



Chancellor Hardin

Enrollment For Summer Steadily Up May Indicate School Trend

Summer school students are growing in number each year, according to Dr. Frank Sorenson, director of the summer school program at the University of Nebraska.

Enrollment at the University summer sessions has increased from 2,851 in 1955 to 3,374 in 1959. The 1960 enrollment is expected to be around 3,425.

And the summer student is becoming younger too. "Traditionally," Dr. Sorenson explained, "summer sessions were established to provide additional training for teachers and administrators, often to qualify teachers for certificates."

But the traditional teacher-student has been supplemented by two more learning groups, he went on:

1. The undergraduate student, and,
2. The graduate enrollment, in graduate college as well as teacher's college.

"We still have to take care of the teachers and administrators," Dr. Sorenson said, "but summer session planners recognize the desirability of keeping the University plant attractive to students as well."

Three main factors contribute to the increase of students in summer schools, according to Dr. Sorenson:

1. Students realize the practicality of finishing school as soon as possible so that they can begin working or start a home.
2. Students often find it difficult to secure summer jobs, and attend summer school instead.
3. Students in some colleges, such as engineering, are required to take an extra semester or year of work and find it easier to make up some of the hours by attending

Summer Sessions' Welcome

Students Told to Note Educational Extras

Welcoming students to the 1960 Summer Sessions, Chancellor Clifford M. Hardin noted the "number of extras which contribute to your general educational experience" as well as the academic offerings.

Frank E. Sorenson, director of Summer Sessions, predicted that the Summer Science Institute and the Far

Eastern Institute would be "of great interest" this summer.

"Of special interest," Sorenson added, "will be the three World Affairs Previews designed to focus on the Soviet Union, Africa and Japan."

Both men called the attention of the students to the art and sculpture displays in Morrill Hall, the Mueller

Planetarium and the informal educational opportunities offered by the Nebraska Union.

Attend All-State
The Chancellor continued, "Of special interest, too, are the many programs of the All-State Fine Arts high school students: concerts, plays, speech recitals and a musical comedy. You are cordially invited to attend any or all of the All-State pro-

grams during June."

According to Sorenson, "The summer faculty of about 260 persons, including 10 distinguished lecturers and consultants, will offer opportunities in their classrooms for a careful consideration of many of today's most significant developments and critical issues."

He recommended also that students visit the Nebraska

State Historical Society to see its presentations of the foundations of Nebraska history.

Sincere Welcome
Chancellor Hardin concluded, "The welcome we extend is a sincere one. We are confident that you will find the next few weeks rewarding in terms of your educational advancement, and we wish you every success."



Dr. Frank Sorenson

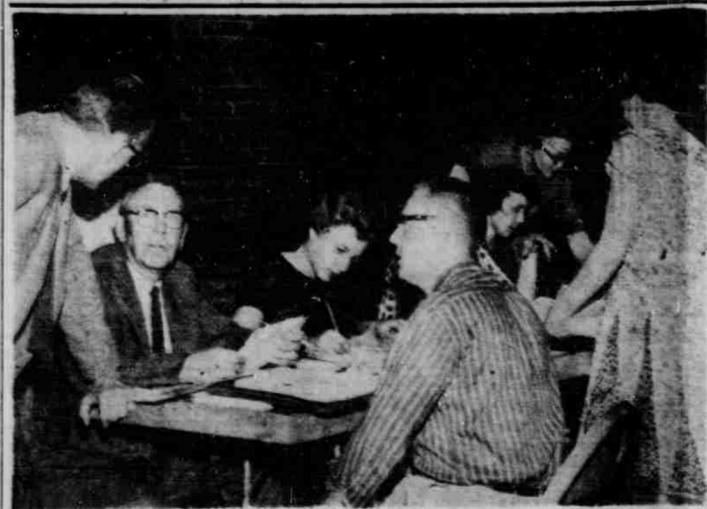
Good Morning!

There are now only 44 days remaining in the 1960 Summer Session.

Summer Nebraskan

LINCOLN, NEBRASKA

TUESDAY, JUNE 7, 1960



SIGNING UP—As Summer Sessions students signed up for their classes the Coliseum and Men's Physical Education building were busy places. Here Dr. N. F. Thorps (second from left), principal of Teachers College High School, helps with a problem.

'Spotlight on Russia' First Summer Special

The first special feature of the 1960 Summer Sessions will be a World Affairs Preview, "Spotlight on Russia." The program will be presented by Nicholas DeWitt at 2 p.m. Tuesday, June 14, in Love Library auditorium.

DeWitt is a research associate of the Office of Scientific Personnel of the Na-

tional Research Council and National Academy of Sciences in Washington, D.C. He has been an associate at the Russian Research Center at Harvard University for approximately 10 years.

He was born in Kharkov, Russia, and is a naturalized citizen of the United States. DeWitt is the author of two

books dealing with Soviet Russia: Soviet Professional Manpower — Its Education, Training and Supply, and Education and Professional Employment in the USSR. In addition to publishing 16 articles and two monographs, De Witt has served as technical director for the documentary program "The Challenge: Soviet Sciences" produced by Westinghouse Radio.

De Witt will arrive at the University June 10 to lecture in the Department of History and Principles of Education. He will speak at 11 a.m. Friday, June 10, and at 11 a.m. and 1:30 to 2:30 p.m. Monday, June 13.

The Second World Affairs Preview, "Spotlight on Africa," will be presented by John Furbay at 2 p.m. Monday, June 27. Furbay, a graduate of Ohio State University, New York University, the Sorbonne, and Yale, is a former president of the College of West Africa in Monrovia, Liberia. He has also served as education adviser to the Liberian government.

During his three years in West Africa, he collected Liberian native artifacts which are now on permanent exhibition in the American Museum of Natural History in New York.

He has worked as a syndicated newspaper columnist, been guest lecturer at the World Seminar in Geneva, Switzerland, served as senior specialist for the United States Office of Education and written five books.

The final World Affairs Preview, "Spotlight on Japan," Continued on Page 2

An Editorial

'Adventures in Thinking'

This is an invitation to join the Summer Nebraskan staff in adventures in relaxing, in reading, and, most important, in thinking.

To the staff, this will represent an adventure in newspapering. This editorial, if indeed it is one, may well be the only formal editorial you will read in the Summer Nebraskan. This does not mean that the staff lacks respect for editorial opinion. It means that this newspaper hopes to devote its energies to what is called "the depth approach to news."

The staff feels that our summer reading audience merits and wants a newspaper that is stimulating. Neither the word "thinking" nor "depth" need mean "stuffy."

To permit this type of newspaper, several changes have been made in the structure of the Summer Nebraskan. Former readers will note immediately that the paper has been enlarged from a 5-column tabloid format to a seven-column newspaper offering approximately one-third more space. The staff has been increased to 2 full-time employees. Miss Mary Lou Reese as editor will be responsible for the news columns. Miss Donelle Keys as business manager will handle advertising and circulation. Both are seniors completing internship requirements for a Professional Certificate in Journalism.

As in past years advisers for the Summer Nebraskan will be faculty members of the University's School of Journalism. The advisers this summer are Neale Cople and Dr. William E. Hall.

The Summer Nebraskan welcomes your comments and criticisms. It invites your response to ideas discussed in its stories. It invites suggestions for attention to news areas that might be overlooked.

The staff invites your full participation in what we hope will be a pleasant summer "reading and thinking" adventure.

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THE NOT SO GOOD OLD DAYS—Teachers' contracts used to deal with many things not concerned with teaching or teaching ability. For some of the absurdities modern teachers escape see . . .

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A HERITAGE OF GREATNESS AND STRUGGLE—The Daily Nebraskan has built a heritage of producing great men and getting into big troubles. For the turbulent and productive history see . . .

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A SUMMER OF ENTERTAINMENT—For the Summer Sessions students the Student Union has planned a full schedule of entertainment. To learn what the Union has in store for you see . . .

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FOR SUMMER READING—The University of Nebraska Library will provide weekly reading lists to be published in The Summer Nebraskan. For this week's list see . . .

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REPORT ON A BUSY WEEK END—The University of Nebraska has just completed Graduation Week End with all of its graduation, alumni, and board of regents news. For digests of these events see . . .

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They called it Riley's Rag



Miss Cather contributed See page 3

Adventures in Academia

SCIENCE: Scapegoat of Humanities or Death Knell?

By Carroll Kraus

Whom do you admire more a physicist who helped develop the atomic bomb or a Pulitzer Prize-winning poet? What would you say would be the choice of most young men between the professions of research in chemistry and teaching English?

If you answered the first question the physicist and the second chemical research, you're probably giving the same answers the majority in the United States would give with the same questions posed to them.

Why? People like University professor of English Karl Shapiro think Americans are possessed by somewhat of a science hysteria.

Writing in the June 9, 1958, edition of The New Republic for instance, Shapiro condemned the present scientific competition between Russia and the United States as a game "liable to spell the end

of all humanistic culture throughout the world."

But scientists, such as Dr. Robert Chasson, head of the University department of physics, feel that calling science the culprit is rather typical of the never-ending search for a scapegoat to explain problems.

It seems a paradox has developed. Scientists, many feel, rather than the humanists are being turned to for

Carroll Kraus, former editor of the Daily Nebraskan, is a senior in the school of journalism at the University of Nebraska. Kraus was recently chosen for membership in Kappa Tau Alpha, journalism honorary, and as a student has worked for the Lincoln Journal.

leadership in the future of the world, even though the scientist has caught much of the blame for producing the bombs that have increased world tension.

Perhaps, as Chasson said, it is because the image of the scientist is a mysterious one and because the things that science does are dramatic.

Webster will tell you that science is the systematic knowledge of nature and the physical world. Hence a scientist is a specialist in science, especially the natural kind.

A humanist, on the other hand, is a student of what may be called human nature and human affairs — the humanities. The humanities are such things as language and literature, philosophy and the fine arts.

A third area might be defined. That is the area of the social sciences which deals with the structure of society and the activity of its members. Social sciences include history, economics, political science, and the like.

Scientific Youth

You might get an idea of the interest in science and technology by talking to a 10-year-old; he's apt to be an expert on rocketry, substituting scientific fact for the typical adventurous fiction of the Huckleberry Finn type.

Many humanists feel that this situation has resulted in short-changing them and the country.

As the American Scholar reported on March 16 of this year:

"The past few years have witnessed a growing protest among intellectuals against the scientific philosophy, and, in particular, against the scientific study of man. After a generation of carefree ascendance scientists suddenly find themselves under attack from a band of militant humanists who charge that science is costing man his humanity and giving him little in return."

Public Wants Panaceas

This is a view that Dr. Chasson describes thusly: the public has a hard time putting the world situation "into focus so they always look for panaceas to explain everything." No area of gray exists, he said; "everything is either black or white."

This paradoxical trust and mistrust of science and the scientist probably centers around two areas of thought: Although the scientist has made discoveries that have led to development of super-bombs, other discoveries



Shapiro . . . saved by a thread.

have shortened the average person's work week and made his life in general easier.

Some humanists feel, however, that the scientist doesn't want the job of "running" the world, and is falling back on the humanist.

Stuart Cuthbertson, former head of the University of Colorado department of modern languages and literature, made that point in a recent issue of the Western Humanities Review.

He said, ". . . it is the nuclear scientist who exalts the humanities by calling upon all of us for help in preventing the misuse of the discoveries of science."

Saved by a Thread
Prof. Shapiro charged that, "In developing a nation of mechanics and super-mechanics, we have been saved from his toric perdition (ruin) only by a thin thread of religion and by a still thinner

thread of humane studies." Shapiro said moral authority in America today is "all but non-existent," claiming "the scientific mind . . . drove religion and the arts into the wilderness."

As far as religion and science go, C. J. Ducasse, professor emeritus of philosophy at Brown University, put it, ". . . what modern science has done has been to clean out and dispose of some of the myths that had no religious functions, and that only served to anaesthetize unsatisfied scientific curiosity."

But in doing so, Ducasse said, "science has cultivated in man the habit of demanding evidence for the beliefs he is asked to accept; and this has led many persons to reject the religious overbeliefs simply because there was no evidence for them."

Science and Education

Is education pro-science? Shapiro said, "In America we have not yet reached the point of scientific government, but we have gone pretty far already in adopting scientific education. The whole educational bureaucracy, the whole quasiscientific class of educationalists with their punch cards and psychological batteries have turned American education into just another machine."

On the point of education, however, a Lincoln scientist, Dr. Emerson Jones, contended that the humanities were far from lost.

Dr. Jones, assistant to the director of Consumers Public Power District and a chief scientist in the construction of the Hallam atomic plant, pointed out a difference in definitions.

the student scientist has an ample opportunity to broaden himself with a wide range of college courses. He agreed, however, that the engineering student generally doesn't have the same opportunity.

Prof. Chasson agreed with this viewpoint, and decried "crash operations" of educating the engineer. He said an engineer, like the scientist, needs to assimilate a large body of knowledge during his college years, and can't touch a very broad field in most four-year, technology-crammed engineering courses.

Science in Government

What about scientific government?

Jones agreed with charges that science may have been over emphasized here in recent years. But he added that such really isn't the case in American business.

For instance, he said, America's transportation system could be quickly turned to nothing but aviation in a short time.

"But would the average person want to take a helicopter to get to Crete?" he asked.

The consumer, he explained, has more of a choice on what industry will do with science than does the taxpayer in what the government does.

Physicist Chasson pointed out that if government activities concerned with science have been overbalanced, it is hard to place the blame on the scientist.

Businessmen, not humanists or scientists, control most of the key positions in government and even in such groups as the Atomic Energy Commission, he said.

Peaceful Co-Existence?

What is the answer to the science-humanities problem, if it really does exist?

Prof. Shapiro suggested "all of this middle ground between science and art, this no-man's land called so cleverly social sciences, is ground that has to be cleared before the humanities can get on the march."

The Pulitzer Prize-winning poet said, "The humanities must, in fact, rescue science from its uncomfortable position of authority, a position the true scientist will gladly abdicate."

The physics department head called for more understanding, understanding of who scientists and humanists are and what they do.

Chasson said the humanist and the scientist "have to rely on each other for complete guidance of people in their total lives."

And the public, he said, can't deny one or the other.



Chasson . . . search for a scapegoat.



Jones . . . a difference in definitions.