

be given a place of emphasis. Then children will work harder and become better educated.

7. More attention must be given to moral and character values in the schools through an extended program of activities that involve these phases and provide for their realization.

8. The high schools must serve all children of adolescent age. Programs must be planned to include the needs of all and serve the ends of training the citizenship in a democracy.

PAUL HOUNCHELL

HOLDING THE MIRROR UP TO —VIRGINIA!

"WHAT'S THE MATTER WITH KANSAS?"

DESPITE all the furious protestations of politicians—state, county, city, and township—the Kansas school system as a whole remains undernourished in the matter of financial support. It is true that Kansas City, Kansas, is building a two and a half million dollar high school building and it is true that cities like Topeka and Wichita have high school buildings which would vie with Solomon's temple in beauty and grace. It is true that in some of the more fortunate cities of the first, second, and third class, reasonable salaries are obtained for the teachers in these systems. On the other hand, it is also true that there are hundreds of school buildings in the smaller units which are a disgrace to the community and the state, that many of these buildings are poorly equipped, and that there are hundreds, even thousands, of teachers who are working on a mere subsistence basis.

There are scores of college instructors and professors who are being paid less than is being earned by the managers of hamburger and chili stands. There are scores of junior high school principals who are receiving less compensation than the cor-

porals and the sergeants in the WPA organization. These are stark facts and can be proved without any difficulty. In education in Kansas there are no adequate provisions for teacher tenure or for teacher retirement. Our certification laws are a matter for ironic jest. Our supervision laws are a farce.

On the whole, Kansas schools are suffering from a bad case of malnutrition and rickets. This condition is true and applicable to practically every type of school in Kansas from the state educational institutions of higher learning down to the smallest rural school.

On the whole, the teaching profession in Kansas is woefully lacking in professional spirit and unity. Let a proposal for constructive legislation be suggested and immediately it is evident that most school leaders view such proposals in a provincial manner. In the main, we cannot agree upon anything. Many of us are utterly lacking in courage and in adventurous spirit. We want to play safe at all costs.

We may be very brave in making a speech before the vacuum of a Rotary club or the mausoleum of a college classroom, but when it comes to opposing a local city or county boss or going counter to the wishes of a state political leader, we prefer to go on a fishing trip. We like to think of "belling the cat," but want someone else to do the belling for fear the cat might scratch, or worse yet, devour us. These are unpleasant truths but must be faced honestly and frankly when we consider the question, "What's the matter with education in Kansas?" Many of us are quite willing that somebody else should be the lion but we, ourselves, prefer to be field mice.

—*The Kansas Teacher*

To the question: "What is meant by pasteurized milk?" a young Priest school student answered excitedly:

"After the cows have been in the pasture and eaten the grass, the milk is pasteurized."