

Neanderthal Man's Remains First Found One Century Ago

This month the world of science will celebrate the 100th "birthday" of a low-browed, hairy-chested great uncle of the human race—Neanderthal Man, Europe's Ice-Age cave dweller.

Best known of all prehistoric humans, Neanderthal Man actually had a life span not of 100 years but of some 150,000. He roamed three continents, was among the first to live in shelter and wear clothing, and gave the world the use of fire.

His bones first were found in Germany in 1856. In marking the centennial of that discovery, science looks back over a century in which the first clear picture of human prehistory has gradually been pieced together, the National Geographic Society says.

In August of 1856, workers in a limestone quarry near Dusseldorf dug into the floor of a cave 60 feet above the Dussel River and uncovered the fragments of a human skeleton. They paid little heed, but when the quarry owner learned of the find he ordered the bones collected. Eventually they reached a Bonn University scientist.

His report that the skull represented a human unknown "even in the most barbarous races" stirred up controversy and a flood of counter-explanations by other scientists. One passed off the long-dead mystery man as "an individual affected with idiocy and rickets." Another authority proclaimed that the skull was "one of the Cossacks who came from Russia in 1814."

The uproar was to continue find (named for the Neander Valley for decades. The Neanderthal Valley in which the quarry lay)

was followed by others in Europe quite a man. rope and later in Asia and Africa.

What sort of fellow was Neanderthal Man—the "Cave Man" of popular imagination, usually depicted as carrying a club and dragging a lady by her hair?

From more than a hundred skulls and skeletons, anatomists have reconstructed him as squat, with powerful physique, an enormous head of low sloping shape, massive bony ridges above the eyes, and almost no chin.

Though slow-moving and clumsy by modern standards, he survived by being one of the best big-game hunters of all time. He went after fearsome cave bears and woolly mammoths, armed only with a wooden spear tipped in his later days by a flint point.

As the third great advance of ice moved down across Europe, he took to living in the caves of limestone hillsides, learned to drape skins about him to keep warm, and discovered how to make and tend a fire. He first developed the art of "flaking" stones to achieve a sharp edge for weapons or tools.

In his caves, he buried his dead with their implements, indicating a dim awareness of life after death. His thinking, however savage, developed the first stirrings of religion in human history.

Neanderthal Man lived from perhaps 170,000 B. C. to about 30,000 B. C., finally to disappear and be succeeded by Cro-Magnon Man—the first true Homo sapiens sapiens, or modern man.

Most scientists today tend to place Neanderthal not in the direct line of human descent, but in a branch that died out. Even as an uncle, however, he

PNEUMONIA DEATHS CUT

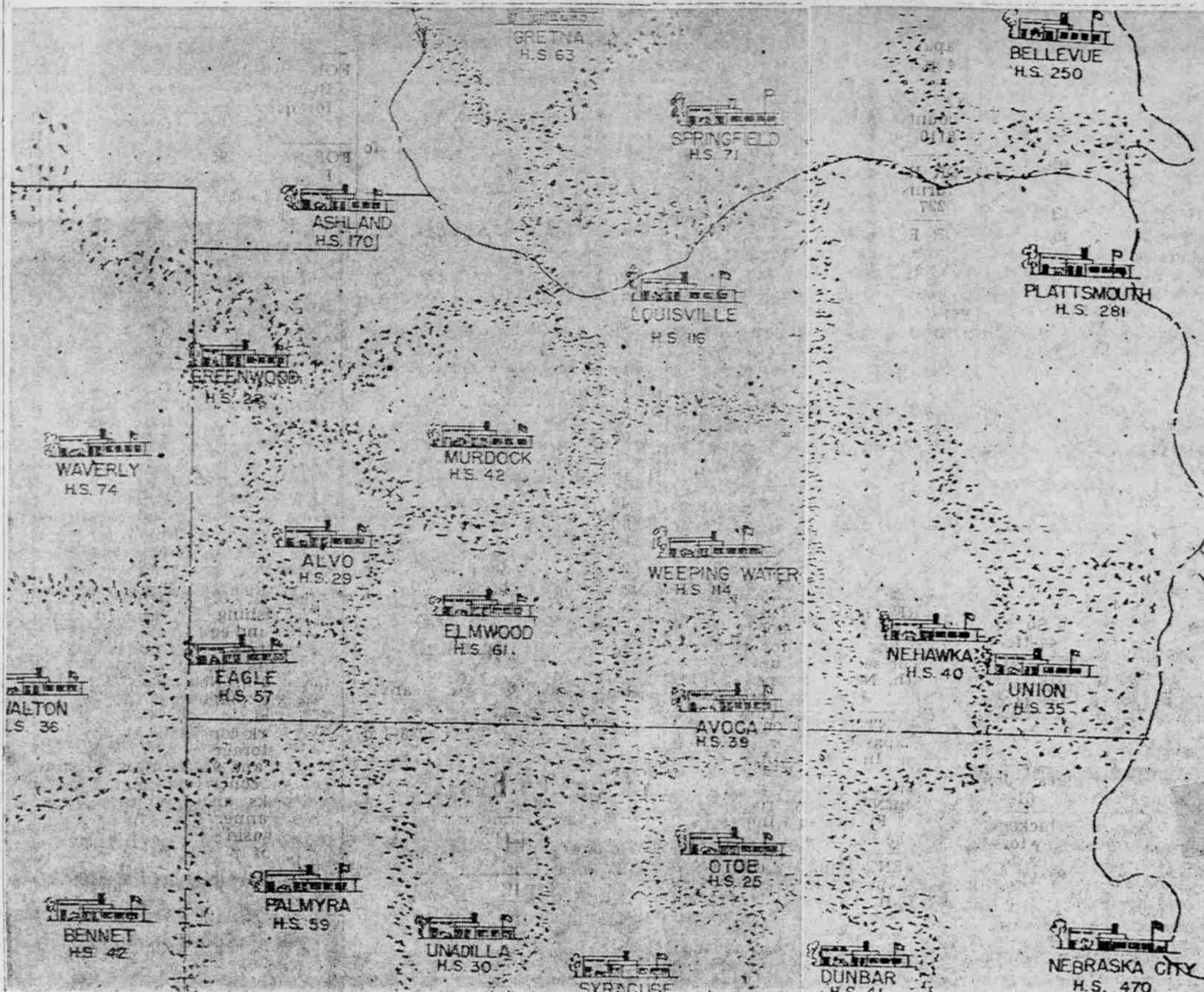
The mortality rate from pneumonia is only one-seventh of what it was twenty years ago, according to statisticians. Advances by medical sciences are chiefly responsible for the sharp drop. In 1935, before sulfa drugs were introduced, the pneumonia death rate was 55.4 per 100,000 population. By 1945, when penicillin began to be used, the rate was down to 19.4. With the introduction of other antibiotics, another sharp drop was noted. In 1955, it was 7.8 per 100,000.

President Eisenhower has opposed a "joint atomic bank" of fissionable material for defense and industry because weapons "must have first call" on what is available.

Indian Prime Minister Nehru scored an undemocratic the recent charges by Secretary of State Dulles and Vice President Nixon that neutrality verged on international "immorality."

Trosky's widow has broadcast an appeal to the Soviet people to overthrow the "decayed Stalinist oligarchy"—the present Kremlin regime.

MAP OF CASS COUNTY AREA HIGH SCHOOL ATTENDANCE AREAS



Another In The Series:

Cass County School Study

Editor's Note: This is the third in a series of articles carrying the complete report of the recent study for the County School System. Readers are urged to keep each of these series along with accompanying charts and graphs for future reference in this vital question.

4. The fine arts. These include experiences and opportunities for an understanding and participating in art and music. Qualified elementary school teachers are prepared to conduct their own music and art classes. Thus, it is possible to integrate music and art with the total elementary school program.

5. Health, safety and physical education. This is an integrated program which helps boys and girls to develop good personal habits and attitudes. Particular emphasis upon personal grooming, physical fitness, sportsmanship, cooperation and safety are achieved through a physical education program.

6. A comprehensive high school program. At about age 12 or grade 7 the child begins to develop adult characteristics. The high school program for this developmental age should provide experiences to help all youth make the transition from home dependency to responsible, competent, adult citizenship. As the youth grows, and his interests and capabilities expand, the curriculum must be broad enough to challenge him.

A good high school curriculum should be based upon an integrated program of studies which will allow the individual to develop to the extent of his abilities and interest in these general areas.

1. Communication. In this area a continuation of the understanding of the use of the English language plus practical skills in reading, writing, speaking and listening are necessary since every normal person will spend much of his life communicating. A good library stimulates interest in the area of communication as well as the total educational program. Instruction in foreign languages should be available for those students who have a need and interest.

2. Mathematics. In this field a continuation of the fundamentals of mathematics, particularly a thorough understanding of the "mathematical competencies," is desirable for all youth. Advanced mathematics, algebra, geometry and trigonometry should be taught for the benefit of those students who have the interest and ability.

3. Science. Every citizen has a vital need for a thorough understanding of science and its applications to the technological era in which we now live and can expect to live throughout

the future. For those students who have the aptitude and interest, advanced instruction in physical and biological science is very important.

4. Social Studies. More so than at any time in the history of the world, every youth needs a complete and comprehensive understanding of the political, historical, geographical and social aspects of the world in which we are living. Modern developments in transportation and communication make it imperative to understand people, their forms of government, religions and cultures.

5. Homemaking. Every adult is a potential homemaker. The complex society of today and tomorrow requires instruction in the skills and understandings of home life for all youth but particularly for girls.

6. Shop, Agriculture and Conservation. Men and women alike have a need for an understanding of materials and the mechanics of using them profitably or pleasantly. Shop should provide a breadth of activities sufficient to meet the needs of all in home mechanics with specialized skills for many. In agricultural communities emphasis needs to be placed on agriculture and farm shop skills. The future of our nation depends upon the effective use of our natural and human sources.

7. Commercial Arts. The typewriter is a home appliance. Every child also needs a practical understanding in the areas of Business Education which includes knowledge of insurance, income tax, credit, buying, social security, investments and business law. Bookkeeping, particularly bookkeeping for personal use as an adult, is needed by everyone. Pre-vocational commercial education should be available to those interested.

8. Music. Cultures of all ages have enjoyed music. Every person needs experience in music which will at least develop an appreciation. Further direction and creative expression should be provided those with special ability.

9. Art. Art, like music, is a source of great satisfaction and enjoyment. There is need for art appreciation for all and direction in creative expression for those with ability.

10. Physical Education. Health and Safety. Physical education endeavors to develop a healthy body through a planned program for all boys and girls. A sanitary environment is essential. Safety education, including driver education, is vitally important.

to find a station in life where he can achieve success and happiness. Part of this can be attained through the variety of school courses offered, but much more can be accomplished through a scientific guidance and counseling program with adequate records and under the direction of competent staff members.

A good school is staffed by highly skilled and educated classroom teachers, supervisors and administrators who will perform their assigned tasks within the framework of policies established by a board of education. High quality performance in all the subject matter and special instructional fields of the curriculum would suggest at least one teacher in each subject or instructional field.

A good school must have a plant adequate to provide facilities for each area of instruction mentioned above. Flexible, moveable classroom furniture and equipment contribute considerably to the efficiency and breadth of opportunity in all areas of instruction. In addition, facilities are needed for the library, the auditorium, school lunch, administration and transportation.

An important purpose of a good school in a community is the improvement of that community. A good school program for the youth is definitely for the improvement of any community but the school should go much farther in providing services for the adults. The school should become the center of cultural and educational activities for the community.

A good school has a reasonable degree of economic efficiency. Communities in Nebraska have learned by experience that a good school does provide a broad program of studies for each child from kindergarten through grade twelve. If economy is to be achieved, it must be on the basis of efficiency of operation through servicing a sizable area and an optimum number of pupils. It appears that some educational and economic efficiency can be achieved when the administrative unit is organized to supply approximately 25 pupils per grade from kindergarten through grade 12. This would allow for one teacher and 25 pupils per grade in the elementary school and approximately 150 pupils and 10 teachers in the six year high school. Even more efficiency can be expected when two sections of kindergarten with approximately 25 pupils per section, approximately 50 pupils in each elementary grade with two teachers per grade in the first six grades and with from 250 to 300 in a six year high school with 12 or 15 teachers operating as one administrative unit.

Nebraska is fundamentally a state of rural people who live some distance from their school center. Today, transportation imposes considerable financial burden upon parents who reside in rural areas and are required to transport their children to school at their own expense. To fulfill the meaning of "equal opportunity for education" in Nebraska, then, means the establishment of a sound system of school bus transportation. As administrative units are enlarged through reorganization of school districts to provide a more optimum financial base and pupil enrollment, it follows that free transportation must be provided to relieve and equalize the financial burden of parents living in rural areas.

Financial Support of Good School
Based upon the present tax system, it appears that very little economy of operation can be expected with less than \$6,000,000 to \$10,000,000 of assessed valuation in the administrative unit. There is a very direct relationship between assessed valuation, economy of operation, school enrollment, and to a considerable extent the school program. The smaller the organized unit, the more limited becomes the potential for a good school program. Consequently, a much greater effort must be made to support an acceptable educational program.

Evidence indicates that the ability of a district to support a good program is directly related to the ability of that district to provide an adequate

plant. In most instances the reorganized districts have improved, or are in the process of improving, their school facilities by the addition of new educational unit. Increased tax base makes possible needed improved facilities without excessive tax levies.

Gary Toman, Yorkshire hogs, one blue, two red.
Roy Smith, market hogs, two blue, Hampshire ewes, two white.
Herbert Kreager, Guernsey heifers, two red, two white.
Dan Wehrlein, Guernsey heifers, one red, two white.
All of the cattle are animals purchased by the FFA and given to the members on a loan basis. The members will in turn give back a heifer to the FFA that again will be leased to members in the future.

Chief Hobscheid Urges Driving Care

Chief of Police John Hobscheid is hopeful that traffic accidents or injury can be avoided and has issued a warning to all drivers.

Opening of school has brought a great increase in traffic during the time before school, and after, as well as at the noon recess. It is urged that the young people driving exercise all care that accidents can be avoided.

Future Farmers Win Awards At The State Fair

Seven Plattsmouth Future Farmers of America have completed the showing of sixteen hogs, four cattle and two sheep in the FFA division at the Nebraska State fair. The names of the boys and the ribbons won are: Dennis Meisinger, Duroc hogs, three blue, three red. Dennis Todd, Hereford heifer, two blue; market hog, one blue. Tom Gregg, Yorkshire hogs, one blue, three red.

Former Nebraska Nurse Is Killed

The body of Blanche L. Taylor, 50 formerly a registered nurse in the southeast part of Nebraska, is being returned to Nehawka for burial. She was killed in an auto accident near Stanton, Oregon.

Mrs. Taylor and her husband, Merrill, were enroute to a mountain lake resort when the car swerved to avoid a rock slide and was overturned.

The body is being returned to the Porter-Lett funeral home at Nebraska City to await funeral arrangements.

She is survived by seven children by her first marriage. Other survivors include the parents, Mr. and Mrs. Emory Ford, Sr., of Nehawka. One brother, Eugene, resides in Plattsmouth.

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