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THE IMPACT OF STUDY ABROAD EXPERIENCE
ON PROSPECTIVE TEACHERS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>VITA</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vii</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Study Abroad at Otterbein College</td>
<td></td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td></td>
</tr>
<tr>
<td>Overview of the Study</td>
<td></td>
</tr>
<tr>
<td>II. REVIEW OF LITERATURE</td>
<td>11</td>
</tr>
<tr>
<td>Attitude Change Theory</td>
<td></td>
</tr>
<tr>
<td>Attitude Change Studies</td>
<td></td>
</tr>
<tr>
<td>Theoretical and Research Literature</td>
<td></td>
</tr>
<tr>
<td>Related to International Education</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>III. PROCEDURE AND INSTRUMENTATION</td>
<td>36</td>
</tr>
<tr>
<td>The Sample</td>
<td></td>
</tr>
<tr>
<td>Description of Procedure and Instrumentation</td>
<td></td>
</tr>
<tr>
<td>Preliminary Plans for Foreign Study</td>
<td></td>
</tr>
<tr>
<td>Summary of Foreign Study Experience</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>IV. PRESENTATION AND ANALYSIS OF DATA</td>
<td>55</td>
</tr>
<tr>
<td>Comparative Phase</td>
<td></td>
</tr>
<tr>
<td>Descriptive Phase</td>
<td></td>
</tr>
<tr>
<td>Evaluative Phase</td>
<td></td>
</tr>
<tr>
<td>Rating Scales</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
</tbody>
</table>
Chapter

V. CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS ....... 109

Review of the Study
- The Problem Question
- Conclusions and Implications
- Recommendations for Further Study

APPENDIX ................................................. 138

BIBLIOGRAPHY ............................................ 204
<table>
<thead>
<tr>
<th>Table</th>
<th>Population, Instrumentation and Data Analysis Used in the Study</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Content Analysis on TCS Reported by Number of Total Responses in Descending Order Pilot and Reference Group 1969-1970</td>
<td>66</td>
</tr>
<tr>
<td>8.</td>
<td>Ranked Difference Between Pilot Group's TCS Pre- and Posttest Scores</td>
<td>69</td>
</tr>
<tr>
<td>9.</td>
<td>Ranked Difference Between Reference Group's TCS Pre- and Posttest Scores</td>
<td>70</td>
</tr>
<tr>
<td>10.</td>
<td>Ranked Difference Between Pilot and Reference Groups' Pretest Scores on TCS</td>
<td>71</td>
</tr>
<tr>
<td>11.</td>
<td>Ranked Difference Between Pilot and Reference Groups' Posttest Scores on TCS</td>
<td>72</td>
</tr>
<tr>
<td>12.</td>
<td>Ranked Difference Between Pilot and Reference Groups' Total Pre- and Posttest Scores on TCS</td>
<td>73</td>
</tr>
<tr>
<td>13.</td>
<td>TCS Posttest Items Listed in Rank Order on Which Pilot Group Scored Six or More Above the Reference Group</td>
<td>75</td>
</tr>
<tr>
<td>14.</td>
<td>TCS Posttest Items Listed in Rank Order on Which Reference Group Scored Six or More Above the Pilot Group</td>
<td>76</td>
</tr>
<tr>
<td>15.</td>
<td>TCS Posttest Items in Rank Order on Which Pilot Group Scored and the Reference Group Scored Zero</td>
<td>76</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>16. TCS Posttest Items in Rank Order on Which Reference Group Scored and the Pilot Group Scored Zero</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>17. TCS Posttest Items in Rank Order on Which Pilot Group Scored More Than One and the Reference Group Scored One</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>18. TCS Posttest Items in Rank Order on Which Reference Group Scored More Than One and the Pilot Group Scored One</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>19. First Pilot and Reference Group, 1969-70, Differences on Four Individual Items of Academic and Biographical Data</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>20. First Pilot and Reference Group, 1969-70, Differences on Individual Items of Academic and Biographical Data</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>21. Second Pilot and Reference Group, 1970-71, Differences on Four Individual Items of Academic and Biographical Data</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>22. Second Pilot and Reference Group, 1970-71, Differences on Eight Individual Items of Academic and Biographical Data</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>23. Individual Ratings Obtained From Two References for Each Pilot Group Member on FSPRF</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>24. Personal-History Information of Pilot Group on P1TP</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>25. Summarization of Reactions to Pilot Group by Personnel in the Host Country</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>26. Summarization of Suggestions on the Foreign Study Program by Personnel in the Host Country</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>27. Summarization of Reactions to the Foreign Study Program by Personnel in the Host Country</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>28. Summarization of Pilot Group's Responses on the FTEE</td>
<td>99</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The assumption underlying most study abroad programs is that an experience in a new cultural milieu serves as a prime agency in creating deeper international appreciation and understanding upon which better international relations are based.\(^1\) Others observe that students who study abroad gain new depth to their academic interests, broaden their general education, and grow in their ability to engage in independent study.\(^2\) "Perhaps the most valuable of all," according to Barrutia, "are increased self-understanding, clarified life purposes, and the broadening and deepening of the value system to which each student gives allegiance and on the basis of which he makes his choices."\(^3\)

But, whatever is said in these glowing appraisals; many American educators seem to be preoccupied with the local or national scene and with the aspects of their particular tasks. They do not believe


\(^3\)Ibid.
that they have a primary international responsibility in or through their academic positions. The LaContes concur, stating that:

While American physicians, scientists, and businessmen have been eager to learn from their counterparts in other countries, American educators have remained victims of a form of national egocentricity similar to that which prevailed 50 years ago on the local or regional levels. The common belief is that the rest of the world lags behind America in education, and that concepts and programs from abroad would be ineffective or inappropriate in our schools.

However, an interest in international education has always been strong among a few educators and this interest has been increasing rapidly in recent years. A recent report by the Institute of International Education pointed out that although great strides have been made in the past decade in internationalizing the educational experiences of students, the proportion of college and university professional education students so engaged, have been relatively few. Only about two per cent of American students abroad were in education in 1970-1971; the majority were in the humanities, medicine, and in the social sciences. The numbers have been growing in recent years; yet, they are small in proportion to the total numbers involved.

In his teacher education program for the 21st century, Miller proposed that a study abroad experience be a part of every prospective

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4Butts, op. cit., p. 4.


teacher's undergraduate study. He states that the effective teacher education program of the future will include study abroad.

With the increased number of study abroad programs, the need for testing and evaluation has arisen. Much of the evaluation of these activities in the current literature consists of sweeping generalizations but which seem to lack validity. Butts noted the dearth of coherent and rigorous studies and advocated serious investigation to discover just what it was that students learned by going abroad.

Abrams and Hatch also stress the need for systematic evaluation of study abroad programs. They state that "Few institutions have undertaken any kind of systematic evaluation in order to discover the extent to which their objectives are actually being attained."  

In establishing criteria and effective methods of evaluation, Sturner states that the best approach demands "less research on the unique and the obscure and more reflection on the obvious." He advocates that the consistent application of the standards used in assessing college and university programs in general be applied to every study abroad program:

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9Butts, op. cit., p. 23.


How to attain quality control, to realize maximum potential, to build a linkage between conceptual and experiential knowledge, to activate an awareness of the new and a reflection on the old culture, and to prepare for sophisticated study programs through the successful completion of prerequisites were the central themes that we had to analyze and implement.\textsuperscript{12}

Thus, the unified objective is to produce quality education based on both conceptual and experiential understanding through meaningful and purposeful cultural assimilation.\textsuperscript{13} An integral part of a college and university educational program is the quality of the human interaction fostering desirable attitudinal and behavioral changes which are the products of learning experiences that have real meaning.

\textbf{Study Abroad at Otterbein College}

This study originated in an interest in providing an enriching experience for teacher education candidates. The program was developed to provide a meaningful learning experience including both conceptual and experiential elements. The field experience for junior and senior teacher education students at Otterbein College provided them an opportunity to participate on a teacher aide basis in the schools of Sierra Leone, West Africa; to visit the surrounding areas of interest; and to work on individual and group projects. During the autumn term of the 1969-1970 academic year preceding the field experience, orientation sessions were held, participants selected a research problem they proposed to study and a comparative survey of selected educational systems including Sierra Leone was made. After their return to campus for the spring term, 1970, the participants evaluated their experience, shared

\textsuperscript{12}\textit{Ibid.}

\textsuperscript{13}\textit{Ibid.}, p. 47.
their knowledge and understandings gained from the experience and completed their selected areas of study and research.

The study abroad program was offered to all qualified teacher education candidates and sixteen semester hours of credit was granted upon satisfactory completion of the program. Financial assistance was obtained to make the field experience possible at no more cost to the students than if they had remained on campus.

An increasing number of colleges and universities are developing programs in the field of international education. The basic expectation underlying these programs was that an experience in a new cultural setting would serve as a prime factor in gaining a deeper understanding and appreciation of both the foreign society and their own.14

Statement of the Problem

The program was initiated in the belief that participants in study abroad programs tend to become more understanding of other people and tend to gain a greater understanding of educational, societal and professional problems than their fellow students who did not participate in the study abroad project. This explorative study was undertaken to determine whether the participants who were involved in this program gained greater depth of understanding of educational, societal, and professional problems than their fellow students in the same curriculum who were not enrolled in the foreign study program. The study concerns itself with a sampling of students who returned to Otterbein College after a foreign study experience in Sierra Leone, West Africa

and a group of students who remained on campus throughout that year. The problem of the study evolved into three broad but related questions.

First, what ideas and insights can be derived from a study of prospective teachers' attitudinal and behavioral changes in relation to children, the role of the teacher and curriculum practices? Are there discernable attitudinal and behavioral differences between prospective teachers who participated in study abroad and those who remained on campus? Hopefully the answers to these questions might give some indication of the impact a term of study abroad would have on these students.

Secondly, what insights can be gained from a study of the available academic, biographical and professional data on both the study abroad and campus bound students? Are there discernable commonalities in the nature of their academic performance, age, socio-economic status? Why did these students choose teaching as a career?

Thirdly, what ideas and insights can be gained from the participants' assessment of the study abroad experience? What were their motivations for participating in the program? To what extent was the field experience significant to the students in attaining their personal and professional goals? To what extent was the field experience significant to the educational program of the host country?

To determine to what extent attitudinal and behavioral changes occurred in the participants and non-participants during the interval of foreign study, the data used were the results of the Teaching Situation Reaction Test (TSRT) pre- and posttest. The TSRT is a situational type inventory which was developed by Dr. Duncan and Associates of The
Ohio State University. Although it is difficult to assess a student's attitude, Dr. Duncan notes that results from the TSRT are relatively consistent with related findings of empirical assessment of teacher behavior.\footnote{James K. Duncan and John B. Hough, "Technical Review of the Teacher Situation Reaction Test" (The Ohio State University, Columbus, Ohio, 1966), pp. 1-31. (Mimeoographed.)}

In addition to the TSRT, five instruments were designed by the investigator: 1) Teaching Career Survey (TCS); 2) the Foreign Study Personal Reference Form (FSPRF); 3) the Personal Information on Teaching Participant (PITP); 4) the Participant Field Experience Evaluation (PFEE); and, 5) the Evaluation of Otterbein's Pilot Project in Teacher Education (EOPPTE). The population, instrumentation and method of data analysis used in this study are presented in Chapter III.

Importance of the Study

In comparison with other educational programs, so much less has been written about study abroad programs, and particularly about teacher education study abroad programs, that this study could almost be justified by this lack. The majority of study abroad programs sponsored by American colleges and universities have been in the humanities, medicine and the social sciences. To date there has been very little empirical research specifically aimed at studying the impact of a study abroad experience on prospective teachers. In view of this lack of empirical studies, this research was therefore considered important as an exploratory preliminary investigation.
Assumptions

The assumption was made that the students participating in the foreign study experience (the pilot group) and the selected students in the same curriculum at the same level but not enrolled in the foreign study program (the reference group) were comprised of comparable students. They were drawn from the same college population. It was assumed that during the interval of the foreign study experience a positive change in attitudes would occur in both groups; although, it would not be as great in the reference group. It was further assumed that professional attitudes and perceptions could be measured through the use of life situations in order to elicit responses indicative of attitudes held. A study of the backgrounds of the students was assumed to be relevant to the character of the pilot group and explanatory of their motives for enrolling in the foreign study. Furthermore, the participants' assessment of the foreign study program was recognized as being worthy of attention.

Although, the study abroad program was offered to all qualified teacher education candidates; enrollment was limited to fifteen students and five alternates. Priority to participate in the program was based upon the date the application was submitted to the director of the foreign study program. During the spring term preceding the program, the twenty applicants who sought admission to the 1969-1970 foreign study program met the requirements of the Otterbein College Education Department and obtained final approval from Otterbein's inter-departmental committee -- the Foreign Study Committee. Three of the fifteen students and two of the five alternates disqualified themselves
for personal reasons. The remaining fifteen female students partici­
pated in the foreign study program and served as the population of the
pilot group. After eliminating the male campus bound teacher educa­
tion students from the list of students who had been pre- and post­
tested on the TSRT and the TCS during the 1969-1970 academic year, the
first fifteen odd numbered female campus bound teacher education stu­
dents were selected to serve as the population of the reference group
for that year.

Twelve teacher education candidates -- two male and ten female
students in Otterbein's second foreign study program in Sierra Leone,
1970-1971, and twelve selected campus bound students were used as a
comparison group to determine the validity of the TSRT test results
obtained from the 1969-1970 pilot and reference groups. In addition
to the twenty-four 1970-1971 students, this study also includes the
forty-six responses collected from the people in the host country who
were involved in the operation of the pilot study project there.

The relatively small number of samples in the population points
to one of the most important limitations of this study. However, the
assumption was made regarding the population of this study that an in­
crease in the number of samples would probably elicit greater numbers
of non-conforming responses, but would also support the generalizations
of the conclusions that would be found.

Overview of the Study

Chapter I has presented the purpose and rationale for the
study. In Chapter II the relevant literature has been reviewed.
Chapter III contains an account of the procedure and instrumentation
used in the study. An analysis of the data comprises Chapter IV, while Chapter V includes a review of the study, followed by a discussion of some implications and recommendations for possible further research.
CHAPTER II

REVIEW OF LITERATURE

In this chapter attention is given first to a review of the theory and research concerned with attitude change. Then follows an analysis of the theoretical and research literature related to international education and a review of theories concerned with establishing criteria and effective methods of study abroad programs, and finally, a brief summary of the whole chapter.

Attitude Change Theory

Much has been written about the measurement of attitudes but many of the early studies merely describe the techniques used in obtaining data with little being done with the data conceptually. In 1928, Thurstone\(^1\) and Likert\(^2\) in 1932, led the way in attitude measurement. Since that time a vast amount of literature has accumulated and today interest centers not so much on responses but more on the relationships among them.\(^3\)


These relationships among responses to tests are considered as higher-order constructs. That is, 'acceptance of self' is an indicator of the "discrepancy between responses under instruction to report one's actual and one's ideal characteristics." Another example would be that "...various aspects of 'resistance to change' are revealed by comparing one's responses under repeated administrations over time." This attention to higher-order constructs illustrates the shift away from pure description of attitudes used in earlier studies to greater attention today to the functional relationships among them.

Rokeach defines an attitude as "a relatively enduring organization of inter-related beliefs that describe, evaluate, and advocate with respect to an object or situation, with each belief having cognitive, affective, and behavioral components." In analyzing attitude change, he approaches this problem on the basis that each belief "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."

In his theoretical framework for analyzing attitude change, Newcomb points out that attitude change involves identification of

4Ibid., p. 212.
5Ibid.
7Ibid.
role and classification of social status. He believes that people tend to classify themselves as to actual social status and to identify their purposes accurately by means of rating scales. According to Likert, people tend to acquire the general characteristics of the culture in which they are reared. He emphasizes the importance of understanding the general characteristics of people in the culture and the particular goals of individuals and groups.

Osgood and Tannenbaum's principle of congruity is concerned with predicting attitude change or resistance to change. This principle deals with the original attitudes held by individuals and groups. They would base their prediction of the degree and direction of attitude changes on the functions of the original attitudes held by individuals or groups, the degree of polarization of the attitudes and the degree of incredulity of the incongruous messages.

Patterson's theoretical points have a high degree of congruence with those just cited. In his attempt to change attitudes in order to reduce the RAF accident rate during World War II, Patterson found that leadership was necessary to show pilots how to perform their role and that the individual's estimation of his role underlies the change of attitudes.

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Attitude Change Studies

Under this section studies are reported that relate to some significant situations in teacher education. They seem to reflect to some extent the perceptual and attitudinal effect of social organizational variables.

The Davis and Yamamoto\textsuperscript{12} study is concerned with the professional attitudes and motivations of prospective teachers. In their study of 132 female students enrolled in junior level courses at Kent State University, they compared the elementary and secondary students on attitudes toward children and certain unconscious motivations. Data from the Teacher Reference Scales used in the study indicated that the elementary students held more child- and teacher-oriented attitudes than did the secondary students. While the elementary students were more dominant the secondary students were more critical than the other students. The investigators believed that their findings had indicated that teacher education programs seem to attract students with different patterns of attitudinal and motivational characteristics.

Mori\textsuperscript{13} reported that the motivation for becoming a teacher is the result of two factors: the individual's attitudes toward the occupational values of teaching and his self concepts of his needs for


becoming a teacher. While Lipscomb¹⁴ and Kerlinger¹⁵ devised scales which appeared to have validity and reliability for the measurement of attitudes, Wagoner and O'Hanlon¹⁶ have found it possible to identify groups of teachers who hold attitudes toward evaluation that are different in a predictable direction from those of other groups.

The Miller¹⁷ study has found that a positive view of the slum school was held by the majority of the students surveyed with the lowest social class group most favorably disposed to it. His study seems to justify the effort to help lower-class students get into college and into teacher education programs.

Jacobs¹⁸ has presented evidence indicating that more democratic trends were reversed by the student teaching experience. This finding would hold with the socio-psychological theory of personality-role-conflict: the personal need to establish rapport with the children, the role demands, and the conflict in establishing authority and control in


the professional role of the teacher reverse attitudes in student teaching.

An apparent dichotomy was noted between the Walberg\textsuperscript{19} and Dumas\textsuperscript{20} findings. Walberg and associates have reported a decline of self-concept after the student teaching experience, while Dumas has concluded that students had indicated a more positive view of self after the student teaching experience. It may be that the degree of satisfaction with the student teaching experience was not strong enough to meet the major needs of the students in that experience. Another reason for the decline of self-concept presented in the report was that of personality-role-conflict.

The Horowitz\textsuperscript{21} study on student teachers' expectations and perceptions about the student teaching experience, has reported that cooperating teachers are not influential in bringing about change in student teachers' expectations and perceptions. Elementary student teachers from four teacher education training colleges and the cooperating teachers to whom these students were assigned were used in this investigation. The role expectations of the student teachers and the cooperating teachers and others in the educational setting may have been affected by the cultural characteristics of the different settings.

\textsuperscript{19}Herbert J. Walberg, \textit{et al.}, "Effects of Tutoring and Practice Teaching on Self-Concept and Attitudes in Education Students," \textit{The Journal of Teacher Education}, XIX (1968), 283-291.


\textsuperscript{21}Myer Horowitz, "Student Teaching Experiences and Attitudes of Student Teachers," \textit{The Journal of Teacher Education}, XIX (1968), 317-324.
Horowitz has reported real dissimilarities in the scores which he has attributed to the student teachers as being more concerned with self while the cooperating teachers were more concerned with others.

In many respects the most significant of the attitude studies, as considered here, was reported by Rosenthal and Jacobson. These investigators have found that a teachers' expectancies can be a significant determinant in children's responses. From the evidence presented it can be concluded that the teachers' attitudes are a significant factor in influencing the psychological structure of their class and the progress of their pupils.

One striking feature of most of the research findings reported here is the inconsistent results obtained within the college and public school environments. Many psychologically significant variables may be operating in the educational setting. These variables may aid or hinder the educational efforts depending upon a variety of complex interactions among students, teachers, and these environments. If there is an awareness that such dimensions exist, it may help the educator to avoid problems or to use these dimensions to educational advantage.

Another feature of the research findings has demonstrated the attitudinal and motivational variations in college environments in all but two (16, 22) of the studies reported here. An explanation might be that a person tends to select an environment that he consciously or unconsciously perceives as having the potential for satisfying his

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psychological needs. To the degree that a good choice is made between person and environment, the person will more likely be stable in his choice and more likely satisfied with it and more likely to be effective in it. Another explanation has been found in the different psychological atmospheres that characterize the several educational environments. The same problem relates to the relative effectiveness of the environment with respect to one set of goals or another; such as, teacher education versus liberal arts (19); secondary education versus elementary education (12); or, public school versus teacher training institutions (12, 20, 21). A great deal seems to depend upon the interaction of the learner, the task, method, and teacher variables.

When prejudices and traditional beliefs are strongly held by individuals and shared by groups, they often present obstacles to change in the environment. The schools and other social institutions may not be able to do much to change them. On the other hand, the environment is moving so rapidly that the existing attitudes and values may not be able to serve society. It seems that much should be done in order to help educators to develop social sensitivity and social awareness in order that they will become better able to deal with the common problems in the school environment.

Although it has been found that it is difficult to assess a person's attitudes, it has also been found in behavioral research that a person's attitude can be a significant determinant in the subject's behavior. The Rosenthal and Jacobson study is a classic example.

\[23\] Ibid.
As noted earlier, they have reported that a teacher's expectation becomes translated in some undetermined way to elicit the expected pupil behavior.

During the past decade there has been an unprecedented number of studies of the effect of educational experiences. This massive accumulation of literature seems to be dominated by studies which seek a change of attitudes in a positive direction in specific functions. Although the literature reported here showed that there were attitudinal and motivational differences among teacher education students, relatively few of these studies have been broad appraisals of environmental influences and even fewer had investigated the impact of overseas experiences on teacher education students. This study was planned to meet these needs. It was hoped that this explorative study would yield suggestions on how to prepare more competent teachers in order that they would be better equipped to cope with the common problems in the school environment.

**Theoretical and Research Literature Related to International Education**

In this review, the theoretical and research literature relative to international education and the development of study abroad programs in American colleges and universities is limited to the years from 1962 to 1972. The term "International Education" emerged in the late sixties as an all-embracing concept which refers to various foreign study programs, but for different people it holds different meanings. In addition to the term "International Education", other terms such as "World Affairs
Education," "Developmental Education," and "Comparative Education," are used indiscriminately in referring both to campus bound and study abroad programs. The literature in this study has been confined to study abroad teacher education programs in American colleges and universities.

The term "International Education" is imprecise. As Brademas, Chairman of the Task Force on International Education, said in advising Congress:

International education has different meanings for different people. To some it means young Americans studying abroad, to others it means exchange professors, to still others it means welcoming students from abroad. To some, international education means the efforts of one nation to help build the educational institutions of another country; to others it means study, research, and teaching. 24

Theoretical Literature

The concept of study abroad is an old one, going back to the founding of higher education in America. Until the sixties, however, study abroad was carried out rather selectively by a relatively small proportion of the total number of American colleges and universities. There were 264 study abroad programs during the 1964-1965 school year. By 1970, there were over 600 study abroad programs. Two-thirds of these programs involved study in one or more European countries, fifteen per cent were in Latin America, about five per cent in the Middle East and Africa, and about six per cent in Asia. 25


While some writers note that the trend seems relatively strong on the international scene, others see signs of frustration developing concerning an inability to understand and cope with foreign affairs. They indicate that this frustration has been heightened also by the awareness of serious domestic problems. Congress has failed to appropriate the funds needed for international education. The Fulbright-Hays program and other cultural and educational exchange programs sponsored by the State Department have in recent times been victims of serious reduction of funds. Foundations also seem to be shifting priorities more from the international scene to the domestic scene. Nevertheless, many writers agree that all international education programs should be of high caliber and so designed that they fulfill the needs of the rapidly changing world. 26

Goslin emphasizes the importance of viewing all of the peoples of the world as members of a single society. He looks at the nature of the world change from a sociological viewpoint:

Almost overnight the nature of the world has changed dramatically, from a collection of relatively independent and semi-autonomous societies to a group of peoples, who, though still separate politically, are inextricably bound together culturally and socially through the mechanisms of mass communication, trade, and technological development....From an educational standpoint these developments are of critical importance. No longer is the primary function of our schools merely the socialization of members of American society, but the socialization of potential members of a world society as well. 27


Melvin advocates a teacher education curriculum that reflects a world point of view, one that is concerned with suffusing a "sense of urgency and engagement in the life of mankind on the campus of the globe." While Keeton views study abroad as a powerful instrument for higher education, he warns that many cautions should be observed about direct immersion of all students into another culture without preparation. He says that some students may "suffer emotional break­down or withdrawal from the difficult adjustment of a constructive role abroad as to learn little from the encounter."  

In his summary report of the 1967 International Conference on the World Crisis in Education, Perkins emphasized the importance of teacher training institutions becoming "deeply involved in research and experimentation" and in their becoming "influential centers of innovation."

In his advocacy of the school and the teacher as indispensable factors in promoting the world point of view, Taylor makes these force­ful statements:

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A shift in educational perspective to a world point of view is now made necessary by the shift in the circumstances of world society, and the education of teachers is the focal point at which the shift must be made. Without teachers whose own knowledge and attitudes are in tune with the demands of world society for the application of new knowledge, there is little chance that new perspectives can be introduced into the structure and content of modern education, in the United States or anywhere else.31

In his scholarly analysis of the activities of institutions and organizations, Taylor32 has made sweeping condemnations of both professors of education and other faculty members; he asserts that they have a lack of concern for young people and an inhibiting effect on them. He insists that no significant change can be made in the education of teachers unless a complete overhaul of the total teacher education and general education curriculum is first accomplished. He has advocated that the Peace Corps program should be replicated. Regardless of the results it has achieved, it appears to be unrealistic to model all college and university programs after the Peace Corps design.

Although many of his recommendations may seem unsuitable and fanciful, Taylor has contributed much to the study of teachers through cultural immersion.

It is the quality and range of the teacher's mind and character which determine the degree of his influence and the form his influence will take. By working out ways in which his education may bring him face to face with cultures, ideas, values, facts, and people outside the range of his ordinary experience, we can make a difference in his life and in the quality of the gifts he

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32Ibid., pp. 43, 293.
brings to teaching. By so doing, and by giving enough teachers
a chance to think in the bigger terms of world affairs and world
issues, we shall be able to enliven the entire educational system
at a time it badly needs enlivening.33

In his teacher education program for the 21st century, Miller34
has proposed that a study abroad experience be a part of every pros-
ppective teacher's undergraduate study. He has stated that an effective
teacher education program of the future will include study abroad. In
their reference to study abroad programs for teacher candidates, the
LaContes have predicted:

If the concept can be expanded, if similar programs can be begun
in other countries and at other institutions, we may see rapid
erosion of our chauvinism, and we may someday be able to look
back on the last third of the 20th century as the era of the
internationalization of the American teacher.35

Most writers have concurred that extensive and careful planning
is necessary in order to integrate study abroad programs into the basic
curricula. Weidner has found that many study abroad programs continue
to experience three basic problems: the first problem stems from the
way in which many programs are conceived and developed. Often a pro-
fessor or a small group in a department develop the idea and find it
difficult to achieve the allegiance of all faculty members. A second
problem in a number of programs is the lack of "a sound base of aca-
demic standards." The third and most fundamental difficulty with study
abroad programs is "the vague manner in which many -- perhaps most --

33 Ibid., p. 88.
34 Richard I. Miller, "Teacher Education and Preparation for
35 Richard T. LaConte and Christina LaConto, "A Work-Study Ex-
change for British and American Student Teachers," Educational Leader-
of them relate to the curriculum of an institution and the academic program of individual students."36

**Research Literature**

In reference to the early American college and university international education programs, Speakman describes them as drifting on the seas "without rudder or direction, without compass and destination." In the sixties, however, after twenty years of development, he states that American colleges and universities have become one of the "prime movers in international education....In fact, a majority of the two thousand institutions of higher learning in the United States participate in international educational exchange in one or more of its aspects..."37

In the proliferation of international education and study abroad programs sponsored by American colleges and universities, many types of programs have developed. They vary in almost all of their details. Although broad similarities exist, no two programs are identical.38

One of the aspects of international education most frequently ignored has been its contribution to teacher education and teaching; since the proportion of teachers and future teachers who have been

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36 Weidner, op. cit., pp. 239, 240.


38 Ibid., p. 77.
involved has been very small. However, an increasing number of schools of education are developing programs in the field of international education.

In many respects, the most significant of the teacher education study abroad programs, as considered here, was recorded by Eggertsen and entitled "An Evaluation of Study for the University of Michigan Teacher Candidates at the University of Sheffield, England." The research sponsored by the Office of Education was the only major study found which attempted "to assess changes in attitudes and understandings brought about through foreign study, even in liberal arts and general education." Eggertsen has acknowledged a debt to the researchers at Antioch and Berkeley who have carefully examined the attitudes and behavior patterns of students before-and after their experience.... He further pointed out that the researchers had "not attempted to determine whether changes which occurred in exchange


40 Ibid., p. 6.


42 William McCormack, "Berkeley's Professional Schools Program in New Delhi," (University of California, Berkeley, California, July 2, 1968), pp. 2-14. (mimeographed.)

43 Eggertsen, op. cit., p. 6.
students might have come about even if they had stayed at home."^44

Eggertsen conducted the comparative research in the belief that participants in the exchange program "tend to become more sensitive and informed about domestic and international problems and more professional in outlook and behavior than would be the case if they spent all their college days in American institutions."^45 In assessing the value of the exchange program, one-hundred twenty-seven exchange students were matched with 127 secondary non-participating students for the period between 1961 and 1966. The University of Michigan, School of Education has provided for a semester abroad at the University of Sheffield since 1960. The program enables the University of Michigan students to enroll in professional courses during their junior year at the University of Sheffield and the University of Keele in England.

Three instruments were developed to measure and compare the foreign study with the matched group: the Biographical Data Sheet, an Attitude Survey form and a Program Evaluation Survey. From the results obtained through the use of these instruments, it was concluded that the exchange project was "superior to the available alternative way of educating teachers."^46

The School of Education at the University of Connecticut has developed a seven-week exchange program with the Keswich Hall College

^44 Ibid.
^46 Ibid., p. 21.
in England. It offers British and American students and faculty the opportunity through direct experience to learn about the education and culture of another country. As was reported, the most valuable aspect of the program was the teacher aide experience. The evaluation was based on a small sampling of the participants' reactions to various phases of the program.\(^{47}\) From the evidence reported, the LaContes have concluded that "the program has been an unqualified success."\(^{48}\)

The University of Washington with the assistance of the U. S. Office of Education Experienced Teacher Fellowship Program and the Department of Germanic Languages and Literature of the University offered a nine-month program for twenty-five experienced teachers from throughout the United States. The autumn and winter quarters were spent on campus, while the spring quarter was spent in Germany. Four weeks were spent in Bremen doing academic work at the Pedagogische Hochschule. During this time, the participants were housed with German families. The following two weeks were spent in travel with another four weeks spent in Munich. The program in Northern Germany placed emphasis on the study of the educational system and the political structure and German family life, while the Munich program concentrated on the study of fine arts. Although the financial aspects of the program seem to be the major problem, Rabura reported that the program had "produced many ideas for the improvement of existing teacher training


\(^{48}\)LaConte, op. cit., p. 139.
programs and has shown that overseas study is essential for the training of better qualified teachers.\textsuperscript{49} Evidence rests with the results of the tests administered to the students and each of the participants was granted a Master’s degree in German with an emphasis on teaching.\textsuperscript{50}

The Department of Education at Towson State College, Towson, Maryland has developed a rather unique international educational program which includes interchange and cooperative experiences. The program involves a strategy of progressive development and a philosophy of international education that differs from traditional programs. In the past two years, they have completed phases of the program in England, Israel, Mexico and Australia. The strategy of progressive development is characterized by a preparatory phase in which faculty members develop personal relationships with a variety of personnel and institutions in a foreign country. These experiences provide the basis for the second phase of the program, an orientation course and field study for students within a country. In the third phase, the program is elaborated through subsequent courses and field study; providing student and faculty exchanges; development of teaching materials; and the involvement of other faculty and disciplines. Continuous informal analysis and evaluation were indicated but no specific method of evaluation was reported.\textsuperscript{51}


\textsuperscript{50}Ibid., pp. 134-139.

In 1969, Wisconsin State University, River Falls, initiated an eight-week student teaching program in one secondary school in England. In 1970-1971, the program was operating in nine cooperating schools located in England, Wales, and Scotland. In his evaluation of the program, Korsgaard reported that the foreign student teaching program "tests the effectiveness of teacher education programs" and tests "the student's ability to transfer his learning to an entirely different type of situation...."\(^{52}\)

The Burnham, Tredler and Harris\(^{53}\) study was undertaken on the Bloomington campus of Indiana University in 1966. The twenty-five students involved in the study had spent at least one term of study abroad in an institution of higher education in a foreign country. The questionnaire from which the investigators drew their conclusions was a ten-item subjective-answer device designed to elicit personal responses from the students. Ten major conclusions reported by the students in the one-hour interview were: the importance of language skills; the need for preparation for the kinds of experiences they may encounter; the importance of representing a 'good image' of America to their hosts; the difficulty of readjustment to campus life; greater understanding of national and international politics; more broad-minded toward foreign people in this country; more awareness of problems and


\(^{53}\)Walter E. Burnham, et al., "Impact of Foreign Study on American Students." (Indiana University, Bloomington, Indiana, May, 1966), pp. 1-17. (Mimeographed.)
'blessings' of American society; critical of U. S. foreign service personnel; socially adept and serious toward their studies; and, "The participating students view all people as being essentially the same yet having obvious differences attributed to their socio-political situation, their standards of living, and their levels of aspirations."^54

Other new ventures are being made on a cooperative basis in the area of international education for teachers and teacher candidates. One such venture is known as the "Co-operative International Program for Teacher Education." It was formed by the Council of International Exchange in New York City and by some of its member colleges and universities. The basic aim of the program "is to produce, through intimate overseas experience, greater understanding of both the foreign society and of our own. This is the classic dual purpose of international education."^55

In his discussion of establishing criteria and effective methods of evaluation, Bicknese^56 as a member of the overseas study committee sponsored by the American Association of Teachers of German, reported that the effect of a study abroad program can be measured in terms of its value to the participant. He has designed a set of questionnaires to test the attitudes of students at the beginning and the end of

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^54 Ibid., p. 14.


foreign study experience. He has included such areas as reaction to the foreign environment, the extent of integration into the foreign society, the effect of the foreign experience on political, moral, social and cultural attitudes, and evaluation of the organization and effectiveness of the program. His follow-up questionnaire was designed to check retention of language skills, personality changes and readjustment.57

In his reflections on foreign study programs, Sturner, Chairman of the Committee on Overseas Study Programs and Acting Vice Provost of Oakland University, Rochester, Michigan, has written that the best approach demands "less research on the unique and the obscure and more reflection on the obvious."58 In addition, he insists on consistent application of the standards used in assessing college and university programs need to be applied to every study abroad program. Thus, an analysis and implementation of five standards need to be made in the assessment of a study abroad program: 1) how to attain quality control; 2) how to realize maximum potential; 3) how to build a linkage between conceptual and experiential knowledge; 4) how to activate an awareness of the new and a reflection of the old culture; and, 5) how to prepare for sophisticated study programs through the successful completion of prerequisites.59

57 Ibid.


59 Ibid.
Sturner sees these standards as emerging from the basic goal or objective of a college or university program. The unified objective is "to produce quality learning both within the classroom and through meaningful and purposeful cultural assimilation." The emphasis, then, is placed on "quality education and on both conceptual and experiential understanding of the foundations and contemporary workings of a different culture."\textsuperscript{60}

Whatever the department or clientele, the goal should be to maximize the efficacy of formal schooling by actual experience in and of the culture. Despite the more closely defined and structured objectives of the language and other departmental majors, such programs should not, and never need be abstracted from the virtues of the general education experience. The opportunities for cross-cultural understanding and communication, the discovery of otherness and the self and cultural examination it produces, the accent on cultural immersion and the attendant development of new empathies and identities—these are what make studying in a foreign setting different from studying on the home campus.

...However, the stay in a foreign culture is wasted if the student does not realize the potential to build on conceptual knowledge and simultaneously integrate it with multifaceted aspects of cultural assimilation.\textsuperscript{61}

Much has been written about foreign study programs but most of the literature merely describes the study abroad programs without making any attempt to evaluate attitudes and understandings brought about through the study abroad experience. However, in the literature reported here, the writers have overwhelmingly espoused the virtues of study abroad programs and most of them have made broad sweeping generalizations about the positive changes in attitudes and behaviors of the participants which seem to lack universal validity.

\textsuperscript{60}Ibid., p. 47.

\textsuperscript{61}Ibid., pp. 46, 47.
Butts, in a survey of the literature, has also reported on the dearth of coherent and rigorous studies and has advocated serious investigation to discover just what it was that students learned by going abroad. Abrams and Hatch have also pointed out the need for systematic evaluation of foreign study programs: "Few institutions have undertaken any kind of systematic evaluation in order to discover the extent to which their objectives are actually being attained."

**Summary**

A review of the literature on attitude change has revealed an unprecedented number of studies on the effect of educational experiences, but the tendency has been to seek a change of attitudes in a positive direction in specific functions. Research objectives and procedures have been varied, with a resulting accumulation of knowledge in many aspects of teacher education.

In the international education literature reviewed it has been evident that, although descriptions of study abroad programs have appeared frequently in educational literature, studies made in the evaluation of such programs have been infrequent and often they have not been scientifically designed or systematically conducted. However, researchers have revealed a commitment to study abroad programs. They

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have had a common assumption that very positive changes in participants' personal and professional attitudes and social, cultural and economic understandings would be brought about through foreign study experience. Various kinds of evidence have been adduced to support this assumption. Consideration has been given to examining behavior patterns, recording students' responses before and after foreign study, and administering language proficiency tests but the tendency has been to make broad generalizations which seem to lack universal validity.

In the foreign language study abroad studies, the tendency has been to construe their effects from a psychological point of view.

Although the literature showed that there were attitudinal and motivational differences in teacher education students, relatively few of these have been broad appraisals of environmental influences and even fewer have attempted to assess changes in attitudes and understandings brought about by study abroad experiences. The present study was planned in response to this lack.

The following chapter contains an account and discussion of the procedure and instrumentation used in the study.
CHAPTER III

PROCEDURE AND INSTRUMENTATION

An account of the procedure and instrumentation used in this study is presented in this chapter. First the sample is considered, following which the procedure and instrumentation is discussed including a brief account of the activities of the pilot group.

The Sample

The people studied were fifteen selected campus bound teacher education candidates and fifteen teacher education candidates who participated in Otterbein's pilot foreign study experience during the 1969-1970 academic year. To a limited extent, using the available academic and biographical data and one pre- and posttest, the twelve teacher education candidates who participated in Otterbein's second foreign study experience during the 1970-1971 academic year and the twelve selected teacher education campus bound students were also included in the study. In addition, this study includes the forty-six responses collected from people involved in the pilot study project in the host country.

Admission to the Otterbein College Teacher Education Program is required of all teacher education candidates. They must have earned at least forty-eight hours of credit including eight hours of English and four hours of Education with a grade of "C" or better and a grade
average equivalent of at least 2.250 (on a scale of: A = 4.0, B = 3.0, C = 2.0, D = 1.0) before the application is submitted. To determine if they qualify, the inter-departmental Teacher Education Committee considers the recommendations of the education instructor, academic adviser, chairman of the respective teaching subject areas, speech, and the health department.

The foreign study program was offered to all qualified teacher education candidates; however, enrollment was limited to fifteen students and five alternates. Priority to participate in the program was based upon the date the application was submitted to the director of the foreign study program. During the first two weeks of May, 1969, the twenty applicants who sought admission to the 1969-1970 foreign study program met the requirements of the Otterbein College Education Department and obtained final approval from Otterbein's interdepartmental committee—the Foreign Study Committee. In approving the applicants for the foreign study program, the Committee considered the data obtained from the Foreign Study Personal Reference Form (FSPRF). One reference was obtained from the student's academic adviser and one from the department chairman or from a professor familiar with the student's recent college work. The students were rated on general scholastic ability, character and responsibility, and physical and mental health. Three of the fifteen students and two of the five alternates disqualified themselves for personal reasons. The remaining fifteen female students participated in the 1969-1970 foreign study program and served as the population of the pilot group.
After eliminating the male campus bound students from the list of students who had been pre- and posttested on the Teaching Situation Reaction Test (TSRT) and the Teaching Career Survey (TCS) during the 1969-1970 academic year, the first fifteen odd numbered female campus bound teacher education candidates were selected to serve as the population of the reference group.

Description of Procedure and Instrumentation

The TSRT and the TCS tests were administered to one hundred-fifteen junior and senior level teacher education students the first week of the 1969-1970 autumn term. During the first week of the spring term of the same academic year, ninety-one of the pretested students were again given the TSRT and the TCS tests. This number included the fifteen teacher education candidates who participated in the pilot foreign study experience and the fifteen selected campus bound teacher education candidates who were enrolled in eight teacher education courses at the time the tests were administered.

The TSRT test was administered again to one hundred-eight teacher education students in the first week of the autumn term of the 1970-1971 academic year and again in the last week of the spring term to sixty-eight of the students pretested. The twelve teacher education candidates who participated in Otterbein's second foreign study program and the twelve selected campus bound teacher education candidates were among the students pre- and posttested.

Although the investigator had planned that the procedure used in administering the TSRT posttest to the 1970-1971 groups be consistent with the procedure used in administering the TSRT posttest to the 1969-
1970 groups, the tests were not administered until the last week of the spring term 1971 during study day and final examination week. The second foreign study group was not reached by administering the tests in the other classes in which they were enrolled but rather were tested as a group. Many problems arose in obtaining students to serve as the second reference group. Many of the pretested students had already left the campus and could not be reached. Twenty-eight students in one class were instructed to attend class on their study day to take the TSRT posttest. The majority of these students were not required to take the final examination for the course and only a few of them had been pretested. The same problem was encountered in other classes in which the TSRT posttest was administered. Finally, in order to obtain an equal number of male and female junior and senior teacher education candidates as was contained in the second foreign study group, ten pretested teacher education candidates were contacted and urged to take the test during their free time in the education office. These people cooperated in taking the test and the second reference group was formed.

The Teaching Situation Reaction Test (TSRT) was developed by Duncan and Associates of The Ohio State University. The situational type inventory is intended as its name implies, to measure reactions to teaching situations. Four predictive validity studies were made on the TSRT which have indicated that the test has potential for predicting teacher performance. In addition, a series of other studies were made in conjunction with a number of scales "designed to clarify the dimensions of the test and the theory underlying it." While the test
was under study and being revised, it was used in controlled studies of preservice education experiences. In some of these studies, the TSRT was used as an indirect measure of affective-cognitive change that was assumed to have been a function of the experimental variable. Change in understanding or attitude regarding teaching was further assumed to have caused different responses to the test items. The studies of the construct of the TSRT lend support to these assumptions.¹

In order to study the effect of a foreign study experience as the primary experimental variable, the fourth revision of the TSRT was selected to be used in this study as one dependent variable. The TSRT is composed of forty-eight items with four possible options for each item. The testee is asked to indicate his first, second, third and fourth choice for each item according to his preference. There are eleven modifications of the overall teaching situation. The modifications are concerned with common aspects of teacher planning, classroom management and teacher-pupil relationships. A sample of the TSRT is included in Appendix A.

The data on the TSRT were utilized to compute for each group pre- and posttest mean scores and individual gain or loss scores. A "t" test was used for a comparison of pre- and posttest differences and for differences between the mean scores of the pilot and reference groups. The data are analyzed and presented in Chapter IV and elaborated elsewhere in the study.

¹James K. Duncan and John B. Hough, "Technical Review of the Teaching Situation Reaction Test," (The Ohio State University, 1966), pp. 1-29. (Mimeographed.)
The scoring procedure used in this study was the one proposed by Duncan and Associates in their "Technical Review of the Teaching Situation Reaction Test."² The numbers in the key represented the maximum number of correct decisions possible for each of the four ranked options in the total of six. Scoring the results of the TSRT was computed in terms of the exact measure of the number of correct decisions to the forty-eight items made by the student in the total of 288. The high scores represent "good" scores and the low scores represent "poor" scores.

In the Teaching Career Survey (TCS) two essay type questions were used, consisting of one direct, open-ended question and one follow-up indirect, open-ended question: "Why did you select teaching as a career?" "What contributions do you think you could make as a teacher?" The TCS was designed to use the responses obtained from the instrument on some of the aspects of teaching to determine to what extent mutual relationships exist between the fifteen participants in the foreign study experience, 1969-1970, the pilot group and the fifteen selected campus bound students, the reference group. The method of content analysis was used in classifying the data obtained. Each sentence was used as the unit of analysis and analyzed according to frequency, direction, intensity, and, so far as possible, contingency. After reading the responses obtained from the thirty students, the longest essay was analyzed first. Each unit of meaning obtained from this essay was recorded in a separate category. In analyzing the remaining essays, each unit of meaning obtained from them was recorded in

²Ibid., pp. 29, 30.
the proper category and new categories were added as new units of meaning were found. To determine frequency, the number of units which fell into each category were counted. The units of meaning were further classified according to direction and intensity. In judging direction and intensity, an attempt was made to compare the units in each category to determine the strength, direction and the degree of similarity in the units. To further classify the units, contingency analysis was used to analyze the context within which the units of meaning were found.

The above process made it possible to formulate a set of statements covering the responses given by the 1969-1970 pilot and reference group completing the TCS. The thirty-three statements thus obtained by the analysis and classification of the TCS data were assigned value labels in order to further analyze the data. Using the Rank-Difference Method, the thirty-three items were ranked from high to low according to both the pilot and reference groups' pre- and posttest scores and according to their total pre- and posttest scores. The following formula was used in obtaining the coefficient or correlation between the scores:

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2-1)}$$

The Foreign Study Personal Reference Form (FSPRF) sought to elicit opinions about those students who applied for admission to Otterbein's Foreign Study Program. Two references were obtained for each member of the pilot group. One reference was obtained from the student's academic adviser, one from the chairman of his department or
from a professor familiar with his recent college work. An example of
the form follows:

Foreign Study Personal Reference Form (FSPRF)

Name: __________________________ Date: ____________
Local Address: ____________________ Phone: ____________
Home Address: ____________________ Phone: ____________
Faculty Advisor: ____________________ Point Hr. Average: ____________

Please complete this form and return it to the Education Office as soon
as possible. If you prefer, you may write a separate letter and attach
it to this form. (References to show evidence of intellectual ability,
seriousness of purpose, integrity, maturity and stability.)

General Scholastic Ability:

Character and Responsibility:

Physical and Mental Health:

Would you strongly recommend the applicant to participate in the
Foreign Study Program in Sierra Leone? ____ If answer is "no"
why not?

Comments:

Signature __________________________ Date ____________
Title __________________________

The Personal Information on Teaching Participant (PITP) form
was designed to obtain personal-history data in order to gain a greater
knowledge and understanding of the students; the form includes six
direct items of personal-history behavior. The fifteen students se-
lected to participate in the pilot foreign study experience cooperated
in completing the form. A replica of the form is given:
Personal Information on Teaching Participant

Name: 
Local Address: Phone: 
Home Address: Phone: 
Age: Sex: Year In College: 
Subject Area(s) or Grade Level(s) of Special Interest: 

Prior Education: High School Year Grad.: 
Other Colleges Attended: 

Indicate Briefly Your Experience Background.

1. Extra-Curricular Activities in College and High School: 
2. Recreational and Hobby Interests: 
3. Work Experience: 
4. Leadership Experience: 
5. Travel: 
6. I am interested in this foreign teaching participation experience because (Give your specific purposes and interests): 

For comparison purposes, the following academic and biographical data were obtained from the Office of Admissions and the Office of the Registrar for each student included in the pilot and reference group: 

1) Size of Home Town; 2) Sex; 3) Date of Birth; 4) Socio-Economic Status; 5) Size of High School; 6) Class Rank; 7) Weighted High School Rank; 8) S.A.T. Scores—Verbal, Mathematics; 9) Final Grade in Introductory Education Course; 10) College Grade Point Average. 

The following instrument was used to elicit responses from those involved in the program in the host country in an effort to determine to what extent the field study was significant to the educational program of Sierra Leone, West Africa:
Evaluation of Otterbein's Pilot Project in Teacher Education

As you know, this is the first project in foreign study in our teacher education program. The 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 to enable him to formulate realistic theories with predictive value, and to introduce him to a scientific study of education.

I am asking for your help in evaluating this program. Please fill out the following form and return it to a member of the Otterbein Study Group tomorrow. Thank you in advance for your cooperation.

1. Have you had an opportunity to talk or work with a member(s) of the study group?

   ___ Yes  ___ No

   Comment:

2. What suggestion would you make toward furthering the objectives of this course?

3. Do you feel that this program has contributed to the educational program of Sierra Leone? If so, in what way?

   ___ Yes  ___ No

   Comment:

4. Other Comments:

5. Other Suggestions:

6. Please check the appropriate space(s):

   ___ Administrator  ___ Faculty Member
   ___ Student  ___ Secondary School
   ___ Head Teacher  ___ Administrator
   ___ Primary Teacher  ___ Secondary Teacher
   ___ Other

   Name (optional) ____________________________________________

   School ____________________________________________________
The final instrument, the Participant Field Experience Evaluation (PFEE), was used to obtain responses from the pilot group to determine to what extent they felt the field experience was significant to them in attaining their personal and professional goals. Table 1 includes a summary of the population, instrumentation and data analysis used in this study.
<table>
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<th>Instrumentation</th>
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<th>Year</th>
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<td>FSPRF(^c)</td>
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<td>Content Analysis</td>
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<td>TCS(^d)</td>
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</tr>
<tr>
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<td>TCS, TSRT(^e)</td>
<td>Aut. '69</td>
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<td>Item Analysis</td>
</tr>
<tr>
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<td>TSRT, TSRT(^f)</td>
<td>Aut. '69</td>
<td>169</td>
<td>Rank-Difference</td>
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<tr>
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<td>TSRT, TSRT(^g)</td>
<td>Aut. '69</td>
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<td>TSRT, TSRT(^h)</td>
<td>Aut. '70</td>
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<td>Analysis, Weighted Scoring, &quot;T&quot; test</td>
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<td>46</td>
<td>Host Participants</td>
<td>EOPPTES(^j)</td>
<td>Win. '70</td>
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<td>PFEE(^k)</td>
<td>Spr. '70</td>
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</tr>
<tr>
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<td>TCS &amp; TSRT(^l)</td>
<td>Spr. '70</td>
<td>170</td>
<td>#as above</td>
</tr>
<tr>
<td>15</td>
<td>R, '69-70</td>
<td>TSRT, TSRT(^m)</td>
<td>Spr. '70</td>
<td>170</td>
<td>#as above</td>
</tr>
</tbody>
</table>

\(^a\)P indicates pilot group (1969-1970) and second pilot group (1970-1971) who went to Sierra Leone, West Africa. \(^b\)PITP refers to the Personal Information on Teaching Participant form. \(^c\)FSPRF refers to the Foreign Study Personal Reference Form. \(^d\)TCS refers to the Teaching Career Survey. \(^e\)R indicates reference group (1969-1970) and second reference group (1970-1971) of campus bound students. \(^f\)TSRT denotes the Teaching Situation Reaction Test. \(^g\)EOPPTES refers to the Evaluation of Otterbein's Pilot Project in Teacher Education form. \(^h\)PFEE refers to the Participant Field Experience Evaluation form.
Preliminary Plans for Foreign Study

During the 1967-1968 academic year, preliminary plans were made to implement the foreign study program in Sierra Leone, West Africa. The present writer wrote a "Proposal of a Foreign Study Plan for Teacher Education." The following areas were covered in the proposal: the objectives of the foreign study program, course credit and description of the course, the procedure for the selection of applicants, the rationale for the evaluation of the program, the College staffs' responsibility in executing the program, the participants' role, the role of the cooperating teachers and school principals in the host country, the College supervisor's role, suggested activities for the field experience, and the anticipated expenditures for the program.

After obtaining administrative approval for the proposal, autumn term, 1967, the present writer spent about five weeks in Sierra Leone and presented the proposal to the educational leaders of Sierra Leone at the Conference of the Board of Christian Education in Freetown, Sierra Leone on August 22, 1968. The proposal for the foreign study plan was approved by the Board and a committee of four educational leaders were elected to work out the details of the plan with the Otterbein College representative. On August 26, 1968, the committee presented the "Proposal of the Foreign Study Plan for Teacher Education" and obtained approval from the Minister of Education, the Chief Education Officer and other governmental officials. In addition to these formal conferences in Freetown, the writer conferred with the Head of the Peace Corps in Sierra Leone, the American Ambassador, and
other officials regarding health, housing, car rental, insurance coverage, banking, visas and various other items in preparation for including an estimate of the costs of the program for the Otterbein College annual budget.

On September 2, 1968, the foreign study plan was presented to the Administrative Council of Njala University College. The Council approved the proposal and agreed to provide room and board for nine students and the College supervisor. The Council requested that the Otterbein College supervisor cooperate with the Dean of the Education Department in planning to give a series of lectures to the teacher education students at Njala University College.

On September 3, 1968, the designated schools in Taiama, Felewahun, Moyamba, Mano as well as other schools and agencies were visited and arrangements were made to provide accommodations for six students in Moyamba. During the following week, the Principal (president) of Fourah Bay College and his administrative staff approved the foreign study proposal and agreed to provide accommodations and transportation for the fifteen students and College supervisor during the orientation week in Freetown, Sierra Leone, West Africa.

Upon her return to the Otterbein campus, the writer presented the foreign study proposal to the faculty members of each department after which it was submitted to the Curriculum Committee for approval. Final approval of the proposal was obtained at the regular monthly faculty meeting in May, 1968 pending the approval of the Board of Trustees and upon obtaining financial assistance to cover the cost of the program.
During the summer of 1969 preceding the foreign study experience in route to the World Conference on Teacher Education in Abidjan, Ivory Coast, the writer delivered the guidelines for the program "A Foreign Study Plan for Teacher Education" and the course syllabus to the educators involved in the foreign study program in Sierra Leone.

In summary, the general standards required by Otterbein College of all newly developed or revised foreign or domestic programs were strictly adhered to in seeking administrative and faculty approval of the proposed foreign study program. Two years of arduous educational planning on campus plus extensive personal contacts during the intervening summer months with educational and governmental officials, were involved in the development of and preparation for initiating the foreign study program.

Summary of Foreign Study Experience Activity

A two-hour seminar was held each week during the autumn term of the 1969-1970 academic year for the prospective elementary and secondary teachers who had been selected to participate in the Sierra Leone experience during the winter term. The group made a comparative survey of the general features of systems of education in selected countries including Sierra Leone. The proper legal and health documents were obtained and the following research proposals of the students were approved: 1) Early Childhood Education in Sierra Leone: The Child, His Culture, and His School; 2) A Developmental History of Primary Education in Sierra Leone; 3) The Effect of the Protestant Church on the Home and Community Life in Sierra Leone; 4) A Phonology
of English As Spoken By the Mende of Sierra Leone; 5) An Exploratory
Study of Sierra Leone Domestic Life; 6) Teaching English As A Second
Language in Sierra Leone, West Africa; 7) A Study of the Art of Sierra
Leone; 8) The Influence of Government on the Educational System of
Sierra Leone; 9) Belief and Practice in the Supernatural Among the
Mende Tribe of Sierra Leone; 10) The Major Religions of Sierra Leone
and How They Effect the Educational System; 11) The Development of
Islam in Sierra Leone and Its Effects Upon the Education, Attitudes
and Beliefs of the People; 12) A Study of the Universal Characteristics
of Children and Some School Activities of Children in Sierra
Leone; 13) The Process of Developing Industrialization in Sierra
Leone; 14) A Study of the Educational System of Great Britain and
Its Influence on the Educational System of Sierra Leone; 15) A Com-
parison of Parental Attitudes Toward the Child and the School in Sierra
Leonean and American Families.

After the autumn term of study and orientation seminars, the
pilot group escorted by their professor left New York, Tuesday,
December 30, 1969 and arrived in Amsterdam, Wednesday morning. A
morning sightseeing tour of the city was provided by the Bergmann
Travel Service. Points of interest included the Rembrandt House,
Queen's Palace, the Stock Exchange, Rijksmuseum, schools, and a
diamond cutting workshop. Accommodations were provided at the Museum
Hotel, P. C. Hoofstraat 2, Hoek Stadhouderskade in Amsterdam. During
the morning tour a passport was lost or stolen. After reporting the
loss to the politie at Elandsgracht 117 Afdeling: Oorendelingen
Veheer, the necessary papers were filled out at the American Consulate
on Museumplein 1 g (Z). Dinner was provided at Die Port van Cleve Restaurant.

After breakfast at the Museum Hotel on Thursday, January 1, 1970, a walking tour of Amsterdam was made. A broodjeswinkel lunch was provided at Van Dobbens. After dinner at Vijiff Vlieghen, a walking tour of Amsterdam was made by night.

The following morning, a new passport was obtained for the student at the American Consulate. The pilot group left Amsterdam and arrived at Lungi Airfield in Sierra Leone. Brief stopovers were made at Frankfurt and Las Palmas. The group proceeded via coach and ferry to the Paramount Hotel, Freetown. They transferred to the Fourah Bay College bus arriving at Fourah Bay College Saturday, January 3, 1970, where accommodations were provided at Lati Hyde Hall.

During the following week, a program of orientation to the history, culture and educational system of Sierra Leone was provided by the educational leaders of the country. The orientation program included a tour of the Fourah Bay College campus. Fourah Bay College is the oldest English-speaking University in West Africa, founded in 1827. Seminars were held each day at Albert Academy, city sightseeing tours were provided, visits were made to the primary and secondary schools in Freetown and to Milton Margi Teacher Training College at Goderich.

On January 10, 1970, the pilot group departed for Moyamba and Njala University College. Accommodations were provided for six members of the group at Moyamba and nine students and their College supervisor were housed at Njala University College. From January 12 through
March 12, 1970, the students participated one-half day Monday through Thursday on a teacher aide basis in the following schools: Harford Girls School, June Hartranft School, Njala University College Experimental School, Pelewahun Primary School and the United Methodist Church Boys School.

When the participants were not occupied with school assignments, they made use of the library facilities at Fourah Bay College and Njala University College. Field trips relevant to the students' various research projects were made to homes, farms, schools, villages and to the major industrial developments of the country. They also participated in recreational and community functions and various group activities including dances, parties, group discussions and weekly seminars.

On March 15, 1970, the pilot group departed from Freetown for Lungi Airfield. They left Lungi and arrived at Frankfurt via Las Palmas. Accommodations were provided at the Europa Hotel. The group left Frankfurt the next morning and arrived in Zurich. A sightseeing tour through the city was provided. Points of interest included the lakeside promenade, the fashionable Bahnhofstrasse, the Old Town, the historical Guild Houses on the Limmat River, Grossmunster Church, the University Quarter, and Sonnenberg and Dolder Hill. Accommodations for the group were provided at the Limmathaus Hotel. The following morning the group took an excursion tour into central Switzerland to Lake Lucerne. Points of interest included Mount Rigi, Vitznau, Weggis and Lucerne resorts, Lake Zug and the forests of the Sihl Valley. The next day, the group left Zurich for Amsterdam where they met their connecting flight to New York.
Upon return to the Otterbein College campus, spring term, the participants attended weekly two-hour seminars; prepared materials for presentation; studied lecture and program techniques; shared their experiences with others; completed their research projects; evaluated the foreign study program; proposed revisions for the program; and, evaluated their own field experience.

Summary

This chapter has included the methodological factors in the study. A broad description of the sample was followed by the specific methods of collecting the data as well as the preliminary procedures for implementing the foreign study program; and, finally, a brief account was presented of the 1969-1970 pilot group's activities.

The following chapter contains the presentation and detailed analysis of the data.
CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

In this chapter the analysis of the data has been presented and discussed, first by comparing the results of the Teaching Situation Reaction Test (TSRT) pre- and posttest scores of the pilot foreign study group (1969-1970) with the results of the TSRT pre- and posttest scores of the reference group, and then by a comparison with the results of the TSRT pre- and posttest scores of a second foreign study group and a second reference group (1970-1971). The purpose of the testing was to determine to what extent differences would occur in behavioral attitudes toward children, the role of the teacher, and curriculum practices.

An analysis was made of the data obtained from the Teaching Career Survey (TCS) in an attempt to determine to what extent mutual relationships exist between the pilot foreign study group and the reference group.

A description of the past and present status of the pilot and reference groups according to certain given variables has been classified and discussed in the comparative phase of this chapter.

In the descriptive phase of the study an attempt was made to analyze and report personal and informational data relevant to the fifteen students who participated in the pilot foreign study experience. The items on the questionnaires the Foreign Study Personal
Reference Form (FSPRF) and the Personal Information on Teaching Participant (PITP) are stated and the results offered.

In the evaluative phase of the study, an attempt was made to survey the data on the Evaluation of Otterbein’s Pilot Project in Teacher Education (EOPPTE) form which was collected from those people who were involved in Otterbein’s pilot project in the host country; as well as the Participant Field Experience Evaluation (PFEE) data obtained from the students who participated in the pilot Sierra Leone field experience, according to the method of content analysis. Following this, an account of the autumn and spring seminars, and the results of the students' program evaluations and proposed program revisions are presented and summarized; after which a resume of the students' rating scales has been attempted.

Comparative Phase

The focal point of this section of the study was an attempt to assess changes in professional attitudes and understandings brought about through foreign study experiences. It was assumed that during the interval of the foreign study experience a positive change in attitudes would occur in both groups; although, it would not be as great in the reference group. It was also assumed that professional attitudes and perceptions could be measured through the use of life situations in order to elicit responses indicative of attitudes held. Earlier it had been assumed that the foreign study pilot groups and the reference groups were comprised of comparable students who were engaged in the same curriculum and the same campus activities. For the purpose of determining whether or not there were discernible
attitudinal and behavioral differences between prospective teachers who participated in foreign study and those who remained on campus, a situational type professional inventory (TSRT) was used.

Results of the Teaching Situation Reaction Test (TSRT)

The mean score of the 1969-1970 pilot group and the reference group on the TSRT pretest was 211 and 213 respectively. With a two point difference in the mean score, the assumption that the pilot and the reference group was comprised of comparable students was accepted using the mean score as a criterion.

The results of the TSRT posttest indicated a one point difference between the two groups. The mean score of the pilot and reference group on the posttest was 216 and 215 respectively. With a five point gain in the mean on the posttest for the pilot group and a two point gain in the mean for the reference group, it was found that a greater change had occurred in the pilot group than in the reference group during the interval of the foreign field study experience. The results of these calculations are reported in Table 2.

In an effort to establish the probable reliability of these findings, the TSRT pre- and posttest was administered again during the 1970-1971 academic year to the second pilot group and second reference group. The mean scores of the second foreign study group and second reference group on the TSRT pretest were 209 and 207 respectively. The two point difference in the mean substantiated the previous findings that there was no initial difference between the two groups on the TSRT pretest using the mean score as a criterion.
### TABLE 2
PILOT AND REFERENCE GROUP RESULTS ON TSRT
PRE- AND POSTTEST 1969-1970

<table>
<thead>
<tr>
<th>Student Number</th>
<th>Pilot (foreign study) Group</th>
<th>Reference (campus) Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test Score</td>
<td>Post-test Score</td>
</tr>
<tr>
<td>1</td>
<td>201</td>
<td>206</td>
</tr>
<tr>
<td>2</td>
<td>193</td>
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<td>3</td>
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<td>221</td>
</tr>
<tr>
<td>Mean</td>
<td>211</td>
<td>216</td>
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</table>
The mean scores of the second pilot foreign study group and the second reference group on the TSRT posttest were 215 and 213 respectively. With a two point difference in the mean on the posttest and a six point gain in the mean for both groups, it was indicated that although a change occurred in both groups during the interval of the foreign study experience; a greater change did not occur in the second pilot group than in the second reference group. Table 3 shows the results of these calculations.

The reader should note that in these analyses the high scores are "good" scores and low scores indicate "poor" scores with the highest possible score at 288. It was anticipated that some changes in scores would occur in both directions and that these changes would tend to balance out. That is, some students would shift to a more positive score while others would shift toward a more negative score. Table 4 reports the individual differences in the pre- and posttest change scores on the TSRT.

In further analysis of the TSRT pre- and posttest scores, a "t" test comparison was made. The obtained t value (t = 2.438, p < .05) between the pilot group's scores indicated a significant positive change in professional attitudes held after the foreign study experience (1969-1970); while no significant difference was found between the 1969-1970 reference group's TSRT pre- and posttest scores (t = 1.57, p > .05).

The results of the analysis performed on the differences between the second pilot group's TSRT pre- and posttest scores reveal a significant difference (t = 3.177, p < .05). For the second reference
TABLE 3
SECOND PILOT AND REFERENCE GROUP RESULTS
ON TSRT PRE- AND POSTTEST 1970-1971

<table>
<thead>
<tr>
<th>Second Pilot Group</th>
<th>Second Reference Group</th>
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<tbody>
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<td>Student Number</td>
<td>Pre-test Score</td>
</tr>
<tr>
<td>1 197</td>
<td>213</td>
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<td>2 214</td>
<td>214</td>
</tr>
<tr>
<td>3 197</td>
<td>203</td>
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<tr>
<td>4 196</td>
<td>215</td>
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<td>6 201</td>
<td>196</td>
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<td>14 205</td>
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<tr>
<td>Mean 209</td>
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### TABLE 4


<table>
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<tr>
<th>Student Number</th>
<th>Pilot Group Scores</th>
<th>Gain or Loss</th>
<th>Reference Group Scores</th>
<th>Gain or Loss</th>
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<td>Post-</td>
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<tr>
<td>27</td>
<td>205</td>
<td>216</td>
<td>11</td>
<td>207</td>
</tr>
</tbody>
</table>

Total Change in Scores +190 +148

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a. Number one through fifteen represent the pilot foreign study group and the reference group (1969-1970).

A significant difference was also found between their scores beyond the .05 level of confidence (one-tailed test). Thus, indicating a significant positive change in professional attitudes took place during the interval of the foreign study experience for both groups (1970-1971).

In the "t" test comparison performed on the TSRT pretest mean scores of both pilot and reference groups (1969-70 and 1970-1971), no significant difference between scores was found ($t = .639, p > .05; t = .717, p > .05$) which seems to clearly indicate that the pilot and reference groups were comprised of comparable students.

Differences between the pilot and reference groups (1969-70 and 1970-71) on the TSRT posttest mean scores were also found to be non-significant ($t = .189, p > .05$ and $t = .427, p > .05$ respectively). Table 5 reports the "t" test comparison for the TSRT pre- and post-test differences for each group and Table 6 reports the "t" test comparison between the pilot and reference groups' mean scores; while the computations are contained in Appendix B.

Classification of the Data on Teaching Career Survey

In the analysis of the data obtained from the Teaching Career Survey (TCS) pre- and posttests, an attempt was made to determine to what extent mutual relationships exist between the 1969-1970 pilot and reference group. The method of content analysis was used in classifying the data. Each sentence was used as the unit of analysis and analyzed according to frequency, direction, intensity, and so far as possible, contingency. This process made it possible to formulate a
### TABLE 5

**T - TEST COMPARISON OF PILOT AND REFERENCE GROUPS†**

<table>
<thead>
<tr>
<th>N</th>
<th>Group</th>
<th>$\bar{d}$</th>
<th>$SD$</th>
<th>$v^c$</th>
<th>$t^d$</th>
<th>$p^e$</th>
<th>df$^f$</th>
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</thead>
<tbody>
<tr>
<td>15</td>
<td>Pilot</td>
<td>6.06</td>
<td>9.30</td>
<td>1.761</td>
<td>2.438</td>
<td>&lt;.05</td>
<td>14</td>
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<td>Reference</td>
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<td>1.761</td>
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<td>&gt;.05</td>
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<td>12</td>
<td>2nd Pilot</td>
<td>5.67</td>
<td>7.529</td>
<td>1.796</td>
<td>3.177</td>
<td>&lt;.05</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>2nd Reference</td>
<td>6.67</td>
<td>9.159</td>
<td>1.796</td>
<td>2.418</td>
<td>&lt;.05</td>
<td>11</td>
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</tbody>
</table>

$^a\bar{d}$, mean difference. $^bSD$, standard deviation. $^cV$, critical t value. $^d$T, t value. $^e$P, probability level—one tail. $^df$, degrees of freedom.

### TABLE 6


<table>
<thead>
<tr>
<th>N</th>
<th>Group</th>
<th>Pretest Mean Score</th>
<th>$\bar{d}$</th>
<th>$v^c$</th>
<th>$t^d$</th>
<th>$p^e$</th>
<th>df$^f$</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Pilot versus</td>
<td>210.9</td>
<td>14.36</td>
<td>1.701</td>
<td>.639</td>
<td>&gt;.05</td>
<td>28</td>
</tr>
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<td>Reference</td>
<td>213.4</td>
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<td>1.701</td>
<td>.639</td>
<td>&gt;.05</td>
<td>28</td>
</tr>
<tr>
<td>12</td>
<td>2nd Pilot vs</td>
<td>209.25</td>
<td>11.45</td>
<td>1.717</td>
<td>.717</td>
<td>&gt;.05</td>
<td>22</td>
</tr>
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<td>2nd Reference</td>
<td>206.6</td>
<td>4.37</td>
<td>1.717</td>
<td>.717</td>
<td>&gt;.05</td>
<td>22</td>
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</table>

Posttest Mean Score

<table>
<thead>
<tr>
<th>N</th>
<th>Group</th>
<th>Posttest Mean Score</th>
<th>$\bar{d}$</th>
<th>$v^c$</th>
<th>$t^d$</th>
<th>$p^e$</th>
<th>df$^f$</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Pilot versus</td>
<td>216.3</td>
<td>11.24</td>
<td>1.701</td>
<td>.189</td>
<td>&gt;.05</td>
<td>28</td>
</tr>
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<td>15</td>
<td>Reference</td>
<td>215.6</td>
<td>8.04</td>
<td>1.701</td>
<td>.189</td>
<td>&gt;.05</td>
<td>28</td>
</tr>
<tr>
<td>12</td>
<td>2nd Pilot vs</td>
<td>214.9</td>
<td>9.58</td>
<td>1.717</td>
<td>.427</td>
<td>&gt;.05</td>
<td>22</td>
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<tr>
<td>12</td>
<td>2nd Reference</td>
<td>213.25</td>
<td>8.5</td>
<td>1.717</td>
<td>.427</td>
<td>&gt;.05</td>
<td>22</td>
</tr>
</tbody>
</table>

$^a\bar{d}$, mean difference. $^bV$, critical t value. $^cT$, t value. $^dp$, probability level—one tail. $^df$, degrees of freedom.
set of thirty-three statements covering all of the responses given by the 1969-1970 pilot and reference group completing the TCS. While the ideas were expressed in many different ways by the students in this free writing exercise, each of the thirty-three statements represents a synthesis of the various statements presenting that particular idea. The statements obtained were assigned value labels in order to analyze the data further. The thirty-three statements with their value labels follow:

1. I have a genuine enthusiasm toward teaching (Teaching Enthusiasm).
2. I want to have a part in guiding children to live productive successful lives (Guiding Children).
3. Teaching offers personal rewards (Personal Rewards).
4. I recognize the importance of subject matter in my own field and the importance of making it relevant to life today for boys and girls (Subject Matter).
5. I hold a strong sense of responsibility toward others (Responsibility).
6. The opportunity to become a good professional and a good model for children (Self-Realization).
7. I hope to transfer my enthusiasm and enjoyment of learning to the children that I will be teaching (Transfer of Learning).
8. I hold high regard for teaching as a profession (Teaching Profession).
9. I hope to provide learning experiences for children according to their needs (Learning Experiences).
10. I hope to develop a friendly atmosphere in my classroom through patience, understanding, sympathy and fairness toward each child (Patience and Fairness).
11. Teaching provides a challenge (Challenge).
12. I hope to help children to think and reason for themselves, to be open-minded, to see other peoples' point of view, to recognize that there may be more than one answer to a problem, to help them express their own ideas and to help them build independence (Build Independence).
13. I hope to guide children toward better mental, physical, social and emotional growth (Mental, Phy, Emot Growth).
14. To me, teaching is a field devoid of boredom (Devoid of Boredom).
15. Opportunity for concerned involvement in helping to shape the future of the country—teaching is where the action is (Concerned Involvement).
16. I hope to be able to know and to accept each child as an individual and to encourage him to accept himself (Accepting Children).

17. Through teaching, I can perpetuate my strong belief in the ideals of our democratic society (Democratic Society).

18. I was influenced by teachers in choosing teaching as a career (Influenced by Teachers).

19. I can help by contributing as an active member to the school and community and by encouraging children to do the same (School and Community).

20. I hope to contribute by providing new ideas and new techniques of instruction (New Techniques).

21. I chose teaching as a career because of my love of children (Love of Children).

22. Teaching offers opportunities to participate with others (Participation).

23. I hope to contribute to the betterment of understanding between individuals, among groups, and cultures (Groups and Cultures).

24. I hope to instill in each child a sense of worth (Sense of Worth).

25. Teaching provides for opportunities of variety and creativity (Variety and Creativity).

26. Through the sharing of my foreign study experiences with others, I hope to encourage tolerance toward other peoples of the world (International).

27. I was influenced by relatives in choosing teaching as a career ( Relatives Influenced).

28. Teaching is the best profession for women (Best for Women).

29. I can contribute by using encouragement and praise, not criticism (Encourage Praise).

30. Teaching provides free summer vacations (Summer Vacation).

31. I hope to contribute by helping children to retain their naturalness, spontaneity and 'flair for life' (Retain Naturalness).

32. Provides opportunities for advancing personal education (Personal Education).

33. Before student teaching, I didn't know what teaching was all about; now, I don't like teaching and I am interested in other job opportunities (Student Teaching).

A summary of the results of the classification of the TCS pre- and posttest data and the number of times responses were made to each item by the pilot and reference group in the pre- and posttest including the total and sub-total for each group are reported in descending order in Table 7. The responses were obtained from the two essay type questions: "Why did you select teaching as a career?" "What contributions do you think you could make as a teacher?"
TABLE 7

CONTENT ANALYSIS OF TCS REPORTED BY NUMBER
OF TOTAL RESPONSES IN DESCENDING ORDER
Pilot and Reference Group 1969-1970

<table>
<thead>
<tr>
<th>Item</th>
<th>Value Labels&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Pre- Post- Sub Data&lt;sup&gt;b&lt;/sup&gt; T</th>
<th>Pre- Post- Sub Data&lt;sup&gt;c&lt;/sup&gt; T</th>
<th>T&lt;sup&gt;d&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching Enthusiasm</td>
<td></td>
<td>14 15 29</td>
<td>15 14 29</td>
<td>58</td>
</tr>
<tr>
<td>2. Guiding Children</td>
<td></td>
<td>13 15 28</td>
<td>15 8 23</td>
<td>51</td>
</tr>
<tr>
<td>3. Personal Rewards</td>
<td></td>
<td>9 15 24</td>
<td>11 12 23</td>
<td>47</td>
</tr>
<tr>
<td>4. Subject Matter</td>
<td></td>
<td>15 11 26</td>
<td>11 10 21</td>
<td>47</td>
</tr>
<tr>
<td>5. Responsibility</td>
<td></td>
<td>10 11 21</td>
<td>10 4 14</td>
<td>35</td>
</tr>
<tr>
<td>6. Self-Realization</td>
<td></td>
<td>7 9 16</td>
<td>7 9 16</td>
<td>32</td>
</tr>
<tr>
<td>7. Transfer of Learning</td>
<td></td>
<td>11 6 17</td>
<td>8 3 11</td>
<td>28</td>
</tr>
<tr>
<td>8. Teaching Profession</td>
<td></td>
<td>4 12 16</td>
<td>8 4 12</td>
<td>28</td>
</tr>
<tr>
<td>9. Learning Experiences</td>
<td></td>
<td>9 11 20</td>
<td>3 4 7</td>
<td>27</td>
</tr>
<tr>
<td>10. Patience and Fairness</td>
<td></td>
<td>8 12 20</td>
<td>1 5 6</td>
<td>26</td>
</tr>
<tr>
<td>11. Challenge</td>
<td></td>
<td>7 11 18</td>
<td>5 3 8</td>
<td>26</td>
</tr>
<tr>
<td>12. Build Independence</td>
<td></td>
<td>11 10 21</td>
<td>1 2 3</td>
<td>24</td>
</tr>
<tr>
<td>13. Mental, Phy., Emot. Growth</td>
<td></td>
<td>7 9 16</td>
<td>3 3 6</td>
<td>22</td>
</tr>
<tr>
<td>14. Devoid of Boredom</td>
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<td>4 6 10</td>
<td>2 8 10</td>
<td>20</td>
</tr>
<tr>
<td>15. Concerned Involvement</td>
<td></td>
<td>4 11 15</td>
<td>5 0 5</td>
<td>20</td>
</tr>
<tr>
<td>16. Accepting Children</td>
<td></td>
<td>5 8 13</td>
<td>3 4 7</td>
<td>20</td>
</tr>
<tr>
<td>17. Democratic Society</td>
<td></td>
<td>5 10 15</td>
<td>0 3 3</td>
<td>18</td>
</tr>
<tr>
<td>18. Influenced by Teachers</td>
<td></td>
<td>0 1 1</td>
<td>9 7 16</td>
<td>17</td>
</tr>
<tr>
<td>19. School and Community</td>
<td></td>
<td>5 7 12</td>
<td>0 3 3</td>
<td>15</td>
</tr>
<tr>
<td>20. New Techniques</td>
<td></td>
<td>4 7 11</td>
<td>2 1 3</td>
<td>14</td>
</tr>
<tr>
<td>21. Love of Children</td>
<td></td>
<td>6 4 10</td>
<td>2 2 4</td>
<td>14</td>
</tr>
<tr>
<td>22. Participation</td>
<td></td>
<td>3 7 10</td>
<td>1 1 2</td>
<td>12</td>
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<tr>
<td>23. Groups and Cultures</td>
<td></td>
<td>0 11 11</td>
<td>0 1 1</td>
<td>12</td>
</tr>
<tr>
<td>24. Sense of Worth</td>
<td></td>
<td>4 6 10</td>
<td>0 0 0</td>
<td>10</td>
</tr>
<tr>
<td>25. Variety and Creativity</td>
<td></td>
<td>4 4 8</td>
<td>1 0 1</td>
<td>9</td>
</tr>
<tr>
<td>26. International</td>
<td></td>
<td>0 9 9</td>
<td>0 0 0</td>
<td>9</td>
</tr>
<tr>
<td>27. Relatives Influenced</td>
<td></td>
<td>0 0 0</td>
<td>8 0 8</td>
<td>8</td>
</tr>
<tr>
<td>28. Best for Women</td>
<td></td>
<td>0 0 0</td>
<td>1 6 7</td>
<td>7</td>
</tr>
<tr>
<td>29. Encourage Praise</td>
<td></td>
<td>2 2 4</td>
<td>0 0 0</td>
<td>4</td>
</tr>
<tr>
<td>30. Summer Vacation</td>
<td></td>
<td>0 0 0</td>
<td>1 2 3</td>
<td>3</td>
</tr>
<tr>
<td>31. Retain Naturalness</td>
<td></td>
<td>0 1 1</td>
<td>0 2 2</td>
<td>3</td>
</tr>
<tr>
<td>32. Personal Education</td>
<td></td>
<td>1 0 1</td>
<td>0 1 1</td>
<td>2</td>
</tr>
<tr>
<td>33. Student Teaching</td>
<td></td>
<td>0 0 0</td>
<td>0 2 2</td>
<td>2</td>
</tr>
</tbody>
</table>

<sup>a</sup>Value Labels, assigned labels of classification of data on TCS pre- and posttests. <sup>b</sup>Pilot group's number of responses to each item followed by sub-total of their combined scores. <sup>c</sup>Reference group's number of responses on TCS pre- and posttest followed by sub-total of their combined scores. <sup>d</sup>Td, total number of responses to each item.
Upon examination of Table 7, a number of changes were found to have occurred in both the pilot and reference group in regard to the students' perceptions of teaching during the interval of the foreign study experience. These changes in the items reported as well as the similarities reported by the pilot and reference group on the TCS pre- and posttest (1969-1970), are identified here and are elaborated in Chapter V.

In the TCS pretest the majority of both groups of students indicated six reasons for choosing teaching as a career and their personal ideas of the contributions they could make as a teacher (1, 2, 3, 4, 5, 7). In the pilot group, a majority of the students also indicated items (9, 10, 12) while a majority of the students in the reference group supplied items (8, 18, 27).

Also on the pretest sixteen items (6, 8, 11, 13, 14, 15, 16, 17, 19, 20, 21, 22, 24, 25, 29, 32) were indicated by seven or less students in the pilot group; while no one of the pilot group gave any of the following items (18, 23, 26, 27, 28, 30, 31, 33). Fifteen items were indicated by seven or less students in the reference group (6, 9, 10, 11, 12, 13, 14, 15, 16, 20, 21, 22, 25, 28, 30); while they did not write in any of the following items on the pretest (17, 19, 23, 24, 26, 29, 31, 32, 33).

On the TCS posttest, similarities and differences were also found in the students' perceptions of teaching. The majority of both groups of students indicated items (1, 2, 3, 4, 6). In addition, a majority of the students in the pilot group supplied items (5, 8, 9, 10, 11, 12, 13, 15, 16, 17, 23, 26) and a majority of the students in the reference group indicated one additional item (14) on the posttest.
Also on the TCS posttest, eleven items (7, 14, 18, 19, 20, 21, 22, 24, 25, 29, 31) were indicated by seven or less of the students in the pilot group while none of the pilot group wrote in five items (27, 28, 30, 32, 33) on the TCS posttest. Seven or less of the students in the reference group indicated items (5, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 22, 23, 28, 30, 31, 32, 33); while none of the reference group wrote in items (15, 24, 25, 26, 27, 29).

Rank-Difference Method

Using the Rank-Difference Method, the thirty-three items were ranked from high to low according to the pilot and reference groups' pre- and posttest scores and according to their total pre- and posttest scores. The actual formula used for computing the coefficient of correlation (rho) between the scores is as follows:

\[
\rho = 1 - \frac{6\sum D^2}{N(N^2-1)}
\]

This method is based on the size of the difference between the group's rank on one set of scores and the group's rank on the other. Table 8 reveals the correlation between the pilot group's TCS pre- and posttest scores with a coefficient of correlation at the .729 level. Table 9 reports the ranked difference between the reference group's TCS pre- and posttest scores with a rho of .675. Table 10 reveals the correlation between the pilot and reference groups' pretest scores on the TCS at the .636 coefficient of correlation. Table 11 reports the rank difference found between the pilot and reference groups' posttest scores on the TCS with a rho of .514. While Table 12 reveals the
TABLE 8
RANKED DIFFERENCE BETWEEN PILOT GROUP'S
TCS PRE- AND POSTTEST SCORES

<table>
<thead>
<tr>
<th>Item</th>
<th>Value Labels</th>
<th>Pre-test Score</th>
<th>Rank</th>
<th>Post-test Score</th>
<th>Rank</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
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<td>7.5</td>
<td>56.25</td>
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<tr>
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<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>Guiding Children</td>
<td>13</td>
<td>3</td>
<td>15</td>
<td>2</td>
<td>1</td>
<td>1.00</td>
</tr>
<tr>
<td>4.</td>
<td>Transfer of Learning</td>
<td>11</td>
<td>4.5</td>
<td>6</td>
<td>22</td>
<td>17.5</td>
<td>306.25</td>
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<td>Build Independence</td>
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<td>2.5</td>
<td>6.25</td>
</tr>
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<td>Personal Rewards</td>
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<td>2</td>
<td>5.5</td>
<td>30.25</td>
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<td>Learning Experiences</td>
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<td>11</td>
<td>8.5</td>
<td>1</td>
<td>1.00</td>
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<tr>
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<td>Patience and Fairness</td>
<td>8</td>
<td>9</td>
<td>12</td>
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<td>4.5</td>
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<td>9</td>
<td>15</td>
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<td>Challenge</td>
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<td>11</td>
<td>8.5</td>
<td>2.5</td>
<td>6.25</td>
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<td>Love of Children</td>
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<td>24.5</td>
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<td>132.25</td>
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<td>Accepting Children</td>
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<td>8</td>
<td>17</td>
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<td>4.00</td>
</tr>
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<td>12.5</td>
<td>2.5</td>
<td>6.25</td>
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<tr>
<td>16.</td>
<td>School and Community</td>
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<td>15</td>
<td>7</td>
<td>19</td>
<td>4</td>
<td>16.00</td>
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<td>4.5</td>
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<tr>
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<td>2.5</td>
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<td>11</td>
<td>121.00</td>
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<tr>
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<td>New Techniques</td>
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<td>19.5</td>
<td>7</td>
<td>19</td>
<td>.5</td>
<td>0.25</td>
</tr>
<tr>
<td>21.</td>
<td>Sense of Worth</td>
<td>4</td>
<td>19.5</td>
<td>6</td>
<td>22</td>
<td>2.5</td>
<td>6.25</td>
</tr>
<tr>
<td>22.</td>
<td>Variety and Creativity</td>
<td>4</td>
<td>19.5</td>
<td>4</td>
<td>24.5</td>
<td>5</td>
<td>25.00</td>
</tr>
<tr>
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<td>Participation</td>
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<td>23</td>
<td>7</td>
<td>19</td>
<td>4</td>
<td>16.00</td>
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<td>27.5</td>
<td>0</td>
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</tr>
<tr>
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<td>Groups and Cultures</td>
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<td>Best for Women</td>
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ρ = .729

Total ρ² = 1619.00

aItems are ranked according to pilot group's TCS pretest scores. bPilot group pretest scores ranked. cPilot group posttest scores ranked. dD, difference in rank. eD², difference in rank squared. fρ, coefficient of correlation. gTotal, sum of the difference in rank squared.
### Table 9

**RANKED DIFFERENCE BETWEEN REFERENCE GROUP'S TCS PRE- AND POSTTEST SCORES**

<table>
<thead>
<tr>
<th>Item</th>
<th>Value Labels</th>
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<th>Post-test Score</th>
<th>Rank</th>
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<th>D&lt;sup&gt;2&lt;/sup&gt;</th>
<th>ρ&lt;sup&gt;e&lt;/sup&gt;</th>
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</table>

\[ \rho = .675^f \]

Total \( \sum D^2 = 1947.00^g \)

<sup>a</sup>Items are ranked according to reference group's TCS pretest scores.

<sup>b</sup>Reference group pretest scores ranked.

<sup>c</sup>Reference group posttest scores ranked.

<sup>d</sup>D, difference in rank.

<sup>e</sup>\( \rho \), coefficient of correlation.

<sup>f</sup>D\(^2\), difference in rank squared.

<sup>g</sup>Total, sum of the difference in rank squared.
### Table 10

**RANKED DIFFERENCE BETWEEN PILOT AND REFERENCE GROUPS' PRETEST SCORES ON TCS**

<table>
<thead>
<tr>
<th>Item</th>
<th>Value Labels</th>
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<th>Rank&lt;sup&gt;b&lt;/sup&gt;</th>
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<th>D&lt;sup&gt;d&lt;/sup&gt;</th>
<th>D&lt;sup&gt;e&lt;/sup&gt;</th>
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*rho = .636<sup>f</sup>  
Total  
ΣD<sup>e</sup> = 2179.50<sup>g</sup>

<sup>a</sup>Items are ranked according to pilot group's TCS pretest scores.  
<sup>b</sup>Pilot group pretest scores ranked.  
<sup>c</sup>Reference group pretest scores ranked.  
<sup>d</sup>D, difference in rank.  
<sup>e</sup>D<sup>2</sup>, difference in rank squared.  
<sup>f</sup>rho, coefficient of correlation.  
<sup>g</sup>Total, sum of the difference in rank squared.
### TABLE 11

RANKED DIFFERENCE BETWEEN PILOT AND REFERENCE GROUPS' POSTTEST SCORES ON TCS

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<td>12.25</td>
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<td>15</td>
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<td>4.5</td>
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<td>4.5</td>
<td>20.25</td>
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<td>16.5</td>
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<td>4.5</td>
<td>20.25</td>
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<td>20</td>
<td>7.5</td>
<td>56.25</td>
</tr>
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<td>33</td>
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<tr>
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<td>8</td>
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<td>506.25</td>
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<td>10.5</td>
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<td>7</td>
<td>49.00</td>
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<td>33.</td>
<td>Student Teaching</td>
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<td>30.5</td>
<td>2</td>
<td>20</td>
<td>10.5</td>
<td>110.25</td>
</tr>
</tbody>
</table>

**rho = .514f**

Total: \( \sum D^2 = 2909.75g \)

---

*Items are ranked according to pilot group's TCS posttest scores. †Pilot group posttest scores ranked. ‡Reference group posttest scores ranked. ®D^d, difference in rank. ‧D^2e, difference in rank squared. †ρho, coefficient of correlation. ‡Total, sum of the difference in rank squared.*
<table>
<thead>
<tr>
<th>Item</th>
<th>Value Label</th>
<th>Pre-Post Score</th>
<th>Pre-Post Rank</th>
<th>Pre-Post Score</th>
<th>Pre-Post Rank</th>
<th>D^d</th>
<th>D^2e</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teaching Enthusiasm</td>
<td>29</td>
<td>1</td>
<td>29</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>Guiding Children</td>
<td>28</td>
<td>2</td>
<td>23</td>
<td>2.5</td>
<td>.5</td>
<td>0.25</td>
</tr>
<tr>
<td>3.</td>
<td>Subject Matter</td>
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<td>3</td>
<td>21</td>
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<td>1</td>
<td>1.00</td>
</tr>
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<td>4.</td>
<td>Personal Rewards</td>
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<td>4</td>
<td>23</td>
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<td>1.5</td>
<td>2.25</td>
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<td>5.</td>
<td>Responsibility</td>
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<td>5</td>
<td>14</td>
<td>7</td>
<td>1.5</td>
<td>2.25</td>
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<td>Build Independence</td>
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<td>5.5</td>
<td>3</td>
<td>22</td>
<td>16.5</td>
<td>272.25</td>
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<td>7.</td>
<td>Learning Experience</td>
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<td>7.5</td>
<td>7</td>
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<td>6.5</td>
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<td>2.5</td>
<td>6.25</td>
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<tr>
<td>10.</td>
<td>Transfer of Learning</td>
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<td>10</td>
<td>11</td>
<td>9</td>
<td>1</td>
<td>1.00</td>
</tr>
<tr>
<td>11.</td>
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<td>12</td>
<td>14</td>
<td>7</td>
<td>5</td>
<td>25.00</td>
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<tr>
<td>12.</td>
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<td>12</td>
<td>8</td>
<td>4</td>
<td>16.00</td>
</tr>
<tr>
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<td>Concerned Involvement</td>
<td>15</td>
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<td>18</td>
<td>3.5</td>
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<td>15.</td>
<td>Democratic Society</td>
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<td>22</td>
<td>7.5</td>
<td>56.25</td>
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<td>7</td>
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<td>4.00</td>
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<td>18.</td>
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<td>3</td>
<td>22</td>
<td>3.5</td>
<td>12.25</td>
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<td>11</td>
<td>18.5</td>
<td>1</td>
<td>29</td>
<td>10.5</td>
<td>110.25</td>
</tr>
<tr>
<td>20.</td>
<td>Devoid of Boredom</td>
<td>10</td>
<td>21.5</td>
<td>10</td>
<td>10</td>
<td>11.5</td>
<td>132.25</td>
</tr>
<tr>
<td>21.</td>
<td>Love of Children</td>
<td>10</td>
<td>21.5</td>
<td>4</td>
<td>19</td>
<td>2.5</td>
<td>6.25</td>
</tr>
<tr>
<td>22.</td>
<td>Participation</td>
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<td>21.5</td>
<td>2</td>
<td>26</td>
<td>4.5</td>
<td>20.25</td>
</tr>
<tr>
<td>23.</td>
<td>Sense of Worth</td>
<td>10</td>
<td>21.5</td>
<td>0</td>
<td>32</td>
<td>10.5</td>
<td>110.25</td>
</tr>
<tr>
<td>24.</td>
<td>International</td>
<td>9</td>
<td>24</td>
<td>0</td>
<td>32</td>
<td>8</td>
<td>64.00</td>
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<tr>
<td>25.</td>
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<td>8</td>
<td>25</td>
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<td>29</td>
<td>4</td>
<td>16.00</td>
</tr>
<tr>
<td>26.</td>
<td>Encourage Praise</td>
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<td>6</td>
<td>36.00</td>
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<tr>
<td>27.</td>
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<td>16</td>
<td>5.5</td>
<td>22.5</td>
<td>506.25</td>
</tr>
<tr>
<td>28.</td>
<td>Retain Naturalness</td>
<td>1</td>
<td>28</td>
<td>2</td>
<td>26</td>
<td>2</td>
<td>4.00</td>
</tr>
<tr>
<td>29.</td>
<td>Personal Education</td>
<td>1</td>
<td>28</td>
<td>1</td>
<td>29</td>
<td>1</td>
<td>1.00</td>
</tr>
<tr>
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<td>Relatives Influenced</td>
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<td>20</td>
<td>400.00</td>
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<tr>
<td>31.</td>
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<td>0</td>
<td>31.5</td>
<td>7</td>
<td>14</td>
<td>17.5</td>
<td>306.25</td>
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<td>32.</td>
<td>Summer Vacation</td>
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<td>9.5</td>
<td>90.25</td>
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<td>31.5</td>
<td>2</td>
<td>26</td>
<td>5.5</td>
<td>30.25</td>
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</table>

\[ \rho = .597^f \]

\[ \sum D^2 = 2412.75^g \]

---

^a Items are ranked according to pilot group's TCS total pre- and posttest scores. ^b Pilot group pre- and posttest scores ranked. ^c Reference group pre- and posttest scores ranked. ^d \( D^d \), difference in rank. ^e \( D^2e \), difference in rank squared. ^f \( \rho \), coefficient of correlation. ^g Total, sum of the difference in rank squared.
ranked difference between the pilot and reference groups' total pre- and posttest scores on the TCS survey with a rho of .597.

These Tables (8, 9, 10, 11, 12) report the ranked difference of each of the thirty-three items obtained from the results of the TCS with a significant positive correlation coefficient found for each of the variable pairs of scores. The highest coefficient of correlation (.729) was found between the pilot group's pre- and posttest results showing a high consistency for this group, and the lowest (.514) was found between the pilot and reference groups' posttest scores showing the greatest divergence between the groups after the foreign study experience.

In Table 13, all of the items are listed in rank order on which the pilot group scored six or more above the reference group on the TCS posttest. These items show a broad international and professional concern and interest in children, among groups and cultures. Table 14 reveals all of the items listed in rank order on which the reference group scored six or more above the pilot group on the TCS posttest. The two incidental items found here reveal a significant difference in the kinds of responses obtained from the two groups on the TCS posttest when compared with results of Table 13.

Table 15 lists the five items on which the pilot group scored and the reference group scored zero; while Table 16 lists the items on which the reference group scored and the pilot group scored zero on the TCS posttest. These tables again reveal items of incidental value for the reference group and two additional items of professional concern not previously reported for the pilot group.


<table>
<thead>
<tr>
<th>Item</th>
<th>Value Labels</th>
<th>Pilot Group</th>
<th>Reference Gr.</th>
<th>Ranked Difference</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Post-test Score</td>
<td>Rank Order</td>
<td>Post-test Score</td>
<td>Rank Order</td>
</tr>
<tr>
<td>1. Teaching Profession</td>
<td>12</td>
<td>4.5</td>
<td>4</td>
<td>11.5</td>
</tr>
<tr>
<td>2. Challenge</td>
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<td>8.5</td>
<td>3</td>
<td>16.0</td>
</tr>
<tr>
<td>3. Concerned Involvement</td>
<td>11</td>
<td>8.5</td>
<td>0</td>
<td>28.5</td>
</tr>
<tr>
<td>4. Groups and Cultures</td>
<td>11</td>
<td>8.5</td>
<td>1</td>
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<td>5. Build Independence</td>
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<td>20.0</td>
</tr>
<tr>
<td>6. International</td>
<td>9</td>
<td>15.0</td>
<td>0</td>
<td>28.5</td>
</tr>
<tr>
<td>7. Sense of Worth</td>
<td>6</td>
<td>22.0</td>
<td>0</td>
<td>28.5</td>
</tr>
</tbody>
</table>

aItems on TCS posttest presented in rank order on which pilot group scored six or more above reference group. bPilot group posttest scores on items listed followed by their rank. cReference group posttest scores on items listed followed by their rank. dRanked difference between pilot and reference group posttest scores on items listed.

Table 17 lists the items on which the pilot group scored more than one and the reference group scored one, while Table 18 lists the items on which the reference group scored more than one and the pilot group scored one on the TCS posttest.

Academic and Biographical Data

In an analysis of the academic and biographical data, it was found that there were eleven female students with senior rank and four with junior rank in the 1969-1970 pilot group. Of this group two were majoring in secondary education and thirteen in elementary education. The reference group contained seven female students with senior rank and eight with junior rank. Five were majoring in secondary education and ten in elementary education.
TABLE 14

TCS POSTTEST ITEMS LISTED IN RANK ORDER ON WHICH REFERENCE GROUP SCORED SIX OR MORE ABOVE THE PILOT GROUP

<table>
<thead>
<tr>
<th>Items</th>
<th>Value Labels</th>
<th>Reference Gr. Posttest Score</th>
<th>Reference Gr. Rank Order</th>
<th>Pilot Group Posttest Score</th>
<th>Pilot Group Rank Order</th>
<th>Ranked Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Influenced by Teachers</td>
<td>7</td>
<td>7.0</td>
<td>1</td>
<td>27.5</td>
<td>20.5</td>
<td></td>
</tr>
<tr>
<td>2. Best for Women</td>
<td>6</td>
<td>8.0</td>
<td>0</td>
<td>30.5</td>
<td>22.5</td>
<td></td>
</tr>
</tbody>
</table>

TABLE 15

TCS POSTTEST ITEMS IN RANK ORDER ON WHICH PILOT GROUP SCORED AND THE REFERENCE GROUP SCORED ZERO

<table>
<thead>
<tr>
<th>Item</th>
<th>Value Labels</th>
<th>Pilot Group Posttest Score</th>
<th>Reference Gr. Posttest Score</th>
<th>Ranked Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Concerned Involvement</td>
<td>11</td>
<td>0</td>
<td>20.5</td>
<td></td>
</tr>
<tr>
<td>2. International</td>
<td>9</td>
<td>0</td>
<td>13.5</td>
<td></td>
</tr>
<tr>
<td>3. Sense of Worth</td>
<td>6</td>
<td>0</td>
<td>6.5</td>
<td></td>
</tr>
<tr>
<td>4. Variety and Creativity</td>
<td>4</td>
<td>0</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>5. Encourage Praise</td>
<td>2</td>
<td>0</td>
<td>2.5</td>
<td></td>
</tr>
</tbody>
</table>

TABLE 16

TCS POSTTEST ITEMS IN RANK ORDER ON WHICH REFERENCE GROUP SCORED AND THE PILOT GROUP SCORED ZERO

<table>
<thead>
<tr>
<th>Item</th>
<th>Value Labels</th>
<th>Reference Gr. Posttest Score</th>
<th>Pilot Gr. Posttest Score</th>
<th>Ranked Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Best for Women</td>
<td>6</td>
<td>0</td>
<td>22.5</td>
<td></td>
</tr>
<tr>
<td>2. Summer Vacation</td>
<td>2</td>
<td>0</td>
<td>10.5</td>
<td></td>
</tr>
<tr>
<td>3. Student Teaching</td>
<td>2</td>
<td>0</td>
<td>10.5</td>
<td></td>
</tr>
<tr>
<td>4. Personal Education</td>
<td>1</td>
<td>0</td>
<td>7.0</td>
<td></td>
</tr>
</tbody>
</table>

*Items on TCS posttest are listed in rank order on which the reference group scored and the pilot group scored zero.
TABLE 17

**TCS POSTTEST ITEMS IN RANK ORDER ON WHICH PILOT GROUP SCORED MORE THAN ONE AND THE REFERENCE GROUP SCORED ONE**

<table>
<thead>
<tr>
<th>Item</th>
<th>Value Labels</th>
<th>Pilot Gr. Posttest Score</th>
<th>Reference Gr. Posttest Score</th>
<th>Ranked Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Groups and Cultures</td>
<td>11</td>
<td>1</td>
<td>15.5</td>
</tr>
<tr>
<td>2.</td>
<td>New Techniques</td>
<td>7</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>3.</td>
<td>Participation</td>
<td>7</td>
<td>1</td>
<td>4.5</td>
</tr>
</tbody>
</table>

*Items listed in rank order on which pilot group scored above one and reference group scored one on TCS.*

TABLE 18

**TCS POSTTEST ITEMS IN RANK ORDER ON WHICH REFERENCE GROUP SCORED MORE THAN ONE AND THE PILOT GROUP SCORED ONE**

<table>
<thead>
<tr>
<th>Item</th>
<th>Value Labels</th>
<th>Reference Gr. Posttest Score</th>
<th>Pilot Gr. Posttest Score</th>
<th>Ranked Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Influenced by Teachers</td>
<td>7</td>
<td>1</td>
<td>20.5</td>
</tr>
<tr>
<td>2.</td>
<td>Retain Naturalness</td>
<td>2</td>
<td>1</td>
<td>7.5</td>
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</table>

In each group, five of the students' home towns were located in an urban area with a population of 50,000 or more inhabitants. Ten of the students in each group had a home town with a population of less than 25,000. In ranking the approximate size of the home town, the following scale was devised:
1 - Population of less than - 500
2 - Population of more than - 1,000
3 - Population of more than - 5,000
4 - Population of more than - 10,000
5 - Population of more than - 25,000
6 - Population of more than - 50,000
7 - Population of more than - 100,000
8 - Population of more than - 250,000
9 - Population of more than - 500,000
10 - Population of more than - 1,000,000

The arithmetic mean (4.1) of the size of the home town was the same for both groups, while the pilot group held slightly higher college rank (.26) than the reference group. Eleven students in the pilot group had taken student teaching during the autumn term, while four of the students in the pilot group had not completed their student teaching during the 1969-1970 academic year. Seven students in the reference group had completed their student teaching during the autumn or winter term, while eight students in the reference group had not completed their student teaching during the 1969-1970 school year. These individual items are summarized in Table 19.

On September 1, 1969, the average age of the pilot group was twenty years, nine months. They ranged in age from nineteen to twenty-one years of age. The reference group was found to be slightly older (one month) than the pilot group and ranged in age from twenty to twenty-three years of age.

The socio-economic status of the students was evaluated on the basis of a single index—parents' occupation. The socio-economic status is more or less homogenous and was easily identifiable on the students' records. The occupational classification according to socio-economic status deals not with the types of abilities required, but with the income, social prestige, or the general standard of
TABLE 19
FIRST PILOT AND REFERENCE GROUP, 1969-70,
DIFFERENCES ON FOUR INDIVIDUAL ITEMS
OF ACADEMIC AND BIOGRAPHICAL DATA

<table>
<thead>
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<th>Reference Group</th>
</tr>
</thead>
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<td>N=15</td>
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<tr>
<td>13</td>
<td>2</td>
</tr>
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<td>14</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>9</td>
</tr>
</tbody>
</table>

Mean 4.1 3.73 Mean 4.1 3.47

aSTa, completed student teaching, yes or no.

living which usually follows in the case of a given parental occupation.

In this study the following scale was used:

A - Executive or Managerial Occupations (8)
B - Professional Occupations (7)
C - Business or Supervisory Occupations (6)
D - Skilled or Para-Professional Occupations (5)
E - Skilled Manual Labor Occupations (4)
F - Semi-Skilled Manual Occupations (3)
G - Unskilled Manual Labor Occupations (2)
H - No Occupation (Never supported self) (1)

The occupational classifications were weighted from eight to one in descending order. The pilot group mean (6) was found to be in
the occupational classification (C): Business or Supervisory Occupations. The reference group mean (5.13) scored slightly above the skilled or para-professional category but below the pilot group on the group occupations classification.

After weighting the class rank according to class size, it was found that the pilot group ranked slightly below (.01) the reference group in order of rank in their cumulative academic standing in high school work. The SAT scores on both the verbal and mathematics sections were higher for the reference group. A difference of 55 points on the verbal and 11 points on the mathematics scores was found. While no difference was found between the two groups on the mean introduction to education grade, it was found that the college grade point average (GPA) was slightly higher (3.227) for the pilot group than for the reference group (3.191). Table 20 reveals individual differences in each group.

In an analysis of the academic and biographical data for the second pilot and reference groups, it was found that there were five female students and one male student with senior rank and one male student and five female students with junior rank in the 1970-1971 pilot group. Of this group four were majoring in secondary education and eight in elementary education.

The second reference group contained two male students with senior rank and one with junior rank and three female students with senior rank and six with junior rank. Of this group four were majoring in secondary education and eight in elementary education.
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<thead>
<tr>
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<th>Age of Student</th>
<th>Socio-Econ. Status</th>
<th>Class Rank</th>
<th>WHSR</th>
<th>SAT Score</th>
<th>Intro. Educ.</th>
<th>Coll. GPA</th>
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<th>Coll. GPA</th>
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<td>573</td>
<td>483</td>
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<td>627</td>
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<tr>
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<td>C</td>
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<td>529</td>
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<td>100/240</td>
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<td>15/256</td>
<td>.06</td>
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<td>506</td>
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</tr>
</tbody>
</table>

Differences: -0.1 +0.87 +0.01 -55 -11 0.0 +0.036

\( ^a \) WHSR, weighted High School Rank. \( ^b \) GPA, College grade point average. \( ^c \) Pilot group data and mean. \( ^d \) Reference group data and mean.
The mean size of the home town for the second pilot group, 1970-1971, was found to be smaller (3.5) than that of the reference group (4.1), while the second pilot group held slightly higher college rank than the second reference group. Six students in the second pilot group and five in the reference group had completed student teaching during the autumn term, while six of the students in the second pilot group and seven in the reference group had not completed their student teaching during the 1970-1971 school year. These individual items are summarized in Table 21.

In the autumn term of the 1970-1971 academic year, the average age of the second pilot group was twenty years, eight months. The reference group was found to be slightly older (one month) than the second pilot group. According to the parental occupational classification scale, the second pilot and reference group mean (5.75) was found to be the same. The second reference group ranked slightly below (.06) the second pilot group in order of rank in their cumulative academic standing in high school work.

The SAT scores on both the verbal and mathematics sections were higher for the second pilot group. A difference of 16 points on the verbal and 7 points on the mathematics scores was found. A slight difference was found between the two groups on the mean introduction to education grade (0.08) and the college GPA (0.02). The mean of the introduction to education grade was slightly higher for the second reference group (3.33) than for the second pilot group (3.25), while the college grade point average was slightly higher for the second
### TABLE 21
SECOND PILOT AND REFERENCE GROUP, 1970-71,
DIFFERENCES ON FOUR INDIVIDUAL ITEMS
OF ACADEMIC AND BIOGRAPHICAL DATA

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<td>Size</td>
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<td>Home Town</td>
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<tr>
<td>Rank in</td>
<td>Rank in</td>
</tr>
<tr>
<td>College</td>
<td>College</td>
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<td>Major STa</td>
<td>Major STa</td>
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</tr>
</thead>
<tbody>
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<td>4</td>
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<td>3</td>
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</tr>
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<td>3</td>
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<td>Elem</td>
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<td>3</td>
<td>Sec</td>
</tr>
</tbody>
</table>

Mean 3.9 3.5 Mean 4.1 3.4

aST, completed student teaching, yes or no. *Male students.

pilot group (3.26) than for the second reference group (3.24).

Table 2? reveals the individual differences in each group.

**Descriptive Phase**

This section describes an attempt to survey the personal reference and personal informational data relevant to the fifteen students who participated in the pilot foreign study experience during the 1969-1970 academic year. For clarity of presentation, the items on the questionnaires are stated and the results are offered.

**Foreign Study Personal Reference Form (FSPRF)**

Two references were available for analysis for each of the fifteen students of the pilot foreign study group (1969-1970). The
TABLE 22
SECOND PILOT AND REFERENCE GROUP, 1970-71,
DIFFERENCES ON EIGHT INDIVIDUAL ITEMS
OF ACADEMIC AND BIOGRAPHICAL DATA

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<th>Class Rank</th>
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<th>SAT Score</th>
<th>Intro. Educ. Grade</th>
<th>Coll. GPA</th>
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<td>617</td>
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<td>6/100</td>
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<td>456</td>
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| 20^d  | 20.5          | C                 | 108/560    | .19    | 463        | 503               | A         |
| 22    | 20.2          | B                 | 37/453     | .08    | 449        | 577               | A         |
| 26    | 19.10         | C                 | 43/160     | .27    | 452        | 492               | A         |
| 29    | 21.2          | C                 | 200/355    | .56    | 443        | 478               | C         |
| 30    | 20.8          | C                 | 21/305     | .07    | 552        | 553               | B         |
| 31    | 20.1          | F                 | 7/98       | .07    | 470        | 482               | B         |
| 32    | 21.3          | C                 | 22/233     | .09    | 566        | 617               | A         |
| 33    | 21.7          | A                 | 278/553    | .50    | 386        | 392               | B         |
| 35    | 21.8          | B                 | 16/110     | .15    | 600        | 561               | B         |
| 46    | 21.11         | F                 | 1/74       | .01    | 327        | 528               | A         |
| 51    | 20.4          | F                 | 174/279    | .36    | 429        | 479               | B         |
| 62    | 21.5          | B                 | 18/146     | .12    | 659        | 539               | B         |
| Mean^ | 20.9         | 5.75              |            | .20    | 484        | 517               | 3.33      |

Differences: -0.1 0.0 -0.06 +16 +7 -0.08 +0.02

^a WHSR, weighted high school rank. b GPA, college grade point average. c Second pilot group data and mean. d Second reference group data and mean.
references had been secured to elicit opinions about the students who applied for admission to Otterbein's foreign study program in Sierra Leone, West Africa. One reference was obtained from the student's academic adviser and one from the chairman of her department or from a professor familiar with her recent college work. The students were rated on the following items: general scholastic ability, character and responsibility, and physical and mental health.

General Scholastic Ability. Results from the general scholastic ability rating follow: "very good" (9); "excellent" (5); "above average" (4); "average or slightly above" (3); "average" (3); "good" (2); and (1) each of "meets her responsibilities quite adequately"; "grades do not reflect her ability"; "fair"; "capable enough".

Character and Responsibility. The following ratings were recorded on character and responsibility: "excellent" (5); "very good" (3); "no question" (3); "good" (2); "fine" (2); and, (1) each of "very strong; "very conscientious and cooperative"; "very dependable and responsible; "I have worked with her in Riding Club and find she is extremely dependable and responsible. She can always be counted on to follow through"; "very hard worker--has worked all through college in addition to carrying above average class load--very responsible and dependable"; "character is the best and she has always carried through any responsibility for which she had been assigned"; "assumes responsibility well in class work--character unquestionable as far as I know"; "is a very fine person with a high sense of responsibility in her class work"; "on the basis of my brief contacts with her, she seems very sincere and responsible"; "very
responsible and personable"; "mature, dependable, very desirous of being a good teacher"; "on the basis of my contact with her in one course I can say that in that instance she conducted herself in a mature, responsible fashion"; "conscientious and sincere, is somewhat self-conscious during personal communication"; "seems a little flighty but is sincere".

Physical and Mental Health. On physical and mental health there were (18) ratings of "good"; "very good" (6); "excellent" (3); "no problems" (2); and, one (1) rating of "well-adjusted and mature".

Recommendation. To the question: "Would you strongly recommend the applicant to participate in the Foreign Study Program in Sierra Leone? If answer is 'no' why not?" twenty-seven "yes" answers were recorded. The three remaining answers were: "recommend but do not know enough about student's ability to adjust to an entirely different culture to mark strongly recommend"; "I would recommend her although not strongly"; and, "I would recommend her--I don't know if I'd strongly recommend anyone". Individual ratings are summarized in Table 23 and included in Appendix C.

Personal Information on Teaching Participant

The results obtained from the Personal Information on Teaching Participant (PITP) form are presented below:

Name. (The identities of the students have been kept anonymous throughout the study.)

Local Address. The fifteen subjects in the pilot foreign study program lived in residence halls on campus, twelve in Mayne Hall and three in Hanby Hall.
### TABLE 23

**INDIVIDUAL RATINGS OBTAINED FROM TWO REFERENCES FOR EACH PILOT GROUP MEMBER ON FSPRF**

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<thead>
<tr>
<th>General Scholastic Ability</th>
<th>Character and Responsibility</th>
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<tr>
<td>Total</td>
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*a*, excellent; *VG*, very good; *G*, good; *AA*, above average; *SA*, average or slightly above; *A*, average; *GA*, grades do not reflect ability; *MA*, meets responsibility adequately; *CE*, capable enough; *F*, fair; *HR*, highly rated; *SF*, seems flighty. *E*, excellent; *VG*, very good; *G*, good; *WA*, well adjusted and mature; *NP*, no problems; *SR*, strongly recommended; *R*, recommended.
Home Address. The home towns of twelve of the foreign study participants were in Ohio; three were in Pennsylvania.

Age. The average age of the fifteen participants was found to be twenty years, nine months. They ranged in age from nineteen years to twenty-one years of age.

Subject Area(s) or Grade Level(s) of Special Interest. Thirteen of the foreign study participants were elementary education majors; eight of these students requested assignment at the intermediate level; five requested kindergarten-primary levels. Two of the subjects were secondary education students who had requested assignment in the Sierra Leone schools in their special fields, English and Home Economics.

Prior Education. Twelve of the fifteen foreign study participants graduated from high schools in Ohio; three had graduated from high schools in Pennsylvania. Five of these subjects had attended other colleges during summer sessions; ten had not attended any institution other than Otterbein College.

Experience Background. The data further revealed that the fifteen subjects had engaged in many extra-curricular activities. The following activities were recorded: Ohio Education Association and college sororities were both listed by thirteen (13) students; Christian and church related associations (9); band (8); Future Teachers of America, National Honor Society (7); Women's Athletic Association (5); Scope, choir (4); Girl Scouts (3); Torch and Key, orchestra, Home Economics Club, Pen Club, Y-Teens (2); and (1) each for Glee Club, Sailing Club, Ski Club, French Club, Spanish Club, Swim Club, Drama Club, Medical Club, cheerleader, girls' basketball,
majorette, library committee, health committee, student council, student senate, women's golf team, American Field Service, Tri-Hi-Y, Thespians, Senior Planning Board, Junior Fair Board, National Forensic League, Junior Council of World Affairs, 4-H Club, broadcasting, "O Squad", secretary-treasurer of dorm, home coming queen representative, college newspaper, accompanist for solo and ensemble contests. Forty-four different extra-curricular activities were listed. The mean number of activities was found to be 3.8 for high school and for college 3.7.

Recreational and Hobby Interests. Twenty-seven different interests were listed on the PITP forms: swimming (9); reading, sewing (?); sports (6); camping (4); art, music, piano (3); hiking, horseback riding, tennis, traveling (2); and, (1) each for architecture, bike riding, bowling, canoeing, cooking, crafts, dancing, drawing, golf, guitar, painting, photography, sailing, singing, skiing, talking. The mean number of recreational and hobby interests was found to be 4.4.

Work Experience. Twenty-two different work experiences were listed on the PITP forms: clerking (12), waitress (8); camp counselor (7); teacher aide (5); playground director (4); baby sitting, factory work, house work (2); and, one each for hostess, receptionist, usherette, life guard, librarian, swimming instructor, laundromat attendant, nursery attendant, gift wrapping, field work, volunteer hospital work, secretarial work, camp crafts and music director (1). The mean number of work experiences was found to be 3.66.
Leadership Experience. Thirteen different leadership experiences were listed on the PITP forms: teaching participation, student teaching (8); camping leader (7); teaching Bible school (5); president of high school or college groups, scouting leader, recreation leader (4); teaching Title I summer program (3); and (1) each for: OSEA president, treasurer of college group, vice-president of dorm., secretary of Senior Planning Board, college committee chairman. The mean number of leadership experiences was found to be 3.2.

Travel. On the PITP form, it was further reported by all of the fifteen foreign study students in the pilot group that they had traveled in parts of the United States; five had traveled in Canada; one in Mexico; and one had traveled in England, Ireland and Scotland.

Motivation. The following reasons for wishing to participate in the foreign study program were given: to broaden their background, to gain understanding of other people and countries (8); interest in the education of children (6); desire to gain a broader outlook of their own and other educational systems (5); to further their own education (2); and one each for interest in the unknown, interest in teaching overseas, to travel (1).

Personal-history data obtained from the PITP forms are summarized in Table 24.

Evalutative Phase

This section describes an attempt to survey the responses obtained from two evaluative questionnaires, one used with personnel in the host country, and one completed by the pilot group members. Following this, an account of the autumn and spring seminars, and the results
TABLE 24
PERSONAL-HISTORY INFORMATION
OF PILOT GROUP ON PITP

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<td>4</td>
<td>5</td>
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<td>3</td>
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</tbody>
</table>

Mean 20.9 3.73 3.8 3.7 4.4 3.66 3.2

Res. | Home | Educ. Halls | States | Majors | Another College | Travel Experiences

| 1   | x    | x | x | x | x | x |
| 2   | x    | x | x | x | x | x |
| 3   | x    | x | x | x | x | x |
| 4   | x    | x | x | x | x | x |
| 5   | x    | x | x | x | x | x |
| 6   | x    | x | x | x | x | x |
| 7   | x    | x | x | x | x | x |
| 8   | x    | x | x | x | x | x |
| 9   | x    | x | x | x | x | x |
| 10  | x    | x | x | x | x | x |
| 11  | x    | x | x | x | x | x |
| 12  | x    | x | x | x | x | x |
| 13  | x    | x | x | x | x | x |
| 14  | x    | x | x | x | x | x |
| 15  | x    | x | x | x | x | x |

Total 12 3 12 3 13 2 10 5 15 5 1 1

aM, Mayne Hall; H, Hanby Hall; OH, Ohio; P, Pennsylvania; E, elementary; S, secondary; No, no other institution attended; Ss, attended summer sessions at another college; US, United States; C, Canada; M, Mexico; O, other countries. Each "x" stands for students' responses on PITP.
of the pilot program evaluation and proposed revisions have been analyzed and summarized, after which a resume of the students' rating scales has been attempted.

Evaluative Data from the Host Country

An analysis was made of the data obtained from the Evaluation of Otterbein's Pilot Project in Teacher Education (BOPPTED) form in an attempt to determine to what extent the field experience was significant to the educational program of the host country. Of the 150 questionnaires distributed to the people who were involved in the pilot project in the host country, forty-six were returned. Twenty-one of the respondents were primary teachers; eleven secondary teachers; six Njala University College (NUC) students; three NUC faculty members; two head teachers (elementary principals); one administrator; one freelance researcher; and, one matron.

To the question: "Have you had an opportunity to talk to or to work with member(s) of the study group?" forty-four affirmative answers were given and in the other two cases a negative response was recorded. The respondents were given an opportunity to comment following their direct response in direct answer to the first question. The forty-four comments offered were analyzed employing the method of content analysis and the following classifying units were obtained: the students were willing and enthusiastic (15); friendly (11); scholarly, studious, perceptive (8); "a nice set of people"; (8) able to share their views (7); eager to learn (6); genuinely interested in Sierra Leone and African affairs (5); were responded to by the children, mutually
congenial (5); cooperative in spirit (3); cheerful, courteous, patient (2); and, one each of: possessed of a good sense of humor, reliable, sympathetic (1).

To the question: "What suggestion would you make toward furthering the objectives of this course?" thirty-eight offered suggestions and in eight cases no data was presented. Using the method of content analysis, twenty-three classifications resulted: course should continue over a longer period of time and on a larger scale (35); for investigation and research, provide an orientation course at Njala University College (NUC) or Fourah Bay College (FBC) (5); students should live in community in which they teach (5); bring teaching aids from U. S. A. (4); encourage various class experiences (4); provide an educational exchange program (4); objectives too unrealistic, make more relevant to Sierra Leone (4); learn native languages (3); provide opportunity to teach children when hungry, that is, in the afternoon (3); provide seminar each Friday for Otterbein College group and local teachers (2); plan work ahead of time (2); visit children's homes (2); provide evening forum or special talent program for the community (1); offer course to experienced teachers (1); help to develop educational program for Sierra Leone (1); bring mixed group—men and women (1); spend more time in primary classes (1); spend more time at the secondary level (1); provide two supervisors (1); extend program beyond Sierra Leone (1); attach four participants to my school, next time (1); provide experience in Freetown (1); suggest participants explore and experiment individually (1).
To the question: "Do you feel that this program has contributed to the educational program of Sierra Leone? If so, in what way?"

thirty-seven affirmative and three negative answers were recorded for the first part of the question and in six cases no positive or negative reactions were given. Using the method of content analysis on the data offered in response to the second part of the question, the following groupings of items were obtained: A) Children Benefited—created interest and more learning (18), helped to improve their English (5). B) Teachers Benefited—widen teachers' horizons (9), introduced new techniques of teaching (4), provided teaching aid to our educational program (4); eased burden on our teachers (2). C) Cultural Exchange—fostered better international understanding (15). D) Negative Response—no great strides in transmitting knowledge in short period of time (1); "objectives not achieved, not even to 75 per cent" (1); learning is clearly that of the teaching participants (1).

A summary of the results obtained from the data offered by the host country is presented in Table 25, 26 and 27.

Participants' Self-Evaluation

On the Participant Field Experience Evaluation (PFEE) form, the fifteen students who had participated in the pilot field experience in Sierra Leone during the winter term of the 1969-1970 academic year responded to the following question: "To what extent has the field study experience been significant to you in attaining your personal and professional goals?" Two responses (13, 15) to this question are given as representative of the views and feelings experienced by the students:
TABLE 25
SUMMARIZATION OF REACTIONS TO PILOT GROUP
BY PERSONNEL IN THE HOST COUNTRY

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<td>Responded to by children</td>
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<td></td>
<td>Friendly</td>
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<td>congenial</td>
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<tr>
<td></td>
<td>Scholarly, studious</td>
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<td>Cooperative in spirit</td>
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<td>&quot;Nice set [of people]&quot;</td>
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<td>Courteous</td>
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<tr>
<td></td>
<td>tolerant</td>
<td>8</td>
<td>Patient</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Shared their views</td>
<td>7</td>
<td>Good sense of humor</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Eager to learn</td>
<td>6</td>
<td>Reliable</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Genuinely interested in</td>
<td>5</td>
<td>Sympathetic</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sierra Leone and African</td>
<td>5</td>
<td>No data presented</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>affairs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(13) I believe that the Sierra Leone experience has enabled me to grow professionally by giving me the opportunity to work with and strive to communicate with children whose range of experiences, personal values, beliefs, expectations and language were not middle-class American. I believe that I will be more eager, reassured and effective in relating to children in America who are not from the middle class if only from having this experience which made me truly aware of its bearing on the effectiveness of the teacher to help the child reach his fullest potential. My teaching experience has been broadened by working with children of a higher grade level and also teaching new subject matter—religious knowledge. I had the opportunity to become more aware of the need to have a democratic as opposed to authoritarian atmosphere for optimum student morale and motivation to learn and also social growth. I have gained a deeper appreciation of the values of our own school system by observing a country striving to develop some of the same aspects of our school system even though they have very limited funds. I developed a larger awareness of the verbal clarity of my explanations as often there were no visual aids to help illustrate my ideas. Also, I was challenged to be resourceful in thinking of everyday readily available materials to use for visual aids. I became aware of the needs and ideals of the culture as I denoted the physical, social, religious, governmental and economic factors affecting the nature of the society. My independent research and conversations with Sierra Leoneans and expatriates also afforded me a better understanding of this culture. I found it very rewarding to find people in Sierra Leone to be so receptive which enabled me to feel like more than a transient tourist. It was refreshing to see people not so caught up in a decorous, routine-ridden, time-conscious type of life style to be prevented from taking interest in others and everyday joys of life that are often passed in modern society.
TABLE 26
SUMMARIZATION OF SUGGESTIONS ON THE FOREIGN STUDY PROGRAM BY PERSONNEL IN THE HOST COUNTRY

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>Number</th>
<th>Suggestions</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course continue over longer time period and on larger scale</td>
<td>35</td>
<td>Plan work ahead of time</td>
<td>2</td>
</tr>
<tr>
<td>For investigation and research, provide course at NUC or FBC</td>
<td>5</td>
<td>Visit children's homes</td>
<td>2</td>
</tr>
<tr>
<td>Students should live in community where they teach</td>
<td>5</td>
<td>Provide evening forum for the community</td>
<td>1</td>
</tr>
<tr>
<td>Bring teaching aids from U. S. A.</td>
<td>4</td>
<td>Offer course to experienced teachers</td>
<td>1</td>
</tr>
<tr>
<td>Encourage various class experiences</td>
<td>4</td>
<td>Help to develop educational program for Sierra Leone</td>
<td>1</td>
</tr>
<tr>
<td>Provide an educational exchange program</td>
<td>4</td>
<td>Bring mixed group—men and women</td>
<td>1</td>
</tr>
<tr>
<td>Objectives of course too unrealistic, make more relevant to Sierra Leone</td>
<td>4</td>
<td>Spend more time in primary classes</td>
<td>1</td>
</tr>
<tr>
<td>Learn native languages</td>
<td>3</td>
<td>Spend more time at the secondary level</td>
<td>1</td>
</tr>
<tr>
<td>Provide opportunity to teach hungry children, i.e., in the afternoon</td>
<td>3</td>
<td>Provide two supervisors</td>
<td>1</td>
</tr>
<tr>
<td>Provide seminar each Friday for UC group and local teachers</td>
<td>2</td>
<td>Provide experience in Freetown</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Suggest individual exploration &amp; experimentation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No data presented</td>
<td>8</td>
</tr>
</tbody>
</table>

Thus, I truly value the opportunity to experience village life first-hand in Hoyamba. Living there gave us a chance to readily observe another aspect of the culture, the structure and function of family life. All the above mentioned factors have enabled me to see America in its world setting. I've gained a greater understanding of the need for countries to note that their own welfare is closely related to—even dependent upon—the welfare of others. I'm more aware of the need for the United States to first develop a deep understanding of a country before it can offer help that the people can fit into their understanding and be beneficial and easy for them to implement. Thus, the Sierra Leone experience has been personally very rewarding.

(15) I believe that I have achieved the personal goals that I set up for myself last fall. Africa now is not a far away,
TABLE 27
SUMMARIZATION OF REACTIONS TO THE FOREIGN STUDY
PROGRAM BY PERSONNEL IN THE HOST COUNTRY

<table>
<thead>
<tr>
<th>N=46</th>
<th>Reactions</th>
<th>Number</th>
<th>Reactions</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Children Benefited</td>
<td></td>
<td>Cultural Exchange</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Created interest and more learning</td>
<td>18</td>
<td>Fostered better international</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Helped to improve their English</td>
<td>5</td>
<td>understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers Benefited</td>
<td></td>
<td>Negative Responses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Widened their horizons</td>
<td>9</td>
<td>No great strides in transmitting knowledge</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Introduced new techniques of teaching</td>
<td>4</td>
<td>&quot;Objectives not achieved not even to 75 per cent&quot;</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Provided teaching aid to educational program</td>
<td>4</td>
<td>Learning is clearly that of the pilot group</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Eased burden on our teachers</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No negative or positive reactions presented (6).

mysterious continent. It was a second home to me for ten weeks and I wished I could have stayed longer. I learned the beauty of another country in its physical features and most important of all its people. The friendships that I established will last a very long time.

Concerning my desire to travel, I feel I saw a lot of the world in such a short time. I now want to go back to Europe and stay longer. I feel I will take any opportunity that would be given to me to travel.

The educational system of Sierra Leone opened my eyes to how important good schools and teachers are in a child's education. I experienced the most frustrating teaching I had ever done-- limited materials, language barriers, and discipline problems. Yet the rewards came in small ways--a smile, a question asked about the U. S., or a hand squeezed before I got in the land-rover. I feel from this experience I can better cope with the problems in inner city teaching which I will begin next fall.

I mentioned joining the Peace Corps in my fall goals. After my stay in Sierra Leone I was very much interested in returning either as a Peace Corps Volunteer or as an independent teacher. Now I feel I can serve best by teaching the children in the United States about Africa and its beauty.
I learned a great deal about myself from this experience. I am sure I will never be the same as before I left. I learned to express what I feel to others, how to better cope with problems, how to laugh with people, and how to like a person for what he is. I also feel I helped promote world peace and understanding in a small way. By helping the Sierra Leoneans know what America is like I was in a way an ambassador. I will continue this in my letters to the people when I try to explain the what and why of such things as riots. I learned more from the Sierra Leonean people than I could have ever learned out of books. From my research topic I learned about the African family. I grasped the problems, situation, and life of the African child and his parents better from this study.

Two responses (5, 11) are contained in Chapter V and the remaining individual responses are presented in Appendix F. Using the method of content analysis to classify this data, the following ten classifying units were obtained with the number of respondents indicated: better understanding and appreciation of other cultures, more tolerant, accepting the worth of the individual and his beliefs (13); better knowledge and understanding of myself (13); better knowledge and understanding of educational systems and more appreciative of our own (11); invaluable classroom experience, attitudes and knowledge about education broadened (10); hope to share meaningful and valuable experience with others and with my own pupils (9); my goal of traveling was achieved (7); more aware citizen of my country and my world, more interested in current events, world affairs (6); research experience was valuable (5); classroom experience was most frustrating at times but not without pleasure and rewards (5); I feel that I did not take full advantage of all of the opportunities offered me (3). A summary of the classification of the field experience evaluation is presented in Table 28.
### TABLE 28
SUMMARIZATION OF PILOT GROUP'S RESPONSES ON THE PFEE

<table>
<thead>
<tr>
<th>Responses</th>
<th>Subjects</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better understanding and appreciation of other cultures, more tolerant,</td>
<td>1, 2, 3,</td>
<td></td>
</tr>
<tr>
<td>accepting of the worth of the individual and his beliefs</td>
<td>4, 5, 6,</td>
<td>13</td>
</tr>
<tr>
<td>N=15 Responses Subjects Number</td>
<td>8, 9, 10,</td>
<td></td>
</tr>
<tr>
<td>11, 13, 14, 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Better knowledge and understanding of myself</td>
<td>1, 2, 3,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4, 5, 7,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8, 9, 10,</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>11, 12, 13,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Better knowledge and understanding of educational systems and more</td>
<td>1, 2, 3,</td>
<td></td>
</tr>
<tr>
<td>appreciative of our own</td>
<td>5, 6, 8,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9, 10, 12,</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>13, 15</td>
<td></td>
</tr>
<tr>
<td>Invaluable classroom experience, attitudes and knowledge about</td>
<td>1, 2, 3,</td>
<td></td>
</tr>
<tr>
<td>education broadened</td>
<td>5, 6, 8,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9, 10, 13,</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Hope to share meaningful and valuable experience with others and with my pupils</td>
<td>2, 3, 4,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8, 9, 11,</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>13, 14, 15,</td>
<td>7</td>
</tr>
<tr>
<td>My goal of traveling was achieved</td>
<td>1, 2, 5,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7, 10, 14,</td>
<td>15</td>
</tr>
<tr>
<td>More aware citizen of my country, world, more concerned and interested in current events and world affairs</td>
<td>4, 5, 6,</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>9, 13, 15,</td>
<td></td>
</tr>
<tr>
<td>Research experience was valuable</td>
<td>14, 15, 13,</td>
<td>5</td>
</tr>
<tr>
<td>Classroom experience was most frustrating at times but not without pleasure and rewards</td>
<td>2, 3, 12,</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>13, 15</td>
<td></td>
</tr>
<tr>
<td>I feel that I did not take full advantage of all of the opportunities offered me</td>
<td>9, 10, 11,</td>
<td>3</td>
</tr>
</tbody>
</table>
Participants' Program Evaluation

In addition to evaluating their field experience, the fifteen students evaluated the total 1969-1970 foreign study program on the PFEE form and seven of the students proposed program revisions. For clarity of presentation, the weekly outline of the autumn and spring seminars included in the foreign study program during the 1969-1970 academic year has been presented first, followed by the results of the evaluation and proposed program revisions. The weekly outline of the autumn and spring seminars was deemed to be relevant to the participants' program evaluations and proposed program revisions and has not been included elsewhere in this report. An account of the students' field study activities has been presented in Chapter III, while the course syllabus is included in Appendix E.

Autumn Seminar. There were ten two-hour weekly seminars scheduled during the 1969 autumn term. The seminar was especially designed for the fifteen students who had been selected to participate in the field experience in Sierra Leone. An outline of the weekly activities will illustrate:

FOREIGN STUDY PROGRAM IN
COMPARATIVE EDUCATION
Education 39.1
Autumn Term 1969

Written Assignment (due date at first scheduled meeting):

1. Give your own personal and professional reasons for enrolling in this course, e.g., what are your objectives or purposes or what benefits you hope to receive from the course?

2. What topic have you selected for research? State briefly why you selected this area for study.
Note: Dr. Hancock extended an invitation to the group to attend his African History class September 15, 16 and 17 when he lectured on "African Origins", "African Heritage" and "The Slave Trade".

Schedule of Class Meetings (Tuesday 7:00 - 9:00 P.M.):

1. September 23 - Introduction to Sierra Leone Slide presentation
2. September 30 - Scope and Principles of Comparative Education - Lecture Informal discussion with two Sierra Leonean students
3. October 7 - Scope and Principles of Comparative Education (Part II) - Lecture Discussion of research and proposal requirements - Instructional guides: 1) "Instructions for Preparing a Proposal for Educational Research"; 2) "Supplemental Aids for Writing Term Papers"; 3) "Examples of Topics and Types of Research to Select".
4. October 14 - Comparative Survey of British Schools Guest speaker Sierra Leone Art - Guest speaker
5. October 21 - Comparative Survey of the General Features of the Educational System of Sierra Leone - Lecture & discussion
6. October 28 - Slide Presentation on Sierra Leone Guest speaker
7. November 4 - Group and individual conferences with instructor on research proposals
8. November 11 - Comparative Survey of the Educational Systems of England and the Netherlands Guest speaker
9. November 18 - Developing Countries - Slide Presentation Guest speaker
10. November 25 - Group and individual conferences with instructor

Spring Seminar. Ten weekly seminars of two hours each were scheduled during the 1970 spring term. The seminars were designed for those students who had participated in the field study experience in Sierra Leone. The outline of the weekly seminars follows:
FOREIGN STUDY PROGRAM IN 
COMPARATIVE EDUCATION
Education 39.3
Spring Term 1970

The immediate objectives of this seminar are: 1) to evaluate the foreign study program; 2) to share the knowledge and understandings gained from the practicum; and 3) to complete the selected areas of study and research in comparative education.

Schedule of Class Meetings (Thursday 7:00 - 9:00 P.M.):

1. April 2 - Review of Experiences in Sierra Leone
   Preview of Slides and Slide Exchange
2. April 9 - Professional Guidance in Program
   Presentations - Guest speaker
   Preview of Slides and Slide Exchange
3. April 16 - Listing of Additional Library Materials and Proposed Areas of Study in Comparative Education
   Preview of Slides and Slide Exchange
4. April 23 - Self-Evaluation, Evaluation of Foreign Study Program and Proposed Program Revision
   Preview of Slides and Slide Exchange
5. April 30 - Research Paper Due (rough draft)
   Preview of Slides and Slide Exchange
6. May 7 - Prepared Program Presentations & discussion
   Research Problems discussed
7. May 14 - Prepared Program Presentations & discussion
   Rating Scales Prepared
8. May 21 - Prepared Program Presentations & discussion
   including Sierra Leonean students
9. May 28 - Prepared Program Presentation for selected students of second foreign study group
10. June 4 - Research Papers Due (final form)
    (Research papers were placed on file in the Otterbein College Library and four selected papers were sent to Sierra Leone.)

Program Evaluation. The fifteen students who were enrolled in the foreign study program during the 1969-1970 academic year evaluated the foreign study program on the PFEX form. From the data offered, using the method of content analysis, seven classifying units resulted. Their responses are reported first, followed by the number of students responding to each item: appreciation for the opportunity to participate in the foreign study program (15); provided opportunity to develop
both personal and professional competencies (15); seminars were beneficial (15); practicum was beneficial (15); provided opportunities to develop an appreciation and understanding of other people, community life, history, economic conditions (13); provided opportunities to gain knowledge and understanding of educational systems (11); research projects were beneficial (5).

Proposed Program Revision

On the PFEE, twenty program revisions were proposed by seven students who were enrolled in the foreign study program during the 1969-1970 academic year. These suggestions are reported under four group headings: Research, Orientation Seminar, Spring Study and Practicum. Eight of the students who were enrolled in the foreign study program did not offer any suggestions for program revisions.

Research. The following four suggestions were related to the research project which was one of the requirements of the course: 1) Give more instruction on research proposals and research papers. 2) Decide on topic before going to Africa and devote the ten weeks totally to research on the topic. 3) The research topics should be limited to some area of teaching that would be relatively applicable to the teaching situation. 4) Provide choice of projects other than research. Five students proposed these suggestions: two proposed the first suggestion; one per second, third and fourth suggestion; and ten students did not indicate any desired revision in this area.

Orientation Seminar. The following seven suggestions were related to the autumn seminar: 1) A presentation on techniques of picture composition and camera use would be beneficial. 2) Instruction
on slide and lecture techniques would be helpful in the autumn term.  
3) Require everyone to read, *Freetown: A Symposium* before the field experience.  
4) Start and end seminars on time.  
5) Explain the evaluation form pertaining to winter term experience.  
6) Place more emphasis on the individual's relationship to the group.  
7) Provide instruction in native languages. One student made the first three suggestions; one student proposed the next three; two students suggested the seventh revision; and, eleven students did not write any desired revisions in this area.

**Spring Study.** Two suggestions relating to the spring seminars were offered:  
1) Make provision to review slides in Audio-Visual Center leaving more time during spring seminar for discussion and evaluation.  
2) The first seminar in the spring should again include the lecture and research relevant to comparative education. One student proposed each revision; thirteen students did not offer any suggestion in this area.

**Practicum.** The following seven suggested program revisions were related to the field study experience:  
1) Enough free exchange of experiences without having regular seminar meetings scheduled for each week.  
2) The experience would be just as valuable if one worked entirely on research in Africa instead of teaching.  
3) The Njala students should live in the community in which they teach.  
4) Travel in Europe should not be scheduled during a national holiday.  
5) Provide two cars for the group assigned to Njala and two for the Moyamba group.  
6) Plan travel during first weeks before one becomes too much a part of the community.  
7) Guard against over-structuring.
travel. Each suggestion was offered by a different student; eight students did not propose any program revisions relating to the practicum.

**Rating Scales**

During the spring term of the 1969-1970 academic year, each member of the foreign study group who had participated in the field experience in Sierra Leone prepared a rating scale of the qualities that they deemed to be necessary for foreign study students to possess. Employing the method of content analysis, the following classifying units were obtained: ability to "get along" with peer group (13); desirable public relations with the college, school, fellow students, teachers and the community (13); ability to make intelligent use of suggestions and criticisms (13); habit of accepting responsibility willingly (12); good sense of humor (11); high standards of personal conduct (10); capacity to act as an ambassador of good will representing yourself, your group, Otterbein College and your country (10); maturity and emotional stability (10); behavior exemplifying acceptable attitudes and actions of a professional person (9); friendly, tactful, courteous toward others (9); ability to practice self control (8); pattern of following rules of basic courtesy (8); ability to self-evaluate and strive for personal growth (8); record of accepting assignments graciously (7); kindly attitude toward others (7); reliable in fulfilling obligations (6); personal manner of maintaining pleasant social relations (6); work pattern of spending sufficient time and effort in study and research (5); prompt in completing assignments, reports, and in performing other duties (5);
demonstration of high regard for teaching (5); loyal to college and school regulations and policies (4); cooperative and considerate of teachers and peer group.

Of the fifteen rating scales developed by the group, this rather unique check list was selected by the students of the first foreign study group for the use with the second group of foreign study students. The remaining fourteen rating scales are contained in Appendix G.
ARE YOU READY TO GO TO SIERRA LEONE?

You are ready to go to Sierra Leone and you're excited!

Finished packing yet? Let's check that suitcase to see if you're really prepared and have everything you'll need. Check to find out if you are fully prepared.

- neat appearance
- good health
- mature and stable
- politeness
- sincere
- inner-happiness
- tactful and aware of importance of public relations
- inventiveness
- ability to adjust
- dignity and control
- dedication to purpose
- a good citizen and representative of the college and community
- ethical
- responsible and reliable
- professional
- open-mindedness
- positive attitude
- hold teaching profession in high regard
- ability to work independently and with others
- enthusiasm
- interested
- tolerant
- respect for other people and their way of life
- ability to evaluate yourself
- ethical
- responsible and reliable
- professional
- open-mindedness
- positive attitude
- hold teaching profession in high regard
- ability to work independently and with others
- enthusiasm
- interested
- tolerant
- respect for other people and their way of life
- ability to evaluate yourself
- ethical
- responsible and reliable
- professional
- open-mindedness
- positive attitude
- hold teaching profession in high regard
- ability to work independently and with others
- enthusiasm
- interested
- tolerant
- respect for other people and their way of life
- ability to evaluate yourself

Suitcase too full? Perhaps you have something in there you don't really need. Let's check those things you're going to take out.

- prejudices
- pleasure-centeredness
- time consciousness, always rushing
- chronic dissatisfaction with existing conditions
- predetermined attitudes
- self-centered and materialism
- emphasis on the future (make the most of now)
- something strange is revolting (give it time)

Now you're all set! May your experience be a good one.
Summary

In this chapter the use of each of the various data gathering instruments and procedures has been reported, together with analysis of the findings. The following chapter contains a brief review of the study, followed by the conclusions, implications and recommendations for possible further research.
CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter has been divided into three sections. The first section consists of a brief recapitulation of the study. The second section is concerned with a re-consideration of the three broad problems of the study; followed by a discussion of the major findings of the comparative, descriptive and evaluative areas of the study. Finally, the conclusions, implications and recommendations for possible further research are outlined.

Review of the Study

This research developed from an interest in examining the influence of foreign study on a group of fifteen Otterbein College students who had participated in a foreign study experience during the 1969-1970 academic year. A review of the literature showed that much research had been done on attitude change in many separate aspects of teacher education, but relatively few of these studies have been concerned with environmental influences and even fewer have attempted to investigate changes in attitudes and understandings brought about by overseas experiences. It was therefore planned to study a number of factors in the backgrounds of a group of students who had participated in a foreign study experience.
In the comparative phase of the study, a reference group was also selected for study. The same instruments were used with participants in the foreign study pilot group and the reference group in order to determine whether there were discernible attitudinal and behavioral differences between the two groups. The assumption was made that the fifteen students who participated in the foreign study experience (1969-1970) and the selected campus bound students in the same curriculum at the same level but not enrolled in the foreign study program were comprised of comparable students. Also it was assumed that professional attitudes and perceptions could be measured through the use of the Teaching Situation Reaction Test (TSRT) and the Teaching Career Survey (TCS) in order to elicit responses indicative of attitudes held. It was further assumed that during the interval of the foreign study experience a positive change in attitudes would occur in both groups; although, it would not be as great in the reference group. The TSRT and TCS were administered before and after the foreign study experience.

In an effort to establish the probable reliability of the results of the TSRT obtained from the 1969-1970 pilot and reference group, the TSRT was administered as a pre- and posttest again during the 1970-1971 academic year to include twenty-four students: twelve students who participated in the second foreign study experience and twelve selected campus bound students.

The Teaching Career Survey (TCS) was completed by the first foreign study students and the first reference group. The method of content analysis was used in classifying the data obtained from the TCS.
In addition the rank-difference method was utilized to determine to what extent similarities and differences occurred between the responses made by the fifteen students who participated in the foreign study experience and the fifteen selected campus bound students.

An analysis of the available academic and biographical data for the pilot and reference groups was also included in the comparative phase of the study.

In the descriptive phase of the study, an analysis was made of the personal and informational data deemed to be relevant to the character of the foreign study experience (1969-1970). The evaluative phase describes the attempt to survey the responses obtained from the host country, the fifteen foreign study participants' self-evaluation, the foreign study program evaluation, and, a resume of the students' rating scales.

The Problem Questions

Answers were sought to three broad questions:

First, what ideas and insights can be derived from a study of prospective teachers' attitudinal and behavioral changes in relation to children, the role of the teacher and curriculum practices? Are there discernible attitudinal and behavioral differences between prospective teachers who participated in study abroad and those who remained on campus? Hopefully the answers to these questions might give some indication of the impact a term of study abroad would have on these students.

Secondly, what insights can be gained from a study of the available academic, biographical and professional data on both the study abroad and campus bound students? Are there discernible commonalities
in the nature of their academic performance, age, socio-economic status? Why did these students choose teaching as a career?

Thirdly, what ideas and insights can be gained from the participants' assessment of the study abroad experience? What were their motivations for participating in the program? To what extent was the field experience significant to the students in attaining their personal and professional goals? To what extent was the field experience significant to the educational program of the host country?

The first two of these questions have been answered below by presenting the findings of the TSRT and TCS pre- and posttests and through an analysis of the available academic and biographical data. The third has been dealt with by a broad discussion of the results of the personal, informational and evaluative data.

Comparative Phase

In the comparative phase of this study, the mean score of the 1969-1970 pilot and reference group on the TSRT pretest was found to be 211 and 213 respectively. With a two point difference in the mean score, the assumption that the pilot and reference groups were comprised of comparable students was accepted using the mean score as a criterion. The mean score of the pilot and reference group on the TSRT posttest was found to be 216 and 215 respectively. With a five point gain in the mean on the posttest for the pilot group and a two point gain in the mean score of the reference group, it was found that a greater change had occurred in the pilot group than in the reference group during the interval of the foreign field study experience.
In an effort to establish the probable reliability of these findings, the TSRT was administered as a pre- and posttest to the second pilot and reference group. The mean scores of the second pilot and reference group on the TSRT pretest was found to be 209 and 207 respectively. The two point difference in the mean scores substantiated the previous findings that there was no substantial initial difference between the two groups on the TSRT pretest.

While the mean scores of the second pilot and reference group were found to be 215 and 213 respectively. With a two point difference in the mean on the posttest and a six point gain in the mean score over the pretest for both groups, it was indicated that although a change occurred in both groups during the interval of the foreign study experience; a greater change did not occur in the mean score of the second pilot group than that of the second reference group. As expected some students scored higher and some lower on the posttest, but as indicated above by the increased means, in all cases the gains were greater than the losses.

Certain measures of academic and biographical data were examined in the past and present status of the pilot and reference groups. In Tables 19 and 20, the individual differences of the pilot and reference group are summarized; while Tables 21 and 22 reveal the individual differences of the second pilot and reference group. The findings from the available academic and biographical data indicated that the pilot and reference groups were essentially very comparable with some small variations in some areas.
In the Teaching Career Survey (TCS), two essay type questions were used; one direct, open-ended question and one follow-up indirect, open-ended question: "Why did you select teaching as a career?" "What contributions do you think you could make as a teacher?" Using the method of content analysis, thirty-three categories were classified from the TCS pre- and posttest data obtained from the fifteen pilot foreign study and fifteen campus bound students. A summary of the results of the classification of the TCS pre- and posttest data and the number of times responses were made to each item are reported in Table 7.

Although a number of changes were found to have occurred in both the pilot and reference group in regard to the students' perceptions of teaching during the interval of the foreign study experience, it was found that the majority of the students in the pilot group supplied a greater number of additional ideas about teaching on the TCS posttest (12 items) than did the reference group (1 item).

In further analysis using the rank-difference method, the thirty-three items were ranked from high to low according to the pilot and reference groups' TCS pre- and posttest scores and according to their total pre- and posttest scores. This method indicated the amount of difference between the groups' rank on one set of scores and the groups' rank on the other. Tables 8, 9, 10, 11 and 12 reveal the ranked difference of each of the items obtained from the results of the TCS pre- and posttest with a significant positive correlation coefficient found for each of the variable pairs of scores. The correlation between the pilot and reference groups' posttest scores on
the TCS resulted in the lowest ranked difference which indicated a significant change in the pilot group's scores during the interval of foreign study, while the reference group's scores did not change significantly during this period.

After listing all of the items in rank order on which the pilot or reference group scored six or more above the other group on the TCS posttest, it was found that the pilot group supplied the following seven items: Sense of Worth; Teaching Profession; Challenge; Build Independence; International; Groups and Cultures; and, Concerned Involvement. While the reference group supplied the following two items: Influenced by Teachers and Best for Women. Tables 13 and 14 reveal these differences. The ideas supplied by the pilot group places emphasis on pedagogical interests and international concerns; while the reference group supplied merely incidental items on making a choice of a profession.

Through listing all of the items on which one group scored and the other group scored zero and one, four additional items were supplied by the pilot group: Variety and Creativity; Encourage Praise; New Techniques; and, Participation. Tables 15 and 17 report these findings; while Tables 16 and 18 report four more rather incidental items supplied by the reference group.

Descriptive Phase

This section of the study describes an attempt to survey the personal informational data deemed to be relevant to the character of the pilot group (1969-1970). Two references for each of the students in the pilot group had been secured to elicit opinions about the
students who applied for admission to Otterbein's foreign study pro-
gram in Sierra Leone, West Africa. The references indicated fairly
consistent evidence of intellectual ability, seriousness of purpose,
integrity, maturity and stability as reported on the Foreign Study
Personal Reference Form (FSPRF). All of the ratings strongly recom-
mended the students for participation in the foreign study experience
except four which recommended them but not strongly.

Commonalities were found to exist on the personal-history
information as reported by the fifteen students in the pilot group on
the Personal Information on Teaching Participant (PITP) form. The
experience background data revealed that all of the students had en-
gaged in extra-curricular activities. The number of activities that
each student had engaged in ranged from three to thirteen, while the
mean number of activities reported for high school and college was
found to be 3.8 and 3.7 respectively. They reported twenty-eight
recreational and hobby interests. The mean number of interests were
found to be 4.4. All of the students had engaged in two or more work
experiences and one or more leadership experiences. All of the stu-
dents had traveled in parts of the United States; five had traveled
in Canada; one in Mexico; and one had traveled in England, Ireland and
Scotland.

To the last item on the PITP form: "I am interested in this
foreign teaching participation experience because (Give your specific
purposes and interests):" the students gave the following reasons for
wanting to participate in the foreign study experience in Sierra Leone.
In eight responses, they expressed the desire to broaden their back-
ground and to gain understanding of other people and countries. They indicated an interest in the education of children in six responses. Five responses indicated a desire to gain a broader outlook of their own and other education systems. Two respondents wished to further their own education; one student expressed an interest in the unknown; one indicated an interest in teaching overseas; and, one of the students expressed a desire to travel.

Some categorization was deemed essential in order to provide a conspectus that could not easily be gained from reading each form separately. The individual items are summarized in Table 24 and the raw data included in Appendix D.

The information supplied by the students on the PITP form indicated that they were self-motivated and had broad pedagogical, recreational and hobby interests as well as leadership and work experiences. In addition, the students' responses seemed to indicate seriousness of purpose, maturity and stability quite consistent with the personal and informational data supplied by their college instructors.

Evaluativo Phase

In the evaluative phase of this study, an attempt was made to answer the question: "Was the field experience significant to the educational program of the host country?" A survey of the data elicited from the people involved in the foreign study was made. Three major findings were recorded: all of the students had been rated highly on personal and professional qualities; the majority of the respondents from the host country indicated that the foreign study
program was of value and expressed a desire to have it continued and carried over a longer period of time; and, all except nine of the respondents indicated that positive contributions had been made toward furthering their educational program in Sierra Leone.

The three people who responded negatively to the question: "Do you feel that this program has contributed to the educational program of Sierra Leone? If so, in what way?" were found to be expatriate secondary teachers. They expressed the feeling that even first year teachers in a foreign culture had too many obstacles to overcome to make much of a contribution, but that small changes had been brought about by the presence of the Americans. Of the six people who did not indicate a yes or no answer to the question, four were expatriate secondary teachers. One commented that at the secondary level fifty per cent or more of the teachers are expatriate teachers and that this person felt that the Otterbein students could make a greater contribution to the primary educational program than they could at the secondary level. Two expatriate secondary teachers and one Sierra Leonean secondary teacher stated that they couldn't tell—the period was too short. One Sierra Leonean secondary principal indicated that the Otterbein students had inspired their secondary pupils.

One expatriate secondary teacher stated that the program had not contributed anything and that "the teachers here are well-qualified and experienced so that they gain little except friendship from the contact." In the respondent's opinion "there are already too many "pa m'i's" around, and the greater the number, the greater the confusion in the Sierra Leonean educational system itself." (In the native language of the district "pa m'i's" are white people.)
Mr. Albert K. Bundu-Kowai, a Sierra Leonean primary teacher, responded to the question as follows:

It gave rise to exchanging ideas about the U.S.A. and Sierra Leone. It also created cordial relationship between the member and the children and the staff of the school (New ideas). I gathered some good information about the educational system 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.

The results obtained from the EOPTE data offered by the host country are summarized in Tables 25, 26 and 27.

In an attempt to answer the final problem of the study, a survey of the responses elicited from the foreign study participants (1969-1970) was made. In response to the question: "To what extent has the field experience been significant to you in obtaining your personal and professional goals?" commonalities were found in their responses, to the extent, for instance, that all but two of the students testified to a significant gain in appreciation and understanding of other cultures and to a better knowledge and understanding of themselves; they reported more tolerance and acceptance of foreign people in other countries as well as in their own.

While three of the students reported that they did not take full advantage of the opportunities offered in the field study, generally the students attempted to make the most of all aspects of their experience. A majority of the students recorded a gain in knowledge and understanding of other educational systems as well as their own; they indicated that their professional attitudes and knowledge of education had been deeply enriched; they reported a desire to share their
experiences with other people and with their own pupils. They generally found the classroom experience rewarding; although, five students found it to be frustrating at times.

Less than half of the students included the three following responses in their reaction to the question; although, all but a few of these responses seemed to be implied in the students’ statements. They indicated that their goal of traveling had been achieved; that they were more aware, knowledgeable and concerned about world affairs; and, they found the research experience to be of value. In classifying the individual responses many qualifications had to be made and overlap has inevitably occurred. However, the responses seem to attest to the conceptual and experiential gains made by the students in cross-cultural understanding and the attendant discovery of self and the development of new empathies. Two examples (5, 11) follow:

(5) The goals that I set for myself last Fall, were very general for the main reason that I really did not know what to expect from the course or what was expected of me. As we went further into the details of the trip and the experiences we were to encounter while in Sierra Leone, my enthusiasm mounted and my outlook on the program became much clearer. I understood what I was expected to do and upon arrival in the country, I believe, it became very apparent to me what my purpose was in coming to Sierra Leone.

In my original statement of reasons for wanting to go to Sierra Leone, I stated that I was "adventuresome and strange people, places and cultures intrigued me." While this might have been true then, I feel now that I must elaborate more fully my reasons. I cannot deny that I wanted to go to Sierra Leone for adventure; however, the experiences I received in the country more than gave me the touch of adventure that I had been searching for. The strange places, people, and culture became not so much "strange" as they were unique. My educational training was deeply enriched by the close contacts I had with my teacher and the fact that I was learning as much from the students about their culture as I was trying to teach them.
In summary, I did obtain the goals I had set, but fortunately I did not allow myself to stop when those goals had been met. I found out a great deal more about other cultures than I had anticipated and I found out an even greater fact about myself—that I was a person who could be accepted for what she was and not for what she was expected to be.

(11) In thinking about the goals I set up for myself last fall, I find that I have learned much more than I had hoped to learn. However, it is difficult to judge the total impact that the Sierra Leone experience will have upon my life.

One of the first goals that I hoped to meet was to better understand our own racial situation by living in a black culture. After making close friends in Africa, I find it impossible to come back to America and judge a person by the color of his skin. This is a part of the larger lesson that I learned in Sierra Leone. We are always taught that we are to love our fellow man, but I always thought that it was too idealistic to hope for love between people on a large scale. In Sierra Leone, I think that most of us saw a genuine love and concern between people whether they be Christian, Muslim, or pagan. I realized that although America is more technologically advanced, we could learn a lesson from the Sierra Leoneans in human relations. I know that this lesson made me more sensitive as a person and deepened my concern for others when I returned to Otterbein.

I was also curious to see aspects of another culture. In ten weeks I didn't see everything but learned to appreciate many things that I saw. I saw some of the art, music, dancing and customs of the people of Sierra Leone.

One of the main reasons for going to Africa was to prepare me for my role as a teacher. Through my slides and experiences I think that I can show my classes that the "Dark Continent" is really not so "dark."

Those were my basic purposes for going to Africa and I feel that I did accomplish them. I do wish that I had stopped to think many times before acting because I wasted precious time that I could have been learning more when I had to rectify my mistakes. But perhaps one purpose, which was not mentioned in my original goals covers everything in this paper. I feel that I have become a more adult, sensitive individual through my positive learning experiences and mistakes and therefore hope to become a better teacher.

A summary of the classification of the field experience evaluation (PFEE) is presented in Table 28. Two responses (13, 15) are contained in Chapter IV, while the remaining individual responses are presented in Appendix F.
In the students' assessment of the Foreign Study Program in Comparative Education, all of the fifteen students who had enrolled in the course during the 1969-1970 academic year, stated that they were appreciative of the opportunity provided them to participate in the program. A majority of the students reported three benefits; they indicated that the program had provided an opportunity: to develop both personal and professional competencies; to develop an appreciation and understanding of other people, community life, history, economic conditions; and, to gain knowledge and understanding of educational systems. Five students again reported that the research experience had been beneficial to them.

In the report of the program revision proposed by the students, it was difficult to make any generalizations about the revisions that were proposed. Because less than half of the students had offered any program revision; and, with two exceptions, each of the revisions had been specified by one student. While the program revision report by two of the students tended to record somewhat less favorable suggestions than was true of the other five students who had offered suggestions, on the whole, the seven students had offered helpful suggestions.

During the spring term following their foreign study field experience, the fifteen students cooperated in preparing rating scales that they believed should be used in selecting students for the second foreign study field experience in Sierra Leone. In an attempt to provide more objective data, the list of qualities that these students deemed necessary for the second foreign study group to possess were included in this study. Although numerous other qualities were listed
by the students, ten or more of the students included the following qualities on their rating scales: ability to "get along" with peer group; desirable public relations with the college, school, fellow students, teachers and the community; ability to make intelligent use of suggestions and criticisms; habit of accepting responsibility willingly; good sense of humor; high standards of personal conduct; capacity to act as an ambassador of good will representing yourself, your group, Otterbein College and your country; maturity and emotional stability; and, behavior exemplifying acceptable attitudes and actions of a professional person. One student designed rating scale is presented on page 107; the remaining fourteen are contained in Appendix G.

Conclusions and Implications

From the Teaching Situation Reaction Test (TSRT) data examined the following conclusions and implications are drawn, in relation to the discernible attitudinal and behavioral differences between prospective teachers who participated in study abroad (1969-1970) and those who remained on campus. The more favorable professional attitude change toward children, the role of the teacher and curriculum practices in the foreign study group than in the campus bound students tends to indicate that this difference may have been the result of the foreign study experience as measured by the TSRT pre- and posttest. It also appears that the foreign study and reference groups (1969-1970 and 1970-1971) were more similar in their professional attitudes before the foreign study experience than they were after the foreign study experience as measured by the TSRT pre- and posttest.
In examining the individual TSRT scores of the students, Table 4 shows that change scores occurred in both positive and negative directions. Both the foreign study and reference groups total positive gain score was greater than their total negative changes. Table 4 also reveals that as a total group, the change score of the foreign study students was toward a more favorable position than that of the reference groups.

While the results of the 1970-1971 TSRT pretest substantiated the previous findings of the 1969-1970 TSRT pretest, the six-point gain in the mean score over the pretest on the TSRT posttest for both the pilot and reference group (1970-1971), did not substantiate the findings of the first pilot and reference group (1969-1970). A possible explanation for this difference may be found not only in the institutional-event schedule but also in the method used in selecting and in administering the TSRT posttest which may have confounded extraneous variables and jeopardized internal validity.

A possible explanation for the individual differences found in score changes could be attributed to the degree and direction of the initial attitude held by the individual. This explanation is based upon Osgood and Tannenbaum's principle of congruity. They would base their prediction of the degree and direction of attitude change on the functions of the original attitudes held by individuals, the degree of polarization of the attitudes and the degree of incredulity of the incongruous messages.1 Rokeach's theory that deals with attitude

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change may also apply here. He approaches attitude change on the basis
that each belief "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." 2

Although it is difficult to assess a person's attitude, it has
been found in behavioral research that a person's attitude can be a
significant determinant in the subject's responses. In the writer's
experience of working with student teachers and in-service teachers
as well, this phenomenon has been observed repeatedly. As cited be-
fore in the review of the literature, the Rosenthal and Jacobson 3
study is a classic example. They found that a teacher's expectations
become translated in some undetermined way to elicit the expected
pupil behavior. 4

Evidence indicates that teachers' attitudes are a significant
factor in influencing the psychological structure of their class and
the progress of their students. These findings have important impli-
cations. This suggests that new approaches to teacher education need
to be introduced to help prospective teachers acquire knowledge,
understanding and attitudes that they should possess in order to cope
with the common problems in the school environment.

2Milton Rokeach, Beliefs, Attitudes and Values (San Francisco:

3Robert Rosenthal and Lenore Jacobson, "Teachers' Expectancies:
Determinates of Pupils' IQ Gains," Psychological Reports, XVIV, (1966),
pp. 115-118.

4Ibid.
From the analysis of the Teaching Career Survey (TCS) data, the following conclusions and implications are drawn. Similarities and differences were found in the students' perceptions of teaching as indicated by the responses obtained from the 1969-1970 pilot and reference group on the TCS pre- and posttest. In further analysis of the thirty-three items using the rank-difference method, there was found to be a high level of significance in the coefficient of correlation between each group's TCS pre- and posttest scores. While the coefficient of correlation between the two groups on the TCS pretest scores was .636 it was only .514 between the two groups on the posttest scores. This significantly lower correlation coefficient shows that the pilot group changed decidedly during the foreign study experience while the reference group did not change significantly and especially not in the same direction as the pilot group.

The more striking of the differences in the students' responses on the TCS posttest were obtained by listing all of the items in rank order on which the pilot and reference group scored six or more above each other and on which one group scored more than one and the other group scored zero or one. The responses thus obtained have important implications. The pilot group is seen as being more child-centered, more aware of other groups and cultures and as having a broader knowledge of education from a world point of view than the reference group while the reference group seems to be less concerned about children and more concerned with self-interests.

In the final comparative phase of the study, the findings from an analysis of the available academic and biographical data seemed to
substantiate to some extent the results of the TSRT and TCS pretests in that the pilot and reference groups were found to be very similar in composition on a number of independent variables.

In the descriptive phase of the study, an attempt was made to survey the personal and informational data relevant to the character of the fifteen students who participated in the first foreign study program during the 1969-1970 academic year. Although it is difficult to assess the exact importance that should be given to these factors, some understanding of the students is clearly implied.

The personal references of the students were found to have shown fairly consistent evidence of intellectual ability, seriousness of purpose, integrity, maturity and stability as reported on the Foreign Study Personal Reference Form (FSPRF). All of the ratings strongly recommended the students for participation in the foreign study experience except four which recommended them but not strongly. Very close commonalities were found on most items from the personal-history information as reported by the students on the Personal Information on Teaching Participant (PITP) form.

Under motivations for participating in the foreign study program, the fifteen students in the pilot group gave the following reasons: eight students expressed the desire to broaden their backgrounds and to gain understanding of other people and countries; six students indicated an interest in the education of children; five indicated a desire to gain a broader outlook of their own and other educational systems; two students wished to further their own education; one student expressed
an interest in the unknown; one indicated an interest in teaching overseas; and, one of the students expressed a desire to travel.

Because of the high degree of subjectivity involved in the responses, it is difficult to draw empirically sound conclusions. On the other hand, it is rather easy to see certain generalizations in the kinds of responses elicited from the fifteen students and their college instructors. As cited above in the reference ratings, the students were found to have shown fairly consistent evidence of intellectual ability, seriousness of purpose, integrity, maturity and stability. Commonalities were also found to exist on the personal-history data as recorded by the students on the personal information forms. Evidence here seems to indicate to some extent that certain fairly consistent characteristics may be found in students who are interested in taking advantage of a foreign study experience.

In the evaluative section of this study, the people involved in the foreign study program in the host country rated all of the students highly on professional and personal qualities on the Evaluation of Otterbein's Pilot Project in Teacher Education (EOPPTE) form. It was further found that the majority of the respondents from the host country had rated the program highly and expressed a desire to have it continued and carried over a longer period of time; while, all except nine of the respondents indicated that positive contributions had been made toward furthering their own educational program. On the whole, the respondents from the host country had also offered helpful suggestions on the EOPPTE form.
The findings of the less favorable responses from the expatriate secondary teachers in the host country have important implications. The need for careful selection practices and thorough orientation programs for students and other people selected to work or study in another culture appears to be of prime importance.

In an attempt to draw conclusions from an analysis of the responses elicited from the fifteen students who participated in the foreign study experience during the 1969-1970 academic year, the following generalizations are presented: The students generally gained a better appreciation and understanding of other cultures and a better knowledge and understanding of themselves; they had become more tolerant and accepting of foreign people in other countries as well as in their own country, they were appreciative of the opportunity provided them to participate in the program and generally they attempted to make the most of all aspects of the experience, they had found the classroom experience in the host country rewarding, they had definite ideas about the kinds of students who should participate in foreign study, and generally they desired to share their experiences with other people and with their own pupils. In summary, it may be said that the students had found satisfaction in the foreign study experience and that they had made progress toward both their personal and professional goals.

This study was conducted in the belief that professional training combined with a deep inter-cultural experience is one means of developing social sensitivity and social awareness to the common problems in the school environment. Further that the participants in
the study abroad program would gain a greater understanding of educational, societal and professional problems than would non-participants who remained on campus.

Finding a way to obtain data on such issues proved very difficult, especially because of the writer's direct involvement with the foreign study program. Also with the limited number of students in the 1969-1970 pilot group, no attempt was made to present an in-depth case study. Rather, a broad overview of individual and personal-history patterns has been presented. In an attempt to keep the members of this group anonymous, no attempt has been made to present additional subjective and personal informational data which it is believed could quite readily lead to each student's identity. In addition, deep analysis of motives was not anticipated and no particular theory of personality structure and function was espoused as explanatory of the student's motives for enrolling in the foreign study program.

As cited earlier, the less favorable responses recorded on the EOPPTE questionnaire by the expatriate secondary teachers in the host country have important implications. The writer has observed the negative effect exerted on other peoples by some disenchanted teachers, students and other people who seem to feel trapped in a situation in which they are unable to cope and in which they cannot function effectively.

Regardless of the amount of time involved in comprehensive planning, orientation and careful selection procedures used in developing a foreign study program; social and emotional problems, a lost or stolen passport and other unexpected difficulties may arise. In an
effort to avoid these problems and those uncovered in other foreign study programs, the following guidelines are presented here in the conviction that they can be of assistance in the initiation, evaluation, development and/or modification of study abroad programs.

Seven essential elements were found to be of importance in program development. First, the major goal or objective holds a tantamount position to the total academic endeavor and serves to relate the foreign study experience to the center of the institution's major objective. Although an institution's objective may be stated in various ways, each college or university seeks to produce quality education based on conceptual, experiential, affective and social understanding through meaningful cultural assimilation. The first step in writing the proposal for foreign study should be the identification and clarification of the major goals or objectives of the total academic program. Thus, eliminating one of the major difficulties found in the development of many foreign study programs.

Second, quality control, which encompasses all of the other elements, is seen as an indispensable element in program development. Quality control provides the impetus to maintain the high quality of excellence congruous with the standards adhered to in the total academic program of the college or university. The standards used in the selection of the students and faculty to participate in the foreign study program should meet the general college or university standards required in the selection of all students and faculty. The general standards of the college or university should also be strictly adhered to in seeking administrative and faculty approval of the foreign study
program. Thus, eliminating another one of the major difficulties found in the development of many foreign study programs. These principles should also be applied in seeking approval of the proposed program in the host country.

Third, the conceptual, experiential, affective and social elements will be discussed together because of the existence of varying relationships among them; each one has a way of reinforcing the other. It is believed that human behavior cannot be divided into separate compartments; the acquisition of learning is partial rather than inclusive and fixed. In providing learning experiences for the study abroad program, provision should be made for the inclusion of each one of these four elements. It is deemed necessary to formulate conceptual, experiential, affective and social behavioral objectives different from, yet, congruous with the college or university's unified objective. By providing a balance in these areas of learning, true and meaningful cultural assimilation is fostered. Thus, eliminating another one of the major difficulties found in many foreign study programs.

The last element seen to be essential in program development is prerequisites. Prerequisites apply to the essential preliminaries in the realm of conceptual, experiential, affective and social learning. From a general understanding of learning theory, it is evident that learning does not occur in a vacuum. Rather, conceptual, experiential, affective and social learning and behavior are related to the cognitive structure of the material as well as its relatability to the particular cognitive structure and development of the learner. Therefore, requiring knowledge about phenomena relevant to the specialization of
teaching is maximally useful for the student in the preparation for becoming a teacher. Prerequisites are viewed here as being central to the teacher education program as they are to each area of the college or university program. Again providing careful selection procedures through careful scrutiny of each student and faculty member's background, individual program, level of learning in these areas as well as providing a comprehensive orientation program for those selected to participate in the foreign study program, would eliminate another one of the major difficulties found in many study abroad programs.

These guidelines were used in developing a program paradigm. To a large extent, the ideas contained in this paradigm are assuredly not unique; the writer is cognizant of the entities of professional viewpoints. The guidelines were derived from the literature and the insights gained through direct involvement in foreign study. To clarify the terminology used in the model, the following interpretations are made: the Program Paradigm contains seven essential elements; and, each element is a constituent part of the whole. 1) The Objective is unique, that is, it leads toward a unified goal rather than toward divergent goals or objectives. 2) Quality denotes the superior character of the program; while Control exerts the dominance to maintain a high degree of excellence; and the Standards are considered essential as the basis for judgement of all of the elements in the paradigm. Note that it is positioned in a free field so as to encompass all of the other elements. It is analogous to the term "field" used in physics as it provides the impetus to maintain the intensity of the influence it exerts. 3) Conceptual refers to the
knowledge, as classified by Bloom, obtained from experience. It
includes the behavioral objectives which deal with the recognition of
knowledge and the development of intellectual abilities and skills
from the specific to the more complex and abstract. 4) Experiential
refers to the personal encounter of an experience and the cognitions
learned from the process of encountering the experience. 5) Affective
refers to the development of appreciations, interests, attitudes,
values and adequate adjustments. Krathwohl and his Associates em-
phasize the importance of this element which includes the behavioral
objectives that vary from simple attention to selected phenomena to
complex qualities of character and conscience. 6) Social refers to
the attainment of a friendly disposition, social life, and companion-
ship with others. It is also used in the general sense of having to
do with society, that is, as an organized unit composed of all peoples
of the campus, community, state, nation and the world. The development
of an awareness of the needs of society at large and the need for
mutual assistance as well as a willingness to work toward the well-
being of the entire group in the attainment of those ends. 7) Pre-
requisites are an indispensable element in the development of a program
of study. It applies to the essential knowledge which must be ac-
quired as preliminaries to the conceptual, experiential, affective and

5Benjamin S. Bloom, Ed., Taxonomy of Educational Objectives
The Classification of Educational Goals Handbook I: Cognitive Domain

6David R. Krathwohl, Benjamin S. Bloom and Bertram B. Masia,
Taxonomy of Educational Objectives. The Classification of Educational
Goals, Handbook III: Affective Domain (New York: David McKay Company,
PROGRAM PARADIGM

OBJECTIVE: Basic to Program

QUALITY CONTROL

STANDARDS

PREREQUISITES
Structure - Pattern - Development
social attainment of higher levels of learning and behavior. The three following terms are used in relation to prerequisites: Structure is used to denote the formation, arrangement and articulation of parts in the construction of prerequisites in each of the areas of learning and behavior; while Pattern and Development refer to stages in the formation of acquired learnings and of the growth and development in each area of learning and behavior. This general clarification of the seven components of the paradigm should serve to illustrate how these guidelines can be utilized in program development.

Recommendations for Further Study

Future study of problems arising from this research is recommended. 1. The present study should be replicated in order to establish the reliability of the findings. 2. A longitudinal study is recommended to determine to what extent the changes indicated by the study vary over a period of time. 3. Future research is also recommended into possible causes of the differences in attitude change between foreign study participants and non-participants. 4. It is recommended that future research be conducted on the type of people who seem to function best in other cultures. Hopefully, such investigations could lead to better orientation programs and selection practices. 5. In-depth case studies involving attitude change related to student involvement, motivations, and personality structure may prove to be of value in identifying change causes. Such investigations may help to identify characteristics of people at various stages of their careers. 6. Further investigation could also identify characteristics which could play an important part in the selection and preparation of
teachers. It may also be desirable at a future time to measure the professional attitudes of the foreign study participants after they are certified to teach, especially if they could be compared with performance and changes in professional attitudes with those in the group of non-participants.
TEACHING SITUATION REACTION TEST
Revised September, 1966

Directions: The case example that follows has been planned to measure your ability to work through some of the problems of handling a classroom group. You will be given certain information about the classroom group and the working situation. You will then be asked to respond to a number of questions. This will be repeated through a series of problem situations. The case study has been designed so that you can respond regardless of your teaching subject field. You do not need technical subject matter knowledge to take this test.

You are asked to indicate your first, second, third, and fourth choice under each question by inserting respectively the numbers 1, 2, 3, 4, in the spaces provided on the answer sheets under (a) (b) (c) and (d). The most desirable choice should be labeled 1, and the least desirable 4. For example if your first choice was response (c), your second choice was response (a), your third choice was response (b), and your fourth choice was response (d), you would record your responses on the answer sheet as follows:

(a) (b) (c) (d)
2 3 1 4

Please do not write on the test booklet.
The Situation:

You have been employed by a school system which is engaged in a series of experimental studies. One of these studies involves an experimental class designed to improve pupils' general adjustment to their environment. A heterogeneous group (physically, mentally, socially) of twenty-five thirteen to fourteen year old youngsters have signed up for this class.

The class is scheduled to meet the last period of the day on Tuesday and Thursday during the last half year. Arrangements have been made so that the class might take trips and students might have an opportunity to meet informally with the teacher after class.

Around the first of November your principal calls you in to tell you that, if you are interested, you have been chosen to teach the experimental class. You were asked because of your background in adolescent psychology and your interest in helping youngsters with minor problems of adjustment typical of the young adolescent.

Your principal has given you pretty much of a "free hand" to develop the content of the course and the activities in which the students will be engaged. A good supply of instructional materials, books on the adolescent, and descriptions of similar programs in other schools has been made available to you. There will be no direct supervision of your work, but an evaluation by students and yourself will be requested at the middle and close of the semester. Studies will also be made of the gain in personal adjustment evidenced by your students. You know the names of the students who have signed up for your course. An experienced teacher-counselor has been asked by the principal to help you when and if you ask for help. The teacher-counselor knows well each of the youngsters who have signed up for your class.

The Group:

Some of the youngsters who have signed up for the course know each other very well, having gone through school together. Three do not know anyone else in the group. Others are only casually acquainted. Members of the group have a variety of interests and abilities, and they represent many levels of competence and come from a variety of socio-economic backgrounds. The quality of their personal adjustment varies, but none is seriously maladjusted.
A. You have about eight weeks plus the Christmas vacation to plan for your class:

1. When you begin planning the course you would:

   (a) Ask your teacher-counselor what he thinks should be in the course.

   (b) Examine the materials available to you and determine how they might be used by members of the class.

   (c) Read through the copies of publications describing other school programs of a similar nature and draw ideas from them.

   (d) Interview a randomly selected group of the young people signed up for the course and set your own tentative objectives based on these interviews.

2. During early December an important local civic group comes out against teaching sex education in the schools. Your planning had included some sex education. At this point in your planning you would:

   (a) Continue planning as you have been.

   (b) Ask the principal if you should include any sex education in your course.

   (c) Remove the lessons dealing with sex education.

   (d) Find ways to get the sex education material across without causing an issue.

3. About three weeks before your class is scheduled to meet for the first time, your principal asks you to come in and talk with him about the course. You would hope that your principal would:

   (a) Say that if there was anything that he could do to be of help that you should feel free to call on him.

   (b) Indicate to you what he would hope the course would accomplish during the semester.

   (c) Encourage you to talk about the purposes of your course as you see them after several weeks of planning.

   (d) Make specific suggestions to help you in your planning, and encourage you to drop in for further suggestions if you need help.
4. The weekend before the course is to start it would be natural for you to feel:

(a) Concern that your planning has been inappropriate.

(b) Anxious to get started and prove your ability to handle this rather difficult assignment.

(c) Hopeful that the course will prove of real value to the students.

(d) Confident knowing you have done the best you could under the circumstances.

B. You will have your first meeting with the group tomorrow.

5. It will be important that you have planned for:

(a) students to get well acquainted with each other.

(b) explaining your grading system.

(c) activities to catch student interest.

(d) explaining your complete program for the semester.

6. The teacher-counselor drops by your room and asks if he can be of help. You would ask him for:

(a) his opinion about what you have planned for tomorrow.

(b) suggestions to help you make a good impression.

(c) suggestions as to what student reaction might be on the first day.

(d) nothing until you had an opportunity to meet with the group.

7. The more important personal information to gather at the first meeting would be:

(a) interests of the different students.

(b) parent or guardian, home address and phone number.

(c) what the students would like to do in the course.

(d) why they are taking the course.
8. Of the things you would do the evening before meeting the class, the most essential would be to:

(a) become familiar with the notes for such presentations as you might make.

(b) become familiar with students’ names and any information you have about them from their files.

(c) become familiar with the sequence and nature of any activities you may have planned.

(d) be sure any materials you were to use were available and in good condition.

9. Your greatest concern on this night before the first meeting would be:

(a) how to appear poised and at ease.

(b) how to gain control of the group.

(c) how to handle problem pupils.

(d) how to get your program moving rapidly and well.

C. On meeting the group the first day a number of students come in from three to five minutes late. Following this, as you got your program underway the students got restless.

10. With the students that come in late you would:

(a) simply acknowledge their presence and noticeably mark them present in the record book.

(b) inform them politely about the time at which the class starts.

(c) ask them politely why they were unable to get to class on time.

(d) make clear to the class as a whole and the late students in particular the standards you will maintain with regard to tardiness.

11. You would handle the restlessness of the group by:

(a) presenting your program more dynamically

(b) asking students why they were restless
12. You would tell the group your name and:
(a) the rules of conduct for your class
(b) your expectations for the class
(c) some of your personal adjustment problems at their age
(d) some of your interests and hobbies

13. You would, by your general behavior and manner, try to present yourself as:
(a) firm and serious but fair
(b) efficient, orderly and business-like
(c) friendly, sympathetic and understanding
(d) understanding, friendly and firm

14. You would prepare for the next meeting by:
(a) discussing with pupils what they would like to do and deciding on one or two ideas
(b) telling them what pages to read
(c) giving students a choice of two ideas and determining in which the majority is interested
(d) discussing your plans for the next meeting with them

D. You have met with your class four times and have made some observations. Two boys seem particularly dirty and you have found they come from a lower class slum area. One girl seems to be withdrawn. The students do not pay any attention to her. She is a pleasant looking well dressed girl. There are four or five youngsters, apparently very good friends (both boys and girls) who do most of the talking and take most of the initiative. Students seem to continually interrupt each other and you.

15. In the interests of the two boys from the slum area you would:
(a) find an opportunity to discuss the matter of cleanliness with the class
(b) speak to the boys about their need to be clean in a conference with them

(c) inaugurate a cleanliness competition with a prize to that half of the class with the best record, putting one boy in each half

(d) speak to the boys about their need to be clean and arrange facilities at school where they could clean up

16. In the interests of the apparently withdrawn girl you would:

(a) talk to her informally over a period of time to see if you could determine her difficulty

(b) call on her regularly for contributions to the discussion

(c) discover a skill she has and have her demonstrate for the class

(d) have a conference with her and tell her to become involved with the class discussion and speak up

17. To improve the relationship of the group to the apparently withdrawn girl you would:

(a) determine who, if anyone, is friendly with her and arrange to have them work together on occasion

(b) take the girl aside and help her see how she can establish better relations with her classmates

(c) arrange to have her work with the group of boys and girls who take most of the initiative

(d) allow her to work out her own problem

18. With regard to the four or five youngsters who do most of the talking and take the initiative you would tend to believe:

(a) they are brighter than most of the other students

(b) they are the leaders of the class

(c) there is considerable variation in student's ability to participate in class

(d) they are a little too cocky and think they know more than the others
19. With regard to the tendency of class members to interrupt while others are talking you would:

(a) tell the class politely but firmly that interruptions are impolite and should not continue

(b) discuss the matter with the class, determining why this happens and what should be done about it

(c) organize a system of hand raising and set rules for students participation in discussion

(d) set rules for student participation in discussion and firmly but fairly reprimand each person who breaks the rules

20. One of the important problems facing you now is to do something which:

(a) will insure that no one is rejected or disliked

(b) will result in everybody's being liked

(c) will encourage each person's acceptance of the others

(d) will guarantee that no one's feelings get hurt

E. At the beginning of the eighth class session (fourth week) Johnny comes into class holding on to his arm and very nearly crying. The tears are welled up in his eyes and he looks away from the others. You notice that Peter, the largest and strongest boy in the class, looks at Johnny occasionally with a sneering smile. You do not feel that you can let this pass, so you arrange to meet with Johnny and Peter separately after class.

21. You would tend to believe:

(a) that Johnny probably did something for which this was just, but maybe severe, payment

(b) that Peter is something of a bully

(c) that Johnny was hit on the arm by Peter

(d) that Johnny felt badly and Peter was quite aware of it

22. When you meet with Johnny you would:

(a) ask him if Peter hit him and why

(b) engage him in conversation and lead slowly into the difficulty he had that afternoon
(c) tell him you were aware that he had some difficulty and offer your help to him

(d) let him guide the discussion and reveal what he would about the incident

23. When you meet with Peter you would:

(a) tell him that Johnny was upset this afternoon and you had noticed that he (Peter) was looking strange -- proceed from there

(b) make him aware that you know he had trouble with Johnny and proceed from there

(c) make him aware that he is bigger and stronger than the other boys and that he is a bully if he picks on smaller boys

(d) ask him if he and Johnny had had difficulty

24. When young people get into conflict in school it would be best to:

(a) let them resolve it themselves

(b) help them to establish a friendly relationship

(c) find the cause of the trouble and work to eliminate it

(d) control the school situation so that the conflicts are less likely to arise

F. In general your program has been moving along satisfactorily. After the eighth meeting you have a feeling that the students are beginning to lose interest. A number of students seem to be sitting through class without really getting involved. Others seem to stay interested and active. The teacher-counselor asks to see you informally over coffee.

25. When you meet with the teacher-counselor you would:

(a) not talk about your class or its present lack of involvement

(b) discuss your concern with him and listen for suggestions he might have

(c) speak about how satisfactory the early meetings had been

(d) allow the teacher-counselor to orient the discussion
26. Your planning for the next (ninth) session would include:
   (a) some new ideas that you had not tried
   (b) some clarification of the importance of students doing well in their work
   (c) a request for ideas from students as to how to make the class more interesting
   (d) ways to get more students actively doing something in class

27. During the ninth session you would:
   (a) behave much as you had in earlier sessions
   (b) put some stress on the importance of everybody paying attention in class
   (c) by careful observation determine which students seem disinterested
   (d) speak pointedly to those who were not paying attention

28. You would tend to believe the loss of interest due to:
   (a) a rather natural reaction in a elective experimental course
   (b) failure of students to realize that they must contribute much to a course of this kind
   (c) a rather natural group reaction to the experience of working together on personal adjustment problems
   (d) your own failure in developing good human relationships in the class and stimulating the students

G. Before the mid term (eighteenth) meeting of the class you take time out to think about the experiences you have had. The class has been good some days and poor other days. You have had no word from your principal about how your work has been. The teacher-counselor has seemed satisfied but not very much impressed with what you are doing. You have heard nothing about the young people who are being studied. You are asked to meet with the parents to discuss the experimental class in an informal way.
29. You would be most concerned about:

(a) the failure of the principal and teacher-counselor to discuss the progress of the students before your meeting with the parents

(b) what you should say to the parents

(c) your apparent failure to impress your teacher-counselor

(d) what the studies of the young people are showing

30. You would resolve to:

(a) discuss your progress with the teacher-counselor

(b) ask for an appointment with the principal to find out how he feels about your work

(c) plan to work harder with your group

(d) not let the present state of affairs worry you

31. When talking with the parents you would:

(a) encourage them to ask questions about the program

(b) tell them what the program has consisted of so far

(c) tell them you don't know how well the program is going

(d) impress upon them the importance of student participation in class activities.

32. In this case you would feel that parents:

(a) ought to be told how their children are doing in this class

(b) think through the problem carefully and start planning revisions for the course next year

(c) try to help yourself accept the fact that life is often filled with disappointments and redouble your efforts to make your class better in the future by spending more time in preparation and encouraging your students to work harder

(d) mention your concern at the next meeting of your class and encourage students to talk with you after class about the progress of the course
33. You would feel much better regarding the accuracy of your estimate about what is wrong with the class if you:

(a) were sure that some of the students were not being difficult on purpose to test your authority as a new teacher

(b) knew more about the expectations of your students and to what extent they felt their expectations were being met

(c) could have a colleague in whom you could confide and in whom you could trust, come in and observe your class and talk with you

(d) were sure you understood your own needs for success and the extent to which these needs influence your feelings

34. After the twentieth session, it would be natural for you to feel that:

(a) you would like to relax and think about the situation over the weekend

(b) you wished students accepted the fact that things that are taught them in schools are usually good for them even though they may not like what they are learning all of the time

(c) things seldom go well all the time for everybody and that they couldn't be expected to always go well for you

(d) it must have been wonderful to teach in the good old days when students were in school because they wanted to learn

35. In an attempt to analyze the source of the problem you are having with your class you would:

(a) have a conference with several of the brighter and more interested students to see if they could give you any insight into the problem

(b) take part of a class session to share your concerns with the class, get their reactions, and using this information, rethink the problem

(c) ask the teacher-counselor to come in and observe the class several times and talk with you about his observations

(d) consult the records of the students to see if you could find any clues there
I. At your twenty-fourth meeting you wish to make plans for a series of visits to different community health and welfare agencies. You want to be sure that the youngsters learn from the experiences and conduct themselves properly while traveling to and from and visiting the agencies.

36. In order to assure that all youngsters learned from their first trip you would:

(a) assign particular things for all of them to look for and listen to

(b) ask each to write a brief commentary on the most important things they saw and heard

(c) encourage them to ask questions while they were there

(d) present them with a check sheet of items to be seen and heard and ask them to check off those that they saw or heard

37. In preparation for the first trip you would:

(a) tell them as much as you could about the agency to which they were going

(b) tell them you were sure it would be interesting and fun and let them see and hear for themselves

(c) ask them what they thought they could expect and encourage guided discussions about their expectations

(d) tell them about the most interesting things they would see and hear

38. To insure that the group conducted themselves properly you would:

(a) set out rules of conduct for them

(b) ask them to behave as young ladies and gentlemen representing their school

(c) ask them what rules of conduct they would propose and develop a code with the group

(d) assure them that if they did not behave properly they would not go on trips in the future
39. On the trips you would:

(a) divide them into small groups with a leader responsible for each group and arrange their itinerary and meetings after you get to the agency.

(b) ask the youngsters to get your permission first and on this basis allow them to pursue their own interests.

(c) let the agency people take responsibility for deciding where they could go and when.

(d) keep them all together as a manageable group.

40. You would tend to believe:

(a) the class members are too young to be dealing with important questions in this area.

(b) you had allowed just a little too much freedom in the discussions of boy-girl relationships.

(c) this simply reflects a natural desire on the part of students to introduce some excitement into the class sessions.

(d) the class could handle important questions in this area with your guidance and support.

41. Before the thirty-first session you would:

(a) clarify the significance and implications of Bob's statement in your own mind.

(b) determine what you will and will not allow to be discussed in class in this area.

(c) consult the principal and get direction from him.

(d) discuss the situation with the teacher-counselor with a view to getting ideas for handling the next session.
42. During the thirty-first session you would:

(a) propose a list of carefully selected questions you believe the students have in mind and begin discussions on the most manageable of these

(b) repeat Bob's comment and draw from the class a list of what they thought should be discussed

(c) suggest that some questions are not appropriate for discussion in school and that some of these fall in the area of boy-girl relationship

(d) ask Bob to pick up where he left off and guide him and other class members as they clarify the directions further discussion should take

K. Your class has at last developed into a fairly cohesive unit. The discussions are more animated and everyone participates to some degree. Disagreements on ideas begin to appear and the students give evidence of intense feelings on a number of issues. George has been particularly outspoken. He has very radical ideas that seem to provoke the other students who disagree but you know that the ideas he expresses have some support from some adolescent psychologists that you consider to be the "lunatic fringe". George seldom gives in on a point.

43. You would believe that these conditions are likely to:

(a) ultimately strengthen the group

(b) do little but make it uncomfortable until George learns his lesson

(c) destroy the group unity unless you intervene

(d) make it difficult for progress to be made for some students until they learn to accept George

44. With regard to George you would:

(a) refer him to the teacher-counselor

(b) point out to George that he is intolerant of the views of other class members

(c) encourage him to express his ideas in ways that would not irritate other students

(d) politely but firmly keep him from expressing such ideas
45. With regard to the other students you would:

(a) encourage them in their effort to stand up to George

(b) help them to understand what George is doing to them and why

(c) help them to get onto topics and ideas where George could not disagree with them so forcefully

(d) get into the discussion on their side and show George that he is wrong

46. With regard to your concern for George as a person, you would feel that:

(a) he is developing undemocratic traits by behaving as he does, and you would hope to help him change

(b) he does not understand how to behave in a democratic setting and may need help

(c) he probably has never learned certain social skills necessary for democratic group behavior and the possibilities of developing such skills should be shown him

(d) he will learn sooner or later that in a democracy some ideas are undesirable because they tend to destroy the group
APPENDIX B

T TEST COMPARISONS FOR TEST

PRE- AND POSTTEST DIFFERENCES
Fifteen Students in Pilot Group (1969-1970)

\[ d_i = \text{posttest} - \text{pretest} \]
\[ d_i = 206 - 201 = 5 \]
\[ \bar{d} = \text{mean difference} \]
\[ = 6.06 \]
\[ S_d = \text{standard deviation} \]
\[ = 9.30 \]
\[ t = \frac{\bar{d}}{S_d} \frac{S_d}{\sqrt{n-1}} \]
\[ = \frac{6.06}{9.3} \frac{9.3}{\sqrt{14}} \]

Critical "t" value with
14 degrees of freedom
5% one tail = 1.761

Since 2.4387 > 1.761
a significant difference
in scores

Fifteen Students in Reference Group (1969-1970)

\[ d = 2.2 \]
\[ S_d = 5.243 \]
\[ t = \frac{d}{S_d} \frac{S_d}{\sqrt{n-1}} \]
\[ = \frac{2.2}{5.243} \frac{5.243}{\sqrt{14}} \]

Since 1.57 < 1.761
no significant difference
in scores

Twelve Students in Second Pilot Group (1970-1971)

\[ \bar{d} = 5.67 \]
\[ S_d = 7.529 \]
\[ t = \frac{\bar{d}}{S_d} \frac{S_d}{\sqrt{n-1}} \]
\[ = \frac{5.67}{7.529} \frac{7.529}{\sqrt{11}} \]

Critical "t" value with
11 degrees of freedom
5% one tail = 1.796

Since 3.177 > 1.796
a significant difference
in scores


\[ \bar{d} = 6.67 \]
\[ S_d = 9.159 \]
\[ t = \frac{\bar{d}}{S_d} \frac{S_d}{\sqrt{n-1}} \]
\[ = \frac{6.67}{9.159} \frac{9.159}{\sqrt{11}} \]

Since 2.418 > 1.796
a significant difference
in scores
Fifteen Students in Each Group (1969-1970)

Pilot versus Reference

<table>
<thead>
<tr>
<th></th>
<th>Pretest</th>
<th>Pretest</th>
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<tbody>
<tr>
<td>$\bar{x}$</td>
<td>210.9</td>
<td>$\bar{y}$ = 213.4</td>
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<tr>
<td>$s_x$</td>
<td>14.36</td>
<td>$s_y$ = 8.28</td>
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<td>$n_x$</td>
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<td>$n_y$ = 15</td>
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$t = \frac{213.4 - 210.9}{\sqrt{\frac{(14.36)^2}{14} + (8.28)^2}} = .639$

Critical "t" value with 28 degrees of freedom
5% one tail = 1.701
Since .639 < 1.701
no significant difference in scores

Fifteen Students in Each Group (1969-1970)

Pilot versus Reference

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<td>$\bar{x}$</td>
<td>216.3</td>
<td>$\bar{y}$ = 215.6</td>
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<td>$s_x$</td>
<td>11.24</td>
<td>$s_y$ = 8.04</td>
</tr>
<tr>
<td>$n_x$</td>
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<td>$n_y$ = 15</td>
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</tbody>
</table>

$t = \frac{216.3 - 215.6}{\sqrt{\frac{(11.24)^2}{14} + (8.04)^2}} = .189$

Since .189 < 1.701
no significant difference in scores

Twelve Students in Each Group (1970-1971)

Pilot versus Reference

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<td>$\bar{x}$</td>
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<td>$\bar{y}$ = 206.6</td>
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<td>$s_x$</td>
<td>11.45</td>
<td>$s_y$ = 4.37</td>
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<tr>
<td>$n_x$</td>
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<td>$n_y$ = 12</td>
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$t = \frac{209.25 - 206.6}{\sqrt{\frac{(11.45)^2}{11} + (4.37)^2}} = .717$

Critical "t" value with 22 degrees of freedom
5% one tail = 1.717
Since .717 < 1.717
no significant difference in scores

Twelve Students in Each Group (1970-1971)

Pilot versus Reference

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<td>$s_x$</td>
<td>9.58</td>
<td>$s_y$ = 8.5</td>
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<td>$n_y$ = 12</td>
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</table>

$t = \frac{214.9 - 213.25}{\sqrt{\frac{(9.58)^2}{11} + (8.5)^2}} = .427$

Since .427 < 1.717
no significant difference in scores
APPENDIX C

FOREIGN STUDY PERSONAL REFERENCE FORM (FSPRF) DATA
General Scholastic Ability

1) Very good; very good, no question whatsoever about scholastic ability—have had her in class. Record in elementary courses—excellent.

2) Very good; above average.

3) Good; average in the classes I am familiar with such as, physical education service classes.

4) Excellent; excellent.

5) Average or slightly above; In my opinion her grades do not reflect her ability. She is capable of thinking and prefers to do this rather than memorize and parrot-like hand back statistics, etc. in order to get a high grade. Her contributions in class are pertinent and reflect thinking ability.

6) She participates pretty well; above average.

7) Average and slightly above in physical education classes and a health class; I can only base my comment on her scholastic record. I have never had her in class. She is slightly above average.

8) Average; seems quite consistent with a strong "B" lately.

9) Excellent; good.

10) Meets her responsibilities quite adequately; average.

11) Capable enough; very satisfactory.

12) Very good; very strong student.

13) Outstanding student; excellent student.

14) Above average — improved greatly in past year; very good.

15) Very good; My observation is based upon a single course in which the candidate has studied with me, but in that instance she demonstrated the ability to do very good work.
Character and Responsibility

1) No question; a most responsible person - no questions about character.

2) Excellent; very conscientious and cooperative.

3) Very good; I have worked with her in riding club and find that she is extremely dependable and responsible. She can always be counted on to follow through.

4) No question - very quiet - hard worker; very hard worker; has worked all through college in addition to carrying above average class load - very responsible and dependable.

5) Excellent, she is good at organizing and following through. She is very willing to work and try something new and different; character is the best and she has always carried through any responsibility for which she had been assigned.

6) Seems very good; assumes responsibility well in class work - character unquestionable as far as I know.

7) She is a very fine person with a high sense of responsibility in her classwork; she seems to be sincere and responsible.

8) All recommendations good - apparently holds back and does not contribute greatly in class; very strong.

9) Very dependable and responsible; excellent.

10) Is conscientious and sincere - Is somewhat self-conscious during personal communication; good character responsible but very quiet and not very aggressive.

11) Seems a little flighty but is sincere; top-notch.

12) Fine character, very good attitude and dedication; excellent.

13) Fine; very responsible and personable.

14) Good; mature, dependable, very desirous of being a good teacher.

15) Very good; on the basis of my contact with her in one course I can say that in that instance she conducted herself in a mature, responsible fashion. I am aware of the fact that she regularly worships in one of the churches in Westerville. I do not know more about her character.
Physical and Mental Health

1) Good; good - seems to be a person who adjusts very well.
2) Very good; good.
3) Good; good as far as I know.
4) Very good; excellent.
5) Good, her enthusiasm is contagious; I know of no problems.
6) Well-adjusted and mature; regularity of class attendance would indicate no serious illness.
7) She appears to be in good health; she appears to be in good health.
8) Good according to all records; seems good.
9) Excellent; good.
10) Seem good; good.
11) Good; very good.
12) Very good; seems good.
13) Very good; very good.
14) Good; excellent.
15) No problems; she appears to be in good physical and mental health.

Recommendation.

1) Strongly recommend, good background - no apparent problems - record in Ed. Ed. courses excellent; strongly recommend, a good background - seems to have no problems that would interfere with her participation in the foreign study program.

2) Strongly recommend, a very good candidate - appears to be quite mature; strongly recommend; because of her strong academic background and good character, and her emotional maturity. I feel that she is a good candidate for the foreign study program.

3) Strongly recommend; I would recommend her - I don't know if I'd "strongly" recommend anyone. I think she would be a fine student representative to Sierra Leone. She is a very fine person, dependable and conscientious.
4) Strongly recommend, all records indicate very fine qualities in addition to academic ability; strongly recommend, demonstrates the necessary personal qualities of a good "ambassador" abroad.

5) Strongly recommend, she wants to go, with this attitude there is no doubt she will gain and contribute a great deal to this experience; strongly recommend, I have known her for a long time and I can conscientiously state that I know of no one who can "contribute more to" and "receive more from" such an experience. I hope she can go!

6) Strongly recommend, good candidate; recommend but do not know enough about student's ability to adjust to an entirely different culture to mark strongly recommend. She seems to me - one who worries unduly about situations beyond her control - I may be wrong.

7) I would recommend her although not strongly. She has participated in a summer program in the southwest and is familiar with meeting those of another culture. In many ways she is still quite immature and gives you the impression of being rather adolescent as yet. Perhaps this is a quality of her personality she may always have; I would recommend her on the basis of the somewhat limited knowledge I have of her. She has been very pleasant and cooperative to work with as far as her yearly schedules are concerned.

8) Strongly recommend, academic record not especially strong; strongly recommend.

9) Strongly recommend, contributes well in class activities, high interest and enthusiasm; strongly recommend, excellent candidate.

10) Strongly recommend; strongly recommend, with reservations due only to academic record.

11) Strongly recommend; strongly recommend, a very pleasant, cooperative, enthusiastic and attractive young lady - very nice to work with as an advisee.

12) Strongly recommend, contributes well in class; strongly recommend, top-flite.

13) Strongly recommend, no problems; strongly recommend, attitude excellent, good "ambassador".

14) Strongly recommend; strongly recommend.

15) Strongly recommend, good attitude and good worker; strongly recommend, while I have answered 'yes' on the basis of my somewhat limited knowledge of the candidate, it should be pointed out that I do not know her well. I have no reason to think, however, that she should not participate in this program.
APPENDIX D

PERSONAL INFORMATION ON TEACHING PARTICIPANT (PITP)
Extra-Curricular Activities in College and High School

1) Choirs, O.S.E.A., Rho Kappa Delta Sorority, Y.W.C.A.

2) Band, glee club, honor society, Y-teens, Theta Nu Sorority, W.A.A., O.S.E.A.

3) Pep Club, Chorus, Band, Girls Basketball, Campus Christian Assoc., SCOPE.

4) Future Teachers of America, Spanish Club, Medical Club, Junior Fair Board, Majorette, Girl Scouts, Senior Planning Board, Four-H, Theta Nu Sorority, O.S.E.A., Library Committee, Campus Christian Assoc.

5) Home Economics Club, Epsilon, Kappa Tau Sorority, marching band.


7) Band, sports, orchestra, cheerleader, sorority.


9) F.T.A., O.S.E.A., band, sorority, Youth for Christ, Campus Crusade for Christ.


11) Y-teens, French Club, Ski Club, Pep C'ub, SCOPE, O.S.E.A., Campus Crusade for Christ, choir, Kappa Phi Omega.

12) Girls' Athletic Assoc., American Field Service, choir, F.T.A., Girl Scouts, Youth Fellowship, National Honor Society, Women's Golf Team, Theta Nu Sorority, O.S.E.A.

13) National Honor Society, Student Council, Tri-Hi-Y, F.T.A., High School Concert and Marching Band, accompanist for solo and ensemble contests, Alpha Lambda Delta, Torch and Key, O.S.E.A.

14) Band, broadcasting, "O Squad", O.S.E.A., W.A.A., Sec. -treas. of dorm soph. and jr. years, Epsilon Kappa Tau Sorority, homecoming queen representative for EKT senior year.
15) National Honor Society, band, Girl Scouts, church youth group, college band, newspaper, Theta Nu sorority, SCOPE.

Recreational and Hobby Interests

1) Piano playing, traveling
2) Swimming, sewing, participating in all sports.
3) Horseback riding, reading, sewing, guitar playing, hiking, outdoor sports.
4) Nature, sports, swimming, hiking, architecture, sewing, camping, art, crafts.
5) Sewing, cooking, talking, camping (love of outdoors), swimming, skiing.
6) Swimming, tennis, reading, bike riding, hiking.
7) All sports, music, art, photography.
8) Swimming, reading, traveling, piano playing.
9) Reading, horseback riding, music, bowling.
10) Camping, music, reading, sewing.
11) Reading, canoeing, skiing, dancing, singing, drawing, painting, swimming.
12) Sewing, swimming, golf, camping.
13) Playing the piano, reading, swimming, art.
14) I love to work with children outdoors. I have worked for the recreational department for the last three years.
15) Sports, swimming, tennis, sailing, sewing.

Work Experience

1) Otterbein College Preschool, camp counselor, camp cook, waitress.
2) Camp counselor, life guard, swimming instructor.
3) Playground director, McCurdy Mission School, crafts and music director, nursery attendant.
4) Swimming pool concession stand, librarian, baby sitting, dining hall, hostess, waitress, house work.

5) Waitress, clerk in fabric store, clerk in dept. store, playground leader, camp counselor.

6) Power and light utility clerk, factory work, Grant's sales clerk, SPEAR --Title I program teacher's aide, Kenley Players--usherette, giftwrapping.

7) Clerk, playground director.

8) Camp counselor, waitress, laundromat attendant.

9) Baby sitting, waitress, factory work, field work.

10) Clerk in dept. store, secretarial work.

11) J. C. Penney's sales clerk.

12) Waitress, dept. store clerk, bakery clerk, museum receptionist, summer cottage cleaning woman.

13) Waitress, SPEAR--teacher's aide.

14) Volunteer hospital work, clerk in dept. store, playground instructor.

15) Girl Scout camp counselor, sales girl, teacher's aide under Title I program.

Leadership Experience

1) September experience, student teaching, camp counseling, church school.

2) Teaching participation, student teaching.

3) Camp counselor, church youth director, playground director.


5) Camp counselor, vice-president of dorm, playground leader.

6) Teaching participation, teacher's aide, student teaching.

7) Playground director, Sunday school teacher.
8) Teaching participation, student teaching, church school, camp counseling.

9) Church and district youth group president, camp counselor.

10) Teaching participation, Sunday school teacher, student teaching.

11) SCOPE—working with children in the inner-city.

12) Teaching participation, scouting, camping, student teaching, president of several high school groups, sorority treasurer.

13) Teaching participation, SPEAR, Bible school, student teaching, president O.S.E.A.

14) Recreational leader, committee chairman.

15) Teaching participation, student teaching, Girl Scout Roundup.

Travel

1) Eastern and Southern United States.

2) Western and Eastern United States, Canada.

3) Thirty States in U.S.A.

4) Idaho, Eastern United States, South Carolina, Wisconsin, Canada.

5) I have been in most of the States in U.S.A.

6) Southeastern and Eastern U.S.A., California, Canada.

7) All over the U.S. Civil War battlefields, California, New Mexico, Mexico, Canada.

8) Eastern United States.

9) Southern and Eastern United States, Colorado, California.

10) Western, Central, Northern, Eastern United States, Baja California, and Canada.

11) Southern U.S.A., Canada

12) Throughout Ohio, England, Ireland, Scotland.
I am Interested in This Teaching Participation Experience Because
(Give Your Specific Purposes and Interests):

1) I am interested in the education of children and feel that I will benefit from this experience. I also am interested in learning more about the country of Sierra Leone.

2) I feel education is a vital and necessary part of each individual's life no matter what their culture. I hope through this experience I can gain more as an individual and a teacher. I also hope my experience will be as much benefit to those with whom I work in Sierra Leone as it will be to me.

3) I feel this experience will enable me to gain a broader understanding of people and how they react to the situations of life.

4) I am anxious to learn and observe another way of life and teaching methods.

5) I am interested in the unknown and have a curious nature.

6) I want to broaden my background and ideas about other people and countries. I feel this will be a valuable experience to help prepare me to teach in the inner city.

7) To study the way of life of another country and to further my own education.

8) I am interested in different cultures and believe this experience will give me some insight into our problem of culture clashes in our country. I also feel that this experience will help me in any area that I should decide to teach in.

9) I have always considered teaching overseas, particularly in Africa. This experience will give me a great opportunity to become familiar with the schools, children, people, customs, etc.

10) I feel that this participation experience will give me a much broader outlook of different educational systems. I will have the opportunity to learn about another culture and way of life, and pass on this information to my students in my future years as a teacher.

11) I am interested in this experience because it will make me a better teacher by exposing me to a new culture and also because I want to travel.
12) I feel that this will be an excellent opportunity for me to give of myself to others. Though what I have may be small in some respects, I feel a need to extend myself in some way. I feel I will be able to help others learn of me and my country; yet certainly this is not all. Time can only tell of the marvelous experiences to be gained and remembered by all. This is also a time to learn to understand others in a different culture which is no more right or wrong than mine. I am truly looking forward to this experience with great anticipation.

13) I hope to have the opportunity to: grow in knowledge, skills and understanding of a professional educator and learn through direct experience the school systems and way of life of Sierra Leone. I am interested in this foreign study program because I will have the opportunity to participate in a Sierra Leone school. This will enable me to learn by direct experience the function of the schools in Sierra Leone and help me grow professionally. By coming to know the way of life in Sierra Leone, I will be able to see the way of life in America in a new perspective.

14) This trip to Africa will give me a chance to see a country I have heard so much about. I hope to obtain an open minded opinion of the way of life of the people of Sierra Leone and learn more about their customs. I hope to obtain information concerning the difference between our educational system and Sierra Leone's educational system.

15) I feel that through this experience I can learn much about other people in the world and their educational systems. I can learn how to be a better teacher in the classroom as I am involved in new experiences. I can also learn more about my own country as I see it through other people's eyes.
APPENDIX E

COURSE DESCRIPTION
Department  Education  Date  September 15, 1969

Name of Course  Ed. 39 Special Problems in Education

Foreign Study Program in Comparative Education

Comparative Survey of Educational Systems - Fall Term - ½ course
Practicum - Winter Term - 3 courses
Research in Comparative Education - Spring Term - ½ course

The 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 teaching 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; and
   g. To prepare him to meet the types of demands he will face as a beginning teacher.

The rationale of the Foreign Study Program in Comparative Education:

It is conceived that the participants will have a change of attitudes in the direction of aesthetic growth and appreciation. It will give the means for the student to continue his life with a heightened awareness of himself, his world, and whatever understandings 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 insight into the contributions of persons involved in curriculum planning; and, to gain confidence in his development of leadership.

The Foreign Study Program in Comparative Education is to be based upon the following learning principles:

1. The learning process is experiencing, doing, reacting, undergoing. Active participation by the learner.
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 purpose.
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 goal-setting.
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 readiness 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.

The Foreign Study Program in Comparative Education will differ from the traditional curriculum in its concentration on flexibility in its procedures and methods. There will be a balance in the teaching of methods and the analytical approach and time will be devoted to creative activities and independent research. Opportunity will be provided for exploration and discovery and individual or group projects will be encouraged.
COURSE OUTLINE

Fall Term
Comparative Survey of Educational Systems

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.


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
   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
COURSE OUTLINE

Winter Term
Practicum

For major objectives of the Foreign Study Program in Comparative Educa­tion, see page one hundred seventy-one

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 Godarich, 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 11, 1970 - Church services available on Harford campus. Njala University College bus available for transportation to Taiama 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 Secondary School, Harford Girls School, and the EUB Primary School by the UCC. Students at Njala University College to be assigned by the UCC to the Njala Primary School, the Taiama Secondary School, and the Mano EUB Primary School. Transportation to the schools in Taiama and Mano 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.

The Role of the Participant

The field study experiences are 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 are focused on the participant, he has a special role to play in the process. The participant is an ambassador of good will representing Otterbein College while participating in the cooperating school in Sierra Leone. Part of his work is to develop desirable public relations with the principals, cooperating teachers, staff, pupils, and the community. The major role of the participant is to develop competency in guiding learning activities under the guidance of the cooperating teacher. The participant must recognize that his continued participation in these activities is to be based upon the contribution which he makes to the school. Among the things that are 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 a 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 extracurricular activities.
14. Strive for professional and personal 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.

The Role of the Cooperating Teacher

The cooperating teacher plays a fundamental role in the field study experience of the participant. He enables the participant to be accepted by the class and to feel at ease. He defines the role the participant is to play in the class. He determines which responsibilities are to be delegated to the participant and will decide when the participant is ready to assume them.

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 need to be assumed by the cooperating teacher, among them are the following:

1. Personal Relationships
   Establish and maintain friendly working relationships with participant.
   Give participant a cordial welcome as a wanted co-worker. Share information - interests, specialties, plans, schedules, etc.

2. Class Orientation
   Prepare pupils for the participant 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 school facilities and procedures, services, school system, and community.

4. Instructional Planning
Provide opportunities for observation of teaching, demonstrating various procedures and methods. Encourage interchange of participation in class discussion. Provide the participant with teacher's copies of the textbooks and supplementary materials used in class. 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. Plan periods of observing, assisting, and full responsibility for participant - give 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 following the Suggested Activities For The Field Study Experience. Arrange a system of continuous and joint evaluation of the participant's work. Confer frequently with the college supervisor and supply information of the participant's progress.

The Principal's Role

The school principal's role in the field study experience is of great importance. He has the key function in ensuring that the participant receives the maximum benefit from his experiences in the school. The principal has both the opportunity and the responsibility for creating a setting in which the field study program will function with effective and creative results. This involves a spirit of professional and mutual helpfulness. He welcomes the participants as new colleagues and will explain the program, organization, and school regulations, as well as the pedagogic philosophy underlying them. He further assists 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. 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 the college supervisor to improve the field study program.

3. Assisting the Participant
Welcomes participant in initial conference 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 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.

The College Supervisor's Role

The college supervisor is a member of the Otterbein College Education Department faculty who assumes responsibility for supervising the field study experiences of the teacher education students and of the cooperating teachers in areas relating to the students. The primary objective of the college supervisor is 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 will perform to some extent the following responsibilities:

1. Serves as a Liaison Agent between the College and the Schools. Interprets the college program and details of the participants assignments are discussed. 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. Provides the cooperating teacher personal information of the participant and the professional preparation the participant brings to the experience. Confers frequently with the cooperating teacher and assists him in guiding the participant.

2. Guiding and Supervision of Participants
Becomes acquainted with the personal, social, and educational qualifications of the participants he is to supervise. Conducts orientation and planning conferences for participants prior to the beginning of the field study experience. Visits each classroom at least
every other week to secure an appraisal of the participant's competence as a prospective teacher. Confers with each participant after each observation, makes constructive suggestions, and assists him in developing self-evaluation. Confers jointly and individually with the cooperating teacher and participant concerning the participant's progress. Counsels with individual participants concerning personal and professional problems. Holds seminars as may be scheduled concerning special problems related to the field study experience. Assists the participant in the selection, use, and evaluation of appropriate classroom materials. Reviews the records and materials of the participants. Works with the cooperating teacher in the continuous and final evaluation of the participant's work. Collects and interprets all evaluative information and determines the participant's final grade. 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, 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 extracurricular 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. 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 will do many of these and others as opportunities arise.
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 understandings 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 Not in the Field Experience

D. Preparation of Materials for Presentation

E. Selected Areas of Study and Research in Comparative Education
SELECTED BIBLIOGRAPHY


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

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ACHIEVEMENTS IN SIERRA LEONE
SIERRA LEONE - 100TH STATE OF THE U.N.
ALBERT MARsal OF AFRICA
SIERRA LEONE OFFERS OPPORTUNITIES FOR ENGINEERS
SIERRA LEONE TODAY
SIERRA LEONE TRADE JOURNAL (QUARTERLY)
APPENDIX F

PARTICIPANT FIELD EXPERIENCE EVALUATION (PFEE)
1) Achieving my goals was a worthwhile and rewarding task which has enriched me personally and professionally. My personal goal of traveling was achieved not only by visiting several places in Europe, but by the opportunity for travel within the country of Sierra Leone itself. The opportunity for travel also helped me fulfill my goal of seeing how people within a different culture live, work and play. Many weekends of travel brought the opportunity to stay with native Sierra Leoneans, thus furthering my opportunity to see how people of another culture lived. Through this opportunity to travel and see people of another culture, I gained not only a better understanding of others but also a better understanding of myself.

Professionally, my goal of furthering and enriching my education was gained. I learned more about education methods and standards in other countries. I also found out first-hand about the educational system of a developing country. It lead me to not only appreciate the efforts countries such as Sierra Leone are making towards the development of their country by stressing education, but I also learned to appreciate the level of education which the United States has reached.

2) My experience in Sierra Leone left me with many new insights into another country and its culture, people, and its educational system. It also gave me an opportunity to view my own country from another standpoint. It was an excellent opportunity to travel in Europe and within Sierra Leone itself. Our travels took us to places of historical significance and introduced us to many interesting people.

I stated in my goals that I hoped to learn about the British system of education in Sierra Leone and that this might help me to discover the strengths and weaknesses of our own system. Participating in the classroom in Povalahun was one of the most frustrating experiences I have had as a teacher; however, it was not without pleasure and rewards. I feel that what I have learned will help me evaluate our own educational system and that my professional attitudes and knowledge have indeed been broadened. I will do my best to relate the meaningfulness of this experience to my own pupils.

During our stay in Sierra Leone, the most meaningful aspect to me as an individual was the sharing of another culture with another race. It gave me knowledge of myself as a person, an American citizen, and as a teacher. Through this program I have gained something that will remain with me as long as I live.

3) This term was one of the most valuable experiences of my life. I cannot express what I learned but living in Moyamba was like living in my own home. We six at Moyamba, I feel, were like sisters. It would be nice if every group that goes to Sierra Leone at both Moyamba and Njala would have this same feeling of closeness. Perhaps though, we were too close and did not get out enough on our own. Either way, we learned a lot, we got to know the people of the town, became involved in the town, and we were free to come, go, and do as we pleased.
My classroom experience was depressing yet stimulating. I feel I learned a lot from the head teacher and my cooperating teacher. My cooperating teacher added real life experiences and her own dramatics to her teaching.

The teaching experience is very valuable; yet, I think it would be just as valuable an experience if one could work entirely on his research instead of teaching. It is much easier to work in a classroom and do research on education than to work in a classroom and do research on industry, social problems, or religion. I enjoyed both experiences though—the classroom and the research. The program as a whole was very good and I am glad I was allowed to be among the first students from Otterbein to study in Sierra Leone.

4) As I look over the goals I set fall term, I can remember how little meaning those words held then. Today those empty words are fulfilled memories of people and experiences. I feel that my goals could have been better achieved if more time could have been spent on them and better health on my part had been experienced.

I feel that my personal and professional goals were just initiated in the inter-cultural experience and will continue to develop. I feel that the experience was necessary to begin the many realizations gained both personally and professionally. I am a more aware member and citizen of my country and my world.

The goals, although meaningless at the time, were good. However, my goals tended to leave out the most important learning experience—other people. The people I came in contact with made the experience; it wasn't the art, farming, or geography. In this sense my goals were not complete.

As a teacher, I will try to communicate the values I have learned by being aware of differences, but tolerant and accepting of the worth of every individual and his beliefs. Also a desire to tell people about the "real Africa" is a goal that should be included for now.

5) Contained in Chapter V

6) Before going to Sierra Leone, I had several objectives I hoped to achieve from the program. First, I felt that studying in Africa would give me valuable background and experience to do a better job in inner-city teaching and in helping Negro children develop a sense of pride in themselves and their heritage. I also hoped to broaden my understanding and appreciation for people of different cultures, and at the same time improve my understanding of the United States and of international relations. Another more specific goal was to learn about methods used to teach English to African children since this information could be useful in teaching English as a second language in the United States as well.

I feel that through participating in a school in Sierra Leone, I gained valuable experience that will improve my teaching effectiveness in any situation, not just in the inner-city. The more opportunity
a person has to work with children, the more he understands them. I saw that children in Sierra Leone are really very much like those in the United States. At the same time, I gained insight to different conditions and factors that affect a child in school. I also was able to fulfill my goal of learning how English was taught as a second language. In addition, it was most interesting to note how the health class related to the particular needs of the children.

My objective to understand and appreciate people of other cultures was met through working with the teachers at the Experimental School, being with people on the lorries and in the villages, and especially through our relationship with the students at Njala. The students became real friends that we knew and liked as individuals as well as being people who told us much about the country and its culture. I became more interested in current events as a result of discussions with them about different world situations, and gained new ways of thinking about things in general. Because of their friendship to us, I became more aware of how important it is for us in the United States to be friendly and concerned about people who are from foreign countries visiting here.

7) In the earlier paper I wrote that I signed up for this course so that I could travel—which is something that I like to do very much. In the past two years that I have spent at Otterbein, I have traveled to New Mexico, Mexico, Ontario, California, and now, to Africa and parts of Europe. I said before that people are exciting and great moral and intellectual teachers—and meeting them in their own environment apart from texts and films makes their lessons more meaningful and more easily retained. This is so very true. And this is exactly the way I feel now that I've returned from Sierra Leone. People are just wonderful! When you let yourself open up to them and you try to become very sensitive to them—you can learn so much.

I did this and I'll never forget how very responsive those people were to me. When they saw that you were truly interested in them, they opened up completely. I only regret that we couldn't have stayed longer. For towards the end of our stay, the people were really beginning to get to know us and were beginning to receive us a bit more warmly.

Yes, I would like to go back. Some day—I don't know when. The biggest obstacle is money and how to finance such a future trip. Perhaps I could even go back as a teacher under one of Sierra Leone's three year plans. But, I do want to go back.

If I do get to go back I shall try to do some of the things that I didn't get to do while I was there. First, and most importantly, I would like to try to arrange to spend some time right in the villages with the people. Perhaps even live right in the native home. Also I would have liked to have made a trip to Sherbro Island and to Bonthe. And then I would have continued with my trip to Liberia and on to Monrovia. Also, I would have liked to have spent more time in concentrated level, in the schools of Freetown. Perhaps, spending a few days or a week observing in the schools would be enough. Also, I think it
would have been beneficial if our accommodations during our ten weeks had been similar to those of Moyamba—if we could have been right in a town or village. Living in the University was all right; but, I think we could have profited more had we stayed in more private housing.

In addition, concerning our stay with the elementary school at Taiama, I only wish that we had had enough room in our luggage to take along some teaching aids. Especially, in the first grade that I taught in. It would have done those children a world of good to be able to use some good materials.

8) I feel that I gained more from this experience than any other happening in my life. I never expected such personal satisfaction from this experience; I can truthfully say that my goals were reached. My outlook on Africa and people have changed. Understanding how a minority feels is important for everyone so that they may understand better their own society. It is easier now for me to see why Negro Americans react as they do. I feel that the knowledge I have gained through being with the Sierra Leone people is not only a knowledge of their culture but I have also learned how to get along better with other people. My wanting to help children was fulfilled, but I felt that some of the time I wasn't reaching them. It took them a while to accept me which slowed down the learning process.

My professional goals were also met. I was looking for new and better ways of teaching and of helping people to better their lives. Maybe what I found wasn't better but this is not for me to judge. I am sure that the school experience will help me next fall and in the years to come. I feel that my knowledge of these young children and their home life will serve to help me in my teaching career. I hope that the African children received as much from me as I did from them.

I feel that my goals were met and that I gained more than I ever expected from this experience. I also feel very lucky and privileged to have had this experience and I hope to share it with others.

9) Almost two months have passed since my return to America from Sierra Leone, West Africa. Thus, I have had time to look back upon the experience and evaluate myself in light of that experience and the opportunities which it offered me. First, this evaluation involves the tangible evidence; that is, my evaluation includes opportunities of which I took advantage and opportunities of which I did not take advantage. Secondly, my evaluation includes a short analysis of my own personal, inner reaction, both while I was there and since I have returned home, to the situation in which I found myself.

In many ways, I am very pleased with what I was able to accomplish through the opportunities afforded me. First of all, I really found no particular difficulty in adjusting to the different culture. To be perfectly honest, I occasionally missed the convenience of a dorm candy machine or the enjoyment of a television show, but over all, I found myself accepting the society for what it was and what it had to offer on its own. Instead of making comparisons between African and American life, I found myself regarding each society as being a world
all its own. I feel that it was this attitude that enabled me to make the adjustment with little difficulty.

Secondly, although I did not get a chance to meet a large number of people my own age, I do feel that I learned a lot from the few I did know. From Kalu, the Biafran at Fourah Bay College, I learned a lot about the Biafran War and his personal involvement in and concern for it. So too, I learned a lot from the volunteers to Sierra Leone from the United States, Britain, and Canada. I saw their pessimism as well as their optimism, their prejudices as well as their social concerns, and their own search for meaning in life as well as their attempt to help others find a meaningful existence.

Thirdly, I was more pleased, overall, with my actual teaching experience in the classroom. I was delighted, as well as somewhat scared at first, to have whole classes to myself during the first week when the one Sierra Leone teacher was ill. Although I did enjoy the experience, I am glad, nevertheless, that I had the chance to work with another teacher. In that way, I had the chance to have my mistakes pointed out to me. I was making mistakes, and I was glad for the opportunity to be made aware of them so that I could seek to correct them. Although I did not always do a good teaching job, I really did spend time preparing my lessons and trying to correct my previous mistakes. All in all, considering that this was the first time I had ever been in front of a high school class, I feel I performed to the best of my present ability.

Fourth, I feel that I had ample opportunity to see the Christian church at work in Moyamba. Through Pastor Leigh, I, as well as the other girls, had the experience of going to the village churches. Furthermore, Pastor Leigh and I became very good friends and had some good discussions in which I learned much and in which I came to have great respect for him as a man of God. Right in Moyamba, I had the chance to attend various functions of the church—the English-speaking church service, the Radio service, the Harvard girls' youth fellowship, the Women's Society for Christian Service, and the ecumenical services of the Roman Catholics and Protestants.

Fifth, I feel I collected all the pertinent library material that I could find on my research topic. I spend several weekends in the library at Fourah Bay. Last of all, I feel that the six of us at Moyamba all interacted very well and sought to really understand and be helpful to each other.

On the other hand, I do not feel I took full advantage of all the opportunities offered me. Although I felt I basically adjusted to the different culture quite well, I do not feel I really experienced that new culture to as full of an extent as I could have. I regret most not having stayed overnight in a village. I myself should have taken the initiative in arranging such an experience. Instead, I waited for someone else to suggest it, and when they did, it was too late. We already had our schedule filled on the weekends. Also, I wish I had tried more African foods. Sometimes, I felt I was living too much like an American. Furthermore, I found myself sleeping many an afternoon.
It wasn't until toward the end that I began to use this time for reading African books, instead of sleeping. I wish I had quit sleeping and started reading sooner. Secondly, although I was very pleased with my in-class participation, I felt I did not interact with the girls enough outside of class. Many an evening, I spent back at the house with the girls, when I could have been with the Harford girls. I should have volunteered for library duty and study hall. Furthermore, the girls loved to just talk and ask questions about America, about what I believed, etc. I wish I had spent more time with them outside the structured classroom. Also, I wish I had visited an elementary school. Although I listened to the other four girls tell all about their experiences, I never really went to see for myself. I feel such an experience would have helped broaden my views and understanding of the Sierra Leone educational system. Finally, I wish I had taken the time to talk to the Roman Catholic and Islamic leaders. Neither did I, due to the fact that an interpreter was required, ever question the village people about their religious beliefs. Thus, I feel I failed to gain a total picture of the interaction and effect of all the various religious beliefs in Moyamba.

One cannot fully evaluate himself, however, only in terms of what he did and did not accomplish. A large part of self-evaluation involves one's innermost attitudes, reactions, and reflections. While I was actually there, I kept a diary a large part of the time. As I wrote from week to week or even from day to day, I found my attitudes and emotional involvement changing and fluctuating. One week I could really see myself in Africa working with the people and receiving great gratification from it. At other times, without being a native myself, I felt I could never really help those people, and that, consequently, I would be more useful teaching at home and helping those students. Since I have returned home, I still have no definite idea as to where I will teach. In many ways, although I would like to visit Sierra Leone again sometime, I feel I will not be teaching in Africa. However, I am not worrying about it. It is all in God's hands. One thought came to me while I was there, a thought which makes a lot of sense to me--"It doesn't matter where you serve Him, just so you serve Him." And so I go on living and trusting Him, thankful all the while for the wonderful opportunity I had in going to Africa. That experience, no matter what I do with my life, has greatly enriched my life. And I thank all who helped make this experience possible.

10) I thought that the African experience was very beneficial. It gave me a chance to find out about others and myself. I also found it very challenging to teach children of another culture. Besides teaching, I learned much from my class.

The first week in Freetown was hectic and I felt rather rushed. The day we went to Lumley Beach was very relaxing and very much needed. The house we had at Moyamba was much better than living on the compound. We also felt more a part of the community and enjoyed participating in their activities. Since many of their activities were on weekends, we planned our trips around them. I would have liked to have done more traveling, but being a part of Moyamba seemed more important.
This experience was even more than I thought it could be. It increased my knowledge of Africa and its people. I met many people I hope to remain in touch with.

11) Contained in Chapter V.

12) While I was in Sierra Leone, I feel I was able to fulfill my purposes in going as stated on September 23, 1969. As I stated then, a teacher never has enough experience, not only the number of years of professional teaching, but also the number and kinds of varied experiences outside the classroom. The nine weeks at Njala and Pelewahun brought forth an extraordinary number of experiences—problems, laughs, gaity, tears, friendship, and love. There were many feelings and emotions which impressed upon me the need for awareness and insight. I know that I gained in these areas.

In evaluating what the children gained, I find myself somewhat of a loss. As I said, I wanted to give an opportunity to the young Sierra Leonean children to hear another person speak English with a midwestern American accent. Certainly this happened; however, their degree of understanding is certainly unknown. Many times we were able to laugh at each others pronunciations and usage of words. In fact, one English lesson was spent making a list of words we pronounced differently and used differently. It was probably one of the most successful lessons.

Yet, with relation to this, one cannot expect to evaluate what the children learned. Nine weeks is too terribly short; Peace Corps Volunteers suggest at least a year before one is able to see any results. I can only hope though that maybe each child learned something—even a small idea. I thoroughly enjoyed every minute, even though, many times it proved to be a frustrating experience.

13) Contained in Chapter IV.

14) My own personal reason for enrolling in this course was that I thought it would be a great opportunity for me to see parts of the world I had never seen. While my professional reasons were to obtain a better understanding of the African heritage to help me in my teaching career. I believe I have become more open-minded about other people and their way of life. I have also gained a deeper knowledge and understanding of other educational systems as well as our own. I have also learned more about myself.

15) Contained in Chapter IV.
Evaluation

Teaching in Sierra Leone, West Africa is different from teaching in the United States. Any evaluation, therefore, must include not only an evaluation of professional qualities, but also personal qualities relating to one's acceptance of cultural values and attitudes in that country.

Professional Qualities
(Excellent - E, Good - G, Unsatisfactory - U)

- Has a respect for education
- Loyal to one's school
- High personal standards
- Sets examples for children
- Genuine interest in children and their welfare
- Willing to accept responsibility
- Willing to improve teaching methods
- Carries out assignments

Personal Qualities
(Excellent - E, Good - G, Unsatisfactory - U)

- Open-minded
- Sincere interest in others
- Willing to accept criticism
- Tactful and courteous
- Eager to learn
- Ability to adjust to new situations
- Honesty

Personal and Professional Qualities

Do not judge others
Ability to help others, not criticize them
Ability to make intelligent use of professional suggestions
Maturity and emotional stability
Ability to adapt to different cultures
Willingness to spend time outside of class with children
Ability to practice self-control
Do your part to help others
Rating Scale

Rate yourself by checking the appropriate blank:
(1) Very good, (2) Average, (3) Fair, (4) Unsatisfactory

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<td>Respect for teaching profession</td>
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<td>High moral standards</td>
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<td>Scholarship</td>
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<td>Open-mindedness</td>
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<td>Leadership ability</td>
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<td>Poise and self-control</td>
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<td>Accepts responsibility</td>
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<td>Good judgement</td>
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<td>Enthusiasm and good sense of humor</td>
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<td>Reliable in fulfilling obligations</td>
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<td>Courteous and tactful</td>
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<td>Good representative of country</td>
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<td>Concern for other peoples</td>
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<td>Ability to adapt to situations</td>
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<td>Cooperative, friendly, considerate</td>
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<td>Strives for self-improvement</td>
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<td>Does not impose U.S. standards</td>
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Can take criticism
Can criticize constructively when asked
Respect for other people and their culture
Is courteous
Is self-dependent
Can get along with students, peers and older people
Accepts responsibility
Can smile when things aren't their way or pleasant
Has a good sense of humor
Is emotionally stable
Willingly helps others
Is creative
Is flexible in the scheduling of her time
Can always maintain self-control
Reliable, gets things done promptly
Takes the initiative
Knows the subject matter we'll
Desirable Teacher Characteristics

Check the items on which you need to improve (x).

- Interest in pupils—likes children
- Ability to motivate learning
- Stimulation of thought
- Ability to maintain pupil interest
- Willingness to try new techniques
- Effectiveness in use of English
- Knowledge of subject matter
- Knowledge of students' names
- Effective class discipline
- Willingness to spend time outside of class with children
- Be a friend to the students—listen to their problems, answer their questions, share your knowledge, experiences, and opinions with them
- Interest in home life
- Close interaction with cooperating teacher
- Cooperativeness
- School spirit—participates in total life of the school
- Is not discouraged by defeats or failures, but sees each day as a new chance
- Profits from mistakes
- Ability to cope with disappointments
- Interest in community affairs
- Understanding
- Enthusiasm
- Wide scope of interests
- Curiosity
- Willingness to learn
- Persistence
- Patience
- Resourcefulness
- Wise management of time
- Does critical thinking and self-evaluation
- Objectivity
- Adaptability
- Friendliness
- Helpfulness
- Tactfulness
- Sociability
- Sense of humor
- Open-mindedness
- Courageous
- Consideration for others
- Sincerity
- Humility
- Assumes responsibility for his own actions
- Practices what he preaches
- Does his share of the work
Judges others for himself, rather than on the basis of what others say or think

__ Self-discipline

__ Good judgement

__ Desire for self-improvement

__ Knowledge of self and personal motivations

**Rating Scale**

Rate yourself by checking the appropriate blank:
(S) Satisfactory, (AT) At times, (NS) Not satisfactory

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<thead>
<tr>
<th>Ability to lead</th>
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<tr>
<td>Ability to follow</td>
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<td>Ability to reach out to help others</td>
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<td>Ability to laugh at one's self</td>
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<td>Ability to laugh with others</td>
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<td>Ability to be courteous</td>
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<td>Puts others before self</td>
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<td>Ability to work with/and for others</td>
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<td>Places school teaching high in importance</td>
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<td>Works well with teachers and children</td>
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<td>Ability to be independent</td>
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<td>Ability to be resourceful</td>
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<td>Ability to be of good cheer and good will</td>
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<td>Displays maturity in thought</td>
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<td>Displays maturity in deed</td>
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<td>Makes others feel their worth</td>
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<td>Displays responsibility</td>
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<td>Is involved in Africa while there</td>
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**Qualities Necessary for a Teacher**

__ Patience

__ Be able to adapt to new situations

__ Works well with staff

__ Ability to accept and use constructive criticism

__ Continual evaluation

__ Be aware of school, community and world affairs

__ Becomes involved in community activities

__ Accepts the child for what he is

__ Continues to use travel to increase knowledge

__ Ability to accept responsibility

__ Good sense of humor

__ Understands children's needs

__ Willingness to help others

__ Be enthusiastic about teaching

__ Presents lessons in an interesting way
Rating Scale

Check the items as follows:

(+++) Satisfactory, (+) Satisfactory, (0) At times, (-) Unsatisfactory

______ A sense of responsibility in all jobs
______ Can laugh with others
______ Can create an effective learning environment
______ in any situation
______ Shows enthusiasm
______ Takes initiative in situations
______ Love of children for what they are
______ Creativeness in the classroom
______ Is sensitive to the children's needs
______ Cooperation with teachers, pupils, peers
______ Can give criticism tactfully
______ Can take criticism from others
______ Willingness to try new things
______ Friendliness, shows he cares
______ Ability to self-evaluate and change if necessary
______ Voices complaints to the right authorities
______ Open-mindedness to new situations
______ Industrious worker
______ Shows good conduct in all situations

Goals for the Teacher

1. Be able to accept each child for what he is.
2. Be truthful with the staff and pupils.
3. Be able to become involved with the students and community.
4. Work well with other staff members.
5. Accept criticism without become upset.
6. Do not be afraid of failure.
7. Set good standards for yourself and adhere to them.
8. Be able to accept responsibility.
9. Adhere to school and community policy and standards.
10. Be a good representative of the school and community.
11. Have an unconditional love for the students whether or not this love is returned.
12. Be understanding and friendly but firm.
13. Acknowledge and accept the rights and privileges of others.
14. Be fair to all students.

Personal Qualities

1. Good attitude toward cultural differences.
2. Ability to be responsible.
3. Ability to adapt to different situations.
4. Ability to show humor.
5. Ability to accept criticism.
6. Ability to adapt to different cultures.
7. Ability to be open-minded.
8. Ability to adjust to a classroom situation.
9. Ability to teach.
10. Ability to understand cultural differences.
11. Ability to cooperate with teaching staff.

Suggested Rating Scale
Check (x) the items in which you need to improve.

___ Showing a high regard for the importance of teaching.
___ Acting as an ambassador of good will representing yourself and
   the group, your school and country.
___ Developing sincere and friendly public relations with the college,
   school, fellow students, teachers, and the community.
___ Accepting assignments graciously.
___ Accepting responsibility willingly.
___ Completing assignments, reports, and other duties promptly.
___ Reliable in fulfilling obligations.
___ Loyal to and aware of college and school regulations and policies.
___ Ability to get along with peer group.
___ Cooperative and considerate of peer group and teachers.
___ Sincere, interested, and kind attitude toward others.
___ Ability to make intelligent suggestions in order to aid the
   cause of the group or to help an individual.
___ Maturity and stability in professional situations.
___ Very good sense of humor.
___ Friendly, tactful, courteous toward others.
___ Ability to practice self-control in professional situations.
___ Ability to self-evaluate and strive for personal growth.
___ Be able to think with an open-mind and unbiased attitude.
___ Be accepting of the faults and shortcomings of others.
___ Spend sufficient time and effort in study and research.

Evaluation

Displaying a concern for others in Study Group and people you are
   associated with in a foreign country

Contributing your share of work to work projects

Displaying the quality of understanding to members of your group

An awareness of your role as a teacher in preparation of work and
   personal conduct

A willingness to listen and learn about another culture and to try to
   explain facets of our culture when asked

Good sense of humor
Ability to maintain emotional stability in bad situations

Being careful not to judge a person too hastily, whether of peer group or person of another culture until all facts are known

Being ready to accept advice and give it if the occasion demands

Being loyal to members of peer group and not criticizing them behind their backs

A willingness to obey rules of institution to which you are temporarily attached

Showing yourself to be a good representative of group, college, and the United States of America

Responsibility in completing assignments properly and being on time for school

A willingness to sit down and discuss a problem with someone in the hope of helping that person not criticizing him

Spend enough time on personal research project

Being patient in classroom situations and travel situations

Being able to evaluate yourself honestly and trying always to improve

Do your part to help the many people who are not so privileged as you to understand the "real Africa" through talks, slide presentations and recordings

Rating Scale

To evaluate, check (x) the qualities you possess.

___ Regards each child as an important individual.
___ Lets children know that their ideas are important.
___ Listens to and takes an interest in what children have to say.
___ Discovers the interests, needs, and abilities of each child.
___ Helps each child reach his potential.
___ Keeps all children interested by providing materials on all of their levels. Takes the child where he is and goes from there.
___ Has a positive attitude. Would rather praise than criticize.
___ Knows the principles of child development and how to apply them.
___ Knows the learning principles and applies them.
___ Guides the children in learning how to cooperate and work in groups through group activity.
___ Is cheerful and has a sense of humor.
___ Is open-minded and welcomes new ideas.
Provides a classroom environment that is conducive to learning and creative thinking: pictures and work of the children on bulletin boards, interest centers in the classroom, library books in the classroom.

Is flexible and takes advantage of opportune times for learning and teaching; i.e., studying something when children show an interest or have questions rather than waiting until it comes up in long-range plans.

Serves as a good example to the children in interpersonal relationships, responsibility, speech habits, and appearance.

Is aware of hearing or seeing difficulties and seats the children accordingly.

Has no "pets"; is fair to all children.

Knows the subject matter well.

Reads professional journals to keep up and get new ideas.

Gives the children many opportunities to participate; to learn by doing.

**Qualities Important to a Teacher**

To evaluate yourself, check the items as follows:
(x) Satisfactory, (-) Needs improvement.

Enlarging of one's knowledge, interest, and concern so as to become, in the best sense of the word, a citizen of the world.

Being a representative of a Christian upbringing and of a democratic society.

Being open-minded: entering into new relationships with no preconceived stereotypes or prejudices and entering into new experiences with no over-cautiousness or needless misgivings.

Having good manners that show a thoughtful awareness and consideration of others.

Being a friendly, likeable person who brings out the best in others.

Being as consistent a personality as possible in teaching situations and all human relationships.

Showing a sincere regard for individual differences in all human relationships and teaching situations.

Participating in community activities and duties with due consideration for her obligations to her students and herself.

Guarding against ambitions that are self-serving if they will interfere with what one can do for other people or if it runs against group decision.

Continually evaluating and striving to improve one's effectiveness as a teacher.

Being resourceful in adapting to new situations and demands.

Making the teaching profession so attractive in ideals and practices that sincere and able young people will want to enter it.
Books


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