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## Editorials

### The Teacher Interprets Research

(Delivered by W. H. Morton, chairman of the department of secondary education before the American Dairy Science Association, June 23, 1937.)

Recently the faculty of the University of Pennsylvania were asked this question: "If you could select out of all the history of the world and from any field of knowledge and work, ten individuals to add to the faculty of this university, what teachers would you select?"

Three hundred names were suggested and from this list the following ten names received the highest votes: Aristotle, Socrates, Newton, Plato, Darwin, Pasteur, Da Vinci, Shakespeare, Galileo, and Einstein. This imposing list reveals that the ideal educator is not only a transmitter of knowledge but also one who discovers it.

Progress of the human race has been accomplished through the discovery of new and better ways of doing things and also through passing on to each generation the best of the races' experiences as learned through trial and error or through planned experiment.

The master teachers of all time have always been those who not only passed on to their students the heritage of the human race but were themselves imbued with enthusiasm and zeal in their own search for new knowledge.

The great teacher sees in his students the opportunity of projecting his own ideas into the future and thus definitely influencing the destiny of civilization. But much more than this he sees the need for the discovery of truth and thus devotes much of his time and energy to the problems of research.

This process of discovering new knowledge has been going on ever since the appearance of man. Much of it has been accidental and the processes have been slow. But gradually better ways of finding new truths have been found and today the research worker employs technical and involved tools to carry on his studies.

He speaks of measures of central tendency, of variability, of relative position, probability, partial and multiple correlation, deviation, probable error, the Pearson product moment co-efficient of correlation, validity, reliability, and on and on in the use of new terminology of his art.

It follows from this that the research worker must be a teacher if his newly discovered ideas are to be understood and made use of in a practical world. The results of his careful experiments must be clearly explained to the students of his classroom or others whom he may contact.

His task now is not to discover new truth but to get others to think and to understand what has been found and eventually to make use of these ideas in the world of practical things. The old saying that "some people want to sit and

think, but that most of them just want to sit" is altogether too true. But the task is not hopeless. The basic stimulus for thinking is interest. To develop this then is the first task of the research worker when he assumes the role of teacher. It is not enough that he has discovered the truth himself. Neither is it sufficient for him to say that he will reveal this truth to his class and have no concern whether they learn it or not. If interest is the first essential for good thinking then it becomes his task to so present his materials that a keen and genuine interest will be generated in his pupils.

His next problem is to present his material in such clear and simple language that those seeking information may gain a clear understanding of all questions involved.

But this is not all for many a person has an interest in a problem and understands all about it and yet nothing happens in the way of action. So the third important task facing the teacher is to set up those drives within the learner so that he will go out and make use of his newly found knowledge.

All this applied to the dairy association simply means that research alone will not improve conditions in the dairy industry. There is much information locked in technical reports. The real problem is to have this material so taught to the farmer and dairyman that he will be interested in it, thoroughly understand it, and then be fired with a genuine desire to do something about it.

### 100 Dairy Experts Attend 32nd Meeting

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noon's program. Two Nebraska educators, Prof. H. P. Davis, chairman of the department of dairy husbandry, and George W. Trimberger, sponsored a demonstration of interest to breeders.

R. R. Graves of the U. S. department of agriculture is president of the association this year and presided at the general sessions. Prof. H. W. Gregory of Purdue is vice president and becomes next year's president. General sessions are being held in the Student Activity building on the farm campus and sectional meetings in the various rooms and laboratories of the dairy building. In addition to conferences and addresses officials have arranged for an interesting series of demonstrations and exhibits and tours of various points of interest on the campus. A varied program of entertainment and recreation has also been planned for the delegates, their wives and children, which includes a tea at the governor's mansion Thursday at 3 o'clock and excursions over the city and other miscellaneous programs and banquets.

The program committee this year was composed of Prof. H. P. Davis, chairman, University of Nebraska; Prof. L. S. Palmer, University of Minnesota; and Prof. S. I. Bechdel, Pennsylvania State college. The committee in charge of arrangements is made up of the following members of the dairy husbandry staff of the university: Professors P. A. Downs, E. L. Reichart, I. L. Hathaway, R. F. Morgan and H. P. Davis.

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## DR. BELL TO HAVE WPA MEN ASSIST IN SURVEY

### Archaeological Work Along Niobrara Valley to Be Continued.

Dr. Earl H. Bell, assistant professor of anthropology at the university, announced recently that he will have a WPA crew of twenty men to assist him in this summer's archaeological survey along the Niobrara valley in northeastern Nebraska. In addition to his WPA help he is also using six student scientists who will act more or less in supervisory capacity.

Dr. Bell left Lincoln recently for Norfolk where he will go over his summer plans with WPA officials there. He also expects to visit a new site called to his attention by J. P. O'Furey, Hartington editor. The university anthropologist expects to have three groups in the field, two to be working in the vicinity of Verdel, which will be Bell's headquarters, and one probably in the vicinity of Pishelville Bridge. Parties around Verdel will be working on historic Ponca material, while the Pishelville site is expected to divulge information concerning the Bassett culture, an unknown civilization that perhaps is younger than that found around Lynch last summer but older than the Ponca culture.

#### Continue Work Near Lynch.

"Our problem this summer," said Dr. Bell, "is far more important than it was a year ago. Last year we were able to obtain a general picture of the cultural stratigraphy of the Niobrara valley. Forty-eight sites were located by the end of last summer and since then several more have been reported to us. These sites belong to possibly five distinct cultures.

"By the end of this summer we hope to learn the complete content of these various cultures and their time relationship. We intend, of course, to continue our work in the Lynch vicinity."

Bell and his party expect to be in the field for at least nine weeks. Students with him this year are Harry Newell, Lincoln; Joy Richardson of Bassett; Henry Aangelino of New York; James Knight,

Omaha; Steve Wimberly, Lincoln; and George Wilcox, Lincoln. It was Wilcox who called the Lynch site to the attention of the scientific world early last spring. Wilcox, Newell and Wimberly were with Bell last summer. Angelino joins the contingency from the University of the City of New York.

During the past year much of the Lynch material has been studied in the laboratory at the university, while samples of the vegetal remains were examined by Michigan authorities. Soil samples were made by government scientists. Two of the country's eminent authorities in the field spent considerable time here going over the material and taking notes on its relationship and significance. Culminating the year's archaeological work at the university is Dr. Bell's new book "Chapters in Nebraska Archaeology" which has just been published. It is a detailed account of the findings of the Nebraska Archaeological Survey from 1931 to 1934 inclusive and furnishes a background of the development of this branch of the social sciences here in the state.

## Annual Course Gives a Stimulus in Music

(Continued from Page 1.)

that it was made a department of the University of Nebraska.

The school of music director has always been interested in high school music and it was with great interest that he watched the development of the Interlocken, Mich., national music camp. Here every year hundreds of talented young people from all over the country gather to further their musical education. A few years ago Mr. Kirkpatrick instigated a similar institution in the university school of music.

Mr. Kirkpatrick said that the instructors of this course had expressed the opinion that this was perhaps the most interesting group of young people that has gathered here so far.

At 10 o'clock Saturday morning, the first concert of the all state high school music course will be held at the Temple theater. Here the most talented young people of the state will take part in a musical program. Everyone is urged to attend.

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