

Student Teachers Finish Training

**By Jan Itkin
Junior Staff Writer**

Students and teachers would often seem to be poles apart. But the poles meet for 271 University students who are doing their student teaching this semester.

One of the requirements for graduation from Teachers College, according to Dr. Russell McCreight, supervisor of student teachers in elementary education, is the completion of a semester of student teaching.

Applications are filed approximately six months before the student wishes to teach, he said, and then the student is placed. Usually a student receives eight hours of college credit for a semester of student teaching and spends approximately one-half of each school day teaching. The rest of the day is spent taking regular undergraduate courses.

The amount of responsibility a student teacher is given

depends largely on his or her supervising teacher, according to Dr. Bert Alfrey of University High School.

"All grades are arrived at through the supervisor and the University office where the evaluations are checked," he said.

Dr. Alan Seagren, principal of University High School and director of student teachers in secondary education, explained that grades are "usually high—about the equivalent of the old seven" for student teaching, but that by the time someone is eligible for student teaching "he should be pretty good."

Interviews with three student teachers revealed some of the problems and various experiences that they must cope with daily.

Miss Hime

Susan Hime, a senior in elementary education who is student teaching in primary two at McPhee Elementary School, said that student

teaching was much different from what she had expected.

"I had always heard student teaching was so easy and that there was nothing to it," she explained, "but it takes a lot of time if you want to do it well. In fact I spend most of my time preparing for the next day."

Miss Hime teaches all morning and attends University classes in the afternoon. There is a difference, she said, between attending classes full-time and half-time.

"Going to two or three classes isn't bad when you're used to 12 or more hours of academic courses at a time," she said. "It may be hard to study next semester though when I'll be carrying 18 hours."

Although student teaching takes more time and work than she originally thought it would, Miss Hime feels she was "definitely prepared for

it because of the method courses."

"The students do have confidence in us," she said, "and will come to us for help. In fact, they'll pretty much go to whoever is there for help."

She cited as an example a day when some freshman taking Education History and Principles were observing her class and ended up answering questions about the words in a reading assignment.

"The children were really impressed," she laughed, "when they found out their new helpers were freshmen football players."

Mick Johnson

Mick Johnson, a senior in Teachers College who teaches boys' physical education at Millard Lefler Junior High School in the afternoons, said, "I was afraid of disciplinary problems at first, but there really has been no problems."

"Of course they're pretty sharp kids," he continued, "and let you know when you do something wrong."

Johnson teaches three classes a day—one of seventh, one of eighth and one of ninth grade pupils—containing about 55 students each.

"I really thought student teaching was going to be hard and that I wasn't prepared to teach yet," he said. "But it's surprising how all the method courses I had taken just fell in places once I started."

The students are not that much younger than their student teachers, Johnson commented, and that worried him at first.

"My supervising teacher has let me do what I want though and that helps," he said. "If the students know their teacher has confidence in you, so do they."

"Some of the kids try to pull the wool over your eyes since we aren't much older than they are," he added, "but the added years means additional experience, maturity, and I hope intelligence."

Preparing daily lesson plans doesn't take much time, Johnson said. "I do them

here and there whenever I get the time. It's preparing an over-all view of a unit that takes the time," he added.

A unit, he explained, consists of three or four weeks in a specific area like football, volleyball, basketball, etc. Aside from actually teaching his classes, Johnson also helps test the students and helps with the actual grading.

"P.E. is not like the other courses where grading is concerned," he said. "Attitude is an important part of their grade."

Miss Eschliman

"My circumstances are a little different from most," reported Donna Eschliman, senior majoring in English and sociology. She teaches "Project Senior English" at University High School.

She explained that instead of student teaching for one semester and receiving eight hours college credit, she will teach both semesters for a total of ten hours credit.

"That is how most student teachers of Project English (an advanced English course which ties in with the University curriculum) take their student teaching," she added.

Having complete responsibility of a class, Miss Eschliman noted, is a great deal of work.

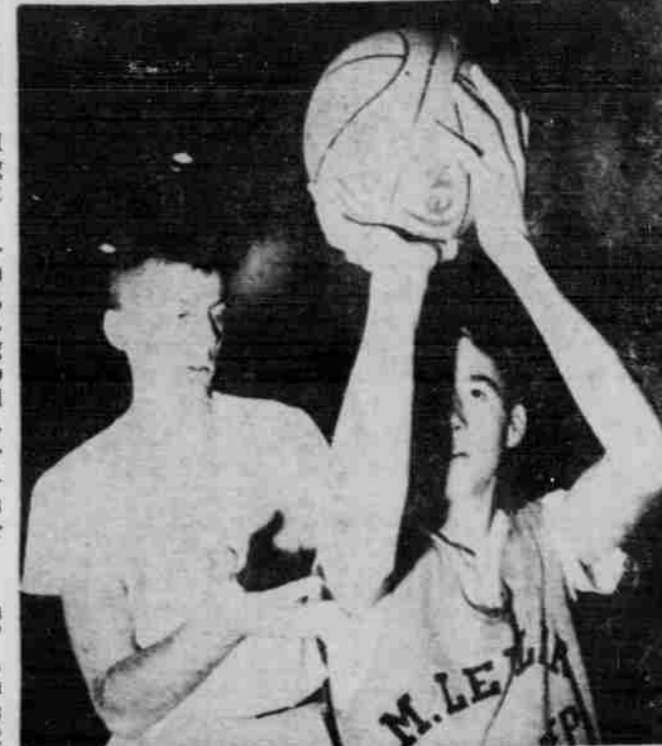


Photo by Tom Rubin
MICK JOHNSON . . . Practices basketball with one of his students in a daily workout.

**Larsen, Tippitts
IFC Nominees**

Gary Larsen, former Interfraternity Council Affairs chairman, and Ed Tippitts, Delta Upsilon house president, were nominated for IFC president last night.

Voting for the office will take place at the next IFC meeting Febr. 2.

Also at the weekly meeting, a "dirty rush" amendment to the IFC by-laws was adopted.

The amendment defines dirty rush as "any untrue or derogatory comment or action directed either by name or implication at any fraternity or group of fraternities" and "any action taken, in a rushing situation, that may be deemed derogatory to the Greek system as a whole."

Interviews for Food Managers Association committee workers will be held Sunday, from 2 to 4 p.m. in the IFC office.



Photo by Tom Rubin
SUSAN HIME . . . Leads a group discussion with several of her pupils.

Mortar Boards Sponsor Lunch

Mortar Boards will honor the top scholars among undergraduate girls at a luncheon in the Nebraska Union Saturday at 1:30 p.m.

Chosen on the basis of last semester's grade average, the top five girls from each class have been invited to the luncheon.

Mrs. John Gradwohl, Lincoln attorney, will speak.

The annual luncheon is also being held in memory of Harriet Hunker, an outstanding student who died in an auto crash last summer. Miss Hunker is also being honored as one of the top five girls in her class scholastically.

Other girls to be honored are: seniors, Vicki Dowling, Marceine Sweetser, Margo Wilson, and Mrs. Lenora Meyer; juniors, Louise Ellis, Janice Larson, Kathryn Schach, Aurel Spivey and Erma Winterer.

Sophomores are Pamela Harris, Louetta Velte, Deanna Grotzinger, Linda Dierking, and Ruth Rasmussen.

Alpha Phi Omega To Sell Textbooks

Alpha Phi Omega is sponsoring a book exchange, to be held from Jan. 24 to Febr. 3, aimed at helping the student. Books may be bought or sold from 9 a.m. to 4:30 p.m. five days each week.

Clark Splichal, president of Alpha Phi Omega, a University service organization, explained the procedure for selling as follows: The student brings in a book which he would like to sell. He is given two cards to fill out, one for the master card file and one for the book, on which he lists the price he wants. A receipt is then given to him.

The student comes back at the close of the exchange period and presents his receipt. If his book has been sold he is given the money, and if not he is given the book.

"The student is out nothing but a little time," explained Ron Neel, chairman of the Senate bookstore committee. He said that if the book is

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