

Daily Nebraskan

Property of
THE UNIVERSITY OF NEBRASKA,
Lincoln

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SUBSCRIPTION PRICE \$2 PER YEAR
Payable in Advance
Single Copies, 5 Cents Each.

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Office—B-1888 Night Phone—B-4204
Editor—B-1821 Manager—B-1821

Entered at the postoffice at Lincoln, Nebraska, as second class mail matter, under the Act of Congress of March 3, 1879.

FRIDAY, NOVEMBER 8, 1912

"WHAT THE SCHOOLS DO NOT TEACH."

By "Chan."

I dropped into the library yesterday with the forlorn hope that I might get the book I have been waiting for all week. After discovering that the selfish hog who took it last Saturday still has it out in spite of the fact that thirty of us want to read it, I ambled over to the reading table to pick up a little learning of one kind or another. There is always a bit of it lying around loose and unclaimed.

I picked up the Forum. I was feeling reckless, that is the only way I can explain it. I opened it gingerly, with a sense of anticipation, as you would open an oyster, for if there is ever a chance of finding an intellectual pearl in our magazine literature, surely the Forum, if only on account of its name, ought to be a fairly safe bet. I was not disappointed. The first thing that met my eye was a title that was, indeed, a gem, "What the Schools Do Not Teach," by Edward M. Weyer. "Never heard of him," I said to myself, "but the title gets my vote." I have always had a sneaking liking for the things the schools did not teach, but for some reason or other no one seemed to agree with me, and every one was getting educated, so I fell in with the lot, thinking there must be something in it. "Here am I," I reflected, "who have attended school since my earliest remembered days; who have lived school, played school, thought, sung and wrote school for all

of sixteen years out of the few I have to spare of life, relying during that whole tiresome time upon their implied promise to teach, educate and enlighten me to the limit of enlightenment, if I would merely attend with reasonable regularity. Have not taught me and never intended to! It is most discouraging."

It appears from his article that what they give us under the title of an education is something like a crest for your stationery or a fancy necktie. For that matter, if what he says is true, the thing is a "Christmas tie" and a duplicate at that. It is a debt, he says, "that our fathers owed to the past," and not being able to square it up they paid it to us, gratis. This is, of course, nice to get something you are not entitled to. But he goes on to point out that it isn't of so much value after all, because this debt that they owe to their ancestors they pay to us in "the coin of the past." Get that point? It's out of date, moth eaten, wood cut, confederate money, which is only useful to us in that we can put it in our museums. In other words, the ideas are all out of date and ought to be chewed up like old bills and made into paper mache knickknacks. It is all very discouraging. If I had known this last week I would have gone duck hunting instead of cramming for that Quiz.

The schools, he thinks, have given us the materials and tools to make a pretty fair job of life, but the trouble is that no one knows how to use them and the schools do not teach that part. It is a little joke they play on us. They take a third of our lives to give us "knowledge," but as for "ability" you hunt for that yourself. It is just a little joke they play. We are left to ourselves with our education like a dog with a rubber bone to chew. If this man is right in his judgment, I would suggest that we have more dances and attend the theaters more often until they revise the system, for evidently nothing else is worth the time.

STAFF BEGINS WORK

(Continued from Page 1.)

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