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# A Study of Admissions During The First Year of Graduate Studies At Savannah State College 1968-69

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## Introduction

This is a study of admissions to the Graduate Studies Program of Savannah State College, beginning with the persons admitted to begin work during the summer quarter, 1968, and continuing with each quarter throughout the 1968-69 regular school year. The purpose is to see where the students came from, how well they measured up to what the college expected of them, and whether they justified or failed to justify the admissions policies set by the Graduate Council.

There are three types of admission to graduate study at Savannah State College. First, there are *Regular Students*—students who meet all requirements to begin studies towards a masters degree in elementary education. That includes graduation from an accredited college, an undergraduate cumulative average of at least 2.50, an NTE of at least 450, and T-4 teachers certificate. *Conditional Students* are (1) those who might be minus one of the requirements listed above but are capable of making up the deficiency within a short time or (2) those students who graduate as secondary majors, and have yet to qualify as elementary majors. Once the lack has been compensated, the student is placed on Regular status. Finally, there are Special Students, who are in-service teachers not seeking degrees but wanting to take courses for purposes of certification or other purposes; they do not have to meet the formal requirements of the degree-seeking students.

This study examines each type of admission in relation to the requirements set for admission by the Graduate Council.

## The Pioneers

A total of fifty persons were admitted as the initial group of graduate students inaugurating the Graduate Studies Program at Savannah State College in June, 1968. For the most part, great care was taken by the Admissions Committee of the Graduate Council to see that students admitted were capable of doing graduate work. However, the question of what to do about in-service teachers not seeking degrees but wanting to up-grade certification was not adequately answered prior to the opening of the program and this did cause some

deviation in admission procedures. To serve some who had not previously applied for admission, a few such students were admitted at the last minute. They are included in the total of fifty.

These 50 students consisted of only 7 men, who were almost invisible among the 43 women. This total of 50 included 20 persons admitted as regular degree-seeking students (no men, 20 women); 18 admitted on condition as degree-seeking students (such students had one deficiency such as an NTE score not up to par; 4 men, 14 women); and 12 admitted as special (non-degree) students (3 men, 9 women).

Assuming that care was taken in selecting students capable of doing graduate work, the cumulative undergraduate averages should reflect this. Savannah State College requires a minimum of 2.50 as a cumulative average for admission as a regular graduate student. The mean c.a. for all 50 students admitted was 2.74. For the students admitted as regular students, the mean c.a. was 2.90. Conditionally admitted students had a mean c.a. of 2.68, while special students had a mean c.a. of 2.54. (See Table 1.)

**Table 1: Mean Undergraduate Cumulative Averages**

Total Group .....	2.74
Regular Students .....	2.90
Conditional Students .....	2.68
Special Students .....	2.54
Men Students .....	2.43
Women Students .....	2.78
Range (including special students) .....	2.08 to 3.73

Another gauge used for selecting graduate students at Savannah State College is the score on the Common Tests of the National Teacher Examinations. A minimum of 450 is required for regular status. Here again the fifty pioneers showed promise. The mean NTE score for all admitted students was 492, with a range from 330 to 663. (It must be remembered that special [non-degree] students did not have to meet all of the qualifications required of students who planned to seek degrees.) The regular students had a mean NTE of 523; the conditional, 473; and the special, 451.

Another concern all during the summer quarter was the reactions the students would have to the course work presented during this quarter. All of the courses were new, both to the students and the instructors. This led to something less than an all-around group of well-planned classes. While the students were patient, they did not fail to mention this fact when given the opportunity to make individual evaluations of their experiences during this first quarter.

From a grade-point point of view, the mean averages for the summer quarter looked rather well. The overall mean average for all students was 3.21. The regular students had a mean summer quarter average of 3.25; while the conditional students must have felt the need

to try harder, since they had a mean average of 3.37. Special students fell slightly below the 3.00 level and made a 2.97 mean cumulative average for the summer quarter.

The first quarter was therefore encouraging. It seemed evident from the statistics garnered that adequate care had been taken in selecting regular and conditional students who hoped to earn masters degrees and that these students had proved themselves adequate to meet the challenge of graduate work. The policy of admitting special, non-degree students seemed justified by the mean cumulative average they made in competition with the other students.

But this was just the first quarter. The picture could change, by the end of the spring quarter of 1969.

### Fall Admissions

The fall 1968 admissions made the expected drop below the 50 admitted for the summer quarter. A total of 13 students were admitted, 7 women and 6 men. Of this total, 4 were admitted as regular degree candidates (3 women, 1 man); 7 were admitted conditionally (4 women, 3 men) and 2 (men) were admitted as special students. It is obvious that the percentage of men admitted in each category was higher in the fall than in the summer.

A look at the undergraduate cumulative averages of the fall admissions presented a good picture. The over-all mean c.a. was 2.81, compared to 2.84 for the summer. Regular degree-seeking candidates had a mean c.a. of 2.94, compared to 2.90 for the summer, while the conditionals had 2.82, compared to the summer 2.68. Special students for the fall had a mean c.a. of 2.63, compared to the summer 2.54. The mean c.a. for men in the fall went up from the summer's 2.43 to 2.75, while the women had 2.88, ten points higher than in the summer. The range of the c.a.'s was from 2.48 to 3.27. Taking everything into consideration, it appears that the undergraduate grades of the students admitted during the fall quarter were better than the grades of students admitted during the summer.

The NTE scores for the fall admissions ranged from 457 to 644, compared to the 330 to 663 range of the summer admissions. The mean NTE score was 530, compared to 492 for the summer, an increase of 38 points. Regular students had a mean of 518 (five points less than the summer admissions), while conditional admissions had a mean of 527 (54 points above the summer conditional admissions). One of the special students was a transient student from Georgia Southern College who was not required to present an NTE score; the other special student had a 600 NTE score. Here again, the NTE scores would tend to indicate that the fall admissions were better prepared on the average than were those admitted for the summer quarter.

## The Winter Quarter

The winter admissions were fewer than for any other quarter, although not drastically so. Only 12 persons were admitted: 2 (both women) as regular students, 8 (6 women, 2 men) as conditional, and 1 male as a special. Three male students were admitted, while 9 women were admitted.

Of the three quarters, the mean cumulative average was lowest for the winter quarter—2.68. However, the c.a. for the regular students topped the previous fall high of 2.94 to reach 3.21. The conditional admissions dropped back to a mean of 2.54. The one special student's c.a. was not available. The c.a. for the men was 2.78, .03 points higher than the fall's high, while the mean c.a. for the women was 2.66, the lowest thus far for the year. C.A.'s ranged from 2.12 to 3.55, both the highest and lowest extremes for the year.

NTE scores ranged from 393 to 625. The mean NTE score was 504, not as high as the fall but not as low as the summer. Regular students had a mean NTE of 603, substantially higher than both the summer or fall. Conditional admissions had a mean NTE of 486 (3 had no NTE scores), and the one special student had a score of 393. The range was 393 to 625.

## Spring Admissions

Admissions to begin study during the spring quarter reached a total of 17, an increase over both the fall and winter quarters. As usual, there were more women than men (14 to 3). All 6 of the regular students were women. There were 7 conditional students, 2 men and 5 women. Of the 4 special students, 3 were women.

The mean cumulative averages compared favorably with those of the previous quarters. The mean c.a. for the total group was 2.89, the highest for the four quarters under study. However, the mean of 2.84 for the regular students was the lowest of either quarter. Conditional students had a mean c.a. of 2.58, not as low as the winter quarter but not as high as the other two quarters. Special students had a mean of 2.73, the highest for any group of special students. Men averaged 2.28 and women averaged 2.79. The range of the c.a.'s was from 2.10 to 3.43.

NTE scores also compared favorably. Of the total group (3 did not have scores), the mean was 513, less than the fall mean of 530 but better than the 492 of the summer or the 504 of the winter. Regular students had a mean of 541, higher than any quarter other than the 603 for the winter quarter. Conditional students (3 had no scores) had a mean of 520, a mean exceeded only by the fall mean of 527 for conditional students. Special students averaged 465. The range was from 421 to 622.

## Undergraduate Colleges

Students admitted during the first year of operation completed their undergraduate work at 21 different colleges and universities. It should not be surprising to note that the majority of them were graduates of Savannah State College. No other particular college had a large representation. Georgia Southern College was second, but that represented only slightly above 5 per cent of the students. (See Appendix "A" for a complete list of the colleges and the number who graduated from each.)

One important factor does assert itself as one looks at the undergraduate colleges: just about all of Savannah State graduate students were graduated from Southern colleges and universities. Nineteen of the 21 undergraduate colleges and universities were Southern. The other two were located in West Virginia and Pennsylvania. Ten, or almost 50 per cent, of these colleges were in Georgia. Other Southern states represented were South Carolina (4), North Carolina (2), Alabama (2), and Tennessee (1). While most of these colleges were predominantly black colleges (61%), predominantly non-black colleges were ably represented by such institutions as the University of Georgia, Peabody College, Clemson University, etc.

In spite of the predominance of Southern schools, the variety of background was of such a nature as to provide the possibility of an interesting exchange of ideas among the students.

## Racial Composition

While no special attention was given to ethnic groups when students were being considered for admission to the graduate studies program, nevertheless there was an unexpressed hope that the program would appeal to white as well as black students. Information about the program was distributed to schools and individuals without regard to racial composition. Located in a metropolitan area like Savannah, there was every reason to hope that the program would not be a completely black program, although its location at Savannah State would probably dictate its being predominantly black, at least at the beginning.

For the summer quarter, only 8 per cent of the admissions were white, a definite minority. The fall quarter admissions showed a 30 per cent proportion of white admissions. The percentage rose to 33 per cent for the winter and fell to 29 per cent for the spring. In each instance, then, excepting the summer quarter, white admissions ran to approximately one-third of the students accepted. (See Table 2.)

**Table 2: White Enrollment**

Quarter	Total Students	No. White Students	Percentage White
Summer	50	4	8
Fall	13	4	30
Winter	12	4	33
Spring	17	5	29
Total	92	17	18.5

The number of persons admitted to the graduate studies program for the summer 1968 through spring 1969 period was sufficient to indicate that the program had the support of the community. A total of 92 persons were admitted, 69.5 per cent of whom were women. (See Table 3.) Over 50 per cent were admitted for summer study, indicating that summer study is more popular among in-service teachers than study during the regular term. However, the admissions for each quarter in the regular session were at a respectful level.

**Table 3: Number of Admissions**

Quarter	Total	Men	Women
Summer	50	7	43
Fall	13	6	7
Winter	12	3	9
Spring	17	2	15
Grand Total	92	18	64
Percentages	100	19.5	69.5

The main three types of criteria used in deciding whether or not a student was to be admitted included the accreditation of the college where the student had done his undergraduate study, the undergraduate cumulative average of the student, and the NTE score of the student.

As indicated previously, a variety of undergraduate colleges were represented by the graduate students, including approved small colleges as well as larger universities, thus providing interesting opportunities for exchange of ideas.

The mean cumulative averages were usually well above the 2.50 required by Savannah State for regular admission to graduate studies. The overall mean for the year was 2.78. The range was from 2.68 to 2.89. The only mean below 2.50 was for men admitted in the summer and spring quarters. This was due mostly to the admission of special students, not seeking degree credit. The yearly overall mean for men students was 2.56, compared to 2.77 for the women. (See Table 4.)

**Table 4: Mean Cumulative Averages by Sexes**

Quarter	Overall	Men	Women
Summer	2.74	2.43	2.78
Fall	2.81	2.75	2.88
Winter	2.68	2.78	2.66
Spring	2.89	2.28	2.79
Overall Mean	2.78	2.56	2.77

Cumulative average means for regular, degree-seeking students remained well above the 2.50 minimum. For the year, the overall mean was 2.97, ranging from 2.84 in the spring to 3.21 in the winter.

Both conditional and special students remained above the 2.50 level. The yearly overall mean cumulative average for conditional students was 2.65 and 2.63 for special students. As groups, neither of these categories had a mean below 2.50 during the year. (See Table 5.)

**Table 5: Mean Cumulative Averages by Classification**

Quarter	Regular	Conditional	Special
Summer	2.90	2.68	2.54
Fall	2.94	2.82	2.63
Winter	3.21	2.54	NA
Spring	2.84	2.58	2.73
Overall	2.97	2.65	2.63

The required 450 NTE was exceeded in mean scores throughout the year, except for special students admitted during the winter, who were not required to meet the standard. The overall NTE mean for the year was 509. Regular students had a mean of 546; conditional students, 501; and special students 477. It might be noted that some of the students admitted conditionally had not quite reached the 450 level. On the whole, however, the NTE means were good. (See Table 6.)

**Table 6: Mean NTE Scores by Classification**

Quarter	Regular	Conditional	Special	Overall
Summer	523	473	451	492
Fall	518	527	600	530
Winter	603	486	393	504
Spring	541	520	465	513
Overall	546	501	477	509

As a concluding note, it can safely be said that the first year's admissions were representative of the expectations held by the college for the type of students it hoped to attract to the graduate program. The degree-seeking students, both regular and conditional, had mean scores in all categories above the minimum set by the college. The relaxed policy toward the special admissions, which became apparent during the winter and spring quarters, did not materially decrease either the cumulative average means nor the NTE means. It did serve, however, to increase enrollment. This increase will probably become much more notable as time passes. It seems like a sane policy to continue the present high standards for regular and conditional admissions.

## Appendix "A"

### Undergraduate Colleges of Students Admitted to Graduate Studies:

Alabama A. and M. College . . . . .	1
Alabama State College . . . . .	1
Allen University . . . . .	3
Armstrong State College . . . . .	2
Benedict College . . . . .	1
Bloomington State College . . . . .	1
Clemson University . . . . .	1
Fayetteville State College . . . . .	1
Fort Valley State College . . . . .	1
Georgia Southern College . . . . .	5
Georgia Wesleyan University . . . . .	1
Livingstone College . . . . .	1
Morris Brown College . . . . .	1
Oglethorpe University . . . . .	1
Paine College . . . . .	1
Peabody College . . . . .	2
Savannah State College . . . . .	60
South Carolina State College . . . . .	1
Spelman College . . . . .	1
University of Georgia . . . . .	2
West Liberty State College . . . . .	1