

PHYSICAL EDUCATION FOR HEALTH
Radio Program

March 2, 1939.

(Miss Ruth Litchen, of the School of Education, and Mr. Herbert G. Allphin, of the Department of Physical Education.)

Mr. Allphin Since you and I are supervisors of student teachers in the School of Education at the University of Kansas, I thought it would be a splendid idea for us to discuss our problems in this weekly broadcast.

Miss Litchen, what subject do you supervise at the Oread Training School?

Miss Litchen I supervise the Social Studies - those subjects dealing with history, government, economics and sociology.

Mr. Allphin What units do the social studies cover?

Miss Litchen The courses which we offer in the social studies at Oread Training School are Citizenship - a year course for freshmen; World History, also a year course, and usually offered in the sophomore year; American History, again a course given throughout the year, for juniors or seniors; a semester course in International Relations and a semester course in Sociology - for juniors or seniors; and an all-senior course, Problems of Democracy. This latter course covers current problems and history, functional economics and sociology, and also includes the required unit in Constitution which every graduating senior from a Kansas high school must present to meet the state qualifications.

Mr. Allphin Miss Litchen, how do you supervise the practice teachers in social science at Oread Training School?

Miss Litchen We have several practice teachers in each section of the social studies in the Training School. The procedure is approximately this:

At the first of the semester, I do demonstration teaching in each of my classes, explaining in conferences with my student teachers what methods I am using, what my general and specific objectives are for each lesson, and what result I hope to obtain in the pupils in the classes. Then each student teacher teaches for two or three days - just an orientation period which gives the student-teacher the feeling of handling the class, and establishes support between the new teacher and the class itself.

Following this practice period I again do demonstration teaching, and at the same time confer with student teachers who are to be working on two or three week unit teaching periods following my demonstration teaching. After this second demonstration period, the student-teacher is prepared to take over one fairly sizeable unit of teaching for which he prepares his aims, materials to be covered, quizzes and all other matters which relate to the teaching of a class. By this combination of demonstration teaching and actual practice, the social studies practice teachers not only see what may be accomplished in a class but also get to try out their own work. In that way they are well prepared to go into an actual teaching