

Survey Lists Nebraska's Air Program

Nebraska's aviation training program for school children, laying the educational ground work for future generations of air-minded Nebraskans, has been rated along with New York state as "tops" in the nation by a Chicago survey concern.

The program started from scratch in 1940; was given a considerable boost during the war by helping prepare high school graduates for the air corps; and is now enjoying a post-war aviation boom in over 75 high schools offering aeronautics courses to many thousands of young boys.

Nebraska educational training plan has become somewhat of a national model. In the past few years a number of other states have patterned their programs after the Nebraska system. The tools for the program—textbooks and teachers manuals—were developed at the University of Nebraska Teachers college.

Interest Began in '40.

Aviation study interest began in 1940 when the state aeronautics commission offered to furnish free text books to any high school in Nebraska which would add the subject to the course of study. Over 160 high schools applied. But there weren't enough books, and the ones existing then were for college students, not high school boys.

Prof. Frank Sorenson of the University of Nebraska Teachers college organized a committee of Nebraska teachers at the University Teachers college summer workshop in 1941. An 83 page manual for high school boys was produced for the high schools. United Air Lines also asked for 250 for teaching kits they were distributing.

The manual so impressed Bruce Uthus, Civil Aeronautics association educational director in Washington, D. C., he came to Lincoln immediately, and asked the University of Nebraska to develop an aviation text book for high schools. At the summer workshop in 1942, Professor Sorenson, Prof. Harold Wise and Prof. Ralph C. Dedell supervised work on a 555 page book, and a 113 page manual. The book was published and became a best seller and widely used in Nebraska high schools. It told high school boys of the mystery of flight in simple language. Contributing authors were: Raymond E. Collins, York, Harley F. Glidden, Fairbury, Florence Jenkins, Lincoln, LeRoy E. Smith, Omaha, Edward Vacek, Beatrice, Robert A. Wells, McCook, D. A. Worcester of the university psychology department, and Victor P. Morley, George E. Rotter, and John H. Strake of the university's extension division.

Request for Book.

Teachers also asked for a book on the social significance of aeronautics. The summer workshop of 1943 wrote such a book now used in over 150 Nebraska high schools. A revised edition of this book is now being printed.

The university in co-operation with other agencies, has also:

Developed 18 full page posters to aid teachers understand the principles of flight published by the Nebraska Educational Journal; developed a series of simple pamphlets for elementary grade students; supplied the National Chamber of Commerce with material for aviation kits they are distributing; urged the aeronautics commission to finance visual aids and model airplane kits for Nebraska school children; developed wider use of motion pictures in teaching aeronautics.

Wilcox . . .

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will create the means for its own repayment. The \$120,000,000 that Britain will be required to pay back annually is only 2 percent of the annual earnings of the United Kingdom. Surely Great Britain can be considered a good risk," he added.

Answers Questions.

In answer to the question that America cannot afford to make the loan, Wilcox pointed out that the loan would increase our national debt only 1 percent. "We would have spent this amount in one week of additional warfare," he said.

Dr. Wilcox is of the opinion that a delay in passing this legislation may result in our exporters being

Prof. O. Collins Reports Seeing Bright Meteor

Professor O. C. Collins of the university observatory has had some reports of a meteor seen at sundown Sunday night, and is interested in hearing from any others who may have seen it.

According to reports received at the observatory, the meteor was very brilliant and resembled a blowtorch in appearance. Facts that should be known about the meteor include time and place of observation and the direction in the sky from the observation post.

Position.

The azimuth and altitude of the meteor should also be included, or the horizontal distance and height above the horizon. If it was visible for any length of time, the observatory would like to know the azimuth and altitude when first seen and when last seen, and also whether it disappeared from view in midair or below the horizon as they saw it.

Information about the meteor should be written on a postcard, and sent to Prof. Collins at the university observatory, together with the name and address of the observer.

frozen out of world trade. That will be the result if Britain is given time to consolidate and work out its trade policy.

"Failure to pass this bill will likely cause international repercussions and leave no hope for international co-operation," was a statement issued by John Winant, American ambassador to Britain, according to Wilcox.

"If Great Britain and the United States will collaborate in working out trade problems, the outlook will be bright for world trade unity," Wilcox concluded.

Nebraska is the only state university with 33 college buildings and 2 greenhouses.

One edition of the Warsaw (Poland) Registered Times averages 25,001 words.

Dr. W. Baller, Guidance Head, Judges Student's Aptitudes

BY TOM GREEN.

Dr. Warren R. Baller's official capacity on the staff of the university is acting head of the department of educational psychology and guidance consultant in the junior division.

However, it is in his capacity as guidance consultant that his greatest influence is felt by the student. Part of the work in this job is concerned with the guidance and aptitude tests which are of so much importance to those in the junior division.

Two Programs.

"There are at least two programs of tests which are of some importance to students, both of which bear the term 'aptitude tests'," according to Dr. Baller. The first of these tests is the series which are required of all entering students below the junior level.

This battery of tests serves to facilitate the selection of appropriate programs of study, lay a foundation for later advisory work, as well as to provide an accurate means of classification into the proper sections of study corresponding to the appropriate level of accomplishment of the student.

Disagree.

According to Mr. Baller, the advisors have learned that the university test results and the high school grades do not always agree, and therefore, their policy in assessing the relative value of the test grades should not be limited to one or the other but should be a combination of the two indices.

The reasons for this conflict between the two scores are varied. It may be accounted for by considering the close proximity of personalities in the high school as compared with that of the university.

In regard to such a condition, Dr. Baller makes it plain that the personality which may clash with the high school teacher will not become evident to the

university professor, and therefore the students personality will not be an influencing factor either in the recording of the aptitude test or in the school mark rewarded to the student.

Accuracy Test.

Another factor tending to scuttle the accuracy of the test scores is those students who for some reason or another are not at their best when taking the entrance tests. Last, there is the difficulty inherent in the varying system of grading employed in the different high schools of the country.

Before the examination results are of any use to the advisor, the tests are scored by machine and the raw scores thus determined are converted into standard scores, which are in turn based upon the distribution of scores in the average entering class.

The standard ratings are then plotted on a standard form in the shape of a graph by which the advisor may see at a glance the level of accomplishment displayed by the subject in the various departments which are covered by the tests.

The raw scores may sometimes bring to light defects in the tests themselves. If the test does not measure the height of ability and the depth of ability present in the group it cannot be an accurate measure of the accomplishment of the group. This is determined by an examination of the scores to see if the test is too hard or too easy for some of those who were subject to it.

Mary Variables.

"Our experience with the tests has shown that prediction cannot be made 100 percent, but neither can those predictions based on high school grades," stated Mr. Baller. However, he went on to say, "Those whose profiles are consistently in the lower 7 or 8 percent manage to continue in school beyond the first semester in a very few instances—about one in ten." Mr. Baller makes it plain that there are many varia-

bles concerned in the prediction which cannot be taken into account.

For example, a person whose tests may show a low level of mastery may effect real accomplishments with motivation and consistent effort. In this connection, he says that the tests used as entrance examinations are largely a measure of mastery with the exception of the college aptitude test which is inserted in the series.

Another significant fact is found in his statement that, "Nearly three-fourths of the students with consistently high college grades (85 percent and above) are found to have scored above the midpoint in the entrance tests." Because of the fact that the entering class is taken from the upper half of the high school class, prediction of this kind is very significant, according to Dr. Baller.

Special Inventory.

After students get underway, some are more and more uncertain of their vocational choice. For this reason there are also aptitude tests which may be taken at the junior division. About 1,000 in a year ask to take these tests to solve this problem. The tests are administered in batteries to inventory their special ability, their interests and personality. Consultation is then provided on the basis of the results.

According to Dr. Baller, the individual profile of each student is available for his examination upon request.

Home Ec Club Attends Ag Tea

All home ec club members will be honored guests this afternoon from 4:30 to 5:30 at a tea in the home ec social rooms on Ag campus. Marolyn Hartsook, president, has announced.

Tea will be served from 4:30 until the program begins at 5 o'clock, when Mrs. Frances Keefer Atkisson will review the best-seller, "The Egg and I." Tea will again be served after the review.

Members of the club will be hostesses and Miss Winston Osborn will preside at the service table.



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