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Kansas 4-H

Journal

**EDUCATION
and
CAREERS
ISSUE**

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February 1968

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A Message From The Governor



ROBERT DOCKING
Governor of Kansas

Dear High School Seniors:

The next several weeks will be important days in your life. It is during this time that you will be deciding what you will do with your life after graduation. Some of you will be thinking about going into the service; some of you will be thinking of going on to a Kansas university, college or junior college; others will be thinking of continuing their education in some type of professional school and still others will be thinking in terms of immediate employment. No doubt there will be a few giving serious thought to the matter of marriage and raising a family.

We are involved in a knowledge explosion. The best way to be abreast of that explosion is to be actively involved in a continuing education program. I hope you will think about pursuing an educational career.

In the State of Kansas, we have some of the best universities and colleges available to the young people of today. I urge you to give serious thought to attendance at one of these colleges or universities.

With every good wish.

Yours sincerely,

Robert Docking
ROBERT DOCKING,
Governor of Kansas

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Kansas 4-H

Journal

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Contents

Your Future is Bright	5
By: Phyllis E. Kemp	
Vocational Education for Kansas	6
By: Harold L. Kugler	
Kansas Area Vocational Technical Schools	7
Jobs Happen—Careers Rarely Do!	8
By: Hample Fairleigh	
How About College	10
Opportunities for Careers in Journalism	11
By: Malcolm W. Applegate	
Your Military Obligation, College and Army ROTC	14
By: Major Robert L. Wendt	
What Former 4-H'ers Say About College	16
Cosmetology as a Career?	22
By: William D. Vernon	
Kansas 4-Year Colleges and Universities	26
Kansas Junior Colleges	28
Nursing—Career with a Future	38
You Can Afford College	43
Ideas & News	44
Location of Kansas Schools	45
Where Did Kansas High School Graduates Go	50

If, by some Evil Magic.....

The contribution of agriculture to the economic well-being of Kansas was highlighted by our farm-facts message in the December issue. Here are additional items for the farmer and rancher public relations story. Source: A speech by Roy Freeland, Secretary, Kansas State Board of Agriculture.

If by some evil magic, agriculture were to be completely removed from the state of Kansas, some of the results would be:

It would destroy a dairy manufacturing industry of 46 million dollars annually and jobs for 4,000 people.

It would mean a loss of sixty-nine million dollars annually in sales of fertilizer to Kansas farmers.

It would cause an annual loss of seventy-seven million dollars in soybean processing.

It would eliminate income of thirteen million dollars a year for Kansas seeds.

It would erase market income of twenty-eight million dollars annually in processing eggs, broilers and turkeys.

It would destroy a six and one-half million dollar Kansas alfalfa dehydrating industry.

It would curtail and injure the operation of 2,514 Kansas retail food stores, with annual sales of more than 613 billion dollars, and employment of 14,600 Kansans on payrolls of more than 44 million dollars.

It would curtail and injure the operation of 375 wholesale grocers with annual sales of more than 427 million dollars, and employing nearly 4,000 persons on payrolls totaling more than 20 million dollars.

It would destroy the business of 632 local farm equipment dealers with annual retail sales of more than a quarter billion dollars, employing more than 2,500 persons, with annual payrolls of ten and one-half million dollars.

It would eliminate more than 600 hay, feed, grain and other farm supply retail stores with annual sales of more than 126 million dollars, employing nearly 2,000 persons on payrolls in excess of eight million dollars.

It would destroy the business of more than 1,000 wholesale merchants handling raw material farm products, with annual sales of one and one-third billion dollars, employing more than 5,600 persons on annual payrolls exceeding twenty-two and one-half million dollars.

Kansas Farm Bureau
105 County Farm Bureaus
Working Together

Advertiser Index

A. L. Duckwall Stores Co., Abilene.....	20
Alliance Insurance Companies, McPherson..	29
Atchison Advertisers.....	39
Baldwin City Advertisers.....	46
Central College, Wichita.....	33
Cessna Aircraft Co., Wichita.....	9
Classified Advertisers.....	51
Coleman Company, Inc., The, Wichita.....	8
Dodge City Advertisers.....	41
Electric Cooperatives of Kansas, The, Topeka	49
Electric Light and Power Companies of Kansas.....	52
Emporia Advertisers.....	15
Farmland Industries, Kansas City, Mo.....	2
Hays Advertisers.....	47
Junior and Two-year Colleges of Kansas.....	29, 30, 31, 32
Kansas Area Vocational-Technical Schools	32, 33
Kansas Bar Association, Topeka.....	15
Kansas Beauty and Barber Schools	6, 21, 22, 23
Kansas Farm Bureau and Insurance Services, Manhattan.....	4
Kansas Medical Society, Topeka.....	40
Kansas Pepsi Cola Bottlers Assn. of Kansas	47
Kansas State Nurses Association, Topeka..	38
Leavenworth Advertisers.....	47
Lindsborg Advertisers.....	14
Lumber Dealers of Kansas.....	24, 25
Manhattan Advertisers.....	36, 37
McPherson Advertisers.....	48
Newton Advertisers.....	39
Ottawa Advertisers.....	43
Pittsburg Advertisers.....	42
Salina Advertisers.....	40
Salt City Business College, The, Hutchinson	33
Savings and Loan Associations.....	29
Schilling Institute.....	20
Southwestern Bell Telephone Company, Topeka.....	46
Sterling Advertisers.....	48
Topeka Advertisers.....	12, 13, 42
University of Kansas.....	19
Washburn University.....	12, 13, 42
Wichita Automotive School, Inc.....	33
Winfield Advertisers.....	42
Woody's, Manhattan.....	34
World Company, The, Lawrence.....	11

Your Future Is Bright

by Phyllis E. Kemp
Assistant to State Leader
Extension Home Economics

Did you know there are over 40,000 different kinds of jobs in this country with new jobs being created every day. The "space age" with its atomic energy, jet aircraft and manned spacecraft has and will continue to affect you and your future career.

Are you a teenager? If you are, you are perhaps thinking about high school and what you might do after you graduate. Will you get a job immediately or will you prepare yourself for the future by attending a technical school or college? There are numerous choices and the decisions you make now are important.

One career area selected by many 4-H girls is home economics. Do you know what is included in home economics and what preparation you need for becoming a home economist?

Home Economics literally means "the science and art of homemaking". It includes more than learning the skills of food preparation or clothing construction. It is concerned with the total physical and psychological well-being of people with an end goal of a better life for all people.

The demand for home economists is strong, not only because of the creation of new home economics jobs but also due to the high turn-over rate. This is not due to dissatisfaction of the job but due to the fact that many home economists enjoy being full time homemakers. On the other hand, many home economists do combine home-making with full time employment.

The U.S. Department of Labor estimates there were 90,000 home economists in the labor force last year. It also estimates an additional 15,575 home economists are needed to fill new and vacant positions in home economics this year.

Men, too

Home Economics has been mainly a woman's field, but men have invaded it. Demand is high for men with special training in institutional management for restaurants, hotels, college residence halls, employee cafeterias in industry, country clubs and the armed forces. Men are also wanted in textiles, retail marketing, family relationships, nutrition, child development and art.

The field of home economics is very wide and like other sciences has become highly specialized in many areas. The field of home economics embraces twelve separate but interrelated fields, namely: foods, nutrition, clothing, textiles, applied art, housing, household

equipment, home management, institutional management, family economics, child development and family relations.

Home Economics has bases in the physical and biological sciences for its foods, nutrition, textiles and equipment studies; in social sciences for its family economics and management studies; in psychology for its child development and

family relations studies and applied art for clothing, interior design and housing. Preparation for a home economics career begins in high school where you should take a college preparatory course including chemistry.

What opportunities are open to home economists? Here is a partial list of opportunities you might like to consider:

JOB	STUDY BEYOND BACHELOR'S DEGREE	WHERE MOST JOBS ARE FOUND
Teacher:		
Junior or Senior High School	Desirable; sometimes required	Public and private schools
College or University	Master's degree needed; Ph.D.	Home Economics faculties in colleges and universities
Nursery School or Kindergarten	Desirable	Public and private schools; Child Care Centers
Extension Home Economist:		
County Home Economist	Desirable. In-Service training valuable	With State Extension Services located in counties or cities
Subject-matter Specialist	Master's degree needed; Ph.D. desirable	Extension Service State Headquarters
Dietitian	Dietetic Internship	Hospitals; clinics; restaurants; hotels; school, college and industrial food services; armed services.
Nutritionist	Master's degree usually needed; Ph.D. desirable	Public and private health and welfare agencies; college faculties.
Home Economist in Business	Desirable, especially for advancement and specialized work.	Manufacturers of food products, furnishings, textiles, equipment, clothing patterns, sewing supplies, trade associations; public utilities; advertising and public relations, interior design studios, stores
Home Economist in Communications	Desirable	Newspapers, magazines, radio and T.V. stations; information services
Home Economist in Research	Master's degree usually needed; Ph.D. desirable	USDA and other government agencies; private research groups; industry, universities
Home Economist in Welfare	Desirable	Public and private social welfare agencies; Peace Corps, Vista, U.N. agencies; public housing authorities

If you want additional information on home economics careers, check with your high school guidance counselor, high school home economics teacher and/or county Extension Home Economist. You might also enroll in the Kansas 4-H Career Exploration project to learn more about yourself and careers that would suit your interests, ideas, and abilities.

Remember unemployment in the

country will probably always exist but it will be primarily among people—both adults and youth—who fail to prepare themselves to do a job. It is true that automatic equipment may eliminate certain jobs but it also creates new ones. Plan now to prepare yourself for that future career. If you choose home economics for your career field, remember YOUR FUTURE IS BRIGHT . . . as a Home Economist.

Miss Kemp was graduated from Ottawa University in 1962 with a degree in Home Economics Education. She served as County Home Economics Agent in Marion county for two years prior to accepting a graduate assistantship at the University of Maryland, where she received the M. S. degree in 1965. She assumed her present position with the Kansas Extension Service in July.

Originally from Laconia, New Hampshire, Miss Kemp was a 4-H Club member for eight years in New York state before coming to Kansas.



Vocational Education For Kansas

by Harold L. Kugler

"As we approach the next century, every citizen who hopes to play a productive role in American society must have occupational training of a sort, whether he wants to be a brain surgeon, an airplane repairman, an X-ray technician or an astronaut." These words spoken to high school students by President Lyndon B. Johnson on April 27, 1967, while dedicating a vocational-technical department of the Crossland Senior High School in Camp Springs, Maryland, have meaning to the youth across our Nation—including Kansas 4-H Club members.

When this Nation was formed, it was decided that each person must be educated, not only for his own personal development, but for the national welfare. Dr. Grant Venn, Commissioner for Adult and Vocational Education, U. S. Office of Education, reminds us that "today we find ourselves in a situation where occupational education becomes a fundamental necessity for the general welfare because any man who cannot work, both economically and, even more important, politically and psychologically, is lost."

Education is the link between man and work. Vocational education has come to be accepted as that phase of education designed to improve the proficiency of an individual in a specific occupation. It is either preparatory for specific employment or supplementary to the work of those already employed in a specific occupation. It is not only available to boys and girls in secondary



Mr. Kugler is an employee of The Agency for International Development (AID) and has been on a rotational assignment with The American Vocational Association, Washington, D. C., since November, 1966. He served as vocational educational advisor in the Far East for 12 years (Philippines 1955-58 and Thailand 1959-66). Prior to the overseas assignment, he was professor and teacher trainer, Agricultural Engineering Department, Kansas State University, 1946-55 and from 1933 to 1946, vocational ag-

ricultural instructor in the Manhattan and South Haven, Kansas High Schools.

schools but to youth or adults who need and can profit from occupational instruction.

The right occupation for any person is one that fits his assets and liabilities and offers opportunity for him to live a happy, successful and useful life. From a social and national standpoint, the ideal is occupational choices that result in optimum use of human resources and balance between labor supply and demand.

As a former vocational instructor and counselor in high school, I have talked with groups of high school students. Frequently such student groups are asked to show by raised hands those who want to enter the professional fields requiring a university education. In general, 80% will respond with raised hands while 20% prefer occupations requiring less than university training. The inevitable result of this distorted emphasis is disillusionment, for the majority of high school youth, once their high school days are over, will become housewives, industrial workers, farmers, sales people, service workers and the like—not professional people.

Due to changes in the composition of our population and technological changes taking place in all phases of our society, the distribution of workers is shifting. A summary from the manpower report to the President of the United States by the U. S. Department of Labor, 1967, provides the following useful information concerning actual employment for 1965 and projected employment for 1975 with anticipated change:

Fully Accredited Hairdressing College

TWO LOCATIONS TO SERVE YOU —

Hutchinson & Hays
7 W. B 121 E. 11



Sidney's

HAIRDRESSING COLLEGE, Inc.

— Financing Available —

• We Train Hairdressers •

See Story on Page 22

**Actual and Projected Employment by
Major Occupation Group, 1965 to 1975**

	Actual 1965		Projected ¹ 1975		Change 1965-1975	
	No. (1,000's)	% Distri- bution	No. (mil- lions)	% Distri- bution	No. (mil- lions)	% ²
Total Employment ³	72,179	100.0	88.7	100.0	16.5	22.8
Professional, technical Managers, officials, proprietors, except farm	8,883	12.3	12.9	14.5	4.0	45.2
Clerical and kindred workers	7,340	10.2	9.2	10.4	1.9	25.3
Sales workers	11,166	15.5	14.6	16.5	3.4	30.8
Craftsmen, foremen and kindred workers	4,715	6.5	5.8	6.5	1.1	23.0
Operatives and kindred workers	9,221	12.8	11.4	12.9	2.2	23.6
Service workers, including private household	13,390	18.6	15.0	16.9	1.6	12.0
Laborers, except farm and mine	9,342	12.9	12.6	14.2	3.2	34.5
Farmers and farm managers, laborers and foremen	3,855	5.3	3.7	4.2	-1	-3.0
	4,265	5.9	3.5	3.9	-.8	-18.9

¹ Based on an assumption of 3 percent unemployment

² Based on data in thousands where available

³ Represents total employment as covered by the monthly household survey of the labor force.

It has been said that education is the bridge between man and his work; vocational education is a part of this bridge and serves individual and public needs. It enables the individual to develop his talents so that he can secure a meaningful job when he leaves school and also so that he can cope with changing employment needs throughout life. At the same time, vocational education provides business and industry with the trained workers it must have if our economy is to continue to develop at optimum rate.

Vocational-Technical education is conducted by employers, by private trade schools, public schools and junior colleges. The State of Kansas in 1967 had 572 public high schools; unfortunately, only 208 of these public schools offered one or more programs of vocational education. Occupational categories include agriculture, distribution, health occupations, home economics, office education, technical education, and trade and industry.

Since the enactment of the Kansas Vocational-Technical School Law of 1963, there are in Kansas today fourteen new area vocational-technical schools offering a wide variety of courses of instruction of one or two years' duration for high school or post-high school on either a part-time or full-time basis. Anyone desiring details on instruction may inquire of John Snyder, State Director of Vocational Education, State Office Building, Topeka, Kansas. Some of the seventeen community junior colleges in Kansas, in addition to offering the conventional liberal arts and general education programs, are also offering occupational programs that will prepare men and women to fill positions immediately in business and industry, government, social service and other areas essential to the development of the Nation.

While it is difficult to categorize some of the newer programs that have arisen in recent years, it may be sufficient to indicate that a large percentage of the occupational programs would fit into the following categories: agriculture, trade and industrial programs, health fields, and apparel, culinary, and homemaking arts.

The "world of work" is close at hand for all youth and since only two out of every ten of the Nation's high school graduates are obtaining college degrees it can be concluded that occupational training is essential. The employer, if given a choice, will select the person most easily trained on-the-job, rather than the one who needs training. Vocational education is designed to help youth bridge the gap. Has your course into the future been fully charted? If not, explore the Kansas Vocational-Technical education opportunities and find out what is in store for you.

Kansas Area Vocational-Technical Schools

Arkansas City AVTS Vocational-Technical School	Arkansas City
Northeast Kansas Area Vocational-Technical School	Atchison
North Central Area Vocational-Technical School	Beloit
Southeast Kansas Area Vocational-Technical School	Coffeyville
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
Central Kansas Area Vocational-Technical School	Newton, Hutchinson, McPherson
Salina Area Vocational-Technical School	Salina
Kaw Area Vocational-Technical School	Topeka
Manhattan Area Vocational - Technical School	Manhattan
Wichita Area Vocational-Technical School	Wichita



Consider A **Coleman** Career

Your Kansas background and good Kansas education help make you a prime prospect for a Coleman career. You can grow with the growing Coleman Company in a friendly atmosphere where you have an opportunity to become a "real part" of an organization whose name has earned an international reputation as the trademark of reliability and integrity.

It takes nearly 3,000 dedicated people to make our Company "Tick;" and our requirements are growing. Coleman Corporate Headquarters are located in Wichita. Our world-wide manufacturing and marketing organization serves people through 140 international markets. Coleman is the foremost company producing Outing Products for the dynamically expanding outdoor leisure and recreation markets, plus Special Products covering the rapidly growing markets for interrelated comfort systems used in residential, commercial, mobile homes and recreational vehicles.

The ever-expanding Coleman product lines presently include our world-renowned lanterns, camp stoves, picnic jugs and coolers, tents, sleeping bags, camping trailers, catalytic heaters, specialized compact "gas-oil-electricity-fueled" heating equipment, and interrelated air conditioning systems. Our extensive research and development programs are generating promising new products for further growth.

We look forward to an exciting future, as our Company forges ahead more rapidly than in any period since our founding nearly 70 years ago.

Come to Wichita and visit our people and plants. Let's get acquainted and discuss a Coleman career opportunity for you. Please let us know how we may help you. Just write, in care of Larry Landrith, Employment Manager.



250 N. St. Francis, Wichita, Kansas

JOBS HAPPEN CAREERS

Many years ago the sage Plato is credited with telling his followers "More will be accomplished, and better, and with more ease, if every man does what he is fitted to do." As the years pass quickly by the quotation has more and more meaning.

In their study of rural youth in a changing society, the Department of Agriculture tells us that over the world more than half the population have yet to celebrate their 25th Birthday. Among our own 200 million people here in the United States, about two-fifths of them are not yet voting age. When a person thinks in terms of careers or employment for youth he is considering an important aspect for a large proportion of our population.

Choosing a vocation is one of the most important decisions made during a lifetime. Charting a career calls for not only an appraisal by a counselor, teacher, parent, and the student himself of his abilities and interests, but for an assessment of the fields of work in which there will be future employment opportunities, the qualifications for such work, and the competition to expect from other workers.

Youths should be encouraged to consider more than one occupation as their lifework. Getting all the facts about an occupation will help eliminate chance when exploring what it takes to make one's way in the world. It is necessary to clarify any impression of any given occupation.

New ways to make things, new things to make, as well as new patterns of living are constantly causing changes in the kinds of jobs available.

As our industrial society grows bigger, more complex and specialized, the occupations reflect these changes, and in turn grow complex and specialized. The result is a confusing variety of choices.

Young people casting about for a career should never lose sight of the fact that as industries change so do their manpower needs. A new machine or newly automated process may refine new ways of working, different worker skills and characteristics, or perhaps create an entirely new occupation.

Taking a look at what has happened in the past, and where we stand today, technologically speaking, the young man or woman about to choose a career should want to know what can be expected to happen next. The young lady will find her future especially challenging in view of the many avenues of achievement now open to her that were closed doors just a few years ago.

For today's youth there is a wealth of information available. A visit to the school counseling or guidance office will uncover much material on vocational choice as well as an unlimited supply of information on higher educational opportunities.

Vocational employment counselors are found in each of the Kansas Employment Service Offices or the Youth Opportunity Centers of Wichita and Kansas City. Not only do these counselors discuss vocational choice, but are able to provide occupational information on a National, State or local level Frequency of job openings, entry requirements, educational qualifications, advancement possibilities, are only a few of the aspects touched on during a vocational counseling interview. Aptitude testing with successful job performance in view is another tool available through the K.S.E.S. counselor.

RARELY DO!

by Hample Fairleigh

Public Relations Director
Employment Security Division
Kansas Department of Labor

The output of our Nation is on the rise, as measured by the gross national product and the size of the employed civilian labor force. But competition for jobs is keen because the supply of workers is growing. Young workers represented nearly one-fifth of the total civilian labor in 1963 and their number is growing.

The Manpower Administration of the Department of Labor projects that the growth in occupations will continue to be in the white collar jobs; managerial, clerical and sales categories, and that service industries will probably outpace the growth of production industries.

Though the employment increases in trade and manufacturing have been relatively small during the past 15 years, these two groups are still important. They employed nearly half the total labor force in 1965—more than 30 million workers.

The youth of any geographic division should have a sharp understanding of their community and environs as they start their study of future lifetime employment, whether it be further education, acquirement of a skill, or some type of on-the-job training that would pave the way to a career.

Although our own state of Kansas is thought of as a part of 'Rural America', approximately 40% of its population is concentrated in 3 large urban areas. The transformation of Kansas from an economy based strictly on agriculture to one more dependent on non-agriculture industries in recent years, is another factor that has affected job opportunities. Large increases in population within the main urban areas of Kansas also point to the fact that the State has moved to an economy based primarily on non-agriculture industries. Rural areas have shown a population decline in recent years.

Some simple facts from the Research and Statistics Department of the Employment Security Division of the State Department of Labor illustrate graphically the employment picture around us.

Approximately two-thirds of all manufacturing employment in Kansas and about 50 percent of all the employment in construction, transportation-utilities, trade, finance and services industries is in the three major metropolitan areas.

The total civilian workforce in Kansas increased nearly two percent from 1964-1966, while employment on farms continued a long term decline with a 10 percent loss from 1964-1966 despite its importance to the economy of Kansas. Most of the loss was due to further increases in the size of farms, consolidation of smaller farms into larger ones, greater advances in technology and mechanization.

The largest employment gains over the last three fiscal years occurred in manufacturing which increased almost 10 percent. Most of this advance was in the aircraft and parts sector and occurred almost entirely in the Wichita area. Follow-up on military contracts coupled with a strong demand for private business aircraft were primarily responsible for the buildup in aircraft manufacturing employment during the past three years.

Trade, services and government employment each posted sizeable increases during the 1964-66 fiscal year periods. The largest percentage gain was in services, up nearly nine percent. Government employment rose about seven percent and trade was more than five percent higher. Although employment gains were recorded in almost all service industries

(Continued on page 20)



We're Growing Strong

Cessna Aircraft Company now employs more than 10,000 persons in Kansas. To meet the personnel needs of our growing organization, we must have a continuing supply of well educated, well trained people capable of growing into positions of responsibility.

A wide variety of professional and technical skills is required in the conduct of Cessna's business.

In Wichita, where Cessna annually produces more airplanes than any other manufacturer in the world, approximately 8,500 persons are engaged in producing and marketing a 30 model line of single and twin-engine commercial aircraft, a military jet trainer, and components for various military aircraft.

In Hutchinson, Cessna's Industrial Products Division manufactures hydraulic valves, pumps and cylinders used on products made by all major producers of farm machinery, mobile industrial equipment, and materials, handling equipment. Over 1,700 persons are employed by this division.

Operations in both Wichita and Hutchinson have been growing steadily, and indications are that they will continue to grow.

Looking into the future, we see opportunities at Cessna for people in numerous professions, including engineering, accounting, sales, marketing, administration, and manufacturing.

We urge all young people to obtain as much education and training as possible in these and other fields in order to prepare themselves for a start in industry or business.

Cessna 
Wichita Hutchinson

What About College?

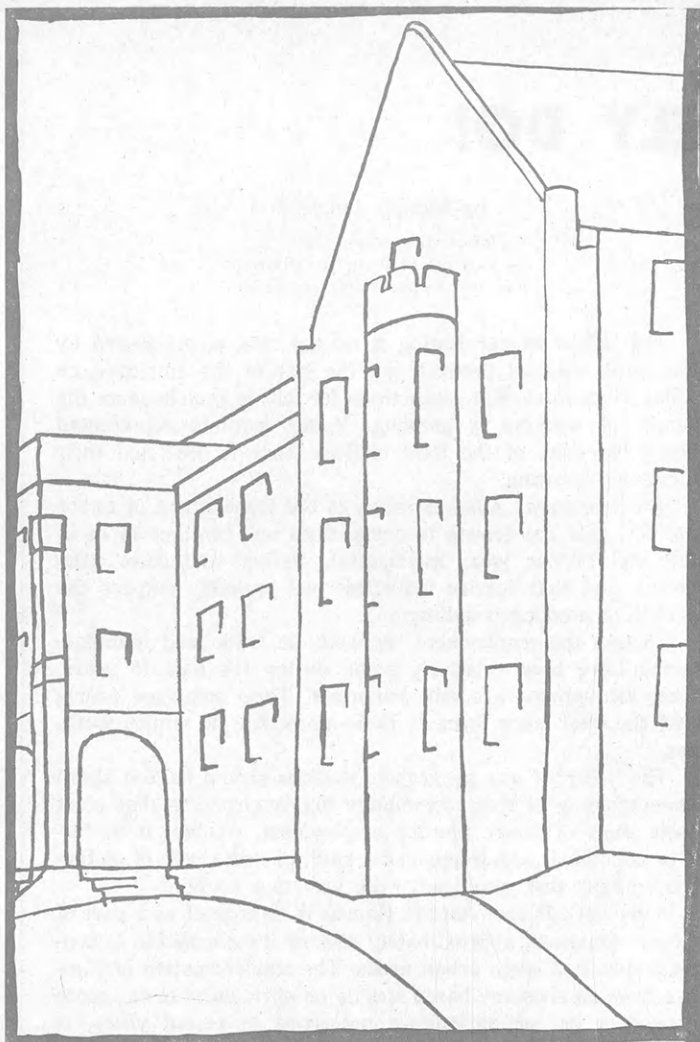
Grades?

Cost?

College Life?

"Take care to get what you like or you will be forced to like what you get."

—GEORGE BERNARD SHAW



If you're college shopping, you probably have plenty of company, after hearing college choices discussed among many of your friends. Perhaps some of your friends have tried to persuade you to go to the college they've chosen, which is a mistake, because your college must be your choice.

Get information on your own. Don't just wait for advice to be handed to you. Ask around. Ask your friends who are already going to college or seek out the best-educated person you know and ask his advice. You should check your counselor's recommendations to see if other people agree with his ideas. For example, compare his advice with a college professor's. Actually no one can rightfully tell you what college you should attend. You will be the one who must live with the decision, not only for the next four years, but the rest of your life.

Many young people go to college largely because their parents have shown, for many years, that they expect them to. You should discuss your interests and ambitions with your parents. Dad may have it figured for you to attend "his college. If his college is right for you, fine. But be sure you're the one who decides it's right.

Another pitfall to avoid in college choice is the "big means good" idea. Many seem to think the bigger the university, the better it is. There's much to be said for a

large university, but not just because it's big. There are many times when the small college has just as much to offer.

Once you get interested in a particular school, investigate it in detail. Consult catalogs and visit campuses. It is important to ask questions. The campus should be attractive. This does not affect the quality of instruction, but this may be your environment for four or more years and a shabby campus doesn't contribute much to study and school spirit. The college should have a good reputation for thorough instruction. Also, if you've already chosen a major, the college should have a good reputation in the area of your major. It should have a friendly spirit in its social life, not to be dominated by a few exclusive groups.

ACCREDITATION

The college should be fully accredited. Accreditation is generally a better measure of the quality of a college or university than endowment or many other factors. Accreditation is based on such things as library facilities, health services, faculty qualifications, endowment and ratio of students to teachers. Accreditations is very important if it becomes necessary to transfer to another college, your new college may not accept some or all of your work if your first college was unaccredited.

COSTS

Cost must be considered and compared, if it is a matter of concern for you, as it is for most. We must compare cost of tuition and housing. Surprisingly, cost of such items as snacks, movies, laundry and transportation varies, so check on it carefully. Books and supplies may cost around \$100 a year, unless a student needs the much more costly supplies of an engineering or architecture student.

Many students fail to realize that teaching and learning in college differs from that in high school and many do not alter their study procedures accordingly. No matter how much you hear about college beforehand you will be surprised once you get there. You can never be completely prepared for the many new things going on; the new experiences that occur.

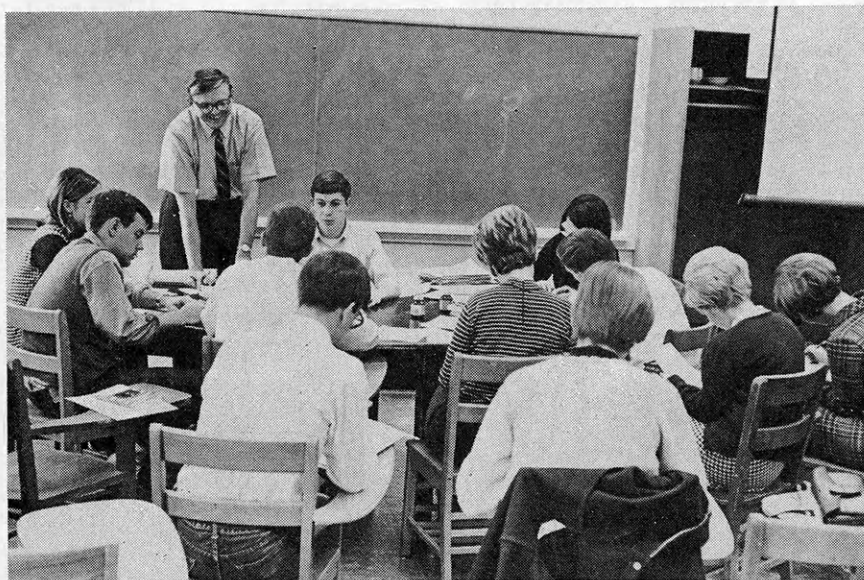
GRADES

The valedictorian of a suburban high school may well make a different college student than the valedictorian of a small rural high school. Most freshmen face competition for grades that is far sharper than anything they have experienced before. For the majority of college-bound high-school students, the A's and B's seemed to come almost automatically, and they finished their last two years of high school without having to work very hard for grades.

(Continued on page 46)

Opportunities For Careers In Journalism

by Malcom W. Applegate



LABORATORY LEARNING — Students in the William Allen White School of Journalism at the University of Kansas study principles of copy editing in informal classroom situations such as this.

For the past 1½ years, Malcolm W. Applegate has been administrative assistant to the dean of the William Allen White School of Journalism at the University of Kansas, where one of his duties includes placement of journalism graduates and alumni. Prior to taking his present position, he worked in the public relations office at the University of Kansas and Fort Hays State College, and as a reporter and district editor on the Salina Journal.

WANTED: Intelligent, enthusiastic, well-trained young men and women.

FOR: Jobs in advertising, newspapers, public relations, magazines, radio, television, photography, wire services, teaching and other fields of journalism.

That, in brief, is the story of needs and opportunities in journalism today.

Never before have opportunities in journalism been better—the need for bright, young talent more acute.

To some, “newspapers” and “journalism” are synonymous. Newspapers are a major area in the booming business called journalism. But other areas of work are involved, too.

Journalism encompasses the presentation of information in dozens of ways—writing, editing, advertising, photograph, promoting, broadcasting, and so forth.

Diversity, for that matter, can be found within single areas of journalism. Take newspapers as an example. Journalism students can choose careers on large newspapers (e. g., the Chicago Tribune or New York Times) or small newspapers, published daily or weekly. They might work as reporters, editors, photographers or publishers—in advertising sales, circulation, printing or production. If they choose reporting, they might cover all sorts of news, or specialize in reporting news of politics, education, business, fashions, science, religion, sports or agriculture.

The same diversity can be found in other areas of journalism too. And the student with a dual interest—in journalism and agriculture, for example—has all sorts of possibilities to combine his interests and talents.

Whole newspapers and magazines, such as the 4-H Journal and Successful Farming, devote themselves to agricultural news and advertising. Large general circulation newspapers and radio-television stations often have specialists in farm news reporting

(Continued on page 42)

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?

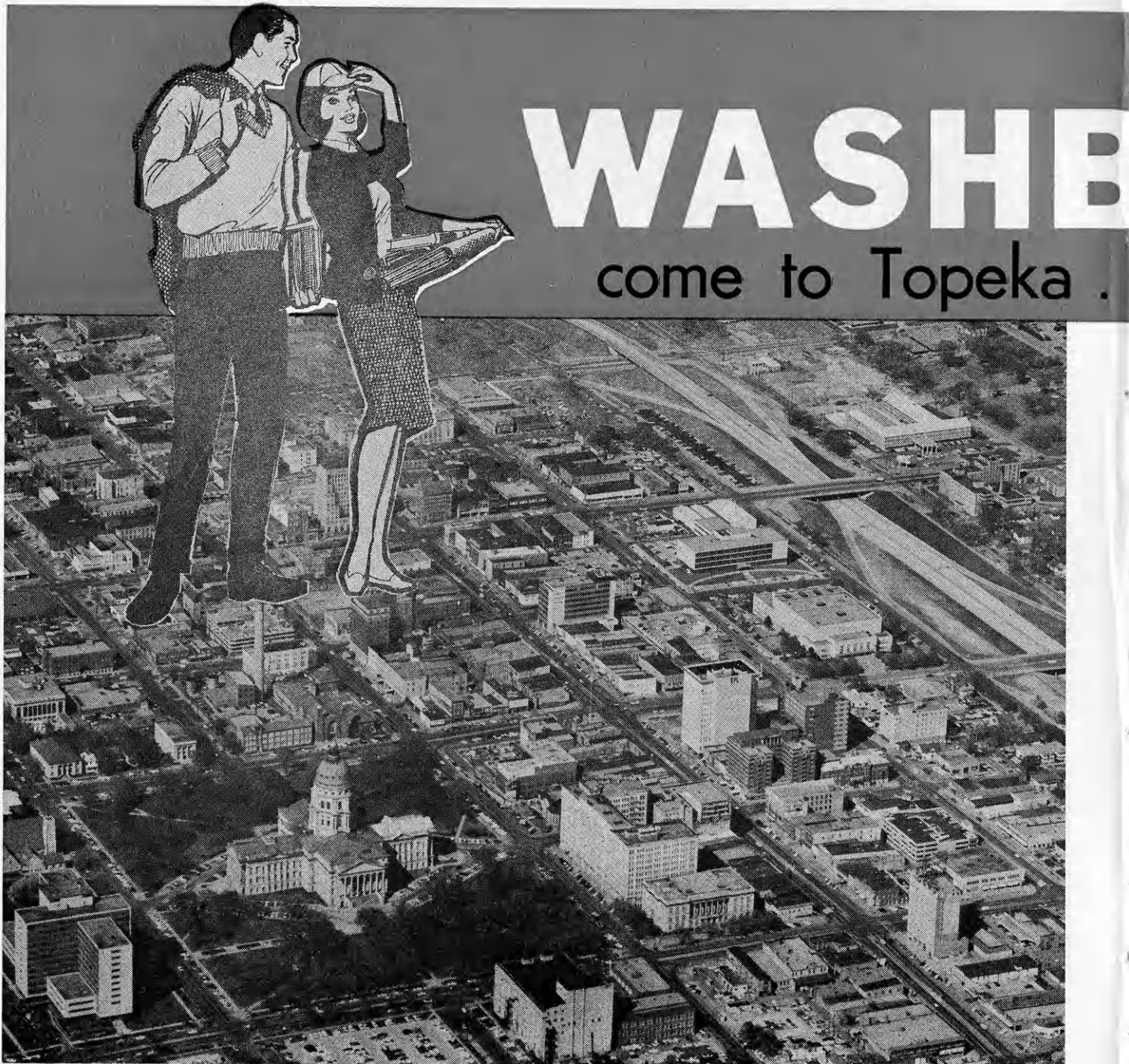
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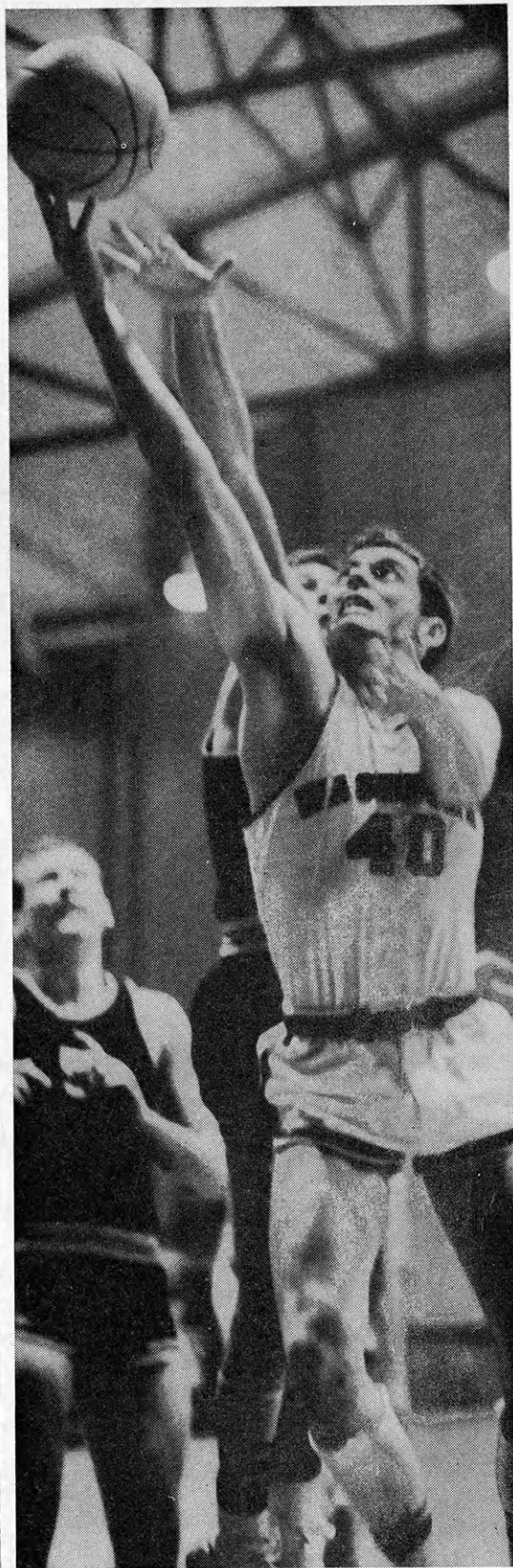


Photo courtesy of
Capital-Journal Sports Dept.

Your Military Obligation, College and Army ROTC

by Major Robert L. Wendt



Major Robert L. Wendt is Associate Professor of Military Science at Kansas State University. He is a Regular Army Officer and has served in the United States and in Germany prior to coming to Kansas State

University in 1965. He received a Bachelor of Science Degree from Washington State University in 1960 and will complete his Master's Degree at Kansas State in June.

As you approach graduation and look to college, the subject of your military obligation presents itself as a major consideration in the development of your plans. It becomes apparent that how you elect to serve this obligation may directly affect your college career. It is my purpose in this article to familiarize you with a method of combining both your obligation and your college career to achieve a satisfactory decision in this matter. The method I refer to is participation in the Army Reserve Officers Training Corps (ROTC). This is a pro-

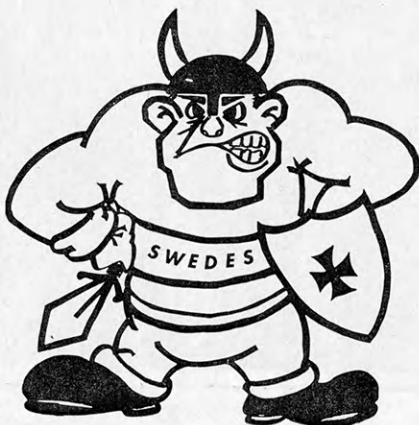
gram of military studies taken in conjunction with the courses in your chosen major field of study that results in a commission as an officer in the United States Army following graduation. The Army ROTC Program is offered at 247 colleges and universities across the country and is the major source of officers for the active army. Four of these institutions are located in Kansas. They are Kansas State University, University of Kansas, Wichita State University, and Pittsburg State Teachers College.

To create a proper background from which to approach the Army ROTC Program, it might be well to examine your present military status. Upon reaching the age of 18 you must immediately register with the Selective Service System through your local Selective Service Board. In doing this you automatically incur a six year military obligation. The manner in which you serve this obligation is up to you.

For those of you planning to enter college immediately following graduation this obligation may be deferred until you complete your college career. The new Selective Act of 1967 provides for a student deferment (2S) as long as you are progressing satisfactorily towards your degree. That is, completing 25% of your course work each year if you are in a four year curriculum or 20% of your course work each year if you are in a five year curriculum. Deferments for graduate study **will** be granted for advanced study in the fields of medicine, veterinary medicine, dentistry, osteopathy, and optometry; or in such other subjects necessary to the maintenance of national health, national safety or national interest as identified by the Director of the Selective Service upon the advice of the National Security Council.

With your military status hopefully in better focus let us now examine the Army ROTC Program and how it fits in with it and with your college plans. The normal approach to ROTC participation is enrollment in the four year program at one of the institutions offering ROTC. In the four year program you attend a class in Military Science each semester for two years along with your academic courses. At the end of this period you may apply for the final two years of ROTC, the Advanced Program and a commission. If selected you sign a contract with the Army stating you will complete the program and accept a

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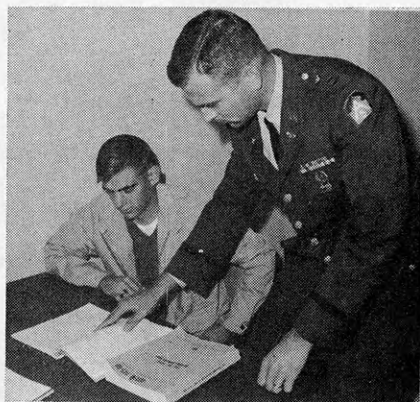
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commission. For doing so you are paid \$50 per month for a period of twenty months and approximately \$225 for a six week summer camp taken prior to the senior year. If you plan to attend a junior college or a four year college not offering ROTC you may still obtain a commission through the two-year ROTC program. This entails applying for the program during the sophomore year and, if selected, attending a six week basic summer camp prior to enrollment as a junior.

As an advanced cadet you have the opportunity to apply for the branch of the Army which meets your interest. You may also elect to participate in the flight option during your senior year. The active duty commitment is two years if you accept a reserve commission which most students do. It is three or more years if you accept a Regular Army commission or participate in the flight option. Participation in the program is voluntary at most colleges and universities until you make your choice prior to your junior year.



Two and four year scholarship programs are available for you if you are interested and qualified. The four year scholarship program is open to high school seniors and the two year scholarship program is open to college sophomores. Application dates are 1 December to 15 January of the year prior to the effective date of the scholarship.

Both scholarships pay tuition, books, fees, and \$50 per month for the duration of the scholarship. This amounts to at least \$1000 per year and perhaps more depending upon the tuition charged at the particular college involved.

The Army ROTC Program may not be the answer for you and your plans for serving your military obligation, but it does present a desirable alternative. Whether you decide to pursue this route or not, it is worth your investigation and perhaps, participation for one semester to fully examine the program. The choice is yours.

Additional information about the Army ROTC Program can be obtained by contacting the Professor of Military Science at Kansas State University, the Professor of Military Science at one of the other institutions offering Army ROTC, or your high school counselor.

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COLLEGE OF EMPORIA

Also see page 26

PLANNING TO STUDY LAW?

Students looking forward to the study of law in graduate school and admission to practice this learned profession can prepare for a successful career by selecting basic courses in high school and college. For the student and their faculty advisors, the following courses are recommended:

I. INFORMATION STUDIES

A. Social Studies

1. History

- a. High School—World History, American or U. S. History
- b. College—8 to 12 hours, including European History, English History, and English Legal History

2. Political Science

- a. High School—1 year
- b. College—8 to 12 hours, including American Government, Comparative Government, and International Relations.

3. Economics

- a. High School—1 year (if given)
- b. College—8 to 12 hours, including Economic Principles, Money and Banking, and 6 hours of accounting.

4. Sociology (Survey course in College)

B. Natural Sciences:

1. Biological Sciences

- a. High School—1 year (Biology)
- b. College—8 to 10 hours, including Physiology, Zoology or Bacteriology.

2. Physical Sciences

- a. High School—1 year of Physics or Chemistry
- b. College—10 hours, including Chemistry, Physics, or Geology (2 out of 3).

II BASIC THOUGHT COURSES:

1. Mathematics

- a. High School—2 years
- b. College—5 to 10 hours, including Algebra, Trigonometry, Analytic Geometry

2. Philosophy

- a. High School—
- b. College—6 hours, General Psychology and Abnormal Psychology

III STUDIES DESIGNED TO GIVE ACCURACY AND CLARITY OF EXPRESSION:

1. English

- a. High School—All courses offered
- b. College—20 to 25 hours, including the basic Rhetoric and English Literature courses (i.e. 10 hours), Advanced writing courses (5 hours), Shakespeare (4 hours), Classic Literature (3 hours), Public Speaking (2 hours) and Bible (3 hours).

2. Ancient Language

- a. High School—2 or more years of Latin.
- b. College—2 semesters (if course was not taken in high school)

3. Modern Languages

- a. High School—2 years
- b. College—10 hours



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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?

BAKER UNIVERSITY



Shari Buser
Freshman-Speech & Dramatics
Atchison County

- (1) Since my major is speech and dramatics, I feel that in high school speech was the most helpful to me. Also, I feel that English composition has proven valuable. Many papers are written in college and previous experience in writing is nearly a necessity.
- (3) Responsibility and self-discipline become more complex as one enters college. There is much less time spent in class, but more work to be done outside class. The student must learn to study on his own and to be responsible for getting the assignments done.
- (6) One reason I like college life is that it gives me the opportunity to meet different people, each with his own ideals and goals.

FRIENDS UNIVERSITY



Mary Cunningham
Freshman-Math & History
Clark County

- (2) Training in composition is the main point which my high school education lacked. I was not required to write enough themes to learn how to organize my thoughts.
- (3) The main and most contrasting difference between high school and college is the sense of independence. A college student is quite independent and he must meet the increasing responsibilities on his own. It is a great feeling but one which must not be misused.
- (6) Although the main emphasis of college is the academic standards, college life offers much more. Friendships developed in college can last for a lifetime, and many happy times are experienced. I think just living and experiencing life on campus is quite rewarding.

BETHEL COLLEGE



Frank Stucky
Freshman-General
Harvey County

- (1) The high school courses most beneficial to the incoming freshman are those that broaden his whole scope of knowledge with a lot of reading, such as English and history.
- (3) In high school, the student competes with other students of basically the same age and experience. In college, the freshman may be in classes with upper classmen. College also provides much more freedom in the use of time.
- (6) Meeting a wide variety of people, and having the added freedoms of time usage, are some of the assets of college life.

KANSAS STATE COLLEGE OF PITTSBURG



Norma O'dell Mattingly
Senior-Elementary Education
Coffey County

- (3) The biggest difference I noticed in college was the amount of studying I had to do to prepare for my classes and to score a high grade on an exam. I had to do twice as much work for the college examinations.
- (4) I would advise any high school student planning to attend college to develop good study habits. Also, to do their studies first and then go to places for entertainment.
- (6) I enjoy knowing that I will soon have a college degree. Since I am married I don't attend many parties but I do enjoy going to campus affairs with my husband and other couples.

KANSAS STATE UNIVERSITY



Margie Henry
Sophomore-Elementary Education
Douglas County

- (3) An important change I found in college is that the competition is greater. One is competing with students who are in the upper portion of their high school class. There is great variety in each class with each instructor free to develop his own procedure and theory of teaching.
- (5) I chose KSU because it is becoming a family tradition. My father attended KSU, and my brother is a senior here now. However, KSU meets the requirements academically as well.
- (6) College life has presented so many fine opportunities to improve one's self and to build from within. It also provides the chance for sharing what one learns with so many others who in turn, have so much to offer. College is a place where a small idea grows and "snowballs" and something useful develops.

BETHANY COLLEGE



Janice Dahlsten
Freshman-Education
McPherson County

- (2) My high school lacked a course in study habits, and emphasis on reading programs.
- (4) In preparing for college, obtain a solid background in science, English, and literature. Knowledge of some foreign language is also extremely beneficial.
- (5) Bethany has a fine education department, one that is excellent in preparation for the teaching profession. Her friendly atmosphere is conducive to a positive education emphasis.

FORT HAYS KANSAS STATE COLLEGE



Pansy Beth Callaway
Junior-Elementary Education
Comanche County

- (1) A general background is most important for an elementary education major. All subjects are helpful, one's interests will determine areas of concentration.
- (4) Get a good background of college preparatory liberal arts subjects. Don't settle on one or two fields in high school. Come prepared to work and determined to succeed.
- (5) I had to choose between two schools, Ft. Hays State and a larger school. After being accepted by both, I chose Hays because it was a smaller western Kansas School and I'm from Western Kansas. I wanted to know a lot of people and have them know me.

MARYMOUNT COLLEGE



Barbara Stockman
Freshman-Speech and Drama
Wabaunsee County

(1) Thus far I have found high school library science, speech, English, and world history to be most helpful to me in college because they form a foundation and background for any course of study.

(2) During my last year or so of high school, I did not receive enough training in mechanics of writing essays and research papers. I think this is a deficiency common to many college freshmen.

(3) Naturally, there are a great many adjustments to a different way of life upon entering college. As I am only a first term freshman, I am not sure that I recognize all of these differences. Very important is the necessity of allotting plenty of study time in addition to those hours spent in the classroom.

SOUTHWESTERN COLLEGE



Dennis Hett
Junior-Mathematics
Marion County

(1) I have found English and literature my most helpful high school subjects because communication is of such critical importance.

(4) It pays to have good study habits when one reaches college. The situation can become quite perilous if one doesn't know how to study well. But don't ignore social life. College means living with all sorts of people and getting along with them.

(6) College is a place where the mind can really find itself. Here is a place where one must adjust to new situations. Here is a place where one meets people who are really excited about learning and how it applies to life.

UNIVERSITY OF KANSAS



Linda Wulfkuhle
Senior-History
Douglas County

(4) Almost all schools at the university carry foreign languages requirements. These are much easier to fulfill if one has had a foreign language in high school. Good study habits are important, especially in note-taking and organizing time.

(5) I chose KU because it was the closest in-state university. I am able to live at home and commute to school. More important, I wanted to attend a larger university; one that had many activities, lectures, concerts, and athletic events plus a good scholastic reputation.

(6) I enjoy the greater freedom that a college student has and the wider variety of curriculum, activities, and people. One can concentrate, for the most part, on just those things which interest him.

MT. ST. SCHOLASTICA COLLEGE



Karen Gormley
Junior-Sociology
Doniphan County

(1) English and literature courses were most helpful to me, for these courses enabled me to read more rapidly and with a better understanding.

(3) To me, the most apparent difference between high school and college is that college gives one the opportunity to be an individual and to learn to accept responsibility, while the high school program is more of a group program and seems to be more protective.

(6) The interaction with teachers and fellow students, and the feeling of satisfaction that I gain from learning.

ST. MARY OF THE PLAINS COLLEGE



David King
Junior-Chemistry
Hamilton County

(1) The high school subjects that have been most helpful to me in my college work are those connected with science, such as general science, chemistry, and physics.

(5) I wanted to attend a small college that had many qualities of a large university. After a thorough investigation, I found St. Mary of the Plains College capable of providing this.

(6) I have a new approach to study life. I delve more into the intellectual matter of the subject considered. There is more of a tendency to integrate bodies of knowledge and associate them with one another.

WASHBURN UNIVERSITY



Jim Miller
Sophomore-Outdoor Education
and Recreation
Shawnee County

(1) English, speech, biology and American Government have been the high school subjects that have proved most valuable in college.

(5) Because I am majoring in outdoor education, my choice of schools was quite limited. Upon looking and comparing Washburn's recreation department with other schools, I decided Washburn could give me a better education in my specific area.

(6) Aside from the social life, which everyone considers, the thing I like most about college life is the challenge of meeting people and the discovery of new horizons in my major field of study.

SACRED HEART COLLEGE



Mike Netemeyer
Business
Clinton County (Ill.)

(2) If high school teachers would give out more homework, we would be ready for college. When I was in high school, I thought we were getting plenty of homework, but I know better now.

(5) I wanted to get away from home, to see if I could make it without my parents. I wanted to go to a small college also, so I wouldn't lose my identity like a person would in a large university. This college fulfilled both requirements.

(6) There is a great challenge in having to do things on one's own. I enjoy the responsibility which comes when one does not have someone else present at all times to make his decisions.

TABOR COLLEGE



Ralph Heinrichs
Freshman-Math & Phys. Ed.
Meade County

(2) High school offered all I wanted or felt I needed. My only problem was that I didn't have enough time to take all the courses I desired to take.

(4) Three things necessary to do well in college are good study habits, knowing how to take notes, and knowing how to stay awake in class. The important thing is the frame of mind in which a student comes.

(5) I wanted to go to a small school with a Biblical background which Tabor has. I wanted a liberal arts college in the State of Kansas that had a good campus and qualified professors. I felt Tabor fit these qualifications.

BUTLER COUNTY COMMUNITY JUNIOR COLLEGE



Virginia Martin
Sophomore-Library Science
Butler County

(2) Many high schools do not emphasize enough use of the library. Research papers are hard work for a student who doesn't know what a card catalog is.

(4) Develop good study habits and concentrate on taking good notes in order to succeed in college. A student having trouble in a subject should talk to the teacher, but should not expect the teacher to solve all the problems for him.

(6) A student has much more freedom than in high school. The time between classes is useful for making new friends or studying. I enjoy making my own decisions instead of being told what to do by a teacher or parent.

What Former 4-H'ers Say . . .

DONNELLY COLLEGE



Janet Murphy

Freshman-Home Economics
Leavenworth County

(2) I did not read enough books in high school to gain a wide range of knowledge. Perhaps my reading was too restricted to texts and magazines which did not develop my thinking ability.

(4) High school students planning to attend college should try to form good study habits and learn to concentrate on the material they read and study.

(6) I have found it interesting to meet new people from different backgrounds. I also like the independence offered a college student. I have found it challenging.

CENTRAL COLLEGE



Carolyn Fields

Freshman-Pre Nursing
Grant County

(2) I think I failed to learn the importance of really "hard" study in high school.

(3) I believe college students are more interested in learning than high school students instead of just going to school because they have to.

(5) I decided to come to Central because members of my family had previously attended here. I also wanted a college that offered a good curriculum in a Christian atmosphere.

COWLEY COUNTY COMMUNITY JUNIOR COLLEGE



Dennis K. Shurtz

Sophomore-Agricultural Economics
Cowley County

(3) The main difference is a more advanced type of study with different class and study schedules. The teachers have a different attitude. They leave it up to the student to get his work done.

(4) Get a good background in math, science, English, and social studies. Any student who went through high school taking only easy courses will never make it. In college, be ready to study hard.

(5) I selected Cowley County Community College because it is close to home and more economical for me. Also, a junior college is good for preparing for a four-year college.

HIGHLAND COMMUNITY JUNIOR COLLEGE



Colleen Day

Freshman-Journalism
Cass County, (Mo.)

(1) My Latin class in high school helped me very much with college English and Spanish. My English class in high school helped to write and express myself clearly.

(3) Come to college prepared to contribute as well as extract. One can get out of an experience only what he puts into it. A college student should budget his time to include as many of the extra-curricular activities as he can.

(6) I love the many friends and the many different types and personalities of people that I have met. I also love the feeling of freedom and individuality that college instills in the student; as well as the realization of my own developing personality.

CLOUD COUNTY COMMUNITY JUNIOR COLLEGE



Janice Ostrom

Freshman-Home Economics
Cloud County

(3) The most noticeable difference between high school and college is the increase in reading required of a student. College professors expect you to read longer assignments and more outside reading than high school teachers.

(4) Because my college is a two-year college, I think that it is important that a student here be able to plan his courses to transfer to the best of his advantage to another school.

(5) I decided on Cloud County Community Junior College because it is close to home, it is less expensive than a four-year college, and it is helping me make the adjustment between high school and a larger school.

COFFEYVILLE COMMUNITY JUNIOR COLLEGE



Chester Jones

Freshman-Engineering
Montgomery County

(3) The academic and social pace in college is much faster. One must use his time efficiently in order to do justice to career aspirations and still have some fun.

(5) My high school counselors told me that the first two years of any college emphasized basic subjects. This background can be achieved at a junior college at a much lower cost; so I am attending Coffeyville which is fairly close to my home.

(6) The best thing about a college campus is the personal responsibility. This is excellent training for personal and financial management.

COLBY COMMUNITY JUNIOR COLLEGE



Linda Howard

Freshman-Journalism
Thomas County

(2) I don't think my high school education involved enough of the work needed to develop good study habits.

(3) In college I feel the main difference is in the amount of self-discipline one must use. One is more independent than in high school.

(5) I decided to go to a school that would offer a broad curriculum of general subjects—subjects related to the basic concept of a liberal arts education. I chose Colby Community Junior College because I felt it could fulfill this requirement.

DODGE CITY COMMUNITY JUNIOR COLLEGE



Charlie M. Faulds

Sophomore-Agriculture
Ford County

(3) College provides the student with opportunities to do his work himself. This is a responsibility to which each student must adjust.

(4) I would advise high school students to acquire a good background in the courses which they plan to take in college. For myself, college would have been easier if I had taken more science and math courses in high school.

(6) I like college life because I can understand how it is preparing me for a lifetime vocation. A college education is becoming more important all the time, and I appreciate my opportunity to go to college.

MILTONVALE WESLEYAN COLLEGE



Jim Bathurst

Freshman-Agriculture
Dickinson County

(2) I believe I should have had more physics and algebra in high school.

(4) Don't waste time in high school. Take useful subjects instead of courses that look easy. Learn how to study in high school and it will be easier in college.

(6) I like college because I am on my own and have to make my own plans. It is a lot of fun along with work. I enjoy the chance to meet different kinds of people.



THIS SEAT IS RESERVED.....FOR YOU

This seat is reserved for someone who is going to . . . build roads where there are none, or parks among skyscrapers. . . show paintings on gallery walls, or above a fireplace mantle . . . conceive new ideas for giant corporations, or small businesses . . . make learning exciting for kindergarteners, or Ph. D. candidates . . . write novels, or news stories . . . perform tonsilectomies, or open heart surgery . . . supply medicines, or discover new ones . . . play music in concert halls, or high school auditoriums . . . practice law, or write them . . . find new meanings in Shakespeare, or new particles in the atom . . . This seat may be reserved for you.

FOR FURTHER INFORMATION ON ADMISSION AND PROGRAMS OF STUDY AT THE UNIVERSITY OF KANSAS, WRITE TO THE OFFICE OF THE REGISTRAR, STRONG HALL, LAWRENCE, KANSAS 66044.

JOBS HAPPEN

(Continued from page 9)

from 1964-1966, the largest increases were in medical services, nonprofit membership organizations, and miscellaneous business services. The widespread growth in government employment was particularly noticable in education at the State and local level.

These increases in employment open up a wide variety of choice for career selection. They provide ample food for thought to a career minded youth.

A job can happen, but careers rarely do. A young person must expose himself to many broad groupings of occupations. Through investigation discover what a job or occupation requires and what it will offer. Then he must set out to meet the qualifications for his choice of occupations.

Time spent in a career search—through school guidance, employment counseling interviews, visits to libraries or talks with businessmen should be considered a type of self-employment or working for oneself. Once working you expect an eight-hour day, so why not spend an equal amount of time formulating plans that will culminate in a decision that will influence the remainder of your life?

There are many ways to make a career choice 'happen.' I have touched only a few, but each one used will lead to another, and soon what appeared to be difficult, confusing and unsurmountable will begin to appear in focus. Only then can a structure for future life be built on a foundation of concrete planning.

Plato told us the world would be better if every man did what he was best fitted to do. Our challenge today is, once there, to remain the best fitted. This requires a lifetime of adaptability, versatility and application.

A CAREER OPPORTUNITY

The rapidly expanding retail variety store field offers attractive career opportunities to young men possessing the proper desire and qualifications. The A. L. DUCKWALL STORES CO., a Kansas based regional variety store chain, with a successful sixty-seven year history, invites you to investigate the above average possibilities for the individual willing to invest his time and talents to achieve future success.

The A. L. DUCKWALL STORES COMPANY has a program designed to provide the knowledge and practical experience to equip a young man in a relatively short time for a position as a store manager.

Why not pay a visit to the Manager of your nearest DUCKWALL store. He'll be glad to visit with you.

DUCKWALL'S

Serving 50 Kansas Communities
with 64 Stores

WHO ME?

BE A TECHNICIAN?

YA GOTTA BE KIDDIN!

I DON'T EVEN KNOW

WHAT A TECHNICIAN IS . . .

No, young man, we're not kidding you. A technician is a person who turns the ideas and theories of modern engineering into practical and realistic results. Engineering technicians, working with both engineering and skilled labor, are a vital part of the decisions that affect every phase of modern life. And, yes, you could become a technician. Any capable young man or woman who is interested in making, building, or doing, and is intrigued by the technical achievements accomplished by man's ingenuity, is a possible engineering technician. Schilling Institute is the only school in the state of Kansas designed specifically to train qualified engineering technicians. For further information, write:

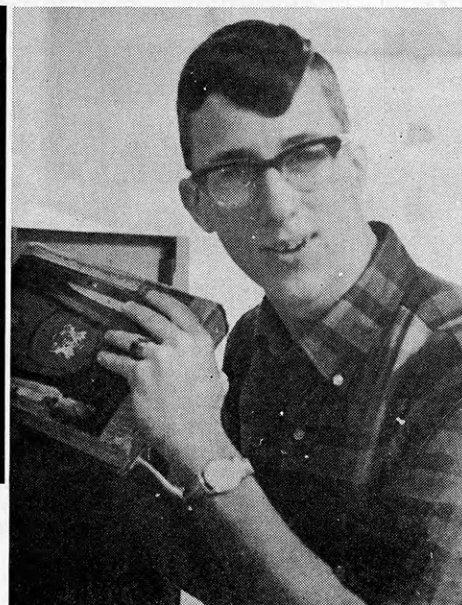


Schilling Institute

Phone 913 TA 5-0275
Salina, Kansas 67401

Offering Associate Degrees in: Computer/Electronics/Mechanical/Civil/Aeronautical Technology

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SWINGERS WANTED!



What is a swinger? George Heavilin, Director of Education at **House of Heavilin Schools of Beauty**, says "A swinger is someone who knows where they are going. They are willing to invest nine months and a moderate tuition to see that they get there. A high-paying, glamorous career with a secure future awaits them in the field of beauty culture."

Are you a swinger? Find out for yourself how **Heavilin training** can swing you into the million-dollar beauty business, mail this coupon today . . . no obligation.



**HOUSE OF
heavilin**

SCHOOLS OF BEAUTY

5720 Troost, Kansas City, Mo.

Attn: George Heavilin, Director
of Education

Dear Mr. Heavilin: I am interested in finding out if I qualify for Heavilin training.

Name Age

Address

City State Zip

Schooling Telephone

I could start training (Date)

5720 Troost
Kansas City, Mo.

3951 Main St.
Kansas City, Mo.

12th & Hardesty
Kansas City, Mo.

7316 W. 80th St.
Overland Park, Kansas

1817 W. 90th Street
Sedalia, Missouri

"Cosmetology As A Career"

by Mr. William D. Vernon



Mr. Vernon is co-owner and director of Vernon's Kansas School of Cosmetology in Wichita. He is a member of the National Hairdressers and Cosmetologist Association and former President of the Kansas Cosmetologist Association, the El Dorado Cosmetologist Association, and the Kansas Cosmetologist Schools Association and former Styles Director of the Wichita Affiliate of the Kansas Hair Fashion Committee. He is now serving as 1st Vice Chairman of the Official Hair Fashion Committee of the National Hairdressers.

In thinking of Cosmetology as a career, a young lady or a young man is likely to ask themselves, 'How can I be sure I would like Cosmetology?' Anyone having hopes of becoming a Cosmetologist should ask themselves, "Do I always look well groomed and enjoy keeping myself that way?" The successful Cosmetologist likes people and is very interested in seeing them well groomed, neatly made up, with a good and becoming hairstyle, manicure, etc.

Cosmetology is rated the fourth largest industry group in this country. Over One Billion Dollars is spent in Beauty Salons each year. Beauty Services are in demand by women who are employed and must keep themselves well groomed, as well as, the women who are at home with the children. The growth in population and the demands that businessmen put on good grooming make the employed woman a steady patron of the Beauty Salon. As women grow older they visit Beauty Salons more often. Most teenagers are also patrons of Beauty Salons. The many new products

in the field make women more aware of their appearances and they seek help of an experienced Cosmetologist. Over 500,000 men and women are licensed Cosmetologists and they provide services for over 2,250,000 women each day in the Beauty Salons. A man or woman with a small amount of capital will find the field of Cosmetology a fascinating and well paying business venture.

Most salons pay a base salary of from \$35.00 to \$60.00 per week for beginners, plus an incentive commission, usually 50% after the salary has been doubled. This, to a great extent, puts the Cosmetologist in a position of controlling his or her income. Ability and patron relationship are important factors that effect one's earnings. Real earning power comes with the building of a good personal clientele. It is important to choose a salon wisely. The type and location of the salon and the prices charged will play an important part in the earning potential. An experienced Cosmetologist in a nice salon, good location, clean surroundings, and a good

Crumm's

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clientele can expect to earn from \$80.00 to \$200.00 weekly. Specialists in tinting, permanent waving, or hairstyling can expect to earn higher salaries. Owners and Managers earn more than the average practicing Cosmetologist.

Most services offered by the modern Cosmetologist are related to the care of the hair and nails. Many Beauty Salons specialize in Hair Tinting and Styling, while others offer a wide variety of services such as Permanent Waving, Hair Cutting, Shampooing, Bleaching, Coloring, Cleaning and Styling Wigs and Wiglets, Removal of Superfluous Hair, Arching and Tinting the Eyebrows, Make-Up, and Manicuring of the Nails. The Cosmetologist with an ability to sell Cosmetics may be sought for the training of others in similar work, especially in Chain and Department Store Salons and Cosmetic Departments. A Cosmetologist who qualifies for these positions should be well versed in PUBLIC RELATIONS. Chain Store Salons have openings for supervisors who will travel and are capable of dealing with Executives in Department Stores.

In Choosing a School, a person who selects Cosmetology as a career should:

1. Contact local Beauty Salons and talk to them about the education offered in various Beauty Schools. If you are a student in High School, consult your Counselor. Talk about your studies and how they will help you in Cosmetology. Cosmetology as a business calls for a sound knowledge of much more than the Cosmetic products and technical skills required for treatment in the Beauty Salon. The most important factors are personality, technical knowledge, and good business ability and good public relations. A good artistic sense and appreciation of proportion and color are valuable assets to a successful Cosmetologist.

2. Call the Better Business Bureau in your community.

3. Talk to the local Chamber of Commerce.

4. Visit the various Schools of Cosmetology. If you are a woman, have your hair styled at the school. Talk with the students in the school, ask them about the courses taught there.

5. Ask to see Class Rooms and observe the classes being taught and how they are conducted. Ask to see Daily Class Schedules. Inspect the facilities.

SUPERIOR TRAINING and the ability to meet the public is the answer to a SUCCESSFUL Salon or Career in Cosmetology.

Continental School of Hair Styling

Expert Training
State Accredited

Visitors Welcome Any Time

Call or Write —

622 Kansas Ave.

Topeka, Kansas Ph. CE 3-8220

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Capitol City Barber College

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Call or Come in Anytime
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IDEAS NOW
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Hixon Lumber Company

Beloit
Peoples Lumber and Coal
Company

Bern
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Brownell
Richolson Lumber and
Hardware Company, Inc.

Cawker City
Cawker City Lumber
Company

Chanute
Smith Lumber Company

Chapman
Sanborn Lumber Company

Clyde
Geo. W. Hays & Son, Inc.

Colby
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Company
Hess Lumber Company

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Dodge City
Antrim Lumber Company

Elkhart
Elkhart Lumber Co.
The Star Lumber Company

Ellsworth
Ellsworth Lumber

Emporia
Home Lumber and Supply Co.
The Smith Lumber Company

Eureka
A. C. Houston Lumber
Company

Fredonia
The Home Lumber & Supply
Company

Garden City
McAllister-Fitzgerald Lumber
Co.

Garden Plain
Fisher Lumber Company

Garnett
Star Grain and Lumber
Company

Gaylord
Hardman Lumber Company

Glen Elder
Dickinson Lumber Company

Goodland
Hardman Lumber Company
Rasure Lumber Company
Foster Lumber Company

Greensburg
Home Lumber and Supply Co.

Hays
Hardman Lumber
Corporation, Inc.

Healy
Healy Co-op Elevator
Company

Hill City
Hardman Lumber Company

Holton
Holton Lumber Company

Holyrood
Home Lumber and Supply Co.

Home
Home City Lumber &
Hardware

Hope
Roehrman Lumber &
Hardware

Hugoton
The Star Lumber Company

Iola
Klein Lumber Company

Johnson
Seyb-Tucker Lumber and
Implement Company

Junction City
Builders Lumber Inc.

Kechi
Buck Alley Lumber

Kensington
Kensington Lumber Company

Kinsley
Kinsley Co-op Exchange
Lumber Yard

LaHarpe
Diebolt Lumber and Supply

Lakin
Tate and Company

Lancaster
T. E. Snowden Lumber
Company

Lansing
Lansing Lumber, Inc.

Larned
Antrim Lumber Company

Lawrence
Woods Lumber Company
Logan-Moore Lumber Co.
McConnell Lumber Company

Lebanon
Lebanon Lumber Company

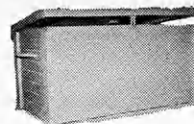
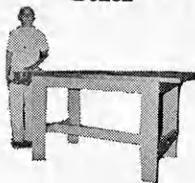
Lenora
Lenora Lumber Company

Toy Chest



Utility Cabinet

Woodworking Bench



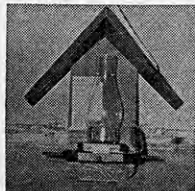
Show Box

Study Center



THESE PLANS ARE AVAILABLE

Bird Feeder



Lawn Seat
Lawn Chair
Mail Box
Portable Towel Rack
Lazy Susan
Coffee Table
Folding Table
Box Hockey
Picnic Bench
Holding Gate
Sail Boat
Baseball Rack
Martin House

Dog House
Patio Planter
Picnic Table
Comic Book Rack
Mail and Memo Board
Child's Step Stool & Chair
Collapsible Visual Aid Stand
Rotating Selection Tool Rack
Cart with Removable Trays

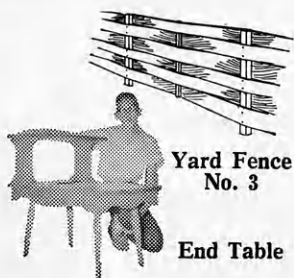
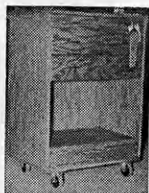
Small Animal Trap
Back Yard Fence
Magazine Rack
Sheep Blocking Box
Christmas Tree Gifts
Child's Desk
Gun Rack
Hobby Desk
Camp Stool
Hobby Horse
Bookshelf Light
Rabbit Carrier

Camp Kitchen
Chick Feeder
Garden Trellis
Bicycle Rack
Colonial Bookcase and Cabinet
Hog House
Open Top Sawhorse
Insert Display Box
Dairy Barn Desk
Night Table
Tennis Padl-Pak

Closet Valet



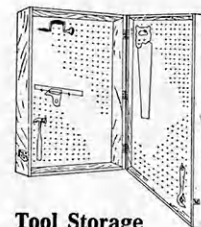
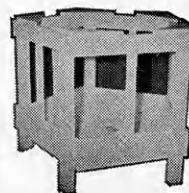
Tool Caddy



Yard Fence No. 3

End Table

Self Feeder for Sheep



Tool Storage

Liberal
The Star Lumber Company

Linn
Rice-Johntz Lumber Co.

Longford
Longford Lumber & Grain Company

Macksville
Home Lumber and Supply Co.

Manhattan
Ramey Brothers

Mankato
Mankato Lumber Company

Marysville
Howell Lumber Company

Meade
Home Lumber and Supply Co.

Moundridge
Clayton Vogt Lumber Co., Inc.

Neodesha
O. E. Woods Lumber Co.

Ness City
Right Cooperative Association

Newton
Antrim Lumber Company

Nickerson
D. J. Fair Lumber Co., Inc.

Norton
Norton Lumber Company

Nortonville
Alexander Lumber Company

Oakley
Oakley Lumber Company

Oberlin
Building Supply Headquarters

Offerle
Offerle Co-op Lumber Co.

Olathe
Cowley Lumber and Hardware Company

Onaga
Onaga Lumber & Grain Co.

Osage City
Martin Material Co., Inc.

Osborne
Lewis A. Hardman Lumber Co.

Oswego
Home Lumber and Supply Co.

Ottawa
Hubbard Lumber Company, Inc.

Parsons
O. E. Woods Lumber Co.

Phillipsburg
Hardman Lumber Company

Pittsburg
Broadway Lumber Co., Inc.

Plains
Home Lumber and Supply Co.

Pretty Prairie
The George W. Ulch Lumber Company

Protection
Home Lumber and Supply Co.

Russell
Hardman Lumber Company of Russell Inc.

St. Francis
St. Francis Equity Exchange

St. John
Home Lumber and Supply Co.

St. Marys
St. Marys Lumber Company

Salina
Easterday-Boster Lumber Co.

Scott City
McAllister-Fitzgerald Lumber Co.

Seneca
Koelzer Lumber Company
Seneca Lumber Company

Severy
Tolman-Gibbon Lumber Company

Smith Center
Smith Center Lumber Co.

Spearville
Farmers Grain & Supply Lumber Dept.

Stafford
Home Lumber and Supply Co.

Stockton
Stockton Lumber Company
B & B Lumber & Supply

Wakeeney
Hardman Builders Supply Co.

Wichita
Lawrence Lumber Company
Stockyards Cash and Carry Lumber Co.
Alexander Lumber Company Inc.
Star Lumber & Supply Co.

Williamsburg
Williamsburg Lumber Yard

Wilson
Hoch Lumber Company

Winfield
A. B. Everly Lumber Co.

Zenda
The George W. Ulch Lumber Company

Missouri
Independence
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School	Location	(Equated Full-Time) Enrollment	Type	Affiliation	Accreditation
Baker University	Baldwin	1,048	Coed	Methodist	Kansas State Department of Public Instruction; Nat'l. Council for Accred. of Teacher Education*
Bethany College	Lindsborg	557	Coed	Lutheran	Kansas State Department of Public Instruction*
Bethel College	Newton	554	Coed	Mennonite	Nat'l. Council for Accred. Teacher Education; Kansas State Department of Public Instruction*
College of Emporia	Emporia	993	Coed	Presbyterian	Kansas State Department of Public Instruction; American Association of University Women*
Fort Hays Kansas State College	Hays	4,741	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	5,529	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	6,430	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	11,578	Coed	State	Professional Accred.; Arch.; Chem.; Engineering; Journalism; Music; Veterinary Medicine; Nat'l. Council for Accred. of Teacher Education*
Kansas Wesleyan	Salina	822	Coed	Methodist	University Senate of the Methodist Church; AAUW and Kans. State Dept. of Education*
Marymount College	Salina	496	Coed	Catholic	Nat'l. Council for Accred. of Teacher Education*
McPherson College	McPherson	760	Coed	Brethren	Nat'l. Council for Accred. of Teacher Education*
Mt. St. Scholastica	Atchison	648	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	1,057	Coed	Baptist	American Baptist University*
Sacred Heart	Wichita	665	Coed	Catholic	Kansas State Department of Public Instruction*
St. Benedict's College	Atchison	1,135	Men	Catholic	Nat'l. Catholic Education Association*
Saint Mary College	Xavier	556	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	825	Coed	Catholic	Kansas State Department of Public Instruction*
Southwestern College	Winfield	670	Coed	Methodist	Kansas State Department of Public Instruction; Nat'l. Association of Schools of Music*
Sterling College	Sterling	470	Coed	Presbyterian	Kansas State Department of Public Instruction; American Association of University Women*
Tabor College	Hillsboro	384	Coed	Mennonite	Kansas State Department of Public Instruction*
University of Kansas	Lawrence	17,181	Coed	State	Various National and State Associations in Law Medicine, Architecture, Pharmacy, Art in Fin Arts, Journalism, Business, Music, Education and Engineering*
Washburn University	Topeka	3,334	Coed	Municipal	Nat'l. Council for Accred. Teacher Education; Association of American Law Schools; American Bar Association; American Association of Univ. Women; Nat'l. Ass'n. of Schools of Music*
Wichita State University	Wichita	8,547	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	\$2200.00	850	50	\$500	Director of Admission, Baker University, Baldwin City, Kansas 66006.
485	345	1800.00	450	50	\$300	Director of Admissions, Bethany College, Lindsborg 67456.
Single Fee \$1776-1827			600	84	\$190-\$900	Office of Admissions, Bethel College, North Newton 67117.
325	375	1850.00	420	40	\$400	Raymond H. Elbert, Director of Admissions, The College of Emporia, Emporia 66801.
121	350	1300.00-1500.00	1,300	125	\$165	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	350	1500.00	1,700	325	\$150	Office of Admissions, Kansas State College of Pittsburg, Pittsburg 66762.
118.50	375	1500.00	1,200	200	\$200	Office of Admissions, Kansas State Teachers College, Emporia, Kansas 66801.
164	387	1500.00	5,000	723	\$256	Dean of Admissions and Records, Kansas State University Manhattan 66502.
Single Fee \$2000 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 \$1710		2000.00	300	scholarships granted by need and ability		Admissions Director, Marymount College, Salina 67401..
405 for 15 hrs.	360-410	1823.00	714	80-100 (renewable for 4 years)	\$350	Gene Myers, Director of Admission, McPherson College, McPherson 67460.
350	400	1800.00	590	85	\$350 (renewable for 4 years)	The Director of Admissions, Mount St. Scholastica College, Atchison, Kansas 66002.
Single Fee \$1895 to \$1985			768	many available		Dale Turner, Director of Admission, Ottawa University, Ottawa 66067.
350	395	2160.00	276	70	\$275 per yr.	Director of Admissions, Sacred Heart College, Wichita, Kansas 67213.
450	340-415	2000.00	900	100	\$635	Registrar, St. Benedict's College, Atchison 66002.
350	325-385	1800.00	450	45	\$300	Director of Admissions, Saint Mary College, Xavier 66098.
350	400	1700.00	488	100	\$250	Director of Admissions, Saint Mary of the Plains College, Dodge City 67801.
550	340	1800.00	565	278	\$250	Director of Admissions, Southwestern College, Winfield 67156.
Single Fee \$1710		1785.00	575	40	\$472	Director of Admissions, Sterling College, Sterling 67579.
450	362	1800.00	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)	362.50	1442.00	391	495	\$220	Dr. Carl Fahrback, Director of Admissions and Records, Wichita State Univ., Wichita 67208.

Two private residence halls adjacent to campus will accomodate 1,550 students)

KANSAS JUNIOR COLLEGES

Public Community Junior Colleges

WRITE FOR INFORMATION TO

On Campus Housing Capacity

Room & Board Per Sem.

Tuition Per Sem.

(Equated Full-Time) Enrollment

Location

Allen County Community Jr. College	Iola	444	\$2.50 per credit hour \$185 out of state per sem.	\$350	Allen County Community Jr. College, 300 E. Jackson, Iola, Kans. 66749.
Butler County Community Jr. College	El Dorado	1,346	\$2.50 per semester hr.	\$325	William C. Cummins, Dean, 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)	Coffeyville Community Jr. College, Coffeyville, Kans. 67337.
Colby Community Jr. College	Colby	351	\$50 per semester	\$400	Robert Burnett, Director of Admissions, Colby Community Jr. College, Colby, Kans. 67701.
Cowley County Community Jr. College	Arkansas City	561	\$59.50 (15 hrs., includes \$22 incidental fee)	\$315	W. S. Scott, Admissions Officer, Cowley County Community Jr. College, Arkansas City, Kans. 67005.
Dodge City Community Jr. College	Dodge City	758	\$2.50 per hour	\$300	Director of Admissions, Dodge City Community Jr. College, Dodge City, Kans. 67801.
Fort Scott Community Jr. College	Fort Scott	525	\$2.50 per hour	\$420	Registrar, Fort Scott Community Jr. College, Fort Scott, Kans. 66701.
Garden City Community Jr. College	Garden City	446	\$2.50 per hour		Charles D. Michael, Registrar, Garden City Community Jr. College, Garden City, Kans. 67846.
Highland Community Jr. College	Highland	578	\$2.50 per credit hour	\$240-\$290	Douglas L. Fitch, Director of Admissions & Counseling, Highland Community Jr. College, Highland, Kans. 66055.
Hutchinson Community Jr. College	Hutchinson	1,651	\$2.50 per credit hour	\$322.50	Miss Reba Anderson, Director of Admissions, Hutchinson Community Jr. College, Hutchinson, Kans. 67501.
Independence Community Jr. College	Independence	493	\$2.50 per credit hour	\$310	Director of Admissions, Independence Community Jr. College, Independence, Kans. 67301.
Kansas City Kansas Community Jr. College	Kansas City	1,323	\$4.00 per semester hr.		R. L. Boring, Registrar, Kansas City, Kans. Community Jr. College, 824 State Ave., City, Kans. 66101.
Labette Community Jr. College	Parsons	383	\$62.50 per semester		Labette Community Jr. College, Parsons, Kans. 67357.
Neosho County Community Jr. College	Chanute	230	\$2.50 per credit hour	\$350-\$375	Eldon Penner, Director of Admissions, Neosho County Community Jr. College, Chanute, Kans. 66720.
Pratt Community Jr. College	Pratt	380	\$2.50 per credit hour	\$350	Director of Admissions, Pratt Community Jr. College, Pratt, Kans. 67124.
Central College	McPherson	174	\$400	\$350	Director of Admissions, Central College, McPherson, Kans. 67460.
Donnelly College	Kansas City, Ks.	680	\$140		Donnelly College, 1236 Sandusky, Kans. City, Kans. 66102.
Hesston College	Hesston	456	\$470	\$370	Director of Admissions, Hesston College, Hesston, Kans. 67062.
Miltonvale Wesleyan College	Miltonvale	167	\$375	\$350	L. Vernon Atkins, Director of Admissions, Miltonvale Wesleyan College, Miltonvale, Kans. 67466.
St. John's College	Winfield	350	\$300	\$225	St. John's College, Winfield, Kans. 67156.

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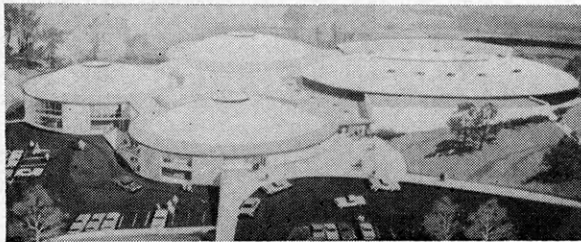
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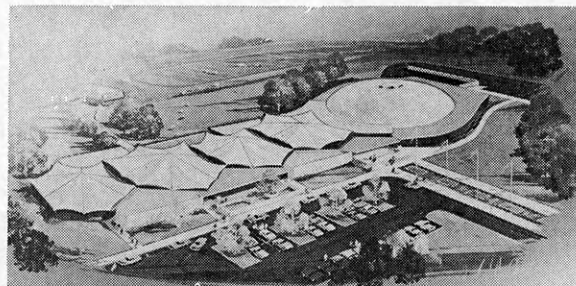
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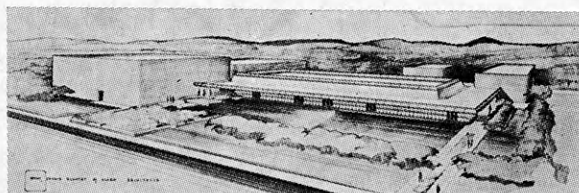
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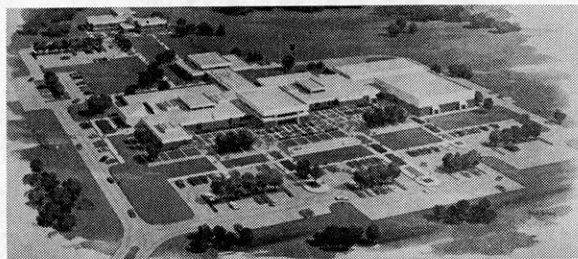
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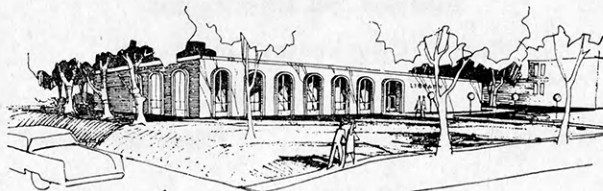
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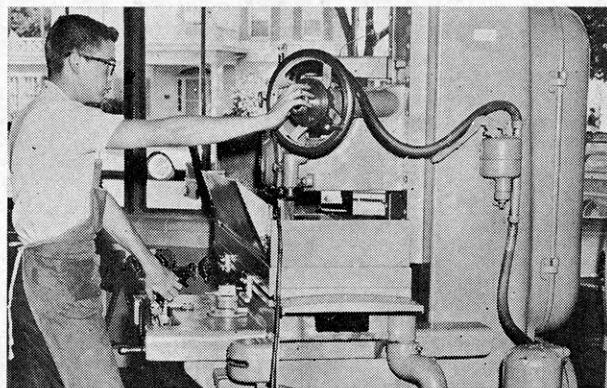
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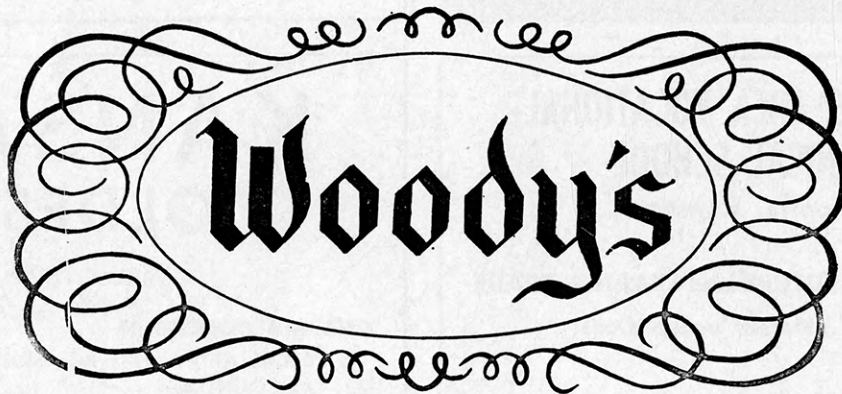
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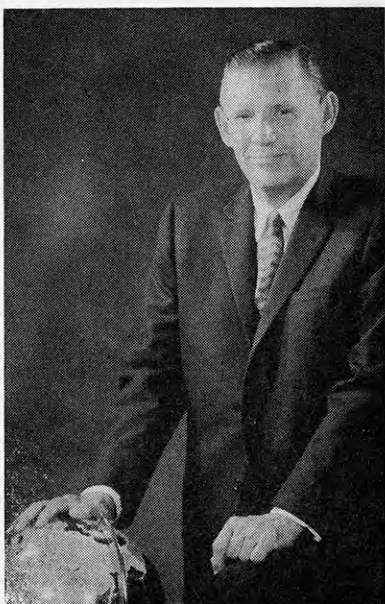
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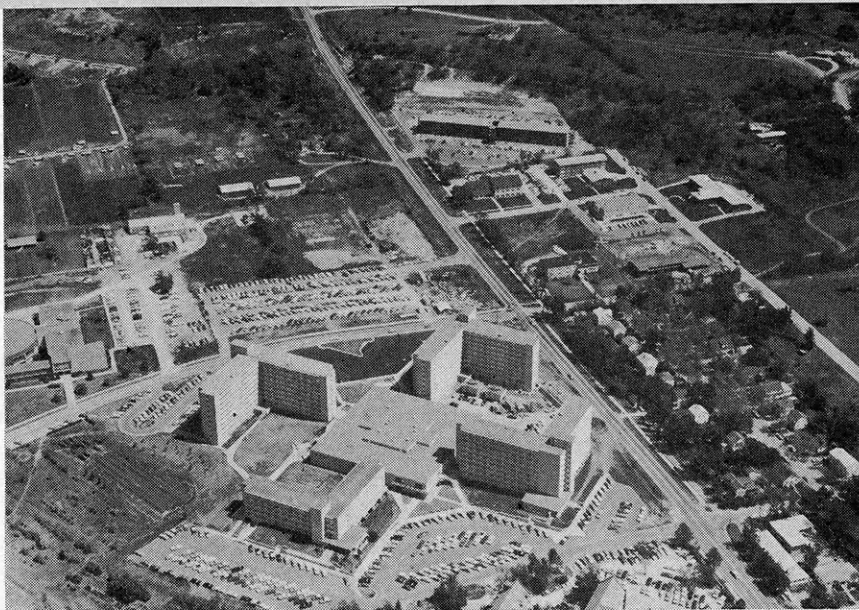
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Hesston College, Division of Nursing

Agency Control: Mennonite College

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Agency Control: County Hospital

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***Mercy School of Nursing**,

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Agency Control: Sisters of Mercy

GREAT BEND, KANSAS 67530

Dominican School of Nursing,

3223 Broadway

Agency Control: Sisters of St. Dominic

HAYS, KANSAS 67601

Ft. Hays Kans. State College, Division of Nurse Education

Agency Control: Kansas State College

HUTCHINSON, KANSAS 67501

***Grace Hospital School of Nursing**

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Agency Control: Methodist Hospital

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***Bethany Hospital School of Nursing**

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Providence Hospital, 29th & Tauromeo 66101

Agency Control: Catholic Hospital
NEWTON, KANSAS 67114

*Bethel Deaconess Hospital School of Nursing

Agency Control: Mennonite Hospital
PITTSBURG, KANSAS 66702

*Mt. Carmel Hospital School of Nursing

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 PROGRAM

ATCHISON, KANSAS 66002

Atchison Public School of Practical Nursing

605 Kansas Ave.
Agency Control: Atchison Board of Education

CHANUTE, KANSAS 66720

Chanute Public School of Practical Nursing

Agency Control: Chanute Board of Education

DODGE CITY, KANSAS 67801

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

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

Agency Control: University of Kansas
LAWRENCE, KANSAS 66044

**Haskell Institute, Practical Nurse Program

Agency Control: Bureau of Indian Affairs

(Continued on page 41)

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Also see page 26

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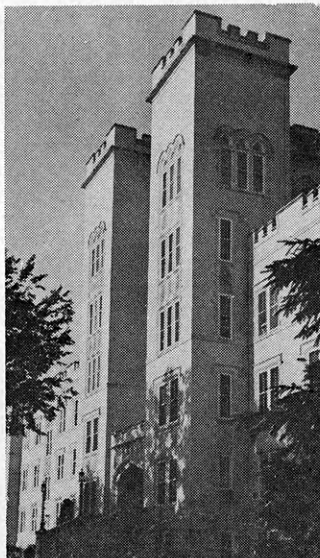
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SALINA, KANSAS



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Marymount is a coeducational liberal arts college conducted by the Sisters of St. Joseph of Concordia. A total of 555 students are enrolled from 21 states and 5 countries, including students 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 (the only Kansas private college with that accreditation). Two-thirds of the faculty are Sisters; 21 members hold the Ph.D. degree. Majors are offered in 20 departments. Degrees are B.A., B.S., B. of Music and B. of Music Education.

Also See—

Pages 26 and 27

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(Continued from page 39)

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Agency Control: Manhattan Board of Education

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Agency Control: Topeka Board of Education

WICHITA, KANSAS 67202

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Also see page 26

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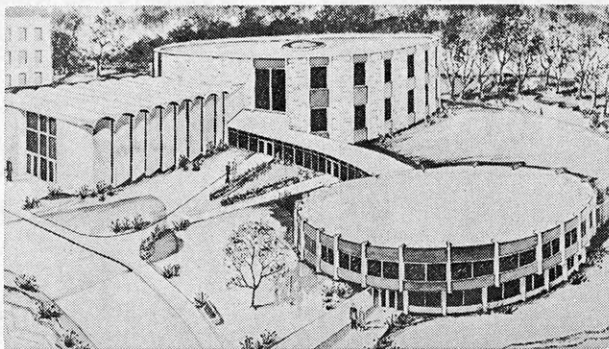
In addition to classes and campus activities, students may attend cultural and athletic events in Topeka.

Also see page 26

Greater Topeka Chamber of Commerce, 722 Kansas Ave.

SOUTHWESTERN COLLEGE

Winfield, Kansas



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Write: Director of Admissions

Also see page 26

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Winfield, Kansas

Opportunities For Careers In Journalism

(Continued from page 10)

on their staffs. Advertising agencies exist which specialize in ads for farm products. And large agricultural manufacturers maintain their own advertising and public relations departments.

Most of these opportunities exist for women as well as for men. Women work right alongside men as newspaper and magazine reporters and editors, in advertising agencies, public relations firms, and in other areas of journalism. Journalism is one of the most opportunity-laden fields for women—and a field in which they're paid comparably to men, too.

All journalists, whether men or women, need certain basic attributes—a broad education, writing skill, a talent for meeting all kinds of people and encouraging them to talk, and the capacity to organize ideas, information and working time.

To develop these attributes, and to help insure success and advancement, journalists need a college education. Some young people enter journalism after obtaining a liberal arts degree, but most often employers go to departments and schools of journalism, such as those at Kansas State University and the University of Kansas, to find new talent.

In these schools, as in all accredited schools of journalism, the students' education is largely a liberal one, with three-fourths of their work in general education and one-fourth in professional journalism.

Enrollment in journalism schools across the nation have increased 115 per cent since 1960—and even more in the journalism programs at KU and K-State. Still, in Kansas and across the country, there's not enough talent to fill all the jobs. KU, for example, receives 10 or more job openings for each job the school can fill.

If you have the interests and abilities it takes, journalism can offer you an opportunity to serve in many ways, a chance for swift professional advancement, and pay and prestige commensurate with your abilities.

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COLLEGE

Lack of money should not discourage any Kansas high school graduate who has the ability and who really wants to go to college. Most colleges provide a number of part-time jobs for needy students. Summer jobs are another source of extra funds. In addition, grants in aid, small loans, and a large number of scholarships are available.

Since 1940 college costs actually have doubled. By 1970 they are expected to double again. In the school year 1966-67, the average public-university student spent \$1640 for tuition, fees, room, board and books. Other expenses added at least 20 percent more. Such rising costs demand sound planning. Financing college may take hard work and sacrifice, and it certainly takes careful planning. How do

you go about meeting these costs—here are a few suggestions:

FAMILY SUPPORT

The first step is to estimate how much college will cost you and how much of the money can come from your own and your family's personal funds. A college education today can cost from \$1,500 a year upward, depending on the choice of college and style of college life. On pages 26, 27 and 28 of this issue, basic costs at Kansas colleges are listed. The basic expenses are for tuition and fees, books and supplies, and room and board. Just don't underestimate your college costs. Every year many students are forced to withdraw from colleges because they have miscalculated their budgets and run out of money.

Perhaps they forgot to include the cost of keeping up their automobiles (perhaps you should leave yours home); or they miscalculated the cost of books, supplies and clothing; or they ignored the transportation costs involved in their holiday trips home.

WORKING YOUR WAY

It's no snap, but thousands of students work their way each year. It is not easy; social life is often limited; grades may suffer; it may take longer to complete a course, but, rewards are great. Hourly wage rate is \$1.25 and up. Boys usually earn more than girls. Whether or not it's desirable to work your way through is debatable. Many college officials advise against it, particularly during the first se-

(Continued from page 48)

OTTAWA UNIVERSITY

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Also see page 26

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education & careers

to 20,000 4-H

families and to

every High School

in Kansas

IDEAS* & News*

Did you ever wonder why some 4-H members drop out of 4-H club work when they reach High School age? They say they can't "Swing" both high school work and 4-H work.

When some of the younger members of the Lucky-Four 4-H Club, Washington County, reached the age to be Jr. Leaders they decided they should find out why some members DO stay in club work. They interviewed four members who had stayed in Lucky-Four club for the total number of years they could stay in club work. These four members are Jenel Matson, Judy Sarff Lohmeyer, and Frank and Harvey Lundquist.

When asked what projects he liked best, each admitted he had his own pet projects, but enjoyed all of 4-H club work . . . and it was work. All agreed that the fun and good times of 4-H more than made up for the work. They advised that a member should not take more projects than he can do, but should keep his work challenging. They felt that the more you put of yourself into your projects, the more you get out of them.

The question was asked "what do you feel was your finest accomplishment in 4-H? Each had a personal opinion of his accomplishments, some thought their county and state champion awards meant the most to them. Others listed their awards for county and state fair exhibits, their judging, and showmanship awards. All said the ability to get up before an audience and give a talk, demonstration, or lead a meeting was a useful accomplishment.

Jenel Matson was awarded a Union Pacific Scholarship and is attending K.S.U. Harvey Lundquist was awarded a trip to the American Royal as a delegate. Judy Sarff Lohmeyer is married to a former active 4-H member and together they are community leaders for the Linn Livewires 4-H club of Linn, Ks. These three members received the "Key Award" as evidence of the quality of their 4-H work.

When asked for some advice they said "keep your parents interested in 4-H club work," "you can't beat that kind of team." 4-H club work and getting a High School education give you a better education in many ways. 4-H offers you what High School isn't able to offer, to work with real problems and to make your own decisions. They also advised the teen-agers to stay in club work and not to be discouraged if the competi-

tion is keener, remember you are keener too. All admitted that they did not realize just how much 4-H meant to them until they were out of club work.

Just what did this interview mean to the Jr. Leaders? It meant these four members had received from 4-H club work a valuable education to help them in whatever occupation they were in, and the members that have dropped out have lost something worthwhile both to themselves and to their community.

Candance Ostlund
David Sarff
Lucky-Four 4-H Club
Washington County

WANTED:

Opportunity to Join 4-H

How does a new club get its start? It's not as hard as you might think, especially if it is started in the city where 4-H is growing by leaps and bounds. In the case of the Salina Sasnaks (Kansas spelled backwards) it took only about two months from idea to thriving actuality.

Mrs. Flavel Simcox and Duane Stoskopf, with the help of the Saline County Extension staff, provided the steam to get the ball rolling. Once the word was out that a new club was in the making the idea mushroomed. At its first regular meeting, November 2, the club boasted twenty-nine charter members and half a dozen prospective members.

This is how it happened. The small group behind the original idea told a few people, who in turn told their neighbors and friends. There were fifteen families represented at the preliminary meeting on September 12. On October 4 officers were elected and leaders were chosen. All officers were represented at the area officer training session October 21.

The Sasnaks are an example of what can be done with 4-H in the city. There is so much interest and enthusiasm that Salina may need another new club to accommodate all those who want what 4-H has to offer.

Want to start a new club? Just get the word around. There are a lot of would-be 4-Hers in our towns and cities.

Thana Rolph
Marcy Simcox
Salina Sasnaks 4-H Club

The following skit was written by Lou Ann Thomas of the Vermillion 4-H Club, Pottawatomie County and was presented by that club's junior leaders at the County Leader's Banquet and their County Achievement night.

The scene opens on a group of teen-agers sitting around reading comic books, playing cards, etc.—doing nothing!

David: I sure am getting tired of this! Isn't there anything worthwhile to do around here? (Walks over to

kids playing cards) Don't you guys ever get tired of playing Old Maid?

Nancy: Hey, he's got a point there—we can't spend all our lives being Old Maids.

Ruth: But what else is there to do?

James: I've been doing some thinking and I bet there's a lot of things we could do to make the world better.

Kathy B.: Yes, they say the future lies in our hands—the Youth of America!

Lou Ann: I know! We could get comic books for all the school libraries.

David: Come on! Be serious! (Pretends he's going to throw a comic book at her.)

Kathy K.: At our age we should start putting our time to better use.

Lou Ann: My mother doesn't know how to sew. I sure wish there was some way for me to learn how to sew.

Ruth: A sewing club would be fun.

David: I'd like to be in a club, but I'm sure not going to sew. What I'd like to do is to learn to make furniture.

James: I'm more interested in livestock.

Kathy B.: Why don't we form a Saddle Club?

Nancy: But I don't have a horse.

David: I can't make furniture riding a horse.

Lou Ann: And I want to learn to sew.

Ruth: We could have a club and do all of these things and more.

Kathy B.: We can "Learn by doing"!

James: You are going a little too fast. We're going to need willing adults to help us and be our leaders.

Kathy K.: Kill-joy! Must you always be so realistic?

Nancy: Do you think we can find enough people to do it?

Lou Ann: A neighbor of mine would be tops as a leader. She loves kids.

James: Good! Any more ideas?

Ruth: My mom would help.

Nancy: So would mine!

Kathy B.: My father could do something.

Kathy K.: I bet if we tried we could find a lot of adults that would be willing to help.

James: Okay, it's settled. We'll have a club.

(Nancy and Ruth are busily whispering to each other and writing something)

David: What'll we call it?

Kathy B.: How about 4-H—for our head, heart, hands, and health?

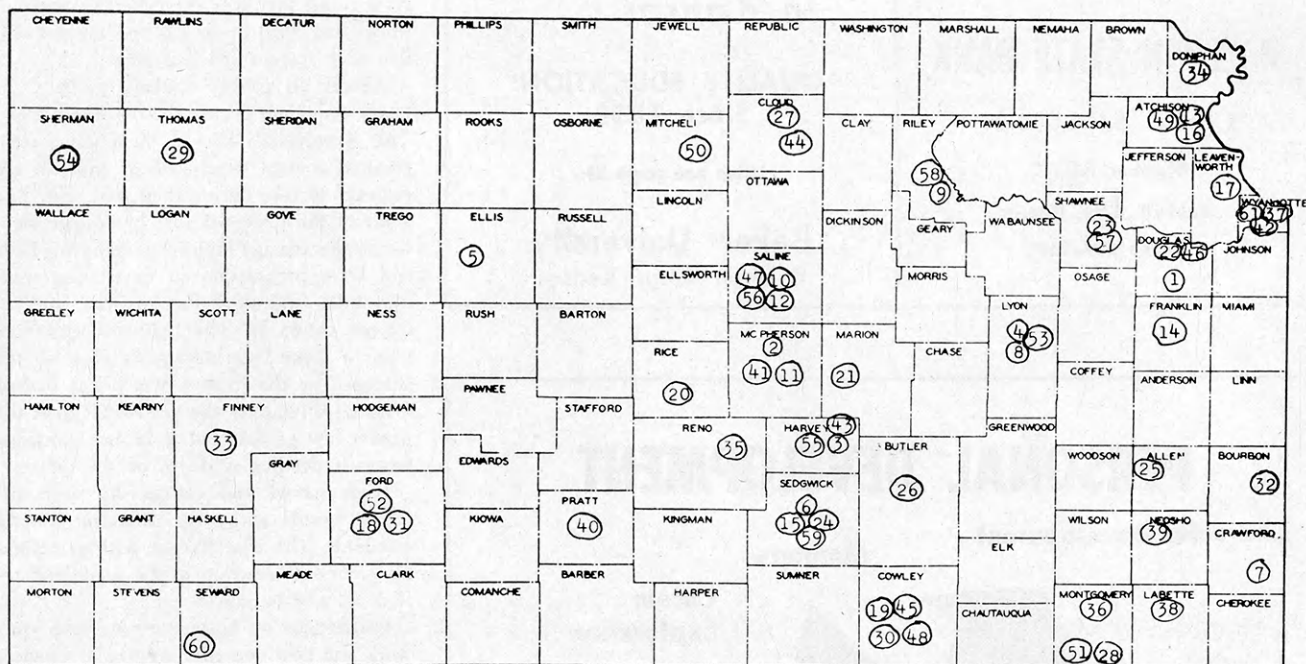
Lou Ann: That's great!

Ruth: We've worked out a pledge.

Nancy: No club can be without a pledge.

(All look at paper and then repeat together—the Club Pledge)

LOCATION MAP of KANSAS COLLEGES, UNIVERSITIES and AREA VOCATIONAL TECHNICAL SCHOOLS



FOUR-YEAR COLLEGES AND UNIVERSITIES

1. Baker University, Baldwin
2. Bethany College, Lindsborg
3. Bethel College, North Newton
4. College of Emporia, Emporia
5. Fort Hays Kansas State College, Hays
6. Friends University, Wichita
7. Kansas State College of Pittsburg, Pittsburg
8. Kansas State Teachers College, Emporia
9. Kansas State University, Manhattan
10. Kansas Wesleyan University, Salina
11. McPherson College, McPherson
12. Marymount College, Salina
13. Mt. St. Scholastica College, Atchison
14. Ottawa University, Ottawa
15. Sacred Heart College, Wichita
16. St. Benedict's College, Atchison
17. St. Mary College, Xavier
18. St. Mary of the Plains College, Dodge City
19. Southwestern College, Winfield
20. Sterling College, Sterling
21. Tabor College, Hillsboro
22. University of Kansas, Lawrence
23. Washburn University, Topeka
24. Wichita State University, Wichita

PUBLIC COMMUNITY JUNIOR COLLEGES

25. Allen County Community Junior College, Iola
26. Butler County Community Junior College, El Dorado
27. Cloud County Community Junior College, Concordia
28. Coffeyville Community Junior College, Coffeyville
29. Colby Community Junior College, Colby
30. Cowley County Community Junior College, Arkansas City
31. Dodge City Community Junior College, Dodge City
32. Fort Scott Community Junior College, Fort Scott
33. Garden City Community Junior College, Garden City
34. Highland Community Junior College, Highland
35. Hutchinson Community Junior College, Hutchinson

36. Independence Community Junior College, Independence
37. Kansas City, Kans. Community Junior College, Kans. City
38. Labette Community Junior College, Parsons
39. Neosho County Community Junior College, Chanute
40. Pratt Community Junior College, Pratt

TWO-YEAR CHURCH-RELATED COLLEGES

41. Central College, McPherson
42. Donnelly College, Kansas City
43. Hesston College, Hesston
44. Miltonvale Wesleyan College, Miltonvale
45. St. John's College, Winfield

FEDERALLY OPERATED JUNIOR COLLEGE

46. Haskell Institute, Lawrence

STATE TECHNICAL INSTITUTES

47. Schilling Institute, Salina

AREA VOCATIONAL-TECHNICAL SCHOOLS

48. Arkansas City AVTS Voc.-Tech. School, Arkansas City
49. Northeast Kansas Area Voc.-Tech. School, Atchison
50. North Central Area Voc.-Tech. School, Beloit
51. Southeast Kansas Area Voc.-Tech. School, Coffeyville
52. Southwest Kansas Area Voc.-Tech. School, Dodge City
53. Flint Hills Area Voc.-Tech. School, Emporia
54. Northwest Kansas Area Voc.-Tech. School, Goodland
55. Central Kansas Area Voc.-Tech. School, Newton
56. Salina Area Voc.-Tech. School, Salina
57. Kaw Area Voc.-Tech. School, Topeka
58. Manhattan Area Voc.-Tech. School, Manhattan
59. Wichita Area Voc.-Tech. School, Wichita
60. Liberal Area Voc.-Tech School, Liberal
61. Kansas City Area Voc.-Tech. School, Kansas City

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Also see page 26

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Baldwin City, Kansas

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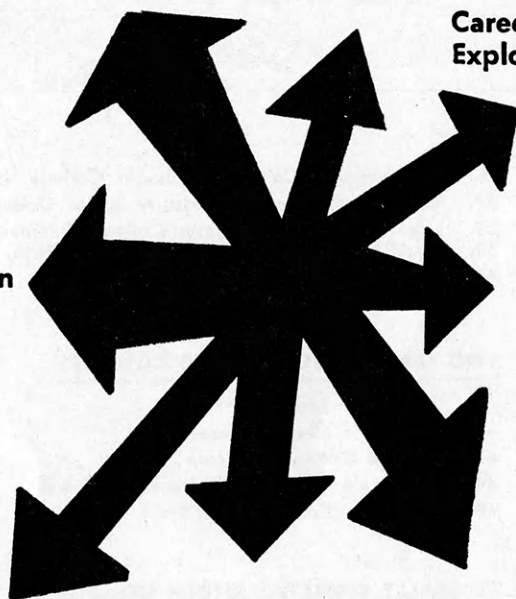
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How About College?

(Continued from page 10)

As a result they tend to make two assumptions; that high marks are easy to get and that they are entitled to them.

Almost all college students get a C or lower sometime during their college career. This is especially true in the English composition courses which college students are required to take during their first year. The truth of the matter is that by college standards, the average high-school students have had little preparation in developing writing skills, and their first written work at college shows it. The instructor therefore tries to make this inadequacy clear to the students, by the method which has proved most effective over the years—he gives the papers low grades, and if he has the time, writes a detailed criticism of the defects.

High school and college are very different worlds with very different grading standards. The wise student will go beyond his emotional reaction to the grade and reflect on why he got it.

Concentrate on what is wrong with your work and how you can improve it. Chances are fairly good that you will survive the low grades, so long as you do not get so upset that you fail to see what can be done to improve them. College education has to compensate for what was not taught in high school. At least the grades get the students' attention. A rough measure of the amount of study time needed is two hours for every credit hour taken.

If you desire to raise your grades, plan to improve the quality of your work. Cultivate the habit of planning. If your mind is filled with a plan of how you are going to study you are more likely to study than to drift off into day dreaming or watching TV. Set up a definite plan for the study of each course. If your plans do not bring the desired results, talk the matter over with your instructor. This will indicate that you are taking your work seriously and probably help you to improve substantially your future work. Keep an accurate list of all assignments and the dates they are due. Budget your efforts so they will be completed on time, or better still, ahead of time. If you improve your work, you will certainly get a better grade.

Learn to listen—the lecture system used in college classes will present problems. So much material will be presented in a single lecture session that you will need to make special preparation if you are to absorb it all. Concentrate on what the lecturer says as you simultaneously jot down the highlights of his speech. Train your ears to catch key phrases. Form the habit of reviewing each course from the beginning once a week. Prior to an exam, recheck notes, listing hard-to-remember facts along the left margin of your notes. (For more information you could refer to "How to Study in College" by Walter Pauk.)

COLLEGE LIFE

When a student arrives at college he can become very frustrated and confused trying to be accepted in groups where he doesn't know the type of group he as an individual best fits. Knowing one's self before arriving at college helps the student analyze groups on the campus and find the one he as an individual belongs in.

At college the atmosphere is much more intellectual and social-extracurricular activities are less important than in high school. It's a good idea to concentrate on one or two activities in your freshman year—you can always join other organizations later. Extracurricular activities are impressive for their quality, not quantity.

MAJOR STUDY

Some students find it easy to choose a major when they first come to college. Others prefer to wait until experimentation in several fields of study interest them in a particular subject area. Often declaration of a major occurs as late as the beginning of the junior year. Obviously, your choice of a major should depend partly on what you enjoy studying, partly on the sort of job you expect to get and partly on how well you do in its courses.

An important factor of the choice of a major which students sometimes overlook is the relative supply and demand of jobs for which its students are qualified. Often the college student does not begin thinking about the job market until his senior year. This is the wrong time to do it, for by then it is too late to make any changes. This is a matter you should look into early in your college career.

A student must decide exactly how important his academic program is, what time and significance to attach to extracurricular opportunities, and how to relate himself to dating, partying, "informal 'gab' sessions and general 'messing' around"—all very necessary activities for the well-being, enjoyment and education of the college student.

Education is a lifelong undertaking. It is many sided and requires compromises like any other field of human endeavor. Higher education presents countless new opportunities, so take advantage of them. Remember opportunities are made by being prepared.

SAINT MARY COLLEGE

Xavier, Kansas

Also see page 26

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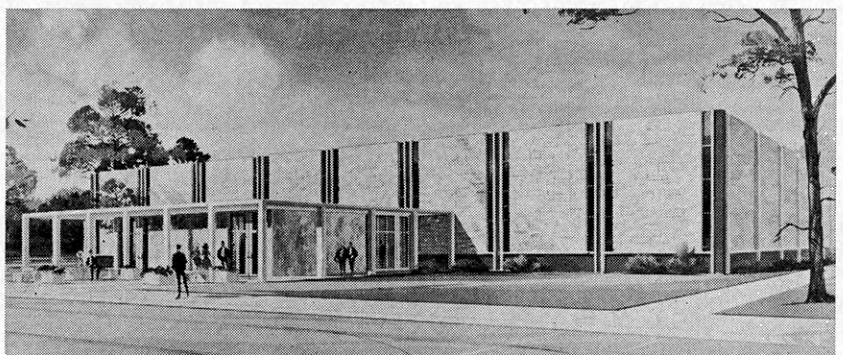


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Write—Office of Information Services, Fort Hays Kansas State College, Hays. 67601

Also see page 26

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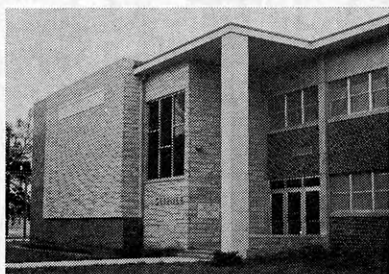
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Also see page 26

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YOU Can Afford College

(Continued from Page 43)

mester or so, while the student is adjusting to college life. To find out about part-time job opportunities, write to the student employment or placement office. Better still, visit the college, discuss your financial problems with the director of employment.

SCHOLARSHIPS

Most institutions provide some scholarships to worthy students. They may be for tuition only, for tuition plus board and room, or for an even greater amount. Generally they are not sufficient for the complete cost. Many organizations (social, business, educational, religious, governmental, and fraternal) offer grants or scholarships.

Eligibility is usually based on need, scholastic ability, extra-curricular achievement, or leadership. Guidance teachers, high school principals, or personnel in State Departments of Education can inform students of available scholarships.

LOANS

Many colleges have loan funds used in a revolving plan to benefit many students. A satisfactory college record is often the only eligibility requirement. One plan is the National Defense Student Loan Program. This allows a student to borrow as much as \$1,000 a year, but not more than \$5,000 during his course of higher education. Three per cent interest is charged, and repayment begins one year after the borrower completes his studies. The loan must be repaid within 10 years, not including time spent in the armed forces, and 50 per cent of the loan may be canceled at the rate of 10 per cent for every year the borrower spends as a full-time teacher in certain subjects in a public school.

More than 800 schools and colleges are now members of the Tuition Plan, Inc. started in 1938. Member colleges offer the plan to parents as an optical payment method. The tuition plan pays education fees as they fall due and collects from the parents on a monthly basis.

Educational Opportunity

McPHERSON COLLEGE

McPHERSON, KANSAS

Fully Accredited — Co-Educational

19 MAJOR FIELDS OF STUDY

— including —

Agriculture and

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Also see page 26



The W-R Milling Company

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Grants, of as much as \$1,000 a year, authorized in 1965 are reserved for extremely needy high school graduates who cannot otherwise afford to attend college. A total of 221,200 students will receive these outright federal scholarships during the 1967-68 school year.

Under the Veterans Readjustment Benefits act of 1965, veterans who have been at some time on active duty since 1955 are eligible for payments ranging from \$100-\$150 per month for full-time study at any accredited educational institution. You should apply to your regional Veterans administration offices.

Guaranteed Loans for vocational students, authorized under the National Vocational Student Loan Insurance act of 1965, are available to students from low or middle class families, as long as they are attending or accepted in a vocational, business, trade or technical school.

Don't let the cost of getting an education scare you out of making a decision to enter college. Others have done it on limited funds. So can you.

The \$8,000 to \$10,000 or so it costs to get through college is still a sound investment—insurance companies estimate a college degree adds from \$140,000 to \$200,000 in lifetime earnings to the average graduate.

Keep in mind the following suggestions and your task will be easier:

1. Begin planning early, try to save money in advance, and anticipate your needs.

2. Do not choose your college by price tag alone; all colleges are willing to help deserving students as much as they can and the expensive colleges can provide the most generous aid.

3. Learn to budget your spending and find ways to economize; if necessary, buy used textbooks, live in a cooperative house where you can work for room and board, or commute from home to a city college.

4. Never forget that a college education is probably the soundest and best-paying investment that you will ever make; it is well worth whatever sacrifices you must make to get it.

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Lively, moving, active, energizing. That's what Kinetic means. And that's what Kansas is. A great place to grow!

Kansas' young people can make it grow. Help it grow. And grow with it.

The future of Kansas is in motion. Now. Moving ahead with the times. Kansas needs youth willing to roll up its sleeves and work for a Kinetic Kansas...whose greatness lies ahead!

The Electric Cooperatives believe in Kansas' go-power. That's why they're building and planning for the great development that's still to come. Grow, young man. Stay in Kinetic Kansas. The State with go-ability. The State with grow-ability.

THE ELECTRIC COOPERATIVES OF KANSAS

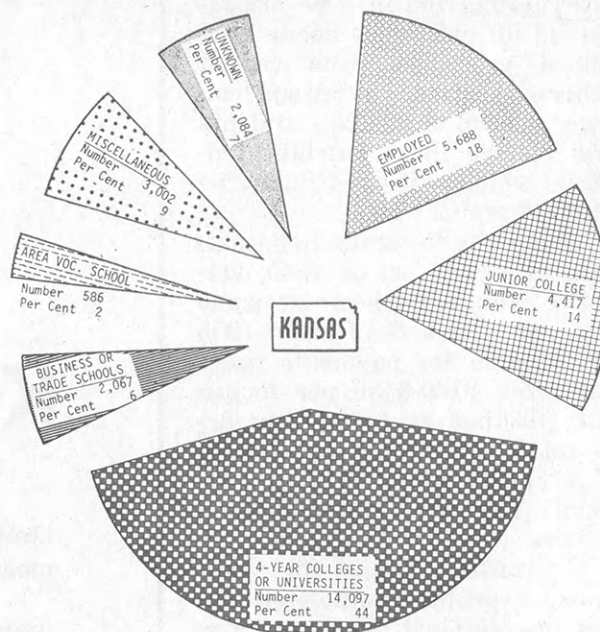


WHERE DID KANSAS HIGH SCHOOL GRADUATES GO?

The chart at right illustrates where the 31,941 1966 high school graduates went as reported by their principals.

A comparison of boys and girls is as follows:

	Boys(%)	Girls(%)
Attending 4-year Colleges	46	43
Attending Junior Colleges	17	11
Employed	18	18
Attending Business or Trade Schools	3	10
Attending Area Vocational Technical Schools	2	1



Status of 1966 Kansas high school graduates as reported by Kansas High School Principals, September, 1966.

KANSANS IN COLLEGE

Top number—Total 1966 graduates in county

Middle number—Percentage of 1966 graduates in Junior College

Bottom number—Percentage of 1966 graduates in a 4-year College or University

Cheyenne 83 2 50	Rawlins 91 5 55	Decatur 101 14 40	Norton 137 3 54	Phillips 176 4 44	Smith 119 6 48	Jewell 71 5 48	Republic 171 16 44	Washington 183 5 33	Marshall 208 6 37	Nemaha 204 9 32	Brown 153 19 31	Douglas 163 15 28	Atchison 346 24 15	Doniphan 163 15 28
Sherman 118 9 47	Thomas 111 36 34	Sheridan 71 16 32	Graham 72 1 47	Rooks 160 4 50	Osborne 96 1 44	Mitchell 197 5 53	Cloud 225 38 17	Clay 154 2 54	Riley 406 1 61	Pottawatomie 205 3 47	Jackson 156 5 29	Jefferson 176 3 30	Franklin 632 8 45	Wagoner 2523 26 15
Wallace 53 9 28	Logan 83 5 54	Gove 85 7 50	Trego 72 4 41	Ellis 409 1 64	Russell 186 4 60	Lincoln 87 3 50	Saline 602 3 55	Dickinson 387 2 49	Marion 267 1 48	Chase 66 2 18	Wabasha 388 6 62	Owaga 163 6 36	Franklin 496 2 58	Miami 263 5 42
Greeley 39 16 67	Wichita 40 13 40	Scott 102 10 40	Lane 59 10 69	Ness 102 3 47	Rush 91 4 41	Barton 508 8 50	Rice 227 11 46	McPherson 398 10 48	Marion 267 1 48	Chase 66 2 18	Wabasha 388 6 62	Owaga 163 6 36	Franklin 496 2 58	Miami 263 5 42
Hamilton 52 19 37	Kearny 54 28 44	Finney 244 48 27	Hodgeman 43 14 42	Pawnee 126 10 47	Stafford 128 15 46	Reno 908 48 18	Harvey 341 14 44	Butler 4630 4 57	Sedgewick 4630 4 57	Chase 66 2 18	Wabasha 388 6 62	Owaga 163 6 36	Franklin 496 2 58	Miami 263 5 42
Stanton 29 7 79	Grant 74 19 39	Haskell 62 16 55	Meade 23 28 28	Ford 344 35 29	Kiowa 88 26 47	Barber 118 14 47	Harper 130 18 35	Sumner 374 11 44	Cowley 307 46 16	Chautauque 70 16 34	Montgomery 585 51 13	Labette 417 42 18	Cherokee 492 18 33	Cherokee 492 18 33

1966 Kansas High School Graduates in College, by counties

YOUR magazine, **The Kansas 4-H JOURNAL**, wants news and pictures of what's happening in your club. With 1170 4-H Clubs in Kansas we cannot print everything each club does. What we need are the NEW ideas in your club that will be new to other clubs. If you have a GOOD picture, send it along with your story. We'll return your picture if you send us a self addressed stamped envelope along with it. Send your news to:

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Education is our bridge to tomorrow. Industry today is very demanding of education for its employees. While some positions require a college degree, others require the development of specific skills. We hope this issue will provide information regarding both types of training.

It was our purpose in publishing this issue of the Journal to inform students, parents, guidance personnel, teachers and school administrators of the many higher education opportunities available to students in Kansas. We hope this issue will assist the student in making a wise choice in choosing the educational program which will best meet his needs.

After a tentative choice of several schools has been made, the prospective student and his parents should visit each school tentatively chosen before reaching a final decision. In this way, the student and his parents are in a better position to evaluate each school in terms of the individual, his needs, and preferences.

This material has been compiled from information provided by the individual schools and colleges. We are proud to present these colleges and universities of higher learning to you — the prospective student.

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Goes to 20,000 Kansas
4-H Families and to all
high schools in the state.



SALUTE ELECTRIC PROJECT WINNERS

The Electric Companies of Kansas proudly salute these 1967 Electric Project winners:

State Winner: Terry Tullis, Labette County Received a trip to the National 4-H Club Congress in Chicago

Logan Richard Kvasnicka Karen Kvasnicka Dixie Kvasnicka	Montgomery Steven Field Steve O'Brien Paul Bohr Dean Bolejack	Pottawatomie Dick Nelson Rick Gibbs Dan Dodge Louise Nelson	Saline David Morrison Karl Esping Eugene Tillberg Billy McDaniel	Stevens David George Eric Morgan
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McPherson Wayne Wollmann Russell Groves Roy Russell	Nemaha Dan Ronnebaum*	Rawlins Dennis Anderson Daniel J. Burk David Holste Kevin Holle	Sedgwick Bill DeHaven* Jay Smith Alan Razak	Thomas Harold Murphy* Roy Murphy Tony Brogan David Weed
Marion Dennis Buethe Kristin Wolfersperger Myron Voth	Neosho Don Smith Claude Roberts Dwight Baldwin	Reno Jim Pattinson Linda Pattinson Kirk Larsen Bob Walsten	Seward Steve Bozarth	Trego Doug Wedermyer Allen Wilds Darryl Reeder Kirby Mollenkamp
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	Pawnee Susan Coddington* Lee Musil Donald Finger Gary Hewson	Russell Albert Clow Lee Jay Gattton	Stafford Dennis Walker Murray Thole Larry Fisher	Woodson Pat McGuirk

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
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