

# Liberal education praised

## Goal should be to learn, not earn chief justice says

By Merry Hayes  
Staff Reporter

Students must be educated not only to earn a living but to learn to live, said Norman Krivosha, chief justice of the Nebraska Supreme Court Friday.

A liberal arts education should be a prerequisite to any career, Krivosha said, speaking at a Nebraska Wesleyan University Forum as part of National Higher Education Week.

He said many people have lost sight of the benefits of a liberal-arts education.

"There is a resistance against permitting one to obtain a liberal education for no other purpose except to feel educated and to enhance the quality of

life," Krivosha said.

"There appears to be no great rewards for majoring in history or comparative religion or literature," Krivosha said. "One who majors in art appreciation is often viewed as an individual with no sense of direction."

"Let someone write a beautiful poem or paint a lovely picture and it's likely to go mostly unnoticed, unless it brings a handsome price — then it becomes a good piece of art," Krivosha said. "That is not how the quality of life should be measured."

He said the bottom line of a liberal education is the improvement of the individual and the community.

"Education begets understanding, understanding begets tolerance, and tolerance begets peace," Krivosha said. "And in a world that has not known peace for a long time, anything that begets peace is an important bottom line."

Krivosha said education for the sake

of education should be a reward in itself, and the pursuit of a liberal-arts education must be made a "respectable and important endeavor."

"More of our young people need to be encouraged and commended for seeking higher education in the liberal arts regardless of what they later do with their careers," Krivosha said.

"If youth is the nation's most precious resource, then a higher education is the catalyst needed to most efficiently use that natural resource," Krivosha said.

# UNL dairy testers taste subtle differences

By Merry Hayes  
Staff Reporter

Concentration, stamina and a trained sense of taste are required of a skilled dairy products tester. Michael Liewen, coach of the UNL Dairy Products Testing Team, said his students learn these skills through experience.

"It takes a long time for students to develop a feel for it because the differences are so subtle," Liewen said.

"These subtleties are not apparent to the average consumer, but they are important to manufacturers of the products," Liewen said.

Liewen teaches Food Science and Technology 222, Dairy Products Judging, in which students evaluate dairy products on appearance, body texture and flavor.

The UNL testing team placed 11th out of 22 teams from the United States and Canada in Washington, D.C., last month.

After evaluating, the students discuss the attributes and defects of the six products: milk, ice cream, cottage cheese, cheddar cheese, butter and yogurt.

"It's a unique skill that makes the students more valuable and more employable," Liewen said.

Frank Sloup, senior food science major, said sensory evaluation is a skill few people have.

"Everyone has the talent inside them," Sloup said, they just have to train their palate to detect the different flavors.

Liewen said the students also must have good concentration and stamina during the testing competitions.

The contests, which average three hours in length, are "rather rigorous and exhaustive," Liewen said.

The team brings practice in the spring to prepare for two competitions, a regional and an international competition.

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# UNL researchers analyze Samurai sword-making

By Beth Thew  
Staff Reporter

What started out as three sword enthusiasts who were analyzing a 16th-century sword "just for fun," wound up as a discovery that could benefit modern technology.

Peter Bleed, UNL professor of anthropology, Bill Weins, professor of mechanical engineering, and Dan Gee, a graduate assistant in mechanical engineering, decided to analyze four 16th-century Japanese Samurai swords from Bleed's private collection to determine the internal metallurgical structure in relation to the strength and toughness of the blade.

What they found was the special way the Japanese had made the Samurai swords so that the swords would be stronger and not break easily. To do this, the swords were made of smelted iron, giving it a carbon cutting edge and a steel interior. The sword then was covered in an insulating coating of clay that allowed it to cool down gradually. This produced a sword that had a sharp cutting edge and remained a blade strong enough that it wouldn't break easily, Bleed said.

Some cutting tools now are made with a similar process, but the Japanese process is still different, Gee said.

"There was a lot of experimenting in Japan during that age because it was a matter of life and death to them," said Bleed, referring to how the Japanese came up with their sword design.



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