

# Kansas 4-H Journal

The Family Magazine

January 1982



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# Kansas 4-H Journal

Volume XXVIII, No. 1

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**COVER:** Doug Coonrod, a senior at Kansas State University designed the graphics for this special Education & Careers issue. He is a student in David Harmes' Advanced Illustration class. The symbols represent a variety of technical occupations.

Astronaut Joe Engle's story is the perfect example of how far technology has advanced. Who would have imagined that the 10-year old 4-H'er from Dickinson County would make the historic space shuttle trip less than 40 years later? Read more about Joe Engle on page 5.

Engineers and scientists have been responsible for many of the tech-

nological breakthroughs which affect all our lives. They also are faced with mounting problems such as the quality of the environment and energy demands. The articles on pages 16 & 17 and pages 34 & 35 take a look at these exciting careers.

Office occupations are just one area that have been dramatically affected by technology. Job prospects in clerical positions are good. Learn more about these opportunities by reading pages 9 & 10.

Training for many technical jobs can be obtained in Kansas area vocational-technical schools. The article on page 8 explains some of the advantages of completing vocational training.

Social changes are occurring as fast as technological changes. Marriage and the family are not isolated from the shifts. Kathleen Ward talks about the importance of communication before marriage on pages 26 & 27.

**Sara Gilliland.....Editor**  
**Teri Springer.....Secretary**

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# Former Kansas 4-H'er returns from space

By Jack Lindquist  
Dickinson County 4-H Extension Agent

Astronaut Colonel Joe Engle, former Dickinson County 4-H'er, found his "Pathway to the Future" kept going up, up, up. Speaking to residents of his hometown, Chapman, in December, Engle described his trip as co-pilot of the space shuttle Columbia.

He said the shuttle was the greatest tool ever to use space as a resource. "And you guys will be the ones who'll get to use it" (referring to the students in the crowd).

Engle described lift-off in terms many of the audience members could relate to. "Tell you one thing, though, it's a whale of a thing to ride. Boy, when you sit on that thing and they light those solid rocket engines and the liquid rockets get going and you have six and a half million pounds of thrust pushing you . . . boy!!! You can peel rubber up and down main stret like you have never thought you could."

Old school mates were beaming that they actually went to school

with an astronaut. Gene Hartenstein remembers, "Joe used to be one of the best at burning rubber, he always liked speed and flying."

Engle talked about learning to cope with zero gravity in space. He said a glass of water, when brought up to the mouth, will engulf your face. Cracker crumbs will clutter the air instead of the floor, and may float into your eyes.

He said the earth looks the same from space as it does on maps, except there are no borders—just huge masses of land and water.

When Engle returned to Chapman, four active Dickinson County 4-H'ers had the privilege of participating in the celebration. Lane Yocum, student council president, gave Engle the school letter "C" for Chapman High. Engle returned the high school flag which was aboard the shuttle to student council of-

ficers Amy Ford, Peter Jackson, and Rick Stillwagon.

As a youngster, Engle was a member of the Chapman Peppers 4-H Club. He joined in 1943 when he was 10 years old. His sisters, Betty Anne and Mary Jane, were active members also. During his five year membership he enrolled in sheep, poultry, and gardening projects and served as a club officer.

Glenn Busset, retired state 4-H leader, was the Dickinson County 4-H Agent during Engle's 4-H days. He remembers Engle at the Dickinson County 4-H basketball tournaments. "Joe was by far the smallest guy on the team—he probably was four feet, ten inches tall. But even if he had to jump with a boy five feet, ten inches tall, it never occurred to him that he was at a disadvantage. His attitude was 'go for it.'" Evidently that same attitude stuck with him.



Welcome Home — astronaut Joe Engle and his wife, Mary, return to Chapman for "Joe Engle Day."

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| <b>AGRICULTURE EDUCATION</b>                  |              |               |         |             |        |         |           |        |          |          |        |             |            |         |
| 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        |        |             |            |         |
| <b>DISTRIBUTIVE OCCUPATIONS</b>               |              |               |         |             |        |         |           |        |          |          |        |             |            |         |
| Distributive Education                        | H            |               | X       | H           | X      | H       | X         | X      | X        |          | H      | X           | H          | X       |
| Retail Management                             |              | P             |         |             |        |         |           |        |          |          |        |             |            |         |
| <b>HEALTH OCCUPATIONS</b>                     |              |               |         |             |        |         |           |        |          |          |        |             |            |         |
| 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       |
| <b>HOME ECONOMICS AND RELATED OCCUPATIONS</b> |              |               |         |             |        |         |           |        |          |          |        |             |            |         |
| 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          | X       |

| CAREER AREAS                             | AVTS CENTERS |               |         |             |        |         |           |        |          |          |        |             |            |         |
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| <b>Home Furnishings (Drapery Const.)</b> |              |               |         |             |        |         |           |        |          |          |        |             |            |         |
| Vocational Home Ec.                      | H            |               |         |             |        | H       |           |        |          |          |        |             |            |         |
| Dietetic Assistant                       |              |               |         |             |        |         | P         |        |          |          |        |             | P          |         |
| <b>OFFICE OCCUPATIONS</b>                |              |               |         |             |        |         |           |        |          |          |        |             |            |         |
| Secretarial                              | H            | X             | 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                          |              |               |         |             |        |         |           |        |          |          |        |             |            | P       |
| Clerical                                 |              | X             | X       | X           | X      | X       | X         | X      | X        | P        |        | X           | X          | X       |
| <b>TRADE AND INDUSTRIAL OCCUPATIONS</b>  |              |               |         |             |        |         |           |        |          |          |        |             |            |         |
| Air Conditioning and Refrigeration       |              |               |         | X           | X      | X       | P         |        |          |          | X      |             |            | X       |
| Auto Body Repair                         |              |               |         | X           | X      |         | X         |        | X        | P        | X      |             | X          | X       |
| Mechanics/Auto or Truck                  | X            | X             | X       | X           | X      | X       | X         | X      | X        | P        | X      | 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          | 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

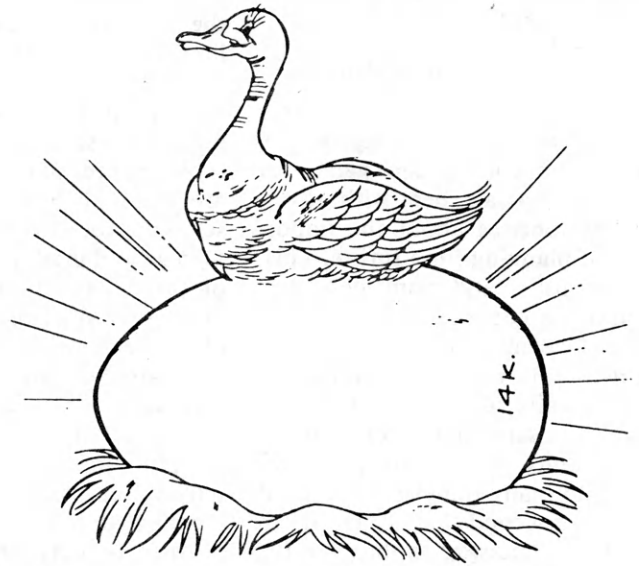
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| Manufacturing Engineer Technician     | P            | P             |         |             |        |         |           |        |          |          |        |             |            |         |
| Sheetmetal Fabrication                | X            |               |         |             |        |         |           |        |          |          |        |             |            |         |
| 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       |
| 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       |
| 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      | 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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## Tech Schools

# Vo-tech schools provide job skills

By Chuck Scott  
Public Relations Coordinator  
Salina Area Vo-Tech School

It must seem to most young people that when they reach high school age they become open game for adults who assail them with advice and sermonettes about the importance of planning for a future. This, like blemishes and clumsiness, is a natural consequence of growing up. But it turns many teenagers off.

The adults have good intentions and are really advising them not "to make the same mistakes I did." Most adults will admit that they would do many things differently if they had a second chance, and try to convey this message to those on the threshold of making major decisions about their future.

American youths spend the first seventeen or eighteen years of their lives like ships in the shipyard, being "put together" by the education system. When they're launched at high school graduation, they almost invariably float, but their courses are too often random and uncharted.

Criticisms of public education notwithstanding, the system does one thing extraordinarily well: it teaches young people how to go to school. Five days of each week, 180 days a year, pupils get up at the same time, get dressed and depart for school. Bell rings. Class. Bell rings. Locker stop. Class. Bell rings. Lunch. Bell rings. Class. It becomes a conditioned response. With precious few opportunities to explore and examine a variety of jobs, the high school student's entry into the world of work is fraught with anxiety and uncertainty.

It's no wonder that many seniors make college their immediate post-high school choice. It's logical: a) the student has already learned to spend the day in the classroom, b)

the student's exposure to work is limited, and c) the student is surrounded by college graduates every day—teachers, counselors and administrators.

When peer and parental pressure are factored in, it becomes easy to see why about one of two Kansas high school graduates attends a two or four year college or university. However, only about one-third of all students who enter college will graduate, according to a 1979 study conducted by the State Department of Education.

Furthermore, it is estimated that only about one in five jobs required a college degree. This is a gross imbalance between the jobs that are available and the kinds of jobs young people are preparing for.

Evidence of the success of vocational-technical schools in placing their graduates is reflected in a State Board of Education requirement that a minimum of 75 percent of post-secondary graduates be placed in training-related jobs. Historically, area vo-tech schools have done better than that.

Still, there is no clamoring for admission into vocational-technical programs. Only five percent of high school graduates pursue educational programs at the state's fourteen area vocational-technical schools.

Perhaps the image of vocational-technical education still suffers from some early assumptions that it was a "dumping ground" for people who "couldn't do anything else." But the graduates who are supervisors, foremen, owners and respected employees of business and industry offer a clear contradiction to this claim.

Or maybe vocational-technical education is not as glamorous as its higher education counterpart. But there's nothing glamorous about unemployment or a vaguely defined curriculum that leads nowhere.

The truth is that the quality of education is so good and the employment prospects so promising that some might suspect vocational-technical education has been a well-kept secret.

Students can be assured that instructors have practical experience in the field they are teaching—it's required for state certification. The employment prospects are good following graduation. Plus, it only takes two years or less to complete any of the programs offered.

Consider also the economic advantages of vocational-technical education. Tuition varies slightly at each of the 14 area vo-tech schools, but for example, tuition for a full-time course was \$100 per semester at Salina AVTS this school year. The reason the cost is so low is that the state of Kansas pays 87½ percent of the tuition for each Kansas resident who enrolls.

However, tuition is not the only cost. Students are required to purchase essential tools, the cost varies depending on the vocational field.

The high school senior would be well-advised to examine all options available upon graduation. A whole array of interests, abilities, talents and aspirations go into a decision so complex as the one a prospective graduate must make. But it's time Kansans realized that vocational-technical education is an alternative that can yield financial rewards, job security, self-fulfillment and great career potential.

The secret is out.

*For programs offered at the fourteen area vocational-technical schools in Kansas, see pages 6 and 7.*

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# Technology changes office occupations

By Susan Owen  
 Business and Office Education Specialist  
 Kansas State Department of Education

Every time we read a magazine or newspaper or watch television we are bombarded with advertisements for new equipment and technology—programmable clock radios, personal computers, video cassette recorders, electronic typewriters, and word processors. Robots are notifying catalogue customers when merchandise is ready, banks are offering 24-hour teller service through automatic money-dispensing machines, and farmers are using programmable calculators for cost analysis in livestock and crop enterprises. It seems like American technology has changed overnight.

In Kansas, businesses are shifting away from basic manufacturing to service-oriented fields, which necessitates an increase of office workers. The new technology is helping increase productivity and efficiency in offices. Along with the new equipment comes new jobs and a change in the basic office structure.

## Basic Skills Everyone Needs

Because computer terminals will become commonplace for everyone—from the secretary to the farmer—typing skills are a necessity for survival in the future. This seems ironic at a time when typewriters are

being replaced by more advanced word processing equipment, but most computer terminals have the usual typewriter keyboard plus assorted command buttons.

The ability to type (or keyboard) will not only be necessary in the office, but will be needed at home. Experts predict that home computers will be in 80 percent of U.S. homes by 1990. In order to be productive in our high technology society, all people, no matter what their career goal, should acquire keyboarding skill.

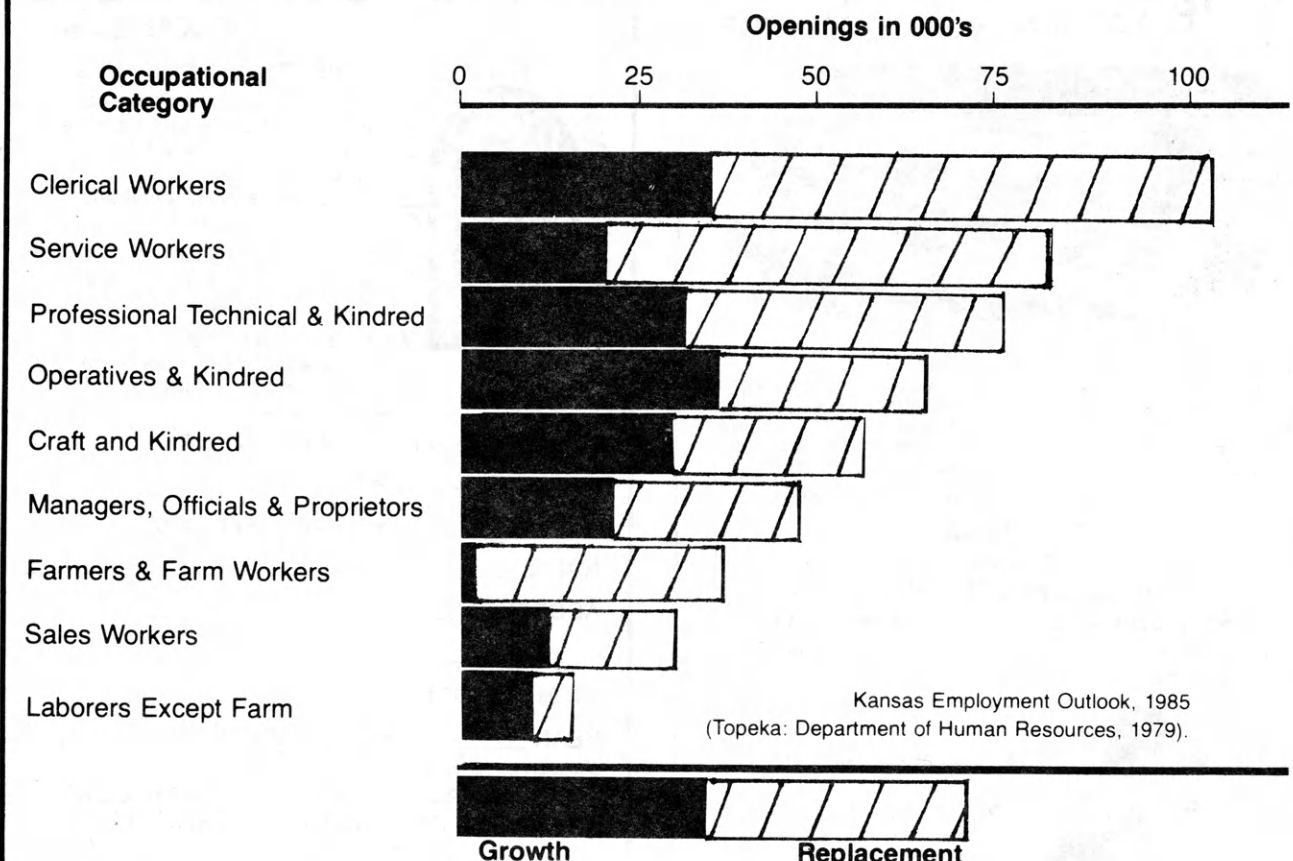
The basic education of a high school student today should include a course in computer literacy. Computer literacy is a low-level technical introduction of computer concepts, with most of the course content on non-programming materials. Content may cover such areas as understanding how computers work, what they can and cannot do, a sampling of the way computers are used in society, and the impact of these uses on the individual.

## Secretarial Training

Because of the change in technology, there are many new career options available in the office. Secretaries and clerical workers will have new titles—area associate, knowledge worker, correspondence specialist, information management specialist—to reflect the more varied responsibilities. The technology has expanded the

(Continued on pg. 10)

### PROJECTED KANSAS EMPLOYMENT OPPORTUNITIES THROUGH 1985



responsibilities and increased the need for creativity. People wishing to advance in this area need good verbal and written skills. These skills can be acquired in any high school or postsecondary school in Kansas through such courses as business English and verbal and written communication.

Shorthand is still an important skill for someone considering career options in Kansas offices at this time. However, as more and more employers realize the efficiency of dictating to machines instead of to people, transcribing skill will increase in importance. This transcription skill will re-emphasize the English, spelling, and punctuation skills already acquired in business English courses.

Typing skill is, of course, the basic skill needed by all students, but it is particularly important for the prospective worker in the office of the future. Kansas businesses are still requesting speed and accuracy as main requirements, even though they may have word processors. Word processors have added an extra dimension to the typist's position because they can do such things as print 500 words a minute, revise paragraphs or pages in a manner of minutes, check an entire document automatically for spelling errors, put page numbers and titles on pages, decide where to divide a word, or center titles and headings. Because a word processor can quickly do traditional time-consuming functions, the operator can utilize research and decision-making skills.

## The Future in Kansas

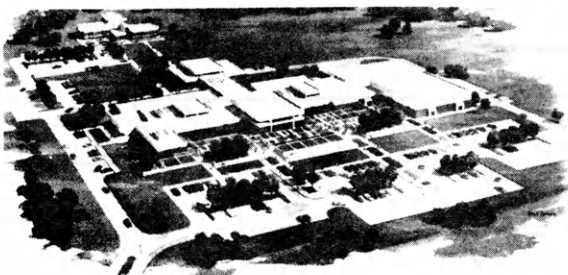
Job prospects for clerical workers in Kansas look promising. By the mid-80's, over 16 percent of Kansas workers will be employed in clerical occupations, making this the largest occupational category in the state. During the period of 1978 to 1985, 100,000 clerical positions will be available, with nearly 30 percent of them being new positions and 70 percent due to replacement needs.

Previously, highly skilled and often highly educated, low-salaried secretarial talent was widely available. This is no longer the case for a number of reasons: many people are working for a living and not just for discretionary income; young women are being encouraged to choose non-traditional career areas; and there is a shortage of people in the 15-24 year old age range.

All of these factors are creating a greater demand for entry-level workers and consequently are forcing salaries to go up. In addition, more and more men will be joining the office technology ranks because of the increased salaries and the variety of new opportunities available.

If you are interested in learning the new technology of the office of the future, contact your local high school, area vocational technical school, or community college. Vocational education in Kansas has the equipment and trained educators to prepare workers for the office of the future.

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|--|---------------|-------|--------------------|-------------------|------|---|
| <b>Allen County Community Jr. College</b>                                | Iola          | 552   | \$10 credit hr.    | \$1368            | 96   | Registrar, Allen County Community College, 1801 N. Cottonwood, Iola, Kans. 66749. 316-365-5116.   |
| <b>Barton County Community College</b>                                   | Great Bend    | 1,200 | \$10 credit hr.    | \$1500            | 200  | Office of Admissions, Barton County Comm. College, Great Bend, Kans. 67530. 316-792-2701 (Ext. 212).  |
| <b>Butler County Community College</b>                                   | El Dorado     | 1,336 | \$14.50 credit hr. | \$1550            | 130  | Director of Admissions, Butler County Community College, El Dorado, Kans. 67042. 316-321-5083.  |
| <b>Cloud County Community College</b>                                    | Concordia     | 970   | \$15.75 credit hr. | \$800 (Room only) | 200  | J.W. Carlson, Dir. of Admissions, Cloud County Community College, Concordia, Kans. 66901.   |
| <b>Coffeyville Community Jr. College</b>                                 | Coffeyville   | 615.3 | \$10 credit hr.    | \$1190            | 196  | Dir. of Admissions, Coffeyville Community College, Coffeyville, Kans. 67337. 316-251-7700.  |
| <b>Colby Community College</b>   | Colby         | 876   | \$12 credit hr.    | \$1500-1600       | 264  | Kelly Beisner or Sherri Neff, Admissions, Colby Community College, Colby, Kans. 67701. 913-462-3984.  |
| <b>Cowley County Community College &amp; Vocational-Technical School</b> | Arkansas City | 800   | \$10 credit hr.    | \$1600            | 114  | W.S. Scott, Dean of Students, Cowley County Community College, Arkansas City, Kans. 67005. 316-442-0430.  |
| <b>Dodge City Community College</b>                                      | Dodge City    | 946   | \$10 credit hr.    | \$1500-1700       | 250  | Bob Barikoski, Director of Admissions, Dodge City Community College, Dodge City, Kans. 67801. 225-1321, 1-800-742-9519 (Ext. 217).              |
| <b>Fort Scott Community College</b>                                      | Fort Scott    | 715   | \$10 credit hr.    | \$1350            | 120  | Registrar, Fort Scott Community College, 2108 S. Horton, Fort Scott, Kans. 66701. 316-223-2700.   |
| <b>Garden City Community Jr. College</b>                                 | Garden City   | 797   | \$10 credit hr.    | \$1525            | 218  | Director of Admissions, Garden City Community College, Garden City, Kans. 67846.  |
| <b>Highland Community Jr. College</b>                                    | Highland      | 665   | \$430              | \$1300-1500       | 240  | Douglas L. Fitch, Dean of Student Affairs, Highland Community College, Highland, Kans. 66035. 913-442-3238.                                     |
| <b>Hutchinson Community College</b>                                      | Hutchinson    | 1,771 | \$11 credit hr.    | \$1496            | 400  | Director of Admissions, Hutchinson Community College, Hutchinson, Kans. 67501. 316-665-3535.  |
| <b>Independence Community Jr. College</b>                                | Independence  | 545   | \$12 credit hr.    | \$1600            | 96   | Director of Admissions, Independence Community College, Independence, Kans. 67301. 316-331-4100 (Ext. 230).                                     |
| <b>Johnson County Community College</b>                                  | Overland Park | 3,694 | \$17.50 credit hr. |                   |      | Director of Admissions, Johnson County Community College, College Blvd. & Quivira Rd., Overland Park, Kans. 66210. 913-541-3803.                |
| <b>Kansas City Kansas Community College</b>                              | Kansas City   | 2,622 | \$288              |                   |      | Director of Admissions & Registrar, Kansas City Kansas Community College, 7250 State Ave., Kansas City, Kans. 66112. 913-334-1100.              |
| <b>Labette Community Jr. College</b>                                     | Parsons       | 894.7 | \$13 credit hr.    | \$1350            | 48   | Labette Community College, 200 South 14th St., Parsons, Kans. 67357. 316-421-6700.  |
| <b>Neosho County Community College</b>                                   | Chanute       | 445   | \$10 credit hr.    | \$1400            | 80   | Marxhall Madill, Admissions Counselor, Neosho County Community College, Chanute, Kans. 66720. 316-431-2820.                                     |
| <b>Pratt Community Jr. College</b>                                       | Pratt         | 494   | \$12 credit hr.    | \$1640            | 104  | Director of Admissions, Pratt Community College, Pratt, Kans. 67124. 316-672-5641.  |
| <b>Seward County Community College</b>                                   | Liberal       | 620   | \$10 credit hr.    | \$1650            | 132  | Dean of Student Services, Seward County College, Liberal, Kans. 67901. 316-624-1951 and 1-800-742-9533.   |
| <b>Private Two-Year Colleges</b>   |               |       |                    |                   |      |   |
| <b>Central College</b>   | McPherson     | 299   | \$2,900 (ave.)     | \$1750            | 285  | Director of Admissions, Central College, McPherson, Kans. 67460. 316-241-0723.  |
| <b>Donnelly College</b>  | Kansas City   | 669   | \$1,100            |                   |      | Donnelly College, 1236 Sandusky, Kansas City, Kans. 66102. 913-621-6070.  |
| <b>Hesston College</b>   | Hesston       | 649   | \$3050             | \$1800            | 550  | Student Services Department, Hesston College, Hesston, Kans. 67062. 316-327-4221.   |
| <b>State Technical Institutes</b>  |               |       |                    |                   |      |   |
| <b>Kansas Technical Institute</b>  | Salina        | 420   | \$421              | \$1500            | 135  | Director of Admissions, Kansas Technical Institute, Salina, Kans. 67401.  |
| <b>Vocational Technical Institute (Pittsburg State University)</b>       | Pittsburg     | 305   | \$250              | \$1588-1788       | 1264 | James D. Edwards, Acting Director, Vocational Technical Institute, Pittsburg State University, Pittsburg, Kans. 66762. 316-231-7000 (Ext. 401). |

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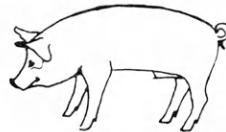
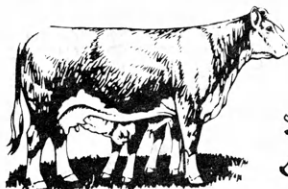
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# Community college judging teams encourage 4-H'ers to apply

Many 4-H'ers wonder what it takes to be a member of a community college livestock judging team. According to Steve Williams, Seward County Community College (SCCC) agriculture instructor, any student can judge if he/she has the ability to work hard, spend many extra hours learning how to judge and give verbal reasons to back up decisions.

Anyone interested in judging in college should know that there are several methods of preparation.

"The most important thing to do is to let your 4-H leader or your county agent know that you are interested in judging," Williams said. "These people are very helpful and can give information on judging at county and state 4-H contests."

Another way to prepare is by enrolling in a high school speech course to learn to speak more easily and with more confidence. This preparation will help students give oral reasons at a college-level judging contest.

Parental support is also important, Williams said. Parents can help by allowing a student to exhibit livestock and by taking the student to fairs and livestock shows.

Types of college judging teams are numerous. Areas judged by teams are crops, soils, farm mechanics, dairy, poultry, meats, horses and livestock. The main types of

judging in Kansas community colleges is livestock judging, which is emphasized at SCCC.

Most people believe that the first thing a community college agriculture instructor looks for when recruiting a prospective judge is judging ability. However, Williams believes two other abilities are more important.

First, the potential judge must have high scholastic ability because judging involves a lot of thinking. More importantly, the student does miss some classes while at contests, and must have the capability of making up for lost class time.

"I feel that a student is in college to get an education first and to judge second," Williams said.

The second important quality recruiters seek is involvement in other activities. Williams believes the well-rounded individual will have a variety of helpful experiences to draw from.

Most colleges are very supportive of judging teams. Some colleges feel that judging is just as important as athletics and will help recruit an outstanding judging team to its school.

All schools have different financial aid programs or livestock judges. Some have livestock judging team scholarships; others have agricultural scholarships. Still others have scholarships donated by individuals.

(Continued on pg. 14)

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### Judging teams, continued

Williams said that anyone who is interested in judging and is willing to take the time to make scholarship applications will probably be able to receive some type of financial aid.

A prospective judge, when selecting a college, should find out how many contests the team attends and how much of the expenses are paid for by the school. Sometimes the college will pay contest expenses in place of scholarships.

*"I feel that a student is in college to get an education first and to judge second."*

Some people wonder—what good is livestock judging? First, it teaches the student to think quickly and then be able to defend decisions by giving verbal reasons to well-known livestock authorities, Williams said.

Another advantage is that the judge has the opportunity to travel to many different areas of the country, places that otherwise many students might never have the chance to see.

In addition to traveling, the students tour numerous livestock enterprises and meet some of the premier livestock breeders in the nation.

"The livestock industry changes daily. Students should realize that what is good livestock today will not necessarily be good livestock five years from now," Williams said. Judging team members must stay up-to-date on changes in livestock trends. Analyzing livestock and keeping up with the livestock industry are skills judges must learn and will help them in future agriculture-related careers.

After two years of judging at a community college and completing a degree, many students enter the job market. Others transfer to four-year institutions and apply for additional judging scholarships.

A final bit of advice Williams offers to prospective judges is, "Remember that the main reason you are going to college is to get an education and that your grades come before other activities such as judging. You can have both—high scholastic achievements and high judging honors, if you are willing to invest the time and hard work required."



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**1981 Butler County Community College Livestock Judging Team (from left): Randall Calvin, Latham; Terri Walker, Piedmont; Jim Kelly, Leon; Darrel Gray, Leon; Barney Kelly, Leon; J.R. McCaffree, El Dorado.**

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# Adults returning to school draw on 4-H leadership skills

By De McGlashon  
Assistant Extension Editor  
Home Economics

So, you're back in school. You never thought you'd take the plunge, but here you are, bustling your kids out the front door to meet the school bus and thrusting your shoulder through your backpack so you can rush to an 8:30 quiz that kept you studying until midnight.

You knew it wasn't going to be easy, but you didn't realize it was going to take the organizational skills of a field general, the perseverance of a deep sea fisherman and the physical and mental resources of a marathon runner.

Well, take heart. If you're reading this, you probably have been involved in 4-H volunteer work. If that's the case, you've already learned lots about organizing, persevering and testing your resources.

As an older than average student, you may at one time have been considered a phenomenon on many campuses, but that's happening less and less today. Many women have gone before you to pave the way and swell student ranks in the past 10 years. In many institutions, they outnumber men who are returning.

Finding a workable marriage between the responsibilities of school and family life is not easy, but colleges and universities, particularly

community colleges, are striving to make the union as easy as possible for older students, who have decidedly different needs than do entering high school graduates. And as enrollment gradually declines among traditional students, admission officers and instructors are learning to appreciate the luster of returning students.

Margaret Nordin, associate director at the Center for Student Development, Kansas State University, cited a greater growth rate among adult registration for college than among undergraduates starting college just after high school.

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*"... you didn't realize it was going to take the organizational skills of a field general, the perseverance of a deep sea fisherman, and the physical and mental resources of a marathon runner."*

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Nordin, who counsels many returning students, noted that in 1974 there were 144 adult women on K-State's campus, but by the fall of 1980 that figure had increased six times. Nearly two-thirds carry 12 hours or more of course work per week in 70 different curricula. Even though most women concentrate their efforts in education and home economics, many others enroll in arts and sciences, business administration, agriculture and architecture.

Among the 19 community colleges in the state, the picture is somewhat different. There, the percentage of returning adults is considerably higher than in traditional four-year institutions. Community colleges, located usually within easy commuting distances, offer flexible class schedules, programs geared to older students and a variety of special services.

For example, at Johnson County Community College, Barbara Smith, director of public information, said the school's summer enrollment jumped 22 percent from last year.

The school boasts an enrollment

of 6,500, the largest among the state's community colleges. Of that figure, 59 percent are women with a median age of 27. Smith said the most popular courses are data processing and business.

Working adults have the option of weekend, night and early-bird classes, but women who are returning generally attend regular daytime classes. Many with preschoolers take advantage of the college's day care center.

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"An increasing number of our students are 60 and over," Smith pointed out. The fact that the college offers free tuition to these students seems to add incentive to desires for additional schooling.

But the main reason adult women return for schooling after an absence is usually pragmatic. Despite inflation and a family's need for two paychecks, many women view higher education as the pursuit that will gain for them not only a job in the future with a future, but also a hefty boost of self-confidence as they beef up their talents and skills.

Nordin agreed with these reasons, but added an important fact many women fail to realize. "Women may live to age 70 or beyond and often alone. The fact that their life expectancy has increased means they have ample time for marriage and family as well as a career. Instead of taking just a job, they should take stock of their talents and interests and prepare themselves for work that will be challenging and rewarding."

Once inside classrooms, older students usually surprise themselves

by what they are able to draw from their life experiences. With a renewed appreciation for learning, they often contribute a dimension to classroom discussions that instructors find refreshing and their youthful counterparts find inspirational.

Sometimes such enthusiasm spreads to their own children, who report better grades when they see their parents' examples. In one case, a son who had dropped out of high school decided to return after his mother started attending classes at the local community college. In addition, back-to-school parents are usually more sympathetic with their children's learning problems as they struggle through finals together.

Finally, the time honored tasks of homemaking and family care, community projects and volunteer activities have been like basic training for the myriad opportunities that await you.

Just like many of the 4-H members you assisted, you'll look back on your 4-H days and say, "Gee, I'm lucky. I've already learned that in 4-H."



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**McPherson, Kansas**

## **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.

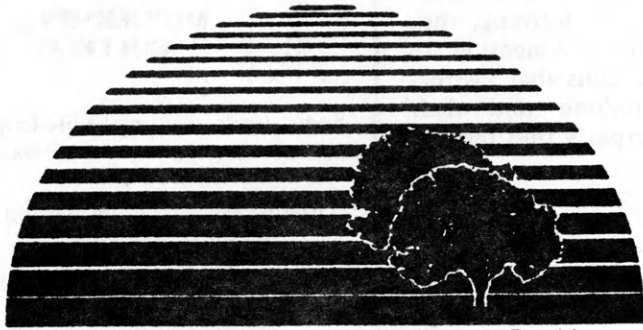
In spite of the growing number of persons in the health professions, the supply has not kept pace with the demand for services. The opportunities are truly unlimited! Whatever your choice—medicine, dentistry, nursing, public health, pharmacy, medical technology, medical assistance, biophysics, biochemistry, 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**



## Hutchinson Community College

For decades the word agriculture has referred to agriculture production or farming — a major American industry that employs over three million workers.

But today the word encompasses more than just farm production. It is closely related to many other industries in the economy—food and fiber processing, marketing and distribution industries, farm implement producers and dealers, and feed and fertilizer manufacturers.

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



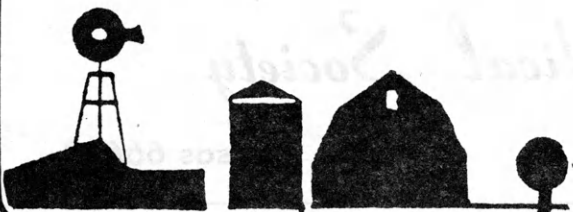
### ADVANTAGES OF ATTENDING HCC

*"All of the courses I took at HCC transferred to KSU with no problems."*

*"... and HCC offers all the advantages of a large institution, with a greater individual concern for the student."*

*"Another advantage of HCC is the lower cost for the first 2 years of college education."*

Richard Geist, HCC ('75), Kansas State University ('77), Animal Science and Industry.



## OPPORTUNITIES EXIST FOR MEN AND WOMEN IN AGRICULTURE

If your interest, values, and abilities indicate you would enjoy an agricultural career, take advantage of the training available. Our options are:

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### HUTCHINSON COMMUNITY COLLEGE

Hutchinson Community College has three primary curriculum areas:

- I. Farm and Ranch Management is designed for individuals who plan to return to the farm or seek farm employment after two years of study. Agribusiness option is available.
- II. Transfer Agriculture Program is designed for individuals who plan to continue studies at four year colleges or universities.
- III. Ag Power and Machinery prepares students to become agriculture mechanics for implement dealers or return to the farm. One and two year programs are available.

## Hutchinson Community College

For information send to:  
HCC ADMISSIONS DIRECTOR

1300 North Plum

Hutchinson, Ks.

67501

Name \_\_\_\_\_

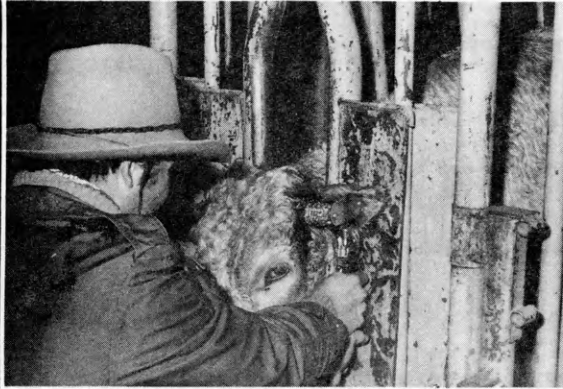
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City \_\_\_\_\_

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# The Best of Both Worlds



## TECHNICAL TRAINING

It used to be that you had to make a choice.

If you wanted to prepare for a job in one or two years, you went to a school offering very specialized training. If you wanted to prepare for a career requiring four or more years of education, you went to college.

You still have to make a choice—but now you have a third alternative.

Colby Community College offers that choice. We have programs for students wanting to begin working soon. We also have programs for students who will transfer. Many students take courses from both areas—that's a bonus at Colby Community College.

For example, you can major in alcohol fuel production (a two-year technical program) and take an art, literature or physical education course that fits into your schedule. You can major in agriculture education (a transfer program) and take one or two courses which will let you work with college-owned livestock.

Colby Community College offers one- and two-year programs in beef cattle, farm and ranch management, horse production, sheep management and technology, swine science, alcohol fuel production, counseling the



## LIBERAL ARTS AND SCIENCES

addicted, mental health technology, practical nursing, optometric technology, physical therapist assistant, animal hospital technology, exotic and small animal management, secretarial science, clerical science, printing and broadcasting.

You can begin nearly any four-year program at Colby Community College and then transfer easily after two years—the credits you will earn will transfer. The college's new computer center is attracting many computer science students. A number of attorneys, physicians and home economists began their college work at Colby Community College. Education, business and behavioral sciences are popular majors as are careers related to the sciences and the fine arts.

Your instructors at Colby Community College will expect a lot of you. That's good—it means you'll be well prepared for a job, or you'll transfer easily to a four-year college. They'll also help you choose your career, begin preparing for it and stretch your mind in some other areas.

You'll find the best of both worlds at Colby Community College.

**FOR MORE INFORMATION, CONTACT KELLY BEISNER OR SHERRI NEFF IN THE ADMISSIONS OFFICE. CALL THEM AT 913-462-3984 OR WRITE TO COLBY COMMUNITY COLLEGE, 1255 SOUTH RANGE, COLBY, KS. 67701.**

## TRANSFER PROGRAMS



## VOCATIONAL PROGRAMS



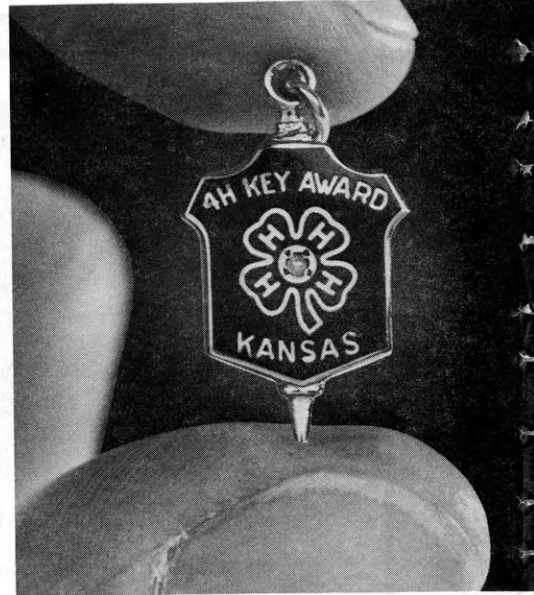
**Colby  
Community  
College**



**COLBY, KANSAS**

# LEADERSHIP DEVELOPMENT IS THE KEY

## Announcing the 1981 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!

### Allen

Regena Rife  
Gary W. Sweany  
Melinda Setter  
Jon D. Wilks

### Anderson

Susanna Kay DePoe  
Marita Miller  
Sheila M. Brooks

### Atchison

Cheryl D. Lewman  
Bret W. Eckert

### Barber

Kristy Baier  
Kathy Colborn  
Clint Lonker

### Barton

Gaylene Reif  
Nancy Dietz  
Mark Feist

### Bourbon

John Ericson  
Kelly R. Johnson  
Christine Kivett

### Brown

Danny Bauerle  
Mark David Meyer  
Jean Elliott  
Barb Tummons  
Eric Wenger  
David Herbster

### Butler

Penny Ballew  
Dana Kay Clark  
Gina Clements  
Michelle Hodges  
Jeff Leonhard  
Kent McCune  
Deanna Newman  
Linda Steinhauer  
Debra Varner

### Chase

Dixie Glanville

### Cherokee

Traci Stover  
Roberta Shideler  
Bart S. Eckhart

### Cheyenne

Larry Finley

### Clark

Shelly Jo Woodruff

### Clay

Tami Germann  
Becky Ohlde

### Cloud

Beth Dillon  
Linda Neel  
Judy Dillon

### Coffey

Maureen Eggleston  
Ronnie Fleming

### Comanche

Shauna Murphey

### Cowley

Leah J. Symes  
Michael Dove  
Staci Lyn Jimison  
Julianne J. Martin  
Sherry Martin  
Barry Brinkman

### Crawford

Alice Kunshek  
June Rickman  
Steven J. Davied  
Alan E. Snow  
Cheri Davied

### Decatur

Janet Schuetz  
Shirley Schwab

### Dickinson

Sharon Chalker  
Ronald Dee Hobbs  
Mark Knopp  
Amy Ford  
Lane Yocum  
Jeff Shippy  
Richard Stillwagon  
Janelle Shouse  
Joan S. Schuler  
Julie K. Schuler

### Doniphan

Charlotte R. Elder

- Douglas**  
Shawn Pine  
Ross Cleland  
Amy Wintermantel  
Amy Kerkman  
Mark Wulfkuhle  
Jeffrey A. Lickteig
- Edwards**  
Charla Wagner
- Elk**  
Paula May Brown
- Ellis**  
Lee Ann Marie Braun  
John Jerome Smith  
Alan Karlin  
Stanley M. Flinn  
Bruce A. Arnhold
- Ellsworth**  
Melvin Lee Ptacek  
Perry W. Crenshaw
- Finney**  
Michelle Betts  
Vernon Schweer  
Kendall Landgraf  
Jeff Herod
- Ford**  
Donald Ring  
Jerome Stein
- Franklin**  
Rachel Vining  
Jay Schendel  
Theresa Wiederholt  
Robert Dunlap  
Tim Lancaster  
Kathleen Horstick
- Geary**  
Deena Longhofer
- Gove**  
Karen Kaiser  
Craig Tuttle
- Graham**  
Linda Striggow  
John Griffith
- Grant**  
Kim Smith
- Gray**  
Clarice Richardson
- Greeley**  
Dale Stone
- Greenwood**  
Gerald Johnson  
Beth Shugart  
John Huntington  
Carol Rodman
- Hamilton**  
Beth N. Rundell  
Ronald Fox
- Harper**  
Valerie J. Howie  
Roger C. McKnight  
Janet Brooks
- Harvey**  
Nicolette Stahly  
Debbie Young  
Joyce Roux  
Darla Harms
- Haskell**  
Jerry Miller  
Andrea Garetson  
Sandy Greeson  
Pat Schwab
- Hodgeman**  
Carol Lynn Ochs  
Jeffrey Kenneth Cole
- Jackson**  
Sandy Marney  
D. J. Chance  
Sheila Fenske  
Brenda Rickel
- Jefferson**  
Susan Ann Stevens  
Jennifer Bigham  
Kevin Reed  
John Hefty  
Stacy Jo Ashby
- Jewell**  
Lisa Langer  
Marsha Worm
- Johnson**  
Dara Keener  
Theresa Riehle  
Denise Levin  
Jeannie Koenig  
Rex Harrison  
David Anderson  
Darin Duffin
- Kearny**  
Joy Palmer  
Beth Kitten
- Kingman**  
Tim Rosenhagen  
Scott Sowers
- Kiowa**  
Katrina L. Perryman
- Labette**  
Charles Apperson  
Barry C. Hunter  
Sherri McKinzie  
Curtis D. Willms  
Kim Payne
- Lane**  
Mark Shapland
- Leavenworth**  
Daniel T. Sachse  
Robert W. Feiring  
Danny K. Wiley  
Bret Alan Evans  
Joseph Theis  
Cheryl Lynn Gerdes  
Carolyn Anne Sachse  
Kelline Sue Anderson  
Andy Klamm
- Lincoln**  
Nancy Marie Gregg  
Teresa R. Panzer
- Linn**  
Jay Dee Krull  
Jonetta Lee Cutshaw  
Susan Lee Pulhamus
- Logan**  
Debra Darnall
- Lyon**  
Cindy Arndt  
Cindy Browning  
Cindy Houck  
Kevin Karr  
Darice Schmidt  
Stephanie Shearer
- McPherson**  
Shad Marston  
Brad Schroeder  
Nan Goering  
Connie Smith  
Kevin Wiens
- Marion**  
Judy Carlson  
Mark Jirak  
Janice Funk  
Tom Eskeldson  
Max E. Cooper  
David W. Cooper
- Marshall**  
Lyle Peterson  
Wanda Cameron  
Tami Weber  
Ann Schotte  
Janyce Carlson  
Jo Rochel
- Meade**  
Sally Moore
- Miami**  
Sherri Renae Peckman  
Jane M. Scherman  
Bobbie Jo Bigley  
Denise Kill  
Gerald D. Gowing
- Mitchell**  
Sharon Cordel  
Bryce Kevin Brobst  
Cindy Wiles
- Montgomery**  
Rustin Hamilton  
Douglas Crawshaw  
Christine Twenhafel  
Kent Rigdon  
Steven Corle  
Joy Mitchell
- Morris**  
Carol Wilkerson  
Teresa Disberger  
Lyn Scott  
Tarah Thomas
- Nemaha**  
Brenda Tegtmeier  
Virginia Channel  
Susie Schmitz
- Neosho**  
Amy Jo Reinhardt  
Teresa Spieker  
Dalene Blubaugh
- Ness**  
Sherri Hager  
Darla Thornburg
- Norton**  
Priscilla Thiele  
Susan Hanson
- Osage**  
Beth Smith  
David Shepherd  
Patty Quaney
- Osborne**  
Renee Nichols  
Jeff Hollerich
- Pawnee**  
Julie Skelton  
Karen Fischer
- Phillips**  
Shane Jarvis  
Michelle Nyhart  
Kathy Weems
- Pottawatomie**  
Jay Michael Rezac  
Calvin Lee Haefner  
Lanny L. Bosse
- Pratt**  
Philip Jorns  
Sonja Brant  
Kim Clark
- Rawlins**  
Cheryl Holle
- Reno**  
Beth Bechtel  
Denise Oborny
- Republic**  
Kristy Thompson  
Lisa Hammer  
Kevin Kuhlman
- Rice**  
Tricia Brothers
- Riley**  
Kathryn Siemsen  
Teresa Taylor  
Lynn Bohnenblust  
Carey Avery  
Melanie Michaels  
Jaina Cox  
Sondra Truitt  
Gayla Strohm
- Rooks**  
Jeff Ochampaugh  
Marcie Stamper  
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Oborny
- Russell**  
Brenda Mudd  
Kara Cederberg
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Michael Aylward
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Robyn Cole  
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Keith Conine
- Sedgwick**  
Paula Hommertzheim  
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Heather Kitt  
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Jan Poelma  
Jay Nicholson  
Jerry Heitman  
John Kerschen  
Shelley Woodard
- Seward**  
Barr Moon
- Shawnee**  
Matt Mannell  
Lisa Lynn Gordon  
Belinda Diane Parnell  
Steven L. Gleason
- Sheridan**  
Maurice Baalman
- Sherman**  
Jana Gramzow  
Laura Been  
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Dena Godsey  
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- Stanton**  
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Cory Kersenbrock
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Lisa Moden  
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Sandra Dearing  
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Denise Palenske
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Barbara Applegarth  
Rose Ann Tuma  
Denise Steier  
Lisa Laue  
Debbie Carter
- Wichita**  
J. D. Perry
- Woodson**  
Bruce L. Ladd  
Kathleen Lindquist  
Gary Culbertson
- Wyandotte**  
Eldon A. Smith



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Kansas Federal  
Land Bank Associations**

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| Concordia  | Hays           | Lawrence          | Ottawa     |
| Dodge City | Hiawatha       | Manhattan-Abilene | Wichita    |

**Close to the Land...  
and the people who work it.**

# A career for the inquiring mind

By Nora Cleland

University Relations, University of Kansas

Adults often ask youngsters, "What do you want to be when you grow up?"

The question may be merely a way of striking up a conversation, but the importance of career selection and preparation cannot be overestimated.

The average person who starts working at age 20 and retires at 65 will spend about 80,000 hours at work.

If a young person has an aptitude for science and/or mathematics and is interested in understanding the hows and whys of nature, a career in scientific research may prove rewarding. Working conditions, salaries and the opportunity to make significant contributions to mankind are above average in most research jobs.

During the 1980s, authorities estimate approximately 150,000 new jobs will open in the United States for scientists and mathematicians.

James O'Neil, assistant director of the University of Kansas Counseling Center, says that the exciting and creative world of scientific research continues to look favorable for properly educated and motivated young people.

"I believe we are going to continue to see support of research in the hard sciences, such as chemistry and biology, from the federal government, where most of the support money comes from," he said. "There has been a continual commitment during the last quarter century to understand the human body, disease and how to increase food production. Those are issues that I think will continue to be high priorities for science supported by the federal government."

Information in the 1980-81 Occupational Outlook Handbook published by the U.S. Department of Labor supports O'Neil's conten-



Photo courtesy of the University of Kansas

A student at the University of Kansas College of Health Sciences uses a microscope.

tion. The handbook says that in the 1980s scientists, engineers and other scientific and technical workers will be needed to develop new technologies and better products. "In addition," it says, "technically trained people will be required to solve urgent problems such as air, water and noise pollution, to develop new sources of energy and to combat disease."

But O'Neil cautions young people considering careers in science to think about their own personalities before settling on research as a life's work.

Most successful researchers or investigators not only have scientific or mathematical skills, but also use abstract reasoning to solve life's problems, have intellectual self-confidence and usually rely on intelligence rather than emotion in viewing the world. The typical researcher has a high degree of originality and creativity as well as curiosity, persistence and patience.

After deciding on a scientific career, a young person can choose from an array of fields. Almost three-quarters of all physical scientists are chemists, and their number is growing, but important work also is being done in physics and the environmental fields.

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## The typical researcher has a high degree of originality and creativity as well as curiosity, persistence and patience.

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Geologists and geophysicists, for example, study the earth. Some concentrate on soils, rocks and minerals. Others look at earthquakes, volcanoes, weather and phenomena outside the earth's atmosphere like the solar wind. Many of the experiments on recent U.S. space ventures like Mariner, Voyager and the space shuttle were planned by scientists in these fields.

Life scientists are another large group of environmentalists. Among the subjects they study are animal and plant physiology, populations and their habitats, and fossils. About one-third of all life scientists are engaged in research and development. Their work is applied in medicine, agriculture and in efforts to improve the environment.

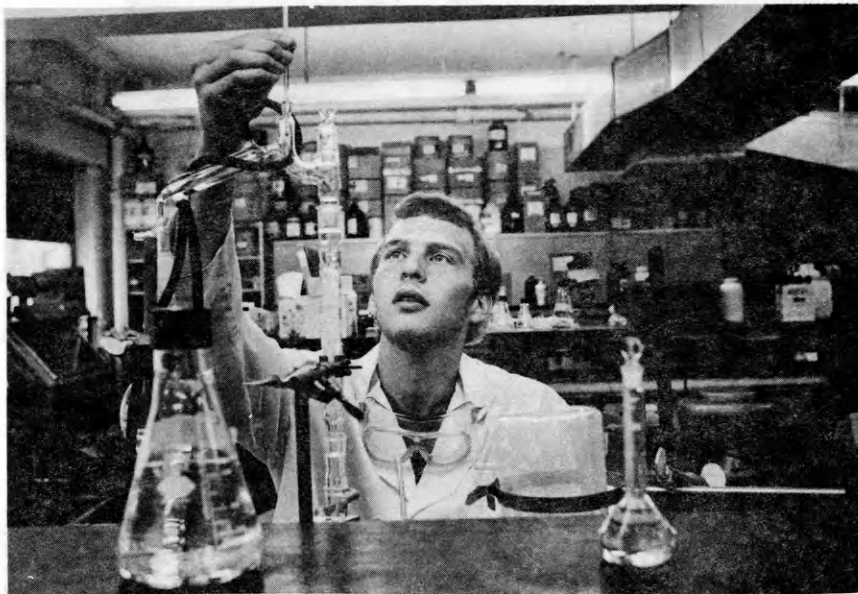


Photo courtesy of the University of Kansas

Tom Smith, a University of Kansas senior from Topeka, is working with a team of medicinal chemists to search for ways of using amphetamines to combat high blood pressure.

As the sciences become more specialized, many researchers find that their studies require information from several of these fields. Eugene Bovee, University of Kansas professor of physiology and cell biology and biological sciences career counselor, said combination college degrees are being demanded more and more by employers of researchers.

background in mathematics and sciences is mandatory, but basic communications skills must not be neglected either. Good research demands good writing for publication.

Most researchers have at least a bachelor's degree, and O'Neil said that they sharpen their research skills while studying for master's and doctoral degrees. Bovee said young people with bachelor's degrees in biological sciences could find positions as technicians in government research laboratories where they work under supervisors with advanced degrees. Technicians usually do not plan research projects, but they help carry out laboratory studies.

O'Neil said junior high or senior high school students can begin to think seriously about their future careers, but he stressed that too much early pressure toward specialization in one field is unwise. In this modern, specialized world a young person may not settle on a career until age 25 or older, he said.

"Parents can do a lot even during the child's early years to give the child a good attitude toward work," O'Neil said. "Parents can explain what their jobs are and give children an idea that one major part of life is working. They also can show youngsters how knowledge gained in school is clearly development and planning for the child's future career."

# Kansas Four-Year Colleges

## Fall Semester, 1981

| School                                  | Location     | (Equated Full-Time Enrollment) | Type  | Affiliation                     | Accreditation  |
|---|--------------|--------------------------------|-------|---------------------------------|--|
| <b>Baker University</b>                 | Baldwin      | 846                            | 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*   |
| <b>Benedictine College</b>              | 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.*   |
| <b>Bethany College</b>                  | Lindsborg    | 796                            | Coed  | Lutheran                        | Kansas State Department of Public Instruction, AAUW; North Central Regional Association on Social Work Education; Kansas State Board of Nursing.   |
| <b>Bethel College</b>                   | North Newton | 706                            | Coed  | Mennonite                       | Fully Accredited by the North Central Accrediting Association and by various professional accrediting agencies.  |
| <b>Emporia State University</b>         | Emporia      | 5,063                          | 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. Council for Accred. of Teacher Ed.; Natl. Assn. of Schs. of Music; AAUW; N. Cen. Rgnl. Assn.; Council of Grad. Schs.; Natl. Leag. for Nurs.*  |
| <b>Fort Hays State University</b>       | Hays         | 4,571                          | Coed  | State                           |  |
| <b>Friends University</b>               | Wichita      | 750                            | Coed  | Soc. of Friends                 | Nat'l. Council for Accred. of Teacher Education; Nat'l. Assn. of Schools of Music*; Kansas State Board of Education, North Central Regional Association.   |
| <b>Friends Bible College</b>            | Haviland     | 122                            | Coed  | Independent                     | American Assoc. of Bible Colleges  |
| <b>Kansas Newman College</b>            | Wichita      | 546                            | Coed  | Catholic                        | Kansas State Dept. of Public Instruction; National Catholic Educational Assn.*; National League for Nursing (A.S. degree program).   |
| <b>Kansas State University</b>          | Manhattan    | 18,298                         | Coed  | State                           | Fully accredited by the North Central Accrediting Association and by various professional accrediting agencies.  |
| <b>Kansas Wesleyan</b>                  | Salina       | 420                            | Coed  | United Methodist                | University Senate of the Methodist Church; AAUW; Kansas State Dept. of Education; North Central Regional Assn.*  |
| <b>Manhattan Christian College</b>      | Manhattan    | 214                            | Coed  | Christian                       | American Association of Bible Colleges.  |
| <b>Marymount College of Kansas</b>      | Salina       | 603                            | 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; North Central Association, Nat'l Catholic Education Assn.  |
| <b>McPherson College</b>                | McPherson    | 469                            | Coed  | Brethren                        | Kansas State Department of Education; Kansas Assn. of Colleges and Universities; North Central Regional Assn.*; Kan. State Board of Education.   |
| <b>Mid-America Nazarene College</b>     | Olathe       | 1,378                          | Coed  | Nazarene                        | Kansas Board of Nursing, Kansas State Department of Education*, National League of Nursing.  |
| <b>Ottawa University</b>                | Ottawa       | 536                            | Coed  | Baptist                         | Kansas State Dept. of Public Instruction; American Baptist University*   |
| <b>Pittsburg State University</b>       | Pittsburg    | 4,517                          | Coed  | State                           | Natl. Council 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  |
| <b>Saint Mary College</b>               | Leavenworth  | 518                            | 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*; Kansas State Dept. of Public Instruction, Univ. of Kansas.  |
| <b>Saint Mary of the Plains College</b> | Dodge City   | 542                            | Coed  | Catholic                        | Kansas State Department of Public Instruction; Nat'l. Association of Schools of Music; Nat'l. Council for Accred. of Teacher Education*.   |
| <b>Southwestern College</b>             | Winfield     | 596                            | Coed  | United Methodist                | Kansas State Department of Public Instruction; Nat'l. Association of Schools of Music; Kans. State Elementary and Secondary Teacher Ed. Programs.  |
| <b>Sterling College</b>                 | Sterling     | 431                            | Coed  | Presbyterian                    | Kansas State Department of Public Instruction; American Association of University Women; Nat'l. Crediting Assoc. Teacher Education*.   |
| <b>St. John's College</b>               | Winfield     | 299                            | Coed  | Lutheran Church Missouri Synod. | North Central Association of Colleges & Schools.   |
| <b>Tabor College</b>                    | Hillsboro    | 436                            | Coed  | Mennonite                       |  |
| <b>University of Kansas</b>             | Lawrence     | 22,020                         | Coed  | State                           | 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.  |
| <b>Washburn University</b>              | Topeka       | 4,574                          | Coed  | Municipal                       | 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*; Ks. State Board of Education, Amer. Chemical Soc., Council on Social Work Education, Ks. St. Board of Nursing, and the Nat'l. League for Nursing. |
| <b>Wichita State University</b>         | Wichita      | 11,092                         | Coed  | State                           | Nat'l. Council for Accred. Teacher Education; Nat'l. Assn. of Schools of Music; Engineers; Council for Professional Dev.; American Chemical Society Committee for the Professional Training of Chemists*. Council on Dental Education; American Assembly of Collegiate Schools of Business; N. Central Nat. League   |

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# Information for the Academic Year Beginning Fall 1981

| Tuition and Fees<br>Academic Year* | Board and Room<br>in Residence Halls<br>Academic Year** | On Campus<br>Housing Capacity | SCHOLARSHIPS                   |                                   | WRITE OR CALL FOR<br>INFORMATION TO  |
|------------------------------------|---|-------------------------------|--------------------------------|-----------------------------------|--|
|                                    |   |                               | No.                            | Average<br>Amount                 |  |
| \$3,010                            | \$1,670   | 536                           | 556                            | 990                               | Director of Admission, Baker University, Baldwin City, Kansas 66006. 913-594-6451.                                   |
| 3,200                              | 1,730   | 1,100                         | 290                            | 1,100                             | Benedicene College, Director of Admissions, North Campus, Atchison, Kansas 66002. 913-367-5340.                      |
| 2,740                              | 2,055   | 706                           | 325                            | 600                               | Director of Admissions, Bethany College, Lindsborg, Kansas 67456. 913-227-3311 (Ext. 111).                           |
| 3,122                              | 1,794   | 620                           | 400                            | 600                               | Office of Admissions, Bethel College, North Newton, Kansas 67117. 316-283-2500.                                      |
| 718                                | 1,530-1,730   | 1,506                         | 650                            | 400                               | Office of Admissions, Emporia State University, Emporia, Kansas 66801. 800-362-2578.                                 |
| 26.50                              | 1,764-1,860<br>(includes 10, 15<br>or 20 meal plan)     | 1,599                         | 630                            | 350                               | Registrar & Director of Admissions, Fort Hays State University, 600 Park St., Hays, Kansas 67601-4099. 913-628-4222. |
| 3,200                              | 1,550   | 188                           | 610                            | 575                               | Office of Admissions, Friends University, Wichita, Kansas 67213.   |
| 3,426                              | 1,500   | 131                           | 97                             | 500                               | Director of Admissions, Friends Bible College, Haviland, Kansas 67059. 316-862-5252.                                 |
| 2,760<br>for 30 hrs.               | 1,740   | 277                           | 145                            | 500<br>(per year)                 | Director of Admissions, Kansas Newman College, Wichita, Kansas 67213.  |
| 898                                | 1,560   | 4,600                         | 2,000                          | 500                               | Director of Admissions, Kansas State University, Manhattan, Kansas 66506. 913-532-6250.                              |
| 2,995                              | 1,823   | 500                           | 175                            | 790<br>(per year)                 | Director of Admissions, Kansas Wesleyan, Salina, Kansas 67401.   |
| 1,627                              | 1,855   | 168                           | 70                             | 250                               | Director of Admissions, Manhattan Christian College, Manhattan, Kansas 66502. 913-539-3571.                          |
| 2,950                              | 1,640   | 288                           | 314                            | 828                               | Director of Admissions, Marymount College, Salina, Kansas 67401.   |
| 3,100                              | 1,790   | 450                           | Unrestricted number available. | 500                               | Director of Admissions, McPherson College, McPherson, Kansas 67460. 316-241-0731.                                    |
| 2,142                              | 1,784   | 980                           | 600                            | 600                               | Director of Recruitment, Mid-America Nazarene College, Box 1776, Olathe, Kansas 66061. 913-782-3750.                 |
| 2,875                              | 1,770   | 768                           | 540                            | 655                               | Director of Admissions, Ottawa University, Ottawa, Kansas 66067. 913-242-6445.                                       |
| 696                                | 1,688<br>(average)                                      | 950                           | 718                            | 376                               | Office of Admissions, Pittsburg State University, Pittsburg, Kansas 66762.   |
| 2,700                              | 1,700   | 400                           | 175                            | 500                               | Director of Admissions, Saint Mary College, Leavenworth, Kansas 66048. 913-682-5151 (Ext. 245).                      |
| 2,890                              | 1,800   | 490                           | 487                            | 400<br>renewable<br>each semester | Director of Admissions, Saint Mary of the Plains College, Dodge City, Kansas 67801.                                  |
| 2,740                              | 1,725   | 506                           | Unrestricted number available. | 850                               | Director of Admissions, Southwestern College, Winfield, Kansas 67156. 316-221-4150 (Ext. 236).                       |
| 3,100                              | 1,600   | 551                           | 225                            | 800<br>(renewable<br>for 4 yrs.)  | Director of Admissions, Sterling College, Sterling, Kansas 67579. 316-278-2113                                       |
| 2,430                              | 1,625   | 375                           | 107                            | 450                               | Wallace Behrhorst, Director of Admissions, St. John's College, Winfield, Ks. 67156. 316-221-4000.                    |
| 2,908                              | 1,830   | 380                           | 250                            | 450                               | Director of Admissions, Tabor College, Hillsboro, Kansas 67063. 316-947-3121.  |
| 918                                | 1,817-1,832   | 5,200                         | 2,095                          | 708                               | Office of Admissions and Records, University of Kansas, Lawrence, Kansas 66045.                                      |
| 985                                | 1,860   | 493                           | 1,134                          | 400                               | Registrar and Director of Admissions, Washburn University, Topeka, Kansas 66621.                                     |
| 912                                | 1,896   | 860                           | 1,400                          | 625                               | Director of Admissions, Wichita State University, Wichita, Kansas 67208. 800-362-2594.                               |

\*\*Prices may vary because of different meal plans, kinds of rooms, and services available.



Photo by De McGlashon

Kelly McGlashon and Fred Hermes enjoy a playful embrace. Both are students at Kansas State University. They are planning a May wedding. Kelly is a former member of the Full-o-Pep 4-H Club, Franklin County, and Wildcat 4-H Club, Riley County.

## *Before you take those marriage vows, Practice honest and open communication*

By Kathleen Ward  
Extension Editor, 4-H & Youth

The mist rises. A golden glow comes up in the background. The couple embraces. And the movie ends with the idea that marriage is living happily ever after.

But you may've been warned to stay away from a teenage marriage.

Why? Well, take a look at the statistics:

- If the bride is 19 years old or less, her marriage is **three** times more likely to end in divorce than one contracted when she's 20 or older.

- The highest divorce rate is among 15 to 19 year olds.

Many things cause teenage marriages to fail—unplanned parent-

hood, being forced too young into the adult world's requirements and values.

But often, the causes relate to marrying for the wrong reasons or to lack of knowledge.

You've probably already seen friends planning to marry for reasons that can make success difficult. For example, are the following reasons sound grounds for promising, "Til death us do part?"

- There's a "man shortage." If I don't get while the getting's good, I may never marry.

- All my friends are getting married. I don't want to be the only one who's still alone.

- I want the legal and social right to have sex.

- I've never dated anyone else. I can't even imagine a life with someone else.

- I'm unhappy at home. I've got to get out.

- Graduating and finding a job scares me to death. I could handle the career of being a wife.

- I don't like the person I'm marrying, but I love him/her.

Humans have a basic urge to mate. But our society has coupled that urge with the emotion called love and then said both belong in an institution called marriage.

Although society tells people to marry because they're in love, it hasn't done a good job of explaining what married love is. Each person comes up with a different idea.

And when two ideas conflict, you can have problems.

So, thinking and talking before you marry is extremely important. You need to understand yourselves, understand each other and make decisions you both can live with—separately and together.

For example, you're half the relationship. What do you know about yourself—your values, life goals, likes, dislikes, competencies, faults? Are you really yourself in your relationship—do you act as you do with family and friends? Or, are you pretending—giving in too much, reacting differently, even lying—just to please your partner?

Is your partner open and honest? Is he/she hiding who he/she really is, in order to be a person you'll like? Is what he/she says different from what he/she does?

(Can you imagine a lasting relationship between two "fronts," instead of two people!)

The only way you can know each other is through honest and open communication. But you can't be blunt or brutal. Do both of you talk about your true feelings, while staying genuinely concerned about the other's ego?

On that score, does each of you "fight fair," or does one try withdrawing emotionally or sexually (or both), using character assassination, fighting about little things that distract from the real issue, hitting, threatening, stomping away, or fighting only when it's too public or too late to hope for a conclusion?

You also should know about each other's ideas of love and whether you're comfortable having the other person feel **that** way about you. And you should consider whether the ideas of love you agree about are strong enough to stand up under the trials and problems of living together.

In addition, how does each of you

need to have love expressed and how does each show love? You may feel a pat on the rear is degrading, while you partner thinks it's affectionate. One may enjoy open affection, while the other is a "look" person. You may need to be told "I love you," while the other thinks those "little things" express love.

You also must hash out how each of you views sex (when, how, how often and so on).

And you should discuss what each of you thinks the role of husband and wife is. Are some things "manly" and others not? Are wives "supposed" to be submissive? Should only the husband work? If the wife works, would the responsibility for home duties change? Are all decisions to be made by the husband, by the mate who knows most about the subject or by both on a 50-50 basis?

And how about finances? Will

(Continued on pg. 28)

To help you know more about each other, break through the mistiness and romance love can bring and do some clear thinking on the following test. Each of you should circle Yes (Y), No (N) or Maybe (M) for each item—what you think and what you believe is true about your partner. Use separate tally sheets. Then compare your answers with your partner's.

### Are You Someone Who . . .

| You   |   | Partner |
|-------|---|---------|
| Y N M | 1. will always read the comics?   | Y N M   |
| Y N M | 2. is likely to get fat?  | Y N M   |
| Y N M | 3. will most likely become PTA president?   | Y N M   |
| Y N M | 4. will become actively involved in local politics?   | Y N M   |
| Y N M | 5. is likely to volunteer time for organizations?   | Y N M   |
| Y N M | 6. always puts your best foot forward?  | Y N M   |
| Y N M | 7. will not permit your hair to gray naturally?   | Y N M   |
| Y N M | 8. will always read the sports pages?   | Y N M   |
| Y N M | 9. will insist on going to a restaurant two times a week?                                   | Y N M   |
| Y N M | 10. will be a writer of letters to the editor?  | Y N M   |
| Y N M | 11. will never go out with unshined shoes?  | y N M   |
| Y N M | 12. will subscribe to <i>Playboy</i> or <i>Playgirl</i> ?                                   | Y N M   |
| Y N M | 13. will subscribe to <i>Ms.</i> ?  | Y N M   |
| Y N M | 14. may develop a drinking problem?   | Y N M   |
| Y N M | 15. will make a nervous parent?   | Y N M   |
| Y N M | 16. is apt to do anonymous favors for people?   | Y N M   |
| Y N M | 17. can't resist a bakery?  | Y N M   |
| Y N M | 18. will refuse urban living?   | Y N M   |
| Y N M | 19. is a thoughtful lover?  | Y N M   |
| Y N M | 20. can't quit a show in the middle?  | Y N M   |
| Y N M | 21. will never want much money?   | Y N M   |
| Y N M | 22. will put a baseball bat and glove in your son's hand and a baby doll in your daughter's | Y N M   |
| Y N M | 23. is talking liberal and is acting conservative?  | Y N M   |
| Y N M | 24. will never have as much money as you want?  | Y N M   |
| Y N M | 25. will never go to a beauty parlor?   | Y N M   |
| Y N M | 26. will never take these exercises as an indication of incompatibility seriously?          | Y N M   |

## Marriage, continued

each of you have a checking account? Do you believe in allowances? Should one or both of you establish and keep a budget? Do you both have the same long-term financial goals and agree on how to achieve them? Is splurging occasionally something both of you like?

In-laws are one of the top three causes of marital conflict (along with sex and money). Do both of you have guidelines as to the kind, amount and frequency of involvement with in-laws that you think won't be harmful to your marriage?

And what about children and your views on parenting?

Waiting until after you're married to work things out is a big risk. Divorce isn't an escape valve. It's a sure route to emotional wreckage.

No matter how compatible you are, you are individual human beings; therefore, marriage will require adjustments. But if you want to find good ways of negotiating those differences, you'll be better off if you already have learned to compromise, share and develop lifestyles that fit both your needs.

To find out more about how to examine those needed adjustments and how to handle them before you're married, read. Or, visit professional people available for help—marriage counselors, clergymen, family relations counselors. In addition, workshops, retreats and planned vacations are available to help engaged couples explore ideas further.

*This article is based on 4-H project material, "After Graduation, What Next?" developed by the Cooperative Extension Services of the northeast states.*

## Nominate the 1982 4-H Family of the Year

April 1, 1982 is the deadline for submitting nominations for the 4-H Family of the Year award. A committee appointed by the Kansas 4-H Foundation selects the winning family, and then they are honored at Friends of 4-H Day in June.

Anyone may nominate a family. Write a letter to Merle Eyestone, Kansas 4-H Foundation, Umberger Hall, K.S.U., Manhattan, Kansas 66506 telling why you think the family is qualified. Submit any documentation to support the nomination. At least one member of the family must currently be involved with 4-H work as a member or leader.



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# January Energy Challenge



**ENERGY CHALLENGE:** Learn about careers associated with the energy industry

**MEET THE CHALLENGE:** Play the "Energy Careers Game"

**Materials:** Several sheets of poster paper or newsprint and markers and masking tape

**Instructions:**

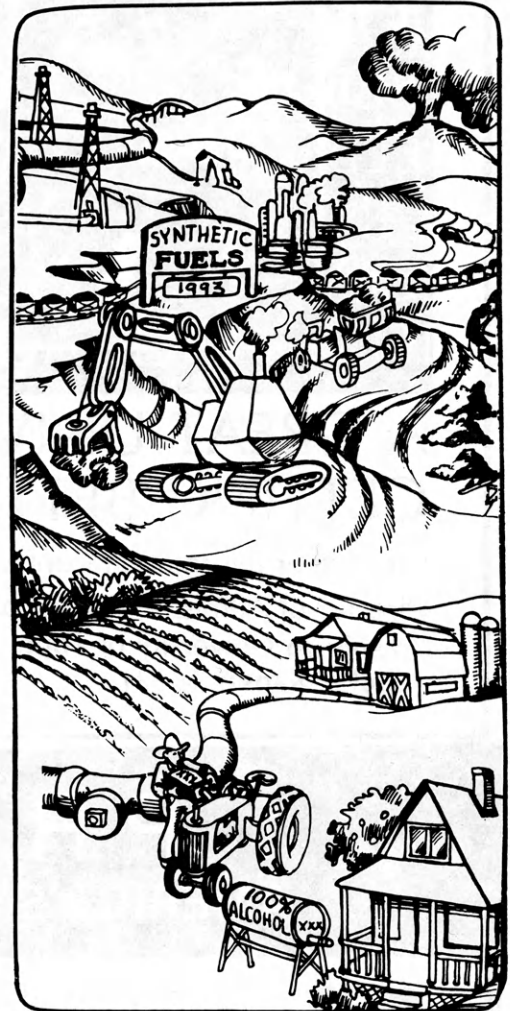
- Divide your club into groups of about 6-9 members.
- Give each group a sheet of paper and a marker.
- The object of the game is to list as many specific jobs as you can that are associated with the production and conservation of energy. (Hint: construction, transportation, oil drilling, etc.) You may want to have a leader or non-involved committee act as the judge.
- Give each group 5 minutes to make their list.
- Tape each list on the wall for the club to discuss.
- Let the winning group be the first to get refreshments!

**What Happened?**

- Compare each group's list. How many total different jobs were named?
- Discuss how the different industries are related to the production or conservation of energy.
- Were most jobs involved with the production or conservation of energy? Why?

**MAKE AN ENERGY DIFFERENCE:**

- Select one of these careers and do an indepth study on the requirements, responsibilities, salary, and other important information about the job. Give a report on your findings at your next meeting.
- Interview people associated with the energy industry.
- With your parents and other family members, complete the Energy Check List on the last page of this magazine for your home.



**DID YOU DO IT?**

- How many energy related jobs did you think of? \_\_\_\_\_
- List five of the jobs which most interest you. \_\_\_\_\_
- Did you complete the energy check list on the back page of this magazine? \_\_\_\_\_. If yes, list the energy conservation measures you completed in your home. \_\_\_\_\_

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**Union Valley 4-H Club**  
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*for outstanding work in  
the 4-H safety program*

As part of the winning 4-H club in Kansas in the safety program, eight members and two leaders of Union Valley 4-H Club will go to Kansas 4-H Congress. Donor of the trip is the Safety Division of Kansas Farm Bureau.

Union Valley 4-H Club formed a safety committee who organized many safety activities. The activities involved the 62 club members and their families and many members of the community. Activities included:

- Conducting safety checks in homes, looking for fire hazards, and checking medicine cabinets.
- Holding a judging contest on Halloween costume safety.
- Presenting a puppet show "Don't Clown Around with Safety" for seven different audiences.
- Distributing 275 Vials of Life.

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

- Mt. Zion Rustlers, Brown County**
- Glittering Stones, Cherokee County**
- Sand Springs Rustlers, Dickinson County**
- Oxford Hustlers, Johnson County**
- Ramona Redchiefs, Marion County**
- Hoot N Holler, Miami County**
- Best Yet, Neosho County**
- Tiny Toilers, Pawnee County**
- Victory, Pottawatomie County**

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, 1982.

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

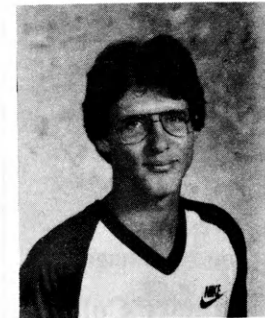
Here are two examples of what FBC is all about.



Being at Friends Bible College has helped me feel confident that no matter what my future holds, Christ will always be Lord of my life. The Bible classes have helped me understand God's word

and appreciate it more. The Christian emphasis in my general education classes has helped me sort out my role as a Christian in our confused society and how I can make a difference.

*Ruth Johnston  
Haviland, KS.  
Soph., Elementary Ed.*



The Lord is my Savior and God! He is always willing to teach me new ideas and concepts, if I am willing to open myself up totally to Him. Lately, He's been teaching me the importance of having Christ in

the center of my thoughts, whether playing ball or studying. This will result in having a good attitude which comes from an inward quietness, which only Christ can give.

*Loren Boettcher  
Grapevine, TX  
Jr., Christian Ed.*

**CLIP AND SEND TO FBC  
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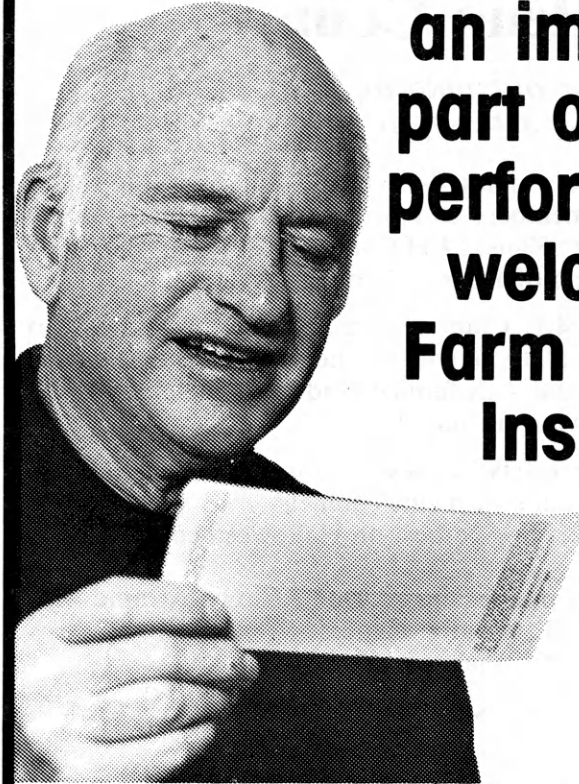
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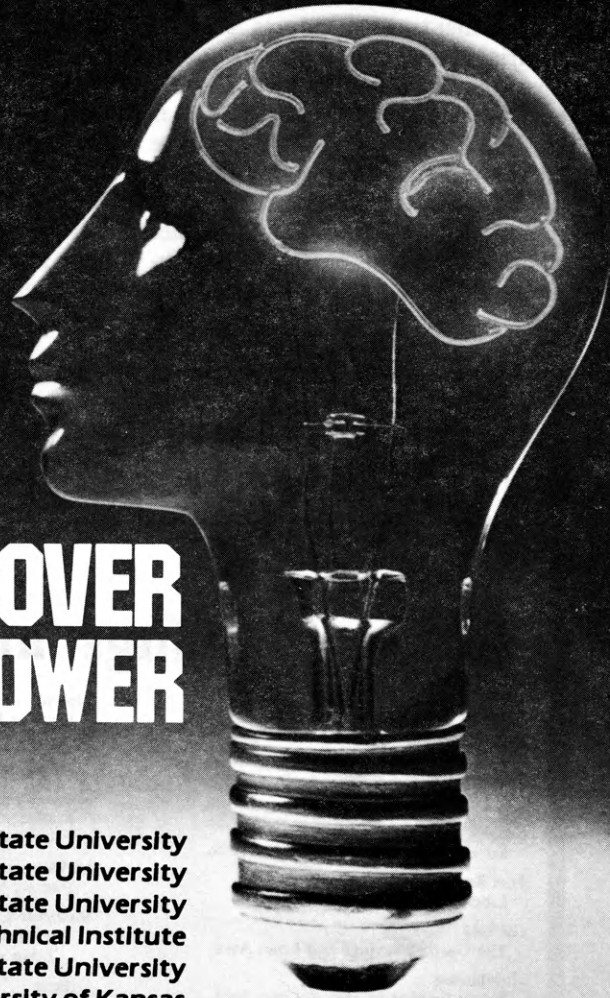


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# Engineers respond to society's needs

By Carolee Stark  
Engineering News Editor  
Kansas State University

The year was 1981. Scores of design engineers, communications experts and project managers watched the results of their labors as the Columbia eased its way into the atmosphere on its second journey into space.

The builders of the Great Pyramids must have felt the same sense of achievement back about 2900 B.C., or the builders of the cities of Mesopotamia even earlier than that.

What did these people have in common? All were using engineering principles to solve practical problems.

Through the centuries, engineers have applied their knowledge of science and math in the design and construction of roads, bridges, water and sewage systems, automobiles and other machines and devices that society wants and needs.

Technological advances have brought about many changes in the work of the engineer. And as the problems of society increase, so do the challenges and the opportunities for engineers. They have a role to play in everything from space navigation to food production to medical services.

Many of these roles overlap. A chemical engineer, for example, might work with an aeronautical engineer in the production of materials that will lighten the weight of a space vehicle. The craft's performance will be a concern of the mechanical engineer who designs the engine that launches it. The industrial engineer would supervise its production. The electrical engineer,

with specialized knowledge of computers, would design it and monitor its journey through space.

An agricultural engineer might design farm buildings and machinery. Or he or she might develop erosion control methods and irrigation system that will result in increased food production. The civil or mechanical engineer would make contributions to these projects also.

A power plant might involve the work of civil engineers as well as architectural and nuclear engineers. A mechanical engineer might design the equipment used by the petroleum engineer in getting oil out of the ground.

While most beginning engineers work in jobs that are primarily technical, about two-thirds of experienced engineers end up in management. As products and industrial processes become more complex, the engineer's training and experience are needed more than ever in problem solving, quantitative techniques and systems analysis.

Engineering technologists in each of the various engineering disciplines apply and adapt engineering principles to actual situations.

Engineers have made significant contributions to the technical advancement of society. But they are increasingly concerned today with the effects.

"There is a lot more total awareness now of the problems associated with the environment," said Donald E. Rathbone, dean of the College of Engineering at Kansas State University. "There was always an interest and concern, but today it is at a much higher level. These problems have made the engineer's work more challenging in many ways." And because of the many rules and regulations governing the environment, products have become more costly. "This is also something the engineer must be concerned with," he said.

Engineers must be concerned with the effects of pollution from auto emissions, coal-fired plants, chemical processes and other technological systems.

The problem of diminishing natural resources has added another dimension to the work of engineers. They are playing significant roles in the development of alternative

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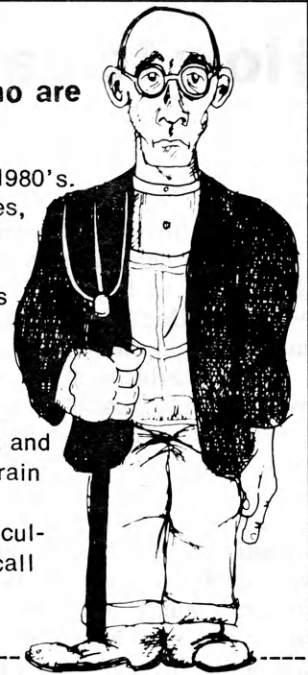
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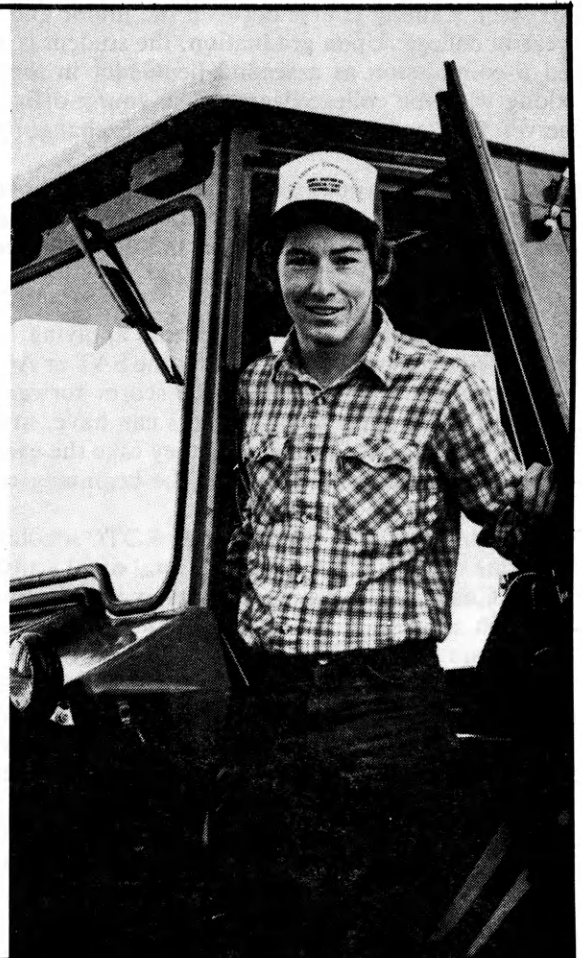
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# How to earn your own way through college

By Nelson Love

Can a high school senior in Kansas really hope to earn his or her own way through college, with no student loans to be repaid? No borrowed money from Mom and Dad? Even the possibility of graduating with money left in the bank?

As impossible as it may seem, the answer is yes. And even more impossible-sounding, a lot of high school seniors can earn a good portion of their college expenses with a part-time job that promises no interruption in schooling.

Today's high-technology Army is looking for bright, ambitious high school graduates to become commissioned officers. And it has thousands and thousands of dollars available for individuals to help pay for college. Some programs are competitive scholarships and others are bonus programs for enlisting and completing training in special fields.

First, there are more regular Army ROTC scholarships now than ever. More than 6,000 of these scholarships are in effect now around the country and more are being added every year. They pay for the student's full tuition, all required books and laboratory fees plus \$100 for living expenses for each month of the school year, up to \$1000 a year.

The scholarship winner takes ROTC classes as part of his or her regular college curriculum and attends a six-week training course between the junior and senior year in college. Upon graduation, the student is awarded a commission as a second lieutenant in the Army along with the college degree. The young officer then serves four years on active duty in exchange for the scholarship.

If the student does not win a four-year scholarship, three-, two- and one-year scholarships are available at fourteen colleges and universities in Kansas through Army ROTC. Scholarship applications can be obtained from high school counselors.

A basic requirement for students applying for any ROTC scholarship is to take either the SAT or ACT college entrance exam and have the scores forwarded to Army ROTC. High school juniors can have, in effect, two chances to be considered if they take the exam and get their application in prior to the beginning of their senior year.

In addition to the regular Army ROTC scholarships, the state of Kansas also awards a total of 40 Kansas National Guard ROTC scholarships every year to outstanding high school graduates. The student agrees to serve four years as an officer in the Kansas Army National Guard after receiving his or her commission.

A separate program by which students can earn money for college is called the Simultaneous Membership Program (SMP). Under this plan, the student can enlist in a Kansas Army National Guard or Army Reserve unit and take ROTC training at the same time. If the student qualifies, he or she will attend the Reserve or National Guard training drills (usually one weekend a month) and be paid for that training plus receive \$100 for each month of school with the ROTC program in

college. The student can expect to earn from about \$7000 to more than \$10,000 while in college under this plan, and possibly qualify for a commission as an officer before graduation from college.

Students who are undecided about their major in college, or who just want a break from classes after twelve years of school, should consider a two-to-four year enlistment in the regular Army. Educational savings and bonus programs can mean from \$7000 up to \$15,000 for a two-year enlistment, and up to more than \$20,000 for college after three or four years of service.

The student has the opportunity to begin taking college courses while in service, too, with the government paying up to 75 per cent of the tuition.

Equally as important as the money earned to go to school, though, is the idea that the individual is contributing and earning a major part of his or her educational expenses. And he or she is doing it with service to the community, the state of Kansas, and the country. The experience and maturity gained by this service will mean a great deal to the student throughout his or her life.

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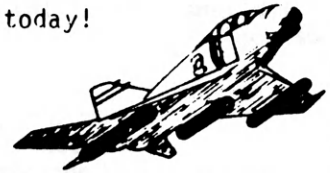
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# Family Fun Page

Thanks to everyone who submitted a Silly Game Contest entry. Congratulations to the **Larry Miles 4-H Family**, Route 2, Meriden, Kansas. Their winning entry was submitted December 9. Nearly 200 entries were submitted. Honorable mention goes to: Donovan Claassen 4-H Family, Whitewater; Linda Andersen, Galva; Kami

Benson, Arlington; Brett Sowers, Murdock; Jenifer Yeagley, Wakarusa; Lori Meyer, Mound City; Janice Pinard, Peru; Deborah Aiken, Havana; Nancy & Karen Thunberg, Andale; Peggy Mills, McPherson; Roberta Snellings, Leavenworth; Chris Walker, Topeka; and Garvey Elevators, Conway Springs.

|  |   |  |  |  |  |
|--|---|--|--|--|--|
| <p><i>Sandbox</i></p> <p style="text-align: center;"><u>MAN<br/>BOARD</u></p> <p><b>SAND</b></p> | <p><i>Man overboard</i></p> <p style="text-align: center;"><u>MAN<br/>BOARD</u></p>     | <p><i>I understand</i></p> <p style="text-align: center;"><u>STAND<br/>I</u></p>                       | <p><i>Reading between the lines</i></p> <p style="text-align: center;">R/E/A/D/I/N/G</p>                               | <p><i>Long underwear</i></p> <p style="text-align: center;"><u>WEAR<br/>LONG</u></p>             | <p><i>Crossroads</i></p> <p style="text-align: center;">R<br/>ROADS<br/>A<br/>D<br/>S</p>                                |
| <p><i>Downtown</i></p> <p style="text-align: center;">T<br/>O<br/>W<br/>N</p>                    | <p><i>Tricycle</i></p> <p style="text-align: center;">CYCLE<br/>CYCLE<br/>CYCLE</p>     | <p><i>Split level</i></p> <p style="text-align: center;">LE<br/>VEL</p>                                | <p><i>3 degrees below zero</i></p> <p style="text-align: center;">O<br/><u>M.D.</u><br/>P.H.D.<br/>B.S.</p>            | <p><i>neon lights</i></p> <p style="text-align: center;"><u>KNEE<br/>LIGHTS</u></p>              | <p style="text-align: center;">ii    ii<br/>0    0</p> <p style="text-align: center;"><i>Circles under your eyes</i></p> |
| <p><b>CHAIR</b></p> <p><i>High Chair</i></p>   | <p style="text-align: center;">DICE<br/>DICE</p> <p><i>Paradise or Pair of dice</i></p> | <p style="text-align: center;">T<br/>O<br/>U<br/>C<br/>H</p> <p><i>Touchdown</i></p>                   | <p><i>6 ft. underground</i></p> <p style="text-align: center;">GROUND<br/>feet<br/>feet<br/>feet<br/>feet<br/>feet</p> | <p style="text-align: center;">MIND<br/>MATTER</p> <p><i>Mind over matter</i></p>                | <p style="text-align: center;">HE'S/HIMSELF</p> <p><i>He's beside himself</i></p>  |
| <p>ECNALG</p> <p><i>Backward Glance</i></p>  | <p>DEATH/LIFE</p> <p><i>Life after death</i></p>  | <p><i>GI overseas</i></p> <p style="text-align: center;"><u>G.I.</u><br/>CCCC<br/>CCC<br/>CC<br/>C</p> | <p>____ PROGRAM</p> <p><i>Space program</i></p>  | <p><i>See-thru blouse</i></p> <p style="text-align: center;">B<br/>L<br/>O<br/>U<br/>S<br/>E</p> | <p style="text-align: center;">J<br/>U<br/>S<br/>T</p> <p>YOU    ME</p> <p><i>Just between you and me</i></p>            |

## Special Originality Recognition

Although the following answers were not correct, they were fun!!

|                        |  |  |
|------------------------|--|--|
| Downtown               | Town Square<br>Town Square                                     | Brandon Dills, Anthony<br>Dean Leddy Family, Conway Springs  |
| Pair of Dice           | To Die   | Richie Fawcett, Kincaid  |
| Circles under the eyes | 20-20<br>20-20<br>Ought too, ought too<br>Eyeballs<br>Eyeballs | Laura Campbell, Pittsburg<br>Kim Dotterer, Wichita<br>Gene Demoret 4-H Family, Hanston<br>Jeff Shippy, Woodbine<br>Kim Barten, Solomon |
| See-thru blouse        | Clothes Line<br>Be loose                                       | Esther Britton, Wichita<br>Earlin P. Nuss, Russell   |

Special recognition also goes to Brian Phelps, Crestline, who wrote out his answers with his broken arm.

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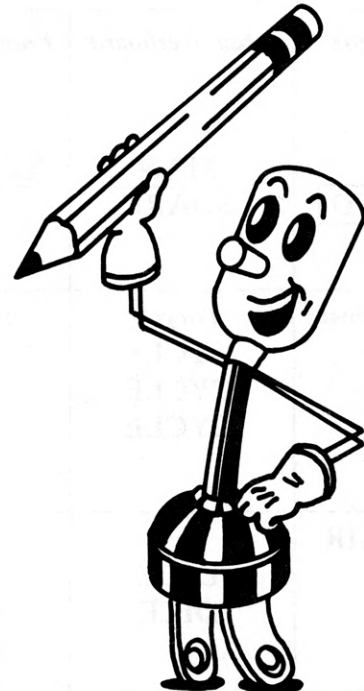
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# Winterizing Check-list ...

*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.

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



- 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.

