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Kansas 4-H Journal

Illustration by Barb Pihl

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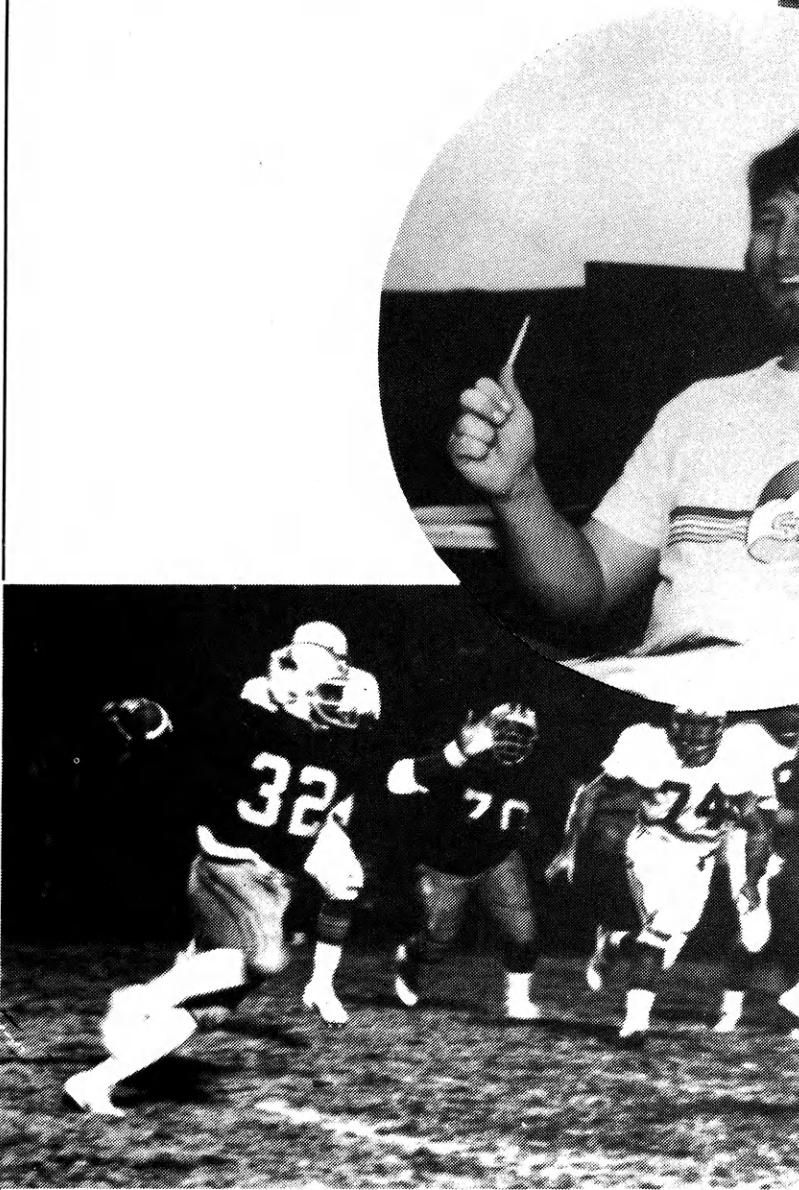
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Education and Careers

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

Career decision-making: A series of choices

By Margery A. Neely, Ph.D.
 Manhattan

Career decision-making is actually a series of choices. This is true even when a person chooses one training program or "major" during the latter teen years. The reasons that there are a series of choices are both personal and work-world characteristics.

Personal characteristics that require a series of choices include changes in what one wishes from one's job in the way of satisfaction, the fact that people change jobs from five to nine times during their careers, and the motivation to improve one's skills.

Work-world characteristics include the particular types of jobs that are available when one is seeking a job; the fact that some jobs become obsolete and others come into being every year; and changing qualifications for jobs.

With this process of **choices** in mind, no decision has to be irreversible. Each little decision will provide direction for some later decisions. Within job clusters that appeal to a person (because of values and personal aptitudes and interests), there are many careers to choose from.

The types of job clusters that have appeal are those with which a person is familiar. These may be business, medicine, science, communications, transportation, farming-forestry, and so on.

The first step in decision-making is information-seeking and trying on various career roles—either through work, volunteer work, observing a favorite person work, or reading.

Jobs that one chooses NOT to pursue provide important information: ask why the job is not attractive. The answer provides a clue to those aspects of jobs that are disliked and not valued.

Gradually, a pattern emerges of the attractive aspects of certain job clusters, with jobs one has ability to do. One must be able to carry out a job competently, for an employer is interested in skillfully executed work, not in the statement that the work interests you and that is why you should be hired.

This brings us to the second step in decision-making—choosing alternatives to concentrate on. Does one wish to work alone or with people, indoors or out, in a large city or small, in a set routine or with constant change, with ideas or things? The alternatives to choose are those that seem to offer the greatest probability for satisfactory employment. It is possible to guess at the consequences of choosing to emphasize certain alternatives over others.

The last stage is that of putting choices into action, through training programs, on-the-job training, or postsecondary education. Then adjust the choices as needed, either during training or while engaged in paid work.

About the cover

This issue of Kansas 4-H Journal is enhanced with art created by Kansas State University students in a graphics class taught by David Harmes.

The cover design by Barb Pihl of Falun tells a lot about today's agriculture.

It's a field open to both men and women and there's lots of work to do.

Producing crops and livestock is still the basic business of farming. But then these products have to be processed and delivered to a place where consumers can buy them. Machinery has to be designed and

built, sold and delivered. Fertilizers and farm chemicals must be developed and manufactured. Feeds must be mixed for farm animals and for pets. Capital must be made available, information about agriculture published, problems thoughtfully considered.

So there's a place in agriculture and related businesses for men and women with a variety of different interests, skills and training.

Other students whose illustrations can be found in this issue are Cathy Rohleder, pages 19 and 26; Vito Polizzi, page 22; Robin Peppers, page 22; and Lisa Beam, page 24.

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People are needed in these occupations

By Janet Price
Research Analyst
Department of Human Resources

Occupations that are in demand at United States job service offices and that don't require four years of college include secretary, bookkeeper, machinist, toolmaker, insurance agent and licensed practical nurse.

There are various ways to enter these occupations. For example, workers may have to complete a specified amount of education or training to qualify for them or may possess certain skills, aptitudes or experience.

In addition, individuals in some occupations have to be licensed or certified by the state before being allowed to work.

The following is a brief description of the methods of entry into these demand occupations.



To become a secretary, an individual should have a high school education and possess good English, spelling and typing skills. Office training from a business school, college or vocational-technical school may be required by some employers.



Graduation from high school with some courses in business, arithmetic, bookkeeping and the principles of accounting is necessary to meet the minimum qualifications for most bookkeeping jobs. On-the-job training then may still be necessary.

However, some employers prefer people who have taken business courses at a business school or a junior college and also have had some experience with transactions in accounts payable and receivable. A knowledge of computerized operations for bookkeeping may be helpful, too.

Machinists frequently learn their trade on the job, but a four-year formal apprenticeship is the best way to become an all-around machinist. A typical apprentice program consists of 8,000 hours of shop training and 570 hours of related classroom instruction. A vocational or high school education, including physics, mathematics and machine shop, provides a good background for this training.

There are a variety of ways to acquire the skills to become a toolmaker. These include on-the-job training, vocational school, and apprenticeship. In addition, workers may obtain more training. The best way to learn this trade, however, is through a formal apprenticeship.

Persons interested in one of these programs should have a high school or vocational education, a working knowledge of physics and mathematics, considerable mechanical aptitude and the ability to do precision work. Some employers test applicants to determine their suitability for the trade.

To sell insurance in any state, agents must be licensed by the state where they want to work. In Kansas, as in most states, interested persons are required to pass a written examination. To take the exam, they must fill out an application form, present their high school or college diploma, and pay an examination fee. The tests cover the general fundamentals of the insurance business, its legal aspects and matters relating to the various insurance specialties. An individual may choose to be tested only on certain specialties. Those who pass must be certified by the insurance company where they plan to work before finally being licensed. Agents often receive training at these agencies in preparation for the exam.

Some insurance companies will hire applicants who have a high

(Continued on page 17)

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AGRICULTURE EDUCATION													
Agriculture Production	H	P	X		X	X		X			X	H	
Farm & Ranch Management			P								P		
Agribusiness Supplies/Service		P		X							X		
Agricultural/Farm Mechanics	H						X						
Ornamental Horticulture				X							X	X	
Farm Business Analysis					P	P	P						
DISTRIBUTIVE OCCUPATIONS													
Distributive Education	H		X	H	X	H	X	X	X	H	X	H	X
Retail Management		P											
HEALTH OCCUPATIONS													
Dental Assisting			P							P		P	
Medical Lab Tech. (Certified)		P										P	
Practical Nurse (Vocational)	P	P	P	X		P	P	P				P	
Nursing Assistance (Aide)		P	P	X						X	X	X	P
Mental Health Technician	P												P
Medical Assistant					X								
Health Assistant (Coop)				H									
Medical Secretary					X								P
HOME ECONOMICS AND RELATED OCCUPATIONS													
Home Health/ Nursing Home Aide										P		P	
Coop. Home Ec. Occupational Prep.	H									P		H	
Care & Guidance of Children					X					P		X	
Clothing Prod. & Services										P		H	
Consumer & Homemaking	H									H	H		
Fashion Merchandising												P	
Food Management: Prod & Services		X	X				X		X	X	X	X	

CAREER AREAS	AVTS CENTERS												
	NEWTON	ARKANSAS CITY	EMPIORIA	Kansas City	TOPEKA	Liberal	Manhattan	RELOIT	ATCHISON	GOODLAND	Salina	COFFEYVILLE	DODGE CITY
Home Furnishings (Drapery Const.)											P		P
Vocational Home Ec.	H							H					
Dietetic Assistant								P			P		
OFFICE OCCUPATIONS													
Secretarial	H	X	X	X	X	X	X	X	X	P	H	X	X
Accounting/Bookkeeping		X	X	X	X	X	X	X	X		X		P
Data Processing/ Computer Pgm.	X			X		P	X	X	P				P
Data Entry					X								P
Legal Secretary													
Clerical		X	X	X	X	X	X	X	X	P	X	X	X
TRADE AND INDUSTRIAL OCCUPATIONS													
Air Conditioning and Refrigeration						X	X	X	P			X	X
Auto Body Repair						X	X		X	X	P	X	X
Mechanics/Auto or Truck	X	X	X	X	X	X	X	X	X	P	X	X	X
Automotive Machine Shop					X		X						
Automotive Parts Management					X		X						
Aircraft Maintenance											H		P
Commercial Art										X	X		
Commercial Photography							X						
Building Maintenance						X	X						H
Carpentry	X	X		X		X	X	X	X	P	X	X	X
Aircraft Instrument Maintenance													P
Aircraft Sheet Metal & Fabrication											X		P
Airframe or Powerplant													P
Technical Illustration													P
Avionics													P
Electricity		X			X			X		P			X
Industrial Equipment Mechanics							P						P
Machine Tool & Die			X										P

X — For High School — Post High and/or Adults

H — For High School Students Only

P — For Post High and/or Adults Only

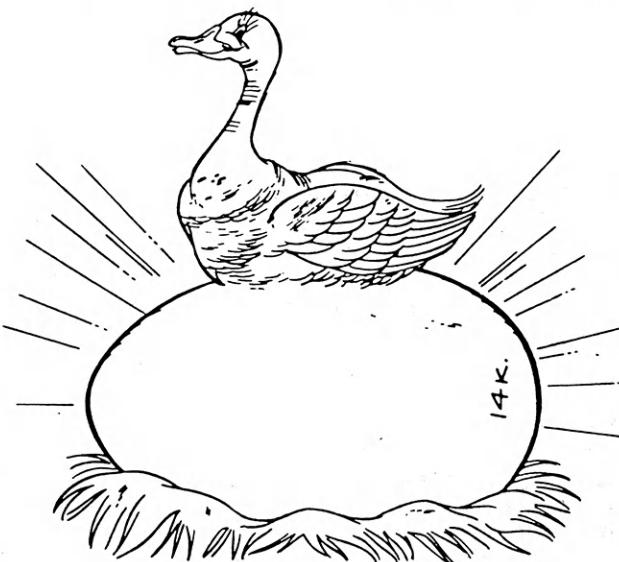
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Manufacturing Engineer Technician	P	P												
Sheetmetal Fabrication	X													
Heavy Equipment Operator								P						
Masonry/Bricklaying					X			X	X			X		
Plumbing & Heating & Air Conditioning								X		P				
Custodial Service Cert.											P			
Diesel Mechanic						X		P		P	X		X	
Drafting	X		X	X	X	P		X	P	X	X	X	X	
Industrial Electrician								X	X				X	
Electrical Lineman						P								
Electronic Occupations	X	X	X		X			X		P	X		X	
Telephone Communications Tech.									P					
Radio & TV Repair			X		X	X		X		P	X	X	X	X
Graphic Arts	X		X	X	X		X		X			X	X	
Litho-Offset Printing	X		X	X	X		X		X		X		X	
Machine Shop	X	X	X	X	X						X	X	X	X
Welding	X	X	X	X	X	X	X	X	P	X	X	X	X	
Cosmetology		P		X					P			P		
Plastics Occupations													X	
Law Enforcement Training	P													
Small Engine/Marine Repair			H	X							H			
Motorcycle Mechanics											H	X		
Cabinet Making						X						X		
Coop. Ind. Training	H		H	X							X	X		
Truck Driving										P	P			
TECHNICAL EDUCATION														
Civil Technology					X									
Environmental Water/Clean Water										P				
Engineering Technology	P										P			

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Vo-tech schools teach technical skills in ag fields

By Dr. Dale Brooks

Director

Central Kansas Area Vocational
Technical School
Newton

The 14 area vo tech schools located throughout the state are offering agriculture and agriculture-related programs of one to two years in length leading into immediate employment. The schools have strong placement programs

which assist students with the selection of employment opportunities.

Several schools report that the ag program graduates' beginning salary range is as high or higher than that of any of the other programs offered by the school.

The growth and expansion of the agricultural economy of Kansas has opened employment opportunities for individuals with technical and managerial skill needed by farms, ranches, agricultural supply and

manufacturing firms doing business in the midwest.

Students having a rich ag background, who have lived on a farm and assisted with family farm production, who then complete one of the vo tech programs will find that they possess the knowledge and skill that prospective employers are searching for.

Listed below are schools and programs that are offered by the Kansas vo techs.

SCHOOL	PROGRAM	MAJOR UNITS OF INSTRUCTION	LENGTH OF PROGRAM
Southwest Kansas AVTS Second & Comanche P.O. Box 1576 Dodge City, KS 67801	Floral Design	Floral Design For Christmas, Weddings, Funerals, Holidays and General Sales Flower Care and Identification Flower Shop Management Floral Marketing	9 months, 3 hours per'day
	Sales		

SALARY RANGE OF PAST GRADUATES \$4.50 - \$5.50 PER HOUR

Flint Hills AVTS 301 West 18 Avenue Emporia, KS 66801	Feed Lot and Ranch Management	Beef Cattle Management Livestock Management Livestock Nutrition Animal Health Crops and Soil Farm & Ranch Management Ag Math	9 months, 6 hours per day plus supervised work experience
--	-------------------------------	--	---

SALARY RANGE OF PAST GRADUATES \$9,000 to \$15,000 ANNUALLY

Northwest Kansas AVTS P.O. Box 668 Goodland, KS 67735	Farm & Diesel Mechanics	Engines—Gas & Diesel Power Trans, Air Conditioning Electrical and Carburetion Hydraulics & Diesel	12 months, 6 hours per day plus supervised work experience
--	-------------------------	--	--

SALARY RANGE OF PAST GRADUATES \$9,000 to \$15,000 ANNUALLY

KAW AVTS 5724 Huntoon Topeka, KS 66604	Production Agriculture & Agri-Business	Ag Mechanics Animal Science Crop & Soil Management Farm Management	9 months, 6 hours per day plus supervised work experience
---	--	---	---

SALARY RANGE OF PAST GRADUATES \$8,000 to \$12,000 ANNUALLY

Liberal AVTS 2215 North KS P.O. Box 1599 Liberal, KS 67901	Ag Production Crop Technician	Farm Equipment Mechanics-Welding Diesel Engines & Hydraulics Crop Production Irrigation, Marketing Soils & Fertilizers, Chemicals	9 months, 6 hours per day plus 540 hours of supervised work experience
--	-------------------------------	--	--

SALARY RANGE FOR PAST GRADUATES \$10,000 to \$15,000 ANNUALLY

Cowley County AVTS 125 South 2nd Street Arkansas City, KS 67005	Agriculture Technology	Farm and Ranch Management Crop Production Livestock Production Irrigation, Marketing Soils & Fertilizers, Chemicals	18 months (65 credit hours)
--	------------------------	---	--------------------------------

SALARY RANGE OF PAST GRADUATES \$10,000 to \$15,000 ANNUALLY

Cowley County AVTS
125 South 2nd Street
Arkansas City, KS 67005

Agri-Business
Technology

Ag Sales
Ag Business Law
Ag Economics
Basic Accounting
Ag Business Management
Crop Management
Grain Handling and Storage

18 months
(65 credit hours)
Supervised work
experience

SALARY RANGE OF PAST GRADUATES \$10,000 to \$15,000 ANNUALLY

Southeast Kansas AVTS
Sixth and Roosevelt Street
Coffeyville, KS. 67337

Farm and Ranch
Management
(775 Acre Campus)

Beef Cattle Feedlot
Cow-Calf Management
Crops-Soils and Irrigation
Swine Production
Farm Business Management
Machinery Management

9 months, 6 hours
per day plus
Supervised work
experience

Manhattan AVTS
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Manhattan, KS 66502

Farm Business
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Tax Management
Record Analyses
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Wichita AVTS
301 South Grove
Wichita, KS 67221

Horticulture

Green House Propogation

Plant & Insect Identification

Planting Medium Landscaping

Horticulture Business

43 weeks of
open entry/
open exit

SALARY RANGE OF PAST GRADUATES \$8,000 to \$12,000 ANNUALLY

North Central Kansas AVTS
P.O. Box 626
Beloit, KS 67420

Production
Agriculture

Animal Science
Crop Production
Soil Science
Ag Business Management

9 months, 6 hours
per day

SALARY RANGE OF PAST GRADUATES \$8,000 to \$12,000 ANNUALLY

Community colleges offer training for agriculture

By Melinda Spannenberg
Garden City Community College

Often high school graduates with an interest in agriculture believe that getting right to work on the farm is the best thing for them.

Many community college graduates are proving that this is not necessarily so.

Even two years of college experience can help young farmers and agriculture related workers to get better jobs, run more successful farming operations and make more money than do their friends who do not continue their education.

The additional experience offered through agriculture and business programs usually proves helpful even to those students who have grown up on a farm.

"The kid who grows up on a farm usually sees only that operation," according to Ira Mann, director of agriculture at Garden City Com-

munity College, Garden City.

"The advantage of at least two years of college work is that the student gets to see how other operations work and to learn some added technical information that he can use in future decisions," Mann said.

Garden City Community College offers a seven month field study program in which students receive college credit for work done out in the field. This may be on their own family farm, working on someone else's farm, working in a feed lot or in whatever their main area of interest is.

A similar program is offered at Barton County Community College, Great Bend.

Mann believes there are three advantages to completing a two-year degree program with the field study option.

"They get job experience which helps in hiring, the education is practical and up-to-date and it gives

them a reference for future employment," he said.

Colby Community College, Colby; Allen County Community College, Iola; and BCCC have their own farms for students to use for actual lab experience.

"Community colleges without farms or field study programs place students with employers in field

(Continued on page 15)

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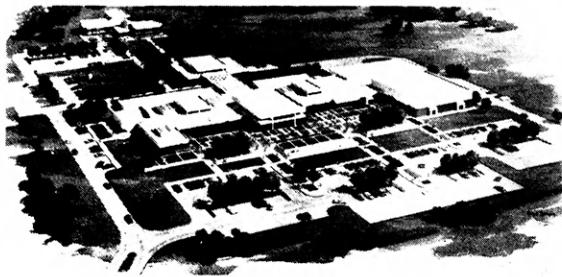
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Diesel Mechanics

Petroleum Technology

Drafting

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Electronics

Gunsmithing

Heating and Air Conditioning

Home Economics



BARTON COUNTY COMMUNITY COLLEGE



Great Bend, Kansas 67530

(316) 792-2701

KANSAS TWO-YEAR COLLEGES

Public Community Colleges	Location	(Equated Full-Time Enrollment Fall, 1980)	Tuition Per Sem. (Kans. Res.) Fall, 1980	Room & Board Per Sem. Fall, 1980	On Campus Housing Capacity	WRITE OR CALL FOR INFORMATION TO
Allen County Community College	Iola	565	\$10 credit hr.	\$600	96	Registrar, Allen County Community College, 1801 N. Cottonwood, Iola, Kans. 66749. 316-365-5116.
Barton County Community College	Great Bend	1,200	\$10 credit hr.	\$725	200	Dean of Admissions, Barton County Comm. College, Great Bend, Kans. 67530. 316-792-2701 (Ext. 212).
Butler County Community College	El Dorado	1,203	\$220	\$700	130	Director of Admissions, Butler County Community College, El Dorado, Kans. 67042. 316-321-5083.
Cloud County Community College	Concordia	835	\$14.75 (Inc. Fees)	\$350 (Room only)	200	J.W. Carlson, Dir. of Admissions, Cloud County Community College, Concordia, Kans. 66901.
Coffeyville Community College	Coffeyville	748.5	\$10 credit hr.	\$595	196	Dir. of Admissions, Coffeyville Community College, Coffeyville, Kans. 67337. 316-251-7700.
Colby Community College	Colby	850	\$12 credit hr.	\$660-700	264	Joe Mildretler, Dean of Admissions, Colby Community College, Colby, Kans. 67701. 800-432-7966.
Cowley County Community College & Vocational-Technical School	Arkansas City	755	\$10 credit hr.	\$800	114	W.S. Scott, Dean of Students, Cowley County Community College, Arkansas City, Kans. 67005. 316-442-0430.
Dodge City Community College	Dodge City	1,239	\$10 credit hr.	\$695-800	250	Bob Bartkoski, Director of Admissions, Dodge City Community College, Dodge City, Kans. 67801. 225-1321, 1-800-742-9519 (Ext. 217).
Fort Scott Community College	Fort Scott	698	\$10 credit hr.	\$675	120	Registrar, Fort Scott Community College, 2108 S. Horton, Fort Scott, Kans. 66701. 316-223-2700.
Garden City Community College	Garden City	1,200	\$10 credit hr.	\$675	289	Director of Admissions, Garden City Community College, Garden City, Kans. 67846.
Highland Community College	Highland	669	\$180	\$600-700	240	Douglas L. Fitch, Dean of Student Affairs, Highland Community College, Highland, Kans. 66035. 913-442-3238.
Hutchinson Community College	Hutchinson	1,762	\$10 credit hr.	\$683	400	Director of Admissions, Hutchinson Community College, Hutchinson, Kans. 67501. 316-663-3500.
Independence Community College	Independence	605	\$10 credit hr.	\$750	96	Director of Admissions, Independence Community College, Independence, Kans. 67301. 316-331-4100 (Ext. 31).
Johnson County Community College	Overland Park	3,389	\$17.50 credit hr.			Director of Admissions, Johnson County Community College, College Blvd. & Quivira Rd., Overland Park, Kans. 66210. 913-677-8503.
Kansas City Kansas Community College	Kansas City	3,580	\$12 credit hr.			Director of Admissions & Registrar, Kansas City Kans. Community College, 7250 State Ave., Kansas City, Kans. 66112. 913-334-1100.
Labette Community College	Parsons	824	\$13 credit hr.			Labette Community College, 200 South 14th St., Parsons, Kans. 67357. 316-421-6700.
Neosho County Community College	Chanute	445	\$10 credit hr.	\$600	80	Homer F. Bearrick, Dean of Students, Neosho County Community College, Chanute, Kans. 66720. 316-431-2820.
Pratt Community College	Pratt	527	\$10 credit hr.	\$732.50	104	Director of Admissions, Pratt Community College, Pratt, Kans. 67124. 316-672-5641.
Seward County Community College	Liberal	1115	\$14 credit hr.	\$750	88	Dean of Student Services, Seward County College, Liberal, Kans. 67901. 316-624-1951.
Private Two-Year Colleges						
Central College	McPherson	288	\$1,300 (ave.)	\$800	285	Director of Admissions, Central College, McPherson, Kans. 67460. 316-241-0723.
Donnelly College	Kansas City	440	\$1,228	\$717	596	Donnelly College, 1236 Sandusky, Kansas City, Kans. 66102.
Hesston College	Hesston	660	\$1,345	\$790	300	Student Services Department, Hesston College, Hesston, Kans. 67062. 316-327-4221.
St. John's College	Winfield	305	\$1,140	\$750	375	Wallace Behrhorst, Director of Admissions, St. John's College, Winfield, Kans. 67156. 316-221-4000 (Ext. 34).
State Technical Institutes						
Kansas Technical Institute	Salina	395	\$172.50	\$750	135	Director of Admissions, Kansas Technical Institute, Salina, Kans. 67401.
Vocational Technical Institute (Pittsburg State University)	Pittsburg	294	\$107.25	\$726-958	1264	William Gary Ward, Director, Vocational Technical Institute, Pittsburg State University, Pittsburg, Kans. 66762. 316-231-7000 (Ext. 401).

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For more information about Colby Community College, contact the Admissions Office, Colby Community College, 1255 South Range, Colby, Kansas 67701. The telephone number is 913-462-3984.

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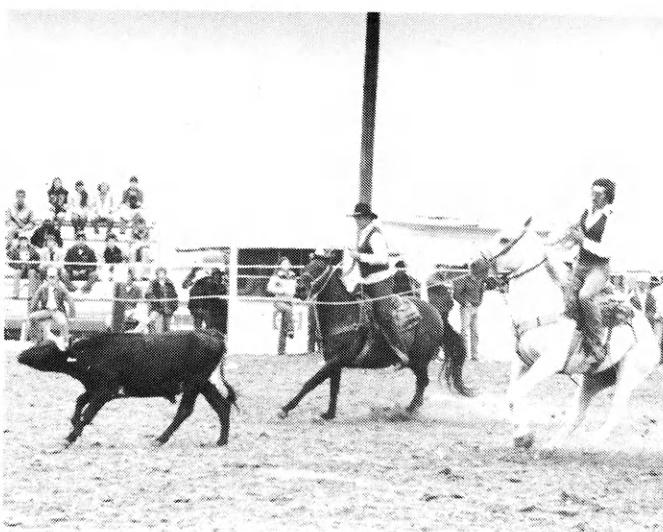
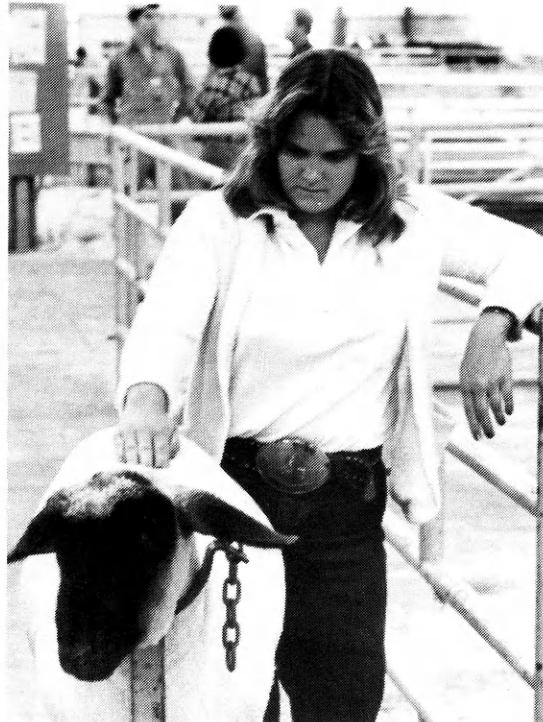
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Community Colleges

(Continued from page 9)

experience where they are supervised by both the employer and instructor," Les Olsen, education program specialist in agriculture education for the Kansas State Department of Education, said.

"Most generally, if students have good training in agriculture, there are no problems for students seeking jobs," Olsen said, "especially in the areas of Co-ops, agri-business and in areas where they can move up into mid-management."

"Everything is becoming more technical and advanced," Olsen said. "If students are experienced, they can convert that to dollars, so it's a definite plus for them."

According to a survey taken by GCCC four years ago, the majority of their graduates in agriculture return to home farms after completing the two-year program. Some transfer to four-year colleges.

Speaking for Barton County, "about 20 per cent of our graduates go on to complete advanced degrees," Gerry Gee said. He is head of agriculture at Barton County Community College.

"While many of our students go back home to family partnerships or corporations, we have an extremely good placement record in agri-business and farm/ranch management as well," Gee said.

Some graduates may start up toward \$12,000 to \$14,000 per year in agri-business, Gee said, while

some farm and ranch graduates may earn \$1,000 a month with a house furnished, plus utilities and a beef a year.

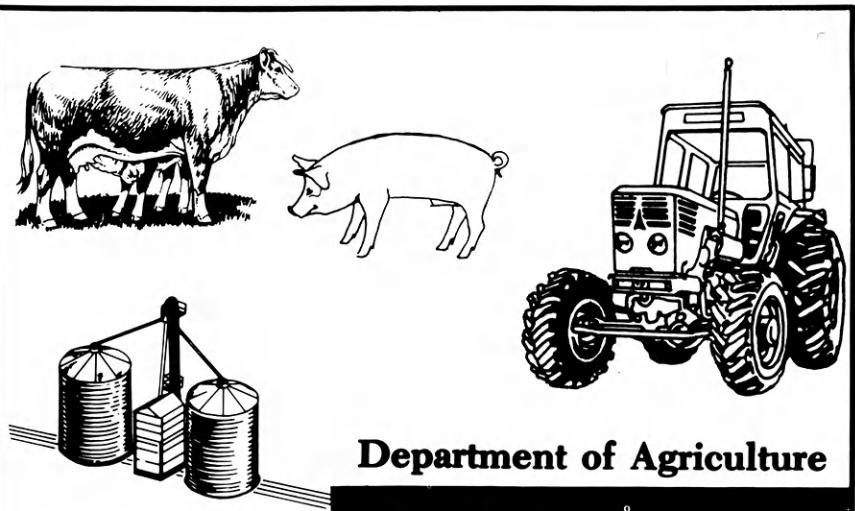
Mann claims Ken Burch as one of his success stories. Burch was one of the first feed lot technology graduates from GCCC.

Burch did his field study at Mor-

ris Feed, now Blackfoot Feed Yard, east of Garden City. He is currently manager of Gray County Feed Yards, south of Cimarron, which handles 20,000 head of cattle.

Referring to his two years at GCCC, "they put a lot of the basics

(Continued on page 17)



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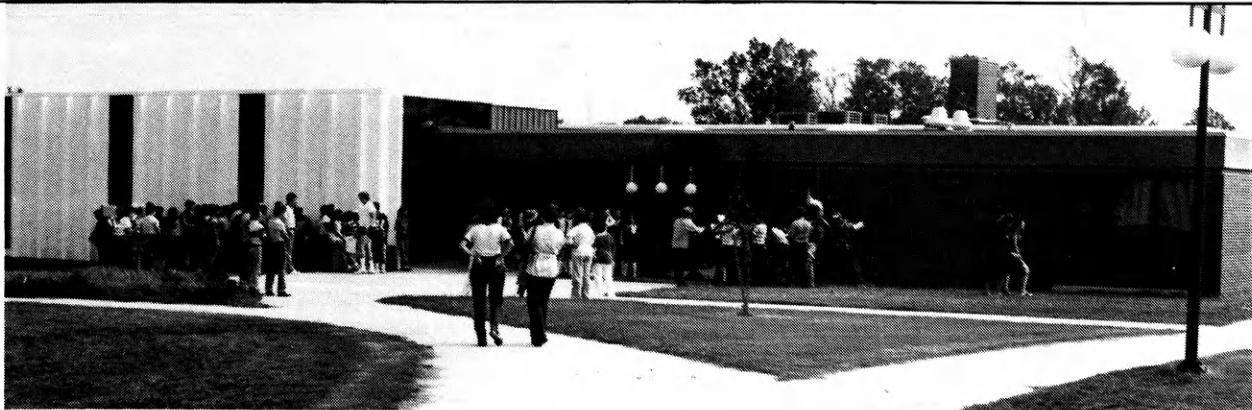
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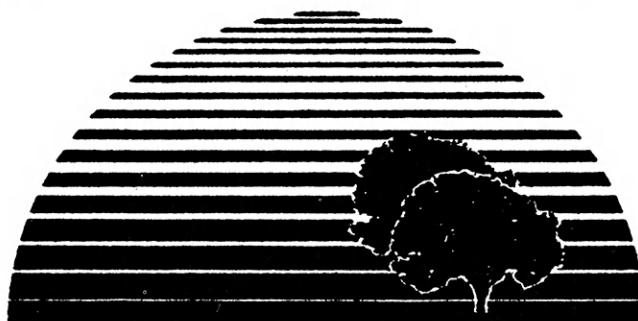
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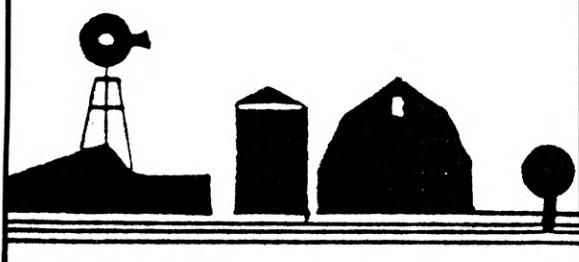
Hutchinson Community College continues to meet the demand for specially trained agriculture personnel by offering students technical and transfer agriculture programs.



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Grain Buyer	Natural Resource Management
Food Chemist	Poultry Scientist
Farm Loan Officer	Milling Management
Rancher	Farm Machinery Mechanics
Farmer	Farm Equipment Sales
County Agriculture Agent	



Hutchinson Community College

For information send to:

HCC ADMISSIONS DIRECTOR
1300 North Plum

Hutchinson, Ks. 67501

Name _____

Address _____

City _____

State _____ Zip _____

(316) 665-3535

Community Colleges

(Continued from page 15)

into you, plus give you a chance to work through it," Burch said. "I got classroom work as well as outside-the-classroom work," he added.

Gene Davis, Sublette, is another GCCC graduate. He did his field study experience at home under the supervision of his father and is now farming in semi-partnership with his father.

Davis believes his college experience has especially helped him in the economics of agriculture. He also took courses in mechanics, fertilizer and other related areas that now help him in his farming operation.

Rod Schemm is a GCCC graduate who continued his education, completing both his bachelor of science degree and his master's degree. He is presently feed foreman at Hitch Feed Lot, Guymon, Oklahoma, which handles more than 40,000 head of cattle.

"Everything covered (at GCCC) was applicable to the trade," he said. "Along with the advanced education, being in contact with a lot of people left me in better shape as far as personnel and overall management goes."

"The two year program at GCCC prepared me for the how, what needs to be done and how to get it done, while the why aspects are covered in the advanced degrees," Schemm said.

Whether a student plans to take a few courses, complete an associate degree or transfer for more advanced degrees at a larger college or university, Burch seemed to sum it all up when he said, "practical application of what you've learned is what it's all about."

People are needed

(Continued from page 5)

school education, but they may prefer college graduates. Those who have taken courses in insurance, business law, economics, accounting and finance may find them helpful.

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The requirements for enrollment in one of these programs vary from an eighth grade to a high school education. Aptitude tests may also be given for admittance. Programs are available at many vocational,

technical, or trade schools, junior colleges, health agencies, private institutions and hospitals. They include classroom instruction and clinical practice and usually last about one year.

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Ag graduates are in demand

By Becky Vining
Intern
National FFA Center
Alexandria, Virginia

The future for college agriculture graduates looks bright, says David Kraus, assistant director of the Kansas State University Career Planning and Placement Center. The technically-trained bachelor's degree graduates attract 26 percent of the employee recruiters to the university even though they make up only 17 percent of the student population.

Graduates in grain science and industry, food science, crop protection, ag education, ag journalism and sales and management trainee positions are especially in demand.

Grain science offers the best paying salaries and strongest demand, Kraus said. Last spring milling science graduates started at an average \$1,600 a month, bakery science at \$1,500 and feed science at \$17,500 a year.

"We're not even close to meeting job demands with graduates," said Charles Deyoe, head of the KSU Department of Grain Science and Industry. "It's rare if a student isn't placed before graduation. I've seen students with summer experience hired a year before graduation. We could easily place double, possibly triple, the number of graduates we have."

Whether a student majors in ag economics, animal sciences or horticulture, job opportunities are available in the entire spectrum of agribusiness sales and marketing.

"Some students think because they majored in a certain field they're restricted to certain occupations, but that's not necessarily

true," Kraus said. "Employers want a graduate who understands agriculture or has an ag background. They are looking for people who can communicate with farmers, empathize with them and understand them."

An agricultural economics degree leads to some of these sales and marketing jobs but also to careers in banking, government agencies and farm management.

"Ag economics is a matter of using knowledge basic to agriculture and of integrating the science of economics and putting them together to maximize profits," said Milton Manuel, head of the KSU Department of Economics. The students design their curriculums to meet career objectives and start with an average annual salary of \$14,500.

Though enrollments are fairly small, the demand for food science graduates is high, Kraus said. Food companies from around the nation hire college graduates for quality control, product development, management and other positions.

In horticultural therapy, an average six jobs are available for each graduate starting at \$13,500 annually. These professionals use plants to work with people in community-based programs, corrections, gerontology, mental health or developmental disabilities.

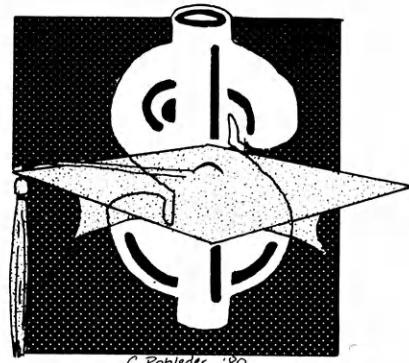
Crop protection and agronomy degrees lead to many job opportunities including working for crop consulting firms and ag chemical companies.

Crop protection combines entomology, plant pathology and other disciplines to provide integrated pest management. Agronomy is the study of crops and soils, and graduates usually start at \$1,000 to \$1,400 a month.

The demand for agricultural education graduates is strong since about half farm or enter industry rather than teach vocational agriculture.

Ag journalism graduates are needed in magazine and newspaper work, public relations and radio/TV. Starting salaries range from \$1,000 to \$1,300 a month.

Ag mechanization is a critical link between science and the farmer. The strongest demand for graduates is in



business and industry where jobs average \$18,000 annually, but many also farm or work for agricultural services.

For horticulture, natural resource management and other four-year agriculture degrees, Kraus said job demands remain above that for general studies. The future for these agriculture graduates look bright because people will always have to eat. Trained agriculturalists must get the job done.

Editor's Note: In addition to the state's land-grant institution, Kansas State University at Manhattan, other Kansas colleges offer degrees in agriculture.

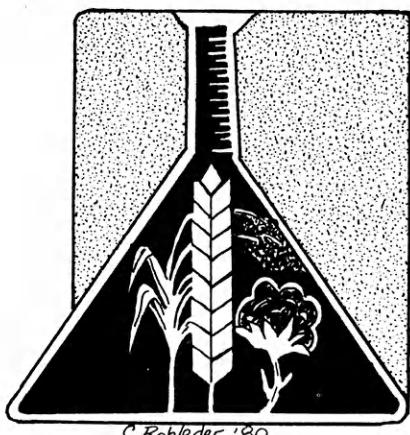
Fort Hays State University at Hays offers a four-year curriculum with an agri-business degree, preparing students for positions in banks, in private lending institutions, in federal lending institutions, in industry and as farm and ranch managers. Degrees can also be earned in animal science, crop science and soil science.

"Our ag graduates are in demand," Jenkins said. "We wish we had more of them."

"Because of the need for higher productivity on ranches and farms, the demand for college-educated farm managers and workers is increasing," Donna Ruder, career counselor and associate director of the career planning and placement service, said.

"Food production is more of a science than ever before, with technology affecting farming as well as other industries. Also, farming is a business, and many students who return to the farm benefit from courses in agri-business," Ruder said.

Among the private colleges with four-year programs in agriculture are Tabor College at Hillsboro, McPherson College, and Friends University at Wichita.



LEADERSHIP DEVELOPMENT IS THE KEY

Announcing the 1980 Kansas 4-H Key Award Winners

Of all the honors that can be gained in 4-H work, none is more prestigious than the Kansas 4-H Key Award. Regulations for Key Award consideration are stringent; only about one percent of the state's members are given this recognition each year. Candidates must first meet mandatory requirements which include a minimum of three years of club work completed, participation in at least two out-of-county events, enrollment in Junior Leadership during the current year, and two letters of recommendation — one of which must be from the adult leader of the club.

In addition to these and other basic qualifications, each nominee for the 4-H Key Award must have demonstrated outstanding

contributions in leadership, citizenship, and community service. Exhibits, demonstrations, judging, public relations work, the holding of offices, and evidence of handling increased responsibilities in projects are also considered by the State Awards Committee when determining whether a 4-H'er has earned this honor.

With so many factors considered, the 4-H Key Award obviously is recognition for leadership development. Simply stated, it recognizes members who have lived up to the high ideals expressed by the 4-H pledge. It is an award to strive for with determination...to win with a feeling of accomplishment ... and to wear with pride. Congratulations, winners!



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Barber Linda Bell Debbie Rowe	Comanche Allen Park
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Marketing helps to form the link from farmer to consumer

By Roderick Turnbull
Director of Public Affairs
Kansas City Board of Trade
Kansas City, Missouri

Editor's note: Probably no native Kansan has written more about agriculture than has Roderick Turnbull. For 40 years he covered the farm scene for the Kansas City Star as its agricultural editor. He was also editor of the Weekly Star Farmer.

Turnbull has been president of the American Agricultural Editors Association.

After retirement from the Star, Turnbull began a new career as Director of Public Affairs for the Kansas City Board of Trade.

There he continues to write on agricultural topics, primarily the grain business, with his weekly releases going to some 135 newspaper and farm magazine editors across the country, and to 35 radio stations. Also, each week he makes a Voice of America broadcast on a subject pertaining to American agriculture.

The Journal is especially proud to present an article by the dean of agricultural journalists, Roderick Turnbull.

The food business has a built-in growth factor—every year there are more people in the world than there were the year before. In addition, hundreds of millions of people in the world would like to eat a little better and many of them can and are eating more or higher quality foods such as meat, milk and eggs.



Roderick Turnbull

The result of this combination—more people all the time and some of them eating better—is a major reason for the virtual explosion in world trade in grains in which the United States accounts for the major share.

Food is big business; in fact, the biggest of all. It always has been and always will be. The major fundamental in this business is the producer, the farmer. Or maybe it could be said that the major fundamental is the land, but land does not produce much without man.

In any case, the food business, starting with the farmer, has many fundamental tasks to perform, including, as examples, storage in elevators and on farms, and transportation. In addition, nothing is more important than a marketing system.

Farming is unique in that the producers of almost any commodity number in the thousands, even hundreds of thousands in the case of grains. It is not like the motor car industry, for instance, in which three or four giant companies produce 90 to 100 percent of the nation's total output and relatively few dealers market the entire product.

No feasible way exists for Japan, when buying 10 million bushels of wheat, to get a pickup truck and drive from farm to farm (and then to a ship at the Gulf) to fulfill its requirements. Japan has to work through an export firm which gathers the 10 million bushels from many elevators and by barge or trains gets the grain to the port.

The United States has a grain marketing system that literally "grew up" from experience to meet the needs of the United States. It has to fit the United States, which is different from any other country in the world. One of the big differences is that the United States exports more grain than all the other exporting nations of the world put together.

Said another way, the U.S. must have a marketing system that lets it move more grain overseas than all the other exporting nations put together.

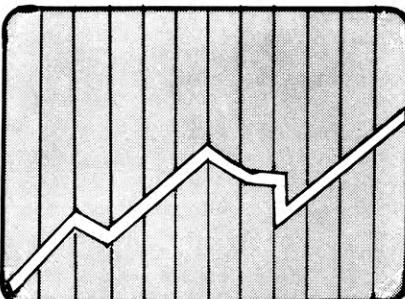
This doesn't move in one day. It doesn't all move at harvest time.

In fact, nearly all U.S. grain is put either in a farm bin or local elevator

at harvest time and when the local elevator is filled, some of it is moved to a big elevator at a terminal market such as Hutchinson, Wichita, Salina or Kansas City.

From the farm bins or the elevators the grain is moved all year long to places all over the world. The U.S. exports about 100 million bushels of grains of all kinds to overseas markets every week in the year. This is in addition to a huge domestic trade.

This grain has a value at the market place every day in the year, not just the day the exporter, flour mill or feed lot wants to buy.



Because of trading in futures which is an integral part of the American marketing system, a value exists for the grain when it is planted, while it is growing, when it is harvested and as long as it is in the bin before somebody somewhere in the world eats it. The value never pleases both the buyer and seller as the buyer wants a low price and the seller a high value. But when buyer and seller trade, they trade on a free and open market. Nobody makes them trade.

From farm to consumer, the marketing system employs thousands of people, including people working in elevators, within the grain companies all over the world, in transportation, finance and many other activities.

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futures markets to help them time their purchases, just as our farmers and grain merchants use the same markets to determine when to sell.

In other words, the marketing system functions for both buyers and sellers. This is an absolute necessity.



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It's difficult but probably not impossible —

Getting started in farming

By George Brandsberg
Assistant Extension Editor
Agricultural Economics
Kansas State University

Almost anyone who has ever lived on a farm and liked it dreams of farming for a living. It's easy to get excited about working outdoors with growing things, getting plenty of fresh air and being your own boss. The benefits of farm life are easy enough to list. But obtaining those benefits is something else.

"For a young person with no resources to attempt to enter full-time farming by himself, the probability of succeeding is very low," observes Wilton Thomas, a retired agricultural economist who helps teach Kansas State University's

winter short course for young farmers.

"Nothing is impossible, but the number of fellows who are making an entry into agriculture that way now can't be very high because we're talking about a high investment business. If you're fortunate enough to rent a full economic farm unit that you can make a living on, you can probably get the machinery to make it work. Without proven experience, young people don't often obtain that kind of base to start."

Sounds discouraging, doesn't it? On the brighter side, the Kansas Department of Human Resources estimates there will be job openings for about 5,000 farmers and farm

workers a year between now and 1985. Even so, only those who are lucky and those with the grit to make a go of it will find a niche in agriculture.

"Not everyone who wants to go into farming has an opportunity. But then not everyone who wants to run a hardware store has a chance to start right out, either," Thomas adds. "You have to work your way in the hard way before you're a manager of a business in most cases. That's surely true in farming."

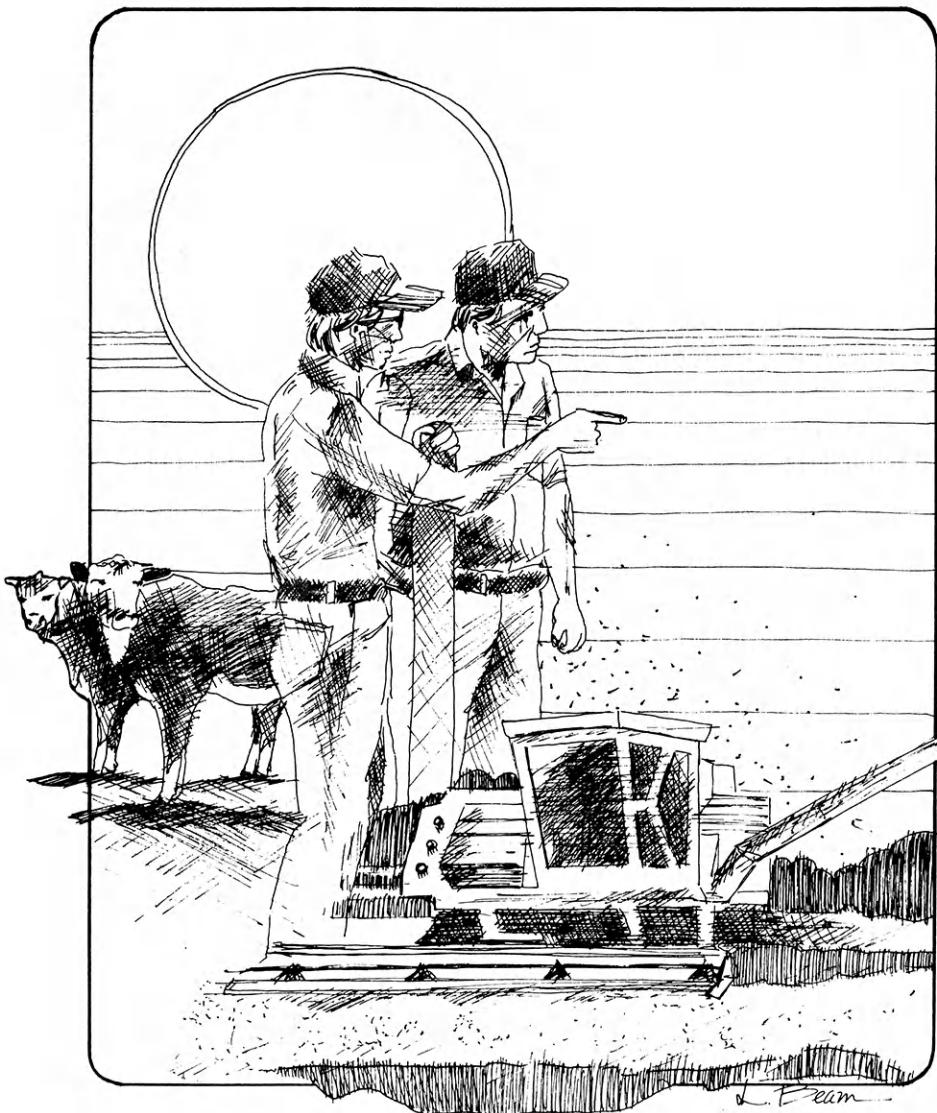
Starting on your own. The first rung on the traditional ladder of farming success started with a youngster working as unpaid labor on the family farm, then hiring out as a farm worker and possibly becoming foreman or manager of a part of someone else's farm business, such as its livestock or crops phase.

The next step up was to become a tenant farmer and build up a line of machinery or a herd of livestock and the wherewithal to make a down payment on a farm or ranch. Near the top of the ladder came owning a farm, paid for in part with borrowed money. The traditional ladder of success still works for some, but financial growth is often too slow to provide a suitable income and achieve independence in a lifetime. It's a lot better if you have someone to give you a boost up that ladder.

"Most of the kids who come to us for a loan to get started come from a farm and their dad is willing to help them," observes Jane Biesenthal, supervisor of the Farmers Home Administration office in Emporia. "If they want to buy a piece of farmland and they can use dad's machinery to farm it, or if they have some livestock of their own, we may be able to help them."

"It's really tough to get started from scratch at today's interest rates unless you have help from home or some kinds of off-farm income," she stresses.

Part-time farming. This involves taking a job in town or working for a neighbor for wages and running your farm during the available time



left— evenings and weekends, mainly.

"Some people are entering agriculture this way and some are leaving it by going part-time," Thomas points out. "If you can get a place to live and some land to farm, if you're good enough, strong enough and ambitious enough, there's time enough outside of a 40-hour-a-week job to make some kinds of part-time farm business go."

Starting with someone else. Possibly the most practical way to get into farming full-time is to join an already going operation that needs more labor and management in the business.

"This may turn out to be a brother who has a start. More often it's a father or father-in-law, sometimes an uncle, sometimes an older person in the neighborhood who's a friend and takes a young fellow in," Thomas says.

These starts should lead to some formal kind of arrangement such as a partnership or a corporation. In exploring entering a farm business with others, all parties involved must consider how well they get along together, whether the farm business can support two or more families and whether everyone involved shares the same goals.

Before jumping right in and signing a "permanent" partnership

agreement, say, between father and son, they should plan to have a trial period of working together for a year or two to make sure they can work well together.

Many articles and publications have been written on ways of forming and entering farm business organizations. Your county extension office should be able to provide you with helpful information.

Besides hard work, it takes good management to make a go of farming. In spite of all the obstacles, thousands of young people will enter production agriculture in the years ahead.

Consider a dual degree

Kansas State University and the independent colleges of Kansas are cooperating in a unique dual degree program.

The concept combines the strength of the private college—an excellent liberal arts education that includes a sensitive world view of mankind—with the strength of the state's land-grant university—technical competency-based education.

"The result is a new kind of graduate who not only has a world view but who also has the specialized training so desperately needed to help people in the Third World countries," says Dwight Wiebe, developer and director of the program.

"Graduates of this new program, with government or church support, will be able to go and teach people in the Third World how to feed themselves."

"By combining commitment with competency through the dual degree program we'll build a reservoir of trained people prepared to serve the less fortunate, both at home and abroad."

The program combines three years of liberal arts at a private college with a year and a summer school at KSU. When the student completes work at both schools, he can have a Bachelor of Science from KSU and a Bachelor of Arts from his original college.

And best of all, the graduate should have insights—whether his* program was in agriculture, home economics, or in education—into practical ways to help to solve some of the world's problems.

From information in the
March 1979 *K-Stater*

*"His" means "his or hers."

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An old process using new technology—

Baking is a people-pleasing business!

By Larry Wood
Director of Communications
American Institute of Baking
Manhattan

Baking is a people-pleasing business, and the smell of fresh-baked bread, hot from the oven, pleases almost everybody. And baking is a big business, too—with annual sales of nearly ten billion dollars worth of baked goods. It's an industry that uses over 400 million bushels of wheat a year, produces an average of 50 million loaves of bread a day, and employs about 250,000 workers all across the United States.

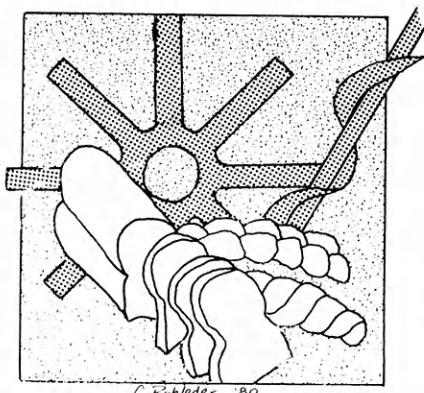
Today's modern baking process is basically the same as it has been for thousands of years—mix the ingredients, wait for the action of the yeast to raise the dough and then bake the product in an oven.

Technology aids production

However, modern technology in the form of automated equipment, scientific formulas and computers, and highly educated employees have helped this basic industry to increase productivity and expand consumer acceptance of an ages old product.

More than half of the employees in the baking industry are production workers. Other people work in quality control, research, sales, plant operations, administration and management. The opportunities for employment within all areas of this industry are unlimited.

Production workers in modern baking operations usually have titles that refer to the machines they



operate. For example, **mixer operators** are the people who weigh and mix the basic ingredients; **divider operators** run machines that cut, weigh and shape the dough into desired shapes; **molder operators** run machines that press out air bubbles, make dough into loaves or sweet goods, and place them into pans; **oven operators** load and unload ovens, controlling the baking temperatures and times; **helpers** do just that, help wherever needed to keep the production lines moving; **slicing and packaging machine operators** run the machines that slice and wrap bread or other bakery products; **receiving, shipping and stock clerks** record shipments and keep inventories of ingredients and finished products; **route sales workers and supervisors** are responsible for delivering the product to wholesale and retail outlets; **maintenance engineers** and helpers keep all the production and support equipment working smoothly to keep the baked product moving from raw flour to golden loaf.

Bakers work in a clean environment

Production workers in bakeries work in a clean environment that must constantly meet local, state and federal regulations for cleanliness. Many modern bakeries are air conditioned, but others are not. And, with all the equipment and ovens working, it can be quite hot!

Since bakery products are perishable, they are made daily, and many bakeries operate around the clock—with employees working in eight-hour shifts.

The average pay is about \$7.50 per hour for production workers, while supervisors, managers and administrators may be paid annually, with salaries ranging from \$12,000 up to \$30,000 or more. Bakers are employed in all parts of the country, from small retail shops in local communities to large plants employing hundreds of people under one roof.

To learn their jobs, workers in the baking industry may be trained on-

the-job, or may complete several months or years of experience or advanced education. Some skilled production jobs take years of training to completely learn.

Most production workers may begin as apprentices after completion of high school. This apprenticeship period may last several years and includes both on-the-job training and classroom instruction. Production workers also may learn baking skills in the Armed Forces and through vocational training schools and university programs.

For more information on a career in the baking industry, write to the sources listed below.

Sources of Additional Information

School of Baking Catalogue. Single copy free.

Correspondence Course in the Science of Baking Catalogue. Single copy free.

Bread in the Making. Illustrated, 15 pages. Single copy \$.45.

Bread is A Slice of Life. Audiovisual program. \$29.95 plus \$3.00 postage.

American Institute of Baking
1213 Bakers Way
Manhattan, Kansas 66502

Careers in the 18 Billion Dollar Baking Industry. Free.
Guide to Baking Schools and Scholarships. Free.

Allied Trades of the Baking Industry
5240 West Irving Park Road
Chicago, IL 60641

Bakers. Occupational Brief No. 1. \$1.00.
Route Sales Workers. Occupational Brief No. 78. \$1.00.

Chronicle Guidance Publications, Inc.
P.O. Box 271
Moravia, NY 13118

Associated Retail Bakers of America,
Presidential Building, Suite 250, 6525 Belcrest Road, Hyattsville, MD 20782.

American Society of Bakery Engineers,
Room 1921, Two North Riverside Plaza,
Chicago, IL 60606.

Department of Grain Science and Industry,
Kansas State University, Manhattan, KS 66506.

Dunwoody Industrial Institute, 818 Wayzata Boulevard, Minneapolis, MN 55403.

Bakery, Confectionery, and Tobacco Workers' International Union, 1828 L Street, N.W., Washington, DC 20036.

Financial aid for students

By Carroll Beardslee
Fort Hays State University

You might be able to get financial assistance for college, you say, if only you could wade through all that red tape and decipher all that financial mumbo-jumbo. But applying for and obtaining financial assistance isn't all that difficult if you take it step by step.

The following information was prepared to help insure that your application will be given every consideration for financial aid.

How to apply for financial assistance

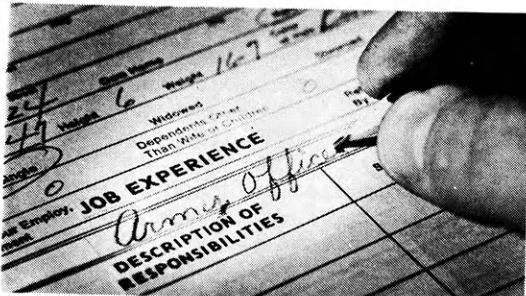
1. Obtain an American College Testing Family Financial Statement Packet from your high school counselor or college financial aid office. Included in this packet will be the following documents: ACT's Family Financial Statement, Kansas Student Data Form 1981-82, instructions for completing the necessary forms and a financial aid code listing.

2. Read all instructions very carefully. Failure to provide accurate and complete information on all documents will delay your application process.

3. Complete ACT's Family Financial Statement and mail it to ACT in the envelope provided. IMPORTANT: Use 1980 income information and request that the results of your FFS be sent to the school of your choice by entering their code in item 76. There is a \$5.00 minimum fee charged for this service.

NOTE: Since consideration for other types of Federal student assistance will not be given until the results of the Basic Educational Opportunity Grant are known, all undergraduate students must apply for the BEOG by marking (a) in item #74

(Continued on page 28)



Many employers can give you the answer: Because to fill responsible jobs, they often look for college graduates who have held responsible jobs.

As an Army officer, you have to manage men, materials, and money. Your first year out of college, you shoulder greater responsibilities, at an earlier age, than most other graduates.

So it's no wonder that many employers, looking for demonstrated leadership, rate "Army officer" above most other qualifications. Or why career-minded college students so often take Army ROTC.

In addition to what Army ROTC can mean to you after college,

Call or write the Professor of Military Science at a school near you.

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Dodge City, Kansas 67801
(316) 225-1321, Ext. 228

Fort Hays State University
Hays, Kansas 67601
(913) 628-4381

Garden City Community College
Garden City, Kansas 67846
(316) 276-7611, Ext. 115

Kansas State University
Military Science Building
Manhattan, Kansas 66506
(913) 532-6754

Pittsburg State University
1701 South Broadway
Hartman Hall
Pittsburg, Kansas 66762
(316) 231-7000, Ext. 271

University of Kansas
203 Military Science Bldg.
P.O. Box 2009
Lawrence, Kansas 66045
(913) 864-3311

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You can order "*Kansas Government*" for \$4.75 from **Municipal Press, Box 2755, Topeka, KS 66601**. Order it today.

Have you ever considered how "Army officer" would look on your job application?

there are many important benefits while you're in college. Scholarship opportunities. Practical leadership and management experience. And a monthly subsistence allowance of \$100 a month for up to 20 months during your last two years of college.

But most important is the challenge. Being an Army officer means giving your absolute best. Then getting the people you supervise or command to give theirs.

It means working at one of the toughest, most rewarding jobs of your life. Weigh that carefully. Then decide how "Army officer" would look on your job application.

ARMY ROTC.
LEARN WHAT IT TAKES TO LEAD.

Financial aids

(Continued from page 27)

of the ACT Family Financial Statement. Graduate students are not eligible for Basic Grants and would mark "c" for financial aid consideration.

4. Complete the Kansas Student Data Form 1981-82 and either mail it directly to the school of your choice or to ACT with your 1981-82 Family Financial Statement.

5. The information submitted to ACT on your Family Financial Statement will generate a BEOG Student Eligibility Report. It will be sent directly to you, the applicant. Student Eligibility Reports are not sent to the university. Be sure to deliver your BOEG Student Eligibility Report (whether eligible or not) to the Office of Student Financial Aid.

6. If convenient, applicants are encouraged to make arrangements for a personal interview with a financial aid counselor. Each student's financial situation is a unique and personal one which can be best understood and adequately met through a personal interview with the applicant.

National Direct Student Loans

Through the NDSL program, the student may borrow up to \$1,250 each academic year. The actual amount of the loan depends on financial need of the applicant. If there aren't enough funds to meet all requests, preference is given to bright students and to those with greatest financial need.

The repayment period and interest begin six months after the student leaves school. Interest is 4 percent, with the repayment period 10 years. Payment can be deferred if the students goes on to school, or if he serves in the Armed Services or in Vista or the Peace Corps.

It's possible to repay the loan in service instead of money. If the borrower becomes a teacher in a school with many students from low income families, the loan is reduced each year of teaching until in five years it is considered as paid. The same is true if the person teaches handicapped children.

To qualify for NDS loans, the person must:

be a United States citizen,
be at least a half-time student,

show financial need based on the family's financial statement. Special consideration is given to students with superior academic records.

Guaranteed Student Loan Program

The Higher Education Assistance Foundation assists students to get low-cost loans for educational purposes. HEAF does not make loans directly to students. Instead it guarantees loans made by commercial lending institutions and by the Kansas Student loan program. The guarantee permits the lender to make loans to students who haven't much collateral.

In a year an applicant may borrow only the expected cost of his education less other financial aid. He can't borrow more



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than \$2,500 during an academic year, or more than \$7,500 all together. The interest rate is 9 percent.

The Office of Education pays the interest while the student is in school. His repayment begins 6 months after the student leaves college. The repayment period is usually between 5 and 10 years, with the minimum monthly payment \$30.

*"He" means "he or she."

Nursing Student Loan and Nursing Scholarship Programs

Loans up to \$1,500 a year are available under the Nursing Student Loan Program. The amount of the loan depends on the financial need of the applicant. No repayment is necessary and no interest charged until 9 months after the student leaves college. Then the minimum repayment is \$15 per month. Interest is 3 percent on unpaid balance and repayment of principal and interest may be extended up to 10 years.

If the student changes major areas of study from the field of nursing, the loan immediately becomes due.

Under the Nursing Scholarship Program, only students with exceptional financial need who need such financial assistance to pursue the course of study may be awarded scholarships. The maximum scholarship awarded for any school year is \$1,500, or the amount of financial need, whichever is less. In determining student need, the principles used for a nursing scholarship are identical to those used for a nursing loan. NOTE: Nursing scholarships do not need to be repaid.

Institutional Loan Fund

Loan funds made possible by contributions from individuals and organizations are available to students on short or long-term basis. Please consult the Office of Student Financial Aids for additional information.

Supplemental Educational Opportunity Grants

Federal grants provide for awards to undergraduate students whose families can contribute little or nothing to the student's education and who without the grant would be unable to attend college. The selection of recipients is made by the Office of Student Financial Aids from among the most needy applicants and in accordance with guidelines established by the Office of Education. The number and amount of these grants will depend upon the availability of funds from the Federal government.

SEOG's are not loans and do not need to be repaid, but schools are required to provide at least an equal amount of scholarship, loan or employment assistance from its own funds or from funds administered by the college as a "matching" contribution.

SEOG's may be renewed each year, not to exceed four years.

QUALIFICATIONS: Students must show academic promise, be accepted for enrollment on at least one-half time basis, make satisfactory progress toward a degree and show evidence of exceptional financial need based on an analysis of the family financial statement.

Basic Educational Opportunity Grant

The Higher Education Amendments of 1972 authorized the Basic Education Opportunity Grant Program. The BEOG is intended to be a financial base available to all undergraduate students attending institutions of higher education to which other forms of aid may be added to meet the applicant's total financial need. Such grants are made to a maximum of \$1,800 per year and are non-repayable. The amount of the grant is determined by a federal formula and is based upon the parent's ability to assist with the student's educational cost. The amount of the grant is not controlled by the individual or the college.

College Work-Study Program

The purpose of the CWSP is to expand part-time employment opportunities for students from low-income families who are in need of the earnings from part-time employment in order to attend an institution of higher education. Federal grants are made to institutions of higher education to enable them to provide job opportunities for such students. The institution may arrange for the employment of its eligible students in work for the institution or for off-campus work in the public interest with a public or private nonprofit organization.

Under the CWSP a student averages 15 hours work per week while classes are in session, and may not total more than 40 hours per week during vacations and periods of nonenrollment. Every effort is made to place students in jobs related to their career objectives.

QUALIFICATIONS: A student must be enrolled on a full-time basis, be able to make satisfactory progress toward a degree while working, and demonstrate a definite financial need based on an analysis of the family financial statement.

Part-Time Employment

Most colleges also provide a job placement service for full-time students who wish to work part-time during the year and who are not eligible for the College Work-Study Program. Any student desiring part-time employment on campus or work off campus in the community may apply.

It is extremely difficult to place any student in a specific job before the student has registered and knows the hours he will be available for employment. The new student should not expect to have a part-time job waiting for him when he arrives on campus.

Veterans Administration Benefits

Veterans and dependents of deceased or disabled veterans are eligible for a monthly entitlement while attending school. Benefits are also available through the Veteran's Work-Study Program and the Tutoring Program.

Other sources of financial assistance

Social Security Benefits: The Social Security law provides monthly benefits to children when a parent on whom they were dependent dies or starts receiving Social Security retirement or disability benefits. The payments can be made until age 22 provided the child is a full-time student and single. For further information contact the nearest Social Security Office.

Vocational Rehabilitation Benefits. For information on assistance to persons with physical or mental disabilities contact the nearest Vocational Rehabilitation district office.

Keep in mind: Since this information is being prepared before the state and federal governments have determined their levels of funding, the impact (and in some cases the existence) of these financial assistance programs is dependent upon the appropriation of funds.

Ask about scholarships

Scholarships may be another source of funds for college. To find out which ones may be available to you, talk with your high school counselor or write to the college which you plan to attend.

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An important member of the health team —

The medical technologist

Editor's note: This article was compiled from material prepared by Sharon Zablotney, chairperson of the Department of Medical Technology in the College of Health Related Professions, Wichita State University, and from an interview with Geralyn Avery, head of medical technology at Lafene Student Health Center, Kansas State University, Manhattan.

Often when one goes to the doctor, he'll say, "We'll need some lab tests."

The person who will do the laboratory work is a medical technologist.

The first step in making the tests is to collect a sample of blood or urine or a tiny piece of tissue from the patient's body.

Then the medical technologist will examine the specimen with a microscope or another precision in-

strument. She may look for one specific thing, such as the red blood count, or for a variety of things which the doctor needs to know.

"One can learn hundreds of things from the blood alone," Geralyn Avery, head medical technologist at Lafene Student Health Center, Kansas State University, said. "Blood tests will show what bacteria are present, what will control them, how the disease is progressing, the level of the patient's blood sugar or cholesterol. These are just a few of the things the blood can tell."

MT performs and interprets tests

The medical technologist is expected to perform the tests on body fluids or tissue and correctly interpret the information gained. The

doctor will use this information to diagnose and treat illness.

To be able to do this complex work, the person interested in becoming a medical technologist attends college for at least three years, and then interns in a clinical laboratory. During the college work, the student completes 16 semester hours of chemistry and 16 semester hours of biology.

One can attend many Kansas colleges for the initial course work. Professional courses in medical technology are offered at Providence-St. Mary Hospital and the University of Kansas, Kansas City; Topeka School of Medical Technology, Topeka; and St. Joseph Medical Center, Wesley Medical Center, and St. Francis Medical Center, all in Wichita.

Due to the variety and complexity of the laboratory procedures, specialization is common.

For example, clinical chemistry technologists specialize in determining the presence and quantity of chemical substances in blood and other body fluids.

CAREER OPPORTUNITIES UNLIMITED

The variety of careers in health offers rich scope for the inquiring mind, as well as the excitement and gratification of helping advance man's progress in dealing with himself and his environment.

In spite of the growing number of persons in the health professions, the supply has not kept pace with the demand for services. The opportunities are truly unlimited! Whatever your choice—medicine, dentistry, nursing, public health, pharmacy, medical technology, medical assistance, biophysics, biochemistry, bacteriology, to mention only a few—*your* prospects will be what you make them, determined by *your* interest and capacity, *your* training, *your* decisions, *your* work.

The Kansas Medical Society and the Kansas Farm Bureau have a joint program, *Mediserve*, designed to identify and assist Kansas students gain admission to the medical school. The intent of this program was to assure that Kansas-trained medical students will remain to practice in this state. For further information, please contact: Ms. Mary Wiersma, Kansas Farm Bureau, 2321 Anderson Street, Manhattan, Kansas 66502. Telephone: 913-537-2261.

The Kansas Medical Society

1300 Topeka

Topeka, Kansas 66612

Hematology technologists perform tests for clotting factors and study blood cells to facilitate diagnosis of illness.

Microbiology technologists identify bacteria, fungi, parasites and other pathogenic organisms present in the body.

Blood bank technologists perform an array of transfusion services to assure the safety and appropriateness of transfusing blood and its components.

In addition, with the expansion of the clinical laboratory medical technologists have assumed responsibilities in evaluating and im-

plementing new tests and procedures, as well as supervising and teaching other clinical laboratory personnel.

Following completion of their educational program, medical technologists may take national certification examinations. These examinations are offered by several agencies such as American Medical Technologists, Board of Registry, Department of HEW, International Society of Clinical Laboratory Technologists, and National Certification Agency for Medical Laboratory Personnel. These credentials are used by medical technologists to demonstrate their

competence to perform laboratory tests and procedures.

Employment opportunities are good

Employment opportunities have been and continue to be very good for medical technologists. Jobs can be found in hospital and private clinical laboratories, public health agencies, industrial laboratories, health maintenance organizations, research institutions, teaching institutions, and in medical programs sponsored by the Peace Corps, VISTA, and Project Hope. The growth of the health care industry during the next decade will continue to increase these job opportunities for medical technologists.

Salaries for medical technologists vary with geographic location and employer; in larger cities, salaries may be higher than in smaller towns. Generally, salaries are competitive with other professions with similar education and training. Starting salaries for medical technologists may range from \$12,000 to \$16,000.

What characteristics will help a student to become a good medical technologist?

"First, the person should care about the health of human beings," Avery said. "Medical technology is a service profession, similar to nursing and practicing medicine."

"Then the technologist must like science and math and be willing and able to do precise work."

"Another needed characteristic is the ability to work under pressure; sometimes the tests must be done and interpreted at once."

"And last, it really helps if you like people!"



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Helping others, liking music combine for music therapists

George Duerksen, Ph.D., R.M.T.
Chairman, Department of
Music Education and Music Therapy
University of Kansas, Lawrence

A music therapy career challenges those who enjoy helping others and who like music. The music therapy profession serves a broad variety of patients and clients. Some music therapists work in mental hospitals such as Topeka State Hospital, Larned State Hospital, Osawatomie State Hospital, and the Menninger Clinic. Other music therapists work in other institutions such as the Parsons State Hospital and Training School. Private institutions for the handicapped such as Lakemary Center in Paola frequently hire music therapists. Increasing numbers of music therapists work in general hospitals, such as St. Francis Hospital in Wichita, and in educational systems such as the Topeka and Shawnee Mission public schools.

An increasing number of music therapists work as private or corporate practitioners. Some work with individuals or small groups of clients in private studios similar to those used by private music teachers. Such private practitioners work closely with psychologists, psychiatrists, and counselors who refer clients to them.

In some cases music therapists have joined other professionals (such as occupational therapists, special educators, and recreational specialists) to form companies. These companies operate clinics and provide services to nursing homes, sheltered workshops, and other health care agencies. Recently, music therapists have become active in community mental health centers where their work is preventive as well as remedial, and from where they become involved in a broad spectrum of community musical activities.

The professional workday varies, depending on the nature of the job and the individual music therapist. In some cases therapy may be done in a one-to-one situation much like the private lesson; it may be done in small groups, in classes, or in music performance ensembles. In the course of a single day's work, the music therapist may need to be a conductor, a music teacher, a performer, an accompanist, a dance instructor, an instrument repair specialist, a background music programmer, a musical show producer, and a high fidelity sound expert. All of these roles must be "second nature" so the therapist can concentrate on the client.

Because the music which will best serve the client is used, the therapist works with a variety of musical styles including rock, folk, country-western, popular, jazz, classical, gospel, electronic and ethnic music.

Sometimes the treatment goals of music therapy require highly polished musical performances, but often they do not. Thus, the music therapist who needs to experience high quality performance usually

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seeks those experiences off the job rather than in work with clients. Some clients do not, or can not, change rapidly. Individuals who cannot tolerate imperfect performance, who are frustrated by slow improvement or change, and who dislike working with a broad variety of musical styles may not enjoy the work music therapists must do. But persons for whom these factors are not problems, and who like to work with others in service careers, often find music therapy an appealing choice.

Preparation for entry into the profession involves successful completion of a four-year college major in music therapy and six months of internship in a program approved by the National Association for Music Therapy (NAMT). This work leads to certification as a Registered Music Therapist (RMT). RMT certification is required for civil service music therapy appointments in many state hospital systems, and often is specified as a prerequisite for other music therapy clinical positions.

Salary levels for music therapists employed in institutions vary, but they often equal or surpass the salaries of public school music teachers in the same geographical area.

Now 62 colleges and universities in the United States offer undergraduate music therapy curricula approved by the National Association for Music Therapy. Twelve of these schools offer approved master's degrees as well. The only approved program in Kansas is at the University of Kansas in Lawrence.

The KU music therapy program was the first in the United States to develop specific classes and research facilities for learning of the influences of music on behavior. It currently leads other schools in operating an on-campus clinic for instruction and research.

For general information about the field, and the complete list of schools which offer approved degrees in music therapy, write to National Association for Music Therapy, P.O. Box 610, Lawrence, KS 66044.



Kansas Farm Bureau
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Sand Springs Rustlers, Dickinson County

*for outstanding work in
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As part of the winning 4-H club in Kansas in the safety program, eight members and two leaders of Sand Springs Rustlers will go to Kansas 4-H Congress. Donor of the trip is the Safety Division of Kansas Farm Bureau.

Here are some of the things which members of this 4-H club did in 1980:

- They placed stickers with the number of the local Crisis Hot Line on pay phones, and they distributed the new telephone number in other ways;
- taught poison prevention classes to grade school children;
- made window displays and a fair booth with safety themes;
- presented a TV program and 54 radio programs giving safety information;
- and sent safety articles to Kansas 4-H Journal.

Other 4-H clubs whose members did outstanding work in safety are:

Glittering Stones, Cherokee County
Meadowlark, Douglas
Hi-Plains, Logan
Happy Harvesters, Marshall
Hoot-N-Holler, Miami
Best Yet, Neosho
Tiny Toilers, Pawnee
Victory, Pottawatomie
Sunny Valley, Saline

These clubs will receive \$25 for their club treasury, and a scholarship for one member to go to the Kansas Farm Bureau Safety Seminar at Rock Springs Ranch. The 4-H members who go must be 14 or 15 by June 2, 1981.

Think about how important safety is in your home, on the highway, at school and at work. Think what your 4-H club can do to make these places safer. Set your goal to work together to make your community a safer place to live.

Kansas Farm Bureau

Safety Division

Manhattan, Kansas

Kansas Four-Year Colleges

Fall Semester, 1980

School	Location	(Equated Full-Time) Enrollment	Type	Affiliation	Accreditation
Baker University	Baldwin	841	Coed	Methodist	Kansas State Dept. of Public Instruction; Nat'l. Council for Accred. of Teacher Education; Univ. Senate of the Methodist Church; American Assoc. of Univ. Women*
Benedictine College	Atchison	1045	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 Assn.*
Bethany College	Lindsborg	833	Coed	Lutheran	Kansas State Department of Public Instruction; Council for Social Work Ed., Nat. Assoc. of Schools of Music; NCATE*
Bethel College	North Newton	731	Coed	Mennonite	Kansas State Department of Public Instruction, AAUW; North Central Regional Association on Social Work Education.
Emporia State University	Emporia	5,133	Coed	State	Fully Accredited by the North Central Accrediting Association and by various professional accrediting agencies.
Fort Hays State University	Hays	4,665	Coed	State	St. Dept. of Pub. Instr.; Ks. St. Bd. of Nurs., Amer. Assn. of Col. for Teach. Ed.; Natl. Assn. of Bus. Train. Insts.; Natl. Counc. for Accred. of Teacher Ed.; Natl. Assn. of Schs. of Music; AAUW; N. Cen. Rgnl. Assn.; Counc. of Grad. Schs.; Natl. Leag. for Nurs.*
Friends University	Wichita	746	Coed	Soc. of Friends	Nat'l. Council for Accred. of Teacher Education; Nat'l. Assn. of Schools of Music*; Kansas State Board of Education
Friends Bible College	Haviland	123	Coed	Independent	American Assoc. of Bible Colleges
Kansas Newman College	Wichita	546	Coed	Catholic	Kansas State Dept. of Public Instruction; National Catholic Educational Assoc.*
Kansas State University	Manhattan	17,947	Coed	State	Fully accredited by the North Central Accrediting Association and by various professional accrediting agencies.
Kansas Wesleyan	Salina	424	Coed	Methodist	University Senate of the Methodist Church; AAUW; Kansas State Dept. of Education; North Central Regional Assn.*
Manhattan Christian College	Manhattan	304	Coed	Christian	American Association of Bible Colleges.
Marymount College of Kansas	Salina	662	Coed	Catholic	Nat'l. Council for Accred. of Teacher Education; Nat'l. League for Nursing, Nat'l. Assn. of Schools of Music*; Kan. St. Board of Education.
McPherson College	McPherson	505	Coed	Brethren	Kansas State Department of Education; Kansas Assn. of Colleges and Universities; North Central Regional Assn.*; Kan. State Board of Education.
Mid-America Nazarene College	Olathe	1,354	Coed	Nazarene	Kansas Board of Nursing, Kansas State Department of Education*
Ottawa University	Ottawa	536	Coed	Baptist	Kansas State Dept. of Public Instruction; American Baptist University*
Pittsburg State University	Pittsburg	4,652	Coed	State	Natl. Counc. for Accred. of Teacher Ed.; Natl. Assn. of Schools of Music; Natl. Univ. Extens. Assn.; Am. Assoc. of Col. for Teacher Ed.; Am. Chemical Soc., Natl. Leag. for Nursing*; Accred. Bd. of Eng. & Technology
Saint Mary College	Leavenworth	650	Women	Catholic	Nat'l. Council for Accred. of Teacher Education; Nat'l. Association of Schools of Music; Nat'l. Council for Accred. of Teacher Education*.
Saint Mary of the Plains College	Dodge City	702	Coed	Catholic	Kansas State Department of Public Instruction; Nat'l. Association of Schools of Music; Nat'l. Council for Accred. of Teacher Education*.
Southwestern College	Winfield	602	Coed	United Methodist	Kansas State Department of Public Instruction; Nat'l. Association of Schools of Music; Kans. State Elementary and Secondary Teacher Ed. Programs.
Sterling College	Sterling	494	Coed	Presbyterian	Kansas State Department of Public Instruction; American Association of University Women; Nat'l. Crediting Assoc. Teacher Education*.
Tabor College	Hillsboro	445	Coed	Mennonite	Nat'l. Association of Schools of Music; Kansas State Department of Public Instruction*, Council of Social Work Ed.; Prof. Accred.; Arch.; Art.; Busi.; Chem.; Engin.; Journ.; Law; Medical Tech.; Medicine; Music; Nursing; Occup. Ther.; Pharm.; Phys. Ther.; Psych.; Social Work; Speech Path. & Audio.; Teacher Ed.; Radiation Ther.; Respir. Ther.; Med. record admin.
University of Kansas	Lawrence	22,189	Coed	State	Nat'l. Council for Accred. Teacher Education; Assn. of American Law Schools; American Bar Assn., American Assn. of Univ. Women; Nat'l. Assn. of Schools of Music*.
Washburn University	Topeka	4,269	Coed	Municipal	Nat'l. Council for Accred. Teacher Education; Nat'l. Assn. of Schools of Music; Engineers; Council for Professional Development; American Chemical Society Committee for the Professional Training of Chemists*; Council on Dental Education; American Assembly of Collegiate Schools of Business; North Central Nat. League for Nursing; Amer. Med. Assn. Bd. of Schools
Wichita State University	Wichita	10,756	Coed	State	

Information for the Academic Year Beginning Fall 1980

TUITION AND FEES ACADEMIC YEAR*	BOARD AND ROOM IN RESIDENCE HALLS ACADEMIC YEAR**	ON CAMPUS HOUSING CAPACITY	SCHOLARSHIPS		WRITE OR CALL FOR INFORMATION TO
			NO.	AVERAGE AMOUNT	
\$2,660	\$1,490	800	426	921	Director of Admission, Baker University, Baldwin City, Kansas 66006. 913-594-6451.
2,800	1,630	1,000	285	1,000	Benedicine College, Director of Admissions, North Campus, Atchison, Kansas 66002. 913-367-5340.
2,390	1,571	706	300	500	Director of Admissions, Bethany College, Lindsborg, Kansas 67456. 913-227-3311 (Ext. 111).
2,784	1,589	620	400	450	Office of Admissions, Bethel College, North Newton, Kansas 67117. 316-283-2500.
609	1,420-1,680	1,506	650	400	Office of Admissions, Emporia State University, Emporia, Kansas 66801. 800-362-2578.
23 per credit hour	1,220-1,552 (includes 10, 15 or 20 meal plan)	1,599	630	350	Registrar & Director of Admissions, Fort Hays State University, Hays, Kansas 67601. 913-628-4222.
2,930	1,420	188	385	565	Office of Admissions, Friends University, Wichita, Kansas 67213.
2,806	1,400	115	97	469	Director of Admissions, Friends Bible College, Haviland, Kansas 67059. 316-862-5252.
2,400 for 30 hrs.	1,490	277	145	500 (per year)	Director of Admissions, Kansas Newman College, Wichita, Kansas 67213.
764	1,450	4,600	1,700 +	500	Director of Admissions, Kansas State University, Manhattan, Kansas 66506. 913-632-6250.
2,795	1,623	500	175	790 (per year)	Director of Admissions, Kansas Wesleyan, Salina, Kansas 67401.
1,611	1,780	168	70	250 (per year)	Director of Admissions, Manhattan Christian College, Manhattan, Kansas 66502. 913-539-3571.
2,400	1,486	288	270	700	Director of Admissions, Marymount College, Salina, Kansas 67401.
2,800	1,590 (average)	450	Unrestricted number available.		Director of Admissions, McPherson College, McPherson, Kansas 67460. 316-241-5155.
2,018	1,590	950	600	600	Director of Recruitment, Mid-America Nazarene College, Box 1776, Olathe, Kansas 66061. 913-782-3750.
2,842	1,596	768	550	650	Director of Admissions, Ottawa University, Ottawa, Kansas 66067. 913-242-6445.
580.50	1,685 (average)	950	665	390	Director of Admissions, Pittsburg State University, Pittsburg, Kansas 66762.
2,050	1,400	365	300	1,000	Director of Admissions, Saint Mary College, Leavenworth, Kansas 66048. 913-682-5151 (Ext. 240).
2,640	1,650	490	470	300 renewable each semester	Director of Admissions, Saint Mary of the Plains College, Dodge City, Kansas 67801.
2,480	1,566	565	560	500	Director of Admissions, Southwestern College, Winfield, Kansas 67156. 316-221-4150 (Ext. 36).
2,770	1,430	551	200	800 (renewable for 4 yrs.)	Director of Admissions, Sterling College, Sterling, Kansas 67579. 316-378-2113 (Ext. 278 = Collect).
2,668	1,570	380	250	450	Director of Admissions, Tabor College, Hillsboro, Kansas 67063. (316-947-3121 (Ext. 221=Collect).
771.20	1,512-1,527	5,200	2,150	470	Office of Admissions and Records, University of Kansas, Lawrence, Kansas 66045.
\$24 per hour plus \$3 per hour fee, plus \$10 activity fee	1,700	339	500	300	Registrar and Director of Admissions, Washburn University, Topeka, Kansas 66621.
782	1,737	860	1,451	505	Director of Admissions, Wichita State University, Wichita, Kansas 67208. 800-362-2594.

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Ending a career before it starts

By Kathleen Ward
Assistant Extension Editor, 4-H — Youth

Ending a career before it gets started isn't hard. Just become a parent. Then you'll be too busy with 2 a.m. feedings and with trying to make ends meet to worry about training for the job of your dreams.

You might think that in a time of easy access to birth control that becoming a parent in your teens wouldn't be a worry.

But it is. And it should be, says Mike Bradshaw, Kansas State University extension health specialist.

Bradshaw says one in 10 girls between ages 15 and 19 will get pregnant **this year**. Another 15,000 girls under age 15 also will get pregnant.

Why? Bradshaw believes most of the reasons come down to worries about using birth control devices, to misinformation, to lack of thought and to the great pressures teenagers are under today.

The health specialist does not believe that lack of information about birth control is the reason our country is having such a rash of teenager pregnancies.

He says studies of teenagers show that some worry about the morality of using birth control. Some worry about the safety of using birth control devices or believe that the devices would interfere with sex. Many teenagers worry that thinking ahead, being prepared with a birth control device, can make them look as if they're "after it" or as if they're deliberately planning to do a social wrong, rather than "getting carried away."

By the time they consider using birth control, it's often too late. Health studies indicate that girls show up to learn about birth control three to six months after they start having sex. Unfortunately, other studies show that 20 percent of those million girls who'll get pregnant this year will become an expectant mother within a month of starting to have sex.

County health department professionals, who often counsel teens about birth control, have discovered a startling fact about today's teenagers. Although they seem to be sophisticated on the subject, many teens have some weird ideas about sex.

Researchers have also discovered this when they've questioned pregnant teenagers. In one study, almost all the expectant mothers hadn't planned to get pregnant. Over half had thought they **couldn't** get pregnant—because they didn't have sex often, because they were so young, because it was the "right" time of the month or because their partner had said he would withdraw at the "right" time.

"Once you've started menstruating, 'once is enough' to get you pregnant," Bradshaw points out. "Of course, you can get pregnant only during the three or four days a month during which intercourse can lead to a fertilized egg. But we have a great amount of evidence that trying to pinpoint those days is not a good way to practice birth control. It's a particularly bad method for teens, because their cycles are so irregular."

Bradshaw says that withdrawal, douches and other methods teens tell themselves will prevent pregnancy are equally unreliable.

Bradshaw adds, however, that probably the most common reason for teenage pregnancies is that the boy and girl don't think. They just do. Necking somehow turns into petting, which somehow turns into having sex.

And many teenagers encounter pressure to have sex.

"In today's world we are bombarded with sex appeals, sex-related stories and ideas about sex that attract mass media audiences," Bradshaw says. "People are climbing into bed with each other on TV programs every night."

Added to that is the fact that teenagers change so fast that they are almost always insecure. All teens seem to believe that something about them looks funny or ugly and that they're not as popular as they should be.

A result is real pressure in the boy's locker room when the guys hint that something's wrong with you if you're not constantly trying to have sex.

This pressure leads to another: "But if you loved me, you would. I love you. BOY do I love you!"

And asking a girl to have sex is a real risk! What if she laughs! What if she doesn't laugh and you end up a father??

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Another result is the "Everybody's doing it" line, even though everyone also knows that just isn't so.

And another result is that teenagers get love and sex confused.

While the boys are in the locker room bragging about how experienced they are, girls usually are in the dressing room, telling each other that the way girls prove they're "okay" is by "getting" someone to love them. And if you're insecure, "proving your love" may seem the best way to insure that you "get" your man.

"Unfortunately, what you actually may get is pregnant," Bradshaw says. "Sex isn't love and it doesn't buy love, either. If it did, our nation's prostitutes would be our national romantic idols! Actually, sex doesn't even insure that someone will continue dating you. In fact, if one or both partners feel guilty about having sex, that could spell the end of a relationship."

High school students may have an additional pressure that relates to all the other pressures. As the end of high school days comes closer and closer, teenagers may worry. Some

face separations from boyfriends or girlfriends. Some worry about starting a new, grown-up life alone. Some face jobs where the prospect of meeting many potential dates seems slim.

These lonely feelings and insecurities can cause a rapid increase in teens who try to feel better about themselves and to cement relationships by having sex.

And a good number of teens decide not to chance the uncertainties of the future. They say such

(Continued on page 38)

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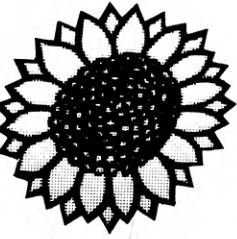
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Ending a career before it starts
(Continued from page 37)

things as "He may have his faults, but I'll never meet someone I love as much as John" or "I'll be going away to college next year and the thought that we're going to be apart is making my girlfriend and me closer and closer."

But what they really mean is "I've got to get married while the getting's good" or "I'm scared of going to college and not knowing anyone and not sharing things with my girlfriend anymore. Things are going to change, and I may not like the changes!"

This leads to a rash of marriages around graduation time. It also leads to pregnancies that happen "accidentally on purpose" so that teens will "have" to get married.

Unfortunately, people who marry in their teen years usually find they grow up to be people who don't like each other. The divorce rate for couples who are 18 years old or younger when they marry is about 80 percent within five years.

You have years to find a mate to share your life

Bradshaw advises teens, "Believe you've got years and years ahead to find the mate you want to share your life and body with. You'll probably fall in love several times, because there are a great number of people that you could love and be happy with. Also, believe you're going to grow and change in your 20s; the person who seems so 'right' now probably won't be the ideal for you at age 25."

Bradshaw also tells teens, "Think about sex **before** you get into an emotion-filled situation. Talk to older people whose opinions you respect. Don't worry about what friends or dates tell you; decide what **you** believe is right for you."

Bradshaw says teens who examine sex honestly may find they actually have good reasons for not having sex. Typical reasons include:

- I want to be a virgin when I get married. I want to share sex only with one special person.
- I don't think I can handle sex now. If and when I ever have sex, I want it to be good, not a hassle for me and the person I love.

- I want to be a practicing Christian, so I'm not into that.
- I've got plans for my future and I can't chance ruining those plans by getting into a heavy relationship now.
- My life is such a mess already, I don't think I could handle the complications of having sex, too.

Bradshaw believes such teens should be true to themselves by allowing themselves the right not to want to have sex.

"The only way not having sex could 'ruin' a relationship is if sex is the only thing one partner wants out of it," Bradshaw adds.

The health specialist also advises teens to "wise-up" about how pregnancy producing situations develop.

Bradshaw says, "A well-thought-out decision about whether to have sex just isn't going to happen if you wait to make it until you've gone to

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an uncle's empty cabin for the day and—because you have no activities planned or friends along—find yourself into some heavy making out."

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Winterizing Check-list ...

CLIP AND SAVE!

- Check out your home's insulation and add insulation where needed. Don't forget inside walls and under floors, in addition to the attic.
 - Install storm windows and storm doors. Weatherstripping prevents heat loss around windows and doors.
 - Caulk around your windows and other open areas such as fireplace outlets and vents.
 - Set furnace thermostat at 65 degrees and leave it.
 - Wash only full loads in clothes washer and dry only full loads in clothes dryer.
 - Set water heater temperature at 140 degrees.
 - Repair leaky faucets, especially the hot water faucet since a faucet leaking one drop per second wastes approximately 2,500 gallons of water.
 - Use small appliances to prepare food when possible, and utilize the oven to cook complete meals, not just one item at a time.
 - Insulate the hot water pipes, particularly in unheated areas.
-
- Service your furnace regularly, changing the filter often.
 - Open the curtains and drapes to let warm sunlight in during the daytime, close the curtains and drapes at night to help cut down heat loss.
 - Turn off electrical appliances when not in use, particularly the television set and radios.
 - Avoid using vents that remove moisture from the bathroom or kitchen, since the moisture helps to promote comfort during cold days when the furnace is burning moisture out of the air.

Cut your energy cost ...
Winterize your home ...

