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OUR MAJOR RESPONSIBILITY—An Editorial

TODAY we assign the guidance or counseling function to specialists. We say this practice makes for better organization. We say counseling has become a highly technical skill, requiring for its adequate performance a certain type of adult personality, a knowledge of tests and of the science of educational measurements, and at least a speaking acquaintance with psychiatry. By implication, the rank and file of teachers are coming to understand that since they are not specialists they must keep their hands out of systematic student guidance.

This conclusion, and the consequent retreat of many teachers from a solemn and delightful responsibility, is one of the greatest tragedies in modern education. It is good for young people that counseling has grown up from the casual back-slapping "How - are - you - getting - along - my - boy?" variety. It is good that guidance has enlisted the techniques of human engineering. It is good that the work of molding mind and character, the nicest work given the teacher, has become a highly technical skill, for the performance of which careful preparation must be made. It is encouraging that so many schools are keeping cumulative records in an effort to discover the whole student and to follow his development as a person. But it is a sad fact that so few teachers have the interest and the initiative to train themselves to competence in effective counseling techniques. It is a tragedy that in colleges there sometimes is only one trained counselor for some hundreds of students—and in many schools no trained counselor at all—on the very educational levels where young people are face to face with the most critical problems of life adjustment in spiritual, social, and vocational matters.

It is true that in our day there has been a great development of the techniques of counseling. It is equally true that the effective use of these techniques demands knowledge and skill and the possession by the counselor of a mature personality, sound common sense, emotional stability, and a love for people, without which his scientific skill would be like sounding brass or a tinkling cymbal. But it is not true that this points to one or a few specialists on a school staff to carry all or even the greater part of the guidance program. If the system substitutes for teacher participation to such an extent that the staff members content themselves with classroom contacts, then both the school and the student have lost the most valuable and significant part of the teacher's service.

The personal qualities which make a successful counselor are exactly the same as those which make a good teacher. The responsibility for personal work placed upon every Christian teacher demands that he expend the time and effort needed to develop the required skills, under the direction of a specialist. If his teaching program is too heavy, an adjustment should be made. If he lacks interest, his superior should lay the responsibility on his heart.

It would seem that the blueprint is being followed when every school has at least one well-trained specialist in guidance, when every school head selects staff members with the personal qualities required for effective counseling as well as teaching, when the faculty is led by the specialist in the development of guidance techniques and skills, and when the entire staff is organized for an effective counseling service, directed and co-ordinated by the specialist.

“Physician, Heal Thyself”

L. R. Rasmussen

ASSOCIATE SECRETARY, GENERAL CONFERENCE
DEPARTMENT OF EDUCATION

“And He said unto them, Ye will surely say unto Me this proverb, Physician, heal Thyself.”¹

HERE we have a proverb stated by the Master Teacher, the Prince of teachers, the Teacher sent from God. Speaking thus at the beginning of His public ministry, He anticipated the challenge that would be made by those who listened to His instruction: “Physician, heal Thyself.” Here the perfect Teacher gave vocal emphasis to a fundamental truth, that if a teacher would have true success, he must demonstrate in his own life those principles he recommends.

To even the most superficial thinker, the compelling truth is self-evident that what a man is, is vastly more important than what he says.

When we come to a re-evaluation of the educative process in the light of the Master’s personalized plan of emphasizing human values, the fact is increasingly evident that truth demonstrated in the life is more powerful than truth expressed by word of mouth.

He came not only to tell the way of life, to instruct, and to counsel, but He came to show men how to live, to practice the principles He taught. “What He taught, He lived.” He was what He wished His pupils to become. By His own life He gave the greatest possible emphasis to His words. “‘I have given you an example,’ He said to His disciples; ‘That ye should do as I have done.’ . . . Thus in His life, Christ’s words had perfect illustration and support. . . . Not only did He teach the truth, but He was the truth. It was this that gave His teaching power.”²

To those who today have been called to follow in the footsteps of the Master

Teacher, His words come with compelling force: “Physician, heal thyself.”

“Be thou an example.”³ “In all things shewing thyself a pattern.”⁴ Demonstrate the power of Christ to overcome sin in your own life if you would presume to call your students to renounce sin. Christ was a past master at personal guidance, He dealt with men individually. “In every human being He discerned infinite possibilities. He saw men as they might be, transfigured by His grace. . . . He inspired hope. . . . He inspired trust.”⁵

Increasing emphasis is being placed upon the importance of guidance or personnel work in the educative process. Those who seek to elevate personnel work to its rightful place will do well to study the authoritative example of the Master Teacher and examine His methods in dealing with His pupils. Here will be found not a theory but an unexcelled example of the highest type of guidance and personnel work.

First, He shared in all the experiences of humanity, entering into their temptations, sorrows, and joys.

Second, He saw infinite possibilities in every individual.

Third, He gave the advantage of His own companionship.

Fourth, He adjusted His teaching to the individual differences of His pupils.

The presence of the same Guide and the use of the same formula in educational work today will produce like results.

“Physician, heal thyself.”

¹ Luke 4:23.

² *Education*, pp. 78, 79.

³ 1 Tim. 4:12.

⁴ Titus 2:7.

⁵ *Education*, p. 80.

A Psychology Laboratory



E. M. Cadwallader

CHAIRMAN, DEPARTMENT OF EDUCATION
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LONG ago an obvious but important truth was enunciated by Mrs. E. G. White: "He who seeks to transform humanity must himself understand humanity. . . . Here Christ stands revealed as the master teacher; of all that ever dwelt on the earth, He alone has perfect understanding of the human soul."*

Psychology, conceived today to be the study of human behavior, offers us a medium for an approximate understanding of human nature. Although starting as an offshoot of philosophy and at first held in disrepute as a science, psychology stands today as a developing body of knowledge of great service to those who have to work for human beings. Most of the pronouncements of the present-day psychologists are based on research rather than introspection. Where they have only theories to suggest they make this clear, but there is a rapidly accumulating mass of information and principles serving as guides for educators and social workers.

Psychologists working in the field of psychometry have, during the present century and especially during the last decade, developed very effective measuring instruments for evaluating intelligence, personality, abilities, adjustments, and attitudes. Clinical counseling, as a functional branch of applied psychology, is being done by professionally trained individuals who employ scientific techniques, which make it possible to solve many problems of students in particular and humanity in general with a higher degree of accuracy of diagnosis and prognosis than is reached by the average physician in dealing with physical ailments.

It is fortunate that we have these means at hand, for at the present moment in the

history of mankind the need is great. Because life has become more complex and its tempo has been increased, man is called upon more frequently than in the past to make numerous adjustments to the changing demands of society and the business of making a living. Because one is so often confronted with the need of adjusting, the chances of thwartings and consequent maladjustments are many.

The world is full of fancy. The radio, the press, and especially commercial interests and advertisers, tend to keep people living in a dream world, failing to face the realities of life. There is much social immaturity, resulting in students' entering the levels of higher education with insufficient knowledge of the problems of life and inadequate judgment born of paucity of the right kind of experience. School offerings are constantly increasing, making more difficult the students' choice of courses and of specific subjects within the courses. In selecting a lifework students are often baffled in trying to choose a suitable occupation from the fifty-seven thousand vocations now available in America. The problem is further complicated for our youth by the fact that many of these vocations are unsuitable for Seventh-day Adventists.

Consideration of the above conditions makes apparent the need of an organized effort within a college to aid the student in adjustment and, if need be, to help him to overcome maladjustments already acquired. In order to take advantage of the science of psychology in serving the youth of the denomination who come to Union College for their education, a psychology laboratory was established at the beginning of the 1946-47 school year.

There are several purposes for the laboratory, so that, although the functions are more or less overlapping, it is best to consider them as separate entities in order to make clear to the reader our goals in operating it. The laboratory is first of all a service feature, along with such others as the health service and the placement bureau. Any student is free to apply to the personnel director for counseling about any of his problems; and in the process of counseling he may be referred to the laboratory, where he will be given one or more prescribed standardized tests.

Another purpose is to aid advisers and teachers in working with their advisees and students. This concerns practically every faculty member, for those who are not asked to be definitely responsible for certain students in an advisory capacity will have certain youth whom they will want to counsel or some who may come to them for advice. By working through the personnel office, they can secure information about test results already on record, and more tests may be administered if the personnel director agrees or recommends.

The laboratory serves as the center of the testing program for the college, academy, and elementary school. It is the depository of the various tests used for group testing, and it assumes responsibility for administering tests—such as those given to the freshmen during freshman week—to provide a basis of classification and educational advising. It serves in liaison capacity to co-ordinate our testing program with that of the State-wide program fostered by the University of Nebraska for all State teachers' colleges and private institutions.

The center is also a work or class laboratory for courses in psychology. The two courses that make the most use of its facilities are tests and measurements and freshman orientation.

Students in freshman orientation are required to do fifteen hours of individualized laboratory work. The student de-

termines whether he wishes to concentrate his efforts on personality improvement, remedial work in the fundamental tool subjects, or vocational selection. In any case, he usually finds it desirable, in the process of learning to know himself, to spend time in the laboratory taking tests in one or more of the three areas.

The tests and measurements class find ready at hand an abundant supply of sample tests to study, are themselves able to take a representative sampling of the different types of test in order to get acquainted with them at first hand, and may use the facilities for helping to administer tests to others.

It is proposed gradually to make the laboratory serve still another purpose; namely, that of research to evaluate education policies and practices of the institution and the effectiveness of courses and syllabuses.

One specialized function of the laboratory aims at providing facilities for increasing the efficiency of the various industries which the college operates, by administering tests that would aid in job assignments. Another is to provide objective data for counseling students who are contemplating or receiving instruction in the music department. For these purposes special tests are available which have been proved by practical application in industry and in educational institutions.

The psychology laboratory occupies a room adjoining the classroom for education and psychology. The room has been divided by partitions into a workroom for students and three cubicles which are used as offices and places of privacy for individual testing and counseling.

Equipment consists of timing clocks and stop watches, testing materials and apparatus, professional books and literature, besides tables, chairs, typewriters, cupboards, and filing cabinets.

One file contains specimen sets of the more important paper-and-pencil tests.

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Discovering Problems of College Students

Lowell W. Welch

PERSONNEL DIRECTOR, UNION COLLEGE

THE school that would do most toward achieving its objective must give individual attention to more than the problem students. Much can be done for those, but often still more can be done for the student who is commonly thought to have no problems.

All students have problems, and the house of learning is reached through the avenue of understanding between the teacher and the student. It is not enough for the student to understand the teacher. The teacher who would truly educate must understand the student, even when the student's problem seems totally unrelated to the subject matter being taught. That sense of common understanding regarding the daily problems of life is one of the big hurdles to establishment of the rapport necessary to any learning situation. Not only is common understanding essential to the classroom, but it is indispensable to the whole tone of morale and school spirit.

In a recent questionnaire one item asked for a brief summary of the students' problems. The following four answers are extremes, but emphasize different attitudes or feelings among the students. One aimed his words directly at his teachers: "You don't know how to help students. As advisers you are worthless. You don't know the students' needs." Another felt that the problems rest with the student. He wrote, "I do not blame the college for anything, but feel I must take myself in hand, for I am the only one truly responsible for what I am." A third recognized certain problems, but in the midst declared, "Union College is tops!" The fourth was perplexed at an attempt to

summarize his problems, and simply stated his case: "It is very hard to find the words to express it. However, I get all balled up inside so much of the time that I can't do anything."

This last statement reminds us of a sentence published recently by the American Council on Education, from its committee on counseling for mental health: "We have learned that more hospital beds are needed for mental cases than for all the cases in general hospitals, and that more of the boys and girls now in secondary schools will eventually find their way into hospitals for mental disease than into colleges."¹ If this is truly the unhappy outlook for high school students, it throws a real challenge before the colleges and universities of America, which are receiving an increasingly large percentage of the high school graduates. Clearly one of the most important ends a college may achieve is to teach its students how to meet and solve their personal problems in life; or, even more immediately, how to adjust to the heavy demands placed upon them by the college program today. The words of the committee just quoted very clearly express the situation here:

"The curriculum itself is of major importance in hastening the growing-up process and in making heavy demands on the individual's resources. The learning pace is stepped up to a much faster tempo than any previous learning experience. He will meet courses which are clearly too difficult for his mental maturity or for which his previous background is clearly inadequate. He will meet subject matter which he dislikes and teachers whom he dislikes. He will suffer from his wrong choices, and the opportunities he has missed will never cease to haunt

him. He may take a rebellious attitude toward the constituted authority which has placed him in this fiercely competitive situation. His judgments will be hypercritical of this as of many other situations. He will seek counter-resistances to serve as his frame of reference and justify his difficulties, or he may initiate a movement for remodeling the situation to suit his needs. *He needs help in acquiring the information and understanding necessary to increase his mental stature and to set the proper value on the real inner growth in contrast to the more conventional and superficial evaluation of his conduct.*"²

All that has been said thus far is introductory to the real purpose of this article—to study the business of discovering the problems of college students and to observe some results from efforts that have been made in that direction.

How to Discover Problems.—How can we know what those problems are? Needless to say, they are not the same with all students, nor do all students necessarily experience as a problem any particular step in learning or development. There are three commonly available sources for discovering the problems of students:³ First, statements of experienced persons. For example, these were secured in one instance from a list made up by one hundred and seventeen college administrators and faculty members in forty-seven institutions, and so arranged as to rank the items in order of frequency and of importance.⁴ Second, statements of students themselves as by a problem check list. Kinzer used the *Mooney Problem Check List* to discover what a group of veterans thought their problems were.⁵ A point to be kept in mind with such sources is that students may not comprehend the true problem and so list a symptom instead, or even may for some reason not feel free to reveal the true need, and so indicate another.⁶ Yet this suggests the observation that what the student *thinks* his problem to be is of importance, for his idea provides a point of approach, and may even be a source of emotional hindrance, the clearing of which will do more good than

much direct attack on the problem itself.⁷ The third source of information includes records of behavior, test scores, and other objective data. This naturally includes the ordinary school records, medical examination reports, mental test results, and the like.

Results of One Study.—A great deal of work has been done by a few in tapping these sources of discovery of student problems. An outstanding work is that of Wrenn and Bell. After an extensive survey of other studies they summarized by suggesting four general groups of problems, as follows: "(1) study habits and classroom adjustments; (2) financial worries both present and future; (3) concern over personal qualities and emotional problems; (4) social adjustments and acceptance of others." To this list they appended: "To a lesser degree the problems of health, religious adjustment, and many others are reported in the various investigations."⁸ In their own study including 5,038 students in thirteen schools, distributed to some extent over the country, a list of twenty-five items was tabulated in order of percentage of students checking the item, showing distribution between men, women, freshmen, and transfer students. The section on transfer students is omitted here as it is not especially pertinent to this discussion. The items of the list appear on the following page.⁹

This study was of students in their first year in that particular school, and information was asked, after the year was sufficiently in progress, to bring the problems clearly into the students' view.

Studies of Students' Withdrawing.—Another attack on student problems is in the attempt to learn what causes students to leave school. This may be represented here by a few brief references. Stalnaker¹⁰ discovered the following at the University of West Virginia: (1) Greater withdrawals were found in schools of the university in which the curriculum was less prescribed. (2) There

was a wide range of I.Q. scores among students withdrawing, as also among graduating students. (3) Even in the lowest decile of I.Q. chances were three to seven for graduation from the University of West Virginia. Mercer, at Cornell University, in the School of Home Economics, thought it "apparent . . . that problems of health, family relationships, and finance predominate in the group who left college without receiving a degree."¹¹ And Greene, College of Education of the Ohio State University, studying why women leave college, reports, "Major reasons given for leaving the University were: financial problems, 60%; academic problems, 25%; marriage, 20%."¹²

A Study at Union College.—In November of the present school year the "Problem Check List College Form," by Ross L. Mooney, was used at Union College in an effort to discover the problems of students in a Seventh-day Adventist college and to refine further the figures previously available. The Mooney check

list was used because it provides a scientifically planned and tried arrangement of questions printed and available to others who may wish to make comparable surveys. But it was not used until instructors in several departments of the school and a few students had examined it and agreed that it would be very difficult to improve the list, even though it has not been prepared specifically for private and denominational school students. The sections dealing with social and recreational problems and with morals and religion seemed very good. Since the list was used, it has become apparent that it does not entirely satisfy the married students in expression of their problems, but nearly all students of the 716 marking it answered yes to the question, "Do you feel that the items you have marked on the list give a well-rounded picture of your problems?"

The *Problem Check List* is made up of 330 items classified in eleven types of problems, and so arranged as to lead the student through only five of any one type

Adjustment Problems Checked by 5,038 New Students in 13 Colleges and Universities

Adjustment Problems Checked	Percentage of Students Checking Problems			
	Total N= 5,038	Men N= 3,412	Women N= 1,626	Freshmen N= 4,190
1. Difficulty in budgeting time	58	57	59	60
2. Unfamiliar standards of work	32	31	35	32
3. Slow reading habits	30	32	26	31
4. Uncertainty about vocational goal	24	24	25	25
5. More work required	23	22	26	24
6. Confusion in selection of major	19	18	20	19
7. Required subjects	23	21	27	23
8. Time taken for self-support	18	21	11	17
9. Insufficient funds	18	21	11	18
10. Attitude of instructors	13	13	12	13
11. Use of library	13	14	12	14
12. Impersonal nature of classes	13	12	14	12
13. Impractical nature of college work	11	12	10	11
14. Worry about home or family	11	11	11	11
15. New independence	10	8	12	10
16. Social activities hinder study	10	8	13	10
17. Living arrangements	8	8	8	7
18. Emotional upset	7	5	11	7
19. Fraternities or sororities	7	7	7	7
20. New associates	6	4	10	5
21. Poor health	6	4	9	5
22. Lack of student activities	5	6	5	5
23. Failure to make friends	4	2	6	3
24. Lack of medical care	1	1	1	1
25. Other problems written in	3	3	2	2

in one sequence. The eleven types of problems are indicated on the accompanying chart in the left-hand column. The section on social and recreational activities contains thirty items, such as "Not enough time for recreation" and "In too few student activities." The section on morals and religion contains thirty items like "Belonging to a minority religious group," "Wanting communion with God," "Being forced to go to church," and "Cheating in classes." Each of the other sections similarly has thirty items providing a broad opportunity for expression. The items were then marked by first underlining all those recognized as troublesome, then reviewing the ones underlined to select and circle the list number on those of most concern. Five summarizing questions provide opportunity to express appreciation and criticism of the list, to write a brief summary in one's own words of his chief problems, and to indicate desire for counseling opportunities. In this case the lists were marked without signing names, in order

that the individual might feel as free as possible in expression; but in individual counseling situations they are at times helpful as a means of putting the finger on specific points of difficulty.

Results regarding types of problems, from the lists marked by Union College students, are shown in the accompanying table.

Some Observations on Results.—It seems of interest to note that the number of problems felt by students definitely decreases through years of college work. Women generally differ from men in giving more attention to items of health and physical development. And seniors and single women depart from the otherwise unanimous vote for adjustment to college work as problem number one, by emphasizing social and recreational activities. The emphasis of both seniors and single women on social and recreational adjustment is seen by study of individual items to be more recreational than social.

It has also seemed of interest to note

THE TYPES OF PROBLEMS

At Union College,

(Numbers in the columns show rank in

TYPES OF PROBLEMS	YEARS IN COLLEGE										
	All Students N=716		Fresh. N=292		Soph. N=244		Jrs. N=114		Srs. N=66		
	T	CM	T	CM	T	CM	T	CM	T	CM	
1. Adjustment to college work _____	1	1	1	1	1	1	1	1	1	2	1
2. Social and recreational activities —	2	2	2	2	2	5	3	3	1	2	
3. Curriculum and teaching procedures _____	3	5	5	7	2	3	2	2	5	7	
4. Personal-psychological relations ____	4	3	3	4	4	2	6	6	3	3	
5. Health and physical development _	5	4	4	3	6	4	5	7	4	5	
6. Finance, living conditions, employment _____	6	6	10	6	5	6	4	4	6	4	
7. Social-psychological relations _____	7	9	7	8	7	8	8	8	8	10	
8. Future: vocational and educational	8	8	6	10	9	9	7	5	7	6	
9. Morals and religion _____	9	10	9	9	8	11	10	9	9	8	
10. Courtship, sex, marriage _____	10	7	8	5	10	7	9	11	10	9	
11. Home and family _____	11	11	11	11	11	10	11	10	11	11	
Problems per person _____	30.47	6.61	33.39	8.14	29.68	5.74	28.54	6.12	23.82	3.83	

* T means total number of items marked.

CM means those of the total number marked as of most concern.

that morals and religion, and even courtship, sex, and marriage, as such, are not high among the problems, nor do the future choices in vocations and education trouble greatly. Possibly it is also worthy of note that women tend to have fewer problems than men, that marriage does not materially alter the type of problems of men students, though it does appear to lessen them. This latter appearance is no doubt largely due to age and experience rather than marriage, since seniors are shown to have still fewer problems than married men as a group. The minimum of problems is found with the married women, and they are found to be giving second place in most concern to finance, living conditions, and employment—even more than their husbands—but here one must note that the number of married women reporting is not large enough to warrant strong conclusions.

A study of student responses to the individual items in the list of 330 is interesting but involves tables too large to reproduce here. The most interesting ob-

servations can be noted, however. The items checked most frequently by all students were:

	<i>Times Checked</i>
1. "Not enough time for recreation" _____	246
2. "Don't know how to study effectively" _____	213
3. "Not enough sleep" _____	202
4. "Wanting a more pleasing personality" _____	200
5. "Unable to concentrate well" _____	178
6. "Vocabulary too limited" _____	170

Items checked least by all students were:

1. "Too much social life" _____	F
2. "Not getting along with a step-parent" _____	4
3. "Never having had a religion" _____	4
4. "Not getting along with other people" _____	5

Items checked most by 457 men only were:

1. "Not enough time for recreation" _____	167
2. "Don't know how to study effectively" _____	163
3. "Not enough time for sleep" _____	148
4. "Too little time for sports" _____	136
5. "Not enough time for study" _____	126
6. "Unable to concentrate well" _____	126

Items checked most by 259 women only were:

1. "Wanting more pleasing personality" _____	83
2. "Not enough time for recreation" _____	79
3. "Too little chance to read what I like" _____	67
4. "Too little chance to listen to the radio" _____	65
5. "Too little chance to enjoy art or music" _____	63
6. "Not enough time for study" _____	63
7. "Not enough time for outdoors and sunshine" _____	63

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CHECKED BY 716 STUDENTS

November, 1947

(frequency of marking the types of problems)

SEX		MARRIAGE													
		Married						Single							
Men N=457	Women N=259	Total N=123		Men N=110		Women N=13		Total N=181		Men N=111		Women N=73			
T	CM	T	CM	T	CM	T	CM	T	CM	T	CM	T	CM	T	CM
1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1
2	3	2	3	3	5	3	4	4	9	2	2	3	3	1	2
3	2	8	10	2	2	2	2	6	6	3	3	2	2	6	10
4	4	4	4	6	6	7	6	5	4	5	5	5	5	4	4
5	5	2	2	5	7	5	7	2	3	6	6	6	8	3	3
7	7	5	5	4	3	4	5	3	2	4	4	4	4	5	5
9	9	6	6	8	9	8	9	7	10	8	10	10	10	8	9
6	6	11	9	2	4	6	3	10	8	9	8	7	6	9	11
8	10	10	11	9	8	9	8	8	5	10	9	8	7	10	8
10	8	7	7	11	11	11	11	11	11	7	7	9	9	7	6
11	11	9	8	10	10	10	10	9	7	11	11	11	11	11	7
31.52	6.53	28.62	6.73	25.16	5.20	26.13	5.46	16.19	3.15	29.57	6.01	30.93	6.72	27.51	4.92

An Experiment in Supervised Study

L. N. Holm

PRINCIPAL, BROADVIEW ACADEMY, ILLINOIS

DURING the school year 1944-45 the faculty of Broadview Academy became greatly concerned over the evident lack of students' preparation in the subjects that they were studying. The class program was set up on a forty-minute basis. There were six periods each day, which meant that usually a student would have two periods a day for study in the library. In addition to this, there was an evening study period of two hours, from 7:30 to 9:30, with retiring at 9:45. It would appear that there was sufficient time for preparation, yet the results as shown by classwork were, in most cases, far from satisfactory. The faculty set itself to study this problem.

First of all, it was found that, actually, students do very little studying in their dormitory rooms. There seemed to be several reasons for this. It was found that, frequently, students had not grasped the teacher's explanation of the advance assignment well enough to be able to prepare it. This lack of definite understanding of how to proceed or what to do was one chief cause of poor preparation. It was found also that a lack of understanding of how to prepare some certain assignment had an inhibiting effect on the student with respect to the preparation of other lessons. Often, the student who would like to study was kept from doing so by some other student who was less studious, and who would disregard dormitory regulations with regard to visiting and other irregularities. Many frittered away a good portion of the study period doing everything else but study. The faculty concluded that study in dormitory rooms was practically useless, and that a supervised evening study hour must be set up.

A second conclusion was that the forty-minute class periods were too short. There was no time to help the student who was having trouble if the teacher was to be fair to all the class. By the time the advance assignment was made, it was all a teacher could do to rush through the lesson for the day, and then the closing bell would ring. Students and teachers alike seemed to be doing plenty of rushing around, with little results.

The faculty determined that some new plan must be devised. The plan that was adopted provides an eighty-minute class period, approximately one half of which is given to study and one half to recitation. Many of the classes meet four or five times a week and little or no preparation is required outside of class. Other classes meet three times a week, and for these classes outside preparation is required. For this outside preparation students are assigned to the library during free periods. The dormitory study period has been discontinued, and instead, students go to an assigned study room where their work is supervised by a teacher. Here they study quietly for an hour and a half, and return to their rooms at nine o'clock. During the evening study period also many activities are carried on such as band, chorus, and singing groups. All the boys have gym one evening, and all the girls another. The deans, instead of being tied up in the dormitory, trying to handle an impossible situation, have only to check to see that every student is in his assigned place and doing his work.

This is the third year for this program, and the faculty is still of the opinion that it is superior to the old plan. It is to be regretted that no exact data for comparison is available, but the following com-

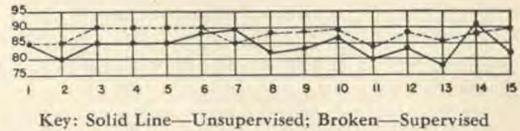
parison for algebra classes is believed to be fairly accurate. The last two years are for the supervised study program.

Year	Number of Students	Grades					Per cent Failures
		A	B	C	D	F	
41-42	39	3	8	11	10	7	9.7
42-43	31	2	7	12	8	3	18.
43-44	43	4	6	11	12	10	23.2
44-45	43	4	10	10	14	5	12.
45-46	43	4	5	15	19	2	5.
46-47	50	5	14	19	8	4	8.

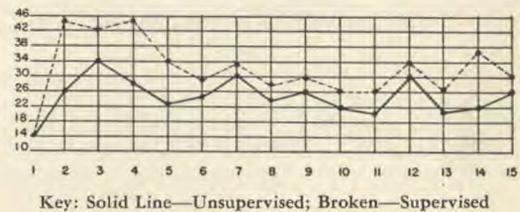
Although this was not set up as a definite, carefully controlled experiment, certain things appear to be true. There is not much evidence that the superior student benefits particularly by supervised study. No more A students resulted from the supervised method than from the unsupervised. There are fewer failures with supervised study, and there is evidence that F students get into the D group, D into the C group, and C into the B group. During the past three years there were five, two, and four failures respectively. It might be stated further that during these years the teachers were told that there would be a summer school, and that they should not pass students who were not actually ready; that it was better for the student to make up a deficiency in three or six weeks of summer school than to be passed when he was not ready. Of the eleven failures shown in the last three years, nine attended summer school and cleared their records, so that the net failure from 136 algebra students was only two. These two were not sufficiently interested to take summer-school work.

Several years ago Prof. J. H. Minnick* conducted an experiment in supervised study at Bloomington, Indiana. This experiment was in geometry, and was conducted with two selected groups of eighteen students each who were judged to be as nearly equal as possible. One group was placed on a supervised-study plan; the other group was unsupervised.

The unsupervised appeared to be a trifle higher in ability than the supervised group. The unsupervised group recited the first period and were then free to prepare the lesson for the following day when and where they chose. The supervised group recited the second period and during the third period prepared the next day's lesson under the supervision of the teacher, with the understanding that no further homework would be required of them. The experiment was carried on for fifteen weeks, and a record was kept of both amount and quality of the recitation work, after which the average marks received for recitation were compiled. A comparison of the records of the two classes is given herewith.



CURVE SHOWING TOTAL NUMBER PUPIL RECITATIONS PER WEEK



The above graphs show that the performance of the supervised study group was considerably better than that of the unsupervised. At the end of fifteen weeks an examination was given, and the results of this and other tests are shown in the following table:

Kind of Examination	No. of Exam.	Average of Class		Average No. Solutions	
		Supervised	Unsupervised	Supervised	Unsupervised
Six weeks' examination	1	77.3	68.7	4.2	3.55
Final examination	2	81.2	80.4	4.3	3.9
Tests on new material	1	92.4	80.1	12.7	12.2
	1	82.4	73.9	4.8	4.4
	2	87.3	70.2	4.8	3.7
	3	77.6	56.2	2.1	2.1
	4	82.8	77.3	4.2	3.8

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The Orientation of Freshmen in Our Academies

Chester E. Kellogg

PRINCIPAL, SOUTH LANCASTER ACADEMY

PROFESSIONAL confessions and personal experiences indicate that the problem of freshman orientation, which was current thirty years ago, is still unsolved, and that this failure of solution means a continued and heavy elimination of secondary freshmen.

In 1918 Alexander James Inglis, in his *Principles of Secondary Education*,¹ listed the following as factors needing adjustment in the pupil's transfer from the elementary to the secondary school:

1. The breaking up of established social groups.
2. Radical change in school organization and administration.
3. Change from a one-teacher program to a departmentalized situation.
4. A pronounced change in the character of studies.
5. Changing from teachers who have, generally speaking, been trained in teaching methods, to teachers whose specialization has been in subject matter rather than pedagogy, resulting in important differences in methods of instruction.
6. Methods of discipline differ in the two systems.
7. The whole atmosphere of the secondary school differs from the elementary.

Then quoting Mildred M. Wharton, compiler for the research division of the National Education Association, in 1942:

"The first major change in educational environment and in routine confronts the young adolescent when he enters secondary school. Despite the effective efforts of progressive schools in many localities, *real articulation between the elementary school does not exist yet . . .*

coupled with the problems implicit in these new surroundings are all those necessary adjustments normally associated with the adolescent period of transitions from childhood to adulthood. *He cannot orient himself in his new school and to his own growth without assistance from his teachers and counselors.*"² (Italics mine.)

Thus we see that after more than twenty years of study and practice what we are pleased to think of as the most efficient and progressive educational system of the world has confessedly made little progress outside of good theory and plans for improvements. What about Seventh-day Adventist schools in this respect?

Being quite conversant with the small enrollment, the one-teacher-five-grade situation, the short recitation period, crowded class schedule, and semisupervised study plan with little homework in the church school administration, we can but conclude that in this respect our freshmen have no advantage over their public school contemporaries. Nor would a comparison of notes in a recent principals' convention leave any strong impression that our graduates in general are finding a satisfactory answer to this important question—for important it is, when we consider that our academies and church schools are the major soul-saving agencies of the church group. What happens to those young people who, because of maladjustment in the ninth grade, drop out from further academy influence? The answer is quite simple. Most of them, in time, constitute a part of the twenty-five to fifty per cent of the youth growing up in our Adventist homes who are lost from the fellowship and service

of the church. The problem then, with us, is one of eternal consequence.

What then shall be our course of procedure in successfully attacking the problem? Answer: Adopt one or more of the many excellent but simple plans worked out by public and church school educators, and do with it what they and most of us have not done; namely, *put it into operation* and persevere against the encroaching demands of routine.

It is possible for us to be so busy with teaching our classes that we forget one of the chief factors in good general method—sympathetic, intelligent fellowship, of the variety almost immortalized in the poet Guiterman's—

"Mark Hopkins sat on one end of a log
And a farm boy sat on the other."

Knowing something of Mark Hopkins' time, we may well draw the conclusion that this inspiring maker of men possessed no more batteries of scientifically constructed intelligence, achievement, and adjustment tests than he did of "ivied walls, . . . great endowments, . . . [and] marble halls." These devices for measuring, inventorying, and diagnosing have their functions as augmenting the bases of judgment of the teacher; but they are no substitutes for that information and judgment obtained through sympathetic fellowship with the boys and girls.

Young people will recognize and successfully accept the guidance of a friendly, energetic teacher in whom they have been led to have confidence. And upon the classroom teacher, more than upon any other individual, rests the responsibility for intelligent adjustment of these youngsters to a program and atmosphere that is so entirely new.

When it comes to systematizing our procedures with a view to correlating the efforts and interests of teachers, parents, principal, and school nurse, and to using various tests and inventory scores to augment our helpful information sources, the situation need not become complex in its administration. In the average acad-

emy the organization may center in the principal's or registrar's office. There a cumulative record folder, such as the 1941 Revision of American Council on Education Cumulative Record Card for Junior and Senior High Schools (Washington D.C.), will suffice for recording and filing practically every type of information necessary to an adequate understanding of the student in question. The folder is itself a record card to be used for many types of information as they accumulate, and within it may be filed transcripts, current grades, copies of correspondence, various adjustment test scores, anecdotal notes, autobiographies (written as an English class assignment), health reports, and other helpful information. All this is available to the classroom teacher and to the counselor chosen by the student or appointed by the principal soon after the opening of school.

When this available information is preceded by teacher visits to the homes before the opening of school, when the school bulletin has been presented and made clear, when the principal has found it possible during the previous year to visit the eighth-grade pupils in their respective schools and thus establish a friendly acquaintanceship, and when a freshman orientation day is carefully planned and administered, outlining the plans and practices in social, spiritual, intellectual, and recreational activities, the *minor* details necessary to success are assured. The most important, yet simplest, task is yet to be done. Back to the classroom teacher, in co-operation with the principal, goes this major responsibility.

The classroom adjustments should be made gradually and intelligently. We may illustrate in the case of the class-period lesson assignments. In changing from the shorter elementary-school recitation to the forty-five- or sixty-minute period in the secondary school, with its proportionately larger assignment of home or study-period work, the wise

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Check Your Guidance Program

Harry E. Edwards

PSYCHOLOGIST AND VETERANS' COUNSELOR,
EMMANUEL MISSIONARY COLLEGE

"Never was any previous generation called to meet issues so momentous; never before were young men and young women confronted by perils so great as confront them to-day." *

IT IS basic in our schools to think of every teacher, every class, and every school activity as contributing to guidance, because every such exercise does carry with it a guidance function whether or not we so intend. This means the elimination of the dualistic conception which exists in the minds of many people, under which some instructors teach subject matter, while others fulfill the need for student guidance.

Classroom teaching must be functional. It should provide in large measure what young people need. Classroom activities should be broad in scope and should contribute not merely to the intellectual interests of the student, but to his social, spiritual, and vocational needs. Theoretically, if the educational program, as such, accomplished all that it should, there would be no need of a specially organized program of guidance. But group instruction, no matter how efficient, always needs to be supplemented by individual instruction, and sometimes by help from a specialist.

To meet this need, the following procedure is suggested: First, analyze what we are doing now in relation to the students' needs, to see what is functioning effectively by way of guidance. Second, choose or devise additional means which will help to meet these needs. Third, revise the objectives already set up if some activities prove to be somewhat antiquated. Fourth, employ modern techniques, such as psychological testing of interests, developed abilities, aptitudes, and personality, in order to understand the student better. Fifth and finally, or-

ganize a program of individual counseling by qualified teachers. All this with the purpose of helping the individual student to discover his interests, needs, and potentialities. This procedure will help the student to develop his life purposes, formulate plans of action, and realize his aims.

It should be made clear that there is probably no one best or fixed guidance program. Numerous factors must be considered in the development of an efficient program, including: the curricular offerings; the age, experience, and varying home backgrounds of the students; the age, experience, and training of the educational leader of the institution and of his associate teachers; and the training and experience of the school home deans.

Some of the fundamental principles which may be looked for in checking a guidance program are:

1. An efficient organization for guidance suggests the centralization of responsibility. That is, the president, or dean, bears a similar relationship to the guidance program as to the work of the school homes.

Mission

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2. An efficient organization for guidance suggests the *decentralization of function*. That is, whereas the president may or may not retain the title Director of Guidance, he will realize the many advantages of delegating certain counseling

responsibilities to an associate director of guidance, who in turn will delegate specific counseling responsibilities to other members of the faculty.

3. The whole guidance program, including the counseling procedure, must be such as to win respect and co-operation of teachers and students.

4. The definite form of the organized program of guidance should be planned to meet the needs of the students to be served, and its value should be measured not alone by the form but by its effectiveness in meeting these student needs. It is much better to have a relatively simple plan which works effectively, than an elaborate organization which functionally lacks the spark of life.

5. The guidance program should make possible at certain times special psychological and other services which may not always be maintained.

6. The secondary school, especially, should recognize that one outstanding service it may perform is to indicate to the student lines in which he is *not* likely to succeed.

7. Education should be

regarded as the reconstruction of experience rather than as a process of adding to former experiences. That is, the experiences of today are integrated with and revise or modify the conclusions reached yesterday. As a result of these modifications, new controls are set for tomorrow's reactions.

8. The school should constantly analyze and evaluate in terms of its objectives, its curricular offerings, and all its vocational, social, and other extracurricular activities.

9. All activities to be established must be of such a nature that they will fit into the total picture of life and character building, and that they will help rather than hinder Christian education.

In considering the fundamental principles of guidance, the counselor finds himself in need of some guides in making his work most effective. The following suggestions may serve this purpose:

1. The first principle in counseling is to know and to understand the student. One writer says, "The first step in education . . . is not *teaching* them [students]; it is *learning* them." A guidance program based on this concept is especially appreciated when a student needs advice at a time of crisis. If the counselor has not "learned" the student up to that time, it is usually too late to begin then.

A case history is necessary in understanding the student. It is deplorable that so many institutions have only sketchy records, or keep the test scores and other reports in "cold storage" where they are not available to the adviser.

2. Effective counseling will touch the everyday life problems of the student, and must grow out of the wide experience of the counselor and be based on adequate objective data filed in the central office. These data may include (a) previous school experiences; (b) aptitudes and abilities; (c) home background and community environment; (d) goals and purposes of the student; (e) interests, likes,

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Completed

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So They Will Not Cheat

Irene Wakeham

HEAD, DEPARTMENT OF ENGLISH,
PHILIPPINE UNION COLLEGE

More important as a preventive for cheating than physical barriers or moral suasion is the development of the right relationship between the teacher and the student.

JUST why do we teachers dislike cheating on the part of our students? Is it primarily righteous indignation, sorrow for the moral depravity manifested? Would we be equally indignant to know that a student cheated the corner grocer? Do we dislike the fact that cheating invalidates our grades and makes them meaningless as indications of the student's real accomplishment? Do we resent the implied insult of a student who thinks we are so easily misled about what he knows? Are we seriously concerned with the effect of cheating on the student's character development? Whatever our reasons may be, whether worthy or trivial, we stand united in our opposition to the widespread practice of dishonesty among our students. With few exceptions we are alert to do our best in preventing it. And there is much that we, who prefer prevention to punishment, can do.

Evidence of the important part played by the teacher is all about us. We see the same group of students cheating promiscuously for one teacher and very little for another, and realize that the teacher is a significant factor in the struggle toward complete classroom honesty.

The experienced teacher recognizes that in a large group the ideal of absolute honesty is rarely if ever realized. Week of Prayer confessions repeatedly prove to us that cheating has gone on in our classes, by students whom we least suspected.

Looking at the situation on the secondary level realistically, we know two things. First, there is a small percentage of students who will resist the best efforts of the most capable teacher. Second, there

is a small percentage who will perform honestly, regardless of the kind of teaching to which they are subjected. Then there is the large middle group who generally want to be honest but who are susceptible to circumstances and surroundings. They may or they may not cheat, according to prevailing influences.

It is to this middle group that we teachers should direct our major effort. From the very first day of school we must consciously and determinedly strive to build such a teacher-pupil relationship as will tend to eliminate cheating.

The means we take to prevent this undesirable activity may be classified as: physical, spiritual, and intellectual.

The good teacher unobtrusively does his best to make cheating physically impossible for his students. He avoids putting temptation in the student's way. He carefully keeps test material out of circulation; he properly spaces the seating of students during tests, or seats students next to others of similar ability; he uses alternate forms of the same test when crowded conditions make it advisable; he furnishes all materials for the test and requires students to leave all papers, books, notebooks, and so forth outside; and finally, he gives his entire attention to supervision during the time of the test. Furthermore, he carries out this program with as little mention of cheating as possible; he refrains from making the idea prominent in the mind of the student. But he realizes that it is no kindness to the student to subject him unnecessarily to a temptation that may prove to be too strong for him. Yet these means are only the beginning of the solution. Physical means alone cannot prevent all dishonesty.

The student who is thoroughly converted has the strongest possible defense against dishonesty. To him it is wrong; his conscience severely condemns him if he cheats; he is miserable and ashamed of his actions; and he confesses his past misdeeds, and gains the victory over the temptation to dishonesty. As long as he maintains his sincere and active religious experience, he presents no problem. So everything that we teachers—whether of religious subjects or not—can do to foster the spiritual health and progress of our students will automatically reduce the amount of cheating in our classes.

Unfortunately we must recognize that among our academy students, as well as among our adult church members, we have many individuals whose conversion is incomplete. Many are only imperfectly converted, and still have natural tendencies toward evil to overcome. Many are

weak in moral force; their conscience is not very sensitive and their ability to resist sudden temptation is rather low. It is on behalf of this group that we must institute a program of activity calculated to instill in their minds the idea that cheating not only is morally wrong, and sinful, but it just doesn't make sense.

Before we can successfully carry forward any program demonstrating that dishonesty isn't sensible or practical, we must ourselves be unalterably convinced that it is in all cases undesirable, and we must without exception practice that belief. The teacher who tells with delight how he ducked into a side street to outwit the traffic officer pursuing him; who violates ration rules or dabbles in black-market dealing; in short, he who fails to meet the most exacting standard in his own conduct will have little influence with his students. His everyday conduct outside the classroom and his personal integrity must measure up to the ultimate ideal of the most idealistic adolescent.

In his campaign to develop the right relationship with his students, the teacher will at once encounter one particular distortion, the student who thinks the teacher is on one side of a contest and he is on the other. Such a student feels that the teacher is his natural enemy, to be flouted if possible, certainly outwitted. Even though this attitude may not lead him into undesirable classroom conduct, he feels his major problem is to convince the teacher that he should receive a good grade. Uppermost in his mind is the necessity of making a good impression on the teacher—that worthy (or unworthy) opponent in whose power it lies to pass or fail him.

To eliminate this common concept of the class as a contest between teacher and student is the first task of the teacher who would develop habits of honesty in his students. The most satisfactory method of doing this that I have found is to emphasize the importance of learning and minimize the place of testing.

**TEN COMMANDMENTS
FOR TEACHERS WISHING TO
REDUCE CHEATING**

1. Be absolutely honest yourself, both inside and outside the classroom.
2. Cultivate a spiritual atmosphere in the classroom, and foster the spiritual growth of your students.
3. Build the right sort of co-operative rather than competitive relationship with your students.
4. Consistently emphasize the importance of learning rather than of making a good impression on the teacher.
5. Command the respect of your students by your own mastery of the subject matter and your efficiency in its presentation.
6. Maintain the sort of discipline which accompanies an atmosphere of industry in the classroom, eliminating any disorder that interferes with work.
7. Devote the minimum of time to testing and a maximum to practical learning.
8. Use an objective grading system, the fairness of which is apparent to the student.
9. For serious tests, unobtrusively make it as physically impossible as you can for the student to be dishonest.
10. Demonstrate to the student not only that honesty is morally right and socially desirable, but that to the individual himself it is practical common sense to be honest.

To be specific: the teacher's first step is to minimize *in his own mind* his natural desire to discover who is bright and who is slow. He must bring to the forefront of his thinking the far more important consideration: "*Are they getting it?*"

Especially during the first few weeks, while the pattern for the student-teacher relationship is being fixed, the teacher must again and again focus the student's attention on getting the point rather than on getting a grade. He must bring the student to realize that the teacher is his ally rather than his opponent. He must make clear that the purpose of most of the classroom activity is learning rather than testing for a grade. The purpose of testing is not primarily to record a grade, it is to determine whether the material has been mastered or whether it needs additional study. The test is simply the teacher's way of finding out whether or not his teaching has been successful.

This dawns on the student slowly. At appropriate intervals the teacher can explain a bit, and hasten the assimilation of the new attitude. For instance, when he is conducting a blackboard drill, he will notice that some students, fearful that their work is incorrect, will try to stand so the teacher cannot see what they are doing. A moment or two of explanation, given in a friendly way, may help the student to see that this drill work is not for the purpose of making an impression on the teacher but for the purpose of learning something; that the teacher isn't recording grades on what is done, but is concerned primarily with seeing that the student masters the material; that for a student to fail to co-operate only penalizes himself later on when he is actually tested on the material; that the bright thing to do is to get all the help possible as long as it is freely and cheerfully given.

This program, of course, presupposes that the teacher actually does delight in clearing up the student's difficulties and in seeing him progress from stage to stage in the learning process. It also presup-

poses the teacher's thorough mastery of the subject and familiarity with the common pitfalls of students, as well as with approved teaching procedures.

Such a program does not rule out frequent daily quizzes. It does mean that eighty or ninety per cent of the time is given to helping the student iron out his difficulties, and only ten or twenty per cent to the business of seeing whether or not he knows the answers. It is this predominance of a working-together attitude that will materially reduce cheating.

In addition to a consistently helpful, co-operative classroom atmosphere, as long as we are committed to a system of grading, the student is entitled to a clear-cut, absolutely fair grading system. The teacher who expects fairness from his students must not only be fair himself but must also be able to demonstrate that fairness to his students. The secondary student, especially in a skill subject, rightfully expects to know just what he is supposed to master, just what degree of proficiency he is supposed to attain, and on just what he is going to be graded.

Many successful teachers follow the plan of reducing almost all grades to points. With intelligent handling this system proves very effective in showing the student that he "gets out of the bank just what he has deposited in it from day to day." These total scores are usually made public, with or without the names attached. The point system helps convince the student that the grades are impersonal, an objective evaluation of his progress and mastery. True, some of the most basic educational values cannot be reduced to points, but neither can they be successfully graded by any other system.

The fight against dishonesty is a long, slow, often discouraging battle, or rather, it is not a battle but a siege. Yet on rare occasions the teacher sees the reward of his labor in the sterling character displayed by some student. Let us not be weary in well doing.

airport management or commercial aeronautics. We found the following procedure necessary:

1. The ground school course must first be set up to meet the requirements of the Civil Aeronautics Manual 50, pages 1 and 2.

2. The Airman Agency Certificate for the basic ground school must be obtained from the Civil Aeronautics Administration.

3. A similar Airman Agency Certificate must be obtained from the State Board of Aeronautics.

4. The approval of the State Board of Education for both courses was then secured.

5. The Veterans Administration will now approve the course on an elective basis for veterans under Public Law 346 as given in a directive from the Veterans Administration in Washington, D.C., provided the college certifies that:

a. This course is a related and useful part of the educational objective of the veteran in his chosen curriculum.

b. The charge for this course is not more than the sum regularly charged nonveteran students electing the same course.

c. The veteran has requested (Form 7-1950 A) acceleration in the use of his available entitlement for the total charge for the flight course voluntarily elected.

d. The veteran has been informed that his entitlement will be charged at the rate of one day for each \$2.10 of the total cost for this course, and such period of entitlement so charged will be in addition to the entitlement used for other parts of his education and training course. (The total cost of the flight course is \$348.50 in this State. This will subtract 5½ months from the veteran's entitlement. The ground school is paid for by the regular tuition for three semester hours.)

The following outline summarizes our program in order that this article may be

of greatest use in the establishment of similar courses elsewhere:

I. Ground school requirements:

A. Certification of the instructor in:

1. Meteorology.
2. Navigation.
3. Aircraft.
4. Engines.

B. Ordinary classroom facilities.

II. Flight school requirements may be subcontracted to certified flight school.

III. Certification may be obtained from:

- A. Civil Aeronautics Administration.
- B. State Board of Aeronautics.
- C. State Board of Education.
- D. Veterans Administration (required for veterans only).

* Airman Agency Certificates, Civil Aeronautics Manual 50, compiled by the Civil Aeronautics Administration, T. P. Wright, Administrator, pp. 1, 2. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C.

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SCHOOL NEWS

IN A REPORT OF PROGRESS of Emmanuel Missionary College, for the five-year period 1942-1947, it is gratifying to note that the institution is debt free, with a substantial increase in assets and net worth. During this period a much-needed administration building was constructed, also a fireproof women's dormitory; a modern dairy house, six new homes; additions have been made to Burman Hall and the cafeteria, and much valuable teaching equipment secured.

THE SOUNDMIRROR, an aid to the perfecting of sermon delivery, has recently been added to the equipment of the department of theology at Southern Missionary College. On this magnetic recorder each student makes a recording once each nine weeks. As the reels are put together and "played back" the young preacher can trace his progress through the year.

THE DEGREE OF BACHELOR OF ARTS IN RELIGION will be conferred by Union College upon those completing the required one hundred and forty hours of work. This course is designed to train those future workers who desire more help than is afforded by simply a major in religion in the liberal arts course.

A MAJOR IN SPEECH AND HOMILETICS in the field of Practical Theology, for the degree of Master of Arts, is being offered by the Seventh-day Adventist Theological Seminary beginning with the spring quarter. The courses in these areas of study are being revised and new ones are being added.

NEW BUILDINGS AT LA SIERRA COLLEGE this year include the elementary building, which replaces the one destroyed by fire in July, 1946, the complete use of the administration building, the beautiful library with its twenty-seven study tables, and a faculty home.

STEPLADDERS TO THE VALUE OF OVER \$300 were recently sold by the woodwork department of Caribbean Training College, in Trinidad.

THE B. B. DAVIS CHAPTER of the Teachers of Tomorrow has been organized at Philippine Union College.

UNION COLLEGE STUDENTS SPENT 27,000 HOURS selling and delivering \$50,000 worth of truth-filled books during the 1947 summer vacation.

ALICE C. SHEPARD, recently of Union College, assumed the duties of director of elementary teacher training at Madison College (Tennessee) with the opening of the 1947-48 school year.

AMHARIC IS THE OFFICIAL LANGUAGE OF ETHIOPIA, though seventy distinct languages and numberless dialects are in use; yet English is required to be taught in all schools. Thus language is a perpetual problem in our schools as in all others in that country.

THIRTEEN TONS OF CLOTHING AND FOOD, plus \$888.55, was gathered by members of the Federated Missionary Volunteer Societies of the Washington, D.C., area, last November, in which students of Washington Missionary College shared enthusiastically.

JOHN E. WEAVER, associate secretary of the General Conference Department of Education, is spending three or four months in the Southern Asia Division, visiting schools and counseling the workers in India, Burma, and Ceylon on problems of restoration and rehabilitation of their educational institutions and work.

SEVERAL NEW DEPARTMENTS have been created at Pacific Union College, to facilitate handling of the enlarged enrollment. The language department, formerly a single unit, has been subdivided into departments of French, German, and Spanish. In a similar manner departments of English, speech, and journalism have been set up under separate heads. All the above departments, together with the department of Biblical languages, and the department of library science are co-ordinated under the chairmanship of Dr. George Caviness, head of the division of language and literature.

A NEW COURSE IN PERSONAL EVANGELISM is being offered at Washington Missionary College this year, upon completion of which young women will receive a Bible instructor's license. Maybelle Vandermark is the instructor. Special attention is being given to the practical side which offers work in home economics, speech and composition, hydrotherapy (required), and the development of musical talent.

F. W. PETERSON, recently retired business manager of Walla Walla College, has been awarded an honorary degree in recognition of his long, faithful service to the college. He has also been requested to serve as special representative of the college in raising funds for the many expansion and improvement projects planned.

GEORGE J. NELSON, who has been on leave of absence from Southern Missionary College for the past two years, received the degree of Doctor of Philosophy from the University of Colorado in August. Dr. Nelson is chairman of the physics section of the science department.

WEST INDIAN TRAINING COLLEGE (Jamaica) follows the same plan as her sister schools in the States, in choosing home missionary, Missionary Volunteer, and Sabbath school officers and teachers mostly from among the students, thus giving opportunity for leadership in religious activities.

A ONE-YEAR COURSE IN ATTENDANT NURSING is being offered at Madison College (Tennessee), under the direction of Edith Munn, R.N. Those who satisfactorily complete the course will receive the State of Tennessee certificate for practical nurses.

EMMANUEL MISSIONARY COLLEGE ACADEMY has completed its own organization, including student organization, separate chapel meetings, prayer bands, and recreational program.

BAHAMAS JUNIOR ACADEMY (Nassau) opened its first year September 22, 1947, with 134 students enrolled. Four teachers carry the work of grades one to ten.

ATLANTIC UNION COLLEGE has enrolled among its 386 students forty-one from fifteen foreign countries.

PACIFIC UNION COLLEGE introduced seventy-three candidates for graduation on Senior Presentation Day, November 24.

THE HENRY T. JOHNSON CHAPTER of Teachers of Tomorrow has been organized at Union Springs Academy (New York), with forty-one charter members.

KERVON KOURT, the newest attempt to meet the housing shortage at Emmanuel Missionary College, is now happily occupied by the families of nine married veterans and one faculty member.

WASHINGTON MISSIONARY COLLEGE is this year offering a speech major under the direction of W. Fletcher Tarr and Walter Ralls. One hundred and thirty-six students are taking courses, with twelve speech majors.

DIVERSITY OF SCHOLASTIC INTERESTS at Emmanuel Missionary College is indicated by enrollment statistics. The religion department leads, with premedical second, followed by business administration, secretarial, agriculture, and prenursing—all well filled.

THE NEW ENGINEERING DEPARTMENT of Walla Walla College has registered thirty students as majors in either architectural and construction engineering or in electrical and mechanical engineering. Edward Cross heads the new department, assisted by Vernon von Pohle.

A NEW, COMPLETELY MODERN FIREHOUSE on the La Sierra College campus shelters the college fire truck and trailer. Another building housing the community fire department is being erected on land donated by the college. These two units provide improved fire protection to college and community.

RAYMOND S. MOORE, who recently completed his doctorate in education at the University of Southern California, became associate professor of education at Pacific Union College with the opening of the fall term. This will permit an expansion of the secondary education program to meet the rapid growth in academy enrollment throughout the Pacific Union Conference.

INDUSTRIES AT CARIBBEAN TRAINING COLLEGE (Trinidad, B.W.I.) add to the school plant in various ways. Valuable logs cut on the school estate provide lumber for future building; the cashew trees planted two years ago have borne their first fruit this year; the college broom shop has recently received a thirty-ton shipment of broom corn from Argentina; the dairy herd, though small, is increasing; and this year's cabbage crop was the largest and finest since 1942.

WASHINGTON MISSIONARY COLLEGE, true to its name, is this year releasing two of its key men for overseas mission service. Harry H. Morse, dean of men and Bible instructor, is returning to China as secretary-treasurer of the South China Union Mission. Martin E. Kemmerer, business manager, will go to India as secretary-treasurer of the South India Union Mission.

E. A. SUMMERS, of Los Angeles, California, is the new engineer for the Madison College (Tennessee) power plant. He will also teach classes in the new two-year junior maintenance engineering curriculum, including central station management, steam fitting, plumbing, and other related subjects.

YVONNE CARO HOWARD, head of the piano division of the music department at Washington Missionary College, is connecting with the music department of Australasian Missionary College, at Cooranbong, New South Wales.

GLENDALE UNION ACADEMY (California) is rejoicing over a new Hammond organ in its chapel and new laboratory equipment in its science department, some of the latter secured through war surplus distributors.

DECEMBER 5, 1947, WAS SENIOR RECOGNITION DAY at Union College, when eighty-eight members of the spring and summer classes were officially accepted.

THE MINISTERIAL SEMINAR of Union Springs Academy is giving its members real practice in conducting services in near-by churches.

SUNNYDALE ACADEMY (Missouri) employs two full-time workers and eleven student helpers in its food factory.

\$4,028.99 FOR WEEK OF SACRIFICE was given by students and faculty of Emmanuel Missionary College.

FRESNO UNION ACADEMY (California) is adding a wing to its main building, which will house the library and the commercial department.

HERBERT SENN, OF ATLANTIC UNION COLLEGE, has completed scale models of the ninety-three buildings on the campus—made of cardboard and balsa wood—with scale landscaping.

NORMAN DAWSON joins the staff at Washington Missionary College this year as graduate assistant in chemistry. A former student at the college, Mr. Dawson received his B.S. degree at Temple University, Philadelphia, last year.

IN MADISON'S "TRAILER CITY" twenty-five Government trailers and fifteen privately owned trailers are helping the housing shortage. Electricity and water are supplied, and two trailers are equipped for bathhouse and laundry, respectively.

THE FORSYTH APARTMENTS at Emmanuel Missionary College, a two-story building, made possible by an endowment from Dr. Edna M. Forsyth of Chicago, provides five three-room-and-bath apartments, and two single rooms with private bath each, for staff members.

A \$2,000 COLLEGE SCHOLARSHIP has been awarded to Stanton Parker, an eighth-grade graduate last June of the Lynwood-Compton elementary school (California), in the first annual *Herald Express* contest among 1,600 carrier boys. Stanton is this year a freshman at La Sierra Academy. The scholarship is held in trust by the Bank of America until he is ready for college.

THE AGRICULTURE SET-UP AT SOUTHERN MISSIONARY COLLEGE has been revamped to facilitate distribution of labor. J. A. Tucker, head of the department, devotes full time to teaching; John B. Pierson is general manager of the department, with W. R. Johnson in charge of poultry; Menton Medford, dairy and creamery; A. W. Spalding, farm and campus; J. A. Sudduth, fruit and gardens.

THROUGH THE WAR SURPLUS CENTER in Richmond, California, Pacific Union College has been fortunate in receiving several large consignments of valuable equipment. Among the materials received were a public-address system, electronic equipment for the physics department, including a magnatron tube for radar transmission (value \$300), several transmitter-receivers, and other radio equipment. Also received through Government surplus channels were desks, office equipment, and several hundred dollars' worth of machine shop equipment.

THREE MEMBERS OF WASHINGTON MISSIONARY COLLEGE STAFF received advanced degrees during the past summer: Floyd O. Rittenhouse, dean and associate professor of history, Ph.D. from Ohio State University; C. B. Smith, assistant professor of physics, M.S. from Catholic University; Carol Klooster, instructor in music, M.Mus. from University of Colorado.

A NEW SWITCHBOARD, offering twenty-four-hour service on local and outside lines, has been installed in Maude Jones Hall at Southern Missionary College. It has eighty local stations and three trunk lines to Chattanooga, thereby making possible ten times more service than the old switchboard.

SEVENTY-THREE PER CENT OF THE STUDENTS at Madison College this year plan on self-supporting mission work, either at home or abroad. Twenty-eight per cent look forward definitely to foreign mission service.

EIGHT GRADUATES OF the California College of Medical Technicians recently passed the examinations given by the American Registry of X-ray Technicians and thus earned the coveted "R. T."

SLIGO ELEMENTARY SCHOOL (Washington Missionary College Normal School) recently collected 1,500 articles of clothing and 200 items of food for European relief.

JEAN GRANIER, from Paris, France, is teaching the advanced courses in French at Emmanuel Missionary College.

THE WEEK OF SACRIFICE offering at Pacific Union College was more than \$2,000. The academy offering was \$250.

BETHEL ACADEMY (Wisconsin) has enrolled fifty-three enthusiastic members in its Teachers of Tomorrow club.

SOUTHWESTERN JUNIOR COLLEGE exceeded all its previous records in Ingathering, with a total of \$4,040.49.

JOHN J. HAFNER, formerly of Emmanuel Missionary College, joined the Pacific Union College faculty this fall as assistant professor of music.

TWENTY-TWO STUDENTS OF WEST INDIAN TRAINING COLLEGE (Mandeville, Jamaica) joined the baptismal class at the close of the autumn Week of Prayer.

THE NEW LA SIERRA CHURCH is being used for Sabbath services though not entirely completed. With a seating capacity in excess of 2,400, it is already scarcely adequate for the congregation.

A NEW ADDITION TO HAZELWOOD HALL at Platte Valley Academy provides sixteen new rooms for girls, a four-room music studio, an extension to the dining room, and a three-room apartment for teachers.

TWENTY EXPANSIBLE GOVERNMENT TRAILERS have been secured by Southern Missionary College, in addition to the thirty trailers which were granted them last year. Set up near the private trailer camp, they provide housing for married veterans and their families.

ALL BUILDINGS ON THE CAMPUS of Little Creek Sanitarium and School have been constructed by teachers and students, thus materially saving on building costs, as well as preparing students for their future labors and lessening their expenses while in school. About half of the Little Creek students are earning a large part of their expenses—some the entire amount.

WALTER B. CLARK, well-known as a dean of men, but more recently as business manager of Pacific Union College, has taken up his new duties as dean of students at the College of Medical Evangelists. While residing in Daniells Hall, his office will be with the administrative offices in the pathology building, thus making his services available to married and single students.

A Psychology Laboratory

Continued from page 6

There are stocks of tests which have been adopted for use in our testing and guidance program. Some of the more frequently used tests are the California Test of Mental Maturity, California Progressive Achievement Test, Strong's Vocational Interest Blank, Kuder Preference Record, and Chicago Test of Primary Mental Abilities.

Individual testing is done by means of equipment designed for administering the Stanford-Binet Intelligence Scale, the Wechsler-Bellevue Adult Intelligence Scale, the Penn Bi-Manual Work Sample, the Minnesota Rate of Manipulation Test, and others.

The chairman of the department of education and psychology is responsible for the over-all management of the laboratory, but he is assisted by three teachers, each of whom directs certain aspects of the work. There are also several part-time student assistants who give and score many of the tests and discharge various clerical duties.

The laboratory is in its second year and has seemingly demonstrated its worth and justified its continuance. Students demonstrate their confidence in its work by making an ever-increasing use of its facilities. Progressive developments in the personnel office have taken over some of the original functions of the laboratory, allowing it to render a more specialized service. It is the aim of the department to be of service to the college as a whole by furnishing scientifically obtained objective data for counselors; for without adequate, pertinent facts counseling is likely to savor of quackery.

But, having used to advantage the means we now have at hand to "understand humanity," we still must rely for guidance on Him who "alone has perfect understanding of the human soul."

* *Education*, p. 78.

WEEK OF PRAYER AND SACRIFICE at Union College culminated in an offering of \$1,381 for missions.

THE ASSOCIATED STUDENTS OF WALLA WALLA COLLEGE made a Christmas gift of \$1,303.90 to the China Training Institute for rehabilitation.

MIDDLE EAST COLLEGE (Beirut, Lebanon) opened this year in its new buildings, though not yet completed. The enrollment is above seventy, and the spirit is excellent among faculty and students alike.

CLASS REGISTRATION AT MADISON COLLEGE shows the arts related to the medical and health fields predominating, with industrial and mechanical arts, agricultural, secretarial, and other practical lines also well represented.

SIX NEW FACULTY HOMES have been constructed at Southern Missionary College during the summer months. One of these houses is on the college campus and the other five are located about one-half mile away in what is known as Hillside Subdivision.

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San Gabriel, California
(Suburb of Los Angeles)

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CALIFORNIA DEPARTMENT OF EDUCATION has approved course work in aeronautics that Pacific Union College is now offering, completion of which leads to a private pilot's license. A three-hour course of ground instruction is conducted on the college campus, and the flight training is given at the near-by Sonoma County Airport. The two-course cycle is repeated each quarter in order that the instruction may be available to as many students as possible.

A NEW PUBLIC ADDRESS SYSTEM has been installed on the roof of Lynn Wood Hall at Southern Missionary College. The plan is to broadcast programs of music appreciation each day during the noon hour, with programs of sacred music on Friday and Sabbath evenings for one half hour before sundown.

WEST INDIAN TRAINING COLLEGE reports renovation and redecoration of the girls' dormitory in recent months; and the new normal building ready for use in January, thus releasing space in the boys' dormitory for rooming accommodations.

THE WOMEN OF GRAF—Pacific Union College—contributed twenty-five boxes of clothing (both new and used) to be sent as Christmas gifts to the students of Seminaire Adventiste du Saleve, at Collonges, France.

THE NEW MUSIC HALL AT UNION COLLEGE was dedicated and formally opened on November 10, 1947, with an appropriate musical program and open house.

THE ALMA J. MCKIBBIN CHAPTER of the Teachers of Tomorrow has been organized at Mountain View Union Academy (California) with nineteen members.

AT PLATTE VALLEY ACADEMY (Nebraska) every student is enrolled in at least one of the Missionary Volunteer Progressive Classes.

MAPLEWOOD ACADEMY (Minnesota) has organized a Student Association which unites the entire school family in spirit and activities.

THE NEW WATER SYSTEM at the Kama-gambo Training School (East Africa) makes possible an adequate supply of good water.

Discovering Problems of College Students

Continued from page 11

When we look back over our survey of literature and the study with our own students, some conclusions seem sufficiently supported to merit statement:

1. Students appreciate, and willingly co-operate in, a sincere effort to assist them in discovery and solution of their problems.

2. The *Mooney Problem Check List*, College Form is well adapted to discovery of student problems in Seventh-day Adventist colleges, except that a study of problems peculiar to married students is probably not well expressed by it.

3. The problems of college students are so consistently a part of the student-life experience, and at the same time sufficiently common in type, as to indicate both necessity for and likely success of group methods of counseling in several of the fields.

4. The interest of students in their problems and the importance of their solution are so great as to warrant, if not to demand, a serious plan for guidance and counseling in these matters, supported by the administration of the school and comparable in staff and financial budget to the subject-matter instructional departments.

¹ Kate Hevner Mueller, et al., *Counseling for Mental Health*, American Council on Education Studies Series 6, Student Personnel Work, no. 8 (Washington, D.C., July, 1947), vol. 11, p. 14.

² *Ibid.*
³ C. Gilbert Wrenn, and Reginald Bell, "Student Personnel Problems," *A Study of New Students and Personnel Service* (New York: Farrar & Rinehart, Inc., 1942), p. 37.

⁴ *Ibid.*, p. 23.
⁵ John R. Kinzer, "The Veteran and Academic Adjustment," *Educational Research Bulletin*, Jan. 16, 1946, p. 10.

⁶ M. Schwebel, "Guidance for the Withdrawing College Student," *Occupations*, April, 1947, p. 381.

⁷ Louis Raths, "A Test of Emotional Needs," *Educational Research Bulletin*, Jan. 15, 1947, p. 14.

⁸ Wrenn and Bell, *op. cit.*, p. 35.
⁹ *Ibid.*, pp. 50, 51.

¹⁰ E. M. Stalnaker, "A Four-Year Study of the Freshman Class of 1935 at the West Virginia University," *Journal of Educational Research*, October, 1942, p. 116.

¹¹ Margaret Mercer, "Personal Factors in College Adjustment," *Journal of Educational Research*, April, 1943, p. 565.

¹² Founta D. Greene, "A Follow-up Study of Nongraduating Women From the College of Education of the Ohio State University," *Educational Administration and Supervision*, October, 1943, p. 428.

LELAND PARKER is the new head of the department of heat and light at Walla Walla College.

LYNWOOD ACADEMY (California) has enrolled sixteen charter members in its Teachers of Tomorrow club.

PACIFIC UNION COLLEGE CHAPTER of the American Temperance Society has been organized with 473 charter members.

INCREASED ENROLLMENT AT KINGSWAY HIGH SCHOOL (Jamaica) has necessitated remodeling in order to provide additional classroom space.

FIFTY-TWO CANDIDATES FOR THE B.A. OR B.S. DEGREE were introduced on Senior Presentation Day at La Sierra College, December 17.

THE COLLEGE OF MEDICAL EVANGELISTS has this year enrolled forty-seven doctors in the five divisions of its graduate School of Medicine.

THIRTY INGATHERING BANDS OF UNION COLLEGE STUDENTS received \$3,470.68 on the annual field day, making the total for the College View church \$8,907.94.

FOREST LAKE ACADEMY (Florida) reports a record enrollment of 240, with fifty applicants refused entrance for lack of room and facilities to accommodate them.

APPROXIMATELY 8,000 POUNDS OF CLOTHING was recently gathered by Union College students and other members of the College View church for relief work in war-devastated countries.

MADISON COLLEGE students, and churches of the Nashville area, recently gathered, sorted, and packed for European relief sufficient clothing to fill a railroad boxcar. Besides this, \$1,200 was given for Famine Relief by the college church.

TWO NEW FOUR-YEAR CURRICULUMS leading to degrees have been added at Southern Missionary College. The Bachelor of Science course in home economics gives students cultural and practical knowledge for teaching and for successful homemaking. The Bachelor of Science course in religious education is intended for young women who wish to become Bible instructors in connection with evangelistic efforts.

The Orientation of Freshmen in Our Academies

Continued from page 15

teacher will patiently and clearly explain the difference, and then proceed to use a part of the class period for directed study (study *with* the class) of the next day's carefully made assignment. This plan not only eases the shock incident to transfer from one system to the other but actually deepens the student's interest in his classwork. Interest is the mother of memory in educational work. It is also the parent of persevering continuity which keeps most of our ninth graders in school against sometimes great odds.

Social and recreational adjustments also will be much facilitated in the usual Saturday night entertainments or recreational hours where possible if teachers mingle in an active fellowship with the group. The trusting adolescent of the eighth, ninth, and tenth grades will stay pretty close to the counsel of the teacher whom he has learned to respect and love through association in study, recreation, and work.

"Let teachers so far unbend from their dignity as to be one with the children in their exercises and amusements."³

"Let every teacher take hold heartily with a group of students, working with them, and teaching them how to work. As the teachers do this, they will gain a valuable experience. Their hearts will be bound up with the hearts of the students, and this will open the way for successful teaching."⁴ There will also be a marked reduction in the loss of ninth- and tenth-graders because of maladjustment.

This sounds simple, too simple to be true. But it brings what we must have—results.

¹ Inglis, *Principles of Secondary Education* (Houghton-Mifflin Company), pp. 278-281.

² *Orientation of Freshmen in Secondary Schools*, prepared by the Research Division of N.E.A., Mildred N. Wharton, Compiler for the National Association of Deans of Women of the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C., 1942.

³ *Fundamentals of Christian Education*, p. 116.

⁴ *Counsels to Teachers*, p. 203.

Check Your Guidance Program

Continued from page 17

and dislikes; (f) social development and adjustments; (g) emotional status; (h) health record and present health; and (i) economic and financial status. The information may be secured by the following techniques: (a) tests of intelligence, interests, achievement, personality, vocational aptitude, and skills; (b) records; (c) rating scales; (d) inventories of information; (e) observation; (f) autobiographies; (g) interviews; and (h) case histories.

3. Counseling must be regarded as a *unified* and *continuous* procedure. Under ordinary circumstances a student should have the same counselor for at least two school years.

4. Any successful counseling program must be carried on in the light of the student's needs, the conditions at hand, and the times in which we live.

5. Counselors will realize that they are not prepared, nor should they necessarily be prepared, to give counsel in *all* matters; but they should be prepared to direct the student to those whose specialized knowledge will meet his needs.

6. Counseling must be well planned, and should aim at helping the student to discover his own needs. Just how much counseling can and will be done we cannot say, but much emphasis should be placed upon the type of individual chosen for the counseling. This individual, man or woman, should be sympathetic, kind, and patient, yet firm and strict when dealing with those students who temporarily prove to be problems. The adolescent age is a tender age; a changeable and flippant age. In view of this, the counselor should thoroughly understand the psychology of youth. If this is the case, the counselor will be loved by the students and will find them more than willing to co-operate.

7. Students and counselors should real-

ize that the final responsibility for all decisions rests with the student, and that the counselor's greatest service is aiding the student to solve his own problem.

8. Ordinarily the interests of all concerned are best served when women are counselors for girls, and men for boys.

9. The training and experience of the counselor should be such as to make possible wise and sympathetic counsel.

The needs of students today offer a challenge. Never was any previous generation called to solve problems so complex, and never before was so much wisdom needed in guiding the youth.

* Education, p. 225.

An Experiment in Supervised Study

Continued from page 13

The results are seen to be in favor of supervised study by a small margin. There were no failures in the supervised group. There was one in the unsupervised. The attitude of the pupils was entirely in favor of the supervised study plan.

Many other studies have been conducted that cannot be reported in this article, but there is every reason to feel that if one identifies supervised study with guidance in learning, it is superior to unsupervised in almost every way.

* Reported in *School Review*, December, 1913, p. 670.

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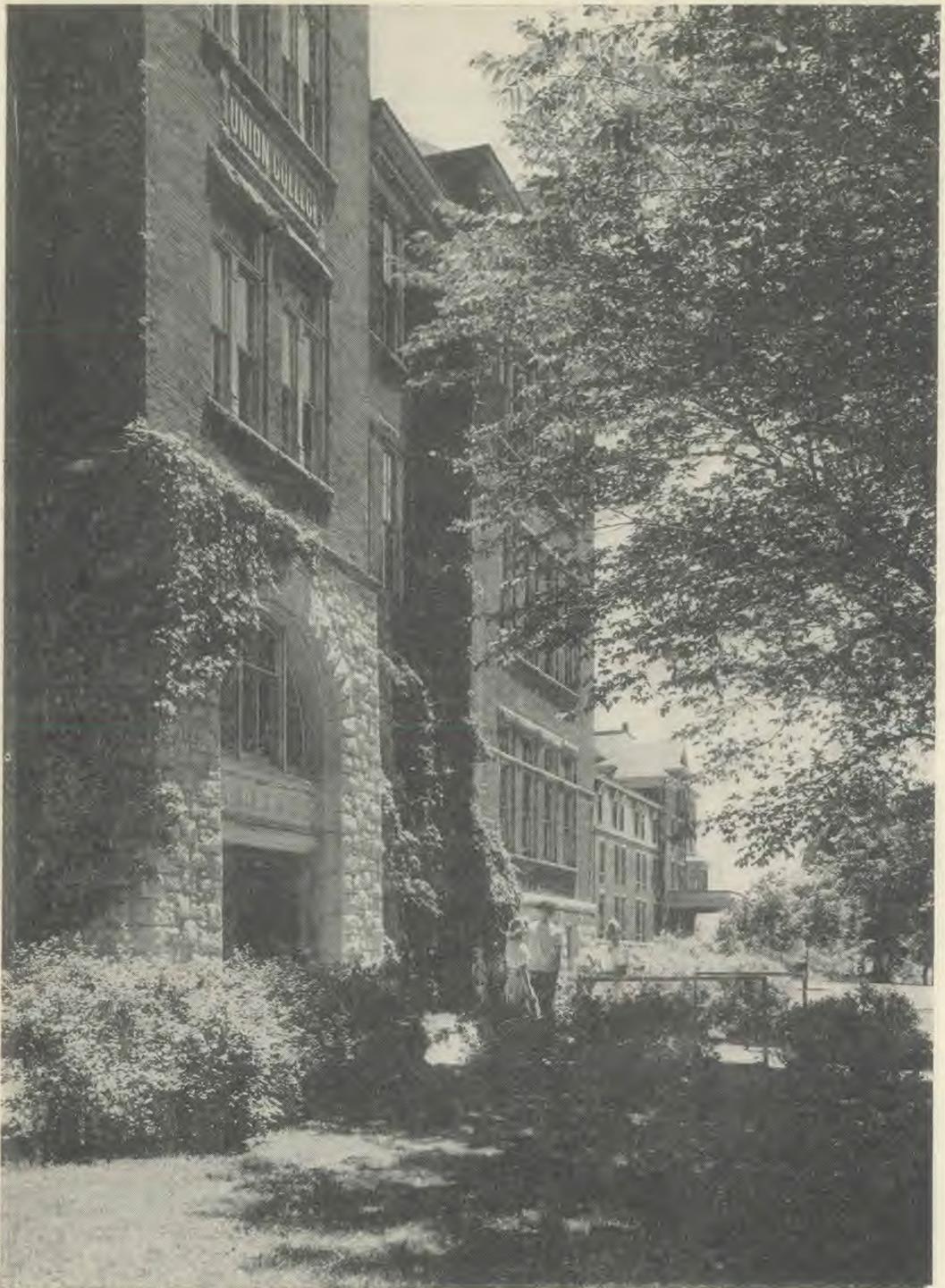
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