

SURVEY OF STUDENT-TEACHING PROCEDURES AND FORMS
UTILIZED BY BUSINESS EDUCATION DEPARTMENTS
IN 98 MEMBER INSTITUTIONS OF THE
NATIONAL ASSOCIATION OF BUSINESS TEACHER-TRAINING INSTITUTIONS

By

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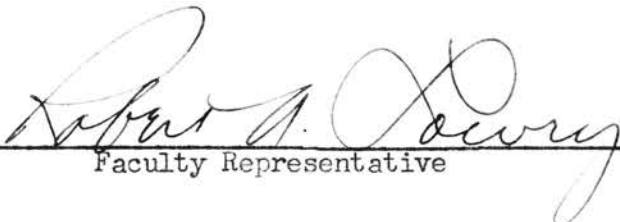
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 1951

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A. S. L.

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CHAPTER I

INTRODUCTION

Student teaching always has been and is likely to continue to be the most important phase of the professional preparation of prospective teachers.¹ A large majority of teachers rate their student-teaching experience as the most valuable element of their professional training.² Many beginning teachers consider their student teaching as the most helpful of all the courses they have taken at college.³

Viewed from another perspective, student teaching can be regarded as a proving ground for screening the interested from the disinterested; the failures from the probable successes.⁴

Student teachers and educators are not the only individuals who benefit from a student-teaching program. Over a period of five semesters, Ryder studied one thousand high school pupils who were taught by sixty-seven different student teachers. He reported the following conclusions, among others, concerning the effect of student teaching on secondary school pupils in achievement and attitude:⁵

High school pupils learn just as much when taught by supervised student teachers as when taught by the regular teachers. Pupils with less than average ability learn more when a student teacher is assigned to them.

1 Raleigh Schorling, Student Teaching, p. x.

2 Harry A. Little, Handbook for Supervisors of Student Teaching, p. 2.

3 Harriet R. Wheeler, "Directed Student Teaching," Journal of Business Education, (February, 1949), p. 21.

4 Lela J. Johnson, "Preparing Students for Teaching," Journal of Business Education, (April, 1950), pp. 11-12.

5 Raymond R. Ryder, "Effect of Student Teaching on Secondary School Pupils in Achievement and Attitude," The School Review, (April, 1946), pp. 194-195.

Pupils are not harmed by having student teachers for instructors if the latter are carefully supervised--in fact, they are more likely to be benefited.

Pupils think no less of school subjects when taught by supervised student teachers than when taught by the regular teachers.

Commenting on recent trends in the training of business teachers, Enterline listed among other trends an increase in the amount of time spent in student teaching and better supervision of student teachers.⁶

An extensive search of library materials disclosed a lack of research in the field of student teaching in business education. Gilbreth stated that there is a great need for studies relating to student teaching in business subjects and hoped that others will contribute to the literature of this "neglected phase" of business education research.⁷

Of the 1272 studies in business education completed throughout the United States during the period, 1941-1948, only four dealt with the subject of student teaching.⁸

At the Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, 130 studies (115 theses, 15 reports) were completed in business education during the period, 1938-1950; only one investigation covered the topic of student teaching.

⁶ H. G. Enterline, "Trends in the Preparation of Business Teachers," The Business Education World, (May, 1949), p. 535.

⁷ 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," Bulletin No. 25, The National Association of Business Teacher-Training Institutions, (January, 1942), p. 2.

⁸ Bibliography of Research Studies in Business Education, 1941-1948, Study No. 32, (May, 1949), Indiana University, Bloomington, Indiana.

Any activity that adds to the knowledge of the effectiveness of student teaching in business education and, by the same token, of business education itself warrants consideration and study. Evaluation of student teaching is considered an integral and vital element in an effective and meaningful student-teaching program. The quality of business education in the future will be determined to a very large extent by the caliber of the business teachers entering the field; the student teachers of today are the educational leaders of tomorrow!

Statement of Problem

The student-teaching program must be evaluated before any attempt can be made to make it more effective. Evaluation of student teaching is necessary if the teacher-training institution is to know the level of competence attained by the student teacher and produced by the college teacher-training program.⁹ This major problem of evaluating student teaching is being met in various ways by business teacher-training institutions throughout the country. This investigation assumes the task of ascertaining the current practices and the forms used by the supervising teachers in evaluating student teaching in selected business teacher-training institutions throughout the United States. Based on the findings of this study, an evaluation form is to be produced and recommended for use by the Business Education Department at the Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma.

⁹ Maurice E. Troyer and C. Robert Pace, Evaluation in Teacher Education, p. 8.

Specifically, this investigation seeks answers to the following questions by canvassing a selected group of business teacher-training institutions:

1. Among the business teacher-training institutions in the United States, how common is the use of an evaluation form in evaluating the work of the student teacher in business education?

2. How many clock hours are devoted to student teaching during the four-year undergraduate program in business education?

3. For purposes of classifying subsequent data, how many business teacher-training institutions have a laboratory or training school available for the student-teaching program in business education?

4. What are the sources of the evaluation forms now used in business-teacher preparation?

5. How many years have the evaluation forms been in use?

6. During the course of the student-teaching program, how many times is the student teacher rated through the use of an evaluation form?

7. What uses are made of the information supplied on the forms used in evaluating student teaching?

8. Is the evaluation form retained as part of the student teacher's permanent record?

9. What types of evaluation forms are used?

10. What is the length in pages of the evaluation forms now used?

11. How are evaluation forms reproduced?

12. What identifying information appears on the evaluation forms now in use?

13. What items on the evaluation forms are listed for evaluation?

14. How many items on the evaluation forms are listed for evaluation?

Answers to these questions should provide data for compiling an evaluation form embodying the most common characteristics of the forms in current use. The problem then resolves itself into a survey of current practices, an analysis of the evaluation forms submitted, and a compilation of a suggested evaluation form based on data secured from such survey and analysis.

Purpose of the Study

This normative-survey study has a two-fold purpose: (1) to ascertain current trends and practices in evaluating student teaching in business education by the use of student-teacher evaluation forms in selected state and private business teacher-training institutions throughout the United States, and (2) to develop an evaluation form to be used by the supervising teacher in evaluating the work of the student teacher in business education. Specifically, the evaluation form is to be designed for use in the Business Education Department, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma.

Scope and Delimitation

This study is concerned with the evaluation of student teaching in business education.

Evaluation of student teaching can be accomplished by the use of one or more of the following techniques listed for appraisal of in-service teachers:

- (1) Check lists
- (2) Rating scales
- (3) Mechanical measuring and recording devices
- (4) Anecdotal records
- (5) Tests of qualities commonly associated with teaching success
- (6) Interviews, inventories, and questionnaires
- (7) Measures of changes in pupil growth, learning, and achievement

This investigation reports on the use of only the first two items mentioned above; namely, check lists and rating scales.

Professional literature was surveyed for thought and opinion in this field. Data requested from teacher-training institutions were confined to factual information as to current practices and activities; no opinions were solicited from this source.

Although primarily intended for use at the Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, the recommended evaluation form made a part of this study is suitable for use at any other teacher-training institution.

This study does not include results of actual use of the evaluation form recommended as a part of this investigation. This investigation is limited to a study of current usage of evaluation forms in business-teacher preparation.

No attempt has been made in this investigation to establish validity and reliability of the evaluation form recommended.

The scope of this study is to survey selected business teacher-training institutions throughout the country as to current practices in evaluation of student teaching in business education and to analyze a number of evaluation forms used by supervising teachers in business-teacher preparation.

Need for Study

In a recent study at Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, Laughlin included the following among her recommendations:¹¹

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.

It is recommended that a critical evaluative report on effectiveness of 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.

At the present time, the Business Education Department, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, does not utilize a supervising-teacher evaluation form in evaluating the work of the student teacher in business education. The problem of student-teaching evaluation is not solely a local situation at the Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma. Others have acknowledged a need for further study.

Sollars reported a thirteen-year quest for a method of evaluating student teaching in business education that would:¹²

1. Result in objective rating of a student's teaching ability.

¹¹ Reva B. Laughlin, A Survey of Selected Administrative and Supervisory Arrangements for Student Teaching in Business Education at the Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma; an unpublished thesis submitted in partial fulfillment of requirements for the Master's Degree at Oklahoma Agricultural and Mechanical College, 1950, pp. 98-99.

¹² Velna Sollars, "Evaluation of Student Teaching in Business Education," The Business Education World, (November, 1945), pp. 133-134.

2. Offer a basis for presentation of more concrete and constructive criticism.
3. Fit the different techniques used in the commercial-education field.
4. Bring to the student a complete and meaningful picture of his rating.
5. Offer a short but well-organized summary of personality traits and teaching abilities analysis in profile form.

As a result, Sollars produced an evaluation chart in profile form which has helped in the evaluation of student teaching without so much guesswork and has given better organization in the evaluation of student teaching in business education.¹³ The evaluation form devised by Sollars is included in the collection of evaluation forms analyzed in this study.

To date, research in education has not developed any "automatic" devices or instruments for evaluating student teachers and/or student teaching. The merits of any one evaluative technique have not been validated sufficiently so as to permit that particular technique to be adopted by all teacher-training institutions. One of the major defects of the plans in current use has been the apparent inability to evaluate teacher personality, not as an entity in itself, but rather in relation to the progress of the pupils—who, after all, are the focal point of education.¹⁴

¹³ Ibid., p. 133.

¹⁴ Evaluation Sheet for Student Teachers, School of Education, Duquesne University, Pittsburg, Pennsylvania, p. 4.

The need for additional study of the student-evaluation problem is accentuated by the fact that, in spite of the many limitations inherent in the present program, the use of evaluation forms has been deemed necessary,¹⁵ worth while,¹⁶ and beneficial.¹⁷ There are at least seven values of the use of evaluation forms in evaluating student teaching. They have been stated as follows:¹⁸

1. An analysis is presented of the qualities necessary for successful teaching and of the relation of these qualities to one another.
2. In the hands of student teachers, this analysis will tend to promote self-criticism and self-improvement.
3. In the hands of training teachers, this analysis will tend to promote their comprehensiveness of judgment in rating student teachers' efficiency.
4. The ratings should designate points of strength and weakness in the student's teaching, and should, therefore, prove valuable in guiding the training teachers in their constructive work with the student teachers.
5. A score card makes possible an objective analysis of the student's ability in making application of method and principle under actual teaching conditions.
6. The records on the score card may be used as a partial basis for recommending graduates for appointments.

¹⁵ Arthur R. Mead, Supervised Student Teaching, p. 467.

¹⁶ Virginia Doerr, "The Construction and Use of Rating Scales in Business Education," The National Business Education Quarterly, (May, 1943), p. 19.

¹⁷ Winfield D. Armentrout, The Conduct of Student Teaching in State Teachers Colleges, p. viii.

¹⁸ Ibid., pp. 192-193.

7. A score card serves to define the purpose of a teacher-training institution, and should become a means of checking up the success of the curriculum and of the teaching in the college in accomplishing its purposes.

The student teacher himself is an important factor in emphasizing the need for further investigation of student-teaching evaluation. Too often, the student teacher has no way of knowing how he is doing. He should know this, not only from the appraisal of the supervising teacher, but also from his own critical reaction to the job he is performing. The supervising teacher has the very important task of assisting the student teacher in setting up devices to determine teaching progress. Knowledge of progress is always an important condition for effective learning to teach. Obviously, no one can make very much progress unless he is able to see that he is making progress.¹⁹

If education is to be of any value to individuals and to society, education must be a living, dynamic, and growing activity; education cannot long remain static or unresponsive to change and improvement. The same holds true for student teaching in business education. Research offers the opportunity to add to the effectiveness of student teaching in business education. Little, if any, improvement is possible until the particular problem is studied. Therein lies the need for this investigation.

¹⁹ Little, op. cit., p. 112.

Definitions

Inasmuch as the most important single term used throughout this study is "evaluation," some discussion at the outset of the concept of this term is relevant.

Evaluation is the process of making judgments and reaching some decisions.²⁰ In education, evaluation is defined as the process of judging the effectiveness of educational experience.²¹

Some distinction should be made between the terms "evaluation" and "measurement." "Evaluation" implies a process by which the values of some particular enterprise are ascertained; "measurement" implies a determination of the amount of some of the constituents of the evaluative process. Therefore, to evaluate something means simply to determine the adequacy of some constituent with reference to a more inclusive whole or purpose. Whereas measurement provides the status of some constituent of the object under consideration, evaluation goes a step further in the process and compares the status of the object and its constituents with some expected standard, value, or outcome.²²

Evaluation is a subjective approach in the process of appraising the education product; measurement, on the other hand, is an objective procedure.²³

²⁰ Maurice E. Troyer, Accuracy and Validity in Evaluation Are Not Enough, p. 3.

²¹ Troyer and Pace, op. cit., p. 1.

²² Barr et al, op. cit., p. 755.

²³ Ibid., p. 216.

Evaluation form is a device used by the supervising teacher in judging or evaluating the quality of the student teaching performed. As used in this study, evaluation forms include check lists, rating scales, and score cards.

Student teaching consists of observation, participation, and actual teaching performed by a student teacher under the direction of the supervising teacher; it is part of the pre-service education offered by a teacher-training institution.²⁴ For the purposes of this study, the student-teaching period is that period of time spent in on-the-job experience in the supervising teacher's classroom; it includes any assistance rendered the supervising teacher in any classroom activities. Student teaching includes actual teaching either with or without the presence of the regular teacher in the classroom.

Student teacher is an individual assigned to student teaching in a particular subject. Other synonymous terms for student teacher are: apprentice teacher, cadet teacher, and practice teacher.

Supervising teacher is an instructor 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. "Critic teacher" is a less-frequently used synonym for "supervising teacher." However, the term, "supervising teacher," must not be confused with the college coordinator, who is a member of the staff of the teacher-training institution.

²⁴ Carter V. Good, Dictionary of Education, p. 392.

Training or laboratory school is a school or a classroom in which teachers and pupils may carry on experiments.²⁵ As used in this study, the training or laboratory school is an on-the-campus secondary school supervised by the business education department of the teacher-training institution.

Rating scale is "a device for making and recording subjective estimates as to the degree to which a particular thing or an individual possesses specific traits listed on the scale. Judgment for each particular trait or quality is recorded simply by checking pertinent descriptive statements."²⁶

According to Barr, there are six types of rating scales now in use for evaluating teacher efficiency. They are as follows: (1) point scales, (2) graphic scales, (3) diagnostic scales, (4) quality scales, (5) man-to-man comparison scales, and (6) conduct or performance scales.²⁷

Point scale "contains a list of qualities commonly associated with good teaching, to which specified point scores have been assigned according to the supposed contributions of each quality to teaching success."²⁸

Graphic scale "is a point scale, except that the degree of control exercised over each particular item is shown graphically."²⁹

²⁵ Ibid., p. 234.

²⁶ Ibid., p. 327.

²⁷ Barr et al, op. cit., p. 363.

²⁸ Ibid., p. 364.

²⁹ Ibid., p. 365.

Diagnostic scale "is a point scale organized around the various aspects of teaching in such a manner as to reveal levels of attainment in the different characteristics associated with teaching success."³⁰

Quality scale "is one in which the various degrees of teaching merit, described in terms of characteristics, aims, methods, and procedures, are arranged at equal intervals according to a scale-value system from zero merit to perfection. The method of construction is similar to that employed in construction of handwriting, art, and composition scales."³¹

Man-to-man comparison scale "is one in which the judgments about the degree of control exercised by the teacher over the different qualities are derived by comparing the teachers rated with named individuals previously judged by the raters to be average, superior, or what not. Ratings are arrived at by comparing the teacher under consideration with the rater's personal standards of teaching ability. This particular scale possesses limited diagnostic possibilities."³²

Conduct or performance scale "is one in which teaching and not the teacher is rated, and the teaching is measured only in terms of results."³³

Essay-type check list, as used in this study, is an evaluation form containing a number of items or questions concerning the student teacher and his student teaching which are to be answered in subjective, essay-type statements. The listing is given merely to ensure adequate coverage in the characteristics to be appraised.

³⁰ Ibid., p. 367.

³¹ Ibid., p. 368.

³² Ibid., p. 367.

³³ Ibid., p. 367.

Survey of Related Research

Previous studies have been made of evaluation forms used in evaluating student teaching in elementary and secondary education; Flowers analyzed 20 evaluation forms,³⁴ Wilson 18,³⁵ and Armentrout 7.³⁶

Flowers surveyed 58 state teachers colleges and reported that 52 teacher-training institutions (or 94.6 per cent) used a rating scale.³⁷

Barr, Burton, and Brueckner studied 209 rating scales used in evaluating in-service teachers.³⁸

In business education, studies of evaluation forms used in student-teaching programs are infrequent. Rhodes³⁹ studied evaluation forms submitted by 45 of the 136 teacher-training institutions contacted. He reported a frequency list of traits or qualities of teaching that teacher-training institutions felt could be improved by training.

In 1941, Gilbreth⁴⁰ surveyed 136 teacher-training institutions throughout the country known to offer student teaching in business subjects. Eighty-eight or 64.7 per cent of the institutions contacted participated in the study. His investigation did not include an analysis

³⁴ John G. Flowers, Content of Student-Teaching Courses Designed for the Training of Secondary Teachers in State Teachers Colleges, p. 29.

³⁵ Mead, op. cit., p. 475.

³⁶ Armentrout, op. cit., pp. 179-189.

³⁷ Flowers, op. cit., p. 28.

³⁸ Barr et al, op. cit., pp. 360-361.

³⁹ Harvey A. Andruss, Better Business Education, pp. 109-110.

⁴⁰ Gilbreth, op. cit., p. 10.

of the evaluation forms actually used; however, he did report that rating cards were used in 85.6 per cent of the business teacher-training institutions participating in the study.

In 1950 Mulkerne surveyed 117 business teacher-training institutions throughout the United States on the subject of business education student-teaching programs. His study did not include an analysis of evaluation forms. The following is an extract from the findings reported in the Mulkerne study:⁴¹

Almost one-half of the institutions using on-campus high schools evaluated the work of the student teachers whenever the need arose, as compared to one-third of the institutions using off-campus schools. Some institutions replied that an evaluation was made at the end of the student-teaching assignment. A few colleges reported that an evaluation was made every day. The time at which the evaluation was made varied to a great extent from college to college and between the different types of laboratory schools used.

Over a period of years, Sollars tried a number of rating sheets and then prepared an evaluation chart which was "not new or original to any great extent."⁴²

Procedure

An extensive library study was conducted to ascertain previous research, if any, on the specific subject of the use of evaluation forms in evaluating student teaching in business education. As was

⁴¹ Donald J. D. Mulkerne, "The Nature of Experiences and Practices in the Organization and Administration of Business Education Student-Teaching Programs," Bulletin No. 52, National Association of Business Teacher-Training Institutions, December 1950, pp. 20-21.

⁴² Sollars, op. cit., p. 133.

indicated in the previous section, "Survey of Related Research," few studies have been undertaken in the field of student-teaching evaluation in business education. A study was then made of available data pertaining to student-teacher evaluation in elementary and secondary education.

The next step was to secure from business teacher-training institutions throughout the country information concerning evaluation practices and specimen of evaluation forms used by the supervising teachers in the student-teaching programs. Requests were sent to the members of the National Association of Business Teacher-Training Institutions, an organization devoted to the task of improving business-teacher preparation. The 1946-47 membership list of the NABTTI, the latest compilation available at the Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, was used as the mailing list for this study.⁴³

An eight-item check list with definitions of pertinent items was prepared and discussed in conferences with Dr. J. Andrew Holley, Head of the Business Education Department, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, and Mr. Robert A. Lowry, Associate Professor in Business Education, Oklahoma Agricultural and Mechanical College. Duplicated in final form, the check list queried the teacher-training institutions about (1) training facilities, (2) length of student-teaching period, (3) availability of evaluation form, (4) source of evaluation form, (5) length of use of evaluation

⁴³ The National Association of Business Teacher-Training Institutions, Bulletin No. 45, June 1948, pp. 35-41.

form, (6) frequency of use of evaluation form, (7) uses made of evaluation form, and (8) disposition of evaluation form.

The check list was sent as an enclosure to a personal letter which was individually typewritten, signed, and mailed to the heads of business education departments to ensure better returns. The letter was prepared in consultation with Dr. J. Andrew Holley, Head of Business Education Department, Oklahoma Agricultural and Mechanical College, and Miss Bess Allen, Acting Director of the School of Intensive Business Training, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma. A copy of the final letter with the check list enclosed is included in this study as Appendix A.

Addressees of the letters were requested to complete the check list, furnish a specimen evaluation form as utilized at the institutions, and send the material in a self-addressed and stamped envelope which was enclosed with the letter.

Information submitted on the check lists was compiled and tabulated according to a classification of institutions with a laboratory school and institutions without a laboratory school. Data included length of student-teaching period and the following points concerning the evaluation forms used: availability, source, length of use, frequency of use, disposition, and uses.

Specimen evaluation forms were received from 61 business teacher-training institutions throughout the United States. These 61 evaluation forms were analyzed and the information was tabulated according to the classification used in the previous tabulation. The data observed and

reported included the following: (1) types of evaluation forms, (2) methods of reproducing the forms, (3) number of items listed for evaluation by the supervising teacher, (4) identifying data on the evaluation forms, and (5) teacher and teaching traits, qualities, and characteristics listed for evaluation by the supervising teacher.

A list was made of all the items on the evaluation forms which required evaluation by the supervising teacher. These items included traits, characteristics, and qualities of the individual student teacher, as well as of the student teaching performed. The 100 items were then classified arbitrarily into the following three general categories: (1) personality traits, (2) professional attributes, and (3) teaching techniques, methods, and activities. Grouping the personality traits posed no problem; the selection was corroborated by several instructors at the School of Intensive Business Training, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma. The delineation of the teaching techniques and the professional attributes could not be resolved with comparable ease. A list was made of the 46 items remaining after the personality classification was completed. This list of professional attributes and teaching techniques was then presented individually to a jury of six in-service teachers teaching in the School of Intensive Business Training, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma; Tulsa University, Tulsa, Oklahoma; and Will Rogers High School, Tulsa,

Oklahoma. Their opinions were solicited as to which of these characteristics may be considered as belonging to each category. The results of their voting are indicated in the groupings incorporated in this study.

The evaluation form recommended for use by the Business Education Department, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, was produced after a study of the 61 evaluation forms received from participating teacher-training institutions throughout the United States. The bases for final selection of the items included in the recommended form were frequency of common usage and convenient brevity. The recommended evaluation form reflects the most common practices on a national scale.

In summation, therefore, the procedures utilized in connection with this investigation were a library study, a country-wide survey of interested business teacher-training institutions, and an analysis of data received from the participating business teacher-training institutions.

Summary

Chapter I presents the problem of evaluating student teaching in business education and describes the method used in conducting this study. This chapter also includes a survey of previous research and professional literature in the field of student-teaching evaluation.

As discussed in Chapter I, this investigation is limited to a study of current trends, practices, and evaluation forms utilized

in student-teaching evaluation by the supervising teacher in business education, as revealed by a canvass of 142 business teacher-training institutions throughout the United States. The results of this national survey are to be used as the bases for recommending an evaluation form for use by the Business Education Department, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma.

CHAPTER II

STATUS OF STUDENT-TEACHING EVALUATION IN BUSINESS EDUCATION

Chapter II summarizes the data gathered through the check-list survey method from the heads of business education departments in 98 business teacher-training institutions throughout the United States. The data include: (1) training school facilities available, (2) the length in clock hours of the student-teaching period, and (3) the use of an evaluation form in evaluating the work of the student teacher in business education.

Letters with check lists enclosed were individually typed, signed, and addressed to the heads of business education departments in 142 private and state universities and colleges throughout the United States. Check lists were returned by 100, or 70.4 per cent, of the institutions contacted. Two of the institutions reported that no undergraduate courses in business education were offered; therefore, the survey summarized in this chapter is based on the 98 check lists that contained pertinent and appropriate information.

Training School Facilities

Table I reveals that, of the 98 business teacher-training institutions reporting, 47, or 48.0 per cent, utilized a college laboratory or training school in the undergraduate business-education program. Fifty-one, or 52.0 per cent, of the institutions reported that they did not have a college laboratory or training school available.

TABLE I

AVAILABILITY OF (1) TRAINING SCHOOL FACILITIES
AND (2) EVALUATION FORM IN STUDENT-TEACHING PROGRAMS IN
BUSINESS TEACHER-TRAINING INSTITUTIONS THROUGHOUT UNITED STATES
BASED UPON AN ANALYSIS OF 98 CHECK LISTS

	Yes	Per cent of total	No	Per cent of total
Training school available	47	48.0	51	52.0
Evaluation form available:				
Institutions with training school	47	48.0	-	--
Institutions without training school	45	45.9	6	6.1
	—	—	—	—
Total	92	93.9	6	6.1

This table should be read as follows: 47, or 48.0 per cent, of the 98 teacher-training institutions reporting had a college training or laboratory school available as part of the college facilities utilized in business-teacher training.

Availability of Evaluation Form

Table I also reveals that 92, or 93.9 per cent, of the 98 business teacher-training institutions participating in this study made use of an evaluation form to be completed by the supervising teacher in evaluating the student teaching in business education. Only 6, or 6.1 per cent, of the 98 universities and colleges did not utilize an evaluation form in the student-teaching program; these institutions did not have a training or laboratory school available.

Student-teaching Period in Clock Hours

The total clock hours spent in student teaching in business education during the four-year undergraduate program ranged from 30-60 hours to 540 hours, as shown in Table II. The most common single amount was 90 clock hours, which was reported by fourteen institutions.

Six institutions either submitted insufficient data or failed to answer this question on the check list.

Sources of Evaluation Form

The 92 institutions utilizing evaluation forms in evaluating student teaching in business education reported a wide range of sources of such forms, as indicated in Table III. In descending order of frequency, the three leading sources were: (1) devised by a faculty member, (2) devised by a faculty committee, and (3) borrowed from another college.

Several institutions reported more than one source for the form in use. Two institutions had no knowledge of the original source of the form. Three institutions failed to answer this question.

TABLE II

TOTAL CLOCK HOURS SPENT IN STUDENT TEACHING
IN UNDERGRADUATE BUSINESS EDUCATION
BASED UPON AN ANALYSIS OF 98 CHECK LISTS RETURNED

Clock hours of student teaching	Type of Institution ^a		Total
	A	B	
30-60	-	1	1
45-75	-	1	1
50	2	-	2
60	-	3	3
70	-	1	1
75	-	1	1
80	-	1	1
90	6	8	14
90-100	-	1	1
96	1	-	1
100	5	1	6
105	-	1	1
110	1	-	1
120	7	4	11
128	-	2	2
140	-	1	1
144	2	-	2
150	2	5	7
160	1	2	3
180	3	6	9
170-255	-	1	1
180-240	-	1	1
180-290	-	1	1
191.25	-	1	1
200	3	1	4
240	3	1	4
240-540	1	-	1
270	2	-	2
270-540	1	-	1
300	1	1	2
324	1	-	1
360	1	2	3
540	1	-	1
Insufficient data	2	2	4
Did not answer	1	1	2
Total	47	51	98

^aInstitution "A" - with training or laboratory school
Institution "B" - without training or laboratory school

This table should be read as follows: 1 out of the 98 business teacher-training institutions had a student-teaching period lasting 30-60 total clock hours during the four-year undergraduate program.

TABLE III
SOURCES OF EVALUATION FORMS USED IN EVALUATING
STUDENT TEACHING IN BUSINESS EDUCATION
BASED UPON AN ANALYSIS OF 92 CHECK LISTS RETURNED

Source of form	Type of Institution ^a		Total
	A	B	
Faculty member	23	25	48
Faculty committee	9	8	17
Supervising teacher and director of training	1	2	3
Supervising teacher, director of training, and college placement office	1	-	1
Director of placement, depart- ment of education, and superintendent's representative	1	-	1
Faculty and college department of education	3	-	3
Superintendent of schools . .	-	3	3
College department of education	1	3	4
Supervising (critic) teacher .	-	1	1
Student participation	1	2	3
Borrowed from another college .	3	6	9
Procured from a commercial firm	2	-	2
Source unknown	1	1	2
Did not answer	3	-	3

^aInstitution "A" - with training or laboratory school
Institution "B" - without training or laboratory school

Note: Several institutions reported two or more various sources of the evaluation form used in student-teaching evaluation. For that reason, the above table could not be prepared to indicate totals and/or percentages.

This table should be read as follows: a faculty member devised the evaluation form used in student-teaching evaluation in business education in 48 of the 92 business teacher-training institutions reporting the use of such an evaluation form.

Length of Use of Evaluation Form

As shown in Table IV, evaluation forms have been in use for many years, ranging from less than one year to twenty years. Forty-one, or 44.4 per cent of the 92 institutions reporting, indicated that the evaluation form used was initiated within the last five years. The three most frequent periods mentioned were two years (17 or 18.4 per cent of the institutions reporting), three years (12 or 13.0 per cent), and ten years (11 or 12.0 per cent).

Three institutions, or 3.3 per cent, reported that the evaluation form has been used for several years; 11, or 12.0 per cent, of the institutions stated that they had no knowledge of the length of use of the form; 2, or 2.2 per cent, of the institutions did not answer this question.

Frequency in the Use of Evaluation Form

As indicated in Table V, 86, or 93.5 per cent, of the 92 institutions reported that the evaluation form was completed by the supervising teacher from one to five times during the four-year business education program on the undergraduate level. One institution, representing 1.1 per cent, indicated a weekly use of the evaluation form during the 24-week period of student teaching in business education. Five, or 5.4 per cent, of the institutions participating in this study failed to answer this question.

TABLE IV
 LENGTH OF USE (IN YEARS) OF EVALUATION FORMS
 UTILIZED IN EVALUATING STUDENT TEACHING IN BUSINESS EDUCATION
 BASED UPON AN ANALYSIS OF 92 CHECK LISTS RETURNED

Years of use	Type of Institution ^a		Total	Per cent of total
	A	B		
First time this year	1	-	1	1.1
1	2	2	4	4.3
2	9	8	17	18.4
3	5	7	12	13.0
4	1	1	2	2.2
5	3	2	5	5.4
6	3	2	5	5.4
7	1	-	1	1.1
8	1	4	5	5.4
9	1	-	1	1.1
10	5	6	11	12.0
11	1	-	1	1.1
12	3	-	3	3.3
13	-	-	-	-
14	-	-	-	-
15	1	4	5	5.4
16	-	-	-	-
17	-	-	-	-
18	-	-	-	-
19	-	-	-	-
20	3	-	3	3.3
Unknown	5	6	11	12.0
Several	-	3	3	3.3
Did not reply	2	-	2	2.2
	-	-	-	-
Total	47	45	92	100.0

^aInstitution "A" - with training or laboratory school
 Institution "B" - without training or laboratory school

This table should be read as follows: 1, or 1.1 per cent, of the 92 business teacher-training institutions reported that the evaluation form utilized in the student-teacher program was used for the first time this year.

TABLE V

FREQUENCY OF THE USE OF AN EVALUATION FORM
IN EVALUATING STUDENT TEACHING IN BUSINESS EDUCATION
BASED UPON AN ANALYSIS OF 92 CHECK LISTS RETURNED

Number of times evaluation form is completed during the four-year program	Type of Institution ^a		Total	Per cent of total
	A	B		
1	21	14	35	38.0
2	13	17	30	32.6
3	3	7	10	10.9
4	4	5	9	9.8
5	1	1	2	2.2
6	-	-	-	--
7	-	-	-	--
8	-	-	-	--
9	-	-	-	--
10	-	-	-	--
24 ^b	1	-	1	1.1
Did not answer	4	1	5	5.4
	—	—	—	—
Total	47	45	92	100.0

^aInstitution "A" - with training or laboratory school
Institution "B" - without training or laboratory school

^bEvaluation form completed each week during the entire
student-teaching period for a total of 24 (weekly)
reports.

This table should be read as follows: In 35, or 38.0 per cent, of the 92 teacher-training institutions reporting, an evaluation form was completed by the supervising teacher in evaluating the student teaching only once during the course of the four-year undergraduate program in business education.

Uses Made of the Completed Evaluation Form

A varied use was made of the completed evaluation form when received by the head of the business education department, as shown in Table VI. Several institutions reported multiple uses of the evaluation form.

Twelve of the 92 participating institutions treated the form as confidential material and made no use of it. Seventy-two universities and colleges reported that the evaluation form was discussed with the student teacher in a private conference. In 27 of the 92 institutions, the practice was to show the evaluation form privately to prospective employers during an interview. One institution indicated that there was no specified procedure regarding use to be made of the completed evaluation form. One institution failed to answer this question.

Disposition of Evaluation Form

Table VII shows that in 86, or 93.5 per cent, of the 92 participating institutions the evaluation form was retained in the permanent record of the student teacher. Only 4, or 4.3 per cent, of the participating institutions stated that the evaluation form was not retained in the permanent student-teacher record. Two, or 2.2 per cent, of the institutions did not answer this question.

Summary

Use of the evaluation form is but one way of evaluating student teaching. Chapter II summarizes data concerning the use of such evaluation forms and includes availability of the form,

sources, length of use in years, frequency in use, uses made of completed form, and disposition of completed form. Relevant data in this chapter cover availability of training school facilities and length in clock hours of the student-teaching period in business education on the undergraduate level.

Chapter II discloses the great diversity among the business teacher-training institutions in this country as to student-teaching facilities, student-teaching periods, and evaluation form techniques. In effect, this chapter presents the status of student-teaching evaluation in business education in the spring of 1951, as reported by 100 of the 142 business teacher-training institutions contacted in connection with this study.

TABLE VI

USES MADE OF COMPLETED EVALUATION FORM
USED IN EVALUATING STUDENT TEACHING IN BUSINESS EDUCATION
BASED UPON AN ANALYSIS OF 92 CHECK LISTS RETURNED

Use made of evaluation form	Type of Institution ^a		Total
	A	B	
Treated as confidential matter and no use made . . .	5	7	12
Shown to student teacher without discussion	1	-	1
Discussed with student teacher in individual conference . .	34	38	72
Shown privately to prospective employers during interview .	19	8	27
Used as source of information for prospective employer . .	1	-	1
Shown to prospective employer upon his request	1	-	1
No specified practice reported	-	1	1
Did not answer	1	-	1

^a Institution "A" - with training or laboratory school
Institution "B" - without training or laboratory school

Note: Several institutions reported two or more uses of the completed evaluation form; therefore, the above data could not be tabulated for a percentage basis.

This table should be read as follows: in 12 of the 92 business teacher-training institutions reporting, the completed evaluation form was treated as confidential matter and no use was made of it when received by the head of the business education department.

TABLE VII

DISPOSITION MADE OF EVALUATION FORMS
 USED IN EVALUATING STUDENT TEACHING IN BUSINESS EDUCATION
 BASED UPON AN ANALYSIS OF 92 CHECK LISTS RETURNED

Disposition	Type of Institution ^a		Total	Per cent of total
	A	B		
Evaluation form retained in the permanent record of the student teacher	42	44	86	93.5
Evaluation form not retained in the permanent record of the student teacher	3	1	4	4.3
Did not answer	2	-	2	2.2
	—	—	—	—
Total	47	45	92	100.0

^a Institution "A" - with training or laboratory school
 Institution "B" - without training or laboratory school

This table should be read as follows: 86, or 93.5 per cent, of the 92 business teacher-training institutions participating in this study reported that the completed evaluation form was retained in the permanent record of the student teacher.

CHAPTER III

ANALYSIS OF EVALUATION FORMS

One of the purposes of this study is to produce an evaluation form for use by the supervising teacher in the student-teaching program of the Business Education Department, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma.

Chapter III summarizes the data gathered by a careful analysis of the 61 evaluation forms received and gives the bases for the preparation of the recommended evaluation form. The data concerning the evaluation forms in use in the spring of 1951 in business teacher-training institutions throughout the United States include types, methods of reproducing, pattern, number of pages, number of items listed for evaluation, personality traits, professional attributes, teaching techniques, summary statements included for subjective evaluation, and supplementary information appearing on the evaluation forms.

Chapter III presents a picture of the evaluation forms in current use in business-teacher preparation throughout the country. In Chapter III an attempt is made to present all the elements comprising the evaluation forms used in evaluating student teaching in business education.

Of the 100 institutions contacted, 92 reported that an evaluation form was utilized in the student-teaching program in business education. Sixty-one, or 66.3 per cent of the institutions reporting use of a form, submitted specimen evaluation forms for the analysis summarized in this chapter.

Types of Evaluation Forms

Table VIII shows the three types of evaluation forms now used in evaluating student teaching in business education: (1) essay-type check list, (2) rating scale, and (3) combinations of the check list and rating scale.

Of the 61 evaluation forms analyzed, 7, or 11.5 per cent, were essay-type check lists; 51, or 83.6 per cent, were rating scales; and 3, or 4.9 per cent, were combinations of the above two types of evaluation forms.

Methods of Reproducing

As shown in Table IX, 32, or 52.5 per cent, of the 61 evaluation forms analyzed were duplicated either by the mimeographing (stencil) or hectographing (master carbon) process. Twenty-nine, or 47.5 per cent, of the evaluation forms were printed, including the off-set printing process.

Of the 32 duplicated evaluation forms, 15, or 46.9 per cent, were used by teacher-training institutions with laboratory schools; 17, or 53.1 per cent, were used by institutions where no laboratory schools existed. Of the 29 printed evaluation forms, 18, or 62.1 per cent, were used by the former institutions; 11, or 37.9 per cent, were used by the latter institutions.

TABLE VIII

TYPES OF EVALUATION FORMS USED IN EVALUATING
STUDENT TEACHING IN BUSINESS EDUCATION
BASED UPON AN ANALYSIS OF 61 EVALUATION FORMS

Type of Evaluation Form	Type of Institution ^a		Total	Per cent of total
	A	B		
Essay-type check list	2	5	7	11.5
Rating scale:				
Point scale	24	13	37	60.7
Graphic scale	7	3	10	16.4
Diagnostic scale	-	3	3	4.9
Comparison scale	-	1	1	1.6
Combination:				
Essay check list- point scale	-	2	2	3.3
Diagnostic-point rating scale	-	1	1	1.6
Total	33	28	61	100.0

^aInstitution "A" - with training or laboratory school
Institution "B" - without training or laboratory school

This table should be read as follows: 7, or 11.5 per cent,
of the 61 evaluation forms analyzed were essay-type check lists.

TABLE IX

METHODS OF REPRODUCING THE EVALUATION FORMS USED
IN EVALUATING STUDENT TEACHING IN BUSINESS EDUCATION
BASED UPON AN ANALYSIS OF 61 EVALUATION FORMS

Method of reproducing	Type of Institution ^a		Total	Per cent of total
	A	B		
Duplicated (mimeographed, hctographed)	15	17	32	52.5
Printed (including off-set)	18	11	29	47.5
	—	—	—	—
Totals	33	28	61	100.0

^aInstitution "A" - with training or laboratory school
Institution "B" - without training or laboratory school

This table should be read as follows: 32, or 52.5 per cent, of the 61 evaluation forms analyzed were reproduced by duplicating the evaluation form.

Pattern of Rating Scales

Of the 61 evaluation forms received, only 50 were adapted for further analysis as to the rating pattern of the rating scales, as shown in Table X. The remaining eleven evaluation forms were essay-type check lists, diagnostic rating scales, and the comparison rating scales; these forms could not be analyzed as to rating pattern.

The designations used for rating each particular item on the rating scales were these three general groups: (1) numerals, (2) letters, and (3) quality terms. Thirty-two of the 50 rating scales had a rating arrangement from highest to lowest; 18 rating scales were arranged for rating in a pattern from lowest to highest.

Thirteen of the 50 rating scales were arranged in a highest-to-lowest pattern, with numerical designations; this was the most common occurrence.

Even the comparatively small sampling of rating scales found in use in business-teacher training throughout the country is strongly indicative of the many and varied practices in evaluation of student teaching in business education.

Number of Pages Comprising the Evaluation Form

Table XI shows that 32, or 52.5 per cent, of the 61 evaluation forms analyzed in this study consisted of a single page. The two-page evaluation form was used in 15, or 24.5 per cent, of the 61 teacher-training institutions submitting specimen evaluation forms. Fifty-eight, or 95.2 per cent, of the 61 evaluation forms studied were either one, two, three, or four pages in content. Two forms had six pages; only one form had seven pages.

TABLE X
PATTERN OF INDIVIDUAL RATING SCALES
USED IN BUSINESS TEACHER-TRAINING
BASED UPON AN ANALYSIS OF 50 RATING SCALES

Rating Pattern	Type of Institution ^a		Total
	A	B	
HIGHEST TO LOWEST:			
Numerals (1, 2, 3, etc.)	7	6	13
Letters (A, B, C, etc.)	5	3	8
Quality terms (Superior, Excellent, etc.)	6	5	11
LOWEST TO HIGHEST:			
Numerals (5, 4, 3, etc.)	4	1	5
Letters (E, D, C, etc.)	3	2	5
Quality terms (Poor, Good, Excellent, etc.)	7	1	8
	—	—	—
Total	32	18	50

^aInstitution "A" - with training or laboratory school
Institution "B" - without training or laboratory school

Note: Eleven evaluation forms were not included in the above table, because they did not lend themselves for this particular type of analysis. These exceptions to the above table include the essay-type check list, the diagnostic rating scale, and the comparison rating scale.

This table should be read as follows: 13 of the 50 rating scales analyzed in connection with this particular item had a rating pattern from highest to lowest, expressed in numerical designations for rating.

TABLE XI

NUMBER OF PAGES COMPRISING THE EVALUATION FORMS
USED IN EVALUATING STUDENT TEACHING IN BUSINESS EDUCATION
BASED UPON AN ANALYSIS OF 61 EVALUATION FORMS

Number of pages	Type of Institution ^a		Total	Per cent of total
	A	B		
1	20	12	32	52.5
2	8	7	15	24.5
3	2	4	6	9.9
4	2	3	5	8.2
5	-	-	-	-
6	1	1	2	3.2
7	1	-	1	1.6
	—	—	—	—
Total	34	27	61	100.0

^aInstitution "A" - with training or laboratory school
Institution "B" - without training or laboratory school

This table should be read as follows: 32, or 52.5 per cent, of the 61 evaluation forms utilized in business-teacher preparation and analyzed in this study consisted of only a single page.

Total Items Listed for Evaluation

As indicated in Table XII, the total number of specific items listed for evaluation by the supervising teacher on the evaluation forms used in business education ranged from 5 to the imposing total of 56. It must be kept in mind, however, that the reference here is to the items requiring evaluation by the supervising teacher and not to the items on the form merely furnishing sundry identifying information.

On the basis of the 61 evaluation forms received and analyzed, 5 institutions reported using the 10-item evaluation form; this was the most common practice. Four institutions reported using the 15-item form; four institutions also reported the 25-item evaluation form in use.

Of the 61 institutions, the median was the 25-item evaluation form. The median for both the institutions without a laboratory school and those with a laboratory school was also the 25-item evaluation form.

Personality Traits Listed for Evaluation

Fifty-three different personality traits were mentioned in the 61 evaluation forms analyzed, as indicated in Table XIII. The following ten personality traits ranked highest, arranged in a descending order of frequency:

- Appearance
- Voice
- Emotional stability
- Initiative
- Cooperation
- Enthusiasm
- Health
- Reaction to criticism and/or suggestions
- Dependability
- Tact

TABLE XII

TOTAL NUMBER OF ITEMS LISTED IN EVALUATION FORMS
USED IN EVALUATING STUDENT TEACHING IN BUSINESS EDUCATION
BASED UPON AN ANALYSIS OF 61 EVALUATION FORMS

Number of items listed	Type of Institution ^a		Total
	A	B	
5 (lowest)	1	-	1
6	-	1	1
7	2	-	2
8	1	-	1
9	-	-	-
10	2	3	5
11	-	-	-
12	1	2	3
13	1	-	1
14	-	-	-
15	4	-	4
16	2	-	2
17	-	2	2
18	-	-	-
19	-	1	1
20	-	-	-
21	-	3	3
22	1	1	2
23	1	-	1
24	-	-	-
25	1	3	4
26	2	-	2
27	2	1	3
28	-	1	1
29	1	-	1
30	1	2	3
31	-	-	-
32	2	-	2
33	1	-	1
34	1	-	1
35	-	1	1
36	1	-	1
37	-	1	1
38	1	1	2
39	-	-	-
40	-	-	-

TABLE XII

TOTAL NUMBER OF ITEMS LISTED IN EVALUATION FORMS
USED IN EVALUATING STUDENT TEACHING IN BUSINESS EDUCATION
BASED UPON AN ANALYSIS OF 61 EVALUATION FORMS (Concluded)

Number of items listed	Type of Institution ^a		Total
	A	B	
41	-	-	-
42	-	-	-
43	-	-	-
44	-	1	1
45	-	1	1
46	-	-	-
47	-	-	-
48	1	-	1
49	-	-	-
50	-	1	1
51	-	1	1
52	-	-	-
53	1	-	1
54	-	1	1
55	1	-	1
56	1	-	1
	-	-	-
Total	33	28	61

^aInstitution "A" - with training or laboratory school
Institution "B" - without training or laboratory school

This table should be read as follows: 1 of the 61 evaluation forms analyzed in this study had a total number of five items listed for evaluation by the supervising teacher.

TABLE XIII

PERSONALITY TRAITS LISTED IN EVALUATION FORMS
USED IN EVALUATING STUDENT TEACHING IN BUSINESS EDUCATION
BASED UPON AN ANALYSIS OF 61 EVALUATION FORMS

(Arranged in descending order of frequency)

Personality Trait	Type of Institution ^a		Total
	A	B	
Appearance	31	24	55
Voice	25	23	48
Emotional stability (poise)	25	22	47
Initiative	22	17	39
Cooperation	22	15	37
Health	15	14	29
Enthusiasm	19	9	28
Reaction to criticism and/or suggestions	15	10	25
Dependability	11	12	23
Tact	14	9	23
Promptness (punctuality)	12	10	22
Adaptability	14	7	21
Judgment	11	8	19
Sense of responsibility	8	10	18
Vitality (vigor)	9	6	15
Sense of humor	7	6	13
Forcefulness	6	6	12
Personality	8	3	11
Industry	6	5	11
Courtesy	6	4	10
Leadership	5	4	9
Loyalty	6	3	9
Posture	5	2	7
Refinement and manners	2	4	6
Self-confidence	3	3	6
Energy	1	5	6
Friendliness	3	3	6
Intelligence	3	2	5
Reliability	4	1	5
Cheerfulness	2	2	4
Effort	3	1	4
Open-mindedness	2	2	4
Patience	1	3	4
Sincerity	3	1	4
Ability to meet others	3	-	3
Alertness	1	2	3
Common sense	1	2	3
Fairness	2	1	3

TABLE XIII

PERSONALITY TRAITS LISTED IN EVALUATION FORMS
USED IN EVALUATING STUDENT TEACHING IN BUSINESS EDUCATION
BASED UPON AN ANALYSIS OF 61 EVALUATION FORMS (Concluded)

(Arranged in descending order of frequency)

Personality Trait	Type of Institution ^a		Total
	A	B	
Versatility	3	-	3
Character	1	1	2
Disposition	-	2	2
Extra-curricular ability . . .	2	-	2
Foresight	1	1	2
Honesty	2	-	2
Integrity	2	-	2
Optimism	1	1	2
Pleasantness	1	1	2
Understanding	1	1	2
Ambition	1	-	1
Businesslikeness	1	-	1
Social acceptability	1	-	1
Conscientiousness	-	1	1
Helpfulness	1	-	1

^aInstitution "A" - with training or laboratory school
Institution "B" - without training or laboratory school

This table should be read as follows: 55 of the 61 evaluation forms analyzed in connection with this study included "appearance" among the personality traits to be evaluated by the supervising teacher.

Professional Attributes Listed for Evaluation

Twenty-six different professional attributes were mentioned in the 61 evaluation forms analyzed, as shown in Table XIV. The following ten attributes ranked highest, arranged in a descending order of frequency:

- Mastery of subject matter
- Command of oral and written English
- Understanding pupils
- Interest in teaching
- Interest in pupils
- Professional attitude
- Cultural background
- Teacher-pupil relationship
- Possibilities for future growth
- Evidence of professional growth

Teaching Techniques Listed for Evaluation

Twenty-one different teaching techniques were listed in the 61 evaluation forms analyzed, as indicated in Table XV. The following ten teaching techniques ranked highest, arranged in a descending order of frequency:

- Lesson planning
- Provision for individual differences
- Use of questions
- Testing results of teaching
- Effective pupil motivation
- Effective assignments
- Classroom discipline
- Classroom management
- Teaching techniques (methods)
- Maintenance of physical
environment (property, equipment)

TABLE XIV

PROFESSIONAL ATTRIBUTES LISTED IN EVALUATION FORMS
USED IN EVALUATION OF STUDENT TEACHING IN BUSINESS EDUCATION
BASED UPON AN ANALYSIS OF 61 EVALUATION FORMS

(Arranged in descending order of frequency)

Professional Attribute	Type of Institution ^a		Total
	A	B	
Mastery of subject matter	27	23	50
Command of oral and written English . .	25	20	45
Understanding pupils	18	9	27
Interest in teaching	14	10	24
Interest in pupils	15	6	21
Professional attitude	14	6	20
Cultural background	13	4	17
Teacher-pupil relationship	5	11	16
Possibilities for future growth	10	5	15
Evidence of professional growth	8	1	9
Respect for professional ethics	6	3	9
Breadth of general information	7	1	8
Community participation	3	5	8
Social intelligence	5	2	7
Ability to win respect of pupils	4	2	6
Getting along with other faculty members	3	3	6
Range of other interests	2	3	5
Ability to self-appraise	2	2	4
Promptness in submitting reports . . .	-	4	4
Attitude toward community	-	4	4
Free from distracting mannerisms . . .	-	3	3
Attitude toward supervising teacher . .	-	3	3
Attitude toward administration	-	3	3
Ability to inspire confidence in pupils	1	1	2
Handwriting	1	-	1
Knowledge of current events	-	1	1

^aInstitution "A" - with training or laboratory school
Institution "B" - without training or laboratory school

This table should be read as follows: 50 of the 61 evaluation forms analyzed in connection with this study listed "mastery of subject matter" as a professional attribute to be evaluated by the supervising teacher.

TABLE XV

TEACHING TECHNIQUES LISTED IN EVALUATION FORMS
USED IN EVALUATION OF STUDENT TEACHING IN BUSINESS EDUCATION
BASED UPON AN ANALYSIS OF 61 EVALUATION FORMS

(Arranged in a descending order of frequency)

Teaching Technique	Type of Institution ^a		Total
	A	B	
Lesson planning	28	20	48
Provision for individual differences .	20	15	35
Use of questions	18	14	32
Testing results of teaching	19	11	30
Effective pupil motivation	18	11	29
Effective assignments	17	11	28
Classroom discipline	17	11	28
Classroom management	16	10	26
Teaching techniques (methods)	10	11	21
Maintenance of physical environment (property, equipment)	6	8	14
Use of visual aids	6	8	14
Presentation of subject matter	6	7	13
Use of available material and equipment	10	2	12
Democratic atmosphere in classroom . .	6	3	9
Economy in use of time and materials .	4	3	7
Skill in directed study	3	4	7
Teaching results	3	2	5
Use of community resources	1	3	4
Record keeping (neatness, accuracy, promptness)	2	1	3
Effective use of drill	-	2	2
Maintenance of desirable work standards	-	1	1

^aInstitution "A" - with training or laboratory school
Institution "B" - without training or laboratory school

This table should be read as follows: 48 of the 61 evaluation forms analyzed in this study listed "lesson planning" as a teaching technique to be evaluated by the supervising teacher.

Subjective Summary Statement Included

Table XVI shows that 52, or 85.2 per cent, of the 61 evaluation forms analyzed, included a summary statement by the supervising teacher as a part of the evaluation form in evaluating the student teacher in business education. Nine, or 14.8 per cent, of the 61 forms did not provide for such subjective evaluation by the supervising teacher.

Supplementary Information in Evaluation Form

Thirty-four various items of supplementary information appeared in the 61 evaluation forms analyzed, as indicated in Table XVII. Institutions with a laboratory school included 33 of the 34 items; the institutions without a laboratory school accounted for only 21 of the 34 different items listed.

The ten leading items of supplementary identifying information included the following, arranged in a descending order of frequency:

- Student teacher's name
- Supervising teacher's name
- Date
- Subject
- Grade or class level
- School
- General grade for student teaching
- Term (semester)
- Period covered
- Name of the college supervisor

Summary

Chapter III presents an analysis of the 61 evaluation forms submitted by cooperating business teacher-training institutions throughout the United States.

The diversity in student-teaching facilities, student-teaching periods, and evaluation techniques mentioned in Chapter II is matched by a corresponding variation in the nature and composition of the evaluation forms analyzed in Chapter III. This chapter summarizes the data concerning evaluation forms as to types, methods of reproducing, and content.

The problem of what to do about the evaluation of student teaching in business education has been approached from many directions. In constructing an evaluation form recommended for use at the Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, the problem was one of extracting and adapting the elements that occurred most frequently in the analyses. It is realized that this procedure has the inherent weakness of following established practice, rather than of determining which practice is best for the purpose of student-teaching evaluation. It is felt, however, that the question of validating the evaluation form recommended herein lies outside the bounds of this study.

TABLE XVI

SUBJECTIVE SUMMARY STATEMENT INCLUDED IN EVALUATION FORMS
USED IN EVALUATING STUDENT TEACHING IN BUSINESS EDUCATION
BASED UPON AN ANALYSIS OF 61 EVALUATION FORMS

Item	Type of Institution ^a		Total	Per cent of total
	A	B		
Summary statement included in evaluation form	29	23	52	85.2
Summary statement not included in evaluation form	4	5	9	14.8
	—	—	—	—
Total	33	28	61	100.0

^aInstitution "A" - with training or laboratory school
Institution "B" - without training or laboratory school

This table should be read as follows: 52, or 85.2 per cent, of the 61 evaluation forms analyzed, included a summary statement for the supervising teacher to utilize in subjectively evaluating the student teaching performed in business education.

TABLE XVII

SUPPLEMENTARY INFORMATION APPEARING ON EVALUATION FORMS
USED IN EVALUATION OF STUDENT TEACHING IN BUSINESS EDUCATION
BASED UPON AN ANALYSIS OF 61 EVALUATION FORMS

(Arranged in descending order of frequency)

Supplementary information	Type of Institution ^a		Total
	A	B	
Student teacher's name	33	27	60
Supervising teacher's name	29	22	51
Date	24	18	42
Subject	23	19	42
Grade or class level	19	13	32
General grade for student teaching . .	23	9	32
School	16	14	30
Term (semester)	10	1	11
Period covered	5	3	8
Name of college supervisor	3	5	8
Year	4	1	5
Clock hours of student teaching . . .	3	2	5
Place	4	-	4
Credit (semester hours)	4	-	4
Address of student teacher	4	-	4
Course number	3	1	4
Number of times absent/tardy	1	3	4
Name of Director, Student Teaching . .	3	-	3
Major and Minor of student teacher . .	2	1	3
Position of rating teacher	1	1	2
Name of principal in high school . . .	2	-	2
Hour of student teaching	1	1	2
Recommended subject and/or locality to teach	2	-	2
Extra-curricular record	-	2	2
Basis for supervising teacher's evaluation of student teacher . .	1	1	2
Clock hours of observation	1	1	2
Size of class	1	1	2
Grade in theory	1	-	1
Teaching experience	1	-	1
Address of supervising teacher	1	-	1
Marital status of student teacher . .	1	-	1
Sex of student teacher	1	-	1
Age of student teacher	1	-	1
Telephone number of student teacher .	1	-	1

^aInstitution "A" - with training or laboratory school
Institution "B" - without training or laboratory school

This table should be read as follows: 60 of the 61 evaluation forms analyzed included space thereon for the name of the student teacher; one evaluation form had no heading.

CHAPTER IV

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS INCLUDING RECOMMENDED EVALUATION FORM

In the three previous chapters, the topics under discussion include the problem of evaluation of student teaching in business education, the current practices in student-teaching evaluation in 98 business teacher-training institutions throughout the United States, and the content of the 61 evaluation forms now used in evaluating student teaching in business education.

Chapter IV consists of summaries of findings, conclusions, and recommendations on the subject of student-teaching evaluation in business education in selected business teacher-training institutions throughout the United States. The final summary includes an evaluation form recommended for use by the supervising teacher in the student-teaching program of the Business Education Department at the Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma.

Summary of Findings

Current trends and practices in the use of evaluation forms in student-teaching program in business education:

Based upon an analysis of 98 check lists returned by business teacher-training institutions throughout the United States, the following are significant factors regarding the use of evaluation forms in the student-teaching program in business education:

1. Of the 98 business teacher-training institutions surveyed, 47, or 48.0 per cent, had a training or laboratory school available;

51, or 52.0 per cent, of the institutions reported non-availability of a training or laboratory school in the undergraduate student-teaching program in business education.

2. Student-teaching periods ranged from 30 to 540 clock hours during the course of the four-year undergraduate program in business education. The modal practice of the 98 institutions was a student-teaching period of 90 clock hours.

3. Every institution with a training school utilized an evaluation form in the student-teaching program in business education. Six institutions without a training school reported that no evaluation form was used.

4. The majority of the institutions stated that evaluation forms were devised either by an individual faculty member or by a faculty committee.

5. Almost three-fourths of the evaluation forms analyzed were put into use within the ten years preceding the year of this study; approximately 40 per cent were in use three years or less.

6. Over 70 per cent of the institutions provided for evaluation by the supervising teacher only once or twice during the four-year undergraduate program in business education.

7. In 72, or 78.3 per cent, of the 92 institutions reporting use of an evaluation form in the student-teaching program, the completed evaluation form was discussed by personnel of the business education department in a private conference with the student teacher. In 27 of the 92 institutions, the practice was to show the evaluation form to prospective employers. In 12 institutions, the completed form was

treated as confidential matter and no use was made of it.

8. In 86, or 93.5 per cent, of the 92 institutions reporting use of an evaluation form, the completed form was retained in the permanent record of the student teacher. Of these 86 institutions, 44, or 51.2 per cent, were those without a training school; 42, or 48.8 per cent, had a training school available.

Content, scope, and nature of the evaluation forms in use:

Based upon an analysis of the 61 evaluation forms submitted by business teacher-training institutions throughout the United States, the following were significant findings concerning the content, scope, and nature of the evaluation forms used by the supervising teacher in evaluating student teaching in business education:

1. Fifty-one, or 83.6 per cent, of the 61 evaluation forms analyzed were rating scales.
2. Thirty-two, or 52.5 per cent, of the 61 evaluation forms were mimeographed and consisted of a single page.
3. The total number of items listed for evaluation by the supervising teacher ranged from 5 to 56. The 25-item evaluation form was the median for all institutions considered together, as well as for each of the two types of institutions when considered separately. Twenty, or 32.6 per cent, of the 61 evaluation forms had 21 to 30 items listed for evaluation by the supervising teacher.
4. Of the 100 separate items listed for evaluation by the supervising teacher, 53 were personality traits, 26 professional attributes, and 21 teaching techniques.

5. Fifty-two, or 85.2 per cent, of the 61 evaluation forms included provision for making a subjective summary evaluation of the student teacher.

6. Forty-two, or 68.8 per cent, of the 61 evaluation forms included provision for listing the names of the student teacher and the supervising teacher, date, and subject or subjects taught.

Summary of Conclusions

From this study of the practices and the forms used in evaluating student teaching by the supervising teacher in business education, it may be concluded that:

1. There is a great similarity between business teacher-training institutions with laboratory schools and those without laboratory schools in the use of and the content of evaluation forms utilized by the supervising teacher in evaluating student teaching in business education.

2. Since the use of the evaluation forms in student-teaching programs is a common practice among business teacher-education institutions, it would appear that such devices are considered desirable instruments in teacher-education programs.

3. The wide range of practices and evaluation forms used indicates that there is lack of agreement or common understanding among business educators as to the best or the most desirable procedures and devices for evaluating student teaching.

4. The completed evaluation form is the subject of a private conference between the student teacher and personnel of the business

education department. In this manner, student-teaching evaluation is an important and effective element in the guidance activities of the business teacher-training institution.

5. Student-teaching evaluation utilizes both objective and subjective techniques of evaluation.

6. The task of devising evaluation forms in student-teaching programs is almost the exclusive province of the faculty.

7. Personality is a very important factor in the desirable teacher, judging from the emphasis placed upon personality traits in the evaluation forms in current use throughout the United States.

Summary of Recommendations

Following this study of the practices and forms used in evaluating student teaching by the supervising teacher in business education, the following recommendations are made:

1. It is recommended that an evaluation form be utilized in the Business Education Department, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma. A suggested form is recommended.

2. It is recommended that the suggested evaluation form be tried out and that it be revised as experience indicates subsequent needs for modification.

3. It is recommended that the student teacher and the supervising teacher be oriented in advance as to content and use of the evaluation form by the head of the business education department, for greatest effectiveness in the use of the evaluation form in the student-teaching program.

4. It is recommended that the evaluation form be completed periodically by the supervising teacher during the period of student-teaching. If the student-teaching period exceeds four weeks, it is recommended that the evaluation form be submitted at least twice, preferably near the mid-point and again at the end of the student-teaching period.

5. It is recommended that when completed the evaluation form be discussed with the student teacher in a private conference; first by the supervising teacher, later by the supervisor of teacher education or the head of the business education department.

6. It is recommended that the information contained in the evaluation form be made available to prospective employers. The evaluation form itself could be handed to the employer; or the data contained therein could be given in substance to the prospective employer.

7. It is recommended that the completed evaluation form be retained with the permanent record of the student teacher.

8. It is recommended that a similar study be conducted to investigate the use of self-evaluation forms by the student teacher in business education, to supplement the use of the evaluation form utilized by the supervising teacher.

Suggested Evaluation Form

The suggested evaluation form, which is attached and made a part of this study, is recommended for use by the Business Education Department, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma.

The suggested evaluation form was devised after a study of the data contained in this investigation and represents an attempt to select the most common features of the 61 evaluation forms analyzed.

The suggested evaluation form is a combination check list and point rating scale, to make possible both objective and subjective evaluations of the student teaching performed. The rating scale portion provides for the objective appraisal; the essay-type check list column makes possible subjective comments for each particular group of items.

Twenty-five items for evaluation were selected for inclusion in the form. This number was the median number of items found in the 61 evaluation forms studied, as discussed in Chapter III.

The choice of 13 personality traits, 7 professional attributes, and 5 teaching techniques approximates the percentages of each classification determined in the total of the 100 items analyzed; namely, 53 per cent, 26 per cent, and 21 per cent, respectively. In each group, the most frequently mentioned items in the analysis were chosen for final inclusion in the suggested evaluation form.

The supplementary data appearing on the form include the following items found most frequently on the evaluation forms studied:

- Name of the student teacher
- Name of the supervising teacher
- Class
- Subject(s)
- School (including city and state)
- Period of student teaching
- Recommended general mark for student teaching

The summary statement for subjective evaluation by the supervising teacher is patterned after the practice in 52, or 85.2 per cent, of the 61 institutions submitting specimen forms for this study.

The rating pattern in the scale, from highest to lowest, follows the common practice. However, letters are used in lieu of the more-common numerals to follow the marking designations used at the Oklahoma Agricultural and Mechanical College. The attempt here is to adapt the evaluation form to the local situation and to facilitate integration of the supervising teacher's marks with those of the business education department.

Oklahoma Agricultural and Mechanical College
Department of Business Education

EVALUATION OF STUDENT TEACHING

Student teacher: _____ Supervising teacher: _____

Class: _____ Subject(s): _____

School: _____ City and state: _____

Period of student teaching: from _____ 19____ to _____ 19____

Symbols: A = Superior; B = Good; C = Fair; D = Poor; F = Unsatisfactory

PERSONALITY TRAITS:	A	B	C	D	F	Comments
Appearance						
Voice						
Emotional stability						
Initiative						
Cooperation						
Enthusiasm						
Health						
Reaction to criticism and/or suggestions						
Dependability						
Tact						
Adaptability						
Promptness(punctuality)						
Judgment						

PROFESSIONAL ATTRIBUTES:

Mastery of subject matter					
Command of oral and written English					
Understand pupils					
Interest in teaching					
Interest in pupils					
Professional attitude					
Cultural background					

TEACHING TECHNIQUES:

Lesson planning					
Provision for individual differences					
Use of questions					
Testing teaching results					
Pupil motivation					

Recommended general mark for student teaching: _____

Summary statement concerning qualifications, performance, and potentialities of the student teacher: _____

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North Murray Hall
Oklahoma A & M College
Stillwater, Oklahoma
March 26, 1951

Director of Business Education
College of Economics and Business
University of Washington
Seattle (5), Washington

Dear Sir:

One of the neglected areas in research is business-teacher training. This letter is a request for your professional assistance in an investigation of current trends and practices in one phase of business-teacher preparation.

Specifically, I am conducting a survey of selected business teacher-training institutions throughout the country, in connection with a contemplated thesis on the subject of critic-teacher evaluation of student teaching.

Your membership in the National Association of Business Teacher-Training Institutions attests to the desire of your university to further the cause of more effective business-teacher preparation. Your interest in business education qualifies you for participation in this study. A few minutes of your time will contribute materially to the success of this undertaking.

I should appreciate your cooperation in (1) receiving from you a specimen of a score card or evaluation sheet used by the critic teacher in rating the work of the student teacher in your business education program and (2) having you complete and return to me the enclosed brief check list of pertinent items. If no form is utilized at your university, information to that effect would also be most helpful to me in this research.

For your convenience in answering, I am enclosing a stamped and self-addressed envelope.

Sincerely yours,

Anthony S. Lis

Enclosures (2)
Check list
Envelope

CHECK LISTDefinitions:

A critic teacher is an instructor who devotes part of his time to supervising student teachers. He is the teacher in charge of the class in which student teaching is done.

An evaluation form is a check list, form, or score card used by the critic teacher in rating or evaluating the quality of the student teaching.

A student teacher is an individual assigned to student teaching in any given subject. Other synonyms are apprentice teacher, cadet teacher, and practice teacher.

A student teaching period is the time during which the student teacher receives on-the-job training in the critic teacher's classroom. This includes observation and assistance rendered the critic teacher in any classroom activity.

Please indicate answers by use of check mark in blanks provided, except where use of figures or other comment is appropriate.

- (1) TRAINING FACILITIES: A college laboratory or training school is part of the college facilities utilized in business teacher training. Yes _____ No _____
- (2) STUDENT TEACHING PERIOD: During the four-year undergraduate program, the student teaching period (as defined above) totals _____ clock hours.
(number)
- (3) AVAILABILITY OF FORM: In the business teacher-training program, the critic teacher completes a form to evaluate the work of the student teacher.
Yes _____ No _____
- (4) SOURCE OF FORM: The evaluation form now used was:
 - (a) Devised by a faculty member _____
 - (b) Borrowed from another college _____
 - (c) Procured from a commercial firm _____
 - (d) Other source (Please specify.) _____
- (5) LENGTH OF USE: Except for minor changes in the original form, the evaluation form has been used for _____ years. If unknown, please so state.
(number)
(A minor change is an addition, deletion, or substitution of any item(s) on the form, without changing the scope or the format.)
- (6) FREQUENCY OF USE OF FORM: During the course of the four-year program, an evaluation report on student teaching of each student teacher is completed by the critic teacher(s): (total number of times) _____
- (7) USE OF FORM: When received by the supervisor and/or head of the business education department, the completed evaluation form is:
 - (a) Treated as confidential matter and no use is made of it _____
 - (b) Shown to student teacher for his information without discussion _____
 - (c) Discussed with student teacher in individual conference _____
 - (d) Shown privately to prospective employers during interview _____
- (8) DISPOSITION OF FORM: The completed evaluation form is retained as part of the permanent record of the student teacher. Yes _____ No _____

Submitted by: _____ (Name)

_____ (Title)

_____ (Institution)

LIST OF PARTICIPATING INSTITUTIONS

(Arranged alphabetically by states)

ARKANSAS

- (1) Arkansas, University of, Fayetteville

CALIFORNIA

- (2) California, University of, Berkeley
- (3) Chico State College, Chico
- (4) San Jose State College, San Jose
- (5) Southern California, University of, Los Angeles

COLORADO

- (6) Colorado State College of Education, Greeley
- (7) Colorado, University of, Boulder
- (8) Denver, University of, Denver

FLORIDA

- (9) Florida, University of, Gainesville

GEORGIA

- (10) Georgia State College for Women, Milledgeville
- (11) Georgia Teachers College, Collegeboro

ILLINOIS

- (12) Chicago, University of, Chicago
- (13) Illinois State Normal University, Normal
- (14) Illinois State Teachers College (Eastern), Charleston
- (15) Illinois State Teachers College (Western), Macomb
- (16) Northwestern University, Evanston
- (17) Roosevelt College, Chicago
- (18) Southern Illinois University, Carbondale

INDIANA

- (19) Indiana State Teachers College, Terre Haute
- (20) Indiana University, Bloomington
- (21) Saint Mary's College, Notre Dame, Holy Cross

IOWA

- (22) Iowa State Teachers College, Cedar Falls

KANSAS

- (23) Fort Hays Kansas State College, Hays
- (24) Kansas State Teachers College, Emporia
- (25) Marymount College, Salina

List of Participating Institutions (continued):

KENTUCKY

- (26) Kentucky Eastern State Teachers College, Richmond
- (27) Kentucky, University of, Lexington
- (28) Murray State College, Murray

LOUISIANA

- (29) Louisiana Southeastern College, Hammond

MASSACHUSETTS

- (30) Boston University, Boston
- (31) State Teachers College, Salem

MICHIGAN

- (32) Michigan, University of, Ann Arbor
- (33) Northern Michigan College of Education, Marquette
- (34) Wayne University, Detroit

MINNESOTA

- (35) Gustavus Adolphus College, St. Peter
- (36) Minnesota State Teachers College, St. Cloud
- (37) Minnesota, University of, Minneapolis
- (38) Saint Catherine, College of, St. Paul
- (39) Saint Theresa, College of, Winona

MISSISSIPPI

- (40) Mississippi Delta State Teachers College, Cleveland
- (41) Mississippi State College, State College

MISSOURI

- (42) Missouri State Teachers College (Northeast), Kirksville
- (43) Missouri State Teachers College (Southwest), Springfield

MONTANA

- (44) Montana State University, Missoula

NEW HAMPSHIRE

- (45) Plymouth Teachers College, Plymouth

NEW JERSEY

- (46) New Jersey State Teachers College, Montclair
- (47) New Jersey State Teachers College, Paterson
- (48) Saint Elizabeth, College of, Convent

NEW MEXICO

- (49) New Mexico Highlands University, Las Vegas
- (50) New Mexico State Teachers College, Silver City

List of Participating Institutions (continued):

NEW YORK

- (51) Adelphi College, Garden City
- (52) Columbia University, New York (no undergraduate courses in business education)
- (53) Hunter College, New York
- (54) New York State College for Teachers, Albany
- (55) New York University, New York
- (56) Saint Bonaventure College, St. Bonaventure
- (57) Syracuse University, Syracuse

NORTH CAROLINA

- (58) East Carolina State Teachers College, Greenville
- (59) Lenoir Rhyne College, Hickory

NORTH DAKOTA

- (60) North Dakota State Teachers College, Valley City

OHIO

- (61) Akron, University of, Akron
- (62) Bowling Green State University, Bowling Green
- (63) Capital University, Columbus
- (64) Cincinnati, University of, Cincinnati
- (65) Fenn College, Cleveland
- (66) Findlay College, Findlay
- (67) Miami University, Oxford
- (68) Kent State University, Kent
- (69) Notre Dame College, South Euclid
- (70) Ohio State University, Columbus
- (71) Ohio University, Athens

OKLAHOMA

- (72) Oklahoma Agricultural and Mechanical College, Stillwater
- (73) Tulsa, University of, Tulsa

OREGON

- (74) Oregon, University of, Eugene
- (75) Pacific University, Forest Grove

PENNSYLVANIA

- (76) Carnegie Institute of Technology, Pittsburgh
- (77) Duquesne University, Pittsburgh
- (78) Grove City College, Grove City
- (79) Pennsylvania State College, State College
- (80) Pennsylvania State Teachers College, Bloomsburg
- (81) Pennsylvania State Teachers College, Indiana
- (82) Pennsylvania State Teachers College, Shippensburg
- (83) Pittsburgh, University of, Pittsburgh

List of Participating Institutions (continued):

SOUTH CAROLINA

- (84) Winthrop College, South Carolina College for Women, Rock Hill

TEXAS

- (85) Sam Houston State Teachers College, Huntsville
(86) Texas State College (North), Denton

TENNESSEE

- (87) Tennessee, Polytechnic Institute, Cookeville
(88) Tennessee, University of, Knoxville

UTAH

- (89) Utah, University of, Salt Lake City

VIRGINIA

- (90) Farmville State Teachers College, Farmville
(91) Madison State College, Harrisonburg
(92) Mary Washington College of University of Virginia,
Fredericksburg (Business education discontinued)
(93) Virginia Polytechnic Institute, Blacksburg

WASHINGTON

- (94) Washington, University of, Seattle

WEST VIRGINIA

- (95) Concord College, Athens
(96) Marshall College, Huntington
(97) West Liberty State Teachers College, West Liberty
(98) West Virginia Institute of Technology, Montgomery

WISCONSIN

- (99) Wisconsin, University of, Madison

WYOMING

- (100) Wyoming University, Laramie

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(Note: The above list of 100 business teacher-training institutions represents 36 different states.)

TYPIST:

Anthony S. Lis