

**A SURVEY OF SELECTED
ADMINISTRATIVE AND SUPERVISORY ARRANGEMENTS
FOR STUDENT TEACHING IN BUSINESS EDUCATION
AT THE OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE,
STILLWATER, OKLAHOMA**

By

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1950

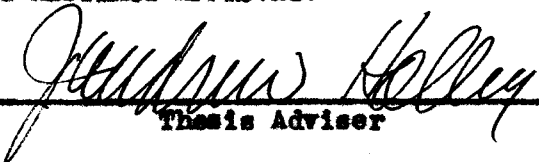
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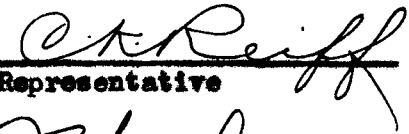
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1950

THIS IS AND ABSTRACT APPROVED:



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R. B. Laughlin

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CHAPTER I

INTRODUCTION

The School of Commerce of the Oklahoma Agricultural and Mechanical College at Stillwater, Oklahoma, was organized in 1914 as a separate unit of the college. One of the departments which administers undergraduate instruction in the School of Commerce is the Department of Business Education.

The curriculum in business education is designed to prepare qualified teachers of business subjects in junior and senior high schools, part-time schools, junior colleges, and teacher's colleges....Thorough academic preparation is necessary for superior teaching....

Students with an undergraduate major in business education will be able to secure the certificate required in the state of Oklahoma for high school business teachers or teachers of distributive occupations.¹

The student desiring to secure the certificate required of high school business teachers by the state of Oklahoma must complete six hours' credit in student teaching.² The Department of Business Education in the School of Commerce at Oklahoma Agricultural and Mechanical College offers six hours of work in student teaching in business subjects.

This study seeks to obtain opinions, recommendations, and facts, through the normative survey method of research, pertaining to the present program of student teaching in the Department of Business Education at the Oklahoma Agricultural and Mechanical College from various Oklahoma public

¹ Catalogue of Oklahoma Agricultural and Mechanical College, 1949-1950, p. 123. Oklahoma Agricultural and Mechanical College Bulletin, Vol. 46, No. 10. Stillwater, Oklahoma: Oklahoma Agricultural and Mechanical College, May 15, 1949.

² Robert Carlton Woellner and M. Aurilla Wood, Requirements for Certification of Teachers and Administrators for Elementary-Secondary Schools, Junior Colleges, Tenth Edition, 1945-46.

high school administrators, various teachers of business subjects in Oklahoma public high schools, students who have received a life teaching certificate during the six years, 1945, 1946, 1947, 1948, 1949, and 1950, based on work completed in Business Education at Oklahoma Agricultural and Mechanical College, and students who have completed at least three hours of student teaching in Business Education at Oklahoma Agricultural and Mechanical College during the school year 1949-1950.

This study also seeks to compare the program of student teaching in the Department of Business Education at Oklahoma Agricultural and Mechanical College with the recommendations given in various studies made in the field of student teaching.

Recommendations for improvement, revision, extension, or curtailment of the present program of student teaching in Business Education at Oklahoma Agricultural and Mechanical College will be made if the findings of this study warrant such recommendations.

Purpose of the Study

The purpose of this study is to determine the most workable promising practices in handling and administering a program of student teaching in Business Education at Oklahoma Agricultural and Mechanical College. In accordance with this specific purpose, this study also seeks to discover which of the selected public high schools would be willing to co-operate with the Business Education Department of the Oklahoma Agricultural and Mechanical College by providing an opportunity for student teachers in Business Education to do a limited amount of student teaching in these particular public high schools and what administrative and supervisory arrangements for student teaching are considered to be most promising by those public high schools which are willing to co-operate.

Specifically the study seeks to answer the following questions:

1. Which of the public high school administrators included in this study would be willing to designate the high school under their supervision as a training center for student teachers in Business Education from Oklahoma Agricultural and Mechanical College?
2. What is the longest continuous period of time during the school year for which the public high school administrators would be willing to allow a student teacher in Business Education from Oklahoma Agricultural and Mechanical College to do practice teaching in the high schools under their supervision?
3. How many student teachers in Business Education would the various public high school administrators be willing to accept each school year for the purpose of practice teaching in the high schools under the supervision of these various public high school administrators?
4. At what time during the school year would the various public high school administrators in the state of Oklahoma prefer to have student teachers do student teaching in the high schools under the supervision of these various public high school administrators?
5. Would the public high school administrators prefer to have the student teacher in Business Education from Oklahoma Agricultural and Mechanical College observe before allowing the student teacher to take full charge of a specific class, and if observation is desired, the number of days the public

high school administrators would prefer to have the student teacher observe.

6. How many semester hours of college credit would the public high school administrators require the student teachers to have in shorthand, typing, and bookkeeping prior to assignment for practice teaching in these subjects in the various high schools under the supervision of these public high school administrators?
7. What minimum grade-point average, or mark, would the public high school administrators expect the student teachers to have in the subjects to be taught by the student teachers in the public high schools under the supervision of these public high school administrators?
8. Would the public high school administrators prefer to leave the selection of qualified student teachers to the discretion of the Director of Student Teaching in Business Education at Oklahoma Agricultural and Mechanical College?
9. In the opinion of the various high school teachers of Business subjects in the high schools under the supervision of the public high school administrators to whom questionnaires were sent, what is a sufficient allocation of time to be spent by the student teacher in Business Education from Oklahoma Agricultural and Mechanical College in observation and practice teaching in the public high school?
10. How many clock hours do the various high school teachers of business subjects think that student teachers in Business Education should observe in a class before being given

complete responsibility for teaching that class?

11. Would the various high school teachers of business subjects be willing to make a report to the Director of Student Teaching in Business Education at Oklahoma Agricultural and Mechanical College as to the effectiveness of the teaching done by the student teacher?
12. How many of the various public high school teachers of business subjects included in this study have served as critic teachers for student teachers in Business Education from Oklahoma Agricultural and Mechanical College?
13. Do the various high school teachers of business subjects who have served as critic teachers for student teachers in Business Education from Oklahoma Agricultural and Mechanical College consider the student teacher an asset or a liability to the critic teacher and the class of the critic teacher, and in what way was the student teacher considered an asset or a liability to the critic teacher and the class of the critic teacher?
14. What suggestions for improvement in the program of student teaching in Business Education at Oklahoma Agricultural and Mechanical College do the various high school teachers of business subjects have, who have served as critic teachers for student teachers in Business Education from Oklahoma Agricultural and Mechanical College?
15. What subjects were taught in the public high schools by the student teachers in Business Education from Oklahoma Agricultural and Mechanical College during the practice teaching

- experience of the student teachers?
16. Approximately how many clock hours of actual teaching and how many clock hours of observation were done by the student teachers in Business Education in the public high schools throughout Oklahoma?
 17. In what activities other than actual teaching and observation did the student teachers in Business Education from Oklahoma Agricultural and Mechanical College engage in the public high school wherein the student teachers felt they gained valuable experience?
 18. How many months have the former student teachers in Business Education from Oklahoma Agricultural and Mechanical College taught business subjects since receiving a life certificate based on work completed in Business Education at Oklahoma Agricultural and Mechanical College?
 19. Do the student teachers included in this study feel that their student teaching experience at Oklahoma Agricultural and Mechanical College helped them in their actual teaching since leaving Oklahoma Agricultural and Mechanical College?
 20. What experiences did the student teachers included in this study miss in student teaching which they think should have been provided?
 21. In the opinion of the student teachers included in this study, what were the strengths, or good points, of the student teaching program in Business Education at Oklahoma Agricultural and Mechanical College?
 22. In the opinion of the student teachers included in this

study, what were the weaknesses in the student teaching program in Business Education at Oklahoma Agricultural and Mechanical College?

23. In the opinion of the student teachers included in this study, what months of the fall semester and of the spring semester of college work would be most desirable for the student to do practice teaching in the public high schools?
24. In the opinion of the student teachers included in this study, what is a sufficient allocation of time to be spent by the student teacher in Business Education from Oklahoma Agricultural and Mechanical College in observation and practice teaching in the public high schools?
25. How many clock hours do the student teachers included in this study think student teachers in Business Education should observe in a class before being given complete responsibility for teaching that class?
26. In what semester and year of college work do the student teachers included in this study think a student should do practice teaching?
27. Were the reports made by the critic teachers under whom the student teachers included in this study did their practice teaching sufficiently detailed to allow the student teacher to do remedial work on the student teacher's weak points, and if such reports were not adequate, what suggestions for improvement in the reports made by the critic teachers in the public high schools can the student teachers included in this study make?

Need for the Study

Insofar as can be determined from all available information, there has never been a graduate study made in the field of student teaching in Business Education at Oklahoma Agricultural and Mechanical College. It is hoped that this study will prove beneficial to the Business Education Department of the School of Commerce of Oklahoma Agricultural and Mechanical College in ascertaining whether or not the present program of student teaching in Business Education is meeting the needs of the students.

It is also hoped that this study will be beneficial to the public high schools in the state of Oklahoma in which student teachers in Business Education from Oklahoma Agricultural and Mechanical College will be doing student teaching, by incorporating the recommendations made by the various public high schools into a definite plan of co-operative student teaching between the Oklahoma Agricultural and Mechanical College and these particular public high schools.

With reference to the need for research in business teacher-training, Benjamin R. Haynes and Jessie Graham say:

Business teacher-training is a subject worthy of research because of the large number of young people who each year seek business training at the hands of the teachers of business subjects. Because the effect of a teacher's training is felt not only by himself but by all of his students, business teacher-training is one of the most vitally important phases of business education.³

With reference to some of the unsolved problems, Haynes and Graham say:

Some of the unsolved problems in this field are as follows: the amount of technical training which should be required of business teachers; the supervision of practice teaching: and the assembling of research findings in other fields of

³ Benjamin R. Haynes and Jessie Graham, Research in Business Education, p. 45.

business education which will be useful in constructing courses for business teacher-training.⁴

Scope and Delimitations

This study does not attempt to cover the entire course of study for Business Education majors at Oklahoma Agricultural and Mechanical College, but is concerned only with the student teaching phase as offered in the Business Education curriculum at Oklahoma Agricultural and Mechanical College.

This study is also concerned with evaluations of the student teaching program in Business Education at Oklahoma Agricultural and Mechanical College; but only with respect to the opinions of the various high school administrators, the opinions of various high school teachers of business subjects, and the opinions of student teachers included in this study as to the effectiveness of certain administrative and supervisory arrangements for student teaching in the public high schools in Oklahoma. Instructional details and relationships are excluded from this study.

The data used in this study were obtained by the questionnaire-inquiry technique from 50 selected public high school administrators in the state of Oklahoma and from 73 selected public high school teachers of business subjects in Oklahoma. Data were also obtained from 37 students who have been enrolled in student teaching in Business Education at Oklahoma Agricultural and Mechanical College and who have received a life teaching certificate during the six years, 1945, 1946, 1947, 1948, 1949, and 1950, based on work completed in Business Education at Oklahoma Agricultural and Mechanical College. Eleven students who had completed at least three semester hours in student teaching in Business Education at Oklahoma Agricultural

⁴ Ibid., p. 93.

and Mechanical College during the school year 1949-1950 also supplied data for this study.

Definition of Words and Terms

The definitions of certain words and terms used in this study are to be understood as follows:

Student Teaching. Throughout this study the term Student Teaching will be used as synonymous with the terms "practice teaching" and "apprentice teaching." Student teaching has been adequately defined by Harry A. Little as:

Student teaching is that part of the pre-service education of teachers in which the teacher-to-be puts into practice the theories he has learned in his education classes. It is the actual teaching of a group of children by a student, under the close supervision of a critic or supervision teacher.⁵

Student Teacher. The term Student Teacher is the name given to the student assigned to student teaching in any given subject.

Critic Teacher. This term is used throughout this study as synonymous with the phrase "supervisory teacher." A Critic Teacher is any public school teacher who devotes part of his time to the supervision of student teachers. He is the teacher in charge of the class in which the student teaching is being done.

Director of Student Teaching. This term is used to denote the administrative official employed by the Oklahoma Agricultural and Mechanical College for the assignment and supervision of students engaged in student teaching.

Public High School. This term is used for that school in which student teaching is done off-campus. It is a district controlled and tax-

⁵ Harry A. Little, Handbook for Supervisors of Student Teaching, Chairman, Division of Teacher Education, Georgia State College for Women, Milledgeville, Georgia, 1947, p. 1.

supported school under the administration of a local superintendent of public schools.

Procedures and Responses

The first step in the solution of this problem was a survey of related research to determine if a previous study had been conducted in the field of student teaching in Business Education at Oklahoma Agricultural and Mechanical College. After ascertaining that such a study had not been conducted, the investigator prepared a tentative outline of the purpose of the study, need for the study, scope and delimitations of the study, and the procedure for the study. This outline was submitted to the 1949 summer Business Education seminar at the Oklahoma Agricultural and Mechanical College. After revision of the tentative outline in accordance with the recommendations made by members of the 1949 summer Business Education seminar, the outline was presented to the chairman of the thesis committee for criticism. After further revision and consultation with the head of the Department of Business Education, the outline was approved.

The normative survey method of research was followed in this study. The questionnaire-inquiry technique was used to obtain data from the high school administrative officials of various Oklahoma public high schools included in the study, from the various teachers of business subjects in these high schools who may or may not have acted as supervisors or "critic teachers" of student teachers in Business Education from Oklahoma Agricultural and Mechanical College, and from the various student teachers who received a life certificate in Business Education from Oklahoma Agricultural and Mechanical College and from students who completed at least three hours of student teaching in Business Education at Oklahoma Agricultural and Mechanical College.

The public high schools which were to be included in this study were selected on the basis of the following criteria:

- (1) Only those public high schools offering a full unit of instruction in each of bookkeeping, shorthand, and typewriting were included.
- (2) Only those public high schools employing one full-time teacher of business subjects were included.
- (3) Only those public high schools which were considered to have adequate facilities to give student teachers in Business Education the desired experiences in student teaching were included. In this connection the considered judgments of Dr. J. Andrew Holley, Head of the Department of Business Education at Oklahoma Agricultural and Mechanical College, and Dr. C. K. Reiff, Director of Student Teaching at Oklahoma Agricultural and Mechanical College, were employed in the final selection of high schools to be included in this study.

A preliminary letter explaining the purpose of this study was sent to the superintendents of the selected high schools. If the superintendents of the selected public high schools approved the co-operative plan of providing student teachers in Business Education with teaching opportunities in the local high schools under their supervision, they were asked to indicate such approval by returning a post-card inquiry which had been enclosed with the letter of explanation. The items included on the post-card inquiry are as follows:

- (1) Would you be willing to accept selected senior Business Education Student Teachers to do a limited amount of teaching in your high school:

Yes

No

(2) Will you co-operate by answering an inquiry concerning co-operative plans and activities for conducting student teaching off the campus:

Yes

No

(3) Please list names of teachers in your commercial department who will serve as critic or supervisory teachers.

A copy of the preliminary letter is included as Appendix A.

Of 95 original letters sent out, 65 high school superintendents and principals returned the post-card inquiry indicating their willingness to accept selected senior Business Education student teachers to do a limited amount of teaching in the high schools under their supervision. The questionnaires for high school superintendents and for high school teachers were then mailed to the 65 high schools which had indicated their willingness to co-operate in this plan of student teaching. Copies of the questionnaire-inquiries sent to high school administrative officers and high school teachers are included as Appendices B and C, respectively.

A list of students who received a life teaching certificate during the six years, 1945, 1946, 1947, 1948, 1949, and 1950, based on work completed in Business Education from Oklahoma Agricultural and Mechanical College, and who completed at least three semester hours of student teaching in Business Education was compiled from records maintained in the Registrar's Office of the college. A questionnaire-inquiry for student teachers was then mailed on May 11, 1950, to each of the 108 student teachers who had received a life certificate in Business Education during the six years, 1945, 1946, 1947, 1948, 1949, and 1950. A copy of the questionnaire-inquiry sent to student teachers is included as Appendix D. After a period of four weeks had elapsed, a post-card follow-up was mailed

to each of the student teachers who had not returned the completed questionnaire-inquiry. Of the 106 questionnaires sent out to student teachers, 44 questionnaires were returned. Questionnaire-inquiries were also completed by 11 students who had completed three semester hours of student teaching during the school year 1949-1950. Seven of the 44 questionnaires which were returned were thrown out as not being suited for the purposes of this study.

Data from the three sets of questionnaire-inquiries were tabulated. Tables were then constructed and interpretations made in keeping with the purposes of this study.

Extensive library investigation was pursued by the investigator in order to determine what recommendations for improvement of student teaching have been made in various studies in the field of student teaching.

CHAPTER II

OPINIONS OF HIGH SCHOOL ADMINISTRATIVE OFFICIALS
AS TO THE EFFECTIVENESS OF CERTAIN ADMINISTRATIVE AND SUPERVISORY
ARRANGEMENTS IN STUDENT TEACHING IN BUSINESS EDUCATION

Questionnaire-inquiries were sent to 65 high school administrative officials who had previously indicated their willingness to cooperate with the Business Education Department of the Oklahoma Agricultural and Mechanical College in the co-operative plan of student teaching in business subjects. Fifty, or 76.9 per cent, of the 65 questionnaire-inquiries sent out were completed and returned. Chapter II summarizes data gathered by the investigator through the questionnaire-inquiry technique from these fifty selected high school administrative officials throughout the state of Oklahoma. The data pertain to the opinions of the various high school administrative officials as to the effectiveness of certain administrative and supervisory arrangements for student teaching in Business Education in the public high schools under the supervision of these high school administrative officials.

Longest Continuous Period of Time During the School Year
for Which Practice Teaching Would Be Allowed
in the 50 Public High Schools

The data in Table I show that the greatest per cent of high school administrators indicated 2 weeks as the longest continuous period of time in both semesters of the school year for which practice teaching would be allowed in the various public high schools included in the study. Nineteen, or 38 per cent, indicated 2 weeks as the longest continuous period of time for which a student teacher would be allowed to do practice teaching in business subjects during the first semester; and 20, or 40 per cent, indicated 2 weeks as the longest period of student teaching time in the second

TABLE I

NUMBER AND PER CENT OF ADMINISTRATORS INDICATING
LONGEST CONTINUOUS PERIOD OF TIME DURING THE SCHOOL YEAR
FOR WHICH A PRACTICE TEACHER WOULD BE ALLOWED TO PRACTICE TEACH
IN 50 VARIOUS PUBLIC HIGH SCHOOLS

Number of Weeks	Number and Per Cent of Administrators Indicating Period of Time			
	First Semester		Second Semester	
	Number	Per Cent	Number	Per Cent
1	4	8	4	8
2	19	38	20	40
3	7	14	8	16
4	11	22	12	24
5	2	4	1	2
6	5	10	5	10
No Answer	2	4		

This table should be read as follows: Four, or 8 per cent, of the 50 high school administrators indicated that 1 week was the longest continuous period of time during the first semester of the school year for which a practice teacher would be allowed to practice teach in the public high schools.

semester. Eleven, or 22 per cent, of the 50 high school administrators indicated 4 weeks as the longest continuous period of time a student teacher can do practice teaching during the first semester; and 12, or 24 per cent indicated 4 weeks as the longest continuous period of time for a student teacher to do practice teaching during the second semester of the high school year. These two periods of time, 2 weeks and 4 weeks, respectively, were the most favorable periods of time in both semesters.

From these data one would assume that two weeks during any semester is the period of time preferred by the greatest number of administrators. This period of two weeks is directly in line with the requirement made by the Business Education Department of the Oklahoma Agricultural and Mechanical College that each student majoring in Business Education shall complete two weeks of student teaching each semester of his senior year. This student teaching is in addition to 14 weeks of observation required of students doing their student teaching in the Stillwater high school. However, one must not conclude from these data that two weeks of practice teaching each semester, or four weeks for the entire senior year, is the most desirable length of time for student teaching in business subjects from the standpoint of proficiency for all students. The above data indicate only the periods of time which will be allowed in each of the 50 high schools included in this study, according to statements of the administrators.

William Glen Shower in his doctoral dissertation, Suggested Programs for Commercial Teacher-Training Institutions, completed at the State University of Iowa in August, 1937, recommended that the student teacher in Business Education spend three weeks, or fifteen class periods, for two

periods of time, making a total of six weeks of actual directed teaching.¹

Along this same line, Harold B. Gilbreth says:

Student teachers of business subjects, as evidenced by data reported by the respondents, usually teach for eighteen weeks, five days per week, and for slightly over fifty minutes per period.²

However, the report of the Committee on Standards and Surveys of The American Association of Colleges for Teacher Education made the following recommendations in 1948:

....The needs of the individual student dictate the particular activities to be engaged in, within each major area, and the sequence of those activities. Individual differences among students do not allow for an exact allocation of experiences.³

...Both assignment to and length of time spent in a given situation or type of laboratory experience will vary with individuals. Each contact should be long enough to help the student achieve the purposes for which he entered upon the experience.⁴

....The length of each professional laboratory experience is flexible in terms of the best interests of the student. This includes consideration of the needs of the individual student, his rate of growth, whether his needs can best be met during the present period or through later contacts in other situations, as well as the opportunities provided in the given situation to meet the changing needs of the student.⁵

In her doctoral dissertation Elisha Lane Henderson stated:

¹ William Glen Shover, Suggested Programs for Commercial Teacher-Training Institutions, The National Association of Commercial Teacher-Training Institutions, Bulletin No. 14, February, 1938, p. 18.

² Harold B. Gilbreth, A Study of Student Teaching in Business Subjects in State Teachers Colleges, State Colleges and Universities, and Selected Private Colleges and Universities, New York University, October, 1941, The National Association of Business Teacher-Training Institutions, Bulletin No. 25, January, 1942, p. 9.

³ The American Association of Colleges for Teacher Education, A Department of the National Education Association, First Yearbook, 1948, p. 93.

⁴ Ibid., p. 93.

⁵ Ibid., p. 94.

The amount of student teaching required should depend upon the ability of the student. Every student teacher should be required to teach until the training supervisor, the principal, and the subject-matter teacher who supervises him can be reasonably assured that he is able to go into a classroom and do a successful day's teaching.⁶

However, from the 31 colleges included in Henderson's study, the following results were obtained:

Only three colleges reported that the time spent in student teaching varied with the ability of the student teacher. Yet this is a vital principle which conforms to the psychology of varying the instruction according to the individual needs of the learner.⁷

The fact that 25, or 50 per cent, of the high school administrators included in this study indicated their willingness to accept students to do practice teaching for a period longer than two weeks in the first semester of the high school year, and the fact that 26, or 52 per cent, of the high school administrators indicated their willingness to accept students to do practice teaching for a period longer than two weeks in the second semester of the high school year would allow the Business Education Department to send students to these particular high schools for longer periods of student teaching, if the department and the student teacher felt that such longer periods were desirable. The particular schools which indicated their willingness to accept a student for student teaching in business subjects for a period longer than two weeks are indicated in Appendix E.

⁶ Elisha Lane Henderson, Ph.D., The Organization and Administration of Student Teaching in State Teachers Colleges, Teachers College Columbia University, Contributions to Education, No. 692, Bureau of Publications, Teachers College, Columbia University, New York, 1937, p. 117.

⁷ Ibid., p. 29.

Number of Student Teachers Acceptable During a School Year
in the Public High Schools

The data in Table II show that it would be possible in accordance with the limitations set up by the 50 high school administrators to place 103 student teachers for student teaching in the public high schools during the first semester of the high school year and 107 student teachers during the second semester of the high school year.

Since the enrollment in undergraduate classes in apprentice teaching in Business Education at Oklahoma Agricultural and Mechanical College seldom exceeds 30 students a semester, it is clear from these data that ample apprentice teaching opportunities are available in the public high schools of Oklahoma.

The data in Table III show the total time allowed for practice teaching in business subjects by student teachers from Oklahoma Agricultural and Mechanical College during the entire high school year. Twelve, or 24 per cent, of the 50 high school administrators indicated they would allow 8 weeks of student teaching in business subjects. Eight, or 16 per cent, indicated they would allow 4 weeks of student teaching in business subjects during the entire high school year, and 7, or 14 per cent, indicated they would allow a total of 16 weeks of student teaching in business subjects during the entire high school year. It is interesting to note that one high school administrator indicated that he would allow 60 weeks of student teaching in business subjects during the entire high school year.

Preferences for Student Teaching Time During School Year

The data in Table IV indicate that the greatest number of high school administrators preferred to have student teachers do practice teaching during one or more of the following weeks of the first semester: the

TABLE II
NUMBER AND PER CENT OF ADMINISTRATORS INDICATING
NUMBER OF STUDENT TEACHERS THEY WOULD ACCEPT DURING A SCHOOL YEAR

Number of Student Teachers Each Semester	Number and Per Cent of Administrators Indicating Particular Number of Student Teachers				Total of Student Teachers for Two Semesters		
	First Semester		Second Semester		First Semester	Second Semester	Total
	Number	Per Cent	Number	Per Cent			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number
0	2	4	--	--	--	--	--
1	11	22	13	26	11	13	24
2	24	48	24	48	48	48	96
3	8	16	8	16	24	24	48
4	5	10	4	8	20	16	36
5	--	--	--	--	--	--	--
6	--	--	1	2	--	6	6
TOTAL					103	107	210

This table should be read as follows: Eleven, or 22 per cent, of the 50 high school administrators said they would accept 1 student teacher each, or a total of 11 student teachers, to do student teaching during the first semester; 13, or 26 per cent, of the 50 high school administrators said they would accept 1 student teacher to do student teaching during the second semester of the high school year.

TABLE III
NUMBER AND PER CENT OF HIGH SCHOOL ADMINISTRATORS
INDICATING MAXIMUM PERIOD OF TIME PREFERRED FOR PRACTICE TEACHING
IN 50 OKLAHOMA PUBLIC HIGH SCHOOLS

Number of Weeks Preferred During School Year	Number and Per Cent of Administrators Indicating Particular Period of Time	
	Number	Per Cent
2	2	4
3	1	2
4	8	16
6	3	6
8	12	24
12	6	12
16	7	14
24	5	10
27	1	2
30	1	2
32	1	2
36	1	2
48	1	2
60	1	2

This table should be read as follows: Two, or 4 per cent, of the 50 high school administrators indicated they would allow a total of 2 weeks of student teaching in business subjects by a student teacher in Business Education from Oklahoma Agricultural and Mechanical College during the entire high school year.

TABLE IV

NUMBER AND PER CENT OF HIGH SCHOOL ADMINISTRATORS
INDICATING WEEK OF SCHOOL YEAR IN WHICH PRACTICE TEACHING
IS PREFERRED IN 50 OKLAHOMA PUBLIC HIGH SCHOOLS

Week of School Year	Number and Per Cent of Administrators Indicating Week			
	First Semester		Second Semester	
	Number	Per Cent	Number	Per Cent
1	1	2	4	8
2	4	8	8	16
3	2	4	9	18
4	9	18	15	30
5	7	14	10	20
6	8	16	9	18
7	16	32	14	28
8	16	32	11	22
9	18	36	14	28
10	22	44	16	32
11	17	34	14	28
12	15	30	15	30
13	8	16	9	18
14	9	18	8	16
15	7	14	5	10
16	5	10	4	8
Anytime	7	14	7	14

This table should be read as follows: One, or 2 per cent, of the 50 high school administrators indicated that the first week of the first semester of the high school year would be the time preferred to have student teacher do student teaching in business subjects in the public high school; 4, or 8 per cent, of the 50 high school administrators indicated that the first week of the second semester of the high school year would be the time preferred to have a student teacher do student teaching in business subjects in the public high school.

seventh, eighth, ninth, tenth, eleventh, and twelfth weeks. For the second semester, the administrators preferred that student teachers be assigned during one or more of these weeks: fourth, seventh, eighth, ninth, tenth, eleventh, and twelfth. The single week preferred by the greatest number of high school administrators is the tenth week of both semesters. Very few of the high school administrators indicated that they would like to have a student teacher present during the initial "getting acquainted period," or during the final period of high school. Since the high school year so closely coincides with the college year in time, this arrangement of practice teaching during the seventh, eighth, ninth, tenth, eleventh, and twelfth weeks would seem to be the best time for practice teaching insofar as the student teacher is concerned. This view is taken since the student teacher would be free from practice teaching duties and worries during the orientation period and the final examination period in other college courses in which the student teacher would of necessity be enrolled during his senior year if the student teaching were done during these preferred times.

The preferences of the individual high school administrators as to the weeks in which student teaching may be done are shown in Appendices F and G.

Length of Observation Period Preferred

In answer to the question, "Would you prefer to have a student teacher observe before allowing him to take full charge of a class?", 44, or 88 per cent, of the high school administrators answered "yes" and only 4, or 8 per cent, answered "no." Two did not answer the question.

When asked how many days the student teacher should observe before being allowed to take full charge of a class, 11, or 22 per cent, answered

five days; 8, or 16 per cent, answered three days; 6, or 12 per cent, answered two days; 4, or 8 per cent, answered one day; and 1, or 2 per cent, answered seven days. Eighteen, or 36 per cent, of the high school administrators seemed undecided as to the number of days and gave the following answers: two answered 1 or 2 days; one, 3 or 4 days; two, 3 to 5 days; one, 4 or 5 days; two, 5 to 10 days; one answered "Judgment of teacher"; one answered "Depends on person"; and seven gave no answer to this question. The fact that 18, or 36 per cent, of the high school administrators were hesitant about setting a definite number of days of observation for student teachers could be interpreted to mean that the high school administrators realize that the number of days of required observation would depend on the individual needs of each student teacher. The realization that the amount of observation should depend on the individual needs of each student teacher is directly in line with the recommendations made by the Committee on Standards and Surveys of the American Association of Colleges for Teacher Education.

The needs of the individual student dictate the particular activities to be engaged in, within each major area, and the sequence of those activities. Individual differences among students do not allow for an exact allocation of experiences.⁸

Harold B. Gilbreth in his doctoral dissertation reports:

1. Slightly fewer than nine-tenths, or 88.4 per cent, of the institutions require that student teachers or prospective student teachers observe teaching techniques and procedures before they are given responsibility for actual teaching.
2. Although there is rather general agreement that observation should be required before the student teacher is given teaching responsibility, there is little general agreement as to the reasons for requiring observation before actual teaching. However, the respondents (88 colleges and universities) indicate

⁸ The American Association of Colleges for Teacher Education, op. cit., p. 93.

that the following reasons for requiring observation are of value: to orient or to acquaint the student with the procedures used in the classroom; to acquaint the student with the pupils, methods, and situations; to develop confidence on the part of the prospective teacher; to safeguard pupils; and to please parents.⁹

Two weeks usually pass before the student teacher of business subjects is allowed to teach part of a period. This same number of weeks also applied to the teaching of a full period. Almost one-fifth of the institutions report that they vary the rate of induction into student teaching depending upon the ability, experience, and need of the individual student teacher.¹⁰

Substantiating the preference of 44, or 88 per cent, of the high school administrators that a student teacher should observe before being allowed to take full charge of a class, William Glen Shover points out in his doctoral dissertation:

....the time allotted for three-hour course in practice teaching would be apportioned as follows: six weeks, or eighteen recitations, for preparatory work; two weeks, or ten periods, for observation and a final three weeks, or fifteen periods, for directed teaching. The two periods of practice teaching, which might well be in different subjects under different critic teachers, would be preceded by a period of observation in the specific class in which the practice teaching was done.¹¹

Jacob I. Baugher has said, "There should be a number of directed observations prior to the teaching of the class, the number to be regulated by the individual needs of the student preparing to do the practice-teaching."¹²

⁹ Gilbreth, op. cit., p. 8.

¹⁰ Gilbreth, op. cit., p. 9.

¹¹ Shover, op. cit., p. 18.

¹² Jacob I. Baugher, Organization and Administration of Practice-Teaching in Privately Endowed Colleges of Liberal Arts, Teachers College, Columbia University Contributions to Education, No. 487, Bureau of Publications, Teachers College, Columbia University, New York, 1931, p. 95.

Semester Hours of College Credit in Business Subjects
Required Prior to Practice Teaching

The data in Table V show that 16, or 32 per cent, of the high school administrators would require the student teacher to have six semester hours of college credit in shorthand prior to assignment of the student teacher for practice teaching in shorthand. Nine, or 18 per cent, of the high school administrators indicated that they would require only four semester hours of college credit in shorthand. One, or 2 per cent, of the high school administrators would require the student teacher to have twelve semester hours of college credit in shorthand, whereas the State Board of Education only requires six semester hours of college credit in shorthand, in addition to other required courses, to be eligible to receive a life certificate to teach shorthand in the accredited high schools. Thirty, or 60 per cent, of the college administrators required six semester hours or less; and 6, or 12 per cent, required more than six semester hours college credit in shorthand prior to assignment of the student teacher for practice teaching.

The data in Table V also show that 15, or 30 per cent, of the high school administrators would require six semester hours of college credit in typing before allowing the student teacher to do student teaching in typing in the high school. Thirty-one, or 62 per cent, of the high school administrators would require six semester hours of college credit or less in typing; and 4, or 8 per cent, indicated they would require more than six semester hours of college credit.

Fourteen, or 28 per cent, of the high school administrators indicated by the data in Table VI that they would require six semester hours of college credit in bookkeeping before allowing the student teacher to do

TABLE V
NUMBER AND PER CENT OF ADMINISTRATORS
REQUIRING SPECIFIED AMOUNTS OF COLLEGE CREDIT IN SHORTHAND AND TYPING
OF STUDENT TEACHERS PRIOR TO ASSIGNMENT
TO PRACTICE TEACHING DUTIES

Semester Hours College Credit Required	Number and Per Cent of Administrators Indicating Amounts of College Credit Required			
	In Shorthand		In Typewriting	
	Number	Per Cent	Number	Per Cent
3	3	6	4	8
4	9	18	10	20
5	1	2	1	2
6	16	32	15	30
8	1	2	1	2
9	1	2	—	—
10	1	2	1	2
12	1	2	1	2
2 to 4	1	2	—	—
4 to 6	—	—	1	2
6 to 10	—	—	1	2
9 to 12	1	2	—	—
10 to 12	1	2	—	—
Proficiency	—	—	1	2
Seniors in Commerce	3	6	3	6
No Requirement	1	2	1	2
Leave to College	5	10	5	10
No Answer	5	10	5	10

This table should be read as follows: Three, or 6 per cent, of the high school administrators required 3 semester hours college credit in shorthand prior to letting a student teacher do practice teaching in shorthand in the public high school; 4, or 8 per cent, of the high school administrators required 3 semester hours college credit in typing prior to letting the student teacher do practice teaching in typing in the public high school.

TABLE VI
NUMBER AND PER CENT OF ADMINISTRATORS
REQUIRING SPECIFIED AMOUNTS OF COLLEGE CREDIT IN BOOKKEEPING
OF STUDENT TEACHERS PRIOR TO ASSIGNMENT
TO PRACTICE TEACHING DUTIES

Semester Hours College Credit Required	Number and Per Cent of Administrators Indicating Amounts of College Credit Required in Bookkeeping	
	Number	Per Cent
3	3	6
4	9	18
5	1	2
6	14	28
8	2	4
9	1	2
10	2	4
12	1	2
4 to 6	1	2
6 to 10	1	2
10 to 12	1	2
More the Better	1	2
Seniors in Commerce	3	6
No Requirement	1	2
Leave to College	5	10
No Answer	4	8

This table should be read as follows: Three, or 6 per cent, of the high school administrators required 3 semester hours college credit in bookkeeping prior to letting a student teacher do practice teaching in bookkeeping in the public high school.

student teaching in bookkeeping in the public high schools under their supervision. Twenty-eight, or 56 per cent, of the fifty high school administrators indicated that they would require six semester hours or less of college credit in bookkeeping; and 8, or 16 per cent, indicated they would require more than six semester hours of college credit in bookkeeping.

For all three subjects, shorthand, typing, and bookkeeping, 30 per cent indicated that they would require six semester hours of college credit, which is the minimum amount specified by the State Board of Education for the life teaching certificate in commerce. Less than six semester hours of college credit in each of the three subjects would be required by 29.3 per cent of the 50 high school administrators. More than six semester hours of college credit in each of the three subjects would be required by 11.3 per cent of the 50 high school administrators.

Appendix H lists the requirements specified by each one of the 50 high school administrators included in this study.

As to the minimum requirements before allowing a student teacher to do student teaching, Gilbreth has said:

....student teachers of business subjects should not be assigned to teach high school subjects in the training schools unless a sufficient amount of training has been received to furnish the student with adequate knowledge of and skill in the subject involved. The training in the subject to be taught should approximate or exceed that required of teachers for minimum certificates in the state in which the training is being secured.¹³

Minimum Grade Point Average or Mark Required

When asked "What minimum grade point average or mark would you expect the student teacher to have in the subjects to be taught: average or "C,"

¹³ Gilbreth, *op. cit.*, p. 35.

above average or "B," superior or "A," or no special requirement," 21, or 42 per cent, of the high school administrators said they would require average or "C" marks in the subjects to be taught by the student teacher as shown by the data in Table VII. Fifteen, or 30 per cent, would require above average or "B" marks in the subject to be taught by the student teacher, and 1, or 2 per cent, would require superior or "A" marks in the subjects to be taught by the student teacher in the public high school. Nine, or 18 per cent, showed no special standard required. None of the answers given were in terms of numerical grade-point averages.

William Glen Shover has said:

Scholarship in a certain subject should be one of the pre-requisites for practice teaching in that subject. If a commercial teacher trainee is not capable of making a course grade of "C" in a subject, he will not be proficient in the content of that subject.¹⁴

The Business Education Department of the Oklahoma Agricultural and Mechanical College requires that a student have an over-all grade-point average of 2.5, or midway between a "C" and a "B," in commerce courses prescribed for the state commercial teacher's certificate before he may enter upon the work of the senior year. Since the practice teaching falls within the senior year, this means that the Business Education Department requires a grade-point average of 2.5 in commerce courses before the student may enroll for student teaching. Sixteen, or 32 per cent, of the high school administrators indicated that they would require a mark of "B" or higher in the subject to be taught by the student teachers. This requirement by 16, or 32 per cent, of the high school administrators is above the requirement of the Business Education Department at Oklahoma Agricultural

¹⁴ Shover, op. cit., p. 19.

TABLE VII
 NUMBER AND PER CENT OF ADMINISTRATORS
 REQUIRING INDICATED MINIMUM MARK IN SUBJECTS
 TAUGHT BY STUDENT TEACHERS

Minimum Mark	Number and Per Cent of Administrators Requiring Mark	
	Number	Per Cent ^a
"C" or Average	21	42
"B" or above Average	15	30
"A" or Superior	1	2
No Special Standard	9	18

^a Five, or 10 per cent, of the high school administrators gave inadequate answers and one high school administrator gave two answers; therefore, the per cent column will not total 100 per cent.

This table should be read as follows: Twenty-one, or 42 per cent, of the 50 high school administrators specified "C" or average as the minimum mark required in subjects to be taught by student teachers.

and Mechanical College which specifies a 2.5 over-all grade-point average for commerce courses required for the state teaching certificate. There seems to be no definite requirement in the Business Education Department at Oklahoma Agricultural and Mechanical College insofar as grade-point average or mark is concerned in the individual subjects which the student teacher plans to teach in the public high school.

The grade-point average or mark required by each of the high school administrators is shown in Appendix I.

Selection of Qualified Student Teachers

Forty-nine, or 98 per cent, of the high school administrators answered "yes" that they would be willing to leave the selection of qualified student teachers to the discretion of the Director of Student Teaching in Business Education at Oklahoma Agricultural and Mechanical College. One, or 2 per cent, did not answer the question.

CHAPTER III

OPINIONS OF HIGH SCHOOL TEACHERS AS TO
THE EFFECTIVENESS OF CERTAIN ADMINISTRATIVE AND SUPERVISORY
ARRANGEMENTS IN STUDENT TEACHING IN BUSINESS EDUCATION

Questionnaire-inquiries were sent to the high school business teachers whose names were listed as teachers who would serve as critic or supervisory teachers for student teachers in Business Education from Oklahoma Agricultural and Mechanical College on the post-card inquiry returned by the 65 high school administrative officials. This post-card inquiry was enclosed in the original letter of explanation to the high school administrative officials and is shown in detail on page 12 of this thesis. One hundred and one questionnaire-inquiries were sent to high school business teachers and 73, or 72.3 per cent of the original 101 questionnaire-inquiries, were returned as completed inquiries.

A total of 75 bachelors degrees and 17 masters degrees were held by the 73 high school teachers who returned the completed questionnaire-inquiries. Two of the high school teachers who returned completed questionnaire inquiries did not hold a college degree.

Allocation of Time To Be Spent by the Student Teacher
in Observation and Practice Teaching

At present Oklahoma Agricultural and Mechanical College seniors in Business Education do, as laboratory work in apprentice teaching, at least seventy clock hours of observation and practice teaching per semester for two semesters. The plan is to have apprentice teachers do combined observation and practice teaching over a two-week period in several subjects covering a full school day in selected high schools throughout the state. When asked if, in their opinion, this allocation of time was sufficient, 61, or 83.6 per cent, answered "yes" and 10, or 13.7 per cent, answered

"no." One teacher did not answer. Those who answered "no" were asked to indicate what they considered a sufficient time allotment in terms of clock hours to be devoted to apprentice teaching and observation per semester for two semesters. Three of those answering "no" said that 90 clock hours would be a sufficient time allotment; 2 indicated that 120 clock hours would be sufficient; and the remaining 4 each gave the following answers, respectively: 100 clock hours, 110 clock hours, 5¹/₄0 clock hours or one semester, and 6 weeks.

Harry A. Little in his Handbook for Supervisors of Student Teacher has said:

There is a generally accepted nation-wide standard of ninety clock hours for teaching and, or, participation which is considered a minimum for proficiency in student teaching. The standard would be a great deal more valuable if it were put on a proficiency rather than an hourly basis.¹

Most authors seem to agree that the actual amount of time to be spent in practice teaching and observation should be based on the needs of the individual student, but that ninety clock hours should be the minimum time spent by each and every student. The requirement that a student do at least 140 clock hours of student teaching and observation over a period of two semesters in Business Education at Oklahoma Agricultural and Mechanical College seems to be an adequate minimum standard.

Length of Observation Period Preferred

Twenty-two, or 30.1 per cent, did not answer the question from which the data for Table VIII were taken. Of the 51 who did answer the question, 5, or 6.8 per cent, did not give a definite answer. Two of these 5 who gave indefinite answers said "depending on the individual"; 1 said "long

¹ Little, op. cit., p. 1.

TABLE VIII

NUMBER AND PER CENT OF HIGH SCHOOL TEACHERS
INDICATING NUMBER OF CLOCK HOURS THAT A STUDENT TEACHER
SHOULD OBSERVE IN A PARTICULAR CLASS BEFORE BEING GIVEN
COMPLETE RESPONSIBILITY FOR TEACHING THAT CLASS^a

Number of Clock Hours Recommended	Number and Per Cent of Teachers Making This Recommendation	
	Number	Per Cent
2	4	5.5
3	1	1.4
4	2	2.7
5	8	10.9
6	1	1.4
10	1	1.4
15 to 20	1	1.4
18	4	5.5
20	7	9.6
20 to 30	1	1.4
24	1	1.4
30	9	12.3
40	1	1.4
50	1	1.4
70	2	2.7
Other Recommendations Made:		
1. Depending on the individual	2	2.7
2. Long enough to see general routine of class	1	1.4
3. One semester	2	2.7

^a Twenty-two, or 30.1 per cent, did not answer this question.

This table should be read as follows: Four, or 5.5 per cent, of the 73 high school teachers included in this study indicated that a student teacher should observe 2 clock hours in a particular class before being given complete responsibility for teaching that class.

enough to see general routine of class"; 1 said "20 to 30 clock hours"; and 1 said "15 to 20 clock hours." The data in Table VIII indicate that the answers which were given by the remaining 51 ranged from 2 clock hours to 2 semesters. These data indicate a wide variation in the number of clock hours the high school teachers think a student should observe before being given complete responsibility for teaching a class. Baugher has said, "There should be a number of directed observations prior to the teaching of the class, the number to be regulated by the individual needs of the student preparing to do the practice-teaching."² Perhaps the high school teachers realize the difference in individual needs and this realization accounts for the many varied answers given to this question.

Reports to be Made by Critic Teachers on
Effectiveness of Student Teaching

Seventy-two, or 98.6 per cent, of the high school teachers indicated that they would be willing to make a report on the effectiveness of the teaching done by the student teacher. One did not answer the question.

William Glen Shover in his study has said:³

Two rating scales, one for observation and another for practice teaching, each to be filled in weekly by the critic teacher, should afford the teacher-training department information relative to the grade of work the practice teacher does.

The following types of rating scales, one for observation and one for practice teaching, are suggested for the weekly reports of the critic teachers to the commercial teacher-training department.

Observation Rating Scale

1. Interest shown in general class work.
2. Attention during class period.

² Baugher, op. cit., p. 95.

³ Shover, op. cit., pp. 18 and 20.

3. Professional attitude.
4. Tact with pupils and critic teacher.
5. Personal appearance.
6. Cooperation with critic teacher.

Practice Teaching Rating Scale

The ability to:

1. Plan lessons and units of work.
2. Make definite and adequate assignments.
3. Explain and present materials.
4. Ask adequate questions.
5. Use careful and correct English.
6. Use visual aids (blackboard, pictures, charts, maps, objects, and demonstrations).
7. Direct pupils at study.
8. Dispatch class routine.
9. Conduct effectively reviews and remedial teaching.
10. Measure the results of teaching (testing).
11. Control a class group (high percentage of group attention).
12. Conduct socialized class procedures.
13. Use a variety of teaching procedures.

Attitudes:

1. Sense of responsibility.
2. Fairmindedness.
3. Calmness and tact.
4. Cooperation.
5. Enthusiasm and cheerfulness.
6. Sense of humor.

The 1949 Yearbook Committee of the Association for Student Teaching has said:

The process of evaluation is an important stimulus and director of learning. Students, supervising teachers and representatives of the teacher-education institution should participate....⁴

This rating sheet or report to be made by the critic teacher in the high school could be used as an important stimulus of learning. If the student teacher knows the rating sheet, or report, is to be used and he

⁴ The Evaluation of Student Teaching, Twenty-Eighth Annual Yearbook, The Association for Student Teaching, 1949, State Teachers College, Lock Haven, Pa., Edwards Brothers, Inc., Ann Arbor, Michigan, 1949, p. 13.

knows the items to be checked upon it, he will be more inclined to make adequate preparation in advance.

Harold B. Gilbreth in his study has said:⁵

Schorling's attitude toward the use of score cards in evaluating the work of the student teacher is indicated by the following quotation:

'The professional activities of a student should be evaluated in a systematic way. For this purpose many rating cards or check lists of professional activities of the student teacher are available. The chief value of a good rating card is found in its use as an instructional device for the student teacher rather than its use as a measuring device for predicting success.'

Number of Business Teachers
Who Have Served as Critic Teachers

Twenty-seven, or 36.9 per cent, of the high school teachers included in this study have served as critic teachers for student teachers in Business Education from Oklahoma Agricultural and Mechanical College. Forty-six, or 63.02 per cent, have not served as critic teachers for student teachers from Oklahoma Agricultural and Mechanical College.

Opinions of Critic Teachers As To Whether
Student Teacher Was An Asset or A Liability

Only the 27 high school teachers who had served as a critic teacher for Business Education student teachers from Oklahoma Agricultural and Mechanical College were asked to answer this question. The data in Table IX reveal that 20, or 74.1 per cent, of the 27 high school business teachers said that the student teachers were an asset to both the critic teacher and the class taught by the student teacher. Four, or 14.8 per cent, of the critic teachers classified the student teachers as a liability, and 4 classified the student teachers as neither an asset nor a liability. One did not answer the question.

⁵ Gilbreth, op. cit., p. 24.

TABLE IX
NUMBER AND PER CENT OF CRITIC TEACHERS WHO LISTED
BUSINESS EDUCATION STUDENT TEACHERS AS AN ASSET OR A LIABILITY^a

Listing Given Student Teachers	Number and Per Cent of Critic Teachers	
	Listing Student Number	Teachers Per Cent
An Asset	20	74.1
A Liability	4	14.8
Both An Asset and A Liability	2 ^b	7.4
Neither An Asset nor A Liability	4	14.8

^a The data in this table are based on answers given by the 27 high school teachers who have served as critic teachers for Business Education student teachers from Oklahoma Agricultural and Mechanical College. One did not answer the question.

^b Each of these listings were included under the proper asset and liability headings.

This table should be read as follows: Twenty, or 74.1 per cent, of the 27 high school teachers who have served as critic teachers for Business Education student teachers from Oklahoma Agricultural and Mechanical College indicated that the student teacher was an asset.

The data in Table X show the ways in which the critic teachers considered the student teachers an asset or a liability. The asset listed by the greatest number of critic teachers was the fact that the student teacher presented the subject material in a different manner and brought new ideas into the classroom for the benefit of the students. Six, or 8.2 per cent, of the critic teachers felt that the class benefited by having a different person than the regular teacher teach the class for a period of time. The fact that the student teacher gave dictation in a different speaking voice than that of the regular teacher seemed important to the critic teachers. Five, or 18.9 per cent, of the critic teachers found an opportunity to observe in their own school and other schools and to check the effectiveness of their own work during the time the student teacher was teaching. The critic teachers felt this observation was an asset in helping the critic teachers make their regular teaching more effective.

Some of the exact statements made by the critic teachers when asked in what way the student teacher was an asset are as follows:

1. The student teacher was especially an asset to my shorthand class. It proved to my students that dictation was not spoken in the same manner by different individuals.
2. It is an asset to my students to have the student teacher bring the new methods and ideas taught since last I was in training. I consider this an asset to the class as well as to myself.
3. New methods were brought in, an exchange of ideas, an opportunity to observe a day in other schools, and to compare our work.
4. I felt that my students benefited by having someone else teach the class, present material in a different manner, and offer new methods of motivation.
5. She (student teacher) brought new ideas. Interested some in studying to be teachers. Gives student confidence that studying is followed up in college. Gives chance to observe and view one's own work.

TABLE X

**WAYS IN WHICH CRITIC TEACHER CONSIDERED
STUDENT TEACHER AN ASSET OR A LIABILITY^a**

<u>Ways Reported By Critic Teacher</u>	Number and Per Cent of Critic Teachers Reporting on Each Item	
	<u>Number</u>	<u>Per Cent^b</u>
Ways in Which Student Teacher Was An Asset:		
Brought new ideas and presented material in a different way	14	51.9
A different person in the classroom	6	22.2
Made Observations by regular teacher possible	5	18.9
Gave regular teacher more time for personal conferences	2	7.4
Dictation given in a different voice.	2	7.4
Interested students in studying to be a teacher	2	7.4
Extra work could be done in class in which regular teacher could help.	1	3.7
Afforded diversion for students	1	3.7
Ways in Which Student Teacher Was A Liability:		
Class was retarded in speed development	1	3.7
Student teacher not in class long enough to learn routine and text.	1	3.7
Student teachers do not put forth effort required by regular teacher	1	3.7
Student teacher was taking a vacation	1	3.7

^a The data in this table are based on answers given by the 27 high school teachers who have served as critic teachers for Business Education student teachers from Oklahoma Agricultural and Mechanical College.

^b Does not total 100 per cent because more than one answer given by each teacher.

This table should be read as follows: Fourteen, or 51.9 per cent, of the 27 high school teachers who have served as critic teachers for student teachers in Business Education from Oklahoma Agricultural and Mechanical College indicated that the student teacher was an asset because he brought new ideas and presented material in a different way.

The exact statements of the 4 critic teachers as to the way in which the student teacher was a liability were as follows:

1. At the time my student teacher came, I was at the most important task of increasing speed in shorthand and my students were retarded.
 2. Each student spent only two periods with each teacher—one to observe and the other to teach. That is not long enough to become acquainted with the school routine and the text used. Each student should stay with the same teacher one period for a week or two.
 3. Liability in that students do not always put forth the effort required by regular teacher.
 4. The second student was taking a vacation.
- Two of the critic teachers who said that the student teacher was neither an asset nor a liability made the following statements:
1. A student teacher coming in for a two week period is neither an asset or a liability. The student teacher is another responsibility for the busy teacher. Glad to help student teachers but for such a short time they are like a guest.
 2. In a beginning class at the first of a semester, a student teacher is an asset. Your teachers did a good job in their first attempt—in each class, but it is hard to judge on only one attempt.

Suggestions of Critic Teachers for Improvement
In The Program of Student Teaching In Business Education
At Oklahoma Agricultural and Mechanical College

The data in Table XI show that the suggestion made the greatest number of times was that the student teacher should spend time continuously with one teacher instead of trying to cover too many classes in too short a time. The critic teachers seem to feel that the student teacher does not spend enough time with a class to see the results of his teaching or to do remedial teaching. If the student teacher spent at least one week with each class, he would have a much better chance to see how much remedial teaching is necessary in a class and how effectively the students have

TABLE XI

SUGGESTIONS FOR IMPROVEMENT IN THE PROGRAM OF STUDENT TEACHING
IN BUSINESS EDUCATION AT OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE
MADE BY HIGH SCHOOL TEACHERS WHO HAVE SERVED AS CRITIC TEACHERS
FOR STUDENT TEACHERS IN BUSINESS EDUCATION FROM OKLAHOMA
AGRICULTURAL AND MECHANICAL COLLEGE^a

Suggestion Made by Teachers	Number and Per Cent of Teachers Making This Suggestion	
	Number	Per Cent
1. Student teacher should spend time continuously with one teacher instead of trying to cover too many classes in too short a time	6	22.2
2. Advance information about student teacher should be sent to critic teacher	4	14.8
3. A rating sheet should be used by critic teacher.	3	11.1
4. Inform students we are strictly business. School must come before social affairs	3	11.1
5. Student teacher should spend longer period of time in high school.	2	7.4
6. Schedule should be arranged so that student teacher will not have so much make-up work when he returns to the campus.	1	3.7
7. A more definite understanding of time to be allotted for observation and teaching.	1	3.7
8. Have the student teacher report to the high school the first two weeks of school so they can observe first hand how instruction is given at the beginning of the course	1	3.7
9. For observation in Typing I have the student report during the first six weeks period	1	3.7

^a The data in this table are based on answers given by the 27 high school teachers who have served as critic teachers for Business Education student teachers from Oklahoma Agricultural and Mechanical College.

This table should be read as follows: Six, or 22.2 per cent, of the 27 high school teachers who have served as critic teachers for Business Education student teachers from Oklahoma Agricultural and Mechanical College offered as a suggestion for improvement in the program of student teaching in Business Education at Oklahoma Agricultural and Mechanical College that the student teacher should spend time continuously with one teacher instead of trying to cover too many classes in too short a time.

learned the material covered. One noted author has said that if there has been no learning, there has been no teaching. In order that a student teacher may know whether or not he has actually taught, the period of time spent with each class should be long enough to cover at least one unit of work or project and to test over that unit or project.

Henderson has said:

Whatever the length of time required of any student teacher, his preparation should not be considered adequate until he has carried a period of full responsibility for a grade or a large group of children sufficiently long to satisfy those responsible for his supervision that he is a reasonably well-trained classroom teacher. No amount of teaching of only one period or one subject per day should satisfy this requirement.⁶

The Committee on Student Teaching of the American Association of Colleges for Teacher Education reported in 1948:

If students are to have the kinds of experiences which provide for them a complete picture of the role of the teacher in public education, they must have some full-time student teaching. The length of the full-time student teaching should be flexible in terms of the best interests of each student.⁷

The student teacher should spend enough time continuously with one teacher to become acquainted with the class, to plan in detail the problem or project to be accomplished, to teach this problem or project, and to check on the amount of learning that has taken place on this particular problem or project.

All of the high school teachers were asked to make any suggestions or comments on student teaching in business education which they desired to make. Suggestions made by two of the high school teachers who have not served as critic teachers for student teachers in Business Education from

⁶ Henderson, op. cit., p. 117.

⁷ The American Association of Colleges for Teacher Education, op. cit., p. 204.

Oklahoma Agricultural and Mechanical College, but who have attended Oklahoma Agricultural and Mechanical College and have participated in the student teaching program in Business Education, were as follows:

1. I haven't served as a critic teacher, but as a 1949 graduate I participated in the practice-teaching program there. My only suggestion would be to approve any increase in actual time before the class as a student teacher.

2. I would like to suggest that it would be of some help to the student teacher, and I think of the regular teacher and students, for the student teacher to have the names of the subjects that they will be expected to teach, and the names and authors of the books being used in each particular school, so that advance study may be made of the course, and of the particular chapters or sections of the course, that they will be expected to teach.

The last suggestion certainly warrants consideration. Since the textbooks used by the high schools vary from year to year, the student teacher could communicate with the critic teacher under whom he will be teaching prior to the time of his student teaching and get from the critic teacher the names of the textbooks and the sections that the student teacher will be expected to cover. If the textbooks to be used are not available in the college library, the student teacher could request that a copy be mailed from the high school, to be returned when the student teacher has completed his student teaching experience.

Other comments made by various high school teachers included in this study were:

1. I think this is a wonderful idea.
2. I would be glad to help in any way and think I could benefit if a student teacher was serving under my supervision.
3. I think a student teacher could be very beneficial to us here. We could get methods used by your school and appraisals of our system.
4. I am very proud to take part in such a program.

CHAPTER IV

OPINIONS OF FORMER BUSINESS EDUCATION STUDENTS
AS TO THE EFFECTIVENESS OF CERTAIN ADMINISTRATIVE AND SUPERVISORY
ARRANGEMENTS IN STUDENT TEACHING IN BUSINESS EDUCATION

Questionnaire-inquiries were sent to 119 students who completed at least three semester hours of student teaching in Business Education at Oklahoma Agricultural and Mechanical College. One-hundred and eight of the 119 students to whom questionnaire-inquiries were sent received life certificates during the six years, 1945, 1946, 1947, 1948, 1949, and 1950, based on work completed in Business Education at Oklahoma Agricultural and Mechanical College. Eleven of the students to whom questionnaire-inquiries were sent completed at least three semester hours of student teaching in Business Education at Oklahoma Agricultural and Mechanical College during the school year 1949-1950, but had not received a life certificate to teach business subjects in the public high schools of Oklahoma. Forty-eight, or 40.3 per cent, completed questionnaire-inquiries were returned. Seven, or 5.8 per cent, of the questionnaire-inquiries were returned in addition to the 48 completed questionnaire-inquiries, but were thrown out of this study since practice teaching had been done by the student teachers completing the 7 questionnaire-inquiries while enrolled in colleges other than Oklahoma Agricultural and Mechanical College.

High Schools in Which Practice Teaching Has Been Done

Of the 48 Business Education students included in this study, 22, or 45 per cent, did all their student teaching in the Stillwater Public high school. Eight, or 16.7 per cent, of the 48 students did all their student teaching in public high schools throughout the state of Oklahoma other than Stillwater public high school. Five, or 10.4 per cent, of the 48

students did some of their practice teaching at Oklahoma Agricultural and Mechanical College. Thirty-nine, or 81.3 per cent, did some practice teaching in the Stillwater public high school; and 21, or 43.8 per cent, did some practice teaching in public high schools throughout the state of Oklahoma other than Stillwater public high school. Twenty-five different public high schools in the state of Oklahoma served as training centers for the 48 Business Education students who returned completed questionnaire-inquiries.

Subjects Taught by Student Teachers in Business Education

The data in Table XII reveal that the 48 student teachers included in this study did practice teaching in a total of 17 different subjects. Of the 48 students, 44, or 91.7 per cent, did practice teaching in typing; 38, or 79.2 per cent, did practice teaching in shorthand; and 22, or 45.8 per cent, did practice teaching in bookkeeping. The greatest number of students did practice teaching in the three subjects, typing, shorthand, and bookkeeping.

Clock Hours of Actual Teaching and Clock Hours of Observation Done by Student Teachers in Business Education

The data in Table XIII show that a total of 965 clock hours, or an average of 20.1 clock hours per student, of actual teaching was reported as having been done in all the schools in which the 48 student teachers included in this study did practice teaching. The data also show that a total of 1,345 clock hours, or an average of 28 clock hours per student, of observation before taking full charge of a class was reported as having been done in all the schools in which the 48 student teachers included in this study did practice teaching.

The data show the period of observation just before teaching varied from no observation to 70 clock hours. Elisha Lane Henderson has said:

TABLE XII
BUSINESS SUBJECTS TAUGHT BY STUDENT TEACHERS
IN BUSINESS EDUCATION

Subject Taught	Number and Per Cent of Students Who Taught Subject	
	Number	Per Cent
Typing	44	91.7
Shorthand	38	79.2
Bookkeeping	22	45.8
Business Law	6	12.5
Business Mathematics	5	10.4
Business English	5	10.4
Business Spelling	3	6.3
General Business	3	6.3
Consumer Economics	2	4.2
Office Procedure	1	2.1
Algebra	1	2.1
Geometry	1	2.1
Geography	1	2.1
Business Machines	1	2.1
Accounting	1	2.1
Physical Education	1	2.1
Journalism	1	2.1

This table should be read as follows: Of the 48 student teachers included in this study, 44, or 91.7 per cent, did practice teaching in typing.

TABLE XIII

TOTAL CLOCK HOURS OF ACTUAL TEACHING AND
TOTAL CLOCK HOURS OF OBSERVATION BEFORE TAKING FULL CHARGE OF A CLASS
DONE BY 48 STUDENT TEACHERS IN BUSINESS EDUCATION

<u>Actual Teaching</u>		<u>Observation</u>	
Total Number of Clock Hours of Actual Teaching Done By Students	Average Number of Clock Hours of Actual Teach- ing Per Student	Total Number of Clock Hours of Observation Before Taking Full Charge of A Class	Average Number Clock Hours Observation Per Student Before Taking Full Charge of A Class
965	20.1	1,345	28

This table should be read as follows: The 48 student teachers included in this study reported a total of 965 clock hours of actual teaching, or an average of 20.1 clock hours of actual teaching per student.

How much observation should be done or what part of the student's time should be spent in observation during his student-teaching activities has not been conclusively shown. Edna M. Marshall (Evaluation of Types of Student Teaching, Bureau of Publications, Teachers College, Columbia University, 1932) has shown, however, that there is more teaching efficiency developed when a large percentage of the student's time is devoted to actual teaching than there is when the time is divided between teaching and observation.¹

The data in Table XIV show that the student teacher averaged a greater number clock hours of actual teaching per student than the number clock hours of observation just before teaching in the public high schools other than Stillwater public high school. This variation can probably be attributed to the fact that the number of student teachers in Business Education who were attempting to do student teaching in Stillwater public high school was much greater than the number teaching in any of the other public high schools. The Stillwater public high school served as a training center for 30 per cent more student teachers from the Business Education Department at Oklahoma Agricultural and Mechanical College than did all the other public high schools combined according to the data reported by the student teachers included in this study. It would seem that the ratio of actual teaching to observation in the public high schools other than Stillwater public high school conforms to the standard recommended by Edna M. Marshall.

Activities Other Than Actual Teaching and Observation
in Which Student Teachers in Business Education Engaged

The data in Table XV show that student teachers in Business Education from Oklahoma Agricultural and Mechanical College engaged in 20 different activities other than actual class teaching and observation while on student

¹ Henderson, op. cit., p. 53.

TABLE XIV
COMPARISON OF TOTAL NUMBER OF CLOCK HOURS OF ACTUAL TEACHING
AND TOTAL NUMBER OF CLOCK HOURS OF OBSERVATION
CARRIED ON JUST BEFORE TEACHING
BY STUDENT TEACHERS IN THE STILLWATER HIGH SCHOOL
AND IN OTHER PUBLIC HIGH SCHOOLS IN OKLAHOMA

School	Number Students Who Did Student Teaching	Total Number Clock Hours of Actual Teaching	Total Average Clock Hours Teach- ing Per Student	Total Number Clock Hours of Observation	Total Average Clock Hours of Observation Per Student
Stillwater High School	39	215	9.1	1,059	46.1
Other Public High Schools	21	715	34.4	221	10.5
Oklahoma A. & M. College	4	35	6.5	65	16.2

This table should be read as follows: Thirty-nine student teachers did a total of 215 clock hours of actual teaching, or an average of 9.1 clock hours of actual teaching per student, and a total of 1,059 clock hours of observation, or an average of 46.1 clock hours per student, in the Stillwater high school.

TABLE XV
ACTIVITIES OTHER THAN ACTUAL TEACHING WHEREIN
STUDENT TEACHERS GAINED VALUABLE EXPERIENCE
IN THE PUBLIC HIGH SCHOOLS

Activity	Number and Per Cent of Students	
	Number	Per Cent
Grading papers	12	25
Attending Assemblies	7	14.6
Attending Teachers' Meetings	2	4.2
Observing shorthand and other subjects	2	4.2
Giving individual student assistance	2	4.2
Making out examinations.	2	4.2
Keeping study hall	1	2.1
Helping publish issue of school paper.	1	2.1
Umpiring baseball game	1	2.1
Learning how student records are kept.	1	2.1
Taking charge of senior class meeting.	1	2.1
Receiving full explanation of outside activities required of regular teacher.	1	2.1
Making programs for banquet.	1	2.1
Typing stencil and running mimeograph.	1	2.1
Learning to run projector.	1	2.1
Taking class on tour of bank	1	2.1
Helping direct skit.	1	2.1
Taking tickets at ball game.	1	2.1
Attending student council meetings	1	2.1
Helping during supervised study period	1	2.1
Number of students listing no activity other than actual teaching.	23	47.9

This table should be read as follows: Twelve, or 25 per cent, of the 48 student teachers listed paper grading as an activity other than actual teaching and observation wherein they gained valuable experience in the public high school.

teaching assignments. Twelve, or 25 per cent, of the 48 students listed paper grading as an activity other than actual teaching and observation wherein they gained valuable experience in the public high schools. Seven, or 14.6 per cent, said they gained valuable experience by attending assemblies. The data in Table XV indicate that only 25, or 52.1 per cent, of the student teachers were engaging in any of the extra-class activities listed by Baugher as essential in a course in student teaching. Baugher has said:

....It will be found that the course (student teaching) should consist largely of class teaching, preparation of lesson plans, directed observation, direction of study periods, teaching of individuals or small groups, assistant work in laboratories, attendance at individual and group conferences, grading of papers, participation in school activities and projects, some professional reading, and, last but perhaps most important, gathering and organization of materials of instruction in the department in which the practice-teacher teaches....In fact, the practice-teaching work should cover the entire range of a trained teacher's duties. In this way only can teaching come to be considered a real profession, and practice-teaching a thorough preparation for that profession.²

Twenty-three, or 47.9 per cent, of the 48 student teachers did not list any activity other than actual teaching and observation. This would seem to indicate that during the student teaching period greater emphasis should be placed on activities other than actual teaching and observation. The difficulty of covering the entire range of a teacher's duties in a period of two weeks is realized, but each student teacher should strive to engage in as many of the regular teacher's duties as possible.

The Sub-Committee of the Standards and Surveys Committee of the American Association of Teachers Colleges has said:

² Baugher, op. cit., pp. 95-96.

....The professional program should be so designed as to afford opportunity for responsible participation in all of the important phases of the teacher's activity, both in and out of school. ... (1) there must be many opportunities for responsible participation. (2) these opportunities for responsible participation must cover all of the important phases of the teacher's activity, and (3) the "teacher's activity" must not be conceived so narrowly as to be confined to the classroom or to the school. Opportunities for responsible participation must include both the in-school and out-of-school activities of the teacher. 5

Amount of Actual Teaching of Business Subjects
Done by Student Teachers
Since Receiving a Life Teaching Certificate
in Business Education

The data in Table XVI show that 23, or 62.2 per cent, of the 37 students who received a life teaching certificate in the six years, 1945, 1946, 1947, 1948, 1949, and 1950, based on work completed in Business Education at Oklahoma Agricultural and Mechanical College, did no teaching in business subjects since receiving a life certificate. The years in which the 37 students included in this study received their life teaching certificates in Business Education are shown in Table XVII.

The data in Table XVI and Table XVII indicate the need for another study to determine how many students with a major in Business Education actually teach after receiving a life teaching certificate based on work completed in Business Education at Oklahoma Agricultural and Mechanical College.

Did the Student Teaching Experience Help Students
in Actual On-the-Job Teaching?

Only 14, or 37.8 per cent, of the 37 students who received life teaching certificates were qualified on the basis of having had actual teaching experience to give an answer to the question: Do you feel that your student

⁵ American Association of Teachers Colleges, School and Community Laboratory Experiences in Teacher Education. American Association of Teachers Colleges, 1946, p. 165.

TABLE XVI

**NUMBER OF MONTHS OF ACTUAL TEACHING OF
BUSINESS SUBJECTS DONE BY THOSE WHO HAVE RECEIVED
LIFE TEACHING CERTIFICATES DURING
THE SIX YEARS, 1945, 1946, 1947, 1948, 1949, and 1950,
BASED ON WORK COMPLETED IN BUSINESS EDUCATION
AT OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE^a**

Number of Months of Teaching	Number of Students Doing This Amount	Per Cent of Students Doing This Amount	Total Number of Months of Teaching
0	23	62.2	0
1	1	2.7	1
9	8	21.6	72
14	1	2.7	14
18	1	2.7	18
22	1	2.7	22
27	1	2.7	27
63	1	2.7	63
TOTAL	37		217

^a The data in this table are based on answers given by the 37 recipients of life certificates in Business Education who returned completed questionnaire-inquiries.

This table should be read as follows: Twenty-three, or 62.2 per cent, of the 37 students who received life teaching certificates included in this study have done no actual teaching since receiving a life teaching certificate in Business Education.

TABLE XVII

YEARS IN WHICH THE THIRTY-SEVEN STUDENTS RECEIVED
LIFE TEACHING CERTIFICATES BASED ON WORK COMPLETED
IN BUSINESS EDUCATION AT
OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE
AND THE AMOUNT OF ACTUAL TEACHING DONE BY THESE STUDENTS

Year Certificate Received	Number of Students Receiving Certificate	Number of Months of Actual Teaching of Business Subjects Done	Number of Students Teaching Business Subjects
1945	2	0	0
1946	2	72	2
1947	2	27	1
1948	6	23	2
1949	22	95	9
1950	3	0	0
TOTAL	37		14

This table should be read as follows: Two of the 37 students included in this study received a life teaching certificate in Business Education in the year 1945 and have done no actual teaching in business subjects since receiving their life teaching certificate.

teaching experience at Oklahoma Agricultural and Mechanical College has helped you in your actual teaching since leaving Oklahoma Agricultural and Mechanical College? Thirteen, or 92.8 per cent, said they felt their student teaching experience while enrolled at Oklahoma Agricultural and Mechanical College had helped them in their actual on-the-job teaching since leaving Oklahoma Agricultural and Mechanical College. One, or 7.1 per cent, of the 14 students said that the student teaching experience had helped "very little" in actual on-the-job teaching.

Experiences Missed by Student Teachers
Which the Student Teachers Felt Should Have Been Provided

Seven, or 14.6 per cent, of the 48 students included in this study felt they needed more teaching experience as shown by the data in Table XVIII. Four, or 8.3 per cent, felt they did not teach enough different subjects; 4, or 8.3 per cent, felt they should have taught a full school day instead of one hour; and 4, or 8.3 per cent, felt they did not know enough about individual students. Thirty-two, or 66.7 per cent, listed experiences missed in student teaching which they felt should have been provided; 7, or 14.6 per cent, of the 48 students said no experiences were missed in student teaching; 9, or 18.8 per cent, did not answer the question. Of the 32, or 66.7 per cent, who listed experiences missed, 13, or 40.6 per cent of these 32, have had no actual teaching experience. Experiences which the 32, or 66.7 per cent, student teachers missed and which they felt should have been provided are shown in detail in Table XVIII.

Strengths or Good Points of the Student Teaching Program
in Business Education at Oklahoma Agricultural and Mechanical College

The data in Table XIX show that the strength or good point listed by the greatest number of students was "going out of town to do student teaching and teaching in schools other than Stillwater high school." This

TABLE XVIII

**EXPERIENCES MISSED IN STUDENT TEACHING
WHICH FORMER BUSINESS EDUCATION STUDENTS
OF OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE
THINK SHOULD HAVE BEEN PROVIDED^a**

Experience	Number and Per Cent of Students Indicating Experience	
	Number	Per Cent
More teaching experience	7	14.6
Did not teach enough different subjects.	4	8.3
Teach full school day instead of one hour.	4	8.3
Not knowing enough about individual students	4	8.3
Disciplining of child.	3	6.3
Period of time was so short I could not detect any accomplishment	2	4.2
More detailed report by critic teacher	2	4.2
Assuming complete responsibility of class.	2	4.2
Taking part in extra-curricular activities	2	4.2
Did not feel situation in Stillwater high school was a real one.	2	4.2
More familiarity with administrative problems.	1	2.1
Opportunity to attend faculty meetings	1	2.1
Did no teaching first semester	1	2.1
Practice teaching away from Stillwater high school	1	2.1
Making definite decisions for yourself	1	2.1
Preparing tests.	1	2.1
Determining grades	1	2.1
Grading and evaluating student progress.	1	2.1
Critic teacher did nothing to help student teacher	1	2.1
Newspaper and annual sponsoring.	1	2.1
Class sponsorship.	1	2.1
Interviews with superintendents and principals	1	2.1
Coping with parents of problem children.	1	2.1
Feeling of responsibility that class was mine.	1	2.1
More observation under different teachers.	1	2.1
Seeing more schools in actual operation.	1	2.1
Observation by director of student teaching.	1	2.1
A chance to do remedial work	1	2.1
Take over more teacher responsibilities.	1	2.1
Standard of values and grading should be explained to Business Education Classes.	1	2.1
More information on how to start out	1	2.1
Actual rules and problems in typing.	1	2.1

^a Seven, or 14.6 per cent, of the 48 students included in this study said no experiences were missed; 9, or 18.8 per cent, did not answer the

TABLE XVIII (Concluded)

**EXPERIENCES MISSED IN STUDENT TEACHING
WHICH FORMER BUSINESS EDUCATION STUDENTS
OF OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE
THINK SHOULD HAVE BEEN PROVIDED**

<u>Experience</u>	Number and Per Cent of Students	
	<u>Indicating Experience</u> Number	<u>Per Cent</u>

question. Of the 32, or 66.7 per cent, who listed experiences missed, 13, or 40.6 per cent of these 32, have had no actual teaching experience.

This table should be read as follows: Of the 48 students included in this study, 7, or 14.6 per cent, listed more teaching experience as an experience missed in student teaching while enrolled at Oklahoma Agricultural and Mechanical College which should have been provided.

TABLE XIX

STRENGTHS OR GOOD POINTS OF THE STUDENT TEACHING PROGRAM
IN BUSINESS EDUCATION AT OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE
LISTED BY FORMER BUSINESS EDUCATION STUDENTS^a

Strengths or Good Points	Number and Per Cent of Students Listing Strengths or Good Points	
	Number	Per Cent
A. Teaching		
1. Going out of town to do student teaching and teaching in schools other than Stillwater high school	11	22.9
2. Actual on the job teaching experience.	7	14.6
3. Practice in making lesson plans and actually using them.	4	8.3
4. Good conditions under which to practice teach.	2	4.2
5. Practice teaching on the student's own class	2	4.2
6. Opportunity to teach subjects interested in.	1	2.1
7. Actual practice teaching away from the school is good	1	2.1
8. Apprentice teaching in business subjects rather than in other subjects.	1	2.1
9. Discussing the teaching with the instructor.	1	2.1
10. Critic teacher was very cooperative.	1	2.1
11. Realization of knowledge, or lack of it, of subject taught.	1	2.1
12. Opportunity to teach in Stillwater for students unable to go out of town.	1	2.1
13. Students introduced to problems they were to face in future.	1	2.1
14. Letting students have charge of one class period to do actual teaching	1	2.1
15. Helps you to discover the students' reaction to your method of teaching.	1	2.1
16. Helps you to see some of the causes of disciplinary problems.	1	2.1
B. Observation		
1. Opportunity to observe good and bad points of teachers and their methods.	6	12.5
2. Opportunity to observe students and classes.	3	6.2
3. Teachers in observation classes were willing to talk to student teacher	1	2.1

^a Thirteen, or 27.08 per cent, of the 48 students did not give an answer to this question.

TABLE XIX (Concluded)

**STRENGTHS OR GOOD POINTS OF THE STUDENT TEACHING PROGRAM
IN BUSINESS EDUCATION AT OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE
LISTED BY FORMER BUSINESS EDUCATION STUDENTS**

Strengths or Good Points	Number and Per Cent of Students Listing Strengths or Good Points	
	Number	Per Cent
C. Class Discussion and Theory		
1. In class discussion we learned how each of the student teachers settled difficulties of their own experiences	5	10.4
2. Methods of teaching students to teach were good.	1	2.1
3. Methodology courses concentrated on teaching of specific business subjects.	1	2.1
4. Criticisms and suggestions for improvement by other students.	1	2.1
D. Administration		
1. Mr. Beiff as the instructor and supervisor .	2	4.2
2. Relationship between college instructor and student teacher.	1	2.1
3. Having the department in the School of Commerce rather than in Education.	1	2.1
4. More or less free choice of locality	1	2.1
5. Best schools were designated by the instructors for practice teaching opportunities	1	2.1
6. Scheduling of blocks for Business Education courses.	1	2.1
7. There was not too much teaching.	1	2.1
8. Grades were not stressed	1	2.1
9. Regular hours.	1	2.1
10. Good foundation.	1	2.1

This table should be read as follows: Eleven, or 22.9 per cent, of the 48 students listed going out of town to do student teaching and teaching in schools other than Stillwater high school as a strength or good point of the student teaching program in Business Education at Oklahoma Agricultural and Mechanical College.

strength or good point was listed by 11, or 22.9 per cent, of the 48 students returning completed questionnaire-inquiries. Actual on-the-job teaching experience was listed by 7, or 14.6 per cent, of the students. Other strengths or good points which the students felt were important were the opportunity to observe good and bad points of teachers and their methods, and the opportunity in class discussion to learn how each of the student teachers settled difficulties in their own student teaching experiences.

Weaknesses in the Student Teaching Program in Business Education at Oklahoma Agricultural and Mechanical College

The weakness listed the greatest number of times was "not enough actual teaching experience." Nine, or 18.8 per cent, of the 48 students listed this as a weakness in the program of student teaching in Business Education at Oklahoma Agricultural and Mechanical College. The statement, "not enough actual teaching experience," is interpreted to mean only actual teaching, as differentiated from observation and other extra-class activities, and not the whole practice teaching experience.

The data in Table XX show that "no report by critic teacher on student teaching" was listed by 7, or 14.6 per cent, of the 48 students as a weakness in the student teaching program. "Having to spend too much time in observation at the Stillwater high school" was listed by 7, or 14.6 per cent, of the 48 students as a weakness in the student teaching program in Business Education at Oklahoma Agricultural and Mechanical College.

Most Desirable Time for Student to do Practice Teaching

The 48 students included in this study were asked to indicate what month of the fall semester and what month of the spring semester of college work would be most desirable for the student to do practice teaching in the public high school. Twenty-three, or 47.9 per cent, indicated that the month of November would be the most desirable month in the fall semester of college work to do practice teaching in the public high school.

TABLE XX

WEAKNESSES IN THE PROGRAM OF STUDENT TEACHING
IN BUSINESS EDUCATION AT OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE
AS LISTED BY FORMER BUSINESS EDUCATION STUDENTS^a

Weakness	Number and Per Cent of Students Indicating Weakness	
	Number	Per Cent
Not enough actual teaching experience.	9	18.8
No report by critic teacher on student teaching. . . .	7	14.6
Having to spend too much time in observation at the Stillwater high school.	7	14.6
Program should be arranged in teaching block so student would not miss other classes while doing student teaching.	5	10.4
Not sufficient time to teach in Stillwater high school	4	8.3
Too much observation	4	8.3
Need more remedial work after teaching	4	8.3
Supervisor of student teaching did not observe student teacher	3	6.3
Guidance needed in lesson planning	2	4.2
Stillwater high school is not an average school. . . .	2	4.2
Classes are vague--no real studying or working out of problems	2	4.2
Not enough counseling and help with individual problems.	2	4.2
Duplication of courses in observation by Secondary Education and Business Education Departments.	2	4.2
Having to follow critic teachers' plans.	2	4.2
Classes overcrowded.	2	4.2
High School should have more advanced information about student teacher	2	4.2
No chance given to observe in every business course offered.	1	2.1
Discipline problems not realized by college teachers .	1	2.1
Observation groups not well organized.	1	2.1
Not enough experience in grading and testing	1	2.1
Student teacher did not participate in other than classroom activities.	1	2.1
Lack of knowledge of individual differences and abilities of classes.	1	2.1
Local teacher gave very little help to the student teacher	1	2.1

^a Eleven, or 22.9 per cent, of the 48 students did not answer this question; 1, or 2.1 per cent, said "program sufficient."

TABLE XX (Concluded)

WEAKNESSES IN THE PROGRAM OF STUDENT TEACHING
IN BUSINESS EDUCATION AT OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE
AS LISTED BY FORMER BUSINESS EDUCATION STUDENTS

Weakness	Number and Per Cent of Students Indicating Weakness	
	Number	Per Cent
College instruction was not designed to tell you how to teach.	1	2.1
Observation in one class all semester is not good. . .	1	2.1
Student teacher should have more advanced informa- tion about what is to be expected of him in the public high school.	1	2.1
A course in the repairing of typewriters should be offered.	1	2.1
Courses in methods of teaching shorthand and typing are dull--could be more practical.	1	2.1
Too many hours spent in discussing past experiences. .	1	2.1
No check was ever made to see if student teacher had a good grasp of material she was to present . . .	1	2.1

This table should be read as follows: Nine, or 15.8 per cent, of the 48 students listed "not enough actual teaching experience" as a weakness in the program of student teaching at Oklahoma Agricultural and Mechanical College.

Fourteen, or 29.2 per cent, of the students indicated that the month of October would be the most desirable; and 4, or 8.3 per cent, indicated that the month of December would be the most desirable month in the fall semester of college work for the student teacher to do practice teaching in the public high school.

Eighteen, or 37.5 per cent, said that March would be the most desirable month in the spring semester of college work for the student teacher to do practice teaching in the public high school. Seventeen, or 35.4 per cent, indicated that April would be the most desirable month in the spring semester for practice teaching; 4, or 8.3 per cent, indicated that February would be the most desirable month in the spring semester for practice teaching; and 2, or 4.2 per cent, indicated that May would be the most desirable month in the spring semester of college work for the student teacher to do practice teaching in the public high school. Six, or 12.5 per cent, of the students did not answer the question.

The Amount of Time Which Should be Spent by the Student
Teacher in Practice Teaching and Observation
in the Public High Schools

Thirty-nine, or 81.2 per cent, of the 48 students indicated that the present arrangement of having the student teacher spend at least 70 clock hours covering a two-week period and teaching several subjects for a full school day in selected high schools for two semesters provided a sufficient amount of time to be spent in student teaching and observation by the student teacher. Seven, or 14.6 per cent, indicated that this amount of time to be spent in practice teaching and observation was not sufficient. These data as to the number who felt this amount of time was insufficient are directly in agreement with the data presented in Table XVIII wherein 7 student teachers, or 14.6 per cent, listed more teaching experience as

the experience missed in student teaching which should have been provided. The data in Table XX wherein 9, or 18.8 per cent, indicated "not enough actual teaching experience" as a weakness in the program of student teaching are interpreted to mean only actual teaching as differentiated from observation and other extra-class activities, and not the whole practice teaching experience.

Two, or 4.2 per cent, did not answer the question as to how many clock hours of practice teaching and observation would be sufficient.

Amount of Observation Which Should be Required
Before a Student Teacher is Given Complete Responsibility
for Teaching a Class

The data in Table XXI indicate that 5, or 10.4 per cent, of the 48 students felt that a student teacher should observe 35 clock hours in a class before being given complete responsibility for teaching that class. The data in Table XXI show that the number of clock hours of observation indicated by the students ranged from 2 clock hours to 70 clock hours. These data indicate that there is a great variation in the opinions of the student teachers as to the number of clock hours a student teacher should observe in a particular class before being given complete responsibility for teaching that class. Six, or 12.5 per cent, of the students gave indefinite answers such as "depends on situation," "depends upon class," "should vary with individual," and "very little."

Baughner has suggested that the number of directed observations prior to the teaching of a class should be regulated by the individual needs of the student teacher preparing to do the student teaching.⁴

⁴ Baughner, op. cit., p. 95.

TABLE XXI

OPINIONS OF THE STUDENT TEACHERS AS TO THE NUMBER OF CLOCK HOURS THAT A STUDENT TEACHER SHOULD OBSERVE IN A PARTICULAR CLASS BEFORE BEING GIVEN COMPLETE RESPONSIBILITY FOR TEACHING THAT CLASS^a

Number of Clock Hours Recommended	Number and Per Cent of Students Recommending Clock Hours	
	Number	Per Cent
2	4	8.3
5	2	4.2
8	1	2.1
10	4	8.3
10 to 15	1	2.1
14	2	4.2
15	2	4.2
20	4	8.3
20 to 30	1	2.1
21	1	2.1
25	2	4.2
30	5	10.4
35	1	2.1
40	1	2.1
70	1	2.1
Other Recommendations Made:		
1. Depends on situation	1	2.1
2. Should vary with individual	1	2.1
3. Dependent upon class	1	2.1
4. Very little	1	2.1

^a Eleven, or 22.9 per cent, of the 48 students included in this study did not answer this question.

This table should be read as follows: Four, or 8.3 per cent, of the 48 students included in this study recommended that a student teacher should observe 2 clock hours in a particular class before being given complete responsibility for teaching that class.

The Semester and Year of College Work in Which
the Student Teacher should do Practice Teaching

The data in Table XXII show that 27, or 56.2 per cent, of the 48 students designated the two semesters of the senior year of college work as the time when a student teacher should do practice teaching. Six, or 12.5 per cent, indicated that the student teaching experience should come in the last semester of the junior year and the first semester of the senior year.

Baughner has said that the practice-teaching course should be offered during the first semester of the senior year.⁵

The Sub-Committee of the Standards and Surveys Committee of the American Association of Teachers Colleges has said:

When Should Student Teaching Occur in the Professional Sequence?

1. This phase of the work should occur at that point in the professional sequence when the student is ready to assume, under guidance, an increasing share of the responsibility for guiding the experiences of a group of learners.
2. Readiness is an individual matter.not all students will enter upon the work in student teaching at the same point in the professional sequence.⁶

Evaluative Reports Made by Critic Teachers

The 48 student teachers included in this study were asked if the reports made by the critic teachers under whom they did their practice teaching were sufficient to allow the student teacher to do remedial work on weak points. Twenty-nine, or 60.4 per cent, indicated that the reports were not adequate and 10, or 20.8 per cent, indicated that the reports made by the critic teachers were adequate. Seven, or 14.6 per cent, said

⁵ Baughner, op. cit., p. 95.

⁶ American Association of Teachers Colleges, op. cit., p. 182.

TABLE XXII

OPINIONS OF THE STUDENT TEACHERS AS TO THE
SEMESTER AND YEAR OF COLLEGE WORK IN WHICH THE STUDENT TEACHER
SHOULD DO PRACTICE TEACHING^a

Semester and Year	Number and Per Cent of 48 Students Indicating Time	
	Number	Per Cent
First and Second Semester of Senior Year	27	56.2
Last Semester Junior Year and First Semester Senior Year	6	12.5
Last Semester of Senior Year	3	6.2
Last Semester of Junior Year	2	4.2
First Semester of Senior Year.	2	4.2
Sophomore and Senior Year.	1	2.1
Junior Year.	1	2.1
One-half or 1 year beyond Senior Year.	1	2.1

^a Five, or 10.4 per cent, did not give an answer to this question.

This table should be read as follows: Twenty-seven, or 56.2 per cent, of the 48 students included in this study indicated that the first and second semester of the senior year of college work was the time in which the student teacher should do practice teaching.

"I did not see any report of my work." One student said, "I do not know; I was not allowed to see it; therefore, I have no idea what my weak points were from the standpoint of the critic teacher." Two, or 4.2 per cent, did not answer the question.

The 29 students, or 60.4 per cent, who indicated that the reports made by the critic teacher were not adequate were asked to make suggestions for improvement in the reports made by the critic teachers. The data in Table XXIII show that 9 students, or 31 per cent, indicated that they did not know reports were made and did not see such a report on their student teaching. Six, or 20.7 per cent, indicated that critical reports should be made and discussed with the student teacher during the teaching experience so student teacher could do remedial teaching. Five, or 17.2 per cent, indicated that the student teacher should certainly see the report made by the critic teacher.

As has previously been cited in this study, the 1949 Yearbook Committee of the Association for Student Teaching has said:

The process of evaluation is an important stimulus and director of learning. Students, supervising teachers and representatives of the teacher-education institution should participate....⁷

A critical report on the effectiveness of the student teaching done by the student teacher should be made by the critic teacher and discussed at length with the student teacher. In this connection, 72 teachers, or 98.6 per cent, of the high school teachers included in this study indicated their willingness to make a report to the Director of Student Teaching in Business Education at Oklahoma Agricultural and Mechanical College as to the effectiveness of the teaching done by the student teacher.

⁷ The Evaluation of Student Teaching, op. cit., p. 13.

TABLE XXIII
SUGGESTIONS FOR IMPROVEMENT IN REPORTS
MADE BY CRITIC TEACHERS^a

Suggestions	Number and Per Cent of Students Making Suggestion	
	Number	Per Cent
1. I did not know reports were made and did not even see such a report on my student teaching . . .	9	31
2. Critical reports should be made and discussed with student teacher during teaching experience so student teacher may do remedial teaching. .	6	20.7
3. Student teacher should certainly see the report made by the critic teacher.	5	17.2
4. No reports were made on my student teaching	3	10.3
5. Some definite form should be provided the critic teacher.	3	10.3
6. High school critic teacher should give student teacher some criticism.	3	10.3
7. High school critic teachers might offer suggestions about lesson plans when they are submitted by student teacher	2	6.9
8. Critic teachers should be more specific in their criticisms.	1	3.4
9. Critic teacher should remain in the room long enough to offer adequate criticism.	1	3.4
10. Too little criticism was given.	1	3.4
11. The college should require reports from critic teachers	1	3.4

^a Nineteen, or 35.4 per cent, did not answer this question.

This table should be read as follows: Nine, or 31 per cent, of the 29 students who indicated critic teacher's reports were inadequate said "I did not know reports were made and did not even see such a report on my student teaching" when asked for suggestions for improvement in reports made by critic teachers.

Suggestions for Improvement
in the Student Teaching Program in Business Education
at Oklahoma Agricultural and Mechanical College

The questionnaire-inquiry for student teachers included in this study contained the following statement: "Any suggestions or comments you may have about the program of student teaching in Business Education at Oklahoma A. & M. College will be appreciated." Fourteen, or 29.2 per cent, of the students made the following suggestions and comments:

1. I think the plan for practice teaching in selected high schools throughout the state is wonderful. Stillwater high school is worn out as far as use for laboratory purposes is concerned.
2. Every student, if at all possible, should do as much practice teaching as possible in schools throughout the state. This actual experience will do more for the student than any amount of time spent in a textbook or college class situation.
3. There definitely was not enough actual teaching experience. I would rather have observed less and taught more.
4. For students teaching out of town, a list of the courses and the books used should be furnished to the student teacher a few weeks before going to that school, so that they may have a chance to study the subject, and make study plans for the work they will cover in their practice teaching.
5. I would say that student teaching at Oklahoma A. & M. College did more to turn me against the teaching field than any other course I took during my entire college career. I think all my education courses in college were a pure waste of time. The School of Education should spend more time making their courses practical instead of so theoretical.
6. I think that it should be a requirement that a student teach outside of Stillwater.
7. The student should teach a full day for at least one week as a regular teacher does.
8. I believe the continued observation of one particular class at Stillwater High School has very little value after about one week. Practice teaching away from Stillwater is much better.
9. Permission to teach in other schools seems to me to be a very good idea. The students and teachers are much more

co-operative. I think, also, that one semester should be devoted to observation in freshman courses at A. & M.

10. I think the two complete weeks of teaching affords better educational knowledge than just one hour a day observing and teaching same subject.
11. Staying two weeks instead of one might be better.
12. It would seem that the student should be taught methods previous to his actual practice teaching experiences rather than to learn how to teach a certain subject, or a certain phase of that subject, after he has already done his practice teaching.
13. I believe more time should be devoted to actual teaching experience and less time to observation (observation time which is used for grading papers for teachers--not observation).
14. More time should be spent on reviewing rules in typing and shorthand since by Senior year you have forgotten some of the rules.

CHAPTER V

SUMMARY OF FINDINGS,
CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study, as set forth in Chapter I, is to gather data through the normative-survey method of research pertaining to the most workable promising practices in handling and administering a program of student teaching in Business Education at Oklahoma Agricultural and Mechanical College from various Oklahoma public high school administrators, various teachers of business subjects in Oklahoma public high schools, students who have received a life teaching certificate based on work completed in Business Education at Oklahoma Agricultural and Mechanical College, and students who have completed at least three hours of student teaching in Business Education at Oklahoma Agricultural and Mechanical College. Data were collected by questionnaire-inquiries. The data obtained were presented in Chapters II, III, and IV.

The findings are summarized, conclusions drawn, and recommendations made in Chapter V, on the basis of the specific questions listed in the purpose of the study in Chapter I.

1. Which of the public high school administrators included in this study would be willing to designate the high school under their supervision as a training center for student teachers in Business Education from Oklahoma Agricultural and Mechanical College?

The public high schools which were to be included in this study were selected on the basis of certain criteria set up by the Business Education Department of Oklahoma Agricultural and Mechanical College. A preliminary letter explaining the purpose of this study was sent to 95 high school

administrators of the high schools selected on the basis of the criteria listed under procedure in Chapter I. Sixty-five, or 68.4 per cent, of the administrators of the 95 selected high schools indicated their willingness to accept selected senior business education student teachers to do a limited amount of teaching in the high schools under the supervision of these particular high school administrators. Questionnaire-inquiries concerning co-operative plans and activities for conducting student teaching off the campus were then mailed to the 65 high school administrative officers who had indicated their willingness to take part in the co-operative student-teaching plan. Fifty, or 76.9 per cent, of the high school administrative officials returned completed questionnaire-inquiries. The 50 high schools which were suggested as training centers for student teachers in Business Education from Oklahoma Agricultural and Mechanical College and from which completed questionnaire-inquiries were received are shown in Appendix A.

2. What is the longest continuous period of time during the school year for which the public high school administrators would be willing to allow a student teacher in Business Education from Oklahoma Agricultural and Mechanical College to do practice teaching in the high schools under their supervision?

Two weeks in 2 different semesters is the period of time preferred by the greatest number of high school administrators. Certain high school administrators indicated willingness to accept student teachers for a period of time longer than two weeks. It is the opinion of the investigator, based on a study of available literature, that the period of time to be spent by the student teacher in student teaching should be dependent upon the needs of the individual students. Those students whose individual

needs warrant a period of student teaching longer than two weeks for each of two semesters should choose from among high schools which have indicated their willingness to accept student teachers for a period longer than two weeks in each semester. Appendix A may be used to determine which high schools will accept student teachers for a period longer than two weeks.

3. How many student teachers in Business Education would the various public high school administrators be willing to accept each school year for the purpose of practice teaching in the high schools under the supervision of these various public high school administrators?

The 50 public high school administrators included in this study indicated their willingness to accept a total of 210 student teachers in Business Education from Oklahoma Agricultural and Mechanical College during the entire high school year. The number of student teachers which each high school would be willing to accept and the period of time that each student teacher would be allowed to do student teaching during each semester of the high school year are indicated in Appendix E. Since it is very unlikely that 210 student teachers will ever be available to do student teaching in Business Education from Oklahoma Agricultural and Mechanical College in any one school year, it is recommended that some form of contact be maintained with the high schools which are not used as training centers each year, if it is the desire of the Business Education Department of Oklahoma Agricultural and Mechanical College to maintain all of the 50 high schools as possible training centers for student teachers in Business Education.

4. At what time during the school year would the various public high school administrators in the state of Oklahoma prefer to have student teachers do practice teaching in the high schools under the supervision of these various public high school administrators?

The greatest number of high school administrators prefer to have student teachers do practice teaching during one or more of the following weeks the first semester: seventh, eighth, ninth, tenth, eleventh, and twelfth, and during one or more of the following weeks of the second semester: seventh, eighth, ninth, tenth, eleventh, and twelfth. The week or weeks in each semester during which each individual high school would prefer to have the student teacher is shown in Appendix F and G of this study.

5. Would the public high school administrators prefer to have the student teacher in Business Education from Oklahoma Agricultural and Mechanical College observe before allowing the student teacher to take full charge of a specific class, and if observation is desired, the number of days the public high school administrators would prefer to have the student teacher observe.

Forty-four, or 88 per cent, of the high school administrators indicated that they would prefer to have the student teacher observe before taking full charge of a specific class.

The preferences of the various high school administrators as to the number of days the student teacher should observe before being allowed to take full charge of a specific class varied from no observation to 10 days. Eighteen, or 36 per cent, of the high school administrators were hesitant about setting a definite number of days of observation for each and every student teacher in Business Education. This fact was interpreted to mean that many of the high school administrators realized that the number of days of required observation should depend on the individual needs of each student teacher. Jacob I. Baugher has said: "There should be a number of directed observations prior to the teaching of the class, the number to be

regulated by the individual needs of the student preparing to do the practice-teaching."¹

6. How many semester hours of college credit would the public high school administrators require the student teachers to have in shorthand, typing, and bookkeeping prior to assignment for practice teaching in these subjects in the various high schools under the supervision of these public high school administrators?

For each of these three subjects, shorthand, typing, and bookkeeping, 30 per cent of the high school administrators indicated they would require the six semester hours of college credit as specified by the State Board of Education for the life teaching certificate in commerce. Less than six semester hours of college credit in each of the three subjects would be required by 29.3 per cent of the 50 high school administrators. More than six semester hours of college credit in each of the three subjects would be required by 11.3 per cent of the 50 high school administrators. Gilbreth has recommended that the training in the subject to be taught should approximate or exceed that required of teachers for minimum certificates in the state in which the training is being secured.² Each student teacher should have at least six semester hours of college credit in each one of the three subjects, shorthand, typing, or bookkeeping, which the student teacher plans to teach in the public high school during the student teaching experience. More than six semester hours of college credit in each of the subjects which the student teacher plans to teach would be desirable.

¹ Baugher, op. cit., p. 95.

² Gilbreth, op. cit., p. 35.

7. What minimum grade-point average or mark would the public high school administrators expect the student teachers to have in the subjects to be taught by the student teachers in the public high schools under the supervision of these public high school administrators?

Twenty-one, or 42 per cent, of the high school administrators would require a minimum grade-point average or mark of "C"; 15, or 30 per cent, would require "B"; and 1, or 2 per cent, would require "A." Nine, or 18 per cent, stated that no special standard would be required.

On the basis of the findings of this study, it may be recommended that each Business Education teacher trainee should be required to make a minimum grade point average or mark of "C" in each of the subjects which the teacher trainee plans to teach in the public high schools during the practice teaching experience.

8. Would the public high school administrators prefer to leave the selection of qualified student teachers to the discretion of the Director of Student Teaching in Business Education at Oklahoma Agricultural and Mechanical College?

Forty-nine, or 98 per cent, of the high school administrators indicated that they would be willing to leave the selection of qualified student teachers to the discretion of the Director of Student Teaching in Business Education at Oklahoma Agricultural and Mechanical College. One, or 2 per cent, did not answer the question.

9. In the opinion of the various high school teachers of business subjects in the high schools under the supervision of the public high school administrators to whom questionnaires were sent, what is a sufficient allocation of time to be spent by the student teacher in Business Education from Oklahoma Agricultural and Mechanical College in observation

and practice teaching in the public high schools?

One hundred and one questionnaire-inquiries were sent to high school business teachers who had been designated by the 50 high school administrators as critic teachers for student teachers in Business Education from Oklahoma Agricultural and Mechanical College. Seventy-three, or 72.3 per cent, of the questionnaire-inquiries were completed and returned.

Sixty-one, or 83.6 per cent, of the 73 high school teachers indicated that a minimum of 70 clock hours per semester for two semesters was a sufficient allocation of time to be spent by the student teacher in Business Education from Oklahoma Agricultural and Mechanical College in observation and practice teaching in the public high schools.

The present requirement of the Business Education Department at the Oklahoma Agricultural and Mechanical College that a student teacher in Business Education spend at least 140 clock hours of student teaching and observation over a period of two semesters seems to be an adequate minimum standard. According to Harry A. Little, the generally accepted nation-wide standard is ninety clock hours of teaching and, or, participation for proficiency in student teaching.³ The maximum standard should be determined by the needs of the individual student teachers. Henderson has said:

The amount of student teaching required should depend upon the ability of the student.Probably the minimum of ninety hours of student teaching required by the American Association of Teachers Colleges is not too much. But it should not be both minimum and maximum for all student teachers.⁴

10. How many clock hours do the various high school teachers of business subjects think that student teachers in Business Education should

³ Little, op. cit., p. 1.

⁴ Henderson, op. cit., p. 117.

observe in a class before being given complete responsibility for teaching that class?

The answers given by the high school teachers to this question as to number of clock hours to be spent in observation before teaching a class ranged from 2 clock hours to 2 semesters. It will also be noted that 18, or 36 per cent, of the high school administrators included in this study were hesitant about setting a definite number of clock hours that each student should observe before being given complete responsibility for teaching a class. The individual needs of the student teacher should dictate the number of clock hours of observation to be required immediately before teaching a specific class.

11. Would the various high school teachers of business subjects be willing to make a report to the Director of Student Teaching in Business Education at Oklahoma Agricultural and Mechanical College as to the effectiveness of the teaching done by the student teacher?

Seventy-two, or 98.6 per cent, of the high school teachers indicated that they would be willing to make a report on the effectiveness of the teaching done by the student teacher. One high school teacher did not answer the question. Further study should be made as to the type of evaluative report to be used by the critic teacher in reporting on the effectiveness of the teaching done by the student teacher.

12. How many of the various public high school teachers of business subjects included in this study have served as critic teachers for student teachers in Business Education from Oklahoma Agricultural and Mechanical College?

Twenty-seven, or 37 per cent, of the high school teachers have served as critic teachers for student teachers in Business Education from Oklahoma

Agricultural and Mechanical College. Forty-six teachers, or 63 per cent, have not served as critic teachers for student teachers from Oklahoma Agricultural and Mechanical College.

The Business Education Department of the Oklahoma Agricultural and Mechanical College should make contact with the 46 business teachers who have not served as critic teachers for student teachers in Business Education from Oklahoma Agricultural and Mechanical College if the Business Education Department wishes to maintain these 46 business teachers as critic teachers in the public high schools for student teachers in Business Education from Oklahoma Agricultural and Mechanical College. The purpose of this contact should be to apprise these business teachers of the administrative and supervisory requirements made of the student teacher and the critic teacher by the Business Education Department.

13. Did the various high school teachers of business subjects who have served as critic teachers for student teachers in Business Education from Oklahoma Agricultural and Mechanical College consider the student teacher an asset or a liability to the critic teacher and the class of the critic teacher, and in what way was the student teacher considered an asset or a liability to the critic teacher and the class of the critic teacher?

Only the 27 high school teachers who had served as a critic teacher for Business Education student teachers from Oklahoma Agricultural and Mechanical College furnished data for this question. Twenty, or 74.1 per cent, of the 27 high school business teachers said that the student teachers were an asset to both the critic teacher and the class taught by the student teacher. The asset listed by the greatest number of critic teachers was the fact that the student teacher presented the subject material

in a different manner and brought new ideas into the classroom for the benefit of the students.

Four, or 14.8 per cent, of the critic teachers classified the student teacher as a liability, and 4, or 14.8 per cent, classified the student teachers as neither an asset nor a liability. The ways in which the critic teacher listed the student teachers as a liability were: (1) the students which the student teacher taught were retarded in speed building; (2) the student teacher was taking a vacation; (3) the student teacher did not put forth the effort required by the regular teacher; and (4) each student spent only two periods with each teacher--one to observe and the other to teach. That is not long enough to become acquainted with the school routine and the text used.

The period of time spent with each class should be long enough to cover at least one unit of work or project and to test over that unit or project. Henderson has said that no amount of teaching of only one period or one subject per day should satisfy the requirement for student teaching.⁵

14. What suggestions for improvement in the program of student teaching in Business Education at Oklahoma Agricultural and Mechanical College do the various high school teachers of business subjects who have served as critic teachers for student teachers in Business Education from Oklahoma Agricultural and Mechanical College have?

The suggestion made the greatest number of times was that the student teacher should spend time continuously with one teacher instead of trying to cover too many classes in too short a time. Six, or 22.2 per cent, of the 27 high school teachers made this suggestion. It may be concluded from

⁵ Henderson, op. cit., p. 117.

this study that the student teacher should spend enough time continuously with one teacher to become acquainted with the class, to plan in detail the problem or project to be accomplished, to teach this problem or project, and to check on the amount of learning that has taken place on this particular problem or project. This opinion is confirmed by the Committee on Student Teaching of the American Association of Colleges for Teacher Education in its statement:

If students are to have the kinds of experiences which provide for them a complete picture of the role of the teacher in public education, they must have some full-time student teaching. The length of the full-time student teaching should be flexible in terms of the best interests of each student.⁶

15. What subjects were taught in the public high schools by the student teachers in Business Education from Oklahoma Agricultural and Mechanical College during the practice teaching experience of the student teachers?

Questionnaire-inquiries were sent to 108 students who had received life teaching certificates based on work completed in Business Education at Oklahoma Agricultural and Mechanical College during the six years, 1945, 1946, 1947, 1948, 1949, and 1950, and questionnaire-inquiries were sent to 11 students who had completed at least three semester hours of student teaching in Business Education at Oklahoma Agricultural and Mechanical College during the school year 1949-1950. Fifty-five, or 46.2 per cent, of the 119 questionnaire-inquiries were completed and returned. Seven, or 12.7 per cent, of the fifty-five completed questionnaire-inquiries could not be used for the purposes of this study.

The data in the completed questionnaire-inquiries reveal that the 48

⁶ The American Association of Colleges for Teacher Education, op. cit., p. 204.

student teachers did practice teaching in a total of 17 different subjects. Forty-four teachers, or 91.7 per cent, did practice teaching in typing; 38, or 79.2 per cent, did practice teaching in shorthand; and 22, or 45.8 per cent, did practice teaching in bookkeeping. The greatest number of students did practice teaching in the three subjects, typing, shorthand, and bookkeeping. These data are significant in that they indicate that most of the student teachers in Business Education at Oklahoma Agricultural and Mechanical College are getting practice teaching experience in all of the three major business subjects, typing, shorthand, and bookkeeping.

16. Approximately how many clock hours of actual teaching and how many clock hours of observation were done by the student teachers in Business Education in the public high schools throughout Oklahoma?

A total of 965 clock hours, or an average of 20.1 clock hours per student, of actual teaching was reported by the 48 student teachers, as compared with a total of 1,345 clock hours, or an average of 28 clock hours per student, of observation completed by the student before taking full charge of a class. This ratio of actual teaching to observation is not in agreement with the recommendation made by Edna M. Marshall who has said: "...there is more teaching efficiency developed when a large percentage of the student's time is devoted to actual teaching than there is when the time is divided between teaching and observation."⁷ More of the student teacher's time than that which the data show has been spent should be utilized in actual teaching.

⁷ Edna M. Marshall, Evaluation of Types of Student Teaching, Bureau of Publications, Teachers College, Columbia University, 1932, p. 72.

17. In what activities other than actual teaching and observation did the student teachers in Business Education from Oklahoma Agricultural and Mechanical College engage in the public high school wherein the student teachers felt they gained valuable experience?

The data reveal that the 48 student teachers in Business Education from Oklahoma Agricultural and Mechanical College engaged in 20 different activities, other than actual teaching and observation, wherein they felt they gained valuable experience. Paper grading was listed by the greatest number of student teachers as an activity in which they engaged wherein they felt they gained valuable experience. The significant data revealed in the answers to this question are that only 25, or 52.1 per cent, of the student teachers reported that they actually engaged in and gained valuable experience from the extra-class activities deemed essential by leading authorities in teacher training. Twenty-three, or 47.9 per cent, of the 48 student teachers did not list any activity other than actual teaching and observation wherein they gained valuable experience. These data indicate that more emphasis should be placed on extra-class activities during the student teaching experience by the student teacher. The difficulty of covering the entire range of teaching duties in a period of two weeks is realized, but each student teacher should strive to engage in as many of the regular teacher's duties as possible. The Sub-Committee of the Standards and Surveys Committee of the American Association of Teachers Colleges has said that the professional program should be so designed as to afford opportunity for responsible participation in all of the important phases of the teacher's activity, both in and out of school.⁸

⁸ American Association of Teachers Colleges, op. cit., p. 165.

18. How many months have the former student teachers in Business Education from Oklahoma Agricultural and Mechanical College taught business subjects since receiving a life certificate based on work completed in Business Education at Oklahoma Agricultural and Mechanical College?

The data reveal that 23, or 62.2 per cent, of the 37 students who received a life teaching certificate during the six years, 1945, 1946, 1947, 1948, 1949, and 1950, based on work completed in Business Education at Oklahoma Agricultural and Mechanical College, did no teaching in business subjects since receiving a life teaching certificate. The data revealed in answer to this question indicate the need for another study to determine how many students with a major in Business Education actually teach after receiving a life teaching certificate based on work completed in Business Education at Oklahoma Agricultural and Mechanical College.

19. Do the student teachers included in this study feel that their student teaching experience at Oklahoma Agricultural and Mechanical College helped them in their actual teaching since leaving Oklahoma Agricultural and Mechanical College?

Only 14, or 37.8 per cent, of the 37 students who received life teaching certificates were qualified on the basis of having had actual teaching experience to give an answer to this question. Thirteen, or 92.9 per cent, said they felt their student teaching experience while enrolled at Oklahoma Agricultural and Mechanical College had helped them in their actual on-the-job teaching. One, or 7.1 per cent, of the 14 students said the student teaching experience had helped "very little" in actual on-the-job teaching. These data should encourage the Business Education Department to maintain the student teaching experience as a prerequisite to completion of work for the teaching certificate in Business Education.

20. What experiences did the student teachers included in this study miss in student teaching which they think should have been provided?

More teaching experience was the experience listed by the greatest number of students as an experience missed which should have been provided in the student teaching program in Business Education at Oklahoma Agricultural and Mechanical College. The requirement of 140 clock hours of student teaching and observation to be done over a period of two semesters should not be both the minimum and the maximum for all student teachers in Business Education at Oklahoma Agricultural and Mechanical College. Students whose individual needs warrant spending more than 140 clock hours in student teaching and observation should not only be given the privilege of spending more time in student teaching and observation in the public high schools, but should be required by the Business Education Department to spend enough additional time in student teaching to satisfy their individual needs. Henderson has said that the amount of student teaching required should depend upon the ability of the student.⁹ The Sub-Committee of the Standards and Surveys Committee of the American Association of Teachers Colleges has said that both assignment to and length of time spent in a given situation or type of laboratory experience will vary with individuals. Each contact should be long enough to help the student achieve the purposes for which he entered upon the experience.¹⁰

21. In the opinion of the student teachers included in this study, what were the strengths, or good points, of the student teaching program in Business Education at Oklahoma Agricultural and Mechanical College?

⁹ Henderson, op. cit., p. 117.

¹⁰ American Association of Teachers Colleges, op. cit., p. 93.

The strength or good point listed by the greatest number of students was "going out of town to do student teaching and teaching in schools other than Stillwater high school." The strength or good point was listed by 11, or 22.9 per cent, of the 48 students returning completed questionnaire-inquiries.

Data in this study reveal that 22, or 45 per cent, of the 48 students included in this study did all of their student teaching in the Stillwater public high school, and that 39, or 81.2 per cent, did some practice teaching in the Stillwater public high school. The data further reveal that the student teacher in Business Education from Oklahoma Agricultural and Mechanical College spent in the Stillwater public high school an average of 9.1 clock hours of actual teaching per student as compared to an average of 46 clock hours of observation per student. The data further show that the Stillwater public high school served as a training center for 30 per cent more student teachers from the Business Education Department at Oklahoma Agricultural and Mechanical College than all the other public high schools combined in which student teachers included in this study reported doing student teaching. The overcrowded student teaching conditions in the Stillwater public high school probably account for the belief expressed by some of the student teachers that the Stillwater public high school is not a desirable school in which to do student teaching in business subjects. As has been previously cited, the professional laboratory experiences, or practice teaching experiences, should be cooperatively developed by the student and his advisers. The student teacher and the Department of Business Education should cooperatively choose the high school in which the student teaching is to be done by the individual student teachers.

Other important strengths or good points mentioned by the student teachers were: "actual on-the-job teaching experience," "the opportunity to observe good and bad points of teachers and their methods," and "the opportunity in class discussion to learn how each of the student teachers settled difficulties in their own student teaching experiences."

22. In the opinion of the student teachers included in this study, what were the weaknesses in the student teaching program in Business Education at Oklahoma Agricultural and Mechanical College?

"Not enough actual teaching experience," "no report by critic teacher on student teaching," and "having to spend too much time in observation at the Stillwater high school," were the weaknesses listed by the greatest number of student teachers. The statement "not enough actual teaching experience" is interpreted to mean only actual teaching, as differentiated from observation and other extra-class activities, and not the whole practice teaching experience. The data show that the ratio of actual teaching to observation in the public high schools other than Stillwater public high school was 34.4 average clock hours of actual teaching per student as compared with 10.5 average clock hours of observation per student. The data show that the ratio of actual teaching to observation in the Stillwater public high school was 9.1 average clock hours of actual teaching per student as compared with 46.1 average clock hours of observation per student. These data reveal that the ratio of actual teaching to observation in the public high schools other than Stillwater public high school conforms to the standard recommended by Marshall when she said that more teaching efficiency is developed when a large percentage of the student's time is devoted to actual teaching than there is when the time is divided between

teaching and observation.¹¹

Recommendations as to reports which should be made by critic teachers on student teaching are discussed under question 27 of this study.

23. In the opinion of the student teachers included in this study, what month of the fall semester and the spring semester of college work would be most desirable for the student to do practice teaching in the public high schools?

The month of November in the fall semester of college work and the month of March in the spring semester of college work were listed by the greatest number of student teachers as the most desirable months in which to do practice teaching in the public high schools. These months coincide with the time during the school year at which the greatest number of public high school administrators indicated that they would prefer to have student teachers do practice teaching in the public high schools under their supervision. These months also seem desirable for the student teacher in that the student teacher would be free during the orientation and final examination periods at the college.

24. In the opinion of the student teachers included in this study, what is a sufficient allocation of time to be spent by the student teacher in Business Education from Oklahoma Agricultural and Mechanical College in observation and practice teaching in the public high schools?

Thirty-nine, or 81.2 per cent, of the 48 students indicated that 140 clock hours of student teaching and observation was a sufficient amount of time to be spent by the student teacher in the public high schools. Seven, or 14.6 per cent, indicated that this amount of time to be spent in practice

¹¹ Marshall, op. cit., p. 72.

teaching and observation was not sufficient.

The amount of time to be spent in student teaching and observation should be determined by the individual needs of the student teacher.

25. How many clock hours do the student teachers included in this study think that student teachers in Business Education should observe in a class before being given complete responsibility for teaching that class?

The answers to this question varied from 2 clock hours to 70 clock hours. Six, or 12.5 per cent, of the students gave indefinite answers such as "depends on the situation," and "should vary with individual." Baugher has suggested that the number of directed observations prior to the teaching of a class should be regulated by the individual needs of the student teacher preparing to do the student teaching.¹²

26. In what semesters and year of college work do the student teachers included in this study think a student should do practice teaching?

Twenty-seven, or 56.2 per cent, of the 48 students designated the two semesters of the senior year of college work as the time when a student teacher should do practice teaching. This is in substantial agreement with the recommendation made by Baugher that the practice-teaching course should be offered during the first semester of the senior year.¹³

One student suggested that the student teaching experience should come as a period of internship immediately following the completion of the senior year of work. This idea seems worthy of further consideration and study. Certainly the student teaching experience should not come before the completion of at least six semester hours of college work in the subject

¹² Baugher, op. cit., p. 95.

¹³ Baugher, op. cit., p. 95.

to be taught by the student teacher. Gilbreth has said the training in the subject to be taught by the student teacher should approximate or exceed the state's requirement for minimum certificates.¹⁴ At whatever time the student teaching experience comes in the sequence of professional work, time should be allotted for remedial work after the student teaching experience. Six, or 12.5 per cent, of the 48 students indicated that the student teaching experience should come in the last semester of the junior year and the first semester of the senior year, thus allowing time for remedial work during the last semester of the senior year.

27. Were the reports made by the critic teachers under whom the student teachers included in this study did their practice teaching sufficient to allow the student teacher to do remedial work on the student teacher's weak points, and if such reports were not sufficient, what suggestions for improvement in the reports made by the critic teachers in the public high schools can the student teachers included in this study make?

Twenty-nine, or 60.4 per cent, indicated that the reports made by the critic teachers were not adequate. Nine, or 31 per cent, of these 29 students did not know reports were made and did not see such reports on their student teaching. Six, or 20.7 per cent, indicated that critical reports should be made and discussed with the student teacher during the student teaching experience, so that student teacher could do remedial work on weak points. Five, or 17.2 per cent, of these 29 students indicated that the student teacher should certainly see the report made by the critic teacher.

As has previously been cited in this study, the 1949 Yearbook Committee of the Association for Student Teaching has said that the process of

¹⁴ Gilbreth, op. cit., p. 35.

evaluation is an important stimulus and director of learning. Students, supervising teachers and representatives of the teacher-education institution should participate.¹⁵

Harold B. Gilbreth in his study has said:

Schorling's attitude toward the use of score cards in evaluating the work of the student teacher is indicated by the following quotation:

"The professional activities of a student should be evaluated in a systematic way. For this purpose many rating cards or check lists of professional activities of the student teacher are available. The chief value of a good rating card is found in its use as an instructional device for the student teacher rather than its use as a measuring device for predicting success."¹⁶

A critical report on the effectiveness of the student teaching done by the student teacher should be made by the critic teacher and discussed at length with the student teacher. This rating sheet or report should be used as an important stimulus of learning. If the student teacher knows that the rating sheet, or report, is to be used and knows the items on which he is to be checked, he will probably make more adequate preparation in advance.

Seventy-two, or 98.6 per cent, of the high school teachers included in this study indicated their willingness to make a report to the Director of Student Teaching in Business Education at Oklahoma Agricultural and Mechanical College as to the effectiveness of the teaching done by the student teacher.

¹⁵ The Evaluation of Student Teaching, op. cit., p. 13.

¹⁶ Gilbreth, op. cit., p. 24.

General Summary of Recommendations

1. It is recommended that the Business Education Department of the Oklahoma Agricultural and Mechanical College use as training centers for student teachers in Business Education the 50 public high schools included in this study. Since it is very unlikely that a sufficient number of student teachers in Business Education will ever be available to do student teaching in 50 public high schools in any one year, it is recommended that some form of contact be maintained with each of the high schools which are not used as training centers each year.

2. It is recommended that the Business Education Department of the Oklahoma Agricultural and Mechanical College contact all of the 73 high school business teachers included in this study who have indicated their willingness to serve as critic teachers for student teachers in Business Education from Oklahoma Agricultural and Mechanical College. The purpose of this contact should be to apprise these business teachers of the administrative and supervisory requirements made of the student teacher and the critic teacher by the Business Education Department. Another purpose of this contact should be to obtain suggestions from the business teachers as to ways of improving the program of student teaching in Business Education.

3. It is recommended as a general practice that the student teachers do student teaching in the public high schools during one or more of the following weeks in the first semester of the school year: seventh, eighth, ninth, tenth, eleventh, and twelfth.

It is recommended as a general practice that the student teachers do student teaching in the public high schools during one or more of the

following weeks in the second semester of the school year: fourth, seventh, eighth, ninth, tenth, eleventh, and twelfth.

A list of schools which will accept students during weeks of the first and second semester other than those listed above is included in this study as Appendix F and Appendix G, respectively.

4. It is recommended that the student teacher do a number of directed observations immediately prior to teaching a particular class, the number of directed observations to be determined by the individual needs of the student teacher preparing to do the practice teaching.

5. It is recommended that each student teacher have as a minimum six semester hours of college credit in each one of the three subjects, shorthand, typing, or bookkeeping, before the student teacher is allowed to teach each of these subjects in the public high school.

6. It is recommended that each business education teacher trainee be required to make a minimum grade point average or mark of "C" in each of the subjects in which the teacher trainee plans to do student teaching in the public high schools.

7. It is recommended that the present requirement of the Business Education Department that a student teacher do 140 clock hours of student teaching and observation over a period of two semesters be maintained as a minimum standard. It is further recommended that the maximum requirement be determined by the needs of the individual student teacher. Students whose individual needs warrant spending more than 140 clock hours in student teaching and observation should not only be given the privilege of spending more time in student teaching and observation in the public high schools, but should be required to spend enough additional time in student teaching and observation to satisfy their individual needs.

8. It is recommended that the student teacher spend enough time continuously with one critic teacher to become acquainted with the class, to plan in detail the problem or project to be accomplished, to teach this problem or project, and to check the amount of learning that has taken place on this particular problem or project. A minimum of two weeks' time with one critic teacher is suggested as the minimum, not the desirable.

9. It is recommended that more of the student teacher's time be utilized in actual teaching and less time utilized in observation immediately before teaching during the practice teaching experience in the public high schools.

10. It is recommended that more emphasis be placed on extra-class activities during the student teaching experience by the student teacher than the data in this study reveal has been placed on extra-class activities by the student teachers included in this study. The activities of the student teacher during the practice teaching experience should be so designed as to afford opportunity for participation in all of the important phases of the teacher's activities, both in and out of school.

11. It is recommended that the Business Education Department of the Oklahoma Agricultural and Mechanical College maintain the student teaching experience as a prerequisite to completion of work for the teaching certificate in Business Education.

12. It is recommended that the student teaching experiences be cooperatively developed by the student teacher, his college supervisors, and the high school critic teacher.

13. It is recommended that a critical evaluative report on the effectiveness of the student teaching done by the student teacher be made by the critic teacher and discussed at length with the student teacher. This

report should be used as an important stimulus of learning.

14. It is recommended that conferences be held between the critic teacher and the student and, if possible, conferences should be held with the critic teacher, the student teacher, and the college supervisor all present.

15. Although suggested by a minimum, it seems desirable that provision should be made for the college director of student teaching to visit the student teacher while he is teaching and to confer with the critic teacher and the principal of the high school concerning the work of the student teacher.

16. It is recommended that a further study be conducted to determine how many students with a major in Business Education actually teach after receiving a life teaching certificate based on work completed in Business Education at Oklahoma Agricultural and Mechanical College.

17. It is recommended that a further study be conducted to determine the type of evaluative report which should be used by the critic teacher in reporting on the effectiveness of the teaching done by the student teacher.

18. It is recommended that a further study be conducted to determine in which semester and year of college work the student teaching experience should come.

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APPENDICES

OKLAHOMA
AGRICULTURAL AND MECHANICAL COLLEGE
DIVISION OF COMMERCE
DEPARTMENT OF BUSINESS EDUCATION
STILLWATER

High school and college administrators and teachers recognize the need for improving teacher education in Oklahoma. One of the means for improving teacher education lies in providing more meaningful experiences in student teaching in typical classroom and laboratory situations.

To meet this need for better programs of student teaching, the Department of Business Education at Oklahoma A. & M. College, under the direction of Dr. C. K. Reiff, has been arranging for about one-half of our student teachers in Business Education to do their student teaching in cooperating high schools throughout the state. We feel that this arrangement is beneficial, not only to the senior student teachers, but also to the local high school and particularly to the college teacher education program.

The advantages to the senior student teacher of gaining experiences in teaching under actual classroom and laboratory conditions and under the supervision of experienced administrators and teachers in classroom situations are apparent. Among the possible advantages to the local high school are the following:

1. It permits the local school officials to observe the work of potential employees in classroom situations.
2. It furnishes a supplementary teaching assistance which can be utilized to aid the classroom teacher in carrying on her teaching activities.
3. It provides the opportunity of obtaining a skilled student teacher to relieve classroom teachers so that they may observe teaching in other communities, attend conferences, and engage in curricular activities.
4. It permits an interchange of teaching suggestions and methods from the local high school to the college and from the college to the local high school to the advantage of the instructional programs in both institutions.

The object of this letter is to indicate that the Business Education Department at the Oklahoma A. & M. College desires to extend this program of cooperative arrangements with Oklahoma high schools for the improvement and upgrading of the education of business teachers. The department agrees to make all preliminary arrangements in advance of student teacher assignments to local high schools in keeping with the desires of the local school

officials. Furthermore, the department agrees to select carefully prospective student teachers in terms of their qualifications and abilities to work in particular sizes and types of communities. Advance arrangements will be made by the student teachers for lesson planning in conjunction with the local classroom teachers.

What the department would like for the local cooperating high school to do is to furnish the department and the student teacher with information concerning assignments and textbooks which would enable the student teacher to make detailed lesson plans prior to his or her visit and, secondly, to make a conscientious appraisal of the student teacher's work and his or her teaching potentialities, after observing the student teacher on the job.

If you approve of the cooperative plan for providing student teachers in Business Education with teaching opportunities in your local high school, will you indicate such approval by answering the enclosed post card inquiry. Such approval would indicate your willingness to consider individual assignments of student teachers within the limits of the number of student teachers available and the local facilities for such teaching. Also, your approval would indicate your willingness to cooperate further by furnishing us with necessary information for planning and carrying out cooperative programs of student teacher education.

One of our staff, Mrs. Reva Laughlin, is assisting the department in making this important survey of student teaching possibilities in selected Oklahoma secondary schools. Your cooperation in this endeavor will be of great help to us in the improving and upgrading of business education at Oklahoma A. & M. College.

Very truly yours,

J. Andrew Holley, Head
Department of Business
Education

JAH:rjl

Enclosure (1)

APPENDIX C

QUESTIONNAIRE FOR HIGH SCHOOL TEACHERS

Name: _____ School: _____ Town: _____

Academic Degrees you hold: Degree Major

- I. At present Oklahoma A. & M. College seniors in Business Education do, as laboratory work in apprentice teaching, at least seventy clock hours of observation and practice teaching per semester for two semesters. The plan is to have apprentice teachers do combined observation and practice teaching over a two-week period in several subjects covering a full school day in selected high schools throughout the state.
- a. Is it your opinion that this allocation of time is sufficient?
- b. If your answer is no, please give what you think would be a sufficient time allotment in terms of clock hours to be devoted to apprentice teaching and observation per semester:
- _____ Yes _____ No
- _____
- No. of clock hours
- c. Approximately how many clock hours do you think a student teacher should observe before being given complete responsibility for teaching a class?
- _____
- No. of clock hours
- II. After the student teacher has taught in your school, would you be willing to make a report to the Director of Student Teaching in Business Education at Oklahoma Agricultural and Mechanical College as to the effectiveness of the teaching done by the student teacher?
- _____ Yes _____ No
- III. a. Have you ever had a student teacher in Business Education from Oklahoma A. & M. College do his apprentice teaching under your supervision?
- _____ Yes _____ No
- b. If so, did you consider the student teacher an asset or a liability to you and your class?
- _____ Asset _____ Liability
- c. In what way did you consider the student teacher an asset or liability to you and your class:
- d. If you have served as a critic or supervisory teacher for students in Business Education from Oklahoma Agricultural and Mechanical College, what suggestions for improvement do you have for the program of student teaching as it has been administered in the past:
- IV. Any suggestions or comments you may make on Student Teaching in Business Education, regardless of whether or not you have served as a critic teacher for students in Business Education from Oklahoma Agricultural and Mechanical College, will be appreciated.

APPENDIX D (Continued)

6. Some authors propose that practice teaching should be done in the junior year of college work thus allowing the student time to do remedial work if the need for such remedial work is indicated in his practice teaching experience. Other authors propose that practice teaching should be done in the senior year of college work in order that the student will have the practice teaching experience as near the time of actual employment as possible. In what semesters and year of college work do you think a student should do practice teaching?
7. Were the reports made by the critic teachers under whom you did your practice teaching sufficient to allow you to do remedial work on your weak points?
- | <u>Yes</u> | <u>No</u> |
|------------|-----------|
|------------|-----------|
- a. If not, do you have any suggestions for improvement in the reports made by critic teachers in the public high school on the student teacher?
8. Any suggestions or comments you may have about the program of student teaching in Business Education at Oklahoma A. & M. College will be appreciated.

APPENDIX D (Continued)

Please complete the following table relative to your practice teaching experience:

	<u>First Semester of Practice Teaching Experience</u>	<u>Second Semester of Practice Teaching Experience</u>
1. Name and location of high school:	1.	1.
2. Week, Month, and Year practice teaching was done:	2.	2.
3. Subjects which you taught:	3. (a) (b) (c) (d) (e)	3. (a) (b) (c) (d) (e)
4. Approximate number of clock hours you actually taught each subject:	4. (a) (b) (c) (d) (e)	4. (a) (b) (c) (d) (e)
5. Name of critic teacher under whom you taught each subject:	5. (a) (b) (c) (d) (e)	5. (a) (b) (c) (d) (e)
6. Approximate number of clock hours you were required to observe before taking full charge of each class:	6. (a) (b) (c) (d) (e)	6. (a) (b) (c) (d) (e)
7. Please list activities other than actual teaching and observation in which you engaged in the public high school wherein you felt you gained valuable experience:		

NUMBER OF WEEKS OF STUDENT TEACHING
AND NUMBER OF STUDENT TEACHERS
ALLOWED BY EACH OF THE HIGH SCHOOL ADMINISTRATORS

High School	First Semester		Second Semester		Total No. of Teachers and Weeks of Teaching Allowed in Year	
	No. of Weeks Each Student Allowed To Teach	No. of Student Teachers Acceptable in Year	No. of Weeks Each Student Allowed To Teach	No. of Student Teachers Acceptable in Year	Teachers	Weeks
Atoka	5	3	5	3	6	30
Bristow	---	---	2	1	1	2
Broken Arrow	6	4	6	6	10	60
Carnegie	2	2	2	2	4	8
Chandler	3	4	3	4	8	24
Checotah	2	2	2	2	4	8
Chelsea	6	4	6	4	8	48
Clinton	3	2	3	2	4	12
Cordell	4	2	4	2	4	16
Cushing	2	4	2	4	8	16
Drumright	2	2	2	2	4	8
Duncan	2	2	2	2	4	8
Elk City	---	---	3	1	1	3
El Reno	4	3	4	3	6	24
Erick	4	2	4	2	4	16
Fairview	2	1	2	1	2	4
Frederick	2	2	2	2	4	8
Hartshorne	3	1	3	1	2	6
Heldston	1	2	1	2	4	4
Heavener	6	3	6	3	6	36
Heldenville	1	2	1	2	4	4
Hollie	2	2	2	2	4	8
Honiny	2	1	2	1	2	4
Hugo	4	3	4	3	6	24
Jay	6	2	6	2	4	24
Madill	2	2	2	2	4	8
Marietta	3	2	3	2	4	12
Maud	2	2	2	2	4	8
Nowata	1	1	1	1	2	2
Okeah	2	1	2	1	2	4
Oklahoma City:						
Northeast	2	2	2	2	4	8
Panama	4	1	4	1	2	8
Rush Springs	2	1	2	1	2	4
Sallisaw	4	2	4	2	4	16
Sand Springs	4	2	4	2	4	16
Seminole	2	2	2	2	4	8
Shawnee	2	3	2	3	6	12
Snyder	2	1	2	1	2	4
Spiro	4	1	4	1	2	8
Sulphur	6	2	6	2	4	24
Tulsa:						
Central	4	2	4	2	4	16
Webster	3	2	3	2	4	12
Will Rogers	5	3	4	3	6	27
Vinita	1	3	1	3	6	6
Walters	3	2	3	2	4	12
Wayneska	3	1	3	1	2	6
Weslcotha	2	3	2	3	6	12
Wetumka	4	2	4	2	4	16
Woodward	2	1	2	1	2	4
Wynnewood	4	4	4	4	8	32
TOTALS	147	103	151	107	210	690

APPENDIX F

INDIVIDUAL HIGH SCHOOL ADMINISTRATORS
INDICATING WEEKS OF FIRST SEMESTER IN WHICH PRACTICE TEACHING IS PREFERRED
IN 50 OKLAHOMA PUBLIC HIGH SCHOOLS

High School	Weeks of School in First Semester															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Atoka		x														
Bristow	No Answer															
Broken Arrow				x	x	x	x	x	x	x	x	x	x	x	x	x
Carnegie			x	x												
Chandler*																
Checotah									x	x	x					
Chelsea							x	x	x	x	x					
Clinton							x									
Cordell									x							
Cushing*																
Drumright	Beginning															
Duncan		x	x	x	x	x										
Elk City	None															
El Reno*																
Erick													x	x	x	x
Fairview									x	x						
Frederick*																
Hartshorne								x	x	x						
Heslton										x	x					
Heavener								x	x	x	x	x	x	x	x	x
Holdenville							x	x	x	x	x	x	x	x	x	
Hollis							x	x								
Honiny											x	x				
Hugo			x	x	x	x	x	x	x	x	x	x	x	x	x	x
Jay							x	x	x	x	x	x				
Madill*																
Marietta*																
Maud											x					
Nowata							x									
Okemah									x	x						
Oklahoma City:																
Northeast							x	x	x	x	x	x				
Paawee				x	x	x	x	x	x	x	x	x				
Rush Springs						x										
Sallisaw		x														
Sand Springs					x	x	x	x								
Seminole							x	x	x	x	x	x	x	x	x	
Shawnee*																
Snyder				x	x											
Spire				x												
Sulphur							x	x	x	x	x	x				
Tulsa:																
Central									x	x	x	x				
Webster										x	x	x				
Will Rogers						x										
Vinita	x	x					x	x					x	x		
Walters							x	x	x	x	x	x				
Waynoka				x	x	x										
Wetzel											x			x		
Wetumka*																
Woodward							x	x	x	x	x	x	x	x	x	x
Wynnewood				x												
TOTAL NUMBER	1	4	2	9	7	3	16	16	18	22	17	15	8	9	7	5
PER CENT	2	8	4	18	14	16	32	32	36	44	34	30	16	18	14	10

*These schools indicated that "anytime" would be suitable.

APPENDIX G

INDIVIDUAL HIGH SCHOOL ADMINISTRATORS
INDICATING WEEKS OF SECOND SEMESTER IN WHICH PRACTICE TEACHING IS PREFERRED
IN 50 OKLAHOMA PUBLIC HIGH SCHOOLS

High School	Weeks of School in Second Semester															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Atoka		x														
Bristow	No Answer															
Broken Arrow	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Carnegie			x	x												
Chandler*																
Cherokee										x	x	x	x			
Chelsea									x	x	x	x	x	x		
Clinton								x								
Cordell									x							
Cushing*										x						
Druwright	Beginning															
Duncan		x	x	x	x	x										
Elk City										x	x	x	x			
El Reno*																
Erick													x	x	x	x
Fairview									x	x						
Frederick*																
Hartshorne*																
Heraldton												x	x			
Heavener*																
Holdenville		x	x	x	x											
Hollis									x	x						
Hemphill														x	x	
Huge		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Jay								x	x	x	x	x				
Madill*																
Marietta*																
Maud				x												
Nowata									x							
Okemah			x	x												
Oklahoma City:																
Northeast								x	x	x	x	x				
Paumotu			x	x	x	x	x	x	x	x	x	x	x	x	x	x
Rush Springs*																
Sallisaw	x	x														
Sand Springs					x	x	x									
Seminole			x	x	x	x	x	x	x	x	x	x	x	x		
Shawnee*																
Snyder				x	x											
Spire				x												
Sulphur								x	x	x	x	x				
Tulsa:																
Central										x	x	x	x			
Webster										x	x	x				
Will Rogers				x												
Vinita	x	x							x	x			x	x		
Walters									x	x	x	x				
Waynoka				x	x	x										
Wetumka						x						x				
Wetumka*																
Woodward	x	x	x	x	x	x	x	x	x	x						
Wynnewood				x												
TOTAL NUMBER	4	8	9	15	10	9	14	11	14	16	14	15	9	8	5	4
PER CENT	8	16	18	30	20	18	28	22	28	32	28	30	18	16	10	8

*These schools indicated that "anytime" would be suitable.

APPENDIX H

NUMBER OF SEMESTER HOURS COLLEGE CREDIT
REQUIRED BY HIGH SCHOOL ADMINISTRATORS
IN VARIOUS SUBJECTS PRIOR TO ASSIGNMENT FOR PRACTICE TEACHING
IN THESE SUBJECTS

High School	Semester Hours College Credit Required in Subject		
	Shorthand	Typing	Bookkeeping
Atoka ^a			
Bristow ^b			
Broken Arrow ^c			
Carnegie	6	6	6
Chandler	...	...	...
Checotah	4	4	4
Chelsea	3	3	3
Clinton	6	6	More the Better
Cordell	6	6	10
Cushing	6	6	8
Drumright	4	4	4
Duncan	3	3	3
Elk City	4	4	4
El Reno ^c			
Erick	4	3	6
Fairview	6	Proficiency	10 or 12
Frederick [*]			
Hartshorne	4	4	4
Healdton [*]			
Heavener	6	4	4
Holdenville	5	5	5
Hollis	6	6	6
Hominy ^d	6	6	6
Hugo	4	4	4
Jay ^e	9	6	6
Madill	4	4	4
Marietta	3	3	3
Maud	...	...	...
Nowata	...	...	.9.
Okemah	10 to 12	6 to 10	6 to 10
Oklahoma City:			
Northeast	6	6	6
Pawnee	6	6	6
Rush Springs	6	4	6
Sallisaw	6	6	6
Sand Springs	3	3	8
Seminole [*]			
Shawnee	10	10	10
Snyder	6	6	6
Spiro [*]			
Sulphur	2 to 4	4 to 6	4 to 6
Tulsa:			
Central ^f	12	12	12
Webster	4	4	4
Will Rogers ^g	4	4	4
Vinita	9 or 12	6	6
Walters	...	...	...
Wynoka	...	...	...
Wetzelka	6	6	6
Wetumka ^h			
Woodward	6	6	6
Wynnewood	6	6	6

^a Only seniors in commercial field.

^b Senior standing with major in B. E.

^c No requirement.

^d Consumer Education: 3 or 6 hours; Business Law: 3 or 6 hours.

^e Journalism: 6 hours.

^f Business English: 4 hours.

^g Business Machines: 1 semester.

^h Students should be in senior year.

* Leave to the judgment of the college officials.

APPENDIX I

GRADE POINT AVERAGE OR MARK REQUIRED
BY EACH OF THE PUBLIC HIGH SCHOOL ADMINISTRATORS
IN SUBJECTS TO BE TAUGHT BY STUDENT TEACHERS

High School	"C" ^a (Average)	"B" ^a (Above Average)	"A" ^a (Superior)	No Special Standard Required
Atoka				x
Bristow		x		
Broken Arrow				x
Carnegie		x		
Chandler ^a				
Checotah				x
Chelsea	x			
Clinton	x			
Cordell				x
Cushing	x			
Drumright	x			
Duncan	x			
Elk City ^b		x		
El Reno ^b				
Erick	x			
Fairview	x			
Frederick		x		
Hartsheerne	x			
Healdton	x			
Heavener		x		
Holdenville		x		
Hollis	x			
Hominy		x		
Hugo	x			
Jay	x			
Madill	x			
Marietta	x			
Maud	x			
Newata				x
Okemah		x		
Oklahoma City:				
Northeast		x		
Pawnee				x
Rush Springs	x			
Sallisaw	x			
Sand Springs				x
Seminole		x		
Shawnee		x		
Snyder ^c				
Spiro		x		
Sulphur	x			
Tulsa:				
Central		x		
Webster		x		
Will Rogers ^e			x	x
Vinita	x			
Walters		x		
Waynoka	x			
Wleetka				x
Wetumka	x			
Woodward ^d				
Wynnewood ^e				
TOTALS	21	15	1	9

^aDid not answer.

^bNo requirement.

^cLeave the selection to the discretion of the Director of Student Teaching.

^dI prefer common sense.

^eDid not answer.

*Two answers given by Will Rogers.

TYPISTS:

Harold Coonrad

Reva B. Laughlin