SIGNIFICANT DEVELOPMENTS AND GOALS OF INSTITUTIONS AND DIVISIONS

STATE HISTORICAL SOCIETY

To preserve Idaho's heritage and to create wide public knowledge, interest, and pride in that heritage is the responsibility and goal of the State Historical Society.

Preservation of our history involves a wide range of activities: collecting objects, photographs, documents, maps, newspapers, and books; preserving and restoring historic buildings and sites; and offering educational experiences for school children and adults, including field trips to historic sites, lectures and slide shows, special exhibits, and publications on a wide range of historical topics.

Service to the people of Idaho includes technical assistance to local historical societies, assistance in historic preservation for owners of property, and assistance to local and state governmental agencies in historical and archival matters.

During the past year the society has begun a much-needed program of Historic Sites Maintenance and Interpretation, designed to manage several state-owned properties of great value and significance. These include the Old Idaho Penitentiary (open daily to visitors since December, 1974), the United States Assay Office, and the Pierce Courthouse. Visitation at the Old Penitentiary should reach 25,000 by the end of its first year as a state historic development. The revenue generated is helping to pay the cost of maintenance and further development of the educational program at the site.

A master plan for development of the Old Penitentiary property has been produced over the past year with the aid of a $49,864 grant from the National Endowment for the Arts. The plan offers Idaho an exciting opportunity to preserve an unique historic site and scenic recreational and park area, and to develop state-owned land for future office needs more economically than elsewhere.

The [illegible] Preservation Inventory and Plan have been considerably advanced during the year with field survey and research of hundreds of buildings and places important to Idaho's [illegible]. A state archaeologist has been added to the staff of the society to comply with federal regulations. This addition has been needed urgently for six years to enable the society to coordinate a state-wide program of archeological study and protection. The position is 50 per cent federally funded. The society is grateful for the assistance of the professional archaeologists in our universities in advising and supporting this program development.

Goals for the immediate future include:

1. The preparation and production of Idaho history teaching kits for all of the state's fourth grade teachers, made up of slide sets, teachers manuals and other materials to help make Idaho history live.

2. [illegible] the Richard Berry, a late Victorian riverboat, at the Old Penitentiary site. School children will be able to visit the only restored boat of the period, and adults will be able to charter the boat for special receptions and parties.

3. Publication of a number of new titles in the society's ongoing program of providing authoritative material on Idaho history to people of all ages.

SIGNIFICANT DEVELOPMENTS AND GOALS OF

INSTITUTIONS AND DIVISIONS

COLLEGE OF SOUTHERN IDAHO

The College of Southern Idaho's major highlight of the year has been the initial construction of the new vocational-technical building. This much needed facility will allow us by June of 1976 to bring all our present vocational programs to the main campus.

The growth in the community service role has continued to expand at a rapid rate. Last year approximately 125,000 persons took part in some activity on campus unrelated to the regular on-going educational process. Also, as grantee for the Planning and Service Area IV of the Idaho Office on Aging, we presently are providing transportation, information and referral, outreach and nutrition services to the 17,000 senior citizens now living in our eight county district.

During the spring it was CSI's honor to host the Higher Commission of the Northwest Association of Secondary and Higher Schools. It was the first time this distinguished group had ever conferred outside of Washington or Oregon.

Affirmative Action has been taken by the college in reference to Title IX of the Educational Amendments of 1972. Plans have been formulated to participate in various forms of women's intramurals and collegiate athletic programs which reach fruition by fall of 1976.

In addition, the College has sought to maintain and improve the quality of the existing programs in every field, keeping in mind our role within the educational structure of the State of Idaho.

We are proud to be an integral part of the post-secondary educational spectrum in the State of Idaho.

Library

The physical facilities of the library at CSI include the main library, the library annex and a small reading area in the main vo-tech building on Kimberly Road.

The main library contains an area of approximately 10,000 square feet, housed in the Multi-Use Building. Here are located the book and periodicals collection, the greater part of the audio-visual hardware and the public services areas of the library.

The library annex is a converted dwelling across campus from the main library which houses the technical services of the library, office space and limited storage space. The vo-tech reading area is a small area in the lobby of the main vo-tech building located on Kimberly Road across town. Daily deliveries of current periodicals and newspapers are made to this area.

After an inventory during the summer of 1974, we find the collection contains approximately 93,000 bound books, including the micro-book collection of the Encyclopedia Britannica's "Library of American Civilization." Current issues, bound volumes and microfilm (16mm. negative, on cartridges) of over 400 periodical titles are available. Standard and specialized reference materials, federal and state government documents, pamphlet file, a reserve book section and a broad subject field of circulating books are available to patrons of the library.

The audio-visual area includes the Dial-Access system which provides audio services both to the twenty-six carrels in the library and to the entire classroom complex in the Shields Building. Individualized and class oriented instructional materials are available on this system. Also available of the various divisions of AV interests: video, film strips, 16mm and 8mm films, slides, cassettes, radio, cartridge materials, phonographs and taped recordings, and copying and various production capabilities. There are three separate viewing or listening rooms for individual use.

Library services are extended to all CSI students and faculty and the residents of the college region. The spirit of cooperative helpfulness is characteristic among the two professional librarians, the twelve para-professionals or library technicians and the work-study students. People and services to the people are strongly emphasized, while in the library collection the emphasis is on quality and relevancy.

Physical Plant

The 1974-75 year witnessed the initial phases of construction of a major vocational technical building of approximately 90,000 square feet. This facility will house the auto-mechanics, auto body, welding, drafting, refrigeration, electronics, air conditioning and heating programs.

Also in the early stage of development is the Exposition Center which will allow increased flexibility in teaching various facets of agri-business. This single span structure is 60,000 square feet and offers added features designed to promote training and experiences related to the various agriculture industries of the Magic Valley.

Other areas of emphasis will include further expansion of the campus green belt. This project has greatly enhanced the esthetic beauty of the campus perimeter. Another project which will receive considerable attention is the additional northside entrances which will be necessary to reach the parking areas adjacent to the new vocational technical building. This will be in conjunction with the City of Twin Falls, which will open a new alle road along the north boundry of the campus.

Student Personnel Services

The College of Southern Idaho accepts responsibility for the provision of all the personalized services that constitute a good guidance program as an integrating factor in the successful achievement of student and institutional objectives. In order to meet this responsibility the college provides guidance and counseling, financial assistance, housing, health and medical services, and student activities.

The College has been successful in helping many students meet their financial needs. A combination of all programs benefited students in the approximate sum of $536,300 in the 1974-75 year and $620,000 in 1975-76. This does not include part-time wages from jobs secured through the student placement office. Approximately 500 students are employed each year by local business and industry.

The Associated Students conduct an extensive student services program. They have spent approximately $65,000 during the biennium on a wide variety of activities. These include student government, student intramurals, debate and forensics, fine arts, social activities, publications and health services. The college also supports a fine intercollegiate athletic program fielding teams in basketball, baseball, track and cross-country.

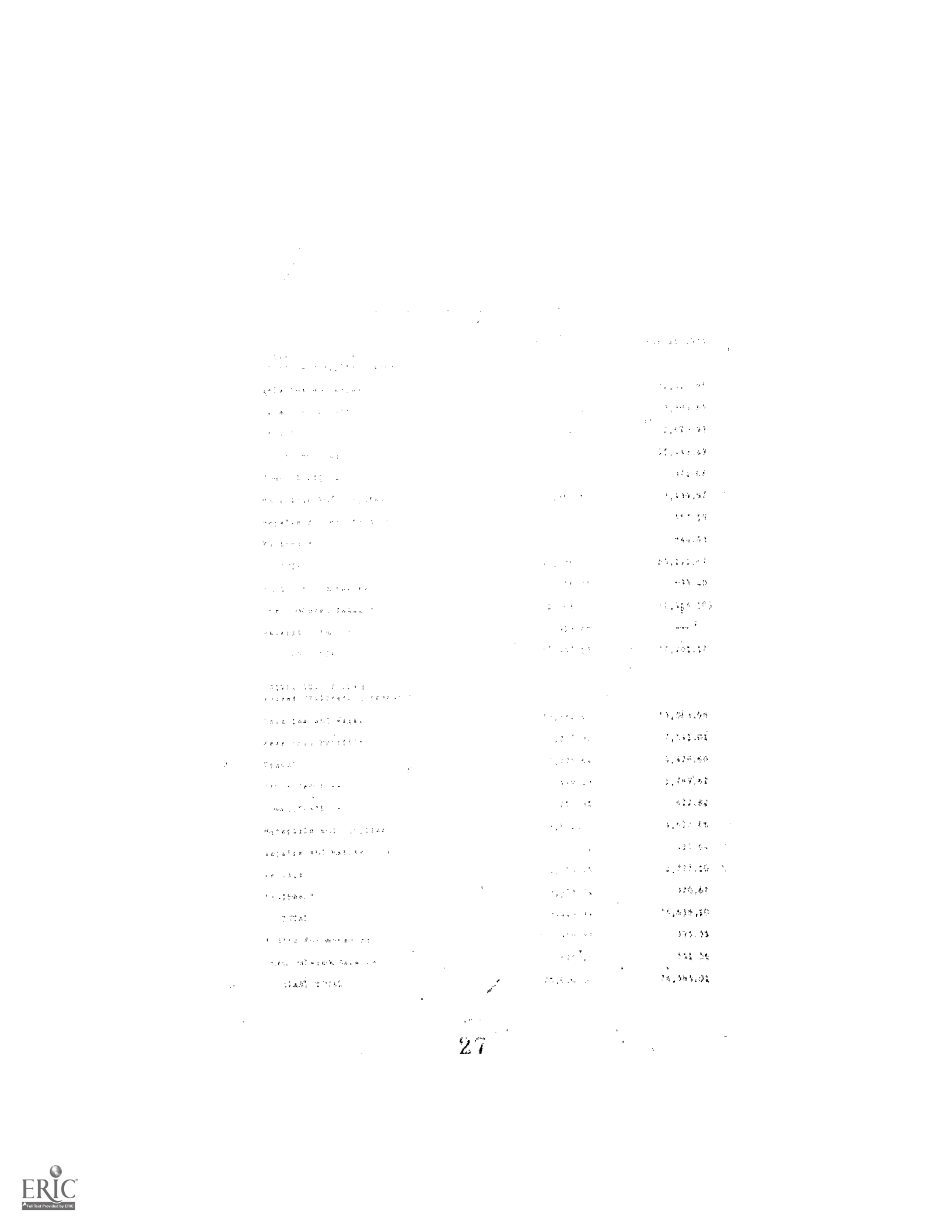
Academic Division

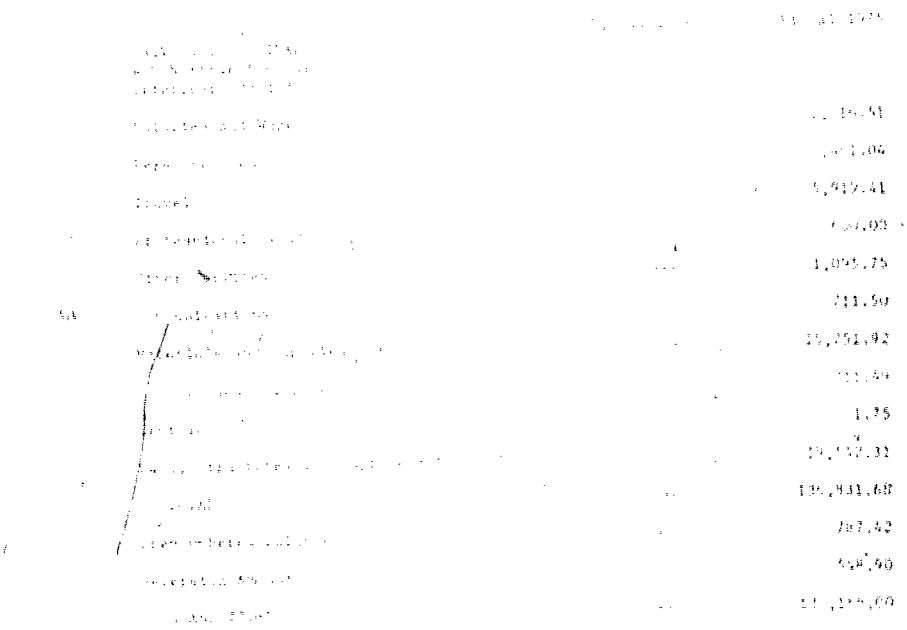
[illegible] requirements with respect to its students and [illegible]. It [illegible] providing a curriculum [illegible] level at a four year liberal arts institution [illegible] provide remedial or "catch-up" [illegible] academically deprived. Additionally, the academic division initiates adult continuing educational activities, [illegible] leadership and development seminars.

The bulk of activities of the academic division is concerned with the academic transfer programs. One indication of success in this area is the ability of students to complete upper division studies at four-year institutions. Our follow-up studies indicate that students who are successful at CSI are also successful at the institutions to which they transfer. The faculty is mindful of and attentive to the need for [illegible] quality and content with respect to lower division offerings [illegible] institutions. Continuing contact and dialogue are maintained with [illegible] at senior institutions to insure curriculum comparability and to facilitate articulation.

Consistent with accepted standards, the academic division is attempting to individualize as much of the program as is feasible. This allows students greater flexibility in planning their academic careers. They can begin their studies at any time, can progress at their own rate and are not tied to the traditional time frame of higher education. At present, the academic division has 11 individualized courses in operation. The development of these courses has been done by the faculty of the division.

The adult education and developmental skills operations of the division have continued to progress during the past year. Approximately 1,900 students have been involved in adult basic education, developmental skills, adult continuing education and related activities. These we see as assuming even greater importance in the future. Also, the division cooperates with Idaho Continuing Education and offers a number of upper division and graduate courses each semester. Totally, the academic division served approximately 2,500 students each semester and an additional 400 in the summer session.





EXPENDITURES BY MAJOR CLASS (cont.)

MAINE STATE UNIVERSITY	Fiscal 1976	Fiscal 197[illegible]
Salaries and Wages	6,927,990	7,944,697
Personnel Benefits	697,430	1,199,918
Travel	67,297	87,932
Professional Services	90,181	95,576
Other Services	224,445	252,767
Communications	150,229	160,763
Utilities	[illegible],713	244,959
Materials and Supplies	[illegible],691	300,162
Rentals	[illegible],[illegible]	[illegible],[illegible]
Repairs and Maintenance	137,547	172,065
Materials for Mfg. and Sales	1,331	255
Miscellaneous Operating Expenses	59,769	71,012
Land, Structures and Improvement	197,546	81,406
Equipment	442,710	548,916
TOTAL	[illegible],[illegible],[illegible]	11,381,466
Ending Encumbrances	432,949	455,340
Unencumbered Balance	457	13,873
GRAND TOTAL	9,997,676	11,830,679

EXPENDITURES BY MAJOR CLASS CODE (cont.)

	Fiscal 1974	Fiscal 1975
IDAHO STATE UNIVERSITY		
Salaries and Wages	8,549,891	9,708,326
Personnel Benefits	896,033	1,697,236
Travel	107,216	121,213
Professional Services	215,745	201,298
Other Services	254,899	384,717
Communications	148,7[illegible]	187,120
Utilities	418,013	647,056
Materials and Supplies	510,588	620,079
Rentals	154,964	199,808
Repairs and Maintenance	201,612	319,156
Miscellaneous Operating Expenses	65,666	82,913
Land, Structures and Improvement	551,850	403,407
Equipment	686,958	883,517
	12,737,391	15,455,846
Fo[illegible]umbrances	822,788	407,458
Unenc[illegible]d Balance	3,963	2,611
GRAND TOTAL	13,614,142	15,865,915

EXPENDITURES BY MAJOR CLASS CODE (cont.)

EASTERN IDAHO VOCATIONAL-TECHNICAL SCHOOL	Fiscal 1974	Fiscal 1975
Salaries and Wages	242,703.87	289,101.58
Personnal Benefits	20,636.24	45,772.66
Travel	5,769.85	6,307.81
Professional Services	389.00	158.75
Other Services	4,551.48	5,804.32
Communications	2,792.21	3,868.30
Utilities	6,380.47	7,379.88
Materials and Supplies	22,719.34	37,769.69
Rent	9,289.74	15,473.80
Repairs and Maintenance	4,590.43	5,511.74
Miscellaneous Operating Expenses	1,430.27	236.22
Equipment	23,808.57	23,241.88
Payments as Agent	28,680.47	39,471.03
TOTAL	373,471.94	480,097.66
Ending Encumbrances	28,613.02	63,201.59
Unencumbered Balance	11,673.31	14,1
Student Activity and Development	---	3,977.54
GRAND TOTAL	414,029.27	561,443.20

EXPENDITURES BY MAJOR CLASS CODE (cont.)

VOCATIONAL REHABILITATION	Fiscal 1974	Fiscal 1975
Salaries and Wages	949,835	1,182,921
Personnel Benefits	146,537	185,859
Travel	56,478	45,697
Professional Services	30,388	27,610
Other Services	22,244	29,440
Communications	49,974	55,625
Utilities	1,393	1,999
Materials and Supplies	23,852	26,286
Repairs and Maintenance	7,520	9,978
Rentals	95,747	108,734
Miscellaneous Operating Expenses	1,828	1,279
Equipment	47,368	28,594
Trustee and Benefit Payments	2,327,354	2,309,040
Payments as Agent	616,659	838,256
TOTAL	4,377,177	4,851,318
Ending Encumbrances	1,173,180	1,277,968
Refunds	(13,759)	(58,650)
GRAND TOTAL	5,536,598	6,070,636

EXPENDITURES BY MAJOR CLASS CODE (cont.)

LEWIS-CLARK STATE COLLEGE	Fiscal 1974	Fiscal 1975
Salaries and Wages	1,141,025	1,349,754
Personnel Benefits	114,246	203,536
Travel	18,408	30,703
Professional Services	4,602	11,421
Other Services	13,806	47,492
Communications	16,107	19,688
Utilities	46,356	69,055
Materials and Supplies	42,641	60,463
Rentals	27,611	33,828
Repairs and Maintenance	25,310	30,492
Miscellaneous Operating Expenses	15,452	14,319
Equipment	52,167	118,751
TOTAL	1,517,731	1,989,502
Ending Encumbrances	11,995	42,940
Unencumbered Balance	(18,680)[1]	9,975[2]
GRAND TOTAL	1,511,046	2,042,417

[1]$989 General Fund

[2]$815 General Fund

EXPENDITURES BY MAJOR CLASS CODE (cont.)

VOCATIONAL EDUCATION	Fiscal 1974	Fiscal 1975
Salaries and Wages	385,031	444,227
Personnel Benefits	41,574	70,186
Travel	30,765	44,808
Professional Services	1,765	---
Other Services	9,222	19,491
Communications	20,879	24,110
Utilities	73	---
Materials and Supplies	12,312	13,252
Rentals	91	---
Repairs and Maintenance	1,417	1,728
Miscellaneous Operating Expenses	304	2,111
Equipment	6,765	11,428
Trustee and Benefit Payments	6,751,188	8,715,059
TOTAL	7,261,386	9,346,400
Ending Encumbrances	2,831,333	2,394,851
Unencumbered Balance	421,291	222,563
GRAND TOTAL	10,514,010	11,963,814

EXPENDITURES BY MAJOR CLASS CODE (cont.)

IDAHO STATE SCHOOL FOR THE DEAF AND THE BLIND	Fiscal 1974	Fiscal 1975
Salaries and Wages	820,717.26	1,064,327.10
Personnel Benefits	98,195.31	184,351.34
Travel	19,231.27	28,475.74
Professional Services	2,380.60	3,432.69
Other Services	4,150.15	3,796.30
Communications	8,856.93	12,595.59
Utilities	43,038.66	52,132.60
Materials and Supplies	90,025.59	95,569.89
Repairs and Maintenance	26,982.70	19,923.47
Rentals	854.78	2,316.96
Miscellaneous Operating Expenses	6,368.98	5,291.90
Equipment	30,103.41	48,683.06
Trustee and Benefit Payments	---	596.28
TOTAL	1,150,905.64	1,521,492.92
Ending Encumbrances	24,411.28	7,309.94
Unencumbered Balance	(19,896.84)	17,101.34
GRAND TOTAL	1,155,420.08	1,545,904.20

EXPENDITURES BY MAJOR CLASS CODE (cont.)

STATE LIBRARY	Fiscal 1974	Fiscal 1975
Salaries and Wages	158,100	219,600
Personnel Benefits	17,700	33,700
Travel	5,000	7,500
Professional Services	1,000	---
Other Services	3,900	5,000
Communications	5,200	5,700
Utilities	600	900
Materials and Supplies	6,600	9,200
Rentals	200	200
Repairs and Maintenance	3,000	2,700
Miscellaneous Operating Expenses	900	500
Equipment	59,700	53,900
Payments as Agent	327,000	706,500
TOTAL	588,900	1,045,400
Ending Encumbrances	79,000	176,200
GRAND TOTAL	667,900	1,221,600

EXPENDITURES BY MAJOR CLASS CODE (cont.)

IDAHO HISTORICAL SOCIETY (Includes Idaho Pioneer Association)	Fiscal 1974	Fiscal 1975
Salaries and Wages	195,600	191,600
Personnel Benefits	20,200	30,600
Travel	5,200	6,400
Professional Services	7,000	3,900
Other Services	9,000	19,000
Communications	5,000	5,700
Utilities	6,400	8,800
Materials and Supplies	20,400	20,900
Repairs and Maintenance	5,700	15,800
Materials for Mfg. and Resale	8,300	10,800
Miscellaneous Operating Expenses	1,200	1,600
Rentals	300	1,700
Land, Structures and Improvement	11,500	11,700
Equipment	17,500	17,500
Payments as Agent	32,000	85,100
TOTAL	334,400	431,100
Ending Encumbrances	9,500	24,100
Other Funds	37	400
GRAND TOTAL	343,900	455,600

COLLEGE OF [illegible]	[illegible]	[illegible]
Salaries and Wages	[illegible]	[illegible]
Personnel Benefits	[illegible]	[illegible]
Travel	[illegible]	[illegible]
Professional Services	[illegible]	[illegible]
Other Services	[illegible]	[illegible]
Communications	[illegible]	[illegible]
Utilities	[illegible]	[illegible]
Materials and Supplies	[illegible]	[illegible]
Repairs and Maintenance	[illegible]	[illegible]
Rentals	[illegible]	[illegible]
Miscellaneous Operating Expenses	[illegible]	[illegible]
Equipment	[illegible]	[illegible]
Land, Structures and Improvement	[illegible]	[illegible]
Trustee and Benefit Payments	[illegible]	[illegible]
TOTAL	[illegible]	[illegible]
Other	[illegible]	[illegible]
GRAND TOTAL	[illegible]	[illegible]

[illegible]

[illegible]	[illegible]	[illegible]
NORTH [illegible]		
Salaries and Wages	[illegible]	[illegible]
Personnel Benefits	[illegible]	[illegible]
Professional Services	[illegible]	[illegible]
Other Services	[illegible]	[illegible]
Communications	[illegible]	[illegible]
Utilities	[illegible]	[illegible]
Materials and Supplies*	[illegible]	[illegible]
Repairs and Maintenance	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
Miscellaneous Operating Expenses	[illegible]	[illegible]
Rentals	[illegible]	[illegible]
Land, Structures and Improvement	[illegible]	[illegible]
Equipment	[illegible]	[illegible]
Trustee and Benefit Payments	[illegible]	[illegible]
TOTAL	[illegible]	[illegible]
Ending Encumbrances	[illegible]	[illegible]
GRAND TOTAL	[illegible]	[illegible]

MAJOR POLICY ADOPTIONS

The State Board [illegible] establishes policies for the [illegible] of institutions and agencies under its supervision.

In fiscal year 1977, the Board adopted a major policy on tenure, appointments, dismissal or termination of faculty members at the University of Idaho, Idaho State University, Boise State University and Lewis-Clark State College. A faculty member may be dismissed for failure to perform assigned duties, violation of any law which results in a felony conviction, or acting in a manner [illegible] prejudicial to the institution, its students or faculty. The policy also outlines an appeals procedure for faculty members who have received dismissal notices.

The Board now requires quarterly financial reports from the institutions and agencies under its supervision. The Board continued development of the "Uniform Program Structure" system as a means of providing uniform financial reports for the colleges and universities, and its movement toward [illegible] National Center for Higher Education Management Systems and [illegible] Accounting [illegible] management information and accounting systems.

To implement the [illegible] kindergarten program approved by the legislature in 1977, the Board [illegible] participating school districts to hold the sessions each [illegible] and defined a "day of attendance" for a kindergarten student as [illegible].

The Board also approved guidelines for "Gifted/Talented Programs" for children whose talents, potentialities and educational needs require classroom instruction different from regular instruction. The guidelines include identification and selection of gifted or talented students, teacher qualifications and evaluation suggestions. As a result of this policy adoption, [illegible] for talented and gifted students.

NEW PROGRAM RESPONSIBILITIES

Fiscal year 1975 was the first year of operation under the 1974 reorganization which gave the State Board of Education supervisory authority over a greater number of institutions and agencies. Programs and administration were coordinated through the Office of the State Board of Education. It also was the first year the board served as Idaho's Postsecondary Education Commission, engaging in postsecondary planning as authorized by the Higher Education Amendments of 1972.

For the first full year, the board supervised the State of Idaho Scholarship Program, funded by the Idaho Legislature in 1974 to provide scholarships to outstanding academic and vocational students. The board authorized awards of 36 scholarships in 1974 and 37 in 1975, along with 22 continuing scholarships.

The board assumed responsibility for supervision of public educational television in FY'75, a responsibility transferred from the Department of Administration. An Ad Hoc Educational Television Committee supervised the system until funds for a full-time coordinator became available July 1, 1975.

The board continued its review of curriculum offerings, studying architecture, engineering and special education in FY'75. At the same time, the board began annual evaluation of graduate-level programs in the state, establishing a "minimum productivity" formula as a means of identifying graduate programs which should be reviewed.

As a result of authorizing legislation, the board and its administrative office established plans for July 1, 1975, implementation of SEPARS (Statewide Educational Planning and Reporting System), a comprehensive management system.

SIGNIFICANT DEVELOPMENTS AND GOALS

OF INSTITUTIONS AND DIVISIONS

OFFICE OF THE STATE BOARD OF EDUCATION

The office of the State Board of Education continued to work with the state's senior institutions of higher education to implement a common system of budgeting, accounting and management information. The system will provide comparative data for use in planning and budgeting. In cooperation with the institutions, the office also developed a common reporting system for enrollments.

The office continued to administer community service and continuing education programs under Title I of the Higher Education Act, and provided staff to do the necessary planning for the Postsecondary Education Commission.

Major goals of the office are:

--perfection of the budgeting process for all institutions and agencies under the supervision of the board,

--implementation of a genuine statewide management information system,

--continuation and perfection of the curriculum review process,

--and better coordination of vocational education with both higher education and the public schools.

SIGNIFICANT DEVELOPMENTS AND GOALS OF INSTITUTIONS AND DIVISIONS

STATE DEPARTMENT OF EDUCATION

Major accomplishments for FY 1975 have been in the areas of leadership and direction. The department has changed superintendents; consequently, the department has undergone an entire reorganization in programs, personnel assignments and departmental philosophy and priorities. Along with maintaining the normal leadership and regulatory functions, the department has new direction in the areas of performance-based graduation requirements, equalized school funding and mini decentralization, to name a few. Further gains have been made in legislation affecting the public schools, particularly with the passage of the long awaited kindergarten bill, and in other reform legislation in school finance, exceptional children program, taxation, etc. The department continues to provide leadership to the public schools and school districts, with emphasis upon area workshops, seminars and needs assessments.

Objectives and goals for FY 1975 were to continue to develop and introduce legislation affecting public schools; strengthen leadership, planning and accountability at the local level by providing for state and regional workshops; provide for the certification of trained personnel to fill the needs of public and private schools, and provide research to upgrade teacher education and certification programs; and to work with the U. S. Office of Education and various interstate projects for more effective management of federal programs to effectively carry out state law and State Board of Education policy. Most of these goals and objectives were attained satisfactorily.

Finance and Administration Program

Major accomplishments for FY 1975 have been in two general areas. In the area of finance, continued effort to strengthen the new program modifying the procedures of recording and reporting current attendance and enrollment reports has brought affirmative results. A series of area conferences for

school districts on the implementation of the procedure and process of the U. S. Office of Education financial accounting were held to further strengthen and coordinate public school accountability. Better department computer programming and utilization has resulted in more complete, accurate and timely fiscal and personnel data as state and federal requirements become more stringent and numerous.

In the area of General Services, there have been program shifts in the Innovative Centers and Indian Education programs to the Division of Federal Programs. Where a combining of similar programs has made supervision and accountability more efficient. The innovative projects continue to be a healthy program in the Title III, ESEA area, with 19 ongoing projects and good reports of them throughout the State. The Neighborhood Youth Corps project was transferred to the Department of Employment and the Drug Education Program has been phased out completely due to lack of state funding support. More matching dollars are needed in the Food Services Program as a result of a rate increase of one cent a meal in the schools; this trend will continue, it appears.

Objectives and goals for FY 1975 were to provide for effective management procedures and financial accounting for all department activities; provide leadership for budget preparation and presentation to the State Board of Education and the legislature; provide for supervision of general administration programs, such as school lunch, driver education, school building and construction school transportation, Neighborhood Youth Corps, and Veterans Approval; provide for the distribution of funds to local school districts; provide technical assistance to local school districts on financial and administrative procedures; and provide information on public education to the legislature. These goals and objectives were satisfactorily attained.

Educational Services

Major accomplishments for FY 1975 included a more functionally operating division since the consolidation of federal programs and subsequent refinement. Based upon past success many more regional workshops were conducted for teachers throughout the state in the various subject fields, as well as more needs assessments and school evaluations. A kindergarten guide was published and disseminated, and workshops were held statewide in which 90 percent of the schools were reached. Expansion and improvement was evident in many programs, such as educational television, where several more programs

were added; teacher inservice training, where a more concentrated method is proving to be more effective; and career guidance and planning program, where a new grant provided workshop experiences for 75 percent of the schools within the state. Staff enrichment was provided in various ways as the U. S. Office of Education conducted a Title I ESEA conference; seminars and meetings were held by federal agencies; and educational opportunities were provided numerous staff members. Consultative services were provided upon request, and the required reports and evaluations of federal programs were accomplished on schedule.

Objectives and goals for FY 1975 were to strengthen leadership, planning and accountability at the local level by conducting needs assessments, school evaluations and management audits; furnish local school districts the necessary consultative help to meet problems and improve instruction; administer federal programs for the benefit of children (e.g., innovative programs, ESEA Title III and Migrant Education); increase services and programs for handicapped children; develop workshops for educational personnel; assist in the carrying out of pilot studies and disseminate information on such studies; and development of preliminary Affirmative Action guidelines in preparation for workshops which are scheduled during FY 1976. The objectives and goals were accomplished satisfactorily.

Statewide Information Services Program

Major accomplishments for FY 1975 were restricted in part due to a maintenance level budget. No funds were available for expansion of services to the State Department of Education or the local school districts. Nevertheless, payroll districts were increased from 6 to 35 and financial districts increased from 4 to 19 as more school districts began to realize the benefits of utilizing the computer. Consultative assistance continued to the department in the planning and implementation of specific program needs such as the Budget and Federal Grant Reporting Program. The State Board of Education requested the development of a plan for the Statewide Educational Planning and Reporting System (SEPARS), and, upon development of the plan, SIS was transferred from the Department of Education and became an integral part of SEPARS.

Objectives and goals for FY 1975 were to provide a fiscal accounting system for all school districts which produces a record of receipts; provide a payroll system which issues checks for employees; provide for a system of

recording school district employee information; provide for a total system of recording and accounting for all enrolled students of school districts; provide for a system of recording all instructional classes of school districts, showing enrollment, class time, etc.; and provide a system to respond to school district desires relative to student scheduling and grade recording. The above goals were exceptionally attained.

SIGNIFICANT DEVELOPMENTS AND GOALS OF

INSTITUTIONS AND DIVISIONS

UNIVERSITY OF IDAHO (General Education)

Primary to a discussion on goals and objectives of the University of Idaho must be consideration of Regents' assignment of responsibilities within the context of a statewide system of postsecondary education. In its 1973 statement, the Board of Regents placed major responsibility for research, graduate work and professional education upon the University of Idaho. Thus the university's goals and objectives reflect commitment to strengthening the university's programs in these areas as well as to continuing viable undergraduate curriculums.

Currently, undergraduate programs in agricultural engineering, architecture, chemistry, education, engineering, forestry, mining and metallurgical engineering and music are accredited by professional accrediting agencies. Since professional education has long been a concern of the university, continuation and strengthening of these accreditations is a major objective. This because they represent the assurance that the dollars spent in the subvention of the programs are at least producing professionally acceptable results. Three additional accreditations of programs now being offered by the university should also be sought. These are in journalism, business administration and landscape architecture. In each of these programs, past efforts and emphasis have rendered the goal of accreditation reasonable without undue added investment beyond presently planned levels of personnel and dollars.

The coming years will see increasing emphasis by the University of Idaho in three areas — interdisciplinary or multidisciplinary work, off-campus extension and problem-oriented types of course work rather than purely didactic or primarily lecture types of offerings. Together with these will be increasing emphasis on the tailoring of work to individual or group needs rather than the shunting of the student seeking an atypical pattern through a variety of set courses often requiring endless prerequisites and extra credits to achieve his or her final goals.

The establishment of Lewiston as a seaport city indicates population growth in that area which will bring increased demand for educational opportunities and a need for increased cooperation between the University of Idaho and Lewis-Clark State College. Similar cooperation must be developed with North Idaho College which is located in Kootenai County, one of the fastest growing counties in Idaho. The university already has made some strides in this area. For instance, the College of Business and Economics now is increasing its capability to handle instruction at the Master of Business Administration level through off-campus programs at Coeur d'Alene, and at Lewiston in conjunction with the Potlatch Forest Corporation.

Development of cooperative programs between states, such as WAMI and the Tri-state Veterinary program, remains a goal of the University of Idaho. The next logical program for development by intra-state cooperation is education in mining and metallurgy. The University of Idaho will continue to expand cooperative programs with our neighboring institution, Washington State University.

In the coming months the university will seek appropriate funding so that it might discharge its Regents' assignment as a principal educational-research center for the state. Even though special budgets are provided in agricultural and forestry research, this funding is restricted and does not provide for widespread implementation of the research role. In bureaus of business and government research, in departments such as chemistry, physics, anthropology, biology, the social sciences, law, engineering and geology, to mention but a few, wide-ranging research programs of importance to the state and nation, as well as to the disciplines themselves, should be in progress, assuming the role assigned by the Board is being effectively implemented. At present the role is being carried out, only modestly because, with but few exceptions, there has never been realistic budgeting to provide subvention for this aspect of the university's mission.

Inextricably intertwined with a commitment for research must be a commitment to graduate education, another of the university's major responsibilities. Graduate work is a natural outgrowth of a commitment to research and of a commitment of some faculty time to research and public service. It is through the faculty member's research commitment that much

graduate instruction is accomplished and, reciprocally, it is through graduate instruction in a "learn by doing" pattern that considerable contribution to faculty research is made by graduate students. Public service also figures prominently in many of the research-graduate work interrelations which the university has undertaken and will continue to undertake.

SIGNIFICANT DEVELOPMENTS AND GOALS OF

INSTITUTIONS AND DIVISIONS

UNIVERSITY OF IDAHO (Agricultural Research)

Agricultural research is the responsibility of the Idaho Agricultural Experiment Station and is coordinated through seven subject matter departments at seven Research and Extension Centers throughout the state. The programs are designed to help solve and prevent problems associated with food production in Idaho. The program goals of each department and some of their recent accomplishments are listed below.

Department of Plant and Soil Sciences

a. Breed and test new varieties of potatoes, cereals, vegetables and specialty crops.

b. Improve methods to control weeds and plant diseases, with minimum environmental damage.

c. Increase crop yields and quality by improving soil fertility and other crop management practices.

d. Reduce soil erosion and improve land use.

Department of Agricultural Engineering

a. Improve water management and control sediment and nutrient losses from irrigated lands.

b. Develop new and improved equipment and techniques for harvesting and handling Idaho crops and soils.

c. Determine how to effectively apply agricultural chemicals with irrigation systems.

d. Develop new methods for controlling and predicting soil erosion from Idaho lands.

Department of Entomology

a. Reduce losses from insects by improved chemical and non-chemical control measures.

b. Increase numbers of pollinators by developing improved management practices and by controlling bee parasites and predators.

c. Introduce and colonize insects for biological control of weeds.

d. Monitor insect populations to improve predicting capabilities and detect "new" insect pests.

e. Measure environmental impact of land and water use practices on beneficial and pestiferous aquatic insects.

Department of Agricultural Economics

a. Improved marketing practices for beef and potatoes and feasibility of vertical integration for the cattle industry.

b. The economic and social impact of water use for irrigation, recreation and municipal use.

c. The economics of alternate land use policies including such things as range management practices and farm tenure and leasing arrangements.

d. The social and economic impact of rural-urban migration and the providing of facilities and services in rural areas.

e. The economic impact of agriculture and agriculturally-related businesses for Idaho.

Department of Veterinary Science

a. Study cause-prevention and treatment of diseases of new-born calves and lambs including Weak Calf Syndrome.

b. Study diseases which reduce reproductive efficiency in cattle and sheep including development of a one-injection vibrio BAE vaccine and a means of testing vaccine potency for abortion diseases of sheep.

c. Short time applied research aimed at bringing available technology to bear in the solution of Idaho disease problems, such as evaluation of a test and treat method for establishing anaplasmosis-free beef herds in Idaho and determining the geographic distribution and overall importance of blue-tongue of sheep in Southwestern Idaho to serve as a basis for decision-making regarding possible control programs.

Department of Animal Industries

a. Improve reproductive efficiency of beef and dairy cattle.

b. Increase dairy production with improved nutrition and management practices.

c. Increase profit of feedlots with more efficient use of grain.

d. Maximize productive efficiency of farm and range sheep flocks.

Department of Bacteriology and Biochemistry

a. Determine cause of microbial euthrophication (pollution) in several Idaho drainage basins.

b. Develop alternate means of disposing of feedlot and processing wastes.

c. Prevent food spoilage from bacteria and keep agricultural commodities free from harmful constituents.

d. Determination of the nutritive status of both raw and processed agricultural commodities.

e. Development of vaccine for liver abscess in beef.

Examples of Recent Research Accomplishments

a. Beef cattle range research has shown that Crested wheatgrass is deficient in zinc during late summer and fall. Supplementing cattle with 100 mg. zinc per day has resulting in a 0.3 lb. increase in gain per day. Thus, providing .04¢ of zinc per day results in an increased gain value of 10c-12c per day. This would amount to an increased return of approximately $200,000 to Idaho beef cattle producers.

b. The Small Towns research project is gathering information on the problems of small rural towns in Idaho. Many such towns have been losing population, and also losing the businesses which provide goods and services to people of the town and the surrounding countryside. The research is exploring the relationships which determine what kinds of businesses can survive in which types of towns. The results will be useful in the management decisions of present and prospective small town businessmen.

c. Research is examining the cost of public services in rural areas. The 1967 expenditures by all units of government in the 32 more rural Idaho counties were $252 per capita compared to $223 per capita expenditures in the 12 more urban counties. New ways of providing and financing public services in rural areas can help reduce this inequity.

d. Rehabilitation of areas which have been denuded of desirable vegetation by fire, logging, overgrazing or other means requires considerable time, money and labor. Research conducted in cooperation with the College of Forestry, Wildlife and Range Sciences has resulted in the development of new and more efficient equipment for mechanically transplanting seedlings in such areas.

e. A "Cows Manual" for the selection of feedlot sites and land disposal of manure has been written. This rather comprehensive manual will prove invaluable to all concerned ranchers and farmers. New federal and state environmental guidelines make the manual a most timely source of reference information.

f. Organisms have been isolated which have the capacity to fix atmospheric nitrogen in the root-zone of wheat plants. This accomplishment could result in a tremendous saving in nitrogen fertilizer costs.

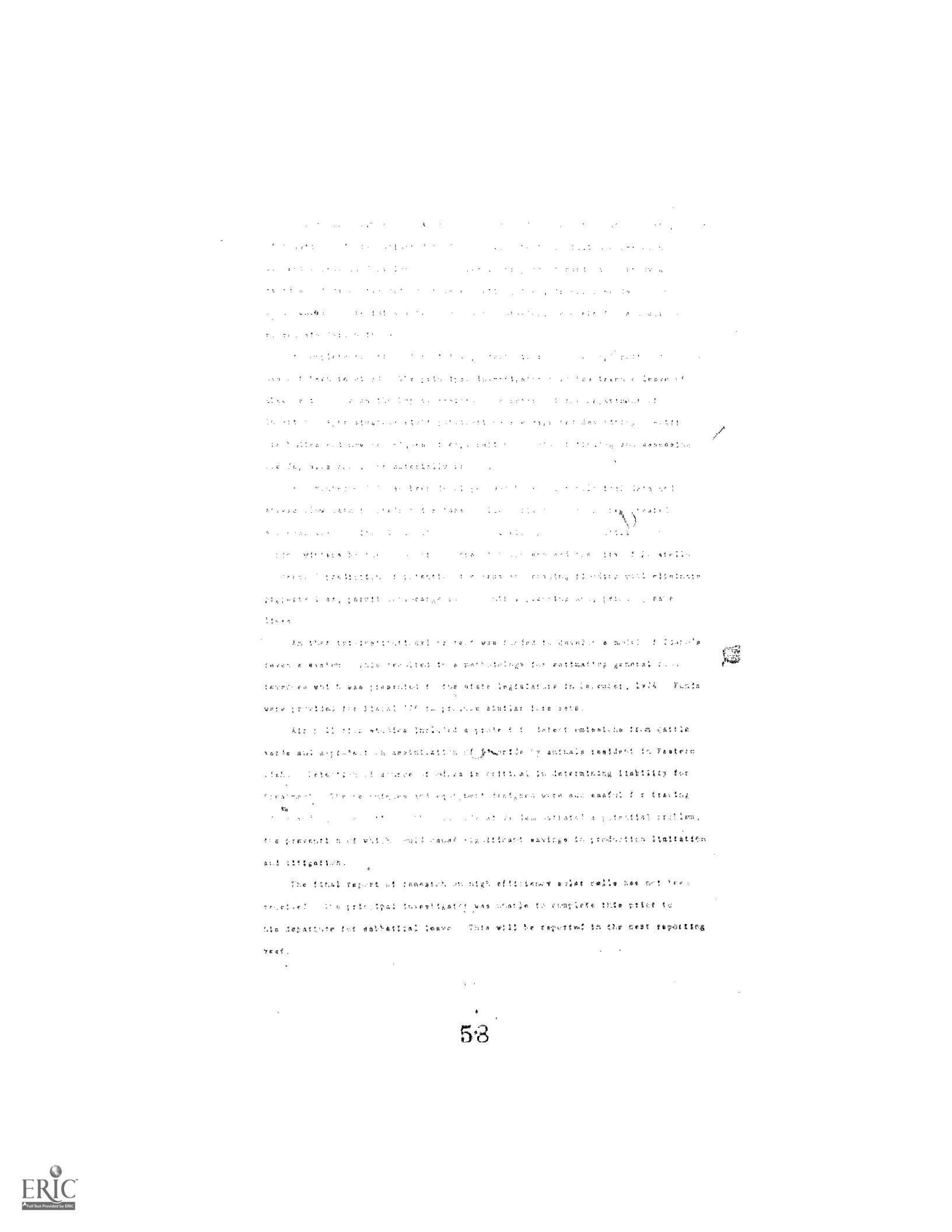
g. Research dealing with biological control of weeds by insects has proved fruitful over the last year. A small moth from eastern Europe has been imported for the control of spotted knapweed and has been released near Moscow. A fly, also from Europe, has been released on spotted knapweed in the Gooding area.

h. Aquatic research with insects reveals that in big river systems under water movement controls insects do not colonize zones which are subject to short term (daily) water fluctuations. It also has been noted that embedding of rocks and cobble beyond two-thirds of the surface area is the pivitol point beyond which insect populations are dramatically reduced in rivers and streams.

i. The potato industry of Idaho both in processing and fresh pack operations must be able to store potatoes from one harvest almost to the next in order to keep operating on a regular basis. A few years ago potatoes were stored only for about six or seven months, and maintaining [illegible] was difficult. Today, through University of Idaho research programs [illegible] storage, the design and operation of storage facilities have been improved significantly to the point where high quality potatoes can be available almost the year round. This research has increased the number of jobs and the economy of the state to a level where each dollar invested in this research returned $[illegible] to Idaho in [illegible].

3. The dry edible bean variety Pinto 114 developed and recently released by the University of Idaho yields approximately 3 hundredweight per acre more than the variety Pinto 111. This is because greater disease resistance to bean common mosaic was incorporated. Yearly, between 25,000 to 30,000 acres of pinto beans for Idaho bean growers, from 100,000 to 150,000 hundredweight more of pinto beans could be produced in Idaho. Even at a price of $10/hundredweight the increased gross income to Idaho bean growers would be between 1.0 and 1.5 millions of dollars each year.

4. Due to failure of certain commercial vaccines to protect against vibriosis abortion in sheep, tests for efficacy for this vaccine have been conducted. These tests are nearing completion and hopefully they can serve as model for other vaccines of sheep and cattle. If a vaccine is not efficacious, a great deal of loss can result from the false security of the producer.



[illegible]

[illegible]

The forest utilization research program was started 1-1/2 years ago to help increase the [illegible] yields [illegible] Idaho's forest lands while [illegible] the other values and uses of those lands. Forest [illegible] per cent of all industrial establishments in the state [illegible] per cent of all production workers. The forest industries and their employees are not only in the larger cities, but also are dispersed in the rural areas of Idaho and [illegible] small communities of the state.

Timber [illegible] harvested from forested land every year in Idaho are equivalent to timber used in building [illegible] new homes--over ten per cent of the nation's annual needs. Commercial forest lands here in Idaho have the potential to produce at twice this rate, given adequate research and translation of research results into action programs.

It is a fact that much wood fibre is lost each year from forest lands. Losses from insects, diseases, fire and over-mature timber is equal to the volume being harvested. Research can reduce the loss and at the same time enhance and protect the environment and eliminate pollution created by burning of residuals left on the forest floor after commercial logs have been removed.

Research results to date have been very promising and potentially very profitable to Idaho. Following are a few examples:

The Precommercial Thinning Feasibility study was run to determine the economics of thinning young Idaho timber stands for increased growth and quality. However, precommercial thinning seldom is done because of high costs and because returns are not obtained until timber is harvested at the end of rotation. The study showed that where once such thinnings were a cost (usually more than $80 per acre), the thinned material can be utilized and provide a value of up to $137 per acre. This can mean, conservatively, a savings of between $10,000,000 and $80,000,000 to northern Idaho woodland owners by the end of rotation. We believe additional savings can be obtained in southern Idaho also. Research breakthroughs like this don't come every year and the other studies may not yield such significant results--but the results will be significant.

The [illegible] Utilizing Defective Cedar Logs is providing information necessary to utilize cedar "shell logs," irregular log chunks and other defective logs which cannot now be [illegible] for sales. Last year over [illegible] worth of split products were produced in Idaho's [illegible] small cedar mills. The study results, which will undergo final field testing next summer, are needed badly by these small mills and can mean a great deal to the small woodland owner trying to sell these products.

The Forest Fertilization study has shown that while either fertilization or thinning produces greater volume growth per acre, a combination of the two treatments is most beneficial with growth increases up to [illegible] per cent. Considering fertilization alone on only the most productive sites, Idaho could achieve a 20 per cent increase in growth which would have an added value of up to $20,000,000 annually. Even with increased fertilizer costs many forest industries are proceeding with plans to fertilize the most productive sites. The study also show that with careful application techniques pollution [illegible] streams is not significant.

The Characteristics of Forest Industries study is describing the nature of the state's forest industry--the distribution and role in Idaho, present and expected flow of timber and logging (wood) by-products under various levels of management and investment. This information is needed by the forest industries for planning and investment purposes and by state planning agencies. This information will be published in a series of six reports.

The Dynamics of Forest Residues study has resulted in a predictive model which provides the basis for decisions of level and investment of slash treatment following logging operations, and insect and disease outbreaks. Even more important, this model will provide estimates of small stem raw wood material resources. The industry needs this information to make decisions regarding establishment and increased production of pulp and fiber board processes with greater reliability needed before making large capital investments to expand Idaho's forest-based economy.

60

SIGNIFICANT DEVELOPMENTS AND GOALS OF

INSTITUTIONS AND DIVISIONS

UNIVERSITY OF IDAHO (WAMI Medical Program)

The WAMI (Washington, Alaska, Montana, Idaho) Program has been a federally-supported experimental medical education project. It is an ongoing Idaho program, offering full support of medical training of its student citizens. Federal support of the program is being phased out and state support phased in over a four-year period, with the state supporting the medical education of each group of students as they proceed through their training. At the end of four years, Idaho will be supporting a total of 80 medical students each year in medical school, including the 20 entering freshmen for which the University of Washington School of Medicine reserves positions each year.

The University Phase has 19 WAMI students assigned, 18 of them from Idaho. An academic year program of medical education has been established for them in concert with Washington State University, which has 20 WAMI students, making a medical class of 39 students in the University of Idaho-Washington State University conjoint medical education program.

Results to date indicate that the goals of the WAMI Medical Program are being accomplished. The goal of more medical student admissions has been reached with a 422 per cent increase in Idaho in terms of the number of residents admitted to the University of Washington School of Medicine before and after the advent of the WAMI program.

A second goal was to train an increased number of primary care physicians. The WAMI program has succeeded in this as evidenced by the number of students selecting the family medicine pathway, with 54 per cent of the WAMI students choosing the family physician pathway as compared with 38 per cent of non-WAMI students. More than 95 per cent of these students retain their pathway selection at the time they select an internship and/or residency program.

A third goal was to take the resources of the University of Washington Medical Center to the communities in WAMI states. During the 1974-75 academic year, over 1,400 health professionals received formal education from 26 University of Washington faculty visits to the Community Clinical Units (CCUs). In addition, 1,000 individuals attended the circuit course (continuing medical education) which contacted three communities in Idaho and 17 communities in the entire WAMI territory.

A fourth goal was to institute the WAMI program without the use of new "bricks and mortar." This goal has been achieved by using the existing facilities at universities and communities in the WAMI states. It is necessary to add, however, that some renovations and changes had to be made at the University of Idaho in order to accommodate this program. It is equally certain that some renovations were necessary in other universities and WAMI CCUs to accommodate the many medical students taking their training there. A third CCU (family practice) will be established in Idaho by the spring of 1976.

A final and most important goal has been the placement of physicians in rural locations throughout the WAMI area. The majority (62 per cent) of the products of the Community Phase of WAMI (residents who rotated through the CCUs as a part of their residence training) have set up their practice in rural locations. The data, because of small sample size (20/32), is suggestive, but not conclusive.

The program appears to be meeting at least four of the five goals it set for itself, and the preliminary data strongly suggests that impact is being made relative to correction of the geographic maldistribution of physicians.

SIGNIFICANT DEVELOPMENTS AND GOALS OF

INSTITUTIONS AND DIVISIONS

UNIVERSITY OF IDAHO (WSU Northwest College of Veterinary Medicine)

The 1974 Legislature approved and funded a proposal which provided for a gradual phasing out of Idaho participation as a "have not" sate in the WICHE Student Exchange program for veterinary medicine and the concurrent development and gradual phase-in of a regional College of Veterinary Medicine centered around Washington State University's existing College of Veterinary Medicine.

In order to accommodate the increased number of students, Washington State University will construct a $14 million Pathobiology Building. Idaho's obligation to the program includes:

(1) Providing and housing additional faculty members to teach and conduct research and service activities on the Moscow-Pullman campus. A $519,000 addition to the Veterinary Science Building at Moscow to house and provide research facilities for these additional faculty members is scheduled for completion Jan. 1, 1975.

(2) Building, equipping, staffing and operating a veterinary medical teaching hospital at Caldwell to provide clinical training in food animal medicine for fourth year professional students. Funding for construction of the hospital ($1.1 million) was appropriated by the 1975 legislature.

In addition to fulfilling the teaching function, the Caldwell faculty and staff will fill a disease investigation and applied research and service role for Idaho's livestock industries.

Goals

(1) Provide increased opportunity for education in veterinary medicine for residents of Idaho

(2) Increase the number of veterinarians serving the needs of Idaho

(3) Reduce disease losses through a program of research, investigation and service

Accomplishments

(1) The initial class of Idaho students has completed the first year of the professional curriculum (June '75). The group of Idaho students who make up the second entering class has been selected and will enter the first year of the professional curriculum in September, 1975.

(2) Program of basic and applied research on important Idaho livestock problems which are in progress or are planned include:

(a) Neurological control of food and water intake.

(b) Treatment and prevention of intoxication resulting from intake of poisonous plants.

(c) Elucidation of the mechanisms of the carrier state and development of practical tests for detection of bluetongue carrier animals.

(d) The role of viral agents in enteritis (scours) in lambs and calves*

(e) Studies of the immune response of cattle and sheep to the common liver fluke.

(f) Effect of internal parasitism on the ability of sheep to respond immunologically to vaccines.*

(g) Biological and chemotherapeutic methods for the prevention, control and treatment of coccidiosis of lambs.

(h) Survey of causes of death and disease in sheep at the U. S. Sheep Experiment Station.*

(i) Etiology, pathogenesis and control of Weak Calf Syndrome*

(j) Diagnosis and vaccinal or immunological methods for control of tuberculosis of swine*

(k) Investigation of the function of white blood cells in the immune response of cattle and sheep to various infectious agents including Weak Calf Syndrome*

*Research was in cooperation with the College of Agriculture.

(3) An internship program in sheep diseases conducted at the U. S. Sheep Experiment Station at Dubois was conducted for senior students during the spring of 1975. In the spring of 1976 this internship will be continued and conducted concurrently with disease survey activities.

(4) A proposal for increasing cooperation in graduate programs in veterinary medicine between Washington State University and the University of Idaho has been developed and submitted for approval.

Principal features of the agreement include:

(a) Waiver of the equal exchange clause concerning joint listing of courses. This will give Idaho graduate students access to essentially all Washington State University graduate courses in veterinary medicine.

(b) Courses taken for graduate credit at the University of Idaho may be transferred to Washington State University in fulfillment of all course requirements for the doctoral degree in veterinary science at Washington State University.

(c) Members of the Idaho faculty of veterinary medicine may be elected to the graduate faculty at Washington State University.

SIGNIFICANT DEVELOPMENTS AND GOALS OF INSTITUTIONS AND DIVISIONS

IDAHO STATE UNIVERSITY

Perhaps the most significant single event of the 1975 fiscal year at Idaho State University was the announcement by President William E. Davis in May that he was resigning to accept the presidency of the University of New Mexico. The State Board of Education subsequently appointed Dr. Charles R. Kegel, academic vice president, to serve as acting president during 1975-76 while a new chief executive is being sought. Dr. Lawrence H. Rice, dean of the Graduate School, was named acting vice president.

There were several other major administrative changes during 1974-75. The 1974 fall semester opened with new deans in two of ISU's academic colleges. Dr. Thomas A. Bond succeeded Dr. Joseph A. Reeder as dean of the College of Liberal Arts, and Dr. Paul D. Leeby replaced Dr. K.V. Simison as dean of the College of Medical Arts. Dr. Mary Ellen Williams was appointed director of summer sessions, a post formerly held by Dr. Bond in addition to his duties as assistant liberal arts dean.

Appointments later in the year included Dr. Albert E. Wilson, dean of the newly-created School of Engineering, and Ms. Christine Mahoney, ISU's first Affirmative Action officer. Philip H. Eastman, business manager, was named to replace Financial Vice President William J. Bartz when Mr. Bartz retires on Jan. 1, 1976.

Enrollment at ISU during fiscal 1975 indicated there may be a definite trend toward a reversal of the leveling off and slight decline experienced in the early 1970s, although much of the new growth is in vocational and part time students. The 1975 spring semester head count was 8,093, which was 632 more than the previous spring and 52 more than the 1974 fall semester. It was, in fact, the largest on-campus enrollment recorded to date for either the spring or fall terms and represented only the second time in ISU's history that spring enrollment exceeded the previous fall semester figure.

[illegible]

[illegible]

[illegible]

[illegible]

1\. [illegible] in the first year [illegible] from the [illegible]

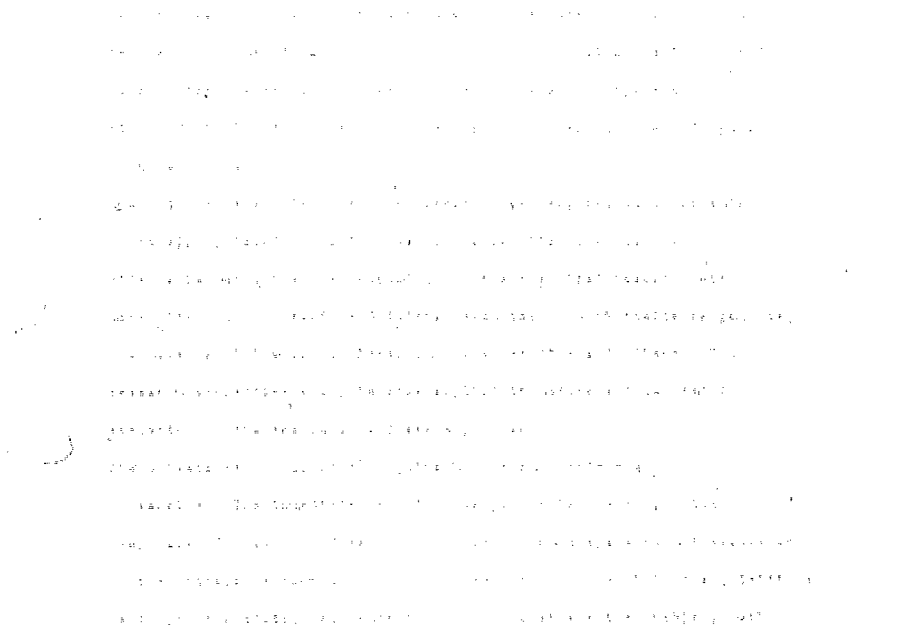
2\. The [illegible] this small building [illegible] [illegible] offices [illegible]

3\. A new master's degree [illegible] economics, statistics, earth sciences, English, mathematics, [illegible] arts. This new degree will [illegible] of the state.

(a) A new master's degree in public administration was instituted in [illegible] where a similar degree was also authorized.

(3) The university continued to expand the [illegible] internships, field studies and other academic programs that help students bridge the theoretical and the applied learnings. The university is highly recognized as an institution that interfaces with many off-campus settings which demonstrate that learning takes place wherever it is well planned and directed.

(4) New baccalaureate degrees in journalism, real estate, finance, and political science were instituted. Two new associate degrees in respiratory therapy and radiological technology were added to the School of Health Sciences.



SIGNIFICANT DEVELOPMENTS AND GOALS OF

INSTITUTIONS AND AGENCIES

LEWIS-CLARK STATE COLLEGE

Major Accomplishments

Among the building projects completed this year or underway are the following.

The Edward V. Williams College Union was completed and dedicated in April, 1973. This building was funded from revenue bonds in the amount of $730,000.

A contract in the amount of approximately $[illegible] was awarded to install lights on Harris Baseball Field.

The Valley Racquet Club of Lewiston raised approximately $100,000 locally to partially fund the construction of covered tennis courts on campus. Construction is in progress.

The college curriculum continued to be developed with the addition of a "2 + 2" baccalaureate degree in criminal justice and industrial management technology. These two degree programs building upon basic vocational-technical programs. The Business Division has shown impressive growth in the number of students enrolled.

Goals and Objectives

The goals and objectives of the College have not changed appreciably during the past year. Lewis-Clark State College serves as a regional four-year college as well as an area vocational-technical school for North Central Idaho. Continuing education courses, remedial, academic and vocational preparatory work, programs for senior citizens, and conferences and cultural events are vital aspects of the college's service to the community.

[illegible] it is anticipated that the following programs will be developed:

(1) First priority will be given to developing the baccalaureate degree nursing program. The purpose of this program is to provide training beyond the associate degree level to enable nurses to meet the increasing demands being placed upon them. The nature and purpose of the program is best expressed in the recommendation of the Idaho Commission on Nursing and Nursing Education made on October [illegible].

> The Idaho Commission on Nursing and Nursing Education and the Commission on Nursing endorses the concept of a baccalaureate program in nursing for northern Idaho at Lewis-Clark State College, based on a 2 + 2 pattern. The program should be based on the needs of the associate degree graduate and nurses in the field. The Commission supports the development of a satellite program to be available to the Coeur d'Alene area.
>
> As there are two existing associate degree programs in northern Idaho, whose graduates have no access to baccalaureate education in the geographic area, the program logically must consider their needs for further education. The appropriate pattern is a 2 + 2 rather than the development of a basic generic four-year program.
>
> It would be advisable for Lewis-Clark State College to pursue some non-traditional means in making available the baccalaureate degree to registered nurses or recent associate degree graduates whose employment and family responsibilities preclude attendance on a full-time basis in daytime and week-end classes only. There are some experimental models in the country where this has been done with some success.

The State Board of Nursing, meeting during the week of February [illegible], approved the plan of Lewis-Clark State College to pursue, with the State Board of Education, development of a 2 + 2 baccalaureate program.

The Advisory Committee for Health Education to the State Board of Education voted unanimously on June [illegible], to reaffirm the intention of supporting the baccalaureate degree program at Lewis-Clark State College. It recommended to the State Board of Education that the time schedule as developed by the college for baccalaureate degree program in nursing be adopted, and that necessary funding be included in the budget request for fiscal year [illegible]. It was pointed out in discussion during the meeting that North Idaho has been waiting a long time for a baccalaureate degree nursing program and that patient care in northern Idaho should be equal to elsewhere in the State.

(2) Extensive development of the vocational-technical education program will receive high priority. Since Lewis-Clark State College provides the only vocational-technical training in North Central Idaho, development must keep pace with demands. Although the college has to a large degree

maintained vocational-technical education at a level adequate to meet the area needs, the increasing demands of population growth and industrial development will require an accelerated rate of development.

(3) High priority should be given to the development of Lewis-Clark State College as the educational and cultural center of Lewiston and the immediate area. Increasingly, the campus and facilities are being utilized by off-campus groups. During the past year meetings and conferences have been held on campus by agencies of local and state government, community and state service organizations and other public groups. Over 50 such workshops, seminars and conferences were conducted to serve the needs of the area citizenry. North Idaho Children's Home, the Child Development Center, and almost every school district in North Central Idaho have indicated an interest and need to utilize the resources and expertise on our campus.

(4) During the past two years handicapped persons and senior citizens have used the physical education and recreational facilities on campus a great deal. Our special education and physical education facilities have cooperated in an attempt to meet the tremendous needs of these two particular groups. This program has rapidly developed to the point that a specialist is now needed to further develop and coordinate the activities.

(5) Plans are being made to develop a reading and writing laboratory designed for persons interested in self improvement who have deficiencies in reading, writing, spelling, studying, and mathematics. This laboratory will provide the opportunity for lifetime educational development where the preparatory center in the vocational division ceases. This is consistent with the philosophy of the college that all persons are capable of personal growth through educational experiences.

(6) The Children's Theatre Program and Tour should be expanded. This endeavor has proven to be very popular throughout the five-county area. At the present time the tour, which is funded entirely by a grant from the Idaho Commission on Arts and Humanities, is scheduled during the Christmas vacation period. Future plans include the likelihood of increasing the tour, at least one each semester, and developing a summer program for students interested in acquiring expertise in the area of Children's Theatre. Lewis-Clark State College has the potential to become the Northwest center for educational training in this area.

(3) Music, art, and theatre activities will become increasingly important as Lewiston grows. As cultural activities become more important, the responsibility of the college to provide expertise as well as leadership in developing these activities will undoubtedly increase. The drama program and the art program have created an excellent reputation and future development and expansion in these areas is presently being explored.

(5) Projections indicate that the criminal justice program, special education program and the business program will all prosper and develop in the next five years.

The criminal justice program will be a viable and popular program in the immediate future. Students may now complete the two-year associate of arts in law enforcement or a four-year degree in criminal justice, with an option in either law enforcement or corrections.

The corrections option was motivated by discussion with, and recommendations from, the Governor's Council on Criminal Justice, local law enforcement officers, and personnel from community agencies engaged in the correctional employment field. There is increasing recognition that prevention, rehabilitation and counseling are necessary to properly focus on the issue of crime and delinquency. Areas served by the corrections major include probation, parole, juvenile work and social work. The feasibility of designing and implementing an option to adequately prepare students for social work in rural areas is now under consideration.

Opportunities and responsibilities in the area of special education continue to increase. Therefore, our cooperative program should grow as we attempt to meet the tremendous needs in this area. Experts in the field of special education feel the demand for special education teachers will increase each for years to come. In addition to the standard course work, Lewis-Clark State College has an obligation and plans to provide in-service experiences for the appropriate employees of the area school districts.

Student interest in the area of business is increasing and our projections are that the popularity of this area will continue to grow. Job opportunities, the industrial management technology program, the University of Idaho MBA in Lewiston, and the increasing needs of local business managers for assistance with in-service training, will all stimulate interest in our business program.

(9) Geographical location, abundant recreational opportunities and facilities, and excellent weather should make Lewiston a prime attraction for tourists and summer visitors. Therefore, a variety of workshops and special learning experiences structured to appeal to this group are under consideration.

SIGNIFICANT DEVELOPMENTS AND GOALS OF

INSTITUTIONS AND DIVISIONS

VOCATIONAL EDUCATION

Goals and Objectives of Vocational Education

During FY 1975, the goal of Idaho Vocational Education was to make quality vocational education programs available to all people in the communities of the state who wanted and needed it for preparation for employment in occupations which do not require a college degree.

The objectives for the fiscal year were to provide leadership in planning and improving vocational programs; provide professional development for vocational personnel; and to increase vocational program offerings and enrollments at all levels of education in the occupational fields of agriculture, distributive, health, consumer/homemaking, home economics related, office occupations, trades and industrial, and technical education. Significant accomplishments were realized in general objectives during the year. The following Tables I and II contain a summary of projected objectives and accomplishments for fiscal years 1974 and 1975 for comparison.

TABLE I
Programs, Teachers, Enrollments, Completions - Projected and Actual
for
1974 Fiscal Year

Level of Vocational Programs	Number of Programs		Number of Teachers		Number Enrolled	
	Projected	Actual	Projected	Actual	Projected	Actual
Secondary	360	394	490	505	26,912	28,584*
Post Secondary	145	111	244	257	4,600	4,275
Adult	511	565	224	219	7,850	7,690**
Special Programs						
Disadvantaged	(36)	(26)	(45)	(77)	(1,305)	(1,997)
Handicapped	(15)	(13)	(20)	(24)	(300)	(378)
Cooperative, Part G	(25)	(27)	(30)	(29)	(710)	(878)
Exemplary, Part D	NA	(6)	(10)	(5)	(800)	(704)
Exemplary, Part D Research, Part C	NA	(4)◊	NA	(7)	NA	789** (164)

() Memo only - figure is included in other figures
◊ Includes Homemaking Useful (13,891 secondary and 1,308 adult)
* Elementary

TABLE II
Programs, Teachers Enrollments, Completions - Projected and Actual
for
1975 Fiscal Year

Level of Vocational Programs	Number of Programs		Number of Teachers		Number Enrolled	
	Projected	Actual	Projected	Actual	Projected	Actual
Secondary	403	414	529	539	28,748	29,297
Postsecondary	130	118	289	267	4,419	4,509
Adult	480	614	278	245	8,740	8,355
Special Programs						
Disadvantaged	(36)	(23)	(60)	72	(1,549)	(1,649)
Handicapped	(15)	(12)	(25)	(27)	(546)	(362)
Cooperative, Part G	30	(31)	(28)	(33)	(800)	(807)
Exemplary, Part D	6	(10)	(10)	(12)	200	(488)
Exemplary, Part D	-	2	-	15	-	1,766**
Research, Part G	1	1	NA	NA	NA	NA

() Memo only - figure is included in other figures
* Includes Homemaking Useful (14,383 Secondary, and 1,405 Adult)
** Elementary

ACCOMPLISHMENTS

Secondary Level

Enrollments in high school vocational programs increased from 28,584 in 1974 to 29,297 in 1975. Forty-seven and six-tenths (47.6) per cent of all students in grades 9-12 enrolled in some kind of vocational education program in 104 of 106 high school operating districts. Students spent from 25 - 33 per cent of their total school time in vocational classes. Of the total number of students completing high school vocational programs in 1974, 47 per cent were available for employment and 82 per cent entered employment in the field trained or in a closely related field. Follow-up data for FY '75 students will not be complete until April of 1976.

Postsecondary Level

Vocational postsecondary programs were offered in six area vocational-technical schools at Boise State University, College of Southern Idaho, Eastern Idaho Vocational-Technical School, Idaho State University, Lewis-Clark State College and North Idaho College.

Enrollments in postsecondary programs increased from 4,275 in 1974 to 4,509 in 1975.

Approximately 13 per cent of the total number of students enrolled in higher education were enrolled in vocational education.

It is estimated that the area vocational-technical schools were able to enroll less than half the number of potential students because of lack of facilities, equipment and staff.

Six area vocational-technical schools are geographically located in the state to make vocational education as accessible as possible to the people who want and need vocational education at the postsecondary, adult, and, to some extent, the secondary level of instruction.

Guidance programs, occupational information and experimentation programs are being improved and expanded.

Local occupational advisory committees function and contribute much to the development, improvement and evaluation of vocational programs.

Every public supported college and university in the state has a designated area vocational-technical education school and/or a vocational teacher and counselor education program as a part of its educational offerings.

Close working relationships and cooperation between vocational teachers, local school administrative staffs, area vocational-technical schools, vocational teacher-counselor educators, various agencies, and the State Vocational Education Staff contribute to the strength of Idaho's vocational program.

Cooperative efforts of school districts are making more vocational education programs available to students.

Unmet Needs and Problems of the State Program

Financial needs for full program development have not been met.

Need for advanced federal funding of vocational education has not been met.

More timely and adequate employment and job opportunity data are needed for program planning and operation.

Systems of identification and referral of disadvantaged and handicapped into vocational education need improvement.

More resources and effort must be expended in developing and keeping curriculum current to needs.

The vocational needs of many students in Idaho's small schools are not being fully met because of insufficient enrollments and finances to support a varied vocational program that would meet the individual interests and needs of the student.

SIGNIFICANT DEVELOPMENTS AND GOALS OF

INSTITUTIONS AND DIVISIONS

EASTERN IDAHO VOCATIONAL-TECHNICAL SCHOOL

Eastern Idaho Vocational-Technical School is a state-funded post-secondary vocational-technical school serving primarily College District VI and, secondly, all individuals who need and can profit from vocational or technical training.

The curriculum in several areas was modified during the year to meet varied objectives. The market management program was restructured for modular intruction. The automotive technology program, formerly called auto mechanics, was restructured to decrease customer work to 20 per cent per year of the live work, stabilize enrollment to 30-40 students in the fiscal year, and decrease early terminations and drop-outs to less than 20 per cent. Options in nuclear technology were increased to three areas and enrollment increased to 12-15 students per instructor. The consumer electronics program reduced customer service work to 20 per cent of student projects, while the scope of the electronics industry serviced by the program was expanded.

As part of a budget revision, each program had an individual budget and personal budget record prior to Jan. 1, 1975. All programs will have line item budgets for Fiscal Year 1977.

The completion of Phases II and III of the Mechanical Technologies Building allowed for consolidation in modern facilities, and the growth and potential of Eastern Idaho Vocational-Technical School indicate additional facilities are required. Plans are being formulated to gain funding for a parking lot by July 1, 1976. The Economic Development Administration has been contacted, and there is the possibility of a $1.2 million match for a new facility from the EDA's money. An effort will be made to obtain the $1.2 million match from the Idaho Legislature.

Additional programs were operated on the open entry-exit schedule. Students exit from programs when they reach the desired occupational competency required for the job they seek. New students are enrolled as vacancies become available.

More programs were adapted to the eleven month schedule to utilize facilities, equipment and staff to the maximum, to increase the number of students accommodated, and to enable the student to enter the full-time labor market a year earlier.

Adult Level

There was a 665 increase in the total number of adults enrolled in adult extension programs. Enrollments were 7,690 in 1974 and 8,355 in 1975. The number of programs increased from 565 in 1974 to 614 in 1975, and the average length of adult programs increased.

Disadvantaged

The number of disadvantaged people enrolled in vocational programs decreased from 1,997 in 1974 to 1,649 in 1975.

Handicapped

The number of handicapped people enrolled in vocational programs increased slightly from 358 in 1974 to 362 in 1975.

Ancillary Services

One new vocational education staff position, State Supervisor for Planning, was filled.

An evaluation of vocational programs was made by supervisors on a [illegible] basis during their supervisory visits.

Professional development and teacher training conferences, workshops and summer session were provided for vocational teachers. Over 700 vocational educators attended the one week in-service conference at I.S.U. in June 1975. Other programs included a workshop for cooperative education coordinators, a summer session for 36 E.P.D.A. fellows, three workshops for office occupations teachers, a workshop for agriculture teachers in gardening, a health orientation workshop, and a trades and industrial workshop to develop performance objectives.

Continuation of an occupational information developmental project was funded from federal research funds to develop a VIEW (Vital Information for Education and Work) system for Idaho. Micro-film cards were developed to give

students in grades 9-12 information on 300 of the most common non-professional occupations in Idaho. Distribution of micro-film cards and micro-film readers was made to all public high schools in the state.

Cooperative Education

Programs are funded by federal funds. Six new programs were funded. Enrollments in cooperative education programs were 828 in 1974 and 807 in 1975.

Work-Study

Work-study is totally federal funded to help needy students enter or remain in vocational education by providing them an opportunity to earn money. Forty-two students benefited from the work-study program. Twenty-one were high school students and 21 were postsecondary students.

Comprehensive Employment Training Act Institutional Programs

The Federal Comprehensive Employment Act of 1973, as amended in 1974, replaced the Federal Manpower Development Training Act (PL 93-567).

CETA funds were used to provide vocational training for the unemployed and under-employed to prepare them for employment or for advancement in occupations of their choice.

Training was provided through group projects or through referral of individuals into on-going vocational education programs in public or private schools.

CETA supported projects enrolled 383 individual referrals in on-going vocational education programs and 72 persons in five institutional group programs.

Training allowances and subsistence for trainees was paid by the Department of Employment. Instructional costs were paid through vocational education.

Strengths of the State Program

Idaho is fortunate to have all education in the State of Idaho administered by one board which serves as a State Board of Education, Board of Regents of the University of Idaho, Trustees of Boise State College, Trustees of Idaho State University, Trustees of Lewis-Clark State College, and State Board for Vocational Education.

Future plans and goals include:

--an increase in programs before July 1, 1976, to bring the total of full-time programs to 15.

--completion of a staff evaluation and of the staff's evaluation of administration.

--contact by the school's director with all school superintendents in College District VI before June 30, 1976, and contact with each legislator in the district, either personally or by mail, before Jan. 1, 1976.

--assumption of one major school improvement project by the Student Council by July 1, 1976.

--and creation of a School Scholarship Committee to increase scholarships.

It is anticipated total student enrollment will rise to 500 by July 1, 1976.

SIGNIFICANT DEVELOPMENTS AND GOALS OF INSTITUTIONS AND DIVISIONS

IDAHO VOCATIONAL REHABILITATION SERVICE

Idaho Vocational Rehabilitation in FY 1975 felt the full effects of the implementation of the Rehabilitation Act of 1973. The act directed special emphasis on services to those individuals with the most severe handicaps. The major effort in Idaho during the fiscal year was to provide services to a larger number of severely disabled people who required multiple services over extended periods of time. Total agency rehabilitations during FY 1975 were 1,382, with 10,361 individuals served. Rehabilitations in FY 1974 were 1,396. A decrease in the number of rehabilitations in FY 1975 was anticipated, and follows the national trend of fewer rehabilitations and more involvement with severely disabled clients. In FY 1975, Idaho VR rehabilitated 450 severely disabled individuals which represents 33 per cent of the total rehabilitations recorded. In FY 1975, we served 3,135 severely disabled.

The Rehabilitation Act of 1973 stressed better services be provided to the deaf community. Through the cooperation of Idaho VR, a new concept in deaf learning was established at the College of Southern Idaho in Twin Falls. The new project provides services to the deaf, hard of hearing and other disabled individuals, with a new approach to education for the deaf. Master video tapes are recorded with sound, captions, a sign language interpreter and an instructor who speaks for both sound and lip reading purposes. Scripting of classroom presentations is being accomplished with a goal of 68 video tape presentations expected. For all of the presentations, a written portion is provided. It is a complete package for a total educational program for the deaf. Ninety per cent of the entire program is expected to be completed for the beginning of classes in the fall. With this new innovative program, Idaho is truly one of the leaders in the nation in the education of the deaf people.

Over the years, Idaho VR has become significantly involved with rehabilitation facilities. Idaho VR purchases evaluation, training and placement services from rehabilitation facilities across the state. Fiscal Year 1974 saw Idaho VR providing a grant to establish a new rehabilitation facility to help the handicapped in the Lewiston area. FY 1975 saw the results of a comprehensive survey to determine whether a rehabilitation facility should be established for handicapped individuals in the Coeur d' Alene area. In FY 1975, Idaho rehabilitation facilities received extensive help from Idaho VR for staffing and equipment.

Idaho VR administers a very successful kidney treatment program since receiving the charge from the Idaho State Legislature in March, 1970. More than 171 individuals in Idaho have received kidney care at a cost of $601,000. Kidney dialysis machines are located in all major population centers of the state, and portable kidney machines have been purchased to make it possible for the dialysis patients to take vacations and allow them to do things previously not possible because of the ties to the dialysis machine. Idaho VR's expertise in establishing a state kidney program is recognized nationally, and consults have been conducted for other states just now becoming involved in kidney treatment programs of their own.

Fiscal Year 1974 saw the beginning of a far reaching public information program by Idaho VR. Early goals of the public information department were the production of client human interest stories for television, radio, newspapers, and Idaho VR's own publication, "Rehabilitation Focus." From those beginnings in FY 1974, the program moved into wide acceptance by virtually all areas of the news media in the state. Sixteen millimeter film client stories are agency produced for television news programs. Audio tapes are produced for radio news programs, articles and photography are supplied to all state newspapers, and the agency publication, "Rehabilitation Focus," is widely read in all fifty states with a circulation of over [illegible]. The television news stories [illegible] have gained wide acceptance by the state's television stations. Not only does the public information department reach possible clients, but the program also advises

[illegible] DEVELOPMENTS AND [illegible]

[illegible]

STATE SCHOOL FOR THE DEAF AND THE BLIND

Major [illegible]

Initiation and [illegible] of new programs and the expansion of established [illegible] improved services provided by the School for the Deaf and the School for the Blind for hearing and visually impaired children in the State of Idaho during fiscal year [illegible].

School for the Deaf

[illegible] programs were established in four areas of Idaho [illegible] Falls, Lewiston and [illegible]. These programs served as early [illegible] of the residential school and are [illegible] of satellite programs for hearing impaired children.

These satellite [illegible] the residential school in [illegible] as [illegible] for instruction and supervision. Five trained [illegible] were hired to teach in the satellite areas.

[illegible] placed [illegible] of hearing impaired children and the [illegible] preparation of these children for integration into public school or attending the residential school. Also recognized as an important factor to the child's welfare is the need to maintain the family unit in the child's early years.

The programs have evolved into several phases

1. Establishing [illegible] with local, state and federal agencies in identifying [illegible] with hearing impairments as well as [illegible] [illegible] health [illegible] and hearing aid dealers

2. Screening all students who have shown signs of potential hearing problems and referring those students who fail the screening for audiological testing. During the fiscal year of 1975, approximately [illegible] students were screened. Forty-five received audiological evaluation and [illegible] either entered the program or received remedial treatment.

School for the Blind

[illegible] year has seen the continuation [illegible] programs [illegible] been primarily a year for [illegible] of programs rather than implementation of new programs. As mentioned in the last Biennial Report, a wide array of services is provided through the School for the Blind and [illegible] these services of maximum benefit to the students, their parents, and the local communities of Idaho at the most economical [illegible] is the most largest task faced by the School for the Blind. Thus, there have been no changes of major consequence.

[illegible] evidence of growth and improvement has been the increased number of students receiving services in all phases of the services, the improvement of services in quality of materials and timeliness of delivery, and cooperation [illegible] from other agencies.

The population served by the School is of two categories.

1. Blind students are those wh[illegible] [illegible] [illegible] [illegible] the printed page, whether in regular size type or large type. They must depend on their other senses for learning, and the usual adaptations [illegible] the sense of touch (braille, typing, tactile stimulation) and hearing (tape recordings, recorded books, and other auditory stimulation).
2. Partial sighted students are those who have visual impairments [illegible] that it interferes with efficient learning, but who can still use vision as their chief channel of learning if large print and/or other materials and services can be adapted to compensate for their visual impairment.

Additional handicaps may be present, but in order for the student to qualify for services provided by the programs for the school, the visual impairment must be present.

New Facilities

During fiscal [illegible] the construction of a building designed to meet the needs of the educational programs for the [illegible] was begun and completed. This building replaces a structure which has been in use since the School for the Deaf and Blind was moved to Gooding in 1910. The building was designed to accomplish three specific ends: (1) provide a resource center and storage facility for materials used across the state in the itinerant program; (2) provide the needed classroom space for the School for the Blind; and (3) provide a facility for deaf-blind, multihandicapped children. These aims were met by the design of the building, and students and staff look forward to enjoying the new facility.

NUMBER OF STAFF SERVING IN THE DEPARTMENT FOR THE BLIND

Program	[illegible]	[illegible]	[illegible]	[illegible]	1973-74	1974-75
Residential	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Itinerant				[illegible]	[illegible]	[illegible]
Deaf-Blind				[illegible]	[illegible]	[illegible]
Early Childhood					[illegible]	[illegible]
Total	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

*Projected [illegible] (unclassified [illegible] [illegible] and teacher aides)

As Table [illegible] and [illegible] show, the Department for the Blind has been able to develop and expand its programs [illegible] serve many more children with relatively few increases in staff members. This is even more significant when a better teacher-student ratio exists for the multihandicapped children in the Deaf-Blind section.

[illegible]

As of Jan. [illegible], 19[illegible] [illegible] students were registered as "legally blind" with the American Printing House for the Blind [illegible] [illegible] to Promote the Education of the Blind." The [illegible] quota as a result of registration under this act was $[illegible] for the fiscal year of July 1, 19[illegible] to June [illegible], 19[illegible]. In fiscal year 19[illegible] the number was [illegible] and quota was approximately $[illegible]. The increase [illegible] registered [illegible] [illegible] students are being located in the itinerant program.

Professional Growth

During the 19[illegible] school year staff members attended several workshops. Many of these were sponsored by the Regional Center for Deaf-Blind and the Early Childhood project. These included: a workshop on learning disabilities, a [illegible] conference for deaf-blind, and a visit to the preschool program in Utah for the early childhood teacher.

Objectives of the School for the Deaf and the Blind

1. To inspire and help hearing and visually impaired children to achieve human relationships, attain economic efficiency and assume civic responsibility.
2. To provide quality services in all areas of education as outlined by the State Department of Education.
3. To provide the necessary educational, operational and maintenance equipment and materials to promote improvement and expansion as well as timely replacement of worn-out items.

DOCUMENT RESUME

ED 131 802 HE 008 422

TITLE Second Annual Report of the State Board of Education and Board of Regents of the University of Idaho for Fiscal 1975.

INSTITUTION Idaho State Board of Education, Boise.

PUB DATE 75

NOTE 109p.

AVAILABLE FROM State Board of Education, 614 West State Street, Annex #2, Boise, Idaho 83720

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.

DESCRIPTORS *Annual Reports; Blind; Deaf; Grants; *Handicapped Students; *Higher Education; Income; Libraries; State Colleges; *State Programs; State Universities; Statistical Data; *Vocational Education; *Vocational Rehabilitation

IDENTIFIERS *Idaho; University of Idaho

ABSTRACT

The second Annual Report of the State Board of Education, covering the year July 1, 1974, to June 30, 1975, reflects the first full year of operation under the expanded supervisory responsibilities given the board by the 1974 governmental reorganization. Reports are included for the Office of the State Board of Education, State Department of Education, University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, vocational education, Eastern Idaho Vocational-Technical School, vocational rehabilitation, State School for the Deaf and the Blind, State Library, State Historical Society, Idaho Pioneer Association, College of Southern Idaho, and North Idaho College. Basic financial information and narratives outlining the year's accomplishments are included in this report. Specific areas covered include: principal administrative officers; number of employee positions; organizational chart; legal references; duties and responsibilities; aid and grant programs; income by source; expenditures by major class code; major policy adoptions; new program responsibilities; and significant developments and goals of institutions and divisions. (LBH)

SECOND ANNUAL REPORT

of the

STATE BOARD OF EDUCATION

and

Board of Regents of the University of Idaho

Including Reports
of

- Office of the State Board of Education
- State Department of Education
- University of Idaho
  - General Education
  - Agricultural Research
  - Cooperative Extension Services
  - Short Term Applied Research
  - Forest Utilization Research
  - WAMI Regional Medical Program
  - WSU Northwest College of Veterinary Medicine
- Idaho State University
- Boise State University
- Lewis-Clark State College
- Vocational Education
- Eastern Idaho Vocational-Technical School
- Vocational Rehabilitation
- State School for the Deaf and the Blind
- State Library
- State Historical Society
- Idaho Pioneer Association
- College of Southern Idaho
- North Idaho College

FOR FISCAL 1975

Boise, Idaho

STATE OF IDAHO

STATE BOARD of EDUCATION

Phone: (208) 384-2270

614 West State Street, Annex #2
Boise, Idaho 83720

To the Governor

and

The Legislature of the State of Idaho:

In accordance with the provisions of Section 67-2509, Idaho Code, I am pleased to submit the second Annual Report of the State Board of Education. The report covers the year July 1, 1974, to June 30, 1975, and reflects the first full year of operation under the expanded supervisory responsibilities given the board by the 1974 governmental reorganization. More detailed information is available upon request from the board's administrative office, but basic financial information and narratives outlining the year's accomplishments are included in this report.

Respectfully submitted,

Janet Hay
President,
State Board of Education

Boise, Idaho
December 1, 1975

Board of Regents: University of Idaho
Board of Trustees: Idaho State University
Boise State University
Lewis-Clark State College
State Postsecondary Commission
Office of the State Board of Education
State Department of Education

State Board for: Vocational Education
Vocational Rehabilitation
Public Schools
School for the Deaf and Blind
State Library
State Historical Society

TABLE OF CONTENTS

STATE BOARD OF EDUCATION

BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO

BOARD OF TRUSTEES FOR IDAHO STATE UNIVERSITY

BOARD OF TRUSTEES FOR BOISE STATE UNIVERSITY

BOARD OF TRUSTEES FOR LEWIS-CLARK STATE COLLEGE

STATE BOARD FOR VOCATIONAL EDUCATION

STATE BOARD FOR VOCATIONAL REHABILITATION

BOARD OF TRUSTEES FOR THE STATE SCHOOL FOR THE DEAF AND BLIND

STATE POSTSECONDARY PLANNING COMMISSION

Members	Address	Term Expires
Janet Hay, President	Nampa	3/1/79
A.L. Alford, Jr., Vice President	Lewiston	3/1/78
Edward L. Benoit, Secretary	Twin Falls	3/1/77
John W. Chartley, M.D.	Boise	3/1/80
J.P. Munson, M.D.	Sandpoint	3/1/76
Leno D. Seppi, D.D.S.	Lava Hot Springs	3/1/79
J. Clint Hoopes	Rexburg	3/1/80
Roy Truby	Boise	1/6/78

ADMINISTRATIVE OFFICERS

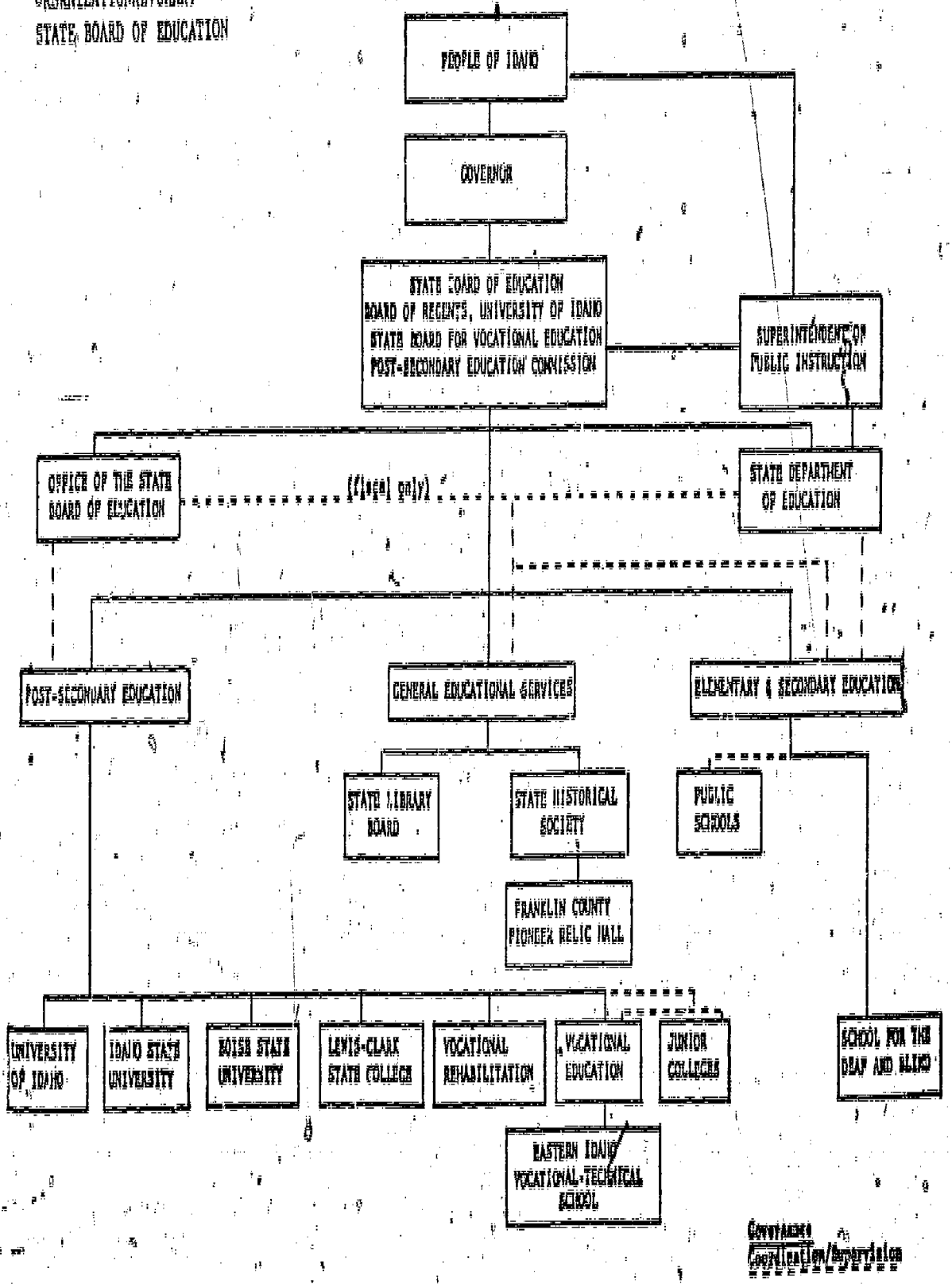
State Department of Education	Roy Truby
Office of the State Board of Education	Milton Small
University of Idaho	Ernest W. Hartung
Idaho State University	Charles H. Kegel (Acting President)
Boise State University	John B. Barnes
Lewis-Clark State College	Jerpld C. Dugger
Vocational Education	Roy D. Irons
Eastern Idaho Vocational Technical School	John E. Christofferson
Vocational Rehabilitation	Ray W. Turner
State School for the Deaf and the Blind	Edward W. Reay
State Library	Helen M. Miller
State Historical Society	Arthur A. Hart
Idaho Pioneer Association	Mario Woodward
College of Southern Idaho	James L. Taylor
North Idaho College	Barry G. Schuler

NUMBER OF EMPLOYEE POSITIONS BY CLASSIFICATION
(As of June 3. with estimates of average annual numbers
of graduate assistants and irregular help)

INSTITUTION OR AGENCY	Exempt Admin.		Exempt Instruct.		Classified		Grad. Assts.		Irreg. Help		Totals	
	FY'74	FY'75	FY'74	FY'75	FY'74	FY'75	FY'74	FY'75	FY'74	FY'75	FY'74	FY'75
Office of the State Board of Education	10.5	7	--	--	10.5	6	--	--	.5	.5	21.5	13.5
State Department of Education	50	57	--	--	62	68	--	--	--	--	112	125
University of Idaho (General Education)	98.57	87.29	450.21	474.67	400.75	401.16	36	41.01	113.53	123.16	1,099.06	1,127.29
University of Idaho (Agricultural Research)	--	--	86.94	80.49	61.57	75.59	8.25	8.75	39.63	36.93	196.39	199.76
University of Idaho (Coop. Extension Service)	--	--	139.62	140.70	25.51	29.43	--	--	35.73	40.41	200.88	210.54
University of Idaho (S.T.A.R.)	--	--	.42	--	--	--	2	2.14	1.25	1.46	3.67	3.60
University of Idaho (For. Utl. Research)	--	--	2.96	2.59	1	1	1.50	.75	1.27	2.27	6.73	6.61
University of Idaho (WAMI)	--	--	--	.72	--	--	--	--	--	.49	--	1.21
University of Idaho (WSU/NWCVM)	--	--	--	4.10	--	3.01	--	.13	--	2.42	--	9.66
Idaho State University	44	58.8	374.3	390.5	379.2	374.9	20.6	21	100.6	98.5	918.7	943.7
Boise State University	73	76	306	309	215	219	--	--	22	34	616	638
Lewis-Clark State College	18	20	89	91	55	56	--	--	73	81	235	248
Vocational Education	19	20	--	--	25	26	--	--	--	--	44	46
Eastern Idaho Vocational Technical School	1	1	28	59	6	6	--	--	16	11	51	77
Vocational Rehabilitation	7	5	57	60	48	47	--	--	3	--	115	112
State School for the Deaf and the Blind	4	4	46	61	61	64.5	--	--	1	4	112	133.5
State Library	1	1	--	--	24	23	--	--	--	1.5	25	25.5
State Historical Society*	1	1	1	--	20	20	--	--	2	2	24	23
College of Southern Idaho	4	5	152	215	120	121	--	--	15	20	291	361
North Idaho College	12	14	69	69	30	35	--	--	19	58	130	176

*Includes Idaho Pioneer Association

ORGANIZATIONAL CHART
STATE BOARD OF EDUCATION



FOREWORD

The State Board of Education and Board of Regents of the University of Idaho has responsibility for all educational activities participated in by the citizens of Idaho.

Fiscal year 1975 marked the first year of operation under the governmental reorganization approved by the legislature in 1974. The board has the immediate governance of the State Department of Education, the four state senior institutions of higher education, the State School for the Deaf and the Blind, Vocational Education, the Eastern Idaho Vocational-Technical School, Vocational Rehabilitation and the Office of the State Board of Education; responsibility for the State Library, the State Historical Society, and the Idaho Pioneer Association; and the general supervision, government, and control of the public school system and of the College of Southern Idaho and North Idaho College. Functions of the board are administered through the Office of the State Board of Education.

Detailed information concerning the various institutions and agencies under the board's governance is being furnished to the necessary state agencies. Such information is not included in this report except to make clear the scope of activities for which the board is responsible. Additional detail concerning the institutions or agencies is available from the institutions or agencies or from the Office of the State Board of Education upon request.

LEGAL REFERENCES CONCERNING THE STATE BOARD OF EDUCATION
AND THE INSTITUTIONS AND AGENCIES
UNDER THE GOVERNANCE AND CONTROL
OF THE STATE BOARD

Article IX, Section 2, of the Idaho State Constitution establishes the State Board of Education, the membership, the powers, and the duties to be prescribed by law.

Title 33, Idaho Code, sets forth statutes giving authority and direction to the State Board of Education and to the institutions and agencies under the governance and control of the board.

Title 67, Idaho Code, is concerned with matters of classified personnel and reporting procedures. The board and its various institutions and agencies comply with all pertinent portions of this title.

DUTIES AND RESPONSIBILITIES

The State Board of Education has "the general supervision of the state education institutions and public school system of the State of Idaho..." (Article IX, Sec. 2, Constitution). It has the power to perform all duties prescribed for it by the school laws of Idaho; acquire, hold and dispose of title, rights and interests in real or personal property; supervise all entities of public education supported in whole or in part by state funds; delegate power to carry out its policies; enforce school laws; and recommend to the legislature any needed changes in law or additional legislation (Sec. 33-107, Idaho Code). The state board is the educational agency authorized to negotiate and contract with the federal government, and to accept financial or other assistance from the federal government (Sec. 33-110, I.C.). The state board shall submit a budget for each educational institution under its control, and direct and control appropriated funds (Sec. 33-111, I.C.); approve alteration or construction plans at the educational institutions under its control (Sec. 33-112, I.C.); supervise and control certification of professional education personnel (Sec. 33-114, I.C.); keep a register of persons qualified to teach in Idaho (Sec. 33-115, I.C.); submit a budget for the foundation program of public school districts (Sec. 33-117, I.C.); establish standards for secondary school accreditation (Sec. 33-119, I.C.); and help prepare courses of study for prisoners at the Idaho State Penitentiary (Sec. 33-123, I.C.). The board is authorized to define limits of all instruction in educational institutions under its control (Sec. 33-113, I.C.). The board is the state Postsecondary Planning Commission (executive order).

AID AND GRANT PROGRAMS

Aid and grant programs reflect use of appropriated funds only, indicating both number of recipients and amount expended.

AID AND GRANT PROGRAMS

	Fiscal 1974 No.	Fiscal 1974 Amount	Fiscal 1975 No.	Fiscal 1975 Amount
UNIVERSITY OF IDAHO (General Education)				
College Work Study Program	282	19,623	262	21,440
National Direct Student Loans	728	30,343	800	35,901
Institutional Employment	650	237,000 (est.)	900	329,025
Graduate Fellowships	144	419,683	164	537,794
TOTAL	1,803	706,849	2,126	924,160
UNIVERSITY OF IDAHO (Agricultural Research)				
Institutional Employment	138	90,000 (est.)	96	62,580
Graduate Assistants	33	102,786	35	104,869
TOTAL	171	192,786	131	167,449
UNIVERSITY OF IDAHO (Cooperative Extension Service)				
Institutional Employment	50	14,000 (est.)	35	9,873
TOTAL	50	14,000 (est.)	35	9,873
UNIVERSITY OF IDAHO (Short Term Applied Research)				
Institutional Employment			5	2,217
Graduate Assistants	8	24,104	8.5	25,708
TOTAL	8	24,104	13.5	27,925
UNIVERSITY OF IDAHO (Forest Utilization Research)				
Institutional Employment			10	4,603
Graduate Assistants	6	20,160	3	9,597
TOTAL	6	20,160	13	14,200

AID AND GRANT PROGRAMS (cont.)

	Fiscal 1974 No.	Fiscal 1974 Amount	Fiscal 1975 No.	Fiscal 1975 Amount
UNIVERSITY OF IDAHO (WAMI Medical Education)				
Institutional Employment	--	--	1	50
TOTAL	--	--	1	50
UNIVERSITY OF IDAHO (WSU Northwest College of Veterinary Medicine)				
Institutional Employment	--	--	6	2,698
Graduate Assistants	--	--	.5	1,361
TOTAL	--	--	6.5	4,059
IDAHO STATE UNIVERSITY				
College Work Study Program	627	71,072	578	73,163
National Direct Student Loans	526	23,835	439	19,552
Institutional Employment	276	193,115	326	252,617
Graduate Fellowships	32	83,200	32	102,400
Graduate Assistants	81	228,940	84	282,080
Health Profession Loans	67	6,000	56	6,000
Nursing Loans	44	2,636	25	2,337
TOTAL	1,653	608,798	1,540	738,149
BOISE STATE UNIVERSITY				
College Work Study Program	423	48,531	443	41,500
National Direct Student Loans	569	21,103	393	16,074
Institutional Employment	151	95,327	304	108,928
TOTAL	1,143	164,961	1,140	166,502

AID AND GRANT PROGRAMS (cont.)

	Fiscal 1974 No.	Fiscal 1974 Amount	Fiscal 1975 No.	Fiscal 1975 Amount
LEWIS-CLARK STATE COLLEGE				
College Work Study Program	27	2,318	38	4,245
National Direct Student Loans	146	5,613	135	234
Institutional Employment	80	36,800	48	26,064
Nursing Loans	18	913	20	947
TOTAL	271	45,644	241	31,490
EASTERN IDAHO VOCATIONAL-TECHNICAL SCHOOL				
College Work Study Program	1	704	1	697
TOTAL	1	704	1	697
STATE SCHOOL FOR THE DEAF AND THE BLIND				
Fund 350 Federal		54,838		124,482
TOTAL		54,838		124,482
COLLEGE OF SOUTHERN IDAHO				
College Work Study Program	219	35,104	249	35,174
National Direct Student Loans	274	9,699	272	9,563
TOTAL	493	44,803	521	44,737
NORTH IDAHO COLLEGE				
College Work Study Program	56	3,887	97	11,148
National Direct Student Loans	67	1,959	90	2,850
Institutional Employment	12	2,237	11	4,668
Nursing Loan Matching Funds	21	815	19	876
TOTAL	156	8,898	217	19,542

ACCOUNTING SECTION

INCOME BY SOURCE

EXPENDITURES BY MAJOR CLASS CODE

The "Summary of Income" section included in the First Annual Report for Fiscal Year 1974 was eliminated this year because it duplicated information found in greater detail in the "Income by Source" section. The "Income by Source" section lists all available revenues, including beginning encumbrances or beginning cash balances or both when the two can be separated. The "Expenditures by Major Class Code" section lists the uses made of those funds, including, where possible, reversions of funds at the end of the fiscal year.

INCOME BY SOURCE

	Fiscal 1974	Fiscal 1975
OFFICE OF THE STATE BOARD OF EDUCATION		
Beginning Encumbrances	1,134	2,673
General Fund	1,029,344	1,057,932
Student Fees and Tuition	204,297	---
Federal	264,055	225,629
Miscellaneous	48,884	8,825
TOTAL	1,547,714	1,295,059
STATE DEPARTMENT OF EDUCATION		
Beginning Cash Balance	988,372	877,968
Beginning Encumbrances	604,456	461,447
General Fund	853,700	1,001,306
Federal	11,404,389	11,884,150
Miscellaneous	1,039,643	1,454,470
TOTAL	14,890,560	15,679,341
UNIVERSITY OF IDAHO (General Education		
Unencumbered Balance	214,161.66	12,437.15
Beginning Encumbrances	414,840.97	721,307.71
General Fund	13,185,526.00	15,872,256.00
State Endowments	1,185,322.29	1,423,600.00
Student Fees and Tuition	1,468,684.00	1,381,685.56
Federal	204,935.00	204,845.00
Fees and Sales	50,716.02	37,829.42
Miscellaneous	282,417.49	273,806.11
TOTAL	17,006,603.43	19,927,766.95

INCOME BY SOURCE (cont.)

	Fiscal 1974	Fiscal 1975
UNIVERSITY OF IDAHO (Agricultural Research)		
Unencumbered Balance	55,494.15	49,753.48
Beginning Encumbrances	161,893.14	156,125.77
General Fund	1,878,600.00	2,485,473.00
Federal	841,159.00	923,931.34
Sale of Goods	172,981.46	188,185.93
Miscellaneous	50,553.93	—
TOTAL	3,160,681.68	3,803,469.52
UNIVERSITY OF IDAHO (Cooperative Extension Service)		
Unencumbered Balance	94,029.24	160,052.10
Beginning Encumbrances	43,957.24	85,082.91
General Fund	1,200,000.00	1,576,039.00
Federal	1,382,355.53	1,541,862.10
Miscellaneous	57,770.50	64,818.33
TOTAL	2,778,112.51	3,427,854.44
UNIVERSITY OF IDAHO (Short Term Applied Research)		
Unencumbered Balance	(1,824.35)	1,344.43
Beginning Encumbrances	2,281.48	856.74
General Fund	50,000.00	75,000.00
TOTAL	50,457.13	77,201.17
UNIVERSITY OF IDAHO (Forest Utilization Research)		
Unencumbered Balance	—	$ 626.18
Beginning Encumbrances	—	958.83
General Fund	75,000.00	75,000.00
TOTAL	75,000.00	76,585.01
UNIVERSITY OF IDAHO (WAMI Medical Education)		
General Fund	—	89,100.00
TOTAL	—	89,100.00

INCOME BY SOURCE (cont.)

	Fiscal 1974	Fiscal 1975
UNIVERSITY OF IDAHO (WSU, Northwest College of Veterinary Medicine)		
General Fund	---	135,000.00
Student Fees and Tuition	---	3,168.00
TOTAL	---	138,168.00
IDAHO STATE UNIVERSITY		
Beginning Encumbrances	809,415	822,788
General Fund	9,545,728	11,608,236
State Endowments	513,132	458,689
Student Fees and Tuition	679,331	701,607
Miscellaneous	2,067,412	2,274,595
TOTAL	13,615,018	15,865,915
BOISE STATE UNIVERSITY		
Beginning Encumbrances	372,455	402,969
General Fund	8,002,232	9,625,747
Student Fees and Tuition	648,704	780,506
Miscellaneous	974,215	1,021,457
TOTAL	9,997,626	11,830,679
LEWIS-CLARK STATE COLLEGE		
Beginning Encumbrances	47,069	9,591[2]
General Fund	1,064,389	1,324,974
State Endowments	300,558	538,912
Student Fees and Tuition	104,235	107,497
Federal	(12,514)[1]	53,601
Miscellaneous	7,309	7,842
TOTAL	1,511,046	2,042,417

[1] $5,000 received in FY'74, less beginning encumbrance of $17,514 which was reported as received in FY'73. Adjustment necessary to avoid double counting.

[2] FY'74 ending encumbrances reduced by $2,404 net effective 7/1/75.

INCOME BY SOURCE (cont.)

	Fiscal 1974	Fiscal 1975
VOCATIONAL EDUCATION		
Beginning Encumbrances	2,529,336	2,856,211
General Fund	4,900,000	5,967,019
Federal	3,084,674	3,140,584
TOTAL	10,514,010	11,963,814
EASTERN IDAHO VOCATIONAL-TECHNICAL SCHOOL		
Beginning Encumbrances	5,064.64	28,613.02
General Fund	346,387.00	411,598.00
Student Fees and Tuition	37,920.75	43,855.87
Federal	24,655.88	74,860.31
Miscellaneous	---	2,516.00
TOTAL	414,028.27	561,443.20
VOCATIONAL REHABILITATION		
Beginning Encumbrances	1,080,152	1,173,180
General Fund	613,000	655,400
Federal	3,823,446	4,225,262
Third Party Cash	20,000	16,794
TOTAL	5,536,598	6,070,636
STATE SCHOOL FOR THE DEAF AND THE BLIND		
Beginning Encumbrances	7,514.44	24,411.28
General Fund	965,354.21	1,219,888.32
State Endowments	9,599.94	11,400.00
Federal	165,165.28	275,654.60
Miscellaneous-Receipts to Appropriations	10,786.21	14,550.00
TOTAL	1,155,420.08	1,545,904.20
STATE LIBRARY		
Beginning Encumbrances	52,700	79,000
General Fund	282,300	461,000
Federal	329,400	675,700
Miscellaneous	3,500	5,900
TOTAL	667,900	1,221,600

INCOME BY SOURCE (cont.)

	Fiscal 1974	Fiscal 1975
IDAHO HISTORICAL SOCIETY*		
Beginning Encumbrances	3,100	9,500
General Fund	164,400	254,600
Federal	147,800	135,900
Fees and Memberships	11,000	16,100
Sale of Goods	11,800	15,200
Interest	1,700	2,900
Miscellaneous	4,100	21,400
TOTAL	343,900	455,600
COLLEGE OF SOUTHERN IDAHO		
General Fund	1,049,700	1,204,000
Vocational	710,900	808,000
Student Fees and Tuition	284,000	302,000
Federal	366,200	384,400
Liquor Funds	110,500	121,000
County Taxes	476,400	585,000
Fees and Sales	—	60,700
Interest	10,600	27,600
Miscellaneous	18,700	55,200
TOTAL	3,027,000	3,547,900
NORTH IDAHO COLLEGE		
General Fund	1,136,918	1,507,415
Student Fees and Tuition	438,409	539,085
Federal	48,607	66,403
County	420,427	523,621
Sales Taxes	29,592	36,341
Other Taxes	74,960	74,960
Fees and Sales	46,906	58,520
Sale of Goods	284,543	307,923
Interest	28,764	48,920
Miscellaneous	11,284	21,258
TOTAL	2,520,410	3,184,446

*Includes Idaho Pioneer Association

EXPENDITURES BY MAJOR CLASS CODE

	Fiscal 1974	Fiscal 1975
OFFICE OF THE STATE BOARD OF EDUCATION		
Salaries and Wages	366,983	192,488
Personnel Benefits	31,424	30,488
Travel	42,001	33,292
Professional Services	17,794	39,727
Other Services	19,216	14,558
Communications	14,745	12,259
Materials and Supplies	8,130	4,824
Rentals	27,243	12,943
Repairs and Maintenance	751	830
Miscellaneous Operating Expenses	42,787	2,395
Equipment	1,252	592
Payments as Agent	944,840	944,928
TOTAL	1,517,166	1,289,324
Ending Encumbrances	6,257	5,735
Other	24,291	—
GRAND TOTAL	1,547,714	1,295,059

EXPENDITURES BY MAJOR CLASS CODE (cont.)

STATE DEPARTMENT OF EDUCATION	Fiscal 1974	Fiscal 1975
Salaries and Wages	1,723,046	1,315,360
Personnel Benefits	192,815	214,653
Travel	137,847	162,351
Professional Services	93,528	81,608
Other Services	205,612	248,042
Communications	62,135	65,722
Materials and Supplies	70,307	64,850
Repairs and Maintenance	8,839	8,364
Miscellaneous Operating Expenses	11,181	22,112
Rentals	237,786	204,680
Equipment	16,831	19,006
Payments as Agent	10,717,459	10,992,394
TOTAL	13,477,386	13,399,142
Ending Encumbrances	461,447	659,096
Unencumbered Balance	951,727*	1,621,103*
GRAND TOTAL	14,890,560	15,679,341

*Free fund cash balance plus unexpended general fund money.

EXPENDITURES BY MAJOR CLASS CODE (cont.)

UNIVERSITY OF IDAHO General Education	Fiscal 1974	Fiscal 1975
Salaries and Wages	11,406,084.26	12,764,913.97
Personnel Benefits	1,085,910.03	1,878,855.37
Travel	240,699.56	275,077.50
Professional Services	68,480.36	54,401.24
Other Services	389,939.30	508,032.91
Communications	226,630.04	261,633.71
Utilities	541,113.18	679,315.59
Materials and Supplies	468,468.59	522,959.31
Repairs and Maintenance	530,808.82	620,624.83
Rentals	106,587.66	26,368.62
Miscellaneous Operating Expenses	83,083.26	88,175.07
Land, Structures and Improvement	403,358.73	635,409.31
Equipment	711,404.94	1,121,101.58
TOTAL	16,262,568.73	19,436,869.01
Ending Encumbrances	721,307.71	444,998.96
Unencumbered Balance	12,437.15	42,141.91
Reversion Amount	10,289.84	3,757.07
GRAND TOTAL	17,006,603.43	19,927,766.95

EXPENDITURES BY MAJOR CLASS CODE (cont.)

UNIVERSITY OF IDAHO Agricultural Research	Fiscal 1974	Fiscal 1975
Salaries and Wages	2,036,090.49	2,207,791.60
Personnel Benefits	166,452.34	284,211.30
Travel	70,704.58	93,455.23
Professional Services	5,300.72	527.00
Other Services	65,652.32	56,588.31
Communications	32,242.07	39,879.26
Utilities	29,311.10	39,622.22
Materials and Supplies	264,502.38	317,237.62
Repairs and Maintenance	57,395.10	88,484.84
Rentals	2,535.94	8,124.93
Miscellaneous Operating Expenses	5,194.37	4,063.46
Land, Structures and Improvement	42,802.34	71,125.35
Equipment	176,261.84	252,396.43
TOTAL	2,954,445.59	3,463,307.55
Ending Encumbrances	156,125.77	288,619.23
Unencumbered Balance	49,753.48	51,300.65
Reversion Amount	356.84	42.09
GRAND TOTAL	3,160,681.68	3,803,469.52

EXPENDITURES BY MAJOR CLASS CODE (cont'd)

UNIVERSITY OF IDAHO Cooperative Extension Service	Fiscal 1974	Fiscal 1975
Salaries and Wages	2,054,535.12	2,364,429.35
Personnel Benefits	142,351.75	263,790.76
Travel	154,977.18	240,305.44
Professional Services	203.47	498.00
Other Services	43,485.14	82,316.54
Communications	28,354.01	35,073.76
Utilities	1,325.02	1,444.73
Materials and Supplies	50,249.65	83,407.70
Repairs and Maintenance	7,003.68	7,841.96
Rentals	21,069.92	34,733.76
Miscellaneous Operating Expenses	122.95	5.39
Land, Structures and Improvement	1,299.70	19,086.04
Equipment	27,211.14	96,135.57
TOTAL	2,532,407.73	3,231,269.00
Ending Encumbrances	85,082.91	91,570.64
Unencumbered Balance	160,052.10*	104,990.25
Reversion Amount	569.57	24.55
GRAND TOTAL	2,778,112.51	3,427,854.44

*$125,893.32 Restricted Federal Funds; $34,158.78 unrestricted.

EXPENDITURES BY MAJOR CLASS [illegible] (cont.)

	Fiscal 1974	Fiscal 1975
UNIVERSITY OF IDAHO Short Term Applied Research		
Salaries and Wages	[illegible]	37,410.96
Personnel Benefits	[illegible]	3,101.65
Travel	[illegible]	2,670.93
Other Services	[illegible]	21,443.49
Communications	[illegible]	771.06
Materials and Supplies	[illegible]	3,439.97
Repairs and Maintenance	---	557.18
Equipment	---	844.43
TOTAL	47,836.07	65,121.67
Ending Encumbrances	[illegible]	633.40
Unencumbered Balance	[illegible]	(1,466.10)
Reversion Amount	[illegible]	---
GRAND TOTAL	[illegible]	77,101.17
UNIVERSITY OF IDAHO Forest Utilization Research		
Salaries and Wages	[illegible]	51,063.58
Personnel Benefits	[illegible]	7,551.01
Travel	[illegible]	4,428.60
Other Services	199.13	1,789.62
Communications	[illegible]	622.02
Materials and Supplies	[illegible]	4,678.66
Repairs and Maintenance	[illegible]	415.64
Rentals	[illegible]	2,777.10
Equipment	[illegible]	170.67
TOTAL	[illegible]	75,638.10
Ending Encumbrances	[illegible]	395.35
Unencumbered Balance	626.18	351.56
GRAND TOTAL	75,000.00	76,385.01

EXPENDITURES BY MAJOR CLASS CODE (cont.)

	Fiscal 1974	Fiscal 1975
UNIVERSITY OF IDAHO WAMI Medical Education		
Salaries and Wages	---	12,199.20
Personnel Benefits		1,672.74
Travel	---	3,786.80
Professional Services	---	1,076.07
Other Services	---	289.93
Communications	---	316.31
Materials and Supplies	---	749.96
Repairs and Maintenance	---	114.82
Rentals	---	431.05
Land, Structures and Improvement	---	4,741.20
Equipment	---	16,084.48
TOTAL	---	41,462.56
Ending Encumbrances	---	45,803.41
Unencumbered Balance	---	1,834.03
GRAND TOTAL	---	89,100.00

EXPENDITURES BY MAJOR CLASS CODE (cont.)

		Fiscal 1974	Fiscal 1975
	UNIVERSITY OF IDAHO WSU Northwest College of Veterinary Medicine		
	Salaries and Wages	---	82,516.51
	Personnel Benefits	---	10,481.04
	Travel	---	5,919.41
	Professional Services	---	600.00
	Other Services	---	1,099.75
6A	Communications	---	711.50
	Materials and Supplies	---	15,751.92
	Repairs and Maintenance	---	211.49
	Rentals	---	1.75
	Land, Structures and Improvement	---	19,542.31
	TOTAL	---	136,831.68
	Unencumbered Balance	---	787.42
	Reversion Amount	---	548.90
	GRAND TOTAL	---	138,168.00

EXPENDITURES BY MAJOR CLASS CODE (cont.)

BOISE STATE UNIVERSITY	Fiscal 1974	Fiscal 1975
Salaries and Wages	6,927,990	7,944,697
Personnel Benefits	697,430	1,199,918
Travel	67,297	87,932
Professional Services	90,181	95,576
Other Services	224,445	252,767
Communications	130,229	160,763
Utilities	183,712	244,959
Materials and Supplies	253,031	300,167
Rentals	215,976	241,033
Repairs and Maintenance	137,547	172,065
Materials for Mfg. and Resale	1,337	255
Miscellaneous Operating Expenses	29,769	31,012
Land, Structures and Improvement	192,546	81,406
Equipment	442,710	548,916
TOTAL	9,594,200	11,361,466
Facing Encumbrances	402,969	455,340
Unencumbered Balance	457	13,873
GRAND TOTAL	9,997,626	11,830,679

EXPENDITURES BY MAJOR CLASS CODE (cont.)

	Fiscal 1974	Fiscal 1975
IDAHO STATE UNIVERSITY		
Salaries and Wages	8,549,891	9,708,326
Personnel Benefits	952,033	1,697,236
Travel	167,216	121,213
Professional Services	215,745	201,298
Other Services	254,899	384,717
Communications	148,756	187,120
Utilities	418,013	647,056
Materials and Supplies	510,588	620,079
Rentals	154,964	199,808
Repairs and Maintenance	201,812	319,156
Miscellaneous Operating Expenses	65,666	82,913
Land, Structures and Improvement	551,850	403,407
Equipment	686,958	883,517
TOTAL	12,787,391	15,455,846
Ending Encumbrances	822,788	407,458
Unencumbered Balance	3,963	2,611
TOTAL	13,614,142	15,865,915

EXPENDITURES BY MAJOR CLASS CODE (cont.)

EASTERN IDAHO VOCATIONAL-TECHNICAL SCHOOL	Fiscal 1974	Fiscal 1975
Salaries and Wages	242,703.87	289,101.58
Personnel Benefits	20,636.24	45,772.66
Travel	5,769.85	6,307.81
Professional Services	389.00	158.75
Other Services	4,551.48	5,804.32
Communications	2,792.21	3,868.30
Utilities	6,380.47	7,379.88
Materials and Supplies	22,719.34	37,769.69
Rent	9,289.74	15,473.80
Repairs and Maintenance	4,590.43	5,511.74
Miscellaneous Operating Expenses	1,430.27	236.22
Equipment	23,808.57	23,241.88
Payments as Agent	28,680.47	39,471.03
TOTAL	373,471.94	480,097.66
Ending Encumbrances	28,613.02	63,201.59
Unencumbered Balance	11,673.31	14,166.41
Student Activity and Development	—	3,977.54
GRAND TOTAL	414,029.27	561,443.20

EXPENDITURES BY MAJOR CLASS CODE (cont.)

VOCATIONAL REHABILITATION	Fiscal 1974	Fiscal 1975
Salaries and Wages	949,835	1,182,921
Personnel Benefits	146,537	185,859
Travel	56,478	45,697
Professional Services	30,388	27,610
Other Services	22,244	29,440
Communications	49,974	55,625
Utilities	1,393	1,999
Materials and Supplies	23,852	26,286
Repairs and Maintenance	7,520	9,978
Rentals	95,747	108,734
Miscellaneous Operating Expenses	1,828	1,279
Equipment	47,368	28,594
Trustee and Benefit Payments	2,327,354	2,309,040
Payments as Agent	616,659	838,256
TOTAL	4,377,177	4,851,318
Ending Encumbrances	1,173,180	1,277,968
Refunds	(13,759)	(58,650)
GRAND TOTAL	5,536,598	6,070,636

EXPENDITURES BY MAJOR CLASS CODE (cont.)

LEWIS-CLARK STATE COLLEGE	Fiscal 1974	Fiscal 1975
Salaries and Wages	1,141,025	1,349,754
Personnel Benefits	114,246	203,536
Travel	18,408	30,703
Professional Services	4,602	11,421
Other Services	13,806	47,492
Communications	16,107	19,688
Utilities	46,356	69,055
Materials and Supplies	42,641	60,463
Rentals	27,611	33,828
Repairs and Maintenance	25,310	30,492
Miscellaneous Operating Expenses	15,452	14,319
Equipment	52,167	118,751
TOTAL	1,517,731	1,989,502
Ending Encumbrances	11,995	42,940
Unencumbered Balance	(18,680)[1]	9,975[2]
GRAND TOTAL	1,511,046	2,042,417

[1] $989 General Fund

[2] $815 General Fund

EXPENDITURES BY MAJOR CLASS CODE (cont.)

VOCATIONAL EDUCATION	Fiscal 1974	Fiscal 1975
Salaries and Wages	385,031	444,227
Personnel Benefits	41,574	70,186
Travel	30,765	44,808
Professional Services	1,765	---
Other Services	9,222	19,491
Communications	20,879	24,110
Utilities	73	---
Materials and Supplies	12,312	13,252
Rentals	91	---
Repairs and Maintenance	1,417	1,728
Miscellaneous Operating Expenses	304	2,111
Equipment	6,765	11,428
Trustee and Benefit Payments	6,751,188	8,715,059
TOTAL	7,261,386	9,346,400
Ending Encumbrances	2,831,333	2,394,851
Unencumbered Balance	421,291	222,563
GRAND TOTAL	10,514,010	11,963,814

EXPENDITURES BY MAJOR CLASS CODE (cont.)

IDAHO STATE SCHOOL FOR THE DEAF AND THE BLIND	Fiscal 1974	Fiscal 1975
Salaries and Wages	820,717.26	1,064,327.10
Personnel Benefits	98,195.31	184,351.34
Travel	19,231.27	28,475.74
Professional Services	2,380.60	3,432.69
Other Services	4,150.15	3,796.30
Communications	8,856.93	12,595.59
Utilities	43,038.66	52,132.60
Materials and Supplies	90,025.59	95,569.89
Repairs and Maintenance	26,982.70	19,923.47
Rentals	854.78	2,316.96
Miscellaneous Operating Expenses	6,368.98	5,291.90
Equipment	30,103.41	48,683.06
Trustee and Benefit Payments	---	596.28
TOTAL	1,150,905.64	1,521,492.92
Ending Encumbrances	24,411.28	7,309.94
Unencumbered Balance	(19,896.84)	17,101.34
GRAND TOTAL	1,155,420.08	1,545,904.20

EXPENDITURES BY MAJOR CLASS CODE (cont.)

STATE LIBRARY	Fiscal 1974	Fiscal 1975
Salaries and Wages	158,100	219,600
Personnel Benefits	17,700	33,700
Travel	5,000	7,500
Professional Services	1,000	---
Other Services	3,900	5,000
Communications	5,200	5,700
Utilities	600	900
Materials and Supplies	6,600	9,200
Rentals	200	200
Repairs and Maintenance	3,000	2,700
Miscellaneous Operating Expenses	900	500
Equipment	59,700	53,900
Payments as Agent	327,000	706,500
TOTAL	588,900	1,045,400
Ending Encumbrances	79,000	176,200
GRAND TOTAL	667,900	1,221,600

EXPENDITURES BY MAJOR CLASS CODE (cont.)

IDAHO HISTORICAL SOCIETY (Includes Idaho Pioneer Association)	Fiscal 1974	Fiscal 1975
Salaries and Wages	195,600	191,600
Personnal Benefits	20,200	30,600
Travel	5,200	6,400
Professional Services	7,000	3,900
Other Services	9,000	19,000
Communications	5,000	5,700
Utilities	6,400	8,800
Materials and Supplies	10,800	20,900
Repairs and Maintenance	5,700	15,800
Materials for Mgf. and Resale	8,300	10,800
Miscellaneous Operating Expenses	3,200	1,600
Rentals	300	1,700
Land, Structures and Improvement	13,500	11,700
Equipment	12,200	17,500
Payments as Agent	32,000	85,100
TOTAL	334,400	431,100
Ending Encumbrances	9,500	24,100
Other Funds	37	400
GRAND TOTAL	343,900	455,600

EXPENDITURES BY MAJOR CLASS CODE (cont.)

COLLEGE OF SOUTHERN IDAHO	Fiscal 1974	Fiscal 1975
Salaries and Wages	1,670,541	2,050,800
Personnel Benefits	283,991	246,200
Travel	32,000	39,700
Professional Services	21,000	21,100
Other Services	116,704	120,200
Communications	29,800	25,900
Utilities	77,200	100,800
Materials and Supplies	169,211	132,500
Repairs and Maintenance	220,700	144,000
Rentals	13,300	26,300
Miscellaneous Operating Expenses	102,100	232,800
Equipment	90,312	100,200
Land, Structures and Improvement	—	50,000
Trustee and Benefit Payments	366,200	384,400
TOTAL	3,863,679	3,674,900
Other	(163,121)	(127,000)
GRAND TOTAL	3,027,000	3,547,900

EXPENDITURES BY MAJOR CLASS CODE (cont.)

NORTH IDAHO COLLEGE	Fiscal 1974	Fiscal 1975
Salaries and Wages	1,341,387	1,693,039
Personnel Benefits	211	220,561
Professional Services	449	2,383
Other Services	17,333	12,297
Communications	14,474	17,335
Utilities	41,710	39,769
Materials and Supplies	291,131	385,391
Repairs and Maintenance	40,466	56,528
Materials for Mfg. and Resale	142,029	159,769
Miscellaneous Operating Expenses	96,191	104,134
Rentals	19,429	21,759
Land, Structures and Improvement	118,317	396,850
Equipment	176,399	200,799
Trustee and Benefit Payments	336	2,581
TOTAL	2,344,869	3,197,295
Ending Encumbrances	175,541	(12,848)
GRAND TOTAL	2,520,410	3,184,446

MAJOR POLICY ACTIONS

The State Board of Education establishes policies for the governance of institutions and agencies under its supervision.

In fiscal year 1975, the board adopted a major policy on tenure, appointments, dismissal or termination of faculty members at the University of Idaho, Idaho State University, Boise State University and Lewis-Clark State College. A faculty member may be dismissed for failure to perform assigned duties, violation of any law which results in a felony conviction, or acting in a manner "seriously prejudicial to the institution, its students or faculty." The policy also outlines an appeals procedure for faculty members who have received dismissal notices.

The board now requires quarterly financial reports from the institutions and agencies under its supervision. The board continued development of its "Uniform Program Structure" system as a means of providing uniform financial reports for the colleges and universities, and its movement toward NCHEMS (National Center for Higher Education Management System) and JAG (Joint Accounting Group) management information and accounting systems.

To implement the non-compulsory kindergarten program approved by the legislature in 1975, the board authorized participating school districts to hold two sessions each day and defined a "day of attendance" for a kindergarten student as 2 1/2 hours.

The board also approved guidelines for "Gifted/Talented Programs" for children whose talents, potentiality and educational needs require classroom instruction different from regular instruction. The guidelines include identification and selection of gifted or talented students, teacher qualifications and evaluation suggestions. As a result of this policy adoption, pilot programs have begun in selected areas for talented and gifted students.

NEW PROGRAM RESPONSIBILITIES

Fiscal year 1975 was the first year of operation under the 1974 reorganization which gave the State Board of Education supervisory authority over a greater number of institutions and agencies. Programs and administration were coordinated through the Office of the State Board of Education. It also was the first year the board served as Idaho's Postsecondary Education Commission, engaging in postsecondary planning as authorized by the Higher Education Amendments of 1972.

For the first full year, the board supervised the State of Idaho Scholarship Program, funded by the Idaho Legislature in 1974 to provide scholarships to outstanding academic and vocational students. The board authorized awards of 26 scholarships in 1974 and 27 in 1975, along with 27 continuing scholarships.

The board assumed responsibility for supervision of public/educational television in FY'75, a responsibility transferred from the Department of Administration. An Ad Hoc Educational Television Committee supervised the system until funds for a full-time coordinator became available July 1, 1975.

The board continued its review of curriculum offerings, studying architecture, engineering and special education in FY'75. At the same time, the board began annual evaluation of graduate-level programs in the state, establishing a "minimum productivity" formula as a means of identifying graduate programs which should be reviewed.

As a result of authorizing legislation, the board and its administrative office established plans for July 1, 1975, implementation of SEPARS (Statewide Educational Planning and Reporting System), a comprehensive management system.

SIGNIFICANT DEVELOPMENTS AND GOALS OF INSTITUTIONS AND DIVISIONS

OFFICE OF THE STATE BOARD OF EDUCATION

The Office of the State Board of Education continued to work with the state's senior institutions of higher education to implement a common system of budgeting, accounting and management information. The system will provide comparative data for use in planning and budgeting. In cooperation with the institutions, the office also developed a common reporting system for enrollments.

The office continued to administer community service and continuing education programs under Title I of the Higher Education Act, and provided staff to do the necessary planning for the Postsecondary Education Commission.

Major goals of the office are:

—perfection of the budgeting process for all institutions and agencies under the supervision of the board.

—implementation of a genuine statewide management information system.

—continuation and perfection of the curriculum review process.

—and better coordination of vocational education with both higher education and the public schools.

SIGNIFICANT DEVELOPMENTS AND GOALS

OF INSTITUTIONS AND DIVISIONS

STATE DEPARTMENT OF EDUCATION

Major accomplishments for FY 1975 have been in the areas of leadership and direction. The department has changed superintendents; consequently, the department has undergone an entire reorganization in programs, personnel assignments and departmental philosophy and priorities. Along with maintaining the normal leadership and regulatory functions, the department has new direction in the areas of performance-based graduation requirements, equalized school funding and mini decentralization, to name a few. Further gains have been made in legislation affecting the public schools, particularly with the passage of the long awaited kindergarten bill, and in other reform legislation in school finance, exceptional children program, taxation, etc. The department continues to provide leadership to the public schools and school districts, with emphasis upon area workshops, seminars and needs assessments.

Objectives and goals for FY 1975 were to continue to develop and introduce legislation affecting public schools; strengthen leadership, planning and accountability at the local level by providing for state and regional workshops; provide for the certification of trained personnel to fill the needs of public and private schools, and provide research to upgrade teacher education and certification programs; and to work with the U. S. Office of Education and various interstate projects for more effective management of federal programs to effectively carry out state law and State Board of Education policy. Most of these goals and objectives were attained satisfactorily.

Finance and Administration Program

Major accomplishments for FY 1975 have been in two general areas. In the area of finance, continued effort to strengthen the new program modifying the procedures of recording and reporting current attendance and enrollment reports has brought affirmative results. A series of area conferences for

school districts on the implementation of the procedure and process of the U. S. Office of Education financial accounting were held to further strengthen and coordinate public school accountability. Better department computer programming and utilization has resulted in more complete, accurate and timely fiscal and personnel data as state and federal requirements become more stringent and numerous.

In the area of General Services, there have been program shifts in the Innovative Centers and Indian Education programs to the Division of Federal Programs. There a combining of similar programs has made supervision and accountability more efficient. The innovative projects continue to be a healthy program in the Title III, ESEA area, with 19 ongoing projects and good reports of them throughout the State. The Neighborhood Youth Corps project was transferred to the Department of Employment and the Drug Education Program has been phased out completely due to lack of state funding support. More matching dollars are needed in the Food Services Program as a result of a rate increase of one cent a meal in the schools; this trend will continue, it appears.

Objectives and goals for FY 1975 were to provide for effective management procedures and financial accounting for all department activities; provide leadership for budget preparation and presentation to the State Board of Education and the legislature; provide for supervision of general administration programs, such as school lunch, driver education, school building and construction, school transportation, Neighborhood Youth Corps, and Veterans Approval; provide for the distribution of funds to local school districts; provide technical assistance to local school districts on financial and administrative procedures; and provide information on public education to the legislature. These goals and objectives were satisfactorily attained.

Educational Services

Major accomplishments for FY 1975 included a more functionally operating division since the consolidation of federal programs and subsequent refinement. Based upon past success many more regional workshops were conducted for teachers throughout the state in the various subject fields, as well as more needs assessments and school evaluations. A kindergarten guide was published and disseminated, and workshops were held statewide in which 90 percent of the schools were reached. Expansion and improvement was evident in many programs, such as educational television, where several more programs

were added; teacher inservice training, where a more concentrated method is proving to be more effective; and career guidance and planning program, where a new grant provided workshop experiences for 75 percent of the schools within the state. Staff enrichment was provided in various ways as the U. S. Office of Education conducted a Title I ESEA conference; seminars and meetings were held by federal agencies; and educational opportunities were provided numerous staff members. Consultative services were provided upon request, and the required reports and evaluations of federal programs were accomplished on schedule.

Objectives and goals for FY 1975 were to strengthen leadership, planning and accountability at the local level by conducting needs assessments, school evaluations and management audits; furnish local school districts the necessary consultative help to meet problems and improve instruction; administer federal programs for the benefit of children (e.g., innovative programs, ESEA Title III and Migrant Education); increase services and programs for handicapped children; develop workshops for educational personnel; assist in the carrying out of pilot studies and disseminate information on such studies; and development of preliminary Affirmative Action guidelines in preparation for workshops which are scheduled during FY 1976. The objectives and goals were accomplished satisfactorily.

Statewide Information Services Program

Major accomplishments for FY 1975 were restricted in part due to a maintenance level budget. No funds were available for expansion of services to the State Department of Education or the local school districts. Nevertheless, payroll districts were increased from 6 to 35 and financial districts increased from 4 to 19 as more school districts began to realize the benefits of utilizing the computer. Consultative assistance continued to the department in the planning and implementation of specific program needs such as the Budget and Federal Grant Reporting Program. The State Board of Education requested the development of a plan for the Statewide Educational Planning and Reporting System (SEPARS), and, upon development of the plan, SIS was transferred from the Department of Education and became an integral part of SEPARS.

Objectives and goals for FY 1975 were to provide a fiscal accounting system for all school districts which produces a record of receipts; provide a payroll system which issues checks for employees; provide for a system of

recording school district employee information; provide for a total system of recording and accounting for all enrolled students of school districts; provide for a system of recording all instructional classes of school districts, showing enrollment, class time, etc.; and provide a system to respond to school district desires relative to student scheduling and grade recording. The above goals were exceptionally attained.

SIGNIFICANT DEVELOPMENTS AND GOALS OF

INSTITUTIONS AND DIVISIONS

UNIVERSITY OF IDAHO (General Education)

Primary to a discussion on goals and objectives of the University of Idaho must be consideration of Regents'-assignment of responsibilities within the context of a statewide system of postsecondary education. In its 1973 statement, the Board of Regents placed major responsibility for research, graduate work and professional education upon the University of Idaho. Thus the university's goals and objectives reflect commitment to strengthening the university's programs in these areas as well as to continuing viable undergraduate curriculums.

Currently, undergraduate programs in agricultural engineering, architecture, chemistry, education, engineering, forestry, mining and metallurgical engineering and music are accredited by professional accrediting agencies. Since professional education has long been a concern of the university, continuation and strengthening of these accreditations is a major objective. This because they represent the assurance that the dollars spent in the subvention of the programs are at least producing professionally acceptable results. Three additional accreditations of programs now being offered by the university should also be sought. These are in journalism, business administration and landscape architecture. In each of these programs, past efforts and emphasis have rendered the goal of accreditation reasonable without undue added investment beyond presently planned levels of personnel and dollars.

The coming years will see increasing emphasis by the University of Idaho in three areas — interdisciplinary or multidisciplinary work, off-campus extension and problem-oriented types of course work rather than purely didactic or primarily lecture types of offerings. Together with these will be increasing emphasis on the tailoring of work to individual or group needs rather than the shunting of the student seeking an atypical pattern through a variety of set courses often requiring endless prerequisites and extra credits to achieve his or her final goals.

The establishment of Lewiston as a seaport city indicates population growth in that area which will bring increased demand for educational opportunities and a need for increased cooperation between the University of Idaho and Lewis-Clark State College. Similar cooperation must be developed with North Idaho College which is located in Kootenai County, one of the fastest growing counties in Idaho. The university already has made some strides in this area. For instance, the College of Business and Economics now is increasing its capability to handle instruction at the Master of Business Administration level through off-campus programs at Coeur d'Alene, and at Lewiston in conjunction with the Potlatch Forest Corporation.

Development of cooperative programs between states, such as WAMI and the Tri-state Veterinary program, remains a goal of the University of Idaho. The next logical program for development by intra-state cooperation is education in mining and metallurgy. The University of Idaho will continue to expand cooperative programs with our neighboring institution, Washington State University.

In the coming months the university will seek appropriate funding so that it might discharge its Regents' assignment as a principal educational-research center for the state. Even though special budgets are provided in agricultural and forestry research, this funding is restricted and does not provide for widespread implementation of the research role. In bureaus of business and government research, in departments such as chemistry, physics, anthropology, biology, the social sciences, law, engineering and geology, to mention but a few, wide-ranging research programs of importance to the state and nation, as well as to the disciplines themselves, should be in progress, assuming the role assigned by the Board is being effectively implemented. At present the role is being carried out, only modestly because, with but few exceptions, there has never been realistic budgeting to provide subvention for this aspect of the university's mission.

Inextricably intertwined with a commitment for research must be a commitment to graduate education, another of the university's major responsibilities. Graduate work is a natural outgrowth of a commitment to research and of a commitment of some faculty time to research and public service. It is through the faculty member's research commitment that much

graduate instruction is accomplished and, reciprocally, it is through graduate instruction in a "learn by doing" pattern that considerable contribution to faculty research is made by graduate students. Public service also figures prominently in many of the research-graduate work interrelations which the university has undertaken and will continue to undertake.

SIGNIFICANT DEVELOPMENTS AND GOALS OF

INSTITUTIONS AND DIVISIONS

UNIVERSITY OF IDAHO (Agricultural Research)

Agricultural research is the responsibility of the Idaho Agricultural Experiment Station and is coordinated through seven subject matter departments at seven Research and Extension Centers throughout the state. The programs are designed to help solve and prevent problems associated with food production in Idaho. The program goals of each department and some of their recent accomplishments are listed below.

Department of Plant and Soil Sciences

a. Breed and test new varieties of potatoes, cereals, vegetables and specialty crops.

b. Improve methods to control weeds and plant diseases, with minimum environmental damage.

c. Increase crop yields and quality by improving soil fertility and other crop management practices.

d. Reduce soil erosion and improve land use.

Department of Agricultural Engineering

a. Improve water management and control sediment and nutrient losses from irrigated lands.

b. Develop new and improved equipment and techniques for harvesting and handling Idaho crops and soils.

c. Determine how to effectively apply agricultural chemicals with irrigation systems.

d. Develop new methods for controlling and predicting soil erosion from Idaho lands.

Department of Entomology

a. Reduce losses from insects by improved chemical and non-chemical control measures.

b. Increase numbers of pollinators by developing improved management practices and by controlling bee parasites and predators.

c. Introduce and colonize insects for biological control of weeds.

d. Monitor insect populations to improve predicting capabilities and detect "new" insect pests.

e. Measure environmental impact of land and water use practices on beneficial and pestiferous aquatic insects.

Department of Agricultural Economics

a. Improved marketing practices for beef and potatoes and feasibility of vertical integration for the cattle industry.

b. The economic and social impact of water use for irrigation, recreation and municipal use.

c. The economics of alternate land use policies including such things as range management practices and farm tenure and leasing arrangements.

d. The social and economic impact of rural-urban migration and the providing of facilities and services in rural areas.

e. The economic impact of agriculture and agriculturally-related businesses to Idaho.

Department of Veterinary Science

a. Study cause-prevention and treatment of diseases of new-born calves and lambs including Weak Calf Syndrome.

b. Study diseases which reduce reproductive efficiency in cattle and sheep including development of a one-injection vibrio EAE vaccine and a means of testing vaccine potency for abortion diseases of sheep.

c. Short time applied research aimed at bringing available technology to bear in the solution of Idaho disease problems, such as evaluation of a test and treat method for establishing anaplasmosis-free beef herds in Idaho and determining the geographic distribution and overall importance of blue-tongue of sheep in Southwestern Idaho to serve as a basis for decision-making regarding possible control programs.

Department of Animal Industries

a. Improve reproductive efficiency of beef and dairy cattle.

b. Increase dairy production with improved nutrition and management practices.

c. Increase profit of feedlots with more efficient use of grain.

d. Maximize productive efficiency of farm and range sheep flocks.

Department of Bacteriology and Biochemistry

a. Determine cause of microbial euthrophication (pollution) in several Idaho drainage basins.

b. Develop alternate means of disposing of feedlot and processing wastes.

c. Prevent food spoilage from bacteria and keep agricultural commodities free from harmful constituents.

d. Determination of the nutritive status of both raw and processed agricultural commodities.

e. Development of vaccine for liver abscess in beef.

Examples of Recent Research Accomplishments:

a. Beef cattle range research has shown that Crested Wheatgrass is deficient in zinc during late summer and fall. Supplementing cattle with 100 mg. zinc per day has resulting in a 0.3 lb. increase in gain per day. Thus, providing .04¢ of zinc per day results in an increased gain value of 10¢-12¢ per day. This would amount to an increased return of approximately $200,000 to Idaho beef cattle producers.

b. The Small Towns research project is gathering information on the problems of small rural towns in Idaho. Many such towns have been losing population and also losing the businesses which provide goods and services to people of the town and the surrounding countryside. The research is exploring the relationships which determine what kinds of businesses can survive in which types of towns. The results will be useful in the management decisions of present and prospective small town businessmen.

c. Research is examining the cost of public services in rural areas. The 1967 expenditures by all units of government in the 32 more rural Idaho counties were $252 per capita compared to $223 per capita expenditures in the 12 more urban counties. New ways of providing and financing public services in rural areas can help reduce this inequity.

d. Rehabilitation of areas which have been denuded of desirable vegetation by fire, logging, overgrazing or other means requires considerable time, money and labor. Research conducted in cooperation with the College of Forestry, Wildlife and Range Sciences has resulted in the development of new and more efficient equipment for mechanically transplanting seedlings in such areas.

e. A "Users Manual" for the selection of feedlot sites and land disposal of manure has been written. This rather comprehensive manual will prove invaluable to all concerned ranchers and farmers. New federal and state environmental guidelines make the manual a most timely source of reference information.

f. Organisms have been isolated which have the capacity to fix atmospheric nitrogen in the root-zone of wheat plants. This accomplishment could result in a tremendous saving in nitrogen fertilizer costs.

g. Research dealing with biological control of weeds by insects has proved fruitful over the last year. A small moth from eastern Europe has been imported for the control of spotted knapweed and has been released near Moscow. A fly, also from Europe, has been released on spotted knapweed in the Gooding area.

h. Aquatic research with insects reveals that in big river systems under water movement controls insects do not colonize zones which are subject to short term (daily) water fluctuations. It also has been noted that embedding of rocks and cobble beyond two-thirds of the surface area is the pivitol point beyond which insect populations are dramatically reduced in rivers and streams.

i. The potato industry of Idaho both in processing and fresh-pack operations must be able to store potatoes from one harvest almost to the next in order to keep operating on a regular basis. A few years ago potatoes were stored only for about six or seven months, and maintaining quality was difficult. Today, through University of Idaho research programs on potato storage, the design and operations of storage facilities have been improved significantly to the point where high quality potatoes can be available almost the year round. This research has increased the number of jobs and the economy of the state to a level where each dollar invested in this research returned $337 to Idaho in 1974 alone.

j. The dry edible bean variety Pinto 114 developed and recently released by the University of Idaho yields approximately 3 hundredweight per acre more than the variety Pinto 111. This is because greater disease resistance to bean common mosaic was incorporated. Yearly, between 35,000 to 50,000 acres of pinto beans for Idaho bean growers, from 100,000 to 150,000 hundredweight more of pinto beans could be produced in Idaho. Even at a price of $10/hundredweight the increased gross income to Idaho bean growers would be between 1.0 and 1.5 millions of dollars each year.

k. Due to failure of certain commercial vaccines to protect against vibriosis abortion in sheep, tests for efficacy for this vaccine have been conducted. These tests are nearing completion and hopefully they can serve as model for other vaccines of sheep and cattle. If a vaccine is not efficacious, a great deal of loss can result from the false security of the producer.

[illegible]

[illegible]

University of Idaho Cooperative Extension Service

The Cooperative Extension Service, administered through the College of Agriculture within the land-grant university, is uniquely adapted to assist Idaho people in dealing with their problems and concerns. It has the broad knowledge base, [illegible] and leadership provided by the cooperative agreement with the USDA, land-grant university, federal, state and local governments, to deal with the complex and far-reaching issues relating to agriculture and natural resources. Challenges presented to the Cooperative Extension Service caused by the interdependency of community and families have been met successfully in the development of human services and community resources to make communities of Idaho better places in which to live, work and enjoy life. Home Economics is a program area of the Cooperative Extension Service which has been able to assist people in identifying their needs and improving the quality of homes and communities.

The Cooperative Extension Service works in four interrelated program areas: agriculture, forestry and related industries; youth development; community development; and family living. Its primary goals are:

(1) Provide assistance to [illegible] and [illegible] increase efficiency in production, marketing and utilization of food and fiber; work with agriculturalists and other closely allied industry groups and their families; ensure a strong, competitive agribusiness industry; assist both private and public sectors with protection and management of Idaho's natural resources.

(2) Improve within Idaho communities accessibility and adequacy of community services and facilities, physical environment, improvement and utilization of the community's human potential; develop the community's cultural resources and improvement of economic resources.

(7) Assist Idaho individuals, both youth and adult, and families, in identifying their needs and improving the quality of their homes and home life through help to:

(a) Enhance the quality of decision-making and increase the knowledge and skills needed to carry out these decisions,

(b) Improve the ability to effect and adapt to acceptable change by exploring solutions which most effectively deal with problems and concerns of individuals and families;

(c) Recognize and identify unexpressed needs which affect individual and family wellbeing and future direction; and

(d) Increase the ability to use and participate in the development of community services which contribute to the quality of family and community life.

SIGNIFICANT DEVELOPMENTS AND GOALS OF

INSTITUTIONS AND DIVISIONS

UNIVERSITY OF IDAHO (Short Term Applied Research)

Twelve projects were funded in 1974-75 in agriculture (3), transportation (2), air pollution (2), and forestry, mining, water problems, tax policy and energy (one each). Final reports in all but one have been received and all show potential returns commensurate with STAR policy and guidelines.

The agriculture projects included the study of a growth stimulant in cattle, the causative agent of weak calf syndrome and the importance of blue tongue as a factor of lamb losses and disease in sheep. Preliminary results from the growth stimulant study showed a potential gain in growth rate of about 10 percent. This could result in annual feed savings as high as $[illegible],000 in Idaho and [illegible] million in cattle. Additional research in dosage and method of administration is required. Viruses are implicated in the weak calf syndrome, but it is believed as a result of this research that infection constitutes only part of the problem; other factors such as inadequate nutrition and/or weather stress are required for the disease to manifest itself. New inoculation techniques were developed and prenatal infection was largely ruled out as a cause for the WCS. Determination of cause of WCS will lead to cure and reduction of current calf losses up to 15 percent (ca. $131,000 at 1973 prices). It was concluded from the blue tongue studies that blue tongue is not an important disease in Idaho.

A tri-institutional transportation project (UI, BSU, ISU) described the demise of rail passenger service in Idaho, an evaluation of rail passenger demand on the "City of Portland," and an overview of passenger train service in Idaho with extensive recommendations. The research and reports have been commended by AMTRAK officials. The principal investigator, Dr. Richard Day (UI), has taken a year's leave of absence to be a senior marketing information analyst for AMTRAK. The second "transportation" project dealt with development of equipment to design highway roadbed testing equipment. A design was selected. The Idaho Department of Highways has funded a 2-1/2 year project ($25,714) to further develop the device and test it on a variety of Idaho soils.

Forest regeneration is a critical need in Idaho and the nation. At present circumstances it is estimated that there will be four million acres of non-stocked forest land by 1980. The forestry proposal funded is to study a rapid and inexpensive method of regeneration, i.e., dropping seeds enclosed in a "water." Preliminary results are encouraging; regeneration and survival exceed standard methods.

A complete report on the mining project--improved ore exploration designs--has not been received. The principal investigator (PI) has taken a leave of absence to serve as the deputy Assistant Secretary of the Department of Interior. Approximately eight publications are expected describing specific ore bodies and new techniques of exploration. Costs of finding and assessing ore deposits should be materially reduced.

A computer model has been developed which uses meteorological data and stream-flow data to predict ice jams on Idaho rivers. It has been tested successfully on historical data. The model will probably be utilized in coming winters by the U. S. Army Corps of Engineers and the city of Pocatello. Successful prediction of potential ice jams and ensuing flooding will eliminate property loss, permit long-range flood control planning and, perhaps, save lives.

Another tri-institutional project was funded to develop a model of Idaho's revenue system. This resulted in a methodology for estimating general fund revenues which was presented to the state legislature in December, 1974. Funds were provided for Fiscal '76 to produce similar forecasts.

Air pollution studies included a project to detect emissions from cattle yards and a project on assimilation of fluoride by animals resident in Eastern Idaho. Detection of source of odors is critical in determining liability for treatment. The techniques and equipment designed were successful for tracing odors and odor reduction. The fluoride study demonstrated a potential problem, the prevention of which could cause significant savings in production limitation and litigation.

The final report of research on high efficiency solar cells has not been received. The principal investigator was unable to complete this prior to his departure for sabbatical leave. This will be reported in the next reporting year.

UNIVERSITY OF IDAHO (Forest Utilization Research)

The forest utilization research program was started 1-1/2 years ago to help increase the renewable timber yields from Idaho's forest lands while maintaining or even increasing the other values and uses of these lands. Forest resources support some 42 per cent of all industrial establishments in the state. Industries using wood account for over 45 per cent of all production workers. The forest industries and their employees are not only in the larger cities, but also are dispersed in the rural areas of Idaho and provide the only source of income for many small communities of the state.

Timber products harvested from forested land every year in Idaho are equivalent to lumber used in building 200,000 new homes--over ten per cent of the nation's annual needs. Commercial forest lands here in Idaho have the potential to produce at twice this rate, given adequate research and translation of research results into action programs.

It is a fact that much wood fibre is lost each year from forest lands. Losses from insects, disease, fire and over-mature timber is equal to the volume being harvested. Research can reduce the loss and at the same time enhance and protect the environment and eliminate pollution created by burning of residuals left on the forest floor after commercial logs have been removed.

Research results to date have been very promising and potentially very profitable to Idaho. Following are some examples:

> The Precommercial Thinning Feasibility study was run to determine the economics of thinning young Idaho timber stands for increased growth and quality. However, precommercial thinning seldom is done because of high costs and because returns are not obtained until timber is harvested at the end of rotation. The study showed that where once such thinnings were a cost (usually more than $80 per acre), the thinned material can be utilized and provide a value of up to $137 per acre. This can mean, conservatively, a savings of between $50,000,000 and $80,000,000 to northern Idaho woodland owners by the end of rotation. We believe additional savings can be obtained in southern Idaho also. Research breakthroughs like this don't come every year and the other studies may not yield such significant results--but the results will be significant.

The study on Scaling Defective Cedar Logs is providing information necessary to utilize cedar "shell logs," irregular log chunks and other defective logs which cannot now be measured for sales. Last year over $1,000,000 worth of split products were produced in Idaho's fifty small cedar mills. The study results, which will undergo final field testing next summer, are needed badly by these small mills and can mean a great deal to the small woodland owner trying to sell these products.

The Forest Fertilization study has shown that while either fertilization or thinning produces greater volume growth per acre, a combination of the two treatments is most beneficial with growth increases up to 210 per cent. Considering fertilization alone on only the most productive sites, Idaho could achieve a 20 per cent increase in growth which would have an added value of up to $20,000,000 annually. Even with increased fertilizer costs, many forest industries are proceeding with plans to fertilize the most productive sites. The studies also show that with careful application techniques pollution of small streams is not significant.

The Characteristics of Forest Industries study is describing the nature of the state's forest industry--the distribution and role in Idaho, present and expected flow of timber and logging (wood) by-products under various levels of management and investment. This information is needed by the forest industries for planning and investment purposes and by state planning agencies. This information will be published in a series of six reports.

The Dynamics of Forest Residues study has resulted in a predictive model which provides the basis for decisions of level and investment of slash treatment following logging operations, and insect and disease outbreaks. Even more important, this model will provide estimates of small stem raw wood material resources. The industry needs this information to make decisions regarding establishment and increased production of pulp and fiber board processes with greater reliability needed before making large capital investments to expand Idaho's forest-based economy.

SIGNIFICANT DEVELOPMENTS AND GOALS OF

INSTITUTIONS AND DIVISIONS

UNIVERSITY OF IDAHO (WAMI Medical Program)

The WAMI (Washington, Alaska, Montana, Idaho) Program has been a federally-supported experimental medical education project. It is an ongoing Idaho program, offering full support of medical training of its student citizens. Federal support of the program is being phased out and state support phased in over a four-year period, with the state supporting the medical education of each group of students as they proceed through their training. At the end of four years, Idaho will be supporting a total of 80 medical students each year in medical school, including the 20 entering freshmen for which the University of Washington School of Medicine reserves positions each year.

The University Phase has 19 WAMI students assigned, 18 of them from Idaho. An academic year program of medical education has been established for them in concert with Washington State University, which has 20 WAMI students, making a medical class of 39 students in the University of Idaho-Washington State University conjoint medical education program.

Results to date indicate that the goals of the WAMI Medical Program are being accomplished. The goal of more medical student admissions has been reached with a 422 per cent increase in Idaho in terms of the number of residents admitted to the University of Washington School of Medicine before and after the advent of the WAMI program.

A second goal was to train an increased number of primary care physicians. The WAMI program has succeeded in this as evidenced by the number of students selecting the family medicine pathway, with 54 per cent of the WAMI students choosing the family physician pathway as compared with 38 per cent of non-WAMI students. More than 95 per cent of these students retain their pathway selection at the time they select an internship and/or residency program.

A third goal was to take the resources of the University of Washington Medical Center to the communities in WAMI states. During the 1974-75 academic year, over 1,400 health professionals received formal education from 28 University of Washington faculty visits to the Community Clinical Units (CCUs). In addition, 1,000 individuals attended the circuit course (continuing medical education) which contacted three communities in Idaho and 17 communities in the entire WAMI territory.

A fourth goal was to institute the WAMI program without the use of new "bricks and mortar." This goal has been achieved by using the existing facilities at universities and communities in the WAMI states. It is necessary to add, however, that some renovations and changes had to be made at the University of Idaho in order to accommodate this program. It is equally certain that some renovations were necessary in other universities and WAMI CCUs to accommodate the many medical students taking their training there. A third CCU (family practice) will be established in Idaho by the spring of 1976.

A final and most important goal has been the placement of physicians in rural locations throughout the WAMI area. The majority (62 per cent) of the products of the Community Phase of WAMI (residents who rotated through the CCUs as a part of their residence training) have set up their practice in rural locations. The data, because of small sample size (20/32), is suggestive, but not conclusive.

The program appears to be meeting at least four of the five goals it set for itself, and the preliminary data strongly suggests that impact is being made relative to correction of the geographic maldistribution of physicians.

SIGNIFICANT DEVELOPMENTS AND GOALS OF

INSTITUTIONS AND DIVISIONS

UNIVERSITY OF IDAHO (WSU Northwest College of Veterinary Medicine)

The 1974 Legislature approved and funded a proposal which provided for a gradual phasing out of Idaho participation as a "have not" sate in the WICHE Student Exchange program for veterinary medicine and the concurrent development and gradual phase-in of a regional College of Veterinary Medicine centered around Washington State University's existing College of Veterinary Medicine.

In order to accommodate the increased number of students, Washington State University will construct a $14 million Pathobiology Building. Idaho's obligation to the program includes:

(1) Providing and housing additional faculty members to teach and conduct research and service activities on the Moscow-Pullman campus. A $519,000 addition to the Veterinary Science Building at Moscow to house and provide research facilities for these additional faculty members is scheduled for completion Jan. 1, 1975.

(2) Building, equipping, staffing and operating a veterinary medical teaching hospital at Caldwell to provide clinical training in food animal medicine for fourth year professional students. Funding for construction of the hospital ($1.1 million) was appropriated by the 1975 legislature.

In addition to fulfilling the teaching function, the Caldwell faculty and staff will fill a disease investigation and applied research and service role for Idaho's livestock industries.

Goals

(1) Provide increased opportunity for education in veterinary medicine for residents of Idaho

(2) Increase the number of veterinarians serving the needs of Idaho

(3) Reduce disease losses through a program of research, investigation and service

Accomplishments

(1) The initial class of Idaho students has completed the first year of the professional curriculum (June '75). The group of Idaho students who make up the second entering class has been selected and will enter the first year of the professional curriculum in September, 1975.

(2) Programs of basic and applied research on important Idaho livestock problems which are in progress or are planned include:

(a) Neurological control of food and water intake.

(b) Treatment and prevention of intoxication resulting from intake of poisonous plants.

(c) Elucidation of the mechanisms of the carrier state and development of practical tests for detection of bluetongue carrier animals.

(d) The role of viral agents in enteritis (scours) in lambs and calves*

(e) Studies of the immune response of cattle and sheep to the common liver fluke.

(f) Effect of internal parasitism on the ability of sheep to respond immunologically to vaccines.*

(g) Biological and chemotherapeutic methods for the prevention, control and treatment of coccidiosis of lambs.

(h) Survey of causes of death and disease in sheep at the U. S. Sheep Experiment Station.*

(i) Etiology, pathogenesis and control of Weak Calf Syndrome*

(j) Diagnosis and vaccinal or immunological methods for control of tuberculosis of swine*

(k) Investigation of the function of white blood cells in the immune response of cattle and sheep to various infectious agents including Weak Calf Syndrome*

*Research was in cooperation with the College of Agriculture.

(3) An internship program in sheep diseases conducted at the U. S. Sheep Experiment Station at Dubois was conducted for senior students during the spring of 1975. In the spring of 1976 this internship will be continued and conducted concurrently with disease survey activities.

(4) A proposal for increasing cooperation in graduate programs in veterinary medicine between Washington State University and the University of Idaho has been developed and submitted for approval.

Principal features of the agreement include:

(a) Waiver of the equal exchange clause concerning joint listing of courses. This will give Idaho graduate students access to essentially all Washington State University graduate courses in veterinary medicine.

(b) Courses taken for graduate credit at the University of Idaho may be transferred to Washington State University in fulfillment of all course requirements for the doctoral degree in veterinary science at Washington State University.

(c) Members of the Idaho faculty of veterinary medicine may be elected to the graduate faculty at Washington State University.

SIGNIFICANT DEVELOPMENTS AND GOALS OF

INSTITUTIONS AND DIVISIONS

IDAHO STATE UNIVERSITY

Perhaps the most significant single event of the 1975 fiscal year at Idaho State University was the announcement by President William E. Davis in May that he was resigning to accept the presidency of the University of New Mexico. The State Board of Education subsequently appointed Dr. Charles H. Kegel, academic vice president, to serve as acting president during 1975-76 while a new chief executive is being sought. Dr. Lawrence H. Rice, dean of the Graduate School, was named acting vice president.

There were several other major administrative changes during 1974-75. The 1974 fall semester opened with new deans in two of ISU's academic colleges. Dr. Thomas A. Bond succeeded Dr. Joseph A. Hearst as dean of the College of Liberal Arts, and Dr. Paul D. Leiby replaced Dr. E.V. Simmon as dean of the College of Medical Arts. Dr. Mary Ellen Williams was appointed director of summer sessions, a post formerly held by Dr. Bond in addition to his duties as assistant liberal arts dean.

Appointments later in the year included Dr. Albert E. Wilson, dean of the newly-created School of Engineering, and Ms. Christine Mahoney, ISU's first Affirmative Action officer. Philip H. Eastman, business manager, was named to replace Financial Vice President William J. Bartz when Mr. Bartz retires on Jan. 1, 1976.

Enrollment at ISU during fiscal 1975 indicated there may be a definite trend toward a reversal of the leveling off and slight decline experienced in the early 1970s, although much of the new growth is in vocational and part time students. The 1975 spring semester head count was 8,097, which was 632 more than the previous spring and 52 more than the 1974 fall semester. It was, in fact, the largest on-campus enrollment recorded to date for either the spring or fall terms and represented only the second time in ISU's history that spring enrollment exceeded the previous fall semester figure.

programs during fiscal 1975. Two new degree programs -- the bachelor of vocational-technical teacher education and the master of arts in sociology -- got their first enrollees, and programs for bachelor of science and associate of science degrees in radiologic technology were approved for implementation during 1975-76. Undergraduate study in the College of Business won accreditation by the American Assembly of Collegiate Schools of Business, giving ISU the only accredited business degree program in the state.

A new School of Engineering was created in April, replacing the Department of Architecture, Engineering and Nuclear Science that formerly was part of the liberal arts college. Plans for the new school include the establishment of an energy experiment station and related energy activities. The present bachelor's degree in architecture will be abandoned, however, and only a two year pre-major program will be offered in this area.

Physical plant expansion during fiscal 1975 was limited to a $197,000 central operations building for the Maintenance and Operations Department and completion of Filing Courts, a 300-unit apartment complex for married students, at a cost of $602,000. There also was some remodeling and refurbishing activity in existing campus buildings. As the year drew to close, however, plans were completed and bidding about to get underway for a new $5.8 million University Library.

Commencement, [illegible] provided another milestone in the history of the university as doctor of philosophy and doctor of education degrees were awarded for the first time. One Ph.D. in biology and four Ed.D. degrees in counselor education, along with ten doctor of arts degrees, headed the list of 1,077 degrees and certificates.

ISU officials view the upcoming 1976 fiscal year as a transitional one. Acting President Kegel has indicated he will work to strengthen existing programs, implement new ones already authorized, and keep the institution moving ahead. He does not propose, however, to initiate changes that would bind or constrict a new president when one is selected.

SIGNIFICANT DEVELOPMENTS AND GOALS OF

INSTITUTIONS AND DIVISIONS

BOISE STATE UNIVERSITY

Major Accomplishments

(1) Phase I of a Science-Education building is under construction. This is the first classroom or laboratory building at Boise State University which has been funded with state monies. About $750,000 was received from the federal government, Nursing branch.

(2) The Special Events Center should be completed in early January of 1976. This small building, funded with student fee revenue bond monies, will provide space for the Theatre Department activities, the University Film Series, and a variety of Student Union Program Board activities.

(3) A new Master's degree in secondary education was instituted in the summer of 1975, with academic emphasis in art, business education, chemistry, earth sciences, English, mathematics, music, and theatre arts. This new degree will contribute to the upgrading of the public school teaching profession of the state.

(4) A new master's degree in public administration was instituted in cooperation with the U of I and Idaho State where a similar degree was also authorized.

(5) The University continued to expand its off-campus internships, field studies and other academic projects that help students bridge the theoretical and the applied learnings. The University is highly recognized as an institution that interfaces with many off-campus settings which demonstrate that learning takes place wherever it is well planned and directed.

(6) New baccalaureate degrees in journalism, real estate, finance, and political science were instituted. Two new associate degrees in respiratory therapy and radiologic technology were added to the School of Health Sciences.

(3) Several new programs of instruction were instituted in the last year in the Vocational-Technical program, including diesel mechanics, data center operators, food service technicians, refrigeration and air conditioning technicians, industrial plant maintenance and operating room technicians.

(4) The university's role in applied research was significantly expanded. State appropriated funds for research were first granted. The university is becoming heavily engaged in contract applied research with many city, county, state and federal agencies in such fields as geology, business, social work, criminal and urban studies and others. The research activities are primarily applied in nature and devoted to assisting in the resolution of state problems.

(5) The university continued to acquire houses and lands north of the university. The immediate use of these properties is to provide temporary offices for 47 faculty members for whom space is not available on the university campus. The long-range purpose of such land acquisitions is to provide additional lands for the university's inevitable growth.

SIGNIFICANT DEVELOPMENTS AND GOALS OF

INSTITUTIONS AND DIVISIONS

LEWIS-CLARK STATE COLLEGE

Major Accomplishments

Among the building projects completed this year or underway are the following:

The Edward V. Williams College Union was completed and dedicated in April, 1975. This building was funded from revenue bonds in the amount of $750,000.

A contract in the amount of approximately $50,000 was awarded to install lights on Harris Sandbalt Field.

The Valley Racquet Club of Lewiston raised approximately $100,000 locally to partially fund the construction of covered tennis courts on campus. Construction is in progress.

The college curriculum continues to be developed with the addition of a "2+2" baccalaureate degree in criminal justice and industrial management technology. These two degree programs building upon basic vocational-technical programs. The business program has shown impressive growth in the number of students enrolled.

Goals and Objectives

The goals and objectives of the College have not changed appreciably during the past year. Lewis-Clark State College serves as a regional four-year college as well as an area vocational-technical school for North Central Idaho. Continuing education courses, remedial, academic and vocational preparatory work, programs for senior citizens, and conferences and cultural events are vital aspects of the college's service to the community.

During the next five years it is anticipated that the following programs will be developed:

(1) First priority will be given to developing the baccalaureate degree nursing program. The purpose of this program is to provide training beyond the associate degree level to provide nurses to meet the increasing demands being placed upon them. The nature and purpose of the program is best expressed in the recommendations of the Idaho Commission on Nursing and Nursing Education made on October 12, 1976:

> The Idaho Commission on Nursing and Nursing Education lend the Consortium on Nursing) endorses the concept of a baccalaureate program in nursing for northern Idaho at Lewis-Clark State College, based on a 2 + 2 pattern. The program should be based on the needs of the associate degree graduate and nurses in the field. The Commission supports the development of a satellite program to be available in the Coeur d'Alene area.
>
> As there are two existing associate degree programs in northern Idaho, whose graduates have no access to baccalaureate education in the geographic area, the program logically must consider their needs for further education. The appropriate pattern is a 2 + 2 rather than the development of a basic generic four-year program.
>
> It would be advisable for Lewis-Clark State College to pursue some non-traditional ways in making available the baccalaureate degree to registered nurses or recent associate degree graduates whose employment and family responsibilities preclude attendance on a full-time basis at daytime on-campus hours only. There are some experimental models in the country where this has been done with some success.

The State Board of Nursing, meeting during the week of February 12, 1975, approved the plan of Lewis-Clark State College to pursue, with the State Board of Education, development of a 2 + 2 baccalaureate program.

The Advisory Committee for Health Education to the State Board of Education voted unanimously on June 5, 1975, to reaffirm the intention of supporting the baccalaureate degree program at Lewis-Clark State College. It is recommended to the State Board of Education that the time schedule as developed by the college for baccalaureate degree program in nursing be adopted, and that necessary funding be included in the budget request for fiscal year 1977. It was pointed out in discussion during the meeting that North Idaho purchases nursing a long time for a baccalaureate degree nursing program and that patient care in northern Idaho should be equal to elsewhere in the State.

(2) Extensive development of the vocational-technical education program will receive high priority. Since Lewis-Clark State College provides the only vocational-technical training in North Central Idaho, development must keep pace with demands. Although the college has to a large degree

maintained vocational-technical education at a level adequate to meet the area needs, the increasing demands of population growth and industrial development will require an accelerated rate of development.

(3) High priority should be given to the development of Lewis-Clark State College as the educational and cultural center of Lewiston and the immediate area. Increasingly, the campus and facilities are being utilized by off-campus groups. During the past year meetings and conferences have been held on campus by agencies of local and state government, community and state service organizations and other public groups. Over 50 such workshops, seminars and conferences were conducted to serve the needs of the area citizenry. North Idaho Children's Home, the Child Development Center, and almost every school district in North Central Idaho have indicated an interest and need to utilize the resources and expertise on our campus.

(4) During the past two years handicapped persons and senior citizens have used the physical education and recreational facilities on campus a great deal. Our special education and physical education facilities have cooperated in an attempt to meet the tremendous needs of these two particular groups. This program has rapidly developed to the point that a specialist is now needed to further develop and coordinate the activities.

(5) Plans are being made to develop a reading and writing laboratory designed for persons interested in self improvement who have deficiencies in reading, writing, spelling, studying, and mathematics. This laboratory will provide the opportunity for continue educational development where the preparatory center in the vocational division ceases. This is consistent with the philosophy of the college that all persons are capable of personal growth through educational experiences.

(6) The Children's Theatre Program and Tour should be expanded. This endeavor has proven to be very popular throughout the five-county area. At the present time the tour, which is funded entirely by a grant from the Idaho Commission on Arts and Humanities, is scheduled during the Christmas vacation period. Future plans include the likelihood of increasing the tour, at least one each semester, and developing a summer program for students interested in acquiring expertise in the area of Children's Theatre. Lewis-Clark State College has the potential to become the Northwest center for educational training in this area.

(7) Music, art, and theatre activities will become increasingly important as Lewiston grows. As cultural activities become more important, the responsibility of the college to provide expertise as well as leadership in developing these activities will undoubtedly increase. The drama program and the art program have created an excellent reputation and future development and expansion in these areas is presently being explored.

(8) Projections indicate that the criminal justice program, special education program and the business program will all prosper and develop in the next five years.

The criminal justice program will be a viable and popular program in the immediate future. Students may now complete the two-year associate of arts in law enforcement or a four-year degree in criminal justice, with an option in either law enforcement or corrections.

The corrections option was motivated by discussion with, and recommendations from, the Governor's Council on Criminal Justice, local law enforcement officers, and personnel from community agencies engaged in the correctional employment field. There is increasing recognition that prevention, rehabilitation and counseling are necessary to properly focus on the issue of crime and delinquency. Areas served by the corrections major include probation, parole, juvenile work and social work. The feasibility of designing and implementing an option to adequately prepare students for social work in rural areas is now under consideration.

Opportunities and responsibilities in the area of special education continue to increase. Therefore, our cooperative program should grow as we attempt to meet the tremendous needs in this area. Experts in the field of special education feel the demand for special education teachers will increase each for years to come. In addition to the standard course work, Lewis-Clark State College has an obligation and plans to provide in-service experiences for the appropriate employees of the area school districts.

Student interest in the area of business is increasing and our projections are that the popularity of this area will continue to grow. Job opportunities, the industrial management technology program, the University of Idaho MBA in Lewiston, and the increasing needs of local business managers for assistance with in-service training, will all stimulate interest in our business program.

(9) Geographical location, abundant recreational opportunities and facilities, and excellent weather should make Lewiston a prime attraction for tourists and summer visitors. Therefore, a variety of workshops and special learning experiences structured to appeal to this group are under consideration.

SIGNIFICANT DEVELOPMENTS AND GOALS OF

INSTITUTIONS AND DIVISIONS

VOCATIONAL EDUCATION

Goals and Objectives of Vocational Education

During FY 1975, the goal of Idaho Vocational Education was to make quality vocational education programs available to all people in the communities of the state who wanted and needed it for preparation for employment in occupations which do not require a college degree.

The objectives for the fiscal year were to provide leadership in planning and improving vocational programs; provide professional development for vocational personnel; and to increase vocational program offerings and enrollments at all levels of education in the occupational fields of agriculture, distributive, health, consumer/homemaking, home economics related, office occupations, trades and industrial, and technical education. Significant accomplishments were realized in general objectives during the year. The following Tables I and II contain a summary of projected objectives and accomplishments for fiscal years 1974 and 1975 for comparison.

TABLE I
Programs, Teachers, Enrollments, Completions - Projected and Actual
for
1974 Fiscal Year

Level of Vocational Programs	Number of Programs		Number of Teachers		Number Enrolled	
	Projected	Actual	Projected	Actual	Projected	Actual
Secondary	360	394	490	505	26,912	28,584*
Post Secondary	145	111	244	257	4,600	4,275
Adult	511	565	224	219	7,850	7,690*
Special Programs						
Disadvantaged	(36)	(26)	(45)	(77)	(1,305)	(1,997)
Handicapped	(15)	(13)	(20)	(24)	(300)	(358)
Cooperative, Part G	(25)	(27)	(30)	(29)	(710)	(828)
Exemplary, Part D	NA	(6)	(10)	(5)	(800)	(104)
Exemplary, Part D						789**
Research, Part C	NA	(4)	NA	(7)	NA	(164)

() Memo only - figure is included in other figures
* Includes Homemaking Useful (13,891 secondary and 1,308 adult)
** Elementary

TABLE II
Programs, Teachers Enrollments, Completions - Projected and Actual
for
1975 Fiscal Year

Level of Vocational Programs	Number of Programs		Number of Teachers		Number Enrolled	
	Projected	Actual	Projected	Actual	Projected	Actual
Secondary	403	414	529	539	28,748	29,297
Postsecondary	130	118	289	267	4,419	4,509
Adult	480	614	278	245	8,740	8,355
Special Programs						
Disadvantaged	(36)	(23)	(60)	72	(1,549)	(1,649)
Handicapped	(15)	(12)	(25)	(27)	(546)	(362)
Cooperative, Part B	30	(31)	(28)	(33)	(800)	(807)
Exemplary, Part D	6	(10)	(10)	(12)	200	(488)
Exemplary, Part D	-	2	-	15	-	1,766**
Research, Part C	1	1	NA	NA	NA	NA

() Memo only - figure is included in other figures
* Includes Homemaking Useful (14,383 Secondary, and 1,405 Adult)
** Elementary

ACCOMPLISHMENTS

Secondary Level

Enrollments in high school vocational programs increased from 28,584 in 1974 to 29,297 in 1975. Forty-seven and six-tenths (47.6) per cent of all students in grades 9-12 enrolled in some kind of vocational education program in 104 of 106 high school operating districts. Students spent from 25 - 33 per cent of their total school time in vocational classes. Of the total number of students completing high school vocational programs in 1974, 47 per cent were available for employment and 82 per cent entered employment in the field trained or in a closely related field. Follow-up data for FY '75 students will not be complete until April of 1976.

Postsecondary Level

Vocational postsecondary programs were offered in six area vocational-technical schools at Boise State University, College of Southern Idaho, Eastern Idaho Vocational-Technical School, Idaho State University, Lewis-Clark State College and North Idaho College.

Enrollments in postsecondary programs increased from 4,275 in 1974 to 4,509 in 1975.

Approximately 13 per cent of the total number of students enrolled in higher education were enrolled in vocational education.

It is estimated that the area vocational-technical schools were able to enroll less than half the number of potential students because of lack of facilities, equipment and staff.

Six area vocational-technical schools are geographically located in the state to make vocational education as accessible as possible to the people who want and need vocational education at the postsecondary, adult, and, to some extent, the secondary level of instruction.

Guidance programs, occupational information and experimentation programs are being improved and expanded.

Local occupational advisory committees function and contribute much to the development, improvement and evaluation of vocational programs.

Every public supported college and university in the state has a designated area vocational-technical education school and/or a vocational teacher and counselor education program as a part of its educational offerings.

Close working relationships and cooperation between vocational teachers, local school administrative staffs, area vocational-technical schools, vocational teacher-counselor educators, various agencies, and the State Vocational Education Staff contribute to the strength of Idaho's vocational program.

Cooperative efforts of school districts are making more vocational education programs available to students.

Unmet Needs and Problems of the State Program

Financial needs for full program development have not been met.

Need for advanced federal funding of vocational education has not been met.

More timely and adequate employment and job opportunity data are needed for program planning and operation.

Systems of identification and referral of disadvantaged and handicapped into vocational education need improvement.

More resources and effort must be expended in developing and keeping curriculum current to needs.

The vocational needs of many students in Idaho's small schools are not being fully met because of insufficient enrollments and finances to support a varied vocational program that would meet the individual interests and needs of the student.

SIGNIFICANT DEVELOPMENTS AND GOALS OF

INSTITUTIONS AND DIVISIONS

EASTERN IDAHO VOCATIONAL-TECHNICAL SCHOOL

Eastern Idaho Vocational-Technical School is a state-funded post-secondary vocational-technical school serving primarily College District VI and, secondly, all individuals who need and can profit from vocational or technical training.

The curriculum in several areas was modified during the year to meet varied objectives. The market management program was restructured for modular intruction. The automotive technology program, formerly called auto mechanics, was restructured to decrease customer work to 20 per cent per year of the live work, stabilize enrollment to 30-40 students in the fiscal year, and decrease early terminations and drop-outs to less than 20 per cent. Options in nuclear technology were increased to three areas and enrollment increased to 12-15 students per instructor. The consumer electronics program reduced customer service work to 20 percent of student projects, while the scope of the electronics industry serviced by the program was expanded.

As part of a budget revision, each program had an individual budget and personal budget reco.s prior to Jan. 1, 1975. All programs will have line item budgets for Fiscal Year 1977.

The completion of Phases II and III of the Mechanical Technologies Building allowed for consolidation in modern facilities, and the growth and potential of Eastern Idaho Vocational-Technical School indicate additional facilities are required. Plans are being formulated to gain funding for a parking lot by July 1, 1976. The Economic Development Administration has been contacted, and there is the possibility of a $1.2 million match for a new facility from the EDA's money. An effort will be made to obtain the $1.2 million match from the Idaho Legislature.

Additional programs were operated on the open entry-exit schedule. Students exit from programs when they reach the desired occupational competency required for the job they seek. New students are enrolled as vacancies become available.

More programs were adapted to the eleven month schedule to utilize facilities, equipment and staff to the maximum, to increase the number of students accommodated, and to enable the student to enter the full-time labor market a year earlier.

Adult Level

There was a 665 increase in the total number of adults enrolled in adult extension programs. Enrollments were 7,690 in 1974 and 8,355 in 1975. The number of programs increased from 565 in 1974 to 614 in 1975, and the average length of adult programs increased.

Disadvantaged

The number of disadvantaged people enrolled in vocational programs decreased from 1,997 in 1974 to 1,649 in 1975.

Handicapped

The number of handicapped people enrolled in vocational programs increased slightly from 358 in 1974 to 362 in 1975.

Ancillary Services

One new vocational education staff position, State Supervisor for Planning, was filled.

An evaluation of vocational programs was made by supervisors on an informal basis during their supervisory visits.

Professional development and teacher training conferences, workshops and summer session were provided for vocational teachers. Over 700 vocational educators attended the one week in-service conference at I.S.U. in June 1975. Other programs included a workshop for cooperative education coordinators, a summer session for 36 E.P.D.A. fellows, three workshops for office occupations teachers, a workshop for agriculture teachers in gardening, a health orientation workshop, and a trades and industrial workshop to develop performance objectives.

Continuation of an occupational information developmental project was funded from federal research funds to develop a VIEW (Vital Information for Education and Work) system for Idaho. Micro-film cards were developed to give

students in grades 9-12 information on 300 of the most common non-professional occupations in Idaho. Distribution of micro-film cards and micro-film readers was made to all public high schools in the state.

Cooperative Education

Programs are funded by federal funds. Six new programs were funded. Enrollments in cooperative education programs were 828 in 1974 and 807 in 1975.

Work-Study

Work-study is totally federal funded to help needy students enter or remain in vocational education by providing them an opportunity to earn money. Forty-two students benefited from the work-study program. Twenty-one were high school students and 21 were postsecondary students.

Comprehensive Employment Training Act Institutional Programs

The Federal Comprehensive Employment Act of 1973, as amended in 1974, replaced the Federal Manpower Development Training Act (PL 93-567).

CETA funds were used to provide vocational training for the unemployed and under-employed to prepare them for employment or for advancement in occupations of their choice.

Training was provided through group projects or through referral of individuals into on-going vocational education programs in public or private schools.

CETA supported projects enrolled 383 individual referrals in on-going vocational education programs and 72 persons in five institutional group programs.

Training allowances and subsistence for trainees was paid by the Department of Employment. Instructional costs were paid through vocational education.

Strengths of the State Program

Idaho is fortunate to have all education in the State of Idaho administered by one board which serves as a State Board of Education, Board of Regents of the University of Idaho, Trustees of Boise State College, Trustees of Idaho State University, Trustees of Lewis-Clark State College, and State Board for Vocational Education.

Future plans and goals include:

--an increase in programs before July 1, 1976, to bring the total of full-time programs to 15.

--completion of a staff evaluation and of the staff's evaluation of administration.

--contact by the school's director with all school superintendents in College District VI before June 30, 1976, and contact with each legislator in the district, either personally or by mail, before Jan. 1, 1976.

--assumption of one major school improvement project by the Student Council by July 1, 1976.

--and creation of a School Scholarship Committee to increase scholarships.

It is anticipated total student enrollment will rise to 500 by July 1, 1976.

SIGNIFICANT DEVELOPMENTS AND GOALS OF INSTITUTIONS AND DIVISIONS

IDAHO VOCATIONAL REHABILITATION SERVICE

Idaho Vocational Rehabilitation in FY 1975 felt the full effects of the implementation of the Rehabilitation Act of 1973. The act directed special emphasis on services to those individuals with the most severe handicaps. The major effort in Idaho during the fiscal year was to provide services to a larger number of severely disabled people who required multiple services over extended periods of time. Total agency rehabilitations during FY 1975 were 1,282, with 10,361 individuals served. Rehabilitations in FY 1974 were 1,396. A decrease in the number of rehabilitations in FY 1975 was anticipated, and follows the national trend of fewer rehabilitations and more involvement with severely disabled clients. In FY 1975, Idaho VR rehabilitated 450 severely disabled individuals which represents 35 per cent of the total rehabilitations recorded. In FY 1975, we served 3,135 severely disabled.

The Rehabilitation Act of 1973 stressed better services be provided to the deaf community. Through the cooperation of Idaho VR, a new concept in deaf learning was established at the College of Southern Idaho in Twin Falls. The new project provides services to the deaf, hard of hearing and other disabled individuals, with a new approach in education for the deaf. Master video tapes are recorded with sound, captions, a sign language interpreter and an instructor who speaks for both sound and lip reading purposes. Scripting of classroom presentations is being accomplished with a goal of 68 video tape presentations expected. For all of the presentations, a written portion is provided. It is a complete package for a total educational program for the deaf. Ninety per cent of the entire program is expected to be completed for the beginning of classes in the fall. With this new innovative program, Idaho is truly one of the leaders in the nation in the education of the deaf people.

Over the years, Idaho VR has become significantly involved with rehabilitation facilities. Idaho VR purchases evaluation, training and placement services from rehabilitation facilities across the state. Fiscal year 1974 saw Idaho VR providing a grant to establish a new rehabilitation facility to help the handicapped in the Lewiston area. FY 1979 saw the results of a comprehensive survey to determine whether a rehabilitation facility should be established for handicapped individuals in the Coeur d' Alene area. In FY 1975, Idaho rehabilitation facilities received extensive help from Idaho VR for staffing and equipment.

Idaho VR administers a very successful kidney treatment program since receiving the charge from the Idaho State Legislature in March, 1970. More than 101 individuals in Idaho have received kidney care at a cost of $605,000. Kidney dialysis machines are located in all major population centers of the state, and portable kidney machines have been purchased to make it possible for the dialysis patients to take vacations and allow them to do things previously not possible because of the ties to the dialysis machine. Idaho VR's expertise in establishing a state kidney program is recognized nationally, and seminars have been conducted for other states just now becoming involved in kidney treatment programs of their own.

Fiscal Year 1974 saw the beginnings of a far reaching public information program by Idaho VR. Early goals of the public information department were the production of client human interest stories for television, radio, newspapers, and Idaho VR's own publication, "Rehabilitation Focus." From those beginnings in FY 1974, the program moved into wide acceptance by virtually all areas of the news media in the state. Sixteen millimeter film client stories are agency produced for television news programs, audio tapes are produced for radio news programs, articles and photography are supplied to all state newspapers, and the agency publication, "Rehabilitation Focus," is widely read in all fifty states with a circulation of over 1200. The television news stories particularly have gained wide acceptance by the state's television stations. Not only does the public information department reach possible clients, but the program also advises

fifty severely disabled clients. He has stated he is extremely pleased as he was not expecting such a good reception.

Fiscal Year 1977 was the first twelve month period in which Idaho VR directed a major effort toward the rehabilitation of severely disabled people. This was mandated by the Rehabilitation Act of 1973. In Fiscal Year 1977, Idaho Vocational Rehabilitation provided fewer rehabilitations than in the previous fiscal year. This was not unexpected, as severely disabled people require multiple services over long periods of time. Idaho was not the only state to find itself in this position. A national trend was established of fewer rehabilitations and more involvement with the severely disabled. Future fiscal years will see an increase in the number of rehabilitations of severely disabled people. As this program is firmly established, Idaho VR may be able to return to serving other disability groups previously not served because of the severely disabled emphasis of the Rehabilitation Act of 1973.

In Fiscal Year 1977, VR served 3,[illegible] severely disabled. In Fiscal Year 1978, VR anticipates serving [illegible] and in Fiscal Year 1981 services for 10,[illegible] severely disabled individuals are expected. Of the number served in Fiscal Year 1977, [illegible] severely disabled individuals were rehabilitated, which represents 35 per cent of the total rehabilitations reported (1,[illegible]).

Idaho VR is continually involved in upgrading rehabilitation services to deaf individuals of the state. VR's full [illegible] has been noted in the Deaf Learning Project of the College of Southern Idaho in Twin Falls. VR maintains a full time vocational rehabilitation counselor who works primarily with deaf clients. This counselor works out of the Twin Falls VR office, the area of the state which has the largest percentage of deaf population. The counselor works closely with deaf clients at CSI and also deaf students at the State School for the Deaf and Blind in Gooding. Idaho VR hopes, in the near future, to have a second rehabilitation specialist in the state to work with deaf individuals. This rehabilitation specialist would be working out of the Coeur d'Alene VR office and would cover the northern part of the state offering rehabilitation services to deaf people in that area.

Idaho VR will continue its close association with rehabilitation facilities in Idaho. Purchases of services, evaluation, and placement services are deemed an important part of the total rehabilitation effort of this state agency. The past fiscal year saw the Idaho Association of

rehabilitation facilities requesting Idaho VR to include a [illegible] line item appropriation in the VR budget presentation. VR has also aided rehabilitation facilities in their dealings with other state agencies for purchase of service agreements, etc. Idaho VR can truly be called "a friend" of rehabilitation facilities in the state. At the present time the results of a survey are being studied with the possibility of establishing a new rehabilitation facility in Coeur d'Alene. Many needed rehabilitation services are currently not available to handicapped individuals in the Coeur d'Alene area.

Idaho was one of the first states in the nation to become involved in an end-stage renal failure program. The Idaho Legislature delegated the authority to administer the program to Idaho [illegible] 1970. The state agency has since then developed the program to one [illegible] the most successful operating kidney programs in the nation. Idaho staff members are frequently called upon to explain the state program to other states just becoming involved. The agency looks to the future with continued involvement in the kidney program. The portable kidney dialysis machines, purchased in Fiscal Year 1974, saw considerable use [illegible] 1975. These portable machines will be made available to more dialysis patients. Idaho VR during Fiscal Year 1975 became involved in a significant number of kidney transplant operations. These services will continue to be available to kidney patients in hopes of removing them from the dialysis machines and establishing a more normal way of life for the individual.

Idaho VR's establishment of a far-reaching public information program reaped many benefits in Fiscal Year 1975. A new area not previously explored is the close association the public information department has established with the staff development section of VR. Public Information will produce films explaining the Individualized Written Rehabilitation Program in sign language and also in Spanish. These films can be used by rehabilitation specialists in explaining the IWRP to deaf or Spanish-speaking clientele. The public information department has also become involved in producing video taped training materials which are utilized by the Idaho VR professional staff. Secretarial training programs will also be produced on video tape.

The master's degree program in rehabilitation counseling at the University of Idaho, established in Fiscal Year 1974, is characterized as possibly the finest master's degree program in rehabilitation counseling in Region X. All but three of the 21 graduates in Fiscal Year 1975 are now employed. The first year of the program was termed extremely successful. An assistant professor was added to the master's program staff in Fiscal Year 1975. From these extremely successful beginnings, the program is expected to grow and provide a training ground for future Idaho VR rehabilitation specialists, as well as other state agencies utilizing counseling personnel.

A three-year federally funded program to provide services to handicapped migrant and agricultural workers in Idaho's Treasure Valley area was so successful that the program was continued in Fiscal Year 1974 utilizing purely state funds. Originally the migrant program served two geographical areas, the Twin Falls-Burley area and the Caldwell area. Idaho VR made the decision to broaden the scope of the program to include the entire state. Thus, it is anticipated that a significantly higher number of handicapped migrant-agricultural workers will be provided rehabilitation services in future years.

A key word in Idaho VR in Fiscal Year 1975 was "Evaluation." The program evaluator researched several projects, determining effectiveness of VR services in Idaho. The new evaluation procedure is seen as a continuing day to day activity as Idaho VR realizes that more people than ever are looking at rehabilitation, i.e., various consumer groups, voluntary organizations, and the Congress. The evaluation procedure will pinpoint agency effectiveness, administration, define program objectives, study the objectives and form conclusions and recommendations to be implemented in the Idaho VR program.

In Fiscal Year 1975 Idaho VR utilized the facilities of the Regional Research Institute on the campus of Portland State University. The institute deals with job development and job placement of the handicapped. During the second year in existence, Idaho VR will utilize the new program to become more adept in the placement of clients in the positions for which they have been prepared.

The philosophy of staff development in Idaho VR has changed in that the staff development officer has gone to the field to see what training needs

extent and in what areas rehabilitation counselors need more training. A new emphasis in the Idaho training program is "Training Specific for Idaho, Presented by Idaho People." A dependence on out-of-state training programs for Idaho VR counselors is rapidly being phased out.

A special consultant to the severely disabled in Idaho was hired by Idaho VR in Fiscal Year 1975. Since the hiring of the young quadriplegic to the consultant position, a large number of severely disabled people, not previously acquainted with VR services, have become involved in the VR process. The success of this program has been more than anticipated. The special consultant will continue to travel the entire state, lending his services and expertise to rehabilitation counselors in their dealings with the severely disabled. The consultant has also become an expert in research of artificial appliances, and is most useful as a counselor resource on needs of severely disabled people.

SIGNIFICANT DEVELOPMENTS AND GOALS OF

INSTITUTIONS AND DIVISIONS

STATE SCHOOL FOR THE DEAF AND THE BLIND

Major Accomplishments

Initiation and implementation of new programs and the expansion of established ones greatly improved services provided by the School for the Deaf and the School for the Blind for hearing and visually impaired children in the State of Idaho during fiscal year 1975.

School for the Deaf

Early childhood education programs were established in four areas of Idaho: Boise, Idaho Falls, Lewiston and Coeur d'Alene. These programs served as early intervention appendages of the residential school and are known as Preschool Satellite Programs for Hearing Impaired Children.

These satellite classes involve the residential school in Gooding as the directing center for instruction and supervision. Five trained instructors of the deaf were hired to teach in the satellite areas.

Emphasis has been placed on early identification of hearing impaired children and the consequent preparation of these children for integration into public school or attending the residential school. Also recognized as an important factor to the child's welfare is the need to maintain the family unit in the child's early years.

The programs have evolved into several phases:

1. Establishing contact with local, state and federal agencies in identifying children with hearing impairments as well as improved working relations with physicians, audiologists and hearing aid dealers.
2. Screening all students who have shown signs of potential hearing problems and referring those students who fail the screening for audiological testing. During the fiscal year of 1975, approximately 300 students were screened. Forty-five received audiological evaluation and 15 either entered the program or received remedial treatment.

4. Providing infant education by involving the hearing impaired infant in the natural surroundings of the home with parents and siblings providing communication and language experiences.

5. Providing parents with counseling services in order to better understand deafness, language development, amplification and mode of communication in dealing with their child.

6. Providing the following to preschool hearing impaired children discovered in Idaho: audiological testing, fitting of hearing aids and instruction in their use, auditory training, teaching the communication skills of speech, speechreading, and/or the language of signs.

7. Establishing preschool classroom program enabling hearing impaired children to explore their environment freely and gain meaningful understanding of their own behavior in relation to their environment in preparation for integration into public school or a residential school. Twenty children were served in the four regions during fiscal year 1975.

8. Improving public awareness of deafness through personal contact, public media and sign language classes open to the public. During the 1975 fiscal year, six sign language classes were taught with approximately 140 participants.

A survey of parents with preschool hearing impaired children has indicated great appreciation and enthusiasm. Parents appreciate the expertise of the teachers in instructing their children and in counseling them in terms of understanding deafness and showing enthusiasm for the growth made by their children both academically and socially. With the direction of the preschool teacher, the parents have assumed a vital role in the education of their children.

In addition to the preschool program, a series of child care training sessions with the dormitory supervisors was conducted. Five sign language classes were held on campus which parents, teachers and dormitory supervisors attended.

We have also maintained a high level of proficiency in our academic, vocational and extra curricular programs. These programs provide a broad array of experiences which will prepare our students for graduation.

School for the Blind

The past year has seen the continuation of many programs and has been primarily a year for improvement of programs rather than implementation of new programs. As mentioned in the last biennial report, a wide array of service is provided through the School for the Blind and making these services of maximum benefit to the students, their parents, and the local communities of Idaho at the most economical cost is the next largest task faced by the School for the Blind. Thus, there have been no changes of major consequence.

The major evidence of growth and improvement has been the increased number of students receiving services in all phases of the services, the improvement of services in quality of materials and timeliness of delivery, and cooperation received from other agencies.

The population served by the School is of two categories:

1. Blind students are those whose visual condition prohibits them from reading the printed page, whether in regular size type of large type. They must depend on their other senses for learning. (All the usual adaptations involving the sense of touch (braille, typing, tactile stimulation) and hearing (tape recordings, recorded books, and other auditory stimulation.)
2. Partial sighted students are those who have visual impairments after the best possible correction is such that it interferes with efficient learning, but who can still use vision as their chief channel of learning if large print and/or other materials and services can be adapted to compensate for their visual impairment.

Additional handicaps may be present, but in order for the student to qualify for services provided by the programs for the school, the visual impairment must be present.

New Facilities

During fiscal 1975 the construction of a building designed to meet the needs of the educational programs for the blind was begun and completed. This building replaces a structure which had been in use since the School for the Deaf and Blind was moved to Gooding in 1919. The building was designed to accomplish three specific ends: (1) provide a resource center and storage facility for materials used across the state in the itinerant program; (2) provide the needed classroom space for the School for the Blind; and (3) provide a facility for deaf-blind, multihandicapped children. These aims were met by the design of the building, and students and staff look forward to enjoying the new facility.

Program Changes

Since the advent of preschool services and the itinerant programs throughout the state, more children with the potential to remain in the public school systems have been able to do so. This means that the School for the Blind on the Overton campus serves a higher percentage of children with less potential or who are handicapped to such an extent that they are unable to be served by the public school. In order to meet the needs of these children more effectively, a two-track system has been designed to meet the need of those who come for intensive services over a short period of time, and those who have additional handicaps.

This program provides for intensive service aimed at public school re-entry in one track and a prevocational training program for the more severely impaired.

Enrollment - Staff Changes

Enrollment figures in the four programs in the Sch[illegible] for the Blind show the school is serving an increasing number of students each year. The table shows that most of the students are being served in the local community. Reports from local districts, including teachers, administrators and students show that many of the students would be unable to progress without the services being provided. The enrollment figures for the past five years are shown in Table 1.

ENROLLMENT FIGURES FOR THE DEPARTMENT FOR THE BLIND

1970 - 1971

Program	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75
Residential	33	30	31	31	34	36
Itinerant	0	0	0	33	91	151
Deaf-blind	0	0	0	6	24	17
Early Childhood	0	0	2	0	42	33
Total	33	30	33	70	171	769

NUMBER OF STAFF SERVING IN THE DEPARTMENT FOR THE BLIND

1970 - 1975

Program	1969-70 E	1969-70 C	1970-71 E	1970-71 C	1971-72 E	1971-72 C	1972-73 E	1972-73 C	1973-74 E	1973-74 C	1974-75 E	1974-75 C
Residential	6	1	6	1	8	1	5	1	5	2	4	1
Itinerant							1	0	7	0	7	1
Deaf-blind							2	3	3	5	4	7
Early Childhood									2	0	3	1
Total	6	1	6	1	8	1	10	1	17	7	18	10

E=exempt (teachers) C=classified (secretaries and teacher aides)

As Table 1 and 2 show, the Department for the Blind has been able to develop and expand its programs to serve many more children with relatively few increases in staff members. This is even more significant when a better teacher student ratio exists for the more multihandicapped children in the deaf blind section.

Registration of Legally Blind Students

As of Jan. 1, 1974, 61 students were registered as "legally blind" with the American Printing House for the Blind for the purpose of the "Act to Promot the Education of the Blind." The school's quota as a result of registration under this act was 13,601.58 for the fiscal year of July 1, 1974 to June 30, 1975. In fiscal year 1974 the number was 59 and quota was approximately 373. The increased number registered indicates that more students are being located in the itinerant programs.

Professional Growth

During the 1974-75 school year staff members attended several workshops. Many of these were sponsored by the Regional Center for Deaf-Blind and the Early Childhood project. These included a workshop on learning disabilities, a recreation conference for deaf-blind, and a visit to the preschool program in Utah for the early childhood teacher.

Objectives of the School for the Deaf and the Blind

1. To inspire and help hearing and visually impaired children to achieve human relationships, attain economic efficiency and assume civic responsibility.
2. To provide quality services in all areas of education as outlined by the State Department of Education.
3. To provide the necessary educational, operational and maintenance equipment and materials to promote improvement and expansion as well as timely replacement of worn-out items.

4. To operate a residential school in Gooding to serve deaf, blind, and deaf-blind children.

5. To establish the residential school as an administration and resource center for all educational programs serving the hearing and visually impaired children in Idaho.

6. To continue to teach and improve the communication skills of deaf students throughout their school careers.

7. To teach braille to all students who are unable to read large print.

8. To teach blind students to become mobile and independent.

9. To provide instruction and counseling to hearing impaired and visually impaired children 0 - 6 years of age and their parents.

10. To use federal funds efficiently and effectively to promote expansion of services and initiate new educational programs for hearing and visually impaired children in Idaho.

11. To locate hearing and visually impaired children, 0 - 19 years of age, and determine which children qualify for service.

12. To improve and expand certain phases of the residential program for deaf and blind students.

13. To operate a statewide itinerant program to increase the achievement levels of visually handicapped children attending schools in their home communities.

14. To continue to provide a high quality educational program for deaf-blind children.

15. To improve and expand early childhood activities to hearing impaired and visually impaired children, 0 - 6 years of age and their parents on a statewide basis.

16. To operate a statewide regional preschool program for the hearing impaired in the following areas: Boise, Idaho Falls, Lewiston and Coeur d'Alene.

17. To prepare hearing impaired students for transition into public school programs at the state residential school.

SIGNIFICANT DEVELOPMENTS AND GOALS OF

INSTITUTIONS AND DIVISIONS

IDAHO STATE LIBRARY

Major Accomplishments

Improved library services statewide, through careful use of state and federal funds and with major reliance on local initiative, continued to be the thrust of the State Library program in FY 1975.

Four new library districts were established -- in the greater Meridian area, Eastern Owyhee County, Rockland School District, and the Northside District in [illegible] County. Total population of these new districts is [illegible] and establishment grants of 50 cents per capita were provided to these new libraries.

In order to provide an intermediate level of assistance to every local library, and to provide some equalization of library services for citizens far from a major city, state grants of [illegible] per capita and federal grants of [illegible] cents per capita were made to the six regional library systems.

Virtually every Idaho public library board joined the regional system serving its area early in FY 1975, after the Regional Library System Act of 1974 became operational. Headquarters libraries for the systems are Coeur d'Alene Public, Lewiston/Nez Perce County, Boise Public, Twin Falls Public, Pocatello/Portneuf District and Idaho Falls Public. Chief librarians of the named libraries serve as system administrators. Each member public library board names one trustee to the regional board, with libraries serving more than 10,000 population naming two trustees. These system boards set the policies, adopt the budgets, and work together for improved library service in a region.

Direct services of the State Library are provided for officials and employees of the State of Idaho, and FY 1975 brought an increased use of the library's reference materials and staff. Approximately 4,000 new books are purchased annually. Federal documents are received through our status as a partial depository library, and state documents are kept in master files and distributed to Idaho academic and larger public libraries.

Continued progress was made in the microfilming of old Idaho newspapers, with this project supported by Library Services and Construction Act Title III "Interlibrary Cooperation" funds. Two hundred fifty to 300 reels of microfilm are being produced annually, which represent an average of 300 "newspaper years." It is expected the project will be completed, with all papers current, by [illegible]. Copies of the microfilm are purchased and retained by the University of Idaho, Idaho State University, and the Historical Society, as well as by some local public libraries which are interested in area newspapers.

The largest group of Idaho citizens receiving direct library service from the State Library are the blind and physically handicapped. When this new program began in July of [illegible] the State Library of Idaho received the names of [illegible] active borrowers from the Utah State Library. By the end of that year the number had grown to [illegible], and by the end of FY [illegible] borrowers totaled [illegible]. Circulation of materials to patrons averages [illegible] items per patron per year, with additional materials received direct from makers of Talking Book discs or cassettes. Especially active readers want as many as [illegible] books per week, plus one or more magazines.

In order to meet the demand for textbooks for college students, and books about Idaho and the Northwest for readers of all ages, a statewide corps of volunteer recorders has been recruited by the State Library. In FY [illegible] more than [illegible] volunteers recorded materials ranging from a [illegible] pamphlet to a difficult college textbook, with [illegible] items completed.

The State Library also serves as a back-up resource for all public libraries across Idaho, providing them films, reference and interlibrary loan services on subjects from taxidermy to geothermal power. Materials are lent to such state institutions as the penitentiary and state hospitals, and such ethnic groups as the Fort Hall Indians and the Caldwell Labor Camp Migrants.

Federal funds for Library Construction, LSCA Title II, were not received in FY [illegible], but a most welcome supplemental [illegible] appropriation by the [illegible] Idaho Legislature enabled the State Library Board to provide matching grants for library construction projects at [illegible], [illegible], Owyhee County, Mountain Home, Camas County, Bear Lake County, Cambridge, Eastern Owyhee County and the Northside District in Shoshone County. In the [illegible] years since federal funds for library construction were first appropriated, Idaho has