Special To Males

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What Women Admire In Men

by Naomi C. McLean, CPS Business Writer

NOTE: During the past three months we have interviewed our stenographic customers, coming to the office for services, women and men on "Traits I Most Admire in the Opposite Sex." This week, there are 33 answers from the ladies. Next week, 33 answers from the men. Summarizing the reports, the title is "WHAT WOMEN ADMIRE IN MEN".

Neatness and cleanliness. "Girls like a fellow to look as though he had a recent bath."

2. Good manners and courtesy. "Lots of men think

good manners are out of style but they are wrong."

3. Cheerfulness and pleasantness. "I had a date once with the original Gloomy Sam, Never again!"

4. Ambition to succeed in life. "I like the fellow who knows where he is going in life."

5. Intelligence. "Girls don't like a steady diet of two-dollar words in their conversation, but they like to know the fellow they're with has a lot of brain power in reserve."

6. Honesty and uprightness. "I can't stand dishonest and tricky people. If a fellow is dishonest in little things, I always am afraid he will be dishonest in big things." 7. Good sportsmanship. "I've never known a girl who didn't admire a good sport." 8. Attractive clothes. "We know all the fellows can't dress like fashion plates in Esquire, but we like them to wear their clothes with a certain natural grace."

9. A sense of humor. "A good sense of humor is indispensable. It gets you over lots of rough spots in life."

10. Use of good English. "1 am proud to be with a fellow who naturally and unconsciously uses good English."

11. Thoughtfulness and consideration of others. "One way to judge a man's character is by the way he treats his mother and father." 12. Good health. "I like

fellows who are full of pep and energy."

13. Good posture and carriage. "The fellow who stands up straight and walks with a springy step makes a good impression."

14. Conversational ability. "I like a fellow who is a clever talker, even if I suspect that some of it is just a 'line.'

15. Ability to dance well. "Every man ought to be a smooth dancer. I can't see any excuse for poor, awkward

Expanding The Government's

Role In Education

by Charles T. Byrd, Jr., CPA

The role of government in education has been a much disputed topic for many years. Formal schooling is paid for and almost entirely administered by government bodies or non-profit institutions. This situation has developed gradually and is taken for granted even by countries that are predominantly free enterprise in organization and philosophy.

The support for a general education for the citizenship is strong. A stable, democratic society is impossible without a minimum degree of literacy and knowledge on the part of most citizens and a general acceptance of a common set of values. Education can contribute to both. Milton Friedman a noted economist, states, "the gain from the education of a child accrues not only to the child or to his parents but also to other members of the society."

The forms of education that have the greatest social advantages and how much of a community's limited resources should be spent on them must be decided by the judgment of the community. This judgment is expressed through available **9** political channels. Unfortunately, vocational and professional schooling is not considered as having the basic attribute of general education -- the neighborhood effect.

The neighborhood effect makes voluntary exchange impossible, i.e., circumstances under which the action of one individual imposes significant costs on other individuals for which it is not feasible to make him compensate them, or yields significant gains to other individuals for which it is not feasible to compensate him.

Vocational and professional schooling is a form of investment in human capital. It is comparable to investment in properties because they similarly function to raise economic productivity. The individual recipient of this schooling is rewarded by receiving a higher return for his services than could otherwise be commanded.

Return is the primary purpose for any type of investment. Extra returns must be balanced against the costs of acquiring them. For vocational schooling, the major costs are foregone income while in training, interest on this income, and expenses of the training.



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Evidence is available to indicate the rate of return on investment in training is very much higher than the rate of return an investment in physical capital. This difference suggests the existence of underinvestment in human capital. The lack of a conceited effort by the government to find programs that are economically sound for vocational and professional training only serves to perpetuate the inequalities of wealth and status.

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