

University of New Mexico

UNM Digital Repository

Teacher Education, Educational Leadership &
Policy ETDs

Education ETDs

8-4-1956

A comparative study of requirements leading to the Master's degree in school administration

Jewel Smith

Follow this and additional works at: https://digitalrepository.unm.edu/educ_teelp_etds



Part of the [Educational Administration and Supervision Commons](#), [Educational Leadership Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Smith, Jewel. "A comparative study of requirements leading to the Master's degree in school administration." (1956). https://digitalrepository.unm.edu/educ_teelp_etds/202

This Thesis is brought to you for free and open access by the Education ETDs at UNM Digital Repository. It has been accepted for inclusion in Teacher Education, Educational Leadership & Policy ETDs by an authorized administrator of UNM Digital Repository. For more information, please contact disc@unm.edu.



A14429 087399

A COMPARATIVE STUDY OF
REQUIREMENTS LEADING TO
THE MASTER'S DEGREE IN
SCHOOL ADMINISTRATION

JEWEL BUSCH SMITH

378.780
Un30s
1957
cop.3

THE UNIVERSITY
OF NEW MEXICO
GENERAL LIBRARY



Call No.

378.789
Un30s
1957
cop.3

Accession No.

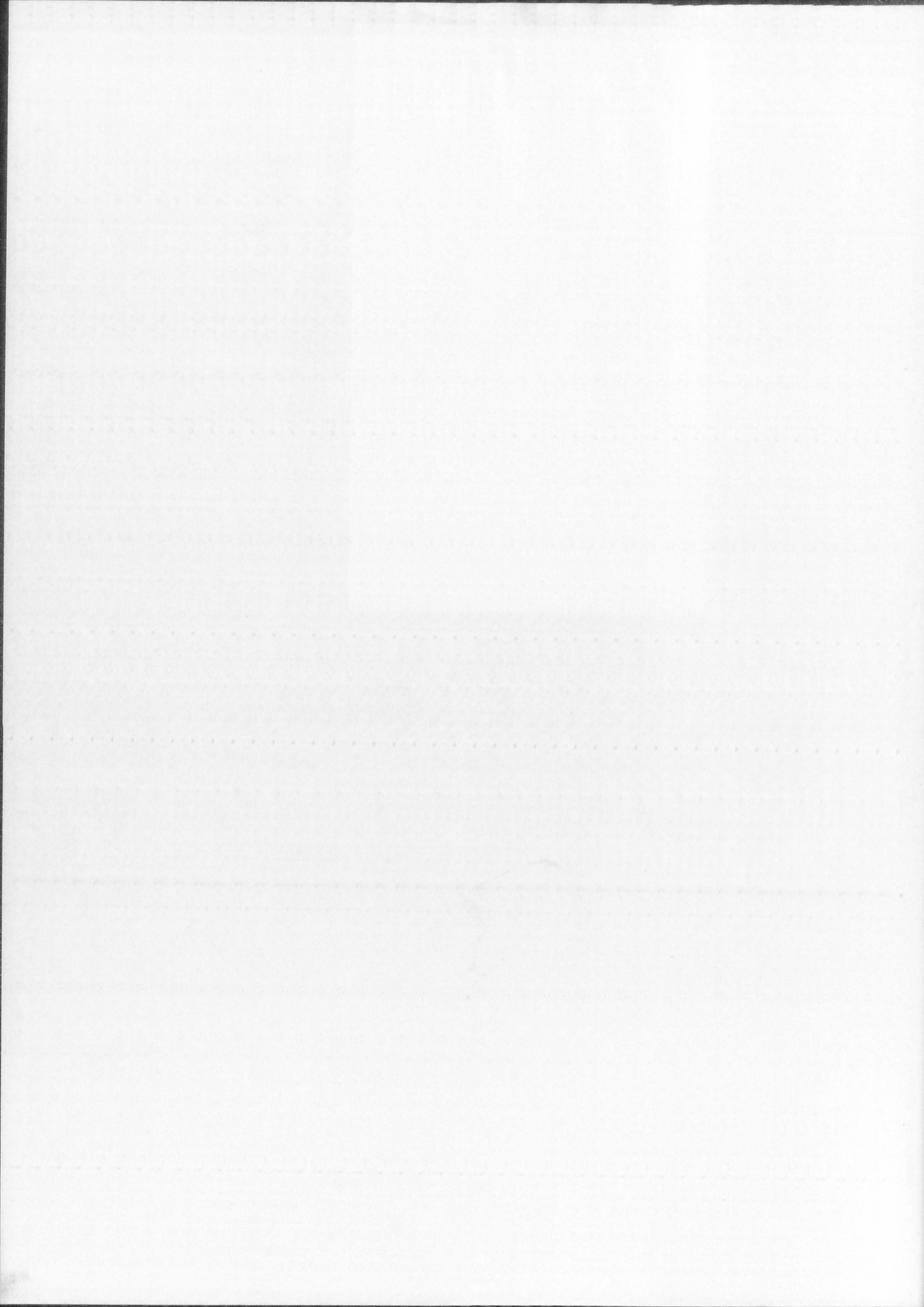
697934

L-121

[illegible]

GAYLORD

PRINTED IN U.S.A.



UNIVERSITY OF NEW MEXICO LIBRARY

MANUSCRIPT THESES

Unpublished theses submitted for the Master's and Doctor's degrees and deposited in the University of New Mexico Library are open for inspection, but are to be used only with due regard to the rights of the authors. Bibliographical references may be noted, but passages may be copied only with the permission of the authors, and proper credit must be given in subsequent written or published work. Extensive copying or publication of the thesis in whole or in part requires also the consent of the Dean of the Graduate School of the University of New Mexico.

This thesis byJewel Busch Smith.....
has been used by the following persons, whose signatures attest their acceptance of the above restrictions.

- A Library which borrows this thesis for use by its patrons is expected to secure the signature of each user.

NAME AND ADDRESS

DATE

A COMPARATIVE STUDY OF REQUIREMENTS LEADING TO
THE MASTER'S DEGREE IN SCHOOL ADMINISTRATION

By

Jewel Busch Smith

A Thesis

Presented in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Education

University of New Mexico

1956

378.789

Un30s

1957

cop.3

This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

E. C. Castello

DEAN

Aug. 4, 1956

DATE

A COMPARATIVE STUDY OF REQUIREMENTS LEADING TO
THE MASTER'S DEGREE IN SCHOOL ADMINISTRATION

By

Jewel Busch Smith

Thesis committee

E. J. Finner

CHAIRMAN

J. T. Reed

J. T. Hamann

217520

697934

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The problem	2
Statement of the problem	2
Delimitations of the study	3
Importance of the study	3
Definitions of terms used	5
General degrees	5
Professional degrees	5
Master's degree	5
Plan	5
Prerequisites	5
Requirements	6
Semester hour.	6
Schools - colleges and universities . .	6
School administration	7
Sources of the data	7
Methods of procedure	8
Organization of the remainder of the thesis	9
II. REVIEW OF RELATED STUDIES	10

CHAPTER	PAGE
III. ANALYSIS OF THE DATA	20
Research and nonresearch degrees	22
Thesis option	24
Project plan	26
Prerequisites for admittance to graduate	
study in school administration	26
Undergraduate requirements	27
Entrance examinations	28
Teaching experience and certification. . .	28
Requirements of the master's degree	29
Minimum hours.	29
Graduate courses	29
Course work	30
Thesis credit	30
Major field	36
Minor field	36
Foreign language	37
Final examinations	37
Minimum residence	38
Other regulations	38
Transfer, extension, and correspon-	
dence credit	38
Maximum load	44
Time limit	44

CHAPTER	PAGE
IV. VIEWS OF LEADERS IN THE FIELD OF	
EDUCATION	49
The graduate school	50
The master's degree	58
Content and organization of programs in sc	
school administration	64
Child study	67
Study of democratic society	67
Practical experience	67
Neglected areas	68
The development of a philosophy	
of school administration	69
Selection of students	69
Research and nonresearch degrees	73
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . .	81
Summary	81
The thesis.	82
Admission prerequisites.	82
Undergraduate preparation	82
Entrance examinations	83
Teaching experience	83
Requirements for the master's degree	
in school administration	84
Conclusions	89
Recommendations	91
BIBLIOGRAPHY	98
APPENDIX	105

✓

LIST OF TABLES

TABLE	PAGE
I. Master's Degrees Offered in Institutions of Higher Learning with a Major in School Administration	25
II. Prerequisites to Admission for Graduate Study	31-35
III. Requirements for the Master's Degree with a Major in School Administration . .	39-43
IV. Transfer Credits, Maximum Loads, and Time Limits Allowed by the Various Institutions	45-48

CHAPTER I

INTRODUCTION

Requirements for the Master's degree in School Administration vary from state to state and among schools within states. The fact that education is a state function and each state has a different school system may seem reasonable enough for them to differ in requirements. Differences within a state cannot be so easily justified, however.

If the aim of education is to teach children to become worthwhile citizens in a democratic society and to prepare all the children of the United States for their places in the American way of life, uniform requirements for school administrators are desirable. This is true, in spite of sections of the United States formerly considered remote. Air travel and modern communication have drawn these sections closer together; thus it would seem that American public school goals should be much the same throughout the nation. Administrators should be prepared to meet problems and situations peculiar to a given area, it is true. But these matters should be solved in the light of the generally accepted principles of school administration. These special problems, then, are an additional substantiation of the contention that a uniform preparation program for school administrators should be established.

Statement of the problem. It is the purpose of this study (1) to analyze requirements for Master's degrees in school administration of selected colleges and universities of the United States; (2) to compare these requirements; (3) to summarize views and recommendations of authorities in education on existing programs for the preparation of educational administrators; and (4) to present conclusions and suggestions of the writer gained as a result of the study.

This problem deals with criteria leading to degrees representing the fifth year of higher education, in most cases, though three institutions are included which require an additional year of study for a Master's degree.

A total of 129 colleges and universities are included. Among these are the institutions accredited by the American Association of Colleges for Teacher Education as of January, 1952, state universities of the forty-eight states which were not included in the first category, the universities of the District of Columbia, Alaska, Hawaii, and Puerto Rico, all institutions of New Mexico and its neighboring states of Arizona, Colorado, Oklahoma, and Texas, schools selected because of their frequent mention in references used for this thesis by authorities in the field of educational administration, and ones whose catalogs and letters were so clear and concise as to warrant their inclusion.

Delimitations of the study. This study is based solely on the writer's interpretation of information from bulletins, catalogs, and letters sent in response to a request for literature giving the requirements, prerequisites, and information as to the selection of a minor for a Masters' degree with a major in School Administration.

Prerequisites and requirements for admission to graduate study in education are given as far as they can be ascertained, but no mention is made of the submission of copies of official transcripts and other details which are standard procedure and subsequent admission to candidacy for the degree.

Importance of the study. A more uniform system of preparation of school administrators would greatly improve existing conditions as the "types of degrees offered, terminologies used to designate them, as well as background and formal requirements, have always varied markedly among universities."¹ Lund,² in a fact-finding report, stated that:

There can be no doubt that the problems, incident to providing adequate professional education for administrative personnel in our public schools, loom large

¹ Sister Mary Praxedes, "Practices and Opinions on Masters' Nonresearch Degrees," School and Society, 75:72, February 2, 1952.

² John Lund, Education of School Administrators (Washington, D. C.: United States Government Printing Office, 1942).

in the thinking of all who are concerned with the quality of educational leadership in America.³

The awarding of a Master of Arts degree, for example, may mean that a student has satisfied the requirements of a strenuous program of graduate work or it may mean as little as his having spent a certain amount of time at an institution and getting by in a few subjects. This clearly points to the fact that the Master's degree needs to be standardized much more than it is at present.⁴

3 Ibid., p. 3.

4 Irwin A. Buell, "The Small College and the Master's Degree," Journal of Higher Education, 15:420, November, 1944.

II. DEFINITIONS OF TERMS USED

General degrees. General degrees are usually conferred by the Graduate School and are the Master of Arts and the Master of Science degrees.

Professional degrees. Those degrees conferred by colleges or schools of education are generally called professional degrees. They include the degrees of Master of Arts in Education, Master of Science in Education, and Master of Education.

Master's degree. The term "Master's degree," throughout the report of this investigation, should be interpreted as meaning a documentary certification of the satisfactory completion of requirements which approximate a year of full-time study beyond the Bachelor's degree, whether the reference is made to a general or a professional degree.

Plan. The term "plan" is used to denote a schedule or course of study to be pursued in order to obtain a specific degree.

Prerequisites. Prerequisites are conditions which should have been met prior to entrance to graduate study in school administration. In some cases part of the prerequisites can be obtained as the student is satisfying requirements, but in all cases they must be met prior to admission to

candidacy for the degree.

Requirements. As used in this study, the word "requirements" means those courses, projects, research studies, and other criteria which must be accomplished satisfactorily in order for a candidate to be eligible for the degree towards which he is working. Included in this thesis are requirements for admission to graduate study, requirements for admission to candidacy, and requirements for the Master's degree.

Semester hour. A semester hour is defined as one hour a week of lecture or class instruction for one semester, or its credit equivalent of laboratory, field work, or other types of instruction.⁵ For schools in which credits are determined by means other than the semester hour, such as the quarter hour, the unit, the point, and the tuition point, conversions were made to the nearest semester hour for uniformity and ease of comparison.

Schools - colleges and universities. In this study the words "schools," "colleges," and "universities" are used synonymously. The terms "college" and "university" are used

5 Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), p. 567.

as given in the titles of the schools covered in this report even though some of the designations are erroneous, as all of the institutions mentioned herein are correctly defined as "universities."⁶

School administration. The term "school administration" will be used to indicate a curriculum which prepares the student for the direction, control, and management of all matters pertaining to school affairs.⁷ No distinction is made, therefore, among the terms school administration, school supervision, educational administration, or educational supervision.

III. SOURCES OF THE DATA

The information which forms the basis of this study was obtained from the latest available catalogs and bulletins of schools offering Master's degrees in education, by correspondence with graduate schools, directors of graduate studies, and department heads, and from books, pamphlets, and periodicals containing related studies.

⁶ Howard Mumford Jones, Southern University Conference (Proceedings, New Orleans, Louisiana, April 16-17, 1947), p. 103.

⁷ Good, op. cit., p. 11.

Conclusions and suggestions were, in part, gleaned from the writer's interpretation of statements and opinions of members of national educational organizations and other authorities in the field of school administration.

IV. METHODS OF PROCEDURE

A listing of the colleges and universities accredited by the American Association of Colleges for Teacher Education as of January, 1952, which offered a Master's degree in education was made. Catalogs and bulletins of the graduate schools and departments of education of these institutions were collected and schools that did not offer a major in school administration were eliminated. Since the number of institutions left on the list did not seem adequate, the state universities not already listed were added. As the above referred to data were being accumulated, an intensive search was made for pertinent literature, which was read and points of significance to the study noted. A few schools mentioned by writers of related literature were added to the list and, later, after the catalogs and bulletins had been examined thoroughly, other institutions were added which had unusually clear publications. Information on prerequisites to admittance to graduate work in school administration and general and specific requirements for the Master's degree was tabulated. In some cases very

little information could be obtained from the catalogs, and inquiries were sent to about forty schools. Some replied by letter giving the necessary information and others sent additional copies of their bulletins.

The data were tabulated and counted and tables of comparison were made. A summary was made of the opinions and recommendations of writers on the subject of graduate study in education, particularly in the field of school administration, and conclusions and suggestions for more nearly uniform training programs for school administrators were formulated.

V. ORGANIZATION OF THE REMAINDER OF THE THESIS

The remainder of this study will be recorded in four chapters. Chapter II presents a review of related studies. In Chapter III the existing programs of requirements are described and compared and the frequencies of prerequisites and requirements are given. Tables are included in this chapter for ease in making comparisons and noting similarities. Views and recommendations of leaders in the field of education are indicated in Chapter IV. The content of Chapter V is a summary of the findings of the preceding chapters and statements of conclusions reached through this investigation, with suggestions for improving existing conditions.

CHAPTER II

REVIEW OF RELATED STUDIES

Many writers have sung the praises of higher education, discounted the good of it, or expressed themselves as being pleased with the status quo, and fairly extensive research has been done concerning the Master's degree in education. As far as the number of studies go, the field of school administration has just been scratched, but the quality and significance of the existing study is excellent.¹

Articles written by active administrators and published in such periodicals as The American School Board Journal, The School Executive, The Nation's School, School Management, The Journal of Higher Education, School and Society, and the yearbooks of the American Association of School Administrators indicate that something should be done in regard to Master's degrees in general, and specifically those which are awarded in education and educational administration.

With the professional degrees steadily growing in

¹ John Lund, Education of School Administrators (Washington, D. C.: United States Government Printing Office, 1942).

popularity, and the graduate school becoming a mass agency of higher education,² substitutions have been made and items of requirements have been dropped by many of the institutions which had fought against "the debasing practices."³ This prompted investigations and evaluations as to the practicality of awarding the general degrees in education. The general-degree-versus-the-professional-degree argument will not be discussed here, as it is presented in Chapter IV.

The 1931 edition of the National Society of College Teachers of Education's Yearbook was devoted to a study of practises in granting higher degrees in education.⁴ It consists of a series of official statements from twenty institutions of higher learning which give a complete picture of practices of the schools in granting graduate degrees in education as well as the theories behind these practices. Of the schools included in this survey, the degrees of thirteen are administered by the graduate school, while in the remaining seven, the graduate work in education is administered in whole or in part by a professional school.⁵

2 Walter S. Monroe, editor, Encyclopedia of Educational Research (revised edition; New York: The Macmillan Company, 1950), p. 518.

3. Ibid., p. 517.

4 Frank N. Freeman, editor, Practices of American Universities in Granting Higher Degrees in Education (Chicago Press, 1931).

In institutions where the Master's degree is considered to be a natural or an essential step on the road to the Doctor's degree, the work required of the Master is usually similar to that required of the Doctor and the requirements are fairly high. In other schools the Masters are treated as a distinct group and the requirements may be rather lax.⁶

Information given in this yearbook also points out the fact that Yale, Harvard, and Johns Hopkins Universities require two years for the completion of the Master's degree,⁷ while other schools sometimes require even less than one academic year in the case of summer students.⁸

J. Orin Powers⁹ gives a report of sixty-four institutions of learning as to administrative practices and requirements for the Master's degree in Education which is included as a chapter in the yearbook just mentioned. The preliminary study was made by means of catalogs, but to supply information which the catalogs failed to give, 144 question-

5 Ibid., p. 151.

6 Ibid., p. 153.

7 Ibid., p. 154.

8 Ibid., p. 153.

9. J. Orin Powers, "The Administration and Requirements of the Master's Degree in Education," Nineteenth Yearbook of the National Society of College Teachers of Education, 1931, p. 5.

naires were mailed of which sixty-four were returned. Of those returned, thirty-two were from state universities.

Mr. Powers found that Master's degrees in education are given various names but that an examination of administrative practices and requirements failed to show significant differences corresponding to the name of the degree offered, and in most cases (forty-seven institutions) the graduate school administered the degree.¹⁰

A wide variance as to prerequisite requirements for admission to candidacy, transfer credits accepted, and major and minor requirements was found to exist in the institutions studied. Other facts of note given in this report are: A thesis is definitely required in more than three-fourths of the schools; eight permit the substitution of other work for it; and only five have no thesis requirement;¹¹ one-half of the institutions requiring the thesis assigned no semester hour credit for it; one-half of the remainder report varying allowance of from two to fifteen semester hours; and the other institutions report definite allowances ranging from three to eight semester hours; in only one-half of the schools is a minor required, permitted, or advised;¹² modal practices as to the total semester hour requirements in course work are

10 Ibid., p. 6.

11 Ibid., p. 11.

12 Ibid., p. 12.

at thirty semester hours and twenty-four semester hours and thesis;¹³ a foreign language requirement is not typical of the Master's degree in education;¹⁴ and that majority opinion regards the research function of the degree as of secondary importance.¹⁵

The trend away from the thesis is clearly seen when Powers' study is compared with one made ten years later in which Gwynn and Gruhn¹⁶ presented an article which was the result of a survey of twenty-nine institutions which offer Master's degrees in education. Those requirements particularly investigated were the reading knowledge of foreign languages, the preparation of a thesis, the semester hours of credit required for the degree, and the transfer of graduate credits earned at other institutions. This report presents the findings with respect to the Master of Arts in Education degree, and the Master of Education degree. The findings with regard to the general or regular degrees were: (1) a foreign language is not required at more than half of the institutions; (2) a thesis is not required at more

12 Ibid., p. 12.

13 Ibid., p. 16-17.

14 Ibid., p. 19

15 Ibid., p. 19

16 J. Minor Gwynn and William T. Gruhn, "Requirements for the Master's Degree for Students in Education," School and Society, 55:93-96, January 18, 1941.

than half of the institutions. At most of the schools not requiring a thesis it is the practice to substitute for it either seminar papers or additional course work or both; (3) most of the institutions require between twenty-four and thirty semester hours of graduate credit; and (4) at more than half of the schools there is some provision for transferring credit for courses taken elsewhere, and there is usually some restriction on the amount. Practices with respect to special Master's degrees in education were (1) these degrees are granted at more than half of the institutions, and are divided about equally among the Master of Education, Master of Arts in Education, and Master of Science in Education degrees; (2) a foreign language was required at only one of the seventeen schools; (3) there was no uniform practice concerning the thesis, but half the schools required either a thesis or seminar paper; and (4) these degrees are conferred by the graduate school rather than by the school or college in most cases.

Good,¹⁷ in 1944, summarized trends in Master's programs in education which was based on reports from seventy graduate departments of education. It was revealed that

¹⁷ Carter V. Good, "The Master's Degree in Education," School and Society, 61:186-187, March 24, 1945.

there was a wide diversity in requirements such as the transfer of semester hours of credit, credits given for the thesis or a similar piece of work, the semester hours required in course work, and in the terms used to designate almost identical projects. He was happy to cite the fact that more certain uniformities exist in the eleven Ohio schools which reported than are found within any other given state.¹⁸

The National Society for the study of Education devoted an entire book to the graduate division of the American system of formal education.¹⁹ It presents a summary of both theory and practice in the organization and administration of programs leading to higher degrees in eighty-five institutions of teacher education, with the programs of twenty-eight given in detail and representing different types of schools as well as examples of plans and procedures.

A thorough study of practices, theories, and opinions, as they were in 1941, was presented by Lund.²⁰ This investigation, made under the auspices of the United States Office of Education, is a sharing by institutions and State Depart-

18 Ibid., p. 187.

19 Nelson Bollinger Henry, editor, "Graduate Study in Education," The Fiftieth Yearbook of the National Society for the Study of Education, Part I, 1951, 369 pp.

20 Lund, op. cit.

ments of Education of experiences and activities of value in the education for school administration, providing information as to plans, programs, and problems. Review of the documentation of sixty-two representative institutions located in thirty-five states and the District of Columbia and Hawaii is given in regard to (1) a philosophy of school administration; (2) the graduate teaching staff; (3) selection and guidance of students; (4) content and organization of program; and (5) suggestions for improvement. It was discovered that "few schools have approached the problem of a needed philosophy of school administration in a very systematic fashion,"²¹ "the majority of schools have only two selective bases operating in the first year professional program, namely, the completion of a four-year undergraduate college program and sufficient money to permit attendance at the institution,"²² and that not too many schools feel that their programs are adequate in educating administrators relative to the nature of children.²³ Conclusions and suggestions included (1) a continuing study of the place, function, and essential character of administration in the

21 Ibid., p. 8.

22 Ibid., p. 22.

23 Ibid., p. 44.

educational scheme should be carried on in order to develop a philosophy to which the program of education can be kept constantly aligned;²⁴ (2) all institutions should establish selective admission requirements which will be compatible with the functions of administrative positions;²⁵ (3) the gap between theory and practice in programs should be bridged;²⁶ (4) programs should be expanded to include experiences which will help the student to understand human beings in terms of how they grow, their varying abilities, their motives, and how physiological, social, and economic factors condition their growth;²⁷ and (5) steps should be taken to set up studies in evaluation of programs of education in school administration which should facilitate agreements on fundamental aspects of the program.²⁸

A study was made by Praxedes²⁹ in 1952 of sixty-eight graduate schools of universities with enrollments of from 10,000 to 40,000. She found that there were many

24 Ibid., p. 67.

25 Ibid., p. 71.

26 Ibid., p. 74.

27 Ibid., p. 76.

28 Ibid., p. 77.

29 Sister Mary Praxedes, "Practices and Opinions on Masters' Nonresearch Degrees," School and Society, 75:72-74, February 2, 1952.

differences in the degrees offered and in background and formal requirements. For the most part this article dealt with the nonresearch type of degree and listed eleven ways in which plans for these degrees are designated.³⁰ Arguments for and against the nonresearch degree are given. Most of the institutions which responded to the inquiry were in favor of it. Two of the reasons mentioned most often as to its advantages over the research degree were the inadequacy of research facilities and over-worked advisers.

³⁰ Ibid., p. 73.

CHAPTER III

ANALYSIS OF THE DATA

It is the purpose of this chapter to present the prerequisites and requirements of existing programs of the 129 institutions used in this study for the education of school administrators.

The programs of the schools vary widely. There are unique ones such as those of Yale, Northwestern, and Wyoming, many which are almost identical, and a few whose requirements seem to be almost nonexistent.

The Yale University program impressed this writer as outstanding in meeting the needs of present-day society. It is liberal and progressive and is designed to meet the specific needs of the limited number of carefully selected students. All the resources of the Department of Education are opened to them along with services of other departments of the University, as the needs may dictate. Students have freedom from all conventional courses and course requirements and work is conducted through general, special, and thesis seminars which meet not too frequently, and supplemented by many individual conferences between students and faculty members and among the students. Flexible programs and adjustments of conditions of work assure each student the maximum of opportunity and the minimum of routine require-

Comprehensive Examination Option, Paper Option, Project Option, Field Study, Field Project Option, Internship type, or School Specialist type.¹ Usually the graduate schools confer the general degrees, the schools or departments of education, the professional ones.

At some universities, including Buffalo, Cincinnati, Harvard, Oklahoma, Oregon, and Rutgers, the graduate school largely relieves itself of responsibility for graduate work in education. Under varying franchises, which intend to protect the soundness of the Master of Arts and the Doctor of Philosophy degrees as well as to permit freedom for education, the divisions of education are permitted to administer their own master and doctor of education degrees. In many other institutions, the graduate school has given similar authorization but the education department or division retains membership in the graduate school and its candidates may have graduate school degrees by fulfilling the usual requirements. The University of North Carolina and Duke University are representative of the institutions where the division of education tries to meet the needs of its clientele by offering the Master of Education degree for those who do not want to meet the standard graduate school

¹ Sister Mary Praxedes, "Practices and Opinions on Masters' Nonresearch Degrees," School and Society, 75:73, February 2, 1952.

requirements.

In most cases the nonresearch or professional degree requires a total of more credit hours than does the research or general degree. The findings of this study indicate that from twenty-four to thirty-eight semester or credit hours were required for professional degrees, while from fifteen to thirty were required for the general degrees. It is interesting to note that even though certain degrees are called "nonresearch", in nearly all institutions which offer them a research project must be successfully completed. This project is not as extensive as a formal thesis but usually requires the same general procedures. Table I indicates the frequency with which each type and title of degree is offered by the schools used in this survey.

Thesis option. The bulletins of most of the schools were rather vague as to whether the choice of writing a thesis was made by the student, but in many cases gave the impression that this is so. However, a few schools stated specifically that the decision is made by the student's adviser, the graduate council, or the major department. One institution very formally stated that the student must be invited to submit a thesis. The number of semester hours allowed for the thesis varies from two to twelve, with four and six hours as the most frequent allowance, but a considerable number of schools give no credit in terms of

TABLE I
 MASTER'S DEGREES OFFERED IN 129 INSTITUTIONS
 OF HIGHER LEARNING WITH A MAJOR
 IN SCHOOL ADMINISTRATION

Degrees	Research	Nonresearch	TOTALS
Master of Arts	63	34	97
Master of Science	13	8	21
Master of Arts in Education	20	11	31
Master of Science in Education	14	16	30
Master of Education	17	60	77
TOTALS	127	129	

semester hours.

The University of New Hampshire has an unusual program in that emphasis is placed upon the preparation and defense of a series of theses which are brief statements of important ideas which were developed in the course of education taken in graduate work, and which the candidate is prepared to defend. Emphasis is placed on the candidate's "spelling out" his point of view rather than on "grilling" him on the issues.³

Project plan. When a project, report, paper, practicum, problem, or field study is required, from two to six credits are given. In many cases this credit is not given for the project as such but for the satisfactory completion of a seminar or course in which the project is done.

II. PREREQUISITES FOR ADMITTANCE TO GRADUATE STUDY IN SCHOOL ADMINISTRATION

With few exceptions the prerequisites as given in this section are those set up by graduate schools and schools and departments of education for students who wish to take a

³ H. S. Bretsch and A. M. Stowe, "Theses, not Thesis," Educational Research Bulletin, 29:126-32, May, 1950.

major in any phase of education. Special requirements for prospective school administrators are added to the general ones. These prerequisites are those required for regular status in the graduate schools or school and colleges of education. Applicants who do not meet all requirements are often admitted provisionally until such time as they can make up deficiencies or show ability and competence. Many of these shortages can be deleted by on-campus courses, correspondence work, examinations, or proof of scholarship. In all cases the deficiencies must be erased before a student is given regular graduate standing or is admitted to candidacy for a Master's degree.

Undergraduate requirements. The possession of a Bachelor's degree is required in most all of the schools, but a few admit students who have the equivalent number of credits required for the degree. The majority of institutions state that the degree should be conferred by an accredited or recognized school; some request a certain undergraduate grade average, and others make no mention of scholarship. About one fifth of the schools suggest that school administration should have been the major or minor of students desiring it as a graduate major; a smaller number request that the undergraduate major be education; at about half, the prerequisites are prescribed in terms of

semester hours of education and psychology, ranging from six to twenty-seven; and at a very few schools the Bachelor's degree in itself meets all admission requirements.

Entrance examinations. Nearly a fifth of the schools require the applicant to take the Graduate Record Examination. In about one fifth more it is considered desirable and is often required at the discretion of the adviser, the department, or the graduate council. Often achievement tests are given to determine the competency of applicants. In many cases they are required, but in some cases they are given only if some question of the student's ability presents itself. About one sixth of the institutions require the student to give proof of his ability to speak and write good English. This is sometimes determined by means of an English proficiency examination. Health examinations are not required for admittance to many institutions. When necessary, they are sometimes to be of a very thorough nature, requiring shots, vaccinations, tests, and X-rays; othertimes, a general physical examination requiring only a few minutes is sufficient.

Teaching experience and certification. Most of the 129 institutions require some teaching experience. In many schools practice teaching is considered enough and, while two years experience is often required, the most frequently

stated length of time is one year. Certification is a prerequisite for admission to graduate study in school administration at only a few schools; however, many others demand that state certification requirements be met before the Master's degree is awarded. Sometimes exceptions are made to this rule in cases of foreign students and in instances where students may be taking the degree for reasons other than to administer or supervise schools.

Table II presents specific prerequisites of the schools tabulated in this study. The institutions are listed alphabetically according to states in this and subsequent tables.

III. REQUIREMENTS OF THE MASTER'S DEGREE

Minimum hours. From fifteen to thirty hours are required in schools which give credit in addition to this for a thesis or project, and from twenty-four to thirty-eight hours are required when no credit is given for a thesis or project. When courses credit is regarded as a substitute for the thesis, credit in the amounts of from two to twelve semester hours is given, but six hours is the most often stated amount.

Graduate courses. A student is required to take a course or two at the graduate level with his major professor in a small number of the schools. More often institutions require that a certain number of courses, a certain propor-

tion of the courses taken, or a certain number of semester hours be taken in graduate subjects. Most of these schools require twelve or fifteen credits for the various degrees, but in three instances only five were asked, a few require twenty-four, and one, twenty-five. Often specific subjects are mentioned which must be taken to meet these requirements.

Course work. Many of the catalogs listed courses which the prospective administrator must take, others stated that there were certain course requirements which must be met but did not name them, and still others seemed to have no specific requirements other than that the student take a certain number of hours in administration and a minor field. Subjects most often mentioned as necessary to students of school administration were those dealing with educational administration, research and scientific method, psychology, philosophy and history, and curriculum.

Thesis credit. Credit allowed for the thesis ranges from none to twelve semester hours, but the majority of schools which give credit for such a project evaluate it as six semester hours. In Table III, thesis credit is not included in the minimum hours required unless the thesis earns an indefinite amount.

TABLE II

PREREQUISITES TO ADMISSION FOR GRADUATE STUDY IN SCHOOL ADMINISTRATION

Institution	Undergraduate Degree	In Ed.	Required Hours		Grade Average	Examinations			Teaching experience	Certifi- cation
			Ed.	Ed. & P. & S.		GRE	Ach.	Eng.		
Univ. of Alabama	x	o	18*			x	o		oo	
Arizona State College	x	o	18							
Univ. of Arizona	x	o	15	3	C+	x	o			
Univ. of Arkansas	e		12			x				
Fresno State College	x		15			x	x			x
San Diego State College	x				B	x			x	
San Francisco State Coll.	x				B in Ed	x			x	
Stanford University	x		24							
Univ. of California	x	o	12							
Univ. of So. California	x		12							
Colorado College	x					x				
Colo. St. Coll. of Ed.	x		16	18		o		x		
Univ. of Colorado	x					o		x		
Univ. of Denver	x									
W. St. Coll. of Colo.	e									
Univ. of Connecticut	e		12							
Yale University	x					x				
Catholic Univ. of America	x		12							
George Washington Univ.	x	o								
Univ. of Delaware	x				C+					
Univ. of Florida	x		12			x				
Univ. of Georgia	x					x			x	
Univ. of Idaho	x					x				
No. Illinois St. Coll.	o									
Northwestern University	x		15							
So. Illinois Univ.	x									
Univ. of Chicago	x								x	

e - its equivalent

x - required

o - suggested

* Numbers appearing in center of "Required Hours" column denote number of hours required in education and psychology courses combined.

GRE - Graduate Record Examination

Ach. - Achievement test

Eng. - English

TABLE II (Continued)

PREREQUISITES TO ADMISSION FOR GRADUATE STUDY IN SCHOOL ADMINISTRATION

Institution	Undergraduate Degree	In Ed.	Required Hours	Grade Average	Examinations			Teaching experience	Certification
					GRE	Ach.	Eng.		
Univ. of Illinois	X		16						
W. Illinois St. Coll.	X		18					X	
Ball St. Teachers Coll.	X			B					X
Indiana St. Teachers Cdl.	X		10-16	C					
Indiana Univ.	X		12					X	
Drake Univ.	X		6						
State Univ. of Iowa	X			C					
Ft. Hays Kansas St. Coll.	X		20						
Kansas State Teachers Coll.	X	O	16-18						
Munic. Univ. of Wichita	X		24	C+					
Univ. of Kansas	X		15						
E. Kentucky St. Coll.	X		3						X
Morehead State College	X								X
Murray St. Teach. Coll.	X		18					X	
Univ. of Kentucky	X		6	C+					X
Univ. of Louisville	X		24						
W. Kentucky St. Coll.	X		12						
Louisiana State Univ.	X	O		B in Ed.					X
Univ. of Maine	X								
Univ. of Maryland	X		16						
Johns Hopkins Univ.	X			B				X 2 years	
Boston University	X	X	18						
Harvard University	X								
Springfield College	X							X	
Univ. of Massachusetts	X		15	**					
Michigan State College	X								
Univ. of Michigan	X		15						
Wayne University	X		20						

e - its equivalent

x-- required

o - suggested

** Must have been in upper half of class

GRE - Graduate Record Examination

Ach. - Achievement Test

Eng. - English

TABLE II (Continued)

PREREQUISITES TO ADMISSION FOR GRADUATE STUDY IN SCHOOL ADMINISTRATION

Institution	Undergraduate Degree	In Ed.	Required Hours		Grade Average	Examinations			Teaching experience	Certification
			Ed.	Psyc.		GRE	Ach.	Eng. Health		
W. Michigan Coll. of Ed.	x		15	3						
Univ. of Minnesota	x		18							
Mississippi So. College	x		18							
Univ. of Mississippi	x									x
Gen. Missouri St. Coll	x		24			o	x			
St. Louis Univ.	x		15	15						
Univ. of Missouri	x		24							
Washington Univ.	x									
Montana State Univ.	x					o				
Univ. of Montana	x						x			
Univ. of Nebraska		x				x				x
Univ. of Nevada		x								
Univ. of New Hampshire			18							
Rutgers University	x				**					
East. New Mexico Univ.	x		15			x	x		x 2 years	x
New Mexico Coll. - A & M	x									
New Mexico Highlands Univ	x									
New Mexico Western Coll.	x	o				o				
Univ. of New Mexico	x		12			x				
Columbia University	x						x			
Cornell University	x									
Hunter College	x		24			o				
New York Univ.	x	o								
St. Univ. Coll. Teach. NY	x		27							
Syracuse Univ.	x		12						x	
Univ. of Buffalo	x									x

e - its equivalent

x - required

o - suggested

** Must have been in upper half of class

GRE - Graduate Record Examination

Ach. - Achievement Test

Eng. - English

TABLE II (Continued)

PREREQUISITES TO ADMISSION FOR GRADUATE STUDY IN SCHOOL ADMINISTRATION

Institution	Undergraduate Degree	In Ed.	Required Hours Ed. Psyc.	Grade Average	Examinations			Teaching experience	Certification
					GRE	Ach.	Eng. Health		
Duke University	X		18		X				X
Univ. of North Carolina	X		12	B	O				
Univ. of North Dakota	X				O				
Miami Univ.	X		24		O				
Ohio State Univ.	X				O				
Univ. of Akron	X					X		X	
Univ. of Cincinnati	X		9			X			X
Univ. of Toledo	X		6		X				
Oklahoma A & M	X		16						
Phillips Univ.	X		16					X	X
Univ. of Oklahoma	X								
Univ. of Tulsa	X		6					X	
Univ. of Oregon	X				O				
Univ. of Pennsylvania	X				O				
Univ. of Rhode Island	X				O				
Univ. of South Carolina	X				O	X			
Univ. of South Dakota	X		12						
E. Tennessee St. Coll.	X				O				
Geo. Peabody Coll. Teach.	X				X				
Univ. of Tennessee	X						X		
A & M Coll. Texas	X								
Baylor University	X								
Texas St. Teachers Coll	X								
Texas State College	X					X			
Sam Houston St. T. Coll.	X		24						
Southern Methodist Univ.	X								
Step. F. Austin St. Coll.	X		18		O				
Sul Ross State Coll.	X		24						
Texas Christian Univ.	X		24	B in Ed					X

e - its equivalent

x - required

e - suggested

GRE - Graduate Record Examination

Ach. - Achievement Test

Eng. - English

TABLE II (Continued)

PREREQUISITES TO ADMISSION FOR GRADUATE STUDY IN SCHOOL ADMINISTRATION

Institution	Undergraduate Degree	In Ed.	Required Hours	Grade Average	Examinations		Teaching experience	Certification
					GRE	Ach. Eng. Health		
Texas St. Coll.-Women	x	o	24					
Texas Tech. College	x	o	12		x			
Trinity Univ.	x							
Univ. of Houston	x		12					
Univ. of Texas	x		24					
Univ. of Utah	x							
Utah State Ag. College	x				x			
Univ. of Vermont	x		12					
Univ. of Virginia	e		20					
Univ. of Washington	x		16					
Cent. Washington Col.Ed	x			B***				
State Coll. of Washington	x							
West Virginia Univ.	x		10	B-				*****
Univ. of Wisconsin	x	x			o			
Univ. of Wyoming	x		24		o			
Univ. of Alaska	x	x		B in Ed				
Univ. of Hawaii	x			B in Mgmt			x	
Univ. of Puerto Rico	x							

e - its equivalent

x - required

o - suggested

*** Average required of last half of undergraduate work

**** Certification of 17 hours in undergraduate education courses

GRE - Graduate Record Examination
Ach. - Achievement Test
Eng. - English

Major field. The majority of institutions offer the Master's degree in school administration or educational administration. However, those that do not, list majors in the narrower fields of elementary or secondary administration and elementary or secondary supervision. Not a few of the schools state that all of the work for the Master's degree may be taken in the major field. As might be expected, the requirements for the major field of study for nonresearch degrees are more specifically stated than are those for research degrees. In the latter case, the minimum number of credits required in the major field usually depends on the number, if any, given for the research project.

Minor field. The minor field of study is an area in the education of school administrators in which there is much divergence. Of the schools making statements regarding the selection of a minor, the majority require that it be a related field or outside the field of education. Very few schools say that it may be chosen from the field of education or from any field of study that the student desires. For the most part, one minor is studied, but a student is allowed by some institutions to study two. When this is done, the credit hour requirement in the major field is usually lowered.

Sometimes the thesis or research project can be done

in the field. In such cases it is usually recommended that the minimum hours be increased.

Foreign languages. Only about one fourth of the schools make any mention of foreign language requirements even if just to say that there is none. German and French are the two most often mentioned, and the few institutions which require the reading knowledge of one usually state that it may be in either of these. Sometimes, it is said that another language of which there is considerable literature in the field may be substituted. In most cases, credit earned as an undergraduate may be used to fulfill language requirements.

Final examinations. Without exception, the schools made statements in their bulletins regarding final examinations. In most schools a comprehensive written examination is required for the nonresearch degree, and an oral examination is required for a research degree. Often it is stated that the final examination may be written, oral, or both at the discretion of the adviser or the major department. As a whole, written examinations are given for the express purpose of testing the student's ability to integrate the knowledge attained from course work, while oral examinations place emphasis on the defense of the thesis,

but major and minor fields and any other graduate work may be included.

Minimum residence. A period of the equivalent of one full year of study was required in the majority of institutions. Very rarely is this requirement reduced even though credits may be accepted from other schools. Students who work full or part-time are expected to carry a limited number of hours, and in these cases the minimum residence requirements are increased proportionately.

Table III shows graphically the requirements of the various institutions.

IV. OTHER REGULATIONS

Transfer, extension, and correspondence credit.

Definite statements are made by most schools as to the amount of transfer credit allowed, but some merely state that they will accept credits earned at other schools. The usual amount is six. Other institutions accept from zero to sixteen credits. However, transfer credit is not automatic. Requests for approval of these credits are usually presented at the time of application, but not granted until after the student has successfully completed a specified amount of work. A graduate of an institution often can transfer more hours of credits earned at another school

TABLE III (Continued)

REQUIREMENTS FOR THE MASTER'S DEGREE WITH A MAJOR IN SCHOOL ADMINISTRATION

Institution	Degree	Plan (applicable)	Minimum hours	Graduate hours	Courses		Minor	Thesis (credit hrs)	Project (credits)	Grade average	Lowest grade accepted	Teach. or Admin. Experience	Other Req.		Final Exams ⁵	Semesters ⁴	Summer sessions
					Required	Suggested							Language ⁴	Final Exams ⁵			
Trinity College	M A		30	jne	18	9	(3)	x	B				F or G				
	M Ed		36					*	B								
Univ. of Houston	M Ed		36					*									
Univ. of Texas	M A		24		18	12	(3)	6	B	B							
	M Ed		30		18	12	(2)	*									
Univ. of Utah	M A		30	adm uv	20	8		x	B				F or G		30		
	M S		30	adm uv	20	8		x	B						30		
Utah State Agric. Coll.	M S		30					x	B						2		
Univ. of Vermont	M Ed	I	24			6	(3)	6	B						2		4
		II	30			6	(3)		B						2		5
Univ. of Virginia	M A		24			6		6	B				E or G				
	M Ed		30			6							E				
Univ. of Washington	M A		24	c		12	(3)	x			Lyr		EB or W		2		
	M Ed		27	c	t	15	(3)				Lyr		W		2		
Cent. Washinton Coll. Ed.	M Ed	I	24	abd	imp	15		6			Lyr		EB or O		2		
		II	30	abd	imp	15		(d)			Lyr		EB or O		2		
State Coll of Washington	M A (Ed)		28		20	8	(2)	4	B				O		22		
	M Ed		32		20	12	(2)	x	B		Lyr				2		
West Virginia Univ.	A M	I	24	def				6	C				E		2		
		II	30	def				x (d)		C			E		2		
		III	36	def			(3)			C			E				
Univ. of Wisconsin	M A	I	18	adm	fst		(1)	4					F, G, S	W	1		
		II	22	adm	fst			x (d)	B				F, G, S	W	1		
Univ. of Wyoming	M A	I	30	imp	s			4-6	B				O, W		2		
		II	30	imp	s	14		(d)	B				O, W		2		
Univ. of Alaska	M A		30	or				x	B		C		F or G	Ei	2	4	
	M Ed		30						B		C			Ei	2	4	
Univ. of Hawaii	Ed M		24	6	cdp	mt	(2)	6					EB or		2		
Univ. of Puerto Rico					fin	pt											

x - required; * - suggested

¹ Courses: a-Introduction to Grad. Study; b-Intro. to Educ.; c-Ed'ial Research; Scientific Method; d-Ed'ial Psych.; e-Ed'ial Sociology; f-Ed'ial Philos.; g-Ed'ial History; h-Ed'ial Hygiene; i-Curriculum; j-Methods; k-Guidance; l-Ed'ial Literature; m-Ed'ial Admin.; n-City Sch. Admin.; o-State Sch. Admin.; p-Principal and School; q-Sch. Law; r-Sch. Finance; s-Sch. Bldgs; t-Ed'ial Tests, Measurements, Statistics; u-Dicn. Ed.; v-Secondary Ed.; w-Child Development; y-Graduate course(s) with Major professor; z-Field work or Internship.

² Minor field: (1)-Education; (2)-Related; (3)-Outside Education; (4)-Any

³ Project: (a)-Problem(s); (b)-Practicum; (c)-Field Study; (d)-Paper(s); (e)-Report(s); (f)-Essay

⁴ Languages: E-English; F-French; G-German; S-Another foreign language may be substituted for F or G

⁵ Final examinations: W-Written; O-Oral; Ei-Either; Bo-Both

than a non-graduate; sometimes up to one-half of the total requirements for the degree.

Institutions usually grant credit for extension work taken under their auspices and taught by regular members of their faculties. When credit is allowed for both transfer and extension work, the total amount, in most cases, cannot exceed the maximum which is established for either one.

Only three schools stated that credit for correspondence work could be applied toward a master's degree.

Maximum load. The number of graduate hours considered as maximum loads range from ten to eighteen. If a student takes a combination of graduate and undergraduate courses, the maximum number of hours may be increased.

Time limit. The total work for the Master's degree must be completed in from five to ten years, but six is the number most often given as the maximum time.

Some institutions (Cornell, Harvard, and Yale) plan programs according to students' needs. They grant credit for extension, correspondence, and work done at other institutions, regulate loads, and specify time limits to suit the experience and need of the individual.

Table IV gives regulations as to transfer credits, maximum loads, and time limits as specified by the various institutions.

TABLE IV

TRANSFER, CORRESPONDENCE, AND EXTENSION CREDIT, MAXIMUM LOAD AND TIME LIMIT ALLOWED BY THE VARIOUS INSTITUTIONS

Institution	Transfer Credits	Correspondence Work	Extension Work	Maximum Load	Time Limit
Univ. of Alabama	6				10
Arizona State College	Yes	0	Yes	16	6
Univ. of Arizona	7	0	7	16	6
Univ. of Arkansas	6		12	15	6
Fresno State College	6		6	16	6
San Diego State College	6	0	0	15	7
San Francisco State College					
Stanford University	6				
Univ. of California	4			12	
Univ. of Southern California					
Colorado College	8				
Colorado State College of Education	Yes		8	15	
Univ. of Colorado	8		8		5
Univ. of Denver	6				
West. State Coll. of Colorado	6-8	0	Yes	12	5
Univ. of Connecticut	0		Yes		8
Yale University					
Catholic Univ. of America					
Geo. Washington University	3			12	
Univ. of Delaware	8			12	5
Univ. of Florida	Yes	0	6	15	7
Univ. of Georgia	6	0	0	15	6
Univ. of Idaho	8-10	0	9		8
No. Illinois State Coll.	6	0	6		6
Northwestern University	0				5
So. Illinois University	10	0	10	12	66
Univ. of Chicago					
Univ. of Illinois	16				
W. Illinois State Coll.	8		9		6
Ball State Teachers Coll.	8	0	8	16	6
Indiana State Teach. Coll.	10	0	5		10
Indiana University		0	Yes	15	5-6
Drake University	8	0			5
State Univ. of Iowa	6		Yes		
Ft. Hays Kansas St. Coll.	8-9			12	5
Kansas State Teach. Coll.-Pittsburg	6		8	15	6

Yes - credit is accepted, but the amount was not stated

TABLE IV (Continued)

TRANSFER, CORRESPONDENCE, AND EXTENSION CREDIT, MAXIMUM LOAD, AND
TIME LIMIT ALLOWED BY THE VARIOUS INSTITUTIONS

Institution	Transfer Credits	Correspon- dence Work	Extension Work	Maximum Load	Time Limit
Kansas State Teach. Coll.-Emporia	8		8		6
Municipal Univ. of Wichita	6	0	6		6
Univ. of Kansas					
East. Kentucky St. Coll.	Yes			16	
Morehead State College	6	0		16	5
Murray St. Teach. College	9	0	0	12	
Univ. of Kentucky	6	0	6	12-15	8
Univ. of Louisville	6				
West. Kentucky St. College	6	0	0	17	
Louisiana State Univ.	6	0	Yes	15	8
Univ. of Maine	6	0	Yes		8
Univ. of Maryland	6	0	0	15	
Johns Hopkins Univ.	12*				5
Boston University	6	Yes	0	15	6
Harvard University	Yes	Yes			
Springfield College	6				
Univ. of Massachusetts	6				6
Michigan State Coll.	12		13-16		
Univ. of Michigan	6		6		6
Wayne University	6			16	
West. Michigan Coll. of Ed.	6		6	12	6
Univ. of Minnesota	6				7
Mississippi So. College	9		9	12-16	5
Univ. of Mississippi	6				6
Gen. Missouri State Coll.	6	0	6	11	5
St. Louis University	0		0		5
Univ. of Missouri	8		8		8
Washington University	6			15	6
Montana State Univ.	12	0	15	15	8
Univ. of Montana	8	0	10	15	
Univ. of Nebraska	0				6
Univ. of Nevada	8	0	0	14	5
Univ. of New Hampshire	6			16	8
Rutgers University	0		12		6
East. New Mexico Univ.	8	0	6-9		
New Mexico Coll. of A. & M. Arts	6	0	6	15	5

* - accepted toward Master of Education degree only

CHAPTER IV

VIEWS OF LEADERS IN THE FIELD OF EDUCATION

Many writers are dissatisfied with the present regulations regarding the granting of degrees at the Master's level, as is evidenced by the articles in educational periodicals. Some condemn the Master's degree in its entirety while others merely condemn practices in administering it. The merits of the general Master's degrees and the professional ones are questioned or praised by authors, but only a small group of universities have felt the necessity of probing deeper into the problem and experimenting on ways to bridge the gap between the training of students who take a modified or nonresearch Master's degree and who later decide to study for the Doctor of Philosophy degree which is still based on "sound" academic Master's degrees.¹

Monroe² quotes Bowman:³

There is so little agreement among graduate-school faculty members on basic concepts of scope, objectives,

1 Walter S. Monroe, editor, Encyclopedia of Educational Research (revised edition; New York: The Macmillan Company, 1950), p. 517.

2 Ibid.

3 Isaiah Bowman, The Graduate School in American Democracy (Washington D. C.: United States Government Printing Office, 1939), 70pp.

organizations, administration, programs and degree requirements that any generalizations on practice or trends are likely to be unacceptable to some groups. There never has been a consensus among graduate schools on what should be the scope⁴ and nature of work offered for master's . . . degrees.

Monroe goes on to say that the general problems of graduate schools come into sharp focus when attention is centered on program and degree requirements in the field of education and that they are "numerically more important at the Master's degree level than all other professional and quasi-professional fields combined".⁵

I. THE GRADUATE SCHOOL

Before going into a study of graduate work in education at the Master's level, one might be benefited by a preliminary survey of the graduate school as a whole.

A study of graduate schools in America was made by Hughes⁶ in 1925. He cited four distinct ways in which the graduate schools might serve more effectively: (1) he felt that

no man should teach in an American college who is not sympathetic with religion and who has not developed his

4 Monroe, op. cit., p. 513.

5 Ibid., p. 517.

6 Raymond M. Hughes, "A Study of the Graduate Schools of America," Bulletin of the Association of American Colleges, 11:237-45, May, 1925.

own religious ideals to such a degree that his life is guided by them

and that the graduate schools should make an effort to cultivate and strengthen the religious life of the graduate student; (2) there has been entirely too much of a tendency toward highly specialized study, and that more emphasis should be placed on thoroughness and breadth of training; (3) the graduate schools are not contributing as much as they should toward preparing their students as capably as they should, and are not seeing that they acquire a deep interest in human beings; (4) graduate schools should make an earnest, serious effort to give students "something of the social training and the broad sympathy and interest in all departments of learning."⁷ If Hughes were to repeat his study now, thirty years later, would he find the above criticisms still applicable?

In a survey limited to twenty-eight institutions which were members of the Association of American Universities, Horton⁸ sets forth the administrative principles and policies of the American Graduate School and defines it as a "flexible organism providing ample opportunities for a rather wide range of graduate students."⁹ He says further that a better graduate school cannot be built

7 Ibid., pp.242-45.

8 Byrne Joseph Horton, The Graduate School; Its Origin and Administrative Development (New York: Press of Robert Joffe, 1940), 182 pp.

9 Ibid., p. i.

until definite principles and a sound policy for the effective administration of graduate work have been agreed upon and developed.¹⁰ His suggestion for the improvement of graduate work is to improve the work of the seminar, which is the official workshop of the graduate school.

In 1932, Flexner¹¹ sharply criticized graduate schools and their enlargement, making it clear that he took a dim view of the schools of which many were proud:

If the graduate school were small, if its level were high, it might be culturally homogeneous; as such it might make culture homogeneous; as such it might make culture respectable. But in the atmosphere created by pedagogues, working for degrees in order to get jobs, rather than because they love books and pictures and truth and music, the occasional lover of truth and beauty does not warm up, come out of his shell, and fraternize with others; he is chilled, he withdraws within himself and lives a lonely life.¹²

No graduate school in the land, with all the increase in money, libraries, equipment, and staff, is a clear cut exemplification of what a graduate school should be.¹³

In the period just preceding 1934, the state institutions made rapid strides upward at the expense of the older privately-endowed institutions.¹⁴ Eells listed the University

10 Horton, loc. cit.

11 Abraham Flexner, "Failings of Our Graduate Schools," The Atlantic Monthly, 149:441-52, August, 1932.

12 Ibid., p. 445.

13 Ibid., p. 452.

14 Walter Crosby Eells, "American Graduate Schools," School and Society, 39:708, June 2, 1934.

of California and the University of Wisconsin graduate schools as the first and second ranking institutions at that time.

The results of a comprehensive study of the practices of graduate schools were presented by Hollis¹⁵ in 1941. He cited The Ohio State University and Columbia University as being representative of the graduate schools well organized for giving departments the maximum of functional latitude while reserving sufficient direction to assure unity and stability in the universities.¹⁶

The need for clarification of the aims of graduate study seemed to be the consensus of writers concerned. Hughes¹⁷, in a report of the Committee on Graduate Instruction to the American Council on Education, brought out this need and said that it will require those responsible for determining the requirements for the Master's degree to define the objectives in terms of the things which students are expected to do after graduation rather than in the terms of the mechanical curricular requirements in common usage.

15 Ernest V. Hollis, "Modifying Graduate School Practices, The Educational Record, 22:529-43, October, 1941.

16 Ibid., p. 531.

17 Raymond Mollyneaux Hughes, Report of Committee on Graduate Instruction, American Council on Education (Washington, D. C.; Government Printing Office, 1934), 43 pp.

Probably the most complete treatise on graduate education and the Master's degree was a report to the Carnegie Foundation in 1944 by Dr. Marcia Edwards¹⁸ who conducted a series of studies of twelve graduate schools which she felt were representative of graduate instruction. She discovered that the graduate student is primarily interested in acquiring credits rather than knowledge,¹⁹ and that when the choice is left to the student he usually takes as much work as possible in his major field.²⁰ The inadvisability of non-flexible programs was brought out, and it was said that individual differences in background should determine whether students should have a program of considerable breadth or one concentrated in his major field.²¹ This survey was concluded with a recommendation for self-studies by graduate schools, including admission and standards of performance. The answers will come from individual departments through the work of "real scholars who are interested in the process of hatching scholars."²²

18 Marcia Edwards, Studies in American Graduate Education; A Report to the Carnegie Foundation (Boston: The Merrymont Press, 1944), 71 pp.

19 Ibid., p. xii.

20 Ibid., p. 41.

21 Loc. cit.

22 Ibid., p. 57.

Monroe²³ states that in 1947 approximately one-third of the more than 325 graduate schools offered the Master's degree as such a marginal activity that the institutions did not pretend to have formally organized graduate schools.

In another one-third, the graduate school is little more than a facade behind which a minority of the undergraduate faculty of a few departments devote less than one-fourth of their time to offering graduate programs. It is only the final one-third . . . that exist as entities apart from the undergraduate colleges and professional schools of their institutions.²⁴

The most important and difficult problem of the graduate school is the manner in which provisions shall be made for the interconnections of knowledge. The extent of its solution will determine in large measure the range and depth of knowledge that a student can acquire in a given time. Can a student get depth through specialization, and not be cut off from many fields of knowledge which he will in time wish or be compelled to explore, or will he not be hampered in later years in wider explorations by a lack of training in the logical prerequisites? With time this difficulty mounts with the increase of knowledge, and it is urgent that keener choices be made of educational essentials.²⁵

23 Ibid., p. 514.

24 Loc. cit.

25 Isaiah Bowman, The Graduate School in American Democracy (Washington D. C.: United States Government Printing Office, 1939), p. 13.

Programs advocated by educational idealists may be suited only to supermen, and efforts may be wasted unless the plans recognize the limitations of the minds of learners, as well as their special gifts and ambitions.²⁶

Society provides the chief motivating forces of democratic education--the inner drive of the rare scholar aside. On the other hand, it also imposes limitations and conditions on graduate education particularly. In relation to powerful social forces, the graduate schools must develop their programs.²⁷

In addition to the limiting factors of the learner and society, the graduate school is affected by general university practices, standards, and traditions. Financially, it presents the most difficult of administrative problems. Therefore, the whole setting must be realistically considered before the objectives of the graduate school can be determined.²⁸ "Every graduate student should be grounded in human biology, and psychology, and he should be reflected upon and be informed about social values and purposes."²⁹

26 Ibid., p. 15.

27 Ibid., p. 27.

28 Ibid., p. 46.

29 Ibid., p. 45.

colleges to offer the Master's degree.⁴¹

The State of Connecticut has taken steps to protect the public against charlatanism by preventing the granting of higher degrees by ill-prepared institutions by placing on its statute books a provision concerning the authority to confer degrees. Any person, institution, or organization applying for such authority must have secured a license and an accreditation certificate from, and be recommended by, the State Board of Education before presenting its application to the General Assembly which alone has the power to grant the authority to confer degrees.⁴²

Although most of the larger schools are accredited and have the facilities necessary to provide a functional graduate program at the Master's level, it cannot be said that as a whole they are superior to the smaller schools. Buell⁴³ points out some enlightening facts on this subject. He states that, particularly in New England, the smaller colleges "seem to be more careful in awarding advanced degrees and seems to place a higher valuation on them than do most universities," and that this fact is particularly

41 Walter S. Monroe, editor, Encyclopedia of Educational Research (revised edition; New York: The Macmillan Company, 1950), p. 518.

42 "Authority to Confer Degrees," Higher Education, 8:119, January 15, 1952.

43 Irwin A. Buell, "The Small College and the Master's Degree," Journal of Higher Education, 15:413-20, November, 1944.

true of the Master's degree.

In the smaller colleges guards have been placed about it, restrictions have been put upon it, until the would-be candidates, harried from pillar to portico, often retires beaten from the fray, and finds refuge and sweet peace in the broad and smiling acres of the university. It was not always so. The Master's degree has had a checkered career. Borrowed by the medieval colleges and universities from the guild system of advancement, one time coequal with the Doctor's degree and as high a degree as could be attained, when to be a master was to be a master, it lost out in competition with the doctorate, fell from its high estate and not so very many years ago was often awarded by his Alma Mater as an anniversary present for the graduate's fifth or sixth year of freedom from its halls of learning if he was still alive, sane, out of jail, and not a follower of William Jennings Bryan.⁴⁴

The large universities usually carry more prestige, "but smaller colleges have sinned less in becoming master-degree mills." They usually do not have a degree higher than the Master's, and it is not necessary for the members of their faculties to "save their severe requirements for the Doctor of Philosophy candidate."⁴⁶ They, therefore, unload everything on the Master's candidate.⁴⁷ The ability to give more personal attention and the fact that the smaller schools are usually cheaper are good arguments in their behalf.

The Master's degree is changing from an extra embellishment signifying something over and above the reality

⁴⁴ Ibid., p. 413.

⁴⁵ Ibid., p. 419.

⁴⁶ Loc. cit.

⁴⁷ Loc. cit.

of a Bachelor's degree, changing to a real point in attainment, to a sine qua non for certain certifications. This means, of course, that it needs to be standardized much more than it is at present.⁴⁸

Buell⁴⁹ feels that the Master's degree has been neglected too long, and that something must be done about it. Ever since it was borrowed from the guild system of advancement in the middle ages, it has been "the restless, fickle member of our degree family."⁵⁰

One seldom knows where it will be found next. Its tastes are all-inclusive; it is not selectful, it has no habitat. There was nothing wrong with its ancestry; its faults must have been the results of its associations. It has not been spoiled by over-coddling but rather by neglect, which in this case was not salutary. For a time it was an aristocrat, albeit at times a shabby one. Lately it has taken to associating with all kinds of people, and there is rumor going around that here and there at times it has fallen into bad habits, including that of prostitution.⁵¹

Regional associations of colleges and universities may well attempt some standardization of the master's degree. Complete uniformity is a goal that can never be reached, and fortunately so, but the present situation in some sections of the country is so anamalous and amorphous that the master's degree is in danger of being completely discredited. This would be unfortunate for all aspects of collegiate institutions. It is the weak point that needs attention. It has been neglected too long.⁵²

48 Ibid., p. 420.

49 Irwin A. Buell, "The Master's Degree," American Association of University Professors Bulletin, 30:400-05, September, 1944.

50 Ibid., p. 400.

51 Loc. cit.

52 Ibid., p. 405.

One who is opposed to the Master's degree is Forbes.⁵³ He says, "The Master of Arts degree has very little excuse for being,"⁵⁴ and that perhaps it should be done away with entirely or "merely relegated to the innocuous position it occupies in the British academic hierarchy."⁵⁵ After one holds a Bachelor's degree for a stated period of years, he can receive a Master of Arts degree by sending a check to cover the fee. The Master of Arts degree is a courtesy one at Yale University where new faculty appointees to full professorships are so honored customarily.⁵⁶ Forbes also gives as a reason to abolish the Master's degree that it is superfluous for the doctoral candidate,⁵⁷ but makes no mention as to what can or should be done for the student who does not wish to obtain a doctorate but yet desires to study beyond a Bachelor's degree. Other interesting points stated by Forbes were: "A major count against the Master of Arts degree is that it means so many different things as to be virtually meaningless,"⁵⁸ and

⁵³ John D. Forbes, "A Note on the Master of Arts Degree," Journal of Higher Education, 18:432-34, November, 1947.

⁵⁴ Ibid., p. 432.

⁵⁵ Loc. cit.

⁵⁶ Loc. cit.

⁵⁷ Loc. cit.

⁵⁸ Loc. cit.

The original purpose of the degree was to proclaim the achievement and competence of the degree holder to interested persons. The conflicting basis for granting the degree at the present time make this announcement of very doubtful significance.⁵⁹

This article was concluded by stating that "abolishing the M. A. . . . should help bring the emphasis back where it belongs, on the subject, not on pedagogical technique."⁶⁰

Before doing away with the Master of Arts degree altogether, institutions might first evaluate their programs.

Anderson and Richardson's⁶¹ bases would be a good yardstick:

1. A Master's degree program must be built upon a strong undergraduate program.
2. There should be a sufficient number of graduate students enrolled to secure group solidarity and to make possible a considerable amount of intellectual stimulation among them, in and out of their classes.
3. Only students of more than average ability as undergraduates should be admitted to graduate programs.
4. There should be enough courses restricted to graduate students to ensure that a substantial proportion of their instruction will be on a strictly graduate level.
5. Graduate students enrolling in courses open also to undergraduates should be held to greater and deeper accomplishments in these courses than those of the undergraduate students.
6. The program should demand from each Master's student a demonstration of his research abilities.
7. The program of each Master's student should include a reasonable amount of specialization in one area of study.
8. There should be enough flexibility in the Master's

59 Ibid., p. 433.

60 Loc. cit.

61 Earl W. Anderson and O. T. Richardson, "Bases for Evaluating the Master's Program," Journal of Higher Education, 24:376-81, October, 1953.

- program to permit a maximum of scholarly learning.
9. An adequate counseling program should be provided.
10. Graduate instruction should be limited to those staff members who are qualified to stimulate learning at the graduate level.
11. Staff load should permit time to supervise the Master's degree candidates and their work.
12. The staff of the graduate school granting the degree should have enough contact with each student to be able to observe his growth as a student, direct his learning effectively, and evaluate his academic accomplishments.
13. The library and laboratory facilities should be adequate for effective graduate study.⁶²

Content and organization of programs in school administration. Lund⁶³ states:

The bare minima of professional qualifications set up under certification laws must not be confused in anybody's mind with a complete functional program⁶⁴ of professional education for school administrators,

and that the one-year graduate program is at best a compromise between the types of education which do not fit into the traditional pattern of degree programs and types of education that do.⁶⁵

The most hopeful aspect of the whole matter is the fact that a number of institutions are critically examining their basic philosophy and resultant procedures. While a considerable number of schools still cling to a major emphasis on systematic and specialized courses, a goodly number have

62 Ibid., pp. 376-80.

63 John Lund, Education of School Administrators, Washington, D.C.: United States Government Printing Office, 1942), 155 pp.

64 Ibid., p. 55.

65 Loc. cit.

relegated these to a subordinate place and are giving major emphasis to procedures and techniques which place much more responsibility upon students and provide varied opportunities for students to work out problems in field situations.⁶⁶

Some state departments of education have set up certification requirements in the form of specific subjects or courses which place a compulsion upon institutions to provide such preparation. It is said by McCutcheon⁶⁷ that the requirements for certification usually have their origin in schools of education.

Douglass⁶⁸ states that we have been struggling to do the impossible for decades--to provide graduate education within the structure and pattern of the graduate school, and that graduate schools of education should either be set up or that steps should be taken to

formulate provisions within the graduate school which will not only encourage but make possible curricular organization and other plans and regulations appropriate to education to teachers, administrators, and other educational workers.⁶⁹

The final examination for the Master's degree is said

66 Lund, loc. cit.

67 Roger P. McCutcheon, "The Master's Degree and the Teacher Requirements," School and Society, 74:177, September 22, 1951.

68 H. R. Douglass, "Graduate Instruction in Institutions of Higher Education," North Central Association Quarterly, 17:257, January, 1943.

69 Loc. cit.

by Edwards⁷⁰ usually to place emphasis on a thorough covering of the content in the major field and that most frequently the final oral examination is confined to defense of the thesis.⁷¹

A practical school administrator gives a hint:- If an administrator finds himself faced with a problem of which he feels he was not prepared by his formal education to cope with, Cocking⁷² says that he then must depend on his foresight and what may be called "hunches."

One important task which the school administrator must perform is to do advanced thinking. This is one job he cannot delegate to others. The area . . . is vast, and takes him into many different issues and problems. He probably will find himself at home with some types of issues, and quite unfamiliar with others. But he cannot ignore the unfamiliar; he must explore and concentrate all up and down the line.

The whole field of school administration is moving so rapidly and is so complex that new and concentrated thinking is required constantly--not only to keep abreast of new proposals, but also to reevaluate present and past beliefs and practices.⁷³

When fewer facts are available, logical thinking may depend on hunches and good ones come only after intensive study, and there is a place for hunches in school administration.⁷⁴

70 Marcia Edwards, Studies in American Graduate Education: A Report to the Carnegie Foundation (Boston: The Merrymount Press, 1944), p. 48.

71 Ibid., p. 51.

72 Walter D. Cocking, "On Playing A Hunch," School Executive, 73:7, May, 1954.

73 Loc. cit.

74 Loc. cit.

Child study. Few schools have provisions for and make use of observation and study of children in school administration and it is often felt that the programs are not adequate in relation to the nature of children and the implications of such knowledge in the school program. Reasons given for this are that enough is not known about child nature, and that educational practitioners have not caught up with present knowledge.⁷⁵

Study of democratic society. Adequate provisions are made by most schools for the study of the nature of democracy, the major social, economic, and political problems which confront society, and the function of education in a democracy.⁷⁶

Practical experience. That only a small number of institutions have gone beyond the point of

rendering lip service to the principle that the gap between theory and practice in programs of education for administrators should be provided for by experience in administrative positions

is pointed out by Lund.⁷⁷

The University of California,⁷⁸ the University of Cin-

75 Lund, op. cit. p. 44.

76 Ibid., p. 47.

77 Ibid., p. 34.

78 Ibid., p. 35.

cinati,⁷⁹ the University of Georgia,⁸⁰ Harvard University,⁸¹ the University of Iowa,⁸² and the University of Minnesota⁸³ have good programs in which students have the opportunities to practice administration as an integral part of their training.

Even though actual experiences by students in participation in educational activities such as contacts with teachers, pupils, parents, and other community members for the express purpose of helping the students develop skill in working with others are rarely attained, many schools state that they feel this need has been met.⁸⁴

Neglected areas. Authorities of most institutions studied by Lund felt that there was a general sense of inadequacy of purpose, plan, and implementation at many points.⁸⁵ Areas not already mentioned, but considered as neglected ones are the following:

79 Ibid., p. 35.

80 Loc. cit.

81 Loc. cit.

82 Ibid., p. 37.

83 Ibid., p. 38.

84 Ibid., p. 44.

85 Ibid., p. 60.

The development of a philosophy of school administration.

Schools, colleges, and departments of education have primary responsibility for the development of suitable programs of professional education for school administrators. This would account for the fact that a considerable number of institutions apparently have confined their deliberations, researches, and studies to their own faculty groups and have called upon representatives of other interested extra-mural groups and agencies more for the purpose of providing a check upon their own deliberations and conclusions than for the purpose of involving these groups and agencies in a joint responsibility and participation in any vital way in all stages of the process.⁸⁶

Selection of students. To determine the practices of institutions in selecting students, Topetzes and Blum⁸⁷ made a study based on the opinions of deans of graduate schools. They obtained very little factual information concerning the evaluating and admitting of students, even though they discovered that increasing attention is being given to methods of screening applicants. Most of the schools requiring a formal interview with the applicant were small ones with enrollments under two hundred; however, deans and department heads usually do obtain information from interviews which they use.⁸⁸ The department chairman's recommendation carries much weight in most schools, as well as recommendations of undergraduate professors. Deans of nearly all institutions

⁸⁶ Ibid., p. 11.

⁸⁷ Nick John Topetzes and Lawrence P. Blum, "The Selection of Graduate Students," Journal of Higher Education, 25:157-58, March, 1954.

⁸⁸ Ibid., p. 157.

were of the opinion that information gained by testing was important. More than any other device, the transcript is used and considered very important. However, more attention is given to evidence of overall competency than to progress in major and minor fields.⁸⁹

Edwards⁹⁰ discovered that higher averages or stronger recommendations are required of students from schools not accredited by the Association of American Universities, and that public institutions are as selective as private ones.⁹¹

Brickman⁹² and Hollis⁹³ do not feel that institutions as a whole are selective enough. Brickman implies that degrees are too easy to obtain and that almost anyone can get in the graduate school and will graduate if he perseveres long enough.⁹⁴ Hollis says that the "recruiting" of students often means

going into the academic highways and byways and inviting whosoever has a bachelor's degree to come into the graduate school. Several graduate schools were found to admit regularly students who had been refused admission by their own institutions.⁹⁵

89 Ibid., p. 158.

90 Marcia Edwards, Studies in American Graduate Education; A Report to the Carnegie Foundation (Boston: The Merrymont Press, 1944), p. 21.

91 Ibid., p. 22.

92 William W. Brickman, "The M. A. and the Ph. D.," School and Society, 66:169-74, August 30, 1947.

93 Ernest V. Hollis, "Modifying Graduate School Practices," The Educational Record, 22:529-43, October, 1941.

94 Brickman, op. cit.

95 Hollis, op. cit., p. 534.

occasionally subtly relax standards of scholarly instruction to meet either the ability or achievement level of the new influx of students.¹⁰⁹ Much more promising are the numerous plans which substitute for the foreign language required "as a research tool"¹¹⁰ a competent command of written and spoken English along with some other tool competencies needed.

When an advanced degree is a requirement for a raise in salary, it seems the type, source, or content is not a matter of concern. The mere possession of it is enough.¹¹¹ After this inducement was established, "there came knocking at the doors of our graduate schools many worthy people in quest of the Master's degree."¹¹² Sometimes their attainments were few, often they had been out of school for many years, and often their college records were undistinguished. "They found it well-nigh impossible to write a thesis or to pass a reading examination in a foreign language."¹¹³ Still, many of them held positions of importance and responsibility, and they sacrificed their summer vacations in the effort to achieve the degree. "One had to respect their industry and

109 Hollis, op. cit., p. 533.

110 Ibid., p. 534.

111 Roger P. McCutcheon, "The Master's Degree and the Teacher Requirements," School and Society, 74:178, September 22, 1951.

112 Loc. cit.

113 Loc. cit.

sympathize with their struggles."¹¹⁴

It has been noted that in most midwestern institutions, the Master's degree has become largely a degree-in-course, with "research" implying a report in a seminar, and few candidates are eliminated under this plan. Delay in awarding the degree is more likely to occur.¹¹⁵ The adverse opinions far outweighed the favorable in regard to language requirements, but it was more often the administration of the requirement that was criticized rather than the requirement itself.¹¹⁶

Opinions concerning the Master's thesis seem to conform to practices being followed in the respective departments. Where a substitute is accepted, faculty members frequently indicate that requiring a thesis for the Master's degree tends to make it a "little doctorate."¹¹⁷ Where a thesis is required, professors usually think that it affords the student experience which he can obtain in no other way, and that the substitution of other requirements for a thesis tend "to make the M. A. little more than a glorified A. B."¹¹⁸ Departments which were liberal towards substitutions for formal thesis

¹¹⁴ Loc. cit.

¹¹⁵ Edwards, op. cit., pp. 24-25.

¹¹⁶ Ibid., pp. 39-40.

¹¹⁷ Ibid., p. 43.

¹¹⁸ Loc. cit.

requirements were most frequently those which felt the pressure from the teaching profession for the Master's degree, and those that were conservative did not experience this strong outside demand.¹¹⁹ Wide differences are found in performances expected in various departments and institutions under the requirement of a thesis, seminar report, or a research report for Master's degree students.

Praxedes¹²⁰ reported that six of the sixty-eight universities responding to her inquiry voiced strong opposition to any move in the direction of the nonresearch degree. Some stated that it was a "cheapened form"¹²¹ of the Master's degree "representing only a fifth year of residence and lending itself to the accumulation of credit rather than to training in the student's field."¹²²

A proponent of the traditional Master's degree program is Charters,¹²³ who feels that good professional study should be scientific study and that the functions of the

119 Loc. cit.

120 Sister Mary Praxedes, "Practices and Opinions on Masters' Nonresearch Degrees," School and Society, 75:72-74, February 2, 1952.

121 Ibid., p. 74.

122 Loc. cit.

123 W. W. Charters, "Professional and Scientific Objectives of Graduate Study in Education," Fiftieth Year-Book of the National Society for the Study of Education, Part I, 1951, p. 35.

Master's degree may be preparatory or terminal, but in both cases the thesis cannot wisely be ignored.¹²⁴ From the preparatory point of view, it provides experience in handling a research problem on "an amateur level,"¹²⁵ and it is equally essential for professional uses. Once a student finds a solution to and demonstrates to himself that a practical research problem is within his powers, "he will make it a professional habit which he will follow through the years."¹²⁶

Douglass¹²⁷ speaks in favor of the nonresearch degree, although he is not against research for those capable and willing to do it. He feels that these students should be encouraged to undertake research projects, but that to require all Master's candidates to do a thesis is "about as sensible as to require all senior medical students to make a research contribution to medical science."¹²⁸ This "playing at research . . . is a relatively useless vestige."¹²⁹ Many who major in education have had only a small amount of undergraduate preparation and are not prepared to do research

124 Ibid., p. 40.

125 Charters, loc. cit.

126 Loc. cit.

127 H. R. Douglass, "Graduate Instruction in Institutions of Higher Education," North Central Association Quarterly, 17:257-65, January, 1943.

128 Ibid., p. 258.

129 Loc. cit.

in education, but can benefit more from course work. Since the greater majority of Master's theses are never published and make no useful contribution to professional knowledge, ". . . fewer and better researches would be more to the point."¹³⁰

The argument against the traditional Master's programs is further strengthened by Douglass:¹³¹

Regulations that prevail at present in most good schools were never clearly thought through in terms of the educational needs of teachers and administrators. They were borrowed rather uncritically from German universities to 1875 - 1900. They are calculated to produce highly specialized intellectuals interested primarily in research. Vestigial remnants are also seen in the requirements by some institutions of the acquisition of a reading knowledge of a foreign language by all graduate students. Fortunately this relic is on the way to the museum where it belongs. No longer should graduate students be held to blanket requirements relative to the distribution of their course work. The needs of one group of teachers may call for considerable specialization, another for spread. Each may differ from the other in the number and proportion of fields involved to say nothing of additional variation for administrators and for counselors. In the further contemplation of needs, emphasis should be upon long term rather than immediate requirements.¹³²

Some of the respondents to Praxedes¹³³ inquiries admitted the inadequacy of their facilities for the large number of students who also would over-work the advisors and

¹³⁰ Ibid., p. 259.

¹³¹ Douglass, op. cit.

¹³² Ibid., pp. 257-58.

¹³³ Praxedes, op. cit.

the fact that they have turned to the nonresearch degrees for these as well as other reasons. They generally agree that the degrees offered should not be termed "cheapened degrees,"¹³⁴ but that strong programs are set up and followed through in order to attain them.

Very interestingly presented and giving food for thought is McCutcheon's treatise.¹³⁵ He asks such questions as (1) If a high school diploma can be attained by everybody who stays on a high school campus for four years, and is a passport into the State University, why shouldn't an undergraduate degree automatically entitle the holder to entrance into the graduate school? (2) Why insist that a student be able to use a foreign language when colleges graduate so many students who have never had any foreign language? (3) Why bother about a thesis? ("Most of the good subjects have been worked over.")¹³⁶ and (4) Why expect one to be able to write? ("Haven't you heard of multiple choice examinations?") Often this line of reasoning has resulted in the abandonment of the Master's degree as a mark of either research ability or cultural achievement.¹³⁷

134 Praxedes, op. cit., p. 741.

135 Roger P. McCutcheon, "The Master's Degree and the Teacher Requirements," School and Society, 74:177-81, September 22, 1951.

136 Ibid., p. 178.

137 Loc. cit.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In the light of the information obtained by the writer, a summary of important facts, with their interpretations and implications, is presented in this chapter with conclusions, recommendations, and suggestions for further research.

I. SUMMARY

A survey of the programs leading to the Master's degree in School Administration of 129 institutions disclosed some designed primarily to prepare individual students for effective leadership according to their needs and non-flexible programs which any and all students must take. However, the curricula of the large majority of schools were found somewhere between these two extremes.

The nonresearch or professional degree, usually titled the Master of Education, the Master of Arts in Education, or the Master of Science in Education, is in most cases awarded by the division, school, or department of education. The research or general degree, the Master of Arts or the Master of Science degree, is awarded by the graduate school. As a rule, the nonresearch degree requires a total of more semester or credit hours than does the re-

search degree.

The thesis. Practices in regard to the requirement of a thesis vary widely. In one school a student must be invited to submit one; in others the decision is made by the student's adviser, the graduate council, or the major department; in some, the student may decide whether or not he he cares to write one, while in many institutions, each candidate for the Master's degree must present a thesis. A thesis can earn from zero to twelve semester or credit hours. Six credits are most often earned. For many Master's degrees, a project, report, paper, practicum, problem, or field study is required, and credits earned vary from two to six. Sometimes this requirement can be substituted for a thesis.

Admission prerequisites. In most cases, prerequisites for admittance to graduate study in school administration are identical with those of any other phase of education. When degrees are awarded by graduate schools, students must meet graduate school requirements in addition to the ones of the departments of education.

Undergraduate preparation. In all but a very few instances, a bachelor's degree, or its equivalent in credit hours, is required for admission to graduate study. Some universities demand that it be from an accredited insti-

tution, while mere possession is enough for admittance to others. Roughly, one-fifth of the schools request that school administration be the major or minor of the undergraduate work, a somewhat smaller number suggest that education be the undergraduate major, while about half prescribe a minimum number of semester hours credit earned in education or in education and psychology courses, ranging from six to twenty-seven.

Entrance examinations. About one-fifth of the universities require the Graduate Record Examination, and it is suggested by many others. In most cases where the scores on the GRE are acceptable, no other examination for entrance is required.

Many institutions require the student to give proof of ability to speak and write good English. Such proof is sometimes determined by means of examination, but most often it is obtained by the student's performance in his course work. As more institutions are getting away from foreign language requirements, more emphasis is being placed on good English usage.

The health of prospective school administrators, and of graduate students in general, is rarely mentioned, but at some schools thorough health examinations are required.

Teaching experience. Only a small percentage of the schools studied require teaching experience, and only a very

few administrative experience. Some ask that two years of successful teaching be completed, others consider practice teaching enough, while one year is required most often. Certification is demanded by more institutions than those that require experience.

Most universities will admit students who do not measure up to requirements if it is felt that the deficiencies can be corrected before admission to candidacy to the Master's degree. In such cases, students are admitted to graduate study on a provisional basis and are given regular status when all requirements are met.

Requirements for the Master's degree in School Administration. When credit is given for a thesis or project, from fifteen to thirty additional credits are required as the minimum for a Master's degree, and when no credit is given for the thesis or project, from twenty-four to thirty-eight are required. Six semester hours of credit is given by most institutions for a thesis and three for a project.

A few schools ask that the student take a course or two at the graduate level with his major professor. More often a certain number of courses, a certain proportion of the courses taken, or a certain number of semester hours must be taken in graduate subjects. Many institutions require twelve or fifteen credits, but a few ask for only six, and one, twenty-four. Often specific subjects must be

taken to meet these requirements.

Subjects most often mentioned as necessary to students of school administration were those dealing with educational research and scientific method, educational philosophy and history, and school finance.

Even though the major is usually entitled School or Educational Administration, it is sometimes in the narrower fields of elementary or secondary supervision. In a few schools, all of the work for the Master's degree may be taken in the major field, and, in rare cases, the thesis may be written in the minor field.

The majority of institutions require that the minor be in a related field or outside the field of education. Very rarely may the student select his minor from any field of study that he desires.

Foreign language requirements are made only in a few institutions at the Master's level.

A comprehensive written examination is often required for the nonresearch degree and an oral examination for the research degree. However, many bulletins and catalogs state that the examination may be written, oral, or both at the discretion of the adviser or the department. The written examination has as its primary purpose the testing of a student's ability to integrate the knowledge obtained from course work, and the oral examination is usually designed for the purpose of defending the thesis, but course work of the

major and minor fields may be included.

Even though credits may be accepted from other universities, very rarely is the requirement of one full year of study, or its equivalent, reduced.

The usual amount of credit which may be transferred from another institution toward the Master's degree is six, but some schools state that they will accept none, and one institution will allow sixteen credits to be transferred. Such transfer is not made until after a certain amount of work has been successfully completed by the student.

From ten to eighteen graduate hours are considered as the maximum that a student may pursue in a semester. Most schools allow only fifteen.

Usually, all work on the Master's degree must be completed in from five to ten years, with six as the number most often stated. One school, however, seems to have no time limit as long as the student does not neglect graduate work for more than five years at a time.

While the preceding general summary gives a picture of graduate study in the field of school administration in universities, it merely hints that many of the programs are similar and that the remainder are unique. The tables formulated in the body of this thesis are also somewhat misleading in that they seem to present hard, cold facts. Actually, what is missing from them usually has more significance than what appears. In some cases specific infor-

mation could not be obtained even by means of personal letters to deans of colleges of education. Some of these preferred to state that a student could get a Master's degree in school administration from their institutions even though no mention was made of such in the bulletins, that a satisfactory program would be worked out upon the student's arrival, that transfer, correspondence, and extension credits would be accepted, and that the applicant would be welcomed with open arms.

Nevertheless, from the data that were obtained, many differences in the preparation of school administrators is seen. There are strenuous programs of exacting requirements, including those of mastery of a foreign language and the preparation of a thesis, programs designed to fit the needs and experiences of the individual students, and ones in which students need only spend a certain amount of time in getting by in a few subjects. Upon the completion of their studies, some persons will have had practical experience in school administration, while others will have only a vague idea of the responsibilities of a job as a school administrator. Yet, all are titled School Administrators and all possess Master's degrees.

An additional reason as to why this study fails to show the wide diversities in programs for the education of school administrators is that for the most part the schools whose practices make up this study were confined to those

accredited by the American Association of Colleges for Teacher Education and state universities which did not fall into the previous category.

Quite a number of changes have been made in programs of various schools since this thesis was started. The first tabulations were made in January, 1954, and, after revision of the entire thesis, later catalogs and bulletins were obtained and another tabulation was made in 1956. Clearly seen was a broadening of the education of administrators. Practical experience in real-life situations is being worked into curricula to give prospective administrators an understanding of the problems of working with other administrators, teachers, parents, students, and other members of the community.

Another trend which was noted was the one from research in the form of the formal thesis. The more conservative institutions are merely adding other plans to their existing programs whereby Master's degrees can be earned without such requirements as the preparation of a thesis, ability to read, write, and understand a foreign language, and the selection of a minor from selected fields. Other universities are revising their programs completely.

Research experience is still considered desirable, but it is being required less and less in the form of theses. Not to be confused with the former, are the "theses"¹ re-

1 H. S. Bretsch and A. M. Stowe, "Theses, not Thesis," Educational Research Bulletin, 29:126-32, May, 1950.

quired at the University of New Hampshire which are merely brief statements of important ideas which a student develops in his various courses and defends before a committee.

Even though problems, practicums, and projects are being substituted for theses in many programs, in all probability the formal thesis requirement will remain at universities where there is a demand for such preparation and where it is required as a prerequisite for the Doctor of Philosophy degree.

A marked change can be seen in the regulations regarding the selection of minors in the past two years. In the year 1953-1954, most institutions required that the minor be in the field of education, while most of the remaining allowed it to be chosen in a related field. More recent tabulations show choice in related fields as first, with fields outside education a close second.

As a whole, privately-owned institutions are more selective and their standards are higher than publicly-owned ones, facts which can easily be understood.

II. CONCLUSIONS

From the data obtained in this study, this writer concludes that:

(1) In many institutions programs leading to Master's degrees in School Administration need modifying and that this need is being recognized. The evidence obtained

further indicates that views of leaders in the field of school administration recommending needed changes in the education of school administrators have greatly influenced the changes which are coming about slowly.

(2) The majority of colleges and universities that for many years have adhered to the same strict rules as to prerequisites and requirements find it hard to alter their programs. The feeling seems to be that the Master's degree will lose its prestige if made more easily attainable.

(3) Most state universities are modifying their programs to meet the needs and requirements of the many students seeking Master's degrees with little regard to personal qualifications or opportunities for employment. The nonresearch degree, considered the easier to obtain and being in greater demand, is becoming more and more popular at these large universities.

(4) While most institutions are striving to keep their standards high, more Master's degrees in the field of school administration are being offered at less expense in time and effort of graduate-faculty members. That is to say, the facilities of the graduate schools are being more effectively utilized to educate greater numbers of students than before.

(5) More schools are beginning to realize the need of a broader and more thorough education which will include practical experience. Programs are being adjusted to in-

clude wider ranges of acceptable minor studies and longer periods of time to complete the requirements for the degree.

(6) The requirements for the traditional Master's degree which were imported many years ago from Europe are giving way gradually to less stringent and more practical ones. For example, rather than have a student prove his proficiency in a foreign language, the emphasis is being placed on good English usage.

(7) As universities are comparing their programs with others and evaluating them in the light of current needs, more uniform requirements are emerging. The wide diversity that existed only a few years ago is disappearing.

III. RECOMMENDATIONS

The evidence supports the great need of an investigation of present programs by a vigilant accrediting agency whose primary interest is school administration. Institutions not measuring up to such standards as would be prescribed by such an organization should be restricted until at least the minimum requirements are met. In this way, schools not qualified to award Master's degrees in school administration will not be able to fashion such a program at the request of a potential student, as is sometimes being done.

Until such time as an accrediting agency is set up and begins operation, improvement can be made by a coopera-

tive effort of all institutions, groups, and agencies concerned with the betterment of existing programs to improve conditions. Schools would do well to evaluate the plans of other institutions, make comparisons, and weigh the advantages and disadvantages of such programs. They could then make a correct evaluation of their existing program and take steps to improve it. Institutions operating under regulations and requirements set down some years ago might do well to develop an awareness of the necessity for change in their curricula to meet the needs of a changed society and with an eye toward probable future demands.

Admission requirements in line with the functions of administrative positions in the school systems are recommended. Those admitted should show great promise of success, and the number should bear a relationship to the opportunities for employment. It is probable that if the practice of limiting enrollment to students with undergraduate majors in education or those with a certain number of semester hours in education were waived and the emphasis placed on admitting superior persons with character and personality of desirable quality, the profession of school administration would be greatly benefited. Linton² describes one of the major problems which arise in the admission of students to graduate schools of education as

2 Clarence Linton, "A Study of Some Problems Arising in the Admission of Students as Candidates for Professional Degrees in Education," Contributions to Education, Number 285. New York: Teachers College, Columbia University, p. 96.

. . .that of determining what preparation the undergraduate should have for admission to graduate work in education; should it be all liberal subject matter, or should it include a liberal portion of education. . .??

It has been said that many students of teachers' colleges are not of the caliber of those who choose liberal arts as their major. MacNeel³ discovered that the latter are somewhat more intelligent, are endowed with better social and economic background, and that when allowed to enroll for graduate study in education are somewhat more successful.⁴

The University of Texas conducted a study in 1952 under the auspices of the Southwestern Cooperative Program in Educational Administration from which it was discovered that the most prevalent school problems are those which involve the community, but administrators were at a loss to say just what they need in order to meet these problems successfully.⁵ A group of practicing school superintendents throw light on what the education of future administrators should include when they give and rank their most prevalent problems:

1. Developing financial support in keeping with educational needs
2. Evaluating the efficiency of individual teachers
3. Arranging for programs of maximum in-service improvement for the school staff
4. Determining the real educational problems peculiar

³ Joseph Raymond Mac Neel, Admission of Students as Candidates for the Master's Degree (New York: Teachers College, Columbia University, 1932).

⁴ Ibid., pp. 62-62.

⁵ Hollis A. Moore, Jr., "Blind Spots in In-Service Education for Administrators," The Nation's Schools, 51:43, April, 1953.

- to the social setting of the community
5. Enlisting public support for solution of school problems
6. Identifying unmet needs of the school and community
7. Establishing the instructional methods to be followed in the teaching of reading
8. Using public relations media to the best advantage.⁶

Most common educational needs as seen by the superintendents are

A need to know more about:

1. Evaluation of the school program as a continuous process
2. Role of leadership in changing curriculum design
3. Technics of effective public relations
4. Developing leadership abilities among school personnel
5. Moral and spiritual values in education
6. Skill in fostering the development of the potential abilities of all persons involved in group planning
7. What leads to high group morale
8. How basic skills for children are best taught
9. Frameworks for instruction -- core, broad fields, subject and so forth.⁷

These superintendents also listed their least prevalent problems and their least common educational needs.⁸

Another enlightening article which might well help to formulate a functional program of school administration is one by Leipold.⁹ Showing the degree of similarity in thinking, sixty educators were polled who arrived at only eighteen problems. The two problems listed by almost half the men as outstanding were "the problem of preparing

6 Ibid., p. 44.

7 Ibid., p. 45.

8 Ibid., pp. 44-45.

9 L. E. Leipold, "Administrators Agree on 18 Key Problems," The Nation's Schools, 51:53-54, February, 1953.

children to face our complex contemporary society" and "the problem of adequate financial support of education."¹⁰

Also, it might be wise to consider the students' opinions if curricula are to be revised. In a study by Stratton,¹¹ the needs of counseling and more financial assistance were pointed out.¹² Conferences with advisers and other college officials helped students to solve all types of problems depending on the desire to aid and the time available for such conferences. The need of personnel services in organized guidance programs was seen.¹³ This study also pointed out students' desires to have more contacts with professors outside the classrooms.¹⁴

In a study conducted by means of questionnaires, Dr. John Dale Russell¹⁵ states that reasons given by students as to their objectives in seeking Master's degrees in education ranged from "to improve my basic understandings of the educational process to "to please parents or other relations who urged my continued education."¹⁶ Surely,

10 Ibid., p. 54.

11 Dorothy C. Stratton, Problems of Students in a Graduate School of Education (New York: Bureau of Publication, Teachers College, Columbia University, 1933), pp. 168.

12 Ibid., p. 34.

13 Ibid., p. 143.

14 Ibid., p. 146.

15 John Dale Russell, "Objectives of the Master's Degree in Education," The Educational Record, 23:242-51, April, 1942.

16 Ibid., p. 248.

students with reasons similar to the latter one should never be allowed to pursue the degree.

Students rated their courses, theses, contacts with faculty members, independent study, class reports, and final examinations as to their respective values. Independent study in the library was the only item not considered as a waste of time by anyone. Class reports were considered to be more a waste of time than anything else, with the final comprehensive examination as next. Courses in their special fields are considered of greatest value to most students, followed by independent study, individual contacts with faculty members, and courses in the general fields.¹⁷

Surely, reports such as this could shed much light on the value of some of the questionable areas of present-day programs.

The fact that prospective school administrators must be taught how to mobilize the total resources of the community with dispatch and effectiveness is brought out by Melby,¹⁸ and in order to do this they must understand community structure and be adept in the task of community leadership.

. . . we must alter the preparation of educational administrators. More emphasis must be placed on contrib-

17 Loc. cit.

18 Ernest O. Melby, "And the Future of School Administration?" The School Executive, 73:101-05, January, 1954.

utions to their education from the various social sciences such as sociology, economics, political science, anthropology, social psychology and philosophy. We shall be in the process of preparing social engineers of high potentiality and great requisite skill. We shall no doubt place less emphasis upon the mechanical and technical aspects of administration such as those related to school buildings, finance, budget-making and technical matters in relation to the curriculum. We must give more attention to group process, to human relations, to mental hygiene and a variety of understandings related to the voluntary associational life of the nation.¹⁹

To conclude, here is an optimistic note:

The next quarter of a century will doubtless see the greatest advancement that has ever been made in educational administration.

As this takes place, our training institutions will be able to offer truly significant and pertinent professional education; internship training programs can be developed and refined, and certification procedures can be worked out. . . . For the profession is bright and promising.²⁰

19 Ibid., p. 105.

20 Herold C. Hunt, "School Administration is Being Recognized by the Public as a Full-Fledged Profession; Upgrading Must Continue," The Nation's Schools, 51:47, January, 1953.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

- Foster, Laurence, The Functions of a Graduate School in Democratic Society. New York: Huxley House, 1936. 166 pp.
- Good, Carter V., Dictionary of Education. New York: McGraw-Hill Book Company, Inc., 1945. 495 pp.
- Hollis, Ernest V., and Herbert C. Mayer, Directory - Colleges and Universities Offering Graduate Courses Leading to Master's and Doctor's Degrees. Washington, D. C.: Government Printing Office, 1946. 15pp.
- Koos, Leonard V., Standards in Graduate Work in Education. Washington, D. C.: Government Printing Office, 1922. 18 pp.
- Linton, Clarence, A Study of Some Problems Arising in the Admission of Students as Candidates for Professional Degrees in Education. New York: Teachers College, Columbia University, 1927. 163 pp.
- Mac Neel, Joseph Raymond, Admission of Students as Candidates for the Master's Degree. New York: Teachers College, Columbia University, 1932. 91 pp.
- Moehlman, Arthur Bernard, School Administration. Boston, Massachusetts: Houghton-Mifflin Company, 1940. 929 pp.
- Monroe, Walter S., editor, Encyclopedia of Educational Research. Revised edition; New York: Macmillan Company, 1950. 1520 pp.
- Rivlin, Harry N., editor, Encyclopedia of Modern Education. The Philosophical Library of New York City, 1943. 902 pp.
- Stratton, Dorothy C., Problems of Students in a Graduate School of Education. New York: Teachers College, Columbia University, 1933. 168 pp.

B. PERIODICAL ARTICLES

- Anderson, Earl W., and O. T. Richardson, "Eases for Evaluating the Master's Program," Journal of Higher Education, 24:376-81, October, 1953.

"Authority to Confer Degrees," Higher Education, 8:119, January 15, 1952.

Bretsch, H.S., and A. M. Stowe, "Theses, not Thesis," Educational Research Bulletin, 29:126-32, May, 1950.

Bruce, Robert H., "Education in Professional Responsibilities," Journal of Higher Education, 25:381-83, October, 1954.

Brickman, William W., "The M. A. and the Ph. D.," School and Society, 66:169-74, August 30, 1947.

Brumbaugh, A. J., "Graduate Instruction in Institutions of Higher Learning," North Central Association Quarterly, 17:266-73, January, 1943.

Buell, Irwin A., "The Master's Degree," American Association of University Professors Bulletin, 30:400-05, September, 1944.

_____, "The Small College and the Master's Degree," Journal of Higher Education, 15:413-20, November, 1944.

Cocking, Walter D., "On Playing a Hunch," The School Executive, 73:7, May, 1954.

Committee on Graduate Instruction, "Survey of Graduate Schools," School and Society, 39:653-54, May 19, 1954.

Carrothers, George E., "Moving Education Along by Degrees," School and Society, 62:94, August 11, 1945.

Douglass, H. R., "Graduate Instruction in Institutions of Higher Education," North Central Association Quarterly, 17:257-65, January, 1943.

Durnall, Edward J., Jr., "Predicting Scholastic Success for Graduate Students in Education," School and Society, 80:107, October 2, 1954.

Eels, Walter Crosby, "American Graduate Schools," School and Society, 39:708-12, June 2, 1943.

Edmonson, James B., "Fraudulent Schools and Colleges," School and Society, 72:33-35, July 15, 1950.

Edwards, Newton, "The Reorganization of Graduate Study in the United States," School and Society, 42:469-72, October 5, 1935.

Englebert, Ernest A., "Education - A thing Apart?" National Municipal Review, 42:78-82, February, 1953.

Flexner, Abraham, "Failings of Our Graduate Schools," The Atlantic Monthly, 149:441-52, April, 1932.

Forbes, John D., "A Note on the Master of Arts Degree," Journal of Higher Education, 18:432-34, November, 1947.

Good, Carter V., "The Master's Degree in Education," School and Society, 61:186-87, March 24, 1945.

_____, "Graduate Program in School Administration at Northwestern University," School and Society, 80:29, July 24, 1954.

Gwynn, J. M., and W. T. Gruhn, "Requirements for Master's Degree for Students in Education," School and Society, 53:93-96, January 18, 1941.

Hill, Clyde M., "Progressive Procedures in Graduate Study," Progressive Education, 12:352-57, May, 1935.

_____, "Trends in Teaching of School Administration," School and Society, 38:33-39, July 8, 1933.

Hollis, Ernest V., "Modifying Graduate School Practices," The Educational Record, 22:529-43, October, 1941.

Hughes, Raymond Mollyneaux, "A Study of the Graduate Schools of America," Bulletin of the Association of American Colleges, 11:237-45, May, 1925.

Hunt, Herold C., "School Administration is Being Recognized by the Public as a Full-fledged Profession; Upgrading Must Continue," The Nation's Schools, 51:45-47, January, 1953.

Kamm, Robert B., "American College Personnel Association Professional Standards Committee Studies Graduate Student Selection and Admission," Personnel and Guidance Journal, 32:362-66, February, 1954.

Knight, E. W., "Administrators Agree on 18 Key Problems," The Nation's Schools, 51:53-54, February, 1953.

Leipold, L. E., "Getting Ahead by Degrees," School and Society, 53:521-28, April, 1941.

McCutcheon, Roger P., "The Master's Degree and the Teacher Requirements," School and Society, 74:177-81, September 22, 1951.

Mead, A. R., "A Functional Program at the Master's Level for Teachers and School Administrators," Educational Administration and Supervision, 36:107-12, February, 1950.

Melby, Ernest O., "And the Future of School Administration?" The School Executive, 73:101-105, January, 1954.

Moore, Hollis A., Jr., "Blind Spots in In-Service Education for Administrators," The Nations Schools, 51:43-46, April, 1953.

"_____, "New Degrees and New Co-operative Courses of Study," School and Society, 74:57-58, July 28, 1951.

Praxedes, Sister Mary, "Practices and Opinions on Master's Nonresearch Degrees," School and Society, 75:72-74, February 2, 1952.

"_____, "Report on Diploma Mills," School and Society, 77:381, June 13, 1953.

Russell, John Dale, "Objectives of the Master's Degree in Education," The Educational Record, 23:242-51, April, 1942.

Stoke, Harold W., "Some Observations on Graduate Study," Journal of Higher Education, 25:287-91, June, 1954.

Story, Robert C., "Earned Degrees Conferred by Institutions of Higher Education, 1947-1948," Higher Education, 5:79-81, December 1, 1948.

"_____, "Earned Degrees Conferred by Institutions of Higher Education, 1948-1949," Higher Education, 6:37-39, October 15, 1949.

"The New M.A. in Education at Reed College," School and Society, 67:366, May 15, 1948.

"The University of Virginia to Grant New Degrees in Education," School and Society, 7:139-40, March 4, 1950.

Topetzes, Nick John, and Lawrence P. Blum, "The Selection of Graduate Students," Higher Education, 25:157-58, March, 1954.

Troyer, Maurice E., "An Attempt to Improve the Comprehensive Examination at the Master's Level," Educational and Psychological Measurements, 6:235-47, 1946.

"Uniformity Sought in the Granting of College Degrees," School and Society, 55:290, March 14, 1942.

Waas, Glenn, "Graduate School Language Requirements and Undergraduate Counseling," The Modern Language Journal, 37:219-25, May, 1953.

C. BULLETINS

Badger, Henry G., Statistics of Higher Education, 1949-1950. (Biennial Survey of Education in the United States), United States Office of Education Publications. Washington, D. C.: United States Government Printing Office.

Bowman, Isaiah, The Graduate School in American Democracy. United States Office of Education Publications, Bulletin Number 10. Washington, D. C.: United States Government Printing Office, 1939. 70pp.

Directory of Higher Education, 1952-1953; Colleges and Universities. United States Office of Education Publications. Washington, D. C.: United States Government Printing Office, 1953. 35 pp.

Lund, John, Education of School Administrators. United States Office of Education Publications, Bulletin Number 6. Washington, D. C.: United States Government Printing Office, 1942. 155 pp.

Story, Robert C., Earned Degrees Conferred by Institutions of Higher Education, 1951-1952, Circular Number 360. Washington, D. C.: United States Government Printing Office, 1952. 109 pp.

Wilkins, Theresa Birch, Accredited Higher Institutions. United States Office of Education Publications, Bulletin Number 6. Washington, D. C.: United States Government Printing Office, 1949.

D.. PUBLICATIONS OF LEARNED ORGANIZATIONS

Edwards, Marcia, "Studies in American Graduate Education: A Report to the Carnegie Foundation," Carnegie Foundation for the Advancement of Teaching. Boston: The Merrymount Press, 1944. 71 pp.

Freeman, Frank N., editor, "Practices of American Universities in Granting Higher Degrees in Education," Yearbook Number Nineteen of the National Society of College Teachers of Education. Chicago: University of Chicago Press, 1931. 187 pp.

Henry, Nelson Bollinger, editor, "Graduate Study in Education," Fiftieth Yearbook of the National Society for the Study of Education, Part I. Chicago: University of Chicago Press, 1951. 369 pp.

Hughes, Raymond Mollyneaux, "Report of Committee on Graduate Instruction," American Council on Education. Washington, D. C.: United States Government Printing Office, 1934. 43 pp.

Irwin, Mary, editor, "American Universities and Colleges," American Council on Education, Sixth edition. Washington, D. C.: United States Government Printing Office, 1952. 1105 pp.

Jones, Howard Mumford, "The Direction and Future Responsibility of Graduate Training," Southern University Conference, New Orleans, Louisiana; Southern University Conference, 1947. Pp. 103-15.

APPENDIX

LIST OF INSTITUTIONS INCLUDED IN THIS STUDY

ALABAMA

University of Alabama

ARIZONA

Arizona State College
University of Arizona

ARKANSAS

University of Arkansas

CALIFORNIA

Fresno State College
San Diego State College
San Francisco State College
Stanford University
University of California
University of Southern California

COLORADO

Colorado College
Colorado State College of Education
University of Colorado
University of Denver
Western State College of Colorado

CONNECTICUT

University of Connecticut
Yale University

DELAWARE

University of Delaware

DISTRICT OF COLUMBIA

Catholic University of America
George Washington University

FLORIDA

University of Florida

GEORGIA

University of Georgia

IDAHO

University of Idaho

ILLINOIS

Northern Illinois State College
Northwestern University
Southern Illinois University
University of Chicago
University of Illinois
Western Illinois State College

INDIANA

Ball State Teachers College
Indiana State Teachers College
Indiana University

IOWA

Drake University
State University of Iowa

KANSAS

Fort Hays Kansas State College
Kansas State Teachers College at Pittsburg
Kansas State Teachers College at Emporia
Municipal University of Wichita
University of Kansas

KENTUCKY

Eastern Kentucky State College
Morehead State College
Murray State Teachers College
University of Kentucky
University of Louisville
Western Kentucky State College

LOUISIANA

Louisiana State University

MAINE

University of Maine

MARYLAND

Johns Hopkins University
University of Maryland

MASSACHUSETTS

Boston University
Harvard University
Springfield College
University of Massachusetts

MICHIGAN

Michigan State College
University of Michigan
Wayne University
Western Michigan College of Education

MINNESOTA

University of Minnesota

MISSISSIPPI

Mississippi Southern College
University of Mississippi

MISSOURI

Central Missouri State College
Saint Louis University
University of Missouri
Washington University

MONTANA

Montana State University
University of Montana

NEBRASKA

University of Nebraska

NEVADA

University of Nevada

NEW HAMPSHIRE

University of New Hampshire

NEW JERSEY

Rutgers University

NEW MEXICO

Eastern New Mexico University
New Mexico College of Agricultural and Mechanical Arts
New Mexico Highlands University
New Mexico Western College
University of New Mexico

NEW YORK

Columbia University
Cornell University
Hunter College
New York University
State University, College for Teachers
Syracuse University
University of Buffalo

NORTH CAROLINA

Duke University
University of North Carolina

NORTH DAKOTA

University of North Dakota

OHIO

Miami University
Ohio State University
University of Akron
University of Cincinnati
University of Toledo

OKLAHOMA

Oklahoma Agricultural and Mechanical College
Phillips University
University of Oklahoma
University of Tulsa

OREGON

University of Oregon

PENNSYLVANIA

University of Pennsylvania

RHODE ISLAND

University of Rhode Island

SOUTH CAROLINA

University of South Carolina

SOUTH DAKOTA

University of South Dakota

TENNESSEE

East Tennessee State College
George Peabody College for Teachers
University of Tennessee

TEXAS

Agricultural and Mechanical College of Texas
Baylor University
Sam Houston State Teachers College
Southern Methodist University
Stephen F. Austin State College
Sul Ross State College
Texas Christian University
Texas State College
Texas State College for Women
Texas State Teachers College
Texas Technological College
Trinity University
University of Houston
University of Texas

UTAH

University of Utah
Utah State Agricultural College

VERMONT

University of Vermont

VIRGINIA

University of Virginia

WASHINGTON

Central Washington College of Education
State College of Washington
University of Washington

WEST VIRGINIA

West Virginia University

WISCONSIN

University of Wisconsin

WYOMING

University of Wyoming

ALASKA

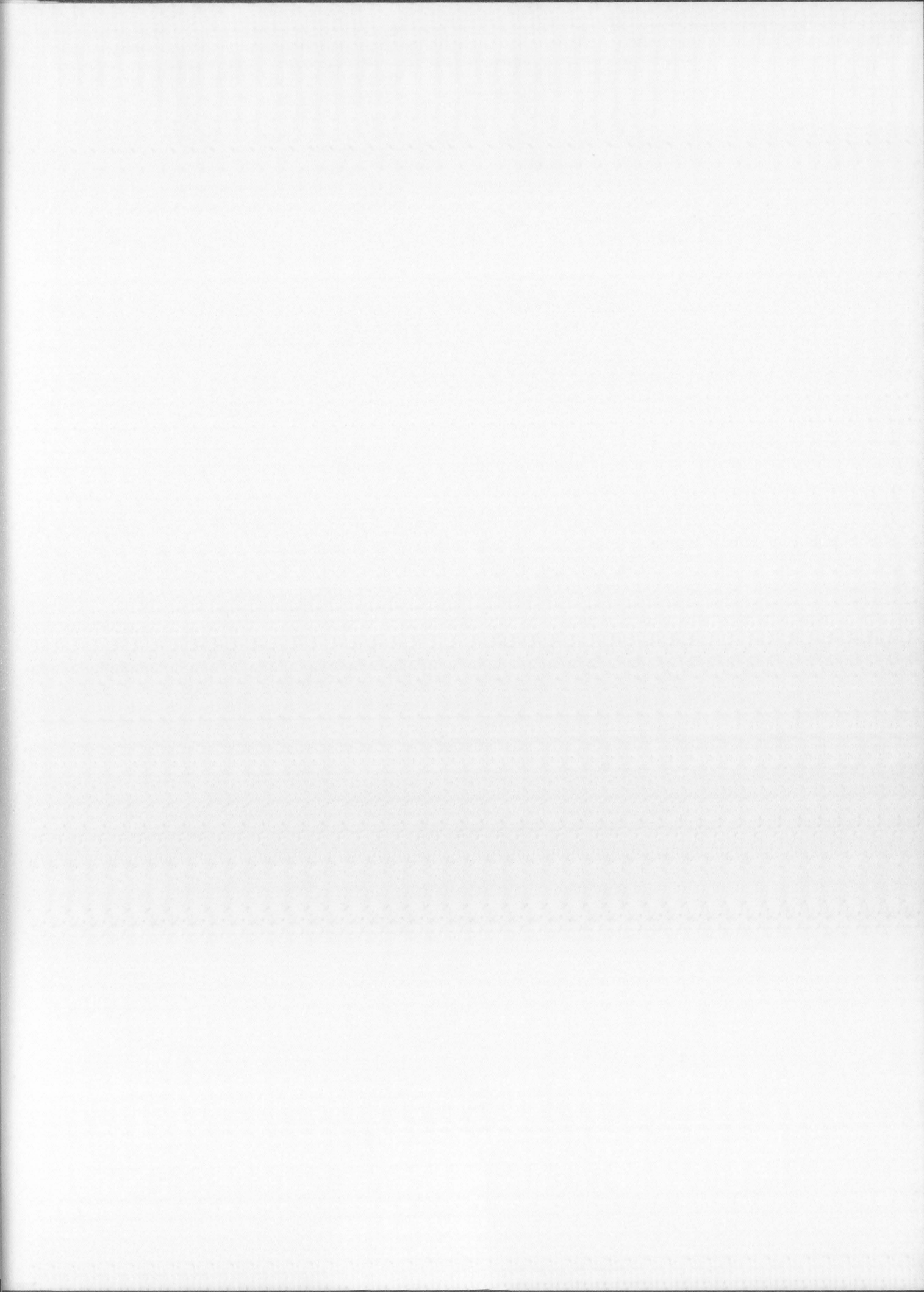
University of Alaska

HAWAII

University of Hawaii

PUERTO RICO

University of Puerto Rico



WEST VIRGINIA

West Virginia University

WISCONSIN

University of Wisconsin

WYOMING

University of Wyoming

ALASKA

University of Alaska

HAWAII

University of Hawaii

PUERTO RICO

University of Puerto Rico

