

NIC Bulletin

April/May/June
2010

Volume 66, No. 2

Official Newsletter of the National-Interstate Council of State Boards of Cosmetology, Inc.

www.nictesting.org

NIC Conference In Final Plans



On August 28-30, 2010 at the Renaissance Seattle Hotel in Seattle, Washington, members of State Cosmetology Boards will assemble for the Annual Conference of NIC. The purpose is to share the most current ideas relative to the administration of cosmetology licensing, laws and rules and the NIC theory and practical examinations.

An outstanding program promises this year's Conference to be one of importance and informative for the delegates. It provides an educational program designed of practical material to benefit all the attendees.

The purpose is to keep focus on NIC and continue to work towards the visions of the organization for the continuance of its success.

As board members, each person can help chart the course of the cosmetology pro-

fession by participating in the activities by attending the Conference. Let us join in a united effort to be progressive in our thinking, our planning and our actions to help the cosmetology profession remain in it's rightful position as one of the leading vocations of the 21st Century. This is NIC's vision of tomorrow.

The room rates for a single or double accommodation are \$139.00 plus applicable taxes. For reservations call 800-546-9184. To reserve the Conference rate please state that you are with the National Interstate Council of State Boards of Cosmetology.

For more information or if you have any questions contact Debra Norton at 501-227-8262 or debranorton@sbcglobal.net.

Regions 1, 2, 3 and 4 Meet

NIC Regional Meeting was held March 19th thru March 21st. Regions 1, 2, 3 and 4 combined forces to put together one fun filled and education packed meeting. 17 States were represented by 60 plus attendees.

Friday started out with a Welcome to Nevada party on the Desert Princess, a Dinner Cruise on Lake Mead that was sponsored by the Nevada State Board of Cosmetology. After a great meal, attendees walked around the deck to enjoy the view of Hoover Dam.

Saturday started early with breakfast, sponsored by Milady. Welcoming and getting acquainted was hosted by Region 3 Director Angie Printz, Region 4 Director Kathey Ditzler & NIC President Jackie Dahlquist. Executive Director for the Nevada Board, Vince Jimno got things started with a presentation on Board Protocol. Many participated in an open dialogue with Questions and Answers. Generational Gap was presented by Gerard McAvey for Milady. This gave everyone an insight on the Baby Boomers, Generation "X", and Generation "Y". Who knew that each generation has such different values?

After the all of the morning information a Lunch provided by Super Cuts with Representative RoseAnn Perea was needed to get ready for

continued on page 2

President

Jackie Dahlquist
212 South 'A' Avenue
New Underwood, SD 57761
605-754-6789 (H) • 605-391-2721 (C)
jackiedahlquist@hotmail.com

Immediate Past President

LaFaye Austin
3401 Caton Place • Enid, OK 73701
580-234-7223 (W) • 580-402-3360 (C)
lafayeAustin1010@suddenlink.net

Vice President

Kay Kendrick
308 Main St. • Thomson, GA 30824
706-595-8826 (w) • 706-373-3921 (c)
kaykendrick@bellsouth.net

Secretary/Treasurer

Richard A. DeCarlo
4243 Blaine St. NE #103
Washington, DC 20019
202-396-5088 (H) • 202-329-5932 (C)
rclown1@aol.com

Region 1 Director

Anwar Saleem
1810 8th St., NW • Washington, DC 20001
202-396-1983 (W) • 202-439-0470 (C)
anwar.saleem@hstreet.org

Region 2 Director

Wayne Kindle
408 N.E. Sapphire Ln.
Lees Summit, MO 64064
816-765-8222 (W) • 816-916-4512 (C)
wkindle@transformedbca.com

Region 3 Director

Angie Printz
901 W Montana St. • Livingston, MT 59047
406-222-5258 (W) • 406-223-0349 (C)
angela.printz@gmail.com

Region 4 Director

Kathy Ditzler
707 Foothill Court • Boulder City, NV 89005
702-498-7818 (W) • 702-498-7818 (C)
kditzler@nvcosmobd.nv.gov

Board Administrator Rep.

Betty Abernethy
WY Board of Cosmetology
2515 Warren Ave. Ste. 302
Cheyenne, WY 82002
307-777-3457 (W) • 307-630-4218 (C)
babern@state.wy.us

National Examination Committee (NEC)

Jerry Kelon Carter II, Chairman
11630 E. 21st. • Tulsa, OK 74129
918-234-9444 (W) • 918-406-1262 (H)
kneccchairman@gmail.com

NIC Office

7622 Briarwood Circle • Little Rock, AR 72205
www.nictesting.org
(501) 227-8262 - work • (501) 227-8212 - Fax
Debra Norton, Coordinator
Debranorton@sbcglobal.net

Message From the President



I am happy to announce that the last touches have been put on the final plans of the Educational Program and Agenda for the Annual Conference in Seattle, WA.

This year will be the first year NIC will be awarding the Aurie J. Gosnell Scholarship to four lucky recipients. Kay Kendrick, our Committee Chairman, announced that a total of 67 applications were received from interested applicants. One recipient will be named from each of the four regions to receive a \$1,250.00 scholarship. The program will be an on-going event each year. With the recipients to be named at the Annual Conference. The scholarship is in honor of the late Aurie J. Gosnell, founder of the NIC National Testing program.

I am eagerly looking forward to meeting with each and every one of you at our Seattle Conference. Remember that the practical importance of the National Interstate Council of State Boards of Cosmetology cannot be over-emphasized. The Council was created in a spirit of good fellowship and mutual cooperation to help state boards carry out their responsibility to administer state laws and rules for the protection of our licensees and citizens in our states.

Hope you all plan on being in Seattle

Jackie Dahlquist
NIC President

www.nictesting.org

REGIONS 1, 2, 3 AND 4 MEET...

CONTINUED FROM PAGE 1

the afternoon session. After lunch we went into a round table discussion. The attendees were given the opportunity to either break up in small groups or have an open floor dialogue. The vote was overwhelmingly for open floor. Several topics were offered and discussed. Many attendees participated and expressed how their state is dealing with those topics.

The afternoon snacks were sponsored by PCS. The break led us into a great presentation by Alan Murphy for Barbicide. They have created a new test strip which will prove to be very beneficial. After Alan's presentation he did the introductions of the Motivational speaker, Rene Godefroy. Rene was sponsored by Barbicide and Clic International. He has been a speaker for companies such as Aflac, Coca Cola, & Charles Schwab. Rene's speech was "Change is a Gift". This ended the meeting with a "FEEL GOOD" attitude.

Sunday we got a jump start from Pivot Point and Representative Peggy Moon by providing us our breakfast. Peggy was followed by JoAnn Diprete from Ultronic. JoAnn gave a short presentation and had a drawing for some great products from Ultronic. Then we got on a bus sponsored by OPI and went to the Nevada Board office. There we had the opportunity to do a mock computer base test (CBT) and watch a mock practical exam featuring esthetics, cosmetology and nails. Michael Hill presented the Practical Examination Training process. Wrap up and closing remarks were given by Region 1 Director Anwar Saleem and Region 2 Director Wayne Kindle.

A special "THANKS" to all of the Sponsors, and the Attendees who continue to support NIC. We could not have done this without you.

By Kathy Ditzler
Region 4 Director



Editorial

by Lois Wiskur

Critical Thinking

The other day I came across a topic on critical thinking. This made me aware of how we all have forgotten how to be a critical thinker, especially when having a conversation.

This has brought me to remember how tired we get of the “know-it-alls.” These are the ones we run into periodically who seem to have an answer for everything – and not just any answer, but the right answer.

It then dawned on me that the time I thought I knew everything was when I was 17 or 18 and the whole world fit into my tiny box of tradition and experiences. It was a secure world to live in because everything in those days was either black or white. Then came cosmetology school, followed by life experiences or exposure to new ideas being part of the profession, state board member and NIC. It was then I realized I not only did not know everything, I actually didn’t know much at all.

When I became NIC President I was taught by my predecessors, Aurie Gosnell, Pat Nix and Tom Ross, to name a few, on how to be more critical in my thinking when making decisions. Looking back on the many issues that NIC had encountered during that time, I remember jumping right in thinking a new idea (no matter what it was) sounded great. Most of the time I was stopped from allowing the Board from approving my ideas. Yes, my predecessors would always butt

in and would suggest to move the article to the end of the agenda or wait until the next day to act on it. Most of the time the next day became the next board meeting. It was during that time span that we were allowed more time to study the issues and in doing so, the final decisions were for the betterment of the council. Time and critical thinking saved NIC (and myself) a lot of problems.

Often we think the word “critical” means to express disapproval, but that is not the definition of critical thinking. A gentleman by the name of Edward Glaser quoted the following: “The ability to think critical involves three things: 1. An attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one’s experiences. 2. Knowledge of the methods of logical inquiry and reasoning. 3. Some skills in applying those methods.”

Because most of us grew up in an educational type of schooling that relied more on lectures and memorizations, it can be uncomfortable to be presented with ideas that involve the questioning of some of the “facts” that are not reliable anymore. It is difficult for us to accept that we have subconscious biases that allow us to be judgmental.

A lot of us also tend to accept group thinking that makes us rely on a belief system

that is formed by those around us rather than what we have studied or sought out ourselves.

This happens to us daily in every phase of life – politics, food, medicine, clothes, etc. We could name any number of food or fashion issues in our lifetime that has wandered in and out of the categories of what is good and what is bad for us to eat or wear. It becomes so easy to depend on one source of information whether by the news, a talk show or a TV network or just one set of friends who all agree, rather than reading substantial or objective material on the issues. We all recognize that the political area is one where the lack of critical thinking is the most noticeable. Do we become experts on an issue (an example, the health care bill) because we’ve read it or studied both sides of the issue? Or do we give our brains a vacation and accept what another person says about it who maybe has the same lack of knowledge we do.

It would be great to set down with a group of people and talk issues with an open mind. Have you ever noticed that conversations containing the phrase “That’s great, I never thought about that before” are few and far between?

Let’s hope we can all get into a meaningful conversation where we are willing to ask questions and discuss all sides. This not only could be a learning experience but fun as well.

Remember, first get all the facts and then think critically and seriously about whatever issue you are presented with before you make your final decisions.

Criticism

1. Tall trees catch much wind.
2. If you stop every time a dog barks, your road will never end.
3. Most knocking is done by folks who don’t know how to ring the bell.
4. Justly to discriminate, wisely to prescribe, and honestly to award, should be the aim of all criticism.

Taken from the NIC Bulletin, March/April 1968. President Aurie Gosnell’s Message.

Benefits of Distance Education

By Cathy Anderson, PhD, South Dakota

The benefits of distance education for students and institutions are many and well documented via the research done on distance education. Research conducted by the Sloan Consortium indicates the following:

- Over 4.6 million students were taking at least one online course during the Fall 2008 term; a 17 percent increase over the number reported the previous year.
- The 17 percent growth rate for online enrollments far exceeds the 1.2 percent growth of the overall higher education student population.
- More than one-in-four college/university students now take at least one course online. (“Learning on Demand: Online Education in the United States, 2009 | The Sloan Consortium,” n.d.retrieved 4/18/2010)

The student that we see in our institutions now is vastly different from the student we saw as recently as two or three years ago. According to research conducted by Pew Research, today’s younger generation, dubbed Millennials, are between the age of 18 and 29:

- Embrace multiple modes of self-expression. Three-quarters have created a profile on a social networking site.
- One-in-five have posted a video of themselves online.
- Nearly four-in-ten have a tattoo (for most who do, one tattoo is not enough; approximately half of those with tattoos have two to five; 18% have six or more).
- Nearly one-in-four have a piercing in some place other than an earlobe – about six times the share of older adults who have done this.
- Among 18 to 24 year olds a record share – 39.6% – were enrolled in college as of 2008 according to census data.
- Millennials are also more likely than older adults to say technology makes life easier and brings family and friends closer together. (*Millennials a Report of Generation Next, 2010*)



A more complete use of technology based upon the findings of the research by Pew on Millennials can be found in the chart on page 5.

The Center for Adult and Experiential Learning (CAEL) identifies the following barriers to adults seeking to pursue higher education:

- Lack of time to pursue education
- Family responsibilities
- Scheduling of course time and place
- Cost of educational courses
(“Services and Solutions for Colleges and Universities,” n.d.)

Because of the use of Web based resources, it is apparent that our current students as well as students in the future will expect that they can access resources from the Internet either via a personal computer or even their cell phones. This is justified by the following survey results:

“About three-fourths (77%) of Americans use email or the Internet, at least occasionally. This is up from 14% in 1995 and 68% in 2005. The proportion of the public that is online has remained fairly consistent since 2006. There continues to be substantial age differences in Internet use. In this survey, 90% of Millennials and 87% of Gen Xers use the Internet, compared with 79% of Baby Boomers.” (*Millennials a Report of Generation Next, 2010*)

The question asked is whether or not cosmetology schools and colleges can meet the demands of this generation by presenting courses online and course content online. A review of the standard curriculum for cosmetology schools reveals that the student must be prepared to demonstrate the following for the state of South Dakota:

1. The student must participate in 2100 hours of instruction

2. The student must pass at least three exams

Research for online programs and courses reveals that these opportunities for cosmetology students are limited; however, cosmetology schools and businesses have recognized the need to provide educational opportunities for students via distance education. Milady Online offers online testing preparation to study for State Board Licensing Examinations. The student can choose to conduct test preparation by specific chapters as well as by comprehensive tests. They also offer a web tutoring program or an eHomework Solution which the student can access as they work through their program and are seeking remediation. This program provides games, a talking glossary, and is available on a per student basis through their schools. All of these services are available 24/7. The eHomework Solution is accessible through the school’s site via username and password.

The challenge with online education is that discrepancy between determining if the student has met the required 2100 hours of instruction. There are several ways to do this which may not only meet that standard, but improve the student’s learning experience, his/her understanding of the course content, and provide the student with a distance learning option with limited in-classroom requirements.

1. Changing the focus from “required hours or seat time” to a competency based measure of achieving the prescribed learning outcomes by testing, creating portfolios, and project based demonstrations of learning.
2. Using a secured learning management system which tracks the student’s activity on a website, thereby logging his/her time on a task.

- Using a mixture of both strategies to ensure that students are spending the necessary time to review course materials and working on assignments to ensure success in the program.

What are learning outcomes and how can they be an improvement over the standard required hours for successful completion of the cosmetology program?

Learning outcomes are simply those skills, knowledge or abilities that a student is expected to acquire as a result of participating in a specific learning activity. Learning outcomes can and should be defined at the module, course and program level, each building on each other to ensure consistency in what the student is learning, what is being taught, as well as meet industry standards.

The benefit of measuring student achievement of learning outcomes is that this gauges what the student actually learned and is learning; can be formative or summative. Formative evaluations are those which allow for corrections or improvement during the instructional process or program. Summative are those evaluations which occur at the end of the instructional process or program.

To continue to make the educational opportunities required for a cosmetology student attractive, it seems essential to provide online courses and content. Students can be engaged in an online learning environment by applying the following learning theories:

- Experiential is a four-stage cyclical theory of learning. Kolb's experiential learning theory is a holistic perspective that combines experience perception, cognition and behavior.
- Constructivist is a paradigm or worldview posits that learning is an active, constructive process. The learning is an information constructor. People actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge, thus mental representatives are subjective. ("Constructivist Theories," n.d.)
- Active learning is an umbrella term that refers to several models of instruction that focus responsibility of learning on learners. Bonwell and Eison (1991) popularized this approach to instruction (Bonwell & Eison 1991) (Active Learning - Wikipedia, the free encyclopedia," n.d.). This "buzz word" of the 1980s became their 1990s report: The Association for the Study of Higher Education

Millennials Outpace Older Americans in Technology Use

	Millennial (18-29)	Gen X (30-45)	Boomer (46-64)	Silent (65+)
Internet Behaviors				
Created Social Networking Profile	75%	50%	30%	6%
Wireless Internet Away from Home	62%	48%	35%	11%
Posted Video of Themselves Online	20%	6%	2%	1%
Use Twitter	14%	10%	6%	1%
Cell Phones and Texting				
Use Cell to Text	88%	77%	51%	9%
Texted in the Past 24 Hours	80%	63%	35%	4%
Texted While Driving	64%	46%	21%	1%
Have a Cell Phone/No Landline	41%	24%	13%	5%
Median # Texts in Past 24 Hours	20%	12%	5%	**

(Millennials a Report of Generation Next, 2010)

(ASHE). In this report, they discuss a variety of methodologies for promoting "active learning." However, according to Mayer (2004) strategies like "active learning" developed out of the work of an earlier group of theorists - those promoting discovery learning. Discovery learning is a method of inquiry-based instruction. Discovery learning believes that it is best for learners to discover facts and relationships for themselves. ("Active learning - Wikipedia, the free encyclopedia," n.d.)

- Problem Based Learning (PBL) is an instructional method of hands-on, active learning centered on the investigation and resolution of messy, real-world problems. ("Problem-Based Learning (PBL)," n.d.)

The theories above can be rooted in the theory of andragogy which was defined by Knowles. Andragogy places emphasis on learning by adults who are self-directed and expect to take responsibility for decisions. Andragogy makes the following assumptions about the design of learning: (1) Adults need to know why they need to learn something; (2) Adults need to learn experimentally; (3) Adults approach learning as problem-solving, and; (4) Adults learn best when the topic is of immediate value. ("TIP: Theories," n.d.) In addition to this, one must be aware of the definition of pedagogy which is the art or science of teaching methods; the activities of instruction that impart knowledge or a skill.

There is the argument that much of the coursework done in the Cosmetology programs is hands on, therefore an online program is not practical. In these cases, a blended learning program or course would address these concerns allowing the student to access their online course materials while requiring them to participate in face-to-face sessions when necessary. Simply defined, a blended learning or hybrid approach can combine face-to-face instruction with computer-mediated instruction.

Further definitions of blended or hybrid courses are:

- A hybrid course is a blend of face-to-face instruction with online learning. In a hybrid course, a significant part of the course learning is online and, as a result, the amount of classroom seat-time is reduced. (California State University - Long Beach)
- "Hybrid" is the name commonly used nationwide to describe courses that combine face-to-face classroom instruction with computer-based learning. Hybrid courses move a significant part of course learning online and, as a result, reduce the amount of classroom seat time. (University of Wisconsin Hybrid Course Project)

The hallmark of quality in design of an online course is that of interaction between student and content, student-to-student, and student-to-faculty.

continued on page 7



What Do You Think?

Distance/Online Learning

Many Boards are adopting laws or rules to allow distance learning as part of the technology being used in the classroom. The following question was presented to the following people from the industry. “Do you think Boards should make it a necessity for schools to make available the option of distance or on-line learning for the students?”

Susan Collins-Burrough – Arkansas, Salon Owner

“I don’t see it as being necessary. There are a lot of variables for the schools and it would be a wonderful convenience and opportunity for the students. If it is available I would hope schools would take advantage of it, especially larger schools more than the smaller schools, because they have more administrative staff and more oversight.”

Peggy Moon – Georgia, NIC Past President, Regulatory Liaison for Pivot Point

“Few states are looking at this concept now. State Boards would have to make that decision and it would be state by state. Every student should have an option to learn on line as well as in the classroom. We shouldn’t hold that option from the student to advance their education and learning concept. It would need special monitoring by the schools and boards. Education needs to be

kept moving in a forward direction. We’re all about education and can’t hold back because of what we use to do, so we need to look at all options that are available.”

Betty Abernethy – Wyoming, Board Administrator for Wyoming Current NIC Officer

“It is a great option but shouldn’t be necessary. With the type of students today, they are use to that type of format with technology. It could be beneficial for the student that excels and also beneficial for the student that is remedial to allow them to learn at a slower pace without peer pressure.”

Ella Mae Baird – Iowa, Board Administrator for Iowa

“Our Board rules do not address the distance learning method for schools, however the board is looking at the rules for allowances of some of the required course subjects. The rules allow to some degree but the guidelines are minimal for allowance so that needs to be changed.”

Ken Young – Oklahoma Board Member, Board Member of NACAS

“It’s a nice option but I don’t think it should be a necessity. It is going to eventually be offered by the schools because some schools are either doing it or working on it more.

The states will need to decide how to regulate it in their own state.”

Jeri Betts – Maine, Board Administrator for Maine

“I think it is something to be considered in today’s mobile world because you have colleges offering distance learning now. There may be a portion of the Cosmetology Course that could definitely support the program. It’s an opportunity to draw on people who could benefit from distance learning. It should be left as an option as a part of new technology for this profession because some schools might not be able to support the system.”

Steve Colarusso – Arizona, Member of Arizona Board, School Owner, Member of NEC Committee

“It’s a good idea for part of the curriculum. It shouldn’t be mandated, only an option. As far as the future it will be becoming a part of education with part of the curriculum lending itself to distance learning. That is part of the evolutionary process for education. The schools should have a choice.”

Sandra Bruce – Milady

“As part of Cengage Learning and a leading education provider, Milady recognizes distance online learning as a veritable option for delivery of quality education. We are committed to provide schools with education content of the greatest standards and delivery systems in a variety of platforms within and outside of a brick and mortar environment. We do, however, believe that all quality education must be facilitated by a qualified instructor and validated by thorough assessments.”

Peggy Dietrick – Texas, Honorary Member, School Owner

“Schools should be allowed the option. For schools like mine that border another country, it would not be an advantage to me. We teach the full course in two languages and it would be not only costly but difficult to administer. The technology concept of distance learning is wonderful and I’m sure it will become an educational tool for the students.”

Kay Kendrick – Georgia, Salon Owner, NIC Officer, Member of Georgia Board

“States where students live in a rural area or a place where they find it a burden to get

to school, an option would benefit them. Making distance learning a necessity should not be required. Teaching theory online could be an option for that initial part of the course. Schools allowing the student to go online gives them a more broad choice to choose from. It would allow them to get more knowledge and the multiple experiences from the instructor teaching online would also benefit them.”

Betty Leaky – Missouri, Instructor, Missouri Board Member

“Distance learning should be an option. Reason being of location of the school and the student plays an important role. Everyone should have a choice to get an education. Some students should be able to take the theory and test out by going on line, but not any of the hands on required

courses. Information only on the subject is great online but the actual hands on practical needs to be done in the schools. Most students today are very versed in certain areas like anatomy and they should be able to go online to test out. Distance learning is great if it is implemented right.”

Kraig Bohot – Oregon, Public Information Office of OHLA

“It seems that an option is being offered at most educational institutes today. It’s conceivable to be able to be interactive with a classroom with the technology to interact by being able to watch each other. The option on how to monitor it is how each state would set it up. We are currently offering online our infectious training program to the salon owner if they are part of the civil fines requirement.”

THE BENEFITS OF DISTANCE ED...

CONTINUED FROM PAGE 5

Selecting the appropriate learning or content management system is critical in order to deliver content, integrate the best practices in pedagogy/andragogy. Learning content management systems are available to meet the needs of the smallest to the largest educational institution. Examples of these are:

- Moodle: An Open Source learning management system (LMS). Moodle states that it is a Free web application that educators can use to create effective online learning sites. Moodle Online Course Content Management System, n.d.)
- Udutu is also another online course authoring system which provides for resources for instructors to create course content and for students to access the content.
- Educadium is an initiative which bills itself as to allow the user to “set up your online school and create an online course that looks professional and that meets the most stringent learning requirements. It’s safer and more convenient than free alternatives like Moodle and far cheaper than commercial LMS software like Blackboard,” (Educadium Free Virtual Campus, n.d.)
- Brain Honey is another cost based, for the site license, LMS which has been receiving positive reviews. Whether you need to purchase a site license depends upon your level of use.

These are only a few examples of the Learning Management Systems that are available and should not be considered an endorsement of any of the above; there are many more available that are not listed here. You should consult, review and try out these systems before settling on any one. For larger schools or schools that have several campuses, it is suggested that you consider one of the larger systems such as Blackboard or Desire 2 Learn. These sophisticated systems provide management of course, students, and grading. They also may integrate with your student information system providing easy integration of students into the courses in which they are enrolled.

State Happenings

Wyoming is revising their esthetics program, which may increase the hour requirements. Presently the required hours are 600.

Judy Stellpflug has been named as a new Board member to the Wyoming Cosmetology Board.

Oregon – The Oregon Health Licensing Agency is doing a study to see what is the best way to create an umbrella cosmetology certification to make it easier for an Oregon certification holder to gain licensure in other states if they decide to relocate. They are currently researching how each state defines “cosmetology” to determine how “cosmetology” might be defined in Oregon.



Did You Know?

There will be an extra 10% tax that tanning businesses will be paying for indoor tanning sessions under the new health reform bill for each individual who uses the tanning sessions.

Make plans to attend
NIC'S ANNUAL CONFERENCE
 AUGUST 28-30, 2010
 SEATTLE, WASHINGTON

Bulletin
 Published five times a year, the NIC Bulletin is the official newsletter of the National Interstate Council of State Boards of Cosmetology, Inc., 7622 Briarwood Circle, Little Rock, AR 72205.
 Editor: Lois Wiskur
 P.O. Box 687, Pierre, SD 57501
 605-224-1661
 Graphic Designer: Tami Collins, Pierre, SD
 www.tamicollins.com
 tamicollins@pie.midco.net
 Printed by Curt Merriman Printing, Inc.
 Pierre, SD • cmpi@midconetwork.com
 Major costs incurred in the preparation, printing, and mailing of the NIC Bulletin are underwritten as a service to the cosmetology industry by Milady.

Seattle Attractions to Visit During NIC Conference

Like the song of “Seattle”, sung by Perry Como, “The bluest skies you’ve ever seen are in Seattle. And hills of the greenest green, in Seattle.” Seattle is located on the eastern shore of Puget Sound. Seattle comes from a derivative of the Indian name Sealth and was settled on November 13, 1851.

With it being lauded as the most livable city in the United States by many magazines, Seattle is the confluence of consumer trendsetting. Offered are Pioneer Square; the Historical District; the Seattle Center; a legacy of the 1962 World’s Fair and the Landmark Space Needle, which features an observation deck to view the city; the Wash-

ington State Ferries that offer panoramic views of the skyline, the harbor and the Chinatown International District. These are just a few attractions not to miss.

With gourmet coffee pervading most street corners, grunge rock coming from the Seattle music clubs are just a few highlights of this leading city to offer you, the delegate of the National Interstate Council of State Boards, during your stay.

Mark your calendar to make plans to attend the Annual NIC Conference.

See you in the walk friendly city, Seattle.



The articles provided are for informational purposes only and are not a position or endorsement of NIC. All articles written by the Editor unless otherwise noted.

Presorted
 U.S. Postage
 PAID
 Pierre, SD 57501
 Permit No. 35

FIRST CLASS

Lois Wiskur
 Box 687
 Pierre, SD 57501