

designs is not like the other four?"); reasoning ("If Bill is taller than Bob and Bob is taller than Ed, then Bill is what to Ed?"). Some test experts rate students separately on these abilities. "A person is not smart or stupid in general," explains Harvard Psychologist Gerald S. Lesser. "He can be smart and stupid at the same time. Each of us is better at certain things than at others."

Similarly, the experts have tried to take the "cultural bias" out of such testing. The more a test depends on verbal ability, for example, the more it favors the kid whose parents speak well or who read to him. The Otis all-picture test includes sketches of beehives and birds' nests, which may be more familiar to a country child than to a kid from a metropolitan housing project. Still, the question of cultural bias can lead to equally difficult problems. It may be, as Theodore Stolarz, director of the Chicago Teachers College Graduate School, contends, that IQ tests mainly predict "how a kid with a good middle-class background

will do in middle-class schools." But so far, nobody has devised a "culture free" test that is particularly useful. Besides, such a test might be pointless since the aim of testing is to help guide children toward success in a culture of broad middle-class values. "If a child does poorly on an aptitude test because he comes from the wrong side of the tracks," says the Educational Testing Service' vice president, Henry S. Dyer, "it isn't the test that is unfair; it is the hard facts of social circumstance that are unfair."

A comforting fact for parents is that few school systems any longer use IQ tests as the sole basis for placing children in various ability groups. Teachers are being urged to use common sense judgments based on observation and on the child's classroom performance. Testing, as a measurement of progress and aptitude, will always have its uses, but the old myth about the omnipotent IQ is finally fading. "Courtesy TIME; copyright Time Inc. 1965."

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I Am 'In' for Agriculture

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At the present time a great need and imperative demand exists for young men trained in the techniques of modern agriculture. The calling is for more than the well-qualified college graduate; it is a summons to the properly prepared, but on-the-farm experienced graduate. In short, it is a type of person who knows the encompassing fields of farming through self-experience in addition to learned theories.

Unfortunately, there is a trend for farm boys who have entered college not only to feel insulted when posed with a question concerning why they aren't agriculture majors but also to reply in an exclamation which demerits a very honorable profession in itself. The response is usually something like this, "Ha! Ha! Not me. I don't want to be a farmer." This attitude is naturally wrong. If it is any consolation in itself, people generally do not realize that a comparatively small number of agriculture majors ever become farmers in relation to the total number of graduates. This lack of information can very easily deplete the entire agricultural system of some brilliant and useful leadership in the future.

Almost everyone has a certain degree of respect and admiration for his chosen profession, at least in theory if not in fact. I also feel that my selected vocational field, namely agriculture, is dynamic, challenging, and highly rewarding. To-

day's efficient farmer alone is a representation of the ultimate in scientific mechanization and comprises a solid foundation for thousands of other dynamic job opportunities.

Actually, there are several reasons why I am "in" college majoring in agriculture. I admit to having somewhat of a typical background for the subject. My entire life has been spent on a 200-acre farm with just enough woods to make good squirrel hunting and enough rolling farmland to make a living. I am grateful that I was one of those in my section of the country to attend a little white two-room school house. I'll never forget the happy days under those shady maples, the games we played on the grass-bare playground, or the distant dreams floating out through imperfect glass windows over the countryside. Later, my vocational agriculture teacher primed a desire in me to be a part of the dynamic challenge of modern agriculture. This basic inspiration accompanied me through my first year of college, and, if anything, has been strengthened by the experiences I have encountered with my college professors and associations with people from all walks of life.

At this very moment, I have no definite plans as to just what specific field I shall enter permanently; but I do know that it is going to deal with agriculture. I believe that any young person can find a very satisfying and useful position in

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modern agriculture. It has always been amusing for me to notice the large number of city boys who enter college and dream of being a farmer. Regretably, this agronomic idealism is nipped in the bud shortly after the first big test in a beginning agriculture class. Of course, many of the most successful agriculture students have originated from very large cities. However, I've discovered that neither city nor farm boys tarry long in agriculture without the application of some determined and well organized study. Agriculture is truly a field of challenge.

If one sets his goals in agriculture with the idea of acquisition of wealth and position, he may select any one of a large number of possibilities and employ the effort which is proportional to the desired degree of success. If one would rather have a livable salary but enough free time to live his own life, perhaps devoting some extra hours each day to the family, we simply subtract some desire for power, money and prestige from the first possibility and wind up with the same degree of satisfaction as the first individual. It all depends on how we as individuals want to balance the vocational equation of life.

Whether farmer, teacher or technician, there

exists in addition to the challenge of agriculture, certain agronomic extras which enrich our lives whether we were reared in Brooklyn or Boone's Corner. We share a natural love of country life, which lurks at different depths in different hearts. Digging in moist soil, walking through cool forests, sitting enchanted as a bird feeds its featherless young, sowing seeds in the earth and watching life sprout forth, or possibly slumbering at a secluded spot with a fishing pole, are symbols to millions for early retirement and mental relaxation. When city dwellers become bored with the every day humdrum of life, they go on their vacations to the fresh air and sunshine of the country. Of course, having a job in agriculture does not guarantee these extras, nor does it declare perpetual happiness. But I have noticed that the environment surrounding this great assortment of jobs in today's technical agriculture usually provides both the extras and the happiness.

I will not deny that I have spoken with the biased reverence of an American farmer, but I believe without any reservations that modern agriculture is truly a substance of many mighty properties, the sum of which exceeds any of the individual parts and is uncomprehensible in magnitude for the future.

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Preparing | Student Teachers

Conrad White

William Penn College*

The preparation of student teachers really begins at the time the students are admitted to the college; that is, if students of below average ability are admitted, then it will take some future screening or there will be student teachers of low ability in the program. However, not all of us directly concerned with the preparation of student teachers are directly involved in the admission of students to the college.

At William Penn College there are two screenings of students before they enter their student teaching experiences. The prospective teacher applies for admission to Teacher Education after he has taken the courses Introduction to Education and Educational Psychology. He must make at least a "C" in each of these courses. Then the applicant is considered by the teacher education committee. In addition to having a minimum cumulative grade point average of 1.75, and a 2.00 in education, a student must exemplify excellent personal traits. These include personality, character, reputation, attitude, cooperation, health, and others which the members of the committee might consider. Usually the application is filed by the student during the second semester of the freshman year or the first semester of the sophomore year.

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After the student has been admitted to Teacher Education, he continues his courses in education, his major field, and his minor field if he has a teaching minor. He files application for student teaching during the semester prior to the one in which he wants to do his student teaching. The student teaching must be done in the senior year. At the time of filing his application, the student must have a cumulative grade point average of 2.00; a grade point average in professional education courses of 2.25; and a grade point average in his major field of 2.25. These grade points are on a four-point basis. If the teacher education committee approves the application for student teaching, then the student teaching is done during the following semester.

William Penn College is on the block system with its student teaching program. The prospective student teacher takes Secondary Methods two hours a day, five days a week, for six weeks. At the same time, he also takes special methods in his major field, e.g., Methods of Teaching English. During the period of time in which he is taking Secondary Methods, the student teacher observes classes one day in his major and minor fields in the junior high school. He also observes one day in his major and minor fields in the senior high