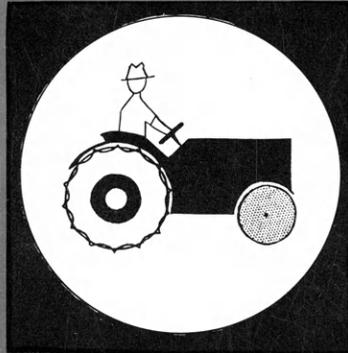
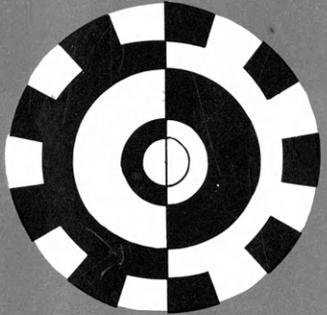


**Kansas
4-H
Journal**

**EDUCATION
and
CAREERS**

**February
1973**



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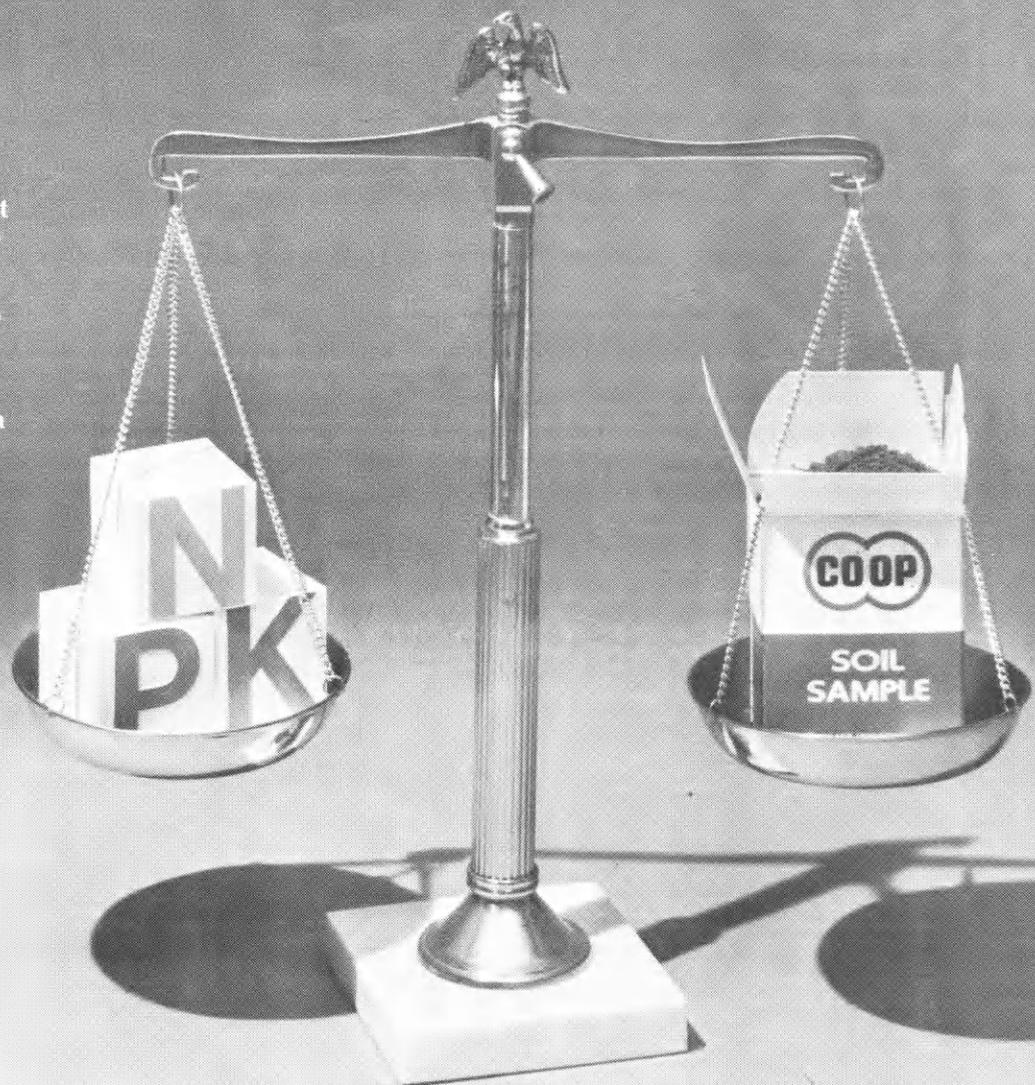
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—Governor Robert Docking,
October 20, 1972

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How many different kinds of jobs are there in the United States? Would you believe 35,000? That's the number of occupations identified and defined in the **Dictionary of Occupational Titles**.

With 35,000 occupations to choose from, how do you choose the one that's right for you?

A new emphasis in our schools, called career education, tries to help the individual to do exactly that. The goals of career education, according to U. S. Commissioner of Education, Dr. Sidney P. Marland Jr., are to let the student know about many career opportunities, help him narrow down the choices in terms of his own aptitudes and interests, and provide him with education and training appropriate to his ambition.

No one can comprehend 35,000 jobs; so as a first step the jobs are organized into 15 clusters or groupings. In this 1973 Education and Careers issue of Kansas 4-H Journal, we present the 15 job clusters for you to think about.

The magazine also contains articles about some specific occupations, particular needs in Kansas, woman's place, and ways of preparing for one's occupation.

The 15 career cluster symbols are taken with permission from a book, **An Analysis of Fifteen Occupational Clusters Identified by the U. S. Office of Education**, prepared at Grayson County College, Texas. The symbols are the work of artist Patricia Vestal. They were redrawn for Kansas 4-H Journal by Marie Rupp, associate editor.



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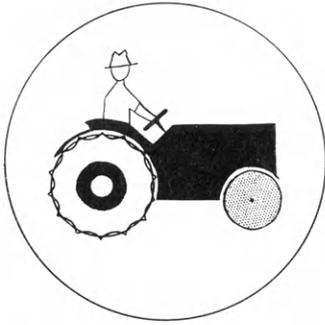
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Agri-business and natural resources

All the raw materials for food, clothing, shelter, and fuel are produced and processed by the millions of workers in occupations in agri-business and natural resources. These persons make up more than 40 per cent of the labor force in the United States. Within this cluster, jobs can be arranged in these broad groups:

1. Support and regulations
2. Research
3. Forestry
4. Land and water management
5. Fisheries and wildlife
6. Mining and quarrying
7. Petroleum and related products
8. Productive agriculture
9. Processing and marketing
10. Service



Business and office

More than thirteen million persons were employed to do clerical work in offices in 1970. Categories of jobs in the business field are these:

1. Accounting
2. Computer
3. Secretarial science
4. Management
5. Personnel
6. Finance, insurance, and real estate
7. Office (clerical)

Career opportunities in accounting

By Dr. Ralf J. Thomas

Department of Business Administration
Kansas State College of Pittsburg

One of the most expanding fields of business today, offering excellent job opportunities for both young men and women, is accounting. As a result, it is one of the higher paying professions in the business world. Unfortunately, many individuals still have a misconception relating to the duties and responsibilities of the modern day accountant.

This article will be concerned with (1) defining accounting; (2) the job opportunities in the field; (3) suggested prerequisites for success in accounting; (4) preparation necessary; and (5) the CPA examination.

What is accounting?

Accounting is the tool of business which measures and reports the financial progress of business. It is the nerve center of almost all business.

The information which accounting provides is essential for (1) effective planning, control, and decision making by management, and (2) discharging the accountability of organizations to investors, creditors, government agencies, taxing authorities, association members, contributors to welfare institutions, and others.

Accounting includes the development and analysis of data, the testing of their validity and relevance, and the interpretation and communication of the resulting information to intended users. The data may be expressed in monetary or other quantitative terms, or in symbolic or verbal form.

What are the job opportunities?

Listed below are the four major areas of accounting as they relate to job opportunities. Under each listing are the more specific types of accounting work available in each category.

Public accounting

Those accountants who hold their services open to the business and general public are engaged in public accounting. This is a rapidly growing profession, and many in this field aspire to become a Certified Public Accountant. Requirements for it will be discussed

later. Areas of public accounting include:

1. Auditing
2. Administrative services including systems development
3. Tax

Private accounting

The industrial or private accountant is an important part of the management team. He is responsible for maintaining the financial records of the company and for interpreting the financial conditions in light of proposed plans for the future as well as past experience. It includes:

1. Budgeting
2. General or management accounting
3. Cost accounting
4. Internal auditing

Governmental accounting

With the vast amount of paper work in the various governmental agencies, the work of auditing these various agencies becomes most important and requires a number of accountants. The Internal Revenue agency responsible for tax collection also employs a number of accountants.

1. General accounting office — auditing
2. Regulatory agencies — management
3. Internal Revenue

Education

This would include teaching accounting (commonly known as bookkeeping at the high school level) in secondary schools, vocational or technical schools, private business colleges, community/junior colleges, or senior colleges. It might also entail doing research work in the accounting field.

1. Teaching
2. Research

Qualities needed for a successful accounting career

1. Technical competence in the field of accounting. In tax work, for example, this requires the ability to interpret correctly the various state and national tax regulations.

2. The ability to both get along and work with others. This is important today because of the teamwork involved in the accounting profession.

(Continued on page 6)

Accounting

(Continued from page 5)

3. The modern accountant needs both imagination and creativity in order to handle his assignment satisfactorily.

4. An interest in and the ability to handle computational work. The accountant obviously deals in figures; he needs, therefore, to be accurate and dependable in his work.

5. The ability to communicate both in writing and orally. The accountant not only has to put into writing his interpretation of various financial reports, but also has to present effectively his recommendations orally to the management.

6. Finally, a good accountant today needs "good common sense" if he is to succeed in the business world.

Educational preparation

The extent of educational preparation for a career in accounting depends on the level of accounting expected for the job or position.

It is possible for someone with a strong background in bookkeeping or accounting preparation at the high school or vocational school

levels to be able to handle a simple set of books for a small business or to be a ledger clerk in the accounting department of a larger business or industry. However, because of the complexities of modern business and the vital role accounting plays in its success, most businesses are looking for college trained young men and women with a strong background in accounting for positions in that area of business.

A typical college program in accounting consists of three phases of preparation.

1. General education including courses in written and oral communications, mathematics, natural sciences, humanities, economics, and behavioral sciences.

2. A business core containing educational experience in statistics, computer systems, law, finance, marketing, and management.

3. Accounting theory and practices consisting of financial theory and practice, cost control and analysis, auditing theory and systems, and tax theory.

The CPA examination

One goal that many accountants aspire to attain is to pass the

Certified Public Accountants examination. This national examination in accounting is administered twice a year under the jurisdiction of the State Board of Accountancy in November and May.

The two and one-half day examination covers four areas: (1) auditing, (2) law, (3) practice, and (4) theory. Successful passing of all four parts leads to a CPA certificate. However, some states require a certain length of time working for a public accounting firm before the certificate is officially awarded. Those interested should check with their State Board of Accountancy relative to the requirements necessary in order to sit for the examination.



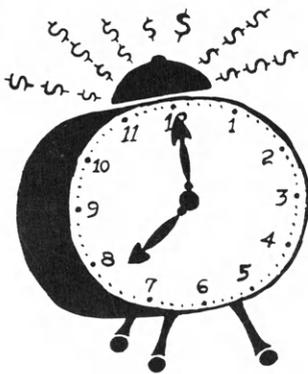
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Banking offers career opportunities

By Roger Kirkwood
Secretary, Kansas Bankers Association
Topeka

The rapid growth of the banking industry is opening up more and more opportunities for management and technical personnel. These opportunities present an attractive challenge to both high school and college graduates.

Banks recruit and train men and women from the liberal arts as well as those who majored in such fields as mathematics, economics, engineering, and business administration.

College graduates with degrees in a variety of subject areas are needed to meet the constant expansion of the banking industry. This expansion provides any person, interested in a job with responsibility and rapid advancement opportunities, a chance to exercise his talent and ambition to the limit. For instance, the bank management population has increased tremendously in recent years. Approximately 10,000 men and women are promoted to bank management positions each year.

On the whole, educational qualifications are flexible; it's the resourcefulness of the individual that counts.

A high school diploma is adequate preparation for entry in most clerical jobs in banks. Courses in bookkeeping, shorthand, typing, mathematics, and office machine operations can be very helpful. For promotion into the management level, a college education frequently is required.

Starting salaries are attractive and competitive with other businesses and industry. An individual's own qualifications will help determine his starting salary.

Bank employees and their families are eligible for many staff benefits. In general, banks either pay wholly or in part for such benefits as life insurance, medical insurance, and pension plans. Some offer bonus and profit-sharing plans.

There are other rewards to working in a bank — reasonable hours, pleasant working conditions, helping people, and working in community development with community leaders.

Few industries offer better promotional prospects or educational opportunities. One out of every six bank employees is a bank officer, and one out of every seven bank employees attends a banking course or school each year.

Once hired, banks help you through management development programs. On-the-job development offers the challenge of being immediately productive while learning the bank's functions and operations.

In addition to internal programs, the banking industry offers a variety of opportunities for development, including conferences, seminars, workshops and courses to increase your knowledge and skills in particular areas.

At the heart of banking education is the nationwide after-hours program of the American Institute of Banking, the educational section of the American Bankers Association. Class instruction in these courses are available in all areas of Kansas, and correspondent courses are offered.

In addition, there are more than 50 individual banker schools conducted on college campuses throughout the country each year which attract more than 10,000 bank employees. These banker schools are supported by the banks at a cost of more than \$3 million a year.

Several week-long and two-week schools are available to Kansas bankers at all levels, from beginning bankers to those for employees with more experience, and for management personnel. Usually, banks will pay tuition and expenses for employees and young bank officers who show interest and are eligible for such schooling.

One such opportunity endowed by Kansas banks is the Kansas Bank Officer Development Program at Wichita State University. Special curriculum in bank management is offered in the junior-senior years, with a summer internship working in a Kansas bank between the junior-senior years.

Local banks frequently will offer scholarships toward tuition in the bank management course at WSU. Students who take the first two years on another campus, such as at a junior college, should coordinate courses taken with the WSU catalog. It is imperative to include principles of economics, beginning accounting, and mathematics. Students interested in this course should contact the Kansas Bankers Association, Topeka, or Dr. James M. Murphy, Department of Administration, Wichita State University, Wichita. Dr. Murphy is the distinguished professor in bank management, and is available for counseling.

Students interested in careers in banking should consult their school counselors or business instructors, and visit with their local bankers.

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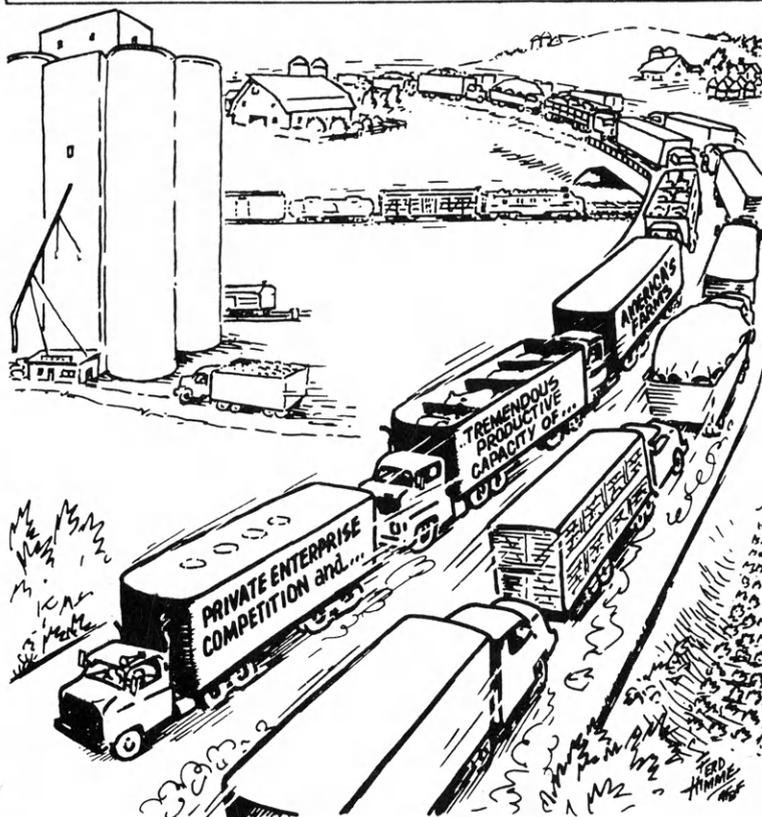
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Productivity of American farmers (output per man per hour) continues to increase more than twice as fast as the pickup in productivity in industry, according to an article in the Journal of Commerce.

La Von S. Fife, agricultural economist, International Harvester Company, emphasized, "food prices would be 25 to 50 percent higher if it weren't for the high production efficiency of farmers."

Even though productivity recently has spurred in industry and business, as the country moves out of the recession that began in late 1969, farm productivity has held onto a lead.

In interviews with The Journal of Commerce, economists acknowledged that President Nixon was right when he said in accepting renomination by the Republican party:

"The incomparable productivity of our farmers has made it possible for us to launch a winning war against hunger in the United States and make us the best fed people in the world with the lowest percentage of the family budget going to food of any country in the world."

George W. Cloos, vice president and economist, Federal Reserve Bank of Chicago, said that from 1947 through 1971 farm productivity increased an average of 6.3 percent a year.

That contrasted, he also said, with an annual average increase of 2.7 percent in the industrial and business economy in those years.

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Insurance - -

A rewarding industry



The chief executive of the Kansas Insurance Department is Fletcher Bell. In 1972 he was elected by acclamation as vice-president and chairman of the executive committee of the National Association of Insurance Commissioners.

Commissioner Bell is also chairman of the Kansas Safety Council, secretary of the Kansas Judges Retirement Board, and a member of the state Committee on Surety Bonds and Insurance which is responsible for purchasing all insurance needed for the state of Kansas.

By Fletcher Bell
Commissioner of Insurance

In today's increasingly complex but exciting society, career opportunities are more numerous than ever before but choosing a career or trying to prepare ourselves for a chosen field of endeavor continues to be a difficult task. Only the individual can establish his own personal objectives and only the individual can determine the vocation that is most compatible with his own talents and philosophy.

Regardless of these choices, however, I know of no other industry which affords a wider variety of career opportunities than does the insurance industry. By its very nature insurance involves vir-

tually every segment of the free enterprise system and because of this wide range of interests the insurance business requires expertise in an almost infinite number of fields before it can properly function.

Many of us receive our first introduction to the insurance business through an insurance company's sales representative. This person is, of course, a vital part of the insurance marketing process which in itself is a challenging and responsible vocation. But not everyone can or desires to be a sales representative and to some the prospect of a career in any kind of sales is even somewhat distasteful. A basic lack of interest in the art of selling, however, need not and should not deter anyone from seeking a career in the insurance business or at least exploring its potential.

Abundant opportunities exist in areas such as accounting, law, mathematics, investments, data processing, loss adjusting, clerical or, as in my own case, public service and many others. Thus, regardless of the type of work in which a particular person might be interested, there is generally a

place in the insurance business for their talents and interests.

The question then becomes not one of choosing a particular occupational specialty but rather one of choosing an industry or business whose interests and objectives are compatible with those of the individual. If one is interested in a career which can be described or has the reputation of being glamorous or the birthplace of fame and personal glory, the insurance business can, by and large, be disregarded.

If, however, a person wants to be involved in the mainstream of our economic structure, if a person wants to be connected with a stable industry, if a person is interested in an industry filled with challenges to man's ingenuity, and if a person wishes to engage in a business whose products affect, directly or indirectly, every individual in our society, the insurance industry is worthy of exploration.

In a personal sense, a career in the insurance business, like most other ventures, is essentially what we want to make it. And on this basis I have found the insurance business to be an exciting and rewarding experience. It's not ex-

citing in the same way as a trip to the moon or a last second touchdown pass for victory and not particularly rewarding by monetary or economic standards, but exciting and rewarding on a deeper level and in a more lasting way.

I have found it to be exciting because of the opportunities it has presented for innovation and individual initiative and my rewards can be measured by the self-satisfaction one obtains from having a part in constructive efforts to improve or maintain the insurance welfare of my fellowman. Such opportunities exist in almost all segments of the insurance community for all those who have the desire and ambition to accept the challenge.

But most important of all, in my opinion, the insurance industry needs young people — people with new ideas and an enthusiastic approach to solving the problems presented by today's generally affluent and mobile society. When viewed in this light, it seems to me the insurance business becomes even more attractive because it is not just a career opportunity — it is a business that needs innovative and industrious people.



Communications and media

From the baby who says, "Da da" to the most sophisticated TV entertainer, people are communicators. Inventions such as the printing press, the telegraph, the telephone, radio, and television have produced a communications explosion. Even newer are satellite and laser transmission.

The person looking for a challenging job in communications can look in these six categories:

1. Journalism
2. Motion pictures
3. Telephone and telegraph
4. Recording industry
5. Radio and television broadcasting
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Environment

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2. Disease prevention
3. Environmental planning
4. Resource control



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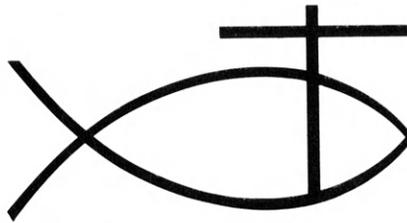
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to tell you about the University of Kansas in this space, not unless we stereotype you, or the University. And that would be a mistake because your goals and our programs are too diverse. So here's a solution: Write to John Myers (School Relations Office, K.U., Lawrence 66044) or stop by his office in the Kansas Union. He'd like to hear about your interests so he can suggest opportunities for you at K.U.



Health

With rising populations and greater expectation of good health care, more health workers are needed. They may work in:

1. Mental health and mental health services
2. Medical and biological science services
3. Dentistry and dental science services
4. General hospital and medical office related occupations
5. Medical emergency services
6. Administration of health services
7. Personal and community health services
8. Pharmaceutical science and services
9. Professional medical supportive personnel
10. Medical professions

Are you ready to face the challenge of medicine?

By Douglas H. Poorman, Ph.D.
Assistant Professor of Anatomy
University of Kansas

Would you like to be a member of the medical team — a team designed to fill the health care delivery needs of our people? The captain of the team is usually the physician who works with others who contribute supportive roles as nurses, physical and inhalation therapists, dieticians, medical record librarians, researchers, and

others. A career in a health related profession is one which returns innumerable satisfying and rewarding experiences for hours of labor and dedication.

What are some personal attributes necessary to become a successful physician? A person interested in the medical profession must be ambitious, for the life of a medical student and later that of a physician is demanding. Personal characteristics of integrity, perseverance, dedication, and honesty are essential. A physician must be compassionate and sensitive to the needs of each patient.

The doctor must be able to communicate with people in a manner which makes patients feel comfortable. Therefore, a college background in the liberal arts is desirable because of the broad education which is attained in this type of curriculum. A young man or woman who enters medical school must be able to withstand hard work, frustrations, and trying situations both in the classroom and on the clinical wards. Leadership qualities must be inherent in a candidate for medicine since the doctor is the focal point of the health care delivery team.

In return for the successful completion of the rigors of medical school, an individual is rewarded with the opportunity to serve his fellow man in the fight against illness, suffering, and death. If what you have read so far interests you, let's discuss how you go about getting into a medical school.

According to the Association of American Medical Colleges, approximately 35,000 individuals will be applying for about 13,300

spaces for medical classes beginning in 1974¹. Therefore, it can be predicted that about one out of every three applicants will gain admission. It is not that only one-third of the applicants are qualified, but only a limited number of seats are available in medical school classrooms. New medical schools are being built and classes are being increased in many existing schools to help bridge the gap. In the future, more students will have the opportunity to enter the medical profession because of these expansion efforts.

Many factors are taken into consideration by medical school admission committees. I will briefly explain admission policies at the University of Kansas Medical School. Most medical schools select students similarly; however, each school has its own unique admissions process². An applicant must in most cases have a baccalaureate degree to be considered for admission.

The overall grade point average which the student begins to acquire from the beginning of the freshman year in undergraduate school is considered. At Kansas, the grade point average of the premedical required courses is also computed. These include one year of inorganic chemistry, one year of organic chemistry, one semester of quantitative analysis, one year of physics, one year of biology, and one year of English. All science courses must be accompanied by a laboratory.

The committee considers scores received by the applicant on the Medical College Admission Test. This national examination given to all medical school applicants is composed of four parts — Verbal Ability, Quantitative Ability, General Information, and Science. The trend of academic performance which depicts the semester to semester overall grade point average is seen by the committee. A letter of recommendation from the college pre-medical advisor or committee is also required. After a candidate has made application to our medical school, he is interviewed and from this, the committee must predict the success of the applicant as a student and as a physician.

The Committee on Admissions looks at every applicant in all categories just mentioned. The applicants who are the best in all regards are those first admitted. It is essential for a student, therefore, to be as good in all categories as possible. With the number of applicants exceeding spaces in medical schools, it is also important for students to apply to several medical schools to enhance their chance for admission. Yet, each year many qualified students are not admitted to medical schools. What do these people do?

A student who is denied admission should contact the admissions officer of the individual schools to see why in his opinion the applicant was not granted admission. The reasons may be low grades, poor Medical College Admission

Test scores, a poor interview, etc. The reason a person was not admitted may suggest a plan to follow to enhance the chance of admission in the succeeding year. Some students retake the Medical College Admission Test to improve their standing. Others return to college as special students to improve their grade point averages. Many pursue careers in such allied health fields as nursing, physical therapy, and radiologic technology. Osteopathic colleges and dental schools are other alternatives for students interested in delivering health care to people.

One of the questions most often asked by students interested in medicine is, "What should my major be in college?" A person should major in an area in which he is interested and this in turn is usually the area in which a person will perform best.

Many females ask if they have a chance to be admitted to medical school. The answer is yes, if they are qualified. The sex of the applicant is disregarded by committee members. Credentials are again the determining factors.

Many students are concerned about the costs of a medical education. There are federal loans and scholarships available as well as institutional funds so that money should not keep a person from entering the medical profession.

Most medical schools have their curriculae divided into two areas, basic science courses and clinically-related courses. Anatomy, biochemistry, physiology, pathology, pharmacology, and microbiology comprise the basic sciences. Clinical specialties include surgery, medicine, obstetrics and gynecology, pediatrics, psychiatry, and many other subspecialties such as ophthalmology and dermatology. Some medical schools have three-year curriculae while others have maintained a traditional four-year program. Each program has its advantages and disadvantages, so the student must choose the curriculum which suits his needs and personal goals.

A young man or woman entering the medical profession today has a bright future. Positions will always be available for physicians, whether they are surgeons, obstetricians, general practitioners, or members of any other specialty.

Many rural communities are in dire need of doctors. Numerous rural communities are supporting students in medical schools in return for a specified number of

years of practice. Smaller communities of Kansas are now actively recruiting young physicians to practice in the less-populated areas of the state. Urban medicine also has its challenges with special needs in the inner city. Wherever a physician wishes to practice, he will be welcomed with open arms.

There is currently a physician shortage in most American communities. Young men and women must therefore be encouraged to enter professions which will insure that health care is made available to all in need. If you are committed to a lifetime of dedication in the fight against illness, maybe you should meet the challenge of medicine. If you are an inquisitive student and wish to further your knowledge of human biology, you should face the challenge. Medicine has unlimited opportunities if you are ready to face the challenge. Therefore, the question can be asked, are you ready to accept the challenge of medicine?

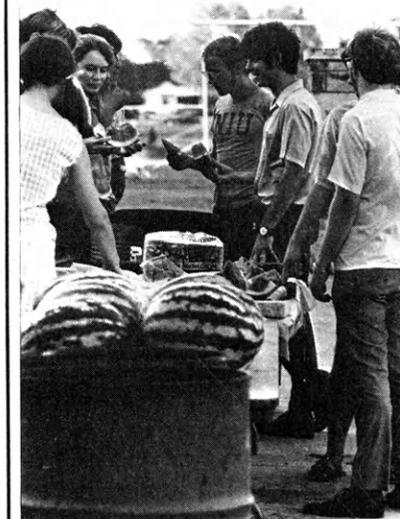
1. Medical School Admission Requirements — U. S. A. and Canada, 1973-74. Published by the Association of American Medical Colleges, Washington, D.C., 16.
2. See the book Medical School Admission Requirements — U. S. A. and Canada for a description of each medical school's admission requirements and procedures.

Nursing future promising

In many parts of the country the nursing shortage is acute and Occupational Outlook Quarterly forecasts that we will need at least a million nurses by 1980. Licensed Practical Nurse needs are expected to increase from 320,000 to 600,000.

Nursing programs train women, as well as men, for a broad spectrum of occupations. A two-year (associate degree), three-year (diploma), or four-year (baccalaureate) course enables a person to practice nursing for the rest of his life—anywhere in the world. Depending on the course selected, one can be a clinician, consultant, educator, or administrator.

Also needed is the clinical nurse educator—the highly trained nurse, usually with a master's degree, who cares for patients part of the time and teaches students the rest of the time.



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Careers to consider: Helping the handicapped

A small child with a speech impediment learns to speak clearly.

A child having trouble in school gets some special help.

A young woman disabled in an accident and a young man disabled in Vietnam find a useful place in society again.

A mentally ill person gets, not just custodial care, but a boost toward good health from an aide in the hospital.

An old man, resigned to sitting in a chair doing nothing, finds life interesting again as he watches things grow which he planted in the nursing home garden.

All these people were helped, not because someone had good intentions and wished them well, but because someone studied, learned, and became qualified for a career which enabled him to help the handicapped.

Most all occupations aid others in some way; some vocations are particularly "helping"—medicine, teaching, the ministry, social work. In addition, trained specialists make specific contributions, and Kansas schools offer training for these specialists.

For example, a specialized health worker is the speech clinician. A five-year program prepares him to work with persons with speech difficulties. These may be children who don't learn to speak, who stutter, or who have neurological or physical problems. They may be children or adults with hearing impairment or deafness, or they may be stroke victims.

The speech clinician must be intelligent, interested in people, able to carry responsibility, and able to work with other professional people, according to Dr. Keith Graham, chairman of the department of logopedics at Wichita State University. Students there receive



Students at Cowley County Community College enrolled in mental health technology are touring Larned State Hospital. Mrs. Bonnie Thorp, second from left, is director of nursing education at CCCC.

special training at the Institute of Logopedics.

Other state schools offering similar programs are Fort Hays Kansas State College, Kansas State University, and the University of Kansas.

At Kansas State Teachers College at Emporia students may prepare for jobs in the rehabilitation field. KSTC has an undergraduate rehabilitation services major and a graduate program in rehabilitation counseling.

In the first program, job pos-

sibilities include positions in rehabilitation centers as work adjustment specialists, work evaluators, and workshop managers. Other jobs are social worker and interviewer positions in welfare departments and other governmental agencies and programs.

For the past eight years the graduate program in rehabilitation counseling has been educating counselors to work on a one-to-one basis with individuals who are handicapped. Job markets include the State Division of Vocational Rehabilitation and other public and private rehabilitation agencies. Dr. Amos Sales is director of the rehabilitation counselor education program.

In another special curriculum at KSTC, the special education program, teachers are prepared to instruct children who are handicapped physically, mentally, emotionally, or socially. A number of other Kansas schools also prepare persons as special education teachers.

Other children, those with learning disabilities, find school difficult even though they have normal or near normal intelligence. These children, who make up perhaps 12 per cent of the population, also need special teachers; the University of Kansas and Kansas State University offer classes for teachers in this field.

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(Continued on page 16)

Handicapped

(Continued from page 15)

Another kind of special training is that given in a two-year mental health program at Washburn University in Topeka. Graduates are prepared to provide therapeutic aid as mental health technicians for the mentally ill and retarded in an institution or in a community mental health program.

In addition to course work at Washburn, students gain practical experience at one or more cooperating institutions, which are Menninger Foundation, Kansas Neurological Institute, Topeka State Hospital, Veterans Administration Hospital, and Stormont-Vail Hospital.

On completion of the 60-hour certificate program, graduates are qualified for the civil service job of mental health worker.

Two two-year programs in mental health technology are offered at Cowley County Community College and Vocational Technical School at Arkansas City. Associate of Arts degrees are available for mental health technician and for mental retardation technician.

Core for the programs is the psychiatric aide curriculum taught at Winfield State Hospital and Training Center.

Students are taught to work with children who develop slowly, helping them to sit, crawl, walk, and feed themselves, and in other ways to care for themselves. Training in nursing is also included.

A relatively new degree program taught only one place in the United States is horticultural therapy offered at Kansas State University at Manhattan. Students are trained to teach skills in horticulture to the emotionally ill, physically ill, retarded, aging, handicapped, and those in correctional institutions.

While many people know the relaxation and satisfaction which come from gardening, not many institutions are equipped or prepared to offer this kind of therapy to residents; graduates of the four-year course will be qualified to assist in setting up a plan for such activities. These students complete three and one-half years at K-State and six months of supervised training at Menninger Foundation.

Dietetics as a profession

By Faith Roach

Instructor

Institutional Management
Kansas State University

What does the future hold for you? Have you considered a career in dietetics? Dietetics is a health career with a focus on nutrition. The dietitian works with and for people. Whatever specific task is performed, wherever it is, the dietitian is dedicated to maintaining and improving health, enhancing the enjoyment of living, prolonging life, and even helping to save it. The dietitian is, in short, a senior partner in the health care and well-being of human beings. Could any lifework be more purposeful?

If you choose dietetics, you will be entering one of America's youngest professions. Even though man has been aware for many centuries of the relation between food and health, it wasn't until about half a century ago that science began opening up the frontiers of nutritional research.

The outlook for those entering the field today is exceptionally promising because the demand for qualified people far exceeds the supply. Increasingly acute shortages are expected through the decade of the 1970's and into the foreseeable future. Although the majority of dietitians are women, men are increasing in numbers in the profession because of its scientific challenges and the trend toward higher salaries.

What, exactly, does a dietitian do? As in many professions, some are generalists with across-the-board duties while others devote their time to specific functions. Those entering the field may serve as specialists in these capacities:

1. **As a clinical dietitian, who works directly with patients and the medical staff of a hospital or clinic.** Let us watch one in action:

At a large medical center, a young woman in a crisp white coat confers with a doctor on the treatment of a newly admitted patient suffering from a severe kidney ailment. The physician discusses with the dietitian the

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nature of the diet — so many milligrams of sodium, so many grams of protein, fat, and carbohydrate. Using her knowledge of nutrition, as well as the nature of the disease, the dietitian must translate these instructions into specific foods, choosing menus that will not only help the patient but be satisfying and appealing.

There are more than a half-dozen clinical dietitians like her at the medical center, helping to treat diseases by diet, conferring regularly with physicians and participating in their rounds. Later in the day, she may instruct a new diabetic and plan his diet, work with an elderly woman diagnosed as anemic, a man suffering from ulcerative colitis, a student with hepatitis. Clinical dietitians also serve in out-patient departments instructing expectant mothers, diabetics, overweights and underweights and others with nutrition-related problems.

2. As an administrative dietitian, who is responsible for the management of all food service activities — everything from hiring and training employees to menu planning, purchasing and maintenance of supplies and equipment. The dietitian may utilize skills in a wide variety of places — a large or small hospital, a nursing home, public school food service program, college or university food service, the Armed

Forces here and abroad. Many are employed by private business and industry in food programs and by hotels, restaurants, airlines, food processors and food trade associations.

3. As a teaching dietitian, who is mainly concerned with instructing dietetic, medical, dental and nursing students in the fundamentals of food and nutrition. Preparation of brochures, course outlines and other teaching materials will be a part of the teaching dietitian's duties.

4. As a research dietitian, who works with other specialists to expand the understanding of human nutrition in health and sickness. The research dietitian may seek answers in areas such as infant nutrition, fluid therapy, obesity and heart disease. Or days may be spent in the laboratory experimenting with foods and their processing, searching for ways to improve flavor, quality, and nutritive value.

Would you make a successful dietitian? Take a personal inventory—

- 1) Do you have an abiding interest in people? In dietetics, both individuals and groups of people are served, and dietitians must **care**.
- 2) Are you kind and patient with those who may learn more slowly than you?
- 3) Do you have a keen interest in

food, its preparation and composition?

- 4) Are you drawn to subjects of a scientific nature, and do you enjoy studying? A dietitian is a member of the scientific community, and learning will never cease.
- 5) Do you get along well with others, and are you able to take orders and criticism? Remember that teamwork is essential.
- 6) Are you precise by nature? Diets must be accurately calculated.

Yes answers to these questions indicate that you may find a bright future in dietetics.

Preparation for a career can begin early. A summer job in a hospital, resort, or restaurant where you can observe firsthand regional and ethnic food patterns and see food prepared in quantity is excellent experience. In high school, you should take courses in chemistry, biology, and home economics.

A college education, specializing in dietetics and institutional management or foods and nutrition, is essential. Emphases will include family and community nutrition, management, nutrition in health and disease, quantity food selection and preparation, and other related courses. Your curriculum will be planned to meet the requirements for The American Dietetic Association, the professional organization for dietitians. Some accredited universities have an undergraduate coordinated program in dietetics which combines the clinical experience with the academic. Graduates of such a program become members of The American Dietetic Association upon receiving the bachelor's degree. Kansas State University has such a program.

Other accredited universities prepare the student for an internship which lasts for 6 to 12 months following graduation. Completion of the internship leads to admission to The American Dietetic Association. R.D. following the name identifies a member who is a registered dietitian. Registration is established by successful completion of a national examination taken after obtaining membership.

Annual salaries for dietitians compare favorably with those of other professionals. They range from \$8,000 for the new graduate to \$20,000 and more for those who have considerable experience and responsible positions.

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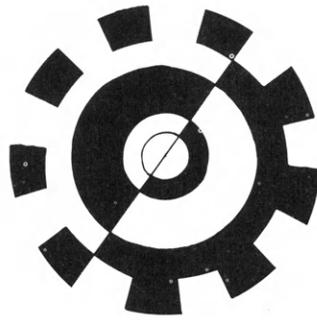
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Hospitality and recreation

The shorter workweek and increasing wages have given many people more of both time and money to use for recreation and travel. This in turn gives more people jobs to entertain and assist them. Jobs may be found in:

1. Commercial and non-commercial travel bureaus
2. Travel agencies
3. Transportation
4. Public, industrial, and private recreation (commercial and non-commercial)
5. Recreation concerned with natural resources



Manufacturing

A supplement to the **Dictionary of Occupational Titles** lists more than 8,000 manufacturing jobs. It has been predicted that more than twenty million people will probably be working in manufacturing by 1890.

They may work as:

1. Management personnel
2. Scientists
3. Engineers
4. Technicians
5. Craftsmen
6. Skilled workers
7. Semi-skilled workers
8. Unskilled workers

Steve Douglas— aeronautical engineer

By E. J. Rodgers

Professor and Chairman
Department of Aeronautical Engineering
Wichita State University

Steve Douglas of "My Three Sons" is an aeronautical engineer. He works in the aerospace industry on the west coast. His company employs aeronautical engineers, electrical engineers, mechanical engineers, civil engineers, nuclear engineers, human factors engineers, psychologists, chemists, physicists, mathematicians, economists, and many other individuals with diversified professional backgrounds. Steve is one of about 10 per cent of the engineers in the company who have an aeronautical engineering degree. All of his fellow engineers, regardless of their background, are classified by his company in a broad category called aerospace engineer.

What motivated Steve to become an aeronautical engineer? How did he go about obtaining his qualifications?

More than likely Steve's interests stemmed from an interest as a youngster in flying. He may have also been stirred by reading of the possibilities of man traveling in space, to the moon and the planets. Steve wanted to become part of this challenging and exciting field. On entering college he chose a university offering an aeronautical engineering degree. Much of the course work he took in the aeronautical engineering program was based on fundamentals which were taken by other engineering students. However, during the latter two years or so of his study the engineering fundamentals were applied to specific problems involving airplanes or missiles.

On graduation Steve Douglas joined an aircraft company. During the 1950s or thereabouts, the aircraft companies became a part of what is now known as the aerospace industry. Steve has progressed through the company until he now has a very responsible position. On the way he has done some trivial and mundane work, but in general he has been quite satisfied with the challenges of his career.

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What of the young Steve Douglas' of today? Most of the students entering the field of aeronautical engineering today are also highly motivated by the excitement of airplane flight and space travel. To prepare themselves for entering this field most of them still enter an aeronautical engineering degree program or in some cases an aerospace engineering program. Some of the aeronautical engineering departments now call themselves aerospace engineering departments.

At Wichita State University, as well as at most present day universities, the aeronautical engineering student takes the same mathematics, physics, chemistry, English, humanities and social study courses, and a "core" of engineering courses as the other engineering student.

During his last two years he starts taking courses in his field. The courses of studies during his junior and senior year are primarily involved with more in-depth studies and applications of engineering fundamentals necessary for the design of airplanes and missiles. These courses involve aerodynamic theory, both subsonic and supersonic as well as the experimental methods for aerodynamic testing, courses in flight structures, courses in dynamics and flight mechanics, and propulsion courses. The student at Wichita completes his studies by conducting a senior project in which he

either conducts a design or a small research investigation in an area of interest to him.

Although young Steve Douglas doesn't realize it, he has studied the area of fluid mechanics, structures, dynamics, and propulsion which can be applied to other fields than aeronautical or aerospace engineering. If he chooses at some time not to work any longer in the aerospace industry, he has other opportunities in other industries. With the emphasis on noise pollution, his aerodynamic knowledge can be applied to the noise problem associated with automobiles as generated by the aerodynamic flow over the automobile. He can also apply his knowledge of aerodynamics to improving the performance of the automobile.

His knowledge of structures, propulsion and dynamics can also be applied to the automotive industries problems. The same is true of other transportation systems such as the high speed ground transportation systems or underwater transportation associated with vehicles for underwater exploration or travel.

His knowledge in aerodynamics and structures can also be applied to the building industry. All buildings are subject to aerodynamic loads as well as structural deflections and strength considerations.

A B.S. degree in engineering is also an excellent degree for continuing further studies in medicine, law or other professional areas. In

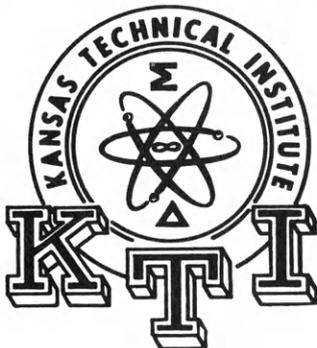
particular an aeronautical engineering degree is ideally suited for those interested in space medicines or airline pilot careers. Thus, Steve has many other possibilities available to him than just the aerospace industry.

Now that Steve Douglas has a responsible position in his company, he is concerned with the fact that many young people today are not aware of the many opportunities and challenges existing in his industry. The aerospace industry is, and will always be, a large employer with a small percentage, say about 10 per cent, of its engineers being aeronautical engineers. Steve wonders how he can inform those interested, but hesitant in pursuing aeronautical engineering careers, that the recent articles regarding unemployment in the aerospace industry involved all types of engineering, technical, manufacturing, and supporting personnel, and not just aeronautical engineers. Actually the aeronautical engineers in his and other companies fared better than the other engineering disciplines employed in the aerospace industry.

Steve is also strongly concerned with the social and environmental problems of today. He feels his contributions toward solv-

(Continued on page 25)

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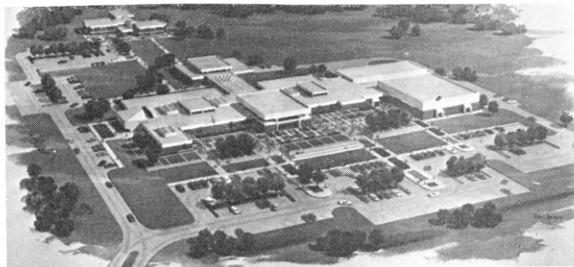
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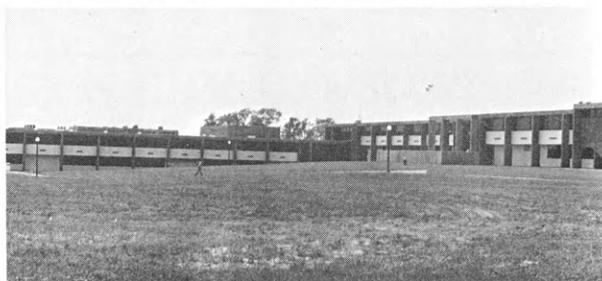
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Barton County Community Jr. College	Great Bend	1,035	\$8 sem. hr.	\$400		Director of Admissions, Barton County Comm. Jr. College, Great Bend, Kans. 67530.	
Butler County Community Jr. College	El Dorado	1,196	\$5 sem. hr.	\$375	56 men 56 women	Director of Admissions, Butler County Community Jr. College, El Dorado, Kans. 67042.	
Cloud County Community College	Concordia	570	\$5 hour	\$300-\$350	80 women 24 men	James E. Douglass, Dean of Instruction and Registrar, Cloud County Community College, Concordia, Kans. 66901.	
Coffeyville Community Jr. College	Coffeyville	750	\$5 credit hr.	\$400	120	Director of Admissions, Coffeyville Community Jr. College, Coffeyville, Kans. 67337.	
Colby Community College	Colby	770	\$5 credit hr.	\$450	80 men 120 women	Robert Burnett, Dean of Admissions and Registrar, Colby Community College, Colby, Kans. 67701	
Cowley County Community College & Vocational-Technical School	Arkansas City	570	\$7 credit hr.	\$360		Miss M. M. Williams, Admissions Officer, Cowley County Community College, Arkansas City, Kans. 67005.	
Dodge City Community College	Dodge City	753	\$150 for 10 hrs. or more (including incidental fees)	\$450	68 women 48 men	V. James Sherer, Director of Admissions and Records, Dodge City Community College, Dodge City, Kans. 67801.	
Fort Scott Community Jr. College	Fort Scott	650	\$5 hour	\$420		Registrar, Fort Scott Community Jr. College, 2108 S. Horton, Fort Scott, Kans. 66701.	
Garden City Community Jr. College	Garden City	758	\$6 hour	\$450	60 men 62 women	Charles D. Michael, Registrar, Garden City Community Jr. College, Garden City, Kans. 67846.	
Highland Community Jr. College	Highland	530	\$5 credit hr.	\$300-\$350	25 men 75 women	Douglas L. Fitch, Dean of Student Affairs, Highland Community Jr. College, Highland, Kans. 66035.	
Hutchinson Community Jr. College	Hutchinson	2,231	\$5 credit hr.	\$363	400	Miss Reba Anderson, Dean of Admissions and Records, Hutchinson Community Jr. College, Hutchinson, Kans. 67501.	
Independence Community Jr. College	Independence	515	\$5 credit hr.			Director of Admissions, Independence Community Jr. College, Independence, Kans. 67501.	
Johnson County Community College	Overland Park	2,354	\$12 credit hr.			Director of Admissions, Johnson County Comm. College, 111th & Quivera Rd., Overland Park, Kans. 66210.	
Kansas City Kansas Community Jr. College	Kansas City	1,770	\$10 sem. hr.			Director of Admissions and Registrar, Kansas City, Kans. Community Jr. College, 7250 State Ave., Kansas City, Kans. 66112.	
Lafayette Community Jr. College	Parsons	403	\$5 sem. hr.			Labette Community Jr. College, 200 South 14th St., Parsons, Kans. 67357.	
Neosho County Community Jr. College	Chanute	397	\$5 credit hr.	\$375-\$400	40 men 40 women	Joseph B. Smith, Director of Admissions, Neosho County Community Jr. College, Chanute, Kans. 66720.	
Pratt Community Jr. College	Pratt	454	\$6 credit hr.	\$375	48 men 48 women	Director of Admissions, Pratt Community Jr. College, Pratt, Kans. 67124.	
Seward County Community Jr. College	Liberal	419	\$6 credit hr.	\$400		Director of Student Services, Seward County College, Liberal, Kans. 67901.	
Private Two-Year Colleges							
Central College	McPherson	185	\$500	\$475	165	Director of Admissions, Central College, McPherson, Kans. 67460.	
Donnelly College	Kansas City, Ks.	395	\$18 sem. hr.			Donnelly College, 1236 Sandusky, Kans. City, Kans. 66102.	
Hesston College	Hesston	445	\$609	\$449	550	Director of Admissions, Hesston College, Hesston, Kans. 67062.	
St. John's College	Winfield	325	\$335-\$385	\$395	350	Wallace Behrhorst, Director of Admissions, St. John's College, Winfield, Kansas, 67156.	
State Technical Institutes							
Kansas Technical Institute	Salina	231	\$135	\$420	400	Director of Admissions, Kansas Technical Institute, Salina, Kansas 67401	
Vocational Technical Institute (Kans. State College of Pittsburg)	Pittsburg	300	\$195	\$435	1,280	Leland D. Boone, Director, Vocational Technical Institute, Kans. State College of Pittsburg, Pittsburg, Kansas 66762.	

Kansas 4-Year Colleges

School	Location	(Equated Full-Time) Enrollment	Type	Affiliation	Accreditation
Baker University	Baldwin	820	Coed	Methodist	Kansas State Department of Public Instruction; Nat'l. Council for Accred. of Teacher Education; University Senate of the Methodist Church; American Assoc. of Univ. Women*
Benedictine College	Atchison	1,200	Coed	Catholic	Nat'l. Council for Accred. of Teacher Education; State Dept. of Public Instruction; Nat'l. Association of Schools of Music; Nat'l. Catholic Education Association*
Bethany College	Lindsborg	721	Coed	Lutheran	Kansas State Department of Public Instruction; North Central Regional Assn.; NCATE*
Bethel College	North Newton	445	Coed	Mennonite	Kansas State Department of Public Instruction; AAUW*
College of Emporia	Emporia	510	Coed	Presbyterian	North Central Regional Assn.; Kansas Department of Public Instruction; American Association of University Women; North Central Regional Assn.*
Fort Hays Kansas State College	Hays	4,838	Coed	State	State Dept. of Public Instr.; Kans. State Bd. of Nursing, Amer. Assn. of Colleges for Teacher Ed.; Nat'l Assn. of Bus. Training Insts.; Nat'l Council for Accred. of Teacher Ed.; Nat'l Assn. of Schs. of Music; AAUW; North Cen. Regional Assn.; Council of Grad. Schs.; Agency Mem. of Nat'l. Lea. for Nursing.
Friends University	Wichita	908	Coed	Soc. of Friends	Nat'l. Council for Accred. of Teacher Education; Nat'l. Association of Schools of Music*
Kansas State College of Pittsburg	Pittsburg	5,218	Coed	State	Nat'l. Council for Accred. of Teacher Education; Nat'l. Association of Schools of Music; Nat'l. University Extension Association; American Association of Colleges for Teacher Education*
Kansas State Teachers College	Emporia	6,043	Coed	State	Nat'l. Council for Accred. of Teacher Education; Nat'l. Library Association; Nat'l. Association of Schools of Music*
Kansas State University	Manhattan	15,200	Coed	State	Professional Accred.; Arch.; Chem.; Engin. ag. Journalism; Music; Veterinary Medicine; Nat'l. Council for Accred. of Teacher Education*
Kansas Wesleyan	Salina	641	Coed	Methodist	University Senate of the Methodist Church; AAUW; Kans. State Dept. of Education; North Central Regional Assn.*
Marymount College	Salina	607	Coed	Catholic	Nat'l. Council for Accred. of Teacher Education; Nat'l. League for Nursing, Nat'l. Assn. of Schools of Music*
McPherson College	McPherson	476	Coed	Brethren	Kansas State Department of Education; Kansas Assn. of Colleges and Universities; North Central Regional Assn.*
Mid-America Nazarene College	Olathe	832	Coed	Nazarene	Recognized Candidate Status*
Ottawa University	Ottawa	713	Coed	Baptist	Kans. State Dept. of Public Instr.; American Baptist University*
Sacred Heart	Wichita	517	Coed	Catholic	Kansas State Department of Public Instruction; National Catholic Educational Assoc.*
Saint Mary College	Leavenworth	600	Women	Catholic	Nat'l. Council for Accred. of Teacher Education; Nat'l. Association of Schools of Music; AAUW and Kans. State Dept. of Education*
Saint Mary of the Plains College	Dodge City	430	Coed	Catholic	Kansas State Department of Public Instruction; NCATE; Nat'l. Assn. of Schools of Music; Nat'l. Council for Accred. of Teacher Education*
Southwestern College	Winfield	581	Coed	Methodist	Kansas State Department of Public Instruction; Nat'l. Association of Schools of Music*
Sterling College	Sterling	522	Coed	Presbyterian	Kansas State Department of Public Instruction; American Association of University Women*
Tabor College	Hillsboro	452	Coed	Mennonite Brethren	Kansas State Department of Public Instruction*
University of Kansas	Lawrence	19,775	Coed	State	Professional Accred.; Arch.; Art; Business; Chem.; Engg.; Journalism; Law; Medical Tech.; Medicine; Music; Nursing; Occupational Therapy; Pharmacy; Physical Therapy; Psychology; Social Work; Speech Pathology and Audiology; Teacher Education*
Washburn University	Topeka	3,964	Coed	Municipal	Nat'l. Council for Accred. Teacher Education; Association of American Law Schools; American Bar Association; American Association of Univ. Women; Nat'l. Ass'n. of Schools of Music*
Wichita State University	Wichita	13,154	Coed	State	Nat'l. Council for Accred. Teacher Education; Nat'l. Association of Schools of Music; Engineers, Council for Professional Development; American Chemical Society Committee for the Professional Training of Chemists*

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

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\$725	\$475	\$2440	800 (includes fraternity and sorority houses)	250	\$500	Director of Admission, Baker University, Baldwin City, Kansas 66006.
765	435 or 475	2900	1,153	235	\$700 (renewable for 4 years)	Benedictine College, Director of Admissions, North Campus, Atchison, Kans. 66002.
723	468	2380	640	200	\$400	Director of Admissions, Bethany College, Lindsborg 67456.
760	435	2715	620	168	\$381	Office of Admissions, Bethel College, North Newton 67117.
640	510	2575	420	40	\$400	Director of Admissions, The College of Emporia, Emporia 66801.
188.50 HPER Building Fee	362-425 (includes 10, 15 or 20 meal plan)	2000	1,712	400	\$300	Registrar and Director of Admissions, Fort Hays Kansas State College, Hays 67601
395 per quarter	335 per quarter	2250	188	150	\$300	Office of Admissions, Friends University, Wichita 67213.
195	†425-475 \$25 application fee non-refundable	1900-2000	1,600	353	\$225	Office of Admissions, Kansas State College of Pittsburg, Pittsburg 66762.
193	455	1850	2,100	200	\$200	Office of Admissions, Kansas State Teachers College, Emporia, Kansas 66801.
263	480	2000	5,000	750	\$256	Dean of Admissions and Records, Kansas State University Manhattan 66506.
912.50 (Guaranteed Tuition)	487.50	2900	600	105	\$425 (per year)	Director of Admissions, Kansas Wesleyan, Salina 67401.
700	500-575	2825	350	185	\$500	Admissions Director, Marymount College, Salina 67401..
695 for 15 hrs.	Room Board 150-225 265	2134-2294	589	Unrestricted number available, up to \$750 per year.		Director of Admission, McPherson College, McPherson 67460.
581	435	2300	751	200	\$200	Director of Admissions, Mid-America Nazarene College, Box 1776, Olathe, Kansas 66061.
1050	400	3500	768	many available	\$300	Office of Admissions, Ottawa University, Ottawa 66067.
650	445	2820	276	145	\$400 per yr.	Director of Admissions, Sacred Heart College, Wichita, Kansas 67213.
525	435	2570	450	70	\$400	Director of Admissions, Saint Mary College, Leavenworth 66048.
638	437	2150	620	186	\$255 renewable each semester	Director of Admissions, Saint Mary of the Plains College, Dodge City 67801.
750	421	2542	565	334	\$434	Director of Admissions, Southwestern College, Winfield 67156.
725	470	2690	575	many available	\$400 (renewable for 4 yrs.)	Director of Admissions, Sterling College, Sterling 67579.
700	450	2500	400	145	\$300	Director of Admissions, Tabor College, Hillsboro, Kansas. 67063.
268	500	2100	5,200	1,650	\$400	Office of Admissions, University of Kansas, Lawrence, Kansas 66044
17-26 per credit hour plus \$9 activity fee per sem. plus \$1.50 cr. hr. univ. fee	480	1800	339	500	\$300	Registrar and Director of Admissions, Washburn University, Topeka 66621.
260 (15 hour load)	475	1900	391	522	\$275	Director of Admissions, Wichita State Univ., Wichita 67208.

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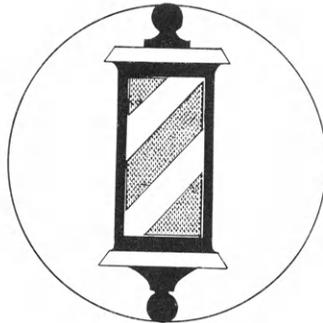
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5. Selling
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7. Related business services



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1. Domestic services
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5. Stewards, attendants, and miscellaneous personal services
6. Domestic animal care
7. Food and beverage preparation and service



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1. Governmental administration and regulatory services
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9. Public transportation
10. Social services, rehabilitation, correction
11. Parks and recreation

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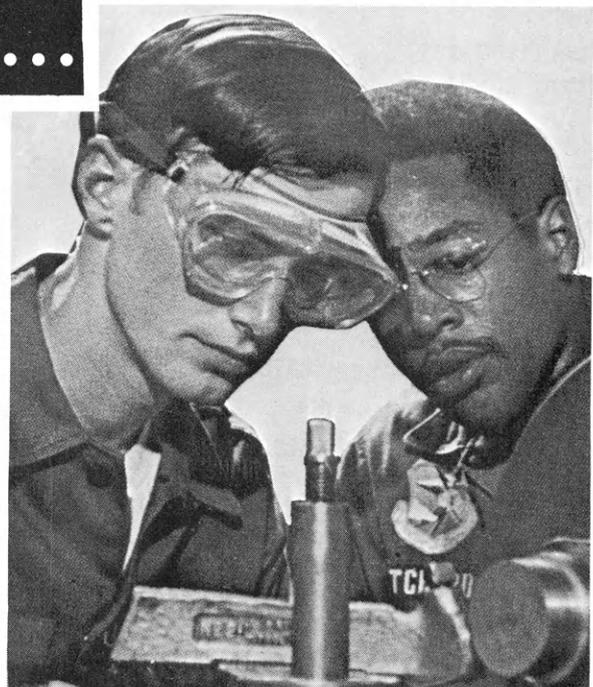
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(Continued from page 19)

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"A woman's place isn't only in the home"

By Walter Scott Smith
Associate Dean of Women
University of Kansas
and

Janet Francis Sears
Assistant Dean of Women
University of Kansas

Dr. Smith is a graduate of the College of Agriculture at Cornell University and the School of Education at Indiana University. He has taught high school science and supervised the teacher preparation of both elementary and high school teachers. Among his current duties, he advises the careers committee of the K.U. Commission on the Status of Women.

Ms. Sears is a graduate of Kansas State University. She has served as a U.S. Peace Corps Volunteer and worked in social welfare projects in Kansas City before joining the Dean of Women's staff two years ago.

"What are you going to be when you grow up?"

Five year olds answer, "Mommy, farmer, fireman, nurse, teacher, banker, lawyer, pilot, train engineer, president." Almost all girls respond mommy, and while some will add nurse or teacher, very few will mention doctor, lawyer, pilot, engineer, or president. On the other hand, most boys do mention these careers and many others, but few remember to include daddy as something that they want to be.

Clearly, very early in life we are tracking girls and boys into career and family expectations that are neither in tune with our changing society nor consistent with the widely held concept that each individual — girl or boy — has the right to a self-fulfilling life.

What really happens when little girls grow up in our contemporary society? Increasingly we can answer that among other things they will work. U.S. Department of Labor figures show that 90 per cent of all women work outside the home sometime during their lifetime and 60 per cent work full time for up to 30 years. Just as young men may be daddies and husbands, as well as workers, women may be parents and homemakers and be employed outside the home. However, because women have not been giving thought to what they want to be when they grow up nor spending

time training for a career that would be exciting or meaningful, they all too often end up in low paying, dead end jobs that offer little or no chance for personal satisfaction or career advancement. Women also end up in jobs that are thought of as feminine or closely tied to what has been their traditional role of housewife, mother, and guardian of the social mores and family hearth — as nurses, teachers, social workers, home economists, and dieticians.

The Bureau of the Census lists 250 separate occupations and yet over a fourth of all employed women are found in five occupations — secretary-stenographer, household worker, bookkeeper, elementary school teacher, and waitress. Only 7 per cent of doctors, 2 per cent of dentists, and 1 per cent of scientists and engineers are women. There are no woman airline pilots on any of the major domestic airlines and in the next Congress there will be no woman senator. None of the 50 state governors is a woman!!

Women pay an economic price for the narrow range of occupations in which they are employed. In 1968 women who were year-round workers earned a median income of \$4,457 while male workers had a median income of \$7,664. Only 3 per cent of full-time, year-round woman workers earn more than \$10,000 a year while 28 per cent of male workers earn more than this amount. Why have women ended up at the bottom of the economic ladder?

Several factors account for the present situation; fortunately, these are being changed. One factor has been the sex stereotyping of occupations — the idea that only women are secretaries, nurses, and telephone operators while ministers, mechanics, and truck drivers are always men. But social

science research is increasingly showing that there are no "masculine" or "feminine" characteristics — there can be as many differences among individual women as between men and women. There are individual differences in aptitudes and abilities, but these are differences among people and are not based on sex.

Another factor has been the formal and informal education of young girls. Girls are taught to see themselves only in certain roles and are guided to express their abilities in restricted ways. If a young girl shows promise in mathematics, she may be guided toward bookkeeping classes, while a young boy might be encouraged to become a certified public accountant or a college math teacher. A young girl who is enjoying her science classes and is interested in health professions will be encouraged to think about nursing, and a boy with similar interests will look toward medical school.

Counselors, teachers, and parents frequently exhort girls to consider occupations that they can combine with family responsibilities, but certainly very few caution boys to consider their potential marriage and family when choosing a career. Changing ideas about family size and the availability of enriching child care mean that marriage and family no longer have to be the only consideration in thinking about a career.

Yet nothing indicates more clearly that parents and teachers are lagging behind in responding to the changes that have already taken place than that still only girls are learning to cook and sew, to prepare them for their role in the home, while boys take shop and auto mechanics — skills which could help them get a job.

Women workers have been discriminated against by employers. Some employers have paid women less than men for the same work or refused to hire or promote women who had the necessary skills or degrees, solely because they were women.

However, nowhere is change taking place more rapidly than in giving women workers the laws needed to fight sex discrimination. The Equal Pay Act of 1963 guarantees both men and women equal pay for equal work. Other federal

(Continued on page 38)

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See Listing Page 22

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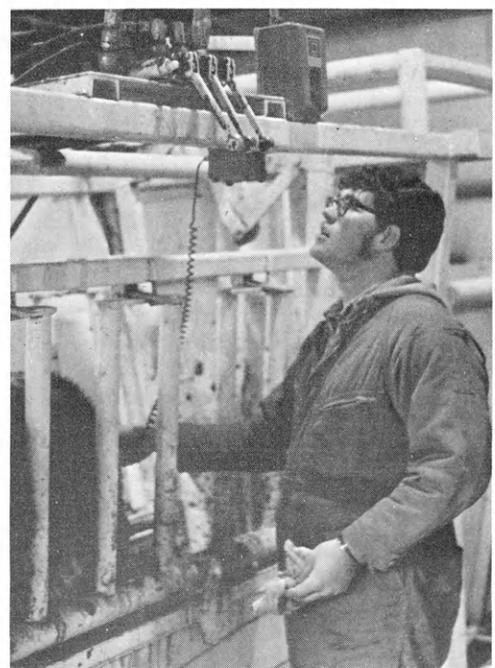
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*Robert Burnett
Dean of Admissions and Registrar
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Colby, Kansas 67701



Employment opportunities in Kansas

By Dr. James Harris

Director, Manpower Project
and

Dr. Robert Scott

Associate Professor

Adult and Occupational Education
Kansas State University

In the next few years,
where will the jobs be?
For the answer,
read this article.

Today, employment opportunities for trained individuals in Kansas are plentiful and quite diversified. Kansas teenagers will have career selection opportunities from a wide variety of sub-professional occupations.

Many occupations in which females are traditionally employed need a large number of new qualified persons. Females selecting occupations as (1) registered nurses, (2) licensed practical nurses, (3) health technicians, (4) secretaries, (5) bookkeepers, (6) sales clerks, (7) waitresses, (8) cooks and housekeepers will find ready acceptance due to expansion and replacement needs.

Males will also enjoy increased employment opportunities in the next five years. Kansas males can expect to find employment opportunities in occupations such as: (1) truck drivers, (2) construction craftsmen, (3) mechanics, (4) repairmen, (5) welders, (6) firemen, (7) policemen, (8) hospital attendants, (9) janitors, (10) mid-management, and (11) off-farm agriculture support services and sales.

Health occupations are perhaps experiencing the most rapid growth of employment opportunities for both the male and female populations in Kansas. Kansas' young adult selecting a career as registered nurse, licensed practical nurse, medical or dental technician or hospital attendant can expect to be readily employed on completion of a training program.

Another expanding field and one which will continue to expand is that of office occupations. There exists a need for stenographers, typists, secretaries, office machine operators, clerks, bookkeepers, and cashiers. This need will

continue to grow as Kansas grows.

Both males and females can expect to find opportunities in mid-management. After a few years on the job, the well prepared worker can expect to be moved up to a supervisory or higher position to fill the large need for lower and middle management workers.

Employment opportunities are available for those individuals wishing to train for these vacancies. Young adults of Kansas should choose the right occupation and then strive to achieve excellence.

Life is a career

By Margery A. Neely
Extension Specialist

4-H Child and Youth Education

A career is the course taken by an individual in his progress through life. Everything a person learns should be applicable to his career. The career involves a person's complete lifestyle — work, self, resources, and leisure. These four components of the lifelong career make up the Kansas Model for Developmental Career Education.

Developmental Career Education trains people for real life tasks and as such includes skill training along with personal development, problem solving skills, and interpersonal skills. Just as 4-H is more than projects, it is also working with friends, Developmental Career Education refers to all the

life skills that a person acquires as he grows.

Sidney Marland, United States Assistant Secretary for Education, pointed out that training people in job skills is not adequate and that teaching subjects that have no further use is not adequate.

A person in our society nowadays looks forward to training and retraining for five to nine different jobs in his career and in growing skilled in all component parts.

A new direction may be taken at any age.

Each time a person considers a new direction, he goes through five stages of problem-solving which culminate in **action**. Whether he is studying himself or work for his resources or his leisure, he can follow the same process.

The first stage is an **awareness** of information, followed by **orientation** — paying attention to — to selected portions of the information. The next stage in the problem solving process is a type of **exploration** within the information and a narrowing down of those things that would solve the problem, or a **selective formulation**. That is, planning takes place and leads, as we said, to **action**. Learning the process means that a person is able to consciously deal with new directions when the possibility arises and can look on growth in knowledge of self, work, resources, and leisure with excitement.

A slogan borrowed from a pilot program in Developmental Career Education reads, "Real life turns kids on."



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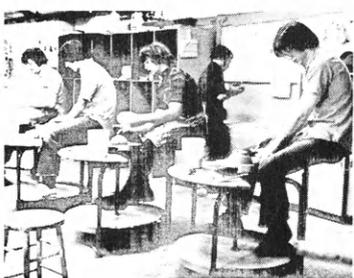


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In the last ten years Hesston's enrollment has doubled. That says something about the kind of college it is. Listed below are 13 two-year career options:

Production Agriculture

For the person who will return to the farm as an operator. An Agri-business option is available for the person who will be involved in an agricultural business. A two-year transfer program is another agricultural option.

Automotive Power-Technology

For the young man heading for a career in the automotive servicing fields as a service manager, service technician, sales representative or related vocation.

Aviation

Ground school and flight training prepare the student to take the FAA's examinations leading to the following ratings: private pilot, commercial pilot, instrument rating, and flight instructor.

Bible and Christian Service

A combination of courses including psychology, sociology, history, speech, writing, church ministries and a heavy emphasis on Bible. This can be transferred to other colleges if one wants to continue schooling in this area.

Business-Middle Management

Intended for those interested in retailing, operating a franchise, managing a small business, or working in middle management in a larger firm.

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nursery schools, and when under the supervision of qualified teachers, in kindergartens. Also a stepping-stone to a four-year degree.

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Program gives the student a balanced education with general education courses, electronics courses, and on the job learning and earning experience. Leads to an F.C.C. license.

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Here is a serious approach to creating strong homes. A package of home economics, child care and other courses to prepare a young lady for a career as a mother, homemaker, and useful Christian citizen.

Nursing Program

Open to both men and women. At end of two years graduate is qualified to take state board examinations to become a registered nurse.

Professional Secretary

For the person who wants to excel in the office. There is enough actual work experience to prepare the student for a responsible personal secretary's position.

Social Work

The social work technician is trained for specific tasks such as interviewing, group work, and community development. He will function as part of a team supervised by a master of social work. If at some point a student should decide to advance on the social work career ladder, he will be accepted at most colleges or universities at the junior level with full credit.

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About Job Corps!

By Jerri Payne

Informational Writer

Kansas Employment Security Division

Job Corps is a program of training away from home for disadvantaged young men and women, aged 16-21. The program is administered through the states' employment divisions. In Kansas, the 30 Job Opportunity Centers of the Kansas Employment Security Division are the enrolling agencies for potential corpsmen. The Job Opportunity Center Job Corps specialists rely upon families or friends of a young person or public service agencies such as the schools, welfare department, or juvenile authorities to encourage the young and often "dropped-out" person to try Job Corps.

Job Corps relocates the young person in one of five types of centers which are located throughout the United States. The centers gear their training and living experiences to the area of the country and the type of life that the young person will encounter when returning home to seek a permanent, meaningful job.

The Job Corps enrollees are usually sent to centers in the region where they live. The five types of centers operating across the nation and in Hawaii, Alaska, Puerto Rico, and the Virgin Islands include Conservation Centers, Mens' and Womens' Urban Centers, Residential (not live-in) Manpower Centers and Residential Support Centers. The centers are operated by the federal government and private industry with five major unions providing instruction and pre-apprenticeship training programs. All of the Corps' Conservation Centers have one or more of these unions conducting pre-apprenticeship training programs.

All the centers emphasize education and job training. Trainees alternate time in school and on the job, where they are taught by skilled craftsmen. Job Corps enrollees spend an eight-hour day at vocational training and/or education. Corpsmen learn the tools

of their chosen trades, job related math and English, and their future responsibilities as union members if they have chosen a union trade. While about half the time is spent on the job, the other time is used for educational purposes. Classes in reading, arithmetic and other subjects to prepare for a high school diploma or GED (high school equivalency test) are an important part of the curriculum. Special instruction in passing apprenticeship entry exams is also offered.

Driving instruction and some valuable lessons are offered in "the World of Work," where corpsmen are taught all about working — how to apply for a job, manage money, figure income tax returns, etc. — things that most people have to learn from experience. Some prepare to go on to college after learning to study the corps way.

Corpsmen receive specialized training in fields such as auto mechanics, welding, carpentry, heavy equipment, masonry, construction, cooking, graphic arts, etc. Girls can learn clerical skills, health occupations, sales, food service, cosmetology, electronics, etc.

Each center is equipped with many self-teaching machines and programmed instruction which makes it easy to learn. There are plenty of teachers to provide individual help as it is needed. Besides the regular teachers, Job Corps hires college students as tutors. Each corpsman competes only with himself, learning as slow or fast as he wants or is capable of doing. If a Corpsman finds that the course he has chosen is unsatisfactory he is free to switch to another.

Duration of training varies, with the average stay in Job Corps about seven months. The maximum stay for training is two years.

Job Corps accounts for the second largest portion of manpower funds spent with unions. Nearly \$11 million has been allocated since fiscal 1967 for unions to train the disadvantaged youngsters. Most of the money and effort has been devoted to preparing them for entry into apprenticeable trades in the construction industry under contracts with the bricklayers, carpenters, operating engineers, painters, and plasterers and cement masons. Most of the courses at the centers are so complete that corpsmen can qualify for union membership after they leave.

To date more than 2,000 disadvantaged youths are working as apprentices or journeymen in the five trades. About 35 per cent have progressed to journeyman ranks and many others are on the way, waiting only to serve out time requirements.

At the centers corpsmen live in comfortable dorms and have their own beds and lockers. They are provided with good food, every day clothing, routine medical and dental care, and a generous allowance for the purchase of dress clothes. Lots of recreation facilities, free time regularly, arts and crafts, music and "bull sessions" are a part of dorm life. The Job Corps pays each enrollee \$30 per month cash, minus tax, and when he completes an initial six-month period at a center he becomes eligible for an accumulated \$50 per month that the corps started saving for him from the time of his arrival at the center.

Incentive raises are given to corpsmen for doing a good job in their courses and in overall daily living. Religious services are provided in all faiths to the ethnically mixed groups of corps members.

Every six weeks each trainee appears before a Progress/Performance Evaluation Panel composed of his training instructor and representatives from the counseling, education, and group living divisions. They discuss with him his progress in school, in his work, and in getting along with others. He is commended for his strong points and counseled on his weak ones. These evaluations go into his permanent record. To make it a two-way street, the trainee is given an opportunity to air complaints and to suggest ways to improve Job Corps.

The Job Corps is ideal for the young person who is considering leaving school due to learning difficulties, problems at home or with authorities, or one who wants a chance to rise out of the role of disadvantaged to become a well-trained and highly paid professional tradesman with an important contribution to offer his home community.

Remember, when a person graduates from Job Corps, he has the training he needs to be independent and self-supporting. And that is quite an advantage.

For more information about Job Corps, contact your local Job Opportunity Center of the Kansas Employment Security Division.

Apprenticeship may be for you

By Hugh C. Murphy, Administrator
Bureau of Apprenticeship and Training
Manpower Administration
U.S. Department of Labor

There are nearly 300,000 apprentices throughout the country today learning to be journeymen (craftsmen) in about 350 different skilled trades (see list of 79 following article). With this much interest in this highly specialized training system, apprenticeship is important enough to merit the consideration of any young high school student making basic, long-range decisions about a lifetime career.

What it is. Reduced to its simplest terms, apprenticeship is a formal system of training for occupations commonly known as skilled crafts or trades. These combine a wide diversity of both skills and knowledge. For example, a skilled carpenter knows more than how to put a new front or siding on a frame house; he also has what it takes to put the whole house together, with only a set of blueprints drawn by somebody else to guide him.

Although craft skills may be acquired in other ways, apprenticeship is regarded highly by employers because it provides young workers with thorough instruction, both on and off the job, in all the practical and theoretical aspects of the job.

Moreover, if the apprentice is in a program whose training standards are registered with the Department of Labor or with a state apprenticeship agency (as is the case in Kansas), there is the assurance of being taught all that should be taught, to the degree it should be taught, by the trained experts who should be doing the teaching.

As the apprentice progresses (apprenticeship terms run from two to five years, most three to four), he or she acquires new skills and masters the application of those already learned. Thus the apprentice becomes increasingly productive as the apprenticeship progresses.

Who qualifies. Generally, the starting apprentice should be at least 17. You must be able to work with head and hands and be pretty good at both. You've got to be in good physical shape, capable of performing the work of the trade. Some trades require a high school diploma or its equivalent.

Other trades prefer this, but do not insist on it.

Earn as you learn. One of the nice things about apprenticeship is that you are paid as you learn. Starting pay is roughly half the journeyman going rate, with increments every six months, until during the last six-month apprenticeship period, the apprentice is earning about 90 per cent of the journeyman's pay. Then, of course, there are all the fringe benefits

like paid vacations, paid holidays, insurance, hospitalization, and even retirement pension plans.

\$28,000 in four years? How would you like to make this kind of money in your first four years out of high school? Let's take a modest for-instance:

Suppose you became an apprentice in a trade which pays \$5 an hour to the finished craftsman. The apprentice's wage would be about half of this: \$2.50 an hour,



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\$100 for a 40-hour week. On this basis, your earnings over a 4-year apprenticeship term would go something like this:

Training Period	Weekly Pay	6-month Total
First 6 months	\$100	\$ 2,600
Second 6 months	\$110	\$ 2,860
Third 6 months	\$120	\$ 3,120
Fourth 6 months	\$130	\$ 3,380
Fifth 6 months	\$140	\$ 3,640
Sixth 6 months	\$150	\$ 3,900
Seventh 6 months	\$160	\$ 4,160
Eighth 6 months	\$180	\$ 4,680

\$28,340

\$28,000 is not a small sum to earn while you learn a skilled trade in a four-year apprenticeship program; this figures out to \$7,000 a year. But the earnings are not really the important thing. The most important and overriding consideration is that the finished apprentice — at about the age of 21 or 22, if the apprenticeship starts immediately after high school — is now a finished journeyman. He has mastered a craft, and no one can take it from him. The craft is part of the craftsman.

Other considerations. High school students should also be aware that the journeyman craftsman has almost unlimited entrees into other related fields. Many a business executive, plant supervisor/superintendent, union official, and government executive started out as an apprentice in some skilled trade. (The writer began his career as a bricklayer.)

For those high school students who are not college-minded, apprenticeship merits your consideration in a special way, because in a very real sense a four-year apprenticeship term parallels the academic college course. The basic difference is that the apprentice prepares for his or her career by training mostly on the job (there will be some classroom work, too), **by doing**, while the college student prepares for a career exclusively in a classroom setting.

Where to begin. If you are interested in apprenticeship, get in touch with:

—The Kansas Apprenticeship Council (401 Topeka Blvd., Topeka)

—Bureau of Apprenticeship and Training field offices, (American Savings Building, 400 Croix, Topeka; Room 923 Beacon Building, 114 So. Main, Wichita);

—The nearest Apprenticeship Information Center (1309 Topeka Blvd., Topeka; 402 E. Second St., Wichita);

—The nearest office of the State Employment Security Division (consult your telephone book);

—A firm that has workers in the trade in which you are interested;

—The local union that represents the trade in which you are interested.

Here are just a few jobs which require apprenticeship:

The 64 jobs listed below have training periods of at least two years and some as many as six years. Some of the occupations are broken down into more specialized jobs, so that the total number of apprenticeable occupations is close to 350. Numbers in parentheses indicate the number of years of training required.

Aircraft fabricator (3-4)
 Airplane mechanic (3-4)
 Arborist (3)
 Automotive body repairman (3-4)
 Automotive mechanic (3-4)
 Baker (3)
 Barber (2)
 Blacksmith (4)
 Boilermaker (4)
 Bookbinder (2-4)
 Bricklayer (3)
 Butcher-meat cutter (3)
 Cabinetmaker-millman (2-4)
 Candy maker (3-4)

Canvas worker ((3)
 Carpenter (4)
 Cement mason (3)
 Cook (3)
 Cosmetician (2)
 Dairy products maker (2-3)
 Draftsman-designer (3-5)
 Electrical worker (4-5)
 Electroplater (3-4)
 Engraver (4-5)
 Fabric cutter (3-4)
 Farm-equipment mechanic (3-4)
 Floor coverer (3-4)
 Foundryman (2-4)
 Furrier (3-4)
 Glazier-glass worker (2-4)
 Heat-treater (4)
 Ironworker (2-4)
 Jeweler (2-4)
 Lather (2-3)
 Leatherworker (3-4)
 Lithographer (4-5)
 Machinist (4)
 Mailer (4-5)
 Maintenance mechanic repairman (3-6)
 Metal polisher and buffer (3-4)
 Model maker (4)
 Musical instrument mechanic (3-4)
 Operating engineer (3-4)
 Optical technician (4)
 Painter-decorator (2-3)
 Patternmaker (5)
 Photoengraver (5-6)
 Photographer (3)
 Plasterer (3-4)
 Plumber-pipe fitter (4-5)
 Printer (4)
 Printing pressman (4)
 Rigger (2-4)
 Roofer (2-3)
 Sheetmetal worker (3-4)
 Sign, scene, and pictorial artist (3-4)

(Continued on page 38)

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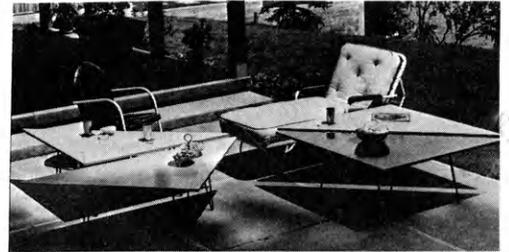
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Company

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Peoples Lumber & Coal Co.

Bern
Bern Lumber Company

Blue Rapids
Blue Rapids Lumber Company

Clay Center
Fullingtons

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Harper
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Motsinger Lumber Co.

Hillsboro
Hillsboro Lumber Co.
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Iola
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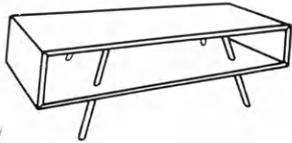
Lansing
Lansing Lumber, Inc.

Larned
Clutter-Lindas Lumber Co.
T. M. Deal Lumber Company

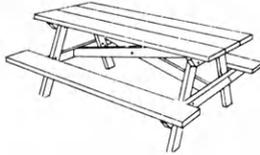
Liberal
The Star Lumber Company

Manhattan
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Coffee Magazine Table



Picnic Table



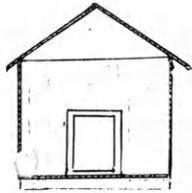
Tilting Foot Stool



Serving Cart

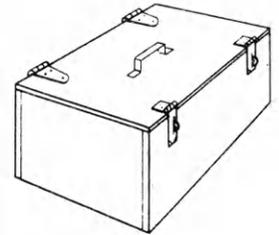


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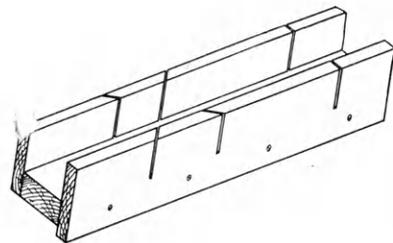


Dog House

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|---------------------------|----------------------------|----------------------|-----------------------|
| Sheep Blocking Box | Toy Tractor | Plant Forcing Box | Wheeled Lawn Table |
| Cart with Removable Trays | Flower Box | Saddle & Bridle Rack | Wheelbarrow |
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| Bicycle Rack | End Table | Tool Cabinet | Outdoor Serving Wagon |
| Insect Display Box | Swiggle Stick | Nativity Creche | Storage Dividers |
| Dairy Barn Desk | 4-H Key Holder | String Art | Sewing Cabinet |
| Wren House | Auto Repair Cart | Extension Cord Reel | Hot Pad Holder |
| | | Tool Holder | Mitten or Hose Dryer |



Small Show Box



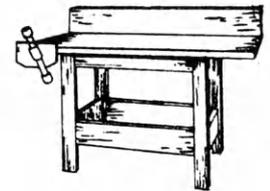
Miter Box



Extension Dining Table



Martin House



Work Bench

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Tribune
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Northeast Kansas Area Voc.-Tech. School

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Atchison, Kansas 66002

North Central Kans. Area Voc.-Tech. School

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

Southeast Kansas Area Voc.-Tech. School

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

Southwest Kansas Area Voc.-Tech School

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

Flint Hills Area Voc.-Tech. School

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

Northwest Kansas Area Voc.-Tech. School

Director—Larry Keirns
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Goodland, Kansas 67735

Kansas City Area Voc.-Tech. School

Director—Harry Falgren
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Kansas City, Kansas 66104

Liberal Area Voc.-Tech. School

Director—Clovis Weatherford
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Manhattan Area Voc.-Tech. School

Director—Darrell Brensing
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Manhattan, Kansas 66502

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

Salina Area Voc.-Tech. School

Director—Eugene Lundgrin
Building 658, Salina Airport Industrial Center
Salina, Kansas 67403

Kaw Area Voc.-Tech. School

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

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

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Vocational-technical programs

By John E. Snyder
 Assistant Commissioner
 Division of Vocational Education
 State Department of Education
 Topeka

The State Department of Education, Division of Vocational Education, and the state of Kansas are proud of the 14 area vocational-technical schools that make up the state system of area vocational-technical schools in Kansas.

These schools offer an interesting and varied program of instruction for all the citizenry of Kansas including those in high school, those who have completed high school, and those who left high school short of receiving a diploma, as well as those adult workers who want to upgrade themselves or learn new occupations.

The area vocational-technical school offerings vary from short, six-week training programs to two-year programs and involve skill training and related information necessary to prepare a person for successful employment in their chosen occupation.

These schools work closely with employers, Kansas State Employment Service, and other agencies to develop training programs in occupations where jobs are available and to keep their training programs up to date with the latest practices in job situations so that their graduates will be well-qualified for immediate employment in a recognized occupation.

The Kansas area schools have emerged as one of the leading systems of vocational-technical schools in the nation, and the students who complete these programs are readily sought out by prospective employers. These schools' programs are open to any person who is interested in an occupation of less than professional level, and a wide variety of training opportunities are available. Through the local area schools, students can receive assistance in counseling and testing and help in finding suitable living quarters if they live too far for commuting on a daily basis.

The Kansas legislature has as-

ured that all students desiring training will not be denied the opportunity because of lack of money for tuition. If the student has been a resident of the local unified school district for at least six months prior to beginning a training program, the local school district is required by law to pay the student's tuition to an area vocational-technical school. Students may be required to pay the cost of books, tools, uniforms and/or fees, depending upon the program in which he is enrolled. Some part-time employment is available for students through the work-study program. Students enrolled in vocational education programs may also qualify for government insured loans.

The vocational programs offered vary from school to school. Examples of the types of programs presently being offered in area schools are dental assisting, licensed practical nursing, and other health-related programs, welding, commercial art, secretarial training

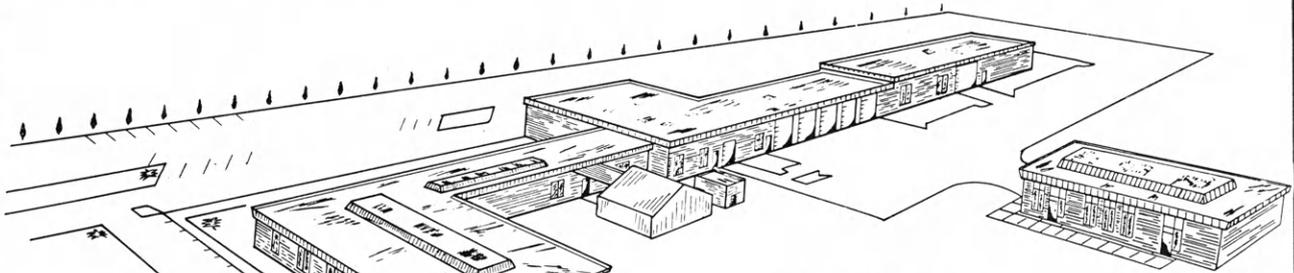
(Continued on page 38)

LIBERAL AREA VOCATIONAL-TECHNICAL SCHOOL

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AREAS OF STUDY

Name of Department	No. of Hours of Instruction	*No. of Months of Training
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AGRI-SCIENCE TECHNOLOGY	2160	18
AUTO MECHANICS	1320	11
AUTOMOTIVE MACHINE SHOP	1080	9
BRICKLAYING	1080	9
CARPENTRY AND CABINETMAKING	1320	11
DRAFTING TECHNOLOGY	2160	18
ELECTRONIC COMMUNICATION TECHNOLOGY	2160	18
CERTIFIED MEDICAL ASSISTANT	1080	9
INSTRUMENTATION TECHNOLOGY	2160	18
MACHINE SHOP TECHNOLOGY	1080	9
POWER MECHANICS (DIESEL)	2160	18
OFFICE OCCUPATIONS	1080	9
WELDING	1080	9

*Based on 6 hours per day, 5 days per week.

Vo-tech

(Continued from page 37)

(both for general office work or for specialized fields such as medical secretary), business data processing, carpentry, electronics technology, or agriculture and agriculture-related occupations such as farm chemicals, marketing and distribution, and a host of others. While no one school offers all programs, they are available at some place throughout the state.

If students are interested in a training program, they should contact the area school director or director of admissions soon. The demand for training is growing every year, and some of the area

schools have been forced to turn away applicants because programs were full.

The state of Kansas and the people who have made these schools a reality can be proud of the achievements in assisting Kansas citizens to obtain new skills or to improve old ones, and in providing a ready source of well-trained man-power to assist in the industrial and business growth of our fine state.

For a list of programs available, contact the Director of Area Vocational-Technical Schools, Division of Vocational Education, State Department of Education, 120 East Tenth Street, Topeka, Kansas 66612.

Woman's place

(Continued from page 27)

laws including Title VII of the Civil Rights Act of 1964 and Executive Order 11246 are increasingly guaranteeing that women will have equal opportunity in employment.

The idea of "a woman's place" is changing rapidly. Young women can prepare themselves to enter the world of work in many jobs that previously would have been inconceivable. A woman can plan a life of family and career that will be in line with her interests, ability, and training. Hopefully, five year old girls can be allowed to think not only of being a mommy but also of choosing from a wide range of career possibilities. And while the boys dream of being astronauts, businessmen, and builders, hopefully, they will also think of their special role of daddy.

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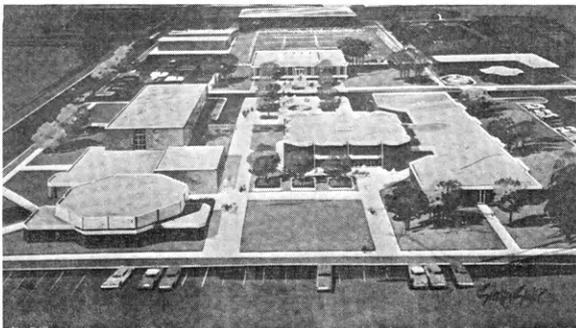
Apprenticeship

(Continued from page 33)

Silversmith (3-4)
Stonemason (3)
Tailor (4)
Telephone worker (4)
Textile technician (2-4)
Tool and die maker (4-5)
Upholsterer (3-4)
Wallpaper craftsman (4-5)

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The cap and gown season of spring is a decisive time of year for youth. To take a job, go to college or enter the military—the decision of what to do after high school is one of the most signifi-

cant that youth makes in a lifetime.

Not everyone needs or should go to college and we must recognize the dignity of work. In this issue we have tried in a small way to inform young people of different educational facilities in Kansas—four-year colleges, junior col-

leges, vocational technical schools, private schools, and apprenticeship training. The high school graduate may also elect to choose a military or naval career.

It is difficult to place a monetary value on a college or university education. Knowledge can be used to build a better society and much of the leadership of this nation comes from the ranks of college graduates. Income is usually higher among college graduates.

Many young people are choosing college and, if college is for you, scholarship and discipline are of primary importance. A high school student who learns to study in order to get the most from his courses will develop good scholarship—regardless of whether he receives letter grades or simply pass-fail marks. In the same way, a student should strive in high school to discipline his time and organize his daily routine. Too many young people do not realize the importance of self discipline until they get away on campus. Lack of scholarship and discipline represents two of the main reasons young people fail to complete college.

Don't think that you cannot afford to go to college. If you have the ability to go to college, there is a way.

The ultimate decision must rest with the individual—each must weigh his aspirations, abilities, and interests against the cost and time spent on campus.

Be sure you prepare for what you'd like most to do and what really interests you most. Good luck!

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Liberal arts education today

By Dr. Lloyd Foerster
Academic Dean
Bethany College
Lindsborg

The term, liberal arts education, is many times misunderstood or misapplied. Some think of the word liberal in a political sense. Others may think of it as meaning that one is personally free to do whatever he wishes. Still others associate the term, liberal arts, with a particular set of courses. None of these meanings accurately defines the term, liberal arts.

One can only grasp the meaning of a liberal arts education when he thinks of it in terms of its purpose and its historical and contemporary emphases. The purpose of a liberal arts education is to educate the total person so that he may live meaningfully in his world. Historically the liberal arts have emphasized the cultivation of the intellect and of a mind open to alternatives, the improvement of expression, the development of a personal value system, the refinement of aesthetic tastes, and the broadening of one's sensitivity to human need.

But we live in a world TODAY which is very different in many ways from what it was 50 or 75 years ago, and this different world demands some additional emphases of liberal arts education if it is to be relevant. These additional emphases are directed toward assisting the student to develop an awareness and an understanding of our rapidly changing world, to become adept in arriving at rapid decisions on the basis of known facts, and to apply his knowledge, skills, ideas and value for the betterment of society.

Learning foster development

These emphases familiarize the student with the many facets of human experience, and as a result he finds life meaningful and knows how he may effectively live in his world. The liberal arts college therefore provides those learning experiences which are designed to foster the development of the liberally educated person. Since the world can be the campus and the campus can be the world, these learning experiences are provided, insofar as it is possible, wherever they seem to have most promise

for developing the liberally educated person. The experiences focus on the following:

1. Skills important to higher learning: communication, research, reasoning, problem solving and interpretation;
2. Academic disciplines within the three broad areas of knowledge: the humanities, the social sciences, the natural sciences and mathematics;
3. Traditional and contemporary religious, moral, and aesthetic values;
4. The arts;
5. Contemporary issues, movements, and problems;
6. Physical health and recreation.

The liberal arts college offers many courses related to the six categories above. These include religion, philosophy, art, mathematics, history, sociology and chemistry among many others. But the liberal arts college which offers a liberal arts education for

TODAY offers more than courses.

First of all, its program of offerings and requirements is flexible enough to enable a student's educational program to be planned

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with him so that it takes into account his past educational background and his future educational and vocational goals. At some colleges, this flexibility also makes it possible for the student to take directed independent study courses and to develop a contract major. The contract major is an arrangement between the college and the student which permits him to arrange learning experiences somewhat differently from the regular catalog major.

Learning goes beyond campus

Second, the program of offerings of a liberal arts education for TODAY is not confined within the perimeter of the college campus. It may include a considerable amount of field experience during a one-month interterm, an overseas learning experience during the interterm or for a longer period of time, and experience-based education.

Experienced-based education provides the student with the opportunity to earn credit toward graduation while being employed. The employment is of such a nature that it provides a meaningful interaction between the world of work and the world of ideas. In a very real sense it contributes to the student's becoming a liberally educated person. This employment may be with a number of different organizations, among which are business firms, social service agencies, banks, recreation centers, and rehabilitation centers.

Learning is well-balanced

Third, in providing a liberal arts education for TODAY, the liberal arts college recognizes that learning is not confined to the academic program. The student learns much as he interacts with the campus community as a whole and with the residents of his living space in solving the very real problems of living together. It attempts to provide a well-balanced program of intramural activities, concert and lecture events, and social activities.

Understanding a liberal arts education according to this description makes it impossible to determine its worth in terms of dollars and cents. A liberal arts education is a very personal education, and its worth can only be determined in terms of its impact upon the individual for a meaningful life.



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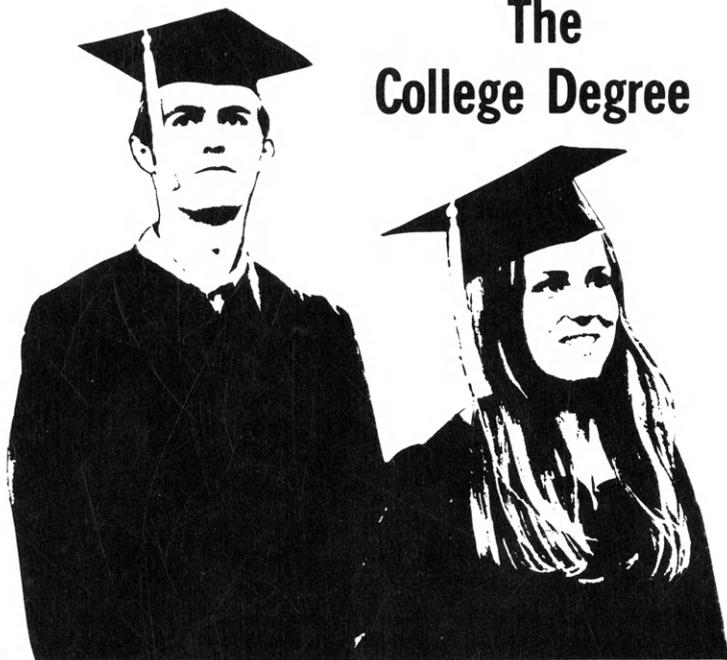
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If you have an inquisitive mind and a willingness to apply yourself, college can do a lot for you. Kansas State University can provide you with the kind of quality education you need. K-State offers well over 100 major fields of study.

We welcome inquiries. For information about study opportunities at K-State, write to:

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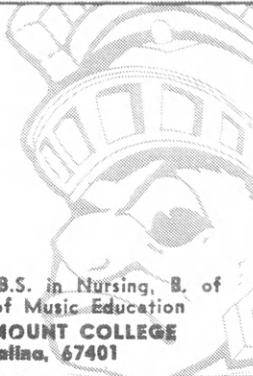
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The opening session will deal with the role of the project leader, with ideas and suggestions for more effective leadership. Information will include methods of teaching and how to plan and conduct a project meeting.

Safety, use and care of appliances, home wiring, motors, exhibit ideas, and economics of electricity are other topics to be discussed. There will be time for rap sessions for leaders to share ideas.

A special feature will be a workshop Thursday evening, when leaders will have an opportunity to make an item to take home. For one Thursday morning session, leaders will have a choice between electronics or basic electricity.

Sessions will be conducted for the most part by the staffs of the power suppliers of Kansas and of the state department of 4-H, Kansas State University.

Door prizes will be given at each meal and after the final session by Kansas Power and Light, Kansas City Power and Light, Kansas Gas and Electric, Western Power, Central Kansas Power, and Kansas Electric Cooperatives, Inc.

The two-day clinic is free to 4-H leaders as cost is borne by Kansas power suppliers.



* Watch This Page For Ideas On Farm And Home Electric Projects

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