

Kansas 4-H Journal

February

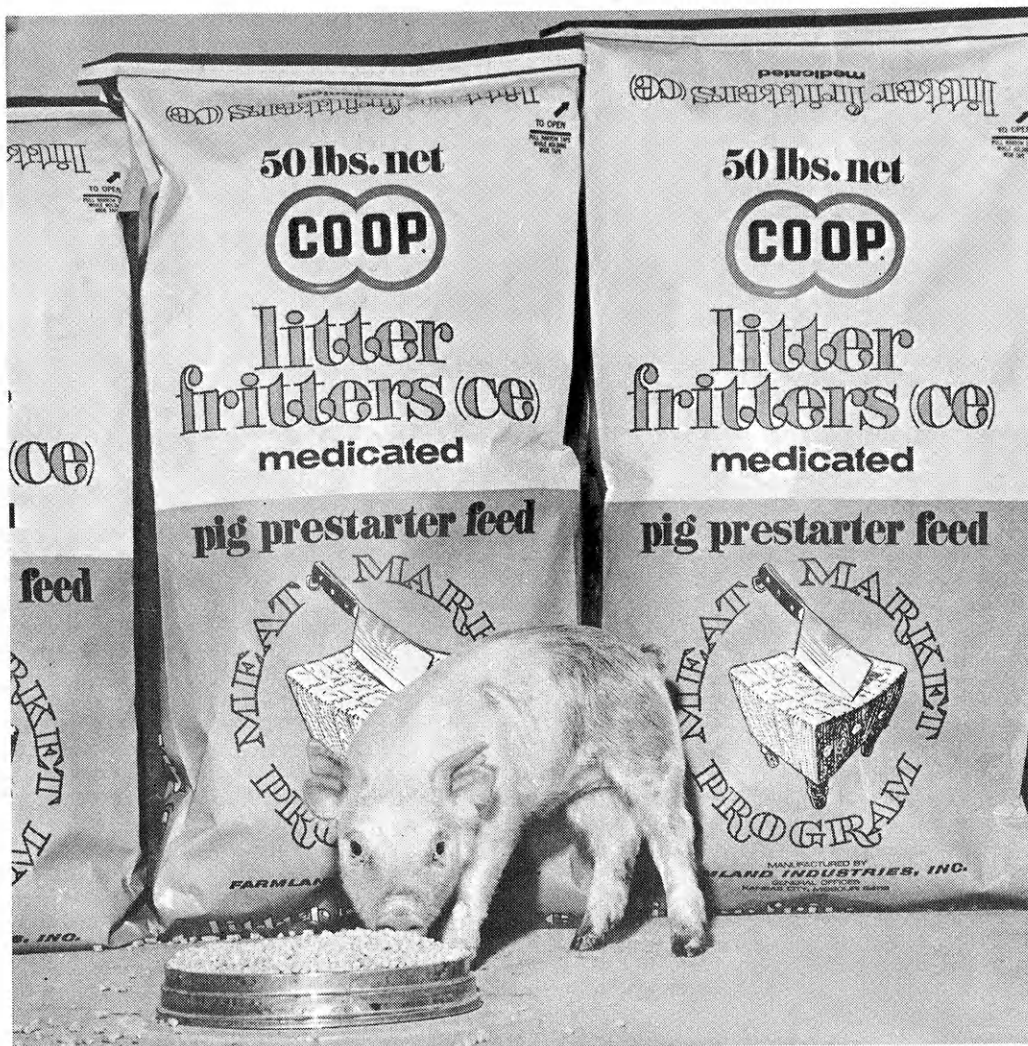
1974

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We should be educated with the knowledge of how to use the whole of oneself. Too many persons use but one or two faculties out of the score with which they are endowed. We must not make the mistake that education is all learning; it is the exercise and development of the powers of the mind; and the two great methods by which this end may be accomplished are in the halls of learning, and in the battles of every day living.

In order to be satisfied and successful, you must have a purpose in life, with goals and a sense of direction.



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Kansas 4-H Journal is published monthly by
KANSAS 4-H FOUNDATION, INC.

Merle Eystone Executive Director
William Riley Jr. Associate Director
J. Harold Johnson Field Representative
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Second Class Postage Paid at Manhattan, Kansas, and
additional mailing offices. Return Form 3579 to Kansas 4-H
Journal, Manhattan, Kansas 66506.

This issue 60 cents each

Advertising rates and circulation data on request.
Group subscriptions \$1.40 per year. Individual sub-
scription \$2.15 per year. Single copy 30 cents.

Use of the 4-H name and symbol approved by the
Secretary of Agriculture of the United States, January
23, 1951, under the provisions of the laws as reenacted
by Sec. 707 of the Act of June 25, 1948 Public Law
No. 772 80th Congress (10 USC 797).

Doors to the future—your future. What will open the door to the future you want?

The life ahead for each person is different, because his interests, abilities, and goals are different from anyone else's interests, abilities, and goals. Each must find the key to the future that's right for him.

Lots of work has to be done in the United States, and about 85,500,000 people are doing it, working at about 35,000 occupations. With so many choices, how do you narrow them down to one to fit your own abilities and interests?

Your interests and greatest opportunities may lie close to you, in the family business or family farm. Sometimes great pride and satisfaction can come from carrying on, and developing further, the family traditions in farm or business. Or perhaps your father or mother enjoys an occupation so much, you couldn't think of being anything else.

Or new horizons may beckon you. You may know what you want to do and you may be able to begin work as soon as high school is over, or soon after with on the job training or a course at a specialized school. Or you may choose training in one of the occupations in which courses are offered in Kansas area vocational-technical schools.

A community college near your home may offer the opportunity for further study that's right for you. Fewer than one-fifth of the jobs in Kansas require a college degree, but if your goal is to work in one of these occupations, then four years of college study is for you. Perhaps you are already planning not only for college but for graduate work as well.

Some young people in their late teens may not know what they want to do; they may need some growing up time before they are able to make a decision as to the field of work for them. If this describes you, a year or so of work, a general course in college, a tour of duty in the Armed Forces may help you to mature and give you insight both into yourself and the opportunities open to you.

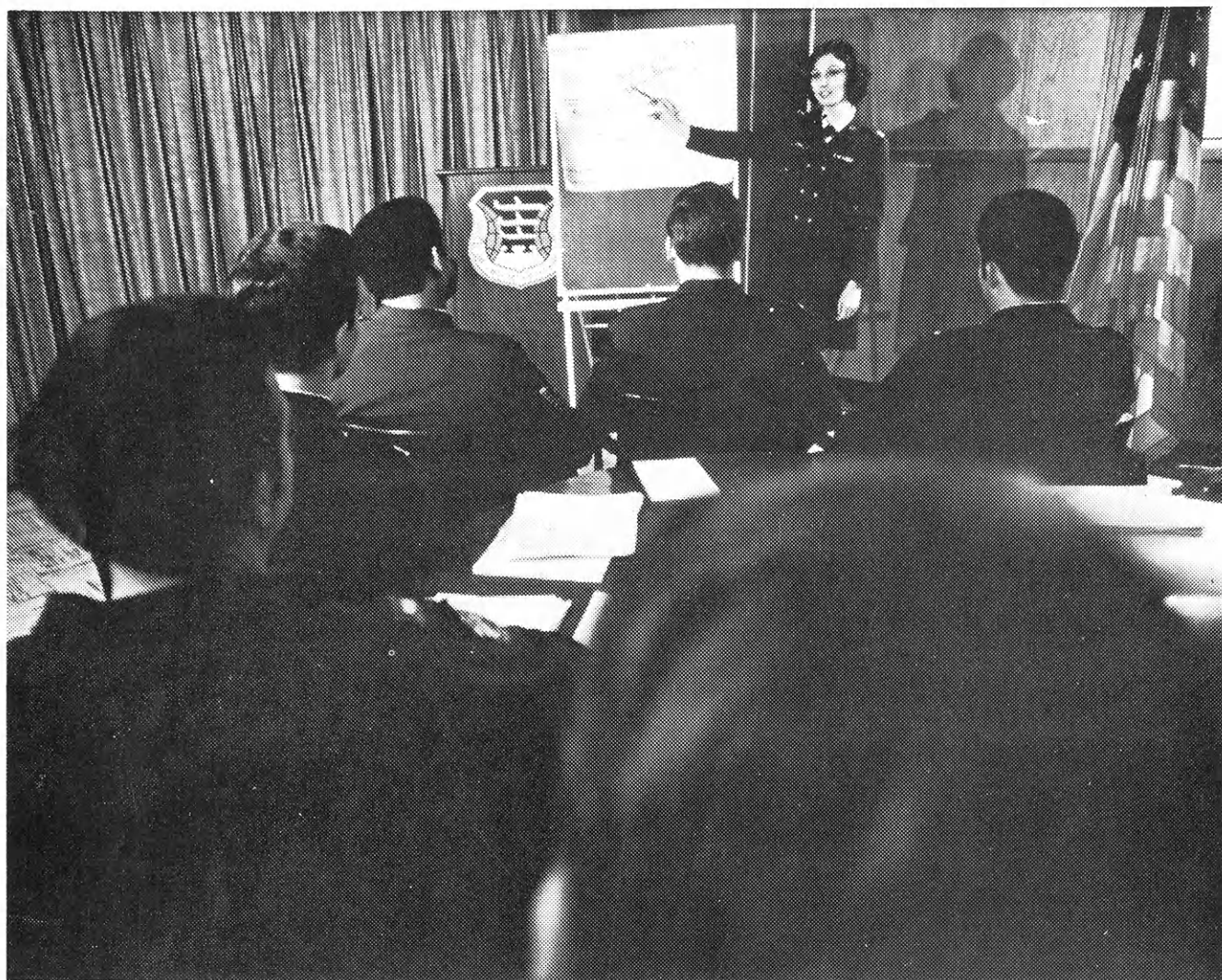
Whatever unlocks the door to your future, be open to change and keep on growing and learning. Remember that your character and integrity are even more important than your specific choice of an occupation.



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And remember, in the Air Force, you'll be looked up to as well as at.

Choosing a career style

By Margery A. Neely, Ph.D.
Extension Service, KSU

Students are sometimes chucked under the chin by adults who tease, "and what are you going to be when you grow up?" The student, who wants to please, begins at an early age to feel he must make a single choice.

People in the field of career education now recognize that forcing a single choice is not in a person's best interests. The best goal is to learn how to make a decision. This decision may indeed be related to a career. Most decisions are related somehow, in fact, to the career. But being forced to single out one job (career) is a bit absurd in a world of 20,000 possible occupations.

Decisions are made by use of three types of information and sometimes also lead to an action. The three types of information that a person needs are: definition of the problem, description of alternatives, and probability of certain consequences.

Consequences are sometimes so difficult to estimate that people fear to make a decision. (If this inability flows throughout the person's personality, we say he is wishy-washy. Sometimes the person is so afraid to revise his decisions, he becomes rigid, up-tight, and inflexible.)

Every decision is made only at a certain point of time. Time and the decision itself influence later decisions. The consequences that a

person can anticipate are those that seem in the long run to be consistent with his life values. The **alternatives** are all the ideas that occur—flippant, practical, creative, secure—all these types of alternatives need to be brought in for consideration. There usually is not a single right decision. The situation and probability of getting action and spin-off results must be weighed against each other. **Definition** of the problem means "being able to state the problem."

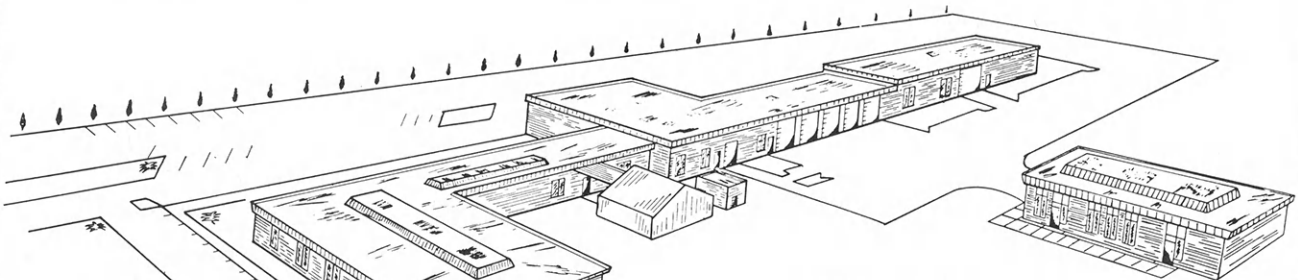
Decisions of all types do contribute to the career life-style that is valued. Decisions **will** be made, and if the person is consciously deciding, he is exerting control over his own life. Decision-making skill should be developed and practiced. Each person should be an "actor," not a "re-actor" to decisions.

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AUTOMOTIVE MACHINE SHOP	1080	9
BRICKLAYING	1080	9
CARPENTRY AND CABINETMAKING	1320	11
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Kansas Area Vocational-Technical Schools

Cowley County Community Junior College,
AVTS Division

Director—Tony Buffo
125 South Second Street
Arkansas City, Kansas 67005

Northeast Kansas Area Voc.-Tech. School

Director—Melvern Deckard
Sixth and Atchison, Box 277
Atchison, Kansas 66002

North Central Kansas Area Voc.-Tech. School

Director—Bob Severance
Box 626, 114 North Hershey
Beloit, Kansas 67420

Southeast Kansas Area Voc.-Tech. School

Director—George Varley
Administration Center
McFarland Trade School
Coffeyville, Kansas 67337

Southwest Kansas Area Voc.-Tech. School

Director—Eddie Estes
1000 Second Avenue, Box 1324
Dodge City, Kansas 67801

Flint Hills Area Voc.-Tech. School

Director—Richard Metcalf
3015 West 18th Avenue, Box 1105
Emporia, Kansas 66801

Northwest Kansas Area Voc.-Tech. School

Director—Larry Keirns
Box 269
Goodland, Kansas 67735

Kansas City Area Voc.-Tech. School

Director—Harry Falgren
2220 North 59th Street
Kansas City, Kansas 66104

Liberal Area Voc.-Tech. School

Director—Clovis Weatherford
Box 949
Liberal, Kansas 67901

Manhattan Area Voc.-Tech. School

Director—Darrell Brensing
3136 Dickens Avenue
Manhattan, Kansas 66502

Central Kansas Area Voc.-Tech. School

Director—Dale Brooks
218 East Seventh, Box 545
Newton, Kansas 67114

Salina Area Voc.-Tech. School

Director—Eugene Lundgrin
Building 658, Salina Airport Industrial Center
Salina, Kansas 67401

Kaw Area Voc.-Tech. School

Director—Roy Berry
5724 Huntoon
Topeka, Kansas 66604

Wichita Area Voc.-Tech. School

Director—Richard Ladd
301 S. Grove
Wichita, Kansas 67211

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The Southeast Kansas School of Farm and Ranch Management offers a two year program with an optional third year. Each year is a complete course of study. The student may elect to attend either one, two or three years. The length of program that the student selects depends on the degree of specialization that the student wishes to obtain. The school recommends that students select at least a two year program.

School facilities include a complete farm production unit of 875 acres plus equipment and livestock. If you are interested in a professional career in farm and ranch management, you should investigate this program.

Other programs available through the S.E.K. Area Vocational-Technical School include: Machine Shop, Auto Mechanics, Drafting, Printing, Electronics, Business, Cosmetology, Licensed Practical Nursing, and Farm Power Mechanics.

FOR FURTHER INFORMATION WRITE:
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COFFEYVILLE, KANSAS 67337

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General Clerical	Secretarial

For Additional Information Send
Your Name & Address on a card to

NWKAVTS, Box 668, Goodland, Ks. 67735

Vo-tech schools train youth for employment

Not something less than academic education—just something else. This is the way training at Kansas' 14 area vocational-technical schools has been described. The 14 schools, listed on page 6, offer training in more than 100 occupations. From agribusiness technology to welding

technician, all are occupations providing jobs in Kansas.

In fact, a characteristic of vo-tech graduates is their high degree of employability. For example, 97 per cent of the 1972 graduates of the Manhattan area vo-tech school are employed, 94 per cent of them

in Kansas. Other vo-tech schools have similar high employment rates for graduates; for example, the agribusiness program at Cowley County Community College and Vocational-Technical School has 100 per cent placement for its graduates in its 7 years of existence.

Courses fall into six categories: agriculture related, distributive, health, home economics, office occupations, and the largest group, trade and industrial.

Different schools offer different courses. Auto mechanics is the only course taught at all 14 schools, while about half of the courses are taught at one school only.

For a list of available courses, ask your high school counselor or write to the Director of Area Vocational - Technical Schools, Division of Vocational Education, State Department of Education, 120 East Tenth Street, Topeka, Kansas 66612.

The student's home school district pays tuition at any of the Kansas area schools. The student is responsible for costs of books, tools, fees, and his own living expenses.

"Both from the viewpoint of the student and the state's taxpayers, vo-tech schools bring a quick return on investment," Darrell Brensing, director of the Manhattan Area Vocational-Technical School, commented. "From the student's point of view, he spends probably nine months of his life in class, and learns a skill which will provide him a way of earning a living. From the taxpayers' viewpoint, the system provides opportunities for an important segment of the population to soon become employable, most of them here in Kansas."

A graph of employment by occupational areas shows that craftsmen and technicians make up 25 per cent of the labor force. Nineteen per cent work in distribution, including salespersons, transportation workers, and truck drivers, and 15 per cent do clerical office work.

Service workers comprise 13 per cent of those employed, while professions requiring a college degree make up another 13 per cent. Nine per cent are employed on farms, with 5 per cent remaining in other occupations.

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Farm Equipment Mechanics
Heavy Equipment Operation
Practical Nursing
Production Agriculture
Welding

For information, write the NCK Vo-Tech School, Beloit, Kansas.

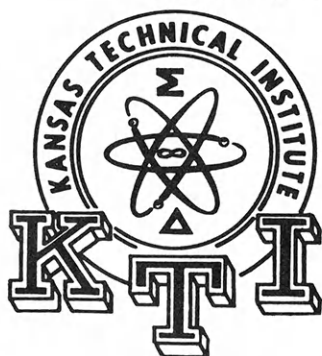
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PROGRAMS IN: Auto Mechanics, Welding, Machine Shop, Electrical, Radio and TV Repair, Practical Nursing, Cosmetology, Distributive Occupations, Managerial Distributive, Home Economics Wage Earning, Agri-Business, Agri-Technical, Clerk-Typist, Office Clerical, Stenographic, Secretarial, Truck Driving (21 years old).

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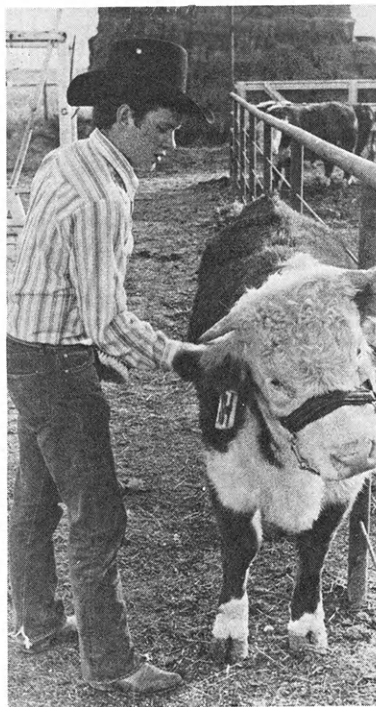
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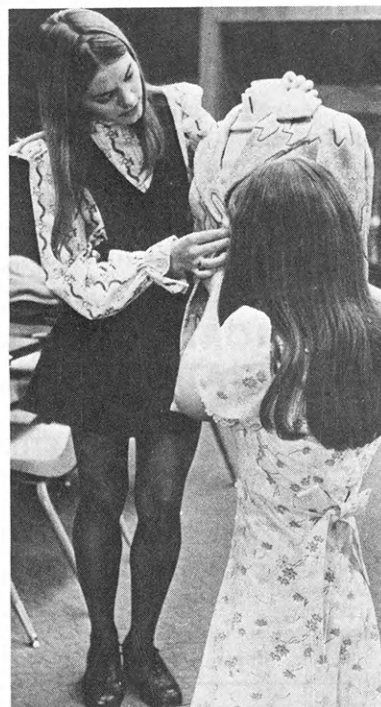
For Information Contact:
Director of Admissions
Kansas Technical Institute
Salina, Kansas 67401
PHONE (913) 825-0275



Aline Nelson, Goodland sophomore, demonstrates Christmas cookery for a special night course at CCC.



Nick Wells, Liberal freshman, fits a helper on the college farm for the National Western Livestock Show.



Patsy Zillinger, Phillipsburg freshman, helps Dorothy Gatlin with a clothing project.

We've Got Collegiate 4-H

The newest Collegiate 4-H club on a Kansas college campus, the club offers its members a chance to continue their activities in 4-H. Students consult with 4-H leaders in local communities and offer assistance when asked. Most of the members come from the ag curriculum of the college.

Like to work with horses? Like to judge livestock? Want to find employment in two years or transfer

to a four-year college or university? We can give you the opportunity at Colby Community College. A brood mare band has been started at the college for practical usage in the new horsemanship program. The championship livestock judging team is the pride of the college. And our graduates either find employment or transfer with a good background of practical knowledge.

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For more information, write:
Mr. Robert Burnett
Dean of Admissions
1255 South Range
Colby, Kansas 67701

Colby Community College
1255 S. Range Colby, Ks. 67701 (913) 462-3984

"It serves a community of people"

Dr. Edmund Gleazer has been president of the American Association of Community and Junior Colleges since 1958. Previously he served as president of Graceland College, Lamoni, Iowa. He has written two books, **This is the Community College** and **Project Focus: A Forecast Study of Community Colleges**.

In 1970 Dr. Gleazer was instrumental in planning and organizing the first International Assembly on the Junior College. He surveyed dependent schools in military installations in Japan, Okinawa, and Korea in 1962 as chairman of the Defense Advisory Committee on Education in the Armed Forces. In 1961 he was a member of the United States Technical Education delegation to the U.S.S.R.

By Dr. Edmund J. Gleazer, Jr.
President

American Association of
Community and Junior Colleges

"What are the advantages of attending a junior college?"

That is the question posed by the editors of **Kansas 4-H Journal**. There are some obvious answers—but first it might be useful to



try and define briefly what is meant by the term junior college. To start, there may be something misleading about the term itself.

More and more, as in the state of Kansas, "junior" has been supplanted by "community." Because that's what this kind of institution is all about. It serves a community of people—and is junior to no other

type of educational institution. Even where the term junior college is used, it is more often than not synonymous with community college. So, for the sake of clarity, perhaps it is possible to refer to this type of institution as the community/junior college.

Today, there are about 1,140 such institutions enrolling some three million students. In several states, more than half of all people attending college are in these colleges. Most of them are there because the community/junior college provides a viable alternative to traditional, conventional four-year colleges and universities.

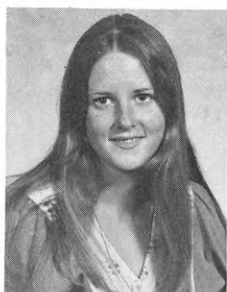
Time Magazine in a recent issue perhaps pinpointed what this institution is all about. Reporting on Triton College, a community college in Illinois, the magazine noted:

"Local taxpayers provide a third of Triton's funding (with tuition and state and federal aid making up the balance). For their money, the citizens of district 504 get a college that is everything they never thought a college could be: cheap, accessible and extraordinarily responsive to their specific needs. One out of every 10 district residents has taken courses inside Triton's modern brick-and-glass buildings, which are open from 6:30 in the morning until 10 at night."

While economic factors, coupled with the geographic accessibility of these "commuter" colleges, are very practical advantages, it is the matter of "responsiveness to individual needs" that make the institutions particularly appealing at a time when attitudes toward living and the world of work are changing. Not only does the community/junior college offer an alternative to the traditional college as an institution, but it offers a variety of educational and career options once the student is there.

There are literally scores of educational programs leading to rewarding technical and semiprofessional careers in a variety of fields. With growing shortages of manpower in health care, for example, community colleges are gearing up to provide training for nurses, dental technicians, hospital aides, ambulance technicians, hospital and

(Continued on page 11)



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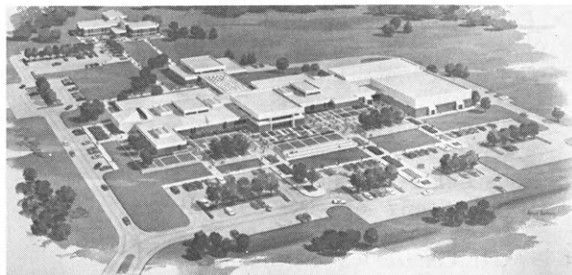
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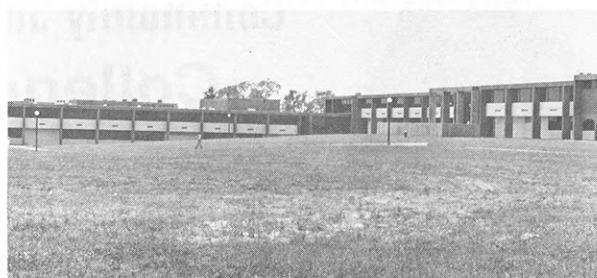
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Kansas City Kansas Community
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7250 State Ave. 66112 Phone (913) 334-1100

Community colleges

(Continued from page 9)

doctors' office personnel. Agriculture, growing more complex, requires supervisory personnel, machine technologists, agri-business personnel, and the like.

Business and industry increasingly look to the two-year colleges to provide the early training and education for technologists to assist the scientists and engineers, supervisory personnel who will eventually climb to management positions. Concern with the environment has led to the development of new technical jobs and upgrading of others dealing with conservation of resources and abatement of pollution.

Surveys have shown that in recent years young people with technical and semiprofessional training under their belts had more job choices than did those completing baccalaureate and degree programs.

It should be noted, however, that the community/junior colleges do offer the first two years of a traditional four-year college education. And today most universities are glad to accept transfers from two-year colleges.

Time mentioned two other conditions, or advantages, that are appealing. It is less expensive, in most cases, to attend a community/junior college. Tuition costs average around \$350 a year across the country, and most of the colleges offer various kinds of student financial aid. And the colleges are designed to serve given population areas,

(Continued on page 26)



EARNING WHILE LEARNING

LOW EXPENSES

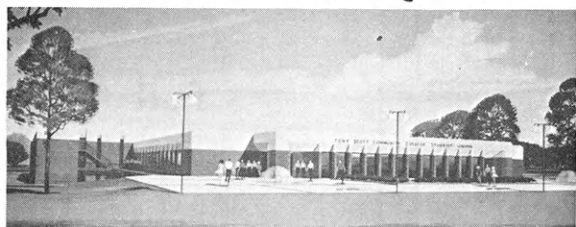
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Fort Scott Community Junior College

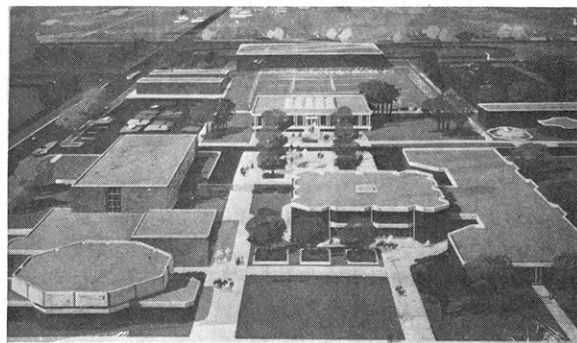


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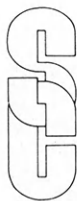
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By Grady O. Batten
Director of Public Relations
Baker University

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It is very important, then, that youth continue to develop their minds above and beyond what is normally required or expected. Beyond high school. Through college. And, for that matter, it is imperative that all of us participate in continuing education beyond even our college years. It is a must if we are to continue to produce generations of quality human beings, minds, and spirit which are able to cope with and conquer current problems of environment and society and make the world a better place for tomorrow.

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(Continued on page 14)

Church-related college

(Continued from page 13)

One of the goals of the church-related college is to blend the intellect with the spirit. . . to develop a personal value system. . . to expand one's sensitivity to human need. . . to prepare students to face and evaluate real life situations and be able to offer solutions that are workable and morally and ethically acceptable.

A story comes to mind of Erasmus, when queried by a critic con-

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See listing page 22

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cerning the scholarly approach to the study of the Bible, who said, "People say to me: How can scholarly knowledge facilitate the understanding of Holy Scripture? My answer is: How does ignorance contribute to it?"

The aim of most church-related colleges is to provide a dynamic community for liberal arts learning

and personal growth, with special emphasis on the discovery and application of Christian values. Such a community should foster critical thinking, decision making, increased sensitivity and perceptiveness, and motivation to action in areas of vocational, professional, personal, and social concern. The commitment of most church-related colleges is to learning and teaching in situations where a continuing search for understanding and productive experience becomes a way of life.

"Four years, and sometimes

longer, is a long time for a young person to spend under the influence of faculty, administration, and the entire university community," said Dr. Neal Malicky, Acting President of Baker University. "We must begin to educate our students, to influence them, with the 'whole person' in mind. There is a great need today for capable leaders who can be trusted, for minds that are clear and sound and dependable, for people who help set things right. Church-related colleges can offer that 'something extra' that is not to be found just anywhere."

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See Listing Page 18

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Engineering—a challenging profession

By N. T. Veatch, Consultant
Black & Veatch, Consulting Engineers

Engineering has great influence on the lives of everyone. Engineering involves almost everything that we use, eat, or drink. Machines and equipment used in processing material and in making our clothes, household furniture, and everything else in the home reflect some sort of engineering. This is also true of all foods, as engineering has been involved in their production and processing. From a single farm well to systems supplying cities of all sizes, the development of water supplies all required engineering. The pump in the well, equipment used in drilling, equipment and structures involved in a large water supply have all involved engineering design.

Other examples are farm machinery, buildings, roads, drainage, bridges, electric power systems, lighting, heating and cooling systems, appliances, and waste disposal both liquid and solid. Everything not in its natural state has involved engineering design. Then obtaining coal and metals from the earth and grain and vegetables from plants or the ground, requires machinery for mining, planting, and harvesting, so in fact everything we have has been touched by some engineer's handiwork.

Engineering has been practiced since the beginning of civilization, witness: the pyramids and temples of Egypt and the Roman aqueducts and roads. Engineering at that time was based on knowledge of what had been done in the past, and did not have the benefit of scientific research that it has now. The combining of engineering judgment with technological advances has enabled engineers to design more economically and make results of their work more efficient and, more importantly, available to more people due to reduced cost.

Engineering is not an exact science. A capable engineer combines his technical ability with his experience, his knowledge of what others have done, especially the advances in technology that are taking place constantly. Perhaps a clearer statement would be that mathematics is an exact science, whereas en-

gineering combines technology with experience and judgment. The engineer first assembles all physical information having a bearing on the particular problem, then makes a thorough study of how similar problems have been solved in the past, and then applies technical knowledge and engineering judgment to developing the best design.

Engineers contribute to society by providing new and better things to serve it. This is why the profession is such a challenge and so rewarding. Good engineering must also include good economics, as the best design is usually the one that provides a sound solution at the least cost. Low cost alone should not be controlling, as the soundness of the design must be the first consideration. Often there are several possible solutions to a particular problem, in which case cost can and should be controlling.

Engineering has many branches

The engineering profession has become highly specialized both as to education as well as in practice. Some of the major branches are aerospace, agricultural, ceramic, chemical, civil, electrical, industrial, mechanical, metallurgical, mining, nuclear, and petroleum.

Civil engineering is the oldest of the group, the term having been used to differentiate those engaged in civil work from the military. The branches or disciplines mentioned above are the result of greater specialization, aerospace being one of the latest.

Engineers should have the same characteristics as those in other professions. Most important are honesty, integrity, and willingness to work and learn not only in school but through adult life. It is also necessary that the engineer be able to work with others and be able to express himself easily, both orally and in writing. Anyone can become proficient in these last two traits by really trying to do so; in fact, everyone should try to develop them, as they are vitally needed in every walk of life.

Curiosity and imagination are also important traits for an engineer to have. Curiosity as to how and why things work and why they were

designed as they were; and imagination in order to be able to develop a mental picture of whatever is being designed, and to be able to transfer it to a detailed drawing or a finished product. Creative ability, versatility, and adaptability are also very important.

In all branches of engineering, an aptitude for mathematics and an active interest in science are most desirable. Here again, everyone can get a good grasp of both, if a real effort is made. You, no doubt, will become enthusiastic about both if you are serious about becoming an engineer.

What does an engineer do? With good technical training and a reasonable amount of practical experience, an engineer finds many opportunities to develop interesting and satisfying careers. An engineer finds himself involved in the conception and design of many projects. Also it is important that he spend a reasonable amount of time in inspecting and supervising the construction of such projects. There is a great demand for technically trained engineers. Independent organizations, usually called consultants, ranging in size from small groups practicing in one category to very large firms equipped to handle problems involving many disciplines, are constantly looking for personnel. Also, many large corporations maintain their own engineering departments, usually made up of engineers from all of the major disciplines, such as civil, mechanical, electrical, etc. The federal, state, and local governments are large employers of engineers. Many other opportunities are open, such as construction, sales, research and development, and a most important one, teaching.

How does one become an engineer? The first thing, of course, is to make up one's mind that he wants to be one; then must follow a period of schooling which should even start during high school as careful selection of courses there will help during college or university training. A degree of at least a Bachelor of Science from an accredited engineering school is desirable, as those without will have to make a

(Continued on page 20)

KANSAS TWO-YEAR COLLEGES

Public Community Junior Colleges

	Location	(Equated Full-Time) Enrollment	Room & Board Per Sem.	Tuition Per Sem. (Kans. Res.)	On Campus Housing Capacity	WRITE FOR INFORMATION TO
Allen County Community Jr. College	Iola	450	\$8 credit hr.	\$330	96	Registrar, Allen County Community Jr. College, 1801 N. Cottonwood, Iola, Kans. 66749.
Barton County Community Jr. College	Great Bend	735	\$10 sem. hr.	\$450		Director of Admissions, Barton County Comm. Jr. College, Great Bend, Kans. 67530.
Butler County Community Jr. College	El Dorado	1,126	\$7 sem. hr.	\$400	56 men	Director of Admissions, Butler County Community Jr. College, El Dorado, Kans. 67042.
Cloud County Community College	Concordia	550	\$7 hour	\$400	56 women	J. W. Carlson, Dir. of Admissions, Cloud County Community College, Concordia, Kans. 66901.
Coffeyville Community Jr. College	Coffeyville	580	\$8 credit hr.	\$400	80 women	Director of Admissions, Coffeyville Community Jr. College, Coffeyville, Kans. 67337.
Colby Community College	Colby	706	\$12 credit hr.	\$450	36 men	Robert Burnett, Dean of Admissions and Registrar, Colby Community College, Colby, Kans. 67701.
Cowley County Community College & Vocational-Technical School	Arkansas City	608	\$7 credit hr.	\$400	88 women	W. S. Scott, Adm. Asst. and Registrar, Cowley County Community College, Arkansas City, Kans. 67005.
Dodge City Community College	Dodge City	791	\$8 credit hr.	\$490	28 men	V. James Sherer, Director of Admissions and Records, Dodge City Community College, Dodge City, Kans. 67801.
Fort Scott Community Jr. College	Fort Scott	486	\$7 hour	\$420	23 women	Registrar, Fort Scott Community Jr. College, 2108 S. Horton, Fort Scott, Kans. 66701.
Garden City Community Jr. College	Garden City	767	\$7 hour	\$475	50 men	Registrar, Garden City Community Jr. College, Garden City, Kans. 67846.
Highland Community Jr. College	Highland	475	\$8 credit hr.	\$425	60 men	Douglas L. Fitch, Dean of Student Affairs, Highland Community Jr. College, Highland, Kans. 66035.
Hutchinson Community Jr. College	Hutchinson	1,876	\$7 credit hr.	\$370	62 women	Miss Reba Anderson, Dean of Admissions and Rec- ords, Hutchinson Community Jr. College, Hutchin- son, Kans. 67501.
Independence Community Jr. College	Independence	495	\$7 credit hr.		110 men	Director of Admissions, Independence Community Jr. College, Independence, Kans. 67301.
Johnson County Community College	Overland Park	2,643	\$12 credit hr.		90 women	Director of Admissions, Johnson County Community College, 111th & Quivira Rd., Overland Park, Kans. 66210.
Kansas City Kansas Community Jr. College	Kansas City	2,228	\$10 sem. hr.		40 men	Director of Admissions and Registrar, Kansas City, Kans. Community Jr. College, 7250 State Ave., Kans. City, Kans. 66112.
Labette Community Jr. College	Parsons	423	\$7 sem. hr.	\$375-\$400	40 women	Labette Community Jr. College, 200 South 14th St., Parsons, Kans. 67357.
Neosho County Community Jr. College	Chanute	379	\$8 credit hr.		48 men	Joseph B. Smith, Director of Admissions, Neosho County Comm. Jr. College, Chanute, Kans. 66720.
Pratt Community Jr. College	Pratt	402	\$8 credit hr.	\$425	48 women	Director of Admissions, Pratt Community Jr. Col- lege, Pratt, Kans. 67124.
Seward County Community Jr. College	Liberal	450	\$7 credit hr.	\$400	48 men	Dean of Student Services, Seward County College, Liberal, Kans. 67901.

Private Two-Year Colleges

Central College	McPherson	200	\$500	\$475	225	Director of Admissions, Central College, McPherson, Kans. 67460.
Donnelly College	Kansas City, Ks.	305	\$18 sem. hr.			Donnelly College, 1236 Sandusky, Kans. City, Kans. 66102.
Hesston College	Hesston	485	\$700	\$487.50	425	Student Services Department, Hesston College, Hes- ton, Kans. 67062.
St. John's College	Winfield	325	\$425-\$475	\$472	350	Wallace Behrhorst, Director of Admissions, St. John's College, Winfield, Kans. 67156.

State Technical Institutes

Kansas Technical Institute	Salina	195	\$135	\$420	400	Director of Admissions, Kansas Technical Institute, Salina, Kans. 67401.
Vocational Technical Institute (Kansas State College of Pittsburg)	Pittsburg	300	\$195	\$435	1,280	Leland D. Boone, Director, Vocational Technical Institute, Kans. State College of Pittsburg, Pittsburg.

Kansas Four-Year Colleges

School	Location	(Equated Full-Time) Enrollment	Type	Affiliation	Accreditation
Baker University	Baldwin	738	Coed	Methodist	Kansas State Department of Public Instruction; Nat'l. Council for Accred. of Teacher Education; University Senate of the Methodist Church; American Assoc. of Univ. Women*
Benedictine College	Atchison	1,060	Coed	Catholic	Nat'l. Council for Accred. of Teacher Education; State Dept. of Public Instruction; Nat'l. Association of Schools of Music; Nat'l. Catholic Education Association*
Bethany College	Lindsborg	737	Coed	Lutheran	Kansas State Department of Public Instruction; North Central Regional Assn.; NCATE*
Bethel College	North Newton	533	Coed	Mennonite	Kansas State Department of Public Instruction; AAUW; North Central Regional Association*
Fort Hays Kansas State College	Hays	4,504	Coed	State	State Dept. of Public Instr.; Kans. State Board of Nursing, Amer. Assn. of Colleges for Teacher Ed.; Nat'l. Assn. of Bus. Training Insts.; Nat'l. Council for Accred. of Teacher Ed.; Nat'l. Assn. of Schs. of Music; AAUW; North Cen. Regional Assn.; Council of Grad. Schs.; Agency Mem. of Nat'l. League of Nursing*
Friends University	Wichita	802	Coed	Soc. of Friends	Nat'l. Council for Accred. of Teacher Education; Nat'l. Association of Schools of Music*
Kansas Newman College	Wichita	478	Coed	Catholic	Kansas State Department of Public Instruction; National Catholic Educational Assoc.*
Kansas State College of Pittsburg	Pittsburg	4,763	Coed	State	Nat'l. Council for Accred. of Teacher Education; Nat'l. Association of Schools of Music; Nat'l. University Extension Association; American Association of Colleges for Teacher Education; American Chemical Society*
Kansas State Teachers College	Emporia	5,525	Coed	State	Nat'l. Council for Accred. of Teacher Education; Nat'l. Library Association; Nat'l. Association of Schools of Music*
Kansas State University	Manhattan	15,157	Coed	State	Professional Accred.; Arch.; Chem.; Engineering; Journalism; Music; Veterinary Medicine; Nat'l. Council for Accred. of Teacher Education*
Kansas Wesleyan	Salina	491	Coed	Methodist	University Senate of the Methodist Church; AAUW; Kansas State Dept. of Education; North Central Regional Assn.*
Marymount College	Salina	608	Coed	Catholic	Nat'l. Council for Accred. of Teacher Education; Nat'l. League for Nursing; Nat'l. Assn. of Schools of Music*
McPherson College	McPherson	469	Coed	Brethren	Kansas State Department of Education; Kansas Assn. of Colleges and Universities; North Central Regional Assn.*
Mid-America Nazarene College	Olathe	773	Coed	Nazarene	Kansas State Department of Education Recognized Candidate Status*
Ottawa University	Ottawa	652	Coed	Baptist	Kansas State Dept. of Public Instr.; American Baptist University*
Saint Mary College	Leavenworth	450	Women	Catholic	Nat'l. Council for Accred. of Teacher Education; Nat'l. Association of Schools of Music; AAUW and Kans. State Dept. of Education*
Saint Mary of the Plains College	Dodge City	413	Coed	Catholic	Kansas State Department of Public Instruction; Nat'l. Association of Schools of Music; Nat'l. Council for Accred. of Teacher Education*
Southwestern College	Winfield	637	Coed	Methodist	Kansas State Department of Public Instruction; Nat'l. Association of Schools of Music*
Sterling College	Sterling	487	Coed	Presbyterian	Kansas State Department of Public Instruction; American Association of University Women*
Tabor College	Hillsboro	500	Coed	Mennonite Brethren	Nat'l. Association of Schools of Music; Kansas State Department of Public Instruction*
University of Kansas	Lawrence	18,241	Coed	State	Professional Accred.; Arch.; Art; Business; Chem.; Engineering; Journalism; Law; Medical Technology; Medicine; Music; Nursing; Occupational Therapy; Pharmacy; Physical Therapy; Psychology; Social Work; Speech Pathology and Audiology; Teacher Education*
Washburn University	Topeka	3,878	Coed	Municipal	Nat'l. Council for Accred. Teacher Education; Association of American Law Schools; American Bar Association; American Association of Univ. Women; Nat'l. Ass'n. of Schools of Music*
Wichita State University	Wichita	10,088	Coed	State	Nat'l. Council for Accred. Teacher Education; Nat'l. Association of Schools of Music; Engineers; Council for Professional Development; American Chemical Society Committee for the Professional Training of Chemists*

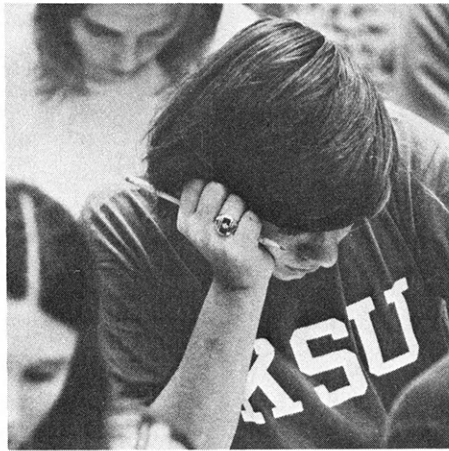
* Is accredited by North Central Association of Colleges and Secondary Schools.

Tuition Per Sem.	Room & Board Per Sem. (in residence halls)	Estimated total yearly cost for a student (including tuition, room & board, books, supplies & personal expenses)	On Campus Housing Capacity	SCHOLARSHIPS		WRITE FOR INFORMATION TO
				No.	Average Amount	
\$800	\$525	\$2690	800 (includes fraternity and sorority houses)	250	\$500 (renewable for 4 yrs.)	Director of Admission, Baker University, Baldwin City, Kan- sas 66006.
350	525	3200	1,153	235	\$700 (renewable for 4 yrs.)	Benedictine College, Director of Admissions, North Campus, Atchison, Kans. 66002.
760	492	2505	640	200	\$400	Director of Admissions, Bethany College, Lindsborg 67456.
2.50	475	2980	620	251	\$311	Office of Admissions, Bethel College, North Newton 67117.
188.50 PER Building Fee	362—425 (includes 10, 15 or 20 meal plan)	2000	1,712	400	\$300	Registrar and Director of Ad- missions, Fort Hays Kansas State College, Hays 67601.
475 per quarter	375 per quarter	2610	188	150	\$300	Office of Admissions, Friends University, Wichita 67213.
650	470	2820	276	145	\$400 (per year)	Director of Admissions, Kansas Newman College, Wichita, Kan- sas 67213.
195	†425—475 \$25 application fee non-refundable	1900—2000	1,600	353	\$225	Office of Admissions, Kansas State College of Pittsburg, Pittsburg 66762.
197	455	1925	2,150	435	\$250	Office of Admissions, Kansas State Teachers College, Em- poria, Kansas 66801.
263	480	2250	5,000	780	\$320	Dean of Admissions and Rec- ords, Kansas State University Manhattan 66506.
918 (Guaranteed Tuition)	514	3260	600	105	\$425 (per year)	Director of Admissions, Kansas Wesleyan, Salina 67401.
800	525	3025	350	150	\$500	Admissions Director, Mary- mount College, Salina 67401.
812.50 Room for 15 hrs. Board	150—225 303.50	2500—3000	479	Unrestricted number available, up to \$750 per year.		Director of Admission, McPherson College, McPherson 67460.
630	487	2400	751	200	\$200	Director of Admissions, Mid- America Nazarene College, Box 1776, Olathe, Kansas 66061.
1058	455	3100	768	many available	\$400	Office of Admissions, Ottawa University, Ottawa 66067.
575	440	2670	450	70	\$400	Director of Admissions, Saint Mary College, Leavenworth 66048.
700	475	2350	420	185	\$275 renewable each semester	Director of Admissions, Saint Mary of the Plains College, Dodge City 67801.
750	421	2700	565	544	\$450	Director of Admissions, South- western College, Winfield 67156.
800	500	2900	575	150	\$500 (renewable for 4 yrs.)	Director of Admissions, Sterling College, Sterling 67579.
700	450	2500	400	145	\$300	Director of Admissions, Tabor College, Hillsboro, Kansas. 67063.
277	500	2100	5,200	1,650	\$400	Office of Admissions and Rec- ords, University of Kansas, Lawrence, Kansas 66045.
5 per credit hour \$9 activity fee sem. plus \$1.50 or. univ. fee	595	2000	339	500	\$300	Registrar and Director of Ad- missions, Washburn University, Topeka 66621.
260 (5 hour load)	475	1900	391	522	\$275	Director of Admissions, Wichita State Univ., Wichita 67208.

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Engineering

(Continued from page 17)

much more difficult and time-consuming effort. There are good engineers who are not graduates,

but they might be better engineers had they gone on to graduate. Many graduates with Bachelor of Science degrees are going on to a master's degree, and some even to that of

doctor. It is desirable to earn these higher degrees, if one's circumstances permit, but a most satisfying career is possible without them. To

(Continued on page 22)

New dimensions in careers in home economics

By Jean Reehling,
Assistant Dean of Home Economics,
Kansas State University,
and Dr. Doretta Hoffman,
Dean of Home Economics, KSU

"What can I do if I major in home economics?" is often asked by students making career decisions. Rather than raising that question, we encourage them to ask, "What can't I do if I major in home economics?" A graduate can approach the future with this type of confidence because of the preparation and knowledge gained in a university home economics program of study.

For years there was little consideration of what a home economist would do after graduation. People automatically assumed that all home economics majors were girls and they would use their home economics education to enhance their role as wife and homemaker within their own family unit. Those days are history! No longer is home economics just for GIRLS, and no longer do they confine their knowledge and skills to just their own family unit. Home economics has become a full-fledged professional field, and the graduates, both male and female, are called upon by society to help meet the challenge of better understanding of people and the environment in which they live. Home economists provide knowledge and service so people can help themselves as they work toward an improved life. This broad and encompassing function of the home economics profession is the reason you may hear a newspaper reporter, a social worker, a dietitian, and a fashion or interior designer proudly say, "Yes, I was a home economics major."

The flexible and innovative nature of the home economics profession adapts to changing needs and

challenges in society. The high school home economics teacher and county extension home economist continue to be a vital force in their communities. Along with these more familiar employment positions, consider those that have developed as a reflection of recent societal changes. Banks and financial establishments are hiring graduates for their knowledge of consumer affairs and ability to assist families with financial counseling. The number of public and private nursery schools and day-care centers is increasing as more and more women enter the labor force and need adequate child care. This societal trend has increased demand for the home economics graduate who has studied the development of young children. Social service agencies such as community recreation centers, social welfare, juvenile courts, churches, adoption agencies, and both state and federal government programs are a source of employment for home economics graduates who have learned to apply the social sciences to real home and family life situations.

Man's new awareness of his food and nutritional needs has created wide opportunities for graduates who have studied this vital segment of home economics. Public health and community nutrition education programs are being developed both in this country and abroad. Hospitals continue to be a major source of employment for the graduate dietitian; in addition, institutional food services in business, public schools, colleges and universities are requesting more professionals to work in this fast-growing industry.

Home economics graduates who are inspired by competition and who thrive on innovation will have success in the business world. Their expertise in areas such as food, fashion, housing, textile fabrics, design, home furnishings, or household appliances adds a dimension to their qualifications that other graduates do not possess. Since many of the major industries in our economy deal with products used in the home, the person who has a broad liberal education, including business courses along with a home economics specialty, has

the winning combination in competition in the job market. Traditional positions of lifetime standing are still available such as test-kitchen worker, foods and equipment demonstrator, or fashion buyer. Today we encourage our graduates to consider positions in marketing, management, sales, personnel, and public relations with industrial firms dealing in products or services related to the home. Other areas in the business field we suggest our graduates consider as possible sources of employment are with real estate brokerage firms, insurance companies, nursing home and retirement village administration, apartment complex management, and governmental agencies dealing with food and product safety. Home economics graduates who have studied housing, financial management, foods, the family life cycle, or textiles are in an excellent position to make a genuine contribution to some of these more non-traditional home economics careers.

Have you heard of home economists going on to study to be a medical doctor or a lawyer? Yes, it has happened, and the pattern will be more common in the future. Colleges of medicine and law are on the lookout for talented people from different backgrounds. What better preparation is there for serving people than a degree in home economics—along with the M.D. or law degree?

Career possibilities that are widely different from those ordinarily considered the province of home economics have been emphasized in this article. The importance of the educated home economist who is a full-time homemaker cannot be overlooked. Her contributions to the community and the family do not result in monetary return but are essential to the viability of society. Enrichment of numerous lives results from volunteer services through church, school, and political organizations.

Modern careers in home economics have a new dimension and extend the important service aspect of the profession. Home economics is a dynamic field, ever changing with the needs of society. It's a wonderful field in which to work.

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Engineering

(Continued from page 20)

obtain a degree from an accredited engineering school will cost a sizeable amount of money, but if a good grasp of the courses studied is acquired, the investment will prove to be the best one ever made.

Many engineers, as well as those in other college courses, have worked their way through school. Some schools offer alternate terms of study with periods of employment which make it possible to get necessary financing. The only objection is the extra time required. Also, there are literally hundreds of scholarships and student loan possibilities available to deserving high school students. Every effort should be made to excel in high school courses, so that scholarships may become available for college or university.

Select accredited school

Select an accredited engineering school for a well-rounded technical education. To become accredited, a school must be examined by a board of examiners, made up of outstanding authorities in engineering edu-

cation, appointed by Engineers' Council for Professional Development. Accreditation by this group is a guarantee of quality in engineering education. After a school has been selected, write for a catalogue and information regarding housing, living costs, etc., which will give you a definite idea of what to expect. A brief trip to the school for an interview is also helpful.

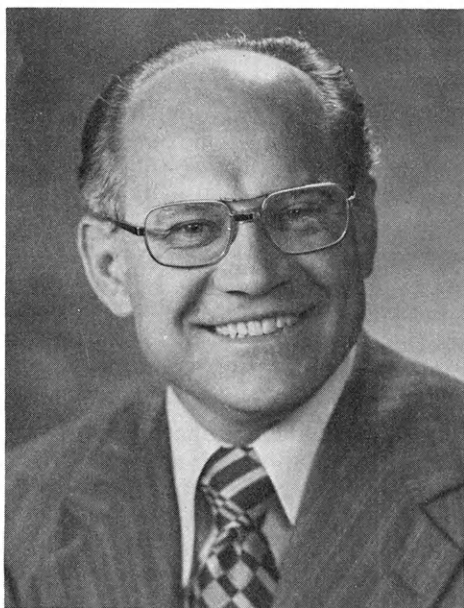
When must one decide what branch of engineering he wants to pursue? The student has time to make up his mind, as in the first two years at most engineering schools one studies mainly fundamental courses leading to all degrees, such as mathematics, English, one or more foreign languages, physical sciences, humanities, and social sciences.

What does an engineering career mean materially? In all lines of endeavor there will always be varying degrees of success, and the engineering profession is no exception. However, as in all professions, there is in addition to at least average or better financial return, a very deep satisfaction of doing something that is creative, and of knowing that the effort put forth is

for the betterment of society. This is true as an engineer is always working on such things as improving farm equipment, farm practices, more and better water supplies, better household appliances, more and better lighting and power facilities, better roads, etc. In fact, anything that is used has been developed and improved by application of engineering skills.

Actual remuneration for engineers is generally equal to that in other professional endeavors. In fact, a well trained engineer can probably do better initially than persons in most other professions. One other practical asset to an engineering education is that it fits one for many openings, not strictly in engineering lines. The experience gained in constantly selecting solutions for problems which often involve expenditure of vast sums of money develops administrative ability. As a result, heads of many large corporations were trained as engineers.

The profession of engineering has played, and is playing, a very important role in our daily lives. There is no question about the challenge and the opportunities it offers.



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A handwritten signature in cursive script that reads "Archie R. Dykes".

Chancellor



THE UNIVERSITY OF KANSAS / LAWRENCE CAMPUS

The days when a typical journalism school graduate expected to begin his career by pounding out general news items for a local newspaper have passed.

Today only 29 per cent of the 1972 journalism school graduates responding to a survey reported they had started work on newspapers.

A person considering a journalism career today has dozens of options: opportunities in fields other than newspapers have multiplied, and newspaper coverage has expanded to include opportunities for journalists with specialized interests.

The explosion of knowledge and the development of new methods of communication have made the journalist's job more demanding and more exciting, according to professional journalists.

Such fields as education, broadcasting, public relations, and advertising require qualified journalists. College curriculums are now designed to produce graduates skilled in the basic communication skills of journalism, plus the specialized knowledge necessary in their particular field.

Specialization has also come to

Many options for persons in journalism

By Don Levy
Graduate Student
University of Kansas

news writing. Writers with interests in such areas as sports, business, agriculture, fashion, politics, science, home economics, music, and art are needed to satisfy the public's increased appetite for specialized information.

For example, an increased demand for agricultural writers comes from not only large papers but from small, "community" newspapers and specialized agricultural magazines.

These community newspapers and specialized magazines offer great opportunities for journalism graduates. They are expanding fields which need new talent.

In the past, community newspapers were not considered as exciting as larger metropolitan newspapers by journalism students.

Today, many journalism graduates say they enjoy the variety found in a job on a community newspaper. They are able to perform jobs encompassing the entire newspaper operation: from typesetting to reporting and photography, for example.

Many jobs are available for qualified high school year book and newspaper advisers. Most journalism schools offer a course for high school journalism teachers and year book sponsors.

Opportunities in journalism have opened for women and minority group members, according to a report published by the Newspaper Fund, a non-profit organization devoted to attracting young persons to a career in journalism.

As many women as men were hired by daily newspapers in 1972, the report says, even though male graduates outnumbered women graduates three to two.

Because of the great demand for qualified minority journalists, many newspapers say they would like to hire a minority group member, but they cannot find one.

However, a journalism career isn't for everyone, according to Edward Bassett, dean of the William Allen White School of Journalism and Public Information, University of Kansas.

"A good journalist is created from a special mold," he says.

Bassett described a good journalist as an individual with honest skepticism, the ability to work extremely hard, and the fortitude to take abuse.

"A good journalist," another professor wrote, "has something to say and knows how to say it."

Most employers agree. And increasing numbers of employers believe prospective journalists learn how to say it in a journalism school or department.

A college degree is necessary for almost all journalism careers, employers say. A lot of technical journalism information can be absorbed on the job; however, the broad background necessary to communicate effectively in today's society can be gained only through a college education, they say.

To provide this background most journalism schools will not allow a journalism major to take more than one-fourth of his courses in the school of journalism.

(Continued on page 26)

How About The Newspaper Business?

If you are thinking about following a business or professional career, why not spend an hour visiting with your home town editor and learn about the possibilities in journalism?

The newspaper business offers an opportunity for a most interesting and rewarding life for the young man or woman who has a broad educational background, a liking for people, courage, and a desire to have an active part in the American way of life.

A good newspaper man has the satisfaction of knowing that he is helping others to a better life. He remembers that "The People Have The Right to Know" and, that there is no better way to have a well informed Democracy than through the printed word.

Before you make up your mind on your life's work, please think seriously about journalism. Thousands have found it a most enjoyable and rewarding career. Maybe you?

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Military opportunities for education

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You can learn all of these skills free and can save an estimated \$10,000 to \$20,000 in educational expenses normally required for advanced professional schooling.

In fact, you'll get paid while learning. How? By joining one of the nation's Armed Forces, all of which are looking for bright, motivated young men and women to join their ranks.

In the Marine Corps, for example, high school graduates can expect to receive some of the finest training in the world. The training is a challenge and it leads to rapid advancement opportunities.

The training, in just about every field imaginable, will also lead to relevant jobs in civilian life. Here's a sampling of the many training and

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PERSONNEL ADMINISTRATION: You'll be trained to perform duties involving the classification and assignment of personnel. Computers are extensively used in this field.

INFANTRY SPECIALIST: You'll train as an infantry unit leader or as an anti-tank assault man and maybe even go "airborne." If you're qualified, you'll be sent to specialized schools learning additional skills such as underwater swimming, parachute jumping, and the maintenance of the latest sophisticated weapons.

PLUMBING AND REFRIGERATION MECHANIC: The best instructors in the world will teach you how to install, operate, and maintain plumbing, heating, sewage, fumigation-bath, and water equipment systems, as well as work on the most modern refrigeration and air-conditioning equipment available.

JOURNALISM AND PUBLIC RELATIONS: You'll train to publish weekly and daily newspapers, produce radio and television programs, and write production reports and magazine articles.

CONSTRUCTION EQUIPMENT: If you like the heavy equipment field, you'll train as a construction engineer, metal worker, carpenter, welder, or demolition expert.

FOOD SERVICE SPECIALIST: Some of the world's finest food experts will pass on their cooking knowledge to you in the Armed Forces—including nutrition and menu planning—along with how to conduct the inspection and storage of food. Your training will also include the planning of formal and informal dinners and how to feed large groups of people.

FIELD ARTILLERY: As a member of an artillery team, you'll learn the firing and maintenance of

the 155mm Howitzer and 175mm gun and train to plot the control of artillery fire. This fast-moving exciting field includes studying surveying, electronics, and mathematics.

Hundreds of other rewarding career training opportunities are available in the Marine Corps and the other armed services. Recruiters are always glad to provide you with additional information.

Incidentally, many national educators state that young military veterans who attend college have a higher-than-average success ratio. This is because veterans are well-rounded, highly-motivated, and disciplined individuals who "crack-down" on their studies.

The monthly G.I. Bill allowance provided to all armed services veterans begins at \$220 a month for single veterans. This tax-free allotment helps ease the financial hardships incurred while attending college, and is increased accordingly if the veteran is married and has additional dependents.

(Continued on page 26)

successful 4-h men and women are willing to learn, and can think for themselves. that fits the new navy, too.

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For those who want to launch their military and university careers at the same time, the Armed Forces provide a variety of programs to selected enlisted personnel to attend college on a full-time basis while still receiving their regular pay and allowances. The cost of matriculation, books, and materials are also included, and some individuals receive commissions as second lieutenants upon graduation.

Drop in and talk to the armed services recruiter near you about your specific interests. He'll have a program designed especially for you.

Community colleges

(Continued from page 11)

which means that students can live at home. A high percentage of community/junior college students are able to hold down part-time jobs, as well, because of the flexible schedules that the colleges maintain (most are open from early morning to late evenings; some even operate 24 hours a day).

There are other advantages. Community/junior college faculty are expected to teach, to devote their time to student needs, rather than do research. The colleges offer extensive counseling programs to help young people decide what they want to do in college, and later in life, and to assist them with financial and other personal problems. The colleges are student-centered.

In short, the community college offers Americans a choice and a chance. Its doors are open to all. Its offerings are geared to individual needs. It is "community."

Journalism


(Continued from page 23)

Courses in English, speech, mathematics, western civilization, humanities, social sciences, laboratory sciences, and a foreign language are required for a journalism degree at the University of Kansas.

Many journalism schools offer a program in which students may earn college credits while working on a newspaper, in a broadcast studio, or with public relations firms.

However, the single most important qualification for journalism was brought into focus by a broadcast executive describing the qualities he looked for in a prospective employee: "Most of all, an inquiring mind."

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Careers in politics

By Wayne Angell
Professor of Economics
Ottawa University

Millions of American youth in each generation are attracted by the promise or at least the possibility of a career in politics. A large proportion of the leaders esteemed by our educational system are political figures. Abraham Lincoln, Martin Luther King, George Washington, John Kennedy, Carry Nation, Theodore Roosevelt, Thomas Jefferson, and even characters like Benjamin Franklin have been the principal folk heroes of our youth.

Careers in politics are quite different from other careers. First, politics is the part-time business of all citizens and the full-time business of several million who in one way or another are principally involved in developing, proposing, and administering public policies.

Second, careers in politics are differentiated by the kinds of offices and by the professional skills required. A career in politics may center on gaining an elected office, being appointed to an administrative policymaking position, working full-time in a political party, influencing policy decisions by representing business, labor, or other interest groups, or using the mass media to alter public opinion and change the political outcome.

There is power and prestige connected with elected office. There is pleasure in dealing with people and challenge in dealing with problems and issues. On the other hand, politics is a highly competitive vocation. There are those who are waiting to take advantage of mistakes by giving them widespread publicity. Many persons and groups who stand to lose or gain by your decisions and actions will use techniques of persuasion that are ethically unacceptable to the elected official and to his constituents. Politicians must be prepared to deal with all kinds of people, often those they do not respect. Finally, elections are uncertain; you can easily lose your job.

Considering these advantages and disadvantages of elected office, millions of U.S. citizens become candidates for office. From candidates for President to candidates for 25,000 elected county offices, for school boards in 50,000 school districts, for thousands of elected city offices, governorships and other elected offices in 50 states, to candidates for the 535 Congressional seats, there is ample opportunity for

one-half million people to throw their hats in the ring.

In addition to those elected in general elections, there are over one-half million Democrat and Republican precinct committeemen and precinct committeewomen elected in primaries in 130,000 election precincts. Both major political parties are similar in their organizations and functions: officers are elected by county and ward precinct committees; by Congressional, district, and state caucuses, including elections of national committeemen and national committeewomen who comprise the national party organization. Competition for all the party offices as well as all the public offices would require at least one and one-half million candidates in every four year period.

Approximately 150,000 administrative policymaking positions are filled by persons selected and appointed by elected officials. These positions are politically sensitive posts that reflect directly on the program and promises of the elected officials making the appointments. The President of the United States selects and appoints 2,000 persons, 500 of which fill highly important political posts. Congressmen appoint over 3,000 persons to their offices to enable them to respond to constituents. Governors of the 50 states make appointments to over 25,000 positions. Another 100,000 persons are appointed as assistants and deputies by the 25,000 elected county officials. In addition, cities, townships, and school boards select and appoint thousands of persons.

The number of elected and appointed public officials are dwarfed by the millions of persons who comprise the federal and state civil service. Even though most of the 2,600,000 Federal civil service workers are not in policy making posi-

tions, the merit system organization of civil service produces a dominion of influence and power. Appointed directors and deputies would be ineffective in developing and using their potential power without an effective liaison with the upper echelons of civil service administrators.

While politics may first be seen as an opportunity to be elected, to be appointed, or to work for a political party, careers in politics are best approached by acquiring the professional skills most apt to be in demand in future government organizations. Professionals are in demand in the political arena because of the critical difference made by their skills and disciplines. Persons may choose from many disciplines the kind of professional skills and qualifications which will be their ticket to careers in politics. This does not mean that there are no common personal qualifications for careers in politics.

Politics, first of all, requires an extraordinary degree of public trust earned only by the integrity of all who participate. The essential lesson of the Watergate episode is that public distrust can quickly replace public trust and this distrust is remedied only by office holders who avoid all appearance of evil in both public and private lives. Persons of mediocre integrity are not suitable for the trust relationships required by the political process of democracy.

Second, political careers work to the public good only if each participant has a sincere public interest purpose. Political careers are most apt to corrupt persons who have chosen politics for selfish reasons. A career in politics should be a crusade for the kind of society worthy of the politician's investment.

Third, the purposeful, crusading politician needs to counterbalance personal drive with patience and a sense of humor. Politicians should not take themselves too seriously.

Fourth, political careers are for the courageous. In a democracy, political debate must be open to the public. Public debate is facilitated by persons who are willing to take a definitive position in public; persons who can accept the possibility of critical comment of colleagues and of the press. Too often political careers are handicapped by politicians being afraid to be wrong.

(Continued on page 30)

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A continuing career in graphic arts

By David G. Vequist, Ph.D.
Chairman, Department of Printing
Kansas State College of Pittsburg

The most rapidly changing industry today is printing. In the past decade it has become a sophisticated, technically oriented business dependent on an increasing army of educated people.

As printing plants change into corporate reproduction systems, the demand for technicians increases. Automation and the computer create a need for more knowledge even with less experience.

The technological shift to lighter and cleaner work has increased the number of women in printing by 35 per cent in the past five years.

The graphic arts industry is composed of several main branches. The first branch includes people who are primarily interested in the nature and appearance of communication; that is writers, photographers, production personnel, commercial and graphic artists, publishers, and related occupations. Broadly, these people are called communicators.

Material and graphic equipment suppliers make up another important area.

The final division contains all the skilled persons in printing and related industries who convert the materials (pictures and words) furnished by the communicators into the final printed product.

The techniques and innovations in photography, electronics, and

data processing have merged to become the basis of modern reproduction processes in printing. An intensive background in graphic arts is necessary to understand, operate, and supervise modern processes that change paper into graphic communication.

The printing industry is made up of three kinds of trained people. On one level are business professionals with college degrees in printing management. The technologists on a similar level are the broadly skilled group who convert and relate technical innovations into graphic production processes. Printing production relies on tradesmen, skilled and trained in specific areas, such as presswork and phototypesetting.

Careful and thorough preparation is necessary to enter today's graphic arts industry. Intensive trade training at a vocational school can prepare for entry into one of more than 50 of the printing trades.

The technologists and managers prepare for their profession through advanced educational programs in printing. The technologist is knowledgeable in all of the printing processes and can interrelate their functions within the production system. Printing management is the supervision of graphic arts procedures through business administrative methods.

The rewards of an education in printing are evident. This industry, which is the nation's fifth largest,

has an average growth of 15 per cent per year. It records the highest average pay per worker of the industrial group. Its methods and techniques are changing so rapidly, an unprecedented demand is continually created for newer skills.

When preparing for either the trade, technology, or management levels, the student must learn in depth the skills and technical knowledge of modern printing. Only a few college programs have sufficient courses and instructors to adequately prepare technologists and managers.

Comprehensive college programs have a core of general education, basic and advanced courses in all common printing processes, specialized managerial courses, and related technical courses. The printing major will contain over 50 semester credit hours in a comprehensive program. A college graduate program should be available to provide additional education, research facilities, and advanced technology in graphic arts.

Student backgrounds in art, business, electronics, photography, and printing are especially useful as a training basis for a career in the graphic arts.

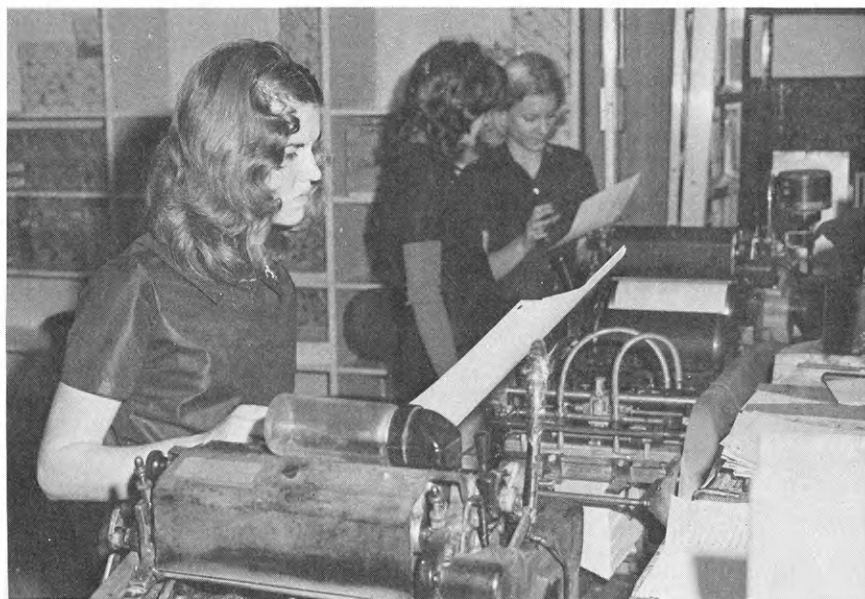
Printing offers a continuing career for people who want to develop their own future.

Careers in politics

(Continued from page 27)

Politicians are not so worried about being wrong if others are also wrong. Hence, the supposedly safe way is to follow the crowd.

The final need in political life is to attract persons who are continually developing in knowledge, judgment, and maturity. There is a need for preparation for public life. Even though we sometimes look for youth with fresh ideas, with new approaches and freedom from the scars of long political conflict, we may be discovering the blessing of maturity. Political careers may well continue to be second or third careers following successful learning and development of professional competence.



In the printing department, students operate offset duplicators.

Recreation— a growing field

By Don Lindley, D. Ed.
Coordinator of Recreation
Kansas State University

If you are interested in a profession which involves people and leadership, consider recreation. The diversity of recreation opportunities in Kansas will be described in five categories: public, military, voluntary, institutional, and commercial.

PUBLIC: In Kansas more than 30 cities and towns have full-time recreation departments. These public services are geared to meet the recreation and leisure needs of the citizens in the local community, whether they be children, youth, adults, or senior adults. In many of these public agencies, the recreation leader may work with specific programs such as arts and crafts, music and dance, in addition to sports and games. Or the person in recreation may work with groups in the community such as senior adults, youth, or children.

MILITARY: Opportunities exist at large military bases where recreation is a vital part of life in the armed services. As a recreation specialist, one may be in charge of a service club, youth program, arts

and crafts workshop, or one of a myriad other programs.

Recreation personnel in military hospitals work through the American Red Cross to serve the sick and wounded with a variety of specialized recreation programs.

VOLUNTARY: Kansas communities are served by voluntary agencies with programs in recreation focused on the youth, families, and adults in the community. Recreation specialists may be involved with such agencies as Boy Scouts, Girl Scouts, and Campfire Girls where leaders recruit, train, and develop volunteers to operate troops, packs, or whatever units are found in the agency.

The YMCA, YWCA, Boys Clubs, Girls Clubs, and other agencies are involved in services for recreation and leisure time. The director may be in charge of a day or resident camp, physical or aquatic programs, dance, youth club work, or crafts.

INSTITUTIONAL: The recreational programs carried on in hospitals, in institutions for the mentally ill or retarded or physically handicapped, and in correctional institutions require broad skills and a knowledge base in the recreational field. Kansas has been noted for its recreational programs in hospitals such as the Menninger Foundation Clinic, veterans hospitals, state hospitals, and, more recently, in correctional agencies.

New in providing specialized services to special populations are the community comprehensive programs, through which trained persons develop individual programs in recreation.



COMMERCIAL: Opportunities with franchised enterprises continue to grow. The professional in recreation has become a part of this growing field by organizing these endeavors. The commercial field has need for providing a quality recreational experience. These varied enterprises range from resident and trail camps to overnight camp facilities, ski and swim lodges to tennis complexes, as well as golfing, bowling, dancing, and skating establishments.

As a recreation major, you should choose one or two of the categories described above to explore in your career program. Possibly, for instance, you are interested in public and commercial. Then you will want to work in this type of setting during the summer. During the academic part of the year, you will study topics in your field plus the general education requirements of your university. You will have experiences in leadership, program development, and in organizing a group. The major is geared to develop a pattern of leadership which includes understanding others and motivating self and others in leisure settings.

Some academic programs include an internship with a recreation agency. This phase will sharpen your skills in the day to day situations with participants in the agency program. You will be supervised, counseled, and given many experiences to provide you with a solid background in the recreation career. You may be involved in recruiting and training volunteers for the agency; or conducting varied programs for the ill and handicapped; or surveying a community to start a new program; or initiating a new activity with older persons.

If you think a career in recreation is for you, then ask yourself these questions: Do I like to work with people? Am I a self starter? Am I service oriented? Am I ready for new challenges?

If you answer "Yes" to these questions, then investigate recreation as a career, the career of the future.



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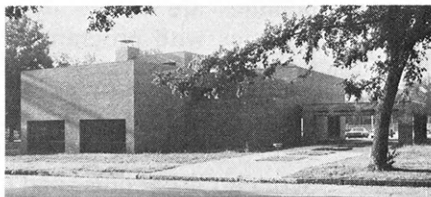
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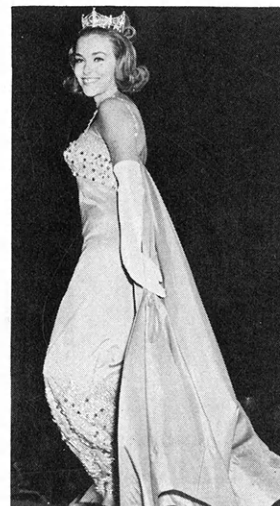
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Janet Service is an elementary school teacher at Mound Valley, Unified School District 506 in Labette County. Janet was named the 1973 Kansas Teacher of the Year.

Teaching as a career

By Janet Service
1973 Kansas Teacher of the Year

I am pleased to have this opportunity to share with you my enthusiasm for teaching.

In 1952 I began my teaching career. At that time I was a little shaky and unsure of myself and my responsibilities. The demands were great and I discovered that the textbooks in college didn't teach all one needs to know in order to become an effective teacher. I wasn't a straight A student, but I was soon to realize that the person with the best grades doesn't always make the best teacher.

I found that teaching is a learning process from the time one starts till the time one retires. The best teacher is constantly learning from his daily contact with the lives he teaches. I am thankful for the pupils I have had that taught me this.

What constitutes an effective teacher? I believe love for mankind is the first prerequisite. What does love have to do with teaching? I feel this is the basic ingredient in building a rapport with students. Genuine concern and understanding is necessary if constructive learning is to take place.

An effective teacher will earn the love and respect of his students by following the Golden Rule. Youngsters need as much love, patience, and respect as adults do. They want someone to care about them. They want a chance to be themselves. They want to feel they have something to give to the world around them. A good teacher can help his students achieve these goals.

Quality teaching goes far beyond imparting knowledge about the 3-R's. Teaching, like any profession, involves a wide variety of activities.

The basic curriculum must be supplemented by the teacher using his creative ability to inspire stu-

dents to use their creative ability. This will create a desire to learn as well as making learning fun.

For instance, a teacher teaching natural science may want to suggest a pet show, or for that matter it could be a culminating activity resulting from poems read in English. Many of these activities are instigated by the students.

A good teacher will pounce on every opportunity to create a learning situation—whether it be watching a spider spinning a web or looking at the first crocus in bloom.

Effective teachers create a wholesome atmosphere — with fairness being shown by the teacher to all students.

If you have the ability to be creative and impart knowledge so that others will enjoy it, then you may want to consider teaching as a career.

What about formal requirements for teaching? A teacher must have a state certificate before he can teach in most public schools in the United States. Various types of teaching positions require different certificates.

Most states require elementary and high school teachers to have a college degree. States issue certificates after successful completion of college programs that have been approved by the state departments of education.

In order to renew a teaching certificate in Kansas, a teacher must acquire an additional eight hours of college credit every five years. The various states have different requirements for renewal of certificates. These may be obtained by writing the State Board of Education at the state's Capitol.

There are some disadvantages to teaching as there are in any profession.

The salary scale for teachers is below most other professions. However, most states have taken a great stride toward improving teacher salaries.

Grading papers, keeping records, and guiding extracurricular activities will require a lot of extra time.

Crowded classrooms and inadequate equipment can also be discouraging.

Noting the disadvantages, let's consider the advantages.

The hours in class time generally run from 8 a.m. to 4 p.m. five days a week, 180 days a year.

The association with fellow

teachers and parents is most rewarding.

In most communities, teachers hold a respected position.

In teaching you feel you are contributing to society by working with the future now.

I feel the greatest reward in teaching comes from seeing your students achieve success and knowing you have enriched another person's life.

The teaching profession is not for everyone, but if you feel it is your calling I believe you will find it a life of greatest satisfaction.

Tips on job hunting

Before you start out job hunting, know something about the company, store, or office where you plan to apply. What do they do? What products do they make? How can your talents make you a good employee? Look for the type of work that is in line with your aptitudes, abilities, and interests.

First, learn about as many prospects as possible. Consult newspaper want ads, friends who have worked, school counselors, youth opportunity centers, and local state employment offices. These are good sources for leads to employment.

You should carry with you your birth certificate, social security card, work permit, and personal references. If you use reference persons, ask them for permission to use their names. Make sure you know clearly what you have to offer the employer in the job for which you expect to apply. If you are asked to fill out an application form, do it promptly, neatly, and accurately.

If you are arranging for an interview by letter, be certain it is well prepared. It should be typed and be short and to the point. Enclose with your letter a self-addressed, stamped envelope for reply.

Be sure you are appropriately dressed and groomed for the interview. Don't chew gum, smoke, or slouch in your chair. The well-groomed look is the one most sought by employers. Neatness and good taste get the nod over expensive clothes and elaborate hairdos. Modesty in necklines, as well as hemlines, also rates high. Ap-

(Continued on page 35)

Veterinary medicine

By Dr. J. E. Mosier, Head, Department
of Surgery and Medicine
College of Veterinary Medicine
Kansas State University

Veterinary medicine is that branch of medicine concerned with health and disease in all animals other than man. The veterinarian is concerned with preventing disease within a population, alleviating disease in individual animals, extending human health by providing a safe and adequate supply of food products of animal origin, and by controlling animal diseases transmissible to man. Further, the veterinarian is concerned with environmental impacts, safety of drugs and biologics, quality of human existence, and client education.

To accomplish these ends, the average veterinarian graduating today has studied between seven and eight years to earn the degree, Doctor of Veterinary Medicine. With careful planning and application of effort, a person can complete the work for the degree in six years in the current curriculum.

Students interested in a career in veterinary medicine should recognize the demand of a health profession serving the public. Honesty, perseverance, judgment, unquestioned integrity, and hard work are essential components to success in this field. The necessary degree of dedication to one's chosen profession places exceptional demands on the individual in terms of time and effort.

A new graduate may elect to pursue one of a wide variety of opportunities. Veterinarians in private practice may be involved in simple or multiman practices. The type of practice may be general, devoted to one or two species, or of a specialty nature wherein the specialty may be a discipline in pathology, virology, radiology, physiology, or microbiology, a division of medicine such as ophthalmology, gastroenterology, cardiology, or a division of surgery such as orthopedic or soft tissue. The practice may be located in either rural or urban areas with certain advantages arising in each circumstance. Veterinarians in governmental services

may work in one of several subdivisions—international, national, regional, state, district, county, city, armed forces, and public health services. His or her efforts may be directed toward disease eradication, inspection and quarantine, certification of health, disease investigation, research, education, public health activities.

Young people interested in a career in veterinary medicine should check with their local library for information concerning the profession. An excellent treatise on opportunities in veterinary medicine can be found in the book, **The Animal Doctor—History and Practice of Veterinary Medicine**, by Leon F. Whitney and George Whitney. Involvement with veterinarians and with persons utilizing the services of veterinarians as well as counselors will be helpful in developing a true perspective of the profession. All colleges require two or three years of university level work prior to admission to the professional curriculum. During this period, the student must complete a certain number of courses prescribed by the preveterinary curriculum.

Not all students interested in veterinary medicine as a career are admitted. There are 19 colleges of veterinary medicine in 18 states. Classrooms are filled to capacity and large numbers of qualified students are turned away annually. The 19 colleges graduate approximately 1,300 veterinarians per year to serve 50 states. It is anticipated that the current shortage of veterinarians will not be alleviated in the foreseeable future.

All colleges of veterinary medicine have admission committees charged with selection of each new class. The selection process is based on the preveterinary medical curriculum record, plus the motivation and dedication of the applicant. At Kansas State University all qualified applicants are interviewed by the members of the Admission Committee. Factors which may affect the final selection include residency status, nonacademic experiences, and references. Students whose names are not included in the admissions list should contact the office of the Dean of the College of Veterinary Medicine and seek an opinion as to why the applicant was not granted admission. The decision to resubmit an application

another year will rest squarely on the student and for this reason one should base the decision on as complete an information base as possible.

Applicants denied admission may wish to divert their occupational or professional goals to other areas. Completion of the preveterinary curriculum provides excellent foundation for further study in fields of agriculture, biological science, other health sciences, and related biomedical fields.

There is no requirement for a rural background, nor is the sex of the applicant a factor in the admissions process.

The professional curriculum is loosely divided into basic science courses and clinically related courses. While the curriculum is subject to consistent reappraisal and change, the current program calls for the first two years to be primarily concerned with basic sciences and the last two years be primarily concerned with the clinical facets of veterinary medicine.

Graduates may further their formal training and clinical experience through a variety of masters degree, Ph.D. degree programs, or internships and residencies. All students must fully commit themselves to the concept of a lifetime of learning. The half life of current knowledge in veterinary medicine is less than five years, and one is sometimes appalled with the knowledge explosion occurring in this exciting profession.

Research needs call for the uniquely qualified D.V.M., Ph.D. to carry on a wide variety of projects ranging from aquatic medicine to space medicine, from wild animals to the household pet, from microenvironment to the environmental impact of the 100,000 head capacity feed lots, from bioengineering to genetic counseling, from the smallest living component to the complex diversity of the many varieties of animal life.

The young man or woman entering this profession must be able to withstand hard work, disappointments and frustrations, and many trying situations which occur in the classroom and during the professional years.

Conversely, the rewards of a career in veterinary medicine are those of a lifetime of fulfillment resulting from a productive, useful life in one of the health services.

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Job hunting

(Continued from page 33)

pearance is a good indication of how you do a job—if you are sloppy looking, chances are you put out sloppy work. That's why a person who makes a poor first impression on a prospective boss seldom gets a second chance.

Most employers will definitely not hire a boy or girl, regardless of qualifications, if they appear at a job interview dressed in a manner the employer considers inappropriate. If a boy or girl doesn't have enough judgment to dress properly for an interview, it is doubtful that either would have enough judgment to do the job.

Greet the interviewer and call him by name — "Good morning, Mr. Smith." Introduce yourself at once. Shake hands only if he offers

to do so. Remain standing until invited to sit down.

Sit comfortably and erectly. Be alert, pay attention and concentrate on what is being said. Be honest and polite as you answer questions and ask for information you need to know before accepting a job. Be interested, enthusiastic, and above all, sincere. Try to focus attention on your strong points. Admit frankly, however, any limitations. Try to combat nervousness.

When it is apparent that the interview is over, don't hang on. Express your appreciation for the employer's consideration, re-emphasize your interest in the job, and take your leave courteously.

Don't be discouraged. If your first interview doesn't result in a job, keep looking.

The purpose to life

Reprinted from 'U. S. News & World Report' October 22, 1973

(Weeks before political scandals in Washington reached the headline proportions of the present, Vice Admiral Hyman G. Rickover made one of his frequent appearances before a congressional committee and discussed the moral fiber of America. The Admiral has for years let his caustic criticism range from bureaucracy to educators to ethics, to name just a few of his many targets. This time committee members asked his concept of man's purpose in life. His impromptu reply is excerpted below.)

—Howard Flieger, *Editor.*)

Man's work begins with his job, or profession. Having a vocation is always somewhat of a miracle, like falling in love. . . . But having a vocation means more than punching a timeclock. One must guard against banality, ineptitude, incompetence, and mediocrity.

We as a people seem inclined to accept average or mediocre performance. Mediocrity can destroy us just as surely as perils far more famous. It is important that we remember to distinguish between what it means to fail at a task and what it means to be mediocre. There is all the difference in the world between the life lived with dignity and style which ends up failing, and one which achieves

power and glory, yet is dull, unoriginal, unreflective, and mediocre. In a real sense, what matters is not so much whether we make a lot of money, hold a prestigious job, or whether we don't; what matters is that we become people who seek out others with knowledge and enthusiasm—that we become people who can enjoy our own company.

* * *

For the person who strives to excel, to shoulder responsibility and to speak out, there is an enemy wherever he turns. The enemy is a man who has a total willingness to delegate his worries about the world to officialdom. He assumes that only the people in authority are in a position to know and act. He believes that if vital information essential to the making of public decisions is withheld, it can only be for a good reason. . . .

The enemy is any man whose only concern about the world is that it stay in one piece during his own lifetime. . . . Nothing to him is less important than the shape of things to come or the needs of the next generation.

* * *

To struggle against these enemies, and against apathy and mediocrity, is to find the purpose to life.

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State Winner: Rodney Hammarlund, Wabaunsee County, received a trip to National 4-H Congress in Chicago as Kansas winner of the electric project. Donor of the trip is Westinghouse Electric Corporation.

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ELECTRIC LIGHT and POWER COMPANIES in KANSAS

The Kansas Power and Light Company Central Kansas Power Company
Kansas City Power & Light Company Kansas Gas and Electric Company
Western Power Division of Central Telephone & Utilities Corporation