

Kansas 4-H

Journal

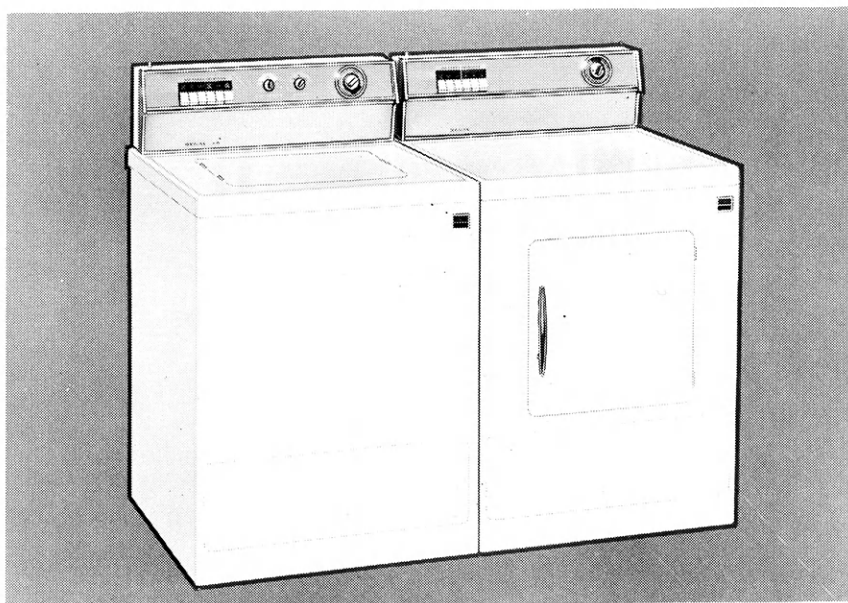
The 4-H Family Magazine

February, 1969

EDUCATION and CAREERS ISSUE



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Bob Judd **Editor**
Marie Rupp **Associate Editor**

Published Monthly By

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Editorial and Business Office

Phone 913-532-6621

Umberger Hall

Kansas State University
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Education For a Lifetime

Glenn M. Busset

State 4-H Leader

Among the most durable of our venerable educational myths is the notion that the individual can absorb enough learning in his childhood years to last a lifetime. This ever-green hoax is perpetuated annually each June, as a myriad of commencement speakers stand before a solemnly perspiring group of high school and/or college graduates and charge them with the responsibility of rushing out tomorrow to right the evils of the world. By implication the speaker is telling the graduate that society has equipped him with adequate mental upholstery for the job, and now he is to attack the problems of society. It would be far kinder and more realistic to tell him that the degree he is about to receive represents a step and not an end to his preparation. The reality is that no matter how well-educated the student may be today, without the benefit of continuous education he becomes the obsolete man of tomorrow.

The only possible alternative to obsolescence is a combination of opportunity and desire for continuous education for as long as a person lives. In many cases the opportunity is available on all sides for the terminally educated person to continue his learning process. The curious contradiction however, is that adult education classes, correspondence courses, seminars, and similar refreshers designed to upgrade participants are not nearly reaching the audiences they should. The need is evident, the means are at hand, the people are there, but somehow the will to continue education is lacking.

If it is true that the average person will have three different vocations during his life's working years (and this is surely a conservative prediction), the quality level of these positions can only slope downward without some training along the way. This continuing educative process begins with the feeling of a need to know, a wanting to do, a decision to try, but it is neither easy nor automatic. As Churchill said, "I like to learn, but I hate to be taught."

Surely the greatest 'hang-up' to continuing education for adults lies in the vast area of motivation, of attitudes. Blissfully content under the delusion that he is educated and has a diploma to prove it, the marginally employed adult has no reason to believe that further education is necessary. It is in this respect that I believe one of the greatest advantages of 4-H work lies virtually unnoticed and unrecognized. It is those who have already had an out-of-school educational experience that are differently oriented. 4-H work is just such an educational experience. It is my hypothesis that the seeds of continuing education are planted in 4-H work, for this is **education in addition** to the formal learning process. Whether or not he recognizes the motivation for doing it, the adult who has had a meaningful educational experience in the 4-H extra-dimensional field should be better prepared to recognize the need and accept further education.

We are all a product of our times. The problem arises when we are unable to analyze the times, to know how they have changed and what our reaction should be to the changes. The person who has already had an out-of-school educational experience in 4-H seems more likely to be conditioned to continuing education, than does one whose learning experience did not extend beyond the classroom.

Greatest Future Employment Growth Lies In Areas Where Services Are Performed

Reprinted from Dodge News Magazine
published by Dodge Division of
Chrysler Corporation

Even people who have jobs sometimes stop and think: "What lies ahead?" For young persons studying for a career, or launching one, the question is crucial. With ever-quicker technical, social and economic changes sweeping the world, the career-minded person is confronted with a bewildering array of choice.

For those to whom the next decade will be either the beginning or the turning point of a job career, the U.S. Department of Labor makes these observations:

Employment growth in the next decade will be fastest in

the jobs requiring the most education and training.

The greatest growth will be in services rather than in production of goods.

An accountant, a plumber, a zoo keeper generally don't make anything — they perform services. A manufacturer or a farmer is turning out goods. The often publicized Gross National Product is the total value of all goods and services produced in the nation annually.

All economic projections of the future indicate that the greatest growth in the job force will lie in services rather than production of goods.

One of the main reasons will

be increased automation and labor-saving devices. Every new gadget that goes into a home office, from an electric razor to a computer, means eventual business for the service man. Urbanization also plays a major role in the need for services. Even though the head of the house may be handy with tools, the fact is his time is limited too, even with greater leisure, for he has greater outside interests. More and more he relies on others for fix-it chores. Besides, today's appliances are complicated beyond the powers of the average pliers-and-screw driver type. So the service technician, with a head full of knowledge and a truck full of sophisticated tools, has come into his own.

The same general principle applies in the factory and office as well as the home. As machines take over more of the work, humans are steadily shifting their role to taking care of the machines.

Highly trained persons performing services are going to find the most openings and command the best pay. As the experts see it, among the most promising occupations are: Physicians, engineers, chemists, physicists, mathematicians, scientists, teachers, librarians, lawyers, photographers, accountants, counselors and social workers.

Note that most of these are professions that require large amounts of education. But even below the professional level, education remains the key to the future. And young people seem to be getting the message. The Labor Department says that workers entering the labor force in the next two decades will be better educated than their predecessors. They will have more high school education and more college and fewer of them will

How About The Newspaper Business?

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

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

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

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

The Journal-World

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be high school drop-outs than in any previous period in history. To the individual this means one thing—competition. There may be more and better jobs available, but there are going to be more and better people looking for them.

With such emphasis on learning, one of the great fields of expansion will be teaching. From elementary schools through the college level, teachers and administrators will be in heavy demand in the years to come. In elementary schools, recruitment needs will run about 90 percent during the next decade. In other words, for every 10 elementary teachers, nine additional ones will have to be hired to fill vacancies created by expansion and recruitments. At the secondary level, replacement needs alone over the next decade will be 75 per cent.

University level teachers will gain by some 70 per cent. A new college or university has been opening each week in the United States.

At all levels of education, the emphasis on better skills is apparent. The clerical field, for instance, about 70 per cent women, includes a broad spectrum of skills from an executive secretary to file clerk. In the next decade the growth in the clerical field will be, the Labor Department says, "incalculable." The Department says that technical innovations, including computers, will re-shape clerical jobs and create new functions.

The number of computer operators will more than double. So will the numbers of operators of other office machines. The numbers of typists, secretaries and stenographers will jump 40 per cent. But bookkeepers and telephone operators will go up only 20 per cent. Why? Because many of their tasks will be taken over by automated devices, including computers.

The lesson in the percentages is plain; a person deciding on an occupation is better off becoming a computer operator than a bookkeeper. In a sense, the

bookkeeper has had to become a computer operator.

Another constantly growing service field is automotive maintenance. Trained mechanics—those schooled in the technical aspects of the cars they service—are in constant demand. Chrysler Corporation has an on-the-job training program for young men who have the ambition to expert mechanics.

Many future job openings lie in the health field. A larger, longer-lived population is one factor. Increasingly numerous and complex health insurance plans have added a whole new area of expertise for physicians, executives, attorneys and all kinds of office workers.

There is a rising demand for more hospitals and medical services. Advances in medicine and the growing awareness of health needs have placed the demand high on the list of priorities.

One study reveals, "Continued rapid growth in employment is likely among paramedical workers in the health field. Per-

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sons in these occupations assist professional workers, who are in short supply, in performing the more routine aspects of their work. Educational requirements in these occupations are lower than those for entrance in the professional health occupations and training facilities can be expanded more rapidly. Yet in both cases, the supply of workers will have to be expanded greatly to meet health manpower requirements."

What are these jobs? There are demands for medical technologists, dental hygienists, medical record librarians, registered nurses, nurses aids and practical nurses, medical x-ray technicians, dental laboratory technicians, dieticians and nutritionists, veterinarians and pharmacists.

Registered nurses have been in chronically short supply for years. The average career-span for a RN is 5 years. The most frequent reasons for leaving the field are for better paying jobs or to become home makers. The next decade, however, should see the field become more attractive as pay scales begin to equal those of top secretarial workers.

Nursing, too, is going through a technological explosion. Nurses now may have to learn about complicated heart-lung machines and kidney machines, life-saving devices scarcely known a decade ago.

Increased activities of high school counseling groups and such government job placement organizations as the U.S. Employment Service reflect this rapid growth in the numbers of new technological jobs.

If the need for skills is going up, the need for unskilled workers will shrink. This isn't entirely due to machinery replacing muscle. Part of it lies in the fact that jobs once regarded as unskilled now demand substantial training and background.

In the welter of facts, figures and predictions, one fact stands out clearly: merely to live and be "an ordinary citizen" in our society is going to take more knowledge, training and skills than it ever did before.

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Financial Packages Are Available To Meet Rising Education Costs

by the late Harold Kennedy
Past Director of Aids, Awards
and Veterans' Service
Kansas State University

"It is a pleasure to inform you that you will be assisted with a total of \$850 toward meeting your justified financial need of \$1050 for your University expenses during the 1969-70 academic year.

"Your package of assistance will include a \$300 Educational Opportunity Grant, a \$100 scholarship and a \$450 NDEA Loan. We will try to assist you in obtaining part time employment to meet the unmet balance of your financial need, or adjust your loan upward if part-time employment is impossible or inadvisable."

If you will be a 1969 high school graduate with the capabilities of and the desire for additional education, you may receive a letter this spring indicating a package of financial aid similar to the assistance described in the preceeding example.

A higher percentage of high school graduates seek the advantages of higher education each year, and this increasing number of young people is faced with a steadily rising educational cost reflecting the upward trend in the cost of living.

Since a student's financial need is directly related to the total educational cost of the particular college or university he will attend, it can be emphasized that an increasing amount of student financial aid must be made available each

year if the nation's capable and needy youth are to be afforded the opportunity of pursuing a higher education.

Normally a financial aid package is assembled by either utilizing or recognizing four broad categories of aid to meet a justified educational need. Student financial aid can be roughly classified as (a) gift aid, (b) loan aid, (c) work aid, and (d) automatic aid. The packaging possibilities are numerous, since these categories of assistance may be used either singly or in combination with each other, as resources to supplement the parental and student resources.

In general, financial aids are not intended to replace a parents' financial responsibility to contribute toward educational expenses, nor are they intended to eliminate the student's responsibility to help himself, especially by summer earnings and pre-college savings. Financial aids are intended to supplement these sources.

In most colleges, maximum financial assistance granted to a student is determined by subtracting the total family contribution from the cost of attending the specific college, for one year. The total family contribution is usually considered to be the parents' contribution from both income and assets plus the student's summer earnings and 20 per cent of the student's pre-college savings.

Naturally there are differently priced colleges just as there are differently priced automobiles. The cost of attending the college will influence the amount of aid a student will need or re-

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

315 West 4th

Topeka, Kansas



ceive. Let's look at an example.

Suppose a parent can be expected to contribute \$500 per year toward their son's expenses. The son has saved \$400 through summer work, thus, together they have \$900. College A costs \$1500 per year and college B costs \$2400 per year.

If the son attends college A he will need only \$600, but if he attends college B he will need \$1500. This will explain the differences in financial aid offered if a student has applied for assistance from more than one college.

A major number of the nation's colleges and universities require parents of financial aid applicants to submit a financial statement to either the American College Test Company or the College Scholarship Service. For a small fee these companies analyze the reported income and assets of the family.

The ability of the family to assist with their son's or daughter's educational expenses is computed in comparison to other families of similar circumstances, and the summary of the student's need is made available to the college indicated by the student.

Most colleges and universities in Kansas require financial aid applicants to complete a college budget that will be an estimate of the cost of attending a particular institution for one academic year.

The student catalog will normally provide information relating to basic tuition and fees, room and board, and the average cost of books. Some catalogs will not provide information relative to the other more individual costs which include clothes, laundry and dry cleaning, insurance, transportation, spending money and some allowance for personal items and recreational needs.

These expenses will vary with individual standards of living, however, it is not the purpose of most financial aid programs to provide for more than a modest but adequate standard of living for aid recipients that will

be comparable to the standard for the average student attending that particular college.

Students should try to observe recommended dates of submitting applications if they need financial assistance. Funds are limited in most institutions, and a student places himself at a disadvantage if his application reaches the financial aid office after the suggested date.

Federal monies to fund governmental programs are allocated to states and then reallocated to universities and colleges within the state. In applying for Federal student aid funds, most colleges and universities will estimate the amount of money needed to assist their students within specific programs for a fiscal year. The amount of actual money available, however, depends upon the final appropriation action of the Congress. A brief summary of federal and other aid programs follows.

EDUCATIONAL OPPORTUNITY GRANTS. This program is a form of gift assistance and is funded through the Higher Education Act of 1965. Grants may range in value from \$200 to \$1,000, and are to assist entering students who are from "exceptionally needy families."

The grant is renewable for four years if the recipient continues to progress normally toward a degree. The amount of the grant may vary from year to year depending upon the jus-



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tified need of the student. The grant must be matched by other aid sources which may include scholarships awarded through non-university sources.

A special but similar grant program is available for those students who enter one of the Health Professions at a participating institution.

SCHOLARSHIPS. Many colleges and universities have well developed scholarship programs that provide assistance to thousands of students each year. Usually scholarship recipients are selected on the basis of both academic talent and financial need, although some selections are made only on the basis of academic ability.

Usually the size of the stipend will be directly related to the total need of the recipient. Some scholarships are restricted to students from certain towns or counties, specific curriculums, etc. Many other institutional scholarships are provided by industry.

If a scholarship is restricted it means that the competition is limited. An interested student should explore all restricted scholarship possibilities in the college catalog to determine if he may be eligible to compete for help from this source.

Local organizational and service club scholarships provide thousands of additional student aid dollars each year and perform a significant contribution in meeting the financial needs of worthy students. Students should become aware of local scholarship possibilities and apply for any aids that may be available within their home communities.

STATE OF KANSAS SCHOLARSHIPS. State scholarships are granted to 200 freshmen each year, with selection based on need and academic ability. The amount of the award is the lesser of either \$500 per year or tuition and fees. These scholarships are generally renewable for the sophomore year.

NATIONAL DEFENSE STUDENT LOAN PROGRAM. Students may borrow a maximum of \$1,000 per year depending on their justified needs. Interest does not begin until nine months after the educational period is terminated. Interest is then computed at a three per cent simple annual rate. Monthly, bi-monthly or quarterly payments also start nine months after the termination of the borrower's education.

Provisions are made for a partial cancellation of the principal for those students who teach. A special but similar loan program is available for those students who are entering the health professions. Another program will eventually be available for those entering Vocational-Technical Schools.

GUARANTEED STUDENT LOANS. These student loans are usually obtained through local lending institutions. The maximum interest charge is seven per cent, which is paid by the Federal government during the entire educational period if the student is from a family that makes less than \$15,000 annually.

Repayment starts nine months after the education is terminated and the student pays the entire interest throughout the repayment period which can be as long as ten years. A special Guaranteed Loan Program for students attending vocational schools or other similar institutions is also available.

UNIVERSITY LOAN PROGRAMS. Most institutions have some loan funds available to assist their students in emergency situations for relatively short periods of time, or to serve as "back stops" if funds are exhausted from the larger "government funded" loan programs previously mentioned.

The short term loan role of these funds serves an important function in assisting students to manage their total resources. Often funds may not be available exactly at the time they are needed for a specific purpose such as fee payment, book purchases, etc.



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COLLEGE WORK STUDY PROGRAM. This program provides employment opportunities for students from low-income families. The minimum pay may vary with the institution, but will be at least \$1.30 per hour. Students may work an average of 15 hours per week while classes are in session and as much as 40 hours per week during vacation periods.

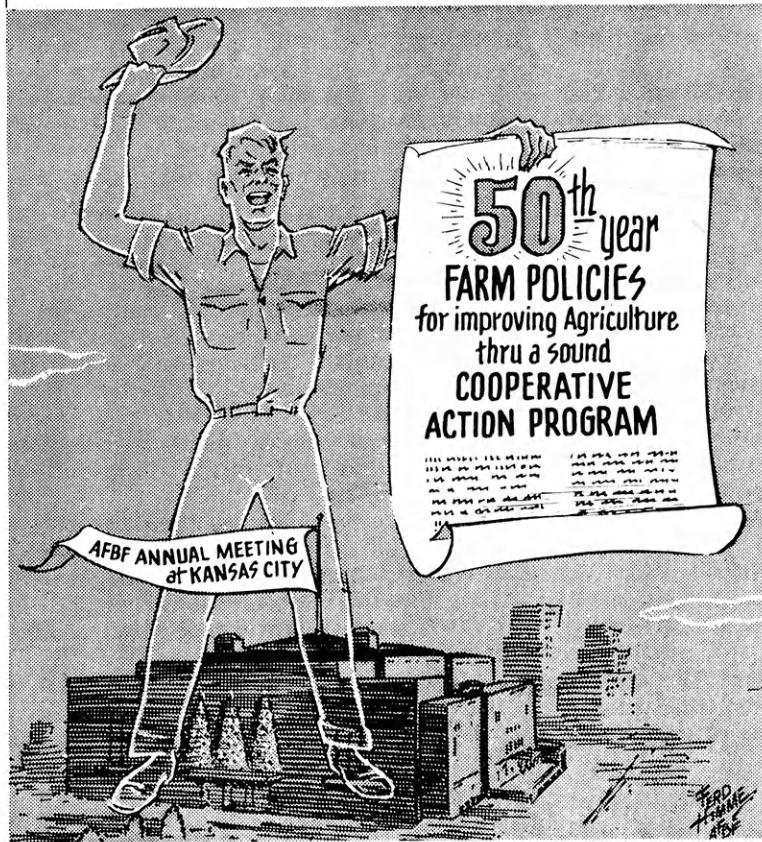
PART-TIME WORK PROGRAMS. Most colleges have some system of placing their students in part-time jobs to enable them to earn a portion of their educational expenses. These part-time jobs may be located within a specific department on the campus or may be in the campus community. It has been modestly estimated that Kansas students earn more than \$10,000,000 annually through part-time jobs.

MISCELLANEOUS FINANCIAL AIDS. Other significant financial aids are provided by private industry, foundations, Service ROTC Scholarships and other stipends, scholarship and cooperative residence halls, local civic groups, Social Security benefits, State Vocational Rehabilitation, Veterans' Administration benefits, etc. The requirements and assistance varies, but they are all designed to create educational opportunity.

It is always desirable to discuss a financial aid application with the high school counselor. Counselors are well versed in the specific programs at various colleges and universities, and their suggestions and guidance can be most helpful. Additional information and actual financial aid applications may be obtained by writing directly to the Student Financial Office at the specific college, or one may visit his chosen campus and discuss his financial circumstances with the financial aid officer.

The more aware he is of a particular student's needs, the better chance he will have to arrange a package of assistance to provide for the continuance of educational opportunity.

They're "GOLDEN OPPORTUNITIES for a GOLDEN YEAR"!



Official policies on national issues for the 50th Anniversary Year of the American Farm Bureau were adopted by voting delegates representing Farm Bureau in 49 states and Puerto Rico in Kansas City, Missouri, December 12, 1968.

Recommendations on national issues and official policies on state issues for 1969, the 50th Anniversary Year of Kansas Farm Bureau, were approved November 13, 1968, in Topeka, Kansas, by voting delegates representing 105 county Farm Bureaus.

At the start of a new year we point with pride to a record of continuous service to farmers and ranchers which began in 1919 and continues in 1969, our Golden Anniversary Year.

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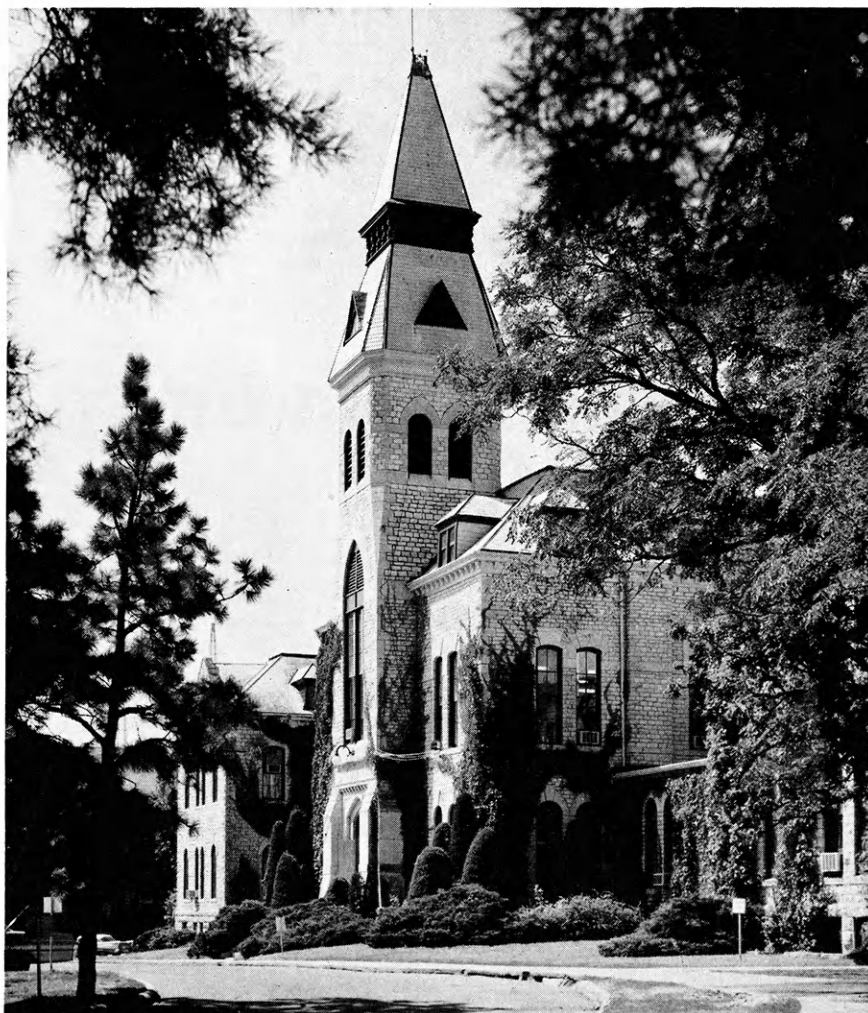
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institutes, and university-to-university exchange programs, such as the arrangement with Justus Liebig University of Giessen, Germany, almost every student who is willing to prepare himself to qualify can study abroad from 6 weeks to 2 years.

- **PLACEMENT SERVICE** assists any K-Stater without cost. Employment opportunities are excellent in all fields. The Placement Service also is available for alumni.
- **UNIQUE FEATURES OF K-STATE** are numerous. It is the only place in the world where you can enroll in a 4-year curriculum in feed technology and is the only place in the Western Hemisphere where a 4-year curriculum in milling technology is available. KSU has one of 18 fully accredited colleges of veterinary medicine in the United States and has one of the few undergraduate curricula in nuclear engineering in the country.
- **PRESTIGE** as a K-State graduate is a lifetime pleasure. Graduates are distinguished leaders in the sciences, education, agriculture, industry, and the military—in every field of human endeavor.



THERE ARE MANY opportunities at Kansas State University nowadays as there have been since the institution was founded 106 years ago this month. In fact, the university—first land-grant college in the United States—began its 106th year on February 16. There are more than 12,500 students enrolled at K-State.

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- **ALUMNI** have contact throughout life with KSU through the Alumni Association, job placement service, departmental publications, and activities. These are a few of the lifetime advantages of being a KSU graduate.

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Manhattan, Kansas 66502

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Home Economics
Veterinary Medicine

Beauty Schools Offer Careers With Future

By George Heavilin

Choosing a career is serious business. Give this question some good, hard consideration.

What do you hope to achieve with your career? How long will you be able to work at it? What will your earning potential be? Will you meet a lot of interesting people? These are all questions that must be answered, before you can choose a career that is best suited for you.

If you like people and want a high-paying career with a fu-

ture, you should investigate a beauty career. Notice the word career, not a job. A career is a lifelong endeavor, while a job is merely day-to-day work that needs to be done.

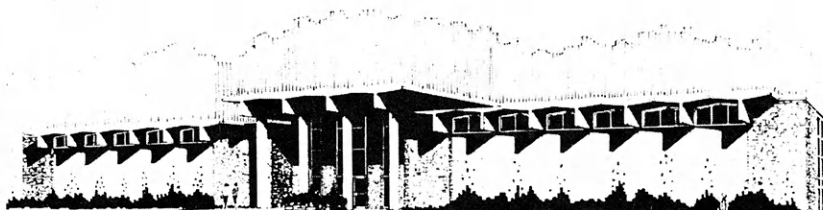
The beauty field is a multi-million dollar business with as many facets as a diamond . . . and as bright a future. Beauty salons on giant luxury liners pay well and offer travel, salons in resort hotels offer you the opportunity of meeting interesting and sometimes famous people.

In hospitals, you will help build moral . . . in Hollywood, you would surely get the chance to let your creativity grow. On the other hand, you may just want to work in your home town, in a salon of your own . . . then, cosmetology is for you.

Hairstyling is, by far, not the only opening as there are over 40 beauty careers available in and outside the salon. You may become a hairstylist, manicurist or a hair coloring specialist . . . a beauty salon manager and/or

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(Also See Page 26)

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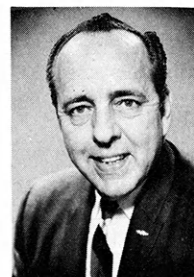
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ABOUT THE AUTHOR

Mr. Heavilin is president of The House of Heavilin, Inc. and director of The House of Heavilin Schools of Beauty in Kansas City and Sedalia, Missouri and Overland Park, Kansas. He was recently elected to the board of directors of the National Association of Cosmetology Schools. Mr. Heavilin is a member of the National Hairdressers and Cosmetologists Association, The Official Hair Fashion Committee, The Missouri State Educational Committee, The Kansas City Coiffure Guild, The Kansas Cosmetologist Association, The Masonic Lodge and The Ararat Shrine Temple. He has won many of the most sought after trophies in the industry, including the Master Trophy at the National Beauty Trade Show in N.Y. City.

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(Also See Page 26)

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owner, become a beauty school instructor or supervisor and/or owner.

If you want to specialize outside the salon, you may choose to be a manufacturers' representative or a hospital beautician. You might chose to demonstrate and lecture on beauty culture. . . or, maybe a hairstylist and/or makeup artist on a Hollywood movie set. Only a beauty career can offer you a secure future, glamour and self-expression in such a short training period.

The minimum educational requirements of admission to a beauty school in Kansas, for persons under 25, is a high school diploma. To be eligible for the Kansas State Board of Cosmetology's examination, you must be at least 17 years of age. The nine month course is based on eight hours a day, five days a week. No part-time students or night school activities are allowed, by Kansas law.

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the arrangements have been made at the time of enrollment. Federal funds are also available, in some cases. Ask your school counselor and write the school that you feel has the most to offer for more information and then visit them. This should answer any questions you might have as to selection of schools.

If anything I have said here has influenced you to decide on a beauty career, I will be pleased. Beauty culture is my profession and it has served me well . . . as it will serve you.

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Community Junior Colleges New Concept in Education

by Dr. Richard H. Mosier, President
Colby Community Junior College

The fastest growing, most exciting segment of American education today is the community junior college. Nearly two million students are enrolled in more than 900 community colleges across the country. New community colleges are being built at the rate of one per week.

Educators throughout the land are hailing this uniquely American innovation in higher education as a development that will have as far reaching impact upon American education as the land grant colleges of the 1860's and the free secondary education movement of the 1870's.

Community colleges are service institutions. They grow in direct proportion to the need expressed by people for the unique services that they offer.

By the very nature of their comprehensive philosophy they offer strengths not found in any other type of institution, and for the vast majority, graduating high school seniors afford the greatest hope for academic and personal satisfaction and success in higher education. They are

"democracy's colleges."

As colleges of democracy, community colleges are committed to the idea that every person who expresses a desire to learn must be admitted and served to the best of the colleges's ability. Learning experiences, courses of study, and programs must be designed to fit the individual student's goals and aspirations, and need not include a mass of extraneous subject matter.

Implicit within this idea is the realization that the student has a right and indeed an obligation to develop with expert counseling his own educational program. In community colleges the hopes, ambitions and aspirations of the individual student are the most important standards of measurement.

Community colleges as comprehensive institutions encompass on one campus technical programs of instruction designed to prepare and qualify students for immediate job entry upon graduation at the end of up to two years of study, and programs designed to transfer hour for hour, credit for credit to professional programs at baccalaureate degree granting colleges and universities. Movement from program to program can be accomplished with a mini-

mum of difficulty as goals and aspirations change.

Community colleges are organized to remove the barriers to higher education for all and to provide every opportunity for the success and well being of the student. Visit one of them, walk through the campus, talk to the instructors and the students and you will be struck by a few of the most remarkable characteristics of these institutions.

QUALITY INSTRUCTION.

Community colleges are characterized by young men and young women on their teaching staffs who hold masters degrees in their teaching fields and who are employed to teach.

The majority are experienced teachers with exceptionally fine credentials. They are teaching in community colleges because they recognize the educational merit of small classes, close individual student-instructor contact, and time to teach.

They make wide use of audio-visual aids and, since high quality instruction is the primary aim of the community college, they take the time to innovate, experiment and continually strive for better methods of teaching and learning.

Most community colleges have

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Also See page 26

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Washburn's atmosphere is one of friendliness among students and faculty, yet it is large enough to provide a variety of courses.

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Also see page 26

Greater Topeka Chamber of Commerce, 722 Kansas Ave.

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New campus; fully air-conditioned; full accreditation.
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Butler County Community Junior College
El Dorado, Kansas 67042

organized systems of continuous evaluation and improvement of instruction and instructional staff. All recognize that what goes on in the undergraduate classroom shapes the lives of all their students, and have no intention of being found wanting.

LOW STUDENT COSTS. The one sure thing that can be said about higher education is that it is going to be continually higher in costs. Community colleges believe that to properly serve their role as the colleges of democracy, student costs must be kept low.

They are dedicated to supplying higher education at less

cost to the student than can be obtained almost anywhere. This dedication coupled with the proximity of a community college to your home and the economies that can be yours because of this fact means low cost to you. You may even save more by commuting if you are so inclined.

COMPREHENSIVE PROGRAMS. Community colleges offer programs enabling you to be immediately employable with a salable skill upon completion of a two year program or less, along with transfer programs that meet the most rigid specifications of four year colleges

and universities.

Many different types of programs are offered on one campus so that you can explore, develop special skills or those in need of improvement, and get practical experience while studying.

The beauty of the system is that you can transfer from one program to another easily with little confusion since all of the programs are coordinated into one educational effort.

Above all you can be sure that the programs offered are reputable, worthwhile and acceptable as such by any educational institution.

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HCJC offers an ideal answer to the difficult transition from high school to college...

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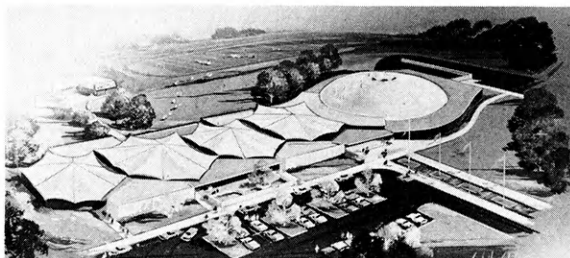
Employment—under the Higher Education Act of 1965, qualified students may secure part-time employment and earn up to \$75 per month.

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For Additional Information write:

The Office of Admissions
Pratt Community Junior College, Pratt, Kansas 67124

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Curriculum

College Parallel Division: Art, Agriculture, Business Administration, Dentistry, Engineering, Forestry and Game Management, Home Economics, Law, Medicine, Mortuary Science, Music, Nursing, Pharmacy, Physical Education, Radio Broadcasting, Veterinary, Medicine, Teacher Education

Terminal Division: (Semi-professional) Accounting, Agriculture, Industrial Arts, Laboratory Technician, Secretarial, Automotive Technology, Machine Tool Technology.

GUIDANCE CENTERED ORGANIZATION. Finally and perhaps most importantly, community colleges recognize that to learn and develop to the maximum of your capability, you must be socially active and

happy. You must feel confident, accepted, adequate, and that you are a contributing member of your society and group.

This kind of environment doesn't just happen in higher education. It is the result of a

guidance centered organization inherent in the philosophy of community colleges. Community colleges are long on student services and stress such critical personal skills as developmental reading, how to study, and social and personal development.

Well-qualified guidance personnel conduct continuous studies of students and former students to determine what kind of student body the college is serving—who they are, what their wants and aspirations are, and of what value the college's instruction is to them as they enter an occupation.

The information thus gained is fed back into the instructional program and becomes the basis for change and reorganization keeping constantly alive the central scheme of continuous improvement of the teaching-learning process.

Community college — Democracy's colleges — exist to help you, as an individual, succeed, and that's most important to you, isn't it?

HUTCHINSON COMMUNITY JUNIOR COLLEGE

HUTCHINSON, KANSAS

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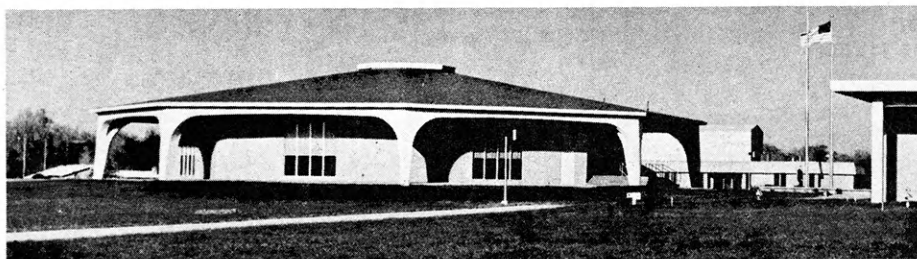
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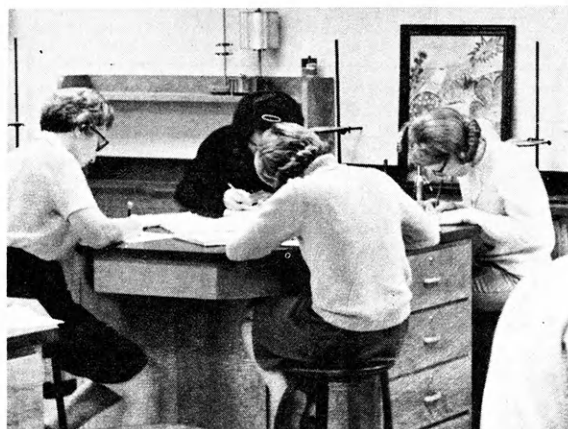
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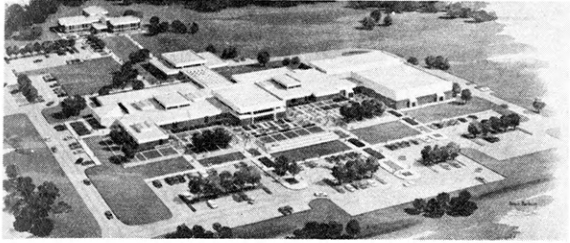
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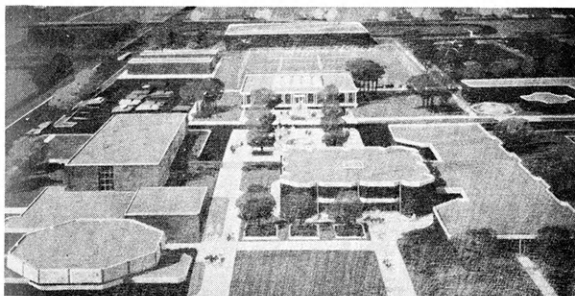
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Miltonvale Wesleyan College
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Vocational-Technical
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For more specific information, contact the:

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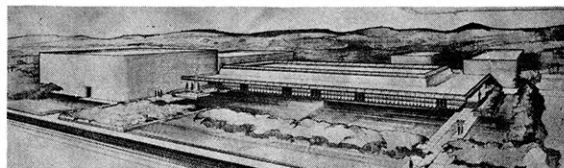
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Established 1919 — First Junior College in Kansas



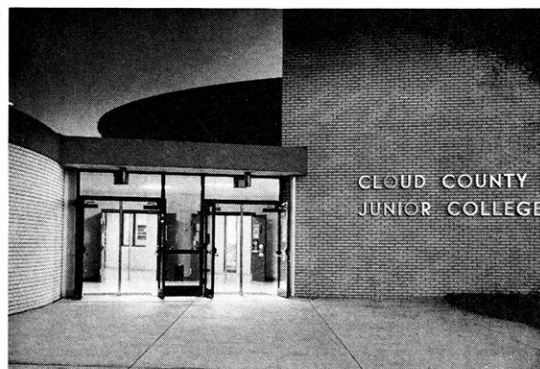
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Further Information contact:

Director of Admissions
Cloud County Community Junior College
Concordia, Kansas 66901

KANSAS JUNIOR COLLEGES

Public Community Junior Colleges

Public Community Junior Colleges	Location	(Equated Full-Time) Enrollment	Tuition Per Sem.	Room & Board Per Sem.	On Campus Housing Capacity	WRITE FOR INFORMATION TO	

Allen County Community Jr. College	Iola	410	\$4.00 per credit hour \$185 out of state per sem.	\$375	96	Allen County Community Jr. College, 300 E. Jackson, Iola, Kans. 66749.
Butler County Community Jr. College	El Dorado	1,346	\$4.00 per semester hr.	\$350	56 men 56 women	Leonard McKinney, Registrar, Butler County Community Jr. College, El Dorado, Kans. 67042.
Cloud County Community Jr. College	Concordia	279	\$2.50 per hr. (Kas. res.)	\$400-\$425		James E. Douglass, Director of Admissions and Registrar, Cloud County Community Jr. College, Concordia, Kans. 66901.
Coffeyville Community Jr. College	Coffeyville	643	\$2.50 per credit hour	\$125 (room only)	150 men 78 women	Coffeyville Community Jr. College, Coffeyville, Kans. 67337.
Colby Community Jr. College	Colby	351	\$50 per semester	\$400	24 men 80 women	Robert Burnett, Director of Admissions, Colby Community Jr. College, Colby, Kans. 67701.
Cowley County Community Jr. College	Arkansas City	561	\$5.00 per credit hour	\$315		W. S. Scott, Admissions Officer, Cowley County Community Jr. College, Arkansas City, Kans. 67005.
Dodge City Community Jr. College	Dodge City	861	\$4.00 per hour	\$300		Director of Admissions, Dodge City Community Jr. College, Dodge City, Kans. 67801.
Fort Scott Community Jr. College	Fort Scott	525	\$4.00 per hour	\$420		Registrar, Fort Scott Community Jr. College, 2108 S. Horton, Fort Scott, Kans. 66701.
Garden City Community Jr. College	Garden City	510	\$4.00 per hour	\$375	60 men 62 women	Charles D. Michael, Registrar, Garden City Community Jr. College, Garden City, Kans. 67846.
Highland Community Jr. College	Highland	578	\$4.00 per credit hour	\$300-\$350	35 men 75 women	Douglas L. Fitch, Director of Admissions & Counseling, Highland Community Jr. College, Highland, Kans. 66035.
Hutchinson Community Jr. College	Hutchinson	1,864	\$4.00 per credit hour Kansas Resident per credit hour	\$322.50	355	Miss Reba Anderson, Director of Admissions, Hutchinson Community Jr. College, Hutchinson, Kans. 67501.
Independence Community Jr. College	Independence	451	\$4.00 per semester hr.			Director of Admissions, Independence Community Jr. College, Independence, Kans. 67301.
Kansas City Kansas Community Jr. College	Kansas City	1,365	\$4.00 per semester hr.			Director of Admissions and Registrar, Kansas City, Kans. Community Jr. College, 824 State Ave., Kansas City, Kans. 66101.
Labette Community Jr. College	Parsons	368	\$4.00 per semester hour	\$350		Labette Community Jr. College, 200 South 14th St., Parsons, Kans. 67357.
Neosho County Community Jr. College	Chanute	280	\$4.00 per credit hour	\$350-\$375		W. H. McMurray, Director of Admissions, Neosho County Community Jr. College, Chanute, Kans. 66720.
Pratt Community Jr. College	Pratt	380	\$4.00 per credit hour	\$350	48 men 48 women	Director of Admissions, Pratt Community Jr. College, Pratt, Kans. 67124.

Two-Year Colleges (Private Jr. Colleges)

Central College	McPherson	174	\$400	\$350	165	Director of Admissions, Central College, McPherson, Kans. 67460.
Donnelly College	Kansas City, Ks.	643	\$200			Donnelly College, 1236 Sandusky, Kansas City, Kans. 66102.
Hesston College	Hesston	456	\$470	\$370	550	Director of Admissions, Hesston College, Hesston, Kans. 67062.
Miltonvale Wesleyan College	Miltonvale	188	\$375	\$350	200	Duane H. Janssen, Acting Director of Admissions, Miltonvale Wesleyan College, Miltonvale, Kans. 67466.
St. John's College	Winfield	372	\$200-\$300	\$310	340	St. John's College, Winfield, Kans. 67156.

State Technical Institutes

Kansas Technical Institute	Salina	185	\$135	\$420	400	Director of Admissions, Kansas Technical Institute, Salina, Kansas 67401
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Banking Program Founded at Wichita

by Roger Kirkwood
Kansas Bankers Association

Banks of Kansas are emphasizing career opportunities in banking with a new program started this year at Wichita State University. It is called "Kansas Bank Officer Development Program."

Designed to help young persons achieve a stimulating, rewarding and productive career in this basic industry, it also will help Kansas banks by providing a source of young persons interested in banking as a career. Banks are needing and wanting young career people.

The development program involves a special curriculum in

bank management in the junior and senior years at Wichita State. During the summer between the junior and senior years, the students in this course will obtain employment in a Kansas bank where they will receive on-the-job training. They receive three hours of college credit for the summer bank work providing they write an acceptable paper on what they have learned during the period.

The Career-Opportunity program is sponsored by the Kansas Bankers Association in cooperation with the Wichita State University's College of Business Administration.

Director of the new program

is Dr. James M. Murphy, distinguished professor of bank management, attracted to Kansas from the University of Oklahoma where he served on the faculty for a number of years.

Dr. Murphy has been active in industrial consulting and research, bank management education and bank consulting. He has coordinated workshop projects in the fields of finance and business administration.

Kansas banks have indicated a need for more trained personnel. They want to encourage qualified young people who are interested in exploring this field. Banking is changing rapidly, and needs skilled data processing, trust, consumer credit, agricultural credit, commercial credit, investment and marketing personnel.

Young people want to participate in vital growing industries and need more adequate educative training vehicles for faster progress to a successful career. Banking offers opportunities for continuing education for employees and young officers who want to advance.

There may be scholarship help for students interested and qualified for entering the Bank Management Course at W.S.U. Students should see their hometown bankers, or make application to Dr. James Murphy at the University.

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Salina, Kansas 67401

Also see page 26

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SALINA, KANSAS

Marymount is a coeducational liberal arts college governed by a Board of Directors and a lay President, Dr. Robert W. Strickler. A total of 533 students are enrolled, including 80 men, from 21 states and of 17 religious faiths. Marymount is accredited by (1) North Central (2) National Council for the Accreditation of Teacher Education and (3) Department of Baccalaureate and Higher Degree Programs of the National League for Nursing (only Kansas private college with that accreditation). Twenty-one members of the faculty hold the Ph.D. degree. Majors are offered in 20 departments. Degrees are A.B., B.S., B. of Music and B. of Music Education.

Write to:

Director of Admissions
Marymount College
Salina, Kansas 67401

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The Lee Hardware Co.
248 N. Santa Fe

Memorial Art Company, Inc.
1608 S. 9th

SAINT MARY COLLEGE

Xavier, Kansas

Also see page 26

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KANSAS ★ BANK WEEK

FEBRUARY 9-15

The first Annual Kansas Bank Week,
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getting reacquainted with their customers
and friends, and extend a special welcome
to all of the citizens of the community to
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so much easier when you deal with someone
you know personally. Get to know your full
service Kansas banker.



KANSAS BANKERS ASSOCIATION

When Money Matters See Your Hometown Kansas Banker

School	Location	(Equated Full-Time) Enrollment	Type	Affiliation	Accreditation
Baker University	Baldwin	900	Coed	Methodist	Kansas State Department of Public Instruction; Nat'l. Council for Accred. of Teacher Education*
Bethany College	Lindsborg	613	Coed	Lutheran	Kansas State Department of Public Instruction; North Central Regional Assn.*
Bethel College	Newton	584	Coed	Mennonite	Kansas State Department of Public Instruction*
College of Emporia	Emporia	1,043	Coed	Presbyterian	Kansas State Department of Public Instruction; American Association of University Women*
Fort Hays Kansas State College	Hays	5,459	Coed	State	North Central Association; Nat'l Council for Accred. of Teacher Education; Nat'l. Ass'n. of Schools of Music; American Association of Uni- versity Women*
Friends University	Wichita	842	Coed	Soc. of Friends	Nat'l. Council for Accred. of Teacher Education; Nat'l. Association of Schools of Music*
Kansas State College of Pittsburg	Pittsburg	5,914	Coed	State	Nat'l. Council for Accred. of Teacher Education; Nat'l. Association of Schools of Music; Nat'l. University Extension Association; American Asso- ciation of Colleges for Teacher Education*
Kansas State Teachers College	Emporia	6,578	Coed	State	Nat'l. Council for Accred. of Teacher Education; Nat'l. Library Association; Nat'l. Association of Schools of Music*
Kansas State University	Manhattan	12,680	Coed	State	Professional Accred.; Arch.; Chem.; Engineering; Journalism; Music; Veterinary Medicine; Nat'l. Council for Accred. of Teacher Education*
Kansas Wesleyan	Salina	814	Coed	Methodist	University Senate of the Methodist Church; AAUW and Kans. State Dept. of Education*
Marymount College	Salina	533	Coed	Catholic	Nat'l. Council for Accred. of Teacher Education; Nat'l. League for Nursing*
McPherson College	McPherson	760	Coed	Brethren	Kansas State Department of Education; Kansas Assn. of Colleges and Universities*
Mount St. Scholastica	Atchison	678	Women	Catholic	Nat'l. Council for Accred. of Teacher Education; State Dept. of Public Instruction; Nat'l. Associ- ation of Schools of Music*
Ottawa University	Ottawa	1,014	Coed	Baptist	American Baptist University*
Sacred Heart	Wichita	741	Coed	Catholic	Kansas State Department of Public Instruction*
St. Benedict's College	Atchison	1,025	Men	Catholic	Nat'l. Catholic Education Association*
Saint Mary College	Xavier	595	Women	Catholic	Nat'l. Council for Accred. of Teacher Education; Nat'l. Association of Schools of Music; AAUW and Kans. State Dept. of Education*
Saint Mary of the Plains College	Dodge City	713	Coed	Catholic	Kansas State Department of Public Instruction*
Southwestern College	Winfield	701	Coed	Methodist	Kansas State Department of Public Instruction; Nat'l. Association of Schools of Music*
Sterling College	Sterling	625	Coed	Presbyterian	Kansas State Department of Public Instruction; American Association of University Women*
Tabor College	Hillsboro	420	Coed	Mennonite Brethren	Kansas State Department of Public Instruction*
University of Kansas	Lawrence	17,790	Coed	State	Various National and State Associations in Law, Medicine, Architecture, Pharmacy, Art in Fine Arts, Journalism, Business, Music, Education and Engineering*
Washburn University	Topeka	3,333	Coed	Municipal	Nat'l. Council for Accred. Teacher Education; Association of American Law Schools; American Bar Association; American Association of Uni- versity Women; Nat'l. Ass'n. of Schools of Music*
Wichita State University	Wichita	8,761	Coed	State	Nat'l. Council for Accred. Teacher Education; Nat'l. Association of Schools of Music; Engi- neers, Council for Professional Development; American Chemical Society Committee for the Professional Training of Chemists*

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

Tuition Per Sem.	Room & Board Per Sem.	Estimated total yearly cost for a student (including tuition, room & board, books, supplies & personal expenses)	On Campus Housing Capacity	SCHOLARSHIP		WRITE FOR INFORMATION TO
				No.	Average Amount	
\$525	\$425	\$2500.00	850	50	\$500	Director of Admission, Baker University, Baldwin City, Kansas 66006.
525	375	1875.00	450	50	\$475	Director of Admissions, Bethany College, Lindsborg 67456.
Single Fee \$1876-1927			600	84	\$190-\$900	Office of Admissions, Bethel College, North Newton 67117.
395	476.50	1950.00	420	40	\$400	Raymond H. Elbert, Director of Admissions, The College of Emporia, Emporia 66801.
121.50	375	1300.00-1500.00	1,300	125	\$200	News and Publications Office, Fort Hays Kansas State College, Hays 67602.
400	350	1600.00	188	100	\$200	Office of Admissions, Friends University, Wichita 67213.
121	390 \$20 application fee non-refundable	1500.00	1,700	325	\$150	Office of Admissions, Kansas State College of Pittsburg, Pittsburg 66762.
120.00	375	1500.00	1,200	200	\$200	Office of Admissions, Kansas State Teachers College, Emporia, Kansas 66801.
166	450	1650.00	5,000	723	\$256	Dean of Admissions and Records, Kansas State University Manhattan 66502.
Single Fee \$2250 average on guaranteed cost plan			600	\$68,000 for new students, ranging from \$400 to \$4,000 for four years.		Director of Admissions, Kansas Wesleyan University, Salina 67401.
Single Fee \$1900		2150.00	350	scholarships granted by need and ability		Admissions Director, Marymount College, Salina 67401..
480 for 15 hrs.	360-420	1950.00	714	100-120 (renewable for 4 years)	\$450	Gene Myers, Director of Admission, McPherson College, McPherson 67460.
405	400	2000.00	590	85	\$350 (renewable for 4 years)	The Director of Admissions, Mount St. Scholastica College, Atchison, Kansas 66002.
Single Fee \$2060 to \$2150			768	many available		Dick Powell, Director of Admission, Ottawa University, Ottawa 66067.
425	425	2395.00	276	70	\$275 per yr.	Director of Admissions, Sacred Heart College, Wichita, Kansas 67213.
500	350-425	2000.00	900	100	\$635	Registrar, St. Benedict's College, Atchison 66002.
450	385	1800.00	450	70	\$350	Director of Admissions, Saint Mary College, Xavier 66098.
350	400	1700.00	488	100	\$250 renewable each semester	Director of Admissions, Saint Mary of the Plains College, Dodge City 67801.
630	360	2030.00	565	280	\$300	Director of Admissions, Southwestern College, Winfield 67156.
Single Fee \$1710		1785.00	575	40	\$472	Director of Admissions, Sterling College, Sterling 67579.
500	362	1900.00	300	120	\$200	Director of Admissions, Tabor College, Hillsboro, Kansas. 67063.
166	362	1650.00	5,200	1,200	\$300	Office of Admissions & Records, University of Kansas, Lawrence, Kansas 66044
13.20 per credit hour plus \$20 activity fee per semester	396	1520.00	339	448	\$200	Registrar and Director of Admissions, Washburn University, Topeka 66621.
158.50 (15 hour load)	400	1500.00	391	480	\$244	Dr. Carl Fahrback, Director of Admissions and Records, Wichita State Univ., Wichita 67208.

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Research Report Helps Students Select Which College to Attend

by Dr. Donald P. Hoyt
Director of Educational Research
Kansas State University

People are different. They have different interests, different talents, different personality styles, different ideas about what things matter. Most of us welcome this human diversity, for it makes it possible for us to achieve a sense of uniqueness—a realization that we really are individualistic. Since there is something distasteful about being a carbon copy of someone else, we cherish our "rights" to a private identity.

It is these differences among people that makes freedom of choice so necessary. People must be free to choose their friends, their mates, their religion, their occupation, their recreation; because choices which satisfy and

enrich one individual may do the opposite to another.

One of the choices facing an increasing number of high school seniors is that of a college. The majority of 1969 Kansas high school seniors will pursue an advanced education. It is probable that by 1980, 80 percent or more will enroll in a post high school institution.

There are about 2500 institutions of higher education in the United States. In Kansas, there are 24 four-year colleges and 21 two-year colleges. Each of these institutions differs from every other institution in a number of ways—costs, academic specialties, social opportunities, competition, etc. How can a student select a college which will be "right" for him?

An effective general approach to "choice" problems has been known for centuries. The approach requires, first, that the individual know himself. In part, this means that he can say how a "good" choice differs from a "poor" one. To oversimplify, if a major purpose in going to college is to have fun, and the student does not have fun at the college, he made a poor choice.


So knowing yourself means, in part, knowing what you want to accomplish through a given choice. It also means knowing something about your potentials for achieving these goals. If it is important for a person to be really outstanding in his field, and if he has poor finger dexterity, he would be ill-advised to select "typist" as a vocational career.

A second part of effective planning (choosing) requires a knowledge of the opportunities available. In selecting a college, this means knowing what special emphases, programs, or facilities a given institution possesses. It also means knowing whether or not the institution represents a realistic choice. That is, will it accept the student? Is it too expensive? Is it too far away? etc.

An effective choice, then, requires that personal characteristics (needs, potentials) be matched with opportunity characteristics (programs, requirements). It involves the selecting of the opportunity which, by virtue of its characteristics, has the best chance of promoting the types of personal development which the individual believes to be the most desirable for himself.

Although the formula for making effective choices is simple, its implementation is difficult. This is because the types of knowledge needed are hard to come by. Few people can validly

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claim to know themselves thoroughly, for human beings are extremely complex. And the differences in opportunities are not easily understood either, both because there are so many of them and because they differ in so many ways from each other.

To overcome some of these difficulties, most high schools have appointed school counselors who are trained to help individuals know themselves and their opportunities. The counselor has many types of professional aids to help him in his work. Aptitude, interest, and personality tests help the student learn about himself. Occupational information files provide detailed descriptions of jobs and job opportunities. In the college choice area, counselors usually have files of college catalogues and comprehensive college guides which describe the atmosphere and programs at various institutions.

Student preferences and reality considerations often simplify the college choice problem. Because of financial considerations, because they don't want to be too far from home, or because they feel some sense of loyalty to the State, the vast majority of Kansas students want to attend a Kansas college. Such students are able to eliminate over 2,000 colleges simply on the basis of location.

Students may have other preferences which serve to narrow down the number of institutions to be considered; for example, some may want to consider only coeducational colleges, only colleges enrolling fewer than 2,500 students, only private colleges affiliated with a given church, etc. Most students have certain requirements about location, size, and cost which will automatically reduce the possibilities dramatically.

A more searching look at yourself and the remaining opportunities is then required. This is where student goals become vital. For a student whose most important college goal is the development of his musical talent, the quality of the music facilities and faculty would be crucial.

A student who hopes to use college to develop his potential for leadership in government would be well advised to seek an institution which provides special opportunities in this regard—egg., a strong political science department, a summer program in Washington, an active debate program, and numerous opportunities for experience in student government.

Usually, compromises must be made. One college looks best from one angle, but another has advantages in terms of other student goals. Thus, the relative importance of goals may become critical.

It is possible to carry the process too far; the judgments required may rest on discriminations which are impossible to make. In such cases, it is better to flip a coin than to suffer a

nervous breakdown.

Most students who select a college because of its potential to fulfill some important needs find that they like the college once they are enrolled. Had they chosen an alternative college which seemed to have a similar potential, they very probably would have responded favorably to it also.

Fortunately, there are a number of colleges which would be quite satisfactory for most students; it is more important to eliminate the unsatisfactory ones than to choose between those where the "match" with personal characteristics is reasonably good.

While students vary widely on what they want to accomplish through college, almost all have one concern in common—will I make it? The answer to that

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Bethel College
North Newton, Kansas 67117

(Also See Page 26)

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Newton, Kansas

question depends as much on the particular college chosen as it does on the academic ability of the student. This was clearly demonstrated in a recent study which examined grading practices and student abilities in a national sample of colleges.

The average I.Q. of students attending certain four-year colleges was found to be about 80; at others it was over 130. In these same colleges, the average first year grade ranged from 1.4 (D+) to 2.7 (B-).

More importantly, there was no significant relationship be-

tween the general ability level of the freshman class and the level of grades awarded to that class; the most able classes did not necessarily receive the highest grades.

From this, it is apparent that students need to know not only their own potential for academic work, but the level of competition and severity of grading practices at the institutions they are considering. Regrettably, this type of information about colleges is often considered "confidential" and is thus not available.

A recent study by this author showed that accurate estimates of such information could be made from "non-confidential" sources. By properly combining figures showing the size of the college, the number of students obtaining degrees in various areas, the percentage of faculty who held doctorate degrees, etc., it was possible to estimate both the general level of ability in the freshmen class and the severity of grading standards employed by the college.

This information for about 1,000 four-year colleges throughout the country has been published in a monograph which is available to all counselors. By using the monograph, and knowledge of your ACT scores and high school record, the counselor can give you a fairly accurate estimate of your chances of making satisfactory grades at any of these colleges.

To illustrate, consider a student with an ACT Composite score of 20 who made half B's and half C's in his high school work. The monograph shows that at one four year college in Kansas, she would have 64 chances in 100 of earning at least a C average; at another, the odds are about 33 in 100 of making an average that high.

Of course, many factors other than probable academic success need to be evaluated in selecting an appropriate college. But many students will find the information in this "prediction" monograph to be helpful. If your counselor doesn't have a copy, he may obtain one at no cost by requesting **Research Report No. 27** from the Research and Development Division of the American College Testing Program, Iowa City, Iowa 52240.

Choosing a college, like almost all important decisions, requires some hard thought and some careful investigation. But the college you select will have an important influence on the direction your life takes. The decision deserves all the time and attention you can give it, and all the assistance which counselors, tests, information files, and research can provide.

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A legend tells the story of a man who wandered through Ohio, Indiana, and Illinois planting appleseeds. Although his real name was Chapman, they called him Johnny Appleseed, and where he had been, apple orchards sprang up. Learning is like that. Scholars and scientists invest their time and talents in discovering new knowledge with hope that somewhere, for someone, it may bear useful fruit. A state invests its funds in education, with the hope of making itself a better place to live and its citizens more productive. Young men and women devote their time to classrooms, libraries, and laboratories with the hope that they will develop their innate abilities and increase their potential for creativity and understanding. If you are interested in spending a few productive years at the place called Mt. Oread, where the learning tree shelters a full-scale university, please write to

Director of Admissions
University of Kansas
Lawrence, Kansas 66044



Consider a Nursing Career

The demand for nurses in Kansas far exceeds the supply.

In addition to hospital and home nursing, careers are limitless in public health nursing, industrial nursing, health services in foreign countries, nursing education, nursing administration, and writing for organizations and publications.

A recent report of a study committee pointed to a shortage in Kansas of more than 1,600 Registered Nurses. The report further states that 1,040 new students must enter nursing each year until 1975 to eliminate this shortage.

A shortage of 2,795 Licensed Practical Nurses exists in Kansas also. This means that 700 L.P.N.'s must be trained each year until 1975 to catch up with the demand. At the present time, only 200 L.P.N.'s are being trained each year in Kansas.

The following list of schools of nursing accredited by the Kansas State Board of Nursing will be helpful to a student searching for ideas. Write to them for information about their school and ask about scholarships and loans.

BACCALAUREATE DEGREE PROGRAMS

HAYS, KANSAS 67601

Ft. Hays Kan. State College, Division of Nurse Education
Agency Control: Kansas State College

KANSAS CITY, KANSAS 66103

***University of Kansas School of Medicine**, Department of Nursing Education,
Rainbow Boulevard at 39th St.
Agency Control: University of Kansas

SALINA, KANSAS 67401

***Marymount College**, Department of Nursing,
East Iron Avenue and Marymount Road
Agency Control: Sisters of St. Joseph

ASSOCIATE DEGREE PROGRAMS

EL DORADO, KANSAS 67042

Butler County Community Junior College, Department of Nursing,
Towanda Ave. & Haverhill Rd.
Agency Control: Butler County Community Junior College

HESSTON, KANSAS 67062

Hesston College, Division of Nursing
Agency Control: Mennonite College

PARSONS, KANSAS 67357

Labette Community Junior College, Department of Nursing
Agency Control: Labette Community Junior College

DIPLOMA PROGRAMS

EMPORIA, KANSAS 66801

***Newman Hospital School of Nursing**
West 12th St. and Chestnut
Agency Control: County Hospital

FT. SCOTT, KANSAS 66701

***Mercy School of Nursing**,
801 Burke St.
Agency Control: Sisters of Mercy

GREAT BEND, KANSAS 67530

Dominican School of Nursing,
3623 Broadway
Agency Control: Sisters of St. Dominic

HUTCHINSON, KANSAS 67501

***Grace Hospital School of Nursing**
815 North Walnut
Agency Control: Methodist Hospital



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OR WRITE TO:

Kansas State Nurses' Association

820 Quincy Street

Topeka, Kansas 66612

Phone 913 CE 3-8638

KANSAS CITY, KANSAS

***Bethany Hospital School of Nursing**
51 North 12th St. 66102

Agency Control: Methodist Hospital
***St. Margaret Hospital School of Nursing**

759 Vermont Avenue 63101

Agency Control: Catholic Hospital

***Sisters of Charity School of Nursing**
Providence Hospital, 20th & Taurome 66102

Agency Control: Catholic Hospital

NEWTON, KANSAS 67114

***Bethel Deaconess Hospital School of Nursing**

411 Southeast Second St.

Agency Control: Mennonite Hospital

PITTSBURG, KANSAS 66762

***Mt. Carmel Hospital School of Nursing**

30th & Mt. Carmel Rd.

Agency Control: Catholic Hospital

SALINA, KANSAS 67401

***Asbury Hospital School of Nursing**
400 South Santa Fe

Agency Control: Methodist Hospital

TOPEKA, KANSAS 66606

***Stormont-Vail Hospital School of Nursing**

10th and Washburn

Agency Control: Private Corp.

WICHITA, KANSAS

***St. Francis Hospital School of Nursing**

512 East 9th 67214

Agency Control: Catholic Hospital

***Wesley School of Nursing**

515 North Holyoke 67214

Agency Control: Methodist Hospital

***Wichita-St. Joseph Hospital School of Nursing**

1121 South Clifton 67218

Agency Control: Catholic Hospital

WINFIELD, KANSAS 67156

***William Newton Memorial Hospital School of Nursing**

1435 Lynn St.

Agency Control: City Hospital

PRACTICAL NURSE PROGRAMS

CHANUTE, KANSAS 66720

Chanute Public School of Practical Nursing

400 South Evergreen St.

Agency Control: Chanute Board of Education

DODGE CITY, KANSAS 67801

Dodge City Community Junior College, Dept. of Practical Nurse Education

1000 Second St.

Agency Control: Dodge City Board of Education

EMPORIA, KANSAS 66801

Flint Hills Area Vocational Technical School, Practical Nurse Program, 3015 W. 18th Ave.

Agency Control: Emporia Board of Education

KANSAS CITY, KANSAS 66103

Florence Cook Department of Practical Nurse Ed., University of Kansas Medical Center

Rainbow Blvd. at 39th St.

Agency Control: University of Kansas

LAWRENCE, KANSAS 66044

***Haskell Institute**, Practical Nurse Program

Agency Control: Bureau of Indian Affairs

MANHATTAN, KANSAS 66502

Manhattan Area Vocational Technical School, Dept. of Practical Nursing 3136 Dickens St.

Agency Control: Manhattan Board of Education

MCPHERSON, KANSAS 67400

McPherson School of Practical Nursing,

P.O. Box 484, Room 302, Peoples Bank Bldg.

Agency Control: Area Voc.-Tech. School, Board of Control and McPherson Board of Education

TOPEKA, KANSAS 66604

Kaw Area Vocational-Technical School, Department of Practical Nursing, 5724 Huntoon

Agency Control: Topeka Board of Education

WICHITA, KANSAS 67202

Wichita Public School of Practical Nursing,

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Agency Control: Wichita Board of Education

*—National Accreditation

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Also see page 26

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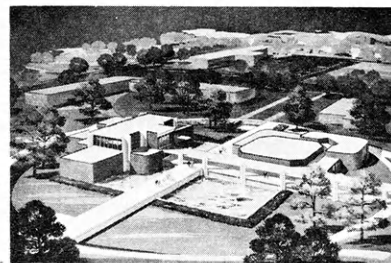
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Architect's drawing of the Wallerstedt Learning Center, now under construction.

Write —
Director of Admissions
Bethany College
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4-H Background Helpful to Career In Home Economics

By
Doretta Hoffman, Dean
and
Jean Reehling, Assistant Dean
College of Home Economics
Kansas State University

The question has been asked . . . What influence has the 4-H experience had on students who chose home economics for the major in their Bachelor's degree program? Administrators of home economics programs at colleges and universities believe the 4-H experience is one of a number of positive factors in students selecting home economics as a field of study.

One important factor is the contact with the professional home economists who work with youth enrolled in 4-H. This experience provides a natural introduction to one type of work that involves the home economist.

Another factor is the project approach that is used in 4-H. The project provides experience in some of the subject matter encompassed by home economics.

A third factor is the familiarity gained with the university program because of visits to the campus in 4-H sponsored events, such as the annual 4-H Roundup.

How can the importance of the 4-H program be determined in the future life plans of its members? How much has that experience influenced the student's choice of home economics as a field of study at college? One of the best ways to find answers to such questions is to ask some students who are now in college

majoring in home economics and who were formerly 4-H members.

Three freshman students now in the College of Home Economics at K-State were asked the questions and wrote their reactions. Some of their comments are quoted in the following paragraphs.

One student is from Sedgwick County, a heavily populated county with several home economists on the extension staff. She wrote, "4-H has influenced my choice of study and the college I chose to attend. This was accomplished through observing my county extension personnel, through my 4-H projects and 4-H trips.

I think my county extension agents helped me in deciding to go into Home Economics because I could get an idea of the many different types of home economics and see these different types working together.

We have one agent who is a Clothing Retailing major, one who helps with Interior Decorating, one is a Finance major, one a Foods major . . . I have watched these people work together and with others, and it was easy to see what a versatile profession Home Economics can be.

My projects in 4-H included clothing, foods, home improvement, and personal development. Through lessons in these projects and related trips to stores, exhibits and demonstrations, we not only learned more about our

projects, but also saw Home Economics in action.

Through my Personal Development project I decided to take a modeling class and later, with the help of the instructor, I got a job at the store on a fashion board working in the sportswear department. I thought it very interesting, and I am now majoring in Clothing Retailing.

Each year 4-H has a meeting at Kansas State which lasts a week called 4-H Roundup.

4-H'ers from all over the state are brought together to learn more about themselves, 4-H and Kansas State.

I had heard about K-State through 4-H friends who went here and I knew it was the best for Home Ec, but when I saw the campus and had stayed here the week during Round-up, I was sold. I knew that here was where I wanted to go to school."

Another student, from Harvey county, wrote "How did 4-H influence my decision to make Home Economics a career? 4-H and Home Economics were created for the same purpose of helping people to learn more about themselves and their environment.

I like the challenging work of 4-H, and I find the same kind of challenge in my Home Economics studies. 4-H and Home Economics let one have freedom of choice when selecting projects and courses. Both call on a person's imagination and intelligence.

The same kind of people that work in 4-H work in Home Ec, and I found many old friends made through 4-H on the campus. This is an important aspect since it is important to feel at home and at ease whenever you go to school, and one can't help but feel adjusted in a place with friends, interested advisors and interesting work to do.

The people, the challenges, the area of study . . . these helped

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Also see page 26

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me make my decision to go into Home Economics."

The third freshman, from Jefferson county, wrote, "I have learned and gained so much from my 4-H activities that it is impossible to explain just how much influence it had on my decision of a career in Home Economics . . . Besides gaining an intense interest in clothing, I learned to work with other 4-H'ers and discuss problems and opinions freely."

The number of students who major in home economics is increasing in many colleges and universities in the United States. In some instances, the number has increased rapidly. This is true, for example, at Kansas State University where for almost a decade the College of Home Economics undergraduate enrollment has increased more rapidly than the total enrollment at the university.

But the number of graduates is not large enough to fill all the requests for positions. New programs that demand the competencies of the home economics graduate emerge in our country and across the world.

For example, the need has emerged for services that home economics can best render to disadvantaged families in our own country and in developing countries; this causes an increased demand for professional personnel.

There is no time in the foreseeable future that the demand for home economics graduates will be in balance with the supply, either for positions in the United States or in other countries of the world. So the opportunities are tremendous in home economics for the young person who is considering what major to take when in college.

The profession of home economics benefits constantly from the 4-H program. The positive influence the program has given to the future career plans for 4-H members has had a part in the increased enrollment in home economics in higher education. This is proper because 4-H programs depend in part on the profession of home economics.

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"What Former 4-H'ers Say About College"

These college students answered the six questions listed below. We selected three answers from each student.

- (1) What high school subjects have been most helpful to you in your college work?
- (2) What did your education in high school lack in preparing you for college work?
- (3) What difference(s) do you notice between high school and college?
- (4) What advice would you give high school students planning to attend your college?
- (5) How did you decide where to go to college and why did you decide on this school?
- (6) What do you like most about college life?

FORT SCOTT COMMUNITY JUNIOR COLLEGE



Ruby Sinn

Sophomore-Elementary Education
Bourbon County

- (1) English, literature, math and government.
- (4) I would advise them to plan their course of study before school started and try to develop some good study habits while still in high school, because it is much easier then than when you have several hard courses in one semester.
- (6) I like the feeling of independence that college life gives to the individual. I also like having each course for only one semester. We have a new college campus and are provided with many modern facilities that add to the interest of college life.

ST. JOHN'S COLLEGE



Brenda Meyer

Parish Worker
Coffey County

- (2) My high school education did not offer me any pre-college preparation in the line of learning to budget time, and learn the correct way to get the most from my studies. I have definitely studied harder these 9 weeks at college than I did in four years of high school.
- (3) To me, college and high school are a world apart. I graduated from a very small high school and now find competition much stiffer. College demands more hours of study and more responsibility. For the first time in my life I am living away from my home and friends and must shoulder the fact that I am here at St. John's to do my best. In college

one has a more flexible schedule and variety of teachers than I had in high school. I have to study harder, plan ahead and accept all challenges with an open mind.

(5) All through my years in high school I read about the different colleges and what they had to offer. I knew for sure that I wanted to attend a college in my home state. When I decided to become a Parish worker—I investigated and found St. John's as the only college with this program in Kansas. Also, my older brother graduated from here and through him I learned the "special qualities" of the campus.

WICHITA STATE UNIVERSITY



Harva Leigh Mathews

Freshman-Music-Voice and Piano
Barber County

- (4) You have to be able to take responsibility, learn to give and take, learn to study correctly, and learn to say no while you are in high school. Also, have the idea that you are coming to school to help yourself, and not to please your parents. A lot of money is wasted each year by parents whose children are running around instead of studying. A personal checking account that has just enough money for the school year tends to make the student realize the amount of money spent.
- (5) I decided to come to Wichita State University because of its fine music school. I knew that I wanted to major in voice and piano, so I decided to go to the school that had the most to offer in that area. Also, I have taken lessons at WSU for the past five years. I know some of the faculty and I knew the campus. Too many freshmen try to go to a school that is far away from home and is very large. Wichita is close enough that I can go home on weekends or I have relatives that I can visit when I get tired of my dorm room.
- (6) I like the whole atmosphere. The concerts and recitals are very enjoyable. Also, I like meeting new people. I also joined a sorority which has proved to be very helpful. The girls become your sisters and make you feel important.

ST. MARY OF THE PLAINS COLLEGE



Jim Streit

Freshman-Pre-Agriculture
Osborne County

- (3) The subjects are more difficult, requiring increased study. A period of adjustment occurs in which one becomes adjusted to college life, and students are allowed more freedom, being allowed to make serious decisions affecting their lives.
- (4) I would advise prospective students to come with the intention of getting an education. The subjects require a great degree of study, cutting down on time for recreation. Be prepared for the transition from high school to college and make God an integral part of college life.
- (6) The aspect of college life I like most is the way I am treated. I am respected as an adult and can make my own decisions regarding studying and recreation. My opinions, whenever expressed, are listened with respect. In addition, the meeting of new friends along with the exchange of ideas is enjoyable and interesting.

SACRED HEART COLLEGE



Helen Wiebe

Freshman
Harvey County

- (1) It seems that the general curriculum such as math, science, English and especially typing have helped the most.
- (4) I feel that everyone going to college has some kind of a problem at some time. I feel that if you just take the time to ask for help the faculty members are willing to help you.
- (5) I thought it would be best to attend a small college especially my first year. The people are friendly here and it is close enough to home that I can go home when I need to but it is far enough away to have the feeling of staying away from home.

COFFEYVILLE COMMUNITY JUNIOR COLLEGE



Susan Dodson

Freshman-Nursing
Chautauqua County

- (1) Physiology, biology, chemistry have been most helpful to me in my college work since I wanted to be a nurse.
- (4) If you have any doubts about how to do your lessons be quick to ask the teacher questions. Make sure the subjects you take in a junior college will transfer to your four-year college. This saves time and expense.
- (6) Using the library and chemistry equipment, my classes and the type of people I get to meet are what I like the most about college life.

KANSAS STATE UNIVERSITY



Patty Douthit
Sophomore-Dietetics
Cherokee County

(2) My education in high school failed to adequately prepare me for my English composition courses in college. In my senior year especially the emphasis was almost entirely placed upon literature rather than composition writing.

(5) I had heard about K-State from several of my friends. My major is in home economics and since K-State has such an excellent college in home economics I felt I would have the opportunity to get a very good education in my field.

(6) I enjoy the independence, responsibility and fellowship I have. Being on my own and having the entire responsibility of my decisions has helped me to realize the importance of setting a goal in life. Meeting new people further broadens the horizons of my growing and learning.

UNIVERSITY OF KANSAS



Connie Kloefkorn
Junior-Occupational Therapy
Sumner County

(1) Since I am in occupational therapy science and art courses have been most helpful. Everyone needs English, math, sciences and at least 2 years of foreign language prior to college.

(4) If you're going to a big school be ready for lots of work and competition. Be ready for disappointments along with much gratification. In college you can "find yourself" if one is not afraid to search.

(6) I will admit that I did not like high school enough that I wanted to study and learn. But in college, it's different; I know what I want and I know how I must obtain it. Your realm of friendships and culture also greatly expand—which helps you grow as a person. KU offers so much that I never had access to before. If you want to be well educated, cultured and a "well-rounded" person and ready for the world—then KU is your school.

MARYMOUNT COLLEGE



Juanita Campbell
Freshman-Nursing
Sheridan County

(2) My high school curriculum wasn't broad enough. The assignments were only a brief introduction to the huge assignments of college. I should have had more sciences and math for my chosen profession.

(4) Be sure to take all the high school courses and homework very seriously. Take the courses to prepare yourself for your possible career. Choose a number of highly accredited colleges to investigate the admissions to. Choose the college that will give you what you want and what you expect from your education.

(6) I like the freedom one has as a college student, the friendships one develops with the many other students, and the feeling that I am studying what I want to, therefore, preparing for what I want to be.

HESSTON COLLEGE



Patricia Kreider
Freshman-Nursing
Lancaster County, Pa.

(4) If you haven't formed good study habits—work on them now because college is no place to learn how to study—but to apply what you already know. Come with an open mind and be willing to accept people as they are, because you will meet teenagers from all over the world; and granted we all have different habits, but we're all human — that's what's so wonderful.

(5) I wanted to go to a church college and this was the only one that I knew offered a 2-year nursing program. I have several friends who attended Hesston College and they gave me a good sales talk. In addition, I wanted to go to an area different from my home community. This is different all right—weather and all—but I've found that people are the same everywhere I go.

(6) There are so many things that I like about college—dorm life, our chapel services; but especially the way the students and faculty react. The faculty isn't on one level and the students on another, but instead we are all here to learn from each other and to help each other.

WASHBURN UNIVERSITY



Roger R. VanHoozer
Freshman-General
Crawford County

(2) I did not have to write enough themes and essays. This is required in nearly all courses and most of the freshmen have had little or no experience at this. High school does not do even a respectable job of preparing one for college, because it is too easy. One should have to study more in high school.

(3) In college, the information is presented. If you want to reach out to grasp it, you will do all right. However, if you are not one to take the extra step, no one is going to remind you that you are not doing as good as you should. The instructors in college are not going to come to the individual and say that he needs help as they usually do in high school.

(5) I took a look at the Kansas schools and a few outside of Kansas. First, I tried to decide what I wanted out of college, what I would like to pursue as a career, and what college offered the best curriculum and program for my chosen career.

MILTONVALE WESLEYAN COLLEGE



Keith R. Nash
Freshman-Physics
Dickinson County

(1) My high school physics course has probably helped me the most, along with my math classes. English literature helped me a great deal in understanding writing for my writing classes.

(3) College studying takes up a great deal more time than my high school studies did. The reading done in college is very much greater in volume than my high school reading.

(4) Take the classes recommended as college preparatory classes and any other classes that will help you academically. Don't take the light courses and try to get as much out of each class as possible.

BUTLER COUNTY COMMUNITY JUNIOR COLLEGE



Steve Smith
Freshman-Forestry
Wilson County

(3) In high school the student competes with others his own age and for approximately the same goals. In college he competes with a variety of people some much older and some reaching for different goals.

(5) I knew a junior college represented a good introduction into a four-year college and since classes in a Juco are about the same I decided to start here. This college also has a pre-forestry course already set up which will transfer with my forestry major.

(6) I like the idea of making new friends and learning to live with all types of people. I like the freedom of study time. It gives a person more time to study what he needs to study.

COLBY COMMUNITY JUNIOR COLLEGE



Linda McDougal
Freshman
Thomas County

(1) American Government and English Literature are subjects that seem to provide the necessary background most college teachers expect students to have.

(2) I felt I had a good basic high school education. I wish I could have had more emphasis on creative writing. This seems to have been a stumbling block in freshman composition.

(5) I decided to attend CCJC because I was unsure about my future plans. Instead of starting out in a four-year college with no idea about my future I decided to get my basic requirements out of the way before I go on with my education. Also by attending Colby I could live at home and hold a job.

HIGHLAND COMMUNITY JUNIOR COLLEGE



Kay Winterscheidt
Sophomore-Pre-Nursing
Brown County

(1) I feel that Chemistry, biology and other science courses since I am enrolled in pre-nursing. English composition, literature, and Spanish have also proved valuable. These subjects have laid a solid foundation for future college courses.

(3) One of the first differences is the scheduling of classes. In high school, a definite plan for courses to be taken was developed at the beginning of the year. This plan was followed for the entire year. College offers a wider range in curriculum. You may choose what will help you most in your future career, and you are allowed to work out a desirable schedule as an individual.

(4) What I feel is of great importance is to plan ahead for college work. It is a good idea to know the fields in which you would enjoy working. With these fields in mind, reading can be done on not only these fields, but also colleges which would offer the curriculum and college life you would enjoy.

LABETTE COMMUNITY JUNIOR COLLEGE



Alice McMunn

Sophomore-Home Economics

Labette County

(1) English composition and typing have been most helpful. Almost every class requires reports or papers of some kind and in these papers your thoughts and research must be expressed clearly and accurately. Most teachers require that these papers be typed so typing becomes an essential skill.

(2) I feel that my high school education lacked in the area of speech training. This has always been a weak area for me and while in high school I allowed myself to avoid a public speaking class that would have been very beneficial to me now.

(4) I think that it is important for students planning to attend college to join some group or get into some extra-curricular activity. This helps to relieve some of the pressure of studies that all students feel. I would also advise graduates beginning college to work hard at the very first of the year and keep up with classes day by day because no one will push you.

GARDEN CITY COMMUNITY JUNIOR COLLEGE



Gary Thompson

Sophomore-Agricultural Education

Finney County

(2) I did not have any typing in high school. Typed papers are required in many classes. Also, I wish I had taken more mathematics.

(4) A student needs to learn how to study while still in high school. He should get as much science and math in high school as he can. The prospective college student must have the desire to go to college, or he may drop out of college before getting a degree.

(5) I decided early in high school to attend GCCJC. It has one of the best agriculture curriculums of the Kansas junior colleges. Since our farm is only 10 miles away, I can work at home during the school year.

TABOR COLLEGE



Phyllis Warkentin

Freshman-General

Majon, Oklahoma

(1) Basically sciences and English. They prepare you more for the type of assignments that are given in college, since science pertains to almost any subject and English, of course, is required.

(4) Tabor College conducts its program in a Christian atmosphere upon the premise that all life is sacred. For a student of any faith who wants to promote his spiritual well-being and live a positive Christian life, Tabor provides just such an environment which would be conducive in his growth. God's word is the basis on which the principles of the college are made. To follow these principles is to live in contentment and happiness on campus.

(6) I think I enjoy most the new-found freedom of making my own decisions about the choice of classes and being able to budget my time as I please.

CLOUD COUNTY COMMUNITY JUNIOR COLLEGE



Dennis Burt

Freshman-Agriculture

Republic County

(2) My education in high school lacked the speech courses and the study habits in high school are far from adequate for college work.

(5) I decided to go to CCCJC because I received a scholarship that pays most of my tuition and books for the school term. Also, the college is a short distance from my home and I can commute, therefore I can keep my livestock, which will help me with my education when I transfer to a four-year college.

(6) I like college life because it gives me a chance to meet new friends and have new experiences. It also gives me a chance to move at my own pace and the chance to find myself in a fast changing world.

HUTCHINSON COMMUNITY JUNIOR COLLEGE



Jodene Ensiz

Freshman-Journalism

Reno County

(2) My education lacked math and science courses. If I had taken them I feel my study load would be much lighter. I could have used more classes that pertained to writing.

(5) I decided on HCJC because I wanted to first get my basic requirements for a journalism major out of the way. I was also a little uncertain about my choice of majors and I knew I would get experience in the journalism field at Hutchinson and this way I could find out if this was what I really wanted.

(6) The people, plus the fact that we're granted extra privileges and are able to make decisions on our own. My classes aren't too large, so we get help from an instructor quite easily.

ALLEN COUNTY COMMUNITY JUNIOR COLLEGE



Carol Louise Jarred

Freshman

Allen County

(1) The subjects concerning the fields of mathematics, English and sciences (biology and chemistry).

(3) We are responsible for ourselves in college. That is, we are not forced to attend classes. The choice is ours to make. The people treat you with respect and value your opinions. It helps us to grow up, and we settle down and act more like adults.

(4) I would advise them to first, try to make use of your studies and try to make good grades. Get involved in the school. Work for the good of the school. Join as many of the activities as you can and work for their betterment. Let your conduct be a good example to others and remember to be friendly to others.

KANSAS STATE COLLEGE OF PITTSBURG



Ann Callow

Junior-Home Economics

Bourbon County

(1) English and speech have been most helpful. A good background in English composition is a must for a college student, regardless of his major.

(3) I notice a big difference of the attitude of the students. College students seem to take their education more seriously, which creates a better learning atmosphere. You have a much greater amount of time to spend studying and preparing for classes and for exams.

(4) Take a broad general background of subjects in high school and take all the English that is offered. Develop efficient study habits and learn to take notes. Be prepared to spend more time studying in college. It is important that you learn to use your time wisely in order to keep up with courses and still enjoy the social activities.

DONNELLY COLLEGE



Ann Redmond

Freshman-Liberal Arts

Miami County

(3) I find that in college there is much more pressure on the student to excel. There is more work and the student must work at his studies much harder in order to keep up with class.

(4) Study and study hard. When a person is in high school there is sometimes a tendency to only study enough to get by. College seems a long way off. When you go to college, you will find it more difficult and sloppy study habits are no help. Enter college with the desire to make good and do not give up when it becomes difficult.

(6) The aspect I like most about college life is the fact that I am meeting new people and I am finding many of these people interesting and enjoyable. I like college and I find it very nice to talk with the people who are attending Donnelly College. It is a lot of fun to get to know new people.

BETHANY COLLEGE



Edwin Nelson

Freshman-Science

Saline County

(3) Much more is left up to the individual. If a student doesn't want to work no one is going to force him. Also, dorm life is quite a change from living with my family.

(4) In general, study hard and make good use of time. Do what is expected of you and more, or you may get into the habit of letting things ride and just getting by in your work. Take a good general curriculum in high school and it would be wise to take a foreign language. Also, be prepared to be cultured. The school's new curriculum and study plans are innovating.

(6) I like the added responsibility. Meeting new people, especially students from the eastern states, has been exciting and almost as much of an education as the classes. One should go to college with an open mind ready to observe, experience, and evaluate the various aspects of college and college life and decide for himself of its worth.

ST. BENEDICT'S COLLEGE



Bill T. Riordan

Sociology

Dickinson County

(2) Generally, subjects lacked a requirement for ordered thinking and logic. There was not enough emphasis placed on fast, comprehensive reading and creative writing.

(4) It would be advisable for future students to have the ability and the desire to work. Occasionally a student may succeed with a shortage of the former, but will very rarely succeed with the absence of the latter. A student should realize fully that with college he takes control of his present and future life and decisions he makes, or doesn't make, are decisions made for "keeps".

(6) College life presents a great variety of opportunity affecting almost every aspect of your life and has remarkably few restraints upon the person in making his choices. This allows the person to arrange his affairs so as to exploit every opportunity, academic or social, to whatever extent he may decide wise or necessary. This naturally leads to a good student having as much fun as is possible while still exploiting his academic life to its necessary or advisable limits. This balance, or the nearest approximation to it that an individual person may make, is a very agreeable one which can make the years at college among the most unique and meaningful of a person's life.

jects where I would have had to take more notes since I take many notes now as a matter of necessity.

(4) Get to know some professors on campus. Some of them are really fabulous. Also, take time to get to know some students well. Be open to new ideas and try things that are new to you.

PRATT COMMUNITY JUNIOR COLLEGE



Lois Fay Newby

Sophomore-Elementary Education

Pratt County

(1) English and speech have helped me the most. In college I find myself constantly reading and giving many reports both oral and written. I am always coming in contact with people by giving talks or perhaps just talking in the halls. This is where my English and speech is really put to the test.

(5) The junior college I attend is 20 miles from my home, so I can drive each day to help save money for a four-year college. I have a part-time job which has a lot to do with the college of my choice. Many former students from this college informed me of all the opportunities in a two-year college after graduating from high school, so I decided to attend this college.

(6) A student has always been told he needs to finish high school or he will never get anywhere. At college the student is there because he wants to be. A whole different atmosphere is surrounding him. He's there because he wants to increase his knowledge and not just be the best, but, "to make the best better." College life gives a person the opportunity to prove himself an adult capable of trying to meet the challenges set before him and not like in high school "just required."

STERLING COLLEGE



Barbara Borst

Sophomore-History and English

Sedgwick County

(2) I feel the biggest deficiency in my high school education was that no one ever took the time to show us the valuable learning tool that we had at our fingertips—the library. It has been since I came to college that I have learned of the wealth of material one can find on a particular subject through the use of the many reference books in the library. The library is in my estimation a necessary block in building a firm foundation in education.

(3) I see the difference between high school and college as one of attitude on the part of both students and teachers. The professors make assignments and expect them to be carried out and little is said about them until they are due. This puts the responsibility directly on the student and for the most part they accept it. The students seem to be more interested in getting an education, partly because they are here because they want to be. Also there is more freedom in college than in high school—academic freedom. There are required courses but also plenty of time to take courses for fun.

(6) The thing I like most about college life is the experience I am gaining in living. Having to accept responsibility and make all of my own decisions has made me stop and think before acting more than once. There is the opportunity of meeting and getting to know people from different backgrounds and learning to get along and live with them. Here on the Sterling campus this growing experience is helped by the friendliness that prevails among students and faculty. There always seems to be a smile for everyone and someone to talk out a problem with. Maybe this could all be summed up by saying "I like the opportunity to grow socially as well as mentally."

OTTAWA UNIVERSITY



Janis Ann Casement

Sophomore-Mathematics

Chautauqua County

(2) I graduated from a small high school which didn't offer a wide variety of courses. If possible, I would have taken more advanced math and science courses. Other courses that would have helped me now are composition, speech, world history and chemistry.

(3) College work is, of course, more difficult. There is a tendency for the student to lose contact with the subject being taught if he doesn't make a constant effort. A big difference is that you are on your own.

(5) I spent a weekend at Ottawa when I was a sophomore in high school and have known this was the school for me ever since. Other contributing factors were the excellent math and science departments and the very generous financial aid. I did enter Ottawa expecting to transfer after two years, but have now decided to stay.

BETHEL COLLEGE



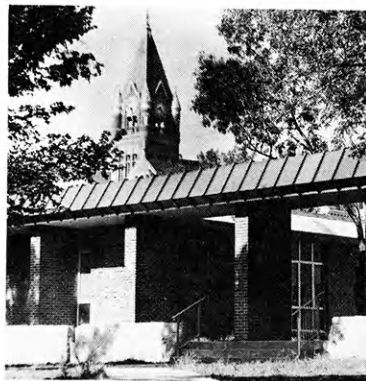
Ruth Goertz

Freshman-Music

Marion County

(1) Typing has proven to be one of the most valuable subjects that I took in high school since I have quite a few papers that need to be typed. A good background in English grammar is almost a necessity. And, of course, any subjects in line with my major field have been valuable.

(2) I wish I would have had more experience in writing term or research papers. I also wish I would have had sub-



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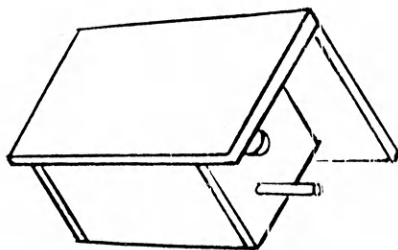
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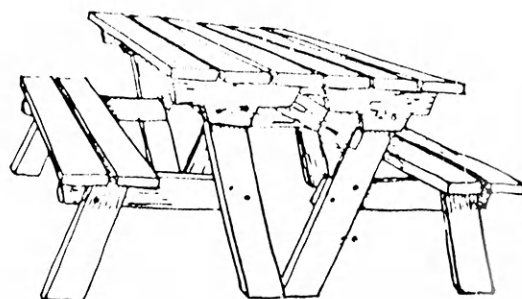
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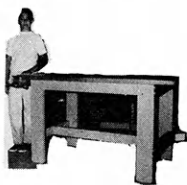
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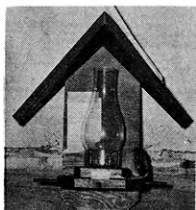
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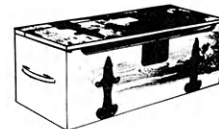


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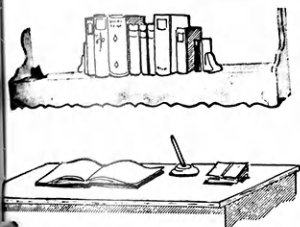
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Milling, Baking, Feed Manufacturing Three Industries in Grain Science

by Dr. Robert Wilcox
Quality Control Specialist
Department of Grain Science
and Industry
Kansas State University

If you were handed a bushel of grain, what uses could you put it to? Human food? Animal food? Glue? Face powder? Polishing agents? Disease-fighting drugs? How about surgical sponges that can be left inside a person after an operation?

It would depend on the kind of grain, wouldn't it? And on the education and training you had as a "back-up" for using your imagination and letting your fancy take wing. Should we convert grain into parts for cars and planes or make it into space food? Or fuel for space rockets? It's possible! You could be the one who does such things.

Compared to space flights, the manufacture of commercial an-

imal feed might seem pretty tame, yet there are constant changes taking place here too.

Cooking and extruding of animal feeds, whether it be the grain portion alone or the entire mixture, is one of the ways that is being tested as a means of improving the "efficiency" by which animals convert grain into edible products.

Can we continue the "luxury" of eating animal products as compared to eating grain products directly? Your bright, inquiring mind could be the one that improves the processing of feed grain, up-grades the raw material and promotes the method that results in a breakthrough.

Take another look at the ordinary cereal grains. They are in our everyday food because they add both flavor and ener-

gy. Today's baking industries are vying with each other in coming out with the "newest" snack foods.

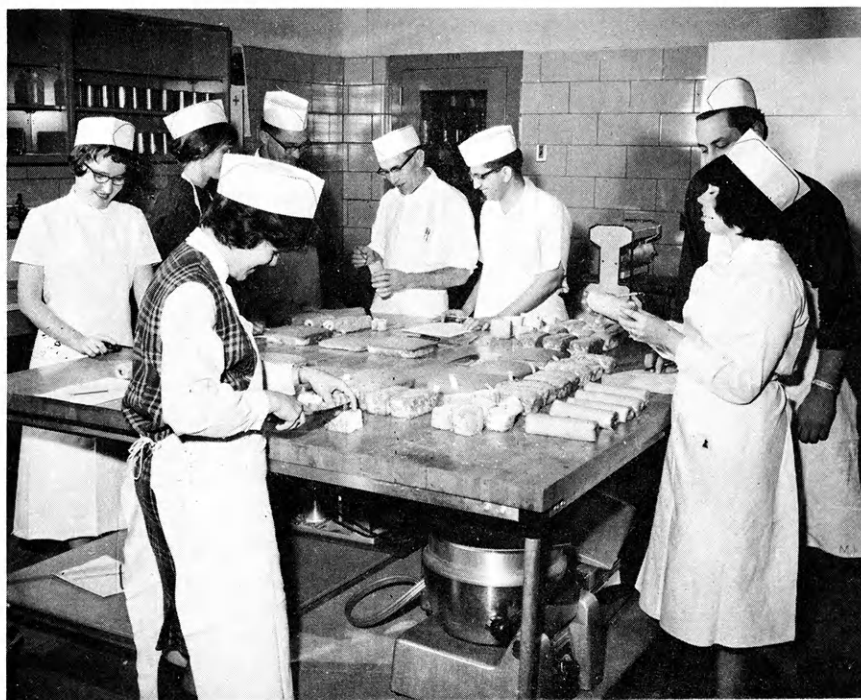
Take a look at the counters in your local supermarket. They used to offer potato chips, corn chips, cookies and breakfast foods. Now one can hardly find the potato chips under all the crispy, crunchy-munchy, multi-flavored snack items.

The main point is that these items don't "just happen." Someone has to dream them up, experiment with flavors and ingredients and produce a tasty, attractive, saleable item. Other somebodies have to invent the machines that mix the ingredients, shape them into the various forms and "bake" them into a finished product.

Baking companies are almost literally "combing the woods" for young people who are interested in food for humans and who would like to try new ideas in foods. What new snack would you like to invent? The door is wide open.

Ever study the way a kernel of grain is put together? It's as complex as a skyscraper in both construction and design and has almost as many component parts. Taking kernels of grain apart is the game of the milling industries. The separate components have many diverse uses by themselves.

Take starch as an example. Can you name anything valuable beyond its use in ironing shirts? It's also used for thickening canned soups, as an adhesive in making plasterboard, a filler for cotton material, a binder for mineral and protein feed blocks, a component of medicinal tablets, to make absorbable sponges and dressings for surgery and as an antidote for iodine poisoning, plus a multitude of daily uses in



Baking is still an art, even with the liberal blending of science. What better way to test scientific theory than by trying it in actual practice?

cooking and baking. There's many other uses, too, with new ones being added every day.

How about new and different uses for the other components? Again those are limited only by the imagination and training of those who are looking for a future in the milling industries.

New ideas are also needed for new and better ways of taking the kernels of grain apart. How would you do it? Is it a job for laser beams and sonic vibrations? Your ideas are needed for the future of the industry.

Where can I get the training and education for these industries? Kansas State University is the only university in the world that offers college degrees in Feed Science and Management, Milling Science and Management and Bakery Science and Management.

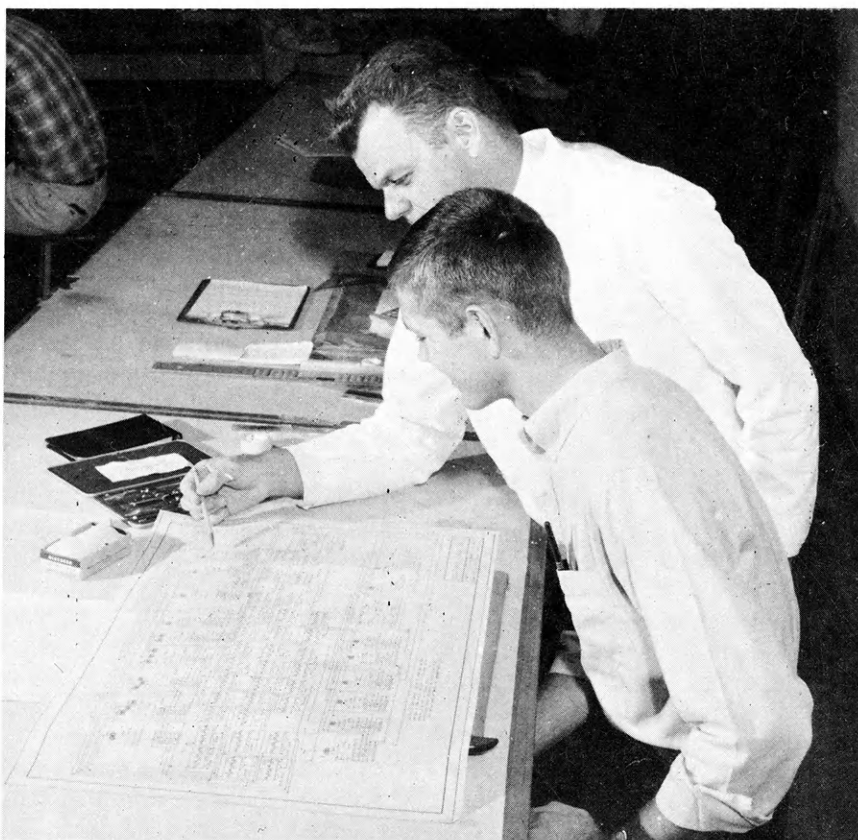
Bachelor of Science, Master of Science and Doctor of Philosophy degrees are available to the students who choose from three options—science, operations (engineering) or administration—in each of the fields.

Is there a job for me? 1968 graduates from the Department of Grain Science and Industry were able to choose from four or more offers of employment. Most of them had made a decision midway through their senior year.

A few seniors had already gained industrial experience by working for the company of their choice in the summer between their junior and senior years. At least twenty employment offerings were left unfilled or went to graduates of other disciplines.

But I'd like a job closely related to Agriculture! Fine and dandy! Finding new uses for farm grains is a very vital step in the agriculture of today. So is the improvement of existing uses.

The three great industries—Milling, Baking and Feed Manufacturing—need knowledgeable, imaginative young people today. The need tomorrow will be even more intense. What better way could you serve agriculture?



One way to learn the intricate functions of a milling process is to draw and label a flow plan starting with the incoming grain and ending with the finished product.

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Vocational-Technical Schools —

What Are The Advantages

by Kenneth M. Hay
State Supervisor of the Kansas
Area Vocational-Technical Schools

We define advantage as a benefit resulting from some course of action. With this definition, we can apply the word to what course of action the student is seeking. For one desiring to be a psychologist or a mechanical engineer, there would be little advantage in attending an area vocational-technical school.

But to the student seeking to be a dental assistant or an architectural draftsman, the area vocational-technical school would be of great advantage.

However, there are many differences in the area vocational-technical school and our aca-

ademic institutions. The major difference is that the fourteen area schools of Kansas have taken the academic education and the old concept "trade school education" and created a new form of education, which we call liberating education for our youth and adults.

The area vocational-technical schools have incorporated vocation as well as occupational competence as a goal for students. The student assimilates academic information and then applies his resulting knowledge in activity, of which he then examines the experience of that activity.

The student makes a commitment to occupation and also tentativeness towards vocation —

i.e. career. In the academic classroom the teacher brings students into transaction with facts and ideas alone.

The instructor in the vocational-technical school brings students into transaction with facts and ideas, materials, machines, and people; and in the course of this transaction he enables the student to create a product which has value to himself, to the instructor, and to others.

The student receives both thought and action, and is enabled for his own action within limits prescribed by the vocational instructor, and he not only receives a broadcasting of facts/data, but also he receives major elements of review, criticism, and planning. He thus learns responsibility through examination of activity/experience.

With this liberating education, the student receives occupational competence and personal confidence derived from experience of, and not merely the expectation of power in action. The liberating education's primary objective in the area vocational-technical schools is to prepare persons for effective entrance into employment and to upgrade those already employed.

Some vocational courses are organized around unit trades and include auto body repair, auto mechanics, building trades, commercial art, heavy equipment operation, diesel mechanics, drafting, electricity, graphic arts, machine shop practices, metal fabrication, and welding.

All these are primarily for the male sex although females do enroll in drafting, commercial art, graphic arts, cosmetology, power stitching, millinery, culinary arts, and numerous health occupation programs.

Agriculture is a dynamic and changing industry, and the area vocational-technical schools

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prestigious than a grey collar number on the corporate rolls. ■ The fact is, most men and women know a lot more about programming than they realize. Many of our everyday accomplishments are related in principle; even a simple thing, such as mixing a cocktail or baking a cake. What goes into the drink is the data.

The proportions and the order in which you use the ingredients is the recipe, that is, the program. The blender is the machine or computer. The result is called output. ■ Skol. ■ Of course, all the facts aren't so intoxicating. It's a lot harder work to be a computer programmer than a bartender. You need special training, college type course; practical instruction on how the computers work; and there's a new language abbreviation to be learned because computers, as advanced as they are, still can't speak English. That takes time, temperament, and tuition. ■

■ The fact is, the straight scoop on computer programming takes some of the glamour out of the field, but puts the field into its proper place. Not among the out-of-reach jobs reserved for eggheads and space explorers, but within the reach of people like yourself. ■ Yourself. ■ There's an easy way to prove it, one way or the other. Take an aptitude test and find out if computer programming fits your intelligence and your inclinations. ■ If tomorrow is important to you, mail this coupon today. ■ No kidding. ■

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have programs designed with diversity, flexibility, and adaptability to provide competent and dedicated workers. Distribution is the vital link between production and consumption, and enables the consumer to enjoy the benefits of our free enterprise system.

The area vocational-technical schools have organized courses of study for a sound distributive education program, which covers such areas as retail selling, business organization, marketing functions, advertising, display, textiles and non-textiles, customer service, human relations, personality development and required academic subjects related to the course of study.

Office education programs provide the necessary preparation for persons to enter into such jobs as secretaries, librarians, accountants, to name a few.

In answer to major shortages of manpower in health services, the area vocational-technical schools are providing State

leadership in the development of post-high school programs to prepare personnel for service in the health occupations.

Practical nursing programs, dental assistant courses, dental technician programs, medical laboratory assistant programs, operating room technician program are the core of health occupation programs being offered.

Also, the area vocational-technical schools are offering pro-

grams of a technical nature. The distinction between vocational programs and technical programs is that the latter embodies a larger amount of theoretical material with less emphasis on manipulative skills.

More mathematics and science is contained in the course of study since the technician usually is employed in the applied scientific industries and services. A program such as precision instrument calibration

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is an example of the demanding electronics training designed to meet the special needs of industry by technicians responsible for maintaining and servicing the sensitive measuring instruments required for electronics processes.

New developments in these technical occupations are being conducted in the area vocational-technical schools where the program has a body of knowledge organized in a planned sequence of classroom and labor-

atory experience consisting of a minimum of 2,000 hour of instruction.

Nothing interferes with this 2,000 hours of minimum instruction for the graduate must be qualified for employment in direct support of professional personnel such as a doctor, engineer, or scientist.

It has been discussed that vocational students lack the opportunity for socialization which is inherent in the academic experience. Often times during this

type of discussion the assumption is made that when a vocational student had selected his goal he only needed to acquire the skills that would permit him to take his place in the plant. This is far from the case in our liberating education.

The area vocational-technical school student particularly needs opportunities to develop skill in the human relationships to be met within his work life. Our area vocational-technical schools provide this through instruction and practice with evaluation of experience in human relationships.

Also, youth and adult organizations such as Vocational Industrial Clubs of America, Business Education Clubs of Kansas, Future Homemakers of America, Future Farmers of America, and technical societies provide the tools for socialization opportunity.

Without the above, the student would be unable to cope with the informal and formal demands of superiors and colleagues on the job. Advantages — differences; only differences, for the area vocational-technical, providing the student with schools created liberating education, providing the student with a new and interesting approach to an education.

Knowledgeable viewers of the education scene have contended that the outstanding defect in secondary and post-secondary school education is that for the most part, it is still keyed to the academic approach.

The fourteen area vocational-technical schools of Kansas offer this new type of education to the unskilled, the undereducated, and the potential early school leaver, who have been so frustrated with unsatisfactory academic experiences that they have created many social problems.

Also, this new education shows the path for the students and adults who have started out upon the occupation they have charted — this is liberating education — Kansas area vocational-technical schools.

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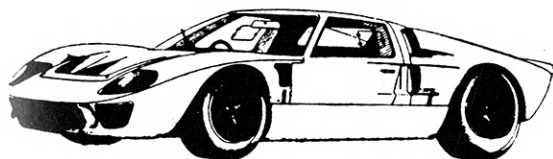
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Southwest Kansas Area Vocational-Technical School
Dodge City

Flint Hills Area Vocational - Technical School
Emporia

Northwest Kansas Area Vocational-Technical School
Goodland

Kansas City Area Vocational - Technical School
Kansas City

Liberal Area Vocational-Technical School
Liberal

Manhattan Area Vocational - Technical School
Manhattan

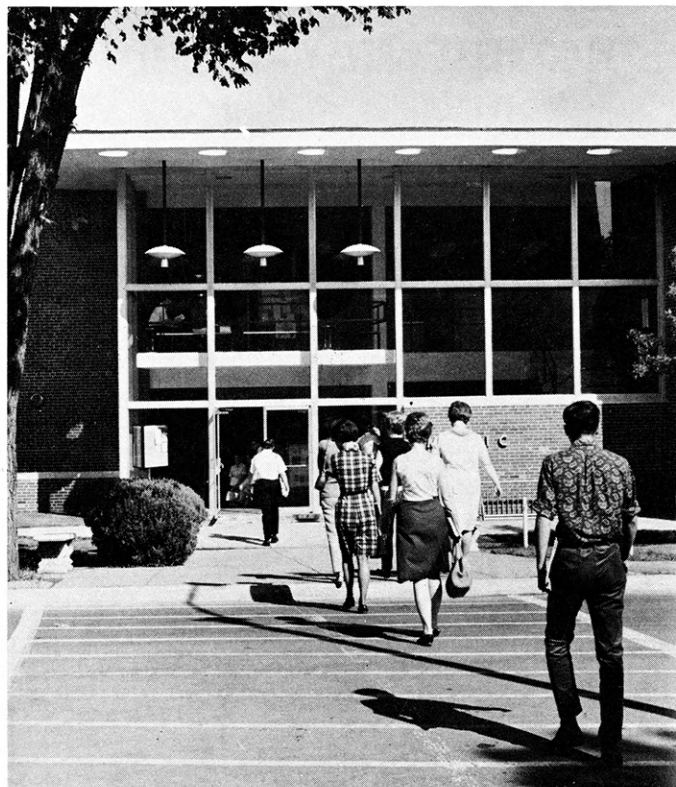
Central Kansas Area Vocational-Technical School
Newton

Salina Area Vocational-Technical School
Salina

Kaw Area Vocational-Technical School
Topeka

Wichita Area Vocational-Technical School
Wichita

Wichita State University



Classes are changing and WSU School of Music students hurry to the Duerksen Fine Arts Center for the next sessions.

From 12 students to more than 11,500; from 5 instructors to approximately 450—these figures tell a capsule story of the growth of Wichita State University from its founding in 1895 as Fairmount College.

But numbers do not tell the complete story. Growth also has been evident in the university's three-fold program of education, research and public service. And growth of the City of Wichita has given impetus to expanding academic programs such as business and aeronautics to programs of service to an urban society.

Today WSU serves its students through 48 departments in University College, Fairmont College of Liberal Arts and Sciences, College of Business Administration, School of Engineering, College of Education, College of Fine Arts, and Graduate School.

The 46 university buildings are situated on the 290-acre campus in northeast Wichita.

SOURCES OF INFORMATION

Admission, costs	Admissions Office 113 Jardine Hall
Housing	Student Services 101 Morrison Hall
Scholarships, Loans	Financial Aids Office 101 Morrison Hall
Part-time Employment	Placement Office 011A Morrison Hall
Campus Visit	Admissions Office
General Information	Admissions Office

Airline Hostess-Glamour Job of Industry

One of the glamour jobs in industry today is that of an airline hostess. It attracts thousands of young women each year, hundreds to earn their wings at Trans World Airlines' hostess school in Kansas City.

For the person who likes the excitement of traveling throughout the world (TWA flies to 39 U.S. and 24 other cities on four continents), the life of an airline hostess may be just for you. There are qualifications, however.

To qualify for a job as a TWA hostess, the candidate must be at least 19½ years old; must be from 5'2" to 5'9" in height; weight 100 to 140 pounds (in proportion to height); and have a neat, well-groomed appearance, clear complexion and natural-appearing hair.

She must have normal vision without glasses (contact lenses or glasses may be considered); be a high school graduate; and be single when hired (widows or divorcees with no children are considered).

The applicant must pass a physical examination and, of

course, graduate from the hostess training school (a five-week classroom course and another week of in-flight training).

In a recent survey of 500 students, hostesses came from 43 states, eight Western European countries and the British Crown colony of Hong Kong. The number of graduating hostesses is expected to increase nearly 2½ times by 1980.

Hostesses study a variety of subjects, from flight procedures and aircraft terminology to good grooming and baby care. Included are instructions on how to set up an attractive meal and serve it graciously; how to meet people with ease and handle unusual situations with poise and tact; and the secrets of good grooming, makeup and poise.

Much of the training is done in a mockup plane. The front end is just like the first class section of a Boeing 707 and the rear is exactly like a Convair 880 coach section. Another trainer similarly links the Boeing 727 and Douglas DC-9 jets.

Everything on the mockup planes in functional, from the

galley to the intercom system, and the student hostesses practice in-flight procedures, such as preparing appetizing and attractive meals.

Classes begin at 8 a.m., and most girls arise about 6 a.m. so they can be prepared for grooming checks in the day ahead. Classes finish at 3:30 p.m.

TWA is constructing a new Flight Hostess Academy in Overland Park, Kansas. The complex will include both training and housing, and is scheduled for completion by mid-1969.

After the five-week classroom course, each hostess spends one week flying under the supervision of a senior hostess. After that she becomes a full-fledged hostess, ready for Cloud Nine or any other that she meets in the sky.



Hostess trainees of Trans World Airlines learn in-flight procedures on the ground in the cabin trainer at the airline's Flight Training Center in downtown Kansas City.



AIRLINE CAREER TRAINING FOR MEN AND WOMEN IN

- ★ COMMUNICATIONS ★ RESERVATIONS
- ★ PASSENGER SERVICE ★ HOSTESS
- ★ TICKETING ★ STATION AGENT, ETC.

Airline employees enjoy interesting duties, liberal air travel passes, good pay, public contact, advancement opportunities, many fringe benefits.

If you are high school graduate (or senior), 17 to 34, mail coupon for your copy of FREE illustrated booklet, "12 Ways to an Airline Career!" No obligation. You can start training now without interfering with present occupation, or train in short full-time resident course. Schools in Hartford, Conn.; Kansas City, Mo.; and Los Angeles, Calif.

CLIP AND MAIL COUPON TODAY!

TO: Dept. 16-M
AIRLINES TRAINING DIVISION, Atlantic
School, 2020 Grand Avenue, Kansas City,
Missouri 64108

Name Age

Address

City State

Phone County

Accredited Member NATTS and NHSC
Resident Course in Hartford and
Kansas City Approved for Veterans

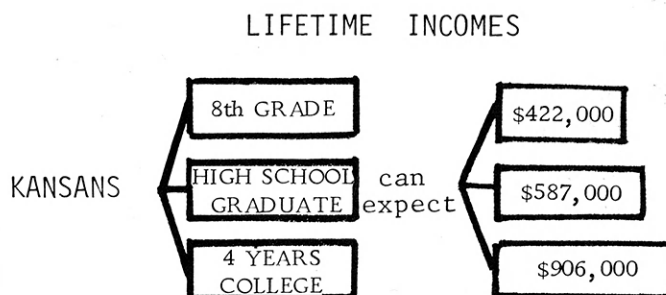
Education Pays Off in Cash

A high school graduate will, on the average, receive \$165,000 more lifetime income than those who drop out before finishing. That is \$41,250 more income for

each of the four years spent in high school.

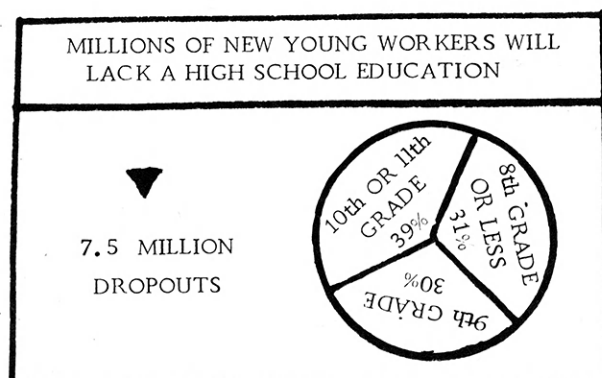
It also pays additional dividends to continue your education beyond high school. A col-

lege degree will, on the average, add an additional \$319,000 to your lifetime income, or \$79,750 for each of the four years spent in college.



Source: U.S. Bureau of the Census

EMPLOYMENT OUTLOOK



Source: U.S. Dept. of Labor

About This Issue

Getting into college and succeeding there have become the most important problems facing American youth. The importance of college to the individual student will increase. We are in the midst of an industrial and scientific revolution. Unskilled and untrained youth without

jobs may be a national emergency by 1970.

We hope that the articles in this magazine may prove helpful to students considering college and to the teachers and counselors who are called upon for information and advice in this field.

The Kansas 4-H Journal would like to have your comments and suggestions concerning this issue. If it has been of help to you, how have you been able to use it and what parts have been of most value. Knowing what our readers are interested in can improve this issue next year.

WHERE DID KANSAS HIGH SCHOOL GRADUATES GO?

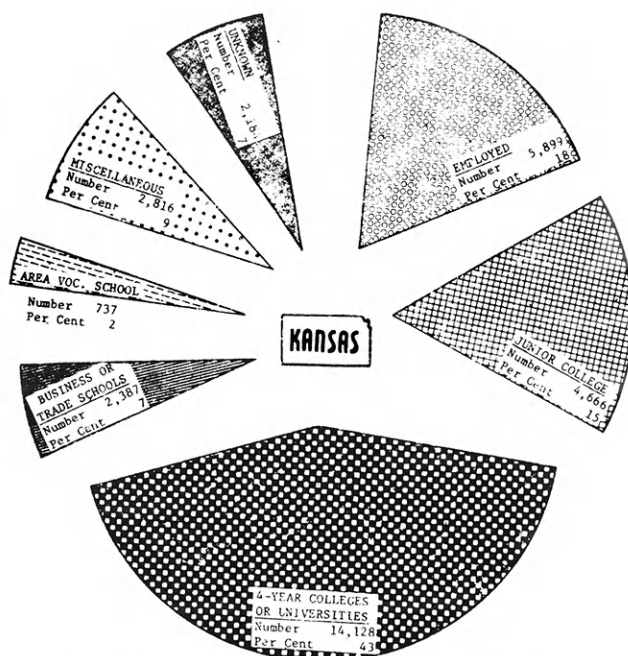
The chart at right illustrates where the high school graduates went as reported by their principals.

Kansas high schools graduated 32,817 in 1967.

A comparison of boys and girls is as follows:

Boys(%) Girls(%)

Attending 4-year Colleges	44	42
Attending Junior Colleges	17	12
Employed	11	17
Attending Business or Trade Schools	5	10
Attending Area Vocational Technical Schools	3	1



Status of 1967 Kansas high school graduates as reported by Kansas High School Principals, September, 1967.

KANSANS IN COLLEGE

Top number—Total 1967 graduates in county

Middle number—Percentage of 1967 graduates in Junior College

Bottom number—Percentage of graduates in 4-year College or University

Cheyenne	Rawlins	Decatur	Norton	Phillips	Smith	Jewell	Republic	Washington	Marshall	Nemaha	Brown	Doniphan
76	94	112	126	144	122	91	129	159	266	212	184	164
8	15	11	2	6	4	7	18	6	7	5	25	25
43	49	39	52	47	47	42	34	26	43	41	27	41
												15
Sherman	Thomas	Sheridan	Graham	Rooks	Osborne	Mitchell	Cloud	Clay	Riley	Pottawatomie	Jackson	Atchison
115	135	64	76	153	78	188	205	172	406	270	168	218
7	33	25	9	5	6	3	34	2	0	3	4	16
55	27	36	49	48	62	52	25	54	58	46	41	30
												10
Wallace	Logan	Gore	Trego	Ellis	Russell	Lincoln	Saline	Dickinson	Marion	Chase	Wagoner	Wagoner
45	94	85	73	403	201	99	621	401	270	52	382	140
2	23	14	10	2	3	10	5	8	11	0	1	10
24	39	41	40	52	54	56	50	44	45	56	59	24
												15
Greeley	Wichita	Scott	Lane	Ness	Rush	Barton	Ellsworth	McPherson	Marion	Chase	Wagoner	Wagoner
44	60	99	63	109	127	517	130	401	270	52	382	140
5	27	13	6	12	12	14	5	15	11	0	1	10
57	54	57	39	39	46	46	50	48	45	56	59	24
												15
Hamilton	Keary	Finney	Gray	Hodgeman	Pawnee	Stafford	Beno	Harper	Butler	Greenwood	Wagoner	Wagoner
58	52	264	98	58	132	117	890	10	671	133	203	218
16	35	46	25	16	5	17	42	45	38	15	10	53
43	31	16	41	48	67	39	19	19	25	40	20	40
												15
Stanton	Grant	Haskell	Ford	Comanche	Kiowa	Pratt	Kingman	Sumner	Cawley	Elk	Montgomery	Cherokee
41	86	60	352	40	164	159	4878	390	531	512	326	276
10	26	15	38	15	23	60	6	11	32	20	48	8
61	35	48	26	70	23	18	53	26	21	15	26	48
Morton	Stevens	Sward	Meade	Clark	Comanche	Barber	Harper	Sumner	Cawley	Elk	Montgomery	Cherokee
76	72	264	98	58	40	144	132	390	531	512	326	276
6	17	46	25	16	15	13	14	11	32	20	48	8
51	49	45	41	48	70	43	48	26	21	15	26	48

1967 Kansas High School Graduates in College, by counties

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SALUTE ELECTRIC PROJECT WINNERS

The Electric Companies of Kansas proudly salute these 1968 Electric Project winners:

State Winner: Leon Patton, Cherokee County received a trip to the National 4-H Club Congress in Chicago

MCPHERSON Roy Russell Kent Kaufman Philip Seidel	NEOSHO Kenneth Lassman Dwight Baldwin Russell Long Frank Anderson	RAWLINS Curtis Steier Dennis Wahrman Dal Vap Kevin Holle	SCOTT Scotty Sperry	SUMNER George Petrik Randy Kloefkorn Debra Wenrich Dennis Petrik
MARION Kris Wolfersperger Myron Voth	NESS Courtney Atwell Calvin Hair Butch LaShell Ray Wierman	RENO Jim Pattinson Bob Walsten Linda Pattinson Kirk Larson	SEDGWICK Jay Smith* Kenneth Gerdes Don Lenhart Stan Gegen	THOMAS Harold Murphy Dennis Murphy Nathan Reid
MARSHALL Dean Obermeyer Mark Obermeyer Michael Gress Daryl Seematter	NORTON Francis Mindrup Mike McMulkin Rodney Sansom	RICE Jim Loesch* Richard Spence Jeff Loesch Vaughn Goerl	SHAWNEE Mark Mannell* Courtney Selvy Robert Kelly Mark Appelhanz	TREGO Doug Wedermyer Steve Michellich Mike Felder Allen Wilds
MEADE Ronnie Allison Dean Hageman Kevin Hageman	OSAGE Frank Niles Neil Mickelson David Green Mike Bachelor	RILEY Mike Briggs Gary Boutz Tom Bruns	SHERIDAN Jon Sapp	WABAUNSEE Dan Geisler Ron Hatfield Rodney Hammarlund Emil Meier
MIAMI Gary Walters Steve Woolsey Richard Massoth	OSBORNE Larry Sigle	ROOKS Jerry Gaines* Curtis McCall	SHERMAN Tim Duell Don Boll	WALLACE Robben McWilliams
MITCHELL Susan Seely	OTTAWA Bill Smith	RUSH Bruce Schrott Tom Jecha	SMITH Lauren Libby	WICHITA James Bergh Alan Crowley Robert Geyer
MONTGOMERY Jim Hastings Mike Hastings Jules Fitz John Stong	PAWNEE Dennis Coddington* Susan Coddington Ronald Gore Glenn Tombaught	RUSSELL Robert Zweifel Albert Clow	STAFFORD Dennis Walker Murray Thole	WILSON Steve Smith Clay Cook David Compton Duane Olson
MORRIS Jerry Hutchinson Lindley Johnson	POTTAWATOMIE Rick Gibbs Bill Edwards	SALINE Billy McDaniel Dave Morrison Ronnie Pihl Karl Esping	STANTON Van Lynn Floyd	WOODSON Lyndell Morton
NEMAHA Steven Ronnebaum*	PRATT Michael Goyen*		STEVENS Raymond Edmisson David George	

Westinghouse Medals were awarded to these 4-H'ers for their outstanding work. See your club leader for more information about Electric Projects.

*Blue Award group. Received an educational trip to the Wichita 4-H Congress



Watch This Page For Ideas On Farm And Home Electric Projects

ELECTRIC LIGHT and POWER COMPANIES in KANSAS

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

Central Kansas Power Company
Kansas Gas and Electric Company