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SLSC Cumulative Study of the Sierra Leone Foreign Study Program

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A STUDY IN COMPARATIVE EDUCATION

SIERRA LEONE, AFRICA

Preface

This investigation developed from an interest in providing an enriching experience for teacher education candidates. The writer believes that professional training combined with deep intercultural experience will help the prospective teacher to develop a better understanding of other cultures and a greater sensitivity to the common problems in the school environment. Evidence from the research supported this belief (See Part IV).

The Proposal of "A Foreign Study Plan for Teacher Education" was made in 1968. This program was approved by the Ministry of Education and other educational leaders of Sierra Leone. The Faculty of Otterbein College approved the program and the course was offered in the 1969-1970 academic year. The proposed program has proved to be satisfactory and is being used as a model for the continuance of the foreign study program.

Recognizing the importance of continuing the program and the need for external assistance the Central Ohio Liberal Arts Consortium (COLAC) was formed. With Otterbein College as the sponsoring institution, the foreign study course in comparative education is open to teacher education students of Capital University, Denison University, Ohio Dominican College and Ohio Wesleyan University as well as Otterbein College students. The comparative study of educational systems preceding the field study in Sierra Leone is now in progress.

In Section A of The Proposal, the first part deals with the objectives as well as the plans for achieving them. Part II includes the preliminary plans for implementing the foreign study program. In the third part the course of study used in the 1969-1970 academic year is outlined. In Part IV, an attempt is made to evaluate the foreign study program. Section B provides a list of the names and personal data of the key professional personnel participating in the foreign study program. While Section C includes the Budget for 1970-1971 and an estimate of the Budget for the 1970-1972 academic year.

M. S.

THE PROPOSAL

Section A

TABLE OF CONTENTS

PART	PAGE
I. A FOREIGN STUDY PLAN FOR TEACHER EDUCATION	
Objectives	1
Course Credit and Description	1
Selection of Applicants	2
Evaluation, Rationale	3
Staff Responsibility	4
Means of Achieving the Objectives	5
Participant's Role	6
Role of the Cooperating Teacher	8
Role of the School Principal	11
College Supervisor's Role	12
Suggested Activities for the Field Study Experience	14
Principles of Learning	15
Statement of Objectives for Teacher Education	17
II. PRELIMINARY PLANS FOR IMPLEMENTATION OF THE FOREIGN STUDY PROGRAM	
The Report of the Sierra Leone Study Committee	19
Anticipated Annual Expenditures	22
III. FOREIGN STUDY PROGRAM IN COMPARATIVE EDUCATION	
Comparative Survey of Educational Systems	24
Practicum	25
Research in Comparative Education	26
Selected Bibliography	27
Report of Foreign Study Program in Comparative Education	
Practicum	31

PART

PAGE

IV. A STUDY OF THE EFFECTS OF A FOREIGN STUDY EXPERIENCE ON
ATTITUDES IN PROSPECTIVE TEACHERS

INTRODUCTION	36
Purpose of the Study	37
Rationale for the Study	37
Definition of Terms	39
Hypotheses to be Tested	39
Assumptions	40
Setting and Procedures	
Setting	40
Procedure	42
Teaching Situation Reaction Test	42
REVIEW OF THE LITERATURE	43
PRESENTATION AND DISCUSSION OF DATA	46
Data Relating to the Hypotheses	46
Related Findings and Recommendations for Further Research	47

A FOREIGN STUDY PLAN FOR TEACHER EDUCATION

Objectives

The foreign study plan would offer an unusual program in teacher education designed to develop and extend the experiences of prospective elementary and secondary teachers as well as to help college teachers improve their competence. The program would provide an opportunity to spend a term in Sierra Leone in contact with schools and pupils combining professional training with deep intercultural experiences. More specifically, the purpose of the inclusion of the in-service and pre-service education of teachers is to provide through direct experience an opportunity to develop an understanding of the culture, history, economic conditions, and community life of Sierra Leone; to be of service to the schools; to help to develop an understanding of other people; to help others to understand us as a nation; and to see our own country in new perspective. The program would serve teachers who may wish to help meet pressing social needs. It would also serve those who may wish to teach in rural or urban poverty areas or in disadvantaged communities either here or abroad.

Course Credit and Description

The course would warrant academic credit but would differ from the traditional curriculum in its concentration on flexibility in procedures and methods. There would be a balance in the teaching of methods and the analytical approach and the time devoted to creative activities and

independent study. Opportunity would be provided for exploration and discovery. Techniques would be taught to enable prospective teachers to accomplish goals they set for themselves. It would be a planned program of areas to be covered and a flexible program based on the student's interests. Individualized and/or group projects would be encouraged. Otterbein College would, subject to scholastic requirements, grant enroll-ees who complete the course four course credits.

Orientation sessions during the Fall term would be provided to ready the student for the foreign study experience. The students would participate in discussions, seminars, and study of the geography, history, education, politics and economics, and social problems of the country. The study would be continued regularly through the Winter and Spring term.

Selection of Applicants

Approval to participate in the foreign study program would need to be obtained from Otterbein's interdepartmental committee--the Foreign Study Committee. The course would be offered Winter term of the regular school calendar. During the Spring term preceding the program, fifteen students would be approved to participate in the program. The small number of students would enable each student to have personal supervision and a program based on his own interests. The students must be highly motivated for it would be expected that they not only do a superior job of participation in the classroom, but that they devote many hours to class preparation and study. The completed applications for the foreign study program Winter term, 1969-70, would be submitted no later than May 10, 1969. Formal notice of acceptance or non-acceptance would be given about three weeks after due dates for applications. Admission to

the foreign study program would require admission to Otterbein College and would be open to teacher education students who meet the requirements prescribed by the Foreign Study Committee and the Otterbein College Education Department. The applicants would have at least a C plus average; show evidence of academic ability; and have junior standing at the time the program begins. They would be in good physical and mental health. Permission to enroll in the program would be obtained by the applicant from the Chairman of the Otterbein College Education Department. The applicant would furnish references from his advisor, the chairman of his department, and a professor familiar with his recent college work. In its appraisal of the qualifications of applicants, the Teacher Education Screening Committee would give particular attention to favorable recommendations of the student's intellectual ability, seriousness of purpose, integrity, maturity, and stability.

Evaluation, Rationale

Evaluation would need to be an integral part of this program, if the overall objective of closing the gap between theory and practice is to be achieved. To span this gap, many different kinds of activities would be required. More important, such data would assist in improving the foreign study program as more would be learned about its operation. Because of its academic quality and its capacity for immersing the student in another culture while he fulfills Otterbein College requirements and its potential for success in affording students profound experience of the important aspects of Sierra Leone culture, it is ascertained that the foreign study program would be a unique accomodation of study abroad. The program aims at a thorough understanding of the Sierra Leone experi-

ence in all its variety, because much of it is judged to be relevant to the American educator involved in the international effort to improve the education of all children and adults. The experience should help the student to know himself, to understand his own feelings and attitudes, to formulate his own ideas, and thus become better able to cope with himself and his society in today's world. Through contact with the schools and the insight derivable from study of a culture in its own milieu, the student would be provided a rich increase in knowledge; the inspiration of Sierra Leone teachers; and the revitalization of his motives for study. There is a great demand today for teachers not only in the United States, but in other countries. Teachers who are able to do relevant, exciting teaching that stimulates students to study independently and learn more about their communities. If this program is successful, it will change the prospective teacher's attitudes in the direction of aesthetic growth and appreciation, it will give him the means to continue his life with a heightened awareness of himself and his world, and whatever understandings he gains can be applied over and over again long after the course is over.

Staff Responsibility

The staff would consist of a director, and six teachers from the Otterbein College Education Department faculty. They would establish the methods, techniques and procedures with which they intend to accomplish the foreign study objectives. The staff would be given the opportunity to observe and work in the foreign schools so that they could both see results and obtain a clear image of the environment for which they are developing methods and procedures. The director and his staff should

not be bound to preconceived ideas of how they should proceed, but rather to leave them as much freedom as possible. The director would be in constant communication with the staff and their role would be as active participants in planning and in execution. Developing and maintaining the lines of cooperation would be a key responsibility of the director.

Means of Achieving the Objectives

The cooperating schools would need to offer the participants experience in a wide range of activities with learners of varying abilities and background. The professional guidance of the participants would be the responsibility of the principals and classroom teachers of the cooperating schools and a member of the Otterbein College Education Department faculty. From study and participation in the schools, students would expand their concept of education, social culture, inter-culture relationships, and they would be of service to others. The participant would serve as an assistant teacher to the school. During this period, opportunity would be provided for contacts with the same group of pupils over a relatively long period of time with the school personnel in many phases of the total school program. This experience would enable the student to gain continuity of experience necessary for development of complex skills of planning and evaluating; to gain depth of understanding of the teaching role; to gain insights into the contributions of the persons involved in curriculum planning; and to gain confidence in his development of leadership.

Thus, the central purpose of the experience would be to provide opportunities, under guidance and supervision, for the student to develop and evaluate his competencies in the major area of teaching activity in

the schools. Specifically, the participant would have opportunities to appraise his basic personal qualifications for teaching; to apply and test his professional knowledge, skills, and understandings; to participate in and assume responsibility for teacher responsibilities in teaching; to have direct contact with examples of the major phases of the schools operation; to develop both personal and professional competencies; to deepen his appreciation and understanding of the function of the schools in Sierra Leone; to crystallize his philosophy of education; to evaluate his competence and readiness to enter the teaching profession; and to prepare to meet the types of demands he will face as a beginning teacher. The participant would offer testimony of his own aspirations and personal ideals and of the standards of Otterbein College and the teaching profession.

Participant's Role

The field study experiences would be designed to help the participant bridge the gap between the experience of being a student and that of being a teacher. Since all of the experiences would be focused on the participant, he would have a special role to play in the process. The participant would be an ambassador of good will representing Otterbein College while participating in a cooperating school in Sierra Leone. Part of his work would be to develop desirable public relations with the principals, cooperating teachers, staff, pupils, and the community. The major role of the participant would be to develop competency in guiding learning activities under the guidance of the cooperating teacher. The participant would need to recognize that his continued participation in these experiences would be based upon the contribution which he would

make to the school. Among the things that would be expected of him are the following:

1. Reporting for all school appointments and duties on schedule.
2. Placing school duties and responsibilities ahead of personal desires and accepting cheerfully all duties assigned him.
3. Exemplify the attitudes and actions of teacher--maintain a dignity necessary to gain respect of pupils.
4. Conform to school regulations and policies and to local standards of behavior.
5. Refrain from making unfavorable remarks about the College program, the cooperating school, and the community, except to proper officials.
6. Safeguarding all personal and confidential information concerning the pupils and using it for professional purposes only.
7. Planning all work and submitting plans to the cooperating teacher prior to the teaching of a class.
8. Dress appropriately and in keeping with faculty standards.
9. Follow rules of basic courtesy toward school principals, teachers, staff, and pupils, other school personnel, and members of the community.
10. Cooperative at all times with principals, teachers, staff, and pupils, and appreciative for all services rendered in his behalf.
11. Endeavor continuously to discover and correct shortcomings.
12. Avoid all partiality and favoritism toward pupils.
13. Attend professional meetings, and take an active part in extra-curricular activities.

*14. Strive for personal and professional growth through continued study and effort.

*Professional growth depends upon desirable personal attributes. In order to grow professionally, the participant is reminded to give attention to the following: The Participant must be receptive to suggestions and be willing to carry them out and show initiative in contributing his ideas. He must show respect for those with whom he works. He must always strive to broaden his knowledge and be well informed on current events, read professional literature in education and special fields, and acquaint himself with professional organizations. He should be a member of the profession and act in all matters according to its code of ethics. He should be informed about the legal obligations of teachers. He should adapt behavior and practices to his situation and be guided by what is considered acceptable by his particular room, school, and community. He should participate in non-classroom school duties. He should practice sound principles of hygiene, good morals, be well-groomed and in good taste for the community. And he should display a democratic attitude toward all principals, teachers, pupils, and school personnel in his school.

Role of the Cooperating Teacher

The cooperating teacher would play a fundamental role in the field study experience of the participant. He would enable the participant to be accepted by the class and to feel at ease. He would define the role the participant would play in the class. He would determine which responsibilities are to be delegated to the participant and would decide when the participant was ready to assume them. It would be the cooperating

teacher who, by the attitudes he displays in his class, develops and encourages the attitudes toward children and teaching that would permanently influence the participant.

Because the cooperating teacher is so important in the effectiveness of the field study experience, he must believe in the importance of the program and be willing and eager to participate in it, and must find both personal and professional satisfactions in working with prospective teachers. The cooperating teacher understands that he and the participant are professional co-workers who are expected to accept the responsibilities, opportunities, and privileges of the teaching profession. By treating the participant as a colleague from the very beginning, he helps the participant to develop confidence which is an essential ingredient for success in working with pupils. There are other important areas of responsibility that would need to be assumed by the cooperating teacher, among them are the following:

1. Personal Relationships

Establish and maintain friendly working relations with participant.

Give participant a cordial welcome as a wanted co-worker.

Share information--interests, specialties, plans, schedules, etc.

2. Classroom Orientation

Prepare pupils for the participants arrival--when he arrives introduce him to the class in a warm and friendly manner as a temporary member of the staff.

Arrange a place for the participant and a place for his personal and professional materials.

Prepare a seating plan of the class to help the participant become acquainted with the pupils.

Explain the purposes of the various centers of the room.

Acquaint him with the routine procedures of the class.

Assist the participant in observing the facts of child growth and development and in identifying and applying the psychological principles to the teaching-learning situation.

3. School Routine Orientation

Explain the use and preparation of attendance forms, records, tests, reports, and others.

Explain procedures used in ordering supplies, etc.

Introduce participant to faculty and other school personnel.

Familiarize him with lunchroom facilities and procedures, services, school system, and community.

4. Instructional Planning

Provides opportunities for observation of good teaching, demonstrating various procedures and methods.

Encourages interchange of participation in class discussion.

Provides the participant with teacher's copies of the textbooks and supplementary materials used in the class.

Provides the participant with copies of the course study and guides issued by the school system and by the school, with indication of their proper use in developing long-range, unit, weekly, and daily lesson plans.

Jointly agree on the learning activities the participant is to direct.

Provide the participant an opportunity to participate in joint planning and evaluation of the effectiveness of the planning procedures.

Plans periods of observing, assisting, and full responsibility for participant (gives gradual induction into the pupil control responsibilities of a teacher).

5. Promoting Professional Growth

Give careful evaluation of the participant's work and make positive suggestions toward solving his problems.

Encourage the participant to use a wide variety of procedures and encourage him to develop new ideas.

Plan activities for the participant following the curriculum pattern of the college.

Arrange a system of continuous and joint evaluation of the participant's work.

Conferring frequently with the College supervisor and supplying information of the participant's progress.

Arranges a final informal conference with participant helping him to evaluate his experiences and counseling him concerning his professional plans without dominating his decisions.

Suggests a grade to recommend for the participant, completes the confidential evaluation form, and writes a recommendation for the College Placement Bureau.

Role of the School Principal

The school principal's role in the field study experience would be one of great importance. He would have the key function in ensuring that the participant would receive the maximum benefit from his experiences in the school. The principal would have both the opportunity and the responsibility for creating a setting in which the field study program would function with effective and creative results. This involves a spirit of professional and mutual helpfulness. He would welcome the participants as new colleagues and would explain the program, organization, and school regulations, as well as the pedagogic philosophy underlying them. He could further assist the program by:

1. Preparing the Staff for the Field Study Program.

Arranges a series of faculty meetings devoted to the study of the role of the cooperating teacher and the total program.

Provides professional library materials to aid in this study and to assist the cooperating teacher.

Encourages the best qualified teachers to serve as cooperating teachers.

Assists cooperating teacher in arranging observations and special experiences for the participants.

2. Assisting College Personnel

Assists the College supervisor in becoming oriented to the school and provides him with information on school policies, procedures, and programs.

Confers with the College supervisor to resolve problems as the need arises.

Works with College personnel to improve the field study program.

3. Assisting the Participant

Welcomes participant in initial conferences and orients him to the school. Explains the general policies and practices of the school.

Introduces the participant to faculty and other school personnel as a temporary staff member.

Involves participant in faculty meetings, socials, and all school activities.

Observes participant at work and confers with him periodically (keeps informed of his progress).

Protects the student against exploitation.

Assures a wide and balanced program for participants.

Provides for early use of participant's special talents, skills, and interests of educational value.

College Supervisor's Role

The College supervisor would be a member of the Otterbein College Education Department faculty who would assume responsibility for supervising the field study experiences of the teacher education student and of the cooperating teacher in areas relating to the student. The primary objective of the College supervisor would be to assist in making the field study experiences as valuable as possible to the participants as well as to the cooperating teachers and the cooperating schools. The College supervisor would perform to some extent the following responsibilities:

1. He Serves as a Liaison Agent Between the College and the Schools.

He interprets the College program and details of the participants assignments are discussed.

He cooperates with the principals in the orientation of the participants to the school and community, in planning effective field study experiences, and in studying and resolving problems related to the program.

He provides the cooperating teacher personal information of the participant and the professional preparation the participant brings to the experience.

He confers frequently with the cooperating teacher to assist him in guiding the participant.

2. Guidance and Supervision of Participants

He becomes acquainted with the personal, social and educational qualifications of the participants he is to supervise.

He conducts orientation and planning conferences for participants prior to the beginning of the field study experience.

He visits each classroom at least every other week to secure an appraisal of the participant's competence as a prospective teacher.

He confers with participant after each observation, makes constructive suggestions, and assists him in developing self-evaluation.

He confers jointly and individually with the cooperating teacher and participant concerning the participant's progress.

He counsels with individual participants concerning personal and professional problems.

He holds seminars as may be scheduled concerning special problems related to the field study experience.

He assists the participant in the selection, use, and evaluation of appropriate classroom materials.

He reviews the records and materials of the participants.

He works with the cooperating teacher in the continuous and final evaluation of the participant's work.

He collects and interprets all evaluation information and determines the participant's final grade.

He holds a final conference with each participant and writes a recommendation for the College Teacher Placement Office.

Suggested Activities For The Field Study Experience

1. Initial Activities

Studying the community, its resources and characteristics, in relation to the school.

Getting acquainted with the entire school and its facilities, teaching staff, resource persons, and other persons who serve the school.

Opportunity to observe in every class in the building--observing the pupils and their development, the methods of instruction, the curriculum and the problems of directing learning.

Assisting the principal and teachers with routine duties and extra-curricular activities.

Becoming familiar with the regular activities and responsibilities of the cooperating teacher.

2. Assisting with Teaching Activities

Collection and distribution of materials for teacher and pupils in the classroom.

Securing and preparing illustrative materials and other teaching aids used in the classroom.

Putting instructional materials on the bulletin board.

Putting assignments, announcements, or points made in discussion on the chalkboard.

Helping in preparing, giving, and scoring tests.

Individual work with pupils who need help in study procedures.

Assisting pupils who have been absent.

Managing the tape recording of an activity.

Operating projector or other aid.

Reading a story to the class.

Helping to plan classroom work--individual, or group projects.

Assuming routine responsibilities--taking roll, reading bulletins, recording grades, etc.

Helping to develop units of work.

Gradually assuming other classroom responsibility.

Assuming full classroom responsibility only when participant has demonstrated his competence to assume this responsibility (careful planning with the help of the cooperating teacher is required).

Carrying on efficient class work and preparing lesson plans.

Note: These activities need to be adapted to the demonstrated general maturity and skill of the participant. Not all students would be expected to participate in all of these experiences, but some participants would do many of these and others as opportunities arise.

Principles of Learning

The foreign study course is to be based upon the following learning principles:

1. The learning process is experiencing, doing, reacting, undergoing. Active participation by a learner is preferable to the kind of passive reception usually involved in listening to a lecture or watching a motion picture.
2. The learning process is dominated by a purpose or goal set by the learner, or accepted by him, and should lead to socially desirable results.
3. The learning situation, to be of maximum value, must be realistic to the learner, meaningful, and take place within a rich and satisfying environment.
4. The learning process occurs through a wide variety of experiences and subject matters which are unified around a core of purposes.
5. The learner will persist through difficulties, obstacles, and unpleasant situations to the extent that he deems the objectives worthwhile.

6. The learning process and achievement are materially affected by the level of aspiration set by the learner. Individuals need practice in setting realistic goals for themselves, goals neither so low as to elicit little effort, nor so high as to fore ordain failure. Realistic goal-setting leads to more satisfactory improvement than unrealistic goalsetting.

7. The learning process proceeds more effectively when the experiences, materials, and desired results are carefully adjusted to the maturity and background of experience of the learner.

8. The learning process proceeds best when the learner can see results, has knowledge of his status and progress, when he achieves insight and understanding. That is, information about the nature of good performance, knowledge of his own mistakes, and knowledge of successful results.

9. The learning process proceeds most effectively under that type of instructional guidance which stimulates without dominating or coercing; which provides for successes rather than too many failures; which encourages rather than discourages.

10. The learning products are socially useful patterns of action, values, meanings attitudes, appreciations, abilities, skills.

11. The learning products accepted by the learners are those which satisfy a need, which are useful and meaningful to the learner.

12. The learning products are incorporated into the learner's personality slowly and gradually in some instances, and with relative rapidity in others. The realness of the conditions under which the learning takes place and the readiness of the learner contribute to integration.

13. The learning products when properly achieved and integrated are complex and adaptable, not simple and static.

14. Transfer to new tasks will be better if, in learning, the learner can discover relationships for himself, and if he has experience during learning of applying the principles within a variety of tasks.

Statement of Objectives for Teacher Education

The broad inclusive aim of teacher education is to help prospective teachers acquire knowledge, understanding, and attitudes which they will need in order to be contributing members of society and successful workers in the public schools.

More specifically, the faculty of Otterbein College believes that a teacher in training should develop the following:

1. A knowledge and appreciation of the humanities, sciences, and social studies.
2. Adequate knowledge and enthusiastic interest in the subjects or materials taught.
3. Ability to transmit democratic principles in order to foster pride in our social heritage.
4. Knowledge of human growth and development relative to the psychology of learning.
5. An understanding of the teacher's role within the organization, administration, and the professional associations concerned with public schools.
6. A knowledge of the role of public education in American culture.
7. Skill in written and oral communication.
8. Skill in human relations with children and adults.
9. Personality traits generally considered essential for effective teaching and the ability to overcome personality traits and mannerisms

generally considered detrimental for effective teaching.

10. An ethical philosophy and a moral behavior pattern.

11. Physical and mental health necessary for effective teaching.

PRELIMINARY PLANS FOR IMPLEMENTATION OF THE FOREIGN STUDY PROGRAM

The Report of the Sierra Leone Foreign Study Committee

During the Summer of 1968, M. Stauffer met with the educational leaders of Sierra Leone and worked out the details of the field study in Sierra Leone. The report of the Foreign Study Committee follows:

The meeting of the Sierra Leone Conference was held at the Education Office, 146 Circular Road, Freetown on August 22, 1968, 9:00 A.M. - 3:00 P.M. A Foreign Study Plan For Teacher Education was presented to the Board of Christian Education. After discussing the Foreign Study Plan, it was approved by the Board. The following members were elected to work out the details of the plan with M. Stauffer:

Rev. T. S. Bangura, Education Secretary of the Sierra Leone
United Christian Council

Dr. W. H. Fitzjohn, Principal Harford School for Girls

Mr. A. M. Bailor, Education Secretary

Mr. M. A. Bailor, Principal, Albert Academy

Rev. E. L. Renner, Director of Christian Education of the
Sierra Leone Conference of the United Methodist Church

The first meeting of the Foreign Study Committee was held at the United Christian Council Education Office, No. 1 Kingharman Road, Freetown on August 23, 1968 at 11:00 A.M. The following procedure was agreed upon:

To obtain accomodations for nine students and the college
supervisor at Njala University College, Njala, Sierra Leone

To obtain accomodations for six students (four male, two female)
at Moyamba, Sierra Leone

For Rev. T. S. Bangura to assign the secondary students to schools

For A. Max Bailor to assign the elementary students to schools

To place the participants in the following schools:

Taiama Secondary School
Njala Primary School
Mano EUB Primary School
Moyamba Boys Secondary School
Harford Girls School
Moyamba EUB Primary School

To inform the Ministry of Education of the Foreign Study Plan

To provide for one-week of orientation for students in Freetown before participation in the schools in the Njala and Moyamba area

To obtain accommodations for the fifteen students and the college supervisor at Fourah Bay College University of Sierra Leone during the orientation period in Freetown

That the Sierra Leone members of the Foreign Study Committee are to provide the orientation program for the participants

Appointed M. Stauffer to contact colleges to arrange for accommodations and to visit the schools where the students will be assigned

On August 26, 1968, the committee met with Dr. W. F. Conton, the Chief Education Officer of the Ministry of Education. Mr. Max A. Bailor presented our Foreign Study Plan and Dr. Conton approved it. The Chief Education Officer stressed the importance of placing the students in schools with competent head masters and principals. He requested the names of the participating students and the college supervisor three months in advance of their arrival in order to obtain visas for them. He was also in favor of starting a student and/or teacher exchange program.

August 27-30 - Conferences with Dr. Joe Kennedy, Head of the Peace Corp in Sierra Leone and Mr. Tutman regarding health and housing. Also conferred with Ambassador Miner and Mr. Edwards of the American Embassy. Investigated possibility of car rental and insurance coverage (See budget for cost).

August 31 - Toured the Njala University College campus and inspected housing facilities (Mr. Lloyd O. Bailor '60, Sr. Administrative Assistant of Njala University College, served as guide).

September 2, 1968 - Met with the Administrative Council of Njala University College (Dr. D. E. B. Chaytor, Vice Principal was chairman). Presented the Foreign Study Plan. After discussion of the program, the Council approved it and agreed to provide room and board for nine students and the college supervisor (See budget for cost). The Council requested that the college supervisor cooperate with the Dean of the Education Department in planning to give a series of lectures (3) to the teacher education students at Njala University College. The Council was also in favor of working out a student and/or professor exchange program. (Dr. Roger Brown of the Illinois A.I.D. Team at Njala University College and Head of the Department of International Education, College of Education, University of Illinois, Urbana, Illinois 61801 said he would be glad to speak to the student body at Otterbein about his experiences in Sierra Leone.)

September 3, 1968 - Visited the designated schools in Taiama, Moyamba and Mano. Met with Dr. W. H. Fitzjohn at the Harford School. Accommodations to be provided for six students (4 male, 2 female) at the Parsonage and the teachers' house adjoining the Harford Campus (See budget for cost).

September 5-7 - Visited schools and teachers at Shenge and visited with the Paramount Chief, Madam Bailor-Caulker.

September 10, 1968 - Met with The Rev. Canon H. A. E. Sawyerr, Principal of the Fourah Bay College University of Sierra Leone and Dr. M. R. O. Garber, Registrar (Dr. Garber is scheduled to visit thirty

colleges in the U.S.A. He is interested in studying alumni relations and development procedures. Otterbein is on his itinerary). Dr. Sawyerr approved our Foreign Study Plan and agreed to provide accommodations and transportation for the fifteen students and college supervisor during orientation week in Freetown (See budget for cost). He would also welcome a student and/or professor exchange program.

On September 13, 1968, the Foreign Study Committee met at the Brookfields Hotel, 12:30 - 2:30 P.M. Present:

T. S. Bangura, A. M. Bailor, M. A. Bailor, E. L. Renner and M. Stauffer. (Dr. Fitzjohn sent his apologies as he was unable to attend because of illness.)

The education leaders of Sierra Leone expressed the desire to establish closer relationships with Otterbein College and look with favor upon the Foreign Study Plan for Teacher Education.

Anticipated Annual Expenditures

Transportation

Columbus to Africa - air	\$11,200.00
Bus & Ferry from Lungi Airfield	38.40
Fourah Bay Bus (30¢ mi. 400 mi.)	120.00
SCOA Car Rental (150 L per mo. including Ins.)	540.00
Petrol and Oil (3,000 mi @ 10¢ mi.)	300.00

Room and Board

Fourah Bay Univ. (4 L 50¢ da.)	
Orientation in Freetown 1 wk. (16 x \$5.40)	640.80
Njala University College	
9 students 1 professor \$25 per wk.	2,500.00
Moyamba	
4 male students, 2 female \$25 per wk.	1,500.00

Insurance

Health and Accident (\$20 x 16)	320.00
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Passports

\$10 x 16	160.00
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Stauffer

23

Health Certificates

Paratyphoid, Tetanus, Smallpox,
Yellow Fever, Malaria (\$20 x 16)

320.00

College Supervisor

1/3 of yearly salary for replacement

5,000.00

Misc.

2,360.00

Total

\$25,000.00

Respectfully submitted by

M. Stauffer

9/23/68

FOREIGN STUDY PROGRAM IN COMPARATIVE EDUCATION

Comparative Survey of Educational Systems (Fall term: Education 39.1)

This course is designed for prospective elementary and secondary teachers who have been selected to participate in the Sierra Leone practicum during the Winter term. The major objectives of this course are: (1) to give the participant a greater understanding of his own educational system and its problems as well as those of other countries; (2) to give him an understanding of the dangers and benefits of selective cultural borrowing; (3) to lead to deeper understanding of the processes of education, and enable him to formulate realistic theories with predictive value, and to introduce him to a scientific study of education.

Methods and Procedure: Lecture and Discussion, Visiting Resource Persons, Individual and Group Study, and Research.

Class Meetings: One, two-hour period per week for ten weeks.

- A. Introduction
 1. Scope and Principles of Comparative Education
- B. Comparative Survey of the General Features of Systems of Education in Selected Countries (Including Sierra Leone)
- C. Selection by the Student of One of the Following or Similar Types of Special Investigation:
 1. The Methodology of Comparative Education
 2. Area Studies
 3. Manpower and Planning Studies
 4. Cross-Cultural Study of Selected Aspects of Any School System, e.g. Legislation, School Organization, Elementary Education, Secondary Education, Teacher Training, etc.
 5. Historical and Sociological Study of a Selected National System.
 6. Systematic Study of a Selected Problem Having Its Focus of Interest Within the School System, e.g. the Problems of Reorganizing the Curriculum, the Problems of Reorganizing the Structure of the School System.

7. Systematic Study in the Socio-Economic Context, e.g. the Problems Consequent Upon Processes of Rapid Industrialization, etc.
8. Systematic Study of Problems in Education
 - a. School Centered, e.g. the reform of curricula, examinations and selective devices, administrative control, etc.
 - b. Resulting from Socio-Economic Changes, e.g. industrialization, urbanization, conflicts over control between church and state, or local and central authorities.
 - c. Industrialized Problems, e.g. Europe, North America
 - d. Problems in Developing Countries, e.g. Africa, Asia, Latin America
 - e. School Failure
 - f. Foreign Languages in the Primary School
 - g. Comparative Achievements in Arithmetic

Winter Term Practicum (Winter term: Education 39.2 - 3 course)

Outline of Study in Sierra Leone:

December 30, 1969 - Leave New York

January 3, 1970 - Arrival at Lungi Airfield, Sierra Leone. The Fourah Bay College bus will transport the group to Fourah Bay College, University of Sierra Leone in Freetown. Balance of the day at leisure. Room and board for the week at Fourah Bay College.

January 4, 1970 - 9:00 A.M. Fourah Bay bus available to transport group to the King Memorial Church in Freetown. 12:30 P.M. return to Fourah Bay College. Remainder of the day at leisure.

January 5-9, 1970 - Fourah Bay College campus tour - Fourah Bay College, oldest English-speaking University in West Africa, founded in 1827. City sightseeing, visit to Milton Margai Training College at Goderich, Freetown Teachers College, and planned visits to the primary and secondary schools in Freetown. This orientation and introduction to the Community and the educational system of Sierra Leone has been planned by the educational leaders of Sierra Leone. Time and dates will be supplied by the United Christian Council (UCC) upon arrival. Transportation by Fourah Bay College bus.

January 10, 1970 - Leave this morning for Moyamba and Njala University College. Accomodations for six students at Harford School for Girls at Moyamba. Transportation by the Harford School bus. Accomodations for nine students and the college supervisor at Njala University College, Njala. Transportation by the Njala University College bus. Balance of day at leisure.

January 11, 1970 - Church services available on Harford campus. Njala University College bus avialable for transportation to Taima for church services. Balance of day at leisure.

January 12, 1970 - Students at Harford School for Girls campus, Moyamba to be assigned to the Moyamba Boys School, Harford Girls School, and the June Hartranft School by the UCC. Students at Njala University College to be assigned by the UCC to the Njala Primary School, the Taiama Primary in Taiama and Pelewahun Primary School. Transportation to the schools in Taiama and Pelewahun and to the surrounding areas of interest to be provided by the Njala University College bus.

January 12 through March 10, 1970 - Monday through Thursday the students will work with the Sierra Leone teachers on a teacher-aid basis. Fridays available for library study, research work, and to visit some classes for teachers at Njala University College. Transportation for students from Moyamba to Njala and to the surrounding areas of interest to be provided by the Harford School bus.

March 15, 1970 - Depart for Lungi Airfield. Transportation by Harford Girls School bus and the Njala University College bus.

Research in Comparative Education (Spring term: Education 39.3 - $\frac{1}{2}$ course)

This course is designed for those students who have participated in the field study experiences in Sierra Leone. The immediate aims of this

course are: (1) to evaluate the Foreign Study Program in Comparative Education; (2) to share the knowledge and understanding gained from the field study experience; and (3) to complete the selected areas of study and research in comparative education.

Methods and Procedure: Seminar, Individual and Group Study and Research, Student Lectures.

Class Meetings: One, two-hour period per week for ten weeks.

- A. Evaluation, Study and Proposed Revision of the Foreign Study Program in Comparative Education
- B. Self-Evaluation
- C. Principles, Methods, Materials, and Problems Met in the Field Experience
- D. Preparation of Materials for Presentation
- E. Selected Areas of Study and Research in Comparative Education

Selected Bibliography

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Publications

The following publications are published by the Publications Unit of the Teaching Aids Branch, Department of Education and printed by the Government Printer, Sierra Leone.

Journal of Education
The Development Programme in Education for Sierra Leone 1964-1970.
Annual Report
The Primary Teacher's Guide
Handbook of Suggestions for Teachers 1966.
"Going Abroad"? A Handbook for Students

Lists

Recommended List of Books and Materials for Use in Primary Schools
Educational Authorities in Sierra Leone
Secondary Schools, Training Colleges, Technical Institutes and Trade Centers
Recent Books About Sierra Leone
Sierra Leonean Authors

The following publications are obtainable from the Ministry of information and Broadcasting, 21 East Street, Freetown, Sierra Leone, West Africa.

Progress in Sierra Leone
Investment Opportunities in Sierra Leone
Fourah Bay - University College of Sierra Leone
Achievements in Sierra Leone
Sierra Leone - 100th State of the U.N.
Albert Margai of Africa
Sierra Leone Offers Opportunities for Engineers
Sierra Leone Today
Sierra Leone Trade Journal (Quarterly)

Report of Foreign Study Program in Comparative Education

Practicum (Winter term: Education 39.2)

The following junior and senior education majors were selected to spend the 1969-70 Winter term in Sierra Leone:

Elaine Armbrust - 1465 Gibbs Ave., N.E. Canton, Ohio 44705
 Cynthia Baughman - 3995 W. Elm, Lima, Ohio 45805
 Judy Clister - Box 162, Markleysburg, Penna. 15459
 Karla Courtright - 9650 Sunbury Rd., Westerville, Ohio 43081
 Janet Cornish - 130 S. Liberty St., Powell, Ohio 43065
 Patricia Deck - 3590 Waterbury Dr., Kettering, Ohio 45439
 Colleen Dunston - P.O. Box 304, Connellsville, Penna. 15425
 Sharon Ellenberger - 1728 Williams Drive, Freemont, Ohio 43420
 Ronda Fritz - R.R. 2, Attica, Ohio 44807
 Barbara Goellner - 4211 Redfern Rd., Parma, Ohio 44134
 Elizabeth Henry - 3950 Lytham Court, Columbus, Ohio 43221
 Carolyn Koachway - 5640 Baumhart Rd., Vermillion, Ohio 44089
 Mary Jo Lenk - 1695 S. Diamond Mill Rd., New Lebanon, Ohio 45345
 Lynda McDonald - 858 Chesnut St., Latrobe, Penna. 15650
 Linda Whitehouse - 1610 Flora Ave., Cincinnati, Ohio 45231

President and Mrs. Lynn W. Turner accompanied the group and spent two weeks in the country. They were given a welcome reception by educational leaders, government officials, and Otterbein College alumni and friends. Old acquaintanceships were renewed and mutual interests were established.

During the term, the group combined their professional training with deep intercultural experiences. Through direct experience, they developed a better understanding of the culture, history, economic conditions, and community life of Sierra Leone.

For the first week, accommodations were provided at Lati Hyde Hall, Fourah Bay College. The United Christian Council and the educational leaders of Sierra Leone presented an excellent program for the group.

Seminars were held at Albert Academy and visitations were made to the schools.

After the week at Fourah Bay College, six students were housed at Moyamba; while the college supervisor and nine students were accommodated at the Njala University College, Njala. Under guidance and supervision, the students worked with the Sierra Leone teachers on a teacher-aid basis in the following schools: Harford Girls School, June Hartranft School, Njala University College Experimental School, Pelewahun Primary School, Taiama Primary School, and the United Methodist Church Boys School.

One-half day (Monday through Thursday), the students participated in the schools. They applied their professional knowledge and skills and assumed responsibility in the major areas of teaching. They increased both personal and professional competencies and developed a greater appreciation and understanding of the function of the schools in Sierra Leone.

I will quote a few of the responses from a questionnaire received from the Sierra Leone teachers. The question was: Do you feel that this program has contributed to the educational program of Sierra Leone? If so, in what way?

"It gave rise to exchanging of ideas about the U.S.A. and Sierra Leone. It also created cordial relationships between the member and the children and the staff of the school (new ideas)."

"Children and teachers learnt a lot. It will be a great help to the country if this course continues. We wish the course to continue for many years."

"I gathered some good information about the educational system in the States and also discussed the classroom problems both in the States and Sierra Leone in common. If such continues for long, we shall have been able to have numerous friends in the States who come and go leaving behind their bright ideas shining in the minds of children and friends."

In most of the responses, the teachers felt that the program was of value to them and their pupils and expresses the desire to have the program continued. They also indicated that they would like to see the program extended over a longer period of time and expresses the desire for a student teacher exchange program.

The College Supervisor served as a liaison agent between Otterbein College and the schools. She interpreted the College program, worked out details of the participants assignments, supervised the participants, and conferred frequently with school officials and cooperating teachers and assisted them in guiding the participants. In addition to daily visits to the schools, the supervisor held frequent conferences and seminars with the students concerning special problems related to the field study experience. In cooperation with the local officials, she worked out the problems of food, housing, and transportation for the group. Among other things, she met with government and educational leaders, arranged the various field trips, and presented "A Survey of the Forces Influencing the Development of Education in the United States" to the teacher education students at Njala University College.

When the participants were not occupied with school assignments, their time was spent in making use of the library facilities at Fourah Bay College and Njala University College and in gathering data for their research projects. Field trips relevant to the various projects were made to homes, farms, schools, villages, and to major industrial developments of the country.

Through the examination of social institutions and organizations, tribal patterns, religious beliefs, city and rural life and problems, economic developments, and developments in agriculture and education, the

participants gained an enormous amount of information. In order to assimilate and use this information, the participants are now attending weekly seminars and discussing the significant aspects of their experience.

They are also working in their selected areas of study and research, evaluating their foreign study experience, and sharing with others the knowledge and understandings gained from the practicum.

Acknowledgement is made here to the following people who contributed to the success of the program:

Dr. and Mrs. Chester Addington, Mr. and Mrs. A. Max Bailor, Mr. and Mrs. Max A. Bailor, Mr. L. O. Bailor, Rev. T. S. Bangura, Mr. S. A. Boampang, Dr. E. A. Brams, Mr. P. C. Branche, Dr. and Mrs. S. M. Broderick, Dr. and Mrs. B. A. Carew, Mr. John Comtesse, Mr. William Conton, Dr. H. M. Dyasi, Rev. and Mrs. W. H. Fitzjohn, Mr. Mohammed Fofane, Dr. Enid A. Forde, Rev. and Mrs. Clyde Galow, Dr. M. R. O. Garber, Mr. and Mrs. W. W. Hodges, Mr. Basil Igwe, Miss Kamara, Dr. and Mrs. Ray Karnes, Mr. and Mrs. G. L. Karr, Miss Kopp, Rev. Liddane, Dr. K. J. Mahoney, Principal S. T. Matturi, Mr. and Mrs. May-Parker, Ambassador R. E. Miner, Dr. R. E. Mondeh, Miss Morford, Dr. and Mrs. R. C. Ohuche, Miss Virginia Pickarts, Dr. Sanford Price, Rev. Renner, Principal and Mrs. H. A. E. Sawyerr, Mr. and Mrs. Y. T. Seesay, Mr. D. Stephen, Mr. M. Thomas, Mr. Sonny Tucker, Dr. and Mrs. Lynn W. Turner, Dr. and Mrs. N. A. Worker, Mr. M. A. Seray-Wurie, and Rev. and Mrs. B. K. Williams.

Special acknowledgement is made to the educators who welcomed the participants into their schools and cooperated in the joint planning and evaluation of the foreign study project.

Head Teachers: Mrs. Khalu, Mr. Kondaba, Mr. Saidu, Mr. Thomas, and Mr. Tyre.

Teachers: Mr. Ali, Mr. Alpha, Mr. Backery, Mrs. Bagla, Mrs. Bangura, Mr. Bunda, Miss Dixon, Mrs. Frances, Mr. D. George, Mr. E. George, Mr. Hamilton, Mr. Kargbo, Mr. Leech, Miss Lefevre, Mr. Mossima, Mr. Sam and Mr. Samuel.

I also wish to acknowledge and express appreciation to the Crusade Scholarships Committee of the United Methodist Church, to numerous friends and colleagues, and to the many Sierra Leonean people as well as the boys and girls, who participated in and contributed to its support. I wish

also to express appreciation to all of the members of the United Christian Council, to the personnel not previously mentioned from the University of Illinois and to the students and faculty of the Universities of Sierra Leone for their help and encouragement in this endeavor.

Respectfully submitted by

Mildred Stauffer

April 25, 1970

A STUDY OF THE EFFECTS OF A FOREIGN STUDY EXPERIENCE
ON ATTITUDES IN PROSPECTIVE TEACHERS

INTRODUCTION

During the 1969-1970 academic year, Otterbein College offered a program in comparative education for prospective teachers. The program provides through direct experiences an opportunity to expand the teacher candidate's concept of education, social values, and inter-cultural relationships.

Sierra Leone, West Africa, was chosen for the pilot project because of the close ties many of the leaders in the country have with Otterbein College and the opportunity it offers students to analyze the role of education in economic, political, and social change in a developing nation.

Fifteen students who were admitted to the elementary and secondary teacher preparatory program of Otterbein College were selected to participate in the Sierra Leone study during the winter term of the student's junior year for a period of ten weeks. During the term preceding the field study, the students selected studied the culture, government, and educational system of Sierra Leone. While in Sierra Leone, the students worked with the teachers in the elementary and secondary schools on a participation basis, attended some classes for teachers and did research on a topic related to education, social values and the culture of Sierra Leone. During the term following the Sierra Leone experience, the participating students evaluated their work summarized their experiences and

completed their selected areas of study and research in comparative education. Through formal class sharing and informal dormitory conversations, the experience of the participating students proved to be of much value for other students on the campus. Four courses of college credit were earned.

Purpose of the Study

The purpose of the present study is to examine to what extent the Foreign Study Program in Comparative Education will have on the attitudes of the participating teacher education students. To accomplish this purpose, this study will attempt to determine to what extent a change in attitudes occurs among the students participating in the foreign study program.

Rationale for the Study

The foreign study course is based on principles of learning. It differs from the traditional curriculum in its concentration on flexibility in procedures and methods. There was a balance in the teaching of methods and the analytical approach and time was devoted to creative activities and independent research. Opportunity was provided for exploration and discovery and individual and group work was encouraged.

The four major objectives of the Foreign Study Program in Comparative Education are:

1. to provide an opportunity for fifteen students and one professor to spend a term abroad combining professional training with deep intercultural experiences;

2. to provide through direct experience an opportunity to develop an understanding of the culture, history, economic conditions, community

life, and to help develop an understanding of other people, to help them understand us as a nation, and to help us see our own country in new perspective;

3. to serve teachers who may wish to help meet pressing social needs and those who may wish to teach in urban poverty areas or in disadvantaged communities either here or abroad;

4. to provide opportunities, under guidance and supervision, for the student to develop and evaluate his competencies in the major area of teaching activity in the schools; thus, giving him an opportunity:

- a. to appraise his basic personal qualifications for teaching;
- b. to apply and test his professional knowledge, skills, and understandings;
- c. to participate in and assume responsibility for teacher responsibilities in teaching;
- d. to have direct contact with examples of the major phases of the schools operation;
- e. to develop both personal and professional competencies;
- f. to deepen his appreciation and understanding of the function of the schools in Sierra Leone;
- g. to prepare him to meet the types of demands he will face as a beginning teacher.

It is conceived that the students will have a change of attitudes in the direction of personal and professional growth. It will give the means for the participant to continue his life with a heightened awareness of himself, his world, and whatever understanding he gains can be applied throughout his life. He will expand his concept of education, social culture, inter-cultural relationships, and be of service to others. This experience will enable the participant to gain continuity of experience necessary for development of complex skills of planning and evaluating; to gain depth of understanding of the teaching role; to gain insights into the contributions of persons involved in curriculum planning; and, to gain confidence in his development of leadership.

The staff consisted of a director and six teachers from the Education Department faculty. They established the methods, techniques, and procedures with which to accomplish the foreign study course objectives. They will have an opportunity to observe and work in the Sierra Leone schools so that they can both see results and obtain a clear image of the environment for which they are developing methods and procedures.

Definition of Terms

An attitude as defined by Thurston and Edwards is the degree of effect associated with some psychological object.¹

A professional attitude as defined by Good is:

"a state of mental and emotional readiness to react to any educationally significant situation in a manner that gives first place to the interests of society and the teaching profession, that demonstrates appreciation of the situation's educational implications, and that indicated ability and desire to cooperate with others toward the solution of the problems involved."²

Hypotheses to be Tested

1. Attitude change in students will occur in students during the interval of the foreign study course.
2. Attitude change in students will not be as great in students who are not enrolled in the foreign study course.
3. There will be no initial difference in attitude between students enrolled in the foreign study course and the students not enrolled in the course.

¹L. L. Edwards, Techniques of Attitudes Scale Construction (New York: Appleton-Century-Crofts, Inc., 1957), p. 2.

²Carter V. Good, Ed., Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), p. 37.

Assumptions

The following assumptions are made regarding this study:

1. The population of the foreign study course in comparative education and the population of those enrolled in the course is comprised of comparable students. The students are drawn from the same college population.
2. The effects of influences other than those resulting from the foreign study course are randomly distributed over the population of the study. This may be assumed as students in the study experience the same environmental conditions at the college and in the community. They live in the same community and operate in the same milieu.
3. Attitudes could be measured through the use of life situations in order to elicit attitudinal responses. The differences between responses arising from test administration will be negligible.

Setting and Procedures

Setting. This study was conducted during the 1969-1970 academic year at Otterbein College. Teacher education students enrolled in junior and senior level courses within the College were used as subjects. The experimental group consisted of fifteen students in Education 39 "Special Problems in Education" - Foreign Study in Comparative Education. The control group consisted of fifteen randomly selected students.

The requirements for enrollment in Education 39 - Foreign Study in Comparative Education:

1. Admission to Otterbein College and enrollment in Teacher education.
2. Approval of the Foreign Study Committee and the Chairman of the Education Department.

3. Be in good physical and mental health.

4. Have at least a C plus average and junior standing at the time the program begins.

5. Applicants to furnish three references (1) advisor (2) chairman of his department (3) a professor familiar with his recent work (References to show evidence of intellectual ability, seriousness of purpose, integrity, maturity, and stability).

6. Applications to be submitted no later than May 10th.

The selection procedure for all teacher education candidates follows:

1. Education 10, Introduction to Education is to be taken during the freshman year. The class is kept small to permit the instructor to become acquainted with each class member. Individual conferences with each student is a part of the course.

2. The potential teacher candidates are to apply to the Education Department for admission as a teacher education candidate after he has completed his freshman year and has credit in Education 10. The applicant will present the following information for the consideration of the Inter-Departmental Teacher Screening Committee and the Education Department Chairman and the education faculty:

- a. A recommendation from the Education 10 instructor.
- b. A total cumulative grade point average equal to that required for graduation.
- c. A cumulative grade point average in all teaching areas of 2.2 or above.
- d. Evidence of physical and mental fitness to teach.
- e. Evidence of freedom from hearing or speech defects that would handicap teaching ability.
- f. A grade of "C" or above in English.

3. No student will be assigned to Education 20 Teaching Participation or to Education 41 Student Teaching Secondary or Education 47 Student Teaching Elementary until he has been admitted as a teacher

candidate. A student not qualifying on his first application may reapply after meeting the requirements. The education faculty reserves the right to reevaluate the student after admission to teacher education.

The control group population as well as the experimental group met the requirements for admission to the teacher education program. In addition, academic information and biographical data were obtained for each member of the experimental and control group.

Procedure. The present investigation was conducted in an effort to further understanding concerning the impact of the foreign study experience upon prospective teachers. The focal point of this effort was limited to the change of attitudes of prospective teachers toward children, toward the role of teacher, and toward curriculum practices. Thus, the question was whether attitudinal change occurred in these areas during the foreign study experience. For the purpose of exploring this question, a situational type attitude inventory was used. The Teaching Situation Reaction Test presents common problems in these areas and possible solutions to these problems.

The TSRT was administered to all of the students in the Principles and Curriculum Organization, and Educational Psychology classes the first week of the 1969-1970 academic year. It was administered again at the end of the year in all of those classes in which the experimental and control groups were enrolled and a change score was computed for each student.

Teaching Situation Reaction Test

The Teaching Situation Reaction Test was originally developed by Dr. Duncan and Dr. Frymier of The Ohio State University in 1957. Since

that time numerous studies have been made to test its validity and reliability. Although the original test performed well, the scoring of the test and analysis of item discrimination posed continuing technical problems. These difficulties have been fairly well resolved in the fourth revision. This revision will be used in the present study.

"...It is a fairly reliable test in addition seems to be fake-resistant. In the extremely difficult area of teacher effectiveness it has demonstrated predictive validity despite the fact it does not attempt to assess subject matter competence. It has, relatively consistency, related to or confirmed findings in the Flanders interaction analysis. These studies are clearly beginning to show that the empirical assessment of teacher behavior can be related to the teacher's effectiveness. As it stands the test has merit."¹

Data on the TSRT were utilized to compute for each group pre - and post-test gain scores and to compute a "t" between experimental and control groups on these gain scores.

All of the raw data on the TSRT pre- and post-tests were tabulated on Fortran Coding Forms and were Key punched onto IBM cards. Questionnaire analysis, weighted scoring and T-tests were computed at the Test Development Center of The Ohio State University.

REVIEW OF THE LITERATURE

Although some critics suggest that the attitude concept be discarded because of its ambiguity, scientific research on attitudes has been and continues to be indispensable to social psychology, sociology, and educational psychology. Research has clarified the origin and nature of attitudes and their relationship to perception, thought, learning, motivation, and behavior.

¹James K. Duncan and John B. Hough, Technical Review of the Teaching Situation Reaction Test (The Ohio State University, 1966), p. 31.

Modern approaches to attitude study are indebted to nineteenth-century German experimental psychology. One approach involves the basic concept of "set" Einstellung and Aufgabe and "attitude" Bewusstseinslage described by Kulpe and the Wurzburg School. Another approach is integral to the current use of quantitative measurement scales. Thurstone led the way in attitude-scale development and was first to adapt the methods of scaling originated by Feckner.¹

From a narrow conception of earlier practices on testing when little was done with the data conceptually, today interest centers not so much on the responses but on the relationship among them. Through replication of the studies, the responses are taken as indicators of higher-order constructs. For example, self acceptance is indicated by the discrepancy between responses through reporting one's actual characteristics and one's ideal characteristics. Rokeach gives an extended definition to the nature of attitude:

An attitude is a relatively enduring organization of interrelated beliefs that describe, evaluate, and advocate with respect to an object or situation, with each belief having cognitive, affective, and behavioral components. Each of these beliefs is a predisposition that, when suitably activated, results in some preferential response toward the attitude, object or situation, or toward the maintenance or preservation of the attitude itself. Since an attitude object must always be encountered within some situation about which we also have an attitude, a minimum condition for social behavior is the activation of at least two interacting attitudes, one concerning the attitude object and the other concerning the situation.²

Attitude change depends upon the effects of cognitive interaction on changing the subsequent evaluative meaning of the belief-disbelief activated by the components. Osgood's principle of belief congruence would

²Milton Rokeach, Beliefs Attitudes and Values (San Francisco: Jossey-Bass Inc., Publishers, 1968), p. 132.

predict the effects on components as a function of learning. The degree and direction of these changes are a function of the congruity of degree of polarization of the attitudes and the degree of incredulity of the incongruous messages.³

Newcomb developed a theoretical framework for analyzing attitude change which deals with influence, roles, and communication. The individual's estimation of his role underlies the process of identification. Thus, function, then role is one of a structure of functions necessary to achieve a purpose.⁴

Linkert has pointed out that all people have general characteristics of the culture in which they are reared and that each person has to some degree acquired the traditional need to strive for a sense of personal dignity and worth. He emphasizes the importance of participation by individuals concerned in overcoming resistance and accepting change.⁵

An extensive review was made of many of the most recent research studies on attitudes and the effects of an educational experience. The current trend seems to be the increasing popularity and influence of research on attitude measurement and change. Progress is being made through the tremendous expansion of research effort and concern with theoretical issues.

³C. E. Osgood and P. H. Tannenbaum, "The Principle of Congruity in the Prediction of Attitude Change", Psychological Review 62: 42-55 1955.

⁴Theodore M. Newcomb, "An Approach to the Study of Communicative Arts", Psychological Review 60: 393-404 1953.

⁵Rensis Likert, "Motivational Dimensions of Administration," America's Manpower Crisis: The Report of the Institute on Manpower Utilization and Government Personnel, Robert A. Walker, Ed. (Washington, D. C.: Public Administration Service, 1952), Ch. 8.

PRESENTATION AND DISCUSSION OF DATA

The primary purpose of this study was to determine to what extent the Foreign Study in Comparative Education would have on the attitudes of the participating teacher education students.

In order to accomplish this purpose the following hypotheses were formulated:

1. Attitude change in students will occur in students during the interval of the foreign study course.
2. Attitude change in students will not be as great in students who are not enrolled in the foreign study course.
3. There will be no initial difference in attitude between students enrolled in the foreign study course and the students not enrolled in the course.

Data Relating to the Hypotheses

The mean scores of the experimental and control group on the TSRT pretest were 210.8667 and 205.4667 respectively. Hypothesis three - There will be no initial difference in attitude between students enrolled in the foreign study course and the students not enrolled in the course - was tested statistically. A "t" test of the difference in the means was made and resulted in a value of 0.9940 at 28 Degrees of Freedom. This value is too low to be significant. Therefore, hypothesis three is accepted using the "t" test as a criterion.

The mean scores of the experimental and control group on the post-test were 216.2667 and 208.2000 respectively. A "t" test of the difference in the means resulted in a t value of 1.9506 at 28 Degrees of Freedom. With a t of this significant value, hypothesis two is accepted.

Attitude change in students will not be as great in students who are not enrolled in the foreign study course.

Upon examination of the change in the mean on the pre- and post-tests of each group (Experimental group, pretest: 210.8667, post-test: 216.2667; Control group pretest: 205.4667, post-test: 208.2000) hypothesis one is also accepted. Attitude change in students will occur in students during the interval of the foreign study course.

Related Findings and Recommendations for Further Research

The following academic information and biographical data were obtained for each member of the experimental and control group from the personnel records in the Registrar's Office: Standard scores on the College Entrance Examination Board (SAT); Weighted high school rank; Size of high school; Age of student; Grade obtained in the introductory education course; College cumulative grade point average; Class rank; Socio-economic status; Size of home town; and Whether or not the student had completed student teaching.

The questions "Why did you select teaching as a career?" and "What contribution do you think you could make as a teacher?" were answered by all of the students in the Principles and Curriculum Organization and Educational Psychology classes the first week of the 1969-1970 academic year. The questions were answered again at the end of the year in all of these classes in which the experimental and control groups were enrolled.

At the beginning of the fall term (1969-1970), the experimental group reported about their purposes for enrolling in the foreign study course. After the field study in Sierra Leone (winter term 1969-1970), each participating student also made a self-evaluation report.

Although it is difficult to assess the exact importance that should be given to these factors, some understanding of the psychological make-up of the students is clearly implied. A further check on the inferences seem highly desirable. However, deep analysis of motives was not anticipated and no particular theory of personality structure and function was expounded as explanatory of the students' motive for foreign study. A check on psychological factors was deemed to be relevant to the character of the group and descriptive of internal mechanisms as to be amenable to some relatively simple reported checks.

An analysis of the data is in progress and an attempt is being made to survey the essays and reports according to certain broad patterns. In a real sense the only patterns are the thirty individual records because many qualifications have had to be made in the classifying and overlap has inevitably occurred. Commonalities do exist, to the extent, for example, that all but a few students testified to the significance of the importance of providing a meaningful learning experience. However, some categorization seems essential in order to provide a conspectus that could not be gained from presenting the data separately.

This research developed from an interest in providing an enriching experience for teacher education candidates. Evidence indicates that teachers' attitudes are a significant factor in influencing the psychological structure of their class and the progress of their pupils. The writer believes that professional training combined with a deep intercultural experience will help the prospective teacher to develop a better understanding and appreciation of other cultures and a greater sensitivity to the common problems in the school environment. Evidence from the research supported this belief. Additional study is being made

involving attitude change related to perception of teaching which may prove of value in identifying attitudinal change causes.

Further research into possible causes of the differences in attitude change between students enrolled in foreign study and those not enrolled in the course is recommended. The design of the present study indicated a difference in attitude change between the two groups. The present study should be replicated in order to establish the reliability of the findings. In addition, a longitudinal study is recommended to determine to what extent attitudes and relationships indicated by the study vary over a period of the teaching career.

In summary, such investigations may identify characteristics of successful teachers which could play an important part in the selection and preparation of teachers.

VITAE OF PERSONNEL

Section B

B. VITAE OF PERSONNEL1. Project Director:

Dr. Chester L. Addington, Prof. of Education
Chairman of Department of Education

B.S. in Education Degree,	Ball State University	1952
M.A. Degree	Ball State University	1954
Ed.D. Degree	Indiana University	1961

Professional Experience:

Teacher, Atlanta, Georgia Public Schools	1952-55
Principall, Penn-Knox Twp. Schools Perryville, Indiana	1955-59
Instructor, Indiana University	1959-60
Supervisor of Mathematics, Indiana State Department of Public Instruction	1960-61
Professor of Education and Chairman of the Education Department Otterbein College	1961-Present

2. Principal Project Investigator:

Mrs. Mildred James Stauffer, Asss't Prof. of Education

B.S. in Education Degree,	San Jose State	1955
M.A. Degree	San Jose State	1957
Course work completed for Ph.D., The Ohio State University		

Professional Experience:

Teacher, Elementary Schools Redwood City, California	1950-58
Supervisor, Elementary Schools Monroe County, Ohio	1958-63
Assistant Professor of Education Otterbein College	1964-Present

3. Supporting Staff:

Deibel, Roger, Ass't Prof. of Education

B.S. in Education Degree,	Muskingum College	1950
M.A. Degree	Western Reserve University	1954
Ph.D. Candidate	The Ohio State University	

Hopfengardner, Jerrold D., Ass't Prof. of Education

B.S. in Education Degree,	University of Dayton	1959
M.Ed. Degree	Miami University	1961
Ph.D. Degree	The Ohio State University	1970

Mellott, Virginia, Ass't Prof. of Education

A.B. Degree	West Liberty State College	1943
M.A. Degree	West Virginia University	1963
Ph.D. Candidate	The Ohio State University	

Pagean, Nell, Prof. of Education

B.S. in Education Degree,	University of Kansas	1926
M.A. Degree	State University of Iowa	1932
Ph.D. Degree	The Ohio State University	1944

Young, Franklin M., Ass't Prof. of Education

B.S. Degree	Otterbein College	1926
M.A. Degree	The Ohio State University	1927

BUDGET 1970-71, 1971-72

Section C

C. BUDGET 1970-711. Salaries

- (a) Project Director, Dr. Chester Addington
Four-ninths time devoted to the project
including full time for ten weeks in
Sierra Leone

4/9 X 17,655.48 (full 9 month salary) 7,846.88

- (b) Principal Project Investigator, Mildred Stauffer
One-ninth time spent on the project

1/9 X 11,670.48 (full 9 month salary) 1,296.72

- (c) Clerical and Secretarial, Carol Evans
One-fifth time spent on project

1/5 X 4,056.00 811.20

Total Salary Expense 9,954.80

2. Equipment

No budget item

3. Supplies

- (a) Office Supplies 150.00

- (b) Teaching Supplies 100.00

Total Supplies 250.00

4. Travel

- (a) Air fare - round trip New York to
Freetown, Sierra Leone jet economy rate
@ 816.00 per person for 15 students 12,240.00

- (b) Surface travel in Sierra Leone 1,430.00

Total Travel 13,670.00

5. Other

Board and room in Sierra Leone 4,650.00

6. Indirect Costs

19.29% of direct costs (N.S.F. 5/1/69) 5,203.43

Total Cost \$34,027.23

7. Cost Sharing

Total Cost 34,027.23

Otterbein College share 14,027.23

Request Amount \$20,000.00

BUDGET 1971-721. Salaries

- (a) Project Director, Dr. Chester Addington
-
- One-ninth time devoted to project

1/9 X 18,000.00 (Est.) 2,000.00

- (b) Principal Project Supervisor, Roger Deibel
-
- Four-ninths full time devoted to the project
-
- including ten weeks full time in Sierra
-
- Leone.

4/9 X 14,170.00 (Est.) 6,324.00

- (c) Clerical and Secretarial, Carol Evans
-
- One-fifth full time on the project

1/5 X 4,264.00 (Est.) 853.00
Total Salary Expense 9,177.002. Equipment

No budget item

3. Supplies

- (a) Office Supplies and Mailing 150.00

- (b) Teaching Supplies 100.00

Total Supplies 250.004. Travel

- (a) Air fare round trip New York to
-
- Freetown, Sierra Leone jet economy rate
-
- @840.00 per person for 15 students. 12,600.00

- (b) Surface travel in Sierra Leone 1,500.00
-
- Total Travel
- 14,100.00

5. OtherBoard and room in Sierra Leone
(16 people for ten weeks) 5,000.006. Indirect Costs19.29 of direct costs (N.S.F. 5/1/69) 5,502.86
Total Cost \$34,029.867. Cost Sharing

Total Cost 34,029.86

Otterbein College share 14,029.86

Request Amount \$20,000.00