

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

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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.

\*See page 99 for Biography

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

school. After these observations have been made, the techniques of teaching that were observed are discussed in Secondary Methods class. (Some similar observations were made when the students were enrolled in Introduction to Education). The teacher in Secondary Methods must be sure that personalities are left out of the discussion. It must be plain to the student teachers that they are not to name any of the teachers whom they visited, but that it is simply a discussion of the techniques of teaching. During the seventh week of the semester, the would-be student teacher goes to the school to which he has been assigned for his student teaching.

The student teacher observes one week in his major field and his minor field if he has a teaching minor. By the beginning of the second week he should be ready to teach one class in his major field and perhaps one class in his minor field. As time progresses, the number of classes that he should be teaching increases. By about the sixth week he might be teaching four classes a day. During the time that he is teaching these classes his supervising teacher or teachers, not only observe his teaching but also hold conferences with him quite frequently about his strong and weak points, and make suggestions for improvement. Also, the college supervisor visits the student teacher about once a week. A conference is held after each of these visits to discuss improvement of teaching techniques and classroom management. Since the college supervisor cannot be a specialist in every field, the teacher of the special methods courses also visits the student teacher. That is, the teacher in the English department who teaches Special Methods of Teaching English will visit the student teachers who are teaching English. Not only do the supervising teachers at the school confer with the student teachers, but the coordinator of student teaching and/or the principal of the school also confers with the student teacher.

A seminar for the student teachers in the secondary field is held at 7:00 A.M. each Wednesday. At these seminars various problems of the student teachers are discussed. Also, teachers and administrators from the student centers discuss with the student teachers certain specified problems. A principal may talk about the functions of the school office. The vice-principal might discuss discipline. The director of placement at the college might discuss procedures in obtaining a job.

After the student teachers have completed their minimum of nine weeks in the public schools, they return to the campus for an additional two-week session in secondary methods. During this session they discuss the various problems that they had in student teaching and the various solutions that they used in solving the problems. Also, they might discuss some things that they would do differently when going out to teach the following year.

The primary purpose of the student teaching program is to help the prospective teachers to become more than "2x4" teachers—those who teach

only between the two covers of the book and within the four walls of the classroom. These future teachers should receive an overall picture of the teaching profession inside the classroom and outside the classroom.

There will be some exceptions to the above procedures in different schools, depending on whether or not a school is on a semester basis or a quarter basis. Also there might be some differences in preparing student teachers depending on the existing circumstance in a particular college or university that has a teacher education major in agriculture. However, basically speaking, the procedures suggested in this article might very easily apply in all institutions which have teacher education programs.

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## THE STUDENT'S PRAYER

G. E. Karls

Southwest Missouri State College

Never before have college students faced so many problems. The war clouds hang on the horizon. There are demonstrations and evidences of unrest on college campuses. Students are undecided about their college courses and often fail to finish. I found this prayer of a college student which I thought was very good.

"Dear Father, help me to realize that these are my years of opportunity.

"Help me to know that this is the portion of my life set aside for 'growing in wisdom as well as in stature', a time to develop responsibility.

"Grant me the power to face up to the best that you have given me, to find my talents and to develop them and employ them that they may do the most in Thy service.

"Open my eyes that I may marvel at the beauty of Thy creation, that the wonders of Thy universe may find responsiveness in me.

"When work proves difficult, give me courage to rise to its challenge.

"Let me sense Thy nearness, standing ready to supply me with the extra power I need to see it to completion."

Mrs. Ruby Jones

Daleville, Indiana