NOTICE OF SCHOOL MEETING

Notice is hereby given to the legal voters of Eagle Point school district No. 9 of Jackson County, State of Oregon, that a SCHOOL MEETING of the said district will be held at H.S. Library on the 27th day of March, 1963, at 8:00 o'clock p.m., for the purpose of discussing the budget for the fiscal year beginning July 1, 1963, and ending June 30, 1964, hereinafter set forth.

BUDGET—FISCAL YEAR 1963-1964

SUMMARY OF ESTIMATED EXPENDITURES, RECEIPTS AND AVAILABLE CASH BALANCES, AND TAX LEVIES

SCHEDULE I

A.

Estimation of Tax Levy	Total All Funds	General Fund	Bond Interest and Redemption Fund	School Lunch Fund
1. a. Total Estimated Expenditures	$1,123,665.13	$971,573.00	$100,371.25	$51,720.88
b. Total Reserved for Expenditure in Future Years	33,902.57		33,902.57	
c. Total Estimated Expenditures and Reserve	1,157,567.70	971,573.00	134,273.82	51,720.88
DEDUCT:				
2. Total Estimated Receipts and Available Cash Balances	461,989.86	365,510.00	44,758.98	51,720.88
3. Amount Necessary to Balance the Budget	695,577.84	606,063.00	89,514.84	None
ADD:				
4. Estimated Amount of Taxes That Will Not Be Collected During the Fiscal Year for Which This Budget Is Made, Including Estimated Rebate on Taxes	30,809.00	26,334.00	4,475.00	
5. Total Estimated Tax Levies for Ensuing Fiscal Year	726,386.84	632,397.00	93,989.84	
6. Analysis of Estimated Tax Levies:				
(a) Amount Inside 6% Limitation	89,597.63			
(b) Amount Outside 6% Limitation	542,799.37			
(c) Not Subject to 6% Limitation	93,989.84			

C. INDEBTEDNESS

1. Amount of bonded indebtedness (Include all negotiable interest-bearing warrants issued under ORS 328.205) $914,500.00
4. Total indebtedness (sum of items 1, 2, 3) $914,500.00

GENERAL FUND

SCHEDULE II ESTIMATED RECEIPTS AND BEGINNING CASH BALANCE

Actual Receipts Fiscal Year Ending June 30, 1961	Actual Receipts Fiscal Year Ending June 30, 1962	Budget Allowance Current Fiscal 1962-63	Item	Estimated Receipts Ensuing Fiscal Year
			10. Revenue From Local Sources	
$228,209.47	$369,320.42	$	11.1 District Tax received in year levied	
35,759.36	28,939.00	30,000.00	11.2 District Tax—Prior Years' Levies	$ 40,000.00
3,283.64			11.4 Yield Tax and Deeds	
1,133.54			Trailer House License	
1,580.35	1,440.00	1,440.00	Rentals	1,440.00
1,814.00			14.0 Other	
9,276.35	1,700.00	5,358.00	Cafe Transfers	13,250.00
			20. Revenue From Intermediate Sources	
60,667.30	24,621.00	24,246.00	21.0 County School Fund	26,362.00
			22.0 Rural School District	
125,128.88			22.1 Apportionment	
16,716.35			22.2 Prior Years' Levies (Rural)	15,000.00
			30. Revenue From Or Through State Sources	
			31.0 Basic School Support Fund	
5,581.77			(a) Off-set Against Tax Levy	
121,409.24	160,224.00	171,274.00	(b) Other Basic School Fund Receipts	182,000.00
1,361.54	1,528.00	1,616.40	32.0 Common (Irreducible) School Fund	1,883.00
			33.1 Vocational Education—Regular	
1,740.00	1,740.00	2,108.00	Program	2,075.00
1,760.00	1,000.00	1,000.00	Driver Education	1,100.00
		3,025.00	Special Education	3,200.00
6,754.76	6,738.00	6,492.00	Federal Lunch	7,200.00
			40. Revenue Direct From Federal Sources	
13,847.72	15,000.00	18,000.00	41.0 Public Law 874	22,000.00
			80.-90. Receipts From Other School Districts	
19,044.68			(a) Tuition	
28,895.50			(b) Transportation	
$683,964.45	$612,250.42	$264,559.40	TOTAL RECEIPTS	$315,510.00
102,714.86	52,000.00	50,000.00	Beginning Net Cash Balance (or Deficit) Less Cash Working Fund	50,000.00
$786,679.31	$664,250.42	$314,559.40	TOTAL BUDGET RESOURCES GENERAL FUND	$365,510.00

GENERAL FUND

SCHEDULE III ESTIMATED EXPENDITURES

Actual Expenditures Fiscal Year Ending June 30, 1961	Actual Expenditures Fiscal Year Ending June 30, 1962	Budget Allowance Current Fiscal 1962-63	Item	Estimated Expenditures Ensuing Fiscal Year
			100—Administration	
			110 Salaries	
$ 7,366.60	$ 8,166.00	$ 8,666.00	111 Superintendent's Office	$ 10,000.00
4,728.39	5,900.00	7,800.00	112 Office of Business Administration	11,000.00
	90.00	90.00	113 School Elections	90.00
537.12	1,000.00	1,000.00	120 Supplies	1,000.00
208.44	300.00	300.00	141 Elections and Publicity	300.00
288.15	250.00	400.00	142 Census Enumeration	100.00
326.85	700.00	700.00	143 Legal Service	700.00
250.00	275.00	275.00	144 Audit	375.00
558.24			Travel	
355.24	800.00	800.00	190 Other Expenses of Administration	1,200.00
$ 14,619.03	$ 17,481.00	$ 20,031.00	Total Administration Expenses	$ 24,765.00
			200—Instruction	
			210 Salaries	
$ 32,210.58	$ 29,600.00	$ 36,900.00	211 Principals	$ 41,400.00
3,683.36	3,834.00	12,834.00	212 Supervisors, Consultants, Directors	13,500.00
323,602.94	358,800.00	408,687.00	213 Teachers	449,094.00
9,229.91	12,750.00	12,850.00	214 Other Instructional Staff	17,798.00
9,527.68	7,550.00	15,500.00	215 Secretarial and Clerical Assistants	18,100.00
4,239.25	5,000.00	5,000.00	Subs	5,000.00
1,302.22			Travel	
10,830.79	8,602.00	9,132.00	220 Teaching Supplies	10,157.00
8,500.00	9,722.00	6,917.00	226 Textbooks	9,534.00
6,058.62	5,307.00	6,536.00	227 Library Books, Periodicals, Audiovisual Aids	7,400.00
	2,500.00	2,500.00	Curriculum Improvement	2,100.00
988.77	3,105.00	4,216.00	290 Other Expense of Instruction	6,210.00
$410,174.12	$446,770.00	$521,072.00	Total Expense of Instruction	$580,293.00
			300-400—Attendance and Health Services	
			300 Attendance Services	
$ 225.00	$ 300.00	$ 300.00	310 Salaries	$ 300.00
			400 Health Services	
	750.00	750.00	410 Salaries	750.00
757.48	1,000.00	920.00	420 Supplies	800.00
$ 982.48	$ 2,050.00	$ 1,970.00	Total Attendance and Health Services	$ 1,850.00
			500—Pupil Transportation Services	
$ 29,455.07	$ 34,230.00	$ 37,190.00	510 Salaries	$ 43,984.00
15,306.72	13,800.00	14,000.00	520 Supplies and Repairs	16,000.00
19,970.00	22,607.00	28,000.00	535 Replacement of Vehicles	30,000.00
2,095.06	2,272.00	2,232.00	552 Transportation Insurance	2,855.00
261.22	495.00	495.00	566 Trans. other than Home to School	495.00
			Shuttle Car	1,070.00
$ 67,088.07	$ 73,404.00	$ 81,917.00	Total Pupil Transportation Services	$ 94,404.00
			600—Opertion of Plant	
$ 33,720.90	$ 39,080.00	$ 50,360.00	610 Salaries	$ 57,900.00
4,039.12	6,885.00	8,015.00	620 Supplies	8,367.00
10,101.49	11,490.00	14,320.00	628 Fuel for Heat	16,264.00
13,469.51	13,200.00	16,900.00	630 Utilities except Fuel	18,500.00
1,683.88			Sewer Assessment	3,311.00
$ 63,014.90	$ 70,655.00	$ 89,595.00	Total Operation of Plant	$104,342.00
			700—Maintenance of Plant	
$	$ 3,200.00	$ 3,000.00	710 Salaries	$ 3,000.00
1,881.16	3,858.00	3,844.00	720 Materials and Supplies	4,250.00
3,580.14	5,148.00	7,276.00	735 Replacement of Equipment	8,322.00
	2,084.00	9,765.00	736 Contracted Service	8,326.00
931.11			736.1 Grounds	
$ 6,392.41	$ 14,290.00	$ 23,885.00	Total Maintenance of Plant	$ 23,898.00
			800—Fixed Charges	
$ 26,245.07	$ 29,250.00	$ 30,053.00	851 Retirement and Social Security Expense	$ 37,706.00
6,411.40	7,485.00	13,778.00	852 Insurance	14,892.00
	1,800.00	800.00	855 Interest on Current Loans	800.00
$ 32,656.47	$ 38,535.00	$ 44,631.00	Total Fixed Charges	$ 53,398.00
			900-1000—Food Services and Student-Body Activities	
			900 Food Services	
$ 12,927.19	$ 8,542.00	$ 8,400.00	910 Salaries	$ 8,400.00
6,391.72	6,738.00	6,492.00	922 Supplies (Federal Transfer)	7,200.00
1,575.00	1,700.00	5,358.00	966 Transfer	13,250.00
200.00	2,000.00	2,000.00	1000 Student-Body Activities	2,000.00
2,050.68			Deficit	
$ 23,144.59	$ 18,980.00	$ 22,250.00	Total Food Services and Student-Body Activities	$ 30,850.00
			1100—Community Services	
			1110 Salaries	
$ 420.00	$ 400.00	$ 400.00	1111 Community Recreational Activities	$ 1,000.00
			1120 Supplies and Other Expense	
28.65			1121 Community Recreational Activities	
$ 448.65	$ 400.00	$ 400.00	Total Community Services	$ 1,000.00
			1200—Capital Outlay	
$ 396.34	$ 5,670.00	$ 3,989.00	1273 Improvement to Sites	$ 8,047.00
	2,912.00		1276 New Buildings and Additions	
10,444.18	5,097.00	5,085.00	1277 Remodeling	10,539.00
18,845.12	18,364.00	18,399.00	1278 Equipment	30,187.00
$ 29,685.64	$ 32,043.00	$ 27,473.00	Total Capital Outlay	$ 48,773.00
			1400—Payments to Other School Districts	
			1461 To Other Districts in State	
$ 326.72			1461.1 Tuition	
$ 326.72			Total Payments to other School Districts	
	8,000.00	8,000.00	EMERGENCY	$ 8,000.00
$648,533.08	$722,608.00	$841,224.00	TOTAL GENERAL FUND EXPENDITURES	$971,573.00

BOND INTEREST AND REDEMPTION FUND

SCHEDULE IV ESTIMATED RECEIPTS AND BEGINNING CASH BALANCE

$ 65,307.59	$	$	Total Receipts	
55,065.98	14,913.18	17,556.88	Beginning Net Cash Balance (or Deficit)	$ 44,758.98
$120,373.57	$ 14,913.18	$ 17,556.88	Total Budget Resources	$ 44,758.98
			ESTIMATED EXPENDITURES	
$ 52,500.00	$ 44,500.00	$ 68,500.00	1381.1 Principal on Bonds (Include negotiable interest-bearing warrants issued under ORS 328.260)	$ 68,500.00
12,302.50	10,893.75	34,433.75	1382 Interest on Bonds	31,871.25
			Reserve	33,902.57
$ 64,802.50	$ 55,393.75	$102,933.75	Total Expenditures	$134,273.82

SCHOOL LUNCH FUND

SCHEDULE V ESTIMATED RECEIPTS AND BEGINNING CASH BALANCE

$ 6,591.43	$ 6,738.00	$ 6,492.13	36 Federal Money Received Through State	$ 7,200.00
29,693.12	28,676.00	34,827.87	77 Sale of Lunches	35,000.00
1,525.95	8,542.00	8,400.00	From General Fund	8,400.00
$ 37,810.50	$ 43,956.00	$ 49,720.00	Total Receipts	$ 50,600.00
			ESTIMATED EXPENDITURES AND RESERVE	
1,233.30	982.00	600.00	Beginning Net Cash Balance (or Deficit)	1,120.88
$ 39,043.80	$ 44,938.00	$ 50,320.00	Total Budget Resources	$ 51,720.88
$ 7,204.05	$ 16,695.00	$ 20,250.00	910 Salaries	$ 21,650.00
26,874.00	25,353.00	26,748.00	921 Food	26,748.00
3,429.27	2,175.00	2,822.00	922 Supplies	1,987.95
546.01	715.00	500.00	935 Replacement of Equipment	1,334.93
$ 38,053.33	$ 44,938.00	$ 50,320.00	Total Estimated Expenditures	$ 51,720.88
			Reserved for Expenditure in Future Years	
$ 38,053.33	$ 44,938.00	$ 50,320.00	Total Expenditures and Reserve	$ 51,720.88

Approved by Budget Committee
Approved February 28, 1963
Signed:
John E. Ousterhout
Secretary, Budget Committee
Fred W. Arens
Chairman, Budget Committee

Adopted by District School Board
Dated February 28, 1963
Signed:
Beryl Hickson
District Clerk
Darrel Stanley
District School Board Chairman

Posted March 11, 1963
Signed: Beryl Hickson
District Clerk

Hatfield Doesn't Want Federal Aid For State Schools

By A. ROBERT SMITH
Mail Tribune Washington Correspondent

Washington (Special) – Gov. Mark Hatfield says he doesn't want Congress to come to his rescue with federal aid for education. Although the Oregon governor has been criticized in influential quarters for cutting the state's education budget, he doesn't see any need for additional federal funds for either public school construction or teachers' salaries.


Smith

Hatfield's views came out in a letter to a Florida freshman congressman who decided to poll all 50 governors.

"I don't know your governor – Hatfield, is that his name? –or whether he's a Democrat or a Republican," said Congressman Sam Gibbons, who is regarded as a middle-of-the-road Democrat. "I just figure a governor is in the best position to appraise the needs of his state."

He asked the governors whether their states required more federal funds for elementary and secondary school buildings and paying its teachers.

"The answer to both questions is in the negative," Hatfield replied. "Although funds are required in support of school construction and teachers' salaries, the provision of funds is essentially a responsibility of the state and local government."

Rep. Gibbons is on the House Education Committee, along with Rep. Edith Green (D-Ore.), who is a leader in the federal aid for education crusade. The committee is currently considering President Kennedy's aid proposals.

$8.5 Million Annually

Oregon would be entitled to an estimated $8.5 million annually in federal money under the Kennedy omnibus bill for many educational activities including college student loans and community libraries. Of this, an estimated $4.7 million would be for elementary and secondary education, much of which state officials could utilize for construction or salaries as they choose.

Hatfield's letter to Gibbons continued:

"There are matters of education that truly involve the national interest and in such matters federal action may be appropriate. Except for federally impacted areas, however, and for those areas where state and local resources are absolutely inadequate to meet the needs, there is no compelling justification for federal intervention."

Federally impacted areas are those in which local schools serve students of families living or employed on federal installations, such as Camp Adair or federal dams under construction, which don't contribute to the local school tax base. All states receive federal funds for such school districts.

Will Contest Appraisal

"There are pockets of great need in the state, particularly in districts where bond levies have failed in recent years," she declared. "I would prefer to have the opinions of the superintendents of various school districts where there has been a population explosion and a very narrow tax base."

Gibbons didn't ask Hatfield where he stands on aid for colleges and universities, which is Mrs. Green's concern, and the governor didn't volunteer any opinions on the subject of higher education.

Expansion of aid for higher education was nearly enacted last year. While its outlook is uncertain this year, aid for higher education still has wider support in Congress than aid for elementary and secondary schools.

Newberg Man Is Presumed Drowned

Depoe Bay – (UPI) – John Goodrich, 29, Newberg, was missing and presumed drowned in the Pacific ocean today.

Goodrich disappeared Sunday while fishing alone from the rocks at the south end of Fogarty Creek State park two miles north of here.

His hat and fishing rod, reel and bag were found later. The Coast Guard searched for his body.

FIRE AT COLLEGE

Portland – (UPI) – An electrical fire broke out in an underground transformer room at Portland State College Saturday night. Damage may run as high as $30,000.

Quotes From the News

Freemont, Calif.–(UPI)–President Kennedy, in a letter to a 10-year-old who asked about leprechauns:

"They are most friendly and their message is that all the peoples of the world should live in peace and friendship."

Washington—Rep. William C. Cramer (D-Fla.) declaring that the United States should not make any further loans to Brazil until certain conditions are met:

"I am asking that no U.S. loans be made to Joao Goulart's government until the Communists are cleaned out of it, until we receive assurances that our aid dollars will not be used to finance Brazilian trade with Russia and until Brazil follows the lead of the majority of Latin American nations and withdraws recognition of Castro's Cuba."

Washington—Joe Barlow, chairman of the U. S. Chamber of Commerce taxation committee, urging Congress to cut taxes by $8.6 billion:

"Until we have a tax structure with a top rate of 50 per cent or less, many so-called 'loopholes' will continue to be nothing more than tax equities and relief provisions . . . just to make the high rate structure durable and enforceable."

Washington—Costa Rican Ambassador Gonzalo Facio, urging that material and financial help be promised to Cubans who rebel against the Castro regime:

"They are ready to die in that respect if they receive the proper assistance to do it."

Three Workshops in Business Planned

Eugene — Three workshops in business administration will be conducted during the University of Oregon's 1963 Summer Session.

The two-week workshops, offered by the university's school of business administration are especially geared to high school teachers of business, and graduate students.

Dr. Marsden A. Sherman, professor of business and education at Chico State college, California, and Dr. Dorothy H. Veon, professor of education at Pennsylvania State university, will be guest faculty members for the workshops.

Try and Stop Me

By BENNETT CERF

ONE OF THE jokes being circulated in East Germany, inspired by the chronic food shortage, concerns a woman who tried to buy a geranium plant she saw in a shop where flowers were the only item on display. "It's not for sale," said the clerk. "Very well," countered the woman, "I'll take those potted petunias." But they weren't for sale either. Nor were any other flowers in the shop, it transpired. "This is a peculiar florist shop," commented the woman. "Florist?" echoed the clerk. "This isn't a florist. It's a butcher shop."

• • •

"Tell us about the burglar who broke into your house last night," shrilled the ladies at the bridge club.

"I woke up at three," obliged Mrs. Carlebaum, "and heard a peculiar noise. I jumped up—and sure enough, I spotted a man's legs sticking out from under our bed." "Heavens," cried the ladies. "The burglar!"

"Not at all," corrected Mrs. Carlebaum. "My husband. He had heard the noise, too."

• • •

Marvyn Carton, the sailing expert, was returning home from his yacht club when a bedraggled individual stopped him to beg for a quarter. His explanation, "I need it for the parking meter!"

A Real Jewel

Committee Member Far Ahead Of Scientists in Space Program

By DICK WEST
United Press International

Washington –(UPI)– Friends, do you stand in awe of science? Do you feel stupid because you can't understand all of the strange and wondrous things that are going on around us? If so, friends, do not despair. Take comfort in knowing that we have a friend in court, so to speak. Someone up there is looking out after our interest. Up on Capitol Hill, I mean.


West

I am referring to Rep. James G. Fulton of Pennsylvania, second ranking Republican on the House Space Committee and in my opinion a real jewel of a law-giver.

What I admire about Fulton is that he doesn't hesitate to confront scientific experts with a layman's viewpoint or even, for good measure, to toss in a few theories of his own.

It was our man Fulton, you may recall, who first set forth the idea of growing two - dimensional tomatoes on the moon so that spacemen would not have to take so much food with them.

When he introduced this concept three or four years ago, it was easy to tell that he was thinking far ahead of the scientific types who actually run the space program.

At a recent hearing on the moon flight project, he brought up the matter again, and it was plain to see that he is still far ahead of them.

As best I could make out from the reaction of D. Brainerd Holmes, deputy associate director of manned space flight, nobody connected with the program is yet thinking in terms of two - dimensional vegetables.

At this same hearing, Fulton outlined another plan that certainly seemed logical to me, although Holmes apparently was not convinced of its soundness.

Since the key to reaching the moon is a rocket powerful enough to escape earth, Fulton suggested that the flight begin from the top of a mountain.

That, he noted, would give the astronauts a head start over their present sea level launching site. He also recommended that the capsule and booster be placed aboard a sled which would speed along the mountainside to provide a running start.

Holmes replied, rather lamely I thought, that the force of gravity on a mountain peak was essentially the same as at sea level and that even with a sled the flight would begin at zero velocity.

"Not with my sled," Fulton said. "I would have you going 400 miles an hour."

"Then your sled is sliding down the hill and then . . ."

"I am not coming down the hill," Fulton interjected, "I am pushing the sled up the hill."

Believe me, if the space age ever catches up with Fulton, we have it made.

Special Workshops Planned at Pacific

Forest Grove — Special workshops and introduction of short courses to the curriculum highlight plans for the annual summer session at Pacific university, Dr. Fred Scheller, summer session director, has announced.

The regular session opens June 17 and closes July 26.

A special feature of the 1963 session will be the Study Tour to Great Britain and Scandinavia, which is being presented in cooperation with Churchill tours of Portland.

A number of the regular session offerings will be presented as short courses where the student will cover all the regular subject matter in these subjects and earn full academic credit by attending extended class periods over the two or three week span of the course.

Education workshops will explore the areas of reading, team teaching, counseling, physical fitness, and junior high school programs.

Workshops in art, music, foreign languages, human relations and a new Summer Institute in Linguistics and Literature also are slated.

The Family Council

Editor's note: The Family Council consists of a judge, a phychiatrist, three clergymen, three editors and a women's editor. Each article is a summary of a family disagreement presented to the Council. The Council deals with problems, major and minor, encountered by guidance counselors and social workers. Edited by Mrs. Alma Denny. (Copyright by General Features Corp.)

Mr. H. N. – With that kind of an education, how will he ever make a living?

Theodore N. – I'm sure I'll get more out of this than something that bores me.

• • •

Mr. H. N. – Before my son started college, it was understood that upon graduation he'd come into the fur business with me, learn it thoroughly, and eventually take over so I could retire. It's a fascinating and successful shop Ted agreed that he'd help me keep it as a family enterprise.

Naturally I assumed he was taking courses in business administration, finance, marketing, and practical subjects like that. Not on your life. He's winding up his second year and so far it's stuff like Contrapuntal Composition, the Cathedrals of France, and Chaucerian Middle English. How that will ever help him sell dyed - muskrat coats, I can't see.

To make matters worse, he plans to spend his junior year in Italy studying mosaics.

• • •

Theodore N. – I'm not reneging on my promise to my dad. But I feel he can teach me what I need to know about his business when the time comes for me to work with him. I've helped out in the shop during vacations and over two summers and I have a general idea of how it operates. As for business courses, I can always fill in any gaps with some post - graduate study in an evening session.

But now's my chance to broaden myself, to soak up the humanizing knowledge I may never have time for later. My father should be glad he can make it possible for me to try my hand at the arts, and to study things like philosophy which he calls "useless." If he himself had had a chance to learn these things, he'd be a happier man.

And somehow I have a feeling these subjects will even make me a better fur merchant.

• • •

The Council–Declarations of Independance in politics have also been accompanied by Declarations of Interdependence, as witness the UN charter, the NATO Alliance, and others. Just so, the old hard and fast lines in education, such as Fine Arts vs. Science, or Philosophy vs. Home Economics, are dissolving or at least overlapping at many points.

So it's hard to say what courses Theodore will use directly in later life. But it's safe to say that there are some areas where a person can't know too much. Take psychology, for example. Is there any field where psychological insight into the thoughts and feelings of one's fellowman isn't important?

A haberdasher we know has a favorite form of charity. When a fellow comes in for a suit and wants one for around $45, fine. He sells him one. But occasionally this dealer spots a customer he'd Maybe he's a bridegroom, or like to see wearing a $75 suit. a guy in search of a job. Maybe at this point in his life that $30 gap may mean the difference between a bright future and a dull rut. Anyway, this dealer plays his hunch. He insists that the buyer take the more expensive suit at the lower price. "I take my profit out in a feeling of satisfaction," he explains. "This suit does something for you. And seeing you walk out with it, does something for me." . . . He's had many thrilling follow - ups, where his sensitivity has paid off. Part of his keenness is innate, some of it comes from years of alert living. But Theodore would have a head start with some formal instruction in "the humanities."

Another example of how education gets "rounded out" by life, no matter what the undergraduate majors or minors in, comes from an artist we know. In college she studied along lines similar to Theodore's. Afterwards, however, to perfect her art – which took the form of ceramics – she found she needed practical course in Chemistry, Geology, Metallurgy, Archaeology, among other down - to - earth disciplines.

So, Mr. N., let's say that Theodore is majoring in The Good Life, with sub-division A under that, The Good Living.