



Reports on  
Higher Education

WICHE

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*Western Interstate Commission for Higher Education*  
*Volume XV / Number 1 / November 1968*

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## *Personnel Directors Discuss Manpower Utilization*

"I'm asking for understanding of these new programs because I think they do demand a little different orientation," said Herbert Bisno, director, Community Services Programs, School of Community Service and Public Affairs, University of Oregon.

Bisno was addressing state personnel directors and classification supervisors from the WICHE states at a workshop held in late July in Salt Lake City, Utah. The topic of the workshop was the rapid development of undergraduate programs in the helping services and the need to develop new career lines for these specially educated graduates.

### **Manpower Needs and Training Programs**

Another workshop speaker, Albert H. Aronson, director, Office of State Merit Systems, U.S. Department of Health, Education, and Welfare, explained the problems in terms of manpower needs in the helping services.

"This involves a question of restructuring methods of delivery of (the helping) services and that involves the creation of jobs both at what might be called a preprofessional level—that is, persons at the baccalaureate level or those who may have two years of training at a college—as against the disadvantaged. And yet both of these are part of the picture."

Sixty-five colleges and universities in the West now have special course sequences for preprofessionals, where students prepare to take responsible positions in such fields as mental health, special education, corrections, welfare, and rehabilitation.

These undergraduate study sequences are called by a variety of names—Community Service and Public Affairs, Social Welfare, Human Services, and Helping Services—but their similar goal is to close up the ranks of the personnel in mental health and related areas,

*Continued on page 2*



which are now spottily maintained by M.A. and Ph.D. professionals.

Bisno described the characteristics of the Community Service and Public Affairs program at the University of Oregon as "more analytic and less descriptive," as involving "much more emphasis on field experience, but with field experience being field instruction," as increasing the teaching of methodology, as training students for atypical roles in the helping services, and as placing "considerable emphasis on less orthodox content."

#### Obstacles to Consider

Aronson cautioned the group of personnel directors when considering positions for this new breed of undergraduate.

"There is a temptation," he said, "when one is considering presenting new educational programs, to consider a spot to which these people can go. Yet this might be just the creation of one more category from which most people cannot move. We must think in terms of career advancement and opportunities of various kinds."

Dr. Eugene Koprowski, associate dean, School of Business, University of Colorado, who drew upon his broad experience in both the business and academic worlds, outlined the goals for manpower utilization in the helping services as reorganization of work and increasing flexibility in occupations and occupation mixtures.

He pointed out the obstacles to reaching these goals.

"The first obstacle," said Koprowski, "is the fact that it is just terribly difficult to distinguish between what is 'professional' work and what is 'subprofessional' or 'paraprofessional' work." The personnel people fully understood this problem, discussed it thoroughly, and found few immediate solutions.

Dr. Koprowski said the second obstacle was a resistance to change, especially by professionals.

"Most professionals, because of their longer training and blood,

sweat, and tears they have gone through, like to think there is some substance to their profession. They like to think there is something there that no one else can do."

Aronson could see advantages in this professional view; he also agreed with Dr. Koprowski's statement. He stated that "a profession concerned with the status of its own group does not welcome competition from persons who appear to be less qualified."

Dr. Koprowski's description of the third obstacle was sympathetic to the problems of the personnel people. He said, "All of you, in your positions as personnel administrators, are working with limited resources. When I talk about resources, I'm talking primarily about people, about money, and about time." The heads nodded in agreement.

"The last obstacle to achieving these goals," Dr. Koprowski said, "I think you have to call a lack of understanding or acceptance of the problems that are involved in this whole process. I think this is one of the reasons WICHE started this series of conferences. It was to bring together people who are affected by manpower utilization in the helping services, so that all of us might be zeroing in on a common body of knowledge or common set of conceptual tools."

#### New Utilization Patterns Emerging

Kathryn Desserich, director, Bureau of Staff Development and Career Planning, Utah Division of Welfare, explained progress in developing patterns of manpower utilization in Utah.

"When we faced the fact that all we had done was talk about the manpower problem," she said, "we knew we had to act. We began the exciting job of building a career ladder system for all present and potential employees. It is still in the blue print stage, but it is on the drawing board."

## Reports on Higher Education

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Alaska	Nevada
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California	Oregon
Colorado	Utah
Hawaii	Washington
Idaho	Wyoming
Montana	

## Conferences

The Sixth of 13 WICHE Seminars on Mental Retardation Data, Nov. 6, Billings, Montana. Dr. Gene Hensley and Dan Payne, coordinators.

Institute on Administrative Studies for Mental Health Executives, Nov. 12-15, Boulder, Colorado. Stanley Boucher, coordinator.

The Doctorate in Special Education, Nov. 25-26, Tucson, Arizona. Dr. Gene Hensley, coordinator.

Western Conference on the Uses of Mental Health Data, *Development of Mental Health Information Resources: A Need for Interstate Collaboration*, Dec. 4-5, Las Vegas, Nevada. Dr. Paul McCullough, coordinator.

## Appointments

Governor Jack Williams of Arizona reappointed Dr. Richard A. Harvill to the WICHE Commission.

Governor Stanley K. Hathaway of Wyoming reappointed Dr. William D. Carlson to the WICHE Commission.

Gerald Volgenau, recent graduate of the Syracuse University master's degree program in mental health information, was appointed public information officer.

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## WICHE Annual Meeting

# Higher Education: A Question of Relevance

Student unrest? This past spring, according to an informal National Student Association (NSA) survey, 221 demonstrations jolted 101 college campuses across the nation. This does not include the blowout at Columbia University. Fifty-nine of the demonstrations involved the take-over of an administration building and at least 42, a sleep-in or sit-in.

By all indications, it promises to get worse. Speakers and delegations at the NSA Congress held in August predicted widespread protests. FBI Director J. Edgar Hoover, in this instance, agrees with the students. He expects "attacks on educational institutions this fall" to be nationwide. "A confrontation with established authority to provoke disorder."

At the October national meeting of the Students for a Democratic Society at the University of Colorado, the SDS called for a nationwide student strike marked by teach-ins, debates, leaflet distributions, and other demonstrations to disrupt the presidential election on November 4 and 5.

What's it all about? The big off-campus issues are the Viet Nam War and questions of human problems and race relations.

On campus, students are bewailing everything from the power of college presidents and boards of trustees to cafeteria food and dorm closing hours for coeds.

#### Relevance: the Main Question

College administrators are facing the student challenges, both the serious and the silly. But one question, above all others, has sparked concern in college and university administrators: relevance.

Is university education relevant to our rapidly changing society and to the students who must live in it?

In a discussion of student unrest and disruptive protest at the WICHE annual meeting held August 10-13 in Honolulu, Hawaii, Commissioner Charles E. Odegaard, president, University of Washington, said, "We must get to this complaint about relevance."

This concern for relevance was voiced by many commissioners on almost all subjects discussed at the four-day meeting, which included such topics as student and faculty participation in governance, vocational and technical education, and higher education's responsibility for urban problems.

For the past few years, students have questioned the relevance of college and university education in relation to their needs and the needs of society. Thus, it was appropriate that the first general session of WICHE's annual meeting covered student unrest and disruptive protest.

Commissioner Rita Campbell, senior staff member, Hoover Institution, Stanford University, gave a well-documented report on the leaders of student revolt and their philosophy.

"The student protesters are a very small minority of any university or college," said Dr. Campbell. "On many campuses, they are led by the Students for a Democratic Society (SDS), a part of the 'new left.' The philosophy, where not entirely pragmatic, follows that of Herbert Marcuse."

Dr. Marcuse draws his philosophy from Freud and Marx, according to Dr. Campbell. This credo promotes immediate pleasure over the reality principle and, in Marcuse's words, teaches "the political implications of the sexual revolution."

Commissioner Odegaard had been listening closely to student protests over the years and clearly brought out the question of relevance.

"In the last decade colleges and universities have emphasized rationality at the expense of everything





else," said Dr. Odegaard. "This may be the clue of relevance. . . . Students feel that the universities are uncommitted and amoral. We (the universities) are devoted to scientism and pay no attention to humanism."

David Holmstrom, staff correspondent, *The Christian Science Monitor*, unknowingly seconded Dr. Odegaard's views with his report of the NSA Congress held at Kansas State University.

"After two weeks of talking with students across the country, this reporter learned that more than anything else the student-activist movement is in general an attempt to renew America in the moral sense. . . ."

In general, the Commission held two distinct views on the relevance of student protest.

One view dealt with the relevance of *the protester to the university*. In the event of protest, first try reason. And if reason does not stop the disturbance, the administration must act firmly and quickly to discipline the protesters.

The second view dealt with the relevance of *the university to the protester*. Commissioner Odegaard commented, "I am not sure that being more arbitrary is going to cure the breakdown."

"The general demand from students is correct," another commissioner stated. "Undergraduate and graduate schools don't turn out people eager to wrestle with the major problems of society, such as the ghetto or social justice."

#### Student Power and Prof Power

Commissioner Fredrick P. Haehnlen, Jr., director, Student Services, College of Education, University of Hawaii, counselled "an agonizing reappraisal of higher education."

"Student and Faculty Participation in University Governance," the topic for the second general session, has been of special concern to all

people involved with university life.

The students' view on this question was best explained by David Holmstrom, of *The Christian Science Monitor*. Holmstrom discovered that the students at the National Student Congress had some very definite ideas.

"Student power means student responsibility in determining university policy, voting power in academic senates, a voice in determining tenure of professors and in determining deans, and power in determining university organization."

The faculty viewpoint, which might be called "prof power," is similar.

WICHE commissioners recognized the trend toward increased student and faculty participation in university government and saw both the advantages and disadvantages of this participation.

Commissioner William E. Morgan, president, Colorado State University, summed up the advantages of faculty participation as "a source of voluntary information and creative thoughts and ideas, enthusiasm for the job to be done, and an enhancement of morale."

The disadvantages, according to Dr. Morgan, were "that it (faculty participation) can slow the rate of needed change and can result in the averaging or leveling of effort,

which results in partial steps rather than strides forward."

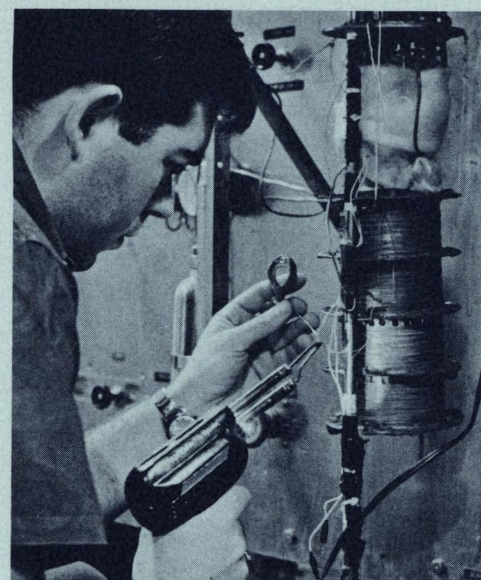
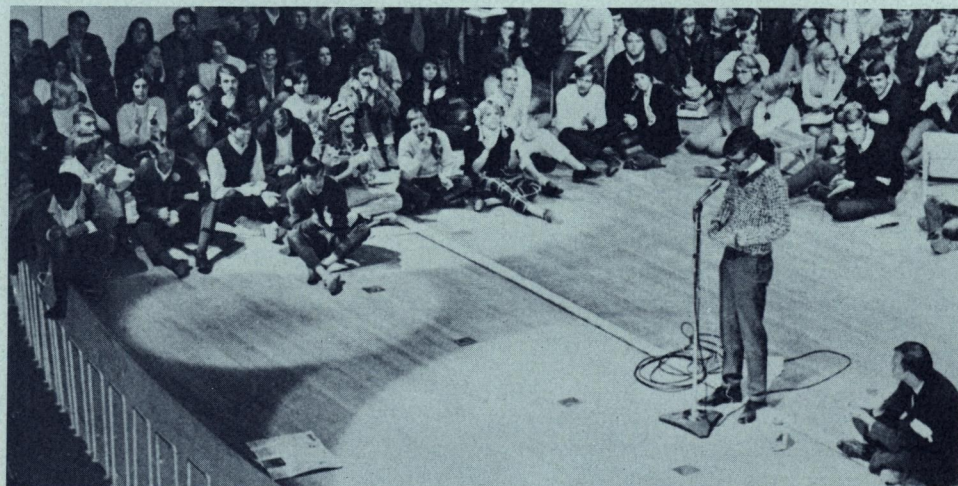
In essence, the "too many chiefs" problem is the major deterrent to full faculty participation in governance, according to most WICHE commissioners. As one commissioner explained it, "You can't have everyone making every decision."

Most commissioners agreed that the student's voice should be heard in the decision-making process, but full participation is out of the question.

Commissioner William J. Teague, vice-president, Pepperdine College, was quite explicit on the point of student participation, "If administration and faculty are not in a better position to make decisions than a 19-year-old student, then education has failed."

WICHE commissioners, who are for the most part university and college administrators or professional people who deal with universities on an administrative level, recognized the need and desire of faculty and students to participate in government. But they also understood the basic concepts of good management.

Faculty members should enter into more facets of university government, the commissioners admitted. But full student participation, at this time, would lead to anarchy.



In other words, participation in government may be relevant in terms of emancipation and participative democracy for students and faculty, but it is not necessarily a bonus for good administration.

#### Urban Problems and Higher Education

Another general session topic at the WICHE annual meeting was "Higher Education's Responsibility for the Nation's Urban Problems."

Is university education relevant to the needs of the cities and to students who will be living in cities?

In recent years, students, faculty, and administrators have answered with a resounding "No."

Robert S. Powell, newly-elected president, National Student Association, told a reporter from *The Chronicle of Higher Education*, "The university is supposed to be set up to meet the most critical needs of our society. It is failing dismally."

According to students at the NSA Congress, a solution to these problems is through curriculum reform. An article in the September 3 edition of *The Christian Science Monitor* defined the student concept of curriculum reform.

"Curriculum reform means new courses on such topics as the history of the black man, the problems of

cities, experimental courses in human relations, more seminars which utilize innovative methods of education. . . ."

Students and WICHE commissioners are of one mind on this issue. As one commissioner pointed out, "Land grant colleges uniquely served the needs of the rural America of the 19th century. But urban problems have produced no major shift in the university of today."

Commissioner Ernest W. Hartung, president, University of Idaho, understood the urgency of urban problems and the need of students to relate to these social issues.

"In this problem and also the discussion of student unrest," said Dr. Hartung, "the question of relevance is a key point. There seems to be less of a problem with the science and engineering students than with the sociology, psychology, humanities, economics, etc., type students. The former can relate to the experiment in the lab and its results, but the latter do not have a similar specific type classroom experience to relate to.

"The campus must, therefore, move out to where the problem is: the city."

Dr. Hartung, although he is from a rural state, refused to slough off the urgency of the urban problems by virtue of the West's countrified nature.

"If the western universities do not have the urban problems locally, they certainly are graduating many students who will go out to live and work in cities where these problems exist. The western university then does have a major responsibility for turning out responsible citizens who can cope with these problems," Dr. Hartung said.

Commissioner Dorothy Watkiss, of Utah, reaffirmed this feeling, saying, "If we in the West do not have urban problems now, we should

anticipate them by searching for solutions now."

By unanimous vote, the commissioners resolved that WICHE should become involved in the area of urban problems.

WICHE'S possible role was summarized as:

- Serve as an agency to coordinate cooperation between universities and governmental agencies, and between universities and private enterprise.
- Urge universities to take the lead in planning.
- Make an activities analysis of universities to see how programs and curriculum can be changed to handle urban problems.

#### Vocational and Technical Education

The WICHE commissioners did not restrict their topics of discussion exclusively to those issues which have hit the headlines. One very important general session covered vocational and technical education.

The need for professional, semi-skilled, and skilled workers has increased 40 percent over the last decade. And the present vocational and technical education programs are not filling this need.





Marvin J. Feldman, program associate, the Ford Foundation, clarified this unfilled need in a paper prepared for the Governors' Conference on Education, April 2, 1966.

Feldman wrote, "On one level, the deficiencies are fairly clear: failure to bring outmoded training facilities into line with on-the-job working conditions; failure to provide effective vocational guidance to a large enough group of students; failure to make changes in training content itself to meet new needs in the job market."

WICHE commissioners recognized the problems. They had seen vocational and technical education programs in their own states.

Vocational training cannot continue along the same career lines that we have had for 50 years, the commissioners agreed.

Commissioner Bernard Baca, superintendent, Los Lunas Consolidated Schools, Los Lunas, New Mexico, pointed out, "The technological changes in farming have made many post-high school programs obsolete. We are educating people for jobs that will cease to exist."

Other commissioners noted that vocational and technical programs have not taken full measure of our rapidly changing society.

Computers are blossoming in business offices and factories across the country. And vocational education is just now developing technician training programs to meet this manpower demand.

The fields of medicine, mental health, and mental retardation are shucking off traditional careers and opening new lines of work, which include physicians aide, psychiatric technician, and social welfare worker positions.

It is interesting to note that students, who have attacked—both physically and verbally—many ma-

jor problems in higher education, have forgotten the very real inadequacies of vocational and technical education.

Perhaps it is because vocational education students cannot explain their problems.

Feldman makes this point in his paper to the Governors' Conference on Education.

"The really striking difference among them (the students) is probably only the degree of their ability to verbalize—a skill which is understood and rewarded by our public school system. The point is that some children who are less verbally gifted and who do not look at things from an abstract point of view can learn the content of general education through the very techniques of vocational education."

Following this line of thought, Feldman forwards a new definition of vocational education as "embracing, but not confined to, development of manual skills used not merely to prepare for tasks, but as alternatives or supplements to verbal skills in the entire learning process."

From their discussion of vocational and technical education problems, WICHE commissioners counselled serious study and updating of all vocational programs.

Vocational education, faculty and student participation in university government, and urban problems are areas of increasing concern for administrators.

#### Progress Is Being Made

Administrators have long recognized these needs and have carried on the fight for improved higher education. In some cases, action on specific problems has been slow. Large institutions, such as colleges and universities, have always plodded their way to progress. But it must be remembered that administrators face cold-world realities on every action they take. And admin-



istrative problems are many and complex. The unpublicized problems often need as much attention as those that splatter the banners and signs of student demonstrators.

Students have ever searched for relevance in their studies. This is as it should be. By virtue of their college training, they learn to differentiate the true from the untrue, the moral from the immoral. Students also develop a concern for the world and people around them. These concerns are voiced in both the seclusion of a dormitory bull session and on the city streets.

This search for relevance has always been a valuable pursuit. Heartfelt action on urban problems, university government, and all facets of university life is a laudable pursuit. But one thing is sure. An end to the Viet Nam War will not be found on student signs daubed with campus shibboleths. Urban problems will not be solved by storming an administration building. "Immoral institutions" will not be changed by a free love movement.

Progress is being made toward more relevant higher education. Students, professors, and administrators, while often at odds, are working toward the same goals. Perhaps, in the near future, a blending of these group efforts will occur.

Mrs. Juereta Smith, former instructor in nursing, University of Hawaii, was appointed director of Improvement of Nursing Curricula Program.

Mrs. Patricia Snyder, formerly a researcher, Hawaii Legislative Reference Bureau, was appointed staff assistant to the Special Higher Education Programs.

Dr. David Booth, former acting chairman, Sociology Department, Oakland University, Rochester, Michigan, was appointed the director of Danforth Departmental Development Program.

Robert S. Hullinghorst, formerly supervisor, VISTA Community Development Training Program, University of Colorado, was appointed director of the Economic Development Internship Program.

## Publications

*COMMUNICATING NURSING RESEARCH: THE RESEARCH CRITIQUE*, edited by Marjorie V. Batey. The proceedings of a nursing research conference.

*1968 ANNUAL MEETING OF THE WICHE SUMMER WORK-STUDY PROGRAM IN MENTAL HEALTH AND RELATED AREAS*, edited by Dutton Teague and Dorothy P. Buck. A review of the goals and selection process of the program.

*DEVELOPING PROGRAMS IN THE HELPING SERVICES: FIELD EXPERIENCE, METHODS COURSES, EMPLOYMENT IMPLICATIONS*, edited by Dutton Teague and Dorothy P. Buck. The papers presented at a workshop concerned with program development and manpower utilization in the helping services.

*COLLEGES AND UNIVERSITIES AS AGENTS OF SOCIAL CHANGE*, edited by W. John Minter and Ian Thompson. The papers from the 10th Annual College and University Self-Study Institute. \$3.50.

*UTILIZATION OF MANPOWER IN MENTAL HEALTH AND RELATED AREAS: A REPORT OF A WORKSHOP OF STATE MERIT SYSTEM AND PERSONNEL DIRECTORS*, edited by Dutton Teague and Dorothy P. Buck.



Above, left to right: Mrs. Juereta Smith, Gerald Volgenau, Mrs. Patricia Snyder, Dr. David Booth, Robert Hullinghorst.

## WICHE Officers 1968-69

New officers were elected and new programs discussed at the WICHE annual meeting, held August 10-13, in Honolulu, Hawaii.

Dr. Merle E. Allen, director, Utah Coordinating Council for Higher Education, was elected chairman to succeed the Honorable Gordon Sandison, Washington State Senator, who finished his one-year term in August.

Mr. John G. Mackie, former speaker of the Colorado House of Representatives, was elected vice-chairman.

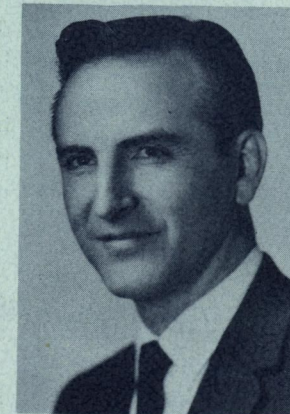
#### New Programs Discussed at Annual Meeting

Among the new programs discussed was a regional study of the possible role WICHE might play in the solution of urban problems (see centerspread article). By unanimous vote of the Commission, WICHE staff was directed to consult with the appropriate officers of the Council of State Governments and of the Western Governors Conference and to report their findings at the next meeting of the Executive Committee.

Also discussed was the Pacific Community Program, in which WICHE would seek the resources necessary to explore the creation of a non-national organization of universities and other social institutions throughout the Pacific Basin. The Commission voted further study of the present status of the project and authorized the seeking of funds up to \$5,000.

#### Executive Committee

New members of the WICHE Executive Committee were announced at the annual business meeting. They were Mrs. Alfred J. Lomen, Alaska; Dr. Dermont W. Melick, Arizona; Dr. Rita Campbell, California; Mr. John G. Mackie, Colorado; Dr. Fredrick P. Haehnlen, Jr., Hawaii; Dr. William E. Davis, Idaho; Mr. Edward W. Nelson, Montana; Dr. Juanita Greer White, Nevada; Dr. Tom L. Popejoy, New Mexico; Dr. Roy E. Lieuallen, Oregon; Mrs. David K. Watkiss, Utah; Dr. Glenn Terrell, Washington; and The Honorable Francis A. Barrett, Wyoming.



Dr. Merle Allen



John G. Mackie



Dr. Robert Kroepsch



# Probation Officers Exchange Views and Experience

Probationers are usually a rum lot. They include burglars and thieves of every variety. Addicts, prostitutes, and no-account check writers fatten their numbers. Ages average in the early 20's. And almost all fall into the poverty group, some women, but mostly men.

They are convicted criminals. Yet, by virtue of their youth or having committed a first offense or any of a number of reasons, including the whim of the court, these people remain in the community instead of being sent to prison. Here they take up their old jobs or perhaps find new ones, renew their family lives, and try to go straight. But during this probation period, they are constantly under the supervision of a special cadre of men and women called probation officers.

## The Probation Officer's Job

The probation officers' job is a particularly difficult one to define. He must be teacher, marriage and employment counselor, friend, father, and psychologist to the probationer. And lastly, he holds the leash which will drag the probationer to prison, if he falls from the path of strict legality.

Under the best conditions, the probation officer is a court appointed friend-in-need. Under the worst, he is a turnkey.

The probation officer deals with people every day, troubled people. The big danger in this kind of profession, and perhaps it is inevitable, is that the officer becomes stereotyped in his thinking. His experience and close association with the job lead him to overly quick decisions, too-rapid evaluations, and the deceptive convenience of labeling. Hence, his ability to befriend the probationer is reduced.

## Sensitivity Training Groups

An interesting way to stem this intellectual and emotional rigor

mortis was tried last August 29-31, in the lodgepole pine cabins of a secluded Mennonite camp near the mountain hamlet of Divide, Colorado.

Twenty-three probation officers from Greeley, Brighton, Colorado Springs, Pueblo, and Denver gathered in two sensitivity training groups. The meeting was organized by John Baughman, director, Office of Law Enforcement Assistance Correctional Staff Development Program, Southern Colorado State College, and Charles D. Weller, project associate, WICHE Corrections Program.

A sensitivity training group is much like a group therapy session, except it is for emotionally healthy people. These groups are designed essentially to help members make constructive changes in their social selves, by analyzing here-and-now experiences. In other words, acting and reacting in a group setting, members become more sensitive to how they think of others, how they think of themselves, and how others react to them.

The important question here is: Did it work? Did the probation officers really learn to be more sensitive to themselves and the people around them?

Judging from the evaluation reports written by the participants after the meeting, the answer seems to be yes.

They remarked on the frank attitude maintained at the groups' sessions and, in line with this attitude, were quite open in their comments.

One probation officer wrote, "It (the sensitivity training group) awakened me to a better and fuller understanding of people and their problems."

Coming closer to the core of the problem, another remarked, "I have realized that all persons, no matter who they are or what they do, are sensitive and have feelings."

A third hit the problem directly, "I feel different inside and am more able to listen to a person instead of reacting to his appearance first and not letting him talk to me."

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