

**Leadership Sought**

**Where Do We Get Our Religious Leaders?**

**Needed: 1,000 Ministers**

"The silent places"—these are the birthplaces of America's religious leaders.

These, the rural communities, says Dr. Frank A. Court, away from the "noisy, raucous, competitive life in the big cities" are most conducive for religious thought.

And other religious leaders in Lincoln agree with Dr. Court, pastor of St. Paul Methodist Church.

Two-thirds of the Methodist religious leaders come from farms and rural areas, according to Dr. Carl Davidson, pastor of First Methodist Church.

The reasons? Elder Peter Jarnes of Union College lists:

—Rural youth are "faced with the practical aspects of life."

—Rural youth are in contact with nature, "the revelation of God."

—Rural areas have a much



Court



Davidson

more conducive atmosphere for religious contemplation.

**From The Home**

But both Protestants and Catholics agree there is an

other source of religious leaders — the home.

**Father Robert F. Sheehy,**

associate chaplain for the Newman Club, expressed the

general belief when he said, "The homes where there is a true religious spirit" produce the religious leaders.

Many students, he said, find that after they enroll at a university, they would like to enter religious work as a life profession. "But the spirit of the home gave them the boost," he said.

But there are other ways by which young people are influenced about professional church-related work.

**Inspiring Youth**  
Vocations conferences, summer church camps, ministers and Sunday School teachers were all listed as important influences on young people.

And as the Rev. Fred Register, superintendent of the Congregational Conference, said, some persons choose religious work "by the grace of God."

Why should young people

go into religious work?

"Qualified leaders are at a premium," according to Register.

"The world is suffering from a lack of spiritual direction and leadership," Dr. Court said.

"The world has a tremendous problem of using its creative power to sustain life. Both professional religious leaders and lay leaders are needed," he said.

Ten years from now, says the Rev. John Waser, associate pastor at First Presbyterian Church, Presbyterians, Methodists, possibly Lutherans and the Evangelical Reformed Church will need 1,000 new ministers, and they are not being produced at that rate.

It is only in some of the smaller denominations that this shortage of trained re-

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**Students Free For August Vacations**

**Summer Nebraskan**

**Only Three Days Left For Exams**



LINCOLN, NEBRASKA

TUESDAY, JULY 26, 1960

**Adventures in Academia**

**Testing**

**Professors View Examinations As Problems, Student Guides**

The words "test, examination, or final" connote a variety of meanings to most students: review, burning the midnight oil, sweat, worry or anxiety.

To the instructors they bring thoughts of preparation, reading papers and grading; but that isn't all.

"As long as there are grades, we will need some form of testing," Dr. Richard Videbeck, professor of Sociology, summed it up.

What kinds of tests and general attitudes toward testing do instructors have?

**Uses of Tests**

A cross-college survey brought these facts to light: —Tests should serve more than one purpose.

—Test results should not be used as absolutes in judging students.

—Grades play a far too important role in college learning.

—Tests vary with the subject matter and aims of each course.

—Tests serve as motivators for learning.

—Grades seem to be the ultimate goals of students.

—Motivation is second only to intelligence in doing well in school.

**Used for Evaluation**

Most instructors agree that tests help them evaluate students' work, but more important than that, "Tests should be given only if they facilitate learning," Dr. Doris J. O'Donnell, professor of Women's Physical Education, said.

Sharing her viewpoint were Dr. Charles W. Colman, chairman of the Romance Language Department; Harry P. Shelley, assistant professor of Psychology; Vide-

beck; Dr. H. F. Holtzclaw, director of freshman Chemistry, and Dr. H. E. Baumgarten, professor of Organic Chemistry.

Holtzclaw and Baumgarten stressed the importance tests serve as incentives for students to study.

"Because everyone can't be greatly interested in all subjects, they require additional incentive to study. Therefore if students are not held responsible in some way, they have a way of letting things slide," Baumgarten explained.

He also added a third function — tests tell students what they know. "If an examination is good, the student will learn something from it," he continued.

One of the problems of testing, according to Dr. Robert Koehl, assistant professor of

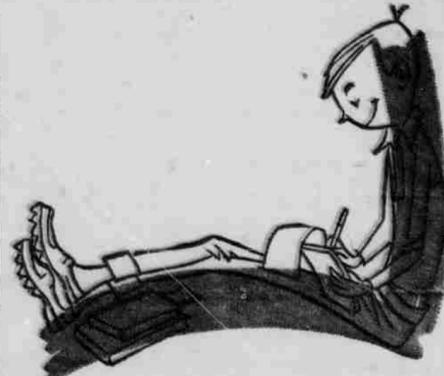


Koehl

History, is that students feel that tests measure something they don't.

**Status Symbols**

He feels that grades are considered by many as "status



measurements by both the university and society.

The student's hostile reaction toward tests and grades, he added, is partly the fault of professors, but mostly it is the environment — par-



Belsheim

ents, sororities, fraternities, and administrators — that place emphasis on grades.

"Often grades serve as guides or standards on which rewards and punishments are based by the people students come in contact with," he explained.

Test results should be only one of a number of things from which to evaluate students, Koehl, Shelley, Videbeck and Baumgarten agreed.

In most courses things like terminology, solving problems, lab work, participation in discussion, special skills and class attitude play an important role in the way a teacher grades in addition to test results.

**Skills, But Rules Too**

The physical education department is an example, Miss O'Donnell pointed out, because they place equal emphasis on skill, a written final on rules, and class performance.

"Developing skills is the 'primary' objective of the courses," she added, "but the students must know the rules."

Some instructors are concerned about the fact that many students study for grades.

"It's not important what grade a student gets, but what he has learned," Miss O'Donnell commented.

Shelley indicated a great fault is that students study

for examinations, not to learn.

Adding to the complaint about grades, Videbeck said, "Emphasis on the test grades robs the test situation of its potential as a study guide."

The fact that students come in and "argue for their grades, not for the truth or validity of their statements," also disturbs Videbeck.

**Single Test**

Contrasting the above statements, the Law College has no lectures and no tests, except for a final.

The students are given a comprehensive final examination at the end of each law course and the course grade is based entirely on this examination.

**Different Approach**

Dr. Edmund O. Belsheim, dean of the college, said that by doing things this way they accomplish two things:

1. More material is covered in class because less time is taken out for weekly or monthly examinations.

2. Last minute cramming is discouraged because it just "can't be done. No one can cram a whole year's work into one night."

By using the "no lecture" method of teaching, law students and instructors devote the whole class time to discussion.

Belsheim feels this is all right because most of the students in the college are differently motivated than other students. They know they want to be lawyers and they know they will need to learn the tools of the trade sometime, so they do it right away, he explained.

**Kinds of Examinations**

The kinds of examinations given are as varied as the courses at the University.

In law they are essay and deal mostly with solving legal problems. The same holds true for history, chemistry, philosophy, and most other courses at one time or another.

Others prefer objective examinations—multiple choice, true-false, matching. Still others prefer the short answer or the oral type of examination.

Each one feels that certain kinds will bring the best results, but which one is best?

**Oral Tests**

Miss O'Donnell feels that

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**Industrial Demands of College Graduates University Professors View Examinations**

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**Religious Leadership Needs and Demands of Churches Summer Reading List**

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**'New Paganism' In Literature Mullins to Olympics For Summer Viewing**

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Don Ohme (right) and Bob Cacak of Fairbury (center) listen to an explanation of Alpha and Beta rays given by Dean L. Linscott, research assistant. Don is attempting to measure soil moisture with radioactive isotopes. (U. of N. Photo).

**Science Program Offers Nuclear, Botanical Study**

A neutron-scattering device to measure soil moisture and the coriolis force are becoming familiar friends to the 19 high school boys attending the Agronomic summer science training program.

This program of summer study is sponsored by the University of Nebraska College of Agriculture and the National Science Foundation.

It is designed to offer high ability secondary school boys an opportunity to contribute to the progress of research, not by doing menial tasks but by their own intellectual abilities, Chairman D. G. Hanway said.

Almost every boy, according to Supervisor Dean Daulke, has an individual research problem assigned by a professor in charge.

**Botany to Engineering**  
These problems range from making a botanical survey of native pasture in Gage County to doing research on the engineering and biological aspects of aerial applications of herbicides.

Even though all the research is related to agriculture, every problem gives the boys a chance to apply the basic sciences of chemistry, physics, and biology, he continued.

When each boy was asked to write down his four choices

of problems, Daulke said almost everyone wanted to work with the neutron-scattering device.

The device, operated by professors licensed by the Atomic Energy Commission, uses radioactive isotopes to give off neutrons so that soil moisture can be determined, he explained.

**What Free Time?**

However, all the students find their problems so interesting that they often spend their meal time arguing scientific technicalities, he said.

"Boy, I just don't have any time" is the joking moan of the scholars. Seminars on individual problems are held each Monday and Wednesday evening so that every boy knows about all various investigations being carried on.

Tuesday evenings are Special Events Night, with visiting professors lecturing on such topics as Pleistocene geology in Nebraska and the soil survey of Alaska.

Fun begins on Thursday night though when the University swimming pool is opened for them. The boys really enjoy this because it is their only physical exercise, another student, Bob Cacak, said.

One of the "greatest" things they felt they learned was how different from high school and now competitive

college is. "I've learned a great respect for education," Don said.

This nine-week science session, in its first year at Nebraska, has become a nationwide program.

The University received a grant from the National Science Foundation which paid for one-half of the boys' room, board and equipment.

Each boy receives a salary, Daulke said, of \$30 an hour from the professor under whom he is working, which pays the rest of his expenses.

**One Per School**

In order to get the most outstanding boys, applications are sent to each Nebraska high school. One student may be recommended from each school. From these applications, 30 are selected for interviews.

Even though all the boys are judged on the same standards of intelligence, personality, and interest, Daulke said that they have quite a cross section of personalities from extreme introverts to prankish, out-going boys.

The program is limited to high school boys who have completed their junior year, but not their senior year of high school, since the department feels that at this time most of them haven't yet chosen a specific career.

