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ARTICLE IN FAVOR OF A UNICAMERAL LEGISLATURE

BY: WALTER J. BILDER

The division of legislative bodies in this country into two parts had its historical origin in a form of social structure which was composed of two social classes, namely: an aristocracy and the common people, an upper class and a lower class. The prototype for two-house legislatures was the English Parliament. The respective names of the two houses of the English Parliament, namely: the House of Lords and the House of Commons, are historic monuments to the two-class society to which the bicameral form of legislature owes its origin.

In the course of many centuries the governmental power of the House of Lords diminished to the vanishing point so that today all legislative power in the government of Great Britain is possessed by the House of Commons, and the House of Lords has become virtually a governmental vestige. Thus today England, the historical parent of our own bicameral legislative system, has a unicameral legislature.

During the 17th century, the American colonial legislatures almost without exception were unicameral in form. In their unicameral form the colonial legislatures consisted of the colonial Governor and his Council and a group of deputies elected by the people. In New Jersey the frame of government

drawn up by the proprietors in 1665 vested the legislative power in an Assembly comprised of the Governor, six to twelve Councilors and twelve Deputies elected by the people. However, the people of the colonies came to recognize that the Governor and his Council really were the spokesmen of the royal or proprietary rulers and that only the Deputies were the agents of the people. This idea that the members of the single Assembly represented two distinct and different social orders led gradually to the division of the legislature into two houses, meeting and voting separately; and by 1763 all of the colonies except Pennsylvania and Delaware had bicameral legislatures.

The Declaration of Independence in 1776 necessitated the establishment of state governments and between 1776 and 1781 eleven of the thirteen colonies framed new constitutions. Nine of these state constitutions provided for bicameral legislatures and two of them, namely, Pennsylvania and Georgia, adopted constitutions providing for a single legislative chamber. It is notable that Pennsylvania had a unicameral legislature from 1701 to 1776 and retained this unicameral form of legislature after it became a state until the year 1789.

by New Jersey in 1776 required that a member of the upper branch of the legislature should be a freeholder of the county and be worth at least 1,000 pounds, while a member of the lower branch was only required to be worth 500 pounds.

With reference to this difference between the qualifications which the voters were required to have in respect of the upper house of the state legislatures and the lower house/ ^{respectively} a noted historian says: "the barriers to universal manhood suffrage in the early American states served as a defense for property rights, and in most of the states the Senate afforded special representation to wealth. The representation of mere man was left to the lower house . . . this was a conscious purpose in the formation of the second chamber."

When the federal Convention met in Philadelphia in 1787 and drew up a Constitution providing for a bicameral federal legislature, the delegates were naturally under the influence of the example of the bicameral system which existed in most of the states from which they came. But the real cause of the provision for a bicameral Congress was the deadlock between the small states and the large states, the former demanding that there should be a single chamber in which all of the states would have equal voting strength (known as the

The adoption of the bicameral form of legislature by most of the colonies after they became independent states was attributable to the fact that, although there was no aristocracy in the colonies, there were well recognized social distinctions based on wealth instead of on birth. Accordingly, the upper house of the bicameral legislature in the independent states was regarded as a convenient device for the special representation of the wealthy and propertied class. What secured this special representation was the fact that there were two general types of political restrictions on the right to vote or the right to hold office. These restrictions were based on the ownership of property or the amount of income, and the amount of property or income which a person was required to have in order to be qualified to vote for the election of members of the upper house of the legislature or to hold office in the upper house was much greater than the amount of property or income which was required with reference to the lower house. In this connection it is notable that Thomas Jefferson objected to Virginia's maintaining the same qualification for the electors of both houses of the legislature in that state on the ground that if both houses represented the same electorate, one of the houses would be superfluous and should be dispensed with. The Constitution adopted

New Jersey plan) and the large states demanding a two-house Congress with membership in both houses to be based on proportionate representation (known as the Virginia plan.) This deadlock was broken by the Connecticut Compromise under which the states were to have equal representation in the Senate and proportional representation in the House of Representatives. This arrangement was copied in the states like New Jersey, where representation in the state Senate was afforded to geographical units as such.

In another very important respect the example of the federal Constitution was followed by the states, namely: the assignment of special powers and functions to the upper house not shared by the lower house. In the case of the federal Constitution this governmental differentiation between the Senate and the House of Representatives was dictated by the fact that the federal Constitution-makers actually feared the possession of too much governmental power by the people. To quote a noted historian, the delegates to the Constitutional Convention "were almost without exception members of the upper, propertied classes. They were alarmed by such signs of incipient democracy as Shay's Rebellion . . . in Massachusetts. To them democracy was synonymous with confusion and licentiousness."

In the same vein Alexander Hamilton said: "All communities divide themselves into the few and the many. The first are the rich and well born, the other the mass of the people. The voice of the people has been said to be the voice of God; and however generally this maxim has been quoted and believed, it is not true in fact. The people are turbulent and changing; they seldom judge or determine right. Give therefore to the first class a distinct, permanent share in the government. They will check the unsteadiness of the second, and as they cannot receive any advantage by a change, they therefore will ever maintain good government."

In line with this view, the federal Constitution originally was framed to provide for the election of the Senate by the state legislatures so that the Senate would not be subject to popular control and therefore would be a bulwark of the propertied classes against the propertyless masses. This view was expressed by Edmund Randolph, one of the delegates, in the following words: "The object of the second branch is to control the democratic branch of the national legislature." It is thus plainly evident that in adopting the bicameral form of legislature, the states were endorsing an idea that an upper house of the legislature was needed in order to

afford special protection to the interests of the relatively small wealthy portion of the electorate against legislation adverse to their interests by the lower house which represented the mass of the electorate who were without wealth.

In considering the question of whether the proposed new Constitution of New Jersey shall provide for a bicameral legislature or a unicameral legislature, it is of transcendent and critical importance to realize that if a bicameral form of legislature is adopted, the people of New Jersey will not be following an example furnished either by New Jersey's present Constitution or the Constitution of 1844 which preceded it. For, under those Constitutions representation in the upper house of the legislature is based, not upon proportional representation, but on geographical divisions of the state treated as political units. Thus in the year 1938, eight of the state's counties containing four-fifths of the population of the state had eight Senators, while thirteen counties containing one-fifth of the population of the state, had thirteen Senators. The situation today is comparable to what it was in 1938.

However, if the proposed new Constitution of this state provides for a bicameral legislature, both houses of the

legislature must be based upon proportional representation. This means that a bicameral system under the proposed new Constitution would be something totally novel and untried in the history of this or any other state. Therefore it would lack totally the powerful support which any form of social action always derives from historical precedent or past experience. A bicameral system in which both houses are based upon proportional representation would be a political innovation. It follows from this important fact that all of the usual arguments advanced to justify a bicameral system would be wholly inapplicable. The incontrovertible fact is that a bicameral legislature in the proposed new Constitution of New Jersey would produce a sheer duplication in the legislative portion of the structure of our state government.

Chief among the traditional arguments advanced to justify a bicameral legislature is the claim that an upper house is needed to check the legislative power of the lower house. Obviously, such an argument is inapplicable to a bicameral legislative system in which both houses are based on proportional representation. For, if so applied, the argument would amount to saying that the people of the state need to elect two sets of legislative representatives so that each

set can act as a check on the other. Such an argument is self-evidently absurd. Indeed, if each of two sets of legislative representatives were really to perform the function of checking the action of the other, the resulting situation could only be aptly described by Benjamin Franklin's statement in which he likened a two-house legislature to a wagon with a horse hitched to each end pulling in the opposite direction.

I have said that if the people of New Jersey now adopt a Constitution which provides for a bicameral legislation they will not be following any historical political precedent but will be making an unheard-of political innovation. Yet, in another sense, the provision of a bicameral form of legislature in the proposed new Constitution will not be the breaking of new political ground but will be the continuing occupation of very old political ground, - ground which is utterly unsuitable for and incompatible with a democratic society. For, the bicameral form of legislature originated in a two-class society, one in which there was an upper social class and a lower social class; the bicameral system has always derived its claimed justification from the alleged need for protecting the interests of the upper class

from injury by the legislative action of the lower class; and the inclusion of the bicameral system in the proposed new Constitution of this state will serve to perpetuate a socially-invidious and ^{virtually} ~~solely~~-obstructive political anachronism.

In conclusion, I would like to call attention to the all-important fact that this Constitutional Convention affords to the people of this state a golden opportunity to do away with one of the most harmful and anti-democratic features of the state's present governmental structure, namely: the power of each member of the Senate virtually to control appointments to office in his county which are within the appointive power of the state's Executive to make. Not the least of the salutary results of a unicameral legislature in this state will be the abolishment of this dictatorial anomaly in our democratic form of state government.

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annual
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1971



WICHE

A REPORT TO THE GOVERNORS,
THE LEGISLATORS, AND THE PEOPLE
OF THE 13 WESTERN STATES.

WESTERN INTERSTATE COMMISSION
FOR HIGHER EDUCATION.

P.O. DRAWER P,
BOULDER, COLORADO 80302,

JANUARY, 1972

WICHE is a public agency through which the people of the West work together across state lines to expand and improve education beyond the high school.



HISTORY:

- was created to administer the Western Regional Education Compact, which has been adopted by the legislatures of all the 13 western states;
- was formally established in 1951, after ratification of the compact by five state legislatures; program activities began in 1953.

ORGANIZATION:

- is composed of 39 commissioners, three from each state, appointed by their governors; they serve without pay;
- is served by a small professional staff, supplemented by consultants, councils, and committees.

PURPOSE:

- seeks to increase educational opportunities for western youth;
- assists colleges and universities to improve both their academic programs and their institutional management;
- aids in expanding the supply of specialized manpower in the West;
- helps colleges and universities appraise and respond to changing educational and social needs of the region;
- informs the public about the needs of higher education.

PROGRAM AND PHILOSOPHY:

- serves as a fact-finding agency and a clearinghouse of information about higher education and makes basic studies of educational needs and resources in the West;
- acts as a catalyst in helping the member states work out programs of mutual advantage by gathering information, analyzing problems, and suggesting solutions;
- serves the states and institutions as an administrative and fiscal agent for carrying out interstate arrangements for educational services;
- has no authority or control over the member states or individual educational institutions; it works by building consensus based on joint deliberation and the recognition of relevant facts and arguments.

FINANCES:

- is financed in part by appropriations from the member states of \$15,000 annually; the states also contribute \$7,500 each to participate in a regional program in mental health, mental retardation, special education, corrections, rehabilitation, and the helping services;
- receives grants and contracts for special projects from private foundations and public agencies; for each dollar provided by the states during Fiscal Year 1972, WICHE will expend more than \$17 from non-state sources; in the past 16 years, grant and contract commitments have exceeded \$25 million.





a message from the director

Twenty years ago, in 1951, the Governors of five Western states signed legislation establishing the Western Regional Education Compact. By 1953, three other states joined; the first executive director was appointed; and program activity began. By 1959, all 13 eligible states had joined.

To date, the 13 western states have invested \$3,053,000 in WICHE's operation.

Question: What have the states received in return?

Answer: The "seed money" provided by the western states has made them beneficiaries of a host of significant regional programs. These programs have been mounted by WICHE and largely funded by private and public agencies, with grants totalling \$25 million. Over the years, the ratio of state dollars to grant dollars has been nearly eight to one. And this current year, the ratio is \$17 of grant support to \$1 of state support. In other words, just for the dollar-for-dollar value, WICHE has proved to be a good investment for the western states.

This year's annual report can only highlight a few of WICHE's significant contributions. But as in years past, WICHE has continued its efforts to increase and improve educational opportunity for the people of the West, and to assist the colleges and universities to improve both their academic programs and their institutional management.

For example, the Student Exchange Programs, WICHE's oldest programs, have been expanded once again. New fields of professional education have been included which are not offered by sending states. This year, the number of exchange students rose to an all time high of 790. These students come from 11 states and attend 42 different professional schools. Since 1953, WICHE has served as the educational broker on behalf of the sending states and the receiving schools. In total, this accounts for 7,747 student years.

Currently, WICHE's 45 separately budgeted programs are organized under three divisions: General Regional Programs, Mental Health and Related Areas, and the National Center for Higher Education Management Systems at WICHE. The activities of each of these divisions are briefly outlined in the body of this report.

Fee Increase

At WICHE's annual meeting last August, the Commissioners voted to request the state legislatures to raise the WICHE yearly appropriation from its present \$15,000 per state to \$28,000. It will be ten years (1963) since WICHE last made such a request. The increase was carefully considered by the Commission, whose members agreed that this modest increase (an average of 6.4% per year) is needed to offset inflation and to provide for the increased costs of on-going programs.

These additional dollars will strengthen WICHE:

- by providing seed money for developing new programs to meet emerging, crucial higher education needs;
- by providing dollars for important grants which do not provide 100% funding;
- by providing a better balance between "hard" state dollars and "soft" grant dollars, to insure WICHE's continued viability;
- and by insuring the continuation of the biennial Legislative Work Conference.

But most important, it will reaffirm the West's commitment to WICHE and to the regional approach for solving selected problems in higher education.

The Commissioners and staff feel confident that WICHE has proved that it can grow with the times, and respond to contemporary needs. Over the years, WICHE has effectively identified higher education problems in the West and contributed significantly to their solution. This has been demonstrated by the increasing support of granting agencies, which have spotted WICHE as a doer in higher education.

Thus after ten years of accomplishment, the Commissioners did not hesitate to request an adjustment of the WICHE appropriation from the states. They felt confident that WICHE had proved its ability to pay the highest of dividends for the states' investment.

We seek the support of all those who think likewise.

Robert H. Kroepsch
Executive Director

commissioners

As of January, 1972

The WICHE Commission is composed of 39 dedicated men and women, who serve without pay as the board of directors for the organization. They are the decision makers, the providers of ideas, and the takers of the western pulse in higher education.



1971—1972

Chairman

Francis A. Barrett, M.D., Wyoming

Vice-Chairman

Dr. Roy E. Lieuallen, Oregon

Each western state is represented by three commissioners, appointed to four-year terms by the governor. One commissioner from each state must be actively involved in higher education. The other two are drawn from such wide-ranging fields as state government, medicine, law, business, and other areas.

ALASKA

*Mrs. Delio Pruhs, Fairbanks

John S. Hellenthal, Attorney, Anchorage

Dr. William R. Wood, President, University of Alaska

ARIZONA

*Dr. Richard A. Harvill, President Emeritus, University of Arizona

W.O. (Fred) Craft, Jr., Assistant U.S. Attorney, Phoenix

Dermont W. Melick, M.D., Coordinator, Arizona Regional Medical Program, College of Medicine, University of Arizona

CALIFORNIA

*Dr. Rita R. Campbell, Senior Fellow, Hoover Institution, Stanford University

Dr. Glenn S. Dumke, Chancellor, California State College and University System, Los Angeles

Dr. W. Ballantine Henley, President of the Board of Trustees, United Church of Religious Science, Los Angeles

COLORADO

*Dr. Kathryn M. Smith, Dean, School of Nursing, University of Colorado Medical Center

Dr. William E. Morgan, President Emeritus, Colorado State University

C. Gale Sellens, President, Lakeside National Bank, Wheatridge

HAWAII

*Dr. Frederick P. Hachlen, Jr., Professor of Educational Psychology, University of Hawaii

John B. Connell, Life Underwriter, Insurance Company; Communications Coordinator, Model Cities Program, Kailua

George Goto, M.D., Honolulu



IDAHO

*Martha D. Jones, M.D., Boise

Dr. John B. Barnes, President, Boise State College

Dr. William E. Davis, President, Idaho State University



MONTANA

*Warren D. Bowman, M.D., Billings

Edward W. Nelson, Executive Secretary, The Montana University System, Helena

Herman C. Ross, D.V.M., Kalispell



NEVADA

*Dr. Juanita Grace White, State Assemblyman, Boulder City

Fred M. Anderson, M.D., Regent, University of Nevada

Dr. Thomas T. Tucker, Chairman, Department of School Administration and Supervision, College of Education, University of Nevada



NEW MEXICO

*Carter Kirk, Land Developer, Dering

Dr. Forral Heady, President, University of New Mexico

Clory B. Tafoya, Principal, Valencia Elementary School, Los Lunas



OREGON

*Mrs. Edna Scales, Portland

Dr. Roy E. Lieuallen, Chancellor, Oregon State System of Higher Education, Eugene

Lynn W. Newbry, State Senator, Ashland





UTAH

- *Richard J. Maughan, Member, State Board of Higher Education; Attorney, Salt Lake City
- Dr. G. Homer Durham, Commissioner, State Board of Higher Education, Salt Lake City
- Mrs. Dorothy K. Watkiss, Member, University of Utah Institutional Council



WASHINGTON

- *Gordon Sandison, State Senator; Insurance Broker, Port Angeles
- James Furman, Executive Coordinator, Council on Higher Education, Olympia
- Dr. Glenn Terrell, President, Washington State University



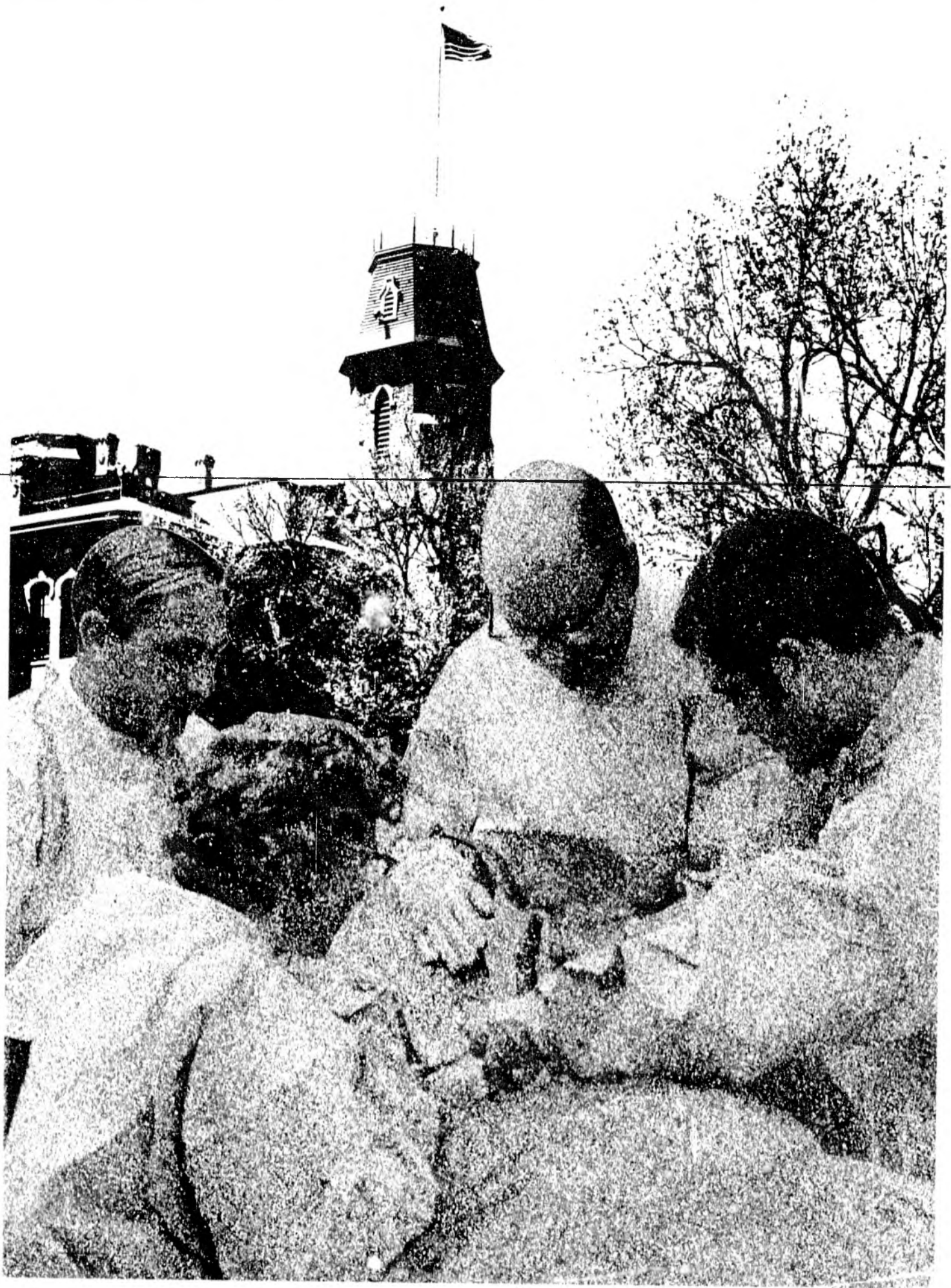
WYOMING

- *Richard R. Jones, State Senator, Cody
- Francis A. Barrett, M.D., Cheyenne
- Dr. William D. Carlson, President, University of Wyoming

*Members, Executive Committee

chairmen of WICHE

1951-53	Dr. O. Meredith Wilson	Dean, University College, University of Utah
1953-54	Dr. Tom L. Popejoy	President, University of New Mexico
1954-55	Dr. G. D. Humphrey	President, University of Wyoming
1955-56	Frank L. McPhail, M.D.	Physician, Great Falls, Montana
1956-57	Ward Darley, M.D.	President, University of Colorado
1957-58	Frank J. Van Dyke	Attorney, Medford, Oregon
1958-59	Dr. Fred D. Fagg, Jr.	President Emeritus, University of Southern California
1959-60	Dr. Richard A. Harvill	President, University of Arizona
1960-61	Alfred M. Popma, M.D.	Physician, Boise, Idaho
1961-62	Dr. C. Clement French	President, Washington State University
1962-63	Dr. Charles J. Armstrong	President, University of Nevada
1963-64	Dermont W. Melick, M.D.	Physician, Phoenix, Arizona
1964-65	Dr. Willard Wilson	Secretary, University of Hawaii
1965-66	Mrs. Thomas Scales	Collector of Customs, Portland, Oregon
1966-67	Dr. William R. Wood	President, University of Alaska
1967-68	Gordon Sandison	State Senator, Port Angeles, Washington
1968-69	Dr. Merle E. Allen	Director, Coordinating Council of Higher Education, Utah
1969-70	John G. Mackie	Assistant Professor, Colorado Mountain College; Attorney, Carbondale
1970-71	Dr. Rita R. Campbell	Senior Fellow, Hoover Institution, Stanford University, California
1971-72	Francis A. Barrett, M.D.	Physician, Cheyenne, Wyoming





division of general regional programs

From the surgical table to the campus, WICHE's Division of General Regional Programs carries forth projects and programs which strike to the core of many western needs in higher education.

In this division, higher education is viewed from the broadest possible perspective. Programs are developed to meet both on-campus and of-campus needs.

Dr. Kevin Bunnell



Mrs. Patricia Locke (at right), director, WICHE's Ethnic Programs in Higher Education, outlines program plans for increasing access to higher education for Blacks, Chicanos, Asians, and Indians.

In recent years, health has been a major concern in the West. Therefore, this division, responding to the need, has concentrated on health education. One example is the \$1 million-a-year Mountain States Regional Medical Program covering the states of Idaho, Montana, Nevada, and Wyoming. Other examples include seven separate programs in nursing education. And there is the Student Exchange Program, which now offers interstate educational opportunities in eight health fields.

The Division of General Regional Programs has responded to other educational needs, as well. Programs have been mounted to improve and expand education's offerings for ethnic minorities, to train library personnel, to give college students a taste of real life with internship experiences, and to boost educational opportunities for community college students.

Division Director Kevin Bunnell describes the General Regional Programs as flexible. They are ready to meet new, and even unpredicted, needs in higher education. Of course as a regional agency, WICHE concentrates on interstate and interinstitutional programming.

According to Dr. Bunnell, program development is the heart of this division. The sole mission of the Special Higher Education Programs (SHEP) unit is to take the western pulse and create new and needed programs. Other division programs also concentrate on project development.

The products of this creativity have been many and varied. But perhaps most impressive have been the Mountain States Regional Medical Program and the SHEP-created National Center for Higher Education Management Systems, now a separate WICHE division with national importance.

division of general regional programs



Jack Arbolino, executive director, College-Level Examination Program, College Entrance Examination Board, speaks at a WICHE conference on Credit by Examination.

These Wyoming physicians carefully examine the subject during a surgical refresher course conducted by the Mountain States Regional Medical Program.



STUDENT EXCHANGE PROGRAMS

To share the educational resources of the West by providing opportunities for professional education when the specialty is not offered within the boundaries of the sending state through a system of student exchanges implemented at cooperating schools. Student exchange models may or may not involve interstate exchange of money.



Above. The topic was teaching innovations for nursing educators. Prof. Crysta Lange (top, right) of Delta (Mich.) College, coaches this nurse in simulation gameplaying. Chalk in hand, James Kent, Denver-based urban expert, explains community development.

Right. AA-degree nursing faculty pick up mental health concepts. Mrs. Joyce Reising (left), nursing instructor, Loma Linda U., jots notes during on-the-ward training. Miss Sandra Garfield (right), educational coordinator, Resthaven Psychiatric Hospital, explains the basics of psychodrama.



SPECIAL HIGHER EDUCATION PROGRAMS

To identify pertinent problems confronting general higher education in the West; to explore alternative solutions to these problems in cooperation with the West's colleges and universities; to begin preliminary program development designed to meet identified needs of the region; and to operate on a continuing basis a small number of higher education programs which provide necessary services to the people of the West.

MOUNTAIN STATES COMMUNITY COLLEGE CONSORTIUM

To enhance educational opportunities for students in community colleges in the four-state area of Idaho, Montana, Utah, and Wyoming. This will be achieved through interstate and interinstitutional cooperation and programming geared to the resolution of common problems that participating institutions share as small, geographically isolated, "developing institutions."

ETHNIC PROGRAMS IN HIGHER EDUCATION

To expand minority group access to higher education and to improve the relevance of educational experiences for these students and their communities.

WESTERN COUNCIL ON HIGHER EDUCATION FOR NURSING

To increase educational opportunities for students in nursing by developing programs in nursing education, based on sound educational principles to identify and organize ways of coping with general nursing problems; and to improve care of patients by disseminating this knowledge throughout the western region.

CONTINUING EDUCATION PROGRAM FOR NURSES

To improve the leadership skills of nurses in teaching, supervision, and administrative positions through a series of short conferences aimed toward improving patient care provided for agencies and institutions employing the participant nurses.

NURSING RESEARCH CONFERENCES PROGRAM

Through an annual conference on nursing research, to share research findings, to receive and give stimulation for further research, and to facilitate the application of findings to patient care. Faculty are stimulated to use results of research in planning nursing school curricula.

REGIONAL PROGRAM FOR NURSING RESEARCH AND DEVELOPMENT

To provide a three-year program of consultation and work clinics directed toward increasing skills of nurses who are undertaking research, particularly in the area of patient care and care delivery, and then assisting these nurses to develop research projects. The goal of the program is to increase the number and quality of nursing research projects in the West.

IMPROVEMENT OF NURSING CURRICULA

To improve and revise curricula in western schools of nursing through integration of selected core concepts of nursing into associate degree, baccalaureate, and graduate programs; to provide information on and stimulate the use of additional innovations in the teaching-learning process.

CONTINUING EDUCATION PROGRAM FOR PSYCHIATRIC NURSES

To assist faculty in associate degree nursing programs to increase their content and skills in psychiatric mental health concepts throughout the nursing curriculum; and to increase the use of psychiatric mental health concepts by nurses in any health care setting.



Resources Development Intern Barbara Greebe trained Lakewood (Colo.) policemen in videotaping techniques last summer.

NURSE FACULTY DEVELOPMENT TO MEET MINORITY GROUP NEEDS

To increase the numbers of minority group students who are recruited and complete nursing programs and to modify existing programs of nursing to include content which will increase the potential of their graduates to provide services relevant to the health needs of minority group communities. The project proposes to achieve these aims through a three-year regional faculty development program.

CONTINUING EDUCATION PROGRAM FOR LIBRARY PERSONNEL

To demonstrate and evaluate the effectiveness of a variety of continuing education methods, materials, and programs in preparing library personnel in all types of libraries and to effect positive change in the delivery of library services.



The soft whirring of 16 mm. cameras backgrounded the 13th annual College and University Self-Study Institute on "The Public Challenge and the Campus Response." Speakers included Dr. Warren Martin, of the Center for Research and Development in Higher Education, Berkeley; and Dr. John Silber, president, Boston U.



MOUNTAIN STATES REGIONAL MEDICAL PROGRAMS

To develop programs in response to major needs in the four states of Idaho, Montana, Nevada, and Wyoming for continuing education for health personnel and for facilities which will strengthen the capacity of physicians and other health professionals to treat heart disease, cancer, stroke, and related diseases.

Operational Programs

1. Core Operation
2. Coronary Care Training—Montana
3. Cancer Education and Treatment Center (Mountain States Tumor Institute)
4. Continuation Education for Health Professionals in Montana
5. Rocky Mountain Tumor Registry
6. Continuing Nursing Education—Nevada
7. Continuing Education in Inhalation Therapy for Physicians, Therapists, and Nurses
8. Consulting Team Approach to Continuing Education for Health Service Personnel in Rural Communities in Nevada
9. Continuing Nursing Education—Idaho
10. Coronary Care Training—Southwest Idaho
11. Continuation Education for Nursing—Wyoming
12. Continuation Education for Nursing—Montana

RESOURCES DEVELOPMENT INTERNSHIP PROGRAM

To promote the productive interchange of ideas between the academic community, including students, and the participants in community organizations throughout the West, especially by means of the process of service-learning, by building bridges between educational institutions and community organizations, and by developing new and innovative supplementary projects.





division of mental health and related areas

It's a leap of lifetimes and of life styles—from the bloody past and grey frustration of the streets in Watts, here symbolized by Watts Towers, to the bright, sun-filled promises of this young artist for whom the behavioral sciences offer up their best.

Such is the range encompassed by WICHE's Division of Mental Health and Related Areas. Eight separate programs cover the span from "street training" in such poverty pockets as Watts, California; to special on-campus programs for students, faculty, and administrators; to continuing education efforts for the full range of mental health professionals.

Designed to meet a variety of western needs, WICHE's health programs are diverse and specialized.



Robert L. Stubblefield, M.D.

But when Division Director Robert Stubblefield, M.D., discusses programming, he talks in terms of *integration* and *interdependence*.

For Dr. Stubblefield, integration means more than mental health programs working together. It means closely relating division programs with programs in health and education. It means a broad perspective of mental health issues and needs—a perspective that is sociological and biological, as well as psychological. In other words, the idea is to create a united front for the common good.

The Division of Mental Health and Related Areas was created in 1956 at the request of the Western Regional Conference of the Council of State Governments. The creation of the division and its advisory board, the Western Council on Mental Health Training and Research, was based on a two-year survey of the needs of the western region.

As for future objectives, Dr. Stubblefield has charted divisional emphases in the areas of •drugs and drug abuse education, •teacher training in early childhood education, and •continuing professional education in the two fields of program evaluation and geriatrics. He also noted an interest in developing programming dealing with Indians and other ethnic groups. These programs would examine family and cultural strengths and develop a core of mental health manpower.

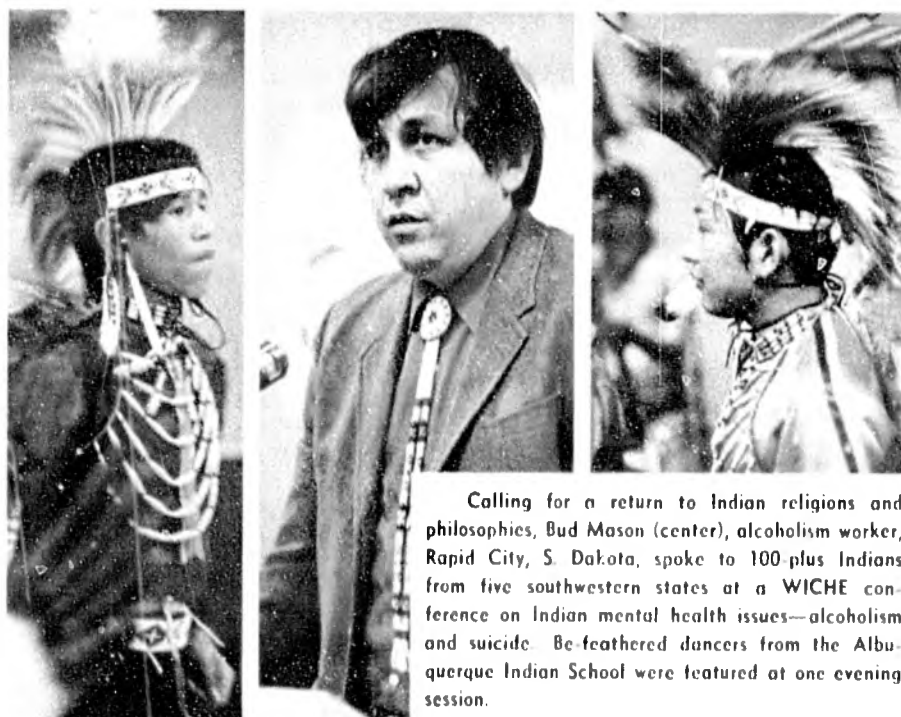


Raymond Feldman, M.D.,
former director, WICHE
Mental Health Division,
retired in September, 1971.

division of mental health and related areas



A founding father of mental health worker training, Dr. John True, of Johns Hopkins Hospital, was a principal speaker at a four-state WICHE conference on community college mental health worker programs.



Calling for a return to Indian religions and philosophies, Bud Mason (center), alcoholism worker, Rapid City, S. Dakota, spoke to 100 plus Indians from five southwestern states at a WICHE conference on Indian mental health issues—alcoholism and suicide. Be feathered dancers from the Albuquerque Indian School were featured at one evening session.



Mrs. Menola Upshaw laughs heartily at a quip, while discussing new styles of training programs for regular teachers in the area of special education at a WICHE conference. Mrs. Upshaw is supervisor, Special Education Division, Denver Public Schools.



T. George Harris, editor, *Psychology Today*, sparked life into a breakfast discussion on education for master's level psychologists at a conference in San Diego, co-sponsored by WICHE and the American Psychological Association.

CONTINUING PSYCHIATRIC EDUCATION FOR PHYSICIANS PROGRAM

To increase the supply of psychiatrist-teachers for nonpsychiatric physicians of the West, in areas remote from training institutions; to provide demonstration study opportunities for physicians practicing in these areas and to stimulate the development of ongoing training programs for them; and to provide liaison for the western region in this field.

WESTERN CONFERENCE ON THE USES OF MENTAL HEALTH DATA

To develop methods of training mental health statisticians, to develop new methods for effective collection and utilization of mental health data, and to develop a vehicle for communication and collaborative research among interested professionals in this field.

COMMUNITY COLLEGE MENTAL HEALTH WORKER PROGRAM

To develop community college educational programs in mental health in order to meet the manpower needs for service delivery in rural areas and to emphasize, particularly, the recruitment and training of Spanish-American and Indian students from rural areas.



First angry words, then a nervous rapprochement as Chicanos from six states met in a continuing education conference on "Implementing Organizational Change in the West." Participants included (l. to r.) Bernardo Lujan, of Denver; Eloy Apodaca, director, Chicano Institute, Seattle, Washington; Dr. Juan Ramos, special assistant to Director, National Institute of Mental Health; and Miss Julia Soto, of Tucson, Arizona.



SPECIAL EDUCATION FOR GENERAL EDUCATORS

To improve the understanding and capability of general educators—especially those already working in regular classrooms, in the inner city, and in geographically remote areas—in teaching exceptional children, by providing assistance to institutions and agencies in the 13 western states as they plan special training programs and special education programs for the delivery of services.

IMPROVING MENTAL HEALTH SERVICES ON WESTERN CAMPUSES

To assist four-year colleges and universities in the 13 western states to improve the organization and delivery of mental health related services throughout their campus communities.



MENTAL HEALTH CONTINUING EDUCATION

To help develop a collaborative field of continuing education for mental health personnel in the West, a field linked by mutual planning among leaders in university programs and treatment agencies and characterized, eventually, by a variety of flexibly designed, short, intensive courses for members of the core professions in both urban and rural settings.



Staffers from California Youth Authority institutions tested their grit and learned first-hand about ghetto life during four days of "street training" in Watts, California last spring. Ghetto-bred trainers were used for the sessions. They included 15-year-old Kenny Carter (left), brother of Black Panther "Bunchy" Carter, who was shot down by a rival group of black militants; and Volly Bastine (above, left), teacher, Drew Junior High School. Above, right: On the street, this white CYA trainee finds himself alone and very lonely.

DEANS AND FACULTY OF SCHOOLS OF SOCIAL WORK PROGRAM

To involve the deans of the graduate schools of social work in the western states in a program of continuing education which provides for their own professional development and enables them to share in the development of opportunities for continuation of their faculties; and to provide support for a regional workshop program for graduate school faculty.

CORRECTIONS PROGRAM

To provide in-service training for juvenile and adult correctional personnel in eleven of the thirteen western states under two separately funded projects—Regional Institute for Corrections, Administrative Study; and Nationwide Educational Programs for Institutionalized Children.

national center for higher education management systems at WICHE

The National Center for Higher Education Management Systems (NCHEMS) means people working together to solve some of the tough problems in higher education—principally management problems.

This WICHE Division has three broad goals: (1) the improvement of institutional management, (2) the improvement of statewide coordination of higher education, and (3) the improvement of decision-making processes on the highest national levels.

The process for achieving these goals is to design, develop, and facilitate the implementation of systems for planning and management which can be used at all levels of higher education.

Basically, the NCHEMS systems are tools—management tools. And when they are put to work, they help the decision maker in higher education to do a better job. The tools help the administrator gather the perti-

Dr. Ben Lawrence



Dr. Robert Huff, director, NCHEMS Training and Implementation Unit is shown here with a slide from one of the unit's instructional presentations.

nent raw data and translate these isolated facts into useful information. All of this means the quick identification of more and clearer options for education's managers, who then should make better decisions.

A central part of decision making and NCHEMS work is *accountability*, that catchword that asks: Do the benefits of higher education justify the costs?

NCHEMS Director Ben Lawrence notes that legislators, parents, and the public in general want to know what they are getting for the tax dollar. Educators, too, are concerned with accountability and other budget questions. They must balance tight money against rising costs, increased enrollments, and new program demands. NCHEMS is busy developing the tools to help answer those questions raised by this growing demand for accountability.

Even with all the talk of accountability, systems, and computer-age technology—the key in NCHEMS is people. These people are in all 50 states and at 725 institutions who use these management tools and are affected by them. For this reason, NCHEMS staff involves them at every level of program construction and implementation, seeking their advice and asking their consultation.

In other words, the principal designers and constructors of NCHEMS programs are the people affected by them. They include college and university faculty and administrators, students, members of governing boards and coordinating councils, legislators, and others.

As indicated by its title, this WICHE Division has been designated as a "national center" by the U.S. Office of Education, which is funding NCHEMS at \$1 million yearly. Before the name change this year, NCHEMS was known as the Division of Planning and Management Systems.

NCHEMS is composed of 23 separate programs, which are generally divided into three units. The units are Development and Applications, Research, and Training and Implementation.



national center for higher education management systems at WICHE

MANPOWER ACCOUNTING MANUAL

To provide standard categories for classifying and reporting employee activities typically associated with jobs and positions in colleges and universities.

DATA ELEMENT DICTIONARY

To establish uniform sets of definitions for the data to be used in the Center's program. Uniform data elements are the foundation for the development of compatible data bases in the participating institutions.

PROGRAM CLASSIFICATION STRUCTURE

To design a taxonomy of higher education programs that will serve as the framework for comparable data exchange and reporting, assist in program budgeting, and serve as the framework for the development of generalized analytical models.

STUDENT FLOW MODELS

To develop analytical models that will predict student enrollment and simulate student progression through postsecondary education at both the institution and state system level.

FACULTY ACTIVITY ANALYSIS

To develop standard procedures for analyzing faculty activities and to design techniques that may be used to assist in compatible exchange of the data.

RESOURCE REQUIREMENTS PREDICTION MODEL

To develop simulation models to project resource requirements to aid institutional decision makers in the allocation of higher education resources.

INFORMATION EXCHANGE PROCEDURES

To define conventions regarding the manner in which institutional data may be aggregated and arrayed for interinstitutional comparison.

COST FINDING PRINCIPLES

To develop costing methodologies that will permit cost analysis of the various activities in higher education.

HIGHER EDUCATION FINANCE MANUALS

To describe procedures for translating institutional financial data into program structures designed to meet the particular needs of decision makers at the institutional, state, and national levels.

FACILITIES INVENTORY AND CLASSIFICATION MANUAL

To revise the federal *Higher Education Facilities Classification and Inventory Procedures Manual*.

NATIONAL SEMINAR ON HIGH- ER EDUCATION MANAGEMENT

To conduct a national seminar for the purpose of identifying issues fundamental to developing and implementing comprehensive state planning and management systems.

WICHE's 7th biennial Legislative Work Conference keyed on NCHEMS management systems during three days of sessions on "Legislative Decision Making in Higher Education: How To Get the Facts." Speakers included Rep. Genie Chance (right), of Alaska; keynote speaker John Keller (below, left), consultant, Hawaii Department of Budget and Finance; and Sen. Harold Giss (below, right), of Arizona.





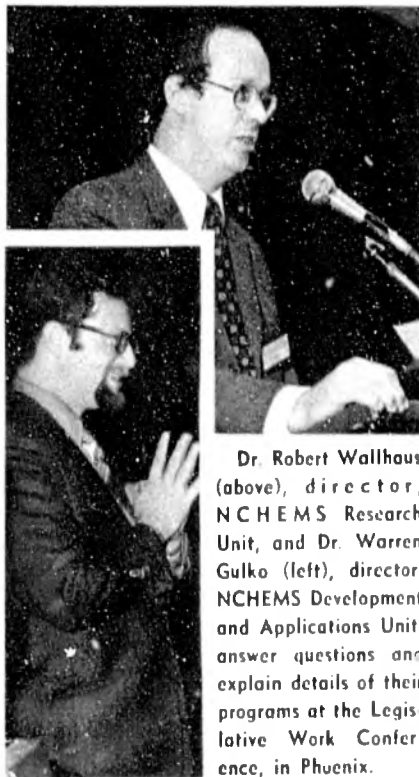
Seventy educational leaders, government officials, and state legislators examined the issues and design of statewide planning for postsecondary education at the 3rd national invitational seminar co-sponsored by NCHEMS. Among the participants were at left, Dr. Lyman Glenny, associate director, Center for Research and Development in Higher Education, Berkeley; and above, Sen. Lynn Newbry (left), of Oregon with Dr. Roy Licuallen, chancellor, Oregon State System of Higher Education.

GENERAL TRAINING

To promote the adoption and implementation of new higher education management tools and techniques.

TRAINING MATERIALS AND TECHNIQUES

To develop a variety of training materials and techniques for use in providing instructional experiences that will ensure that the new management tools being developed under the Center's aegis will be fully understood by the higher education community.



Dr. Robert Wallhaus (above), director, NCHEMS Research Unit, and Dr. Warren Gulko (left), director, NCHEMS Development and Applications Unit, answer questions and explain details of their programs at the Legislative Work Conference, in Phoenix.

TRAINING NETWORK

To meet the training needs of institutions and agencies throughout the country on the development and implementation of management technologies.

CENTER PRODUCT WORKSHOPS

To develop and conduct the Center product workshops to include details of specific Center products.

VISITING PROFESSIONALS TRAINING PROGRAM

To provide an opportunity for institutional or agency representatives to obtain a full understanding and working knowledge of NCHEMS developmental work and to contribute in a meaningful fashion to some specific aspect of the Center's developmental work.

A STUDY OF FEDERAL FINANCING PLANS FOR HIGHER EDUCATION

Phase I: To evaluate and make recommendations for implementation relative to a specific federal general assistance plan for higher education. Phase II: To investigate systematically the financial needs of higher education and to develop and analyze alternative federal financing plans with the objective of making recommendations for implementing a plan or set of plans that best addresses the identified financial needs of higher education

STATEWIDE PLANNING SYSTEMS

To conceptualize statewide planning systems that will result in design specifications for such additional programs as analysis of manpower trends, statewide planning and resource allocation models, and information systems for statewide planning.

STUDENT FLOW

To advance the state-of-the-art in student flow analysis by generalizing such concepts as student cohorts, transitions, state-of-the-system, and transition events to encompass a wide range of decision viewpoints of various decision makers. To investigate the stability and predictability of student flow in institutions in statewide systems.

RESOURCE UTILIZATION ANALYSIS

To develop techniques which will aid institutions in more efficient utilization of the resources available to them. This project is primarily directed to such operational or logistical functions of institutions as inventory management, work scheduling, space utilization, and course scheduling.

OUTPUTS OF HIGHER EDUCATION

To improve planning, evaluation, and decision making in higher education by developing quantitative measures and qualitative understandings of the outputs of education programs.

RESOURCE ALLOCATION AND PLANNING MODELS

To develop long-range improvements in the use and predictive capabilities of resource allocation and planning models. To develop techniques that facilitate the study of the resource implications of institutional output experiments and development of methodologies for studying feasible planning of alternatives.

the WICHE student exchange

	MEDICINE														TOTAL	DENTISTRY							TOTAL	VETERINARY MEDICINE			TOTAL												
	LL	STAN	ARIZ	UCLA	UCSF	UCSD	UCD	UCIRV	COLO	HAW	NEV	NM	ORE	USC		UTAH	WASH	NC	LL	UCLA	UCSF	ORE		UOP	USC	WASH		CSU	UCL	WSU									
ALASKA	1		1		1				2			2	4				5	1					2																
ARIZONA	3	3			1	1			5				1	6	3										7	8	3	11	8	16	2			19	1	10	30		
COLORADG																									1	1	1	9	1	1	7								
HAWAII			1	6	1	1		3						1	1	17									1	2	1	3		2	2			1		2	3		
IDAHO	1	1	2			1		2				1	22		18	10									1	1	1	18	4		13			13		19	32		
MONTANA	2	2			1			18				1	11		4	11									1			9		4				22		34	56		
NEVADA	2	1	1	3	1	1		5				6	7		4										3	3	2	10	10	6	2			7	1	7	15		
NEW MEXICO																									1	1		2	3	2				24		7	31		
OREGON																																		12	1	26	39		
UTAH																		1		1	4	1		3										11	1	4	16		
WYOMING	1	4						13				3	4	2	5	5												3		4				23		3	26		
TOTAL	10	12	4	9	5	2	2	48				13	49	9	35	48	1	247						16	16	9	69	27	27	39	203			132	4	112	249		

RECEIPT OF SUPPORT FEES BY INSTITUTION

Institutions		Support Received	State Total	Institutions		Support Received	State Total
ARIZONA			\$ 12,000	CALIFORNIA Continued			
ARIZ	University of Arizona Medicine	\$ 12,900		CSLB	California State College at Long Beach Physical Therapy	1,200	
CALIFORNIA			\$412,335	UCOPT	University of California, Berkeley Optometry	1,200	
LL	Loma Linda University Medicine \$30,000 Dentistry 38,400 Physical Therapy 4,534 Occupational Therapy 1,200	\$ 74,134		LAOPT	Los Angeles College of Optometry Optometry	8,400	
STAN	Stanford University Medicine	36,000		UCIRV	University of California, Irvine Medicine	-	
UCD	University of California, Davis Medicine \$ 6,000 Veterinary Medicine 7,200	13,200		JOSE	San Jose State College Occupational Therapy	-	
UCLA	University of California, Los Angeles Medicine \$27,000 Dentistry 38,400	65,400		COLORADO			\$401,700
UCSD	University of California, San Diego Medicine	6,000		COLO	University of Colorado Medicine \$144,000 Physical Therapy 9,700	\$153,700	
UCSF	University of California, San Francisco Medicine \$15,000 Dentistry 21,600 Physical Therapy 4,400	41,000		CSU	Colorado State University Veterinary Medicine 237,600 Occupational Therapy 10,400	248,000	
USC	University of Southern California Medicine \$27,000 Dentistry 64,800 Physical Therapy 4,267 Occupational Therapy 1,200	97,267		RANGE	Rangel College Dental Hygiene	-	
UOP	University of the Pacific Dentistry	64,800		HAWAII			
CHILD	Childrens Hospital of Los Angeles Physical Therapy	7,734		HAW	University of Hawaii Medicine	-	
				IDAHO			\$ 7,000
				ISU	Idaho State University Dental Hygiene	\$ 7,000	

summary of cash receipts and disbursements for the year ended june 30, 1971

Source of Income:	CASH BALANCE, JULY 1, 1970	342,117
	CASH RECEIPTS, 1970-71	
	Appropriations from Member States	195,000
	Student Exchange Support Fees from States	1,633,303 ¹
	State Mental Health Contributions	90,000
	Grants and Contracts	4,423,360
	Institute and Seminar Fees	28,666
	Interest	46,553
	Sale of Publications and Other Training Materials	34,409
	Miscellaneous	8,058
	TOTAL CASH AVAILABLE FOR USE	6,459,349
		6,801,466

Cash Disbursements by Program or Activity:	WICHE ADMINISTRATIVE AND BASIC OPERATION FUNDS	560,065 ²
	PROGRAM FUNDS:³	
	Student Exchange Coordination	14,439
	Student Exchange Support Payments to Schools	1,629,603 ¹
	Special Higher Education Programs	60,598
	Institutional Research Conference	21,986
	Continuing Education for Library Personnel	40,343
	Administrative Development for Department Chairmen	10,397
	Higher Education Programming for Satellite Communication	3,415
	Rocky Mountain Community College Consortium	788
	Nursing Council Program	50,169
	Leadership Continuing Education Program for Nurses	247,048
	Improvement of Nursing Curricula	105,821
	Nursing Measuring Instruments Program	685
	Nursing Research Conferences	22,692
	Continuing Education for Psychiatric Nurses	65,035
	Nursing Faculty Development for Minority Group Needs	11,178
	Regional Medical Program	1,740,046
	Resources Development Internships	118,537
	Planning and Management Systems Programs	918,596
	Psychiatric Education for Physicians Program	42,802
	Regional Institute for Corrections, Administrative Study	63,156
	Regional Training for Teachers of the Confined Delinquent	33,918
	Special Education and Rehabilitation Program	72,205
	Mental Health Continuation Education Program	82,279
	Undergraduate Helping Services Program	30,552
	Improving Mental Health Services on Western Campuses	61,213
	Mental Health Data Conference	77,569
	Mental Health Manpower Office	59,319
	Social Work Graduate Deans and Faculties Program	29,942
	Community College Mental Health Worker Program	43,640
	Refunds to Grantors	423
	CASH BALANCE, JUNE 30, 1971	583,007⁴

(1) The difference between these two amounts reflects amounts carried over to the next year.

(2) This includes expenses of the executive director's office, associate directors' offices (that portion allocated for administration and program development), administrative services office publications unit, public information unit, personnel office, and meetings of the Commission and the Mental Health Council.

(3) Direct cost expenditures only are shown for program funds. Indirect costs are charged internally to programs, but they are not included in program expenditures above because they are reflected in the WICHE administrative and basic operation expenditures.

(4) This balance represents primarily advance payments on grants in addition to a contingency balance of \$247,854 and an operating reserve of \$15,000, both of which have been authorized by the Commission.

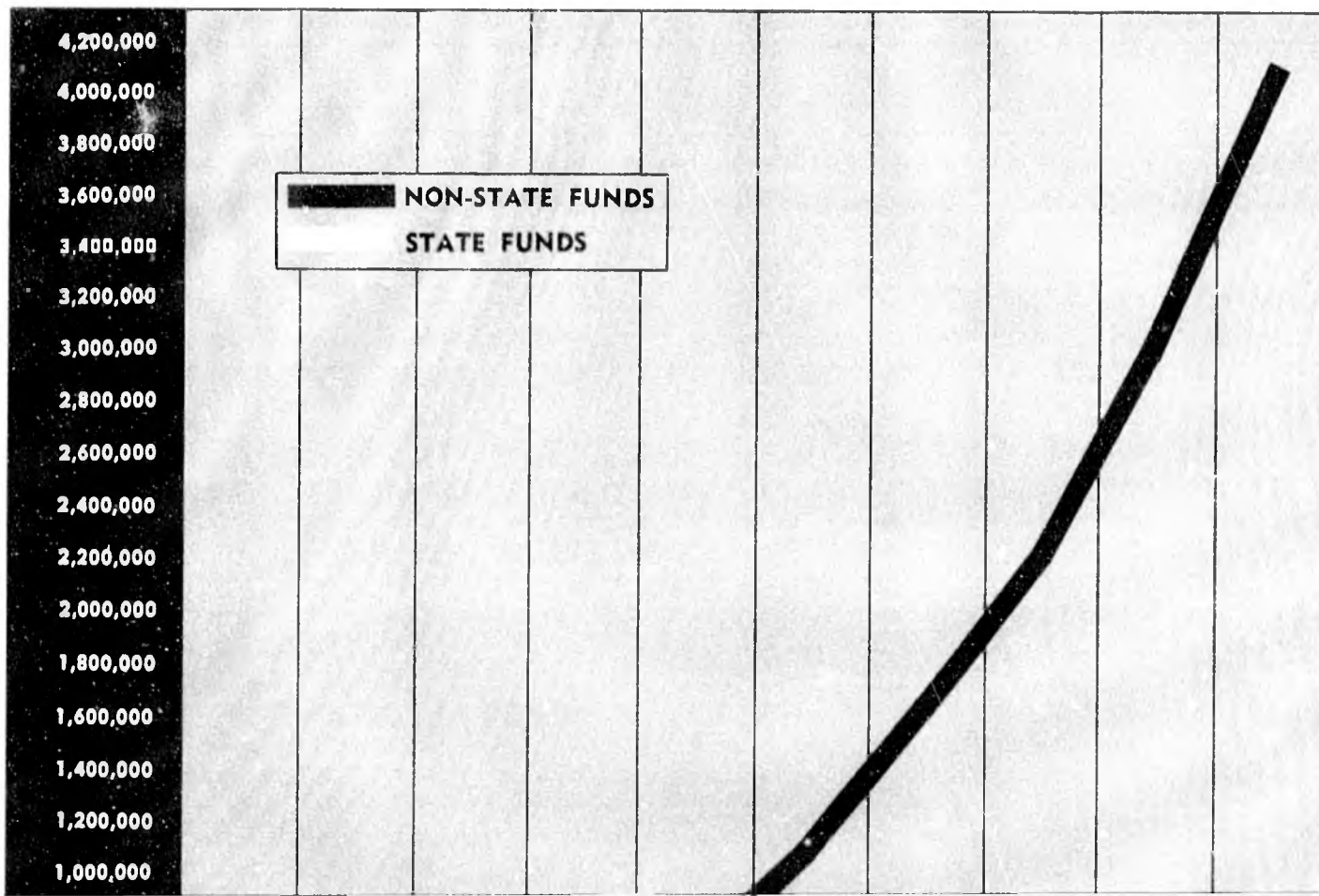
In accordance with the provisions of the Western Regional Education Compact, the Commission provides for an annual independent audit of its books. On July 13, 1971, the firm of Haskins and Sells, certified public accountants, completed this audit for the year ended June 30, 1971. A copy of their report has been sent to the Governor of each state. Single copies are available on request.

John C. Staley,
Administrative
Services Officer



10 Year Comparison of State and Non-State Funds, 1961-62, 1970-71

	YEAR	STATE FUNDS	NON-STATE FUNDS
STATE FUNDS: State appropriations, distributed in accordance with the year due. Does not include state funds paid to professional schools under the Student Exchange Program.	61-62	130,000	364,111
	62-63	130,000	492,095
	63-64	195,000	582,278
	64-65	195,000	598,546
	65-66	202,500	683,668
	66-67	217,500	1,156,366
	67-68	255,000	1,618,063
	68-69	270,000	2,230,661
	69-70	285,000	3,134,973
	70-71	285,000	4,134,390



publications

WICHE publications are available free, except where noted, while the supply lasts, from the Publications Unit, WICHE, P.O. Drawer P, Boulder, Co. 80302. Publications noted as out of print are obtainable through interlibrary loans from any of the depository libraries listed. A complete list of available publications is available from the WICHE Publications Unit.

I. GENERAL

WICHE ANNUAL REPORT 1970. A brief description of WICHE activities during 1970. (Out of Print.)

WICHE REPORTS ON HIGHER EDUCATION. A newsletter containing information about WICHE programs and articles of general interest on higher education. Copies of the last four issues are usually available.

THIS IS WICHE. A leaflet describing WICHE's activities and goals.

LEGISLATIVE DECISION MAKING IN HIGHER EDUCATION: HOW TO GET THE FACTS. The program for WICHE's Legislative Work Conference on Higher Education. (The proceedings of this conference will be available in March 1972.)

THE INSIDE . . . WICHE's bi-monthly internal house organ.

II. REGIONAL PROGRAMS —GENERAL

COMMUNICATING NURSING RESEARCH: METHODOLOGICAL ISSUES IN RESEARCH. Marjorie V. Batey, editor.

ABOUT WCHEN. A revised edition of a pamphlet describing the history, organization, and programs of the Western Council on Higher Education for Nursing.

A DESCRIPTIVE APPROACH TO A COMMUNITY. A 60-minute videotape of a presentation by Dr. James Kent of the Foundation for Urban and Neighborhood Develop-

ment during the summer sessions of the WICHE Nursing Curriculum Improvement Project. Available on either 1/2" Sony or 1" Ampex. Rental charge \$5.00.

GUIDELINES FOR DEVELOPING CONTINUING EDUCATION PROGRAMS IN NURSING IN THE WEST. Prepared by the Western Council on Higher Education for Nursing.

COMMUNICATING NURSING RESEARCH: IS THE GAP BEING BRIDGED? Marjorie V. Batey, editor.

YOUR STATE CAN HELP YOU SECURE YOUR EDUCATION IN MEDICINE, DENTISTRY, DENTAL HYGIENE, OCCUPATIONAL THERAPY, OPTOMETRY, PHYSICAL THERAPY, VETERINARY MEDICINE. The informational brochure of WICHE's Student Exchange Program.

THE PUBLIC CHALLENGE AND THE CAMPUS RESPONSE. The announcement of the 13th Annual College and University Self-Study Institute. (The proceedings of this institute will be available in February 1972 at \$3.50 per copy.)

THE MINORITY STUDENT ON THE CAMPUS: EXPECTATIONS AND POSSIBILITIES. Robert A. Altman and Patricia O. Snyder, editors. \$3.50.

FRESHMAN AND TRANSFER VACANCIES IN WESTERN COLLEGES AND UNIVERSITIES — FALL, 1971. The report of a WICHE survey.

CREDIT BY EXAMINATION. Robert A. Altman, Carolyn M. Byerly, and J. Quentin Jones, editors.

MINERAL ENGINEERING STUDENT EXCHANGE PROGRAM. A folder describing this WICHE program and listing the participating states and cooperating institutions.

WICHE RESOURCES DEVELOPMENT INTERNSHIP PROGRAM. A folder describing this WICHE program.

RESOURCES DEVELOPMENT INTERNS' REPORTS. Each intern submits a report of the recommendations or results of his project. These reports, a partial list of which follows, are published in limited quantity and are distributed to selected agencies and interested individuals.

A METHODOLOGY FOR EVALUATING THE CALIFORNIA STATE LIBRARY SERVICE TO INDUSTRY, by Ellery Sorokin.

LAND USE CLASSIFICATION PROJECT, by Kent Mollohan.

SURVEY OF LAND USE TOOLS AND IMPLEMENTATION, by Craig Kirkwood.

MOBILE AND MODULAR HOME REGULATIONS, by Kathy Adams.

FUNDING FOR AIRPORT DEVELOPMENT, by Erick Sowell.

THE PUEBLO RESERVOIR AND PUEBLO WEST, by Gary Schilling.

EMPLOYER TRAINING NEEDS AND THE DENVER CONCENTRATED EMPLOYMENT PROGRAM, by Martha Daly.

LAKEWOOD STREET RIGHT-OF-WAY REPORT, by N. Fraser Lambert.

INTERN PROGRAM PUBLIC RELATIONS, by Jennie Bourne.

INTERNSHIPS IN DRUG EDUCATION: A FEASIBILITY STUDY, by Lee Cheaney.

HOUSING REHABILITATION, by Daniel Cook.

LOCAL GOVERNMENT MODERNIZATION, by Robert Bellandi.

A SKILL CENTER FOR THE RENO/SPARKS AREA, by George Cotton.

STATE OF NEW MEXICO ECONOMIC DEVELOPMENT PROFILE, by Ralph Rounds.

BERNALILLO'S WATER AND SEWER SYSTEMS, by Keith Wegan.

CITY-COUNTY CONSOLIDATION, by Bruce Haider.

REVENUE ESTIMATING OF OREGON'S PERSONAL AND CORPORATE INCOME TAX, by Robert Lund.

TRANSPORTATION NEEDS IN CHEYENNE'S MODEL NEIGHBORHOODS, by Kathryn Krieger.

SOIL DATA FOR LAND-USE PLANNING, by Rex Burns.

MOUNTAIN GROWTH AND DEVELOPMENT—JEFFERSON COUNTY, by Elizabeth Losinski.

MONTANA COMMUNITY BETTERMENT CONTEST, by Randy Swartout.

A SURVEY OF RETAIL BUYING HABITS, by Howard Heinicke.

ALBUQUERQUE GOALS PROGRAM, by Robert M. Jones.

AQUACULTURAL POSSIBILITIES IN KEAUKAHA, by Frances Liu.

INFORMATIONAL NEEDS OF SMALL BUSINESSMEN IN THE CENTRAL BUSINESS DISTRICT OF HILO, HAWAII, by Lloyd Matsunami.

DENVER CONCENTRATED EMPLOYMENT PROGRAM SERVICE DELIVERY SYSTEM, by Daniel Kagan.

OREGON'S INTERNATIONAL TRADE, 1970, by William Beebe.

PUEBLO PLANS FOR THE FUTURE, by Dana Heuchemét.

NEW INDUSTRY AND CLARK COUNTY, by Jerald Powell.

COUNCILS OF GOVERNMENTS: WHICH WAY THE FUTURE?, by Bruce Haider.

PROPOSED TRAMWAY ANALYSIS FOR THE PORT OF CASCADE LOCKS, by Wilbur Conder, Larry McCullum, and Merton Michelson.

HEALTH SCIENCES INFORMATION NETWORK. A folder prepared for the WICHE Mountain States Regional Medical Program, Wyoming.

WYOMING HEALTH PROFILE, UPDATED SUPPLEMENT. WICHE Mountain States Regional Medical Program, Wyoming.

CASSETTES FOR CARDIAC CARE. A folder prepared for the Coronary Care Training Program of the WICHE Mountain States Regional Medical Program, Montana.

ECG FUNDAMENTALS FOR THE DIAGNOSIS OF ARRHYTHMIAS. The announcement of two courses offered by the Coronary Care Training Program of the WICHE Mountain States Regional Medical Program, Montana.

CORONARY CARE TRAINING FOR PHYSICIANS—PHASE II. The announcement of two training courses offered by the Coronary Care Training Program of the WICHE Mountain States Regional Medical Program, Montana.

ECG MONITORING FOR THE ANESTHESIOLOGIST. The announcement of a three-day symposium offered by the Coronary Care Training Program of the Mountain States Regional Medical Program, Montana.

CORONARY CARE SKI WEEKEND. The announcement of a course offered by the Coronary Care Training Program of the WICHE Mountain States Regional Medical Program, Montana.

III. REGIONAL PROGRAMS—MENTAL HEALTH AND RELATED AREAS

IMPROVING MENTAL HEALTH SERVICES ON WESTERN CAMPUSES: SALARY DATA FOR CAMPUS MENTAL HEALTH PROFESSIONALS IN THE WEST, MONOGRAPH NO. 1. James H. Banning and Lu Anne Aulepp.

IMPROVING MENTAL HEALTH SERVICES ON WESTERN CAMPUSES: STAFFING PATTERNS OF CAMPUS MENTAL HEALTH FACILITIES IN THE WEST, MONOGRAPH NO. 2. James H. Banning and Lu Anne Aulepp.

IMPROVING MENTAL HEALTH SERVICES ON WESTERN CAMPUSES: PROGRAM ACTIVITIES AND STUDENT UTILIZATION OF CAMPUS MENTAL HEALTH FACILITIES IN THE WEST, MONOGRAPH NO. 3. James H. Banning and Lu Anne Aulepp.

CAMPUS COMMUNITY MENTAL HEALTH SERVICES. Lu Anne Aulepp, editor. A newsletter printed monthly during the academic year.

COMMUNITY COLLEGE MENTAL HEALTH WORKER PROGRAM. A folder describing this WICHE program.

SPECIAL EDUCATION FOR GENERAL EDUCATORS. A folder describing the objectives and methods of this WICHE program.

SUMMER WORK-STUDY PROGRAM IN MENTAL HEALTH AND RELATED AREAS. A folder describing the program and listing participating schools.

WESTERN GRADUATE PROGRAMS IN CLINICAL PSYCHOLOGY. The results of a survey performed by WICHE's Mental Health Manpower Office.

MENTAL HEALTH MANPOWER IN THE WEST. A general overview of mental health manpower characteristics presented by WICHE's Mental Health Manpower Office.

HAWAII MENTAL HEALTH MANPOWER STUDY 1970. John J. Blaylock. Published by WICHE's Mental Health Manpower Office.

COLORADO MENTAL HEALTH MANPOWER: AN EMPIRICAL STUDY. Robert B. Abelson. Published by WICHE's Mental Health Manpower Office.

COLORADO MENTAL RETARDATION MANPOWER: SURVEY OF THE DEPARTMENT OF INSTITUTIONS 1970. Robert J. Stephens, et al. Published by WICHE's Mental Health Manpower Office.

publications continued

WESTERN GRADUATE PROGRAMS IN SOCIAL WORK. The results of a survey performed by WICHE's Mental Health Manpower Office.

INTERDISCIPLINARY PROGRAMMING FOR INFANTS WITH KNOWN OR SUSPECTED CEREBRAL DYSFUNCTION, edited by Gene Hensley and Virginia W. Patterson. \$1.00.

MENTAL RETARDATION MANPOWER IN THE WEST. A brief description of selected characteristics of 5,143 people working in state facilities for the mentally retarded in nine western states. Prepared by WICHE's Mental Health Manpower Office.

SELECTIVE MANPOWER DIMENSIONS IN THE CALIFORNIA DEPARTMENT OF MENTAL HYGIENE: A PRELIMINARY SURVEY. Marshall Fels. Published by WICHE's Mental Health Manpower Office.

A SURVEY AND STUDY 1969-1970. A survey and study of Idaho Mental Health workers performed jointly by the Idaho Division of Mental Health and WICHE's Mental Health Manpower Office.

MASTER'S DEGREE PSYCHOLOGISTS. The report of a conference co-sponsored by WICHE and the American Psychological Association.

ACCOUNTING GUIDELINES FOR MENTAL HEALTH CENTERS AND RELATED FACILITIES. Prepared by David L. Salsbery, CPA, and edited by Paul M. McCullough.

ELEVENTH ANNUAL TRAINING INSTITUTE FOR PSYCHIATRIST-TEACHERS OF PRACTICING PHYSICIANS 1971: INNOVATIVE STRATEGIES FOR CONTINUING

EDUCATION AND THE PHYSICIAN'S EMOTIONAL WELL-BEING. Raymond Feldman, editor.

UNDERGRADUATE EDUCATION FOR REHABILITATION AND OTHER HELPING SERVICES. The final report of this WICHE program that operated from 1965 through June 1971. (Limited distribution.)

CORRECTIONS PROGRAM: A REGIONAL APPROACH TO TRAINING. A folder describing this WICHE program and its two projects.

REGIONAL INSTITUTE FOR CORRECTIONS, ADMINISTRATIVE STUDY. A folder describing the methods and objectives of a regional approach to management training in the justice system.

REGIONAL INSTITUTE FOR CORRECTIONS, ADMINISTRATIVE STUDY. A management training design and program guide. Bruce J. Martin, editor.

NATIONWIDE EDUCATION PROGRAMS IN CORRECTIONS. A folder describing the methods and objectives of this Corrections Program project.

PERSPECTIVES ON SOCIAL WORK EDUCATION IN THE 1970s. A report of a program in continuing education for deans and faculties of Graduate Schools of Social Work. Charles W. McCann, editor. (Limited distribution.)

IV. NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

Most of the publications of this WICHE division are available on a fiscal year annual subscription. The publications marked with a single asterisk below are part of the 1970-

71 subscription; those marked with a double asterisk are a part of the 1971-72 subscription. Single subscription, \$15. Five subscriptions all mailed to the same address, \$30. Ten subscriptions all mailed to the same address, \$40. All publications listed below are available without subscription at the prices noted.

*INVENTORY OF EDUCATIONAL OUTCOMES AND ACTIVITIES, PRELIMINARY FIELD REVIEW EDITION, TECHNICAL REPORT 15. Robert A. Huff. \$1.00.

THE RESOURCE REQUIREMENTS PREDICTION MODEL 1 (RRPM-1): AN OVERVIEW, TECHNICAL REPORT 16. Warren W. Gulko. (Out of Print.) (See Technical Reports 19-23 below.)

**NCHEMS Newsletter. A newsletter reporting technical and professional news about this WICHE division.

*HIGHER EDUCATION FACILITIES PLANNING AND MANAGEMENT MANUALS, TECHNICAL REPORTS 17-1 THROUGH 17-7. Harold L. Dahnke, et al. Manual 1, An Overview. Manual 2, Classroom and Class Laboratory Facilities. Manual 3, Office and Research Facilities. Manual 4, Academic Support Facilities. Manual 5, General Support Facilities. Manual 6, Program Planning and Analysis: The Basis for Institutional and Statewide Facilities Planning. Manual 7, Reference Guide. Sold as a set only. \$7.50.

**HIGHER EDUCATION FACULTY AND STAFF ASSIGNMENT CLASSIFICATION MANUAL, PRELIMINARY DRAFT, TECHNICAL REPORT 18. W. John Minter. (Out of print.) The final edition of this publication under the title A MANUAL FOR MANPOWER ACCOUNTING IN HIGHER EDUCATION will be published and distributed by the National Center for

Educational Statistics, U.S. Office of Education, in 1972.

****HIGHER EDUCATION MANAGEMENT.** A periodical designed to discuss issues related to higher education management.

DATA COMPARABILITY IN HIGHER EDUCATION. Ben Lawrence, et al. (Limited distribution.)

****A RESOURCE REQUIREMENTS PREDICTION MODEL (RRPM-1): AN INTRODUCTION TO THE MODEL, TECHNICAL REPORT 19.** Warren W. Gulko and K. M. Hussain. \$5.00 (See note under TECHNICAL REPORT 23.)

A RESOURCE REQUIREMENTS PREDICTION MODEL (RRPM-1): GUIDE FOR THE PROJECT MANAGER, TECHNICAL REPORT 20. K. M. Hussain. \$5.00.

A RESOURCE REQUIREMENTS PREDICTION MODEL (RRPM-1): REPORT ON THE PILOT STUDIES, TECHNICAL REPORT 21. K. M. Hussain and James S. Martin, editors. \$5.00.

A RESOURCE REQUIREMENTS PREDICTION MODEL (RRPM-1): INPUT SPECIFICATIONS, TECHNICAL REPORT 23. Michael J. Haight, et al. \$5.00.

NOTE: RRPM-1 Packet 1 consists of two copies each of the four publications listed immediately above. The cost of Packet 1 is \$30.00. When ordering please specify RRPM-1 Packet 1.

RRPM-1 Packet 2 consists of A RESOURCE REQUIREMENTS PREDICTION MODEL (RRPM-1): PROGRAMMER'S MANUAL, TECHNICAL REPORT 22, and a tape of RRPM-1 computer programs. The version of RRPM-1 released in December 1971 (RRPM-1.3) was the general model which was designed for large universities. Other specialized versions will become available as follows: Community College (RRPM-1.4), January 30,

1972. Four-year Public College (RRPM-1.5), March 1, 1972. Private College (RRPM-1.6), June 1, 1972. To order, please write or call for special RRPM-1 Packet 2 order blank covering complete tape specifications. \$150.00.

****FACULTY ACTIVITY ANALYSIS: OVERVIEW AND MAJOR ISSUES, TECHNICAL REPORT 24.** Leonard C. Romney. \$1.00.

****STUDENT FLOW MODELS: A REVIEW AND CONCEPTUALIZATION, PRELIMINARY FIELD REVIEW EDITION, TECHNICAL REPORT 25.** C. C. Lovell, \$1.00.

STATEWIDE PLANNING FOR POSTSECONDARY EDUCATION: ISSUES AND DESIGN. Lyman A. Glenny and George B. Weathersby, editors. \$3.50.

****COST FINDING PRINCIPLES AND PROCEDURES: PRELIMINARY FIELD REVIEW EDITION: TECHNICAL REPORT 26.** Gordon Ziemer, et al. \$2.00.

A RESOURCE ALLOCATION AND PLANNING MODEL FOR HIGHER EDUCATION. Robert A. Wallhaus. (Limited distribution.)

PROGRAM CLASSIFICATION STRUCTURE, PRELIMINARY DRAFT. Warren W. Gulko. (Limited distribution.)

GENERAL INSTITUTIONAL ASSISTANCE: A SCHEME THAT DEPENDS ON THE EDUCATIONAL EFFORTS OF THE STATES AND THE ATTENDANCE CHOICE OF STUDENTS. Wayne Kirschling and Rudy Postweiler. (Limited distribution.)

A SYNOPSIS OF A TECHNICAL PAPER ENTITLED GENERAL INSTITUTIONAL ASSISTANCE: A SCHEME THAT DEPENDS ON THE EDUCATIONAL EFFORTS OF THE STATES AND THE ATTENDANCE CHOICE OF STUDENTS. Wayne Kirschling and Rudy Postweiler. (Limited distribution.)

WICHE DEPOSITORY LIBRARIES

Library Periodicals
University of Alaska Library
College, Alaska 99701

Gifts and Exchanges
University of Arizona Library
Tucson, Arizona 85721

Documents General Library
University of California
Berkeley, California 84720

Education and Psychology Library
University of California
Los Angeles, California 90024

Documents Division Librarian
Norlin Library
University of Colorado
Boulder, Colorado 80302

University of Hawaii Library
2550 The Mall
Honolulu, Hawaii 96822

University of Idaho Library
Moscow, Idaho 83843

Monroe C. Gutman Library
Harvard University
Appian Way
Cambridge, Massachusetts 02138

University of Montana Library
Missoula, Montana 59801

Government Publications Dept
University of Nevada Library
Reno, Nevada 89501

Government Publications Division
University of New Mexico Library
Albuquerque, New Mexico 87106

Documents and Serial Section
Teachers College Library
525 West 120th Street
New York, New York 10027

University of Oregon Library
Attn: Acquisitions Librarian
Eugene, Oregon 97403

Serials Order Department
University of Utah Library
Salt Lake City, Utah 84112

General Reference Section
University of Washington Library
Seattle, Washington 98105

University of Wyoming Library
Laramie, Wyoming 82070

The WICHE staff is a unique cadre of highly trained individuals. These men and women are recognized experts in such fields as medicine, psychiatry, higher education management, nursing, and others. Furthermore, each has that special touch and technique, so necessary for the guidance of group action—an indispensable quality for interstate cooperation.

The 96 professional WICHE staffers are located in the central office in Boulder, Colorado, and in the five offices of the Regional Medical Program in Idaho, Montana, Nevada, and Wyoming.

These men and women are the implementors of WICHE programming.

In addition to the professional staff, special note should be taken of the dedicated and very able members of the WICHE supporting staff. They are the secretaries, clerks, typists, mailroom personnel, and others, who also lend their talents to improve interstate cooperation in the West.

WICHE: staff

As of January, 1972

ADMINISTRATION

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Bob L. Brown, B.S., Personnel Director
Jean Davis, Administrative Assistant to the Executive Director
Grant A. Duncan, Graphic Artist
Lee E. Gladish, B.A., Publications Specialist
Lawnie D. Gold, Manager of Printing and Duplicating
Marilynn R. Hajek, B.S., Accounting Manager
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Donald E. Morrow, B.A., Accounting/Auditing Specialist
JoAnn S. Segal, M.L.S., Librarian
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Jeanne S. Berthold, Ph.D., Director, Regional Program for Nursing Research and Development
Marie F. Branch, M.A., Project Director, Faculty Development to Meet Minority Needs Program
Jon R. Bunnell, B.S., Staff Assistant, Nursing Programs
Carolyn M. Byerly, B.S., Staff Assistant, Special Higher Education Programs
Lee Cheaney, B.A., Staff Associate, Resources Development Internship Program
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Jo Eleanor Elliott, A.M., Director, Nursing Program
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Sally Lazar, M.S., Project Director, Psychiatric Nursing Project
Patricia Locke, B.A., Director, Minority Student Opportunity Program
Paula R. Palmer, B.A., Staff Assistant, General Regional Programs
Virginia W. Patterson, B.A., Director, Student Exchange Programs
Juereta Smith, M.A., Project Director, Nursing Curriculum Improvement Project

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LuAnne Aulepp, B.A., Staff Associate, Improving Mental Health Services on Western Campuses

Leonard M. Baca, M.A., Staff Associate, Special Education for the General Educator Program

James H. Banning, Ph.D., Director, Improving Mental Health Services on Western Campuses

Bernard L. Bloom, Ph.D., Consultant, Mental Health Programs

Stanley W. Boucher, M.S.W., Director, Mental Health Continuing Education Programs

James A. Bradshaw, Ed.D., Director, Special Education for the General Educator Program

Frank Dell'Apa, Ed.D., Director, Corrections Program

Bruce J. Martin, B.A., Project Director, Regional Institute for Corrections, Administrative Study

Richard Martinez, M.S.W., Director, Community College Mental Health Worker Program

Charles W. McCann, D.S.W., Consultant, Deans and Faculty of Schools of Social Work

Paul M. McCullough, Ph.D., Director, Western Conference on the Uses of Mental Health Data Program

Julia M. O'Rourke, Staff Assistant, Corrections Program

Paul H. Ries, M.P.H., Project Director, Nationwide Education Programs in Corrections

Alfred L. Tate, B.S., Staff Associate, Nationwide Education Programs in Corrections



Bob L. Brown
Personnel Director

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS at WICHE

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Warren W. Gulko, Ph.D., Director, Development and Applications Program

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Dennis P. Jones, M.S., Assistant Program Director, Development and Applications Program

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W. John Minter, Ph.D., Staff Associate, Policy Planning and Program Development

Kathleen Neward, B.S., Staff Assistant, Training and Implementation Program

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Leonard C. Romney, M.A., Staff Associate, Development and Applications Program

Karyn E. Smith, B.A., Staff Assistant

James R. Topping, Ph.D., Staff Associate, Development and Applications Program

Robert A. Wallhaus, Ph.D., Director, Ford Research Unit

Paul Wing, M.S., Staff Associate, Ford Research Unit

Michael E. Young, B.S., Staff Associate, Training and Implementation Program

FIELD STAFF FOR MOUNTAIN STATES REGIONAL MEDICAL PROGRAM

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C. Edgar Smith, Ph.D., Staff Associate

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Lillian LaCroix, B.S., Staff Associate

CORONARY CARE TRAINING PROGRAM—Las Vegas, Nevada

Philip R. Akre, M.D., Consultant

John A. Bowers, M.D., Consultant

INHALATION THERAPY PROJECT—Las Vegas, Nevada

Richard Browning, M.D., Consultant

Bonnie Perry, R.N., Consultant

public and private granting agencies

In the past 16 years, WICHE has received grant and contract commitments totaling more than \$24 million from public and private granting agencies for the support of a wide variety of regional programs which have contributed to the development of the 13 western states. Most of these agencies have made two or more grants to WICHE, thus underscoring a growing national interest in regional cooperation. In the last analysis, the people of the West are the ones who benefit from the investment of this risk capital, and on their behalf WICHE expresses appreciation to the organizations and agencies listed below.

Carnegie Corporation of New York
The Commonwealth Fund, New York
The Danforth Foundation, St. Louis, Mo.
Easter Seal Research Foundation, Chicago
ESSO Education Foundation, New York
Max C. Fleischmann Foundation, Reno, Nev.
The Ford Foundation, New York
The Grant Foundation, Inc., New York
National Science Foundation, Washington, D.C.
Jessie Smith Noyes Foundation, Inc., New York
United Cerebral Palsy Research and Educational
Foundation, Inc., New York
W. K. Kellogg Foundation, Battle Creek, Mich.
U.S. Department of Commerce
Economic Development Administration
U.S. Department of Justice

Office of Law Enforcement Assistance
U.S. Department of Health, Education
and Welfare
Office of Education
Office of Juvenile Delinquency and Youth
Development
Public Health Service
Division of Chronic Diseases
Division of Community Health
Division of Nursing
Division of Regional Medical Programs
National Institute for Child Health and
Human Development
National Institutes of Health
National Institute of Mental Health
Rehabilitation Services Administration

councils, committees, advisory groups

Each year, the annual report has listed the names of those westerners who have contributed to WICHE's cooperative efforts. Last year, 14 pages were devoted to this purpose.

In 1971, more westerners than ever were involved in WICHE's programming. But in the interest of economy—and with deep regret—this feature has been omitted from this publication.

We hope that the professional growth that has resulted from this involvement—together with the personal satisfaction of working with colleagues across state lines—will suffice in lieu of public recognition and acknowledgment.

Without the contributions of these hundreds of westerners who give of their time, energy and wisdom, there would be no WICHE. To them, the people of the West, owe a huge debt of gratitude.

WICHE NEWS

File: HCR

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

P.O. DRAWER P., BOULDER, COLORADO 80302
PHONE (303) 449-3333

volgenau

ANYTIME RELEASE

Twenty-four Alaska students are now attending professional schools in other western states under a special low-tuition plan coordinated by the Western Interstate Commission for Higher Education (WICHE), according to Mrs. Donald Pruhs, of Fairbanks, one of the state's three WICHE commissioners.

The 24 students are pursuing professional studies in medicine, dentistry, occupational therapy, and optometry.

"Under the exchange program," said Mrs. Pruhs, "these western professional schools contract through WICHE to admit qualified students from states which have no professional schools in these fields.

"As a sending state, Alaska certifies that the student is an eligible resident. When he is accepted by a state university, he pays only the in-state tuition--the same rate paid by residents of that state. At private institutions, the student receives a substantial reduction in tuition fees. The state of Alaska then reimburses the school for the remainder of the educational expenses."

(Editors: See list of students by hometown, p. 2)

(more)

This year, 790 young westerners are pursuing their professional education as WICHE exchange students, which involves a transfer of more than \$1.7 million among the 13 western states.

"The program benefits everyone involved--the students, the states, and the schools," stated Mrs. Pruhs.

"The student only pays in-state tuition," she said. "The states without certain professional schools are able to provide training for future doctors, dentists, veterinarians, and other professionals. And the schools get direct payments, which help cover the actual cost of educating an out-of-state student."

Mrs. Pruhs is Alaska's representative on the WICHE executive committee. Alaska's other commissioners are John S. Hellenthal, attorney, Anchorage; and Dr. William R. Wood, president, University of Alaska.

The Western Interstate Commission for Higher Education, which administers the Exchange Program, is a public agency supported by the 13 western states. Its primary responsibility is to help the states improve their higher education programs through regional cooperation.

Alaska Exchange Students

Optometry

Anchorage: Tom Roselius, Pacific University.

3. Fairbanks: Dennis A. Swarner, Pacific University.

Ketchikan: Michael P. Johansen, Pacific University.

(more)

Medicine

Aleknagik: Ernest L. Ford, Loma Linda University.

17
Anchorage: Robert W. Baird, Jr., University of Washington; Ronald C. Dobson, University of New Mexico; Alex Kutas, University of Oregon; John C. Mues, University of Washington; William H. Ragle, University of Colorado; Robert D. Wimmer, University of Arizona; and Wandal W. Winn, University of New Mexico.

Auke Bay: Joanne Wallington, University of California, San Francisco.

College: C. Dukeminier, University of Colorado.

Edgecumbe: Susan J. Salo, University of Washington.

Fairbanks: Robert W. Bundtzen, University of Washington; David R. Grube, University of Oregon; Kenneth C. Haycraft, University of Oregon; and Craig S. Schmidt, University of Oregon.

Juneau: Patrick Maloney, University of Washington.

Petersburg: Floyd Strand, University of North Carolina.

Dentistry

2
Anchorage: Brian L. Daniel, University of Washington; and William R.

Sedwick, University of Washington.

Occupational Therapy

1
Anchorage: Betty Kenny, Colorado State University.

the
Western
Interstate
Commission
for
Higher
Education

**this
is
WICHE**



WHAT IS WICHE?

WICHE, the Western Interstate Commission for Higher Education, is a nonprofit agency created by the 13 western states. This Commission administers the Western Regional Education Compact, which is an agreement among the states to work cooperatively to improve educational programs and facilities. WICHE was formally established in 1951; program activity began in 1953.

GOVERNING BOARD Each state is represented on the governing board by three commissioners, appointed by the governor. These 39 men and women, who serve without pay, come from a broad variety of professions, including education, state government, medicine, law, business, and others.

FINANCES. Each member state appropriates \$15,000 a year to finance WICHE's general activities. The western states also contribute an additional \$7,500 to support WICHE's programming in mental health, mental retardation, education of the handicapped, and corrections. The majority of WICHE's 45 individual programs and projects are supported by foundation and public agency funds. For fiscal year 1971-72, these grant and contract funds provide approximately 17 dollars for each dollar given by the states.

WICHE's GOALS. ●*Improve the quality of education beyond the high school* ●Expand educational opportunities, including those in continuing education ●*Coordinate and expand interstate and inter-institutional cooperative programs* ●Help institutions of higher education improve both academic administration and institutional management ●*Assist the education community in appraising and responding to the changing needs of the West* ●Raise the public level of understanding of the role of higher education.

PROGRAM AND PHILOSOPHY. ●WICHE serves as a fact-finding agency and a clearinghouse of information about higher education. It also makes basic studies of educational needs and resources. ●*WICHE acts as a catalyst to help member states work out educational programs of mutual advantage.* ●WICHE serves western states and institutions as an administrative and fiscal agent for carrying out interstate arrangements for educational services. ●*WICHE works by building consensus; it has no control over the member states or individual institutions.*



THIS IS WICHE

CURRENT PROGRAMS AND PURPOSES

GENERAL

1. LEGISLATIVE WORK CONFERENCE

To strengthen understanding and communication among western legislators, public officials, and educators; to provide a forum for the discussion of critical problems in the 13 western states; and to gain insights which will assist the Commission and its staff in developing programs for interstate cooperation.

DIVISION OF GENERAL REGIONAL PROGRAMS

2. STUDENT EXCHANGE PROGRAMS

To share the educational resources of the West by providing opportunities for professional education when the specialty is not offered within the boundaries of the sending state through a system of student exchanges implemented at cooperating schools. Student exchange models may or may not involve interstate exchange of money.

3. SPECIAL HIGHER EDUCATION PROGRAMS

To identify pertinent problems confronting general higher education in the West; to explore alternative solutions to these problems in cooperation with the West's colleges and universities; to begin preliminary program development designed to meet identified needs of the region; and to operate on a continuing basis a small number of higher education programs which provide necessary services to the people of the West.

4. MOUNTAIN STATES COMMUNITY COLLEGE CONSORTIUM

To enhance educational opportunities for students in community colleges in the four-state area of Idaho, Montana, Utah, and Wyoming. This will be achieved through interstate and interinstitutional cooperation and programming geared to the resolution of common problems that participating institutions share as small, geographically isolated, "developing institutions."

5. ETHNIC PROGRAMS IN HIGHER EDUCATION

To expand minority group access to higher education and to improve the relevance of educational experiences for these students and their communities.

6. WESTERN COUNCIL ON HIGHER EDUCATION FOR NURSING

To increase educational opportunities for students in nursing by developing programs in nursing education, based on sound educational principles; to identify and organize ways of coping with general nursing problems; and to improve care of patients by disseminating this knowledge throughout the western region.

7. CONTINUING EDUCATION PROGRAM FOR NURSES

To improve the leadership skills of nurses in teaching, supervision, and administrative positions through a series of short conferences aimed toward improving patient care provided by agencies and institutions employing the participant nurses.

8. NURSING RESEARCH CONFERENCES PROGRAM

Through an annual conference on nursing research, to share research findings, to receive and give stimulation for further research, and to facilitate the application of findings to patient care. Faculty are stimulated to use results of research in planning nursing school curricula.

9. REGIONAL PROGRAM FOR NURSING RESEARCH AND DEVELOPMENT

To provide a three-year program of consultation and work clinics directed toward increasing skills of nurses who are undertaking research, particularly in the area of patient care and care delivery, and then assisting these nurses to develop research projects. The goal of the program is to increase the number and quality of nursing research projects in the West.

10. IMPROVEMENT OF NURSING CURRICULA

To improve and revise curricula in western schools of nursing through integration of selected core concepts of nursing into associate degree, baccalaureate, and graduate programs; to provide information on and stimulate the use of additional innovations in the teaching-learning process.



11. CONTINUING EDUCATION PROGRAM FOR PSYCHIATRIC NURSES

To assist faculty in associate degree nursing programs to increase their content and skills in psychiatric mental health nursing; to increase the use of psychiatric mental health concepts throughout the nursing curriculum; and to increase the use of psychiatric mental health concepts by nurses in any health care setting.

12. NURSE FACULTY DEVELOPMENT TO MEET MINORITY GROUP NEEDS

To increase the numbers of minority group students who are recruited and complete nursing programs and to modify existing programs of nursing to include content which will increase the potential of their graduates to provide services relevant to the health needs of minority group communities. The project proposes to achieve these aims through a three-year regional faculty development program.

13. CONTINUING EDUCATION PROGRAM FOR LIBRARY PERSONNEL

To demonstrate and evaluate the effectiveness of a variety of continuing education methods, materials, and programs in preparing library personnel in all types of libraries and to effect positive change in the delivery of library services.

14. MOUNTAIN STATES REGIONAL MEDICAL PROGRAMS

To develop programs in response to major needs in the four states of Idaho, Montana, Nevada, and Wyoming for continuing education for health personnel and for facilities which will strengthen the capacity of physicians and other health professionals to treat heart disease, cancer, stroke, and related diseases.

Operational Programs

1. Core Operation
2. Coronary Care Training—Montana
3. Cancer Education and Treatment Center (Mountain States Tumor Institute)
4. Continuation Education for Health Professionals in Montana
5. Rocky Mountain Tumor Registry
6. Continuing Nursing Education—Nevada
7. Continuing Education in Inhalation Therapy for Physicians, Therapists, and Nurses
8. Consulting Team Approach to Continuing Education for Health Service Personnel in Rural Communities in Nevada
9. Continuing Nursing Education—Idaho
10. Coronary Care Training—Southwest Idaho
11. Continuation Education for Nursing—Wyoming
12. Continuation Education for Nursing—Montana

15. RESOURCES DEVELOPMENT INTERNSHIP PROGRAM

To promote the productive interchange of ideas between the academic community, including students,

and the participants in community organizations throughout the West, especially by means of the process of service-learning, by building bridges between educational institutions and community organizations, and by developing new and innovative supplementary projects.

DIVISION OF MENTAL HEALTH AND RELATED AREAS

16. CONTINUING PSYCHIATRIC EDUCATION FOR PHYSICIANS PROGRAM

To increase the supply of psychiatrist-teachers for nonpsychiatric physicians of the West, in areas remote from training institutions; to provide demonstration study opportunities for physicians practicing in these areas and to stimulate the development of ongoing training programs for them; and to provide liaison for the western region in this field.

17. WESTERN CONFERENCE ON THE USES OF MENTAL HEALTH DATA

To develop methods of training mental health statisticians, to develop new methods for effective collection and utilization of mental health data, and to develop a vehicle for communication and collaborative research among interested professionals in this field.

18. COMMUNITY COLLEGE MENTAL HEALTH WORKER PROGRAM

To develop community college educational programs in mental health in order to meet the manpower needs for service delivery in rural areas and to emphasize, particularly, the recruitment and training of Spanish-American and Indian students from rural areas.

19. SPECIAL EDUCATION FOR GENERAL EDU- CATORS

To improve the understanding and capability of general educators—especially those already working in regular classrooms, in the inner city, and in geographically remote areas—in teaching exceptional children, by providing assistance to institutions and agencies in the 13 western states as they plan special training programs and special education programs for the delivery of services.

20. IMPROVING MENTAL HEALTH SERVICES ON WESTERN CAMPUSES

To assist four-year colleges and universities in the 13 western states to improve the organization and delivery of mental health related services throughout their campus communities.

21. MENTAL HEALTH CONTINUING EDUCA- TION

To help develop a collaborative field of continuing education for mental health personnel in the West, a field linked by mutual planning among leaders in university programs and treatment agencies and

characterized, eventually, by a variety of flexibly designed, short, intensive courses for members of the core professions in both urban and rural settings.

22. DEANS AND FACULTY OF SCHOOLS OF SOCIAL WORK PROGRAM

To involve the deans of the graduate schools of social work in the western states in a program of continuing education which provides for their own professional development and enables them to share in the development of opportunities for continuation of their faculties; and to provide support for a regional workshop program for graduate school faculty.

23. CORRECTIONS PROGRAM

To provide in-service training for juvenile and adult correctional personnel in eleven of the thirteen western states under two separately funded projects—Regional Institute for Corrections, Administrative Study; and Nationwide Educational Programs for Institutionalized Children.

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS at WICHE

24. PERSONNEL CLASSIFICATION MANUAL

To provide standard categories for classifying and reporting employee activities typically associated with jobs and positions in colleges and universities.

25. DATA ELEMENT DICTIONARY

To establish uniform sets of definitions for the data to be used in the Center's program. Uniform data elements are the foundation for the development of compatible data bases in the participating institutions.

26. PROGRAM CLASSIFICATION STRUCTURE

To design a taxonomy of higher education programs that will serve as the framework for comparable data exchange and reporting, assist in program budgeting, and serve as the framework for the development of generalized analytical models.

27. STUDENT FLOW MODEL

To develop analytical models that will predict student enrollment and simulate student progression through postsecondary education at both the institution and state system level.

28. FACULTY ACTIVITY ANALYSIS

To develop standard procedures for analyzing faculty activities and to design techniques that may be used to assist in compatible exchange of the data.

29. RESOURCE REQUIREMENT PREDICTION MODEL

To develop simulation models to project resource requirements to aid institutional decision makers in the allocation of higher education resources.

30. **INFORMATION EXCHANGE PROCEDURES**
To define conventions regarding the manner in which institutional data may be aggregated and arrayed for interinstitutional comparison.
31. **COST FINDING PRINCIPLES**
To develop costing methodologies that will permit cost analysis of the various activities in higher education.
32. **HIGHER EDUCATION FINANCE MANUALS**
To describe procedures for translating institutional financial data into program structures designed to meet the particular needs of decision makers at the institutional, state, and national levels.
33. **FACILITIES INVENTORY AND CLASSIFICATION MANUAL**
To revise the federal *Higher Education Facilities Classification and Inventory Procedures Manual*.
34. **NATIONAL SEMINAR ON HIGHER EDUCATION MANAGEMENT**
To conduct a national seminar for the purpose of identifying issues fundamental to developing and implementing comprehensive state planning and management systems.
35. **GENERAL TRAINING**
To promote the adoption and implementation of new higher education management tools and techniques.
36. **TRAINING MATERIALS AND TECHNIQUES**
To develop a variety of training materials and techniques for use in providing instructional experiences that will ensure that the new management tools being developed under the Center's aegis will be fully understood by the higher education community.
37. **TRAINING NETWORK**
To meet the training needs of institutions and agencies throughout the country on the development and implementation of management technologies.
38. **CENTER PRODUCT WORKSHOPS**
To develop and conduct the Center product workshops to include details of specific Center products.
39. **VISITING PROFESSIONALS TRAINING PROGRAM**
To provide an opportunity for institutional or agency representatives to obtain a full understanding and working knowledge of NCHEMS develop-



mental work and to contribute in a meaningful fashion to some specific aspect of the Center's developmental work.

40. A STUDY OF FEDERAL FINANCING PLANS FOR HIGHER EDUCATION

Phase I: To evaluate and make recommendations for implementation relative to a specific federal general assistance plan for higher education. Phase II: To investigate systematically the financial needs of higher education and to develop and analyze alternative federal financing plans with the objective of making recommendations for implementing a plan or set of plans that best addresses the identified financial needs of higher education.

41. STATEWIDE PLANNING SYSTEMS

To conceptualize statewide planning systems that will result in design specifications for such additional programs as analysis of manpower trends, statewide planning and resource allocation models, and information systems for statewide planning.

42. STUDENT FLOW

To advance the state-of-the-art in student flow analysis by generalizing such concepts as student cohorts, transitions, state-of-the-system, and transition events to encompass a wide range of decision viewpoints of various decision makers. To investigate the stability and predictability of student flow in institutions in statewide systems.

43. RESOURCE UTILIZATION ANALYSIS

To develop techniques which will aid institutions in more efficient utilization of the resources available to them. This project is primarily directed to such operational or logistical functions of institutions as inventory management, work scheduling, space utilization, and course scheduling.

44. OUTPUTS OF HIGHER EDUCATION

To improve planning, evaluation, and decision making in higher education by developing quantitative measures and qualitative understandings of the outputs of education programs.

45. RESOURCE ALLOCATION AND PLANNING MODELS

To develop long-range improvements in the use and predictive capabilities of resource allocation and planning models. To develop techniques that facilitate the study of the resource implications of institutional output experiments and development of methodologies for studying feasible planning of alternatives.



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SELECTED WICHE PUBLICATIONS

The following publications and a complete list of all available WICHE publications are available free, except where noted, from Publications Unit, WICHE, P.O. Drawer P, Boulder, Colorado 80302

WICHE REPORTS ON HIGHER EDUCATION. A quarterly newsletter concerning WICHE program activities and allied subjects.

YOUR STATE CAN HELP YOU SECURE YOUR EDUCATION IN MEDICINE, DENTISTRY, DENTAL HYGIENE, OCCUPATIONAL THERAPY, OPTOMETRY, PHYSICAL THERAPY, VETERINARY MEDICINE. An informational brochure describing WICHE's Student Exchange Programs.

THE MINORITY STUDENT ON THE CAMPUS. R.A. Altman and P.O. Snyder, eds. \$3.50.

THE PUBLIC CHALLENGE AND THE CAMPUS RESPONSE. R.A. Altman and C.M. Byerly, eds. \$3.50. (Available Dec. 1, 1971)

CREDIT BY EXAMINATION. R.A. Altman and J.Q. Jones, eds. Proceedings from workshops cosponsored by WICHE and The College Entrance Examination Board.

COMMUNICATING NURSING RESEARCH: IS THE GAP BEING BRIDGED? M.V. Batey, ed.

ABOUT WCHEN. A brochure describing the goals, objectives, and methods of the Western Council on Higher Education for Nursing.

ELEVENTH ANNUAL TRAINING INSTITUTE FOR PSYCHIATRIST-TEACHERS OF PRACTICING PHYSICIANS 1971: INNOVATIVE STRATEGIES FOR CONTINUING EDUCATION: CONTINUING EDUCATION AND THE PHYSICIAN'S EMOTIONAL WELL-BEING. R.A. Feldman, ed.

ACCOUNTING GUIDELINES FOR MENTAL HEALTH CENTERS AND RELATED FACILITIES. Prepared by D.L. Salsbery in collaboration with the Cost Systems Task Force, Western Conference on the Uses of Mental Health Data. P.A. McCullough, ed.

HIGHER EDUCATION MANAGEMENT. A periodical designed to discuss issues related to the National Center for Higher Education Management Systems at WICHE.

STUDENT FLOW MODELS: A REVIEW AND CONCEPTUALIZATION. C.C. Lovell, \$1.00

VALUE CHANGE AND POWER CONFLICT IN HIGHER EDUCATION. W.J. Minter and P.O. Snyder, eds.

INTERDISCIPLINARY PROGRAMMING FOR INFANTS WITH KNOWN OR SUSPECTED CEREBRAL DYSFUNCTION. G. Hensley and V.W. Patterson, eds. \$1.00.

WHAT IS WICHE? Continued

DIVISIONS. WICHE is composed of three major divisions, which constitute the organizational framework for 45 separate programs and projects.

THE DIVISION OF GENERAL REGIONAL PROGRAMS. This division currently sponsors 14 programs, covering a wide range of activities in higher education. They include a student exchange program for western students in the health sciences, a four-state Regional Medical Program, a program development unit, continuing education and research projects in nursing, a program to increase access of ethnic-minorities to higher education and to improve educational relevance for these students, on-the-job internships for college students, and a continuing education program for library personnel.

THE DIVISION OF MENTAL HEALTH AND RELATED AREAS. This division, which now has eight programs, was formed in 1956 at the request of the Western Regional Conference of the Council of State Governments. Programs in this division include continuing education for mental health professionals and for physicians in the field of psychiatry; the development of mental health worker programs in community colleges; improving mental health services on western campuses; and continuing education for deans and faculties of social work schools, for correctional personnel, and for general educators in the area of special education for the handicapped.

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS at WICHE. This division, established in 1969, has 23 separate programs and represents a national effort in higher education. NCHEMS aims to improve higher education management through the design, development, and implementation of planning and management systems at institutional, state, and national levels.

The WICHE states are:

Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

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FOR HIGHER EDUCATION

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In recent years, the number of applicants to law school has risen much more rapidly than has the capacity of law schools to handle them.¹ It has become harder for all but the best qualified to get into particular law schools or, indeed, to get into law schools generally. In the fall of 1970, an American Bar Association survey showed that the country's law schools were essentially filled to capacity, with fewer than 1,000 first-year places unfilled because qualified students had not applied, and that there were no spaces at all at more than 90 percent of the law schools. Furthermore, the number of applications for fall 1971 admission rose at least 30 percent in law school capacity.

The increase, which is far in excess of projections based on student populations, is frustrating to both the applicants and the law schools. Up to a point, many schools welcome the chance to be more selective and get a more highly qualified student body, but by now an increasing number of schools are troubled by the number of fully qualified applicants they must turn down. This is especially true in light of the opinion, widespread among legal educators and bar leaders, that the need of American society for people trained in the law is far from satisfied. Leaders of law schools and the bar are giving increased attention to the problem, but any long-range solution will come too late to help the 1972 or 1973 law school applicant.

¹Twelve new law schools have been approved by the ABA since 1955, bringing the total to 140. First year students have increased from 8,700 to 17,000 during the same time period -- Digest of Educational Statistics, 1970.

Prelaw Handbook -- Association of American Law Schools and the Law School Admission Test Council.

January 27, 1972
2600 Northern Lights Boulevard
Anchorage, Alaska 99503

Gentlemen:

The purpose of this contact with you is to bring to your attention the plight of Alaskan students attempting to enter law school.

For varied reasons, law study has become extremely popular in the last two years. With an increasing number of applications, entrance requirements have stiffened significantly, especially for non-residents applying to state universities. Alaskan students fall into this category. The enclosed proposal includes what I consider to be the detrimental effects of this residency discrimination.

In the next few weeks I plan to outline three possible alternatives for remedial action. This factual presentation deals with unilateral action on your part. A second remedy will be sought through the logical vehicle, the Western Interstate Commission for Higher Education (WICHE; as Title 14, Chap. 40, Article 7) despite past opposition. A third alternative will examine the possibilities of legislative action including the feasibility of Alaska purchasing law school seats from Northwest schools.

Will you please consider this proposal and the forthcoming information with an eye towards development of a strong position on behalf of your profession.

Thank you for your attention.

Sincerely,



Martin D. Wells

2600 Northern Lights

279-6005

A PROPOSAL

to the

ALASKA BAR ASSOCIATION

INASMUCH as it is the responsibility of the Citizenry of the State of Alaska to care for its offspring by offering the total amount of education as is possible, and

WHEREAS: Alaska does not have a law school at its state university, and

WHEREAS: 42 of 50 states offer preferential treatment to their state resident law candidates, and

WHEREAS: In the last two years, law school applications have increased 300% in many institutions, and

WHEREAS: Repercussions from this situation may include:

- A. Alaskans being forced to study in schools far from the Northwest region, thus jeopardizing valuable contacts that are of prime importance during law school and upon returning to the state to practice law;
- B. Alaskans being forced to borrow heavily to attend Outside private universities to the detriment and/or exclusion of other loan candidates;
- C. Alaskans being forced to enter little-known, obscure schools, or four-year night schools to the possible detriment of their early careers;
- D. The Alaska Bar's becoming inundated with attorneys from other states moving here to the possible detriment of the state due to their Outside orientation and perspective, and

WHEREAS: No reciprocal residency provisions now exist, as they have previously, that would alleviate the financial and proximity problems,

THEREFORE it is hereby proposed that the Alaska Bar Association take the following action:

- A. IMMEDIATELY convey the interest of the Alaska Bar Association in its resident law school candidates by:

1. Sending letters to all law schools in the nation, with emphasis on the Northwest schools, urging them to accept qualified Alaskans in place of those non-resident applicants who have residency advantages in their home states,
 2. Making this letter available to Alaskan students to include in their application material,
 3. Properly publicizing this effort so its effectiveness will be maximized.
- B. IMMEDIATELY seek the cooperation of the law schools in the Northwest in effecting an agreement allowing Alaskans to apply:
1. As in-state residents, or
 2. On non-resident qualifications paying in-state tuition, or
 3. On resident qualifications, paying out-of-state tuition,
- in return for which the University of Alaska would allow students from those states to pursue graduate studies in Alaska under the same conditions.
- C. ULTIMATELY urge the funding and establishment of a law school and legal center for the State of Alaska.

Submitted by

Martin D. Wells

- I. INASMUCH as it is the responsibility of the Citizenry of the State of Alaska to care for its offspring by offering the total amount of education as is possible, and
- II. WHEREAS: Alaska does not have a law school at its state university, and
- III. WHEREAS: 42 of 50 states offer preferential treatment to their state resident law candidates, and

In Colorado:

Based on the qualifications of all students granted regular admission to the Fall, 1971, entering class, it is not anticipated that applicants whose grade point averages or law School Admission Test scores are significantly below the following will be granted admission for the Fall, 1972. (Depending on the number of applications received and completed, higher qualifications may be required.)²

Resident		Non-Resident	
GPA	LSAT	GPA	LSAT
2.90	575	3.1	615

In Montana:

Enrollment pressures are such that we can no longer accept applications for the University of Montana Law School from individuals who are not residents of Montana.³

In Idaho:

The requirements for admission of resident students are somewhat lower than for non-residents wishing admission. We anticipate that residents will need around a 2.6 grade point average and a 560 LSAT score approximately, while non-resident applicants would need around a 3.00 grade point average and at least a 600 LSAT. It should be kept in mind, however, that these are only estimates at this time. Out of last year's entering freshman class there were 35 non-residents and 81 Idaho residents accepted.⁴

² Supplement to University of Colorado Bulletin, Vol LXXI, No. 29, June 20, 1971, G.S. No. 1553.

³ John McCabe, Assistant Dean, University of Montana

⁴ Albert R. Menard, Jr., Dean, University of Idaho

III. Continued --

. In Oregon:

In reply to your letter of December 30, 1971, we do not normally favor residents over non-residents for purposes of admission decisions. This policy is reflected in our tuition structure, where residents and non-residents pay the same amount. I should mention, however, that in cases where several applicants present the same prelegal credentials, our Committee on Admissions usually grants the admission to the resident of Oregon. But the majority of the decisions are not made on the basis of residency, but on prelegal record and other factors our Committee feels are important. ⁴

In Maryland:

In the admission decision preference is certainly given to those who are residents of Maryland. In fact, we expect that only about 15% of the 175 students who will be admitted into the class beginning in September, 1972, will be classified as non-residents. Preference is also shown to residents in regard to the award of certain categories of financial aid.⁵

LSAT Score	Percent Below	156,094 Tested 1966-69
750	99.6	
725	99	
700	97	Non-residents generally required 600
675	95	
650	91	
625	86	Residents generally required 550
600	79	
575	71	
550	62	Assuming a normal distribution across the curve, this means 21% qualify as non-resident while the top 38% can qualify as residents.
525	52	
500	42	
475	33	
450	25	
425	18	
400	13	
375	8	
350	5	
325	4	
300	2	
275	1	
250	0.8	

⁴ Becky Anderson, Admissions Secretary, University of Oregon

⁵ James Forsythe, Assistant to the Dean, University of Maryland

IV. WHEREAS: In the last two years, law school applications have increased 300% in many institutions, and

University of Oregon:

The number of applicants and the size of our entering class for the last three years has been: 1969: 655 applicants, 156 registered students; 1970: 656 applicants, 151 registered students; and 1971: 1905 applicants, 140 registered students. We have presently received more applications for the fall of 1972 than the level we were at at this time last year. Thus, it would appear admission competition will remain at least as high, and probably exceed, the competition level of last year. ⁶

<u>School</u>	<u>Applied/Accepted in 1971</u> ⁷
Boston Univ.	6,000/325
Catholic Univ.	2,000/189
Dickinson	1,300/140
Duke	2,000/140
Florida State	1,500/150
George Washington	4,000/400
Harvard	6,300/525
Stanford	3,800/155
U.C. Berkeley	5,500/275
U.C. Davis	1,367/157
Oregon	1,905/140
U. Pennsylvania	3,000/200

V. WHEREAS: Repercussions from this situation may include:

- A. Alaskans being forced to study in schools far from the Northwest region, thus jeopardizing valuable contacts that are of prime importance during law school and upon returning to the state to practice law;

⁶ Becky Anderson, Admissions Secretary, University of Oregon

⁷ Prelaw Handbook -- Association of American Law Schools and the Law School Admission Test Council.

V. Continued --

B. Alaskan being forced to borrow heavily to attend Outside private universities to the detriment and/or exclusion of other loan candidates;

Estimated Tuition and Fees by Type and Control of Institution, 1971-72 ⁸

	All Institutions	Universities	Other 4-yr. Insitutions	2 year Institutions
Public	383	527	394	174
Private	1,830	2,161	1,754	1,351

Tuition Charge/year. Source: Prelaw Handbook

(P) Private (S) State	School	Resident	Non-Resident
P	Albany	\$2,000	\$2,000
P	Boston Univ.	2,200	2,200
P	William & Mary	660	1,600
S	Indiana	800	1,800
S	Ohio State	735	1,855
P	Stanford	2,805	2,805
S	Alabama	610	1,120
S	Arizona	420	1,310
S	U.C. Berkeley	700	2,200
S	U.C.L.A.	666	1,866
S	Colorado	553	1,821
P	Univ. Denver	2,400	2,400
S	Michigan	900	2,300
S	Washington	555	1,641

⁸ U.S. Department of H.E.W., Office of Education, publication "Higher Education Basic Student Charges"

V. Continued --

- C. Alaskans being forced to enter little-known obscure schools, or four-year night schools to the possible detriment of their early careers;
- D. The Alaska Bar's becoming inundated with attorneys from other states moving here to the possible detriment of the state due to their Outside orientation and perspective, and

of the last 60 bar candidates, only 12 could claim residency of more than one year.
Source: ABA Ales.

VI. WHEREAS: No reciprocal residency provisions now exist, as they have previously, that would alleviate the financial and proximity problems,

Tuition and residency reciprocity existed with several northwest states during territorial days. These "gentlemen's agreements" have long since lapsed for lack of authority.

VII. THEREFORE it is hereby proposed that the Alaska Bar Association take the following action:

- A. IMMEDIATELY convey the interest of the Alaska Bar Association in its resident law school candidates by:
 - 1. Sending letters to all schools in the nation, with emphasis on the Northwest schools, urging them to accept qualified Alaskans in place of those non-resident applicants who have residency advantages in their home states,
 - 2. Making this letter available to Alaskan students to include in their application material,
 - 3. Properly publicizing this effort so its effectiveness will be maximized.
- B. IMMEDIATELY seek the cooperation of the law schools in the Northwest in effecting an agreement allowing Alaskans to apply:
 - 1. As in-state residents, or
 - 2. On non-resident qualifications paying in-state tuition, or

VII. Continued --

3. On resident qualifications paying out-of-state tuition,

in return for which the University of Alaska would allow students from those states to pursue graduate studies in Alaska under the same conditions.

- C. ULTIMATELY urge the funding and establishment of a law school and legal center for the State of Alaska.

HCR-49

THE ALASKA COURT SYSTEM

PROPOSED THREE-YEAR COURT FACILITIES BUILDING

PROGRAM FOR THE STATE OF ALASKA

FISCAL YEARS

1972-73

1973-74

1974-75

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Suggested Floor Plan of Minor Court Facilities
(5,800 sq. ft.) - - - - - 7

Minor Court Facilities (3,800 sq. ft.), Place and
Year of Construction - - - - - 8

Suggested Floor Plan of Minor Court Facilities
(3,800 sq. ft.) - - - - - 11

Nomenclature For Cities and Village Facilities - - - - - 12

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Fiscal Notes Describing Estimated Cost of
Major and Minor Court Facilities - - - - - 25

ALASKA COURT SYSTEM

PRESENT AND PROJECTED COURT FACILITIES PROGRAM

Status of Current Facilities Construction:

Major facilities financed and under planning and construction:

Anchorage
Ketchikan
Juneau

Fairbanks Court Space Requirements:

We have not included the city of Fairbanks within our court facilities program request due to the study and planning made by SUA, Inc. The SUA report indicates the urgency of the Court System for space both immediately and through 1985.

The report states that the existing building is not optimally designed for use as a court building, and every consideration should be given to providing a new court facility.

Recent legislation (Senate Bill No. 153) and opinions relating to the place of trial; and changing Rule 18, Rules of Criminal Procedure, now require that the superior court be brought to the bush areas as stated in AS 22.10.030, Sec. 3. It is the intent of this act to make the administration of justice more accessible to the people of rural areas of the state; it is the legislative intent that AS 22.10.140, providing for the temporary assignment of superior court judges anywhere in the state, be fully implemented. AS 22.10.030, Sec. 2 further states that in Sec. 1 of this act, AS 22.10.030(D) has the effect of changing Rule 18, Rules of Criminal Procedure, by requiring criminal prosecutions to be had not only in the judicial district in which the crime or offense was committed, but in the election district within that judicial district at a location convenient to the parties and witnesses.

The Alaska Court System in determining its capabilities of following legislative intent must submit a large three-year

PRESENT AND PROJECTED COURT FACILITIES PROGRAM

capital improvements program in regard to both physical court facilities and upgrading of court libraries sufficient to take care of minimal superior court needs in the various election districts.

BUSH FACILITIES PROPOSAL

Major court facilities that each provide for Superior, District, and Magistrate Courts should be allocated a minimum of 12,00 square feet per building and are located as follows:

<u>Location</u>	<u>Judicial District</u>			<u>Election District</u>	
	<u>Pro- posed</u>	<u>Pre- sent</u>	<u>Poss. Prop.</u>	<u>Will Be</u>	<u>Was</u>
	FY 72/73				
Bethel	5	4	3	16	14
Barrow		2		21	17
Kotzebue		2		22	17
Sitka		1		4	3
	FY 73/74				
Kenai		3		12	10
Palmer		3		10	7
Seward		3		11	9
Wrangell		1		3	2

MAJOR COURT FACILITIES

Space should be considered for ancillary court agencies as follows:

1. District Attorney and Staff	600 sq. ft.
2. Public Defender	600
3. Parole - Probation	800
4. Alaska Legal Services (OEO Funded)	<u>300</u>
	2,300

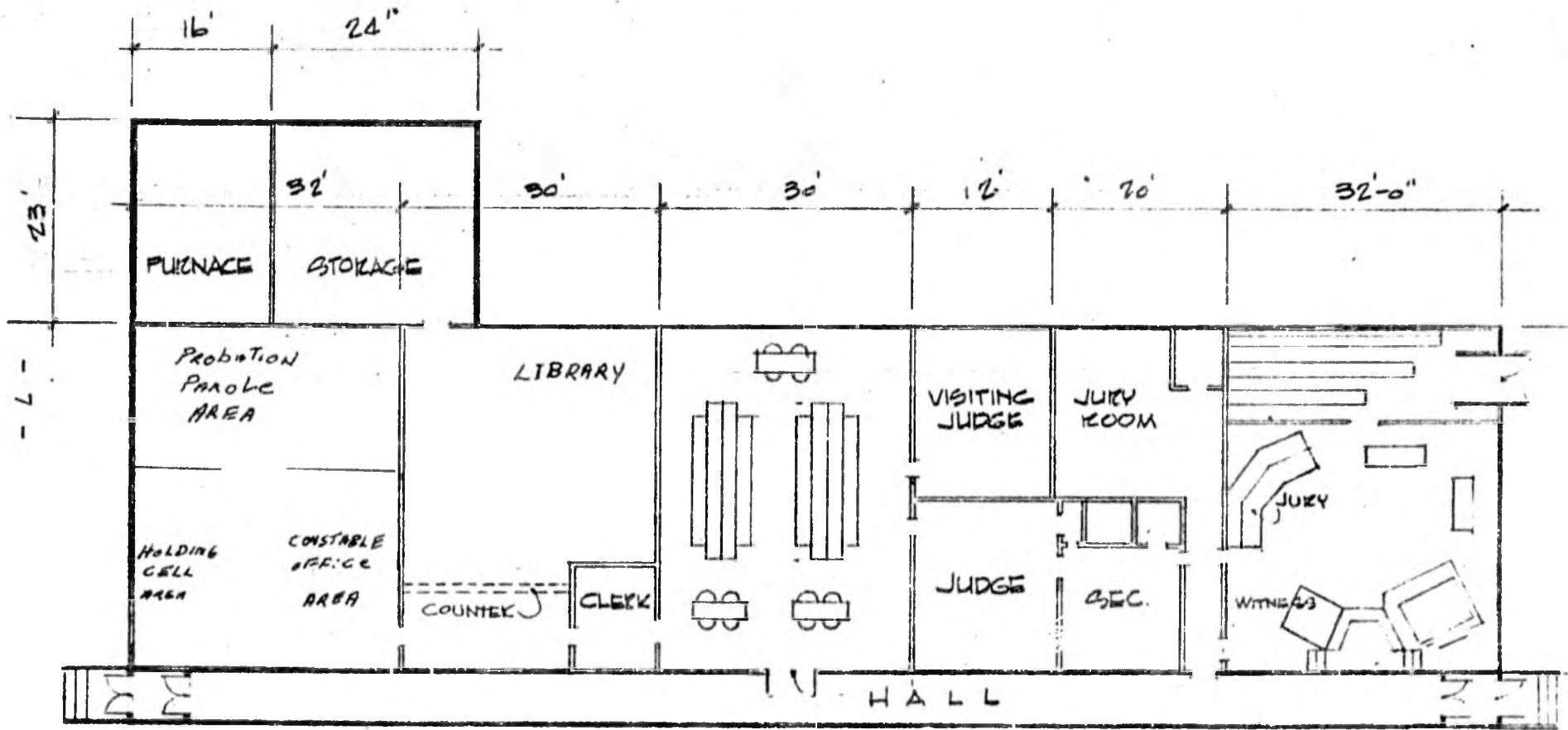
Court request does not include space requirements for mechanical, electrical, telephone, and janitorial needs as this will vary by facility and it is assumed that court space will most probably be joined to other State Building needs and be accomplished in overall planning.

BUSH FACILITIES PROPOSAL

To enable the Court System to hold Superior Court trials in every election district, it is essential that a plan for a building of 5,800 square feet be provided with a construction schedule as follows:

<u>Location</u>	<u>Judicial District</u>			<u>Election District</u>	
	<u>Pro- posed</u>	<u>Pre- sent</u>	<u>Poss. Prop.</u>	<u>Will Be</u>	<u>Was</u>
FY 72/73					
Cold Bay		3		14	12
Dillingham		3		15	13
Tanana		4		18	15
Saint Marys	5	2	3	24	19
FY 73/74					
Delta Junction (Big Delta)		4		19	6
Glenallen		3		8	6
Haines		2		6	5
Homer		3		12	10
McGrath	5	4	3	17	15
Valdez		3		8	6
FY 74/75					
Cordova		3		7	6
Old Harbor (K.I.)		3		13	11
Petersburg		1		3	2
Tok		4		19	16
Yakutat		1		6	5

Suggested Floor Plan for 5,800 square foot Bush Justice Facilities



SCALE: 1/16" =

BUSH FACILITIES PROPOSAL

FY 72/73

The Alaska Court System, in conjunction with the State Police and Village Police Programs for up-grading services and minor bush facilities, propose the following three-year program for new facilities of approximately 3,800 square feet per building:

<u>Location</u>	<u>Judicial District</u>			<u>Election District</u>	
	<u>Pro- posed</u>	<u>Pre- sent</u>	<u>Poss. Prop.</u>	<u>Will Be</u>	<u>Was</u>
Angoon		1		4	3
Craig		1		1	1
Pelican		1		6	5
Skagway		1		6	5
Buckland		2		22	17
Gambell		2		23	18
Point Hope		2		22	18
Teller		2		23	17
Unalakleet		2		23	19
Wainwright		2		21	17
Girdwood		3		10	8
Naknek		3		15	13
Port Lions (Afognak Island)		3		13	11
Unalaska		3		14	12
Eagle		4		20	16
Fort Yukon		4		17	16
Galena		4		18	15
Nenana		4		18	15
Aniak	5	4	3	17	15
Emmonak	5	2	3	24	19
Hooper Bay	5	2	3	24	19
Mekoryuk (Nunivak Island)	5	4	3	16	14
Mountair Village	5	2	3	24	19
Quinhagak	5	4	3	16	14
Tununak	5	4	3	16	14

BUSH FACILITIES PROPOSAL

FY 73/74

The Alaska Court System, in conjunction with the State Police and Village Police Programs for up-grading services and minor bush facilities, propose the following three-year program for new facilities of approximately 3,800 square feet per building:

<u>Location</u>	<u>Judicial District</u>			<u>Election District</u>	
	<u>Pro- posed</u>	<u>Pre- sent</u>	<u>Poss. Prop.</u>	<u>Will Be</u>	<u>Was</u>
Hoonah		1		6	5
Kake		1		3	2
Elim		2			
Kiana		2		22	17
Noatak		2		22	17
Noorvik		2		22	17
Savoonga		2		23	18
Selawik		2		22	17
Wales		2		23	18
Manokotak		3		15	13
Sand Point		3		14	12
St. Paul Island		3		14	12
Seldovia		3		12	10
Talkeetna		3		9	7
Togiak		3		15	13
Whittier		3		10	9
Arctic Village		4		21	16
Bettles		4		18	15
Cantwell		4		18	15
Nulato		4		18	15
Ruby		4		18	15
Chevak	5	2	3	24	19
Holy Cross	5	2	3	16	14
Nunapitchuk	5	4	3	19	14
Tuluksak	5	4	3	16	14

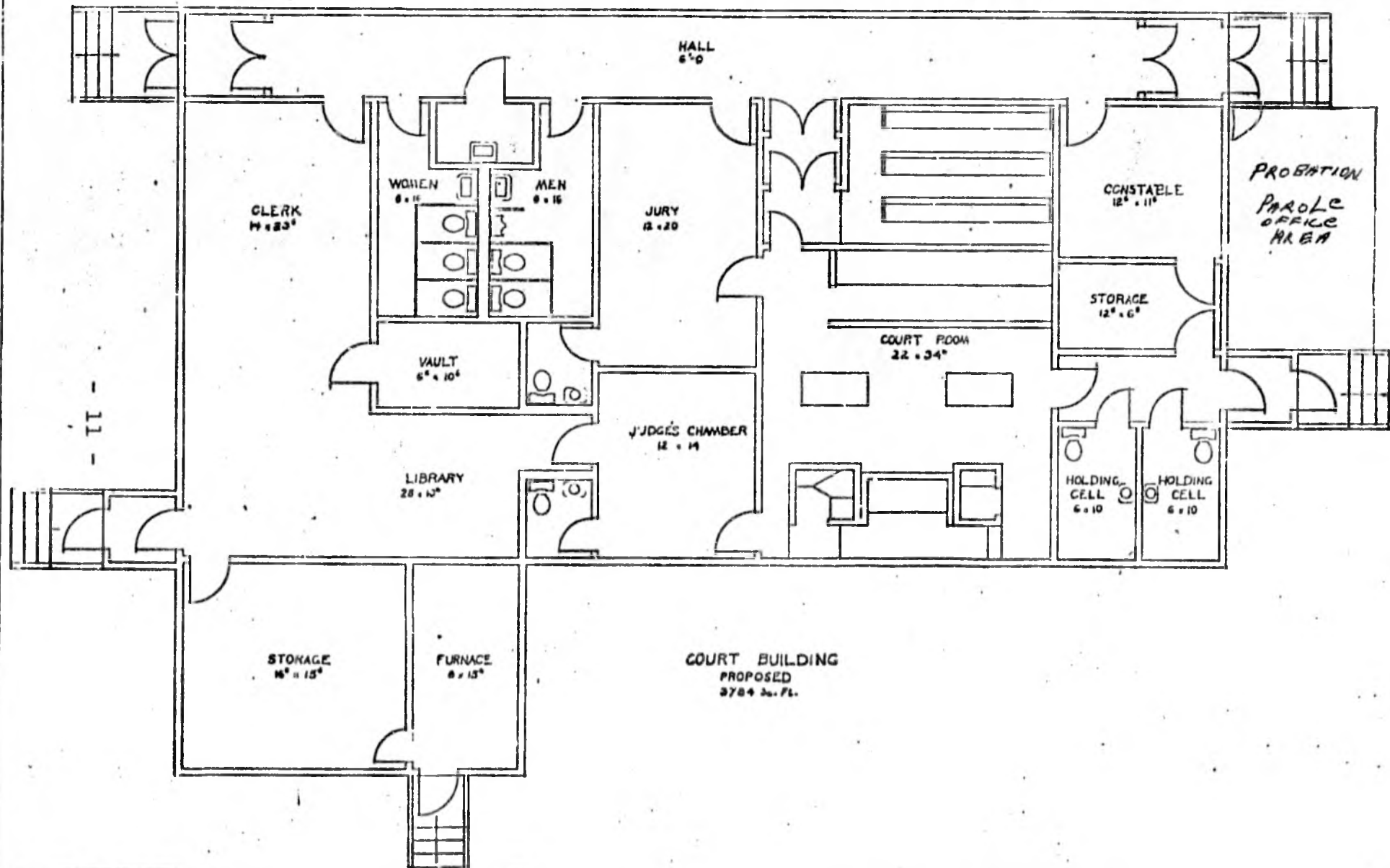
BUSH FACILITIES PROPOSAL

FY 74/75

The Alaska Court System, in conjunction with the State Police and Village Police Programs for up-grading services and minor bush facilities, propose the following three-year program for new facilities of approximately 3,800 square feet per building:

<u>Location</u>	<u>Judicial District</u>			<u>Election District</u>	
	<u>Pro- posed</u>	<u>Pre- sent</u>	<u>Poss. Prop.</u>	<u>Will Be</u>	<u>Was</u>
Ambler		2		22	17
Deering		2		23	17
Kivalina		2		22	17
Koyuk		2		23	18
Saint Michael		2		23	18
Shaktoolik		2		23	18
Shungnak		2		23	18
Egegik		3		15	13
Koliganek		3		15	13
Larsen Bay (K.I.)		3		13	11
Tyonek		3		12	10
Allakaketc (Alatna)		4		18	15
Barter Island (Kaktovik)		4		16	18
Beaver		4		20	16
Stevens Village		4		21	16
Akiak	5	4	3	16	14
Akiachak	5	4	3	16	14
Alakanuk	5	2	3	24	19
Eek	5	4	3	16	14
Kipnuk	5	4	3	16	14
Kwethluk	5	4	3	16	14
Napakiaak	5	4	3	16	14
Tooksook Bay	5	4	3	16	14

Suggested Floor Plan for 3,800 square foot Bush Justice Facilities



NOMENCLATURE

The population information was extracted from the 1970 U. S. Census Second Count reports, "Summary of Race and Housing for Places within Alaska," "Housing Totals for Places in Alaska" and "Preliminary 1970 Census Counts of American Indians and Alaska Natives." The form of government and borough in which the community is located is also indicated. There are 10 organized boroughs in Alaska, and the rest of the state is classified as "unorganized borough," with governmental responsibility vested in the state legislature. Local governments are classified as one of five types of cities under Alaska law and also "traditional villages," IRA rule, which are cities of the first class with charters adopted by local referendum, and the four classes specified by state enabling legislation. The first, second, third and fourth class cities are all incorporated under Alaska law, with rights and powers as prescribed, while the "traditional villages" are not incorporated. They are governed by tribal councils chosen by the villages with the authority granted by the villagers themselves. IRA villages are those incorporated under the federal Indian Reorganization Act, but not under state law. They have substantially the same status as traditional villages, but are somewhat more formalized. One last classification used in this report is "unincorporated," which denotes a community with no functioning government at all. In many cases the borough in which they are located provides government services as needed, or the population may be so small as to make local organization unnecessary.

The power section is admittedly not complete. Alaska Village Electric Cooperative (AVEC) has energized 33 villages and will serve 11 more this year. But information is sketchy on other electric utility service in the remote areas. There are privately operated generators, or village-owned facilities and service by tie-line from the urban utilities. And, of course, many places still have no power at all.

In the transportation facilities section an attempt is made to give a picture of each community's situation. Those on the highway system are identified, as these communities are different in many ways from the remote communities. The "roads" item shows local road mileage where known, or the fact that the village has a local road system. It can be assumed that most local roads are unpaved.

NOMENCLATURE

More communities are served by airport than by highway. The airports are very important to the life and economy of these places, and airstrip characteristics are given in some detail. The code meanings related to airstrips are as follows:

D - dirt or turf runway	H - hard-surface runway
G - gravel runway	S - seaplane landing area available

The runway designation is followed by a number indicating the length in hundreds of feet, and this is followed by the letter "L" if the strip is lighted. For example, H50L would mean a lighted hard-surfaced runway 5,000 feet long. If the airport has fuel available for aircraft, this is shown by "F". Scheduled airline service is shown by "AC" followed by a number indicating the number of days per week, and "J" indicating jet fuel is available. If "I" is shown, it means the field has navigation facilities and is equipped for instrument approach.

Approved By: _____
 Approved By: _____

Major court facilities that each provide for Superior, District,
 and Magistrate courts should be allocated a minimum of 12,000
 square feet per building and are located as follows:

FY 72/73

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	
LOCATION	HOUSE ELECTION DISTRICT	POPULATION 1970	% NATIVE POPULATION	FORM OF GOVERN- MENT	JUDGE: SUPERIOR, DISTRICT OR MAGISTRATE	VILLAGE OR CITY POLICE	ST. TROOP/ ST. AID Village Police	TRANSPORTATION ROAD + AIRPORT	ELECTRIC POWER	SCHOOL BY TYPE + GRADES	Military	Public LIBRARY/ JAIL	COMMUNIT- Y CENTERS
1 STEA	4(6)	3370	25	Rural	S, D, M	CITY	AST	Water LOCAL RDS	City	SHER BOD	NONE	City Jail	Radio
5(6) BERNAL	16 (M)	2416	77	City	D, M	CITY	AST-2	LOCAL RDS	City	STR K-12	USAF	Radio	Radio
2 KOTZEBUR	22 (19)	1696	79	"	"	CITY	AST	LOCAL RDS	City	BIA K-12	USAF	"	"
2 BARROW	21 (17)	2104	90	"	"	CITY	AST	LOCAL RDS	City	BIA K-9	USAF	"	"
FY 73/74													
1 WENDELL	3 (2)	2029	21	Home Rural	D, M	CITY	AST	LOCAL RDS	City	City K-12	NONE	City Jail	Radio
3 SEWARD	11 (9)	1582	14	"	"	CITY	NONE	LOCAL RDS	City	STR K-12	NONE	"	"
3 PALMER	10 (7)	1140	3	"	"	CITY	AST	LOCAL RDS	City	MSB K-12	NONE	"	"
3 KENAI	12 (10)	3533	5	"	"	CITY	AST	LOCAL RDS	City	MSB K-12	USAF	"	"

5 = proposed 5th Judicial District
 (4) = present Judicial District
 3 = possible proposed extension of 3rd Judicial District

** Will = proposed 24 House Election District as per State Constitution
 Was () = Old House Election District

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