

NONE of us, whether we are sixty or sixteen, ever ceases being subjected to education. And education secures a "take" on most of us, mild or severe, depending upon the toughness of our intellectual skins.

School doors may close behind us. Nevertheless, the school book is ever with us in its metamorphosed form as newspaper, magazine, novel or more serious reading. If we have learned our lessons well in school, if we have learned to think and plan and do, we become our own teachers. In the laboratory of everyday life we continually perform experiments and learn by experience.

Science Service is doing its share in keeping the world in school. Some four millions daily read Science Service dispatches in newspapers. Such popular extension courses in science supplement the fundamental work of the schools, whose leaders are holding their annual meeting in Boston this coming week.

To teachers of science, this SCIENCE NEWS-LETTER

is useful both as a means of contact with new science advances and as an auxiliary text-book which each student may clip and digest. The routine laboratory experiment takes on new meaning when the student realizes that it lies at the base of promising developments in chemistry or engineering.

"Why?" is the most precious question in the world. When students stop asking it, they are lost and the school is useless. The facts of science are in themselves relatively unimportant, but the scientific methods of thought that produce facts (and revolutionize them often) are the stepping stones of progress.

The learning by rote era disappeared with the little red school house. Psychological tests separate the quick from the slow. Students do things instead of just reading about them. The scientific method of education has pervaded those courses not claimed by the field of physical and biological science.

Editorial

Science News-Letter, February 25, 1928

Treasures From Ur

Archæology

The royal graves at Ur of the Chaldees, more than 5,000 years old, are likely to prove more astonishing than Tutenkhamon's famous tomb.

The gold wig, illustrated on the front cover, was discovered in a regal tomb of Ur. It is a work of art that would be conspicuous in any age. The red gold is modeled and engraved to form waves and curls and to make a fillet binding the hair. Cheek plates with curled sideburns curve around the face helmet fashion. Holes around the edge were provided for lacing in a wadding lining, as traces of the wadding material show.

Whether the gold wig was worn in battle as a leader's shining helmet, or whether it was the final touch to a ceremonial costume is unknown to its discoverer, C. Leonard Woolley, director of the Joint Expedition of the University of Pennsylvania and British Museums. When found, the wig lay beside the body of a man of high rank, probably a prince of the royal blood, named Mes-kalam-dug, the Good Hero of the Land.

Gold and silver objects surrounded the hero's body. There was a heap of earrings and finger rings, golden beads, a gold and lapis bracelet. At his waist was a silver belt and a dagger with a gold blade. Golden bowls in the coffin were inscribed with the owner's name.

These gold articles were used and buried 2,000 years before Tutenkhamon's artisans labored to make things worthy of royalty. The Good Hero was buried before the first dynasty of the kings of Ur, about 3500 B. C.

Science News-Letter, February 25, 1928

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