

ADMINISTRATIVE GUIDELINES
FOR THE 1968 BLUE VALLEY LEAGUE
CAREER AND COLLEGE DAY

by *500*

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**THE
FOLLOWING
PAGES CONTAIN
CROOKED
TYPING AND IS
THE BEST
POSSIBLE IMAGE
AVAILABLE**

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

From the very beginning of the Blue Valley League it has held a League Career and College Day. The league has a membership of eight schools and is divided into the eastern half and the western half for large league events. The western half, which is the focus of this report, includes four high schools--Clifton, Linn, Riley County, and Washington. The Career and College Day, in each half of the league, is rotated each year from school to school. The date and place are set by the high school administrators of the league. In 1968 the western half of the Blue Valley League Career and College Day was held at Riley County High School, Riley, Kansas, on Tuesday, October 22.

In past years only senior students have been able to participate. This year both junior and senior students from the participating league schools were invited to attend. This change was incorporated to make the transition from seniors only to juniors only as participants in the future league Career and College Days. The administrators and some of the counselors felt that by having juniors participate in this program the student would have one more year in high school to adjust his studies, thinking, and research for post high school goals.

1. THE PROBLEM

Statement of the Problem

The purpose of this study was (1) to research the present material on Career and College Days, (2) to propose a plan of organization and administration of a Career and College Day for the Western Half of the Blue Valley League, and (3) to evaluate the Career and College Day in terms of accepted standards.

Importance of the Study

One of the five services of the guidance program is the Information Service. The term "service" in this title implies that information will be obtained, housed, and presented in such a manner as to be of maximum benefit to the individuals for whom the service has been organized. Hatch and Stefflre state that in order to get the maximum benefit, the key problem is the one pertaining to the techniques for presenting the data.¹

At the present time, one of the most common and perhaps most effective methods of presenting information to students on post high school education and vocational opportunities is the Career and College Day Program. There is no dispute among guidance personnel, that, with our fast changing world technology, knowledge in these

¹Raymond Hatch and Buford Stefflre, Administration of Guidance Services (Englewood Cliffs: Prentice-Hall, 1964) p. 200.

post high school opportunities must be communicated to the student. This must be done in the most up-to-date form possible before the student can select the specific area most befitting his social, economic, and cultural goals. *Because of the necessity for this guidance, and* in addition, the problems which arise in planning and executing such a program, a study of the technique concerning the Career and College Day Program seemed pertinent. In this study an attempt was made to evaluate seemingly successful Career and College Day Programs in order to set up a program at Riley County High School which would provide maximum efficiency. The method used was library study and personal experience from past Blue Valley League Career and College Days.

II. DEFINITIONS OF TERMS USED

Career and College Day

A Career and College Day Program is operationally defined as a program under the information service area of educational guidance carefully organized by the guidance counselor, or appointed committee, with the cooperation of successful business and post high school educational personnel who hold conferences with the participating students for the specific purpose of relating up-to-date and pertinent information in their specific area of endeavor.

Career and College Day Conference

A Career and College Day Conference is a number of group meetings, held simultaneously, in which successful men and women are asked

to discuss the requirements and opportunities of their specific areas of work or institutions.

CHAPTER II

REVIEW OF LITERATURE

I. PRESENT STATE OF AFFAIRS

Many opinions have been written in regard to Career and College Day Programs but little factual evidence has been accumulated. At the present time noted writers in the guidance field do not agree on the value of Career and College Day Programs. There is much information to be found on both sides. Only a brief summary of these opinions closely related to this study will be presented at this time.

Hatch and Stefflre in their book summed up the feeling of many professional counselors, "Too much is attempted and too little is accomplished", for all of the administrative work that has to be done ahead of time!¹

Smith in his book says, "One day of superficial consideration of the world of work will offer relatively little assistance to pupils in choosing a life's work."²

Peters and Shertzer have these following criticisms to offer on Career and College Days:

¹Raymond Hatch and Buford Stefflre, Administration of Guidance Services (Englewood Cliffs: Prentice-Hall, 1964) p. 200.

²Glenn E. Smith, Principles and Practices of the Guidance Program (New York: The MacMillan Company, 1954), p. 244.

1. Students are often not prepared to participate. They frequently have little knowledge of the information that will be supplied. They are simply told that they must attend and so consequently view Career and College Day as just a "day off".
2. Career and College Days are often viewed as the entire guidance program or service or as a substitute for it. They are often thought to be substantial in themselves, needing no preliminary preparation or follow-up for the participating students.
3. The conference representatives are normally predominantly from professional occupations. Skilled and semi-skilled occupations fail to be adequately represented. It must be remembered that only 25-50% of our students will attend college.
4. Speakers and career representatives may not give a valid picture of their occupation. The speakers attitude may cause the students to receive inaccurate or colored information which they will accept as authoritative.
5. Students may strengthen vocational goals which are inappropriate. Career Conferences may restrict rather than broaden the student's perspective toward the world of work and cause him to make unrealistic choices.
6. Career and College Days require too much staff time and energy to organize and execute. Days and weeks are required for proper planning which could probably get better results if spent in individual counseling.³

Among those with opposing views are professional counselors who stand up for the value of Career and College Days. First to be quoted will be Moser who says "The Career Day concept has recently fallen into considerable disrepute. It is not, however, inevitable

³Herman Peters and Bruce Shertzer, Guidance: Program Development and Management (Columbus: Charles E. Merrill Books, 1963) pp. 241-242.

that such conferences must be worthless or bothersome. Careful planning, student participation, and adequate evaluation can insure success. The basic idea of Career Day Conferences is too worthwhile to be discarded.⁴

Martin Gansberg in his article, "Career Days Do Help", states that a properly planned and executed Career and College Day could be the most important single factor in getting the youngster started on his life-long path.⁵

Two important facts about Career and College Days mentioned by Foster in his book on guidance are:

1. A way of introducing into the student's experiences the kinds of influences that will help him move along toward his goal.
2. This experience can focus the student's attention on the significance which career planning has for each boy and girl.⁶

Crow and Crow feel that when a student is led to think deeply and make decisions about himself and his future, he needs accurate, up-to-date facts upon which to base intelligent choices and that a well-planned Career and College Day can do this.⁷

⁴Leslie Moser and Ruth Moser, Counseling and Guidance: An Exploration (Englewood Cliffs: Prentice-Hall, 1963) p. 86.

⁵Martin Gansberg, "Career Days Do Help," The Clearing House, 38(May, 1964) p. 559.

⁶Charles Foster, Guidance for Today's Schools (Chicago: Ginn and Company, 1957) p. 262.

⁷Lester Crow and Alice Crow, Organization and Conduct of Guidance Services (New York: David McKay Company, 1965) p. 291.

Peters and Shertzer have given these values about Career and College Days:

1. It is a means of presenting educational and vocational guidance information to large numbers of students.
2. It supplies first hand information on qualifications, preparation, requirements for entrance, and progress that can be expected within various schools and occupations. Students have an opportunity to see, hear, and question people actually working in the occupations.
3. It can inspire some students into thinking about their future and possible occupational choices.
 - (a) Can stimulate a student to further occupational study.
 - (b) Can cause some students to re-evaluate their occupational choice and become more realistic.
4. It may open the door for a more expanded guidance program with students seeking individual occupational counseling.
5. It can be geared to introduce students to occupations found in the local community.
6. It can have a high public relations value.
 - (a) Information gained can be used in the classroom.
 - (b) Publicity can cause the local community to realize the needs of students.⁸

II. SUMMARY OF THE LITERATURE

From the preceding information we can see that few counselors would claim that a great many students actually find themselves or

⁸Peters and Shertzer, op. cit., p. 242-243.

discover their life career on these occasions. But if they do find some of the problems of vocational choice presented at a Career and College Day and see that preparation for the choice of a life vocation for them is important, significant, and challenging, then all the prior work and preparation for the Career and College Day has been worthwhile.

CHAPTER III

THE MECHANICS OF SETTING UP THE BLUE VALLEY LEAGUE CAREER AND COLLEGE DAY PROGRAM

This chapter will include the step by step procedure for organizing and putting into action the Western Half of the Blue Valley League Career and College Day at Riley County High School. It is of the utmost importance to begin a successful Career and College Day with intensive and early planning.

Almost every one of the resource persons mentioned the importance of beginning the planning as soon as possible. Most felt the key to a successful program rested in its planning and organization. The suggestions for initiating planning ranged from the evaluation time of the previous year's conferences to no later than three months preceding the immediate Career and College Day Program.

I. ADMINISTRATIVE STEPS

The steps in organizing the Career Day Program are outlined below.

Step 1: Organization of a Planning Committee

A planning committee was set up to shoulder the Career and College Day organizational responsibility. This committee had representation from the administration, faculty, and student body. A counselor from the school's Guidance Department chaired the Committee

since this activity normally was his responsibility. In addition, counselors will have had previous experience participating in or conducting similar programs. The work of this committee included:

- (a) Developing the program to fit the needs of the students and meeting the purposes of the league activity.
- (b) Devising a method or methods of obtaining and tabulating post high school occupational or institutional interests of the participating students.
- (c) Securing the services of conference leaders, for areas of interest found in above survey, and the general assembly speaker (if needed).
- (d) Setting up the format for the program.
- (e) Setting up the conference schedule.
- (f) Registering students for conference periods.
- (g) Sending instructions to conference leaders.
- (h) Preparing participating students for the Career and College Day program so they will benefit more from the activity.
- (i) Instructing guides, student conference leaders, and faculty hosts as to their duties.
- (j) Checking to make sure facilities are in readiness.
- (k) Making preparations for eating facilities.
- (l) Publicizing the conference.

- (m) Devising a method or methods for an evaluation of the program.
- (n) Following up on student interests.
- (o) Acknowledging the services of conference leaders, student conference leaders, faculty hosts, etc.

The principal, counselor, and two students, a boy and a girl, made up the planning committee in the host school. The counselor was the committee chairman.

Step 2: Answering of Questions Pertaining to Structure

Some structural questions were answered by the planning committee as the first step of its program organization. These questions include:

- (a) How much money will be allotted for use with this program and from what sources?

This, in many cases, determined many of the answers for questions which follow.

- (b) What date would be most acceptable for this program?

Guidelines which steered the committee are listed below:

- (1) The date should not conflict with other school activities.
- (2) The date should allow enough time so the committee can survey participating students for areas of interest to be included in the program.

(3) The date should give ample time for contacting and obtaining conference leaders for areas of interest.

(4) The date should allow enough time to make the necessary physical arrangements.

(c) Where will the program be held?

The facilities that will be available for the program will determine to a great extent how many participating students and conference areas can be accommodated. The answer to this question will also have a bearing on the answers for the following two questions.

(d) Should other high schools be invited to attend the program?

Small schools should consider cooperating on such a program to make it more profitable for them and the participating conference leaders.

(e) What grades or ages should be permitted to attend?

Most authorities feel that the best level for participating students is the junior or senior grade in high school. None recommended going below the ninth grade.

(f) What pattern should the program take?

Suggestions ranged from all day to only half a day. Some Career Days are held during the day and others in the evening only. One of the big advantages of the evening meeting was that the parents could attend.

The Organization of Blue Valley League Administrators answered all of the above questions in their spring meeting. The answers to the questions were as follows:

- (a) Fifty dollars was set aside for Career Day from the League budget.
- (b) October 22, 1968 was chosen as the date. This would not conflict with any other school activities in the Western Half of the League.
- (c) Riley County High School would be the host with the Counselor in charge of the program.
- (d) Participating schools included Clifton, Linn, Riley County, and Washington of the Blue Valley League and one non-league school, North Central of Morrowville.
- (e) All junior and senior classes from schools involved would participate, which amounted to around 400 students.
- (f) A one day conference starting at 9:30 A.M. and ending around 2:30 P.M. This makes it possible for the league schools to fit the travel time, to and from the program, with their local school bus schedules.

Step 3: Format for the Program

At this point there needed to be a general outline drawn up to guide the planning committee. The minute details were added later. Some questions that were decided at this point were:

- (a) Should the program begin with a general assembly?
- (b) If so, how long should it be and how should it be used?
- (c) Is there to be a keynote speaker?
- (d) How many conference periods should be planned?
- (e) How long should each conference period be?
- (f) How should the conference be ended?

In response to these questions, the committee acted as follows:

- (a) The committee decided that a general assembly would be best to start the program. Past experience had taught the committee that some schools would be late in arriving. An initial assembly would minimize disruption of scheduled conferences by late arrivals.
- (b) The assembly was outlined as below:
 - 1. Welcome by the Superintendent of Schools.
 - 2. Music for entertainment.
 - 3. Announcements by program director.
 - 4. Inspirational talk.
- (c) The committee felt that an inspirational talk would start the program in the right direction and get the participating students in a proper frame of mind.
- (d) & (e) Most of the research information stated that from three (3) to four (4) conferences per day would be maximum. But the committee had noticed from

past experience that in a conference going over 30 minutes the participants lost interest fast. The committee decided that it would run six conferences of 30 minutes each. The committee suggested that the 30 minutes be divided into fifteen minutes of presentation and fifteen minutes of questions and discussion.

- (f) The committee decided not to evaluate the day's activities on the day of the conferences. The participating students would be too tired for any worthwhile evaluation. The participants were to leave right after their last conference. The evaluation sheets were sent home with the counselor. He was to have the participants evaluate the program several days later.

Step 4: Selection of General Assembly Speaker

The selection of a keynote speaker for the general assembly is a very important job. This speaker will be the first representative that the students come in contact with that pertains to the Career Day. He is the person that starts the spark burning for the day's work and sets a proper tone for the conference.

Suggestions for selection of a general assembly speaker. The person selected for the keynote speaker should be one who:

- (a) Is able to speak effectively to high school students.
- (b) Thoroughly understands the idea behind Career and College Day objectives.
- (c) Is noted as an inspirational speaker.
- (d) Is personally and professionally respected in his community.

Tips for the general assembly speaker. The keynote speaker should be aware of the following points in forming his address:

- (a) What the students' prospects are for success in a specific area.
- (b) What opportunities are open.
- (c) What student responsibilities will be.
- (d) The purpose of the day's program as it relates to student needs for information about requirements and opportunities of a wide range of vocations.
- (e) The speech should inspire the students and pave the way for good conferences.
- (f) One of the most important points to remember in the inspirational assembly talk is that it should be brief. A maximum of 15 minutes is suggested.

Step 5: Selection and Invitation of Conference Leaders

Two guidelines are presented for this step. First, the committee should decide what type of institutions they want represented to meet the goals of their program (business, beauty culture, nursing, technical and trade schools, colleges, etc.). Second, when the above decision is made, the committee must arrive at some means for determining the specific institutions to invite. This can be done in several ways:

- (a) The committee may draw up a list.
- (b) An unstructured student survey may be used.
- (c) Combination of the first two.

The most successful procedure based on research is (c), a combination of (a) and (b).

In the 1968 Career Day, planning time was a factor since the project was begun in August. The committee inspected the counselor's files from previous Blue Valley League Career and College Days and decided to use these general areas of interest:

Airlines	Junior Colleges
Armed Services	Technical Institutes
Barber schools	Universities
Beauty schools	Vocational Technical Schools
Business schools	Schools of Nursing
Colleges	State Employment Services

Then, under each one of the general areas, specific institutions were chosen that had participated in the past programs and serviced the league area. Next, a Career and College Day invitation packet was sent to each prospective participant. This packet included:

- (a) A letter of information and invitation. The letter included who, what, when, where, and specific information to be covered by the participating conference leader.
- (b) A "Suggestions for Selecting Visiting Conference Leaders" sheet.
- (c) Return postcard.

The postcard included the name of the conference leader representing the school addressed (see Appendix A for samples).

In order to have colleges participate in Career and College Day Programs the date must be cleared through the Kansas Association of Collegiate Registrars and Admission Officers.

Returns showed that several could not participate. Those institutions were deleted. Several inquiries from institutions that wanted to participate were also received and several of these were added to the participant list. The final participant list included 38 different entries with at least one representative in each of the general areas.

Step 6: Conference Leader Instructions

A second correspondence packet was sent to the participating conference leaders. It included:

- (a) Program directions.
- (b) Order of the day.
- (c) Purposes of Career and College Day.
- (d) How to conduct the conferences.
- (e) What the students want to know.

The Instructions to Conference Leaders Packet also included a sheet entitled, "Important Conference Facts to be Aware of".

In the area of "What Students Want to Know" the committee made up some topic sheets which showed the areas that needed to be covered by conference leaders. The topic sheets covered three general areas of interest. They included:

- (a) Things to consider in selecting the branch of
Armed Forces.
 - (b) Things to consider in selecting a college or school.
 - (c) Things to consider in selecting a vocation.
- (See Appendix B for examples.)

Step 7: Information Letter to League Administrators and Counselors

This letter brought the administrators and counselors up to date on all information pertaining to the program. It included:

- (a) Program directions.
 - (b) Order of the day.
 - (c) Instructions for lunch arrangements.
 - 1. Menu
 - 2. Cost
 - 3. How payment should be made
 - (d) Directions for Student Survey.
 - (e) Enclosures of copies of material that the students received.
- (See Appendix C for examples.)

Step 8: Survey of Student Interest

This survey was one of the most important parts of the whole Career and College Day Program. The survey helps students to begin thinking about the coming activity. On the basis of this survey the students decide upon what areas they will attend.

Building a survey is of the utmost importance. The survey sheet must be as easy as possible to check but must also show as much information as possible. It should include:

- (a) Clear, simple, easy to follow directions.
- (b) Systematic order of listing participating institutions.
- (c) Listing of areas covered by each listed institution.
- (d) Name, title, and address of each institution's conference leader.

- (e) An easily marked returnable survey choice sheet.

(See Appendix C for examples.)

Step 9: Tally of Student Survey

A tally sheet was set up to easily total the enrollment in each of the specific areas of interest. The information from these tally sheets was used to set up the conference schedule.

Common courtesy demands that any conference leader that has ten or less students signed up for his conference be notified by telephone. If he still wants to come, his name may remain on the list; if not, it should be withdrawn (see Appendix D for example).

Step 10: Conference Schedule

The scheduling of conferences for Career and College Day is much like the scheduling of classes for the school year.

Some of the basic rules that were considered in the scheduling of conferences included:

- (a) Offer at least two different sessions for each area of interest.
- (b) Try to keep the groups for a particular interest area about the same size, ranging from 15 to 25 students.
- (c) Make sure the facilities are big enough to hold the group assigned and to fit the conference leader's needs.

(d) Take into consideration the number of rooms available during each session.

(e) Schedule each conference in a separate room.

With these facts in mind, the conference schedule was filled out (see Appendix E for example).

Step 11: Registration of Students

This was the most time consuming part of the whole program. Each student's choices were marked on a conference sheet. These were obtained from his survey sheet. Information that was placed on the individual conference schedule sheet included:

- (a) Name of student
- (b) Name of home school
- (c) Grade (if more than one grade is involved)
- (d) Conference schedule marked

This marking was easily done with a felt tip marker using one of the school colors of the student's home school. Even though this took a lot of time the reward came on the big day with everything moving smoothly, no overcrowded conferences, and some students in every conference room.

Step 12: Student Preparation

Like any other group guidance experience, conferences are of greatest value when students are prepared for participation. To help

this area along, the committee came up with a pamphlet which included:

- (a) Cover Sheet to remind them of the coming event.
- (b) Introduction Sheet.
- (c) "Things to Consider" Topic Sheets.

Occupational information, school catalogues, brochures and other information about the institutions that were to be represented in the program were made available to the student beforehand. The importance of wise and careful planning for a career was stressed.

To cut the cost of mailing over 400 of these pamphlets, the committee typed up spirit master sheets and let the individual schools duplicate them and distribute them to their students (see Appendix F for example).

Step 13: Student Conference Chairman

The student conference chairman acted as host to the conference leader and introduced him at each conference session. Some of the advantages of having a student act as conference chairman are:

- (a) The students feel more like the conference is theirs.
- (b) The students will be more likely to enter into discussions.

(For Student Conference Chairman Instructions see Appendix G)

Step 14: Faculty Host Instructions

The main job of the faculty host was to help the student chairman and to take care of the general decorum of the conference group in his room (for Faculty Host Instructions see Appendix H).

Step 15: Conference Leader Follow-up Packet

This packet was sent out a few days before the Career and College Day to remind the conference leader of his obligation and to give him last minute instructions. The packet included:

- (a) A letter giving the name of his student chairman, the number signed up for his conferences, and other pertinent information.
- (b) Conference schedule and room assignment.
- (c) School floor plan.
- (See Appendix I for example.)

Step 16: Publicity

After the speakers had been secured, all available means of publicity was used to keep interest built up. Short articles about the different speakers and institutions that participated in the program were featured. Some of the means used for publicity were:

- (a) School and local newspaper.
- (b) Bulletin board displays.
- (c) Radio.
- (d) School public address system.

Step 17: Last Minute Checks

Some of the areas that were checked the day before the conference included:

(a) The conference room.

1. Title card for conference and room number on the door.
2. Furniture for the conference room for conference leader and student conference chairman.
3. The number of chairs to make sure they could accommodate the largest conference audience scheduled.
4. Audio-visual aid facilities needed by the conference leader.

(b) Cafeteria.

1. Extra help needed.
2. Someone designated to take tickets.
3. Enough different colored tickets for each meal shift.

(c) Main Desk.

1. Equipment table, typewriter, two chairs.
2. A check-off list for conference leaders when they come in.
3. Name tags for conference leaders, typed and ready for use and a few extra name tag blanks. Name tags included this information: name, title, and organization represented.

4. A sufficient number of Career and College Day Program booklets--one for each conference leader.

(d) Participating schools' check-in desk.

1. Equipment:

Table

Two chairs

Colored felt tip pens

2. Packet for each student.

Name tag information:

Name, year in school, name of home high school.

Meal ticket for scheduled shift.

Individual Conference Schedule.

Career and College Day Program Booklet.

3. A handy supply of extra name tags.

(e) Faculty Host and Student Conference Chairman.

Check to see that the host and chairman understand their instructions and are ready to go. Have name tags ready.

(f) General Assembly Area.

Proper number of chairs on the stage. Podium properly placed; public address system in working order.

(g) Career and College Day Director.

Check to see that all introductions are ready.

Check on any announcements that need to be made.

Step 18: Career and College Day

This is the day toward which the committee had been working.

To carry the program along, the committee prepared a program booklet. It included:

- (a) Introduction.
- (b) General assembly program.
- (c) School floor plan.
- (d) Student outlines for note taking.

Armed Services

School selection

Occupations

(See Appendix J for outlines of "Things to Consider Sheets")

Step 19: Evaluation

Soon after the Career and College Day Program, a simple evaluation form was filled out by each student and returned to the committee for future planning of such programs. It indicated:

- (a) Amount of information received.
- (b) Quality of information received.
- (c) Value of such information.
- (d) Worthwhileness of the day-long program.
- (e) Suggestions for improvement.
- (f) Opportunity to indicate a wish to consult with their school counselor.

(See Appendix K for example.)

Step 20: Follow-up

The follow-up was the responsibility of each of the counselors in the various schools. The reason for a follow-up is that the information the student receives during the conferences will not reach its full effectiveness until the student has related it to himself. This was one reason the last question on the evaluation sheet asked if the student would like to talk with the counselor. The counselor should encourage students to visit institutions and write letters to institutions for more information.

Step 21: Acknowledgment of Service

Personal letters of appreciation were sent to all conference speakers and participants as well as notes of thanks to faculty hosts and student helpers (see Appendix L for example).

Step 22: Career and College Day Rules and Cautions

- (a) Each student must attend six sessions.
- (b) Students will not leave conferences until they are completely over.
- (c) Administrators from visiting schools must assume responsibility for his students' actions.
- (d) Caution: Be sure to include a good balance of skills to professions. Many Career and College Days place too much emphasis on the professions.

CHAPTER IV

EVALUATION OF THE PROGRAM

To evaluate this program a student evaluation sheet was sent to the students of the participating schools so they could render their judgment on the day's happenings. There were approximately 400 junior and senior students attending this league event. Evaluation sheets were received from 304 of the participants. The results were summarized:

- (1) 95% felt the general assembly started the day off right.
- (2) 81% felt that six conferences in the day's program just right or not enough.
- (3) 87% thought that the 30 minute conferences were either just right or too short.
- (4) 99% liked having one free period a day for either relaxation, attending an extra conference, or visiting a previous conference again.
- (5) 99% of the students indicated that the 38 choices adequately covered their areas of interest.
- (6) 96% of the participants checked that they had gained some help by attending the Career and College Day Program.
- (7) 30% of the students had their interests aroused enough to request a conference with their counselor.

The above findings showed that this program aroused some interest in a large enough percent of participating students to be deemed a success.

Some areas that could be improved for future programs:

- (1) Give the Conference Leaders, Conference Student Chairman and Conference Faculty Host a chance to evaluate the program (see Appendix M for examples).
- (2) Publicity should be emphasized to a greater degree in order to arouse more pre-conference interest.

From the increased number of inquiries about the institutions that participated in the program and from the results of the evaluation, it is evident that a well-planned and organized Career and College Day can be a worthwhile and stimulating event for high school students.

CHAPTER V

SUMMARY

The purpose of this study was to research the present material on Career and College Days, to propose a plan for organization and administration of a Career and College Day Program for the Western Half of the Blue Valley League, and to evaluate the Career and College Day in terms of accepted standards.

Many of the professional people in the guidance field have differences of opinion as to the degree of merit and the benefits that the students can acquire from participation in a Career and College Day. Almost all agree that if a lot of pre-program planning is done the students participating will gain some benefits. Many also state that if the same amount of planning and work would go into individual counseling, the degree of student derived benefits would be much higher.

Library research and experience from past Blue Valley League Career and College Days were used in setting up the operational organization. It was found, as stated in the literature, that a great amount of time and effort are needed in setting up and presenting a high quality program.

Most of the authorities whose materials were researched indicated that the key to a successful program rested in its planning

and organization. In order to properly organize a Career and College Day, three months was stated to be an absolute minimum amount of preparation time.

The steps of organization for this specific program were:

- Step 1: Organization of a planning committee.
- Step 2: Answering of questions pertaining to structure
(financing, program date, location, participants,
and program).
- Step 3: Format for the program.
- Step 4: Selection of a general assembly speaker.
- Step 5: Selection and invitation of conference leaders.
- Step 6: Conference leader instructions.
- Step 7: Information letter to league administrators and
counselors.
- Step 8: Survey of student interests.
- Step 9: Tally of student survey.
- Step 10: Conference schedule.
- Step 11: Registration of students.
- Step 12: Student preparation.
- Step 13: Student conference chairman instructions.
- Step 14: Faculty host instructions.
- Step 15: Conference leader follow-up packet.
- Step 16: Publicity.
- Step 17: Last minute checks.

Step 18: Career and College Day.

Step 19: Evaluation.

Step 20: Follow-up.

Step 21: Acknowledgment of Service.

Step 22: Rules and Cautions.

An evaluation survey was made some time after the program day. Over 95 per cent of the returns indicated that students were satisfied with the general format of the program-assembly, free period, and areas of choice. Over 80 per cent approved of length and number of conferences. Thirty per cent requested additional conferences with their counselor.

The results point to the fact that the program did arouse a large amount of interest in participating students. From the increased number of inquiries about participating institutions it is evident that the program was both stimulating and worthwhile to the students and can be deemed a successful league activity.

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APPENDIX A

Unified School District No. 378
Riley County, Kansas

39

KEITH B. MUELLER, Superintendent

ats Grade School
Keats, Kansas
JE 9-3217

rdville Grade School
ardville, Kansas
21-43

ey Grade School
Riley, Kansas
HU 5-2442

County High School
Riley, Kansas
HU 5-2624

September 13, 1968

Dear Sirs:

The West Half of the Blue Valley League is holding its annual Career and College Day, Tuesday, October 22, 1968, at Riley County High School, Riley, Kansas. The purpose of our league Career and College Day is to give as much up-to-date information as possible to our high school students about the various opportunities that are open to them upon graduation.

I expect around 400 high school students from the junior and senior classes of the below listed schools to attend. The program will begin at 9:30 a.m. with a general assembly and will be followed with six 30 minute informative conferences ending in the afternoon at 2:30 p.m.

I would like to extend a cordial invitation to your institution to send a representative to participate in our Career and College Day Program. Below are listed some specific areas we would like your representative to cover. Your audience will be made up of students who are interested in the area you represent. If you are able to participate in our program would you please fill out the enclosed information card and return it to me by Friday, September 20, 1968. When I have received your card I will send more specific information about the program to your representative.

I am enclosing a suggestion sheet which might help you in selecting your representative.

I sincerely hope that you will accept this invitation to assist in making this Career and College Day Program a real service to the students of the West Half of the Blue Valley League. If you are unable to participate, please notify me immediately.

Sincerely,



J. Lester Hooper
Guidance Counselor
Riley County High School

Representative Area:

- A. _____
- B. _____
- C. _____

West Half Blue Valley League Schools

- A. Clifton
- B. Linn
- C. Riley County
- D. Washington

Non-League School Participating

- A. North Central of Morrowville

SUGGESTIONS FOR SELECTING
VISITING CONFERENCE LEADERS

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The following suggestions may be helpful in making selections with a view of using persons who will be most effective with pupil groups.

- (1) Persons of middle age or younger are usually most desirable for high school conference leaders. Older persons often tend to relate personal experiences rather than present an objective account.
- (2) Persons who are reasonably fluent usually make the better conference leaders.
- (3) Persons, especially from the professions, who are overwhelmingly successful do not normally make the best conference leaders. Many times they tend to over-glamorize the institution.
- (4) Persons who are the acme of personal charm do not usually make the best conference leaders. Pupils tend to identify themselves with the leader rather than with the institution.
- (5) Conference leaders should tend to typify persons in the institution he is chosen to speak about.
- (6) Conference leaders should be personally and professionally respected in the community.
- (7) Conference leaders should be temperamentally capable of dealing effectively with students of senior high age.
- (8) Conference leaders should have a sense of human and occupational values in their specific areas.
- (9) Conference leaders should be someone on the institution staff that has time or can be given time to prepare for his Career and College Day task.

RETURN POSTCARD SAMPLE

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Blue Valley League
Career and College Day
Riley County High School
Riley, Kansas 66531

Mr. J. Lester Hooper, Counselor
Riley County High School
Riley,
Kansas 66531

(FRONT SIDE)

Please Return By
September 20, 1968

Dear Mr. Hooper,

_____ We will attend
_____ We will not attend

The Blue Valley League Career and College Day. Our
representative will be _____.

Signed:

Title:

Organization:

Address:

(BACK SIDE)

APPENDIX B

BLUE VALLEY LEAGUE CAREER AND COLLEGE DAY

Directions and Suggestions to Conference Leaders

44

A. Directions:

1. The conference leaders who have morning conferences will meet at 9:00 A.M. on Tuesday, October 22, 1968, at Riley County High School.
 - (a) Conference leaders who do not have morning conferences or only several conferences will not need to check in until 30 minutes prior to your conferences.
 - (b) Conference leaders may leave any time, at their convenience, after their last conference.
2. A student conference chairman will meet you at the door and take you to your assigned room so you can set up your conference area.
3. The student conference chairman will assist you in any way he can in setting up your conference area.
4. The student conference chairman will then take you to your assigned place for the general assembly at 9:30 A.M.

B. Order of the Day:

9:30 - 10:00	General Assembly
10:00 - 10:30	First Conference
10:30 - 11:00	Second Conference
11:00 - 11:30	Third Conference
11:30 - 11:00	Lunch(three shifts)
1:00 - 1:30	Fourth Conference
1:30 - 2:00	Fifth Conference
2:00 - 2:30	Sixth Conference

C. Purposes of Career and College Day:

1. To aid youth in planning their future.
2. To present practical facts on the requirements, opportunities, and training for a given vocation or profession.
3. To clarify a student's perception of what individuals in an occupation or advanced educational institution do.
4. To encourage students to seek further information about the fields of work in which they are most interested.

D. To Get Best Results From Your Conference:

1. The conferences will be 30 minutes in length and we suggest that you use 15-20 minutes of this time for an organized presentation of the important facts regarding your institution. Be sure to leave the remaining 10-15 minutes for questions as this is an exceedingly important part of your conference. However, it is well

to be prepared to occupy this time with discussion of additional points if there are but few questions.

2. In developing your talk, thought should be given to the understanding that the students in your audience may have. It is usually best to assume that your conference members at best have a relatively limited knowledge of your institution. The students are from grades 11 and 12 and range in age from 15 to 18 years old. . .
3. In all fairness to both yourself and students you will wish to avoid any undue optimism or pessimism concerning the institution you represent. Your aim should be to present the facts fairly as you know them, rather than to "sell" your institution.
4. Stress should be laid first upon the kind of work or study that beginners in this field would do. You may then logically lead to ultimate levels which may be achieved by successful workers, by discussing some various "stepping stones".
5. Definite illustrations from your own experiences or human interest stories go over better than cold facts.
6. Try to discover and correct false impressions.
7. You may help vitalize the work of the school in vocational guidance..
8.
 - (a) By emphasizing the importance of a careful analysis of one's interests and abilities and a careful study of occupations while still in school.
 - (b) By pointing out the very definite need for planning one's life and activities.
 - (c) By urging each student to do the very best he can on his present job--school.

E. What the Students Want to Know:

See enclosed sheets "Things to Consider". These question sheets have been given to the students to help guide their thinking on questions to ask.

Many thanks to you and your institution. Some word you say may affect the whole life of some student. Looking forward to seeing you on Tuesday, October 22, 1968, at 9:00 A.M.

Sincerely,

J. Lester Hooper
 J. Lester Hooper, Counselor
 Riley County High School

IMPORTANT CONFERENCE FACTS TO BE AWARE OF

- Don't -- Fail to state what it takes to "make good" in your institution or line of business.
- Don't -- Oversell your business, but be sure to give the drawbacks and the undesirable features of your institution or line of business as well as the desirable. In this way the pupil can better make his own decision.
- Don't -- Wander away from the subject.
- Don't -- Moralize or preach.
- Don't -- Fail to illustrate your points by concrete examples from your own institution or line of work.
- Don't -- Magnify brilliant intellectual ability as an asset and minimize the value of such qualities as industry, honesty, truthfulness, and dependability.
- Don't -- Lecture.
- Don't -- Quiz the group. Get them to quiz you.
- Don't -- Permit questions that are not pertinent and hence lead you away from your task.
- Please do -- Encourage students to formulate a vocational aim.
- Please do -- Get right to the point. The period passes quickly.
- Please do -- Encourage students to read the recent books and pamphlets on vocations.
- Please do -- Recommend some reliable reading material.

THINGS TO CONSIDER IN SELECTING
THE BRANCH OF ARMED FORCES

47

- I. Branches of the Armed Forces and Reserve Programs:
What is the mission of each branch of service?
 - A. Air Force
 - B. Army
 - C. Coast Guard
 - D. Marine Corps
 - E. Navy
 - F. Reserve Programs:
 - 1. Above mentioned branches
 - 2. National Guard (Air and Army)
- II. Enlistment Programs:
 - A. Draft (Selective Service System)
 - 1. What is the draft or selective service?
 - 2. How does the Selective Service System work?
 - 3. Where are the local boards located?
 - 4. At what age will the draft effect me?
 - 5. What are the classifications of the Selective Service System?
 - 6. What is the order of induction?
 - 7. How does the deferment system work?
 - B. Normal Enlistment Programs:
 - 1. What choice of enlistment programs do I have?
 - 2. How long are the enlistment periods?
 - 3. At what age can I voluntarily enlist?
 - 4. When should a person get his name on the enlistment list?
 - 5. How long will it be after I enlist before I will be called to active duty?
 - C. Officer Commissioning Programs:
 - 1. What are the different ways of becoming an officer?
 - (a) Federal Service Academies
 - (b) Reserve Officer Training (ROTC)
 - (c) Officer Candidate Schools (OCS)
 - (d) Flight Training Programs
- III. Facts about Service Life:
 - A. Basic Training
 - 1. What is basic training?
 - 2. Where will I go for basic training?
 - 3. How long is basic training?
 - B. Technical Training
 - 1. After basic training what kind of Technical Training will I receive?
 - 2. Where will I be stationed for Technical Training?

- C. Military Grade or Rank
 - 1. What are the different grades or ranks?
 - 2. What is the difference between enlisted men and non-commissioned and commissioned officers?
 - 3. How do you get promoted to the next higher grade or rank?
- D. Military Leave
 - 1. How often do I receive a leave?
- E. Military Pay and Allowances
 - 1. How much is the starting pay?
 - 2. How often do I get a pay raise?
 - 3. How does longevity effect pay?
- F. Military Uniforms and Living Expenses
 - 1. How do I get my uniform?
 - 2. What expenses should I plan on?
- G. Religion
 - 1. Does the service provide for religious participation?

IV. Fringe Benefits of Service Life:

- A. What are the advantages of the armed services fringe benefits?
 - 1. Commissary Privileges
 - 2. Educational Programs
 - (a) Cooperative work-study
 - (b) Correspondence study
 - (c) Junior G.I. Bill
 - (d) Medical Programs
 - (e) Service Schools
 - 3. Medical Benefits
 - 4. P.X. Privileges
 - 5. Recreational Benefits
 - 6. Retirement Benefits
 - (a) Length of Service
 - (b) Amount of Pay

V. Women in the Armed Forces:

- A. How does the women's position in the service differ from the men's?

VI. Summary:

- A. What are the advantages and disadvantages of the armed forces as a career?

THINGS TO CONSIDER IN SELECTING A COLLEGE
(Areas arranged in alphabetical order)

49

A. Accreditation:

1. Is it accredited by a regional accrediting association?
2. Is it accredited by state accrediting associations?
3. Is it accredited by professional associations: engineering, medicine, education, etc.?

B. Academic Requirements:

1. Must I select a major entering college?
2. Does the college have a curriculum for undecided students?

C. Admission:

1. When should my application be submitted?
2. Where should I rank in my graduating class to be admitted?
3. What entrance tests are required?
4. When should the entrance tests be taken?
5. How many units are required for admission?
6. How many units of English, Math, Science, Language, and Social Studies are required for admission?

D. Athletics:

1. Does the school have an athletic program?
2. May I participate?

E. Automobiles:

1. Am I permitted to own an automobile?
2. Are parking facilities available?
3. Are driving and parking permits required on campus?
4. If so is there a charge to have parking privileges?

F. Clothing:

1. What type of clothing is generally worn?
2. What will I need for formal occasions?
3. Are cleaning and laundry facilities available?

G. Competitiveness:

1. How competitive is the school: average, above average, etc.?
2. How does my high school record compare with my fellow students?
3. How much time am I expected to spend studying outside the classroom?

H. Counseling:

1. Does the college have counseling service available to assist me with academic, social, and personal problems?
2. Will I have an advisor to assist me with scheduling?

I. Draft Status:

1. If I am a student will I be drafted?
2. If I am a student may I be deferred?

J. Extracurricular Activities:

1. Does the school have a debate team?
2. Do they have an intra-mural sports program?
3. Do they have a band, orchestra, and glee club for interested students who are not majoring in music?
4. Does the school have a student union?
5. Does the school sponsor dances, teas, etc.?

K. Employment Service:

1. Does the college assist me with part time employment?
2. Does the college assist me with employment after graduation?

L. Expenses:

1. What is the cost: tuition, fees, board, room, books, and spending money?
2. How and when are these fees payable: in full at registration, monthly, etc.?

M. Fraternities and Sororities:

1. Are fraternities available?
2. What are the regulations concerning membership?
3. Is every student given the opportunity to belong to a fraternity or sorority?

N. Health Service:

1. What health services does the college provide?
2. Is a fee charged for this service?

O. Home Visitation:

1. May I go home as often as I wish?
2. Is going home encouraged or discouraged?

P. Housing:

1. Do all students live in dormitories?
2. Are freshman required to live in dorms?
3. What are the regulations concerning going out at night?
4. May I live in a private home?

Q. Loans:

1. Does the college have both long and short term loans?
2. What is the interest rate on loans?
3. When must the loan be repaid?

R. Location:

1. Is the college located in a city, town or in the country?
2. How far is it from home?
3. What transportation facilities are available?

S. Religious Life:

1. Does the college have a chapel?
2. Must I attend chapel services?
3. Is religious counseling available?
4. Must I take courses in religion?
5. Are churches of all faiths available?

T. R.O.T.C.:

1. Does the college have Army, Navy, Air Corps R.O.T.C.?
2. Must I participate in R.O.T.C.?
3. What are the advantages of R.O.T.C.?
4. What are my obligations if I participate?
5. Am I draft exempt if I participate in R.O.T.C.?

U. Scholarships:

1. What scholarships are available?
2. Am I eligible to apply for a scholarship?
3. What criteria are used in awarding scholarships?
4. When should I apply for scholarship aid?

V. Size:

1. What is the enrollment?
2. Do I want a small, medium, or large college?
3. What is the ratio of men to women?
4. What is the ratio of faculty to students?

W. Summer School:

1. How is it set up?
2. General information - cost, etc.?
3. Should a freshman student start his college career with summer school?

X. Type:

1. Is it coed or an all boys' or girls' school?
2. Is it a private school or state supported?

When you consider a college, you will want to receive its catalog and application forms. Leave your name and address with the representatives at the schools of your choice so they can send you needed information.

- I. Description of the Vocation:
 - A. Nature of the vocation
 - B. Duties
 - C. Advantages and Disadvantages:
 1. Social prestige and limitations
 2. Financial prospects
 3. Ethical problems involved
 4. Physical effect
 5. Working hours, vacations
 6. Benefit to the community
 7. Agreeableness of the work
 8. Miscellaneous possibilities
(a) Variety (b) Adventure (c) Security
 9. Reasons for failure in this vocation
(Disadvantages should be frankly exposed)
- II. Educational Needs for this Vocation:
 - A. What education is necessary -
courses, diplomas, etc.
 - B. Best procedure for training oneself -
apprenticeships, etc.
 - C. Best trade schools or colleges for this vocation
 - D. Cost of training - scholarships
 - E. Any special licenses, exams, or certificates
needed
 - F. Special recommendations about training
- III. Qualifications for this Vocation:
 - A. Mental ability
 - B. Personality - character traits, temperament,
etc.
 - C. Physical - age, height, weight, sex, etc.
 - D. Miscellaneous:
 1. Experience
 2. Special talents or abilities
 3. Unusual demands upon the worker
- IV. Opportunities in this Vocation:
 - A. Pay scale - starting to top salary
 - B. Opportunities for advancement - range of
positions possible
 - C. Allied vocations - possibility of transfer,
civil service, etc.
 - D. Other personal rewards

- V. Present Vocational Outlook:
 - A. Employment conditions
 - 1. Present
 - 2. Future
(Stress this area)
- VI. Methods of Securing Employment:
 - A. Best placement bureaus
 - B. Suggestions about interviewing a prospective employer
 - C. Valuable but sometimes overlooked methods
 - D. Common mistakes that applicants make
- VII. Miscellaneous:
 - A. Where to obtain further information on this vocation
 - B. Description of an average prospective working day

APPENDIX C

BLUE VALLEY LEAGUE CAREER AND COLLEGE DAY

54

RILEY COUNTY HIGH SCHOOL, RILEY, KANSAS

October 2, 1968

To: Blue Valley League Administrators and Counselors

Subject: League Career and College Day Registration

Dear Sirs:

As you know our half of the League's Career and College Day will be held at Riley County High School on Tuesday, October 22, 1968. Upon arrival each student will be handed the following: schedule, conference assignments, and other pertinent information.

9:30 - 10:00	General Assembly
10:00 - 10:30	First Conference
10:30 - 11:00	Second Conference
11:00 - 11:30	Third Conference
11:30 - 1:00	Lunch (three shifts)
1:00 - 1:30	Fourth Conference
1:30 - 2:00	Fifth Conference
2:00 - 2:30	Sixth Conference

Each student will be required to be in one of the six conferences at all times.

There will be a charge of \$.50 for lunch. Each school should collect through their office and bring the check for all of their students, sponsors, and bus drivers. Make the check payable to Riley County High School and pay it at the office upon arrival. The menu is:

Creamed Turkey
Mashed Potatoes
Green Beans
Jello Salad
Hot Rolls
Ice Cream
Milk

We have a count of around 400 Juniors and Seniors that will participate in the program. Each administrator will be held responsible for the conduct of his students.

Counselors, please have your Juniors and Seniors fill out the front page of the selection sheet, tear it off and send it with your lunch count to me by Wednesday, October 9, 1968. In this way, arrangements can be made for speakers, rooms, and scheduling.

Thank you for your help and if you have any suggestions please forward them to me. We are doing our very best to have a very profitable Career and College Day for your students.

Sincerely yours,

A handwritten signature in cursive script that reads "J. Lester Hooper".

J. Lester Hooper
Guidance Counselor
Riley County High

STUDENTS CAREER
AND
COLLEGE DAY SELECTIONS

56

This year our annual Blue Valley League Career and College Day will be held at Riley County High School on Tuesday, October 22, 1968. You are to read over the listings of institutions that are to participate in the program and select six that you would be interested in attending. Be sure you make your selections according to your own interests and not your friends.

Please Print:

YOUR NAME _____

NAME OF HIGH SCHOOL _____

YEAR IN SCHOOL _____

Name of Institution

First Choice: _____

Second Choice: _____

Third Choice: _____

Fourth Choice: _____

Fifth Choice: _____

Sixth Choice: _____

Be sure you have listed six choices. We at Riley County High School are looking forward to your visit and are doing our best to have a profitable Career and College Day for you.

Tear this sheet off and give it to your counselor or principal.

(PLEASE KEEP FOR LATER REFERENCE)

CAREER AND COLLEGE DAY
PARTICIPANT INVITATION LIST

INSTITUTION AND AREAS COVERED	NAME AND ADDRESS
I. <u>Airlines</u>	
A. <u>Frontier Airlines</u>	Mr. Robert Oswald, Manager
Commercial Pilots	Frontier Airlines
Airline Stewartess	P.O. Box No. 577
Other	Manhattan, Kansas 66502
II. <u>Armed Services</u>	
A. <u>Air Force and WAF Recruiters</u>	T Sgt. Donald C. Evans
Air Force in general	U.S. Air Force Recruiter
	Federal Building
	401 Houston
	Manhattan, Kansas 66502
B. <u>Army and WAC Recruiters</u>	SFC. John Hall and SSG.
Army in general	Don Cross
	U.S. Army Recruiter
	Federal Building
	401 Houston
	Manhattan, Kansas 66502
C. <u>Marine and Women Marine Recruiters</u>	Sgt. Thomas Elarton
Marine Corps. in general	U.S. Marine Recruiter
	109 F West 29th Street
	Topeka, Kansas 66605
D. <u>Navy Recruiter</u>	CPO Dorsett E. Wilson
Navy in general	U.S. Navy Recruiter
	Federal Building RM 104
	401 Houston
	Manhattan, Kansas 66502
E. <u>Navy Nurse and WAVE Recruiters</u>	Lt. Com. Baker, Nurse
Navy Nursing Program	CPO Fravell, Wave
WAVE Program in general	% U.S. Navy Recruiter
	Federal Building
	401 Houston
	Manhattan, Kansas 66502
F. <u>National Guard and Reserve</u>	SFC Phil Vawter
Reserve Program in general	HQ 891st Engr. Building
	Kansas Army National Guard
	Manhattan, Kansas 66502

III. Barber Schools

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- A. Kansas School of Barbering
Barbering in general

Mr. James O. Dawkins,
Director
Kansas School of Barber-
ing
912 East Douglas
Wichita, Kansas 67202

IV. Beauty School (Cosmotology)

- A. Crums
Cosmotology in general

Mr. Charles E. Crum,
Director
Crums Beauty School
509 Poyntz Avenue
Manhattan, Kansas 66502

V. Business Schools

- A. Brown-Mackie School of Business
Private Business Schools in
general

Mr. Charles Bryant,
Admission Director
Brown-Mackie School of
Business
126 South Santa Fe
Salina, Kansas 67401

- B. Clarks School of Business
Private Business Schools in
general

Mr. James Blackman,
Admission Director
Clarks School of Business
633 Kansas Avenue
Topeka, Kansas

- C. Salt City Business College
Private Business Schools in
general

Mr. Gerald Carry,
Admissions Director
The Salt City Business
College
Avenue A and Walnut
Hutchinson, Kansas 67501

VI. Colleges

- A. Bethany
College Program in general

Mr. Edwin A. Gorsky,
Admissions Director
Bethany College
Lindsborg, Kansas 67456

- B. Emporia State Teachers
College Program in general

Mr. LeRoy Schwartzman,
Admissions Counselor
Kansas State Teachers
College
Emporia, Kansas 66801

VI. Colleges (continued)

- | | |
|---|---|
| C. Fort Hays Kansas State
College Program in general | Mr. Ralph Hoffman
Director of Field Service
Fort Hays Kansas State
College
Hays, Kansas 67601 |
| D. Marymount College
Nursing Program
College Program in general | Mr. Jim Green,
Admissions Counselor
Marymount College
Salina, Kansas 67401 |
| E. McPherson College
College Program in general | Mr. Gene Myers,
Director of Admissions
McPherson College
McPherson, Kansas 67460 |
| F. Sterling College
College Program in general | Mr. Robert B. McCreary
Director of Admissions
Sterling College
Sterling, Kansas 67579 |

VII. Junior Colleges

- | | |
|---|---|
| A. Cloud County Community
Junior College Program in
general | Mr. Jim Douglass
Director of Admissions
Cloud County Community
Junior College
Concordia, Kansas 66901 |
| B. Fairbury College
Junior College Program in
general | Mr. C. L. Grovert,
Dean of Students
Fairbury Junior College
Fairbury, Nebraska 68352 |
| C. Highland
Junior College Program in
general | Mr. Douglas L. Fitch,
Director of Admissions
Highland Community Junior
College
Highland, Kansas 66035 |

VIII. Technical Institutes

- | | |
|---|--|
| A. Kansas Institute of Technology
(Schilling Institute)
Institutes program in general | Mr. William C. Carter
Director of Student and
Public Affairs
Salina, Kansas 67401 |
|---|--|

IX. Universities

60

- | | |
|---|---|
| A. Friends
University program in general | Mr. David J. Hitchcock
Admissions Counselor
Friends University
wichita, Kansas 67213 |
| B. Kansas State University
Agriculture
Home Economics
Engineering
Veterinary Medicine | Mr. Richard N. Elkins
Associate Director of
Admissions
Kansas State University
Manhattan, Kansas 66502 |
| C. Kansas University
Law
Medicine | Mr. Tom Tatlock
Director of High School
Visitation
126 Strong Hall
University of Kansas
Lawrence, Kansas 66044 |
| D. Kansas Wesleyan
University program in general | Mr. Bill Salmon
Admissions Counselor
Kansas Wesleyan Univ.
Salina, Kansas 67401 |
| E. Ottawa
University program in general | Mr. Dick Powell
Director of Admissions
Ottawa University
Ottawa, Kansas 66067 |
| F. Washburn University
University program in general | Mr. I. L. Luthi
Director of Admissions
Washburn University
Topeka, Kansas 66600 |
| G. Wichita State University
General | Mrs. Laura M. Cross
Associate Director of
Admissions
Wichita State University
wichita, Kansas 67200 |

X. Vocational Technical Schools

- | | |
|--|---|
| A. North Central Kansas A. V. T. S.
Carpentry and Cabinet Making
Diesel Mechanics
Heavy Equipment Operation | Mr. Ron Walz, Supervisor
of Student Personnel
North Central Kansas
A. V. T. S.
114 North Hersey
Beloit, Kansas 67420 |
|--|---|

X. Vocational Technical Schools (Continued)

61

- | | |
|---|--|
| <p>B. Manhattan A. V. T. S.</p> <p>Air Conditioning and Refrigeration
Data Processing
License Practical Nursing</p> | <p>Mr. Don Siemsen
Assistant Director
Manhattan Area Vocational
Technical School
Manhattan, Kansas 66502</p> |
| <p>C. Salina A. V. T. S.</p> <p>Auto Body and Fender Repair
Commercial Art
Drafting</p> | <p>Mr. Ross Schimmels,
Student Services
Salina Area Vocational-
Technical School
Building #658
Salina Airport Ind. Center
Salina, Kansas 67401</p> |

XI. Schools of Nursing

- | | |
|---|---|
| <p>A. Asbury</p> <p>Nursing Program
Medical Lab Technician
X-Ray Technician</p> | <p>Miss Esther P. Aspelin, R.N.
Director, School of Nursing
Asbury Hospital
400 South Santa Fe
Salina, Kansas 67401</p> |
| <p>B. Stormont Vail</p> <p>Nursing Program
X-Ray Technician</p> | <p>Miss Mary Woltkamp, R. N.
Mr. Dave Williams
Stormont Vail School of
Nursing
10th and Washburn
Topeka, Kansas</p> |
| <p>C. Wesley Medical Center</p> <p>Nursing Program
Physical Therapy
Medical Records Librarian</p> | |

XII. State Employment Service

- | | |
|---|---|
| <p>A. Kansas State Employment Office</p> <p>How to use the employment
office
Job opportunities in the Blue
Valley League area</p> | <p>Mr. Ronald Morton, Coun.
Miss Jeanette Toney, Coun.
Kansas State Employment
Service
621 Humboldt
Manhattan, Kansas 66502</p> |
| <p>B. Civil Service</p> <p>Civil Service Testing Program
Employment Opportunities</p> | <p>Mr. S. F. Simons
Examiner-In-Charge
Civil Service and Post Off.
Post Office Building
Manhattan, Kansas 66502</p> |
| <p>C. Kansas Forestry Fish and Game Commission</p> <p>Employment Opportunities
Requirements for Employment
and where to apply</p> | <p>Mr. Bob McWhorter
800 Bluemont
Manhattan, Kansas 66502</p> |

APPENDIX D

CONFERENCE TALLY SHEET

_____ Grand Total

_____ Separate School

School Name _____

I. Airlines

1. Frontier Airlines

II. Armed Services

1. Air Force and W A F
2. Army and W A C
3. Marine and Female Counterpart
4. Navy and W A V E
5. National Guard and Reserves

III. Barber Schools

1. Kansas School of Barbering

IV. Beauty Schools

Crum's Beauty School

V. Business Schools

1. Brown-Mackie School of Business
2. Clark's School of Business
3. Salt City Business College

VI. Colleges

1. Bethany College
2. Emporia State Teachers College
3. Fort Hays State College
4. Marymount College
5. McPherson College
6. Sterling College

VII. Junior Colleges

1. Cloud County Community Junior College
2. Fairbury Junior College
3. Highland Junior College

VIII. Technical Institutes

1. Kansas Institutes of Technology

IX. Universities

1. Friends University
2. Kansas State University
3. Kansas University
4. Kansas Wesleyan University
5. Ottawa University
6. Washburn University
7. Wichita State University

X. Vocational-Technical Schools

1. North Central Kansas Area Vocational-Technical School
2. Manhattan Area Vocational-Technical School
3. Salina Area Vocational-Technical School

XI. Schools of Nursing and Related Areas

1. Asbury School of Nursing
2. Stormont Vail School of Nursing
3. Wesley Medical Center School of Nursing

XII. State Employment Services

1. Kansas State Employment Office
2. Civil Service
3. Kansas Forestry Fish and Game Commission

APPENDIX E

BLUE VALLEY LEAGUE CAREER AND COLLEGE DAY

Activity	9:30 -	10:00 -	10:30 -	11:00 -	11:30 -	N O O N
	10:00	10:30	11:00	11:30	12:00	12:30
Room	1	2	3	A	B	
1	Washburn	Washburn	Wesley Med- ical Center	Wesley Med- ical Center	Civil Service	
2	NCAVTS	NCAVTS	NCAVTS			
3	KU	KU	KU	KU		
4	CCCJC	CCCJC	CCCJC	CCCJC	Fairbury JC	
5	Clarks	Clarks	Clarks			
7	Bethany	Marymount	Brown- Mackie	Brown- Mackie		
8	KSU	KSU	KSU	KSU	Marines	
10	Salt City	Ottawa	Frontier Airlines	Frontier Airlines		
11	Manhattan AVTS	Manhattan ATVS	Manhattan AVTS	Manhattan AVTS	Sterling	
12	Crum's	Crum's				
14	Fort Hays State	Fort Hays State	Fort Hays State		McPherson	
15	KWU	KWU	KWU		Army	
16	KST	KST	Stormont Vail	Stormont Vail	Stormont Vail	
Shop	Employment	Employment	Salina AVTS	Salina AVTS		
Student Lounge	Salina AVTS	Salina AVTS	Natl Guard	Natl Guard		
Gym	Highland JC					
North	General Assembly				Navy	Navy
South	Air Force	Air Force	Air Force	Air Force	Air Force	Air Force

12:30 - 1:00 C	1:00 - 1:30 4	1:30 - 2:00 5	2:00 - 2:30 6
Civil Service	Civil Service	Civil Service	Civil Service
	NCAVTS	NCAVTS	NCAVTS
	KU	KU	
Fairbury JC	Fairbury JC	CCCJC	CCCJC
Navy Nurse & Waves	Navy Nurse & Waves	Navy Nurse & Waves	Navy Nurse & Waves
Brown- Mackie	Brown- Mackie	Brown- Mackie	Brown- Mackie
Marines	Marines	KSU	KSU
Frontier Airlines	Frontier Airlines	Frontier Airlines	Frontier Airlines
		Manhattan AVTS	Manhattan AVTS
		WSU	WSU
Asbury	Asbury	Asbury	Friends
Army	Army	Army	Army
KST Employment	KST Employment	KST Employment	KST Employment
KSTC	KSTC	KSTC	KSTC
	Kans. Inst. Tech.	Kans. Inst. Tech.	Kans. Inst. Tech.
Navy	Navy	Navy	Navy
Air Force	Kansas Forestry	Kansas Forestry	Kansas Forestry

NCAVTS - North Central Kansas
Area Vocational Technical
School

KU - Kansas University

CCCJC - Cloud County Community
Junior College

KSU - Kansas State University

Manhattan AVTS - Manhattan Area
Vocational Technical School

KWU - Kansas Wesleyan University

KST Employment - Kansas State
Employment Office

Salina AVTS - Salina Area Vo-
cational Technical School

KSTC - Kansas State Teachers
College

Kans. Inst. Tech. - Kansas In-
stitute of Technology

WSU - Wichita State University

APPENDIX F

Unified School District No. 378
Riley County, Kansas

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KEITH B. MUELLER, Superintendent

October 16, 1968

Keats Grade School
Keats, Kansas
JE 9-3217

Cardville Grade School
Cardville, Kansas
21-43

Riley Grade School
Riley, Kansas
HU 5-2442

Riley County High School
Riley, Kansas
HU 5-2624

BLUE VALLEY LEAGUE CAREER AND COLLEGE DAY
RILEY COUNTY HIGH SCHOOL, RILEY, KANSAS

TO: Blue Valley League Counselors

SUBJECT: Things to consider sheets

Dear Sirs:

I am enclosing some spirit duplicator masters which contain important facts which your juniors and seniors should consider before coming to "Career and College Day".

This, I hope, will give them information about questions that should be answered before deciding on what they are going to do after graduation. These questions can be answered by the representatives at our Career and College Day, many times, easier than we can answer them.

Please run these off and distribute them to your students.

Sincerely,

J. Lester Hooper

J. Lester Hooper
Counselor

JLH/ma

B. V. L.

CAREER AND COLLEGE DAY

INFO SHEETS

RILEY COUNTY HIGH SCHOOL

22 OCTOBER 1968

These sheets will give you information on questions that should be answered before deciding on what you are going to do after graduation. These questions can be answered by the representatives at their conferences. Be sure and ask them. Best of luck.

THINGS TO CONSIDER IN SELECTING
THE BRANCH OF ARMED FORCES

- I. Branches of the Armed Forces and Reserve Programs:
What is the mission of each branch of service?
 - A. Air Force
 - B. Army
 - C. Coast Guard
 - D. Marine Corps
 - E. Navy
 - F. Reserve Programs:
 1. Above mentioned branches
 2. National Guard (Air and Army)

- II. Enlistment Programs:
 - A. Draft (Selective Service System)
 1. What is the draft or selective service?
 2. How does the Selective Service System work?
 3. Where are the local boards located?
 4. At what age will the draft affect me?
 5. What are the classifications of the Selective Service System?
 6. What is the order of induction?
 7. How does the deferment system work?

 - B. Normal Enlistment Programs:
 1. What choice of enlistment programs do I have?
 2. How long are the enlistment periods?
 3. At what age can I voluntarily enlist?
 4. When should a person get his name on the enlistment list?
 5. How long will it be after I enlist before I will be called to active duty?

 - C. Officer Commissioning Programs:
 1. What are the different ways of becoming an officer?
 - (a) Federal Service Academies
 - (b) Reserve Officer Training (ROTC)
 - (c) Officer Candidate Schools (OCS)
 - (d) Flight Training Programs

III. Facts about Service Life:

- A. Basic Training
 - 1. What is basic training?
 - 2. Where will I go for basic training?
 - 3. How long is basic training?
- B. Technical Training
 - 1. After basic training what kind of Technical Training will I receive?
 - 2. Where will I be stationed for Technical Training?
- C. Military Grade or Rank
 - 1. What are the different grades or ranks?
 - 2. What is the difference between enlisted men and non-commissioned and commissioned officers?
 - 3. How do you get promoted to the next higher grade or rank?
- D. Military Leave
 - 1. How often do I receive a leave?
- E. Military Pay and Allowances
 - 1. How much is the starting pay?
 - 2. How often do I get a pay raise?
 - 3. How does longevity affect pay?
- F. Military Uniforms and Living Expenses
 - 1. How do I get my uniform?
 - 2. What expenses should I plan on?
- G. Religion
 - 1. Does the service provide for religious participation?

IV. Fringe Benefits of Service Life:

- A. What are the advantages of the armed services fringe benefits?
 - 1. Commissary Privileges
 - 2. Educational Programs
 - (a) Cooperative work-study
 - (b) Correspondence study
 - (c) Junior G. I. Bill
 - (d) Medical Programs
 - (e) Service Schools

3. Medical Benefits
4. P.X. Privileges
5. Recreational Benefits
6. Retirement Benefits
 - (a) Length of Service
 - (b) Amount of pay

V. Women in the Armed Forces:

- A. How does the women's position in the service differ from the men's?

VI. Summary:

- A. What are the advantages and disadvantages of the armed forces as a career?

THINGS TO CONSIDER IN SELECTING A SCHOOL
(Areas arranged in alphabetical order)

- A. Accreditation:
 - 1. Is it accredited by a regional accrediting association?
 - 2. Is it accredited by state accrediting associations?
 - 3. Is it accredited by professional associations: engineering, medicine, education, etc.?
- B. Academic Requirements:
 - 1. Must I select a major entering college?
 - 2. Does the college have a curriculum for undecided students?
- C. Admission:
 - 1. When should my application be submitted?
 - 2. Where should I rank in my graduating class to be admitted?
 - 3. What entrance tests are required?
 - 4. When should the entrance tests be taken?
 - 5. How many units are required for admission?
 - 6. How many units of English, Math, Science, Language, and Social Studies are required for admission?
- D. Athletics:
 - 1. Does the school have an athletic program?
 - 2. May I participate?
- E. Automobiles:
 - 1. Am I permitted to own an automobile?
 - 2. Are parking facilities available?
 - 3. Are driving and parking permits required on campus?
 - 4. If so is there a charge to have parking privileges?
- F. Clothing:
 - 1. What type of clothing is generally worn?
 - 2. What will I need for formal occasions?
 - 3. Are cleaning and laundry facilities available?
- G. Competitiveness:
 - 1. How competitive is the school: average, above average, etc.?
 - 2. How does my high school record compare with my fellow students?
 - 3. How much time am I expected to spend studying outside the classroom?

H. Counseling:

1. Does the college have counseling service available to assist me with academic, social, and personal problems?
2. Will I have an advisor to assist me with scheduling?

I. Draft Status:

1. If I am a student will I be drafted?
2. If I am a student may I be deferred?

J. Extracurricular Activities:

1. Does the school have a debate team?
2. Do they have an intra-mural sports program?
3. Do they have a band, orchestra, and glee club for interested students who are not majoring in music?
4. Does the school have a student union?
5. Does the school sponsor dances, teas, etc.?

K. Employment Service:

1. Does the college assist me with part time employment?
2. Does the college assist me with employment after graduation?

L. Expenses:

1. What is the cost: tuition, fees, board, room, books, and spending money?
2. How and when are these fees payable: in full at registration, monthly, etc.?

M. Fraternities and Sororities:

1. Are fraternities available?
2. What are the regulations concerning membership?
3. Is every student given the opportunity to belong to a fraternity or sorority?

N. Health Service:

1. What health services does the college provide?
2. Is a fee charged for this service?

O. Home Visitation:

1. May I go home as often as I wish?
2. Is going home encouraged or discouraged?

P. Housing:

1. Do all students live in dormitories?
2. Are freshman required to live in dorms?
3. What are the regulations concerning going out at night?
4. May I live in a private home?

Q. Loans:

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1. Does the college have both long and short term loans?
2. What is the interest rate on loans?
3. When must the loan be repaid?

R. Location:

1. Is the college located in a city, town or in the country?
2. How far is it from home?
3. What transportation facilities are available?

S. Religious Life:

1. Does the college have a chapel?
2. Must I attend chapel services?
3. Is religious counseling available?
4. Must I take courses in religion?
5. Are churches of all faiths available?

T. R.O.T.C.:

1. Does the college have Army, Navy, Air Corps ROTC?
2. Must I participate in ROTC?
3. What are the advantages of ROTC?
4. What are my obligations if I participate?
5. Am I draft exempt if I participate in ROTC?

U. Scholarships:

1. What scholarships are available?
2. Am I eligible to apply for a scholarship?
3. What criteria are used in awarding scholarships?
4. When should I apply for scholarship aid?

V. Size:

1. What is the enrollment?
2. Do I want a small, medium, or large college?
3. What is the ratio of men to women?
4. What is the ratio of faculty to students?

W. Summer School:

1. How is it set up?
2. General information - cost, etc.?
3. Should a freshman student start his college career with summer school?

X. Type:

1. Is it coed or an all boys' or girls' school?
2. Is it a private school or state supported?

When you consider a college, you will want to receive its catalog and application forms. Leave your name and address with the representatives at the schools of your choice so they can send you needed information.

THINGS TO CONSIDER IN SELECTING A VOCATION

I. Discription of the Vocation:

- A. Nature of the vocation
- B. Duties
- C. Advantages and Disadvantages:
 - 1. Social prestige and limitations
 - 2. Financial prospects
 - 3. Ethical problems involved
 - 4. Physical effect
 - 5. Working hours, vacations
 - 6. Benefit to the community
 - 7. Agreeableness of the work
 - 8. Miscellaneous possibilities
 - (a) Variety (b) Adventure (c) Security
 - 9. Reasons for failure in this vocation
(Disadvantages should be frankly exposed)

II. Educational Needs for this Vocation:

- A. What education is necessary -
courses, diplomas, etc.
- B. Best procedure for training oneself -
apprenticeships, etc.
- C. Best trade schools or colleges for this vocation
- D. Cost of training - scholarships
- E. Any special licenses, exams, or certificates
needed
- F. Special recommendations about training

III. Qualifications for this Vocation:

- A. Mental ability
- B. Personality - character traits, temperament,
etc.
- C. Physical - Age, height, weight, sex, etc.
- D. Miscellaneous:
 - 1. Experience
 - 2. Special talents or abilities
 - 3. Unusual demands upon the worker

IV. Opportunities in this Vocation:

- A. Pay scale - starting to top salary
- B. Opportunities for advancement - range of
positions possible
- C. Allied vocations - possibility of transfer,
civil service, etc.
- D. Other personal rewards

V. Present Vocational Outlook:

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- A. Employment conditions
 - 1. Present
 - 2. Future
(Stress this area)

VI. Methods of Securing Employment:

- A. Best placement bureaus
- B. Suggestions about interviewing a prospective employer
- C. Valuable but sometimes overlooked methods
- D. Common mistakes that applicants make

VII. Miscellaneous:

- A. Where to obtain further information on this vocation
- B. Description of an average prospective working day

APPENDIX G

INSTRUCTIONS TO STUDENT CONFERENCE CHAIRMAN

1. Find out the full name of the speaker, his business connection, and official position. If possible, inquire about additional facts concerning his experience and achievements.
2. Consult the faculty host for your conference in regard to your form of introduction and concluding remarks.
3. On the day of the conference, report to the main desk about 15 minutes before the conference speakers are to arrive.
4. Be sure to have name tag and informational folder for conference leader ready to go.
5. Remember that the speaker is a guest of the school and that you are the schools' official host for this occasion. When your speaker arrives, approach your speaker and proffer your hand with some greeting such as, "I am _____ who is to preside at your conference. I am very happy to meet you, Mr. _____."
6. Then show your conference speaker to his assigned room so he can set up his material. After he has the conference room prepared, show him to his place in the general assembly and tell him that you will meet him at the end of the assembly.
7. After the general assembly and before the students are dismissed, meet your conference leader and conduct him to the assigned room and see that he is seated in the proper place.
8. Take your place at the front of the room and after the students are in place introduce your conference leader. In giving some important items about your guest speaker and who he represents, convey the impression that you are glad to introduce him to the group because he is well qualified to give first hand, reliable, and up-to-date information about it.
9. Allow the conference speaker full use of the desk, by taking your place at the wide where you can face the audience.
10. Jot down any questions you would like to have answered. It is your responsibility to begin the questions during the discussion period, if no one else does. If the discussion turns away from the subject, be alert to ask a pertinent question to get it back on the subject. (Refer to the Student Outline for note taking for ideas for pertinent questions.)

11. At the end of each conference period stand and dismiss the students for their next conference.
12. Remain with the conference speaker as he answers any individual questions.
13. After the conference speaker's last conference, assist him in picking up his material, coat and hat, and escort him to the main desk to check on messages for him. When he is ready to depart, express your thanks for his time and effort. As you shake hands with him, you may wish to say, "It has been a pleasure to work with you Mr. _____ and I hope to see you again."
14. Remember to fill out an evaluation sheet on your conference leader before you leave.

APPENDIX H

FACULTY HOST INSTRUCTION SHEET

Your job for this Blue Valley League Career and College Day includes:

1. Check with the student chairman to see that he has a suitable introduction prepared to introduce his conference leader.

The student chairmen are to meet the conference speakers, guide them to their respective places, and introduce them in the conferences.

2. See that the room is properly marked for identification number and conference title.
3. See that the room is in order and ready for the conference with the front of the room set up for the conference speaker and student leader. Arrange the chairs in proper order for the number of participating students.
4. Take charge of the group; if for some reason the speaker is not there, have them be seated; send a message to the Career and College Day Director informing him of the hang-up; and take care of the general decorum of the group.
5. Inform the Career and College Day Director of any misconduct of students in your conference meeting so that the proper administrator can be contacted and proper corrective action initiated.
6. After the conference, express the appreciation of the school for the service rendered by the conference leader.
7. Please complete an evaluation sheet for each different conference that is conducted in your room. This will help in the planning of future Career and College Day Conferences.

THANK YOU! This Career and College Day would not have been successful without your effort and co-operation.

APPENDIX I

Unified School District No. 378
Riley County, Kansas

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KEITH B. MUELLER, Superintendent

its Grade School
Seats, Kansas
JE 9-3217

dville Grade School
ardville, Kansas
21-43

ey Grade School
Riley, Kansas
HU 5-2442

County High School
Riley, Kansas
HU 5-2624

Dear Conference Leader:

We have assigned a student conference chairman to host you during your stay with us. He will meet you at the main desk in the Student Commons. Your chairman's name is _____

_____ students have signed to attend your conferences. We are trying to divide them equally per conference. You will not need to be present until 30 minutes prior to your conferences. You may leave at your convenience any time after your last conference.

Please check out at the main desk before departing so any counselors wanting information or any messages received can be passed on to you.

We are looking forward to seeing you on Tuesday, October 22, 1968.

Refer to enclosed schedule for your conference times.

Thanks again for your participation.

Sincerely,

J. Lester Hooper

J. Lester Hooper
Guidance Counselor

BLUE VALLEY LEAGUE CAREER AND COLLEGE DAY

Activity		9:30 - 10:00	10:00 - 10:30	10:30 - 11:00	11:00 - 11:30	11:30 - 12:00	NOON 12:00 - 12:30
Room			1	2	3	A	B
1			Washburn	Washburn	Wesley Med- ical Center	Wesley Med- ical Center	Civil Service
2			NCAVTS	NCAVTS	NCAVTS		
3			KU	KU	KU	KU	
4			CCCJC	CCCJC	CCCJC	CCCJC	Fairbury JC
5			Clarks	Clarks	Clarks		
7			Bethany	Marymount	Brown- Mackie	Brown- Mackie	
8			KSU	KSU	KSU	KSU	Marines
10			Salt City	Ottawa	Frontier Airlines	Frontier Airlines	
11			Manhattan AVTS	Manhattan ATVS	Manhattan AVTS	Manhattan AVTS	Sterling
12			Crum's	Crum's			
14			Fort Hays State	Fort Hays State	Fort Hays State		McPherson
15			KWU	KWU	KWU		Army
16			KST	KST	Stormont	Stormont	Stormont
			Employment	Employment	Vail	Vail	Vail
			Salina	Salina	Salina	Salina	
Shop			AVTS	AVTS	AVTS	AVTS	
Student Lounge			Highland JC	Natl Guard	Natl Guard		
Gym	General						
North	Assembly					Navy	Navy
South			Air Force	Air Force	Air Force	Air Force	Air Force

12:30 - 1:00 C	1:00 - 1:30 4	1:30 - 2:00 5	2:00 - 2:30 6
Civil Service	Civil Service	Civil Service	Civil Service
	NCAVTS	NCAVTS	NCAVTS
	KU	KU	
Fairbury JC	Fairbury JC	CCCJC	CCCJC
Navy Nurse & Waves	Navy Nurse & Waves	Navy Nurse & Waves	Navy Nurse & Waves
Brown-Mackie	Brown-Mackie	Brown-Mackie	Brown-Mackie
Marines	Marines	KSU	KSU
Frontier Airlines	Frontier Airlines	Frontier Airlines	Frontier Airlines
		Manhattan AVTS	Manhattan AVTS
		WSU	WSU
Asbury	Asbury	Asbury	Friends
Army	Army	Army	Army
KST Employment	KST Employment	KST Employment	KST Employment
KSTC	KSTC	KSTC	KSTC
	Kans. Inst. Tech.	Kans. Inst. Tech.	Kans. Inst. Tech.
Navy	Navy	Navy	Navy
Air Force	Kansas Forestry	Kansas Forestry	Kansas Forestry

NCAVTS - North Central Kansas Area Vocational Technical School

KU - Kansas University

CCCJC - Cloud County Community Junior College

KSU - Kansas State University

Manhattan AVTS - Manhattan Area Vocational Technical School

KWU - Kansas Wesleyan University

KST Employment - Kansas State Employment Office

Salina AVTS - Salina Area Vocational Technical School

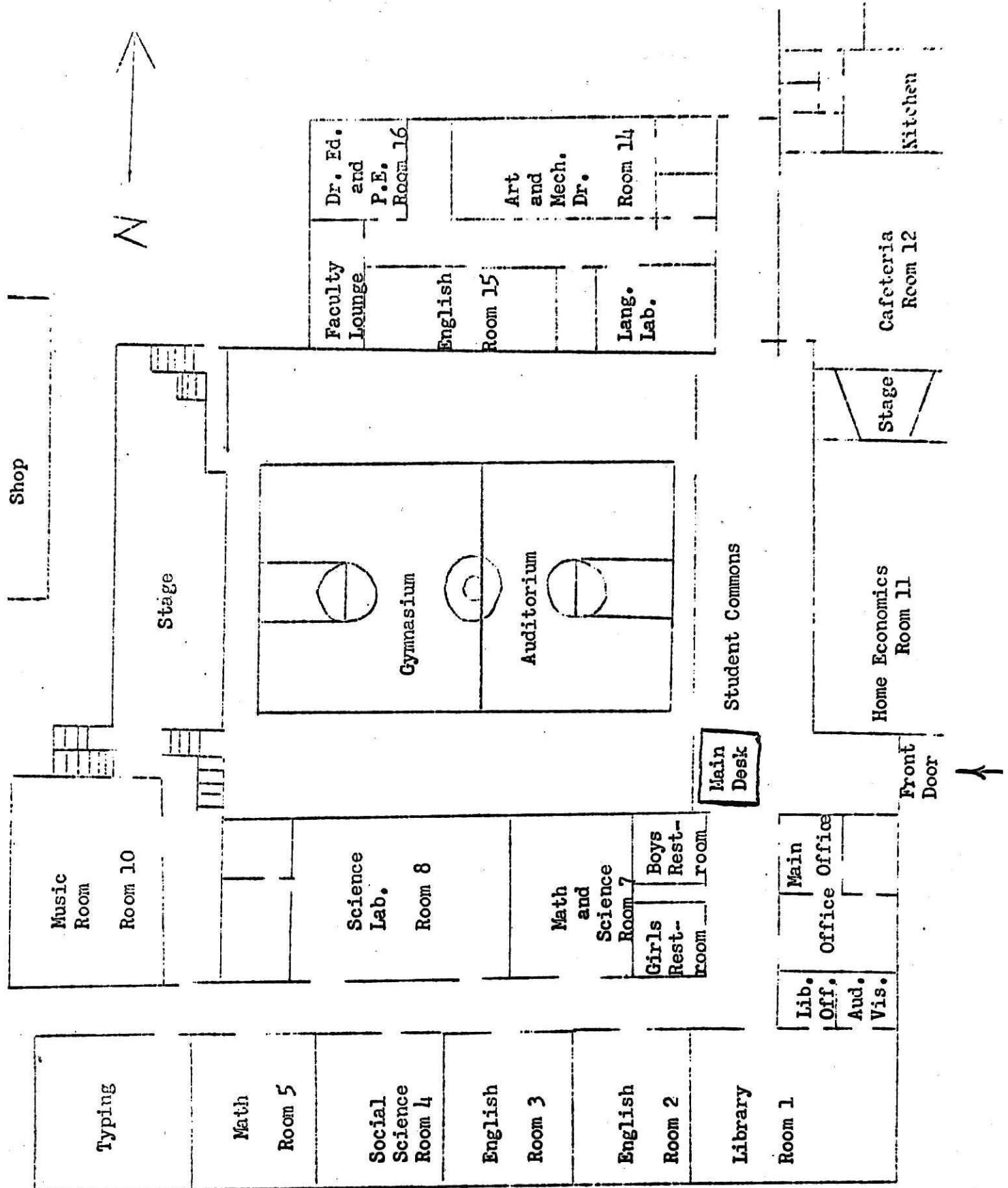
KSTC - Kansas State Teachers College

Kans. Inst. Tech. - Kansas Institute of Technology

WSU - Wichita State University

RILEY COUNTY HIGH SCHOOL FLOOR PLAN

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APPENDIX J

Student Name JOE DOAKSSchool Attended RILEY COUNTY**BLUE VALLEY LEAGUE CAREER AND COLLEGE DAY**

Activity	9:30 -	10:00 -	10:30 -	11:00 -	11:30 -	12:00 -
	10:00	10:30	11:00	11:30	12:00	12:30
Room	1	2	3	A	B	
1	Washburn	Washburn	Wesley Med- ical Center	Wesley Med- ical Center	Civil Service	
2	NCAVTS	NCAVTS	NCAVTS			
3	KU	KU	KU	KU		
4	CCCJC	CCCJC	CCCJC	CCCJC	Fairbury JC	
5	Clarks	Clarks	Clarks			
7	Bethany	Marymount	Brown- Mackie	Brown- Mackie		
8	KSU	KSU	KSU	KSU	Marines	
10	Salt City	Ottawa	Frontier Airlines	Frontier Airlines		
11	Manhattan AVTS	Manhattan ATVS	Manhattan AVTS	Manhattan AVTS	Sterling	
12	Crum's	Crum's				
14	Fort Hays State	Fort Hays State	Fort Hays State		McPherson	
15	KWU	KWU	KWU		Army	
16	KST	KST	Stormont Vail	Stormont Vail	Stormont Vail	
Shop	Salina AVTS	Salina AVTS	Salina AVTS	Salina AVTS		
Student Lounge	Highland JC	Natl Guard	Natl Guard			
Gym North	General Assembly			Navy	Navy	
South	Air Force	Air Force	Air Force	Air Force	Air Force	

12:30 - 1:00 C	1:00 - 1:30 4	1:30 - 2:00 5	2:00 - 2:30 6
Civil Service	Civil Service	Civil Service	Civil Service
	NCAVTS	NCAVTS	NCAVTS
	KU	KU	
Fairbury JC	Fairbury JC	CCCJC	CCCJC
Navy Nurse & Waves	Navy Nurse & Waves	Navy Nurse & Waves	Navy Nurse & Waves
Brown-Mackie	Brown-Mackie	Brown-Mackie	Brown-Mackie
Marines	Marines	KSU	KSU
Frontier Airlines	Frontier Airlines	Frontier Airlines	Frontier Airlines
		Manhattan AVTS	Manhattan AVTS
		WSU	WSU
Asbury	Asbury	Asbury	Friends
Army	Army	Army	Army
KST Employment	KST Employment	KST Employment	KST Employment
KSTC	KSTC	KSTC	KSTC
	Kans. Inst. Tech.	Kans. Inst. Tech.	Kans. Inst. Tech.
Navy Air Force	Navy Kansas Forestry	Navy Kansas Forestry	Navy Kansas Forestry

NCAVTS - North Central Kansas Area Vocational Technical School

KU - Kansas University

CCCJC - Cloud County Community Junior College

KSU - Kansas State University

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Kans. Inst. Tech. - Kansas Institute of Technology

WSU - Wichita State University

BLUE VALLEY LEAGUE CAREER AND COLLEGE DAY

RILEY COUNTY HIGH SCHOOL

October 22, 1968

WELCOME Blue Valley League High School Juniors and Seniors.

In a very short time you will be graduating from high school. When one leaves high school one should not think of education being complete. High school is not a stopping point, but possibly a beginning point, a time when decisions must be made on whether to go to college, business school, vocational school, armed services, or whether you will go out into the world of work.

Our government states there are over 40,000 different jobs one may enter. Do you know which one is the right one for you? There are many ways to help you decide. Talking to your counselors, teachers, and parents is always helpful. Your counselors will help you to gain insight in understanding your interests, aptitudes, and abilities. Talking to school representatives and others about education and employment is very helpful.

This, Juniors and Seniors, is why we have Career and College Day. Ask questions of the representatives. Set up appointments to visit their institutions over Teachers Meeting Vacation. Use the summary sheets attached to this to take notes so you can compare. Try to find out all you can. You have only several short periods today to make the best of it.

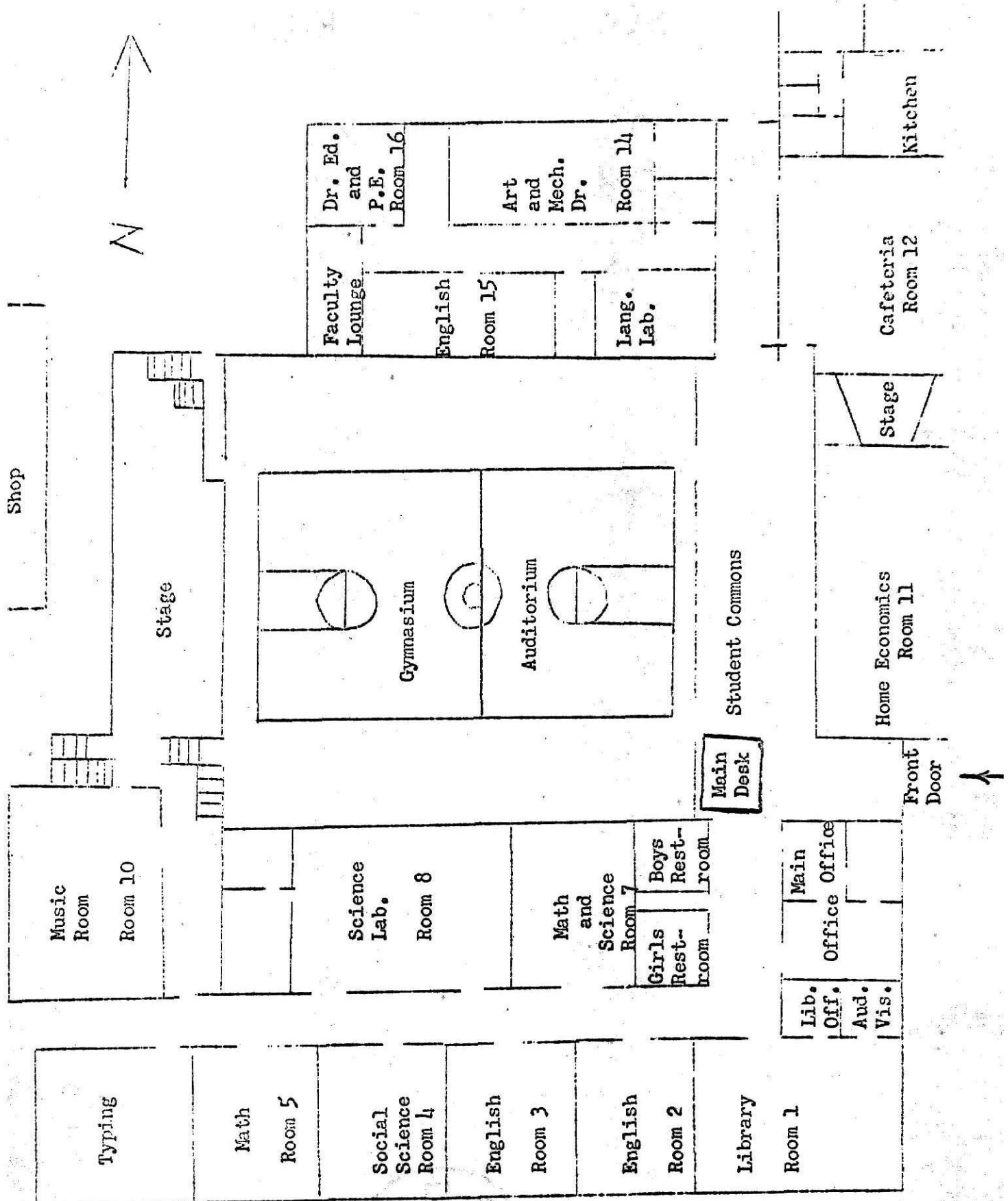
GENERAL ASSEMBLY

- | | | |
|-----------------------|---|--|
| Welcome | - | Mr. Keith B. Mueller, Superintendent
Riley County High School |
| Music | - | "Serandipedus Six" |
| Announcements | - | Mr. J. Lester Hooper, Counselor
Riley County High School |
| Inspirational
Talk | - | S A L and Your Future
Dr. J. Harvey Littrell
College of Education
Kansas State University |

See your schedule for the time and place of your conferences.

RILEY COUNTY HIGH SCHOOL FLOOR PLAN

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STUDENT OUTLINE FOR NOTE TAKING
FOR ARMED FORCES SELECTION

92

Name of Branch #1 _____	Name of Speaker _____	Position and Address _____
Name of Branch #2 _____	_____	_____
Name of Branch #3 _____	_____	_____

	Branch #1	Branch #2	Branch #3
I. Branch of Service: 1. Mission			
II. Enlistment Programs: 1. Draft Age 2. Normal Enlistment Choice of programs Length of enlistments Volunteer age Time to get on list 3. Officer Commissioning Programs (ROTC, OCS)			
III. Facts About Service Life: 1. Basic Training (Place and Time) 2. Technical Training (Place and Type) 3. Military Grade and Rank (Promotion) 4. Military Leave 5. Military Pay and Allowances (Starting Pay) 6. Military Uniforms and Living Expenses 7. Religion			
IV. Fringe Benefits: 1. Educational 2. Retirement			
V. Women in the Armed Forces: 1. General Information			

I. Summary:

1. Advantages

2. Disadvantages

Branch
#1

Branch
#2

Branch⁹³
#3

Added Notes:

STUDENT OUTLINE FOR NOTE TAKING
FOR SCHOOL SELECTION

94

Name of School #1 _____	Name of Speaker _____	His Position or Dept. _____
Name of School #2 _____	_____	_____
Name of School #3 _____	_____	_____

I. Accredited By:	School #1	School #2	School #3
II. When Should Admission Application Be Submitted: Freshman Orientation Program (Above course requirements)			
III. Total Credits Needed For Admission: 1. English 2. Social Studies 3. Mathematics 4. Science 5. Foreign Language 6. Other			
IV. Admissions Tests: 1. Name of test required 2. Date that should be taken			
V. Expenses: 1. Application fee 2. Tuition 3. Other fees, health, lab, etc. 4. Room (dormitories) 5. Board 6. Transportation 7. Clothes 8. Recreation, allowance 9. Books and other equipment 10. Other: personal items			
VI. Miscellaneous Considerations: 1. Athletics 2. Automobiles 3. Competitiveness 4. Counseling			

	School #1	School #2	School #3
I. Miscellaneous Considerations: (continued)			
5. Cultural-Social Opportunities			
6. Draft Status			
7. Extracurricular Activities			
8. Employment Service			
9. Fraternities, Sororities, Clubs			
10. Health Services			
11. Housing			
12. Loans			
13. School Location			
14. Religious Life			
15. R.O.T.C. Programs			
16. Scholarships			
17. Size - school, class			
18. Summer School			
19. Type - Coed?			
II. Personal Visit:			
1. Is an appointment needed to visit your school?			
2. Whom should I contact when visiting your school?			

Added Notes:

STUDENT OUTLINE FOR NOTE TAKING
OF OCCUPATIONS

96

Name of #1 Occupation _____	Name of Speaker _____	Position and Address _____
Name of #2 Occupation _____	_____	_____
Name of #3 Occupation _____	_____	_____

	Occupation #1	Occupation #2	Occupation #3
I. What Is The Nature Of The Vocation? 1. Duties 2. Advantages 3. Disadvantages			
II. What Education Is Necessary? 1. How much 2. What kind 3. What it would cost 4. Where could one obtain it 5. Any special licenses, exams, certificates			
III. What Qualifications Should The Individual Have? 1. Mental ability 2. Personality 3. Talents and special abilities 4. Age, sex, height, physical requirements 5. Any unusual demands upon the person			
IV. What Earnings Could One Expect? 1. Pay scale 2. Opportunities for advancement 3. Possible to transfer to other vocations, civil service jobs 4. Any other personal rewards			

	Occupation #1	Occupation #2	Occupation #3
I. What Is The Present Outlook?			
II. How Could One "Break Into The Field"? 1. Where to apply 2. Where to obtain further information			

Added Notes:

APPENDIX K

BLUE VALLEY LEAGUE
CAREER AND COLLEGE DAY EVALUATION SHEET
STUDENT FORM

99

We would appreciate it very much if you would be kind enough to take a few minutes of your time to give us an honest evaluation of our Blue Valley League Career and College Day Program. It would help us immensely in planning and improving future programs.

General reaction to each conference.
Check your appropriate evaluation.

<u>Conferences Attended</u>	<u>Excellent</u>	<u>Good</u>	<u>Poor</u>
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____

7. What factors caused you to like one conference better than all the others?

8. What factors caused you to dislike one conference more than all the others?

	(Check the appropriate evaluation)		
	<u>Great</u>	<u>O.K.</u>	<u>No Good</u>
9. How would you rate the opening assembly program for setting the pace for the rest of the day?	_____	_____	_____

Suggestions:

	<u>Too Few</u>	<u>Just Right</u>	<u>Too Many</u>
10. How did you like attending six separate conferences during the day?	_____	_____	_____

Suggestions:

11. How did you like the 30 minute time limit for each conference?

Too Short Just Right Too Long

Suggestions:

12. How did you like having a free period to revisit a conference, select a free choice, or just relax?

Great O.K. No Good

Suggestions:

13. Did you think that there were enough conference choices to cover almost everyone's interests?

Too Few Just Right Too Many

Suggestions:

14. How would you rate the overall benefits that you received from the Blue Valley League Career and College Day Program?

A lot of Help Some Help No Help At All

Suggestions:

15. What changes might you suggest that would have made the Blue Valley League Career and College Day Program more beneficial to you?

16. Do you wish a conference with your counselor to discuss new information learned at Career and College Day in connection with your aptitudes, interests, and school or occupational plans? Yes _____ No _____

Questions:

Thank you for your time in giving this evaluation. May you reach all those goals you are striving for.

(Circle One)

School Year Fr. Soph. Jr. Sr.

Your Name _____

School Name _____

Date _____

APPENDIX L

Unified School District No. 378
Riley County, Kansas

102

KEITH B. MUELLER, Superintendent

October 24, 1969

its Grade School
Keats, Kansas
JE 9-3217

dville Grade School
nardville, Kansas
21-43

ey Grade School
Riley, Kansas
HU 5-2442

County High School
Riley, Kansas
HU 5-2624

Mr. Ron Walz, Supervisor of Student Personnel
North Central Kansas Area Vocational-Technical School
P. O. Box # 626
Beloit, Kansas 67420

Dear Mr. Walz:

On behalf of the Blue Valley League Students, counselors, and administrators, I would like to extend a sincere word of thanks to you and the institution you represented for participating in our Career and College Day Program.

We realize that preparation for and participation in this type of program takes a great deal of valuable time from your already busy schedule. We hope that your effort for our students will be as beneficial to you as it was for the students.

Thanks again. If there are any questions we can answer or in any way we can be of further assistance to you, please feel free to call upon us.

Sincerely yours,

J. Lester Hooper

J. Lester Hooper
Program Director

MEMORANDUM FORM

To: Faculty Host, Student Conference Chairman, and Program
Helpers.


From: Career and College Day Planning Committee.

We certainly want to convey our deep feeling of appreciation to each and everyone of you who so graciously helped in the difficult endeavor we just completed. We, the committee, feel that this was the best Career and College Day Program ever presented in this league.

Without your help and co-operation it would not have been possible.

Thanks again.

Sincerely,

A handwritten signature in cursive script, reading "J. Lester Hooper".

J. Lester Hooper
Program Chairman

APPENDIX M

BLUE VALLEY LEAGUE CAREER AND COLLEGE DAY EVALUATION SHEET
CONFERENCE FACULTY HOST FORM

Conference Title _____

Conference Speaker _____

Please rate each of the following on a five point scale,
(1) Excellent; (2) Good; (3) Fair; (4) Poor; (5) Unsatisfactory,
by circling the number to the right of the question.

1. How would you rate the conference speaker?
(Appearance, poise, etc.) 1 2 3 4 5
2. How would you rate the conference speaker's
preparation for this conference? 1 2 3 4 5
3. How would you rate the speaker's information
of his subject presented to the students? 1 2 3 4 5
4. How would you rate the interest of the
group in this conference? 1 2 3 4 5
5. How would you rate the amount and quality
of discussion in this conference? 1 2 3 4 5
6. How would you rate the students' courtesy
to the conference speaker? 1 2 3 4 5
7. How would you rate the student chairman
on the fulfillment of his responsibilities? 1 2 3 4 5
8. How would you rate the time allotted per
conference? 1 2 3 4 5
9. How would you rate the physical set up
for the conference? 1 2 3 4 5
10. What would be your overall rating for the
effectiveness of this conference? 1 2 3 4 5

Please check:

This conference speaker (___ should ___ should not) be asked to
participate another year.

Briefly, jot down any suggestions you would like to make concerning
improvement of future conferences.

Your time and effort in making this year's BVL Career and College Day
a success is greatly appreciated.

Date _____ Faculty Host _____

BLUE VALLEY LEAGUE
CAREER AND COLLEGE DAY EVALUATION SHEET
CONFERENCE LEADERS FORM

We would appreciate it very much if you would be kind enough to take a few minutes of your time to give us an honest evaluation of our Blue Valley League Career and College Day Program. It would help us immensely in planning and improving future programs.

Please rate the following on a five point scale, (1) Excellent (2) Good (3) Fair (4) Poor (5) Unsatisfactory, by circling the number to the right of the question.

1. Did the pre-program material reach you far enough ahead of time to facilitate your planning?

1 2 3 4 5

Suggestions:

2. Was the informational material specific enough and easy to understand?

1 2 3 4 5

Suggestions:

3. How would you rate the opening assembly program for setting the pace for the rest of the day?

1 2 3 4 5

Suggestions:

4. How would you rate the physical set up for your conferences?

1 2 3 4 5

Suggestions:

5. How would you rate the number of conferences per student? (6)

1 2 3 4 5

Suggestions:

6. How would you rate the time allotted per conference? (30 minutes)

1 2 3 4 5

Suggestions:

7. How would you rate your student conference chairman for his assistance in making your conference a success?
1 2 3 4 5
Suggestions:
8. How would you rate the student's promptness in entering the room and settling down to business?
1 2 3 4 5
Suggestions:
9. How would you rate the student's courtesy to you the conference speaker?
1 2 3 4 5
Suggestions:
10. How would you rate the student's interest and asking of questions?
1 2 3 4 5
Suggestions:
11. What would be your over-all rating of the Blue Valley League Career and College Day?
1 2 3 4 5
Suggestions:
12. Briefly, jot down any other points of information that you feel would help make our future league Career and College Day Programs a greater success.

Many thanks for your participation and evaluation. Some information you gave that day may have affected the whole life of one of our students.

Date: _____

Name: _____

Organization you represented: _____

Title: _____

TABLES

TABLE I
PROGRAM SUMMARY OF STUDENT EVALUATION SHEET

Question number	Question summary	Percent of students indicating each choice		
9	Opening assembly for setting day's pace?	<u>Great</u>	<u>O.K.</u>	<u>No good</u>
		14%	81%	4%
10	Attendance of six conferences?	<u>Too few</u>	<u>Just right</u>	<u>Too many</u>
		8%	73%	18%
11	Time limit of 30 minutes per conference?	<u>Too short</u>	<u>Just right</u>	<u>Too long</u>
		19%	68%	13%
12	Preference of free period?	<u>Great</u>	<u>O.K.</u>	<u>No good</u>
		68%	31%	.3%
13	Conference choices cover student interests?	<u>Too few</u>	<u>Just right</u>	<u>Too many</u>
		25%	74%	.7%
14	Overall program rating?	<u>A lot of help</u>	<u>Some help</u>	<u>No help</u>
		26%	70%	4%
16	Request conference with counselor?	<u>Yes</u>	<u>No</u>	
		30%	70%	

ADMINISTRATIVE GUIDELINES
FOR THE 1968 BLUE VALLEY LEAGUE
CAREER AND COLLEGE DAY

by

J. LESTER HOOPER

B. S., Kansas State University, 1956

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1969

The purpose of this study was to research the present material on Career and College Days, to propose a plan for organization and administration of a Career and College Day Program for the Western Half of the Blue Valley League, and to evaluate the Career and College Day in terms of accepted standards.

In the Review of Literature we find that many of the professional people in the guidance field have differences of opinion as to the degree of merit and benefits that the students can acquire from participation in a Career and College Day. Almost all agree that if a great amount of pre-program planning is done the students participating will gain some benefits.

Library research and experience from past Blue Valley League Career and College Days were used in setting up the operational organization. It was found, as stated in the literature, that a great amount of time and effort was needed in setting up and presenting a high quality program.

The majority of the research material read indicated that the key to a successful program rested in its planning and organization. In order to properly organize a Career and College Day, most authorities agree that three months would be an absolute minimum amount of preparation time.

The steps of organization for this specific program were:

Step 1: Organization of a planning committee.

Step 2: Answering of questions pertaining to structure.

- Step 3: Format for the program.
- Step 4: Selection of a general assembly speaker.
- Step 5: Selection and invitation of conference leaders.
- Step 6: Conference leader instructions.
- Step 7: Information letter to league administrators
and counselors.
- Step 8: Survey of student interests.
- Step 9: Tally of student survey.
- Step 10: Conference schedule.
- Step 11: Registration of students.
- Step 12: Student preparation.
- Step 13: Student conference chairman instructions.
- Step 14: Faculty host instruction.
- Step 15: Conference leader follow-up packet.
- Step 16: Publicity.
- Step 17: Last minute checks.
- Step 18: Career and College Day.
- Step 19: Evaluation.
- Step 20: Follow-up.
- Step 21: Acknowledgment of service.
- Step 22: Rules and cautions.

To evaluate this program a student evaluation sheet was sent to the students of participating schools so they could render their judgment on the day's happenings. There were approximately 400

junior and senior students attending this league event. Evaluation sheets were received from 304 of the participants. The results may be summarized as follows:

- (1) 95% felt the general assembly started the day off right.
- (2) 81% felt that six conferences in the day's program was just right or not enough.
- (3) 87% thought that the 30 minute conferences were either just right or too short.
- (4) 99% liked having one free period during the day of the program for either relaxation, attending an extra conference, or visiting a previous conference again.
- (5) 99% of the students indicated that the 38 choices adequately covered their areas of interest.
- (6) 96% of the participants checked that they had gained some help by attending the Career and College Day Program.
- (7) 30% of the students had their interests aroused enough to request a conference with their counselor.

Some areas that could be improved for future programs:

- (1) Give the Conference Leaders, Conference Student Chairman and Conference Faculty Host a chance to evaluate the program.
- (2) Publicity should be emphasized to a greater degree in order to arouse more pre-conference interest.

From the increased number of inquiries about the institutions that participated in the program and from the results of the evaluation, it is evident that a well-planned and organized Career and College Day can be a worthwhile and stimulating event for high school students.