The annual meeting of the Regional Committee on Statistics was held in the Mills Hyatt House in Charleston, South Carolina on October 9-10, 1975. (A roster of those attending is appended as Attachment A.) Dr. David D. Mason, Chairman of the Committee presided.

Dr. M. Clinton Miller, local host for this year's meeting, introduced Dr. William M. McCord, President of the Medical University of South Carolina, who welcomed the Committee members to Charleston.

The minutes of the October 10-11, 1974 meeting were approved as distributed.

Dr. Mason appointed the following committees:
- Nominating-Ed Hickman, Chairman; Don Gardiner, Boyd Harshbarger
- Invitations-Cliff Cohen, Chairman; Jack Testerman, Jean Gibbons
- Resolutions-Wanzer Drake, Chairman; Dick Patterson

Treasurer's Report

Elmer Hall summarized receipts and expenditures for the year and reported a current balance of $1,961.74. (A copy of the Treasurer's Report is appended as Attachment B.) In making his report Mr. Hall noted that the Committee showed a deficit this year of $169.24. The Committee voted unanimously to accept the treasurer's report.

Report of the 1975 Summer Research Conference

Dr. Robert M. Thrall distributed copies of his report on the 1975 Summer Research Conference. (The report of the Committee is appended as Attachment C.) Included with the conference report was a report submitted by the SREB Summer Research Conference Subcommittee. The subcommittee recommended that Jesse C. Arnold and Ronald R. Hocking be named Arrangements Chairman and Program Chairman respectively for the 1977 Summer Research Committee. The Committee unanimously approved this recommendation.

Soon after the Committee began discussing the 1975 Summer Research Conference it was suggested that the Committee hear the plans for the 1976 Conference.

Summer Research Conference Plans for 1976

William Mendenhall reported that current plans include drawing participants and speakers from within the region to reduce costs, keeping expenses within
the range of $1200-1400 and making no commitments for honoraria. The Program Chairman will also request that speakers within the region pay their own expenses and that the Committee pay expenses for speakers outside the region. Rudi Freund reported that a contract has been signed with Rollins College, the location of the 1976 Conference, and that Rollins requires a security deposit of $150. Dr. Freund reported that rates at Rollins College are $19 per day for room and board, recreation facilities, and meeting rooms. For those participants who choose to sleep in other accommodations, the rate is $10 per day for meals, recreational facilities and meeting rooms. The charge is $5 per day for those participants who choose other accommodations for both eating and sleeping. Dr. Freund pointed out that the low rate offered by Rollins is based on a large number of participants using the dorm facilities and taking their meals at the College. During the discussion of the report Dr. Drane suggested that having a chairman for each of the nine sessions tends to increase participation and also enables the session chairmen to justify their travel to the Conference.

Report of 1975 Summer Research Conference (continued)

Ralph Bradley moved that in section 3 of the SRC subcommittee report the word "plan" be substituted for the word "budget" in the first line, and in the second line the word "committee" be capitalized. Dr. Bradley's concern is that the subcommittee should not budget but operate within guidelines established by the Committee. This motion passed.

Section 2 was discussed next and it was noted that this is the first year that honoraria have been used. Dr. Drane commented that the Committee usually pays round trip travel and expenses for the featured speaker and also forgives the registration fee. Drs. Burford and Miller both pointed out that usually institutions provide travel funds and an honorarium would be better for a speaker. After some additional discussion Dr. Freund offered the following motion:

Due to the cooperative nature of the SREB Committee on Statistics, speakers within the region should not be provided expenses or honoraria with the exception of forgiving the registration fee, and in hardship cases. In case of outside speakers, travel and expenses may be provided, and in extreme cases a small honorarium may be provided not to exceed $100.

The motion was seconded by Dr. Mendenhall.

Dr. Bradley moved to amend the motion to delete the "hardship" phrase, the "extreme cases" phrase and the word "featured." The amended motion reads:

Due to the cooperative nature of the SREB Committee on Statistics, speakers within the region should not be provided expenses or honoraria with the exception of forgiving the registration fee. Outside speakers may be provided travel and expenses.

This motion passed.

Dr. Kilpatrick moved that section 2 of the subcommittee report be accepted by the Committee. After some discussion this motion was passed.
Dr. Miller moved that item 1 of the subcommittee report be accepted by the Committee. His motion was amended to read "not less than $25 or more than $35." Following a coffee break Dr. Freund offered the following substitute motion: "The subcommittee should use as a planning horizon a registration fee of $25 per person." This motion passed.

Dr. Anderson then moved that "It is the sense of the Committee that the use of honorarium, except in exceptional cases, not be employed." This motion passed.

Jim Mead suggested that the program and arrangements chairman for the 1977 Summer Research Conference consider Hot Springs, Arkansas as a possible site. Dr. Hocking commented that all suggestions would be considered by the Committee.

Study of Structure and Organization

Dr. Bradley reported that he had submitted to each of the Committee members by mail a copy of the Memorandum of Agreement revised September 22, 1975. (A copy of this Memorandum is appended as Attachment D). After Dr. Bradley made some comments regarding minor revisions in the document, Dr. Anderson moved that discussion of and action on this document be postponed until the afternoon session. The motion passed.

Guidelines in Teaching Statistics and Statistics Program

Dr. Freund reported that he had mailed to each of the Committee members his revised draft of "Organizing for Teaching Statistics in Colleges and Universities: Some Points of Interest to Planning Groups and Administrators." (A copy of Dr. Freund's draft is appended at Attachment E). Dr. Freund pointed out that his draft was very similar to that prepared by Paul Minton. (A copy of Dr. Minton's draft is appended at Attachment F). Dr. Drake moved that the Committee adopt Dr. Freund's August, 1975 version of the report.

Following a brief section by section review of the document by Dr. Freund, Dr. Anderson moved that the document be returned to the subcommittee for further study and revision and returned to the Committee next year. Chairman Mason suggested that if this motion passes all members of the Committee should communicate their suggestions to Dr. Freund. Dr. Miller indicated that there should be a time limit necessary for Committee suggestions. Dr. Freund offered a substitute motion that the Committee accept this report in essence with the suggestions submitted by Committee members within 60 days, the revised draft to be approved by two-thirds vote of the Committee members voting by mail ballot. This motion was passed.

Feasibility of Providing Program Reviews, Evaluation and Other Consultation

Dr. Freund moved that the Committee adopt the report of the subcommittee. (A copy of the committee's draft is appended as Attachment G). During the discussion which followed, Dr. Kilpatrick suggested that the membership of the visitation committee should be limited to Committee members. Dr. Bradley suggested changing the term "visitation committees" to "advisory committees." Dr. Drake then moved that the visitation committee not be limited to members of the Committee and that on page 3 paragraph 2 the words "evaluation or" be stricken from line 2 of the caveat. This motion passed by a vote of 12-7.
Returning to the main motion, to adopt the report of the subcommittee, after
some additional discussion a vote was taken and the motion passed 10-9.
Following some brief discussion a request for another vote on this issue was
honored and the main motion failed 11-10.

Following a break Dr. Mason introduced Dr. Paul Leaverton, Associate Director
for Research, National Center for Health Statistics, HRA, DHEW. Dr. Leaverton
made a presentation on the educational and training needs in the Statistics
profession.

Study of Structure and Organization (continued)

Following Dr. Leaverton's presentation the Committee returned to its consider-
ation of the revised Memorandum of Agreement. Dr. Freund moved that pages
1-7 be accepted by the Committee. Dr. Drane offered an amendment to that
motion that the last sentence in section D under III, Organization and
Operation read "In each case those present will constitute a quorum." This
motion was defeated.

Following some discussion it was moved that pages 8-16 be accepted by the
Committee as part of the Memorandum of Agreement. This motion passed by
voice vote.

The meeting was then recessed until Friday morning, October 10.

Informational Services SubCommittee

Dr. Patterson distributed to members of the Committee a report of the Brochure
Committee (A copy of this report is appended as Attachment H.) Dr. Patterson
suggested that if other institutions were like Auburn the finance office
would appreciate having a purchase order for the institution's pro rata share
of $98.06 prior to receiving the invoice for SREB. Jerry Gardner reported
that invoices will be sent from SREB to the individual institution repre-
sentatives for them to take to the appropriate administrative officers for
payment. Dr. Gardner also reported that because of experience gained two
years ago in distributing copies of the brochure, fewer copies were sent to
individual institutions this year. However, additional copies are available
for those who request them.

History of Statistics in the South

Dr. Harshbarger reported on his progress in writing a history of the develop-
ment of departments of statistics in the South. He submitted to the Committee
members a resume of the reports he has received. (A copy of this resume is
 appended as Attachment I.) Dr. Harshbarger suggested that these individual
reports are so good that rather than edit them in any way he would like to
publish them as is. He did express some concern about the cost of this
publication which will total about 400 pages. Dr. Bradley expressed some
reservations about the materials that were submitted, specifically that they
were provided for information purposes and not for final publication.

Following an inquiry made by Dr. Gardiner regarding the project status of this
publication, Dr. Bradley moved that the SREB Committee on Statistics take on
the publication of the History of Statistics in the South as an SREB Committee
project. This motion passed.
Dr. Anderson suggested that the subcommittee appointed for this project should edit the material now in Dr. Harshbarger's possession. He went on to move that the subcommittee have as many copies reproduced as needed for editing purposes and, if requested, the cost of this reproduction be charged to the SREB Committee on Statistics. This motion passed.

Biometry Committee

Dr. Miller reported that this year the subcommittee attempted to expand its interaction with others in the field within the region. Letters were sent to faculty, schools of public health, and deans of schools of medicine in an attempt to get to know more biostatisticians. These letters produced responses from about thirty or forty persons in biometry. Dr. Miller chaired a meeting of this group in August in conjunction with the ASA meeting in Atlanta. Dr. Miller went on to report that they have now established a mailing list and plan to increase professional communication. They are also planning another meeting.

Econometrics and Management Science

Dr. Burford reported that the committee has planned a survey of schools of business regarding the teaching of statistics. Specifically they will be making inquiries regarding the requirement of math and statistics and the staffing for such programs.

Summer Session

Wanzer Drake reported for Dr. Charles Federspiel on the summer session held at Vanderbilt. He distributed to the members of the Committee a copy of the preliminary summary prepared by Dr. Federspiel and Dr. Grams. (A copy of this summary is appended as Attachment J). Dr. Drake summarized the report by reporting that there were 11 courses, 17 faculty, and 99 students at the 1975 summer session at Vanderbilt. This was the 17th summer session on statistics in the health sciences funded by the National Center for Health Statistics and the Division of Biometry. These training programs will continue for the next two years at Harvard and the following year at UCLA. It then may be possible to have the summer session return to an institution in the South.

Long Range Study of Summer Research Conferences

Dr. Drake reported that his committee has completed its work which is reflected in the new Memorandum of Agreement. It is now up to the regular Summer Research Conference subcommittee to carry out the detailed planning of the annual summer research conferences. In the discussion which followed Dr. Davenport expressed concern about the June date for the SRC and whether or not there may be some attendance conflict among those who also want to go to the ASA Annual meeting which soon will be scheduled in August. Following the suggestion to consider moving the date of the SRC to May, Dr. Mendenhall observed that a May date would affect the attendance of persons with young children who also view the conference as an opportunity for vacation. Ron Hocking indicated he would ask the members of the committee in writing to suggest convenient dates for the Summer Research Conference.
Dr. Bradley requested some additional discussion of the SRC noting that the programs and attendance of the past three years have not been good and that last year members of the Committee were not asked to submit names of faculty to be invited to the conference. Dr. Bradley suggested that a major re-examination of the total goals and mission of the Committee on Statistics as well as the summer research conference may be in order. Dr. Harshbarger reported that in the past a department was asked to take responsibility for a half-day program and that this worked quite well. Dr. Anderson said the Committee should continue to stimulate junior faculty to attend and participate in the conference.

Dr. Thrall suggested that the Committee have its annual business meeting in connection with the SRC. He moved that this matter be referred to the executive Committee for consideration and submission to the Committee for mail ballot. This motion passed.

Invitations Committee

Dr. Cohen reported that the Committee has received a joint invitation from representatives of Louisiana State University and the University of Southwestern Louisiana. It was further proposed that the meeting be held in New Orleans in October, 1976. In the discussion that followed Dr. Gardiner urged the committee to meet on the campus of one of the institutions. The results of a straw vote showed that 13 members were in favor of having the meeting in New Orleans and 11 members in favor of Baton Rouge. Dr. Miller observed that if the Committee subsequently votes to have its meeting in conjunction with the SRC then we won't be meeting on campuses. It was moved that the Committee accept the invitation of LSU and the University of Southwestern Louisiana for the October 1976 annual business meeting. The motion passed.

Following a coffee break Rudi Freund reported that a survey of Committee members indicated that most who plan to attend the Summer Research Conference at Rollins College do not plan to stay in the dormitory. Dr. Thrall suggested that all conferees be required to pay for all meals at Rollins and be allowed to stay where they wish. There was a consensus of the Committee that participants at the SRC be given a full room and board option and a board only option.

Resolutions Committee

The Subcommittee on Resolutions proposed and the Committee voted to accept the following resolutions of appreciation and thanks:

Resolve #1

WHEREAS: M. Clinton Miller III, Ph.D and the Medical University of South Carolina have

1) Provided the SREB Committee on Statistics with excellent meeting facilities and atmosphere,

2) Entertained with a most sumptuous luncheon of low-country delicacies,

3) Shared along with Kay the warm hospitality of their home and most welcome refreshments,

4) And have done all these things with enthusiasm and graciousness,
BE IT THEREFORE RESOLVED that we extend heartfelt thanks and good wishes.

Resolve #2A

WHEREAS: Bob Thrall, Roger Burford, Rudi Freund, Bill Mendenhall, Clint Miller and Ray Roth

1) Have presented their Summer Research Conference report with probability of acceptance calculated on a set of measure zero,

2) Have withstood the ravishes of the Committee,

3) Have induced Ron Hocking and Jesse Arnold to pursue and develop a program for 1977 with vigor and optimism,

BE IT RESOLVED that the Summer Research Conference Subcommittee be commended for its outstanding work and fine program and that continuing members be advised to KEEP THE FAITH.

Resolve #2B

WHEREAS: Ron Hocking has been included in the SRC Subcommittee

BE IT RESOLVED that as long as Ron is a member of the SRC Subcommittee it be known as the Adhocking Subcommittee and that this be the Paul Minton Pun, 1975.

Resolve #3

WHEREAS: The SREB has provided minimal secretariat in the person of Jerry Gardner

BE IT RESOLVED that the SREB Committee on Statistics express their continued gratefulness for the authority to be, meet and act in harmonious and non-acrimonious discomboblement.

Resolve #4

WHEREAS: Rudi has been in the heat of things having had to present two reports from Subcommittees dealing with SENSITIVE, CONTROVERSIAL BUT VERY IMPORTANT ISSUES,

BE IT RESOLVED that he be awarded the SQUIRMING ORDER OF ORDER OF THE HOT SEAT.

Resolve #5

WHEREAS: David Mason has worked diligently for the good of statistics in general and particularly in the South by serving well as chairman of the SREB Committee on Statistics 1973-75.

BE IT RESOLVED that the members of the SREB Committee on Statistics express their sincere appreciation for his guidance, perserverance and patience during his tenure of office.
Resolve #6

WHEREAS: Kay Miller has most graciously opened her house to the 1975 meeting of the SREB Committee on Statistics, has been always on her toes to greet and direct guests and Control Bacha

BE IT RESOLVED that this meeting of the SREB Committee on Statistics extend its heartfelt thanks and appreciation to Mrs. Miller and pray that she will join us wherever and whenever we meet in the future.

Resolve #7

WHEREAS: Boyd Harshbarger has been an originator, prime mover and steadfast supporter of cooperative efforts in statistics, has lent his wisdom of experience and observation to the workings of this committee, is personally responsible for the outstanding program at VPI & SU,

On this his last official visit to the Committee,

BE IT RESOLVED that we stand and applaud Boyd to express our affection and appreciation for all that he has done for us collectively and individually--and wish him Godspeed.

Nominations Committee

Ed Hickman reporting for the Nominations Committee, offered the following nominations:

Chairman-Dr. R. L. Anderson
Treasurer-Dr. A. Clifford Cohen
Directors-Dr. Roger L. Burford and Dr. Ralph A. Bradley

Following Dr. Hickman's report the name of Dr. James Meade Jr. was also nominated for the position of director. It was then moved that the nominations be closed and the Committee acclaim Dr. Anderson as chairman and Dr. Cohen as treasurer. This motion passed.

In the voting that followed for the two directors, Dr. Burford was elected for a two-year term as Director and Dr. Bradley was elected for a one-year term.

Dr. Mason expressed his thanks to the members of the Committee for their assistance and cooperation during his two years as chairman. He extended special thanks to Dr. Ralph Bradley for his work on the Memorandum of Agreement and to Rudi Freund for his work on the Visitation Committee proposal and the guidelines to teaching statistics document.

Dr. Anderson commented that he accepted the chairmanship with some uncertainty regarding the future of the Committee on Statistics. He observed that for the past two years the Committee seems to be getting away from its original purposes of knowing what each of the members is doing. It is his intent, therefore, to have at each meeting a report from each member of what is happening at his institution. This will take up a good portion of the time of the annual business meeting but the newly created Executive Committee will be helpful in dispensing with some of the business matters during the year. Dr. Anderson said he would
do his best to urge the Summer Research Conference to obtain young faculty members to participate in the conference. He will also urge department chairmen to select and send faculty members to the annual conference.

Dr. Harshbarger, in his last meeting as a formal representative of VPI & SU, said the Committee and SREB should be proud of the work that has been done to successfully promote the discipline of statistics in the South.

There being no further business Dr. Mason expressed his thanks to all members attending and declared the meeting adjourned.
Dr. R. L. Anderson, Chairman
Department of Statistics
University of Kentucky
Lexington, Kentucky 40506

Dr. Jesse C. Arnold
Department of Statistics
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

Dr. Clayton V. Aucoin
Professor of Mathematics
Department of Mathematical Sciences
Clemson University
Clemson, South Carolina 29631

Dr. Ralph A. Bradley, Head
Department of Statistics
Florida State University
Tallahassee, Florida 32306

Dr. Donald S. Burdick
Associate Professor of Mathematics
Mathematics Department
Duke University
Durham, North Carolina 27706

Dr. Roger L. Burford
Director, Division of Research
College of Business Administration
Louisiana State University
Baton Rouge, Louisiana 70803

Dr. Donald F. Butcher
Division of Statistics
West Virginia University
Morgantown, West Virginia 26506

Dr. Raymond J. Carroll
Department of Statistics
University of North Carolina
Chapel Hill, North Carolina 27514

Dr. Charles T. Clark
Associate Professor of Business Statistics
The University of Texas at Austin
P. O. Box 7668, University Station
Austin, Texas 78712

Dr. A. Clifford Cohen, Director
Department of Statistics
Graduate Studies Building
University of Georgia
Athens, Georgia 30601

Dr. Kenny S. Crump
Associate Professor of Statistics and Management Science
Louisiana Tech University
Ruston, Louisiana 71270

Dr. James M. Davenport
Department of Mathematics
Texas Tech University
Lubbock, Texas 79409

Dr. J. Wanzer Drane
Department of Statistics
Southern Methodist University
Dallas, Texas 75222

Dr. Charles F. Federspiel, Director
Division of Biostatistics
Vanderbilt University
Station 17
Nashville, Tennessee 37203

Dr. Rudolf J. Freund, Associate Director
Institute of Statistics
Texas A & M University
College Station, Texas 77843

Dr. Bikramjit S. Garcha
Department of Quantitative Methods
Georgia State University
Atlanta, Georgia 30303

Dr. Donald A. Gardiner
Mathematics and Statistics Research Department
Computer Science Division
Union Carbide Corporation
P. O. Box Y
Oak Ridge, Tennessee 37830

Dr. Jean D. Gibbons, Chairman
Department of Business Statistics
University of Alabama
University, Alabama 35486
Dr. Jamie J. Goode  
Associate Professor of Mathematics  
School of Mathematics  
Georgia Institute of Technology  
Atlanta, Georgia 30332

Dr. Elmer C. Hall, Chairman  
Department of Statistics and Biometry  
Uppergate House  
Emory University  
Atlanta, Georgia 30322

Dr. Edgar P. Hickman  
Professor of Economics and Statistics  
College of Business Administration  
University of South Carolina  
Columbia, South Carolina 29206

Dr. Ronald R. Hocking  
Department of Computer Science Statistics  
Mississippi State University  
State College, Mississippi 39762

Dr. David C. Hurst, Chairman  
Department of Biostatistics  
University of Alabama in Birmingham  
Birmingham, Alabama 35233

Dr. S. J. Kilpatrick, Chairman  
Department of Biometry  
Virginia Commonwealth University  
Box 923, MCV Station  
Richmond, Virginia 23225

Dr. David D. Mason, Head  
Department of Statistics  
North Carolina State University  
Box 5467  
Raleigh, North Carolina 27607

Dr. William Mendehall, Chairman  
Department of Statistics  
G-175 McCarty Hall  
University of Florida  
Gainesville, Florida 32601

Dr. Piotr W. Mikulski  
Department of Statistics  
University of Maryland  
College Park, Maryland 20742

Dr. M. Clinton Miller  
Professor of Biometry  
Medical University of South Carolina  
Charleston, South Carolina 29401

Dr. Richard M. Patterson  
Professor, Research Data Analysis  
Auburn University  
Auburn, Alabama 36830

Dr. John S. Rose  
Division of Applied Mathematics  
and Computer Science  
University of Virginia  
Charlottesville, Virginia 22903

Dr. Jack Testerman  
Director of Research  
University of Southwestern Louisiana  
Lafayette, Louisiana 70501

Dr. Charles C. Thigpen, Head  
Department of Statistics  
301 Alumni Hall  
University of Tennessee  
Knoxville, Tennessee 37916

Dr. James R. Thompson  
Professor of Mathematical Sciences  
Department of Mathematical Sciences  
Rice University  
Houston, Texas 77001

Dr. Carroll A. Gardner, Jr.  
Director of Special Programs  
Southern Regional Education Board  
130 Sixth Street, N.W.  
Atlanta, Georgia 30313
SREB REGISTRANTS

Oct. 8, 9, 10, '75

1. Dr. R. L. Anderson, Chairman
   Department of Statistics
   University of Kentucky
   Lexington, Kentucky 40506

2. Dr. Ralph A. Bradley, Head
   Department of Statistics
   Florida State University
   Tallahassee, Florida 32306

3. Dr. Donald S. Burdick
   Associate Professor of Mathematics
   Duke University
   Durham, North Carolina 27706

4. Dr. Roger L. Burford, Director
   Division of Research
   College of Business Administration
   Louisiana State University
   Baton Rouge, Louisiana 70803

5. Dr. A. Clifford Cohen
   Department of Statistics
   University of Georgia
   Athens, Georgia 30601

6. Dr. James M. Davenport
   Department of Mathematics
   Texas Tech University
   Lubbock, Texas 79409

7. Dr. J. Ranzer Drake
   Associate Professor of Statistics
   Southern Methodist University
   Dallas, Texas 75222

8. Dr. Rudolph J. Freund
   Associate Director
   Institute of Statistics
   Texas A&M University
   College Station, Texas 77843

9. Dr. B. S. Garcha
   Department of Quantitative Methods
   Georgia State University
   Atlanta, Georgia 30303

10. Dr. Carroll A. Gardner, Jr.
    Special Programs Associate
    Southern Regional Education Board
    130 Sixth Street, N.W.
    Atlanta, Georgia 30313

11. Dr. Donald A. Gardiner, Asst. Direct.
    Mathematics Division
    Oak Ridge National Laboratory
    Post Office Box Y
    Oak Ridge, Tennessee 37830

12. Dr. Jean D. Gibbons, Chairman
    Department of Business Statistics
    University of Alabama
    University, Alabama 35486

13. Dr. Elmer C. Hall, Chairman
    Dept. of Statistics & Biometry
    Uppergate House - Emory University
    Atlanta, Georgia 30322

14. Dr. Boyd Harshbarger
    Department of Statistics
    VPI & State University
    Blacksburg, Virginia 24061

15. Dr. Edgar P. Hickman
    Professor of Economics & Statistics
    University of South Carolina
    Columbia, South Carolina 29208

16. Dr. Ronald R. Hocking
    Dept. of Mathematics - Drawer MA
    Mississippi State University
    State College, Mississippi 39762

17. Dr. David C. Hurst, Chairman
    Department of Biostatistics
    University of Alabama at Birmingham
    Birmingham, Alabama 35233

18. Dr. S. J. Kilpatrick, Chairman
    Department of Biometry
    Virginia Commonwealth University
    Box 923, M.C. Station
    Richmond, Virginia 23225
19. Dr. David D. Mason, Head
   Department of Statistics
   North Carolina State University
   Post Office Box 5457
   Raleigh, North Carolina 27607

20. Dr. William Mendenhall, Chairman
    Department of Statistics
    G-175 McCarty Hall
    University of Florida
    Gainesville, Florida 32601

21. Dr. M. Clinton Miller, III
    Professor and Chairman
    Department of Biometry
    MUSC - 80 Barre Street
    Charleston, S. C. 29401

22. Dr. Richard M. Patterson
    Professor, Research Data Analysis
    Auburn University
    Auburn, Alabama 36830

23. Dr. Jack Testerman
    Director of Research
    University of Southwestern Louisiana
    Lafayette, Louisiana 70501

24. Dr. Charles C. Thigpen, Head
    Department of Statistics
    301 Alumni Hall
    University of Tennessee
    Knoxville, Tennessee 37916

25. Dr. Robert M. Thrall
    Professor of Mathematical Sciences
    Department of "
    William Marsh Rice University
    Houston, Texas 77001

26. Dr. Keewhan Choi
    Department of Mathematics
    Georgia State University
    Atlanta, Georgia 30303

27. Dr. Raymond Roth
    Rollins College
    Winter Park, Florida

28. Dr. James Moede, Jr.
    Division of Biometry
    University of Arkansas Medical Center
    Little Rock, Arkansas

29. Dr. Robert Taylor
    Dept. of Mathematics & Computer Sciences
    University of South Carolina
    Columbia, South Carolina

30. Dr. Paul Leaverton
    Associate Director for Statistical Research
    National Center for Health Statistics
    Rockville, Maryland 20852
SREB COMMITTEE ON STATISTICS
TREASURER'S REPORT 1974

Balance on hand as of the Annual Meeting, October, 1975

First National Bank of Atlanta, Georgia $1,633.02
Checking Account 497.96

$2,130.98

Receipts and Expenditures since 1974 Annual Meeting

Receipts
Interest on savings account $ 66.31
Summer Research Conference, 1975* 1,100.00
Total receipts $1,166.31

Expenditures
Subcommittee on Structure and Organization $ 15.00
Guest speakers expenses, SRC, 1975 1,100.00
Gulf Hills Inn 220.55
Total expenditures $1,335.55

Net for year (169.24)

Current balance on hand as of 1975 annual meeting
Savings account $1,699.33
Checking account 262.41

$1,961.74

*44 paid registrations @$25. ea. = $1,100.00
REPORT ON 1975 SREB SUMMER CONFERENCE

submitted by

Roger Burford and R. M. Thrall

1. The 1975 SREB Summer Conference was held 22 - 27 June 1975 at the Gulf Hills Inn (P.O. Box 669, Ocean Springs, Mississippi 39564; telephone 601-875-4211). There were 51 registrants (including the 7 invited speakers); a roster of attendees is included as Appendix A to this report.

2. The program format of mornings and evenings leaving afternoons free for informal discussions and relaxation seems to be generally favored (although there was one request for interchanging the roles of morning and afternoon to adapt to the local weather pattern of sunny mornings and afternoon showers).

3. The central theme for the 1975 conference was Interactions of Statistics with Other Disciplines and this theme was well developed by the speakers. A copy of the theme and program is included as Appendix B. The nine sessions were chaired in the order listed by R. M. Thrall, Clayton Aucoin, Raymond Roth, James Davenport, Ralph Bradley, Jesse Arnold, Hartley McKeen, David Mason, and Donald Gardiner.

4. Although the number of participants was not sufficient to meet the budget (which was based on a paid registration of 60) it was very favorable in terms of encouraging free discussion. It was large enough to give the speakers a substantial audience and yet small enough to allow an informal character.
The SREB Summer Research Conference Subcommittee met at noon on Thursday 26 June 1975. Committee members present were Burford, Miller, Roth and Thrall. Ronald Marke and H. O. Hartley, respectively, served as representatives for their colleagues Mendenhall and Freund. David Mason and Elmer Hall were invited to participate in their roles as officers of the parent committee.

The following four recommendations were passed by the subcommittee and are forwarded for action by the full committee:

1. The registration fee should be set at not less than $25.00.

2. Honoraria for single session speakers should be set at $100.00 but no travel allowance or remission of registration fee should be made for them. Financial arrangements with the featured speaker may include consideration of travel costs as well as the number of lectures involved.

3. The Subcommittee should budget for break-even at an attendance of 60. If the steady state attendance falls below this the committee must decide whether to (a) set the registration fee so as to break even at a lower attendance number, (b) change the mode of operation, or (c) underwrite the deficit as a matter of policy.

4. The Subcommittee tentatively recommends that the 1977 Conference be held again at Gulf Hills Inn but is calling for suggestions of other places for 1977 or later years. In particular the desire of some participants for a mountain location was considered and suggestions will be solicited.

Other matters discussed included the following:

5. The Subcommittee endorsed the suggestions contained in R. J. Freund's

6. Since most budget years begin on 1 July it was considered to be good policy to meet regularly either before or after that date so as to avoid double travel costs for conference attendance in any one budget cycle. This would not preclude occasional changes (in either direction) but mitigates against early-late alternation as had been considered by the full committee.

7. The chairman of the Subcommittee was reminded of his obligation to provide nominees for its two incoming members. Several names were suggested and action on these is underway.

* Since the meeting of the Subcommittee we have approached Jesse C. Arnold and Ronald R. Hocking and they have agreed to have their names placed in nomination for three year terms on the Subcommittee and if elected would serve, respectively, as Arrangements Chairman, and Program Chairman.
The theme of the 1975 conference is Interactions of Statistics with Other Disciplines. From the very earliest days statisticians have been concerned with a wide variety of applications, including those to other academic disciplines. The word interactions is intended to carry a connotation of something more than just using statistics to throw light on some situation.

Dr. Richard A. Tapia of the Mathematical Sciences Department at Rice University will be the featured speaker and will give three lectures on the subject, "Applications of Optimization Theory to Statistics." The fact that many important statistical estimation procedures can be obtained as the solution of a natural optimization problem seems to have been neglected by many statisticians. This is true for example, of the standard histograms for probability density estimation. Recently there has been considerable research activity directed toward using optimization theory to either unify the theory, explain the pitfalls and shortcomings of the theory, or generalize and extend the theory of statistical estimation. Applications will include the areas of probability density estimation and spectral density estimation.

The interactions between Statistics and Operations Research/Systems Analysis go beyond optimization; many other models developed by OR/SA researchers have important connotations for statistics which deserve to become a part of standard statistical instruction and practice. In the reverse direction, one frequently sees OR/SA papers whose authors seem completely unaware of applicable statistical theory and methodology.

Other important fields of interaction are (1) with numerical analysis as exemplified by the theories of splines and error analysis, (2) with medical research in imaging and pattern recognition, and (3) with decision analysis involving "soft" data.

These interactions seem likely to have important implications for educational programs in statistics. Each morning session will include an hour for general discussions of interactions and their implications as well as for a few brief papers. The lectures are scheduled for mornings and evenings to keep the afternoons free for informal discussions and recreation. The conference ends with lunch on Friday.
PROGRAM

Sunday, 22 June
Informal Reception 7:30 - 9:30 P.M.

Monday, 23 June

8:30 - 10:30 a.m.
Speaker: R.A. Tapia, Rice University
Topic: Applications of Optimization Theory to Statistics (I)

11:00 - 12:00 noon
Discussion session.

7:30 - 9:30 p.m.
Speaker: Carl Kossak, University of Georgia
Topic: The Use of Statistics in Planning

Tuesday, 24 June

8:30 - 10:30 a.m.
Speaker: Chris Tsokos, University of South Florida
Topic: Modeling Pharmacokinetics Systems

11:00 - 12:00 noon
Discussion session.

7:30 - 9:30 p.m.
Speaker: R.A. Tapia, Rice University
Topic: Applications of Optimization Theory to Statistics (II)

Wednesday, 25 June

8:30 - 10:30 a.m.
Speaker: W. Clinton Miller, III
Topic: Interface: Statistics and Health Care Systems

11:00 - 12:00 noon
Discussion session.

7:30 - 9:30 p.m.
Speaker: Wanzer Drane
Topic: Interface: Statistics and Investigation

Thursday, 27 June

8:30 - 10:30 a.m.
Speaker: R.A. Tapia
Topic: Applications of Optimization Theory

11:00 - 12:00 noon
Discussion session

1:30 - 3:30 p.m.
Speaker: H.O. Hartley, Texas A & M University
Topic: A Statistical Critical Path Analysis for PERT (Statistical PERT)

6:30 p.m. Conference Social
Friday, 27 June

8:30 - 10:30 a.m.
Speaker: H.R. van der Vaart, North Carolina State University, Raleigh
Topic: Impact of Mathematical Modeling on Statistical Methods in Life Sciences

11:00 - 12:00 Noon

Conference Summary.
Conference Location and Logistics

Location: Gulf Hills Inn and Golf Club  
         Ocean Springs, Mississippi

Dates:   Arrive Sunday, June 22, 1975, after 2:00 p.m.--  
         Depart Friday, June 27, 1975, by 2:00 p.m.

Cost:    Registration Fee: $25.00

Accommodations:  

<table>
<thead>
<tr>
<th></th>
<th>Villa Accommodations Per Day</th>
<th>New Inn Units Per Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>One person in single room</td>
<td>$28-$32</td>
<td>$38.00</td>
</tr>
<tr>
<td>Two persons in double room</td>
<td>$44-$46</td>
<td>$52.00</td>
</tr>
<tr>
<td>Additional person, 18 or older, sharing a double room</td>
<td>$10</td>
<td>$10</td>
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<tr>
<td>Additional person, 4 through 17, sharing a double room</td>
<td>$7</td>
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<tr>
<td>Additional person, 3 or younger, sharing a double room</td>
<td>$4</td>
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<tr>
<td>Two adjoining double rooms for family group of two adults and one or two children under 18</td>
<td>$72</td>
<td>Regular Rates</td>
</tr>
<tr>
<td>Adjoining parlor available in Inn Units</td>
<td></td>
<td>$25†</td>
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</tbody>
</table>

†Regular rates applies if used as a sleeping Unit.  
   All rates are subject to a 5% State Sales Tax.

*The rates include three full meals, unlimited golf, swimming, tennis,  
   fishing at our pier and one horseback ride per day. Also included  
   are the usual gratuities for dining room and house-keeping personnel,  
   and you are not expected to tip these employees. You may if you so  
   desire tip employees for special services rendered.

All rooms have private baths, television, air conditioning, telephones,  
   direct dial with free local calls. Difference in rate is governed by  
   location and appointments. Check-out time is 2 p.m. We cannot assure  
   that the rooms will be ready for new occupancy until a reasonable time  
   thereafter has been allowed for housekeeper inspection.

Children must be 10 years of age to ride trail, youngers may ride at  
   corral. Our children's supervised activity program, in effect during  
   the entire summer season, is also included in the American Plan Rate.

Deposit: A deposit of $10 per person is required on all confirmed  
   reservations. Deposits are applied on the last day of your stay,  
   but are refundable in case of cancellation, provided that we are  
   given reasonable advance notice.

Sorry, no pets allowed.
Transportation:

By Air: Via Southern Airways to Gulfport, courtesy limousine available from Gulfport to Gulf Hills.

By Car: It is recommended that you come by car so that you will have maximum flexibility to enjoy the many and varied attractions in the area (both in the afternoon and in the evening after the sessions are completed). The Inn is approximately one mile off U.S. Highway 90 at Ocean Springs, approximately four miles East of Biloxi. (The lobby is approximately 100 feet from the first tee of a beautiful 18 hole golf course.)

Extra Curricula Possibilities:

Although it is not possible to list all possible attractions in the area, a few are:

Pete Fountain's performances at his Buena Vista
Many other nightly attractions
Deep Sea fishing by appointment
Daily ferry trips to Ship Island (a national seashore)
Daily tours, by appointment, to many scenic and historic sites in the area.
These are in addition to all of the activities at the Inn itself.

If interested please contact:

Dr. Robert M. Thrall
Department of Mathematical Sciences
Rice University
Houston, Texas 77001
(713) 528-4148 (Ext. 870)
or:

Dr. Roger L. Burford
Department of Quantitative Methods
Louisiana State University
Baton Rouge, Louisiana 70803
(504) 388-2126

To register for this conference, please send this form and your check for $25 made out to SREB Summer Conference 1975 to Dr. Thrall. Hotel registration information will then be forwarded.

NAME ________________________________

INSTITUTION ____________________________

ADDRESS __________________________________

CITY ________________________________

☐ $25 Enclosed
REGISTRANTS
SREB Summer Statistics Conference-1975
Gulf Hills Inn, Ocean Springs, Miss.

1. Jesse C. Arnold
   Department of Statistics
   VPI/SU
   Blacksburg, Virginia  24061

2. Vijay G. Ashar
   Department of Computer Science
   Jackson State University & IBM
   Jackson, Miss.  39217

3. Clayton B. Aucoin
   Department of Mathematics
   Clemson University
   Clemson, S.C.  29631

4. Ralph Bradley
   Department of Statistics
   Florida State University
   Tallahassee, Florida

5. Thomas L. Bratcher
   Department of Mathematics
   University of Southwestern
   Louisiana
   Lafayette, LA  70501

6. Roger L. Burford
   Department of Quantitative Methods
   Louisiana State University
   Baton Rouge, Louisiana  70803

   Emory University Computing Center
   938 Lullwater Road, N.E.
   Atlanta, Georgia  30307

8. Anne F. Clemmer
   Research Triangle Institute
   P.O. Box 12194
   Research Triangle Park, N.C.  27709

9. Thomas A. Clemmer
   National Institute of Environmental
   Health Sciences (NIFHS)
   Research Triangle Park, N.C.  27709

10. Julie Cottrill
    Uppergate House
    Emory University
    Atlanta, Georgia
11. James M. Davenport  
Department of Mathematics  
Texas Tech University  
Lubbock, Texas 79409

12. R.R. Decker  
Ethyl Corporation  
451 Florida Street  
Baton Rouge, LA 70821

13. J. Wanzer Drane  
University of Texas Health Science Center and SMU  
5606 Anita Street  
Dallas, Texas 75206

14. David Frontz  
State Budget and Control Board  
Research and Statistical Services  
State of South Carolina  
P.O. Box 11038  
Columbia, S.C. 29211

15. Bikramjit S. Garcha  
Department of Quantitative Methods  
Georgia State University  
University Plaza  
Atlanta, Georgia 30338

16. Donald A. Gardiner  
Union Carbide Corp, Nuclear Division  
P.O. Box Y  
Oak Ridge, TN 37830

17. David Gosslee  
Union Carbide Corp.-Nuclear Division  
P.O. Box Y  
Oak Ridge, TN 37830

18. Dennis G. Haack  
Department of Statistics  
University of Kentucky  
Lexington, KY 40506

19. Elmer C. Hall  
Department of Biometry - Uppergate House  
Emory University  
Atlanta, GA 30322
20. H.O. Hartley
   Institute of Statistics
   Texas A&M University
   College Station, Texas 77843

21. Lonnie W. Keith
   Department of Mathematics
   J.C. Smith University
   Charlotte, N.C. 28216

22. Carl F. Kossack
   Department of Statistics &
   Computer Science
   University of Georgia
   100 Gatewood Circle
   Athens, GA 30601

23. Michael H. Kutner
   Department of Statistics and Biometry
   Emory University
   Atlanta, GA 30322

24. Harlley E. McKean
   Department of Statistics
   857 Patterson Office Tower
   University of Kentucky
   Lexington, KY 40506

25. Ronald Marks
   Department of Statistics
   G-175 McCarty Hall
   University of Florida
   Gainesville, Fla. 32601

26. David D. Mason
   Institute of Statistics
   N.C. State University
   Box 5457
   Raleigh, N.C. 27607

27. James H. Meade, Jr.
   School of Medicine
   University of Arkansas
   4301 West Markham
   Little Rock, Arkansas 72201

28. Forest L. Miller, Jr.
   Union Carbide Corp, Nuclear Division
   P.O. Box Y
   Oak Ridge, TN 37830

29. M. Clinton Miller, III
   Department of Biometry
   Medical University of South Carolina
   80 Barre Street
   Charleston, S.C. 29401
30. C.N. Moore
   Department of Business Statistics and
   Data Processing
   Mississippi State University
   Box 2141
   Mississippi State, Mississippi 39762

31. C.J. Nelson
   National Center for Toxicological Research
   2904 Breckenridge Drive
   Little Rock, Arkansas 72207

32. Sung H. Park
   Department of Business Statistics and
   Data Processing
   Mississippi State University
   Mississippi State, Mississippi 39762

33. C.P. Quesenberry
   Institute of Statistics
   N.C. State University
   Raleigh, North Carolina 27607

34. Raymond E. Roth
   Bush Science Center
   Rollins College
   Winter Park, Florida 32789

35. Prentiss E. Schilling
   Department of Experimental Statistics
   Louisiana State University
   Baton Rouge, LA 70803

36. David L. Sherry
   University of West Florida
   Pensacola, Fla. 32504

37. R.L. Sielken, Jr.
   Institute of Statistics
   Texas A&M University
   College Station, Texas 77840

38. Eduardo N. Siguel
   National Institute on Drug Abuse
   11400 Rockville Pike, Room 108
   Rockville, Maryland 20852

39. David W. Smith
   Department of Experimental Statistics
   Louisiana State University
   Baton Rouge, LA 70803
40. F. Michael Speed  
Mississippi State University  
109 Woodcrest  
Starkville, Mississippi 39759

41. Richard A. Tapia  
Department of Mathematical Sciences  
Rice University  
Houston, Texas 77001

42. Robert M. Thrall  
Department of Mathematical Sciences  
Rice University  
P.O. Box 1892  
Houston, Texas 77001

43. Eugene Tidmore  
Department of Mathematics  
Baylor University  
Waco, Texas 76703

44. Danny W. Turner  
Department of Mathematics  
Baylor University  
Waco, Texas 76703

45. Cris Tsokos  
Department of Mathematics  
University of South Florida  
Tampa, Florida 33620

46. Irwin Tolins  
Department of Biometry  
Medical University of South Carolina  
80 Barre Street  
Charleston, SC 29401

47. H.R. van der Vaart  
Institute of Statistics  
N.C. State University  
Box 5457  
Raleigh, NC 27607

48. K.T. Wallenius  
Department of Mathematics  
Clemson University  
Clemson, S.C. 29631

49. Robert C. Walls  
School of Medicine  
University of Arkansas  
4301 West Markham  
Little Rock, Arkansas 72201
50. Sidney Weiner  
HRS-41 
Federal Highway Administration 
Washington, D.C. 20590

51. S. Stanley Young  
Eli Lilly & Co.  
P.O. Box 708 - GL 730  
Greenfield, IN 46140
Monday

**Topics in Biometry**

Chairman: Richard L. Scheaffer, University of Florida  
Speakers: Myles Hollander, Florida State University

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Tuesday

**Bio-medical Applications**  
(Emphasizing compartmental analysis)

Chairman: M. Clinton Miller, Medical University of South Carolina

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Wednesday

**Industrial Experimental Design**

Chairman: J. A. Cornell, University of Florida  
Speakers: Peter John, University of Texas

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Thursday

**Statistical Computing**

Chairman: Ramon C. Littell, University of Florida  

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Friday

**Statistics in the South: The Past and Future**  
*Session in Honor of Dr. Boyd Harshbarger*

Chairman: Rudy Freund, Texas A & M University  
Speakers: H. O. Hartley, Texas A & M University
ORGANIZING FOR TEACHING STATISTICS IN COLLEGES AND UNIVERSITIES
SOME POINTS OF INTEREST TO PLANNING GROUPS AND ADMINISTRATORS

1. INTRODUCTION

The question of instruction in statistics is a complicated one because of the way in which the discipline has come into use. Nearly all "subject" disciplines of the humanities, sciences, social sciences, and professionally-oriented disciplines have either direct or peripheral interests in probability and statistics. Some, such as philosophy, find the basic ideas of probability of integral interest in the discipline, as in symbolic logic or the philosophy of science. Others, such as engineering, agriculture, business, the social sciences, linguistics, etc. turn to statistics as an operating or research tool in the discipline, for routine analyses, for the design and analysis of experiments, or for other needs.

2. THE COMMITTEE ON STATISTICS, SREB

The Southern Regional Education Board's Committee on Statistics has been in operation since 1954 (see "Fifteen Years of Cooperation: ... " The American Statistician, Vol. 23, No. 4, October, 1969). Among its contributions have been Cooperative Summer Sessions, Summer Research Conferences, Visiting Lecturer Series and other activities under the auspices of SREB. One of its chief concerns, naturally, is the improvement of instruction in statistics. This Committee offers the following observations and recommendations concerning the teaching of statistics in the desire to identify issues and to suggest workable procedures. Surely different approaches can be successful; we hope we have helped the recognition of pros and cons to facilitate discussion and decisions.
3. SOME BASIC PRINCIPLES

Several principles should be noted before we turn to alternative administrative structures for the teaching of statistics. These may be stated in the form of the following assertions:

There are three major and equally important functions which must be served by a college or university structure for statistics: teaching, research, and service (consulting). Teaching is only one of these needs.

As in virtually any other discipline, the body of knowledge in statistics is sufficiently extensive such that no one individual can serve all the statistical needs of any group, be it a department, college or university.

Due to the extensive involvement of statistics in other disciplines, a good administrative structure for teaching statistics may affect not only fiscal but also intellectual and pedagogical efficiencies in the teaching and use of statistics.

A large proportion of the teaching of statistics at any university consists of "service courses" which are courses taught to non-statisticians to provide them with at least some knowledge of the field.

Each of these needs is discussed briefly below.

There are at least three significant functions which must be addressed by any mode of organization for statistics in an institution of postsecondary education. These are teaching, including theory, practice, undergraduate, graduate, degree programs and service courses; research, including new ways...
of applying statistics in a given discipline, and new theory and applied methodology in statistics per se; and consultative assistance in statistics to students and faculty in support of thesis and other research, both undergraduate and graduate. Such functions interlock with each other in various ways.

Statistics is rather unique in the fact that this consultative assistance is extremely important, not only to the vitality of the discipline, but also to the success of research efforts in a wide variety of other disciplines. Thus the teaching program in statistics of any university must reflect this need, not only with respect to the teaching of statistics to statistics majors, but also with respect to the teaching of statistics to practitioners in the other disciplines.

Another factor which must be understood, in organizing to provide the needed services mentioned above, is the mushrooming size and complexity of the discipline of statistics. We may note in passing that other disciplines, as they grew in size, complexity and usefulness, became represented in the education process by undergraduate and graduate "departments", as for example psychology, earlier, and computing, recently, and that the discipline of statistics does not seem to have followed the pattern widely. A comprehensive outline of statistics shows an astonishing array of branches and sub-branches of theory; practice as applied to sciences, social sciences, medical research, business, etc.; areas of theory and consequent practice based on differing philosophies and approaches, for example, tests of hypotheses, confidence intervals, Bayesian inference, etc.; about 50 professional statistics journals pouring out new advances quarterly, with several hundred, at least, picking up methodology and explicating it or adapting it to "subject" fields such as nutrition, public opinion polling, auditing, petroleum technology -- covering almost all of the world's activities. Let us state this point in
a slightly different way: Professional statisticians understand, as do medical doctors, that their discipline cannot be applied by learning what the procedures are and when to apply them. In every one's personal experience is proof of this — namely, where statistical analyses have been misapplied. In fact, there are an infinite number of procedures and an even larger infinity of "when to apply's", including an infinite number of future situations for which no suitable analysis is as yet known. There is a large measure of art involved in good applied statistics, but the better the theoretical background, the better the art.

A third principle which must be considered is that there are several kinds of efficiencies involved in the matter of structuring for the teaching of statistics. It is possible that savings in personnel can be achieved through the selection of an administrative structure. But there are other savings to be considered — namely, the benefits to the students and to the state of the art of statistics which can come from choosing a structure which will guarantee to the student instructors with the best credentials, the best and most up-to-date theory and practice, and the most experienced instruction in a subject that has proven to be one of the most difficult to teach and make appealing to students. It may be even a matter of argument as to the goals of any single course in statistics and as to the orientation about statistics that a student should bring from the course. Our concern is that the goals be discussed and agreed upon, and that whatever the viewpoint of the course, the instructor possess the credentials to represent himself or herself to students as an expert in statistics. There is good evidence from the generations of students who have been taking traditional courses in statistics taught as mathematical theory or as standard practice in one or another field of application that they are poorly oriented in what statistics is about.
Thus the efficiencies we see, as important perhaps as serving personnel, are those concerned with providing significantly better instruction and better consultative assistance in research projects on a wide scale, from the same total number of personnel. There is also an intellectual efficiency produced by a "bunching up" of personnel, a sharing of ideas, a team which can pool resources to provide flexible services - instruction from many viewpoints, specialties covering the many branches of statistics such as inference, probability, stochastic processes, multivariate analysis, design of experiments, sampling, non-parametric statistics, etc., and specialties covering the knowledge of subject fields of application (e.g., biology, chemistry, linguistics, legal evidence, history, authorship, religion, political science, journalism, anthropology, archaeology, sociology, psychology, engineering, etc.) and experience in applying statistics to that field. It follows that few researchers can diagnose and prescribe the proper statistical design and analysis, that instead, we are in the era of team research where a professional statistician is needed as part of the research effort.

A decision on how to provide the functions we have mentioned, or a suitable selection from them for an individual college or university, has seldom been possible a priori. Rather needs have been met as they arise, and decisions on organization or reorganization become difficult to work out ex post facto.

4. DESCRIPTION AND EVALUATION OF MODES

Several modes of organization have been used. Based on the experience of the Committee, each has advantages and disadvantages. These are presented below as we perceive them. We offer them with the knowledge that almost any structure can work successfully under favorable circumstances and that there
are doubtless other structures that could be devised. Examples of each type of structure are numerous and will not be cited here.

**MODE I: RESIDENT EXPERTS**

**How it Works:** All departments and groups contain one or more statistician, who does the teaching and consulting in the department. Courses in statistics are planned and controlled completely by the department. If there is a Statistics Department, it does not participate in any way in these courses or other activities.

**Strengths:** Group control over curriculum; familiarity of the resident expert with the applications of statistics to the particular discipline; team spirit.

**Weaknesses:** This mode is expensive since it would entail a resident expert in each group or department. Often this cannot be afforded. Hence many groups or departments will be without any statistical services except those provided on a volunteer basis by other departments. Provincial and inbred: since a practitioner tends to be trained in the discipline of application rather than in statistics; will tend to be isolated within his group and hence out of touch with the field of statistics; research dimension of faculty activity tends to be missing; does not contribute to development of new theory and/or practice; teaching omits perspective on role of theory; consultative activities tend to be less than efficient due to difficulty in staying in touch with latest developments; planning of statistics courses and responsibility for them assumed by groups who are experts in other fields; misrepresentation to students of the nature of Statistics as a branch of another discipline.
MODE II: CAMPUS COMMITTEE ON STATISTICS

*How it Works:* A campus-wide group is convened regularly to compare notes, consider cooperative courses, etc.

*Strengths:* Provides vehicle for cooperative activities, communication, mutual support, cross-fertilization, etc.; possibility of joint efforts in consultative activities.

*Weaknesses:* Provides little practical incentive for cooperation; personnel identify completely with disciplines, leaving Statistics "unidentified-with"; many of weaknesses of MODE I.

MODE III: ASSIGNED RESPONSIBILITY

*How it Works:* One of the departments active in statistical teaching is assigned the responsibility for all statistics courses.

*Strengths:* Centralizes responsibility, enabling more efficient planning for needs.

*Weaknesses:* Inability of applicational disciplines to participate in planning of courses for their majors; voice of the world of Statistics not brought to bear on statistical matters; no responsibility for development of theory and practice of statistics; no incentive to work together on mutual needs. Difficulty in evaluation statisticians' performance for promotion and tenure.

MODE IV: STATISTICS CENTER, DEPARTMENT, INSTITUTE

*How it Works:* A group is established to meet all statistical needs in teaching, research, consultative assistance to other disciplines. The group must include professional statisticians who can represent the world of Statistics, but should also include "hybrids" who are dual experts in both Statistics and a field of application, to which they are also formally attached. A number of ways of successfully accomplishing this are
available, one of which, joint appointments, has certain potential advantages in making the faculty participant a full member of both the Statistics group and the group in which he assists in applications.

**Strengths**: The potential is here to solve all problems of isolation, overlap, meeting specific disciplinary needs, development of theory and practice, remaining current, giving optimum consultative assistance as professionals in current practice, etc. There is every incentive for various disciplines and personnel to work together under this arrangement, and every incentive for teachers and practitioners of Statistics to "satisfy" their customers, participate in joint planning of courses, provide examples in their courses from the specific discipline being "serviced," etc.

**Weaknesses**: This arrangement is not traditional, and for this reason, would sometimes require concerted effort and agreement to become effective. The well-known possible sources of difficulties in joint appointments must be carefully defined away beforehand. One weakness of this system is that the users of statistical services, both students in other disciplines and researchers who need statistical consulting services, feel that they have no control over the delivery of these services by a central unit. This has been and can be a legitimate complaint and it is thus incumbent on any statistics unit to organize itself in such a manner as to be sensitive to the needs of the other units in the university and to assure that the delivery is the optimum possible.
ORGANIZING FOR TEACHING STATISTICS IN COLLEGES AND UNIVERSITIES: SOME POINTS OF INTEREST TO PLANNING GROUPS AND ADMINISTRATORS

The question of instruction in statistics is a complicated one because of the way in which the discipline has come into use. Virtually all substantive disciplines -- whether humanities, sciences, social sciences, professionally-oriented or other -- have either direct or peripheral interests in probability and statistics. Some, such as philosophy, find the basic ideas of probability of integral interest in the discipline, as in symbolic logic or the philosophy of science. Others, such as engineering, agriculture, business, the social sciences, medical research, etc. turn to statistics as an operating or research tool in the discipline, for routine analyses, for the design and analysis of experiments, or for other needs.

The Southern Regional Committee on Statistics, among its other activities [1], has had a continuing concern for the problems of instruction in statistics. The Committee offers this position paper out of a desire to identify issues, to suggest workable procedures, and to assist in the recognition of the pros and cons of selected alternative structures. We hope it will be useful in a constructive way, to facilitate discussions and decisions on the troublesome problem of the planning for statistics in education today. Surely, different approaches can be successful under different local conditions; Committee members can provide examples of the different modes of organization as discussed below, on request.

SOME PRINCIPLES

Several principles should be noted before we turn to alternative administrative structures for the teaching of statistics. These may be stated in the form of the following assertions:

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A large proportion of the teaching of statistics at any university consists of "service courses" intended to provide non-statisticians with an introduction to the field.

Each of these principles is discussed briefly below.

FUNCTIONS

There are at least three significant functions which must be addressed by any mode of organization for statistics in an institution of postsecondary education. These are teaching, including theory, practice, undergraduate, graduate, degree programs and service courses; research, including new ways of applying statistics in a given discipline, and new theory and applied methodology in statistics per se; and consultative assistance in statistics to students and faculty in support of thesis and other research, both undergraduate and graduate. Such functions interlock with each other in various ways.

Statistics is rather unique in the fact that this consultative assistance is extremely important, not only to the vitality of the discipline, but also to the success of research efforts in a wide variety of other disciplines. Thus the teaching program in statistics of any university must reflect this need, not only with respect to the teaching of statistics to statistics majors, but also with respect to the teaching of statistics to practitioners in the other disciplines.

COMPLEXITY OF STATISTICS

Another factor which must be understood, in organizing to provide the needed services mentioned above, is the mushrooming size and complexity of the discipline of statistics. We may note in passing that other disciplines, as they grew in size, complexity and usefulness, became represented in the educational process by undergraduate and graduate "departments," as for example psychology, earlier, and computing, recently, and that the discipline of statistics does not seem to have followed the pattern widely. A comprehensive outline of statistics shows an astonishing array of branches and sub-branches of theory; practice as applied to sciences, social sciences, medical research, business, etc.; areas of theory and consequent practice based on differing philosophies and approaches, for example, tests of hypotheses, confidence intervals, Bayesian inference, etc.; about 50 professional statistics journals pouring out new advances quarterly, with several hundred, at least, picking up
methodology and explicating it or adapting it to subject fields such as nutrition, public opinion polling, auditing, petroleum technology -- covering almost all of the world's activities.

Let us state the point in a slightly different way. Professional statistics understand, as do medical doctors, that their discipline cannot be applied by learning what the procedures are and when to apply them. In everyone's personal experience is proof of this -- namely, cases where statistical analyses have been misapplied. In fact, there are an infinite number of procedures that could be devised; thus, no catalog of "when to apply's" could serve an untrained person. There are, moreover, an infinite number of experimental situations that can occur for which no suitable analysis is as yet known. Thus, there is a large measure of art involved in good applied statistics, but the better the theoretical background, the better the practice.

EFFICIENCIES TO BE GAINED

A third principle which must be considered is that there are several kinds of efficiencies involved in the matter of structuring for the teaching of statistics. It is possible that savings in personnel can be achieved through the selection of an administrative structure. But there are other savings to be considered -- namely, the benefits to the students and to the state of the art of statistics which can come from choosing a structure that will guarantee to the student instructors with the best credentials, the best and most up-to-date theory and practice, and the most experienced instruction in a subject that has proven to be one of the most difficult to teach and to make appealing to students. It may be even a matter of argument as to the goals of any single course in statistics and as to the orientation about statistics that a student should bring from the course. Our concern is that the goals be discussed and agreed upon, and that whatever the viewpoint of the course, the instructor possess the credentials to represent himself or herself to students as an expert in statistics. There is good evidence from the generation of students who have been taking traditional courses in statistics taught as mathematical theory or as standard practice in one or another field of application that they are poorly oriented in what statistics is about. Thus the efficiencies we see, as important perhaps as saving personnel, are those concern with providing significantly better instruction and better consultative assistance in research projects on a wide scale, from the same total number of personnel. There is also an intellectual efficiency produced by bringing together a
critical mass of personnel, a team which can pool resources to provide flexible services — instruction from many viewpoints; specialties covering the many branches of statistics such as inference, probability, stochastic processes, multivariate analysis, design of experiments, sampling, non-parametric statistics, etc.; specialties covering the knowledge of subject fields of application (e.g., biology, chemistry, linguistics, legal evidence, history, authorship, religion, political science, journalism, anthropology, archaeology, sociology, psychology, engineering, etc.); experience in applying statistics to the subject field. Few researchers can diagnose and prescribe the proper statistical design and analysis; instead, we are entering an era of team research where access to a professional statistician is needed as part of the research effort.

PLANNING OR RESTRUCTURING

A decision on how to provide the functions mentioned, or a suitable selection from them for an individual college or university, has seldom been possible a priori. Rather, needs have been met as they arose, making decisions on organization or reorganization after the fact very difficult.

Several modes of organization have grown into use. Based on the experience of the Committee, each has advantages and disadvantages. They are presented below as we perceive them. We offer them with the belief that almost any structure can work successfully under favorable circumstances and that there are doubtless other structures that could be devised. Examples of each type of structure are numerous and will not be cited here.

DESCRIPTION AND EVALUATION OF MODES

MODE 1: RESIDENT EXPERTS

How it Works: Each interested department or group contains one or more statistician who do the teaching and consulting in the department. Courses in statistics are planned and controlled completely by the subject departments. If there is also a Statistics Department, it does not participate in any way in these courses or other activities.

Strengths: User control over curriculum; familiarity of the resident expert with the applications of statistics to the particular discipline; team spirit.

Weaknesses: This mode is expensive since it would entail a resident expert in each group or department. If this cannot be afforded, many groups or departments will be without any statistical services except those
provided on a volunteer basis by other departments. Provincial and inbred: since a practitioner tends to be trained in the discipline of application rather than in statistics; will tend to be isolated within his group and hence out of touch with the field of statistics; research dimension of faculty activity in statistics tends to be missing; seldom contributes to development of new theory and/or practice; teaching may omit perspective on role of theory; consultative activities may be less than efficient due to difficulty in staying in touch with latest developments; planning of statistics courses and responsibility for them assumed by groups who are experts in other fields; misrepresentation to students of the nature of statistics as a branch of another discipline.

MODE II: CAMPUS COMMITTEE ON STATISTICS

How It Works: A campus-wide group is convened regularly to compare notes, consider, develop and manage cooperative courses, encourage joint appointments when appropriate, and generally to look out for statistics on the campus.

Strengths: Provides vehicle for cooperative activities, communication, mutual support, cross-fertilization, etc.; possibility of joint efforts in consultative activities.

Weaknesses: Provides little practical incentive for cooperation; personnel may identify completely with their home disciplines, leaving statistics "unidentified-with"; many of weaknesses of MODE I.

MODE III: ASSIGNED RESPONSIBILITY

How It Works: One of the departments active in statistical teaching is assigned the responsibility for all statistics courses.

Strengths: Centralizes responsibility, enabling more efficient planning for needs.

Weaknesses: Inability of applicational disciplines to participate in planning of courses for their majors; little responsibility for development of theory and practice of statistics; may be no incentive to work together on mutual needs. Difficulty in evaluation of statisticians' performance for promotion and tenure.

MODE IV: STATISTICS CENTER, DEPARTMENT, INSTITUTE

How It Works: A group is established to meet all statistical needs in teaching, research and consultative assistance to other disciplines. The group must include professional statisticians who can represent the field of statistics.
but should also include "hybrids" who are dual experts in both statistics and a field of application, to which they are also formally attached. A number of ways of successfully accomplishing this are available, one of which, joint appointments, has certain potential advantages in making the faculty participant a full member of both the statistics group and the group in which he assists in applications.

**Strengths:** The potential is here to solve all problems of isolation, overlap, meeting specific disciplinary needs, development of theory and practice, remaining current, giving optimum consultative assistance as professionals in current practice, etc. There is every incentive for various disciplines and personnel to work together under this arrangement, and every incentive for teachers and practitioners of statistics to "satisfy" their customers, participate in joint planning of courses, provide examples in their courses from the specific discipline being "serviced," etc.

**Weaknesses:** This arrangement is not traditional, and for this reason, will require concerted effort and agreement and talented and cooperative personnel. The well-known sources of possible difficulties in joint appointments must be carefully defined away beforehand, with both groups participating fully in the recruitment decisions. One weakness of this system is that the users of statistical services, both students in other disciplines and researchers who need statistical consulting services, may feel that they have no control over the delivery of these services by a central unit and that therefore their needs will not be met. This can be a legitimate complaint and it is thus necessary to organize any statistics group in such a manner as to be extremely sensitive to the needs of the units being served.

**NOTES**

[1] The Southern Regional Education Board has sponsored the Southern Regional Committee on Statistics since 1954, as one of its many educational functions (see Paul D. Minton and Mary Howard Smith, *Fifteen Years of Cooperation: The Southern Regional Committee on Statistics, The American Statistician*, 23, 23-26, 1969). Among the Committee's contributions have been Cooperative Graduate Summer Sessions, Summer Research Conferences, Visiting Lecturer Series, and other activities.
SOUTHERN REGIONAL EDUCATION BOARD

Committee on Statistics Proposal
for a Program of Visitation Committees

INTRODUCTION

The question of the most effective implementation of an educational program in statistics is complicated by the fact that nearly all disciplines have either direct or peripheral interests in this subject. This occurs largely because statistical methodologies are heavily used in almost all types of research but also because of other interests in the subject per se. Hence statistics is largely a service profession, and it consequently has a much greater impact than one would infer from a census of professional statisticians; in addition, its visibility may be blinded by the large membership of other disciplines and professions. Therefore, statisticians may require different environments from those supplied to practitioners of other disciplines. However, due to the above mentioned conditions, they may have difficulties in making this requirement known.

A Committee on Statistics was organized under a Memorandum of Agreement sponsored by the Southern Regional Education Board in 1954. This Committee has been in continuous operation since that time and has contributed heavily to the success of statistics programs in the Southern Region. This has been accomplished by many and varied programs including cooperative summer sessions, summer research conferences, visiting lecturer series, and other activities. In addition, individual members of this Committee have often helped universities and other institutions by providing informal advice and consultation pertaining to their statistical programs.
Using as a base the experiences and expertise of its various members, the Committee on Statistics studies many aspects of the operation of the statistics discipline. Such studies may result in reports or "position papers" summarizing the study and making recommendations. One recently issued position paper concerns the method in which universities may implement an instructional program in statistics. Other issues currently being studied include the role of statistics in various fields of application, the interaction between statistics and computing centers, the operation of statistical consulting centers, etc.

The purpose of the position papers is to provide an authoritative statement on certain problems facing the discipline of statistics that may be used by administrators of universities and other organizations to more effectively implement the role of statistics. Such position papers are of little use unless they are read and understood by appropriate administrators; unfortunately, these individuals are unlikely to come in contact with these position papers and have the opportunity to closely examine their content. For this reason, the Committee on Statistics of the Southern Regional Education Board has developed a procedure to provide visitation committees which, on invitation, will visit institutions and explain to administrators the principles of the position papers, how they may be implemented, and the advantages and disadvantages of different implementation alternatives.

IMPLEMENTATION

The visitations program will be administered by a subcommittee on visitation whose chairman and other members will be appointed by the chairman of the Committee on Statistics. The subcommittee will have six members whose terms shall be for a period of three years and be rotated in such a manner as to provide continuity of membership.
Any institution of higher learning or research in the states served
by the Southern Regional Education Board may request a visitation directly
through the Board itself or through any member of the Committee on Statistics.
A request for visitation will be forwarded to the chairman of the subcommittee
who will appoint one member of the subcommittee to act as leader of the
visitation team. This designated leader, in consultation with the subcommittee
chairman, will select an appropriate number of other visitors (not restricted
to members of the subcommittee) to perform the visitation. After the visit,
the team will forward a report to the subcommittee which, if it approves
of the report, will forward it to the institution having been visited. A
copy will be sent to the chairman of the Committee on Statistics.

CAVEAT

It must be emphasized that such a visitation and the resulting report
is not to be considered as any type of accreditation of a particular
institution or its statistics program. The members of the visitation
team may, of course, acquire knowledge which can form the basis for
evaluations on the quality of the program being visited. The members of the
visitation team may, if requested, provide such evaluations only if they are
submitted directly to the visited institution by individual members of the
team and it is explicitly stated in their reports that any such evaluation
is made individually by members of the team and that said evaluation is not
to be construed in any manner to be a part of the report submitted through
the Committee on Statistics of the Southern Regional Education Board.

PUBLICITY

As its first task, the subcommittee on visitations will prepare a
brochure describing the visitation program. A copy of this brochure will
be forwarded to the Southern Regional Education Board with a request to distribute it to all member institutions in a manner and at a time convenient to the Board. The content of the pamphlet will also be included in subsequent issues of the brochure, Statistics Program in the South. Individual members of the Committee on Statistics may also distribute the brochure.

FISCAL MATTERS

The visited institution is expected to underwrite all expenses of the members of the visitation team. A small honorarium may be accepted but is not required.
AUBURN UNIVERSITY

SCHOOL OF AGRICULTURE AND
AGRICULTURAL EXPERIMENT STATION SYSTEM

Office of the Dean and Director
Telephone 826-4838
Area Code 205

COMMITTEE ON STATISTICS
SOUTHERN REGIONAL EDUCATION BOARD

Report of Subcommittee on Informational Services

October 9, 1975

The brochure, "Statistics Programs in the South, 1975" has been distributed. Limited distribution was made at the A.S.A. meetings in Atlanta. Many thanks are due to Dr. Jerry Gardner and the Publications staff of S.R.E.B. for handling the printing and distribution.

The costs of printing and mailing "Statistics Programs in the South, 1975" are as follows:

- Printing of 6,000 brochures $2,307.00
- Mailing list (AMS) 117.14
- Mailing list (ASA) 121.31
- Mailing cost (postage and labor) 690.60

Total cost $3,236.05

The pro-rata share for each member institution is $98.06. This is payable to the S.R.E.B.

A. Clifford Cohen
Jamie J. Goode
Elmer C. Hall
William Mendenhall
Richard M. Patterson, Chairman
Jack Testerman
A RESUME OF THE REPORTS ON

STATISTICS IN COLLEGES AND UNIVERSITIES OF THE SOUTH

1a. Statistics in Southern Colleges and Universities, SREB
1b. Statistics in the University Instruction and Facilities as gathered by H.H. Chapman and Ruth G. O'Steen, SREB

2. History of Statistics, University of Alabama
3. History of Statistics, Clemson University

5. History of Statistics, Emory University
6. History of Statistics, University of Florida
7. History of Statistics, Florida State University
8. History of Statistics, Florida Technological University

9. History of Statistics, University of Georgia
10. History of Statistics, University of Kentucky
11. History of Statistics, Louisiana State University
12. History of Statistics, University of Southwestern Louisiana
13. History of Statistics, Mississippi State University

14. History of Statistics, University of North Carolina
15. History of Statistics, North Carolina State University
16. History of Statistics, Oak Ridge and Associated Universities

17. History of Statistics, Oklahoma State University
18. History of Statistics, Rice University
19. History of Statistics, University of South Carolina
20. History of Statistics, Medical University of South Carolina
21. History of Statistics, Southern Methodist University
22. History of Statistics, University of Tennessee at Knoxville
23. History of Statistics, Texas A & M University
24. History of Statistics, Texas Tech University
25. History of Statistics, Vanderbilt University

27. History of Statistics, Virginia Polytechnic Institute and State University

*Members of the Commission on Statistics. Other schools in 1954 which were members of the Commission on Statistics were University of Mississippi, Tuskegee Institute, Tulane University, Georgia Institute of Technology, Texas Southern University, University of Texas.
SEVENTEENTH GRADUATE SUMMER SESSION OF STATISTICS IN THE HEALTH SCIENCES

1975
Vanderbilt University
Preliminary Summary

For Presentation at Joint Statistical Meetings
Atlanta, Georgia August 25-28 1975

C. F. Federspiel, Ph.D.
William Cronas, Ph.D.
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* No session was held in 1967.
** Previously included in "Other" category
*** Other category includes all foreign nationals except regular students in U.S. universities.
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<td>2:25-3:40 pm</td>
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* June 23-July 11  
** July 14-August 1

+ Instructors for Special Topics

<p>| June 23-27    | Chernow |
| June 30-July 1 | Dillon |
| July 7-11     | Loup |
| July 14-18    | Hull |
| July 21-25    | Chiang |
| July 28-30    | Taylor |</p>
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* No session was held in 1967.
** Titled "Research Design in Medicine" in 1975.
*** Titled "Categorical Data Analysis" in 1975.
**** Titled "Bayesian Inference" in 1975.
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<tr>
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<tr>
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<tr>
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<td>Special Topics in Biostatistics</td>
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<td>Biomathematics</td>
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* Instructors for Special Topics:

- Robert Chernov (June 23-27)  
- Ann Dillon (June 30-July 4)  
- Roland J. Loup (July 7-11)   
- Elmer C. Hall (July 14-18)   
- Chin Long Chiang (July 21-25)  
- William F. Taylor (July 28-30)