**IM Basketball Standings**

**Fencing hopes to impress**

By Joseph D. Everingham

**How To Play the Test Game—And Win**

by DON EASTMAN

In his keynote address to the delegates at the annual meeting of the American Council of Education last summer, Ernest Boyer, U.S. Commissioner of Education, related how his five-year-old son had become test-wise. The boy had been attending kindergarten less than a week when, instead of saying his nightly prayers, he launched into a detailed recitation of the alphabet. "I realized the educational implications of this recitation," said Boyer, "and was filled with fatherly pride at my son's accomplishment." Embarrassed by his son's efforts, he decided to learn the alphabet in less than a week in kindergarten, the boy confessed, "I actually learned it on Sesame Street, but my teacher thinks she taught it to me." "Ah, then I was doubly proud," said Boyer, "for he had not only learned the alphabet, but he had learned the system as well." Like most educators, Boyer understands that American education consists of two distinct parts: there is learning, and there is the game of learning.

No one is certain what testing and grading, which occupy a remarkable portion of time and energy in the American educational system, measure learning—or simply the ability of students to make grades and pass tests. It is clear, however, that students who know how to play the game of education—that is, who know how to take tests and make good grades—quickly achieve a favored status in our society. The testwise student knows and uses the rules of the game; whether he is actually learning or not, he is the declared winner in the educational sweepstakes. The first matter to consider, and to come to terms with, is the quite obvious fact that formal education is not a monolithic, unified, universal experience, but a series of courses taught by individuals. The act of taking a course is quite similar, for good historical and psychological reasons, to a brief apprenticeship. What one is asked to do in taking a course is to see the particular subject matter through the eyes of the instructor. This notion is understood. We can forget all those silly arguments about how five different English teachers will grade the same theme in five different ways, which is supposed to be an argument against the validity of testing. Of course they are all different; nobody knows what the truth is. All that is true is that some English teachers (or students), has to go to a single, limited, isolated, and it is a single, limited, individual matter. Obviously, the student particularly high upon the good number of test-takers. Each ap-