

AN EVALUATION OF THE STUDENT TEACHING PROGRAM, IN
VOCATIONAL AGRICULTURE IN OKLAHOMA AS MADE BY
SCHOOL ADMINISTRATORS, SUPERVISING TEACHERS,
PARENTS AND HIGH SCHOOL STUDENTS

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CHAPTER I

PURPOSE AND DESIGN OF THE STUDY

Introduction

The program of student teaching designed to prepare future teachers of vocational agriculture has been developed with the guiding principle that such activity was the best method of obtaining practical experience. This program, however, can be no better than the people who are responsible for its development, implementation, and progress. From the very beginning, the teacher trainers have been aware of this fact and have selected the training centers with the greatest of care. The supervising teachers, school administrators, and the physical plants have been subjected to exacting specifications so that the student teacher will receive the best training and the maximum of participating experience.

The experiences and problem solving situations that the student teacher does encounter in the training center are without doubt the most important phases of the student teacher's training. He has every right to expect the optimum in challenging, practical, and diversified experiences while in the training center.

The training experiences received by the student teacher should be so structured as to be in keeping with the motto, "Learning To Do, Doing To Learn" of the Future Farmers of America, the organization of farm boys with whom he will be working.

The students, parents, administrators and supervising teachers in the center where the student teacher gains the participating experiences also occupy important positions in providing a balanced and effective educational experience for him. Therefore, it is necessary for those who do so much to help the beginning teacher gain his experience to have in their hearts a favorable and positive attitude toward youth and to recognize the importance of providing for them educational experiences of such a nature and extent as to be of maximum benefit to each individual.

Statement of the Problem

In the 1960-61 school year, the Agricultural Education Department of Oklahoma State University, selected and recommended to the University Director of Teacher Education the approval of 27 vocational agriculture departments in Oklahoma as student teaching centers. These centers were selected as a result of conferences with district supervisors of vocational agriculture and observational visits with a careful review of local programs by staff members. Only those departments in schools where the teacher was serving in at least his third year in the department and in at least his fourth year as a teacher of vocational agriculture were considered.¹

The central problem in this study was to determine the attitude of certain selected, involved persons toward the student teaching program

¹Jack Edward Stone, "Observed Differences in Selected Characteristics Between Departments Serving as Apprentice Teaching Centers and Other Departments of Vocational Agriculture." (Masters Thesis, Oklahoma State University, January, 1960), p. 2.

in the local schools and communities where the centers are located. Does the presence of student teachers improve, retard, or have little, if any, effect on the program of vocational agriculture and students in the centers where student teaching programs are operating? Do the parents, administrators, supervising teachers, and students look with favor upon the participation of the student teachers in the educational program of their school? What is the effect of student teaching programs on the total school program?

Purpose of the Study

The primary purpose of the study was to determine, as accurately as feasible within the scope of the study, the attitudes and opinions of the parents, school administrators, students, and supervising teachers in the 27 teaching centers toward the vocational agriculture teacher training program conducted by Oklahoma State University.

Limitations of the Study

The study was limited to the attitudes of the students, parents, school administrators, and supervising teachers in the 27 departments of vocational agriculture approved as student teaching centers. Locations of the departments are shown in Figure 1.

The selection of the students was made by selecting the first and fourth students from an alphabetized list of the sophomore, junior, and senior classes in each of the 27 schools. The selection of the parents was made by selecting at random one parent from the sophomore, junior, and senior classes of each of the 27 schools.

The study was concerned only with the attitudes of the students, parents, administrators, and supervising teachers toward the teacher training program as it affected the local teaching center.

All data presented, relating to the program of teacher training in vocational agriculture, were limited to the 1960-61 school year unless otherwise indicated.

Methods of Procedure

After making a review of available literature pertaining to student teaching, four different questionnaires were formulated, one for each of the four groups; school administrators, supervising teachers, parents, and students. Tentative plans and copies of the questionnaires were presented in some detail to members of the investigator's committee, Dr. Robert R. Price and Professor Don M. Orr, of the Agricultural Education Department of Oklahoma State University.

Schedule forms which included their suggestions, corrections, and additions were made for each of the four groups participating in the survey.

The next step in making this study was to secure for each of the five vocational agriculture supervising districts in Oklahoma, a list of vocational agriculture departments approved for student teaching centers. The total of 27 schools approved for the 1960-61 school year included; seven in the northwest district, five in the southwest, six in the central district, five in the northeast district, and four in the southeast district.

An explanatory letter, one supervising teacher questionnaire, one administrator questionnaire, six student questionnaires and three parent

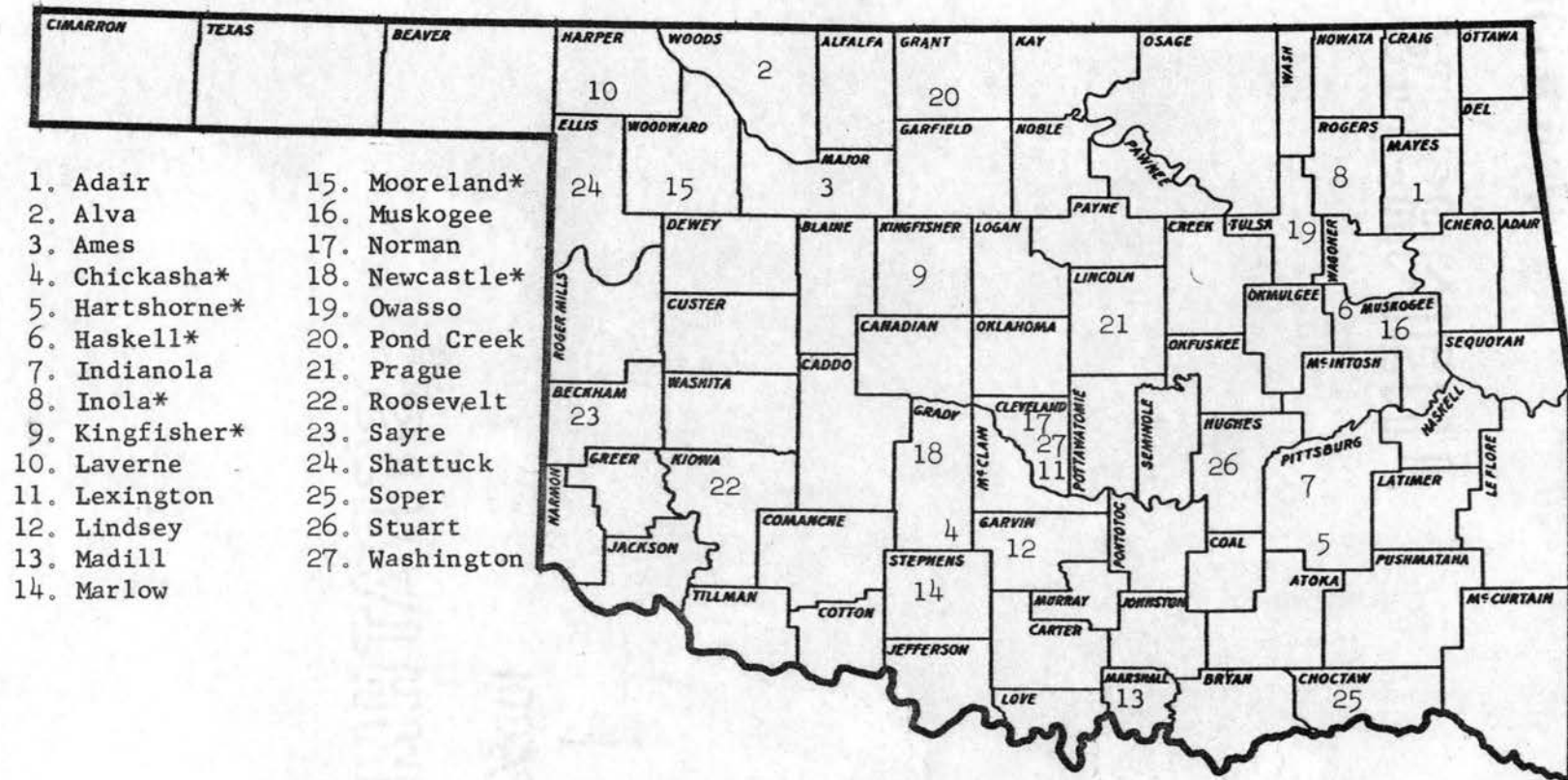


Figure 1. Location of Schools Designated as Co-operating Centers for Student Teaching in Vocational Agriculture for 1960-61.

questionnaires were mailed to vocational agriculture teachers in each of the 27 departments being studied. The first and fourth students on the roll and one parent were selected from the sophomore, junior, and senior vocational agriculture classes. Additional information was secured from the files of the Agricultural Education Department, the office of the Dean of Agriculture at Oklahoma State University, and the Oklahoma State Department of Vocational Agriculture.

Data secured were divided and evaluated in each of four categories as follows: (1) responses from students, (2) responses from parents, (3) responses from the school administrators, and (4) responses from supervising teachers.

In order to facilitate comparison of responses from the four groups, separate tabulations were made for each of the four groups. Tables were constructed and data were evaluated, analyzed, and summarized. Based upon these findings, conclusions were drawn and recommendations were made.

CHAPTER II

REVIEW OF LITERATURE

The leaders in the field of teacher training in Agricultural Education have recognized the value of student or apprentice teaching in the training of future teachers of Vocational Agriculture since the passage of the Smith-Hughes Act, in 1917.

Apparently, very few studies had been made in Oklahoma dealing specifically with student teaching in Vocational Agriculture. None were found concerning a determination of attitudes expressed toward the student teaching program by the students, parents, administrators, and supervising teachers in the student teaching center. Some of the literature reviewed consisted of articles apparently written from a personal point of view, while other studies included the opinions of a select group regarding the value of the student teaching program for the student teacher.

For information related to the vocational agriculture teacher training program in Oklahoma, Dr. Robert R. Price, Professor Don Orr, other members of the Agriculture Education department of Oklahoma State University, and Mr. Jack Stone, vocational agriculture instructor of the Duncan vocational agriculture department, were able to give personal information which was very helpful.

History of Teacher Training in Vocational Agriculture

Based upon the information available, this review will, therefore, consist of a summary of the development of the teacher training program in agriculture in the United States with special emphasis on the program in Oklahoma, and attitudes toward the program of student teaching.

O'Kelley states that:

It began in January, 1929, when six seniors in the College of Agriculture initiated what was then a unique teacher education experiment, but which since has become a requirement for every student seeking a major in Agriculture Education at University of Georgia.

The six students were, according to available records, probably the first trainees in Agriculture Education in the nation to receive full time, off-campus, supervised teaching experiences as a part of their college program of study.

The credit for undertaking the first student teaching program for prospective teachers of Vocational Agriculture, as well as for guiding and shaping its course for the first trying years of development, belongs to the late Dr. John T. Wheeler. Soon after the passage of the Smith-Hughes Act, in 1917, Dr. Wheeler came to the University of Georgia and organized the Department of Agriculture Education which he was to head until his death in 1950. During more than 30 years of service in Georgia he achieved national recognition for his many contributions to Vocational Education in Agriculture. His greatest achievement, undoubtedly, was the perfection and development of the apprentice system of teacher education---a supervised on-the-job training program adapted in the field of education.²

With the initiation of the apprentice or student teaching program by Dr. Wheeler in 1929, the program soon became universally adopted with varying modifications as to the methods used in carrying it out in the various states.

²G. L. O'Kelley Jr., "25 Years of Apprentice Teaching, University of Georgia", Agriculture Education Magazine, Vol. 28 (February, 1956), pp. 183-186.

However, with all the work Dr. Wheeler had done, much research remained to be done in the field of Vocational Education. A reason for this is given in the following statement by Stewart:

In the early days of our program of vocational education under the National Vocational Education Act, there was little time for promoting research. The necessity for setting up the programs of vocational education in the several states was immediate. Our leaders responsible for these undertakings were compelled to rely upon the knowledge at hand and, in a way, to follow the lead suggested in the researches of other fields.

The early studies were made by a few men in leadership positions in agricultural education, but largely by students in graduate schools. Few, perhaps, of the early studies could be dignified as research; however, they kept the spirit of research alive and laid the foundation for a more scientific approach to problems and a more logical presentation for their development.³

By 1935, definite progress had been made in many institutions relative to their apprentice teaching programs, and a limited amount of research had taken place. However, the full value of the studies that had been made was not being realized because of poor co-ordination of information between institutions. In 1935, R. M. Stewart compiled the first Summaries of Studies in Agriculture Education. This was a great step forward in getting valuable information off the shelves and into the hands of those who could use it.

The most complete study on the selection of the student teaching centers found was made by Atherton,⁴ who made an extensive study of 51

³R. M. Stewart, "Introductory Statement," Summaries of Studies in Agriculture Education, U. S. Government Printing (Washington, 1935), pp. 3-4.

⁴James C. Atherton, "A Suggested Set of Criteria for the Selection of Student Teaching Centers in Vocational Agriculture" (unpub. Doctor's dissertation, University of Illinois, 1950), pp. 138-140, 184, 191.

colleges and universities which train teachers of vocational agriculture. He recommends a set of 49 criteria to follow in selecting teaching centers. These standards relate to such areas as the breadth and quality of the vocational agriculture program, the qualifications of the teacher, the physical facilities of the training centers, the relationships in the local school system, and the location of centers. His conclusion was:

There is a relatively small number of criteria which should be considered minimum essentials for student teaching centers in vocational agriculture and a somewhat larger number of criteria which are desirable.

Among the criteria which he listed as essential were (1) a majority of the educational activities in the vocational agriculture program be related to the actual farm experiences of the pupils; (2) the vocational agriculture teacher, administration, and board of education approve the use of the local school as a teaching center; (3) a harmonious working relationship between the vocational agriculture teacher, administration, and other teachers in the school; (4) adequate housing facilities in the community for apprentice teachers; (5) an active chapter of Future Farmers of America; (6) adequate physical facilities for the development of a vocational agriculture program consistent with the needs of the community; and (7) the teacher devote full time in his teaching schedule to vocational agriculture.

The most complete study of the history of the student teaching program for vocational agriculture teachers found by this writer was made by Stone, who states that:

Although much research has been done, and much progress has been made relative to apprentice teaching in the United States since 1917, the program, in a sense is still in its infancy.⁵

⁵Jack E. Stone, pp. 14-15.

The first announcement concerning the requirements for apprentice teaching at Oklahoma State University, then Oklahoma Agricultural and Mechanical College, was listed in the college catalog for the school year 1920-21. The requirements called for two courses in observation and apprentice teaching. Since the University was organized on the quarter basis at that time, each of these courses lasted one quarter. This practice was carried on for about two years.

In the school year 1922-23, a total of 15 half days of observation and student teaching in nearby vocational agriculture departments was required of agriculture education students who were preparing to qualify as teachers of vocational agriculture.

The first program with a full time teacher of vocational agriculture who also would be in charge of the student teaching program was arranged at Perkins, Oklahoma, in the fall of 1927. The student teaching program was scheduled to include two semesters, and seniors in the Department of Agriculture Education were to make trips to Perkins one-half day per week throughout the school year. They were also required to assist in the organization and conduction of adult farmer classes. This type program continued from the fall of 1927 to the spring of 1941.

Beginning in the fall of 1941, arrangements were made with the Stillwater, Oklahoma, public schools for their Vocational Agriculture Department to serve as a student teaching center. The arrangements allowed for the senior agriculture education students to do observation and student teaching one-half day per week throughout the school year. This arrangement continued until the end of the spring semester of 1948.

In the spring of 1948, the first full time student teaching program was introduced. This program provided for six weeks of a semester to be

spent with a teacher of Vocational Agriculture in an approved department. A number of so called "block courses" in agriculture, were arranged to fill the remaining twelve weeks of the semester. This program continued until the fall of 1956.

Beginning with the fall semester of 1956, the six weeks student teaching period was extended to include eight weeks in the student teaching center. This plan for student teaching is being followed at the time of this writing.

Attitudes Toward the Program of Student Teaching

The following statements from articles written by teacher trainees indicate that more research should be done around the supervising teacher and various phases of the community where the center is located. Noakes wrote:

From past experience with the off-campus teacher training program, it has become apparent that there are certain conditions which provide a better training environment than others. It is recognized that the off-campus program can be no better than the critic-teacher directly responsible for conducting it. In view of the fact, great care is used in the selecting of centers. In those selected, the critic-teacher has demonstrated a superior pattern of teaching. He is serving three groups--pre-vocational, vocational, and out-of-school and following up instructions with effective farm visits.

In 1952, while Director of Student Teaching at the University of North Dakota, Stevens⁸ surveyed the literature concerning the off-campus

⁷Harold L. Noakes, "Learning by Doing Applied to Training Teachers", Agriculture Education Magazine, Vol. XXV. (March 1953) pp. 206-208.

⁸Frank L. Stevens, "A Summary of the Literature on the Off-Campus Cooperating Teacher", (Educational Administration and Supervision, March 1952), As reported in The Supervising Teacher Thirty-Eighth Yearbook, (1959). p. 17.

supervising teacher. He concluded that little serious study about this increasingly important teacher had been accomplished. He emphasized this point by stating that the co-operating teacher has been almost completely overlooked as a subject for objective research. Kirkland stated:

If trainees are to be given an opportunity to develop the professional competencies required for projecting satisfactory programs of Vocational Agriculture, it seems imperative that the institution select training centers in which well qualified teachers are employed; in which complete programs of Vocational Agriculture are in operation; and in which adequate physical facilities are available.⁹

A review of a study made by Ward and Stearns gives us a glimpse of the expanding role the public schools will have in the future. They state that:

There is a tendency among college faculty engaged in student teaching supervision and co-ordination to take heart and breathe satisfied sighs that, among the varied and rampant criticisms of professional education, student teaching is rarely attacked. While it may be true that student teaching is easier for the non-professional to comprehend because of society's acceptance of the internship concept, there is need to see criticism in a broader sense. Student teaching is built upon a combination of bases: foundational studies in education, subject-area learnings from the academic disciplines, and methods and materials of instruction. Any criticism which tends to degrade, distort, or create factions or schisms among the various bases upon which student teaching is built, is potentially damaging to the best interests of those who work with student teachers.

The major thesis of this section is that a larger concept of the role of the public school in teacher education will benefit both the public school and the teacher education institution. Closing ranks in professional education, and narrowing the gap philosophically and practically between the public school and the teacher education institution will greatly enhance the public image of both institutions. The acceptance and clarifications of common goals, the nurture of an atmosphere

⁹J. Bryant Kirkland, "Selected Students Teaching Centers", Agriculture Education Magazine, Vol. XX (December 1947) p. 115.

of mutual respect, and the co-operative co-ordination of efforts of both agencies, to the gratification of the American public and to the direct advantage of Johnny Jones in the classroom and of Barbara Smith who wants, above all else, to be well prepared to teach him.¹⁰

Mr. Ward and Mr. Stearns believe that the extension of co-operation between public schools and teacher-educating institutions obviously would have little future if there were not also advantages for public schools inherent in this extended relationship. Undoubtedly there is at the base of the co-operative effort of every sincere and dedicated public school administrator and teacher, the certain knowledge that the ultimate welfare of the teaching profession and of public education demands public school participation in teacher education.

They further suggest that beyond this basic professional allegiance there are certain specific additional advantages which alert school administrators are quick to recognize. Public schools are finding it in their own best interests to become vitally identified with teacher education institutions. Superintendents and boards of education realize the advantages in terms of an ample supply of new teachers, increased attention and recognition by the professors and placement personnel who affect the decisions of graduates seeking positions, and the more advanced degree of preparation which is possible through localized phases of the teacher education program.

It is evident from the literature reviewed that a general agreement exists that the influence of the people in the training centers, and the experience gained by the apprentice teacher while he is in

¹⁰Ted Ward and Troy Stears, "An Expanding Role", Teacher Education and the Public School, As reported in the Association For Student Teaching Fortieth Yearbook (1961) pp. 97-98.

residence is of great value to him and his future; however, at no point in the review did the author find evidence of the affect the student teacher has on the groups in this study. This is the basis upon which the need for an evaluation of the student teaching program in Oklahoma by school administrators, supervising teachers, parents, and students of the local teaching centers was made.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Data presented in this chapter were obtained from questionnaires completed and returned by respondents representative of 27 teacher training centers in the five supervisory districts in Oklahoma. Attitudes and responses were secured from 114 students, 52 parents, 20 supervising teachers, and 23 administrators. The questionnaires were collected and the data summarized. Tables were formulated to facilitate presentation of data covering questions included in the four questionnaire schedules. The following tables, analyses, and comments constitute a presentation of data secured in the course of this investigation.

School classification during school year 1960-61 as reported by 114 vocational agriculture students in the co-operating schools.

The findings as presented in Table I indicate that the school

TABLE I

SCHOOL CLASSIFICATION DURING SCHOOL YEAR 1960-61 AS
REPORTED BY 114 VOCATIONAL AGRICULTURE STUDENTS
IN THE CO-OPERATING SCHOOLS

School Classification	Students Number	Response Per Cent
Sophomore	34	29.8
Junior	42	36.9
Senior	<u>38</u>	<u>33.3</u>
Totals	114	100.0

classification ranged from sophomores through seniors. No freshmen students were surveyed in this study since they would not have participated in the student teaching program of 1960-61 at the time this study was being made.

Years associated with the student teaching program as reported by 114 vocational agriculture students in the co-operating schools

The number of years associated with the student teaching program ranged from one to four years. It should be noted that the data in

TABLE II

YEARS ASSOCIATED WITH THE STUDENT TEACHING PROGRAM
AS REPORTED BY 114 VOCATIONAL AGRICULTURE
STUDENTS IN THE CO-OPERATING SCHOOLS

Number of Years Associated	Student Response	
	Number	Per Cent
One	36	31.6
Two	47	41.2
Three	29	25.4
Four	<u>2</u>	<u>1.8</u>
Totals	114	100.0

in Table II indicates that 68.4 per cent of the students surveyed have been associated with the student teaching program from two to four years. This would suggest that the majority of the students had been associated with the student teaching program long enough to adequately evaluate the program from the viewpoint of a high school vocational agriculture student.

Opinions expressed by 114 vocational agriculture students regarding the changes in relationship between the regular vocational agriculture teacher and themselves in the co-operating schools

The relationship between the student and his teacher is very important. In many cases the correct relationship between the student and his teacher may mean the difference between a good learning situation and a poor learning situation.

TABLE III

OPINIONS EXPRESSED BY 114 VOCATIONAL AGRICULTURE STUDENTS
REGARDING THE CHANGES IN RELATIONSHIP BETWEEN THE
REGULAR VOCATIONAL AGRICULTURE TEACHER AND
THEMSELVES IN THE CO-OPERATING SCHOOLS

Degree of Change	Student Response	
	Number	Per Cent
Large	9	7.9
Slight	44	38.6
None	61	53.5
Totals	114	100.0

Table III shows that 92.1 per cent of the students felt that there was none to slight change in the relationship between the student and his regular vocational agriculture teacher.

Opinions expressed by 114 vocational agriculture students regarding the new methods of teaching used as a result of the student teaching in the co-operating schools

Agriculture is changing very rapidly and it was gratifying to see that the universities were teaching their student teachers to use new methods of teaching. This is shown in Table IV, where 81.6 per cent of the programs caused some new teaching methods to be used and 7.8 per cent

indicated that the student teaching program caused many new methods to be used.

TABLE IV

OPINIONS EXPRESSED BY 114 VOCATIONAL AGRICULTURE STUDENTS REGARDING THE NEW METHODS OF TEACHING USED AS A RESULT OF THE STUDENT TEACHING IN THE CO-OPERATING SCHOOLS

Degree of New Methods	Student Response	
	Number	Per Cent
Many	9	7.8
Some	93	81.6
None	<u>12</u>	<u>10.6</u>
Totals	114	100.0

Opinions expressed by 114 vocational agriculture students in the co-operating schools regarding the length of time the student teachers should be in the local school

The length of time the student teacher spends in the local training center is very important to him. Table V indicates that vocational

TABLE V

OPINIONS EXPRESSED BY 114 VOCATIONAL AGRICULTURE STUDENTS IN THE CO-OPERATING SCHOOLS REGARDING THE LENGTH OF TIME THE STUDENT TEACHERS SHOULD BE IN THE LOCAL SCHOOL

Opinions as to Length of Time	Student Response	
	Number	Per Cent
Two Weeks	1	0.9
Four Weeks	2	1.8
Six Weeks	26	22.8
Eight Weeks	73	64.0
Do Not Know	<u>12</u>	<u>10.5</u>
Totals	114	100.0

agriculture students feel the same way since 99 of the 114 vocational agriculture students said that the student teacher should be in the local school from six to eight weeks.

Opinions expressed by 114 vocational agriculture students in the co-operating schools regarding how many groups of student teachers should be sent to the local school each semester

Table VI shows that 100.0 per cent of the vocational agriculture students agreed that only one group of student teachers should be sent to the local school each semester.

TABLE VI

OPINIONS EXPRESSED BY 114 VOCATIONAL AGRICULTURE STUDENTS IN THE CO-OPERATING SCHOOLS REGARDING HOW MANY GROUPS OF STUDENT TEACHERS SHOULD BE SENT TO THE LOCAL SCHOOL EACH SEMESTER

Opinions as to Number of Groups	Student Response			
	First Semester		Second Semester	
	Number	Per Cent	Number	Per Cent
One Group	114	100.0	114	100.0
Two Groups	0	0.0	0	0.0
Totals	114	100.0	114	100.0

Opinions expressed by 114 vocational agriculture students in the co-operating schools regarding how often a co-operating school should have student teachers

Upon examining data presented in Table VII, we find that a total of 109 or 95.6 per cent of the vocational agriculture students reported that in their opinion a teaching center should have student teachers every year. This would indicate to us that the vocational agriculture student enjoyed having the student teachers each year, but they feel

TABLE VII

OPINIONS EXPRESSED BY 114 VOCATIONAL AGRICULTURE STUDENTS
IN THE CO-OPERATING SCHOOLS REGARDING HOW OFTEN A
SCHOOL SHOULD HAVE STUDENT TEACHERS

Frequency of Student Teachers	Student Response	
	Number	Per Cent
Every year	109	95.6
Every other year	5	4.4
Every third year	0	0.0
Totals	114	100.0

that only one group is best for their total vocational agriculture program.

Opinions expressed by 114 vocational agriculture students in the co-operating schools as to which semester is most convenient to have student teachers.

The opinions of the students were 21.9 per cent in favor of the first semester and 78.1 per cent in favor of the second semester as to

TABLE VIII

OPINIONS EXPRESSED BY 114 VOCATIONAL AGRICULTURE STUDENTS
IN THE CO-OPERATING SCHOOL AS TO WHICH SEMESTER IS
MOST CONVENIENT TO HAVE STUDENT TEACHERS

Opinions Expressed	Student Response	
	Number	Per Cent
First Semester	25	21.9
Second Semester	89	78.1
Total	114	100.0

convenience of having student teachers. This large per cent in favor of the second semester would let us be safe in assuming that the second

semester is deemed most convenient by the vocational agriculture students to have student teachers teach them vocational agriculture.

Opinions expressed by 114 vocational agriculture students in the co-operating schools as to the extent of interruption caused by the student teachers

After reviewing the opinions as expressed in Table IX, it is evident that there is no reason to be concerned about any interruption that may be caused by the student teacher, 87.7 per cent or 100 of the 114 vocational agriculture students reported no interruptions were caused by the student teachers.

TABLE IX

OPINIONS EXPRESSED BY 114 VOCATIONAL AGRICULTURE STUDENTS IN THE CO-OPERATING SCHOOLS AS TO THE EXTENT OF INTERRUPTION CAUSED BY THE STUDENT TEACHERS

Extent of Interruption	Student Response	
	Number	Per Cent
Yes	1	1.0
Somewhat	13	11.3
No	<u>100</u>	<u>87.7</u>
Totals	114	100.0

Opinions expressed by 114 vocational agriculture students in the co-operating schools regarding the differences in the length of time it takes the student teachers to teach a problem as compared to the regular teacher

After analyzing data presented in Table X, it was evident that there was some additional time spent in teaching a problem by the student teacher, since 78 of the 114 students indicated that it took little, some, or much more time for each problem. This indication was of little

importance to the student or the program of vocational agriculture, since 109, or 95.6 per cent, of the 114 students indicated that the additional time to teach a problem made little difference to the program of vocational agriculture.

TABLE X

OPINIONS EXPRESSED BY 114 VOCATIONAL AGRICULTURE STUDENTS IN THE CO-OPERATING SCHOOLS REGARDING THE DIFFERENCES IN THE LENGTH OF TIME IT TAKES THE STUDENT TEACHERS TO TEACH A PROBLEM AS COMPARED TO THE REGULAR TEACHER

Response Indicated	Length of Time		Degree of Importance	
	Student Response Number	Per Cent	Student Response Number	Per Cent
Much	3	2.6	0	0.0
Some	25	21.9	0	0.0
Little	50	43.9	0	0.0
None	36	31.6	0	0.0
Makes Little Difference	0	0.0	109	95.6
Is Not Best	<u>0</u>	<u>0.0</u>	<u>5</u>	<u>4.4</u>
Totals	114	100.0	114	100.0

Opinions expressed by 114 vocational agriculture students in the co-operating schools as to the information gained about Oklahoma State University

The opinions in Table XI were varied from none to much. However, we see that 53.5 per cent indicated they received some information and 27.2 per cent indicated they received much information about Oklahoma State University. This would indicate that the student teachers are doing fine work in public relations for Oklahoma State University and the Agriculture Education Department of Oklahoma State University.

TABLE XI

OPINIONS EXPRESSED BY 114 VOCATIONAL AGRICULTURE STUDENTS IN THE
CO-OPERATING SCHOOLS AS TO THE INFORMATION GAINED ABOUT
OKLAHOMA STATE UNIVERSITY

Extent of Information	Student Response	
	Number	Per Cent
Much	31	27.2
Some	61	53.5
Little	17	14.9
None	<u>5</u>	<u>4.4</u>
Totals	114	100.0

Opinions expressed by 114 vocational agriculture students in the co-operating schools regarding the incentive to work harder in vocational agriculture, chapter FFA meetings, supervised farming, and regular class work as a result of having student teachers

Of the students reporting in Table XII, 34.2 per cent felt that they received much incentive, and 43.9 per cent some incentive to work harder in vocational agriculture. Some added incentive to work harder in chapter FFA meetings was noted by 44.7 per cent of the students reporting while 42.1 per cent reported much incentive in supervised farming. The incentive to work harder in regular class work found 36.0 per cent reporting much incentive, and 43.9 per cent reporting some incentive. There was a very small per cent that received little or no incentive, therefore, we can feel that the student teachers do have a stimulating effect upon the vocational agriculture students in the four divisions indicated in Table XII.

TABLE XII

OPINIONS EXPRESSED BY 114 VOCATIONAL AGRICULTURE STUDENTS IN THE CO-OPERATING SCHOOLS REGARDING THE INCENTIVE TO WORK HARDER IN VOCATIONAL AGRICULTURE, CHAPTER FFA MEETINGS, SUPERVISED FARMING, AND REGULAR CLASS WORK AS A RESULT OF HAVING STUDENT TEACHERS

Opinions Expressed	Vocational Agriculture		Chapter FFA Meetings		Supervised Farm Practice		Regular Classwork	
	Student Response Number	Per Cent	Student Response Number	Per Cent	Student Response Number	Per Cent	Student Response Number	Per Cent
Much	39	34.2	44	38.6	48	42.1	41	36.0
Some	50	43.9	51	44.7	40	35.1	50	43.9
Little	21	18.4	10	8.8	23	20.2	15	13.1
None	4	3.5	9	7.9	3	2.6	8	7.0
Totals	114	100.0	114	100.0	114	100.0	114	100.0

Years associated with the student teaching program as reported by 52 parents in the co-operating schools

The number of years that the parents of vocational agriculture students were associated with the student teaching program ranged from one to seventeen or more with 88.5 per cent having been associated with the student teaching program five or more years. With this large per cent having over five years of association with the student teaching program, as shown in Table XIII, it would suggest that the majority of the parents would have had enough experience with the program to lend validity to their evaluations.

TABLE XIII

YEARS ASSOCIATED WITH THE STUDENT TEACHING PROGRAM AS REPORTED
BY 52 PARENTS IN THE CO-OPERATING SCHOOLS

Number of Years Associated	Parents Responding	
	Number	Per Cent
One-Two	4	7.7
Three-Four	2	3.8
Five-Six	1	2.0
Seven-Eight	5	9.6
Nine-Ten	10	19.2
Eleven-Twelve	9	17.3
Thirteen-Fourteen	5	9.6
Fifteen-Sixteen	6	11.6
Seventeen or more	<u>10</u>	<u>19.2</u>
Totals	52	100.0

Groups of student teachers observed while their son was enrolled in vocational agriculture and at other times as reported by 52 parents in the co-operating schools

The parents selected were those of the students of sophomore,

junior, and senior classification, therefore, all of them had observed one or more groups. It is shown in Table XIV, that 40.3 per cent had observed three or more groups with only 30.8 per cent having observed only one group of student teachers. This would indicate that the parents reporting would have had considerable experience with the student teaching program and could render valuable information concerning the program.

TABLE XIV

GROUPS OF STUDENT TEACHERS OBSERVED WHILE YOUR SON WAS ENROLLED
IN VOCATIONAL AGRICULTURE AND AT OTHER TIMES AS REPORTED
BY 52 PARENTS IN THE CO-OPERATING SCHOOLS

Number of Groups	Parents Responding:			
	Enrolled in Vocational Agriculture		Other Times	
	Number	Per Cent	Number	Per Cent
None	0	0.0	34	65.4
One	16	30.8	6	11.5
Two	15	28.8	3	5.8
Three	16	30.8	2	3.9
Four	4	7.7	4	7.7
Five	0	0.0	1	1.9
Six	0	0.0	1	1.9
Seven or more	<u>1</u>	<u>1.9</u>	<u>1</u>	<u>1.9</u>
Totals	52	100.0	52	100.0

Opinions expressed by 52 parents in the co-operating schools as to the extent of change in the relationship between the regular teacher and the parents

Analysis of the data from Table XV, indicates that from 52 parents reporting there were 50, or 96.1 per cent, who reported that there was no change in the relationship between the regular teacher and the parents.

TABLE XV

OPINIONS EXPRESSED BY 52 PARENTS IN THE CO-OPERATING SCHOOLS AS
TO THE EXTENT OF CHANGE IN THE RELATIONSHIP BETWEEN THE
REGULAR TEACHER AND THE PARENTS

Extent of Change	Parents Responding	
	Number	Per Cent
Serious	0	0.0
Slight	2	3.9
None	<u>50</u>	<u>96.1</u>
Totals	52	100.0

This would indicate that the change in relationship between the regular teacher and the parents caused by the presence of student teachers, is of little consequence to the program of vocational agriculture.

Opinions expressed by 52 parents in the co-operating schools regarding the extent they felt that the program of student teaching caused new methods of teaching to be implemented

It is shown in Table XVI, that 78.9 per cent of the parents reporting indicated that the student teaching program caused new methods of

TABLE XVI

OPINIONS EXPRESSED BY 52 PARENTS IN THE CO-OPERATING SCHOOLS
REGARDING THE EXTENT THEY FELT THAT THE PROGRAM OF STUDENT
TEACHING CAUSED NEW METHODS OF TEACHING TO BE IMPLEMENTED

Extent of New Methods Implemented	Parents Responding	
	Number	Per Cent
Many	3	5.8
Some	38	73.1
None	<u>11</u>	<u>21.1</u>
Totals	52	100.0

teaching to be implemented, while the remaining 21.1 per cent reported no new methods being implemented. We must conclude that the student teaching program does cause new methods of teaching to be implemented which would add interest and meaning to any teaching program.

Opinions expressed by 52 parents in the co-operating schools as to the length of time the student teachers should be in the local schools

It is evident from these data in Table XVII, that eight weeks is the most desirable length of time for the student teachers to be in the local school from the view point of the parents since 61.6 per cent indicated eight weeks.

TABLE XVII

OPINIONS EXPRESSED BY 52 PARENTS IN THE CO-OPERATING SCHOOLS AS TO THE LENGTH OF TIME THE STUDENT TEACHERS SHOULD BE IN THE LOCAL SCHOOLS

Opinions as to Length of Time	Parents Responding Number	Per Cent
Two Weeks	1	1.9
Four Weeks	0	.0
Six Weeks	10	19.2
Eight Weeks	32	61.6
Do Not Know	<u>9</u>	<u>17.3</u>
Totals	52	100.0

Opinions expressed by 52 parents in the co-operating schools as to how many groups of student teachers should be sent to the local school each semester

Since 100 per cent of the parents indicated that there should be only one group of student teachers sent to the local school each semester as shown in Table XVIII, it is evident that the plan followed by the

TABLE XVIII

OPINIONS EXPRESSED BY 52 PARENTS IN THE CO-OPERATING SCHOOLS
AS TO HOW MANY GROUPS OF STUDENT TEACHERS SHOULD BE
SENT TO THE LOCAL SCHOOL EACH SEMESTER

Opinions as to Number of Groups	Parents Responding Number	Per Cent
One	52	100.0
Two	<u>0</u>	<u>.0</u>
Totals	52	100.0

the Agriculture Education Department of Oklahoma State University is in harmony with the parents of the local schools.

Opinions expressed by 52 parents in the co-operative schools regarding how often a co-operating school should have student teachers

After reviewing the opinions expressed in Table XIX, there is no doubt that it is desirable, from the parents point of view, to have student teachers in the co-operating schools each year since 90.4 per cent reported that preference.

TABLE XIX

OPINIONS EXPRESSED BY 52 PARENTS IN THE CO-OPERATIVE SCHOOLS
REGARDING HOW OFTEN A CO-OPERATING SCHOOL SHOULD
HAVE STUDENT TEACHERS

Frequency of Student Teachers	Parents Responding Number	Per Cent
Every year	47	90.4
Every other year	5	9.6
Every third year	<u>0</u>	<u>0.0</u>
Totals	52	100.0

Opinions expressed by 52 parents in the co-operating schools as to which semester is most convenient to have student teachers

Of the parents reporting in Table XX, 82.7 per cent stated that the second semester was most desirable for the local school to have student teachers. This suggests that some thought might be given to the reasons for this large percentage preferring the second semester, rather than the first semester, to have student teachers in the local school.

TABLE XX

OPINIONS EXPRESSED BY 52 PARENTS IN THE CO-OPERATING SCHOOLS AS TO WHICH SEMESTER IS MOST CONVENIENT TO HAVE STUDENT TEACHERS

Opinions Expressed	Parents Responding	
	Number	Per Cent
First semester	9	17.3
Second semester	<u>43</u>	<u>82.7</u>
Totals	52	100.0

Opinions expressed by 52 parents in the co-operating schools as to the extent of interruption caused by the student teacher

TABLE XXI

OPINIONS EXPRESSED BY 52 PARENTS IN THE CO-OPERATING SCHOOLS AS TO THE EXTENT OF INTERRUPTION CAUSED BY THE STUDENT TEACHER

Extent of Interruption	Parents Responding	
	Number	Per Cent
Yes	0	0.0
Somewhat	4	7.7
No	<u>48</u>	<u>92.3</u>
Totals	52	100.0

It was encouraging to note in Table XXI, that the response given by the parents regarding the interruption caused by the student teachers, showed that 92.3 per cent felt that they caused no interruption. No one indicated an interruption of major importance, and only 7.7 per cent stated some interruption.

Opinions expressed by 52 parents in the co-operating schools regarding the difference in the length of time it takes the student teachers to teach a problem as compared to the regular teacher

After analyzing these data presented in Table XXII, it was evident that 78.9 per cent of the parents surveyed felt that it took, "little to some," more time for the student teachers to teach a problem than the regular teacher. Since 21.1 per cent indicated that they either did

TABLE XXII

OPINIONS EXPRESSED BY 52 PARENTS IN THE CO-OPERATING SCHOOLS
REGARDING THE DIFFERENCE IN THE LENGTH OF TIME IT TAKES
THE STUDENT TEACHERS TO TEACH A PROBLEM
AS COMPARED TO THE REGULAR TEACHER

Response Indicated	Parents Responding	
	Number	Per Cent
Much	0	0.0
Some	17	32.7
Little	24	46.2
None	8	15.4
Do not know	<u>3</u>	<u>5.7</u>
Totals	52	100.0

not know or that it took no more time for the student teacher to teach a problem than the regular teacher, one may conclude that the difference in time was not an important factor to consider from the parent's point

of view.

Opinions expressed by 52 parents in the co-operating schools as to the stimulating effect that the student teaching program has on the local agriculture program and the total school program

In analyzing these data presented in Table XXIII, we find that the student teaching program had a stimulating effect upon the vocational agriculture program and the total school program. This indication was evident, since only 7.7 per cent and 21.2 per cent reported that they, did "not know," or that there, "were no," stimulating effects in the vocational agriculture programs and in the total school programs respectively.

TABLE XXIII

OPINIONS EXPRESSED BY 52 PARENTS IN THE CO-OPERATING SCHOOLS
AS TO THE STIMULATING EFFECT THAT THE STUDENT TEACHING
PROGRAM HAS ON THE LOCAL AGRICULTURE PROGRAM
AND THE TOTAL SCHOOL PROGRAM

Stimulating Effect	Parents Responding			
	Local Agriculture Program		Total Secondary School Program	
	Number	Per Cent	Number	Per Cent
Much	13	25.0	4	7.7
Some	28	53.8	21	40.3
Little	7	13.5	16	30.8
None	3	5.8	9	17.4
Do not know	<u>1</u>	<u>1.9</u>	<u>2</u>	<u>3.8</u>
Totals	52	100.0	52	100.0

Opinions expressed by 52 parents in the co-operating schools regarding the discipline problems caused as a result of the student teaching program in vocational agriculture

Of the parents reporting in Table XXIV, 86.5 per cent felt that there were no discipline problems caused as a result of the student

teaching program and only 13.5 per cent felt that there were a few to very few.

TABLE XXIV

OPINIONS EXPRESSED BY 52 PARENTS IN THE CO-OPERATING SCHOOLS
REGARDING THE DISCIPLINE PROBLEMS CAUSED AS A RESULT OF
THE STUDENT TEACHING PROGRAM IN VOCATIONAL AGRICULTURE

Opinions Expressed	Parents Responding	
	Number	Per Cent
Many	0	0.0
A few	2	3.9
Very few	5	9.6
None	<u>45</u>	<u>86.5</u>
Totals	52	100.0

Opinions expressed by 52 parents in the co-operating schools regarding the need for supplemental teaching as a result of the student teaching program

It was not alarming to find that 3.9 per cent felt that much, 19.2 per cent felt that some, and that 19.2 per cent felt that little

TABLE XXV

OPINIONS EXPRESSED BY 52 PARENTS IN THE CO-OPERATING SCHOOLS
REGARDING THE NEED FOR SUPPLEMENTAL TEACHING AS A RESULT
OF THE STUDENT TEACHING PROGRAM

Opinions Expressed	Parents Responding	
	Number	Per Cent
Much	2	3.9
Some	10	19.2
Little	10	19.2
None	22	42.3
Do not know	<u>8</u>	<u>15.4</u>
Totals	52	100.0

supplemental teaching had to be done since the student teachers are in the co-operating school to gain participating experiences. However, it was indicative of well trained student teachers since 42.3 per cent of the parents reporting felt that no supplemental teaching had to be done.

Opinions expressed by 52 parents in the co-operating schools regarding the value of the student teaching program to the future of agriculture

Data as presented in Table XXVI, help to confirm the writer's opinion that vocational training in vocational agriculture is important to the future of agriculture.

TABLE XXVI

OPINIONS EXPRESSED BY 52 PARENTS IN THE CO-OPERATING SCHOOLS
REGARDING THE VALUE OF THE STUDENT TEACHING PROGRAM
TO THE FUTURE OF AGRICULTURE

Extent of Value	Parents Responding	
	Number	Per Cent
Much	32	61.5
Some	17	32.7
Little	3	5.8
None	0	0.0
Totals	52	100.0

Opinions expressed by 52 parents in the co-operating schools regarding the value of the student teaching program to the general education program

The parents reporting in Table XXVII, further confirms this belief that the student teaching program is of value to education in general as well as vocational agriculture and the future of agriculture. Those reporting no value from the student teaching program were a small minority of 11.6 per cent.

TABLE XXVII

OPINIONS EXPRESSED BY 52 PARENTS IN THE CO-OPERATING SCHOOLS
REGARDING THE VALUE OF THE STUDENT TEACHING PROGRAM TO
THE GENERAL EDUCATION PROGRAM

Extent of Value	Parents Responding	
	Number	Per Cent
Much	18	34.6
Some	23	44.2
Little	5	9.6
None	<u>6</u>	<u>11.6</u>
Totals	52	100.0

Opinions expressed by 52 parents in the co-operating schools as to the extent of their responsibility in the training of future teachers of vocational agriculture

It was reassuring to this writer to discover that the response given by the parents in Table XXVIII, indicated that 86.6 per cent of

TABLE XXVIII

OPINIONS EXPRESSED BY 52 PARENTS IN THE CO-OPERATING SCHOOLS
AS TO THE EXTENT OF THEIR RESPONSIBILITY IN THE TRAINING
OF FUTURE TEACHERS OF VOCATIONAL AGRICULTURE

Extent of Responsibility	Parents Responding	
	Number	Per Cent
Much	18	34.6
Some	22	42.4
Little	5	9.6
None	<u>7</u>	<u>13.4</u>
Totals	52	100.0

the parents felt that they do have a responsibility in the training of future teachers of vocational agriculture.

Opinions expressed by 52 parents in the co-operating schools as to the desirability of the student teachers taking their wives to the teaching center

The opinions of the parents as shown in Table XXIX, were divided with the majority, or 59.6 per cent, saying that they thought it "doubtful" or "no" in regard to the student teachers taking their wives to the teaching center. This left 40.4 per cent thinking that the wives of the student teachers should accompany their husbands to the teaching center.

TABLE XXIX

OPINIONS EXPRESSED BY 52 PARENTS IN THE CO-OPERATING SCHOOLS
AS TO THE DESIRABILITY OF THE STUDENT TEACHERS TAKING
THEIR WIVES TO THE TEACHING CENTER

Opinions as to Desirability	Parents Responding	
	Number	Per Cent
Yes	21	40.4
Doubtful	21	40.4
No	10	19.2
Totals	52	100.0

Opinions expressed by 52 parents in the co-operating schools as to the extent of embarrassment caused by the student teaching program

It was very evident by the opinions expressed in Table XXX, that 100.0 per cent of the parents felt that there was little or no embarrassment caused by the student teaching program.

TABLE XXX

OPINIONS EXPRESSED BY 52 PARENTS IN THE CO-OPERATING SCHOOLS
AS TO THE EXTENT OF EMBARRASSMENT CAUSED BY THE
STUDENT TEACHING PROGRAM

Extent of Embarrassment	Parents Responding	
	Number	Per Cent
Much	0	0.0
Some	0	0.0
Little	5	9.6
None	<u>47</u>	<u>90.4</u>
Totals	52	100.0

Opinions expressed by 52 parents in the co-operating schools as to the tendency of the student teaching program to retard the training of high school vocational agriculture students

It was clearly shown in Table XXXI that 100.0 per cent of the parents felt that there was little or no tendency toward retarding the training of high school vocational agriculture students.

TABLE XXXI

OPINIONS EXPRESSED BY 52 PARENTS IN THE CO-OPERATING SCHOOLS
AS TO THE TENDENCY OF THE STUDENT TEACHING PROGRAM TO
RETARD THE TRAINING OF HIGH SCHOOL VOCATIONAL
AGRICULTURE STUDENTS.

Opinions Expressed	Parents Responding	
	Number	Per Cent
Much	0	0.0
Some	0	0.0
Little	7	13.5
None	<u>45</u>	<u>86.5</u>
Totals	52	100.0

Opinions expressed by 52 parents in the co-operating schools regarding the high school students looking forward to having student teachers.

The percentage of parents who felt that the high school student definitely looked forward to having student teachers was 76.9 per cent as compared to 23.1 per cent who felt the students were indifferent to having student teachers.

TABLE XXXII

OPINIONS EXPRESSED BY 52 PARENTS IN THE CO-OPERATING SCHOOLS
REGARDING THE HIGH SCHOOL STUDENTS LOOKING FORWARD
TO HAVING STUDENT TEACHERS

Opinions Expressed	Parents Responding Number	Per Cent
Yes	40	76.9
Indifferent	12	23.1
No	<u>0</u>	<u>0.0</u>
Totals	52	100.0

Years associated with the student teaching program as reported by 20 supervising teachers in the co-operating schools of Oklahoma

After analyzing data presented in Table XXXIII, it was evident that 70.0 per cent of the supervising teachers surveyed had been associated with the program of student teaching from seven to sixteen years, with 15.0 per cent reporting seventeen or more years as compared to 15.0 per cent with one to six years of association with the student teaching program. This would tend to add confidence to the validity of judgments and opinions rendered in the evaluation of the student teaching program as to its effect on the local school and community.

TABLE XXXIII

YEARS ASSOCIATED WITH THE STUDENT TEACHING PROGRAM AS REPORTED
BY 20 SUPERVISING TEACHERS IN THE CO-OPERATING
SCHOOLS OF OKLAHOMA

Number of Years Associated	Teachers Responding	
	Number	Per Cent
One-Two	1	5.0
Three-Four	1	5.0
Five-Six	1	5.0
Seven-Eight	2	10.0
Nine-Ten	2	10.0
Eleven-Twelve	5	25.0
Thirteen-Fourteen	4	20.0
Fifteen-Sixteen	1	5.0
Seventeen or More	<u>3</u>	<u>15.0</u>
Totals	20	100.0

Groups of student teachers supervised as reported by 20 supervising
teachers in the co-operating schools

TABLE XXIV

GROUPS OF STUDENT TEACHERS SUPERVISED AS REPORTED BY 20 SUPERVISING
TEACHERS IN THE CO-OPERATING SCHOOLS

Number of Groups	Teachers Responding	
	Number	Per Cent
One	1	5.0
Two	2	10.0
Three	1	5.0
Four	3	15.0
Five	4	20.0
Six	1	5.0
Seven	1	5.0
Eight	1	5.0
Nine	1	5.0
Ten or More	<u>5</u>	<u>25.0</u>
Totals	20	100.0

Since only the co-operating schools were used in this study, 100.0 per cent of the teachers had supervised at least one group of student teachers as shown in Table XXXIV. It can be noted, however, that 80.0 per cent of the supervising teachers had supervised from four to ten or more groups of student teachers. After analyzing the data in Table XXXIV, it is indicative of more than a few years of total supervising teacher experience.

Opinions expressed by 20 supervising teachers in the co-operating schools as to the extent of change in relationship between the students and the regular teacher

It was gratifying to find that in the judgment of supervising teachers there was no serious change in the relationship between the student and the regular teacher and that 60.0 per cent of supervising teachers reporting, as shown in Table XXXV, felt that there was no change in relationship at all.

TABLE XXXV

OPINIONS EXPRESSED BY 20 SUPERVISING TEACHERS IN THE CO-OPERATING SCHOOLS AS TO THE EXTENT OF CHANGE IN RELATIONSHIP BETWEEN THE STUDENTS AND THE REGULAR TEACHER

Extent of Change	Teachers Number	Responding Per Cent
Serious	0	0.0
Slight	8	40.0
None	<u>12</u>	<u>60.0</u>
Totals	20	100.0

Opinions expressed by 20 supervising teachers regarding the extent that the program of student teaching caused new teaching methods to be implemented

It can be noted in Table XXXVI that the supervising teachers do gain new ideas and teaching methods from the student teachers, since 75.0 per cent of the supervising teachers reported some new teaching methods were implemented. This report would also indicate that teachers of vocational agriculture are ready and willing to accept new ideas and methods if they will improve agriculture and the teaching program.

TABLE XXXVI

OPINIONS EXPRESSED BY 20 SUPERVISING TEACHERS REGARDING THE
EXTENT THAT THE PROGRAM OF STUDENT TEACHING CAUSED NEW
TEACHING METHODS TO BE IMPLEMENTED

Extent Expressed	Teachers Responding	
	Number	Per Cent
Many	4	20.0
Some	15	75.0
None	<u>1</u>	<u>5.0</u>
Totals	20	100.0

Opinions expressed by 20 supervising teachers in the co-operating schools as to the length of time the student teacher should spend in the local school

Since the student teaching program was first implemented for the training of future teachers of vocational agriculture, the length of time that they should spend in the local school has been a question in the minds of the teacher trainers. Since 85.0 per cent of the supervising teachers surveyed in Table XXXVII reported that they felt that a period of eight weeks was the most convenient length of time from the standpoint of the welfare of the local school, it is evident that the plan followed by the Agriculture Education Department of Oklahoma State University is satisfactory.

TABLE XXXVII

OPINIONS EXPRESSED BY 20 SUPERVISING TEACHERS IN THE CO-OPERATING SCHOOLS AS TO THE LENGTH OF TIME THE STUDENT TEACHERS SHOULD SPEND IN THE LOCAL SCHOOL

Opinion as to Length of Time	Teachers Responding	
	Number	Per Cent
Two Weeks	0	0.0
Four Weeks	0	0.0
Six Weeks	2	10.0
Eight Weeks	17	85.0
One Semester	<u>1</u>	<u>5.0</u>
Totals	20	100.0

Opinions expressed by 20 supervising teachers in the co-operating schools as to how many groups of student teachers should be sent out each semester to a co-operative school

Data as presented in Table XXXVIII confirm the written opinion that

TABLE XXXVIII

OPINIONS EXPRESSED BY 20 SUPERVISING TEACHERS IN THE CO-OPERATING SCHOOLS AS TO HOW MANY GROUPS OF STUDENT TEACHERS SHOULD BE SENT OUT EACH SEMESTER TO A CO-OPERATIVE SCHOOL

Number of Groups	Teachers Responding	
	Number	Per Cent
One	20	100.0
Two	<u>0</u>	<u>0.0</u>
Totals	20	100.0

no more than one group of student teachers should be sent to a co-operating school in one semester, since 100.0 per cent of the supervising teachers indicated one group.

Opinions expressed by 20 supervising teachers in the co-operating schools as to which semester is most convenient to have student teachers

After analyzing data in Table XXXIX, it is evident that 50.0 per cent of the supervising teachers prefer to have student teachers the

TABLE XXXIX

OPINIONS EXPRESSED BY 20 SUPERVISING TEACHERS IN THE CO-OPERATING SCHOOLS AS TO WHICH SEMESTER IS MOST CONVENIENT TO HAVE STUDENT TEACHERS

<u>Opinions Expressed</u>	<u>Teachers Number</u>	<u>Responding Per Cent</u>
First	7	35.0
Second	10	50.0
Indifferent	<u>3</u>	<u>15.0</u>
Totals	20	100.0

second semester. The other 50.0 per cent indicated the first semester or no preference at all. This would pose the question of whether the supervising teachers should be given a greater choice as to which semester they would be sent student teachers.

Opinions expressed by 20 supervising teachers in the co-operating schools regarding how often a co-operating school should have student teachers

In the opinions expressed in Table XL, by 95.0 per cent of the supervising teachers, it could be concluded that they prefer to have student teachers only once each school year.

TABLE XL

OPINIONS EXPRESSED BY 20 SUPERVISING TEACHERS IN THE CO-OPERATING SCHOOLS REGARDING HOW OFTEN A CO-OPERATING SCHOOL SHOULD HAVE STUDENT TEACHERS

Frequency of Student Teachers	Teachers Responding	
	Number	Per Cent
Every Year	19	95.0
Every Other Year	1	5.0
Every Third Year	<u>0</u>	<u>0.0</u>
Totals	20	100.0

Opinions expressed by 20 supervising teachers as to the extent of interruption caused by the student teachers

Findings as presented in Table XLI, clearly indicate that 5.0 per cent of the supervising teachers felt that there was any interruption

TABLE XLI

OPINIONS EXPRESSED BY 20 SUPERVISING TEACHERS AS TO THE EXTENT OF INTERRUPTION CAUSED BY THE STUDENT TEACHERS

Extent of Interruption	Teachers Responding	
	Number	Per Cent
Yes	1	5.0
Somewhat	5	25.0
No	<u>14</u>	<u>70.0</u>
Totals	20	100.0

caused by the student teachers. While 25.0 per cent felt that there was some interruption, 70.0 per cent indicated that they felt there was no interruption caused by the student teachers.

Opinions expressed by 20 supervising teachers regarding the difference in the length of time it takes the student teachers to teach a problem and the importance this has on the students

With regard to the difference in the length of time it takes the student teachers to teach a problem, Table XLII shows that 65.0 per cent of the supervising teachers felt that it did take the student teacher longer to teach a problem. However, 95.0 per cent felt that the difference in the length of time was of little importance to the welfare of the vocational agriculture students.

TABLE XLII

OPINIONS EXPRESSED BY 20 SUPERVISING TEACHERS REGARDING THE DIFFERENCE IN THE LENGTH OF TIME IT TAKES THE STUDENT TEACHERS TO TEACH A PROBLEM AND THE IMPORTANCE THIS HAS ON THE STUDENTS.

Response Indicated	Teachers Responding			
	Difference in Length of Time		Importance to Students	
	Number	Per Cent	Number	Per Cent
Much	0	0.0	0	0.0
Some	13	65.0	0	0.0
Little	4	20.0	0	0.0
None	3	15.0	0	0.0
Serious	0	0.0	1	5.0
Of Little Consequence	<u>0</u>	<u>0.0</u>	<u>19</u>	<u>95.0</u>
Totals	20	100.0	20	100.0

Opinions expressed by 20 supervising teachers in the co-operating schools as to the stimulating effect the student teaching program has on the vocational agriculture program and the total school program

It was significant to discover that all of the supervising teachers reporting indicated that the student teaching program did have a

stimulating effect on the total school program as well as the vocational agriculture program.

TABLE XLIII

OPINIONS EXPRESSED BY 20 SUPERVISING TEACHERS IN THE CO-OPERATING SCHOOLS AS TO THE STIMULATING EFFECT THE STUDENT TEACHING PROGRAM HAS ON THE VOCATIONAL AGRICULTURE PROGRAM AND THE TOTAL SCHOOL PROGRAM

Stimulating Effect	Teachers Responding			
	Vocational Agriculture Program		Total School Program	
	Number	Per Cent	Number	Per Cent
Much	4	20.0	20	100.0
Some	16	80.0	0	0.0
Little	0	0.0	0	0.0
None	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>
Totals	20	100.0	20	100.0

Opinions expressed by 20 supervising teachers in the co-operating schools regarding the discipline problems caused as a result of the student teaching program, and the extent of their consequence

Having worked with the student teaching program in the capacity of a supervising teacher for a number of years, it was not surprising to the author to find from data assembled and presented in Table XLIV, 100.0 per cent of the supervising teachers felt that there were little or no discipline problems as a result of the student teaching program.

TABLE XLIV

OPINIONS EXPRESSED BY 20 SUPERVISING TEACHERS IN THE CO-OPERATING SCHOOLS REGARDING THE DISCIPLINE PROBLEMS CAUSED AS A RESULT OF THE STUDENT TEACHING PROGRAM AND THE EXTENT OF THEIR CONSEQUENCE

Opinions Expressed	Teachers Responding			
	Problems		Extent of Consequence	
	Number	Per Cent	Number	Per Cent
Much	0	0.0	0	0.0
Some	0	0.0	0	0.0
Little	6	30.0	0	0.0
None	14	70.0	0	0.0
Serious	0	0.0	0	0.0
Of Little Consequence	<u>0</u>	<u>0.0</u>	<u>20</u>	<u>100.0</u>
Totals	20	100.0	20	100.0

Opinions expressed by 20 supervising teachers in the co-operating schools as to the value of the student teaching program to the future of agriculture

Since agriculture is constantly becoming more involved with scientific and technical phases, and the need for an effective program of

TABLE XLV

OPINIONS EXPRESSED BY 20 SUPERVISING TEACHERS IN THE CO-OPERATING SCHOOLS AS TO THE VALUE OF THE STUDENT TEACHING PROGRAM TO THE FUTURE OF AGRICULTURE

Extent of Value	Teachers Responding	
	Number	Per Cent
Much	20	100.0
Some	0	0.0
Little	0	0.0
None	<u>0</u>	<u>0.0</u>
Totals	20	100.0

agricultural education becomes more evident each year, it was not surprising that the consensus of opinion of respondents was such as to indicate that the student teaching program would be of significant value to the future of agriculture.

Opinions expressed by 20 supervising teachers in the co-operating schools regarding the need for supplemental teaching as a result of the student teaching program and the extent of the consequences of it

Since the student teaching program is designed primarily so that the student teachers may gain participating experience in teaching, it was not surprising that some supplemental teaching is recognized as necessary. The writer concluded after analyzing these data in Table XLVI, that this did not necessarily restrict the training of agriculture

TABLE XLVI

OPINIONS EXPRESSED BY 20 SUPERVISING TEACHERS IN THE CO-OPERATING SCHOOLS REGARDING THE NEED FOR SUPPLEMENTAL TEACHING AS A RESULT OF THE STUDENT TEACHING PROGRAM AND THE EXTENT OF THE CONSEQUENCES OF IT

Opinions Expressed	Supplemental Teaching		Extent of Consequences	
	Number	Per Cent	Number	Per Cent
Much	0	0.0	0	0.0
Some	9	45.0	0	0.0
Little	10	50.0	0	0.0
None	1	5.0	0	0.0
Serious	0	0.0	1	5.0
Of Little Consequence	<u>0</u>	<u>0.0</u>	<u>19</u>	<u>95.0</u>
Totals	20	100.0	20	100.0

students since 100.0 per cent of the supervising teachers indicated that

the need for supplemental teaching was of little consequence to the program.

Opinions expressed by the 20 supervising teachers in the co-operating schools as to the extent of their responsibility in the training of future teachers

Since the education and training of people is the profession and life's work of most teachers, it was inspiring to find that 60.0 per cent of the supervising teachers felt that the training of future teachers was very much their responsibility, and all of them felt that it was some part of their responsibility.

TABLE XLVII

OPINIONS EXPRESSED BY THE 20 SUPERVISING TEACHERS IN THE CO-OPERATING SCHOOLS AS TO THE EXTENT OF THEIR RESPONSIBILITY IN THE TRAINING OF FUTURE TEACHERS

Extent of Responsibility	Teachers Responding	
	Number	Per Cent
Much	12	60.0
Some	8	40.0
Little	0	0.0
None	<u>0</u>	<u>0.0</u>
Totals	20	100.0

Opinions expressed by 20 supervising teachers in the co-operating schools as to the desirability of the student teachers taking their wives to the teaching center

It should be recognized that the investigator, having been a student teacher as well as a supervising teacher, it would experience little difficulty in understanding why these data shown in Table XLVIII, indicated that 75.0 per cent of the supervising teachers stated that the

student teachers should bring their wives to the teaching centers. However, in many of the centers the housing situation is the biggest problem facing married student teachers.

TABLE XLVIII

OPINIONS EXPRESSED BY 20 SUPERVISING TEACHERS IN THE CO-OPERATING SCHOOLS AS TO THE DESIRABILITY OF THE STUDENT TEACHERS TAKING THEIR WIVES TO THE TEACHING CENTERS

Opinions as to Desirability	Teachers Responding	
	Number	Per Cent
Yes	15	75.0
Doubtful	4	20.0
No	<u>1</u>	<u>5.0</u>
Totals	20	100.0

Opinions expressed by 20 supervising teachers in the co-operating schools as to the embarrassment caused by the student teaching program and the extent of the consequences

TABLE XLIX

OPINIONS EXPRESSED BY 20 SUPERVISING TEACHERS IN THE CO-OPERATING SCHOOLS AS TO THE EMBARRASSMENT CAUSED BY THE STUDENT TEACHING PROGRAM AND THE EXTENT OF THE CONSEQUENCES

Opinions Expressed	Teachers Responding			
	Embarrassment		Extent of Consequences	
	Number	Per Cent	Number	Per Cent
Much	0	0.0	0	0.0
Some	1	5.0	0	0.0
Little	0	0.0	0	0.0
None	19	95.00	0	0.0
Serious	0	0.0	0	0.0
Of Little Consequence	<u>0</u>	<u>0.0</u>	<u>20</u>	<u>100.0</u>
Totals	20	100.0	20	100.0

It is very important that the relationship between the local school, the vocational agriculture department and the Agriculture Education Department of Oklahoma State University be most harmonious and cooperative. It is reassuring to note that 95.0 per cent of the supervising teachers reporting, as shown in Table XLIX, felt that the student teaching program caused the co-operating schools no embarrassment, while 100.0 per cent felt that if any embarrassment had been caused, it proved to be of little consequence to the school or the University.

Opinions expressed by 20 supervising teachers in the co-operating schools as to the tendency of the student teaching program to retard the training of high school vocational agriculture students and the seriousness of the retarding effect

With regard to the retarding effect on the training of vocational

TABLE L

OPINIONS EXPRESSED BY 20 SUPERVISING TEACHERS IN THE CO-OPERATING SCHOOLS AS TO THE TENDENCY OF THE STUDENT TEACHING PROGRAM TO RETARD THE TRAINING OF THE HIGH SCHOOL VOCATIONAL AGRICULTURE STUDENT AND THE SERIOUSNESS OF THE RETARDING EFFECT

Opinions Expressed	Teachers Responding			
	Tendency to Retard		Seriousness	
	Number	Per Cent	Number	Per Cent
Much	0	0.0	0	0.0
Some	0	0.0	0	0.0
Little	5	25.0	0	0.0
None	15	75.0	0	0.0
Serious	0	0.0	0	0.0
Of Little Consequence	<u>0</u>	<u>0.0</u>	<u>20</u>	<u>100.0</u>
Totals	20	100.0	20	100.0

agriculture students caused by the student teaching program, Table L shows that 75.0 per cent of the supervising teachers were of the opinion that there was no retarding effect, and 25.0 per cent indicated that there was a little retarding effect. However, 100.0 per cent indicated that the retarding effect was of little consequence to the vocational agriculture student.

Years associated with the student teaching program as reported by 23 school administrators in the co-operating schools in Oklahoma

These data presented in Table LI indicate that 100.0 per cent of the administrators had been associated with the student teaching program

TABLE LI

YEARS ASSOCIATED WITH THE STUDENT TEACHING PROGRAM AS REPORTED BY
23 SCHOOL ADMINISTRATORS IN THE CO-OPERATING
SCHOOLS IN OKLAHOMA

Number of Years Associated	Administrators Responding	
	Number	Per Cent
Two	2	8.7
Three	2	8.7
Four	2	8.7
Five	2	8.7
Six	1	4.3
Seven	1	4.3
Nine-Twelve	4	17.4
Thirteen-Sixteen	5	21.8
Seventeen or More	<u>4</u>	<u>17.4</u>
Totals	23	100.0

for two or more years, with 66.6 per cent having been associated nine or more years. The investigator felt that in view of this experience,

they were well-qualified to express worthwhile opinions and judgments with regard to the activities and functions of the student teaching program.

Observed groups of student teachers in vocational agriculture and other secondary school subjects as reported by 23 administrators

Reference to Table LII indicates that 100.0 per cent of the administrators had worked with two or more groups of student teachers in vocational agriculture in the present school system with 34.8 per cent observing other secondary student teachers. The very small per cent having observed groups of student teachers in other school systems and other areas at secondary teaching would indicate that more work in student teaching in vocational agriculture occurred in schools not having student teachers in other areas. One factor affecting this isolation might be the fact that the smaller rural schools are recognized as providing a more natural setting for vocational agriculture.

TABLE LII

OBSERVED GROUPS OF STUDENT TEACHERS IN VOCATIONAL AGRICULTURE AND OTHER SECONDARY SCHOOL SUBJECTS AS REPORTED BY 23 ADMINISTRATORS

Number of Groups	Administrators Responding							
	Present School System				Other School Systems			
	Vocational Agriculture Student Teacher		Other Secondary Student Teacher		Vocational Agriculture Student Teacher		Other Secondary Student Teacher	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
None	0	0.0	15	65.2	20	86.8	22	95.6
One	0	0.0	0	0.0	1	4.4	0	0.0
Two	4	17.4	0	0.0	1	4.4	0	0.0
Three	4	17.4	1	4.4	0	0.0	0	0.0
Four	3	13.0	3	13.0	0	0.0	0	0.0
Five	4	17.4	1	4.4	0	0.0	0	0.0
Six	1	4.4	0	0.0	0	0.0	1	4.4
Seven	0	0.0	0	0.0	0	0.0	0	0.0
Eight	1	4.4	1	4.4	0	0.0	0	0.0
Nine	0	0.0	0	0.0	0	0.0	0	0.0
Ten or More	<u>6</u>	<u>26.0</u>	<u>2</u>	<u>8.5</u>	<u>1</u>	<u>4.4</u>	<u>0</u>	<u>0.0</u>
Totals	23	100.0	23	100.0	23	100.0	23	100.0

Opinions expressed by 23 administrators in the co-operating schools as to the extent of change in relationship between the regular teacher and the school administration

The author feels that a vocational agriculture program and a vocational agriculture student teaching program that is highly successful must operate as an integral part of the school system. Reference to Table LIII reveals that 21 of the 23 administrators surveyed indicated that there was no change in the relationship between the regular teacher of vocational agriculture and the administration as a result of the student teaching program. This would indicate that the student teachers are receiving training in the field of public relations which is a vital part of any teacher's training.

TABLE LIII

OPINIONS EXPRESSED BY 23 ADMINISTRATORS IN THE CO-OPERATING SCHOOLS AS TO THE EXTENT OF CHANGE IN RELATIONSHIP BETWEEN THE REGULAR TEACHER AND THE SCHOOL ADMINISTRATION

Extent of Change	Administrators Number	Responding Per Cent
Serious	0	0.0
Slight	2	8.7
None	<u>21</u>	<u>91.3</u>
Totals	23	100.0

Opinions expressed by 23 administrators in the co-operating schools regarding the extent that the program of student teaching causes new methods of teaching to be implemented

Analysis of these data, as presented in Table LIV, indicates that 78.3 per cent of the administrators in the co-operating schools did feel that the student teaching program caused new teaching methods to be

implemented.

TABLE LIV

OPINIONS EXPRESSED BY 23 ADMINISTRATORS IN THE CO-OPERATING SCHOOLS
REGARDING THE EXTENT THAT THE PROGRAM OF STUDENT TEACHING CAUSES
NEW METHODS OF TEACHING TO BE IMPLEMENTED

Extent Experienced	Administrators Responding Number	Per Cent
Many	1	4.3
Some	18	78.3
None	<u>4</u>	<u>17.4</u>
Totals	23	100.0

Opinions expressed by 23 administrators in the co-operating schools as to the length of time the student teachers should be in the local school

The opinions of the administrators varied from four weeks to eight weeks as to the length of time the student teachers should be in the local school. However, as shown in Table LV, 65.0 per cent of the administrators indicated that the eight-weeks stay was the most desirable.

TABLE LV

OPINIONS EXPRESSED BY 23 ADMINISTRATORS IN THE CO-OPERATING SCHOOLS
AS TO THE LENGTH OF TIME THE STUDENT TEACHERS SHOULD BE
IN THE LOCAL SCHOOL

Opinion as to Length of Time	Administrators Responding Number	Per Cent
Two Weeks	0	0.0
Four Weeks	1	4.4
Six Weeks	7	30.4
Eight Weeks	<u>15</u>	<u>65.2</u>
Totals	23	100.0

Opinions expressed by 23 administrators in the co-operating schools as to how many groups of student teachers should be sent out each semester to a co-operating school

Opinions expressed in Table LVI were 100.0 per cent favorable for only one group of student teachers being sent each semester to a co-operating school. This is the policy being followed by the Agriculture Education Department of Oklahoma State University at the present time.

TABLE LVI

OPINIONS EXPRESSED BY 23 ADMINISTRATORS IN THE CO-OPERATING SCHOOLS
AS TO HOW MANY GROUPS OF STUDENT TEACHERS SHOULD BE SENT OUT
EACH SEMESTER TO A CO-OPERATING SCHOOL

Number of Groups	Administrators Responding Number	Per Cent
One	23	100.0
Two	<u>0</u>	<u>0.0</u>
Totals	23	100.0

Opinions expressed by 23 administrators in the co-operating schools regarding how often a co-operating school should have student teachers

Data shown in Table LVII, reveal that 82.6 per cent of the

TABLE LVII

OPINIONS EXPRESSED BY 23 ADMINISTRATORS IN THE CO-OPERATING SCHOOLS
REGARDING HOW OFTEN A CO-OPERATING SCHOOL SHOULD HAVE
STUDENT TEACHERS

Frequency of Student Teachers	Administrators Responding Number	Per Cent
Every Year	19	83.6
Every Other Year	4	17.4
Every Third Year	<u>0</u>	<u>0.0</u>
Totals	23	100.0

administrators reporting indicated that they felt the co-operating school should have student teachers every year, with the other 17.4 per cent feeling that every other year was often enough.

Opinions expressed by 23 administrators in the co-operating schools as to which semester is most convenient to have student teachers

Opinions expressed by the administrators, as shown in Table LVIII, were divided as to which semester was most convenient to have student teachers. 47.8 per cent of the administrators indicated a judgment that the second semester was most convenient, with 17.4 per cent indicating no preference, and 34.8 per cent preferring the first semester. In view of these findings, perhaps the local schools' individual preferences might be given more consideration as to the time they are to receive student teachers.

TABLE LVIII

OPINIONS EXPRESSED BY 23 ADMINISTRATORS IN THE CO-OPERATING SCHOOLS
AS TO WHICH SEMESTER IS MOST CONVENIENT TO HAVE
STUDENT TEACHERS

Opinions Expressed	Administrators Responding Number	Per Cent
First Semester	8	34.8
Second Semester	11	47.8
Indifferent	4	17.4
Totals	23	100.0

Opinions expressed by 23 administrators in the co-operating schools as to the extent of interruption caused by the student teachers in the vocational agriculture program and the total school program

The investigator feels that findings of the study justify a

statement that in general the student teachers and the student teaching program in vocational agriculture are fitting in well in the co-operating schools. This belief is based upon analysis of data as presented in Table LIX, which indicates that 100.0 per cent of the school administrators felt that there was no interruption caused by the student teacher, either to the vocational agriculture program or to the total school program.

TABLE LIX

OPINIONS EXPRESSED BY 23 ADMINISTRATORS IN THE CO-OPERATING SCHOOLS AS TO THE EXTENT OF INTERRUPTION CAUSED BY THE STUDENT TEACHERS IN THE VOCATIONAL AGRICULTURE PROGRAM AND THE TOTAL SCHOOL PROGRAM

Extent of Interruption	Administrators Responding			
	Vocational Agriculture Program		Total School Program	
	Number	Per Cent	Number	Per Cent
Yes	0	0.0	0	0.0
Somewhat	0	0.0	0	0.0
No	<u>23</u>	<u>100.0</u>	<u>23</u>	<u>100.0</u>
Totals	23	100.0	23	100.0

Opinions expressed by 23 administrators in the co-operating schools regarding the difference in the length of time it takes the student teacher to teach a problem as compared to the regular teacher

Analysis of these data in Table LX, indicates that 52.2 per cent of the administrators felt there was some difference in the length of time it took to teach a problem as a result of the student teachers. Perhaps this would suggest that much thought and planning be given to the nature and extent of the units which are assigned student teachers.

TABLE LX

OPINIONS EXPRESSED BY 23 ADMINISTRATORS IN THE CO-OPERATING SCHOOLS
REGARDING THE DIFFERENCE IN THE LENGTH OF TIME IT TAKES THE
STUDENT TEACHER TO TEACH A PROBLEM AS COMPARED TO
THE REGULAR TEACHER

Response Indicated	Administrators Responding	
	Number	Per Cent
Much	0	0.0
Some	9	39.1
Little	3	13.1
None	<u>11</u>	<u>47.8</u>
Totals	23	100.0

Opinions expressed by 23 administrators in the co-operating schools as to the stimulating effect the student teaching program has on the local vocational agriculture program and the total school program

Of the 23 administrators surveyed, one felt that there was no stimulating effect to the vocational agriculture program, and six felt

TABLE LXI

OPINIONS EXPRESSED BY 23 ADMINISTRATORS IN THE CO-OPERATING SCHOOLS
AS TO THE STIMULATING EFFECT THE STUDENT TEACHING PROGRAM HAS ON
THE LOCAL VOCATIONAL AGRICULTURE PROGRAM AND THE
TOTAL SCHOOL PROGRAM

Stimulating Effect	Administrators Responding			
	Vocational		Total School Program	
	Agriculture Program Number	Per Cent	Number	Per Cent
Much	2	8.6	0	0.0
Some	18	78.2	13	56.5
Little	2	8.6	4	17.4
None	<u>1</u>	<u>4.3</u>	<u>6</u>	<u>26.1</u>
Totals	23	100.0	23	100.0

there was no stimulating effect to the total school program as a result of the student teaching program. It can, therefore, be concluded from these data, as shown in Table LXI, that there is some stimulating effect to the vocational agriculture program and to the total school program.

Opinions expressed by 23 administrators in the co-operating schools regarding the discipline problems caused as a result of the student teaching program

The findings in Table LXII indicate that 82.6 per cent of the administrators felt there were no discipline problems caused as a result of the student teaching program, and that 17.4 per cent felt there were only a few caused as a result of the program. This favorable indication speaks well for the ability of the student teachers to work with farm boys.

TABLE LXII

OPINIONS EXPRESSED BY 23 ADMINISTRATORS IN THE CO-OPERATING SCHOOLS
REGARDING THE DISCIPLINE PROBLEMS CAUSED AS A RESULT OF
THE STUDENT TEACHING PROGRAM

Opinions Expressed	Administrators Number	Responding Per Cent
Many	0	0.0
A Few	0	0.0
Very Few	4	17.4
None	<u>19</u>	<u>82.6</u>
Totals	23	100.0

Opinions expressed by 23 administrators in the co-operating schools regarding the need for supplemental teaching as a result of the student teaching program

As was noted in Table LX, it would seem significant that even though there were 52.2 per cent of the administrators who felt that it took the student teacher longer to teach a problem, there were, as shown in Table LXIII, 52.2 per cent of the administrators who felt that there was no need for supplemental teaching.

TABLE LXIII

OPINIONS EXPRESSED BY 23 ADMINISTRATORS IN THE CO-OPERATING SCHOOLS
REGARDING THE NEED FOR SUPPLEMENTAL TEACHING AS A RESULT
OF THE STUDENT TEACHING PROGRAM

Opinions Expressed	Administrators Number	Responding Per Cent
Much	0	0.0
Some	4	17.4
Little	7	30.4
None	<u>12</u>	<u>52.2</u>
Totals	23	100.0

Opinions expressed by 23 administrators in the co-operating schools as to the value of the student teaching program to the future of agriculture

These data presented in Table LXIV indicate that well-trained teachers of vocational agriculture are important to the future of agriculture, because 100.0 per cent of the administrators responding stated that the student teaching program was important to the future of agriculture.

TABLE LXIV

OPINIONS EXPRESSED BY 23 ADMINISTRATORS IN THE CO-OPERATING SCHOOLS
AS TO THE VALUE OF THE STUDENT TEACHING PROGRAM
TO THE FUTURE OF AGRICULTURE

Values Expressed	Administrators Number	Responding Per Cent
Much	10	43.5
Some	12	52.2
Little	1	4.3
None	<u>0</u>	<u>0.0</u>
Totals	23	100.0

Opinions expressed by 23 administrators in the co-operating schools as to the extent of their responsibility in the training of future teachers

These data presented in Table LXV indicate that only one administrator felt that the training of future teachers was none of his responsibility as compared to 22 who felt it was part of their responsibility to assist in the training of future teachers of vocational

TABLE LXV

OPINIONS EXPRESSED BY 23 ADMINISTRATORS IN THE CO-OPERATING SCHOOLS
AS TO THE EXTENT OF THEIR RESPONSIBILITY IN THE
TRAINING OF FUTURE TEACHERS

Extent of Responsibility	Administrators Number	Responding Per Cent
Much	6	26.0
Some	14	60.9
Little	2	8.7
None	<u>1</u>	<u>4.4</u>
Totals	23	100.0

agriculture. It was indicated by this survey that the school administration was willing to continue assisting in the training of future teachers of vocational agriculture, since 95.6 per cent felt that the training of future teachers of vocational agriculture was part of their responsibility.

Opinions expressed by 23 administrators in the co-operating schools as to the desirability of the student teachers taking their wives to the teaching center

After analyzing these data as presented in Table LXVI, it was quite clear that the student teacher should give much thought to the problems involved before deciding to take his wife to the teaching center.

TABLE LXVI

OPINIONS EXPRESSED BY 23 ADMINISTRATORS IN THE CO-OPERATING SCHOOLS AS TO THE DESIRABILITY OF THE STUDENT TEACHERS TAKING THEIR WIVES TO THE TEACHING CENTER

Opinion as to Desirability	Administrators Responding Number	Per Cent
Yes	10	43.5
Doubtful	12	52.2
No	<u>1</u>	<u>4.3</u>
Totals	23	100.0

Opinions expressed by 23 administrators in the co-operating schools as to the extent of embarrassment caused by the student teaching program

It was significant, as well as pleasing, to find that all of the administrators reporting in Table LXVII, indicated that there was no embarrassment caused by the student teaching program.

TABLE LXVII

OPINIONS EXPRESSED BY 23 ADMINISTRATORS IN THE CO-OPERATING SCHOOLS
AS TO THE EXTENT OF EMBARRASSMENT CAUSED BY
THE STUDENT TEACHING PROGRAM

Extent of Embarrassment	Administrators Responding Number	Per Cent
Much	0	0.0
Some	0	0.0
Little	0	0.0
None	<u>23</u>	<u>100.0</u>
Totals	23	100.0

Opinions expressed by 23 administrators in the co-operating schools as to the tendency of the student teaching program to retard the training of the high school vocational agriculture student

It was encouraging to the writer to find from the analysis of these data in Table LXVIII, that 100.0 per cent of the administrators reported that the training of the high school vocational agriculture student was not retarded as a result of the student teaching program.

TABLE LXVIII

OPINIONS EXPRESSED BY 23 ADMINISTRATORS IN THE CO-OPERATING SCHOOLS
AS TO THE TENDENCY OF THE STUDENT TEACHING PROGRAM TO RETARD
THE TRAINING OF THE HIGH SCHOOL VOCATIONAL
AGRICULTURE STUDENT

Opinion Expressed	Administrators Responding Number	Per Cent
Much	0	0.0
Some	0	0.0
Little	0	0.0
None	<u>23</u>	<u>100.0</u>
Totals	23	100.0

Opinions expressed by 23 administrators in the co-operating schools as to the attitudes of the high school faculty toward the presence of student teachers in vocational agriculture

It was indicated in Table LXIX that the student teachers in vocational agriculture were favorably received by the high school faculty. Twenty administrators reported that the high school faculty looked with favor upon the presence of student teachers in vocational agriculture and in no case did they consider the student teachers a bother.

TABLE LXIX

OPINIONS EXPRESSED BY 23 ADMINISTRATORS IN THE CO-OPERATING SCHOOLS AS TO THE ATTITUDES OF THE HIGH SCHOOL FACULTY TOWARD THE PRESENCE OF STUDENT TEACHERS IN VOCATIONAL AGRICULTURE

Attitudes Expressed	Administrators Responding	
	Number	Per Cent
Favorable	20	87.0
Indifferent	3	13.0
A Bother	<u>0</u>	<u>0.0</u>
Totals	23	100.0

Opinions expressed by 23 administrators in the co-operating schools regarding the extent of participating experiences in departments other than vocational agriculture that the student teacher should have

The findings in Table LXX indicate 78.3 per cent of the administrators felt the student teachers should have from little to some participating experience in high school departments other than the vocational agriculture department, while 21.7 per cent felt that they should have much participating experience.

TABLE LXX

OPINIONS EXPRESSED BY 23 ADMINISTRATORS IN THE CO-OPERATING SCHOOLS
REGARDING THE EXTENT OF PARTICIPATING EXPERIENCES IN
DEPARTMENTS OTHER THAN VOCATIONAL AGRICULTURE
THAT THE STUDENT TEACHER SHOULD HAVE

Extent of Participation	Administrators Responding Number	Per Cent
Much	5	21.7
Some	17	73.9
Little	1	4.4
None	0	0.0
Totals	23	100.0

Comments By Respondents

Comments or suggestions made by the administrators regarding the observance of the rules and regulations governing the vocational agriculture student teaching program and whether or not the observance of the rules creates a problem for them and their staff

There were no administrators who felt that the observance of the rules and regulations caused any problems. Ten stated, "no problems."

"We ask student teachers to take part in ball games and any other activities along with any teacher employed in the system."

"We are glad to have them and I feel it is a stimulating experience for the balance of the regular staff members."

"We accept them as a part of our staff."

"No problems whatsoever. We are also happy to have the supervisors from the college come by at any time."

"None, all has been most wholesome."

"The observance of the rules and regulations governing the student teaching program does not create a problem for us. We have school in

the normal way except that the student teacher takes part in the teaching process."

"We do not feel that any major problems are created by observance of rules and regulations concerning student teacher supervision."

Comments or suggestions expressed by the administrators as to the supervision provided by the college or university and the emphasis placed on supervision

One administrator stated that, "the supervision might be over emphasized." Twenty-two felt that, "the university supervision was satisfactory."

"In my opinion the boys are required to do too much note taking, detail and nuisance reports."

"I think it is proper for the college or university to periodically check on the progress and quality of the teaching that a student teacher is doing in vocational agriculture work. I do not feel that this is over-emphasized. I feel that the judgment of the teacher training department would determine the frequency of supervising visits to any particular training center or group of trainees."

"I feel that the present supervision is about right. Certainly more than two visits during the eight weeks would be interference with the local program."

"I believe that the supervision now provided is sufficient. I do not believe that the activity is over-emphasized. Some is needed and necessary."

"College supervision has caused some local administrators to neglect their supervisory duties with the vocational agriculture departments. They seem to think that the college supervisors will make all

suggestions necessary."

"I don't feel that it is. College and university officials visit them once or twice and I don't feel it is excessive."

"The supervision adds materially to the effectiveness of the training. I feel that it is not over emphasized."

"I think it is handled about right, of course, improvement is always possible."

"Our experiences have been very favorable. Students try to be prepared especially well which helps learning experiences."

"We are happy to have the college or university supervisors visit us. Our relations have been excellent to this date. Their visits make us feel that we are doing a service that is being appreciated."

"We have been very happy with the colleges we have worked with."

"A follow up visitation should be practiced."

Comments or suggestions expressed by the supervising teacher as to the supervision provided by the college or university and the emphasis placed on supervision

One supervising teacher felt that, "the university supervision is not frequent enough."

The majority of the teachers stated that, "the university supervision is adequate and very commendable."

"I think in the past too much time was spent on minor details when more constructive and possible complimentary criticism would help student teachers more."

"I believe that it is adequate, however I believe that the supervising teacher is in a little better position to grade the student teacher and his recommendation should be followed a little closer."

"Not enough supervision on my only experience. Only one visit from university staff."

"The supervision has been outstanding in my opinion for the past two years."

"They do a fair job, but they are short-handed. They either need to concentrate their training centers in a certain area or put on more supervising staff members."

"Supervision is excellent. I certainly think it should remain with the Agriculture Education Department."

"I think that it has been good at all levels."

"I think it is adequate, but could certainly be better. These supervising teachers are years behind the times."

"I realize it is a large territory to cover, but I believe each student should be observed two times during his stay at the center."

"I believe the university is doing a good job in the supervision. I do believe we all need to get together for a few days and think along the same lines of methods and, etc."

Comments or suggestions made by the administrators as to the value of the practice of reimbursement from the college or university to the local supervising teachers in payment for the extra time and effort involved in the student teaching program

There were 18 of the administrators who stated that, "the reimbursement of the supervising teachers is a good practice."

There were five of the administrators who stated that, "the value of reimbursing the supervising teachers is doubtful."

"It is my understanding that it goes beyond a time and effort situation. There are many small items of expense that occur during

this teaching period. The accumulative total may exceed your reimbursement. It is my opinion that if a supervising teacher puts in a great amount of extra time and expense during this student teaching period there should be some reimbursement."

"The teachers are caused extra work and some expense; they should be reimbursed."

"I feel that there is necessity for only token reimbursement of the local supervising teacher. While it is extra work for him, it is also extra help for him."

"There should be no additional reimbursement from any agency. The vocational agriculture teacher has the interest of his profession at heart and should be willing to help prepare other teachers."

"It adds an incentive to the teachers efforts."

"I do not believe it would be practical to do so."

"They should not be paid unless the supervising teachers of regular classroom practice teachers are also paid."

"I think this is money well spent."

"It is of some value. The amount of pay should be small, only to cover extra time and extra costs."

"Probably helps to create a more helpful attitude."

"A small sum might be advisable to help defray additional expense that instructors may have as they give supervision to the student teachers."

"I believe reimbursement is of value. It places a definite responsibility on the supervising teacher if he is a dedicated teacher. I believe any teacher should be willing to assist in training future teachers. All teachers must begin some place and it behooves us to

assist in any way possible to help develop good teachers."

"I doubt if there is any value to reimbursing local teachers."

"I feel this is a necessary phase of the program, because it does make it necessary for the vocational agriculture teacher to do more work during the period of teacher training. I feel he should have some form of reimbursement for this."

"I definitely think reimbursement should be paid. No institution should try to operate at the expense of another."

Comments or suggestions made by the supervising teachers as to their feeling about the reimbursement which they now receive from the university for the supervision of the student teachers and their reaction as to whether or not they would alter their program materially if this practice were discontinued

The majority of the supervising teachers stated that, "the reimbursement received is appreciated, but my program would not be altered materially if the practice was discontinued."

"I feel that the reimbursement should be continued. We supervising teachers do have an additional expense in providing them the instruction and extra-curricular expenses such as junior stock show and banquet, parent-teacher group dinners, civic club dinners and etc."

"It is too small if you are doing it for money. It would not alter my program to discontinue it."

"Yes, I believe this is part payment for services rendered."

"I appreciate the reimbursement and I think it should be paid for the extra time put in and some extra mileage we go to in order to show the boys some aspects of the total program. However, I would do the same without it because it would not be fair to the trainee to short

change his education."

"I think some reimbursement is needed, however, I would not alter my program if it were discontinued."

"I am certainly not doing this kind of work for the pay gained from the college. True it helps, but I did it for a number of years without pay. If we are doing it for pay, the pay is too small."

"Reimbursement is fine, however, I would do it for no reimbursement."

"Yes, I certainly put in enough time and extra hours to receive pay. We do not receive anywhere near enough. You normally expect to pay college professors and I see no difference in what they receive here."

"I do not feel that the amount of money provided pays for the teacher's extra work, time, effort or paper work, but I realize that students need a place to do practice teaching. As far as altering my program if it was discontinued, I probably would."

"I think the reimbursement should continue as the teacher is out some money and some extra time. I would continue to take student teachers in any event."

"I would change a few things. I always pay their way to several different civic clubs and other meetings so they may attend. All their expenses are paid if they leave the community. I might limit the number of these events."

"I probably spend at least as much extra money while the boys are out here as I am paid."

"The reimbursement now received just about takes care of the added expense on the part of the teacher. I certainly would not want to see

it discontinued."

"I feel that this amount should be raised if at all possible. If this should be discontinued I do not believe that I would continue to have student teachers."

"This just about allows for expense of transportation, meals in civic clubs and a few needs at home. I feel it should not be discontinued."

"I was helped by older teachers. If the university feels our department can help student teachers further then we are willing to do our part."

Comments or suggestions made by the supervising teachers in regard to implementing a program where-by the student teachers would spend some time in the local school prior to the opening of the school term

There were 12 supervising teachers who said, "yes, this would be good."

There were four supervising teachers who said, "this would be doubtful."

There were four supervising teachers who said, "no, this would not be practical."

"Yes, I believe that they would be much better prepared to teach when they come into the community."

"This would be beneficial to all concerned."

"No, not necessary."

"Yes, we had this on one occasion and it worked very well. When the teacher came back in the mid-term, he already knew the students and their situations. Very worth while."

"Perhaps it would be good."

"Yes, this will help acquaint student teachers with the community and vocational agriculture student. It has helped them at this school."

"Yes, this would give a source of information as to what his summer work would be like and to show him how busy he could be in the summer months."

"Not necessarily. I feel like the best time can actually be spent in school with boys."

"I doubt if this is necessary, it only takes a couple of days for the boys to get adjusted."

"Yes, I think a student could learn quite a bit in two or three days time prior to school opening but do not consider it important enough to cause a problem for him or the college."

"Yes, I think it helps them to become acquainted with the area and problems before starting their practice teaching."

"No, I do not think this is essential. It might be beneficial if it could be done without extra trouble."

"Maybe, depends on the community."

"I do not think they would gain too much because they need more training with the students while they are in school."

"Yes, give them an opportunity to better understand the local situation; therefore enabling them to do a better job when in the community."

"Could be of some value."

"I do not, as it will be too expensive to student."

"I am not sure how much value this would be, but I believe it would be of some value for the student teacher to spend some time at the school before school begins."

"Doubtful, it could be good, but too expensive on student. We can give them details after they arrive."

"Yes, in my opinion this would be helpful to the teaching center and the student teachers. Of course finance is a problem I am sure."

Comments or suggestions made by the administrators regarding the way that the vocational agriculture student teaching program might be improved

There were eight administrators who felt that the program of student teaching was working fine in their schools and stated, "no recommendations for improving the program."

"We have been satisfied with the program as it is. We have found the practice both helpful to our school as well as providing teaching facilities for practice teachers. We feel a responsibility to help train additional teachers."

"The program, as supervised in our school, is well organized."

"Always send good and well trained boys."

"We are completely happy to be able to participate in this very worth while program. I would be happy to work with any group of practice teachers."

"Very happy with our experiences. At present, I have no recommendations."

"It is my thought that the program is worthwhile as in preparing future teachers."

"Encourage or require student teachers to spend at least one day in four or five other schools."

"I believe the program is very useful. The benefits to the future of agriculture are greater than the troubles involved."

"Make the teachers in training feel they are definitely a part of us and of the community. Press them to become one of us in public gatherings, etc."

"Continue to let the students know they are a part of the whole program of the school."

"The program is excellent. The teacher's sponsorship is completely adequate and the state supervision is excellent."

"Future teachers need to have a broad picture of the total educational program. Future teachers must learn to fit their program into the total school picture."

"Student teachers should be assigned to the training center for a longer period of time. Student teachers should be given opportunity to visit and observe in other departments."

"The vocational agriculture teacher might spend a little more time on the indoctrination of the student teachers on philosophy and organization of the school system. The student teacher should also know and understand the methods of marking papers, discipline, and liability involving pupils and staff. The student teacher should take responsibilities seriously enough to acquire training needed to become a good teacher."

"I think this type of program where the student teacher does his private teaching far from the Oklahoma State University Campus is one of the best things that has ever happened to vocational agriculture."

Comments or suggestions made by the supervising teachers regarding the ways that the vocational agriculture student teaching program might be improved

There were seven who felt that the program of student teaching was satisfactory and stated, "no recommendations for improvement."

"I think it is good now. Longer time in the community would allow more follow up and student would meet more training situations."

"Screen the boys closer in their sophomore and junior years and if the Agriculture Education Department of Oklahoma State University is not going to recommend a student when he graduates, do not let him go on with the program and waste his time."

"More time to prepare for problems they are going to teach with supervising teachers."

"I think the student teachers would learn more by being out one semester instead of nine weeks. Nine weeks with one teacher, then nine weeks with another teacher would help with the improvement of these boys."

"Stress to student teachers that they should take part in all school activities and extra activities. The program of student teaching is well done now, but room for improvement is always possible. The student teachers should be prepared to tell more about college life and Oklahoma State University and encourage the students to attend college."

"I think one semester spent at the teaching center would have its advantages."

"Keep screening the training centers and any that are not providing the very best training should be dropped."

"The program has been improved by lowering the requirements of the analysis the student teacher must make."

"Send them out for a longer period, at least one semester."

"Send student teachers during Fairs and Stock Shows."

"Student's grade should be largely determined by supervising teacher and should not be determined until after the eighth period or week."

"I think that they need more time to get a wider view of all school problems. I also think that they should have some experience in participation in shows and fairs."

"All student teachers should be thoroughly versed on how to keep their records. Some student teachers have been confused about the various records when they came out to the local school."

Comments or suggestions made by the parents regarding the ways that the vocational agriculture student teaching program might be improved

There were nine of the parents surveyed who offered recommendations for improving the student teaching program and 43 who stated, "no recommendations for improving the program."

"I sincerely believe the vocational agriculture program can be improved as it has been in the past by a continuation of teacher training courses."

"Student teachers should, if possible, visit each vocational agriculture student in the chapter and make suggestions for improvement of his projects."

"We have been very fortunate in getting very desirable student teachers that have blended well with our program. Actually, I think the program has been highly successful in our community, as it gives our regular vocational agriculture teacher a chance to accomplish some of the things he did not have time for before."

"I feel that it is a good program, however, I think they should come before the last nine weeks as that is a rushed and confused time. I think new ideas brought into the program by student teachers are both helpful and needed. I feel a social or program would be helpful in the 'parent-meet-teacher phase' when they arrive. I never seem to meet them."

"My son and I enjoyed the student teachers and benefited from their presence. We also have a very high regard for the regular teacher."

"I think the present system of this student teaching program is a good one. It helps the students being taught by the student teacher or teachers as well as the student teacher himself."

"I think it is quite an honor for an agriculture teacher to be picked for directing student teaching. I think two students are enough to teach at one time. They all need experience and it also helps the teacher in many ways and as well as providing some new ideas that may result in some changes at the college level."

"Teachers should work closer with the students' parents."

"By having student teachers for subjects other than vocational agriculture."

Comments or suggestions as to the changes the supervising teachers would like to see made in the present system of student teaching in vocational agriculture

There were 11 of the supervising teachers surveyed who offered definite changes that they would like to see in the program of student teaching and nine supervising teachers who stated, "no recommendations."

"I feel we have the best system now in progress. I think more

assistance from workers on the university level would be helpful."

"Longer length of time for the student teachers out in the training centers."

"I think it works very well. I do not have any major changes to recommend. I think the student teacher should realize our main interest is helping the profession and them, and that we are going to some extra trouble to do this."

"I feel that the eight weeks is sufficient. I have no change to make at this time."

"Send them out for a longer period, send them to two or three schools for their training."

"Send student teachers during stock shows in spring."

"I think our system far surpasses the other system, in that we are more selective in our students and departments, and we exercise more control and supervision over the program than is observed with others."

"The grading system needs some revision and a longer period of training in the local school would be helpful."

"I think that they should have more time in the community. Possibly an arrangement where they would be in the community when selecting livestock for shows would prove particularly helpful."

"Give the student teachers more practice in college before they come out. Some may find out they do not want to teach before they go on the block."

Summary regarding the comments and suggestions made by the school administrators, supervising teachers, and parents in regard to the student teaching program in vocational agriculture

In general, the comments and suggestions made by the participating

administrators, supervising teachers, and parents were favorable. These comments and suggestions also verify the findings as were recorded on the survey forms used.

After reviewing the comments and suggestions made by the school administrators in particular, the author concludes that the majority were well pleased with the program of student teaching in vocational agriculture. They also made some very worthwhile comments and suggestions.

The author also feels that the comments and suggestions made by the parents were complimentary toward the program. The recommendations that the parents made will be helpful in formulating future plans for the program of student teaching.

The supervising teachers were asked some specific questions that were not asked the other groups surveyed. The writer feels that their comments and suggestions, on these topics especially, will be helpful not only in the planning of future programs of student teaching in vocational agriculture, but in the planning of other teacher training programs as well.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summarization of Characteristics Investigated

As previously stated, the primary purpose of this study was to determine, as accurately as feasible within the scope of the study, the attitudes and opinions of the school administrators, supervising teachers, parents, and students in the 27 teaching centers toward the vocational agriculture teacher training program conducted by the Agriculture Education Department of Oklahoma State University. It is felt that these purposes have been realized to a reasonable degree.

Opinions expressed on selected questions included in the study were grouped as follows: (1) Those questions affecting the vocational agriculture student, parent, supervising teacher, and the school administrator; and (2) Those affecting the parent, supervising teacher and school administrator.

A condensation of the opinions on the selected major questions in the investigation is presented in two summarizing tables--Tables LXXI and LXXII.

TABLE LXXI

A COMPARISON OF THE OPINIONS EXPRESSED BY THE VOCATIONAL AGRICULTURE STUDENTS, PARENTS, SUPERVISING TEACHERS, AND SCHOOL ADMINISTRATORS REGARDING SELECTED QUESTIONS INCLUDED IN THIS STUDY

Opinions Expressed	Groups Responding			
	Students Per Cent	Parents Per Cent	Teachers Per Cent	Administrators Per Cent
Per cent with two or more years of association with the Program.	68.4	92.3	95.0	100.0
Per cent indicating none to slight change in relationship between regular teacher and the students.	92.1	100.0	100.0	100.0
Per cent indicating some new methods were implemented.	81.6	73.1	75.0	78.3
Per cent indicating eight weeks was the best length of time for student teachers in one semester.	64.0	61.6	85.0	65.2
Per cent indicating one group of teachers in one semester was enough.	100.0	100.0	100.0	100.0
Per cent indicating local schools have student teachers every year.	95.6	90.4	95.0	82.6
Per cent indicating second semester most desirable to have student teachers.	78.1	82.7	50.0	47.8

Opinions Expressed	Groups Responding			
	Students Per Cent	Parents Per Cent	Teachers Per Cent	Administrators Per Cent
Per cent indicating that student teachers cause no interruption.	87.7	92.3	70.0	100.0
Per cent indicating that the difference in the length of time it takes a student teacher to teach a problem is of little consequence.	95.6	0.0	95.0	0.0
Per cent indicating that the student teaching program has some stimulating effect.	43.9	53.8	80.0	78.2

TABLE LXXII

A COMPARISON OF THE OPINIONS EXPRESSED BY THE PARENTS, SUPERVISING TEACHERS, AND SCHOOL ADMINISTRATORS REGARDING SELECTED QUESTIONS INCLUDED IN THIS STUDY

Opinions Expressed	Groups Responding		
	Parents Per Cent	Teachers Per Cent	Administrators Per Cent
Per cent indicating that there were no discipline problems as a result of the student teaching program.	86.5	70.0	82.6
Per cent indicating that there was little to some need for supplemental teaching to be done.	38.4	95.0	47.8
Per cent indicating that the student teaching program was of much value to the future of agriculture.	61.5	100.0	43.5
Per cent indicating that the training of future teachers was some to much of their responsibility.	87.0	100.0	86.9
Per cent indicating that the student teachers should take their wives to the training center.	40.4	75.0	43.5
Per cent indicating that the student teaching program caused the local school no embarrassment.	90.4	95.0	100.0
Per cent indicating that the student teaching program has had little or no retarding effect upon the training of high school vocational agriculture students.	100.0	100.0	100.0

Conclusions

Based upon an analysis of data presented in this study, certain conclusions can be suggested as to the differences which could be expected in the opinions and attitudes expressed by the four groups surveyed. The similarity of opinions on the major questions in this study, however, are most gratifying and complimentary to the program of student teaching in vocational agriculture, as conducted by the Agriculture Education Department of Oklahoma State University in cooperation with the local teaching centers. The following is presented as a summary of certain of these conclusions.

1. Practically no difference in association with the student teaching program was noted between the parents, supervising teacher, and school administrators. The students would not be expected to have as much experience with the student teaching program since only sophomores, juniors, and seniors were surveyed.
2. Because 100.0 per cent of the parents, supervising teachers, and school administrators indicated little or no change in relationship between the regular vocational agriculture teachers and themselves, and 92.1 per cent of the students indicated little or no change; it can be concluded that the student teaching program blends itself into the local community in a fine manner.
3. With three-fourths, or more, of each of the four groups surveyed indicating that the student teaching program carried some new methods of teaching to be implemented; it is evident

that the program of student teaching is beneficial to the local program of vocational agriculture.

4. After consideration of the fact that seven-eighths of the supervising teachers and two-thirds of the students, parents, and administrators felt that eight weeks was the best length of time for the student teachers to be in the teaching center, the author feels that the practice being followed by the Agriculture Education Department of Oklahoma State University is satisfactory.
5. The practice of sending one group of student teachers to a teaching center in one semester meets with 100.0 per cent approval of the four groups surveyed.
6. It would appear that, once a school was selected for a teaching center and had set up its program of work to include student teachers, it is best to continue having student teachers each year; 95.6 per cent of the students, 90.4 per cent of the parents, 95.0 per cent of the supervising teachers, and 82.6 per cent of the school administrators indicated that they preferred student teachers every year.
7. A safe assumption would seem to be that the present practice of alternating the semesters that a teaching center receives student teachers each year is acceptable. However, since 50.0 per cent or more of each of the four groups surveyed preferred the second semester, a choice of which semester a teaching center is to receive student teachers might be given consideration in future planning of the program of student teaching.

8. While the presence of any extra persons in a department can be expected to cause some interruptions, opinions were indicative of well trained student teachers, since 70.0 per cent or more of each of the four groups surveyed indicated that the student teachers did not cause any interruptions.
9. We could expect the student teachers to use more time in teaching a problem than is used by the regular teacher. However, it was of interest to note that this difference in time was evaluated as being of little consequence to the program of vocational agriculture
10. It is evident that the student teaching program has some stimulating effect upon all four of the groups surveyed with the most stimulating effect being upon the supervising teachers.
11. Problems of discipline in high school are ever present for any teacher and he must constantly strive to prevent them from ever interfering with the learning processes. It was reassuring to note that 70.0 per cent of the supervising teachers, 82.6 per cent of the school administrators, and 86.5 per cent of the parents indicated that there was no discipline problems caused as a result of the student teacher program.
12. It was made evident by the opinions expressed that some supplemental teaching had to be done on some of the problems taught by the student teachers. There were none of the three groups--parents, supervising teachers, or school administrators--who felt that this need for supplemental teaching was detrimental to the training of high school students.

13. With 61.5 per cent of the parents, who were farmers or ranchers, and 100.0 per cent of the supervising teachers indicating that the student teaching program was of much value to the future of agriculture; we can be almost certain they are correct in their judgment of the program of student teaching, even though only 43.5 per cent of the school administrators felt that the program was of 'much value' to the future of agriculture, while 52.2 per cent indicated a judgment of 'some value'.
14. It was not surprising to find that 100.0 per cent of the supervising teachers, 87.0 per cent of the parents, and 86.9 per cent of the school administrators felt that the training of future teachers was a part of their responsibility since all groups had been voluntarily associated with the program of student teaching.
15. The study also unmistakably established the fact that there were many problems to be overcome before it would be recommended by the three groups--parents, supervising teachers, and administrators--that the student teachers bring their wives to the teaching center. However, the supervising teachers were more than 50.0 per cent in favor of the student teachers' wives being brought to the teaching center. It has been stated that the availability and cost of housing for the student teachers and their wives is the major problem to be overcome.
16. Almost 100.0 per cent of all three of the groups surveyed indicated that the student teaching program had caused no embarrassing situations to be imposed upon the local school.

This speaks well for the character and training of each of the student teachers as well as the program currently operating.

17. With no exceptions, all three of the groups--parents, supervising teachers, and school administrators--surveyed indicated that the program of student teaching had little or no retarding effect upon the training of high school vocational agriculture students. Most of the members of the groups surveyed felt that the program had a stimulating rather than a retarding effect.

Based upon the findings of this study, it seems conclusive that the Agriculture Education Department of Oklahoma State University is making every effort to select, encourage, and train the future teachers of vocational agriculture in the best possible manner; so that they will be better able to meet the educational and community needs of the vocational agriculture department which they may be called to teach and guide. It can be further pointed out that the program of student teaching in vocational agriculture is, in the majority of its phases, a definite asset to the vocational agriculture program. Considering all of the opinions expressed by the 114 students, 52 parents, 20 supervising teachers, and 23 school administrators from the 27 co-operating schools, there were few negative criticisms as compared to many constructive criticisms. Comments and suggestions for improvement made by the parents, supervising teachers, and school administrators were favorable toward the program and many of the comments are worthy of much consideration.

As a definite part of the conclusions, it should again be pointed out that this study was primarily concerned only with the attitudes and opinions of the vocational agriculture students, parents, supervising

teachers, and school administrators in the co-operating schools of Oklahoma. It may also be pointed out that the student teachers of vocational agriculture are favorably received by the entire faculty in the co-operating school as indicated by the administrators surveyed.

The author felt that sufficient information had been derived from this study and from it could be made some definite suggestions and recommendations as pertain to certain phases of the student teaching program.

In summary are the following recommendations:

1. In general, the student teaching program of vocational agriculture should be continued much as it is now operating.
2. It is recommended that the student teachers continue to spend eight weeks in the teaching center.
3. As has been practiced in the past, send only one group of student teachers to a teaching center each year.
4. The local school and supervising teacher should have, as much as possible, some choice as to which semester they want to receive student teachers.
5. The policy of reimbursement of the supervising teachers of vocational agriculture should be continued.
6. The high standard and close screening of the future vocational agriculture teachers should be continued at all levels of their training.
7. The selection of training centers should continue to be made by the same high standards as used in the past.
8. The decision of whether or not the student teachers should bring their wives to the teaching center, should be left for

the student teacher to make after consulting the supervising teacher.

It is also the author's suggestion and recommendation that further study be conducted in an effort to compare the program of student teaching in vocational agriculture, with the student teaching program in other secondary education areas. This information should be made available to those responsible for formulating plans and executing the program of teacher training so that the information gained might be used to better co-ordinate all phases of teacher training in colleges and universities.

It is felt that this type of study, along with all of the previous studies in the field of teacher training would prove to be most valuable to those responsible for the training of future teachers in our public schools.

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APPENDIX

SURVEY FORM

STUDENT

ATTITUDES TOWARD THE STUDENT TEACHING PROGRAM

1. How are you classified?
 Sophomore _____ Junior _____ Senior _____
2. How many groups of vocational agriculture student teachers have been in your school since you have been enrolled in agriculture?

3. Do you feel that the presence of the vocational agriculture student teachers causes a change in the relationship between the regular vocational agriculture teacher and you?
 Large _____ Slight _____ None _____
4. Does the student teacher use new or different methods of teaching than those of your vocational agriculture teacher?
 Many _____ Some _____ None _____
5. From the standpoint of the best interests of the learning situation for vocational agriculture students:
 - a. How long should the student teacher be in the local school?
 2 weeks _____ 4 weeks _____ 6 weeks _____ 8 weeks _____
 Don't know _____
 - b. How many groups should be sent out each semester?
 First semester _____ Second semester _____
 - c. How often should a teaching center have student teachers?
 Every year _____ Every other year _____ Every third year _____
 - d. Which semester is most convenient to have student teachers?
 First _____ Second _____
6. Does the presence of student teachers interrupt any part of your regular school work?
 Yes _____ Somewhat _____ No _____

7. Does it take the student teacher longer to teach a problem than your regular teacher?
- a. Much _____ Some _____ Little _____ None _____
- b. Did you feel this Makes little difference _____ is not best _____
8. Does the program help you to know more about Oklahoma State University?
- Much _____ Some _____ Little _____ None _____
9. Does the program of student teaching help you to want to work harder in:
- a. Vocational Agriculture
- Much _____ Some _____ Little _____ None _____
- b. F.F.A. chapter meeting
- Much _____ Some _____ Little _____ None _____
- c. Supervised farm practice
- Much _____ Some _____ Little _____ None _____
- d. Regular class work
- Much _____ Some _____ Little _____ None _____

SURVEY FORM

PARENT

ATTITUDES TOWARD THE STUDENT TEACHING PROGRAM

1. How many years have you been a patron of the local school system?

2. How many groups of student teachers have you observed,
 - a. While you son was enrolled in VO-AG

 - b. at other times.

3. Does the presence of the student teacher in vocational agriculture cause any change in the relationship between the regular teacher and you?
 Serious _____ Slight _____ None _____

4. Do you feel that the program of student teaching causes new methods of teaching to be implemented by the local teacher?
 Many _____ Some _____ None _____

5. From the standpoint of the welfare of the local program of vocational agriculture:
 - a. How long should the student teacher be in the local school?
 2 weeks _____ 4 weeks _____ 6 weeks _____ 8 weeks _____
 Don't know _____
 - b. How many pairs of student teachers should there be in the local school?
 First semester _____ Second Semester _____
 - c. How often should a school have student teachers?
 Every year _____ Every other year _____ Every third year _____
 - d. Which semester is it most advantageous to have student teachers?
 First _____ Second _____

- e. Does the student teacher interrupt any part of the regular school work?

Yes _____ Somewhat _____ No _____

6. Do student teachers take more time to teach units than would be true of the local teacher?

Much _____ Some _____ Little _____ None _____

7. From your observation, do you feel that the program has a stimulating effect upon

- a. Local agriculture programs

Much _____ Some _____ Little _____ None _____

- b. The total secondary school program

Much _____ Some _____ Little _____ None _____

8. Have you observed any major discipline problems as a result of the student teaching program?

Many _____ A few _____ Very few _____ None _____

9. In your observation as a result of the student teaching program

- a. Does supplemental teaching have to be done?

Much _____ Some _____ Little _____ None _____

- b. Is this type of training, student teaching, of any value to the future of agriculture?

Much _____ Some _____ Little _____ None _____

- c. Is this type of training of any value to the future of education in general?

Much _____ Some _____ Little _____ None _____

10. Do you consider the program of adequate training of future teachers, a part of your responsibility?

Much _____ Some _____ Little _____ None _____

11. Should the student teachers take their wives to the teaching center?

Yes _____ Doubtful _____ No _____

12. In your observation has the student teaching program ever caused the school any embarrassment?

Much_____ Some_____ Little_____ None_____

13. Does the program of student teaching tend to retard the training of the high school vocational agriculture student?

Much_____ Some_____ Little_____ None_____

14. From your observation do you feel that high school students look forward to having student teachers?

Yes_____ Indifferent_____ No_____

15. What are your recommendations for improving the program? Please comment as to your opinion.

SURVEY FORM

SUPERVISING TEACHER

ATTITUDES TOWARD THE STUDENT TEACHING PROGRAM

1. How many years have you been associated with the present school system?

2. How many groups of student teachers have you worked with?

3. Does the presence of the student teacher cause any change in relationship between you and your vocational agriculture students?
Serious _____ Slight _____ None _____
4. Does the program cause you to try different methods of teaching?
Many _____ Some _____ None _____
5. From the standpoint of the local program of vocational agriculture:
 - a. How long should the student teacher be in the local school.
2 weeks _____ 4 weeks _____ 6 weeks _____ 8 weeks _____
 - b. How many groups should be sent out each semester.
First semester _____ Second semester _____
 - c. How often should a teaching center have student teachers?
Every year _____ Every other year _____ Every third year _____
 - d. Which semester is most convenient to have student teachers?
First _____ Second _____
6. Does the program interrupt any part of your regular school work?
Yes _____ Somewhat _____ No _____
7. Do student teachers require more time to teach any phase of the program?
 - a. Much _____ Some _____ Little _____ None _____
 - b. is this Serious _____ Of little consequence _____

8. Does the program have a stimulating effect on your local vocational agriculture program?
- Much _____ Some _____ Little _____ None _____
9. Does the presence of student teachers in your department tend to cause major disciplinary problems?
- a. Much _____ Some _____ Little _____ None _____
- b. Is this serious _____ Of little consequence _____
10. Is this type of training of any value to the future of agriculture?
- Much _____ Some _____ Little _____ None _____
11. Do you have to do supplemental teaching on some problems as a result of the student teaching program?
- a. Much _____ Some _____ Little _____ None _____
- b. Is this serious _____ Of little consequence _____
12. Do you consider the program of training future teachers a part of your responsibility?
- Much _____ Some _____ Little _____ None _____
13. Should the student teachers take their wives to the teaching center?
- Yes _____ Doubtful _____ No _____
14. Has the student teaching program ever caused the local school any embarrassment?
- a. Much _____ Some _____ Little _____ None _____
- b. Is this serious _____ Of little consequence _____
15. Is this type of training of any value to the future of education in general?
- Much _____ Some _____ Little _____ None _____
16. Does the student teaching program tend to retard the training of the high school vocational agriculture student?
- a. Much _____ Little _____ None _____
- b. Is this serious _____ Of little consequence _____

17. Do you think it would be best to implement a program whereby student teachers spend some time in the local school prior to the opening of the school term? (Please comment)
18. What are your recommendations for improving the program? (Please comment as to your personal opinion)
19. Does the observance of the rules and regulations governing student teaching in vocational agriculture tend to create problems for you? (Please comment)
20. Please express a judgment as to the supervision presently provided by the university. (Please comment)
21. How do you feel about the reimbursement which you now receive from the university for supervision of student teachers? Would you alter your program materially if this practice was discontinued? (Please comment)
22. What changes would you like to see take place in the present system student teaching? (Please comment)

SURVEY FORM

ADMINISTRATOR

ATTITUDES TOWARD THE STUDENT TEACHING PROGRAM

1. How many years have you been associated with the present school system? _____
2. How many groups of student teachers in vocational agriculture have you worked with?
 - a. In this school system VO-AG _____ Other _____
 - b. In other systems VO-AG _____ Other _____
3. Does the presence of the student teachers cause
 - a. Change in relationship between the regular vocational agriculture teacher and you?
 Serious _____ Slight _____ None _____
4. Does the program cause new methods of teaching to be tried by the local teacher?
 Many _____ Some _____ None _____
5. From the standpoint of the welfare of your local school program
 - a. How long should the student teacher be in the local school?
 2 weeks _____ 4 weeks _____ 6 weeks _____ 8 weeks _____
 - b. How many groups should be sent out each semester?
 First Semester _____ Second Semester _____
 - c. How often should a teaching center have student teachers?
 Every year _____ Every other year _____ Every third year _____
 - d. Which semester is most convenient to have student teachers?
 First _____ Second _____
6. Does the program interrupt any part of your regular school work?
 - a. The program of VO-AG Yes _____ Somewhat _____ No _____
 - b. The total school program Yes _____ Somewhat _____ No _____

7. In general do you feel that more time must be spent teaching certain phases of the regular school program?
- Much_____ Some_____ Little_____ None_____
8. Does the student teaching program tend to have a stimulating effect:
- a. Upon the local program of vocational agriculture
- Much_____ Some_____ Little_____ None_____
- b. Upon the total school program
- Much_____ Some_____ Little_____ None_____
9. Has your school experienced any major discipline problems as a result of the student teaching program in vocational agriculture?
- Many_____ A few_____ Very few_____ None_____
10. Does the vocational agriculture teacher have to do supplemental teaching as a result of the program?
- Much_____ Some_____ Little_____ None_____
11. In your judgment, is this type of training of any value to the future of agriculture?
- Much_____ Some_____ Little_____ None_____
12. Do you consider the program of training future teachers of vocational agriculture a part of your responsibility?
- Much_____ Some_____ Little_____ None_____
13. Should the student teachers take their wives to the teaching center?
- Yes_____ Doubtful_____ No_____
14. Has the student teaching program ever caused the school any embarrassment?
- Much_____ Some_____ Little_____ None_____
15. Does this type of student teaching tend to retard the training of the high school vocational agriculture student?
- Much_____ Little_____ None_____
16. What is the attitude of the high school faculty toward the presence of student teachers in vocational agriculture?
- Favorable_____ Indifferent_____ A bother_____

17. To what extent should the student teacher in vocational agriculture be provided with participating experiences in departments other than vocational agriculture?

Much _____ Some _____ Little _____ None _____

18. What are your recommendations for improving the program?

Please comment as to your personal opinions.

19. What is your judgment as to the value of the practice of reimbursement, from the college or university, to the local supervising teachers in payment for the extra time and effort involved in the student teaching program? (Please comment)

20. Please express a judgment as to the supervision provided by the college or university. Is this activity over-emphasized? (Please comment)

21. Does observance of the rules and regulations governing the student teaching program create a problem for you and your staff? (Please comment)

VITA

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Candidate for the Degree of

Master of Science

Thesis: AN EVALUATION OF THE STUDENT TEACHING PROGRAM IN VOCATIONAL AGRICULTURE IN OKLAHOMA AS MADE BY SCHOOL ADMINISTRATORS, SUPERVISING TEACHERS, PARENTS, AND HIGH SCHOOL STUDENTS

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