

**The Nebraskan**

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**OFFICIAL STUDENT PUBLICATION**  
**AND BULLETIN OF THE**  
**1934 SUMMER SCHOOL SESSION**  
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**The Summer Session Begins.**

WITH this issue the Summer Session Nebraskan begins its fifth year of existence. Its purpose is evident. It will bring to student attention all official announcements of university officials. It will attempt to chronicle all the events which will make the summer session of interest to those enrolled. Its editorial columns will contain comment on happenings and situations pertinent to the university, and other subjects of vital interest to young people.

The summer session is rather of a peculiar nature. Because there are no organizations to bind summer students together, and because of few social contacts which tend to promote university consciousness, there is a tendency toward lack of interest in the university.

To stimulate this missing interest is, the Nebraskan feels, the purpose of the paper. It is the duty of your newspaper to work for ways and means of bringing the students together, and to promote a feeling of friendliness and fellowship among the summer students.

If the Nebraskan is going to serve in this capacity, however, it is imperative that it receive the support of its readers. Without student backing the paper is a fruitless enterprise. While summer school attendants are here primarily to study and to take advantage of the many facilities the university has to offer, they must be urged in addition to keep abreast of the news of the school.

Not only will the columns of the Nebraskan attempt to present the news, and its own editorial views, but it is opening its Student Pulse to faculty and student comment. The purpose thus served is to provide a safety valve through which pent up thoughts on some matter, be it weighty or trivial, may be released. Despite all efforts, things in connection with the Nebraskan or with the university cannot always be perfect and to point out the faults which students have noticed is the idea back of our Student Pulse column.

Thus, for the nine weeks of the summer session, the editor will try to present a readable, newsy sheet which sets forth faithfully the

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doings and the opinion of the summer student body.

**Politics and Education.**

In the midst of a new attitude on the part of many educators that the whole system of American education is doomed, the address of Dean Paul C. Packer holds out more than a mere ray of hope. It helps to clear away much of the haziness concerning the true status of education in Iowa.

It is hardly to be denied that American education has suffered in the last four years. The signs of a new questioning feeling on the part of the laymen are everywhere at hand. Curricula have been slashed; teachers' salaries have been cut to the lowest level; in many instances teachers have gone unpaid, or schools have had to close their doors entirely.

But Iowa has emerged from the back wash of economic depression remarkably fortunate, as compared with other states. It is true that extra-curricular activities have been cut, and teachers' salaries have come down in an effort to conform with state laws.

However, in Iowa, no schools have been closed, and no child has been denied the privilege of an education.

Dean Packer gives much credit for Iowa's comparative success to the fact that control of education has been left largely in the hands of local governmental units, with a very minimum of control by the state government.

Centralization of primary and secondary education, in states where it has been attempted, has led to disastrous results, the dean pointed out. Politics and educational restrictions on a wholesale scale have given rise to serious educational evils.

Perhaps this is the true reason for Iowa's brighter outlook. Another factor may be found in the fact that Iowa has suffered less, generally speaking, than most states during this depression.

But whatever the primary causes, the far seeing and logical point of view which Dean Packer gave expression to help to refute unfounded fears, and is much to be preferred over the unknowing hysteria which has gripped many Iowa educators.—Daily Iowan.

**Watchdog Shaw Speaks His Piece.**

George Bernard Shaw, bewhiskered watchdog of the intellectuals, is up and at them again. This time in "Don't Go to University," he has taken formalized education by the trouser seat for a good old Shavian shaking. "I think all the universities in the world should be razed and salt thrown on the sites where they stood," he has barked in his most recent article.

But Shaw, refuser of titles, is not so drastic and pedantically dumb as some people conclude after seeing his dramatic overstatements.

"While your professors give you facts you should say to yourselves: 'Nothing of this is worth while being remembered.' Like the rag-picker digging in the dust bins of history, you should appraise what

you find, keep the good and leave the rest.

"Then you will have cultivated men. You will carry about with a few facts which are really worth while being remembered. The individual who stuffs his memory with the things he should really try to forget easily wins the highest university honors. But the best thing we can do with him is to burn him as quickly as possible.

As usual, Mr. Shaw makes a startling generalization and then digs down to the bed rock of individual failures. Mr. Shaw's condemnation of the crammer is given substance in this month's issue of the American Spectator where "I Am a Phi Beta Kappa" recounts the experiences of a "man about the campus." Intended as a philippic against the university educational system, it turns out to be a confession of stupidity. If a student is content to make the best fraternity, the best managerships and poney his way into Phi Beta Kappa, can we do more than shrug? He is all around us here at Syracuse and on every other campus.

In our experience, two professors out of every three encourage individual work—are surprised and delighted to find individual thinking in their students. Few professors of our acquaintance, are any longer awed or impressed by a show of encyclopedic factual knowledge.

Formalized education can kill individual thinking and does produce an artificial mentality, as Mr. Shaw charges. But we believe it produces artificial mentality where there was none at all. Individual thinkers, worthy of their salt, survive four years of college training. While the memorizers cop the Phi Beta averages, they come out with the machinery necessary for individual thinking.—Syracuse Daily Orange.

**MUSIC OFFERED FOR SECONDARY STUDENTS**

(Continued from Page 1.)  
 sic Supervisors conference, was formerly on the staff of Columbia Teachers College, and has spent several summers at the National Camp at Interlochen, Mich., assisting Joseph Maddy.  
 Mr. Howerton, who will be in

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charge of the choral work, is director of music at Hiram college, is an authority on conducting and is well prepared to present a methods and music materials course for choral work in public schools.

The state of Oklahoma is fast becoming the home of college wrestling champions. In the national intercollegiate tournament, the Sooners won six out of eight championships, and Oklahomans

were runners-up in the two divisions won by contestants from other states.

"The average individual is afraid to know himself," according to the Rev. F. D. Tyner who spoke at Hamlin university.

Subject of a recent group debate at Concordia college in Moorhead, Minn.: "Resolved, that a house burns up and not down."

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