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Student Teachers Suggest Changes Be Made In Their Orientation Program To The C. M. C.

By Dorothy B. Jamerson

The Curriculum Materials Center contains a representative sampling of the textbooks currently in use in grades one through twelve in the Savannah-Chatham County Public School System. It also houses encyclopedias, bibliographies, sample tests, curriculum publications from school systems throughout the United States, programmed textbooks and a small collection of integrated (representing various races in the illustrations) school books. Other enrichment materials in the forms of a Cyclo-Teacher, wall maps, globes, charts, brochures, leaflets, pictures and pamphlets are located here.

Activities in the Curriculum Materials Center have been guided by its original objective which is to provide samples of various types of printed teaching materials for the use of students enrolled in the teacher education curriculum, local in-service teachers and others engaged in curriculum development.

The annual report 1964-65 of the Curriculum Materials Librarian states, "Experiences over the past year reveal that there is a need, not only to provide teaching materials . . . , but to introduce these materials to individuals and groups.

"The one orientation session held with student teachers at the beginning of each quarter provides too little too late. It is our belief that orientation to the C.M.C. should begin earlier in the student's career—at the time when he begins his courses in the teacher education curriculum. Orientation could profitably be continued throughout the student's period of specialization and include the final session at the beginning of the quarter in which he starts his student teaching. Such a program would provide time to aid him in the acquisition of knowledge in depth of all materials available in the C.M.C."

Through the cooperation of Mrs. Dorothy Hamilton and Mrs. Ida Gadsden in September 1965 the orientation sessions each quarter with students beginning practice teaching were increased to two before the practice experience and one just prior to its end. As a means through which future sessions might be improved, each group was asked to contribute suggestions for making the program more responsive to their needs.

From September 1965 through May 1968 nine groups of student teachers totaling three hundred twenty-eight members participated in orientation to the C.M.C.. One hundred sixty-three of this number contributed one hundred ninety-nine suggestions for changes in the program. Seventeen items submitted were not applicable.

Chart A is a tabulation of the different suggestions received and the number of students making the suggestions in a specific year. Items #1 through #14 were made during the three quarters 1965-66; items #15 through #19 were the new suggestions submitted 1966-67; and items #20 through #24 were new suggestions entered during 1967-68.

Chart B lists the items of greatest frequency and longest duration. Examination of these items reveals that they can be grouped:

- a. items showing weaknesses in the instructional area of orientation to C.M.C. #1, 2, 3, 16.
- b. items showing weaknesses in the background of students #8, 9.
- c. items relating to external forces affecting this program #5, 6, 8, 12, 13, 16, 17, 18.

This project of involving students in the effort to improve orientation to the C.M.C. has produced changes based on their observations. Item 12, "Require all graduating seniors to attend all sessions," brought about the rescheduling of the final session to a time before graduating seniors take their examinations. This effectively stopped the absence of those students from the final session. Item 20, "Provide display of free and inexpensive materials," has become a part of the program.

Those items which are within the power of the C.M.C. Librarian to act upon will be drafted into the program.

It is recommended that through interdepartmental consultation including student participation, other suggestions made by student teachers and reported in this study be given consideration to the end that those suggestions possessing merit be incorporated into a new program for orientation of student teachers to the Curriculum Materials Center.

Chart A: Student Teachers' Suggestions for Improving the C. M. C. Orientation Program

Item	1965- 1966	1966- 1967	1967- 1968	Total Students	Total Years
1965-66					
1. Provide more information on how to secure free materials	11	1	3	15	3
2. Give students a list of names and addresses of agencies and businesses which offer free materials	6		1	7	2
3. Require students to order all types of free materials and show items received to the class	4	3	7	14	3
4. Supply a list of films and filmstrips available in the C.M.C.	1	4		5	2
5. Add more materials to the Curriculum Materials Center	8		2	10	2
6. Provide time for students to become familiar with the resources of the C.M.C. before they become student teachers	3		4	7	2
7. Increase the number of orientation sessions immediately prior to going on the field	4	1		5	2
8. During the time a student teacher is on the field, devote part of the seminar time to instruction on teaching materials in the Curriculum Materials Center	3	8	7	18	3
9. Teach how to use the school library to student teachers needing this skill	3	5	2	10	3

Item	1965-1966	1966-1967	1967-1968	Total Students	Total Years
10. Let students practice using audiovisual materials	2		3	5	2
11. Require student teachers to write lesson plans and units during these sessions in the Curriculum Materials Center	1			1	1
12. Require all graduating seniors to attend all orientation sessions	1	1	1	3	3
13. Omit the final session	2	1	2	5	3
14. The orientation in Curriculum Materials is alright as it is	4	33	7	44	3
1966-67					
15. One session is sufficient		1	1	2	2
16. Sessions should be longer and more detailed		6	1	7	2
17. Combine orientation with other sessions or with Ed. 429		4	3	7	2
18. Hold sessions in the Morning		4	4	8	2
19. Students should report by groups on their experience		1	1	2	2
1967-68					
20. Provide display of free and inexpensive materials			1	1	1
21. Elimination of long-range assignment with the exception of the reporting of free materials			1	1	1
22. There should be definite assignments concerning the vertical file			1	1	1
23. Give all instructions before Student Teaching is completed			1	1	1
24. Sessions should be shorter			3	3	1

Chart B: Items of Greatest Frequency

Item #	Item	# of Students	# of Years
2	Give students a list of names and addresses of agencies and businesses which offer free materials	7	2
6	Provide time for students to become familiar with the resources of the Curriculum Materials Center before they become student teachers	7	2
16	Sessions should be longer and more detailed	7	2
17	Combine orientation with other sessions or with Education 429 (Curriculum and Teaching)	7	2
18	Hold sessions in the morning	8	2
5	Add more materials to the C.M.C.	10	2
12	Require all graduating seniors to attend all sessions	3	3
13	Omit the final session	5	3
9	Teach how to use the school library to student teachers needing this skill	10	3
3	Require students to order all types of free materials and show items received to class	14	3
1	Provide more information on how to secure free materials	15	3
8	During the time a student teacher is on the field, devote part of the seminar time to instruction on teaching materials in the C.M.C.	18	3
14	The orientation in C.M. is alright as it is	44	3