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A Survey of the Requirements for the Master's Degree in Education in 208 Colleges and Universities in the United States.

William Locke Brittingham
College of William and Mary

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A SURVEY OF THE REQUIREMENTS FOR THE
MASTER'S DEGREE IN EDUCATION IN 208
COLLEGES AND UNIVERSITIES IN THE
UNITED STATES

by

WILLIAM LOCKE BRITTINGHAM

SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS
OF THE
COLLEGE OF WILLIAM AND MARY

FOR THE DEGREE OF
MASTER OF EDUCATION

1949

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CHAPTER I

INTRODUCTION

Statement of the Problem. It is the purpose of this study (1) to survey and compare the basic requirements for the master's degree in education in colleges and universities in the United States; (2) to summarize the data gathered in an effort to present an over-all view of graduate work in education at the master's degree level among the institutions represented in this report; and (3) to compare these basic requirements for the master's degree in education with similar studies reported in 1930,¹ 1933,² and 1944.³

Significance of the Study. No broad comprehensive survey of graduate work in education has been made in recent years. The three surveys previously mentioned included only a limited sampling of institutions offering graduate study in education. It is with the purpose of presenting a more recent study, based on all the schools that offer graduate education programs, that the present survey is made.

1 J. Orin Powers, The Administration and Requirements of the Master's Degree in Education, Practices of American Universities in granting Higher Degrees in Education, Yearbook No. XIX of the National Society of College Teachers of Education. Chicago: The University of Chicago Press, 1931.

2 Walton G. John, Graduate Work in the Education of Teachers, Teacher Education Curricula, National Survey of the Education of Teachers, Vol. III, Part VI, Office of Education Bulletin, No. 10, 1933.

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

Several authors have referred to the differences in requirements that are apparent in the master's degree program in education among colleges and universities. Walton C. John,⁴ in a study of graduate work in education, has pointed out that the requirement for a thesis and differences in the amount of course work required are among the primary differences that exist in the master's degree program in education among institutions of higher learning. Pierson,⁵ in her recent (1944) study of graduate work in the South has clearly indicated variation in the requirements for the master's degree in education among the 47 schools represented. Freeman⁶ and Good⁷ reported surveys in the field of graduate education which also indicate discrepancies among institutions as to the basic requirements for the master's degree.

Do such differences exist at present? It seems apparent that a current, large-scale survey would provide an up-to-date report of existing practices among institutions as to the basic requirements for the master's degree in education.

4 Walton C. John, Op. cit., pp. 443-51.

5 Mary B. Pierson, Graduate Work in the South, Chapel Hill: University of North Carolina Press, 1947, Pp. 265-70.

6 F. N. Freeman and Others, Practices of American Universities in Granting Higher Degrees in Education. Yearbook No. XIX of the National Society of College Teachers of Education, Chicago: University of Chicago Press, 1931. Pp.viii-158.

7 Carter V. Good, op. cit., p. 186.

Sources of data and procedures. (1) The 1949 - 1950 bulletins of institutions offering graduate work in education were the primary source of information. In certain cases, when the graduate bulletin was unavailable, the general catalog was used.

(2) The annual report of the U. S. Office of Education, "Earned Degrees conferred by Higher Educational Institutions,"⁸ was the basis for selecting institutions for the survey. Institutions listed as having granted the master's degree in education during the academic year 1947-1948 are reported on.

(3) Postal cards requesting the graduate school bulletins were sent to each of 238 colleges and universities which granted the master's degree in education during 1947-1948. The requests were mailed on or before October 10, 1949. In specific cases where inappropriate catalogs were received a second request was made. Usable returns were received from 208 institutions.

(4) Data revealed by analysis of the catalogs of the 208 institutions were tabulated on the basis of the following outline:

- A. Names of the institutions listed in alphabetical order by states.
- B. Types of degrees offered.
 - 1. M. A.
 - 2. M. A. in Education
 - 3. M. S.
 - 4. M. S. in Education
 - 5. M. Ed. (or Ed. M.)

⁸ Robert C. Story(Editor), Earned Degree Conferred by Higher Educational Institutions, 1947-48, Circular No. 247, Federal Security Agency, Office of Education, Washington 25, D. C.

- C. Courses offered (types of programs available leading to a master's degree in education).
1. Number of semester or quarter hours required for the degree (or the equivalent if not so stated).
 2. Alternative programs or plans, if offered.
- D. Thesis
1. Whether required or not required.
 2. Alternatives, if the optional program without the thesis requirement is offered.
 3. Other requirements, if the thesis is not required, in the master's degree program.
- E. Examinations
1. Type of examination given, what specific subject matter fields are included, and the manner of conducting the examination.

Scope and Limitations. In this study only the specific basic requirements for the master's degree in education (as listed above) are dealt with. The historical aspects of the development of graduate work in education are incidental to this study, since the primary concern was with the current basic requirements for the master's degree in education. Such aspects as they relate to the present study are dealt with in the survey of the literature in Chapter II.

Statement of Organization. The remainder of this report is organized as follows:

Chapter II is devoted to a review of the literature which is relevant to the problem as stated herein.

Chapter III contains the major portion of this study. It is here that the actual findings of the survey are presented, both in descriptive and tabulated form.

The fourth and final chapter is a summary of the findings and the conclusions.

CHAPTER II

REVIEW OF THE LITERATURE

The general field of graduate work, its historical development, and the differences in graduate requirements for the master's degree have received attention in previous studies, as has been noted above. The present chapter will consider only those studies related to or directly concerned with graduate work in education. Similar studies and surveys made in the past will be considered as they have direct bearing on the present work.

Studies Regarding the Development and Primary Characteristics of Graduate Work in the United States.

Walton C. John,¹ in his study of graduate work in this country, traced the development of this area of higher education to its earliest beginnings. He found that graduate study was one of the earliest forms of education carried on in this country, the master's degree (or second degree, as it was sometimes called) being offered as early as 1642 by Harvard College. This type of master's degree required an additional year of study beyond the baccalaureate degree, and was, in a sense, a "true master's degree."

¹ Walton C. John, Graduate Study in Universities and Colleges in the U. S., Office of Education Bulletin, No. 20, 1934.

It was not until 1825 that Harvard granted the master's degree in course, an unearned degree granted upon the payment of a certain sum three years after graduation. Yale College conferred its first Master of Arts degree of the unearned type in 1702.² Other colleges of this period offering master's degrees followed the Harvard pattern of requirements. John states that since 1890 the growth of the number of graduate students and in the number receiving advanced degrees have increased tremendously. From 1890 to 1930 the enrollment of graduate students increased from 2,382 to 47,255.³ At the same time the number of advanced degrees granted increased from 1,135 in 1890 to 16,832 in 1930.⁴ From this study it can be seen that graduate work has grown rapidly since the 1890's.

The developmental period of graduate work occurred from 1860 to 1900, when various influences began to be felt by the older American colleges. With the appearance of newly organized land-grant colleges and state universities and the recognition of the meticulous research methods of German universities came new standards for American graduate education.⁵ Under these influences the first true graduate school was set up in America,

2 Ibid., Pg. 4.

3 Ibid., Pg. 13, Table 2. Growth of Graduate Student enrollments from 1889-90 to 1929-30.

4 Ibid., Pg. 13, Table 3. Increase in Advanced Degrees granted since 1890.

5 Mary B. Pierson, Graduate Work in the South, Chapel Hill: University of North Carolina Press, 1947, p. 15.

at Johns Hopkins University, in 1876.⁶ W. Carson Ryan, in his study on early graduate work, has shown that this first enterprise in a real graduate school set high standards which helped maintain a level of graduate instruction that is still being felt in American colleges and universities today.

Studies Related to the Development of Early Graduate Work in Education.

Graduate work in education was introduced at the University of the City of New York (New York University) in 1890, when a school of pedagogy was established "to give higher training to persons who may have devoted themselves to teaching as their calling." The degree of Master of Pedagogy was conferred after the completion of a minimum of one year of work.⁷ Teachers College, Columbia University, opened as the College for the Training of Teachers in 1887.⁸ By 1899-1900, the number of pedagogical departments, using the term "departments" as employed by the institutions themselves, had grown to twenty-four.

By 1910 heads of department, or professors of pedagogy, were listed in the Educational Directory. In 1932, 593 heads of departments of education and deans of schools or colleges of education were listed.⁹

6 W. Carson Ryan, Studies in Early Graduate Education, Bulletin No. 3, 1939. New York: The Carnegie Foundation for the Advancement of Teaching.

7 Benjamin W. Frazier and others, National Survey of the Education of Teachers, Bulletin 1933, No. 10. Vol. V. pp 72-75.

8 Ibid., Pg. 73.

9 Ibid., Pg. 74.

Studies of More Recent Developments in Graduate Education.

Schools and colleges of education began to evolve from departments of education early in the period, but their most marked growth up to 1933 occurred during the preceding two decades.¹⁰ Previously cited studies show that graduate education has developed along patterns somewhat similar to graduate work in general, but is of more recent origin. Robert P. Carroll¹¹ states that American universities and colleges have raised the standards for advanced degrees in education and that the work is of a more scientific nature, the material is more functional and the degrees are immensely more valuable to the individual and to society than ever before. Hiatt,¹² in a survey of the standards that existed in 1928-29 found that the basic requirements for the master's degree in education among the teachers' colleges of the country offering such programs paralleled the requirements of the state universities. Of the seven teachers' colleges offering the master's degree in education in 1928-29 six required the thesis. Walton C. John,¹³ in another study of much broader scope, surveyed the status of graduate work in education up to 1930. He found that 142 colleges and universities offered the master's degree in

10 Ibid., Pg. 74.

11 Robert P. Carroll, "Comments on Graduate Work," School and Society, Vol. 32, pp. 362-3, Sept., 1930.

12 Hiatt, L. R., "Provision made in Teachers Colleges for Graduate Work," Educational Administration and Supervision, XVI, October 1931, pp. 507-18.

13 Walton C. John. Graduate Work in Education of Teachers. Teacher Education Curricula, Nation Survey of the Education of Teachers, Vol. III, Part VI; Office of Education Bulletin, No. 10, 1933.

education and also that there has been a continuous growth of courses on the graduate level in education since 1900. He states that the growth of graduate education in the United States has paralleled somewhat the growth of graduate work as a whole. In a similar study of graduate education, J. Orin Powers¹⁴ has made a comprehensive report in 1930 on the requirements for the master's degree in education. Of the 64 institutions studied nearly half were state institutions, the remainder being large non-public institutions, city colleges, and others of varying size. The returns are, therefore, probably representative of the total range of current practices which were in effect at that time. Powers concluded in the summary of his study that the master's degree in education is the type of degree generally offered in American graduate schools. He points to certain tendencies which denote the growth of a new professional consciousness among educationists and dissatisfaction with the traditional master's degree. Among these tendencies he mentions four of importance: (1) the appearance of a new name for the master's degree in education - the Master of Education; (2) the practice of offering the degree in schools of education rather than in graduate schools; (3) the appearance of a degree without a thesis requirement; (4) and special provisions for programs and courses suited to the specific needs of school administrators and teachers.¹⁵

14 J. Orin Powers, The Administration and Requirements of the Master's Degree in Education. Yearbook No. 19, The National Society of College Teachers of Education. Chicago. The University of Chicago Press, 1931.

15 Ibid., pp. 19-20.

George C. Kyte¹⁶ made a catalog analysis in 1938 of 48 universities to analyze and obtain requirements for the various masters' degrees in education. He found that several policies existed at that time with reference to granting masters' degrees in education. The usual degree granted was the Master of Arts, and of the 40 representative universities surveyed, 12 had established a Master of Education degree in 1938. This degree, he concluded, was and is a professional degree rather than an academic one. Seven schools offering the Master of Education did require a thesis at that time, three did not, and the thesis requirement was optional in the remaining two. Kyte also found that 75% of these universities required a comprehensive examination of some sort, either written, oral, or both.¹⁷

Gwynn and Gruhn,¹⁸ in a similar study carried out in 1940, surveyed 29 member universities of the Association of American Universities. These writers investigated particularly the basic requirements for the master's degree in education, i. e; (1) the foreign language requirement; (2) the thesis requirement; (3) the number of semester hours required for the degree; (4) the number of semester hours transferrable for

16 George C. Kyte, Educational Requirements for various Degrees in Education Granted by Representative Universities. Educational Administration and Supervision, 25: 401-18, September 1939.

17 Ibid., Pg. 417.

18 Gwynn, John Minor and Gruhn, William T. Requirements for Masters' Degrees for Students in Education. School and Society, 53: 93-6, January 18, 1941.

graduate credit at a particular school. They found that five advanced degrees were granted, the Master of Arts, the Master of Science, the Master of Arts in Education, the Master of Science in Education, and the Master of Education degree.¹⁹ All of these degrees required at least a graduate major in education. At more than half (seventeen) of these schools special degrees in education were granted; the M. A. (Ed.), the M. S. (Ed.) and the M. Ed. Eight of these required a thesis or a suitable seminar paper, and only one required a language. Twenty-seven of these schools granted the regular Master's degree, the M. A. or M. S. Thirteen of the twenty-seven schools required a thesis, ten of the thirteen stating that the thesis must be of a research nature, and the remaining fourteen schools allowed additional course work on special projects to fulfill this requirement.²⁰

Harl R. Douglass,²¹ in a short report on graduate education, discusses the regulations prevailing in 1942-43 in most graduate schools. He states that the educational needs of teachers and administrators are not always met in graduate schools of our country because these schools have adopted standards which were prevalent in the German

19 Ibid., Pg. 94-5.

20 Ibid., Pg. 93-4.

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

universities from 1875 to 1900. Such standards, he concludes, are calculated toward producing intellectuals primarily interested in research and are not suitable standards for the objectives of many doing graduate work in education. Douglass continues by stating that the foreign language requirement is practically obsolete for all graduate students in education, that the rigid requirements for a major and minor field are more arbitrary now, and that the thesis requirement is a "useless vestige" unless a competent and interested student can benefit by doing it.

He further states that, "Any student interested and competent should be permitted and in most cases encouraged to undertake a research project and to receive graduate credit for it, but to require all M. A. candidates to do a research thesis is about as sensible as to require all senior medical students to make a research contribution to medical science. This is particularly true for those who major in education. The majority of the masters' theses are never published and make no useful contribution to professional knowledge. Fewer and better researches would be more to the point." ²²

George F. Zook, ²³ in an article directed toward the improvement of graduate standards, states that the master's degree should be regarded primarily as an extension of

22 Ibid., pp. 258-59

23 George F. Zook. The Present Position of Graduate Studies in the United States. School and Society, Vol. XLIII, January 11, 1936.

undergraduate education and a completion of general education in a field of study with special reference to a particular occupation, usually the profession of teaching. Such a concept would eliminate the master's thesis, he states, since the thesis is not an absolute necessity in the actual profession of teaching.

More recently, Carter V. Good,²⁴ has surveyed and studied the requirements for the master's degree in education in 70 graduate departments of education. This report summarizes certain trends in the master's degree program in education in these schools up to December 1944. He concluded that there were certain marked discrepancies in existing policies toward granting the master's degree in education among these schools. Among the significant differences apparent he noted: (1) the number of semester hours transferrable for advanced standing from other institutions; (2) the thesis, whether or not it is required, and certain options that can be substituted, such as: study, service problem, project, essay, critical paper, and seminar report; (3) number of hours of course work required for the master's degree when the thesis is not required.²⁵ This study is significant to the present work since it coincides to some degree with the direction of the present survey.

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

²⁵ Ibid., 197

Summary of Literature Relating to the Field of Graduate
Work in Education.

From the survey of the literature presented in the present chapter it can be seen that definite patterns of graduate instruction have been in evidence during the past and that there has been a gradual change in the general pattern of graduate education in America from its earliest beginnings. From the literature reviewed there is evidence that the more functional type of program is evolving and becoming more popular, suitable to the specific needs of teachers and administrators. Such a program is usually different from the traditional Master's program in that it often does not require a research study, and the Master of Education degree is the vehicle through which it is realized. Also it can be inferred that the Master of Education degree is rapidly becoming more popular, fitting especially the needs of the non-research Master's degree. This program often does not require the thesis (or it is optional) and almost without exception institutions studied require no foreign language.

At the same time the literature has revealed that the traditional master's degree program is still in evidence in a majority of institutions and that the requirements for this degree are generally the same as they have always been. Many schools have the optional program in connection with this type of degree, it appears.

CHAPTER III

THE PRESENTATION OF THE DATA

This study thus far has been concerned primarily with (1) presenting the objectives and defining the scope and limitations of the problem and (2) giving a summarized account of similar or related surveys made in the past which are used for comparison with the present study.

It is the purpose of this chapter to present the data that was obtained from a survey of current catalogs and graduate school bulletins. Again, it may be stated that only the basic requirements are dealt with; those already defined as such in the first chapter of this survey.

Types of Masters' Degrees Offered in Education.

From a preliminary catalog survey of the 208 institutions there were found to be five primary types of degrees offered on the master's level in education. The titles applied to these degrees were: Master of Arts, Master of Arts in Education, Master of Science in Education, and Master of Education. Insofar as description of these degrees in college catalogs permits a clear cut classification, the Master of Arts, Master of Arts in Education, and Master of Education degrees as graduate degrees in education are roughly equivalent, and the Master of Science and Master of Science in Education are likewise similar. Of course there are some exceptions to this classification, but in

the main this seems to be the general rule. This classification is also supported by the Dictionary of Education.¹ The separation of the several types of degrees is made only for the purpose of comparisons with earlier studies. Actually there is little difference between them in the field of graduate education, and this difference will not be dealt with in this survey. The number of schools granting the various types of graduate degrees in education are shown below in Table I.

TABLE I

The Number of Institutions Granting the Various
Types of Master's Degrees in Education -(1949-50)

Type of Master's Degree Offered	Number of Institutions Offering degrees	Per cent of Institutions Offering Degree
Master of Arts	124	61.0
Master of Arts in Education	30	14.4
Master of Science	22	10.0
Master of Science in Education	30	14.4
Master of Education	80	38.0

It can be noted from Table I that the degree most often granted is the Master of Arts. This is the traditional type of master's degree, although, as will be brought out later, the traditional thesis requirements are sometimes optional with the program.

1 Carter V. Good (Editor), Dictionary of Education. New York: McGraw-Hill, 1945, p. 251.

The above findings correspond somewhat to earlier studies made along the same line. Carter V. Good,² in a recent study of graduate education, analyzed the basic requirements for the master's degree among 70 "leading" institutions of our country.

In his report he mentions the two degrees Master of Arts, and Master of Education. This author found that these were the primary types of degrees offered in graduate education on the master's level. He does not state the number of schools offering each type of degree, nor does he anywhere mention the Master of Science degree. However, his study seems to indicate that for all practical purposes the Master of Arts and the Master of Education degrees are those generally granted by the 70 "leading" schools of education. Also, this study points to the Master of Education degree as being frequently granted: this coincides with the present report in which 38% of the schools studied offer the Master of Education degree.

Another study which is of value by way of comparison is the survey made by J. Orin Powers.³ This rather intensive, earlier study probably gives a fairly comprehensive picture of

2 Carter V. Good. "Masters' Degree in Education." School and Society, 61: 186-87; March 24, 1945.

3 J. Orin Powers, The Administration and Requirements of the Master's Degree in Education, Practices of American Universities in Granting Higher Degrees in Education, Chapter II, Yearbook No. XIX, The National Society of College Teachers of Education. Chicago: University of Chicago Press, 1931.

graduate work in education in 1929-1930, since representative institutions of various types and sizes are included among the 64 schools reported on. This author lists four distinctive types of degrees and the frequency with which they were offered at these schools; the Master of Arts in Education, the Master of Science in Education, the Master of Education, and the Master of Philosophy of Education.

Walton C. John,⁴ in a similar study made in 1937 surveyed 142 institutions offering graduate work in education. He also lists the types of degrees and the number of institutions granting each of them. Table II reveals comparative data from the findings of the studies referred to above (Powers and John) and those of the present study.

⁴ Walton C. John, Graduate Work in the Education of Teachers, Teachers Education Curricula, National Survey of the Education of Teachers, Vol. III, Part IV. Office of Education Bulletin, No. 10, 1933, pp. 443 - 51.

TABLE II

The Number and Per cent of Schools Offering the Various Types of Masters' Degrees in Education as Found by Three Related Surveys

Types of Masters' Degrees offered in Education	No. of Sch. Offering Deg. Powers' study, 1929-30 (64 schools)	No. of Sch. Offering Deg. John's study, 1933 (142 schools)	No. of Sch. Offering Deg. present study, 1949-50 (208 schools)	% of Sch. Offering Deg. based on Powers' study 1929-30	% of Sch. Offering Deg. based on John's study 1933	% of Sch. Offering Deg. based on present study 1949-50
Master of Arts	Not listed	107	124	Not listed	75.0	61.0
Master of Science	Not listed	58	22	Not listed	40.0	10.0
Master of Arts in Education	55	13	30	85.0	9.0	14.4
Master of Science in Education	22	17	30	34.0	12.0	14.4
Master of Education	8	25	80	12.0	17.5	38.0
Master of Philosophy of Education	2	Not listed	Not listed	3.0	Not listed	Not listed

5 Powers, Op. cit., pp. 4 - 6.

6 John, Op. cit., Adapted from Table I, p. 444.

A study of this table, based on somewhat comparable data, reveals that there has been a gradual change in the types of masters' degrees offered in education. It can be definitely stated that (1) there has been an increase in the number of schools offering the Master of Education degree since 1929-30, and (2) there is a definite decrease in the number offering the Master of Science in Education since 1929. Since the present study and that of Walton C. John are similar as to these degree categories, a comparison of the data revealed in the two indicates that in the period from 1933 to 1949-50 (1) the Master of Arts degree is awarded to fewer students today (on a percentage basis) than in 1933; (2) there has been a marked decrease in the number of schools offering the Master of Science degree in the field of education; (3) the Master of Arts in Education is offered by a slightly larger number of schools than in 1933; (4) the Master of Science in Education has shown a slight increase in the number of schools offering this type of degree; and (5) the Master of Education degree has increased in popularity more markedly than any of the other types of degrees offered. Whereas of the number of schools involved in Powers' study (1929-30), 12% offered the Master of Education degree, 38% of the institutions involved in the present study offer this degree.

Schools Awarding One or More Types of Master's Degrees
in Education.

It was found from the analysis of the catalogs that the usual graduate school in education granted only one type of degree. Of the institutions reported on 133 offered but one kind of master's degree in education. The majority of these schools (80) offered the Master of Arts; 31 granted only the Master of Education, and 22 the Master of Science degree. The remainder of these institutions granted two or more degrees in education; 60 granted two types of masters' degrees, 8 granted three degrees, 5 schools listed four degrees as available in this field, and the remaining 2 institutions granted five types of degrees in education.

These data are presented below in Table III

TABLE III

The Number of Institutions Offering One or More
Types of Master's Degree in Education

<u>The Number of Types of Masters' Degrees Offered in 208 Institutions</u>	<u>Number of Schools</u>	<u>Per cent of Schools</u>
1	133	64.0
2	60	28.0
3	8	3.8
4	5	2.4
5	2	1.8
Total	208	100.0

Of the 28% (60 schools) offering two types of degrees in education, 40 include both the Master of Arts and the Master of Education degrees in their programs. The remaining fifteen schools usually include the Master of Science (or the Master of Science in Education) in combination with one of the other types of degrees previously mentioned.

Course Requirements for the Master's Degree in Education.

The number of semester or quarter hours required for the master's degree in education varies somewhat, but the general practice is to require a total of thirty semester hours, or 45 quarter hours. The total amount of credit required, with or without the thesis or research project is shown in Table IV. Usually two-thirds of the total hour requirement is requisite in Education, the remaining one third of the program being devoted to one or two subject minors.

TABLE IV

The Total Amount of Course Work Required for the
Master's Degree in Education Among 208 Institutions⁷

Total Number of Semester hours* required for the Master's Degree in Ed.	Number of Schools	Per cent of Schools
27 Semester hours	4	1.9
28 " "	4	1.9
30 " "	158	75.9
31 " "	1	0.5
32 " "	30	14.4
33 " "	6	2.9
34 " "	2	.9
36 " "	17	8.2
37½ " "	1	0.5
38 " "	1	0.5
40 " "	3	1.4
Hours not stated	4	1.9

⁷ The total number of schools in Columns 2, Table IV, will add up to more than 208 since some institutions offer several types of programs with varying credit hour requirements.

* The quarter hour is equivalent to 2/3 of the semester hour. In the above Table this change was made so that all values were stated in terms of semester hours.

Powers,⁸ in his study of 64 graduate schools of education found a condition similar to that reported above. Forty per cent, or 25 of the 64 institutions reported required a total of thirty semester hours for the master's degree.

Carter V. Good,⁹ in the study previously cited, found somewhat corresponding requirements existing among 70 graduate schools of education in 1944. He found that the semester hour requirements for the master's degree ranged from 24 to 40 hours, with an average of 30 semester hours. Of eleven Ohio schools reported all except one required a total of 30 hours for the master's degree.

An analysis of Table IV clearly indicates that in a majority of the schools offering the master's degree, thirty semester hours of graduate work must be accumulated. This total includes the thesis or research project, if required. If the thesis is not required the usual condition is for the full amount of credit to be earned in course work. A more detailed analysis of this policy among these institutions will be presented later.

To summarize, the requirements in course work range from 27 to 40 semester hours with 75.9% of the 208 institutions requiring a total of thirty semester hours of graduate work. Of the 158 schools requiring a total of thirty semester hours

8 Powers, Op cit., p. 17.

9 Good, Op. cit., p. 186

graduate credit, 134 definitely state the credit value of the thesis to be six semester hours.

By comparison then, it can be stated that (1) there has been an increase in the number of schools requiring thirty semester hours for the master's degree in education. The increase from 40% in Powers' study to 75.9% in the present study clearly indicates that this is true. Also, it is revealed that (2) the most frequent type of program in effect is one requiring a total of thirty semester hours.

Optional Program for the Master's Degree; the Thesis Requirement.

The most obvious difference in the master's degree program among these institutions was the requirement of the thesis or research project. Table V reveals this condition.

TABLE V

Extent to which Optional Programs for the Master's Degree in Education are offered in 208 Institutions, 1949-50.

Type of Program Offered	No. of Schools Offering this Type of Program	Per cent of Schools Offering this type program
Institutions with thesis optional	125*	60.0
Institutions not requiring thesis	15	7.2
Institutions requiring a thesis	68	32.8
Totals	208	100.0

* All of the 125 institutions included in Table V, as having optional programs in which a thesis is not required also offer a master's degree program in education with the thesis required.

Of the 208 schools studied, 125 have an optional program for the master's degree in education. In this program the thesis (or research project), as such, was not required. An additional 15 schools had no thesis requirement as part of their master's degree program, making a total of 140 institutions (or 67.2%) that offered a master's degree without the thesis. Thus it is clear that the optional program is more widely in use than any other plan, and that only 32.8% (or slightly less than one-third) of these institutions adhere strictly to the thesis requirement.

Good's study¹⁰ reports that 38 institutions (or 54.2%) of the schools involved in his study required a thesis of all candidates, and that the remaining 32 schools (or 45.8%) included the optional program in 1943-44.

Table VI indicates the general trend in the offering of the optional program over the period represented by these three related studies.

10 Good, Op. cit., p. 186

TABLE VI

The Requirement of the Thesis for the Master's
Degree in Education as Shown by Three Related
Studies

Investigator and Date of Survey	No. Sch. incl. in Survey	No. Sch. with thesis optional or not required	% with Thesis Opt. or not Req.	No. Sch. with Thesis Required	% with Thesis Required
J. Orin Powers 1929-1930	64	13	20.2	51	79.8
Carter V. Good 1943-1944	70	32	45.8	38	54.2
Wm. L. Brittingham 1949-1950	208	140	67.2	68	32.8

Table VI shows that each successive period studied revealed an increasing percentage of schools offering the optional program (20.2% in 1929-30; 45.8% in 1943-44; and 67.2% in 1949-50. It is clearly illustrated that the optional program without the master's thesis is more widely in effect at the present time than it was twenty years ago. Also, it is apparent that this development has been somewhat constant and progressive, and that at the present a majority of institutions offer the optional program.

A Regional Survey of the Optional Program in Graduate
Education (Master's Degree) in the United States.

Since the optional program was so frequently offered among the schools studied, it seemed to be desirable to see if there were any regional or sectional differences. For convenience and because of the natural division offered by the Regional Accrediting Associations, this division was used for making the sectional comparison.

The Regional Associations are as follows: New England States, Middle States (including the District of Columbia), North Central States, Southern States, and the Western and Northwestern States which are combined in this study since so few states are included in these two latter Regional Associations.

The states represented in each of these Regional Associations are listed in Appendix B. Table VII indicates the summary of the data.

TABLE VII
An Analysis of the Optional Program by Regional
Associations

Association	No. schools reported on in this Assoc.	No. schools in Assoc. with thesis optional	% schools with thesis optional	No. sch. requiring thesis	% sch. requiring thesis
North Central	74	49	66.2	25	32.8
Southern	55	36	65.4	18	34.6
Northwest and Western (Comb.)	28	12	42.8	16	57.2
Middle States	33	29	87.8	4	12.2
New England	18	14	77.7	4	22.3

Table VII reveals that the optional program is offered in a large majority of the institutions of all Regional Associations, except in the Northwest and Western Associations, in which 42.8% included this type of program in their schools or departments of education.

The Middle and New England states had the highest percentages of schools offering optional programs with 87.8 and 77.7 respectively.

However, the North Central and Southern Associations had substantial majorities in percentages of 67.5 and 65.4 respectively.

Types of Degrees Offered in Institutions in which the Optional Program without the Thesis is Available.

Since the optional program was offered by a majority of graduate schools of education, it seemed desirable to know what types of degrees were most often provided in the institutions involved in this study. It must be remembered that some schools offer more than one type of master's degree in education without the thesis. Generally, the Master of Arts and the Master of Education degrees serve this purpose, although optional programs are found in the other types of master's degrees in education as well. Table VIII shows the types of degree programs and the number of schools using these types of degrees with the optional program.

TABLE VIII

An Analysis of the Types of Degrees in Which the Optional Program Without the Thesis is Available

<u>Type of Degree</u>	<u>Number of Schools</u>
<u>Master of Education</u>	<u>60</u>
<u>Master of Arts</u>	<u>48</u>
<u>M. A. in Education</u>	<u>11</u>
<u>Master of Science</u>	<u>15</u>
<u>M. S. in Education</u>	<u>20</u>

Here it can be seen that the Master of Education degree clearly ranks first in being used by graduate schools as a non-research degree.

Of the 154 institutions offering optional programs, 60 granted the Master of Education degree, the Master of Arts degree ranked second, and the others were used to a lesser extent. However, as Table VIII shows, a considerable number of the institutions involved use one or more of the other degrees in optional programs.

Credit Value of the Thesis

The credit hour value of the thesis varied somewhat from school to school. In almost every case where the thesis was required and the total credit requirement for the degree was 30 hours, the thesis was valued as equivalent to six semester hours. The stated credit hour value of the thesis is shown in Table IX.

Of the institutions studied, 119 indicate in their graduate catalogs that they assign certain amounts of credit hour value to the thesis or research project. These data are disclosed in Table IX.

TABLE IX

Credit Hour Value of the Thesis or Research Project in 119 Institutions Requiring It, in Rank order of Frequency

Semester Hour Value of the Thesis	Number of Institutions
6	81
4	17
5	5
6 - 10	4
2	3
4 - 6	3
3	2
10	1
9	1
6 - 12	1
4 - 9	1

Table IX points out that the credit value most frequently assigned to the thesis is six semester hours.

Orin J. Powers¹¹ states that there was much variation in the credit assigned to the thesis at the time of his study in 1929-30. Twenty-four schools allowed no credit for it, twelve reported varying allowances in semester hours ranging from 2 to 15. The remaining twenty-eight institutions reported definite allowances, ranging from 3 to 8 semester hours.

11 Powers, Op. cit., p. 18.

Carter V. Good¹² states that the credit allowed for the thesis ranged from 0 to 12 semester hours in the seventy schools reported in 1944. Fourteen assigned no formal credit in hours, fifteen awarded 4 hours, and nineteen schools or departments evaluated the thesis at 6 semester hours. Here it can be seen that the largest number of schools allowed six semester hours credit for the thesis. It seems clear that the trend is toward allowing six semester hours credit for the thesis.

Requirements in Lieu of the Thesis

It was found that the usual method of fulfilling the research requirement if the thesis was optional was the inclusion of six additional hours of course work. Of the 140 institutions in which the thesis was optional or not required, ninety-three (or 66.6%) stated no additional requirement other than the acquisition of credit hours equal to the value of the thesis. The remaining 47 institutions included certain additional requirements above the mere acquisition of a total number of hours required for the degree. These additional requirements are presented in Table X.

12 Good, Op. cit., p. 187.

TABLE X

Stated Additional Requirements in the Master's Degree Program in Education When the Thesis is Not Written in Rank Order of Frequency

<u>Type of equivalent Project or Synonumous work mentioned</u>	<u>No. schools requiring this</u>
<u>An Educ. Project of non-research nature</u>	<u>8</u>
<u>Seminar report or study</u>	<u>7</u>
<u>Written paper of graduate level in Educ. field</u>	<u>4</u>
<u>Two written papers is Educational field</u>	<u>3</u>
<u>Written research report, written in connection with a course in Education</u>	<u>3</u>
<u>A Problem study</u>	<u>2</u>
<u>A written essay of Educational prob.</u>	<u>2</u>
<u>Supervised research problem</u>	<u>2</u>
<u>Comprehensive exam. in Educ.</u>	<u>2</u>
<u>Creative project</u>	<u>1</u>
<u>Assigned professional paper</u>	<u>1</u>
<u>All others</u>	<u>12</u>

From Table X it seems clear that there is no one common requisite other than added course work which is a part of the program of schools offering the master's degree without the thesis. The educational project of a non-research nature and the seminar report seem to be used more frequently than any of the other types of requirements. The remainder of the schools listed in Table X include a wide variety of additional

requirements, such as problem studies, written reports, creative projects and professional papers. Two of these institutions required a comprehensive examination in education in lieu of the thesis.

Types of Final Examination Required for the
Master's Degree in Education

A final comprehensive examination of some type was stated as a definite requirement for the master's degree in 158 of the 208 institutions reported on. Usually the length, type of examination, and subject fields to be covered were briefly mentioned.

In all cases where this examination was required proficiency in the major subject field was tested; sometimes a minor subject field, if part of the candidate's course, was also subject to examination. The most frequent type of final examination was a comprehensive written examination on the major field (education), and in all cases the final oral on the thesis was required if a thesis was written.

As to the extent of the requirement of a comprehensive examination, it can be definitely stated that 158 (76%) of the 208 institutions studied require some type of final examination. Fifty or 24% make no definite statement as to this requisite.

The comprehensive examination was administered by the graduate school (or department) of education in all cases. Again, it included the general field of education, and if a subject minor was taken, this field was frequently tested also.

CHAPTER IV

SUMMARY OF FINDINGS AND CONCLUSIONS

The purpose of this study was (1) to survey and compare the basic requirements for the master's degree in education in Colleges and Universities which offered such degrees during 1947 - 1948; (2) to summarize the data thus gathered to present an over-all view of graduate work in education among institutions represented in this report; and (3) to compare these findings with similar data included in related surveys made at previous times.

Summary of the Important Disclosures revealed by
This Survey

This study revealed that:

1. There are five types of masters' degrees granted in education at the present time. These are: the Master of Arts, the Master of Arts in Education, the Master of Science, the Master of Science in Education, and the Master of Education.
2. The Master of Arts degree, or the Master of Arts in Education, is still granted more frequently than any of the other types of degrees. Sixty-one per cent of the institutions studied granted this degree.
3. The Master of Education degree, often referred to as the non-research, professional type degree, is offered in 38% of the schools studied. This percentage (38) marks a distinct

gain in the offering of this type of degree in education since 1933, when the percentage was 17.5 (John's study, 1933).

4. The majority of the schools today grant but one type of master's degree in education (64%), as shown by Table III.

Schools offering two types of masters' degrees account for 38% of the 208 institutions included in this survey. Only 8 schools (or 3.8%) granted three types of masters' degrees, 5 (or 2.4%) granted four of the type of degrees, and 2 (or 1.8%) offered all five.

5. The optional program (non-thesis or non-research type) is far more common now than it was in 1930, as the respective percentages of 67.2 and 20.2 show. It is apparent, then that there is a definite trend in the direction of the optional program of graduate work in education.

6. The optional program is well represented in the schools of all the Regional Associations, with the Middle States and New England Associations having 87.8% and 77.7% respectively. The Southern and North Central Associations are about as well represented, with 65.4% and 66.2% respectively. In the Northwest and Western Associations, even though not a majority of the institutions offer the optional program, it is offered in 42.8% of the schools studied.

Thus, it may be concluded that there are no great sectional schisms in this type of program, but that in all of the Regional Associations except one approximately two-thirds

or more of the schools represented grant a master's degree in education without the thesis or research project.

7. A large majority of the institutions studied (75.9%) required the completion of a total of thirty semester hours for the master's degree in education. This condition is true whether the master's thesis is included or not; the total semester (or equivalent quarter) hours being thirty with or without the thesis in over three-fourths of these institutions. Thirty of the schools (14.4%) require 32 semester hours for the master's degree, the second most frequent type of requirement recorded. These two groups account for over 90% of the institutions studied, the remainder (9.7%) being distributed between the extremes of 27 to 40 semester hours.

Powers' study (1929-30) showed that at 41% of the schools reported required 30 semester hours for the master's degree. By comparison then, it can be stated that the trend seems to be in the direction of requiring 30 semester hours for the master's degree, as shown by the increase from 41% in Powers' study to 75.9% in the present study.

8. The most popular graduate degree in education with the thesis optional or not required is the M. Ed. This is shown in Table VIII, since 60 schools offer the Master of Education degree with the thesis optional. This is 75% of the schools offering the Master of Education degree, since eighty of the

institutions studied granted this degree. It can be concluded then that the Master of Education degree is generally (and more frequently) a non-research, professional degree in schools of education, and that it is usually granted without the research requirement.

9. In the institutions offering the master's degree in education, six semester hours of credit is usually allowed for the thesis, if written. Of 119 schools that have a program including a thesis, eighty-one (68%) grant six semester hours credit for the thesis.

Thus it may be stated that a majority of institutions having a program with the thesis included, allow six semester hours for this requirement. Also, it can be stated, that the trend is in the direction of allowing six semester hours of credit for the thesis, if written, since a majority of the schools studied state this as the allowance for credit for the thesis. This gain has increased from 27% of the schools reported on in Good's study to 68% of the schools reported on in the present survey.

10. Ninety-three (66.6%) of the 140 schools offering a non-thesis, non-research degree require six semester hours of course work in lieu of the thesis.

11. A final comprehensive examination is definitely required in partial fulfillment of the master's degree program in education in 158 (or 75.9%) of the 208 institutions studied.

This examination is usually written, but sometimes a separate, additional oral examination is required.

As to the nature of the examination required, each of the 158 schools requires proficiency as measured by a test covering the general field of professional education.

RECOMMENDATIONS

In the light of trends and data revealed in this study it appears that the minority of those institutions offering graduate work in education and requiring a thesis should study critically their graduate programs, with the possible view of making certain adaptations. Among the possibilities, it appears:

1. That the optional program, a non-research professional degree in education on the master's level should be offered.
2. That the Master of Education degree be included as the non-research, professional degree in those institutions not granting the master's degree without the thesis. This degree, as shown by the present study, is the degree most often offered in this respect, and can be so adapted to suit the needs of the non-research professionally minded school personnel.

RECOMMENDATIONS FOR FURTHER STUDY

As the data for this study were collected and analyzed, other problems which are related directly or indirectly to this study, occurred to the writer. Some of these problems believed to be worthy of investigation are as follows:

1. That a similar study be made of schools planning changes in their graduate programs, either through the addition of new degrees or the addition or dropping of certain programs in graduate education.
2. That an historical study be made to trace the development of the Master of Education degree from its beginnings to the present time.
3. That a similar study be made of those institutions concerned at a later time in order to reveal any trends that may be apparent.

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A P P E N D I X A

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSES	THESIS	EXAMINATION
<u>ALABAMA</u>				
Ala. Poly. Inst. (Auburn)	M. S. in Ed.	Plan I-45 qr. hrs. with thesis Plan II-60 qr. hrs. without thesis	Required	Final comprehensive on all work and oral on thesis (if written)
Ala. State College (Montgomery) (for Negroes)	M. Ed.	48 qr. hrs. 16-36 in Educ. 12-32 in Minor	Thesis or project may be written	No special examination required
Tuskegee Institute (Tuskegee Institute)	M. S. Ed.	45 qr. hrs.	Required	Final oral on all work
Univ. of Alabama (University)	M. A.	Plan I-36 qr. hrs. and thesis Plan II-54 qr. hrs. course work	Required	Final comprehensive on all graduate work, oral on thesis(if written)
<u>ARIZONA</u>				
Arizona State Coll. (Flagstaff)	M. A. Ed.	30 sem. hrs. incl. thesis	Required	Final written on general field of Educ., oral on thesis
Arizona State Coll. (Tempe)	M. A. Ed.	24 sem. hrs. course work, plus a thesis	Required	Final written, oral on thesis
Univ. of Arizona (Tucson)	M. A.	30 sem. hrs.(15 Maj.) including a thesis	Required	Final examination on major and thesis

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSES	THESIS	EXAMINATION
<u>ARKANSAS</u>				
Univ. of Arkansas (Fayetteville)	M. S.	24 sem. hrs. plus a thesis, or, 30 sem. hrs. course work without thesis	Optional (6)	Oral examination
<u>CALIFORNIA</u>				
Coll. of the Pacific (Stockton)	M. A.	24 sem. hrs. (16 major)	Required	Comprehensive in field of education
Fresno State Coll. (Fresno)	M. A.	30 sem. hrs.	Optional (4)	Required on whole field of graduate study
Occidental Coll. (Los Angeles)	M. A.	(Thesis plan) 24 hrs. courses (Creative work plan) 24-30 units (Seminar plan) 30 units	Required (4)	Final comprehensive on field of emphasis
San Francisco State College (San Francisco)	M. A.	30 sem. hrs.	Not required (Grad. project or field study may be submitted)	Final written and oral examination

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSES	THESIS	EXAMINATION
CALIFORNIA Stanford Univ. (Stanford University)	M. A.	Plan I-Research Type Program - 45 units incl. thesis Plan II-Internship Program - 45 units	Required Special proj. required, with teaching under supervision, and seminar Evaluation seminar	Oral on thesis Not required
	M. Ed.	Plan III- School Specialists Program- 45 units		Not required
	M. Ed.	45 units	Research problem on thesis	Final comprehensive in education required
Univ. of Redlands (Redlands)	M. A.	24 sem. hrs.	Required	Final comprehensive on all work (oral on thesis)
Univ. Southern Cal. (Los Angeles)	M. Ed.	52 sem. hrs. (or 24 above first Master's degree)	Optional-Project may be written	Not stated
	M. S.	28 units	Optional (project of non-research nature may be submitted)	Not stated

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSES	THESIS	EXAMINATION
<u>CALIFORNIA</u>				
Univ. Calif., L. A. (Los Angeles)	M. A.	20 sem. hrs.	Required (10)	Not required
	M. Ed.	24 sem. hrs.	Not required	Comprehensive in education on 4 basic areas
<u>Univ. of Calif. (Berkeley)</u>				
	M. A.	20 sem. hrs.	Required (10)	Not required
	M. Ed.	24 sem. hrs.	Not required	Comprehensive in education on 4 basic areas
<u>Whittier College (Whittier)</u>				
	M. A.	28 sem. hrs.	Required	Final oral on course work and thesis
<u>COLORADO</u>				
Colorado A & M (Ft. Collins)	M. Ed.	45 qr. hrs. course work	Not required- project report required for this degree (no credit hrs. granted)	Final oral and written

COLLEGE OF WILLIAM & MARY

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSES	THESIS	EXAMINATION
COLORADO				
Colorado College (Colo. Springs)	M. A.	24 sem. hrs. (16 major plus a thesis)	Required	Final oral on thesis and major
Colo. State College of Education (Greeley)	M. A.	48 gr. hrs. (Total amt. graduate work)	Optional (creative proj. major may be submitted)	Written comprehensive in major
Univ. of Colorado (Boulder & Denver)	M. A.	Plan I-36 gr. hrs. incl. thesis	Required	Comprehensive on major and oral on thesis
		Plan II-45 gr. hrs. course work without thesis	Not required	Ditto
	M. S.	As above	Not required- project	Written comprehensive in education.
	M. Ed.	39 gr. hrs. course work	Report required	
Western State College of Colorado (Gunnison)	M. A.	36 gr. hrs. plus thesis 45 gr. hrs. without thesis	Optional (9)	Final on major field

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSES	THESIS	EXAMINATION
<u>CONNECTICUT</u>				
New Haven S. T. Coll. (New Haven)	M. A.	Equivalent full year graduate study req. (hours not stated)	Not required (Written report of a critical study req.)	None required
Univer. of Conn. (New Haven)	M. A.	Plan A - 18 sem. hrs. plus thesis	Required	Written and oral final
Yale University (New Haven)	M. A.	Plan B-30 sem. hrs. in course work	Not required	Comprehensive written in major
		Equivalent of 30 sem. hrs. (as little as 1/4 program in Educ. depending on courses offered prior to entrance)	Not required (Paper written in connection to seminar req.)	Not required (Language)
<u>DELAWARE</u>				
Univer. of Delaware (Newark)	M. A. Ed.	24 sem. hrs. with thesis	Required	Oral on thesis, if written
		30 sem. hrs. without thesis	Not Required	
	M. S. Ed.	Same as above	Optional	Same as above
<u>FLORIDA</u>				
Florida A & M (Tallahassee)	M. S. Ed.	36 sem. hrs. in course	2 graduate papers req.	Comprehensive written on general field of educ., oral on 2 graduate papers

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSES	THESIS	EXAMINATION
<u>FLORIDA</u>				
Fla. State Univ. (Tallahassee)	M. A.	Type I-45 qr. hrs. with thesis	Required (9)	Comprehensive written on major and minor
		Type II-45 qr. hrs.	Optional (6-9)	Ditto
	M. S.	Same as above	Same as above	"
John B. Stetson Univ. (DeLand)	M. A.	30 hrs. (equiv.)	Optional (2 suitable research papers may be written in lieu of thesis)	Comprehensive written on major, oral if thesis is written
<u>Univer. of Florida (Gainesville)</u>				
	M. A.	24 hrs. plus thesis	Required	Comprehensive
	M. Ed.	36 hrs. without thesis	Not required	General comprehensive (oral and written)
<u>Univer. of Miami (Miami)</u>				
	M. A.	24 hrs. plus thesis	Required	Comprehensive exam.
	M. Ed.	24-30 hrs.	Optional	Comprehensive(oral may be required)
<u>GEORGIA</u>				
Atlanta Univer. (Atlanta)	M. A.	30 sem. hrs. incl. thesis	Required	Final oral on education field, and thesis

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
<u>GEORGIA</u> Emory Univer. (Atlanta)	M. A. Ed.	45 qr. hrs. plus thesis	Required	Final written and oral
	M. Ed.	60 qr. hrs. plus thesis	Not required	Ditto
	M. A.	60 qr. hrs. ($\frac{1}{2}$ -2/ $\frac{1}{3}$ major)	Not required	"
	M. Ed.	60 qr. hrs. course work	Not required (2 written reports in required connection with courses required)	Comprehensive oral
Univer. of Georgia (Athens)	M. Ed.	56 qr. hrs.	Not required	Oral on all work and thesis
	M. S. Ed.	40 qr. hrs.	Required	"
<u>IDAHO</u> Univer. of Idaho (Moscow)	M. S. Ed.	Plan A-24 sem. hrs. (12-16 major)	Required (6-8)	Oral examination on graduate work
		Plan B-30 sem. hrs. (10 minor)	Not required	Written comprehensive in education
<u>ILLINOIS</u> Bradley Univer. (Peoria)	M. A.	24-30 sem. hrs.	Optional (4-6 if taken)	Written examination on total graduate program
		(24 sem. hrs. and thesis, or 30 sem. hrs. without thesis)		
		24-30 sem. hrs. (24 with thesis 30 without thesis)	Optional	"

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
<u>ILLINOIS</u>				
DePaul Univer. (Chicago)	M. A.	24 hrs. plus thesis (18 Ed.)	Required	Oral field of graduate study and thesis
	M. Ed.	30 sem. hrs. (15-21 Ed. and minor)	Not required (Paper on topic assigned by Dept. Educ.)	Comprehensive written on major (Educ.) and minor- oral in gen education field
Ill. State Normal University (Normal)	M. S. Ed.	32 sem. hrs. graduate work	Required - on a report of a research proj.	Final written or oral examination on all graduate work
	M. Ed.	24 sem. hrs. (all in Ed.)	Required	Final comprehensive (written or oral)
Loyola Univer. (Chicago)	M. Ed.	27 sem. hrs. (18 hrs. Educ.)	Not required	Comprehensive (two four-hour sections)
	M. A.	38 sem. hrs.	Required	Not required
MacMurray College (Jacksonville)	M. A.	24 sem. hrs.	Completed written project	Final comprehensive
Northwestern Univer. (Evanston)	M. A.	48 qr. hrs.	Required	Oral on thesis
Southern Illinois Univer. (Carbondale)	M. S. Ed.	48 qr. hrs.	Not required	Not required
	M. S.	48 qr. hrs.	Required	Oral on thesis
Univer. of Chicago (Chicago)	M. A.	Plan I-the equiv. of full yr. of grad. work and thesis Plan II-Full yr. grad. work	Required	Oral on thesis
			Not required (Written paper req.)	Comprehensive on grad. work

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
Western Illinois State College (Macomb)	M. S. Ed.	48 qr. hrs.	Optional-seminar proj. may be submitted in lieu of thesis	None required, oral on thesis if written
Univer. Illinois (Urbana)	M. A.	One full yr. grad. work (8 units)	Optional- substi. of course work allowed in place of thesis	None stated
	M. Ed.	Of advanced nature offered; a profess- ional degree beyond first master's degree		
<u>INDIANA</u>				
Ball State Teachers College (Muncie)	M. A. Ed.	48 qr. hrs.	Required	Not required
Butler Univer. (Indianapolis)	M. A.	Orig. Research Rep. written in course required		
	M. A.	30 sem. hrs. 36 sem. hrs.	Required Not required	Final comprehensive on all graduate work
De Pauw Univer. (Greencastle)	M. S. M. A.	Same as M. A. 30 sem. hrs.	Required	Final oral and written
Indiana State Teachers College (Terre Haute)	M. A.	Plan A-40 qr. hrs. Plan B-40 qr. hrs.	Required (8) 2 Research Studies	Not required "
	M. S.	Same as M. A.	Same as M. A.	"

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
<u>INDIANA</u>				
Indiana Univer. (Bloomington)	M. S. Ed.	Op. I-26 sem hrs. (20 Ed. plus thesis) Op. II-37½ sem. hrs. grad. courses (20 in educ.)	Required (4) Not required	Not required
Purdue Univer. (LaFayette)	M. S.	24 sem. hrs.	Required	Oral on major and thesis
	M. S. in Ed.	33 sem. hrs. course work	Not required	Comprehensive written on all work
Univer. Notre Dame (Notre Dame)	M. A. M. S. Ed.	24 sem. hrs. 30 sem. hrs.	Required (6) Not required	Written on major field "
<u>IOWA</u>				
Drake Univer. (Des Moines)	M. S. Ed.	30 sem. hrs.	Optional, a field report may be submitted if thesis not written	Final comprehensive on all graduate work
Iowa State College (Ames)	M. S.	45 credits (30 major)	Required	Final on all work including thesis
Ft. Hays Kansas State College (Hays)	M. A.	32 sem. hrs.	Required	Comprehensive on all work
Kansas State College (Manhattan)	M. S.	Plan I-30 sem. hrs. Plan II-32 sem. hrs.	Required (6-10) Not required (Master's report on some topic in Education)	Final oral on all work

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
<u>KANSAS</u>				
Kansas State Teachers College (Emporia)	M. S.	Plan I-30 sem. hrs.	Not required	Final oral examination
		Plan II-25 sem. hrs. courses and thesis	(Ednc. project substituted) Required	"
Kansas State Teachers College (Pittsburg)	M. S.Ed.	Op. I-26 sem. hrs.	Required (6)	Final on major field oral or written
		Op.II-32 sem. hrs.	Not required	Final comprehensive in major
Univer. of Wichita (Wichita)	M. A.	30 sem. hrs. (15 plus major)	Required (Up to 5 hrs. allowed)	Written examination in major and oral on thesis
<u>KENTUCKY</u>				
Eastern Ky. State College (Richmond)	M. A. Ed.	Plan I-24 sem. hrs.	Required	Final examination on all graduate work
		Plan II-30 sem. hrs.	Not required	"
		Plan A-24 sem. hrs. Plan B-30 sem. hrs.	Required Not required	Not stated "
Murray State College (Murray)	M. A. Ed.	24 sem. hrs. 36 sem. hrs. (24 of 36 must be done at Murray)	Required (6) Not required	Final written and oral on major and minor
	M. A.) M. S.)	Plan I-24 sem. hrs Plan II-30 sem. hrs. (12 in Ed.)	Required Not required	Final oral on thesis if written, and comprehensiv on subject matter M. A. or M. S. depend on undergraduate degree - BS or BA

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
<u>KENTUCKY</u>				
Univer. of Louisville (Louisville)	M. A.	24 sem. hrs.	Required	Oral examination on education and thesis
	M. Ed.	36 sem. hrs.	Not required	"
Western Kentucky S. C. (Bowling Green)	M. A. Ed.	Plan I-24 sem. hrs.	Required	Final on major, minor and thesis
		Plan II-30 sem. hrs.	Not required	Final on major and minor
<u>LOUISIANA</u>				
La. State University (Baton Rouge)	M. A.	24 sem. hrs.	Required	Final comprehensive in education, oral on thesis
	M. Ed.	30 sem. hrs.	Not required	Final comprehensive in education
		(Up to $\frac{1}{2}$ course work may be taken in a subject field)		
Tulane University (New Orleans)	M. A.	24 sem. hrs. ($\frac{2}{3}$ major)	Required (6)	Final examination on thesis or field of education
	M. S.	As above	Required	As above
<u>UNIVER. OF MAINE</u>				
	M. A. Ed.	24 sem. hrs. (plus thesis)	Required (6)	Not required
	M. Ed.	30 sem. hrs. courses	Not required (6 hrs. in two seminars and one 2-hr. paper)	

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
<u>MARYLAND</u>				
Johns Hopkins Univer. (Baltimore)	M. A.	24 sem. hrs. with essay	Required (essay 6)	Comprehensive written
	M. Ed.	30 sem. hrs.	Not required	Comprehensive written (Educ. Dept.)
Univer. of Maryland (College Park)	M. A.	24 sem. hrs. plus thesis	Required (6)	Final oral on thesis and graduate work
	M. Ed.	30 sem. hrs.	Not required (2 seminar papers required)	Final oral examination in education
Western Maryland College (Westminster)	M. Ed.	30 sem. hrs. divided into 3 broad general fields	Not required (Practical teaching problem report is required)	Final examination in education
<u>MASSACHUSETTS</u>				
Boston College (Boston)	M. Ed.	30 sem. hrs. incl. thesis	Required	Final oral examination
Boston University (Boston)	M. Ed.	24-27 sem. hrs. course work, plus	Required-or special study or service paper	Not required
Clark University (Worcester)	M. A.	30 sem. hrs. incl. thesis	Required on special proj. report	Final written on major educ., and oral on thesis or project
Harvard University (Cambridge)	M. A.	Equiv. of full year grad. work	Not required	None stated
	M. Ed.	32 sem. hrs.	"	"

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
<u>MASSACHUSETTS</u>				
Mass. S. T. Coll. (Bridgewater)	M. Ed.	Plan I-24 sem. hrs. plus thesis	Required (6)	None required
Smith College (Northampton)	M. A.	Plan II-32 sem. hrs. 24 sem. hrs. plus thesis	Not required Required	" Not required
Springfield College (Springfield)	M. Ed.	30 sem. hrs. Plan I-26 sem. hrs. with total 32(thesis)	Not required Required (6)	" Comprehensive oral in education and on thesis
	M. Ed.	Plan II-28 sem. hrs. with project	Proj. report	Comprehensive oral in education and on project.
State Teachers College (North Adams)	M. Ed.	Plan III-36 sem. hrs. Plan I-26 sem. hrs. Plan II-32 sem. hrs.	Not required Thesis (4) Not required	Not required
Tufts College (Medford)	M. A.	24-30 sem. hrs. (24 with thesis) (30 thesis not req.)	Optional	Comprehensive written examination if thesis is not written; oral on thesis if written
Univer. of Mass. (Amherst)	M. Ed. M. S.	Same as above 30 credits - incl. thesis 2/3 major	Optional Required	Same as above Written and oral on major

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
<u>MICHIGAN</u>				
Michigan State College (E. Lansing)	M. A.) Plan A-45 credits) with thesis	Required	Oral examination on major and minor
	2/3 maj. sub) Plan B-48 without) thesis	Not required	
Univer. of Detroit (Detroit)	A. M. Ed.	24 hrs. plus thesis	Required	Written on graduate work and oral on thesis if written
	M. Ed.	I - 24 hrs. plus thesis II - 30 hrs. without thesis	Required Not required	Written on graduate work
Univer. of Michigan (Ann Arbor)	M. A.	I - 24 sem. hrs. courses (12-16 Ed.)	Optional (6)	Not required
	M. S.	II - 30 sem. hrs. Same as M. A.	Not required Optional	
Wayne Univer. (Detroit)	M. Ed.	A - 30 sem. hrs. without thesis	Not required	Final comprehensive examination may be required; oral on thesis if written
		B - 24 sem. hrs.	Required	
<u>MINNESOTA</u>				
Univer. of Minnesota (Minneapolis)	M. A.	A - 27 qr. hrs. plus thesis	Required	Final oral and written on all work; oral on thesis
	M. Ed.	B - 45 qr. hrs. without thesis Same as M. A.	Not required	Final oral and written on major, minor

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
<u>MISSISSIPPI</u>				
Miss. Southern College (Hattiesburg)	M. A.	I- 48 qr. hrs. incl. thesis	Required	Final comprehensive in education; oral on thesis
	II-	48 qr. hrs. courses (12-16 in minor field)	Not required (graduate seminar required)	Final comprehensive on all graduate work
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Miss. State College (State College)	M. S.	I- 30 sem. hrs.	Required	Final written or oral comprehensive; oral on thesis if written
	II-	36 sem. hrs.	Not required	
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Univer. of Miss. (University)	M. A.	24 sem. hrs.	Required	Final oral on graduate work and thesis
	M. Ed.	30 sem. hrs.	Not required	Final oral on education
	M. S.	24 sem. hrs.	Required	Final oral on education and thesis
	Advanced Master of Arts in Education	24 sem. hrs.	Required	Final comprehensive; Master's degree in Educ. prerequisite
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<u>MISSOURI</u>				
Northeast Mo. S. T. C.	M. A.	32 sem. hrs. (15-20 hrs. Educ.)	Not required	Not required
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St. Louis Univer. (St. Louis)	M. A.	24 sem. hrs. plus Thesis	Required (6)	Final oral on all work; oral on thesis
	M. Ed.	30 sem. hrs. courses	Not required	Final oral on all work

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
<u>MISSOURI</u>				
Lincoln Univer. (Jefferson City)	M. A.	30 sem. hrs. (20 in Ed.) incl. thesis	Required	Comprehensive written major and minor; oral on thesis
Univer. Kansas City (Kansas City)	M. A.	24 sem. hrs. plus thesis	Optional (6)	Final examination on all graduate work, oral on thesis
		30 sem. hrs. without thesis		
Univer. Missouri (Columbia)	M. A.	32 sem. hrs. incl. thesis	Required (up to 12)	Final examination in education; oral on thesis
	M. Ed.	32 sem. hrs. course	Not required (written report of field work may be req.)	Final comprehensive examination (educ.)
Washington Univer. (St. Louis)	M. A. Ed.	24 hrs. Maj. or Min. allowed in Educ.	Required	Final oral on major and minor
	M. Ed.	33 hrs. courses	Not required	As above
<u>MONTANA</u>				
Montana State Univer. (Missoula)	M. A.	45 credits incl. thesis	Required	Final examination in general field of Educ. (oral or written)
	M. Ed.	45 qr. hrs. course (2/3 major)	Not required (Professional paper)	
<u>NEBRASKA</u>				
Univer. of Nebraska	M. A.	30 sem. hrs. incl. thesis	Required (6-10)	Final written on all work oral on thesis
	M. Ed.	36 sem. hrs. course	Not required	As above

INSTITUTION	MASTER'S DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
<u>NEBRASKA</u>				
Univer. of Omaha (Omaha)	M. A.	30 sem. hrs. incl. thesis (6)	Required	Final comprehensive written and oral on thesis
	M. S. Ed.	30 sem. hrs. courses (18-24 Ed.)	Not required	Final written comprehensive
<u>NEVADA</u>				
Univer. of Nevada (Reno)	M. A.	24 sem. hrs. plus thesis	Required (6)	Not required
<u>NEW HAMPSHIRE</u>				
Univer. of New Hampshire (Durham)	M. Ed.	30 sem. hrs. (24 with thesis) (30 without thesis)	Optional (6)	Final oral or written
<u>NEW JERSEY</u>				
New Jersey S. T. C. (Montclair)	M. A.	32 sem. hrs.	Not required	Comprehensive examination in education
	II-	28 sem. hrs. plus thesis	Required	Not required
New Jersey S. T. C. (Newark)	M. S. Ed.	32 sem. hrs. grad. work	Thesis or Research report	None stated as required
<u>Rutgers University (New Brunswick)</u>				
	M. Ed.	30 sem. hrs. course	Not required	Comprehensive in Ed.
	II- Gen'l.)	24 sem. hrs.	Required	Oral on thesis
	Curr.) Plan)	36 sem. hrs.	Not required; 2 seminar papers	Comprehensive final in education

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESES	EXAMINATION
<u>NEW MEXICO</u>				
N. M. College of A&M Arts (State College)	M. A.	30 sem. hrs.	Optional-credit not stated	Not required
N. M. Highlands Univer. (Las Vegas)	M. A.	48 sem. hrs. (36 Educ.)	Optional (6-12 hours)	Comprehensive oral or written on all graduate work
Univer. of New Mexico (Albuquerque)				
M. A.		30 sem. hrs. incl. thesis	Required	Final comprehensive in education
<u>NEW YORK</u>				
Alfred University (Alfred)	M. A.	30 sem. hrs. (18-24 Ed.) As above	Optional	Final oral comprehensive
	M. Ed.		Optional (credit not stated)	
Brooklyn College (Brooklyn)				
	M. A. Ed.	30 sem. hrs.	Thesis or	Comprehensive examination
	M. A.	30 sem. hrs. (21 major)	Thesis	Final comprehensive
Canisius College (Buffalo)				
M. A.		26 sem. hrs. (18 Ed.)	Required (4)	Comprehensive written and oral on all graduate work
M. Ed.		30 sem. hrs.	Not required	Comprehensive examination
Columbia University Teachers' College (New York City)				
M. A.	I-	30 credits	Written essay of non-research	None required
	II-	30 credits	No essay req.	

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
<u>NEW YORK</u>				
Cornell Univer. (Ithaca)	M. Ed.	30 sem. hrs. (all Educ.)	Not required	Final comprehensive
	M. S. Ed.	30 sem. hrs.	Formal essay or thesis not required	"
Fordham (New York City)	M. A.	24 sem. hrs. course	Required	Comprehensive required
Hofstra College (Hempstead)	M. S.	30 sem. hrs. course	Not required	"
	M. S. Ed.	A. 30 points B. 34 points	Essay required Essay not req.	Not required
New York State College for Teachers (Albany)	M. A.	30 sem. hrs.	Optional	Not required
	M. S.	30 sem. hrs.	Optional	Not required
New York University (New York City)	M. A.	30 sem. hrs.	Required (4)	Not stated
Niagara University (Niagara University)	M. Ed.	34 sem. hrs.	Not required	As required
	M. Ed.	24 sem. hrs.	Required	Comprehensive not required; oral on thesis
St. John's Univer. (Brooklyn)	M. A.	24 sem. hrs.	Required (6)	Written comprehensive
	M. S. Ed.	36 sem. hrs.	Not required	"
St. Lawrence Univer. (Canton)	M. Ed.	I. 33 sem. hrs. (21 educ.) II. 30 sem. hrs.	Not required	Not required, oral on thesis if written
	M. A.		Required	
Syracuse Univer. (Syracuse)	M. A. Ed.) M. S. Ed.) M. S. Ed.)	24-30 sem. hrs. depending on thesis if written	Optional (6)	Final oral on thesis if written, and oral and written on grad. work

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
Univer. of Buffalo (Buffalo)	M. Ed.	32 sem. hrs.	Not required (presentation of significant problem study)	Final written exam. required in education
Univer. of Rochester (Rochester)	M. A.	30 sem. hrs. inc. thesis	Required (6-12 hours credit)	Final oral exam. on all graduate work and thesis
	M. Ed.	30 sem. hrs, all courses in Educ.	Not required	Written comprehensive
<u>NORTH CAROLINA</u>				
Agr. & Tech. College of North Carolina (Greensboro)	M. S.	27 sem. hrs.	Required	Final oral on thesis
Duke Univer. (Durham)	M. A.	24 sem. hrs. plus thesis	Required) Final comprehensive in) education, oral on thesis) if written
	M. Ed.	I. 24 sem. hrs. plus thesis	Optional)
		II. 30 sem. hrs. without thesis))
East Carolina Teachers College (Greenville)	M. A.	45 qr. hrs.(30-15)	Optional	Not required
N. C. College (Durham)	M. A.	45 qr. hrs. graduate work, includ. thesis	Required	Written in major, oral on related fields and thesis
Woman's College U.N.C. (Greensboro)	M. A. Ed.	36 sem. hrs. (24 major) including thesis	Required	Oral examination on major and minor and thesis

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSES	THESIS	EXAMINATION
<u>NORTH CAROLINA</u>				
Univer. of N. C. (Chapel Hill)	M. A.	Nine full courses plus a thesis	Required	Comprehensive exam. on major field; oral on entire field of study including thesis
	M. A. in Ed.	Nine full courses plus a thesis	Required	Comprehensive exam. in education
<u>NORTH DAKOTA</u>				
Univer. North Dakota (University)	M. S. Ed.	24 sem. hrs. and thesis (16 major)	Required (4)	Final oral on all work and thesis
<u>OHIO</u>				
Bowling Green State Univ. (Bowling Green)	M. S. Ed.	31 sem. hrs. incl. thesis	Required	Final exam. on field of education; oral on thesis
John Carroll Univer. (Cleveland)	M. A.	24 sem. hrs. course	Required	Final oral or written in education
	M. Ed.	30 sem. hrs. courses	2 Research paper req.	"
Miami Univer. (Oxford)	M. A.	30 sem. hrs. (19-21 maj.)	Required (4)	Final oral on all work and thesis
	M. Ed.	30 sem. hrs. (15 maj.) (10 & 2 minors)	Required	"

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
<u>OHIO</u>				
Oberlin College (Oberlin)	M. A.	30 sem. hrs. (20 major)	Required	Final oral and written on graduate work, oral on thesis
Ohio University (Athens)	M. Ed.	32 sem. hrs. incl. thesis	Required (4-8 hrs.)	Comprehensive written on major and on thesis
St. John's College (Cleveland)	M. A.	30 sem. hrs.	Required (value not stated)	Final written compre- hensive in education
University of Akron (Akron)	M. A. Ed.	26 sem. hrs. with thesis 30 sem. hrs. without thesis As above	Optional- written educ. problem study may be accepted As above	Final written on all work
Univer. Cincinnati (Cincinnati)	M. Ed.	28 sem. hrs. (12 minor)	Required (2)	Final comprehensive in education and minor
Univer. Toledo (Toledo)	M. A.	30 sem. hrs.	Required	Written on major, oral on thesis
Western Reserve Univer. (Cleveland)	M. A.	A. 24 sem. hrs. (20 Ed.) B. 30 sem. hrs.	Required (6) Not required "	Comprehensive exam. required

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
OHIO Xavier Univer. (Cincinnati)	M. Ed.	30 sem. hrs. (Con. of 12 hrs. allowed)	Not required	Oral examination (1 hr.) on education
OKLAHOMA Oklahoma A & M (Stillwater)	M. S. Ed.	30 sem. hrs. 32 sem. hrs. (16 major)	Required Report or seminar study "	Final written on major; oral on thesis "
Univer. of Oklahoma (Norman)	M. Ed.	26 sem. hrs. plus thesis	Required (4)	Comprehensive written on all work, oral on thesis
Phillips Univer. (Enid)	M. Ed.	28 sem. hrs. plus thesis	Required (4)	Comprehensive oral or written. No "B" averages req.
Univer. Tulsa. (Tulsa)	M. A.	30 sem. hrs. incl. thesis	Required (5)	Comprehensive written and oral if thesis presented "
M. Ed.	32 sem. hrs.	Not required	"	"
OREGON Lewis & Clark College (Portland)	M. Ed.	A. 30 sem. hrs. courses (Master teacher program) B. 30 sem. hrs. incl. thesis	Not required Required	Final comprehensive exam. "

INSTITUTION	MASTERS' DEGREE IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
Linfield College (McMinville, Oregon)	M. Ed.	30 sem. hrs. inc. thesis (18 Educ.)	Required	Oral and written examinations required
Oregon State College (Corvallis)	M. A.	36 term hrs. plus thesis	Required (9)	Final oral exam.
	Ed. M.	45 term hrs. incl. -	Thesis and 2 term papers	"
	M. S.	36 term hrs plus thesis	Required (9)	"
Pacific Univer. (Forest Grove)	M. A. Ed.	24 sem. hrs. (15 Ed.) plus thesis	Required (6)	Final oral on thesis
	M. S. Ed.	24 sem. hrs. plus thesis (15 Ed.)	Required (6)	" Note: Grad. credit trans. 10 hrs.
Univer. of Oregon (Eugene)	M. A.	45 term hrs. incl. thesis	Required	Final oral exam.
	M. Ed.	45 term hours course	Field Study	Written comprehensive
	M. S.	45-51 term hrs.	Not required	
Willamette Univer. (Salem)	M. A.	30 sem. hrs. incl. thesis	Required (research study)	Final oral and written
	M. Ed.	30 sem. hrs.	As above	"
PENNSYLVANIA				
Allegheny College (Meadville)	M. A. Ed.	24-30 sem. hrs.	Not stated as req.	Not required

INSTITUTION	MASTER'S DEGREE IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
PENNSYLVANIA				
Bucknell Univer. (Lewisburg)	M. A.	24-30 sem. hrs. (18 Educ.)	Optional (6)	General exam. req. (major and minor)
	M. S.	24-30 sem. hrs. (18 Educ.)	Optional (6)	"
Duquesne Univer. (Pittsburgh)	M. Ed.	30 sem. hrs. (20 Educ.)	Not required	Comprehensive on major
	M. S.	24 sem. hrs.	Required (6)	"
Lehigh Univer. (Bethlehem)	M. A. Ed.	30 sem. hrs. incl. thesis	Required	Not stated at req.
Penn State College (State College)	M. A.	24 credits	Required (6)	Required in major
Temple Univer. (Philadelphia)	M. Ed.	I. 24 sem. hrs. II. 30 sem. hrs.	Required	Final written exam. in major and minor fields
Univer. of Penna. (Philadelphia)	M. A.	24 sem. hrs. (12 major)	Not required, written research report to be presented to Professor in charge of program	Required on all graduate work

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
<u>PENNSYLVANIA</u>				
Univer. of Pittsburgh (Pittsburgh)	M. A.	30 sem. hrs. incl. thesis	Required	Final oral and written on all work
	M. Ed.	30 sem. hrs.	Not required	Comprehensive written in major
Westminster College (New Wilmington)	M. Ed.	I. 24 hrs.	Required	Comprehensive exam. on major, minor and thesis (if taken)
	M. S. Ed.	II. 36 hrs. (The major is in Educ. 6-12 hrs. minor)	Not required	"
<u>RHODE ISLAND</u>				
Brown Univer. (Providence)	M. A.	24 sem. hrs.	Required	Final written or oral
<u>SOUTH CAROLINA</u>				
Furman Univer. (Greenville)	M. A.	24 sem. hrs. plus thesis	Seminar and thesis req. (6)	Comprehensive oral or written on major, minor and thesis
<u>State A & M (Negroes) (Orangeburg)</u>				
	M. S. Ed.	24 hrs. & thesis 30 hrs.	Optional Not required	Comprehensive on major and minor (written and oral)
<u>Univer. of S. C. (Columbia)</u>				
	M. A.	24 hrs. plus thesis	Required	On major
	M. Ed.	33 hrs.	Not required	"
<u>SOUTH DAKOTA</u>				
S. D. State College A & M Arts (Brookings)	M. S.	A. 45 credits incl. thesis	Required (7-10)	Oral on all work
	B.	45 credits course	Not required	"

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
<u>SOUTH DAKOTA</u>				
Univer. of S. D. (Vermillion)	M. A.	23-26 sem. hrs.	Required	Final written exam. on all graduate work and oral on thesis
<u>TENNESSEE</u>				
Fisk Univer. (Nashville)	M. A. Ed.	27 sem. hrs. plus thesis	Required	Final oral in major
George Peabody College (Nashville)	M. A.	I. 42 qr. hrs. II. 48 qr. hrs.	Required	Not required
	M. Ed.	Equiv. 2 yrs. grad. work - 36 qr. hrs. in 2nd yr.	Written proj. report req.	"
Note: M. A. in Ed. prerequisite with 2 years teaching				
Univer. of Tennessee (Knoxville)	M. Ed.	45 qr. hrs. incl. thesis on 3 suitable problem courses	Optional in that 3 suitable prob. exam on all graduate courses may be taken	Final comprehensive work and oral on thesis if written
<u>TEXAS</u>				
A & M College of Texas	M. Ed.	32 sem. hrs.	Optional	Final exam. on thesis if written and major and minor fields also tested
Baylor Univer. (Waco)	M. A.	45 qr. hrs.	Required (5)	Comprehensive oral on general field and thesis

INSTITUTION	MASTER'S DECREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
TEXAS				
E. Texas State Teachers' College (Commerce)	M. A.	30 sem. hrs. (18 minor)	Optional (6) 6 hr. courses may be subst. As above	Written comprehensive on major and minor, and oral on thesis if written "
Hardin-Simmons Univer. (Ablene)	M. S. M. A.	As above 30 sem. hrs. incl. thesis (18 Ed.)	Required (6)	Comprehensive written on major and minor field
Prairie View A & M College of Texas (Hempstead)	M. S.	30 sem. hrs.	Required	Comprehensive (oral or written) exam. on all graduate work
Sam Houston S. T. C. (Huntsville)	M. A.	24-30 sem. hrs. (18 major) Depending on thesis	Optional (Supervised research can be substi.)	Not required
Southern Methodist (Dallas)	M. A. M. Ed.	30 sem. hrs. incl. thesis As above	Required As above	Oral on major, minor and thesis "
Southwest Texas S. T. C. (San Marcos)	M. A.	24-30 sem. hrs. depending on whether thesis is written	Optional *	Not required
(* Courses in research problems 6 hours allowed)				
Southwestern Univer. (Georgetown)	M. Ed.	27 sem. hrs. (18 Educ.)	Required (3)	Not stated

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
<u>TEXAS</u>				
Stephen F. Austin S.T.C. (Natchdoches)	M. A.	A. 24 hrs. & thesis	Required (6)	Not required
		B. 30 hrs. -no thesis	Not required (6 hours in supervised research courses substituted)	
Sul Ross S. T.C. (Alpine)	M. A.	30 sem. hrs.	Thesis (6) or Research prob. (6) required	Oral on major and minor fields and on research work
Texas Christian Univ. (Fort Worth)	M. A.	30 sem. hrs. inc. thesis	Required (6)	Final oral on all work and thesis if written
	M. Ed.	30 sem. hrs.	Not required	"
Texas State College for Women (Denton)	M. A.	24 sem. hrs.	Required (6)	Final oral and written; oral on thesis
	M. Ed.	33 sem. hrs.	Not required	"
Texas Western College (El Paso)	M. A.	I. 24 sem. hrs. (12 - 12)	Required (6)	Oral exam. on all work and thesis if written
		II. 36 sem. hrs.	Not required	"
Texas Tech. College (Lubbock)	M. Ed.	I. 27 sem. hrs.	Required	Not stated
		II. 27 sem. hrs.	Required *	
		III. 36 sem. hrs.	Not required	
(* Thesis to be written in subject matter minor(teaching) field)				
University of Houston (Houston)	M. Ed.	30-36 sem. hrs. with or without thesis	Optional (6)	Not required Oral on thesis if written

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
<u>TEXAS</u>				
University of Texas (Austin)	M. A. Ed.	24 sem. hrs. (18 Ed.) plus minor	Required (6)	None stated
	M. Ed.	30 sem. hrs.	Required (6)	
West Texas S. T. C. (Canyon)	M. A.	30 sem. hrs.	Required	Final oral on grad. work and thesis
	M. Ed.	36 sem hrs.	Not required	Final oral on grad. work
Brigham Young Univ. (Provo, Utah)	M. A.	45 gr. hours incl. thesis	Required	Final - major(Language)
	M. S.	As above	As above	As above
University of Utah (Salt Lake City)	M. A.	45 credit hrs. Incl. thesis	Required	Comprehensive oral on Education & thesis
	M. S.	As above	As above	As above
Utah State Agricultural (Logan)	M. S.	45 units incl. thesis	Required (9-15)	Comprehensive on all work
<u>VERMONT</u>				
St. Michaels College (Winooski)	M. A.	30 sem. hrs. in course work	Not required	Comprehensive written on required list of readings in education
University of Vermont (Burlington)	M. Ed.	30 sem. hrs. (24 hrs. with thesis) (30 hrs. without)	Optional (6)	Final written exam. on major field

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
<u>VIRGINIA</u> Hampton Institute (Hampton)	M. A.	30 sem. hrs. grad. work incl. thesis	Required	None stated
University of Virginia (Charlottesville)	M. A.	24 sem. hrs. plus a thesis	Required (6)	Final oral or written on major; oral on thesis
WILLIAM & MARY COLLEGE (Williamsburg)	M. A.	24 sem. hrs.	Required (6)	Comprehensive exam. on entire field of study (Education and field of emphasis)
	M. Ed.	27 sem. hrs.	Project report of research nature	
<u>WASHINGTON</u> College of Puget Sound (Tacoma)	M. A.	30 sem. hrs. incl. thesis	Required (4-6)	Final written on major and minor; oral on thesis
Gonzaga Univer. (Spokane)	M. A.	24 sem. hrs. plus thesis (6-8 minor)	Required (6)	Oral or written on entire field of study, oral on thesis
State Coll. of Washington (Pullman)	M. A.	32 sem. hrs. (Subj. major allowed 20)	Required	Final oral on all graduate work and thesis
University of Washington (Seattle)	M. Ed.	32 sem. hrs. (20 Ed.)	Required	"
	M. A.	27 sem. hrs. plus thesis (12 minor)	Required (9)	Final written
	M. Ed.	27 sem. hrs. plus thesis (15 in 2 minors)	Required (9)	Final written on all work
				(Prerequisite of 2 years teaching)

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
Western Washington College of Education (Bellingham)	M. Ed.	45 credit hrs (18 in minor)	Thesis or field project	Not stated
Whitworth College (Spokane)	M. Ed.	Full year graduate work (value not stated)	Required	Not required
Whitman College (Walla Walla)	A. M. (Teaching)	32 sem. hrs.	Not required	Final oral on general field
<u>WEST VIRGINIA</u> Marshall College (Huntington)	M. A.	26 sem. hrs. in courses required	Optional (6) Research report may be substi.	Comprehensive exam. in Education
West. Va. Univer. (Morgantown)	M. A.	24 sem. hrs. plus thesis	Required	Final written or oral required in education
	B.	27 sem. hrs.	Problem study	
	C.	36 sem. hrs.	Not required	
Marquette Univer. (Milwaukee) Wisconsin	M. A.	24 sem. hrs. plus thesis	Required	Final comprehensive on graduate work
	M. Ed.	30 sem. hrs. course work	Not required Research paper or written essay prepared in a course required	

INSTITUTION	MASTERS' DEGREES IN EDUC. OFFERED	COURSE	THESIS	EXAMINATION
<u>WISCONSIN</u>				
University of Wisconsin (Madison)	M. A.	I. 24 sem. hrs. incl. thesis	Required	Final written exam. in education (6 hrs.)
		II. 24 sem. hrs.	Not required- Term report required	
<u>WYOMING</u>				
Univer. of Wyoming (Laramie)	M. A.	A. 45 qr. hrs.	Required (6-15)	Final oral on all graduate work
		B. 45 qr. hrs.	2 research papers req. during 2 courses "	
George Washington Univer. Washington D. C.				
	M. A. Ed.	I. 24 sem. hrs.	Required	Comprehensive exam. in education
		II. 33 sem. hrs.	Not required	
Howard University Washington D. C.				
	M. A.	36 sem. hrs.	Required	Final oral on thesis

A P P E N D I X B

LIST OF STATES INCLUDED IN EACH OF THE
REGIONAL ASSOCIATIONS OF COLLEGES AND
SECONDARY SCHOOLS

NEW ENGLAND ASSOCIATION

Maine
New Hampshire
Vermont
Massachusetts
Connecticut
Rhode Island

MIDDLE ATLANTIC ASSOCIATION

New York
New Jersey
Pennsylvania
Maryland
Delaware
District of Columbia

SOUTHERN ASSOCIATION

Virginia
Kentucky
North Carolina
South Carolina
Tennessee
Georgia
Alabama
Mississippi
Florida
Louisiana
Texas

NORTH CENTRAL ASSOCIATION

Ohio
West Virginia
Indiana
Illinois
Michigan
Wisconsin
Minnesota
Iowa
Missouri
Arkansas
Oklahoma

NORTH CENTRAL ASSOCIATION

Kansas
Nebraska
North Dakota
South Dakota
Wyoming
Colorado
New Mexico
Arizona

NORTHWEST AND WESTERN ASSOCIATIONS

Washington
Montana
Idaho
Oregon
Utah
Nevada
California

VITA

The author was born in Princess Anne County, Virginia, on October 25, 1921. He attended the Norfolk City Schools and later Randolph-Macon Academy, Front Royal, Virginia, for three years, from which he graduated in June 1940. The writer next attended the College of William and Mary, from which he received the Bachelor of Science degree in Biology as a member of the Class of 1944. He next served in the United States Navy, from 1944 to 1946. After teaching for several years in the Norfolk City and Norfolk County Schools, he entered the College of William and Mary, in 1948, as a candidate for the degree of Master of Education.