U. of Wisconsin Press, 1967) p. 135.

1. **Why have intensive learning?** As we began to look at the entire summer session program, I began a dialogue with the faculty and students in the fall of 1973. Among the matters discussed was their interest in pursuing intensive learning at Rider College. It became readily apparent that there was, indeed, a great need for and interest in such a program. Beyond that, many faculty shared my view that if we were to develop intensive learning opportunities we should go about program planning in a very different manner than we do for our regular semester length programs. Furthermore, we felt there *must be* a real *personal commitment* to the program manifest by all faculty and students involved if the program was to succeed. Why? Quite simply because the intensive nature of the program seemed to dictate the need for a complete commitment to the academics being pursued. Thus, we developed a very different scheme for the curricular decisions related to this program and for the entire approach to the minimester idea.

2. **How are the courses selected and the program developed?** All interested faculty submit to their department chairman and their academic dean complete course syllabus showing how the course they are proposing can be completed in the thirteen class days allowed for the minimester program. Let me state that only already standing catalog courses can be included in the program and that no diminution of the course requirements is allowed.

It is not unusual for faculty to discuss their proposal with me beforehand. Oftentimes, they find before completing their proposed syllabus that a course which ordinarily looked quite amenable to the minimester calendar does not fit as well as originally thought. It is certainly far better to have this decision made in October rather than during the course offering in early June!

All course proposals are submitted to the academic deans and me by late October. By mid-November, each faculty member is told whether or not their proposal has been accepted for inclusion in the following year's minimester program. This process seems to have worked extremely well. I can honestly state that all the proposals have shown clear thinking and careful preparation on the part of the faculty.

I should say at this point that this review and selection system seems to work very effectively and that each year we have a greater number of proposals submitted. We are drawing greater numbers of faculty; many are among the finest teachers in the college. This can be explained by the faculty enthusiasm for the program, an enthusiasm shared with their colleagues, who, in turn, often submit proposals.

3. **What are the results of our experience over the past three years?** Each year, I conduct a structured interview with each faculty member after the minimester is completed. Without exception, they comment on the extremely high student morale and the enthusiasm with which the students approach the program. This student enthusiasm and commitment have made the program extremely challenging and worthwhile for both faculty and the students.

How have the students reacted? The students emphasize three points. First of all, they comment on the manner in which the faculty member uses minimester to a very great advantage in developing the program.

I think the Colorado College block calendar lends itself well to a discussion of our program at Rider. For those of you unfamiliar with the Colorado College calendar, it involves enrollment in only one course each month. Thus, no student on campus is taking more than one course at one time. Their catalog describes the program as 'a spontaneous form of learning, through discussion, extensive field work, formal lectures, and independent meetings . . . no longer blunted by conflicting schedules. An instructor in a principal course knows he can schedule a visiting lecturer or a field trip for his class without interfering with the students' other academic commitments.'²

Our faculty has done much the same thing as they have utilized the calendar as a vehicle for strengthening educational goals as Dr. Schoenfeld suggests.

For example, a course in Child Psychology included an all-day workshop with child psychologists. Obviously, this could not be done during the regular academic semester with the conflicting class schedules the students must face. 'The Urban School' involves extensive visitation to urban school systems near our campus.

Indeed, many of the students comment on the fact that minimester seems to lend itself especially well to both theoretical and applied learning. The application of the theory often comes very quickly in the minimester program as students begin to do what they have heard about all within a matter of three weeks.

Students also comment on the very high faculty organization and course preparation. I think this relates to the care with which courses are developed and chosen for the program. Finally, the students also comment on the extremely high faculty interest and commitment to the program.

If there is a key word which explains the success of the minimester program at Rider College it is 'commitment'. Student performance and motivation are related to the emphasis placed on their singular commitment to the program. We expect the same of faculty and, indeed, student comments about the faculty reflect this commitment. Thus, as I said earlier it is not intensive learning but how it is approached that is the real question.

4. Some recommendations concerning intensive learning.

A) Since it is intensive and at least in some ways different in the traditional learning program, it seems to me highly appropriate and very important that we approach the program differently than traditional programs. Most of us are highly familiar with the semester or quarter system. But we all realize that learning can go on depending on *how the learning situation*

² 1973-74 Colorado College Catalog p. 29.

is developed and that an *atmosphere conducive to learning* is present. This has been a major concern in the minimester program.

B) Too often, I think we run into problems with intensive learning because we are using the same scheme used when approaching the traditional semester or quarter program. Intensive learning *is* different. It must be *approached differently*. We have seriously addressed ourselves to this question at Rider College. I cannot help but think that if we had not done so I would not be standing here talking to you today making a report as optimistic as this.

C) That through a proper approach this program can not only become a sound educational experience but also one which attracts highly motivated and very interested and interesting students and faculty. Thus, the *core* of the matter is commitment to the *intensive learning experience* and the manner in which the entire program is developed with a clear understanding that without this commitment to the program it may be less than we hoped.

WHAT PRICE QUALITY IN THE SHORT SUMMER SESSION?

By *Joseph Jones*

Dean, Graduate School and Director of the Summer School
Texas Southern University
Houston, Texas

The question of quality and the maintenance of quality in summer programming are concerns which have been with us for a long time. These concerns emanate automatically from our academic experiences which indicate that even during regular academic year semesters, quality maintenance is at best difficult to measure and not always uniformly achieved. Of course, we are well aware of the difficulties involved in simply providing a uniform, acceptable definition of quality. In some fields of study, the measures of quality are more precise, objective and less prone to vary from year to year, while in other disciplines the parameters of quality are subjectively determined. For our purposes, quality of instruction might be measured in terms of the level of competency achieved by the student based on criterion referenced objectives. This presumes that each course taught in the summer school would have specified objectives based on measureable criteria and the extent to which the student achieves these objectives could be measured by use of appropriate instruments.

Before us today, however, is the question of whether the increasingly large number of short term courses which are being offered in our summer session will dilute the quality level of instruction, rendering quality as a trade off for quantity. I think that the answer would have to be a qualified *Yes*, there is a danger of losing quality in quest of quantity. In my opinion the most crucial limiting factor in terms of the achievement of quality in courses of instruction at any time is the element of *TIME*. If we had as much time as we need I think that any average student could master any subject but we don't have an abundance of time in these short summer sessions. So how do we overcome this limiting factor? In some types of courses we cannot. For example, courses which require absorption, assimilation and association of massive amounts of factual materials, or courses which require the performance of a certain number of scientific experiments or the production of a certain number of creative works. Here, clearly, time is a critical limiting factor. In other non-creative, non-scientifically oriented courses, quality levels can be maintained by methods which include a combination of:

- 1) Modifications in teaching methodology
- 2) Differentiated scheduling
- 3) Total immersion of the faculty in summer course work

Some of these combinations, I might add have been used successfully in the sciences and creative arts, as well as in other disciplines.

Among the variations in teaching methodologies, I shall mention the following which should be useful in maintaining quality levels in summer programming:

I. The utilization of techniques which place a greater responsibility on the student for the acquisition of or contact with the subject matter materials in the course. This procedure would involve more student work outside the classroom, e.g., reading assignments, use of learning resources center and other academic pursuits that would insure an involvement of the student with the subject of the course. Such a procedure would assume of course that students in your classes were highly motivated, disciplined, and could be relied upon to study with comprehension the subject matter of the course with a minimum of direct teacher supervision.

II. Another approach would be that of setting up short term courses which would have goals that are limited to perhaps one or two themes or to one or two training objectives. We have seen how successful this approach has been in short, intensive training sessions conducted by the military and by business and industry. I might add that such short sessions generally are more successful as training approaches rather than as approaches for the teaching of highly theoretical and philosophical studies. This suggests that training programs in short summer sessions that have limited thematic or learning goals are more likely to achieve success than are courses which have objectives that require the accumulation, assimilation, and association of large amounts of factual materials.

Differentiated scheduling should provide another lever for the maintenance of quality in short summer sessions. By this, I mean, setting schedules which complement the nature of the course and the course objectives. The use of this procedure would mean that careful screening would be required to prevent the offering of courses in short intensive sessions which could not possibly attain the goals that would be achieved in a similar course offered during the regular semester. Once such courses have been identified as being suitable for a short session they could be scheduled. The main point of course is that 45 contact hours in a three week session for a three hour course might not assure the achievement of quality levels of instruction comparable to 45 contact hours obtained over a period of fifteen weeks. Time is needed for assimilation and association but these problems can be ameliorated by limiting the subject matter to those academic programs and subjects where training to learn a specific fact or application of a fact becomes the basic goal.

Recently, Texas Southern University established what we call the *Weekend College*. The major idea behind the creation of such an entity on the campus, was to provide an opportunity for persons who work during the day and in the evenings to study for a degree on Friday evenings, Saturdays and Sundays. Obviously, the time factor which was noted earlier would be a concern in the instructional program of the Weekend College. The concern during the regular school year was that students would not have enough contact with their teachers from one weekend to another and thus would be less likely to maintain the momentum of study, and that contacts with teachers for advice and guidance would be minimal, thus reducing or almost eliminating an important element in the total educational process. For the summer session, this problem was compounded by the shortness of the summer sessions (6 weeks) as opposed to 15 or 16 weeks during regular semesters. Yet, Weekend College students, as official

bona fide students of the University, needed to have similar opportunities for study in summer sessions. Our approach, though not uniformly accepted by faculty and students, was to limit weekend summer offerings to selected courses in certain disciplines and to schedule such courses over a full summer period rather than limit them to six weeks. Using this approach, no courses are offered in the Weekend College summer program with laboratory components. Courses in freshman and sophomore business, accounting, reading and other basic skills subjects are provided, but across the broad scheduling of Weekend College courses comparable to regular weekday courses, has been avoided. Last summer was the first time that we set up summer Weekend College courses, and we are still evaluating the effectiveness of our decisions relative to quality of offerings. This coming summer we will probably expand slightly with more courses at the junior college levels.

A few years ago, I served for a year as a Fulbright Professor at a university in West Africa. Summer programming there was restricted to independent study, preparation of term papers, reading courses and faculty research and seminars. Few formal lecture oriented courses were offered. This leads me into the third and final procedure which might be useful in maintaining quality control in short summer lecture courses, the idea of "Total Faculty Immersion". By this idea, I am suggesting that we consider the separation of faculty in the Summer School into those who are involved strictly in non-lecture work, such as research, and those who could give their undivided attention to the work involved in short summer courses. This procedure would enable the total immersion of a faculty person in a specific summer activity and would allow for less dilution of the faculty member's time by the diversity of involvements.

In conclusion, it appears to me that the maintenance of quality in the short summer sessions will require a closer scrutiny of the types of courses offered, careful selection of the faculty persons who will teach such courses and careful attention to the background preparation of the students who are registered in such courses.

SHORTENED TERMS AND SUMMER SESSIONS: A TREND

By *Marianne B. McCarthy, Ph.D.*
Director of Summer Sessions
Trinity University, San Antonio

I am presenting these remarks today hoping fervently that Thomas Henry Huxley was right. "Science," he said, "is nothing but trained and organized common sense, differing from the latter only as a veteran may differ from the raw recruit." Many of us who are responsible for planning summer sessions have trained and organized our common sense to approach the problem of what is the appropriate length of summer sessions; indeed, we have had little else to go on. Hard research on the issue is rare; a few articles have appeared which address themselves to the issue, but the published knowledge is still too meager to provide the basis of what any one of us would feel comfortable calling a true science. I am here making no claim that I will present a coherent science of how long a summer term should be. I am offering only some organized common sense drawn from the peculiar experience of summer school administrators, summer faculty, and summer students.

Let me start at the bottom of the totem and give you my thoughts on how administrators have responded to the question. My distinguished colleague, friend, and predecessor at Trinity University, Dean Paul R. Busch, has presented a compilation of 76 responses he received to his request for information on innovative programs offered in the summer. It is a remarkable and valuable document; read closely, it is a startling document. It testifies more eloquently than all the statistics one could conceivably compile to many of the trends in education that university administrators have been observing for years. But more than that, it testifies to the vigor with which those same administrators have been responding. It tells us four essential things: 1) that summer school is appealing more and more to non-traditional students, transient students from other universities, and pre-college students; 2) that summer is widely, if not universally seen as an appropriate time for experimentation; 3) that university administrators responsible for summer sessions are becoming increasingly sophisticated in the use of media for promotional purposes; and, perhaps most importantly, 4) that we are heading for shorter, more intensive summer programs as the norm in summer school.

The statistics do not bear me out, not as yet. The 1975 report of the National Association of Summer Sessions reveals that the main summer term for all colleges and universities is still predominantly the five, or six-week session (59% list their main term as 5 or 6 weeks). Yet a conservative reading of Dean Busch's report shows at least 34 of the 76 respondents claimed that shorter, more intensive programs were successful innovations. Let me here mention some of the highlights of those 34 responses before offering the caveats of my faculty colleagues at Trinity whom I surveyed and who have indicated some anxiety about this trend.

I. **The shorter summer term, used exclusively or to supplement the longer session, served a variety of purposes, not the least of which was to increase enrollment among non-traditional students.** It enabled summer school administrators to reach the following groups: 1) summer visitors to vacation regions who believe that formal education and personal experience are the best learning combination; 2) businessmen and businesswomen whose energy level was depleted by the demands of their profession and who could therefore learn effectively when the pressures of academic achievement did not compete over a long period of time with the pressures of their work; 3) pre-freshmen college students who wanted some idea of what they would be in for; 4) senior citizens with the impatience of youth; 5) field trip and foreign travel students; 6) housewives not married to but wedded to the demands of their houses; and, 7) the curious about some contemporary issue who find it easier to make commitments for shorter periods of time.

II. **The shorter session allowed flexibility in scheduling for both faculty and students, making both groups happier.** Saint Joseph's College in Philadelphia has six overlapping sessions during the summer, a registrar's nightmare. "I don't like that," says the director, "but it seems our salvation may be in short sessions." For good reason. Students and faculty are like people: they like vacations, time to recreate and rethink; even administrators grow stale without a "pause that refreshes." Shorter terms provide flexibility in the allocation of one's leisure time. Well-planned shorter sessions allow students and faculty to abuse their health for two or three weeks in order to recover at leisure. My experience with faculty members has convinced me that it is a rare teacher indeed who would willingly "water down" his course just to finish sooner. The student's perspective might be different, but at last look the student is still not teaching the course. Most faculty members believe that shorter sessions lead to some "watering down," but 99% of those same faculty members, by their own testimony, are not guilty of that offense.

III. **Some types of courses are better taught in intensive programs.** Language courses are one example, though there are many others. University educators can learn from the military and from training programs at multinational corporations, which stress "total immersion" in language and culture as preparation for reassignment. Cultural and language programs often ask participants to change some basic assumptions about the relationships of human beings to one another, and teachers of these programs argue that an intensive approach, which minimizes competing influences, best accomplishes their aims. Language instruction asks students to rearrange their thought patterns; and language teachers consider it an ultimate victory if their students mumble foreign phrases in their sleep. That can only be the result of "total immersion."

IV. **Shorter programs can better reach target audiences.** Universities are becoming more and more specialized in their areas of expertise, and Americans are becoming more and more mobile. Summer programs emphasize these trends. And this is largely due to the increased flexibility in scheduling summer courses. During the summer, a summer school administrator can call upon outstanding faculty members to teach one and two-

week workshops in their specialty, which can be advertised nationally to interested groups of non-traditional students. Engineering universities can appeal to working engineers to come short periods of time to study under leading experts. That is just one example; there are an infinite number of others. Such courses can be offered for both credit and non-credit, making them more lucrative for the university and more challenging for the faculty in that they bring in people of diverse backgrounds. People who have attained a reputation for being leaders in a field are usually those who have guarded their research time carefully. Many spend summers working on their publications. They are not easily coaxed into long-range commitments during that time, and if we as administrators want them to teach our classes, we must bend to that reality and offer shorter courses.

V. **Shorter terms can encourage the Renaissance person.** At first, the idea seems contradictory, but it is not. If a business major signs up for an intensive course in English history in a short summer session during which he or she is prohibited from taking other courses, that same student is asked to confront the intrigues of history exclusively; he or she cannot use the excuse that pressures from his or her "real interest" courses conflict with the necessity of studying in-depth a course not in his or her major. Legitimately or not, we in academe place great emphasis on how well a student does in his or her major courses, and as long as we do, we will encourage that same student to spend more time on major courses than on "electives" when the two compete. Free that same student's time to concentrate on other disciplines and we might find more well-rounded students the primary result.

These are just some general thoughts stimulated by Dean Busch's report. Apparently those of us who have gone to shorter sessions are registering some encouraging results. There must be some good reasons, and mine are offered as those of a raw recruit (in Huxley's term). They ignore the obvious reasons: teachers, for example, public school teachers, need for a variety of reasons to continue their educations and summer is the most appropriate time. But they also need time off to recreate and they too want flexibility. Another obvious reason is that short, intensive programs are more easily geared to topical issues than are longer programs: ten weeks on "Death and Dying" can be deadly indeed. Ten weeks on Vermont's changing colors in the fall would seem to be too long. As long as summer sessions appeals as much as it does to the non-traditional student it will have to take into account that this student is distracted by the exigencies of making a living, raising a family, or just getting along; studying a subject in the rigors of academe is not a full-time commitment. Having the non-traditional students on campus, with their experience and wisdom, raises, I believe, the quality of education because it offers a challenge to both the faculty and to the traditional student. Flexibility is a small price to pay for that.

Before turning to the opinion of the faculty which, to no small degree, contradicts everything I have said, let me make one more observation. The increased emphasis on shorter terms has required us to become more sophisticated in our use of media for advertising these programs. We are learn-

ing to target our audience better because our short courses appeal to more easily identified groups. Shorter programs are more marketable in the community because more people in the community are willing to make educational commitments for a short period of time, so we, in turn, feel comfortable in appealing to this group. Bound catalogs do not suffice for this audience; radio spots, television commercials, newspaper advertisements and articles do. Shorter courses lend themselves more easily to regional and national audiences because relocation is not a problem. We should welcome that trend because we are learning how better to survive in a period of crisis.

And now to the faculty. My sample comes from the response of sixty faculty members of Trinity University to a questionnaire I sent them on the appropriate length of summer sessions. The largest variation in their responses is due to the unique needs of their disciplines. In the physical sciences and engineering, for example, no one was happy with short programs of less than five weeks. In the humanities, however, especially in language courses, the short term was considered to be the best method for learning. Even considering these fundamental differences, let me make some general observations about their feelings.

I. An overwhelming majority believed that some programs are better taught in short sessions. Most frequently mentioned were skills courses (composition and conversation), history, art, music, drama, and sports also headed the lists offered.

II. Most instructors prefer to teach five-week summer sessions. Fewer than 10% said there was no difference among the three major choices (two weeks, five weeks, or ten weeks); and the rest were equally divided among the other two choices offered.

III. Very few believed there was a difference between graduate and undergraduate courses when the issue was simply the length of the program. Many indicated, however, that courses shorter than five weeks precluded the possibility of requiring term papers and significant research. Some felt that short courses penalized the weak student; good students, it was generally agreed, prosper under any circumstances.

IV. More than half the faculty thought that short programs tended to be "watered down" and understandably lamented the trend. Here I'd like to quote one response from an administrator which is included in Dean Busch's report. It comes from the Yale Summer Language Institute. "When summer programs are intensive there is no time for fumbling; use only teachers who have recently taught the same course, using the same method and materials. We almost never get into trouble when we follow that rule of thumb; we almost always get into trouble when we don't." Those of us who believe, as I do, that summer is the time for experimentation might well take note.

V. Half the faculty thought summer students qualitatively different from regular sessions students, and half didn't. Of those who thought there was a difference, most thought summer students less distracted, more intense, more goal oriented, generally better students. Among those who believed the

summer student better, there was more willingness to experiment with shorter courses.

VI. The faculty overwhelmingly mentioned six hours as the optimum number that could successfully be completed by the average student in a five-week term. Black Hills State College of South Dakota reported that their summer program, organized into 2½-week sessions, enabled students to earn up to 24 semester hours of credit during the summer; the average load was between 14 and 16 semester hours. It was "quite popular" with the students, but the Board of Regents "did not feel it was academically sound and refused to grant (them) permission to offer such a program again." Score one for the faculty.

Let us face one fact as summer administrators: the students have told us that they like shorter summer terms. In my questionnaire to Trinity students I found that given a choice only among five-week programs and longer ones, 57.4% chose the shortest term. Four years ago Trinity inaugurated an intensive two-week and-a-half "mini-term" and enrollment has steadily increased each year, from 210 students to 452 students in three years. A study done at St. Louis Community College at Maramec shows that 97% of students who participated in intensive programs (other than foreign language programs) would recommend them to other students; other data (notably a report issued by the University of Nebraska-Lincoln in 1973) indicates that students who participate in such intensive programs do as well or better than those who follow more traditional courses.

As I mentioned at the outset, my purpose has been to organize some common sense on the issue of how long (or how short) a summer term should be. The trend is toward shorter sessions largely, I think, because shorter terms mean more and varied students, more and varied courses, more and varied problems for administrators, and hence more creative thinking on everyone's part. Since I began by quoting Huxley on science let me end so. "The great tragedy of science," he said (and it may well be said of my comments here), "is that a beautiful hypothesis may be slain at any time by one ugly fact." I hope not. Shorter courses are an option, being tried more and more often now perhaps, but nowhere in my research do I find them precluding the faculty's option of offering longer courses in disciplines that do not lend themselves to intensive programs. I respect those faculty members who fear that short courses may become diluted course, and offer them the challenge of resisting the trend in their disciplines. As more and more research is done, we will feel more secure in offering short, intensive programs in appropriate areas. My reading of the data indicates that the science of how long a summer session should be will not trail too far behind the accumulating common sense.

SUMMER SESSIONS IN MEXICO

By *David Simmons*, Director
Instituto de Estudios Iberoamericanos

In view of the broadened scope of activities of our association, as indicated by our new name — the North American Association of Summer Sessions — it is most appropriate that a workshop on summer sessions abroad has been included on the program this year. I am honored to have been invited to participate, and regret that it is not possible to be with you in person.

By way of background I would like to mention that I have 18 years of experience in administering summer sessions in Mexico for students from the U.S. and Canada — for the past 11 years as director of the Instituto de Estudios Iberoamericanos, and for 7 years previous as assistant administrator of a similar type program.

There are many different types of summer programs in Mexico — some stress art or anthropology; others offer most courses in English. At some institutions the students live in dormitories or hotels.

The purpose of the summer sessions offered by the Instituto is to provide intensive instruction in the Spanish language on various different levels, as well as the opportunity to learn about many varied aspects of the culture of Latin America — and Mexico in particular — from history, literature, music and art, to handicrafts, dances, customs, etc. Our major objective is to help students and teachers from the U.S. and Canada to acquire a more profound understanding of Mexico and its people, and most of our courses, activities, etc., are designed with this aim in mind.

Although several universities, and a number of Spanish teachers, send students to our summer sessions regularly, and we are pleased to collaborate with any university interested in offering a summer program in Mexico, we are an independent institution and do not have any official ties to any other university.

Since students attend from most of the 50 states and Canada, the effective promotion of our program is very important. Although a few advertisements are placed in magazines and newspapers, most of our promotion is by direct mail — sending posters to colleges, etc. We keep track of where inquiries and students come from, and concentrate our advertising on those areas or institutions that are most productive. A good proportion of our students attend as a result of a recommendation by a friend or teacher who has attended, or a Spanish teacher whose students have found our program worthwhile. In addition we have six copies of a 20 minute, 15 mm. sound, color film (in Spanish) about the Instituto and Saltillo, which we loan free of charge to Spanish teachers for showing to their students. We also have a geographical file of satisfied students who are willing to provide first-hand information to prospective students.

In view of the fact that the major source of information about the Instituto for new students is our bulletin, we believe it is important that

the bulletin contain specific and detailed information about our program, and a special effort is made to provide information that is completely truthful and not misleading in any way. This policy helps to eliminate the problems that arise from catalogs that are vague or possibly misleading.

In addition to offering intensive formal academic courses (practically all in Spanish), non-credit courses, and social and cultural activities, the Instituto provides private tutoring in conversational Spanish for its students, and makes all arrangements for its students to board with local Mexican families.

Of these four areas — courses, activities, tutors, and homes — the largest number of problems usually arise due to misunderstandings between the students and their host family. This is only natural considering the close contact, and the difference in customs and upbringing between the students and their Mexican hosts. Usually these are minor matters that can be handled by our Dean of Students or Director of Housing, and often involve an interpretation of the Mexican point of view to the student, or on occasion an explanation to the Mexican host concerning U.S. customs!

The careful selection of roommates and students to live together in the same home, utilizing information on the application form, goes a long way towards eliminating problems between students in the same house, although of course it is sometimes necessary to make changes in rooming arrangements to resolve problems of incompatibility.

One of the biggest problems we have in relation to our courses is the informality of a few Mexican teachers, which combined with the ever increasing demands upon their time, makes it difficult to line up teachers well in advance, and sometimes results in undesirable last minute changes and substitutions.

In regard to the private tutors for conversational Spanish, we have a similar problem. A few of these tutors take their obligations rather lightly, and thus there is a higher turnover and more arriving late for class than we would like to see.

Social and cultural activities present only minor problems — such as the late arrival of a bus for a trip. We know from experience what activities are of most interest to our students, and are able to make arrangements in advance. However we do make some alterations to the planned program to take into account the different interests of each new group.

Culture shock is sometimes experienced in varying degrees by some of our students, but due to the comprehensive orientation meeting at the beginning of each session, and the continuing orientation by means of personal interviews, as much of the shock as possible is removed from the process of adapting to a foreign culture.

The vast majority of our students are well satisfied with the cultural and educational opportunities offered at the Instituto. However we are naturally concerned, as any institution should be, about those students who are not entirely satisfied. In some cases this is due to personal problems over which we have no control. However we believe that some of the

dissatisfaction voiced by students is due to a lack of appreciation on their part of the very special problems involved in offering a summer session in a foreign country. This is particularly true of students coming to Mexico for the first time, who expect summer school in Mexico to be just a more picturesque version of that in the U.S. On the other hand students who have already attended other summer sessions in Mexico usually are much more understanding.

We started out offering two five-week summer sessions, since that was a common schedule in a number of U.S. universities at the time, and it was often possible for a student who wanted or needed to attend a summer session at a U.S. university to attend one of our sessions also. However the demand for a short session increased each year, so we designed a special two week session in June, in which the core of the program is an introduction to varied aspects of Mexican culture. Private tutoring and courses in conversation Spanish are also offered, so that students can practice the Spanish they have studied during the year in the U.S. and review it, or prepare for the following level. However it is recognized that very little can be accomplished in a foreign language in such a limited period time. Although credit is granted for the workshops offered for teachers during this session, no credit is granted to undergraduate students — only a certificate of attendance. Despite the fact that we encourage students to attend the five-week session by not granting credit for the two-week session, attendance is increasing at the two-week session!

Due to the difficulty in securing teachers for our August session, and declining enrollment, it was discontinued last year. As part of our continuing policy of innovation we currently are making plans for a new short session in August for teachers only, to be taught in both English and Spanish. The core of this program will be specially designed courses on Mexican Culture and Mexico Today (dealing with current economic, social, political and psychological problems).

Evaluation of our summer sessions is accomplished by means of a questionnaire sent to all students at the end of each session along with their transcript or certificate of attendance. Response is sufficient to provide a good cross section of student opinion concerning all aspects of their experience in Saltillo. The response makes it easier for us to correct deficiencies in the program and provides a basis for planning future changes. Additional evaluation is accomplished by means of personal interviews with teachers and students in attendance during the course of the summer sessions.

It has been our experience that the majority of students who choose to participate in our summer sessions (in preference to some other activity), and those attending the five-week session in particular, are highly motivated, with a sincere desire to improve their Spanish and learn about the culture and civilization of Mexico. It is a pleasure to teach this kind of student. Those who are most apt to cause problems are students who have come to have a good time under the pretext of studying. Female students are sometimes overwhelmed by the attentions they receive from the Mexican males!

In view of the fact that a number of independent academic institutions, as well as U.S. universities, offer summer sessions in Mexico, prospective students are in need of some guidance in selecting a suitable program. Counselors advising students concerning summer study abroad should refer students to the available sources of information concerning the relative merits of the many programs offered, such as the "Evaluation of Summer Schools for American Students and Teachers of Spanish in Mexico and Spain," published in the March, 1974 issue of HISPANIA. They should stress to such students that if they go to a foreign country with an open mind, a sense of humor (very important at times), and a willingness to learn from every new happening, they are more apt to find their summer studies a worthwhile experience.

I sincerely hope that this workshop on summer sessions abroad will serve as a first step towards improving the academic standards and effectiveness of summer sessions abroad, and suggest that it be made a regular feature of our annual conferences.

I trust that the foregoing comments referring to the summer sessions offered by the Instituto de Estudios Iberoamericanos will be of interest to those members of the Association offering, or thinking of offering, summer study abroad programs, and I look forward to hearing about the experiences of other institutions offering summer sessions in foreign countries.

NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS**Annual Business Meeting****NOVEMBER 2, 1976**

The annual business meeting was held on Wednesday, November 2, 1976, in the Tidewater Room of the Williamsburg Lodge, Colonial Williamsburg, Williamsburg, Virginia. President Cole called the meeting to order at 3:45 p.m.

President Cole called for action on the minutes of the November 14, 1975 annual business meeting. It was moved, seconded and voted affirmatively that the minutes of the November 14, 1975 annual business meeting be approved as published in the Proceedings of the Twelfth Annual Conference which was mailed to the membership during April 1976.

President Cole asked for the treasurer's report. Treasurer Scheerer, having distributed copies of the report and budget to the participants, discussed the report and the approved 1976-1977 budget. The report, in full, will appear in the Proceedings. (See page 81)

The president then introduced in-coming Regional Vice-presidents Ralph Bohn, Western; James Griffin, Middle States; Donald Wallace, West Central; and Charles White, Northwestern. He then presented the continuing Regional Vice-presidents David Brigham, Northeastern; Claud Green, Southeastern; and Milton Partridge, East Central.

President Cole informed the membership of the possibility of a third membership classification—Honorary. This type membership had been discussed during Executive Committee and Administrative Council meetings. A constitutional amendment will be proposed during the 1977 annual business meeting to establish honorary membership.

It was reported that there were two hundred nine registered participants at this conference, a record high.

The president called for reports from the several committee chairpersons.

Norman Watt reported for the Auditing Committee. It was moved, seconded and so voted to approve the report and place it on file. (See page 89)

Richard Dankworth presented the report of the Conference Site Selection Committee. It was moved, seconded and so voted to accept the report and place it on file. (See page 90)

Secretary Manning gave an oral interim report for the Membership Committee stating that the final report will be published in the Proceedings of the Thirteenth Annual Conference. The interim report was accepted. (See page 91)

Nancy Abraham reported for the Research Committee. It was moved, seconded and so voted to accept the report and place it on file. (See page 92)

President Cole asked the membership to refer to the copy of the proposed changes in Article VI of the Bylaws; copies of the proposed changes were within the packet participants received at the registration desk and had also been published in the September 1976 Newsletter. He then asked Secretary Manning to read the proposed Bylaw VI changes as amended and recommended for adoption by the Administrative Council.

Martin Sampson moved to amend the first sentence in Section 2 by adding the phrase "by the president". The motion was seconded. Discussion followed.

President-elect moved to amend Section 3 by adding the sentence—"Regional vice presidents shall be elected by their constituents". The motion was seconded.

The motions to amend Sections 2 and 3 were voted affirmatively.

The motion to amend Article VI of the Bylaws as amended, was voted affirmatively. (See page 94)

The Nominating Committee report was given by Chairperson N. Lee Dunham.

In anticipation of the passage of the amendment to Bylaw VI, the Nominating Committee, in the spirit of the amendment, is presenting a slate of officers for the ensuing year in two parts: the slate for president, treasurer and secretary with single nominations as in the past, and the office of president-elect with two nominations. The election of the president-elect to be by secret ballot.

The slate for president, treasurer and secretary:

President, Joseph Pettit, Georgetown University
Treasurer, Anne Scheerer, Creighton University
Secretary, George Gibson, University of Delaware

President Cole asked if additional nominations were to be made. There being none, he declared the nominations for the three offices to be closed and called for a vote. It was moved, seconded and voted electing the three officers.

Chairperson Dunham then presented the nominations of Michael Nelson, Washington University, St. Louis, Missouri; and F. William Sesow, University of Nebraska, for president-elect, and then gave background information about each nominee.

President Cole asked if there were additional nominations from the floor. There being no additional nominations, the nominations for president-elect were declared closed and ballots were distributed to the members present.

President Cole appointed Harriet Darrow and Jackson Wells as tellers.

The president called for the report of the Ethics and Standards Committee. Mike Nelson, chairperson of the Ethics and Standards Committee

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

Harriet Darrow, teller, reported that Michael Nelson had been elected president-elect.

The 1976 annual business meeting adjourned at 4:55 p.m.

Respectfully submitted,

Stuart H. Manning, Secretary

AWARDS LUNCHEON

WEDNESDAY, NOVEMBER 3, 1976

Presiding — *N. Lee Dunham*
Baylor University

The Awards Luncheon was held in the Virginia Room, Williamsburg, Virginia with N. Lee Dunham presiding.

Dr. Braxton Allport, College of William and Mary Methodist Campus Minister, gave the invocation.

N. Lee Dunham introduced F. William Sesow, Chairperson of the Awards Committee, who gave background information on the establishment of the Creative and Innovative Awards Committee and he then reviewed the criteria which had been approved by the Executive Committee as guidelines to be used in selecting award winners.

N. Lee Dunham then announced the four award winners and requested the representatives of the following award winning institutions to come forward and to receive the award plaques for their institutions.

University of Oregon - OLYMPIC TRACK AND FIELD COACHING CLINIC

Virginia Commonwealth University - MINI-COURSES FOR TOURISTS AND HOMEFOLKS

Trinity University - URBAN POVERTY IN SAN ANTONIO

University of Nebraska, Lincoln - GENEVA 1976

N. Lee Dunham called on Clodus R. Smith, first president of the association to present a special award.

Dr. Smith congratulated the association for the outstanding conference and felt that the organization is healthy and strong reflecting the vitality of leadership over the recent years. He felt that the early aspiration and hopes for the organization have been well articulated into traditions that have come to characterize the programs that have tended to separate NAASS from other organizations.

He then presented a recognition award to Stuart Manning, secretary of NAASS for the past eleven years, who is retiring in 1977. He prefaced the presentation by the following words:

“Today I have a great and sad feeling because of the task that I have been asked to perform. It is a joyful privilege to share this experience, it sorrows me to say farewell to a friend, a mentor, a comrade for so many years. And, it troubles me that our organization is to lose one whose influence has been greater and personality stronger than any of the other leaders of NAASS than I can remember.

“The man whom we honor today has contributed to this association from the time NAASS was only a concept, a hope, a promise.

He was with me at the inception of NAASS, a time that seems a full generation ago. We sent 28 letters to 28 people whom we did not know to attend a meeting for which we had no agenda, and could not tell them what would happen. Twenty-six people paid their own way . . . Stu was there . . . such was the start of NAASS.

“Stuart Manning is one of those whose loyalty to the profession is such that he chose to stay in this most delightful aspect of higher education. This has been and is to the good fortune of us all. His long tenure, his dedication, his insight, and good judgment has lead to his being the virtual heartbeat of NAASS for more than a decade. Stuart is the one man who has made the organization work; kept it alive; stimulated it as to its unique needs; pumped the sustaining forces of quality, standards and meaningfulness into the mainstream of its excellence. We owe him much.”

Lee Dunham then called on outgoing President George Cole who briefly reviewed the activities of the year and then officially passed the president's gavel to President Joseph Pettit.

President Pettit in his speech said that he felt that NAASS had great future and then expressed appreciation for the assistance that he had received from many members in developing the 1976 conference program. He also thanked, on behalf of the association, the host institutions for the true southern hospitality shown the participants throughout the conference.

President Pettit then presented plaques of appreciation to past President Lee Dunham and immediate past President Cole.

NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS**TREASURER'S REPORT****October 16, 1975 - October 15, 1976**

Although the \$16,400 budget for the Association's '75/'76 year exceeded income by \$1,243.86, expenditures of \$12,654.59 gave the Association an excess income over cost of \$2,562.77. Details of income and expenses for the year October 16, 1975 through October 15, 1976 are given on the attachment.

The association has several outstanding commitments that will require much of the current balance. One is that to Alfred University for NAASS' participation in the joint summer session statistics project. The others are end-of-year bills associated with the printing of the membership roster and the duplication of this report.

As in recent years, NAASS has an embarrassment of riches and our audited assets as of October 15, 1976 are \$17,788.12. While it is foolish to spend money simply because it is there, and although a reserve of several thousand dollars probably indicates good management on NAASS' part, the Association does have \$10,000 to \$12,000 in disposable assets.

At this point in time, we can reiterate the observation of Lloyd O'Connor in his 1975 Treasurer's Report: "We are now in a relatively stable position. Revenues are now almost entirely derived from dues. Fiscal prudence would suggest a greater scrutiny of budget allocations to keep expenditures and revenues in close balance." The budget proposed for '76/'77 is a balanced one and unless, as was the case this year, there are unexpended allocations, there will not be an increase in assets.

The cash flow situation of NAASS is very favorable. It collects the bulk of its dues in late summer and early fall and has its greatest expenditures with the conference planning meeting in mid-winter. Even if reserves were to be rapidly liquidated, the relative timing of receipt of income and disbursements of funds is favorable to successful financial management.

If the Association chooses to reduce its reserves in a piecemeal fashion, it could consider reducing dues to \$30 a year and continue deficit budgeting. With the budget proposed for '76/'77 NAASS' assets would be reduced to approximately \$5,000 in five years. The treasurer does not recommend this.

Although reserves seem high for a non-profit organization such as NAASS, it should be noted that they do not greatly exceed one year's income. However, the organization could remain well-managed if this were reduced by one-half to two-thirds and to do this may seem more in keeping with the Association's purpose. Since promoting of the Summer Sessions both to students and to other academic administrators is a need most of the membership feels keenly, perhaps NAASS should look for some way to tell the Summer Session story or to benefit students in member organizations.

TREASURER'S REPORT**October 16, 1975 - October 15, 1976****Receipts**

Dues	421 @ \$35.00	\$14,735.00
	1 @ \$31.00	31.00*
	1 @ \$29.50	29.50*
	5 @ \$10.00	50.00
Proceedings	3 @ \$ 2.00	6.00
Interests on Savings		365.86

\$15,217.36**Disbursements**

(See below for further breakdown)

\$12,654.59**

Receipts over disbursements

\$ 2,562.77

* Institutional dues at foreign exchange rates.

** There is an outstanding commitment of approximately \$2,500 to Alfred University for NAASS participation in the Summer Sessions joint statistical study.

DISBURSEMENTS BY BUDGET CATEGORY**October 15, 1975 - October 15, 1976**

Account	Allocation (approved 11/14/75)	Expended 10/16/75 - 10/15/76	Balance
Executive Committee	\$ 4,500	\$ 4,318.79	\$ 181.21
Secretary	2,500	2,513.22	(13.22)
Treasurer	800	1,653.70*	(853.70)
Newsletter	2,000	995.92	1,004.08
Research	3,000	1,496.38**	1,503.62
Special Projects	1,000	—	1,000.00
Annual Conference	—	429.35	(429.35)
Regional V.P.'s 8 @ \$200	1,600	597.23	1,002.77
Contingency	1,000	650.00#	350.00
Totals	<u>\$16,400</u>	<u>\$12,654.59</u>	<u>\$ 3,745.41</u>

* Includes \$797 for preparation and distributing of the new ten-year membership certificates; this is a non-recurring expense.

** An additional \$2,500-\$3,000 expense for participating in joint statistical report is outstanding.

ACE dues.

FIVE-YEAR SUMMARY OF ANNUAL EXPENDITURES***1971-72 through 1975-76**

	1971-2	1972-3	1973-4	1974-5	1975-6
Executive Committee	\$ 1,951	\$ 2,903	\$ 4,412	\$ 6,149	\$ 4,319
Secretary	1,564	1,814	2,612	2,370	2,513
Treasurer	863	467	716	678	1,654**
Newsletter Editor	1,251	1,969	2,521	1,451	996
Research	1,602	2,057	3,065	1,171	1,496†
Special Projects	2,541	778	2,875	1,727	—
Annual Conference	1,131	1,000	1,000	—	430
Regional Vice Presidents	978	1,589	841	1,520	597
Miscellaneous	66	233	15	—	—
Contingency	—	—	—	—	650††
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	\$11,947	\$12,810	\$18,057	\$15,066	\$12,655

* 1971-72 through 1974-75 prepared by Lloyd O'Connor; 1975-76 by Anne Scheerer.

** Includes \$797 for preparation and distributing of the new ten-year membership certificates; this is a non-recurring expense.

† An additional \$2,500-\$3,000 expense for participating in joint statistical report is outstanding.

†† ACE dues.

NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS**PROPOSED BUDGET****October 16, 1976 - October 15, 1977****Receipts**

Dues

420 @ \$35.00 \$14,700

5 @ \$10.00 50

Interest on savings 300

	\$15,050	<u>\$15,050</u>
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Disbursements

Executive Committee

President \$ 700

Secretary 2,600

Treasurer 800

Telephone 650

Conference Planning 2,000

Annual Conference Meeting 150

	\$ 6,900
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Newsletter 2,000

Research 2,500

Regional Vice Presidents 8 @ \$300 2,400

ACE Dues 650

Contingency 600

	\$15,050	<u>\$15,050</u>
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ROSS L. ARRINGTON, C.P.A.
Grosvenor Plaza #2824
San Francisco, California 94102

December 15, 1975

Executive Board
National Association of Summer Sessions
c/o Summer Sessions Office
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 October 16, 1975 to December 1, 1975. 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 October 16, 1975 to December 1, 1975.

Ross L. Arrington
Certified Public Accountant

NATIONAL ASSOCIATION OF SUMMER SESSIONS

Statement of Receipts and Disbursements For the Period October 16, 1975 to December 1, 1975

Cash Balance, October 15, 1975		\$ 9,251.79
Receipts:		
Dues	30 @ \$35.00	\$1,050.00
	1 @ \$31.00*	31.00
	1 @ \$29.50*	29.50
	1 @ \$10.00	10.00
		1,120.50
Less Disbursements (see attached list)		\$10,372.29 —3,592.11
 Cash Balance, December 1, 1975		 \$ 6,780.18
Investment in Savings Account Crocker Bank San Francisco, California		
Balance October 15, 1975		6,324.28
Interest Earned		—
		6,324.28
 Total Assets, December 1, 1975		 \$13,104.46

* Collected at foreign exchange rate.

LEROY A. GALLES
4911 N. 105th St.
Omaha, Nebr. 68164

October 27, 1976

Executive Board
North American Association of Summer Sessions
c/o Summer Sessions Office
Creighton University
Omaha, Nebraska 68178

Gentlemen:

I have examined the STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS of the NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS for the period December 1, 1975 to October 15, 1976. 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 such circumstances.

In my opinion, the accompanying statement presents fairly the cash receipts and disbursements of the NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS for the period December 1, 1975 to October 15, 1976.

Leroy A. Galles
M.B.A., C.P.A.

October 27, 1976

NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS**Statement of Receipts and Disbursements****For the Period****December 1, 1975 to October 15, 1976**Cash Balance — December 1, 1975 \$14,104.46**Receipts**

Dues	381 @ \$35.00	\$13,335.00	
	4 @ \$10.00	40.00	
	Miscellaneous	6.00	13,381.00

Interest

Crocker Bank		79.07	
First National Bank		286.07	365.14

Total Available Cash \$27,850.60**Disbursements**Checks 101 to 187 \$10,062.48Cash Balance - October 15, 1976 \$17,788.12**Statement
of Assets
10-15-76**First National Bank - Omaha — Checking \$ 5,502.05First National Bank - Omaha — Savings 12,286.07\$17,788.12

AUDITING COMMITTEE REPORT

The Auditing Committee examined and accepted the statement of receipts and disbursements submitted by Lloyd O'Connor, Treasurer, covering the period October 16, 1975 to December 1, 1975. This statement was audited by Ross L. Arrington, Certified Public Accountant. The Committee also examined and accepted the statement of receipts and disbursements submitted by the current Treasurer, Anne E. Scheerer, covering the period December 1, 1975 to October 15, 1976. This statement was audited by Leroy A. Galles, Certified Public Accountant.

The Committee is pleased with the progress the Association has made in reaching the point where the cash reserves now approximate one years operating expenses.

I wish to thank my committee members for their efforts in formulating this report.

The Committee would once again like to give a special word of thanks and recognition to Lloyd O'Connor who was treasurer of this Association from 1970 to 1975. In addition the Committee would like to officially welcome our new Treasurer Anne E. Scheerer.

NORMAN S. WATT, *Chairperson*
SETH ELLIS
JOHN GILHEANY

CONFERENCE SITE SELECTION COMMITTEE

The Conference Site Selection Committee respectfully submits the following recommendations to the Executive Committee for action at the 1976 Annual Business Meeting of the Association.

1. *Site and Dates for 1977 Conference.* Accept the site and date recommendations submitted by Paul Busch and host Trinity University at the St. Anthony Hotel, San Antonio, Texas from November 6-9 for the 1977 NAASS Conference.

2. *Site for 1978 Conference.* Reaffirm our acceptance of Omaha, Nebraska as the site for the 1978 NAASS Conference. This invitation was extended by Creighton University, The University of Nebraska-Lincoln and the University of Nebraska-Omaha who will cooperatively serve as host institutions from October 24-27, 1978.

3. *Site for 1979 Conference.* Accept an invitation from the University of Nevada, Las Vegas and a recommendation of the Western Association of Summer Session Administrators for a joint meeting of NAASS and WASSA at the Sahara Hotel, Las Vegas in early November, 1979.

4. *Site for 1980 Conference.* Accept an invitation from Appalachian State University and North Carolina A & T State University for NAASS to hold its 1980 Conference at the Royal Villa in Greensboro, North Carolina in early November, 1980.

5. *Future Conference Dates.* In so far as possible when setting NAASS Conference dates, Conference Site and Executive Committees apprise themselves of annual meeting dates of other Summer Association and major national organizations with the view of avoiding conflicts and/or facilitating attendance by NAASS members at consecutive meetings.

RICHARD DANKWORTH, *Chairperson*

PAUL AIZLEY

VIRGINIA ANDERSON

JAMES GRIFFIN

LOUISE WALLACE

NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS**Membership Committee Report**

Business between the chairperson and members of this committee was conducted primarily by mail. The members worked diligently in recruiting new members within their respective regions by various methods.

Membership at the close of the 1976 Annual Conference was:

389 institutional members
<u>4 individual members</u>
393 total

Membership at the close of the 1975 Annual Conference was:

383 institutional members
<u>3 individual members</u>
386 total

Figures indicate an increase of 7, however, during 1975-76 there were: thirty-nine new institutional members and two new individual members; twelve institutions renewed their membership after at least a year lapse in membership; but unfortunately 41 institutions and one individual did not continue membership.

STUART H. MANNING, *Chairperson*

Regional Vice Presidents:

RICHARD D. MOE, Northwestern
MILTON G. HARDIMAN, Southwestern
MARJORIE B. JOHANSEN, Western
WILLIAM SESOW, West Central
MILTON A. PARTRIDGE, East Central
DAVID T. BRIGHAM, Northeastern
GEORGE H. GIBSON, Middle States
CLAUD B. GREEN, Southeastern

RESEARCH COMMITTEE REPORT

The report of the Research Committee is in two parts: a review of the past year's activities, with related recommendations for the subsequent year; and a look ahead to 1976-77 activities and concerns.

During 1975-76, the committee directed the major portion of its attention and energies to the First Joint Statistical Report of the four summer sessions associations: NAASS, AUSS, NCCSS, AND WASSA. The NAASS Research Committee was responsible for reviewing the proposals of NAASS member institutions who responded to "the invitation to bid" to code, process data, print and distribute the first joint report; and, after review selected, Alfred University, Alfred, New York. The committee also was involved in reviewing the use of the Joint Questionnaire, and prepared materials for mailings concerned with the report. By its very nature as a national organization, and now a North American Association, the NAASS research chairperson became, and is, the logical person to serve as coordinator/liaison between the four associations participating in the joint effort.

Time pressures in trying to meet the established schedule to produce the First Joint Report; long-distance cooperative efforts, including both those among the associations and with Alfred University's Computing Center; as well as early fall association annual meetings, has deterred detailed analysis and/or refinement of procedures to analyze data. Experience in working with the First Joint Report, as well as the results of the first effort, strongly suggest that the associations continue the joint effort in subsequent summers.

However, in order to a) allow for an increased response from all non-duplicate member institutions; b) provide time to adequately and effectively analyze the data; and c) allow time to write, produce and distribute the report, the following schedule is recommended:

August 6	Mail Joint Questionnaire to non-duplicate member institutions
October 15	Deadline to return completed Questionnaires for processing
December 1	Printed copies of the Joint Report available

As the committee looks ahead to 1976-77, it will be directing its efforts to the following:

1. Continuation of its lead role in energizing the Second Joint Statistical Report;
2. Undertaking a survey to determine critical issues and/or research problems defined by the collective membership of NAASS;
3. Suggesting utilization of NAASS research, including but not limited to information called through the survey mentioned immediately above; and

4. Review with recommendations of such concerns as guidelines for NAASS research, updated summer session bibliographies, and overall increased involvement of the total NAASS membership in research-related concerns.

NANCY ABRAHAM, *Chairperson*
WILLARD DEAL
WILLIAM SESOW
DONALD WALLACE

ARTICLE VI OF THE BYLAWS AS AMENDEDARTICLE VI—*Elections and Appointments*

Section 1. Administrative Council members shall hold the following terms of office: One year terms for the President, President-elect, and Immediate Past President; two year terms for the Secretary, Treasurer, and Regional Vice Presidents. *Ad interim* and *pro tem* appointments shall not apply. Nominations and elections for Secretary, and Northwestern, West Central, Middle States, and Southeastern Vice Presidents shall be held during even-numbered years, while those for Treasurer, and Southwestern, Western, East Central, and Northeastern Vice Presidents shall be held during odd-numbered years.

Section 2. At least six months prior to the annual meeting, the President shall appoint a Nominations and Elections Committee made up of five members, one of which will be named chairperson by the President. This Committee shall solicit nominations from the membership. This Committee shall nominate candidates, preferably two, to fill each office to be routinely vacated at the next annual meeting. In the event the President-elect is not able to succeed to the presidency, the Committee shall also nominate candidates for the Office of the President.

Section 3. The Nominations and Elections Committee shall provide for election by mail, by the membership of the Association, of the officers to take office at the next annual meeting. Ballots should be mailed at least three months prior to the annual meeting with a return deadline date no later than thirty days prior to the annual meeting. Those elected shall be so notified in writing by the President at least two weeks prior to the annual meeting. Where more than two candidates are nominated for a given office, election shall be by a plurality vote. Regional Vice Presidents shall be elected by their constituents.

Section 4. 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 5. Standing and *ad hoc* committees shall be appointed by the President with the approval of the Executive Committee.

ETHICS AND STANDARDS COMMITTEE REPORT

The Ethics and Standards Committee prepared a work-draft of a statement for consideration by the membership. Those in attendance at the Williamsburg meeting were given an opportunity to react, make suggestions for additions and deletions, and generally contribute ideas to assist the Committee in its endeavor.

The Committee, armed with the collective input of the membership, will redraft a statement for consideration at the next business meeting in November 1977 at San Antonio.

MICHAEL U. NELSON, *Chairperson*

NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS

Thirteenth Annual Meeting

Participants

1. Abraham, Nancy
University of Wisconsin
2. Adler, Mary D.
University of California-Irvine
3. Ahrens, Shirley
State University of New York-Buffalo
4. Aizley, Paul
University of Nevada-Las Vegas
5. Anderson, Richard T.
Phillips University
6. Anselm, Carol W.
University of Michigan
7. Anthony, Ferris F.
Cleveland State University
8. Armstrong, J. Niel
North Carolina A & T State
University
9. Arrington, Mike
Ouachita Baptist University
10. Ashton, Alan B.
University of Massachusetts
11. Austin, James M.
Massachusetts Institute of Technology
12. Baker, William A. III
Moravian College
13. Batt, Richard J.
Tulane University
14. Bennington, Richard R.
High Point College
15. Bernal, Carmela
Universidad Iberoamericanos
16. Bernstein, Melvin
University of Maryland
17. Berr, Samuel
State University of New York-
Stony Brook
18. Bohn, Ralph
San Jose State University
19. Boulianne, R.
McGill University
20. Brecht, Rev. David L.
Villanova University
21. Brigham, David T.
Bentley College
22. Burk, Bobbie
Stephens College
23. Burke, Russ J.
Franklin and Marshall
24. Busch, Paul R.
Trinity University
25. Butteheim, Peter V.
Wesleyan University
26. Byrne, J. A.
College of St. Thomas
27. Campoy, Saturnino
Inst. Tech. de Estudios Monterrey
28. Carr, James F.
Harding College
29. Carruthers, J. D.
Ambassador College
30. Clark, Larry D.
University of Missouri
31. Clem, Paul N.
College of William and Mary
32. Cole, Charles N.
George Washington University
33. Cole, Edyth B.
Elizabeth City State University
34. Cole, George O.
Southern Connecticut State College
35. Comings, Richard J.
Northeastern University
36. Cope, William F.
High Point College
37. Corlett, D. F.
Old Dominion University
38. Coyne, Leslie J.
Indiana University
39. Crooks, Thomas E.
Harvard Summer School
40. Cudd, John F.
North Carolina State University
41. Dankworth, Richard T.
University of Nevada-Reno
42. Darrow, Harriet D.
Indiana State University
43. Deal, Willard M., Jr.
Appalachian State University
44. Dinger, Mary Ann
University of Virginia
45. Donnelly, Keitha C.
Adelphi University

46. Donovan, Robert E.
University of Dayton
47. Dreisch, G. Norman
Essex Community College
48. Duden, Tom
Northeast Missouri State University
49. Duffy, Christopher G.
Rider College
50. Duke, Everette L.
Norfolk State College
51. Dunham, N. Lee
Baylor University
52. Dunn, Melvin B.
Cleveland State University
53. Durnall, Edward J.
University of New Hampshire
54. Eason, Jean
University of North Carolina-
Greensboro
55. Edwards, John L.
Arizona State University
56. Ellis, Seth
University of North Carolina-
Charlotte
57. Epps, Rozanne Garrett
Virginia Commonwealth University
58. Esswein, Jean M.
Georgetown University
59. Farver, Albert S.
University of Maryland
60. Felderman, Virginia T.
Case Western Reserve University
61. Finlayson, Elizabeth M.
Madison College
62. Florestano, Thomas E.
Prince George's Community College
63. Forbush, Cora
University of Wisconsin-Whitewater
64. Foshee, Charles N.
Marietta College
65. Fuessle, Robert E.
University of Bridgeport
66. Gaida, Joseph A.
St. Michael's College
67. Gaston, E. W.
Stephen F. Austin State University
68. Gearhart, Ross E.
Cathage College
69. George, Richard J.
St. Joseph's Evening College
70. Gibson, George H.
University of Delaware
71. Gilheany, John
Catholic University
72. Gillis, Bernard T.
Indiana University of Pennsylvania
73. Glockner, Marvin Jay
C. W. Post Center/ Long Island
University
74. Good, Harvey
Laverne College
75. Graeber, Max
University of Richmond
76. Grant, M. Margot
McGill University
77. Graves, Linwood D.
Atlanta University
78. Green, Claud B.
Clemson University
79. Griffin, James M.
Hampton Institute
80. Grothaus, Larry
Concordia Teachers College
81. Hafner, John H.
Spring Hill College
82. Hale, Robert S.
County College of Morris
83. Hamilton, Albert J.
St. Peter's College
84. Hammond, Grant T.
Lenoir Rhyne College
85. Hansen, Richard S.
University of Evansville
86. Hanberry, Gerald C.
Prince George's Community College
87. Hardiman, Milton G.
Lincoln University
88. Harris, Hazel W.
Furman University
89. Haynes, Arwilda
Franklin and Marshall College
90. Henderson, Vivian
Seton Hill College
91. Hill, Edwin St.
Drury College
92. Hilton, John
McGill University
93. Hirsh, James B.
Muhlenberg College
94. Hough, John M., Jr.
Mars Hill College
95. Howell, Daisy
Delta State University
96. Hufford, Larry
Incarnate Word College

97. Huston, James A.
Lynchburg College
98. Jacobsen, Neil S.
North Dakota State University
99. Johansen, Marjorie B.
University of California-Los Angeles
100. Johnson, Annette
Bowling Green State University
101. Johnson, Harry R.
Virginia State College
102. Johnston, William C.
George Mason University
103. Jones, Joseph
Texas Southern University
104. Jordan, Constance B.
Framingham State College
105. Juarez, Justine
Merrimack College
106. Jungmyer, Paul E.
McMurry College
107. Kaup, S. S.
University of Maryland-Eastern Shore
108. Keeling, Russell
Southwest Missouri State University
109. Kincheloc, Martha
Georgetown University
110. King, Larry
University of Michigan
111. King, Marianne
Mundelein College
112. Knowles, A. F.
Wilfrid Laurier University
113. Kolb, Charles F.
North Carolina State University-
Raleigh
114. Kujawski, Thomas A.
Rutgers University
115. Kumm, Karl W. G.
Atlantic Community College
116. Lake, Maisey L.
Elmhurst College
117. Lakin, Dorothea G.
University of North Carolina
118. Laws, Kenneth L.
Dickinson College
119. Leffler, John H.
Montclair State College
120. Lewis, John T.
Stephen F. Austin State University
121. Linger, Bernard L.
Ohio Northern University
122. Long, William
George Washington University
123. Lono, J. Mark
Drew University
124. Lovell, O. E.
Nicholls State University
125. Madsen, Ethel J.
Kean College of New Jersey
126. Mallin, S. B.
Atkinson College, York University
127. Manning, Stuart H.
The University of Connecticut
128. Mapp, John A.
Virginia Commonwealth University
129. Marmaras, John G.
Rhode Island Junior College
130. Mauger, Edward A.
Rutgers University
131. Maxwell, D. Malcolm
Walla Walla College
132. May, Daryle C.
Jacksonville University
133. Maynor, Waltz
North Carolina Central University
134. McCarthy, Marianne
Trinity University
135. McConkey, John X.
Dowling College
136. McHugh, Edward
Clarkson College of Technology
137. McKee, Paul R.
Western Illinois University
138. McKeegan, Hugh F.
Bucknell University
139. McReynolds, James M.
Stephen F. Austin State University
140. Melican, George P.
Worcester State College
141. Melton, Howard B.
Eastern New Mexico State
142. Merriam, Mary-Linda
Emerson College
143. Morgan, Willard J.
Southeast Missouri State University
144. Moore, John D.
University of North Carolina
145. Nagler, Irene S.
University of Massachusetts
146. Neiser, Donald L.
Elizabethtown College
147. Nelson, Michael U.
Washington University
148. Noyes, William R.
University of Arizona

149. Nurse, Ronald J.
Virginia Polytechnic Institute
150. Oliver, William A.
University of Maine
151. O'Shea, Thomas M.
Syracuse University
152. Palladino, Joseph R.
Framingham State College
153. Paratore, Salvatore
George Washington University
154. Parrott, Richard B.
Appalachian State University
155. Partridge, Milton A.
Xavier University
156. Penn, John S.
University of North Dakota
157. Perry, Percival
Wake Forest University
158. Pettit, Joseph
Georgetown University
159. Pipher, Erika
Trent University
160. Richards, Philip H.
College of St. Scholastica
161. Rickes, Gregory J.
State University of New York-Albany
162. Roberts, A. H.
Memorial University of Newfoundland
163. Roberts, C. Richard
Anderson College
164. Rowen, William A.
Wagner College
165. Saimond, Paul
State University of New York-Albany
166. Sam, Norman
Lehigh University
167. Sampson, Martin
Cornell University
168. Schaffer, Harold O.
Salisbury State College
169. Scheerer, Anne
Creighton University
170. Schneider, Richard L.
Franklin and Marshall College
171. Sears, John F.
Loyola University
172. Sesow, F. William
University of Nebraska-Lincoln
173. Shirk, Samuel B.
Albright College
174. Shisler, John L.
Ithaca College
175. Shutt, Bruce T.
University of Georgia
176. Simmons, Joe L.
Lincoln University of Missouri
177. Small, William
University of Maine at Portland-
Gorham
178. Smith, Abbie F.
Wichita State University
179. Smith, Clodus R.
Cleveland State University
180. Spann, George R.
Philadelphia College of Textiles &
Science
181. Spencer, Norrine B.
University of Delaware
182. Stamey, Robert W.
Kansas State University
183. Steffensen, James L.
Wesleyan University
184. Stokes, John L.
University of North Carolina
185. Streibig, Kenneth
Monmouth College
186. Sullivan, Gerald
Georgetown University
187. Tarbet, Donald G.
University of North Carolina
188. Thigpen, Carol M.
Emory College
189. Thomas, J. D.
Freed-Hardeman College
190. Thomas, Shailer
Illinois State University
191. Thompson, Willard L.
University of Minnesota
192. Titus, H. Edwin
Muskingum College
193. Tomlinson, Doug
York University
194. Tracy, William T.
Marquette University
195. Tressler, Charles E.
Hood College
196. Tupper, Russell L.
Central Connecticut State College
197. Van Ness, James S.
St. Lawrence University
198. Vondrell, James
University of Cincinnati
199. Wallace, Donald G.
Drake University

- | | | | |
|------|---|------|--|
| 200. | Wallace, Louise E.
Boston College | 206. | Willis, Catherine
Marymount Manhattan College |
| 201. | Watt, Norman S.
University of British Columbia | 207. | Wilson, Quelda M.
University of California |
| 202. | Wells, Jackson H.
University of Denver | 208. | Wishner, L. A.
Mary Washington College |
| 203. | White, Charles M.
Portland State University | 209. | Wood, Frank
University of Rhode Island |
| 204. | Williams, Beryl W.
Morgan State University | 210. | Wuerthele, Dave
Springfield College |
| 205. | Williams, Michael R.
Aquinas College | 211. | Wyckoff, D. Campbell
Princeton Theological Seminary |

Appendix I
CONSTITUTION AND BYLAWS
of the
NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS

(Amended at Carefree, Arizona, November 14, 1975)

ARTICLE I—*Name*

The name of this Association shall be The North American 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 an appropriate accrediting authority accrediting institutions of higher learning.
- 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 Williamsburg, Virginia, November 2, 1976)

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 North American Association of Summer Sessions shall apply in writing to the Secretary of the Association.

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

- a) Accreditation by an appropriate accrediting authority accrediting institutions of higher learning.
- b) Only non-profit institutions shall be accepted for membership.

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

ARTICLE III—*Dues*

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

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

ARTICLE IV—*Powers and Duties of Officers*

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

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

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

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

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

ARTICLE V—*Regions*

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

NORTHWESTERN

Alaska, Idaho, Montana, Oregon, Washington, Wyoming and Provinces of Canada contiguous to these states or otherwise shortest distance.

SOUTHWESTERN

Arkansas, Oklahoma, New Mexico, Texas, Missouri and States of Mexico contiguous to these United States and the other Mexican States extending to the Southernmost national boundaries.

WESTERN

Arizona, California, Colorado, Guam, Hawaii, Nevada, Utah and States of Mexico contiguous to these United States and the other Mexican States extending to the Southernmost national boundaries.

WEST CENTRAL

Iowa, Kansas, Minnesota, Nebraska, North Dakota, South Dakota and Provinces of Canada contiguous to these states or otherwise shortest distance.

EAST CENTRAL

Illinois, Indiana, Kentucky, Michigan, Ohio, Wisconsin and Provinces of Canada contiguous to these states or otherwise shortest distance.

MIDDLE STATES

Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania, Virginia and West Virginia.

NORTHEASTERN

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, New York and Provinces of Canada contiguous to these states or otherwise shortest distance.

SOUTHEASTERN

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

ARTICLE VI—*Elections and Appointments*

Section 1. Administrative Council members shall hold the following terms of office: One year terms for the President, President-elect, and Immediate Past President; two year terms for the Secretary, Treasurer, and Regional Vice Presidents. *Ad interim* and *pro tem* appointments

shall not apply. Nominations and elections for Secretary, and Northwestern, West Central, Middle States, and Southeastern Vice Presidents shall be held during even-numbered years, while those for Treasurer, and Southwestern, Western, East Central, and Northeastern Vice Presidents shall be held during odd-numbered years.

Section 2. At least six months prior to the annual meeting, the President shall appoint a Nominations and Elections Committee made up of five members, one of which will be named chairperson by the President. This committee shall solicit nominations from the membership. This Committee shall nominate candidates, preferably two, to fill each office to be routinely vacated at the next annual meeting. In the event the President-elect is not able to succeed to the presidency, the Committee shall also nominate candidates for the Office of President.

Section 3. The Nominations and Elections Committee shall provide for election by mail, by the membership of the Association, of the officers to take office at the next annual meeting. Ballots should be mailed at least three months prior to the annual meeting with a return deadline date no later than thirty days prior to the annual meeting. Those elected shall be so notified in writing by the President at least two weeks prior to the annual meeting. Where more than two candidates are nominated for a given office, election shall be by a plurality vote. Regional Vice Presidents shall be elected by their constituents.

Section 4. 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 5. 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.

Notes

[The following text is extremely faint and illegible due to the quality of the scan. It appears to be a series of paragraphs of handwritten or typed notes.]

Notes

