1952

The Analysis and Appraisal of the Master of Education Degree Program at Loyola University, Chicago, Illinois, 1934 to 1951

Arthur Peter O'Mara
Loyola University Chicago

THE ANALYSIS AND APPRAISAL OF THE MASTER OF EDUCATION DEGREE PROGRAM AT LOYOLA UNIVERSITY, CHICAGO, ILLINOIS 1934 to 1951

by

Arthur P. O'Mara

A Dissertation Submitted to the Faculty of the Graduate School of Loyola University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

February

1952

LIFE

Arthur P. O'Mara was born in Piper City, Illinois, March 9, 1904.

He attended rural school in District Number Twenty-two, Ford County, Illinois and the Piper City Community High School from which he was graduated in May, 1920. He was graduated from Valparaiso University, Valparaiso, Indiana, August, 1926, with the degree of Bachelor of Arts and from Loyola University, Chicago, Illinois, August, 1933, with the degree of Master of Arts.

The writer taught in the rural school of District Twenty-five, Iroquois County, Illinois in the year 1922 - 1923; in St. Philip High School, Chicago, Illinois, from 1927 to 1931; in Lane and Phillips High Schools, Chicago, Illinois, from 1931 to 1948, as a teacher of mathematics and science, as an administrative assistant and assistant principal at Lane High School. He has been principal of the Mitchell School from May, 1948 to the present. He has been a part-time instructor at Loyola University, Chicago, Illinois, with the title of Lecturer since June, 1929.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

STATEMENT OF THE PROBLEM

In 1950 Hollis[1] stated the need for research dealing with graduate programs as follows: "There is yet no thoroughgoing research which shows for the fifty or more major fields of study the relation between programs for degrees and the use to which recipients put their training." With this idea in mind this study has been made of the program leading to the Master of Education degree which has been in operation since 1934 at Loyola University, Chicago, Illinois.

Out of the hundreds of men and women who were enrolled in this graduate program 702 presented themselves for the comprehensive examination. Of these, 602 were successful in achieving a passing mark on the written comprehensive examination and were awarded the Master of Education degree. The first graduates received the Master of Education degree at the June, 1935, convocation. The first graduates and all who received the Master of Education degree up to and including February, 1951, met similar requirements and all took examinations in Administration, Educational Psychology, and Tests and Measurements in order to fulfill

---

1 Ernest V. Hollis, "Graduate School," Encyclopedia of Educational Research, New York, 1950, p. 519.

the requirements of the Graduate School. In addition all candidates were examined in two additional areas which were elective on the part of the student. These requirements were constant for all graduates from May, 1935 when the first examination was administered until November, 1950 when the last group which is being considered in this study was examined.

It is the purpose of this dissertation to analyze and to appraise the program of graduate work leading to the Master of Education degree at Loyola University from December, 1934 to February, 1951 when the 1950 testees were graduated. This is to be accomplished by answering the following questions concerning the undergraduate preparation, experience, background, and scholarship of degree recipients and their scholastic attainments at Loyola University Graduate School.

(1) What undergraduate college did the graduate attend?

(2) What undergraduate degree or degrees were conferred?

(3) What was the undergraduate major?

(4) How many years intervened between the Bachelor's degree and the granting of the Master of Education Degree?

(5) What was the previous teaching experience of each candidate?

(6) What was the degree of scholarship attained in the

undergraduate work?

(7) What degree of scholarship was attained in the Graduate School of Loyola University?

(8) What was the point average on the comprehensive examination?

(9) How many semester hours in education were presented for entrance to the Graduate School?

(10) How many students presented Rational Psychology as one of their undergraduate courses?

(11) How many students earned credits in Rational Psychology after their entrance to Graduate School?

(12) How many students elected to take classwork outside the Department of Education?

(13) How were the grades distributed for the various areas in the Graduate School? In question 13, for example, how were the grades received in Administration, Educational Psychology, Tests and Measurements, Statistics, Supervision, Methods, Guidance, History of Education, Curriculum, Philosophy of Education, Character Education, Research Methods, etc., distributed?

(14) How were the marks distributed on the comprehensive?

(15) What was the degree of correlation between scholarship in the undergraduate school and scholarship in the Loyola Graduate School?

(16) What was the degree of correlation between scholarship in the Graduate School and the point average on the comprehensive examination?

(17) What was the religious affiliation of each graduate?

In addition to the analysis of the graduates' undergraduate, graduate, and comprehensive records, a questionnaire and letter were sent to 485 Master of Education degree graduates, or, in other words, to those for whom Loyola University alumni office had a reliable address.

The questionnaire technique was used because through it a larger and hence a more representative sample ~~could~~ be reached more readily than through the interview method. The questions used were selected in order to check upon the graduate's original purpose for taking the program and to discover, if possible, whether the student had achieved his objective, or objectives. Other questions ~~were~~ used to determine the attitude of the student toward the program, to ascertain what graduate courses the student found most useful to him and what graduate courses were found to be least useful. Additional questions were used to gather information concerning the graduate's idea, or ideas, in regard to the various types of comprehensive examinations and the graduate's idea, or ideas, concerning the desirability of a thesis requirement for the Master of Education degree. Questions

in regard to the type of work engaged in at the time of entrance to the Graduate School and the work engaged in at the present time were used in an effort to determine whether the graduate program for the Master of Education degree met the occupational demands of the student.[2]

The questionnaire contains the following items:

(1) What type of work were you engaged in when you began your graduate work?

(2) What type of work are you engaged in at the present time?

(3) What was your purpose or objective in taking graduate work?

(4) What courses did you study in the Loyola Graduate School that you have found most useful to you in your work?

(5) What courses did you study in the Loyola Graduate School that you have found least useful to you in your work?

(6) In the light of your experience, what three courses would you recommend as required courses for all Master of Education students?

(7) Have you done additional work beyond that required for the Master of Education degree?

(8) Do you believe a thesis should be required for the

---

2 Cf. Appendix I for a sample questionnaire.

Master of Education degree? Why?

(9) Students are permitted to take three courses in a particular area outside the Department of Education: for example, English, Psychology, History, etc. Did you select such a program?

(10) In light of your experience would you recommend (a) an oral examination, (b) a written examination, (c) a combination oral and written examination for the Master of Education degree?

(11) What is your attitude toward the graduate program?

(12) If you have any suggestions that you feel might improve this program at Loyola University, please so indicate.

In order to have some means of comparison a summary was made of the requirements for entrance and the general program for the master's degree in sixty-four representative universities and colleges. This summary was obtained from an analysis of the bulletins of the graduate schools of the sixty-four universities and colleges and includes the data concerning entrance requirements, number of semester hours required for the master's degree in education, period of residence, the specific course requirements, whether or not a thesis is required, the type of degree conferred, the foreign language requirement, the type of comprehensive examination if one is required, the number of hours of

credit accepted on transfer, and the college, or department, which administers the program.

The conclusions that may be drawn from the analysis and the appraisal of the data from the graduate's record and questionnaire and the summarized data concerning the master's programs in education in the various universities and colleges may prove of some value and may aid the faculty of the Department of Education and the administrative officers of the Graduate School of Loyola University in planning a program which more closely integrates the needs, abilities, and interests of future graduate students. The study may also be of some assistance to the faculty or administrative officers of other colleges and universities who contemplate introducing a graduate program in education or who are planning changes in their present program.

The data obtained from the folders in the office of the registrar, from the questionnaires, and from the study of the bulletins of the graduate schools of the colleges and universities comprise the later chapters in the analysis and appraisal of the Master of Education degree program at Loyola University, Chicago, Illinois.

CHAPTER II

BACKGROUND OF THE STUDY

The late 1920's and early 1930's saw a great increase in the number of candidates for graduate degrees in education.[1] John[2] reported as follows:

> In 1930, there were 139 institutions that offered graduate degrees in education. Of these 18 offered the A.M. in education; 17 the M.S. in education; and 24 the Master of Education. At least 101 of the above institutions also offered the A.M. degree and 56 the M.S. degree. In most of these cases a major in education was permitted.

Powers[3] reported from a questionnaire sent to 144 institutions of higher learning that four distinctive names were applied to the master's degree in education. The names of the degrees and the number of institutions granting the respective

---

1 Walton C. John, Graduate Study in Universities and Colleges, United States Department of Interior, Office of Education, Bulletin No. 20, Washington: Government Printing Office, 1935, 15.

2 Ibid., 149-150.

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, Nineteenth Yearbook of the National Society of College Teachers of Education, XIX, Chicago, University of Chicago Press, 1931, 5-20.

degrees were: "Master of Arts in Education," (55); "Master of Science in Education," (22); "Master of Education," (8); and "Master of Philosophy in Education," (2).

This report further indicated that the graduate school administered the program for the master's degree in education in forty-seven institutions. In thirteen institutions the degree was offered by the schools of education and in four by the senior college.

The prerequisite to candidacy was usually the bachelor's degree with twelve and fifteen semester hours as modal values for the work in education. Thirteen institutions did not require previous training in education, while five institutions required twenty-four hours of education.

The minimum number of hours of strictly graduate work required for graduation by three institutions was six. Eleven, which was the modal number, required thirty hours of strictly graduate work; with two institutions requiring a total of thirty-six semester hours.

The institutions varied greatly in the number of hours of graduate work that might be transferred from other institutions with twenty-four institutions not accepting any hours, ten institutions accepting six semester hours, and nine institutions accepting twelve semester hours of graduate work.

A thesis was required in fifty-one of the institutions

eight permitted the substitution of other work for a thesis; five had no thesis requirement. The typical requirements for the master's degree were twenty-four semester hours and a thesis or thirty without a thesis.

The modal practice was to prescribe no specified course; or to prescribe one, which was usually Educational Statistics, or Research Methods. Thirty-one institutions specified Educational Statistics; twenty-five specified Research Methods; seven, Advanced Educational Psychology; and six, Philosophy of Education.

Foreign language was not a typical requirement for the master's degree in 1931. Forty-seven institutions did not require any; thirteen required a reading knowledge of one language; two required a reading knowledge of two languages.

As Powers[4] summarized the situation:

> Certain tendencies, however, point to the growth of a new professional consciousness among educationists and dissatisfaction with the traditional degree. Among these are four of importance, namely: the appearance of a new name for the degree - Master of Education; the practice of offering the degree in schools of education rather than in graduate schools; the appearance of a degree without a thesis; and special provisions for school administrators and teachers. Precedent for each of these new departures might easily be found in the customary provisions of

---

4 Ibid., 19.

training for the professions of medicine and law.

The same source[5] reported that the majority of institutions were beginning to regard the research function of the master's degree in education as of secondary importance. Fifty-eight institutions looked upon the master's degree program as a period of advanced study beyond the bachelor's degree; thirty-four, however, still considered the primary purpose to be research.

Powers[6] further suggested the need for clarification and understanding:

1. The master's degree in education should be distinguished from the master's degree offered by a school of education.
2. There should be a differentiation of degrees according to the vocational objectives of the candidate.
3. There should be uniformity in: the amount of credit in education prerequisite to candidacy, the proportion of work required in strictly graduate courses, and the amount of credit for courses other than education.

Against this background and in view of an ever-increasing demand for the professional degree of Master of Education, Loyola University instituted the Master of Education program in 1934. The degree was recommended by the faculty of the Department of Education to meet the fast growing need at the

---

5 Ibid., 19 - 20.

6 Ibid.

time for a professional degree beyond the bachelor's degree and to provide additional training, particularly in the administrative and supervisory fields.

The faculty of the Department of Education recommended the Master of Education degree because it felt that the degree of Master of Arts in Education while possibly a stronger degree, demanded the writing of a thesis, which the faculty did not regard as essential to the professional training of an administrator, a supervisor, or a teacher at the elementary or high school level. As John[7] wrote:

> From a practical standpoint, the aim of graduate study may lie in the direction of a life devoted to either research or teaching; more often a combination of both. There are evidences that the teaching aim is now dominant.

The Graduate School of Loyola University announced on December 5, 1934 the program leading to the degree of Master of Education in a letter to the Chicago Superintendent of Schools.[8]

> Mr. William J. Bogan
> Builder's Building
> 228 North LaSalle Street
> Chicago, Illinois
> Dear Mr. Bogan:
> Provision is now being made, beginning with

---

7 Walton C. John, Graduate Study in Universities and Colleges, United States Department of Interior, Office of Education, Bulletin No. 20, Washington: Government Printing Office, 1935, 73.

8 Paul Kinsery, Correspondence File of Graduate School Loyola University, Chicago, Illinois, 1934.

the winter quarter, for a Master of Education degree at Loyola University. Registrations are being accepted this week. It will, however, be possible to register next week without a late registration fee. Registrations should be made not later than Dec. 15, 1934.

The following are among the regulations applying to the Master of Education degree:
No required courses are stipulated.
Three, instead of five, definitely graduate courses may be taken.
Practically any reasonable combination of Education and other fields may be arranged.
Five of the eight courses to be taken must be in Education. Three courses may be in other fields, as English, Sociology, History, Economics, Psychology, etc.
An oral examination will be conducted based on the eight courses.
Only courses listed in the Graduate School Bulletin may be counted toward the degree.

Additional information may be obtained from the Graduate School of Loyola University, 28 North Franklin Street, Chicago, Illinois.

We shall be very grateful to you for any publicity which may be given this announcement. Its appearance in your circular would be a great service for us.

Yours very respectfully
Paul Kiniery, Ph.D.
Assistant Dean

The first published statement regarding the Master of Education degree was in the Loyola University Bulletin.[9]

The Master of Education Degree

Admission

The general regulations for admission to the Graduate School apply to those who wish to work for the Master of Education degree. The Bachelor of Science in Education and the Bachelor of Education degrees qualify for admission.

---

9 Bulletin of the Graduate School of Loyola University, Chicago, Illinois, XI, No. 2, 1934 - 1935, 19.

Prerequisites

Ordinarily six majors (twenty semester hours) of academic work in Education are required, of which one major must be in Educational Psychology and another in Principles of Education or Introduction to Education. Applicants for admission who present credits from normal schools should apply early in order that their credits may be evaluated in due time. Applicants who have had an appreciable amount of teaching experience will be admitted on five majors of undergraduate credit. Undergraduate prerequisites if unfulfilled at entrance must be satisfied before a student will be allowed to register for his fifth graduate major.

Requirements

(1) Eight majors of course credit.
(2) Of these eight majors three at least must be from the 200 group.
(3) Five at least must be courses offered by the Department of Education.
(4) Courses must be selected from only one other department.
(5) These courses must be "acceptable for graduate credit" if chosen from the 100 group.
(6) No courses from the 200 group may be chosen unless the student has the undergraduate prerequisites demanded by the department offering these courses.
(7) All eight majors may be earned in summer sessions.

Recommended Courses

Since the comprehensive examination will include certain important fields (see below under examination) the following basic courses ought to be taken by all applicants for this degree. (1) Either Education 221, Advanced Educational Psychology, or Education 223, Psychology of Learning and (2) Education 191, Introduction to Tests and Measurements, and also (3) Education 130, Introduction to School Administration.

Examinations

In addition to the usual course examinations there will be a written comprehensive examination. The comprehensive examination will be given in two sections on two distinct days. The first section will be in the fields of Educational Psychology, Tests and Measurements

and Administration. This section will be the same for all candidates, and will be confined to a four hour period. The second section, given on the second day, will be subdivided into two periods of two hours each. If the candidate has all his work in the department of Education he will select two of the following additional fields, one for each of the two hour periods: History of Education, Philosophy of Education, School Supervision, Methods, Educational Statistics, or the Curriculum. If the candidate has taken courses in another department, according to the Requirements (4), (5), (6) above, he will select one of the additional fields in Education and will sustain a two hour examination on the courses taken in the other department.

The dates of the comprehensive examinations will be found in the calendar of the Graduate School. No student will be permitted to present himself for a comprehensive examination, if he fails to notify the Graduate School in writing twelve weeks in advance of the designated dates, what additional educational fields, or Educational field or non-Educational courses he chooses to be examined on.

If a student fails to receive a favorable vote on the first examination he may present himself for the next scheduled examination. If he fails this second examination also he is automatically eliminated from candidacy for a degree.

There is a fee of $10.00 for the first examination and an additional fee of $10.00 for a repeated examination.

In order to merit both the Master of Arts and the Master of Education degrees, a candidate must present sixteen distinct majors of credit and fulfill all other requirements for both degrees. A candidate for either degree may, however, change his candidacy, but the credit already earned will be accepted only on condition that it conform with the requirements for the Master of Arts or Master of Education degree, as the case may be.

The above regulations apply to all candidates without exception.

In succeeding bulletins of the Graduate School additional requirements were set up, for example the prescription that "not more than four majors may be taken under one and the same

professor without permission of the Dean."[10] In the 1936 - 1937 catalogue requirement one was changed to read "nine majors of course credit required for graduation."[11] In the 1937 - 1938 catalogue the requirements were changed to read "not more than five majors may be taken under one and the same professor without permission of the Dean."[12] In the 1938 - 1939 bulletin the regulations concerning examinations were changed to read "If he fails this second examination also he may present himself for future examination only after he has taken four additional courses after each subsequent failure."[13]

In 1939 a ninth requirement was added as follows:

> (9) Those who have already received the Master of Education degree and plan to work for the Doctor of Philosophy degree will be required to write a Master of Arts thesis and take out a Master of Arts degree. The aggregate of the courses taken for these two Master's degrees will be counted toward the Doctor of Philosophy degree.[14]

In 1942 the prerequisites were changed from twenty to

---

10 Bulletin of the Graduate School of Loyola University, Chicago, Illinois, XI, No. 2, 1935 - 1936, 20.

11 Bulletin of the Graduate School of Loyola University, Chicago, Illinois, XIII, No. 2, 1936 - 1937, 21.

12 Bulletin of the Graduate School of Loyola University, Chicago, Illinois, XIV, No. 2, 1937 - 1938, 21.

13 Bulletin of the Graduate School of Loyola University, Chicago, Illinois, XV, No. 2, 1938 - 1939, 22.

14 Bulletin of the Graduate School of Loyola University, Chicago, Illinois, XVI, No. 2, 1939 - 1940, 21.

twenty-one semester hours of academic work in education.[15] Furthermore, it was strongly urged that a course in Rational Psychology be taken by those contemplating graduate work in education.[16]

The requirements in regard to course work were changed to read:

> Of these nine courses five at least must be Education courses selected from the 400 - 500 group. The following basic courses ought to be taken by all applicants for this degree: (1) Education 430, Educational Psychology; (2) Education 490, Tests and Measurements; and (3) Education 460, School Administration.[17]

Statistics, Education 480, was added to this list of recommended courses in 1948. Previously, since 1942, it had been a prerequisite to recommended Education 490, Tests and Measurements.

In 1943 the prerequisites were again increased, this time to twenty-four hours of academic work in education, and it was again strongly urged that a course in Rational Psychology be taken by those about to take graduate work in education.[18]

---

15 Bulletin of the Graduate School of Loyola University, Chicago, Illinois, XVIII, No. 2, 1942-1943, 18.

16 Ibid., 18.

17 Ibid., 18-19

18 Bulletin of the Graduate School of Loyola University, Chicago, Illinois, XIX, No. 2, 1943 - 1945, 38.

As indicated there were many changes in the requirements for the Master of Education degree since 1934. The prerequisites were changed from six majors (twenty semester hours) to twenty-four semester hours in 1943 and this requirement was listed in the catalogue of the Graduate School for the years 1950 - 1952. The course requirements were raised from eight majors in 1934 to nine majors in 1936. A further restriction was placed upon the student when not more than four majors could be taken under one and the same professor; this was changed to five majors in the catalogue of 1937 - 1938. This restriction was dropped in 1948.

The prescribed number of graduate courses was increased from three majors in the 200 group in 1934 to five majors in the 400 - 500 group in 1942. In 1942 the courses were renumbered at Loyola University, and Education 130, School Administration, was changed to Education 460, School Administration; Education 137, School Supervision, became Education 470, School Supervision; Education 191, Tests and Measurements, became Education 490, Tests and Measurements; Education 190, Educational Statistics became Education 480, Educational Statistics. Many other courses were likewise changed and the 400 and 500 group were specifically designated for the graduate students only. The courses numbered 300 - 399 were open to graduate as well as to undergraduate students and four courses of this group might be taken to fulfill

graduate requirements with five courses from the 400 - 500 groups required. A course in Rational Psychology had been strongly recommended since 1942 and was strongly recommended in the catalogue for 1950 - 1952.

The comprehensive examination program remained constant during the period 1934 - 1951. It was announced in the original plan for the Master of Education degree that an oral examination would be held. This was not done. Instead, a written examination was prescribed, with the specific requirement of an examination in Administration, Tests and Measurements, and Educational Psychology to be taken by all students. This requirement was met by all students to February, 1951.

This history of the Master of Education degree at Loyola University has recorded all significant changes made in the Master of Education program from 1934 to February, 1951.

While the Master of Education program was undergoing its own evolution at Loyola University, a similar process was in operation in other institutions throughout the United States. Gwynn and Gruhn[19] contrasted reports from thirty-three institutions that were members of the Association of American Universities on the regular Master's degrees and the special Master's

---

19 J. Minor Gwynn and William T. Gruhn, "Requirements for Master's Degrees for Students in Education," School and Society, LIII, January 18, 1941, 93 - 96.

degrees in education. By the regular Master's degrees was meant the Master of Arts degree or the Master of Science degree and by the special Master's degrees, the professional degrees in education such as the Master of Education, the Master of Arts in Education, and the Master of Science in Education. In no school was the regular Master of Science degree granted to students of education.[20]

As to a reading knowledge of foreign languages, thirteen of the twenty-seven institutions that granted the regular Master of Arts degree to students majoring in education had no language requirement whatsoever.[21] Four institutions had a language requirement, but accepted undergraduate credits in a foreign language as a substitute; six demanded a reading knowledge of one language; two a reading knowledge of two languages; and two schools did not reply to the question.[22]

As to the thesis, thirteen of the twenty-seven required one with no privilege of waiver or substitution of other work. In ten of the thirteen institutions the thesis had to be of a research nature, but this was not true in the other three.[23] Of the fourteen institutions that did not require a thesis, seven

---

20 Ibid., 93.

21 Ibid.

22 Ibid., 94.

23 Ibid.

required an essay, a theme, or a seminar paper and seven permitted additional classwork as a substitute for the thesis.[24]

There seemed to be a wide variation in regard to the semester hours of credit required. In eight schools where a thesis was required no credit was given for the thesis, and the course requirement ranged from eighteen to thirty hours with twenty-four and thirty hours the most common.[25] In ten institutions, credit was allowed for a thesis with the credit varying from three to ten semester hours.[26] In the institutions that did not require a thesis for the regular Master of Arts degree the number of hours of course work varied from twenty-four to thirty-two.[27]

Transfer of graduate credit was permitted by nine institutions with no major restriction; eight permitted transfer of credit under certain conditions, and eight allowed no transfer of credit at all. Eight institutions did not reply to the question.[28]

In regard to the special degrees in education there was a definite tendency for the institutions studied to grant such de-

---

24 Ibid.

25 Ibid.

26 Ibid.

27 Ibid.

28 Ibid.

grees, with seven granting the Master of Education degree, seven the Master of Arts in Education, and six, the Master of Science in Education.[29] In only one institution was a reading knowledge in a foreign language expected of the candidate for the special degree.[30]

The thesis was a requirement for the Master of Education degree in four of the seven institutions, but was required in only one of the seven institutions for the degree of Master of Arts in Education, and in only one of the six institutions granting the Master of Science in Education. The special degrees in education were granted by the graduate school in twelve of the seventeen institutions.[31]

As to the undergraduate prerequisite in education eleven of the twenty-nine institutions reported from fifteen to twenty semester hours with fifteen being the most common requirement. Ten institutions listed no specific prerequisite for graduate work. Two required the completion of specified courses before admission to the graduate school.[32]

Gwynn and Gruhn[33] summarized their findings in regard

---

29 Ibid.

30 Ibid.

31 Ibid., 95.

32 Ibid.

33 Ibid., 96

to the special degrees in education as follows:

1. At more than one-half the institutions special Master's degrees in education are granted. These 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 is required for these special degrees at only one of the seventeen schools where they are granted.

3. There is no uniform practice concerning the thesis, but approximately one-half of the schools require either a thesis or seminar papers.

4. At most institutions where they are offered, special degrees are conferred by the graduate school rather than the school or college of education.

Their summary for the regular Master's degrees was as follows:[34]

1. At more than one-half of the institutions a foreign language is not required.

2. At more than one-half of the institutions a thesis is not required. At most of the schools not requiring a thesis it is the practice to substitute for it seminar papers or additional course work or both.

3. There is a noticeable variation among the institutions in the number of semester hours of graduate work that is required, but at most of them it is between twenty-four and thirty semester hours.

4. At more than one-half of the institutions there is some provision for transferring credit for courses taken elsewhere. There are usually some restrictions on the amount of credit that may be transferred.

---

34 Ibid.

Good[35] in writing of the Master's degree in education reported that in 1943 the Master's thesis was the most common type of educational research and was required in thirty-eight of the seventy graduate departments of education studied. Thirty-two schools waived the requirement of a thesis under certain conditions. The usual substitute for a thesis was in the form of additional courses, but some graduate schools used comprehensive examinations or seminars. Two schools, California (Berkeley) and Harvard, had no place in the Master's program for a thesis.

He further reported that a program leading to a degree which required a thesis called for from eighteen to thirty-two semester hours of classwork. Twenty-five of the seventy schools required twenty-four semester hours in courses and thirty-four departments required between twenty-five and thirty hours. Credit for the thesis ranged from zero to twelve semester hours; fourteen schools assigned no formal credit in hours, fifteen awarded four hours and nineteen departments evaluated the thesis at six semester hours. The total number of hours for the degree with the thesis ranged from twenty to thirty-seven with forty-three graduate departments requiring thirty semester hours.[36] The number of hours of course work required for the Master's

---

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

36 Ibid., 186.

degree without a thesis ranged from twenty-four to forty, with a mode of thirty hours.[37]

Richardson[38] reported the feeling behind the education program as follows:

> Teaching and other types of educational work are more and more coming to be regarded as a profession. A profession of teaching will become a reality and will continue only in terms of the character and quality of the service it is able to render, and this in turn will be dependent in no small measure on the character and quality of the training and preparation reflected in clearly formulated standards and goals, improved curriculums in all types of teacher education institutions, and reciprocity in certification in the various states.

Mead,[39] in reporting of the new program, indicated the purposes dominating the professional program which was inaugurated at the University of Florida in the summer of 1944, as follows:

> (1) to emphasize the professional competency rather than research;
>
> (2) to cause graduate students in education to increase the quality and quantity of their thinking and planning of their own programs of graduate study;
>
> (3) to provide a program through which candidates with little or no undergraduate work in education

---

37 Ibid., 187.

38 H. D. Richardson, Improving Educational Research, American Educational Research Association, Official Report, 1948, 213.

39 A. R. Mead, "A Functional Program at the Master's Level for Teachers and School Administrators," Educational Administration and Supervision, XXXVI, February, 1950, 107 - 112.

could develop and complete a program of study at the Master's level;

(4) to provide a plan in which a large degree of flexibility existed to enable students to plan programs dedicated to several objectives, and to enable adjustments in programs as justified;

(5) to strengthen general educational background when this need is evident;

(6) to make possible an emphasis on some creative work, and some experiences for enrichment of personal living.

Nelson B. Henry[40] in the fiftieth yearbook of the National Society for the Study of Education gives us the latest published information regarding the titles most frequently used to designate Master's degrees in education, the frequency of appearance of these degrees in the reporting institutions and summarizes the significance of the degrees as follows:

(1) The titles most often used to designate the degrees awarded on the satisfactory completion of general programs leading to the Master's degree in the field of education are: Master of Arts, Master of Science, Master of Arts in Education, Master of Science in Education, and Master of Education.

(2) . . . the frequency of appearance of the degrees among the eighty-five institutions reporting is as follows: Master of Arts is conferred by sixty institutions; Master of Education, forty; Master of Science in Education, sixteen; Master of Arts in Education, ten.

---

40 Nelson B. Henry, "Summary of Reports Received from Eighty-five Institutions," Graduate Study in Education, Fiftieth Yearbook of the National Society for the Study of Education, L, Part 1, University of Chicago Press, 1951, 352 - 353.

> (3) The position of the Master of Education degree . . . is a result of a steadily increasing demand in the last twenty-five years for a degree that could be distinguished as an award for special training in the area of school teaching or school administration. It is, accordingly, referred to as a professional degree. Previous to the adoption of this particular degree for Master's graduates who had majored in education a number of institutions adopted the phrasing, Master of Science in Education or Master of Arts in Education, as the means of identifying the graduate's field of specialization. It is easier to speak and write the title, Master of Education, and it will, no doubt, overshadow the others in due time.

Inasmuch as this chapter has attempted to give the history of the Master of Education degree at Loyola University and to trace in a limited way the development of the same degree in other universities, it may not be amiss to end it with the neat statement of the functions of graduate programs in education as given by Anderson and Peik:[41]

> (a) to provide professional training for teachers, administrators, and other members of school staffs, including those of colleges and universities;
>
> (b) to provide opportunity for specialization in education as a teaching field and as an area of scholarly endeavor.

These functions were being provided for by the Loyola University Graduate School and the Department of Education through the program for the Master of Arts and Master of Educa-

---

41 G. Lester Anderson and W. E. Peik, "Graduate Work in Education," Encyclopedia of Educational Research, New York, 1950, 1402.

tion degrees. Chapter II has attempted to give the history of the Master of Education degree at Loyola University and to watch that degree develop in other institutions up to 1951. Chapter III will proceed to analyze the Master of Education degree program at Loyola University as it operated for those graduates who were awarded the degree of Master of Education from June, 1935 to February, 1951. Chapter IV will then provide an evaluation of the program by the graduates themselves.

CHAPTER III

ANALYSIS OF EXPERIENCE, BACKGROUND, UNDERGRADUATE, AND GRADUATE RECORD

To secure background data concerning the graduates who received the Master of Education degree from Loyola University the commencement programs of Loyola University dating from June, 1935 to February, 1951 were examined.[1] These contained the names of the graduates, the date of graduation, the university or college granting the undergraduate degree, and the undergraduate degree conferred.

In addition, individual student folders filed in the offices of the registrar and the Graduate School, when complete, contained the application for entrance to the Graduate School, the original record or transcript of the undergraduate work, the original record of the graduate work, and the correspondence between the Graduate School and the individual student. Beyond the above records, the Graduate School and Department of Education made available the files dealing with the faculty meetings and

---

1 Commencement programs are on file in the Graduate School.

the files in which were stored the original records and results of the comprehensive examinations.

To provide a means of handling the mass of data available, a five by eight card was devised and printed so that the data might be transferred and analyzed in an economical manner. After the preliminary information had been transferred from the commencement programs the content of the folders of the students was surveyed,[2] and, when completed, gave all the information listed below:

(a) the graduate's name;

(b) his, or her, address;

(c) the undergraduate degree conferred;

(d) the date of graduation from college;

(e) the date of the comprehensive examination;

(f) the religious affiliation of the graduate;

(g) the scholarship in grade points of the undergraduate work;

(h) the scholarship in grade points of the graduate work;

(i) the undergraduate major;

(j) the number of hours earned in education before entering the Graduate School;

---

2 Cf. Appendix II for sample of card.

(k) whether or not the student met the requirements of the Graduate School;

(l) whether or not the student presented Rational Psychology as an earned credit on entrance to the Graduate School;

(m) whether or not the student earned a credit in Rational Psychology after entrance to the Graduate School;

(n) the teaching experience prior to entering the Graduate School;

(o) the grades earned in each area of graduate work.

In recent years the record of the comprehensive examination had been typed on the back of the final record card. This record included the areas in which the student was examined, grades earned, and the average of the comprehensive examination. In the early years of the program this was not done and was not available from the folder. This material was transcribed from the original records of the Education Department and the Graduate School.

Six hundred two folders were requested from the registrar's office. A few of the folders were not complete and a few had been removed for study by the various administrators and hence 574 were available for this study. Furthermore, since some of the students had not filled out certain questions in the

application for entrance to the Graduate School, it was impossible to have a complete report on every candidate. However, these gaps did not materially affect the investigation as the tables to follow show.

The 602 students who completed the program leading to the Master of Education degree were divided into two groups. Sixty-four were religious[3] and 538 were non-religious. Four hundred ninety-two were women and 110 were men.

These 602 students were educated in sixty-eight universities, colleges, and teacher training institutions in the United States and Canada. The names of the universities and colleges which prepared at least two students in the program are summarized in Table I, page 33. Sixty-seven and seventy-eight hundredths per cent of the graduates completed their undergraduate work at Loyola University or the University of Chicago, and approximately five out of six graduates received their undergraduate degrees in a college or university in Chicago or in its suburban area.

The most common undergraduate degree earned by the various candidates for graduate work was the Bachelor of Philosophy which was earned by approximately fifty-three per cent of the

---

3 By religious in contrast to non-religious is meant nuns, priests, and brothers as distinguished from the laity.

TABLE I

INSTITUTIONS FROM WHICH GRADUATES CAME

Name of Institution	Number of graduates	Per cent of total
Loyola University	253	42.03
University of Chicago	155	25.75
De Paul University	40	6.64
University of Illinois	20	3.32
Chicago Teachers College	13	2.16
Northwestern University	11	1.83
Rosary College	10	1.66
Siena Heights College	10	1.66
St. Xavier College (Chicago)	6	1.00
Creighton University	5	0.83
Lewis Institute	5	0.83
College of St. Catherine	3	0.50
St. Mary's College	3	0.50
St. Mary of the Woods	3	0.50
University of Michigan	3	0.50
Alverno Teachers College	2	0.33
Augustana College	2	0.33
Central Y.M.C.A. College	2	0.33
Clarke College	2	0.33
College of St. Francis	2	0.33
Illinois State Normal University	2	0.33
Mundelein College	2	0.33
St. Mary of the Lake Seminary	2	0.33
University of Wisconsin	2	0.33
Others (One graduate each)	44	7.31
Total	602	99.99

TABLE II

UNDERGRADUATE DEGREES EARNED BY MASTER OF EDUCATION GRADUATES

Degree	Number conferred	Per cent of total
Bachelor of Philosophy	322	53.49
Bachelor of Arts	113	18.77
Bachelor of Science	80	13.29
Bachelor of Science in Education	41	6.81
Bachelor of Education	21	3.49
Master of Arts	6	1.00
Bachelor of Science in Commerce	5	.83
Bachelor of Philosophy in Education	3	.50
Bachelor of Arts and Doctor of Jurisprudence	3	.50
Bachelor of Philosophy and Bachelor of Laws	2	.33
Bachelor of Science in Music Education	1	.17
Bachelor of Science in Physical Education	1	.17
Bachelor of Science and Bachelor of Laws	1	.17
Bachelor of Science and Juris Doctor	1	.17
Bachelor of Library Science	1	.17
No degree[1]	1	.17
Total	602	100.03

1 One student was admitted on the basis of training equivalent to that of a Bachelor's degree.

graduates. The information concerning the various degrees earned and the number of students who earned each degree is given in Table II, page 34.

Of the 574 graduates for whom the records were complete, forty-nine did not meet the requirements for entering the Graduate School. The mode was twenty-two semester hours and the median was twenty-eight and five-tenths. Four students had not studied education while 269 had earned thirty or more semester hours prior to entering the Graduate School. Tabulation of the previous training in education is given in Table III, page 36.

The application for entrance to the Graduate School requested the religious affiliation of each applicant. Seventy-five per cent of the applicants indicated Roman Catholic as their religious affiliation. Several applicants did not fill out this blank and several listed Protestant while others indicated the particular Protestant denomination. The tabulations are given in Table IV, page 37, and in Table V, page 37.

The students clearly presented a wide range of preparation for the bachelor's degree. (See Table VI, page 38) This was due to the large number of students who attended one, two, three, or four years of a teacher's college where much of the classwork was concerned with the professional training of elementary teachers. These students were comparatively weak in the academic areas of science, mathematics, and language. In classifying the

successful Master of Education candidates in regard to the undergraduate major, fifteen semester hours of work were considered to be the minimum for classification of a college major. The larger groups were found in the areas of English and social studies.

TABLE III

NUMBER OF HOURS IN EDUCATION PRESENTED ON ENTRANCE TO GRADUATE SCHOOL

Number of semester hours earned	Students	
	Number	Per cent of total
80 - 84	1	0.17
75 - 79	1	0.17
70 - 74	1	0.17
65 - 69	5	0.83
60 - 64	43	7.14
55 - 59	10	1.66
50 - 54	17	2.82
45 - 49	20	3.32
40 - 44	30	4.98
35 - 39	51	8.47
30 - 34	90	14.95
25 - 29	90	14.95
20 - 24	135	22.42
15 - 19	42	6.98
10 - 14	24	3.99
5 - 9	9	1.49
0 - 4	5	0.83
Record incomplete	28	4.65
Total	602	99.99

TABLE IV

RELIGIOUS AFFILIATION OF MASTER OF EDUCATION GRADUATES

Religious affiliation	Number	Per cent of total
Roman Catholic	449	74.57
Jewish	5	0.83
Protestant	78	12.96
None listed	70	11.63
Total	602	99.99

TABLE V

DENOMINATION OF THE PROTESTANT GRADUATES

Denomination	Number	Per cent of total
Baptist	1	1.27
Congregational	5	6.41
Episcopalian	7	8.97
Lutheran	11	14.10
Methodist	12	15.38
Presbyterian	4	5.13
Not listed	38	48.72
Total	78	99.98

TABLE VI

UNDERGRADUATE MAJOR FIELD OF MASTERS OF EDUCATION

College major	Number	Per cent of total
English	179	20.73
History	72	11.96
Education	47	7.81
Mathematics	46	7.64
Science	44	7.31
Social Studies[1]	32	5.32
Philosophy	26	4.32
Latin	19	3.16
Physical Education	15	2.49
Chemistry	10	1.66
Spanish	10	1.66
French	9	1.49
Industrial Arts	9	1.49
Sociology	9	1.49
Home Economics	8	1.33
Economics	7	1.16
Biology	6	1.00
German	6	1.00
Accounting	3	0.50
Commerce	3	0.50
Psychology	3	0.50
Engineering	2	0.33
Law	2	0.33
Religion	2	0.33
Zoology	2	0.33
Others (one graduate each)	12	2.00
No record available	19	3.16
Total	602	100.00

1 Social studies are classified separately from history because this is the form used by the Loyola University Graduate School on its final record card.

However, the training in either quantity or quality might not be comparable with that typical of the liberal arts college where the completion of twenty-four to thirty semester hours in a field of concentrated study is the requirement for a major.

The 253 candidates who received their undergraduate degree from Loyola University and the 155 who received the undergraduate degree from the University of Chicago were mainly transfers after one, two, or three years at a teacher's college and must not be confused with the typical graduate who spent four years in the liberal arts program of either institution.

Rational Psychology had been a recommended course at Loyola University for students in Education for several years. The record did not indicate any great effort on the part of the students to accept this recommendation. Of the 602 students in this study, 214, or thirty-six per cent of the group, studied Rational Psychology in the undergraduate school. Eleven students studied Rational Psychology during the period of graduate study at Loyola University.

The undergraduate scholastic record of a prospective student is an extremely important item for consideration by the administrators of a graduate school. It has long been known that one of the best evidences of future success is past success.[4]

---

4 F. F. Smith, "The Use of Previous Records in Estimating Success," Journal of Educational Psychology, XXXVI, March, 1945, 175.

This record was somewhat difficult to evaluate on a comparable basis due to the variety of marking systems. In all cases the marks were evaluated on the basis of the marking system in use at Loyola University. Some schools used the same marking system as Loyola University. Others used a numerical system which was translated into the marks of "A," "B," "C," and "D" which were the passing marks at Loyola University. The point values were three for "A," two for "B," one for "C," zero for "D," and minus one for "F". The number of hours of "A's," "B's," "C's," and "D's" were multiplied by the corresponding point values and then these were totalled and divided by the number of semester hours of work. In some institutions, for example, University of Chicago, transcripts of credits had the point average indicated. However, in the case of the University of Chicago, the point system allowed six points for an "A," four points for a "B," two points for a "C," and no points for a "D". To make the record comparable to that of Loyola University, which was used as a standard, the point average was divided by two. In all fairness to the various institutions the point average was determined for only the semester hours earned in that particular institution. If a student transferred from the Chicago Teachers College to Loyola University and took sixty semester hours of work at Loyola University in order to receive a bachelor's degree, the point average for such a student was determined on the sixty hours

taken at Loyola University without regard to the previous work.[5]

The undergraduate records of the students under consideration were quite varied, ranging from a point average of eighty-five hundredths to two and ninety hundredths. The distribution of the point averages taken from the undergraduate records is found in Table VII, page 42. The median of the undergraduate marks was one and ninety hundredths, or just below a "B." Two hundred fifty-seven graduates, or forty-five per cent, received grades "B" or better. The mode of the undergraduate marks was two and five hundredths.

The number of years elapsing between the bachelor's and master's degrees for the Master of Education degree graduates ranged from one year to thirty-five years. The median time between the two degrees was nine years. The middle fifty per cent ranged from six to twelve years. The data for the group is arranged in Table VIII, page 43.

For the graduate study of education it is considered desirable for the student to have had some experience in teaching. In some graduate schools of education, experience is strongly urged. In some institutions two years experience is set as a

---

5 The basis for this decision was that the requirements of the institution which granted the degree were satisfied. In addition, the student's record had been approved by the Loyola University Graduate School.

TABLE VII

UNDERGRADUATE RATINGS OF GRADUATES

Point Average	Number of graduates	Per cent of total
2.88 - 3.02	3	.53
2.73 - 2.87	4	.71
2.58 - 2.72	18	3.18
2.43 - 2.57	32	5.65
2.28 - 2.42	50	8.83
2.13 - 2.27	71	12.54
1.98 - 2.12	79	13.96
1.83 - 1.97	76	13.43
1.68 - 1.82	63	11.13
1.53 - 1.67	48	8.48
1.38 - 1.52	59	10.42
1.23 - 1.37	28	4.95
1.08 - 1.22	24	4.24
.93 - 1.07	5	.88
.78 - .92	6	1.06
Total	566	99.99
Record unavailable	36	
Total	602	

TABLE VIII

NUMBER OF YEARS ELAPSING BETWEEN BACHELOR'S AND MASTER'S DEGREES

Number of years	Number of graduates	Per cent of total
1	5	0.90
2	22	3.97
3	13	2.35
4	37	6.68
5	48	8.66
6	44	7.94
7	42	7.58
8	46	8.30
9	55	9.93
10	39	7.04
11	41	7.40
12	34	6.14
13	20	3.61
14	17	3.07
15	13	2.35
16	16	2.89
17	11	1.99
18	16	2.89
19	4	0.72
20	4	0.72
21	8	1.44
22	4	0.72
23	2	0.36
24	4	0.72
25 and over	9	1.62
Total	554	99.99
Records unavailable	48	
Total	602	

prerequisite for candidacy for the Master of Education degree. The students who entered the program for the Master of Education degree at Loyola University had had, in most instances, experience in teaching. Forty-two of the 556 students for whom records were available had no teaching experience. The types of experience and the number who had such experiences are listed in Table IX, page 45.

The typical preparation for the Master's degree in Education at Loyola University was a Bachelor's degree, the most common of which was the degree of Bachelor of Philosophy. The school in which the undergraduate credits were earned was located in Chicago or in the suburban area in approximately eighty-four per cent of all cases. The typical training in education was from twenty-five to thirty semester hours and the most common undergraduate majors were English, Social Studies, Education, and Mathematics in the order named. Rational Psychology had been taken by fewer than thirty-six per cent of the students in their undergraduate work while only eleven graduate students elected Rational Psychology in their graduate study.

The median point average of all students entering the Master of Education degree program was approximately one and nine-tenths, or just below a "B" average. The modal number of years elapsing between the undergraduate and graduate degrees was

TABLE IX

TEACHING EXPERIENCE OF GRADUATES

Type of experience	Number of graduates	Per cent of total
Elementary	214	38.42
High School	105	18.85
Elementary and High School	105	18.85
Elementary, Junior High, and High School	24	4.31
Elementary and Junior High School	16	2.87
Junior High and High School	11	1.97
Elementary, High School, and Principal	16	2.87
Elementary and Elementary Principal	8	1.44
Junior High, High School, and High School Principal	6	1.08
Nursing Education	3	.54
No experience	42	7.54
Total	557	100.00
Records unavailable	45	
Total	602	

nine and the median was also nine.

Ninety two percent of the applicants for the Master of Education degree had teaching experience. The greatest number, seventy per cent, had listed their teaching experience in the elementary school.

The graduate program in education for the Master of Education degree had a provision permitting students to elect three courses outside the Department of Education. This made it possible for a student to strengthen himself in an area such as English, mathematics, psychology, etc. It provided for the student who wished to prepare for secondary school teaching and administrative work concurrently. This provision had been in effect since 1934 and was elected by 134 students in eleven different areas including history, English, psychology, mathematics, French, economics, Latin, Spanish, sociology, library science, and speech. Twenty-two per cent elected courses which were used as a minor in the Master of Education degree program.

An analysis of the marks earned by the various students in the courses in education is given in Table X, page 47 and Table XI, page 48.

The grade distribution of the courses elected outside the area of education is given in Table XII, page 49 and in Table XIII, page 50.

The point average of the final marks for the various

TABLE X

GRADUATES' FINAL GRADES IN EDUCATION COURSES

Area	Number of students earning					Total
	A	B	C	D[a]	F[a]	
Administration	222	594	31			847
Educational Psychology	161	545	39	1		746
Tests and Measurements	178	360	28	2		568
Educational Statistics	90	168	27			285
Supervision	315	541	9			865
Methods	366	547	15	1	1	930
History of Education	13	52	1			66
Curriculum	45	105	4			154
Philosophy of Education	64	133	10			207
Thesis Preparation	27	28	5			60
Research Methods	32	38	5			75
Current Educational Literature	9	21				30
Total	1522	3132	174	4	1	4833

a The paucity of grades of "D" and "F" is due to the fact that the table covers only graduates.

TABLE XI

FINAL GRADES IN EDUCATION COURSES EXPRESSED IN PER CENT FORM

Area	Per cent of students earning					Total
	A	B	C	D	F	
Administration	26.21	70.13	3.66			100.00
Educational Psychology	21.58	73.06	5.23	0.13		100.00
Tests and Measurements	31.34	63.39	4.93	0.35		100.01
Educational Statistics	31.58	58.96	9.48			100.02
Supervision	36.42	62.54	1.14			100.00
Methods	39.36	58.81	1.61	0.11	0.11	100.00
History of Education	19.69	78.80	1.51			100.00
Curriculum	29.22	68.19	2.60			100.01
Philosophy of Education	30.91	64.26	4.83			100.00
Thesis Preparation	45.00	46.67	8.33			100.00
Research Methods	42.65	50.67	6.67			99.99
Current Educational Literature	30.00	70.00				100.00
Total	31.52	64.80	3.60	0.08	0.02	100.00

areas of graduate work in education and for the entire area of graduate work in education is given in Table XIV, page 51. The corresponding data for the various areas outside the field

TABLE XII

GRADUATES' FINAL GRADES IN COURSES OUTSIDE EDUCATION

Area	Number of students earning					Total
	A	B	C	D	F	
Aviation		1				1
Biology	1	5	1			7
Botany	1					1
Chemistry	6	4	2			12
Commerce	3	10				13
Economics	11	1	1			13
English	53	138	12	1		204
French	10	7	3			20
German	2	1	2			5
History	27	141	10		2	180
Irish	2					2
Italian	1	2				3
Latin		2				2
Library Science		3				3
Mathematics	35	65	6			106
Nursing Education	1					1
Philosophy	1	7				8
Physics		3				3
Political Science	6	6				12
Psychology	32	72	5			109
Religion		1				1
Sociology	1	3				4
Spanish	8	3	2			13
Speech	6	4	1			11
Total	207	476	48	1	2	734

TABLE XIII

FINAL GRADES IN COURSES OUTSIDE EDUCATION

EXPRESSED IN PER CENT FORM

Area	Per cent of students earning					Total
	A	B	C	D	F	
Aviation		100.00				100.00
Biology	14.29	71.43	14.29			100.01
Botany	100.00					100.00
Chemistry	50.00	33.33	16.67			100.00
Commerce	23.08	76.92				100.00
Economics	84.62	7.69	7.69			100.00
English	25.99	67.66	5.88	.49		100.02
French	50.00	35.00	15.00			100.00
German	40.00	20.00	40.00			100.00
History	15.00	78.33	5.56		1.11	100.00
Irish	100.00					100.00
Italian	33.33	66.67				100.00
Latin		100.00				100.00
Library Science		100.00				100.00
Mathematics	33.02	61.32	5.56			100.00
Nursing Education	100.00					100.00
Philosophy	12.50	87.50				100.00
Physics		100.00				100.00
Political Science	50.00	50.00				100.00
Psychology	29.36	66.06	4.59			100.01
Religion		100.00				100.00
Sociology	25.00	75.00				100.00
Spanish	61.54	23.08	15.38			100.00
Speech	54.55	36.36	9.09			100.00

TABLE XIV

POINT AVERAGE OF THE GRADUATES' FINAL MARKS IN EDUCATION

Area	Point Average	Area	Point Average
Administration	2.226	Methods	2.372
Educational Psychology	2.161	History of Education	2.182
Tests and Measurements	2.257	Curriculum	2.266
Educational Statistics	2.221	Philosophy of Education	2.261
Supervision	2.354	Thesis Preparation	2.367
Research Methods	2.360	Current Educational Literature	2.300
Point average for all areas			2.276

of education is given in Table XV, page 52.

In analyzing the final grades in the work taken in education and likewise in the areas outside of education, it was noticed that while courses in Administration, Educational Psychology, and Tests and Measurements were required areas for the comprehensive examinations, methods courses were the most common. This was due to the fact that many courses such as Diagnostic and Remedial Teaching, Character Education, Materials and Techniques

TABLE XV

POINT AVERAGE OF GRADUATES' FINAL MARKS

IN COURSES OUTSIDE EDUCATION

Area	Point Average
Aviation	2.000
Biology	2.000
Botany	3.000
Chemistry	2.333
Commerce	2.231
Economics	2.769
English	2.176
French	2.350
German	2.000
History	2.072
Irish	3.000
Italian	1.667
Latin	2.000
Library Science	2.000
Mathematics	2.273
Nursing Education	3.000
Philosophy	2.125
Physics	2.000
Political Science	2.500
Psychology	2.248
Religion	2.000
Sociology	2.250
Spanish	2.462
Speech	2.454
Point average for all areas	2.205

for the various subject areas, Materials and Problems in Teaching Techniques, and numerous others were classified under methods. In classifying a course, the listings of the bulletins of Loyola University served as guides in placing a course in the proper category.

The comprehensive examination which consisted of examinations in Administration, Educational Psychology, Tests and Measurements, and in two additional fields was taken by 702 students, 602 of whom were successful. The distribution of grades for the areas of the comprehensive examination in education is given in Table XVI, page 54, and in Table XVII, page 55.

The passing mark on the comprehensive examination was an average point value of one. This was determined by assigning a value of three, two, one, zero, and minus one to the marks of "A," "B," "C," "D," and "F" respectively. A candidate who in the examination failed two of the five areas was automatically failed in the entire examination.

The product-moment coefficient of correlation between the point average of the undergraduate marks and the point average of the graduate work completed at Loyola University for the 562 graduates for whom the data was available was plus 0.220[6]

---

6 Cf. Appendix III for the correlation chart.

TABLE XVI

COMPREHENSIVE EXAMINATION MARKS IN EDUCATION

Area	Number of students receiving[a]					Total
	A	B	C	D	F	
Administration	53	189	275	66	34	617
Educational Psychology	128	216	189	77	12	617
Tests and Measurements	91	197	232	63	34	617
Supervision	58	174	162	30	7	431
Methods	65	140	104	24	7	340
Educational Statistics	27	58	42	5	4	136
Curriculum	8	14	15	4	2	43
History of Education	5	11	14	4	1	35
Philosophy of Education	16	33	13	1	1	64
Total	451	1032	1046	269	102	2900

a The discrepancy between 617 and 702 (the number who had taken the examination) lies in the fact that in May, 1935 the examination marks were listed only as "P" for passed and "F" for failure and are, therefore, not tabulated above. The data for October, 1947 and October, 1949 was not available in the graduate office.

TABLE XVII

COMPREHENSIVE EXAMINATION MARKS IN EDUCATION

Area	Per cent of students receiving					Total
	A	B	C	D	F	
Administration	8.59	30.64	44.56	10.69	5.51	99.99
Educational Psychology	20.74	35.01	30.63	11.67	1.95	100.00
Tests and Measurements	14.75	31.93	37.60	10.21	5.51	100.00
Supervision	13.46	40.36	37.59	6.96	1.62	99.99
Methods	19.12	41.18	30.58	7.06	2.06	100.00
Educational Statistics	19.85	42.65	30.88	3.68	2.94	100.00
Curriculum	19.61	32.55	34.88	9.30	4.65	99.99
History of Education	14.29	31.43	39.99	11.43	2.86	100.00
Philosophy of Education	25.00	51.56	20.31	1.56	1.56	99.99
Per cent for all areas	15.55	35.58	36.07	9.28	3.52	100.00

and the tetrachoric r[7] was equal to 0.310.

The product-moment coefficient of correlation between the two variables was such that if use were made of it in the prediction of future success from a study of the undergraduate record, it would be only two and forty-five hundredths per cent better than a guess. This indicated a very low coefficient which might have been due to the small range of point averages in the Graduate School. The passing mark was set at "B" in the

7 Cf. Appendix IV for tabulation and work.

Graduate School. However, sixty-nine students received marks below this point in graduate work while over three hundred received point averages below "B" in the undergraduate work. Another factor which might have affected the data and caused a low coefficient was undoubtedly the great amount of time elapsing between the conferring of the bachelor's degree and the Master of Education degree. One graduate completed the work for the bachelor's degree in the year 1911 with a point average of eighty-nine hundredths. This same student completed the work for the Master of Education degree in 1937, twenty-six years later with eight marks of Special Honors and one of Honors, which gave her a point average in the Graduate School of two and eighty-nine hundredths. This great change was probably due to the maturity of the student, the experience in teaching, and the interest in and desire for the degree in order to become qualified for an assignment as a principal. Another student graduated in 1928 with a bachelor's degree and a point average of eighty-eight hundredths. Fifteen years later in 1943, he had completed nine courses with six marks of "A" and three marks of "B" for a point average of two and sixty-seven hundredths. This man was a chemistry major in college and today he is a superintendent of a school system. His maturity and his interest in the field of professional education might have been the reasons for his success.

Of the seven graduates who earned a point average in their undergraduate work below one, two were discussed above, one received a point average of two and twenty-five hundredths, one received two and ten hundredths, two received two and no hundredths, and one received one and seventy-eight hundredths for the work for the Master of Education degree.

Of the five students who earned a point average of, or above, two and eighty-three hundredths in the undergraduate school, one received a point average of two and fifty hundredths, one received two and sixty-seven hundredths, one received two and eighty-three hundredths, one received two and ninety hundredths, and one received three and no hundredths or a record of nine marks of "A" in the work for the Master of Education degree.

The students who made an excellent record in the Graduate School usually had an excellent record in the undergraduate work. Of the twenty-nine students who had marks in the Graduate School of two and eighty hundredths or above only two had point averages below one or a "C" average in the undergraduate work, while nineteen had an undergraduate average of two or above which was a "B" or better rating.

Two hundred fifty-seven graduates, or forty-five per cent of the graduates, had a point average of above 1.98, approximately a "B" average, in undergraduate work. Of this group fifteen had

a point average below two, or a "B" average, in the Graduate School of Loyola University. The remaining 242 graduates, whose point averages were above 1.98 in the undergraduate work, had point averages in the Loyola University Graduate School of two or above.

Three hundred nine graduates, or fifty-five per cent, earned a point average below one and ninety-eight hundredths in their undergraduate work. Of this group forty-four, or fourteen per cent, received a point average below two in the Loyola University Graduate School. Two hundred sixty-five, or eighty-six per cent of the graduates, received a point average above two in the Loyola University Graduate School.

The product-moment coefficient of correlation between the point average in the Graduate School and the point average in the comprehensive was 0.503[8] and the tetrachoric r^9 was equal to 0.568. Fifty-three students, or ten and one-half per cent of the graduates for whom the record was available, received a graduate point average below two. Of this group only one student received a point average above two in the comprehensive examination.

The coefficient of correlation between the point average in the graduate work and the point average in the comprehen-

---

8 Cf. Appendix V for correlation chart.

9 Cf. Appendix VI for tabulation and work.

sive examination was higher than the coefficient of correlation between the undergraduate point average and the point average in the graduate work. This might have been due to the fact that the time elapsing between the graduate program and the comprehensive examination was shorter than that which had elapsed between the undergraduate and the graduate program.

The material of the graduate program and that of the comprehensive were undoubtedly more closely related than the program of undergraduate and graduate work since the point average of the undergraduate work was derived from the entire undergraduate program, while that of the Graduate School and the comprehensive examination was derived from the courses in education and in the selected minors.

The record of the undergraduate work could not, in itself, be considered a sole criterion for success in graduate work in education. However, those who scored high in the undergraduate school tended to rate above a "B" average in the graduate work. The students who scored low in the undergraduate work might be low, average, or high in the Graduate School work. As mentioned previously, this might have been due to the maturity of the student, to greater motivation, and to a greater interest in the particular program of education.

CHAPTER IV

GRADUATES' EVALUATION OF THE MASTER OF EDUCATION PROGRAM

In order to gather further information from the graduates and to record their reactions, opinions, and attitudes toward the program leading to the degree of Master of Education, a questionnaire was mailed to twenty-five graduates as a pilot study in an effort to discover specific weaknesses or tabulation difficulties that might arise in its use. Thirteen replies were received. After minor changes were made and with the approval of the board of advisers the revised questionnaire[1] which consisted of twelve questions was mailed to 460 additional graduates, making a total of 485[2] mailings. One hundred fifty-five replies were received and ten questionnaires were returned due to faulty addresses.

The questionnaire included two types of questions. The first five were concerned with experience, the objectives, and the areas of instruction which proved to be of most value and of least value in the field after graduation. The remaining ques-

---

1 Cf. Appendix I for copy of questionnaire.

2 This was the number for whom the Graduate School and Alumni Office had reliable addresses.

tions were concerned with the graduate's recommendations of required courses (desirable to require of all candidates for the Master of Education degree) with the graduate's ideas on the desirability of a thesis requirement, and with the ideas of the graduate in regard to either a written, or an oral, or to a combination written and oral comprehensive examination.

The graduates were also requested to check the expression which best fitted his, or her, attitude toward the Master of Education degree program from the following list: (1) Completely satisfied; (2) More satisfied than dissatisfied; (3) Equally satisfied and dissatisfied; (4) More dissatisfied than satisfied; (5) Completely dissatisfied. On all questions requiring an opinion the graduate was asked to give reasons. Finally all were asked to make suggestions which they felt might improve the program for the Master of Education degree.

The questionnaires were mailed to fifty-three religious men and women and to 432 non-religious men and women. The distribution listing the various categories of graduates to whom questionnaires were mailed and by whom the questionnaires were returned is given in Table XVIII, page 62. The highest per cent of return which was 42.22 was from the religious women and the lowest per cent of return, which was 24.78, was from the non-religious women. Fifteen questionnaires were returned unsigned.

The first question in the questionnaire was: "What

type of work were you engaged in when you began your graduate work?" The distribution of replies is given in Table XIX, page 63. The categories of work were listed in the questionnaire as follows: (1) Full time student; (2) Teaching elementary school; (3) Teaching junior high school; (4) Teaching high school; (5) College teacher; (6) Principal; (7) List other.

The listings under column seven were quite varied. For example, of the two religious men listed, one was a parish priest and the other was a chaplain in a hospital. The religious women listed under category seven were both in nursing education, while the non-religious man was in the field of guidance and truancy. The three non-religious women were respectively a secretary, a supervisor of music, and an assistant principal of a high school.

TABLE XVIII

QUESTIONNAIRE MAILINGS AND RETURNS

Group	Number mailed	Number returned	Per cent of return
Religious (Men)	8	3	37.50
Religious (Women)	45	19	42.22
Non-religious (Men)	89	32	35.96
Non-religious (Women)	343	85	24.78
Unsigned questionnaires		16	

TABLE XIX

OCCUPATIONS OF GRADUATES WHO MADE RETURNS

Group[a]	1	2	3	4	5	6	7	Total
Religious (Men)				1			2	3
Religious (Women)		5	1	8	1	2	2	19
Non-religious (Men)		6		22		3	1	32
Non-religious (Women)	1	40	1	40			3	85
Unsigned questionnaires		10	1	5				16
Total	1	61	3	76	1	5	8	155

a These numbers represent the following categories: 1, full time student; 2, teaching elementary school; 3, teaching junior high school; 4, teaching high school; 5, college teacher; 6, principal; 7, list other.

The second question was: "What type of work are you doing at the present time?".

The work of the candidates at the present time in many cases was found to be quite different from that at the beginning of their graduate work. For the religious men one was still a high school teacher, one was a pastor and supervisor of the parish school, and the other was a parish priest. Of the five religious women who were in elementary teaching, three were still doing the same work, one was a principal, and one was a college teacher. Of the eight who were engaged in high school teaching,

at the time of entrance to the Graduate School, four were engaged in high school teaching, two were principals, and two were community supervisors. The one sister who was engaged in teaching in the junior high school was promoted to principal, the two who were principals were still principals, the one who was engaged in college teaching was still doing so and was also a supervisor, and the two who were in nursing education were still in the same work but one was now in the administrative field. The distribution of the present work of the non-religious men follows. One remained in the elementary school work but had been promoted to the position of assistant principal and had recently passed the written examination for principal, one was in junior high school, thirteen men were in high school, and three were teaching in college. Nine were principals, one was a psychologist, one was a director of special education, one was engaged in work in the foreign service for the United States government, one was a representative for an audio-visual aid producer, and one was an assistant superintendent of schools. The distribution of women indicated that of the fifty who were engaged in elementary school teaching at the time of beginning the graduate work, sixteen were still doing so, two were teaching in junior high school, eight were principals, two were housekeepers, one was an editor, one was an assistant principal of a high school, and one was a school psychologist. Of the forty women who were engaged in high

school teaching at the time of entrance to the Graduate School twenty-eight were still teaching in high school, one was teaching in college, eight were principals, and three were retired. The woman who was teaching in junior high school reported that she was engaged in high school teaching, the secretary was a high school teacher, the one who was listed as a full time student was employed as a principal and a college teacher, the supervisor of music was promoted to the principalship, and the assistant principal of a high school was the director of a high school and an elementary school. Of the fifteen graduates who did not sign the questionnaire nine were elementary teachers, and of these five were still doing the same work, two were high school teachers, and two were principals. Of the five who were engaged in high school teaching four were still doing so and one was a principal. The junior high school teacher was engaged in elementary teaching. The work of the graduates listed as of September is shown in Table XX, page 66.

The data of Table XX when compared to Table XIX indicated the great shift in position upward in the teaching and administrative field. Table XIX indicated sixty as teaching in elementary school at the time they began graduate work and only twenty-seven were so listed as of September, 1951. Seventy-two were teaching high school at the time of entrance to the Loyola University Graduate School and fifty-eight were so engaged in

TABLE XX

PRESENT WORK OF GRADUATES AS REPORTED FROM QUESTIONNAIRES

Group[a]	1	2	3	4	5	6	7	Total
Religious (Men)				1			2	3
Religious (Women)		3		4	2	6	4	19
Non-religious (Men)		1	1	13	3	9	5	32
Non-religious (Women)	1	7	2	36	1	18	10	85
Unsigned questionnaires		6		7		3		16
Total	1	27	3	61	6	36	21	155

a These numbers represent the following categories: 1, full time student; 2, teaching elementary school; 3, teaching junior high school; 4, teaching high school; 5, college teacher; 6, principal; 7, list other.

September, 1951. Five were listed as holding the position of principal in Table XIX and thirty-five were so employed in September, 1951.

Question three was concerned with the objective the graduate had in mind when he, or she, began the graduate work. The request directed to the graduates was:

> Please check one or more of the following items to indicate the chief purpose you had in mind when you began your graduate work:
> _____(1) promotion on the salary scale
> _____(2) promotion in the administrative field.
> _____(3) improvement as a teacher.
> _____(4) personal desire for a Master's degree.

_____(5) list others if you so desire.

Eighty-four of the graduates listed two or more choices for a total of 340 choices with number three, the improvement as a teacher, as the most popular. Promotion in the administrative field was next in popularity but it was the most popular choice among the non-religious men. The personal desire for a Master's degree ranked third and the promotion on the salary schedule ranked fourth in popularity. The distribution of choice of purpose in taking the Master of Education degree is given in Table XXI, below.

TABLE XXI

CHOICES OF PURPOSE FOR TAKING MASTER OF EDUCATION DEGREE

Group[a]	1	2	3	4	5	Total
Religious (Men)		1	2	2		5
Religious (Women)		5	13	2	5	25
Non-religious (Men)	7	22	20	8		57
Non-religious (Women)	44	60	72	52		228
Unsigned questionnaires	3	6	8	8		25
Total	54	94	115	72	5	340

a These numbers represent the following categories: 1, promotion on the salary schedule; 2, promotion in the administrative field; 3, improvement as a teacher; 4, personal desire for a Master's degree; 5, list other.

The Master of Education program at Loyola University served many purposes or objectives for the various applicants for the degree. Of the religious women three stated no specific purpose other than that they had been advised by their superior to take such a program. However, at the time of entrance to the graduate program, all three were teaching high school and in September, 1951 two had been appointed principals and the third had been made a supervisor. One sister stated her purpose was to improve the academic status of the nursing faculty and another sister stated her purpose was to qualify for a Nebraska state certificate. The large number of non-religious women who chose the promotion on the salary schedule as one of the purposes for which they took graduate work was undoubtedly due to the fact that in the Chicago public schools where many of the graduates were employed one means of promotion on the salary schedule was through earning five majors, or fifteen hours of work to promote from the lower to the upper group on the salary schedule.[3] When this requirement was completed the work for the master's degree was well begun. It is interesting to note that of the chief purposes listed, the promotion on the salary schedule was rank four, the personal desire for a Master's degree ranked three, while the

---

3 Circular of Information, Board of Examiners, Board of Education, Chicago, September, 1951, 40.

improvement as a teacher and promotion in the administrative field ranked one and two respectively.

Question four was concerned with the course work which constituted the program leading to the Master of Education degree. As previously mentioned[4] in Chapter I, Education 430, Administration, Education 430, Educational Psychology, and Education 490, Tests and Measurements, while not specifically required, were recommended because each student was required to take a written comprehensive in Administration, Educational Psychology, and in Tests and Measurements, plus two additional areas and was required to receive a point average of one in order to be considered successful in this phase of the program. In the questionnaire this item was stated as follows:

> You were required to take certain courses for the Master's degree at Loyola University and were free to elect others. Of the courses that you took at Loyola University, which have you found to be of most value to you? (Choose not more than three and list the numbers in the order of your choice).

The guide list included (1) Administration, (2) Supervision, (3) Educational Psychology, (4) Tests and Measurements, (5) Statistics, (6) Philosophy of Education, (7) Curriculum, (8) Methods, (9) History of Education, (10) Guidance. The remaining numbers were left blank so that the graduate might

---

4 Cf. Chapter I, 1.

insert a particular area valuable to him, or her, and not included in the above list.

The distribution of choices for the various categories of students is given in Table XXII, page 71. It is interesting to note that the areas of the comprehensive examination required by the graduate school of all candidates were ranked one, two, and three as most valuable by the Master of Education degree recipients. Educational Psychology received the highest number of votes, which was 85, to rank first in the choices of the graduates. Tests and Measurements and Administration were next in rank with votes of seventy-two and sixty-two respectively. The next selected was Supervision followed closely by Philosophy of Education. It is again interesting to note the position of Statistics. Only eight graduates selected Statistics as their first choice, four as their second choice, and eight selected it as third choice with a total selection of twenty and a rank of seven.

The fifth question requested information in regard to the courses which were found to be of least value to the graduate. The question was:

> Of the courses you took at Loyola University which have you found to be of least value to you? (Choose not more than three and list the numbers in the order of your choice).

The distribution is given in Table XXIII, page 72.

TABLE XXII

COURSES FOUND MOST VALUABLE BY DEGREE RECIPIENTS

	Religious						Non-religious						Unsigned			Total	Rank
	Men Choices			Women Choices			Men Choices			Women Choices			Choices			Choices	
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3		
Administration	2	0	0	2	1	4	10	4	5	14	2	11	4	1	2	62	3
Supervision	0	1	0	1	4	1	2	6	5	5	16	8	2	5	2	58	4
Educational Psychology	1	1	1	10	2	2	7	5	2	28	10	6	5	3	2	85	1
Tests and Measurements	0	0	1	1	4	1	4	5	8	9	20	12	1	3	3	72	2
Statistics	0	0	0	4	0	1	0	1	2	4	2	5	0	1	0	20	7
Philosophy of Education	0	1	0	4	3	1	5	4	2	10	7	8	2	2	3	52	5
Curriculum	0	0	0	0	0	2	1	1	1	3	2	2	0	1	1	14	9
Methods	0	0	1	0	2	1	2	0	1	5	13	8	0	3	2	38	6
History of Education	0	0	0	0	0	1	0	0	0	0	1	3	0	0	0	5	10
Guidance	0	0	0	0	1	2	0	0	2	0	3	8	1	0	2	19	8
Research Methods							3									3	11.5
Character Education							2			1						3	11.5
Mathematics										1						1	
Total	3	3	3	22	17	16	36	26	28	80	76	71	15	19	17	432	

TABLE XXIII

COURSES FOUND LEAST VALUABLE BY DEGREE RECIPIENTS

	Religious						Non-religious						Unsigned			Total	Rank
	Men Choices			Women Choices			Men Choices			Women Choices			Choices			Choices	
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3		
Administration	0	0	0	1	1	1	5	1	0	14	3	10	2	1	0	39	4
Supervision	0	0	0	1	2	0	0	0	2	3	10	1	0	0	1	22	6
Educational Psychology	0	0	1	1	0	0	0	1	1	3	0	1	1	0	0	9	9
Tests and Measurements	0	2	0	0	1	0	0	2	2	8	1	3	0	2	0	21	7
Statistics	1	0	0	2	1	0	4	4	1	15	12	4	2	3	1	50	2
Philosophy of Education	0	0	0	3	0	0	1	1	1	2	2	3	0	0	0	13	8
Methods	1	0	1	3	3	1	2	5	0	1	6	2	1	0	0	26	5
Curriculum	0	0	0	4	1	1	2	2	3	4	8	7	2	4	2	40	3
History of Education	1	0	0	1	0	7	8	4	2	17	6	7	6	0	9	68	1
Guidance	0	0	0	0	0	0	3	0	1	0	0	0	0	2	0	6	10
Total	3	2	2	16	9	10	25	20	13	67	48	38	14	14	13	294	

It is interesting to find that graduates had very definite opinions in regard to the areas which were found of most and least value. The three areas assigned the least value were History of Education, Statistics, and Curriculum. In light of the fact that these three areas were not required courses in the comprehensive examinations and were, therefore, taken by fewer students it was quite significant that they ranked so low in value.

The sixth question was concerned with recommended required courses. The graduate was requested to list three courses to be required of all students in the Master of Education degree program. The sixth question submitted was: "In the light of your experience, what 3 courses would you recommend as required courses for all Master of Education students?"

The three most often recommended by the graduates were Educational Psychology, Philosophy of Education, and Tests and Measurements, with Administration, Supervision, and Methods following in consecutive rank. Statistics was recommended by only nine graduates, three men and six women. The selections are given in Table XXIV, page 74.

Question seven requested information about work beyond that required for a master's degree taken by the various graduates. Of the 155 graduates ninety-three reported that work was done beyond that required for a master's degree, sixty reported

that such work was not done, and two did not reply to the question.

TABLE XXIV

COURSES RECOMMENDED BY MASTER OF EDUCATION DEGREE RECIPIENTS

Group[a]	1	2	3	4	5	6	7	8	9	10	Total
Religious(Men)	1	0	3	0	0	3	0	1	1	0	9
Religious(Women)	6	3	11	9	0	10	2	1	2	3	47
Non-religious(Men)	13	14	21	18	3	15	2	8	0	4	98
Non-religious (Women)	24	24	55	29	6	42	4	27	15	16	242
Unsigned	6	6	9	6	0	5	3	4	0	3	42
Total	50	47	99	62	9	75	11	41	18	26	438

a These numbers represent the following categories: 1, Administration; 2, Supervision; 3, Educational Psychology; 4, Tests and Measurements; 5, Statistics; 6, Philosophy of Education; 7, Curriculum; 8, Methods; 9, History of Education; 10, Guidance.

The Master of Education program was offered to the graduate student as a means of preparation for work in the field of administration and to better prepare the graduate student for teaching in the elementary and secondary schools. The program did not put emphasis upon research, and the written comprehensive examination took the place of a thesis. Question eight requested information in regard to the student's opinions as to the advisa-

bility of a thesis. Twenty-seven graduates suggested that a thesis should be required for a master's degree and one hundred sixteen replied in the negative while six were undecided. The graduates who gave affirmative answers cited the following reasons for believing a thesis desirable. Fifteen expressed the opinion that writing a thesis would be valuable for experience and for training; three felt that writing a thesis would aid a person in the organization of his knowledge and give him an opportunity to crystallize his thinking. Two felt that the writing of a thesis would tend to aid in a better selection of courses and thus prevent a heterogeneous selection. One graduate gave as his reason for writing a thesis that it would keep the incompetent person from becoming an administrator or a supervisor. One graduate mentioned the fact that there were so many opportunities for study in education that writing a thesis should be very desirable. One student stated that he had been asked by school superintendents and school board members as to the title of his thesis. He felt that superintendents and school officials regarded the writing of a thesis to be desirable. One student suggested that writing a thesis promoted research. Another student said that the writing of a thesis added prestige to the degree, while still another reported that without a thesis the degree was cheapened. One gave no reason for believing that writing a thesis was desirable.

The negative answers totaling eighty-one per cent of the replies were likewise quite varied. Twenty-five gave no reason for their selection. Twenty regarded the writing of a thesis as too time consuming. Thirteen regarded the present practice of taking an extra course as more desirable. Ten felt that the writing of a thesis was impractical. Ten thought that the comprehensive examination was of more value. Nine replied that writing a thesis was of too little value, while six said the practice of requiring a thesis was impractical for the part time student. Four suggested the desirability of taking the Master of Arts program if a thesis was desired. Four said it was of no use in life, two felt that a thesis demanded too high a degree of exactness, while two felt that the typical training received in the master's program was inadequate for research. Two replied that writing a thesis would not improve teaching. Two regarded the writing of a thesis as of little value to a teacher, an administrator, or an educator. Two regarded the research study as one for the student engaged in a program leading to the doctorate. One felt that "experimental material" was too difficult to obtain. Another said "that the materials of education did not lend themselves to concentrated study." One graduate did not regard the writing of a thesis as desirable but wrote that "Everyone should be required to take a course covering reference materials, research methods, and have some practice in the mechanics

of thesis writing. They should know good form and be able to read reports of research critically." Two graduates regarded the work for a thesis "too specialized." Six graduates were undecided as to the advisability of writing a thesis and six did not reply to the question.

The program leading to the degree of Master of Education provided an opportunity to study in a department outside that of education. A candidate for the degree could select three courses, for example, three courses in mathematics, or in English, and six courses in education to complete the program. The reason for this privilege was to allow the student to become more competent in his teaching field or to prepare him for teaching in the high school. Fifty-eight graduates reported that they availed themselves of this privilege, having enrolled as follows: nineteen selected English; fifteen, history; eleven, psychology; seven, mathematics; one each in sociology, biology, French, law, political science, and philosophy. Ninety reported that all the work was done in education and seven did not reply.

Each graduate was next asked to state whether the work taken outside the Department of Education had proved valuable. The replies varied. The following comments were typical of the replies from those who had done part of their work in psychology: "Dynamic Psychology helpful in understanding the cause of certain actions of children;" "keener insight into and greater realiza-

tion of what children's reactions are and why they react in that manner;" "helpful in understanding teaching and learning;" "Course in Mental Health very helpful in guidance work;" "broaden scope which is of value in teaching;" "greater understanding of people." In general, these remarks stressed not only such practical application to life problems, but also cultural values received.

The value of English was also considered to be practical, cultural, and aesthetic. Comments such as "Useful knowledge in my work;" "Useful in teaching English;" "Aided in passing high school examination;" "Better qualified as a teacher;" "Study has deepened my appreciation of what Catholics have contributed to the literary world;" these were typical remarks made in defense of the selection of English as a second field of graduate work.

The graduates who selected mathematics stated its value thus: "we enjoyed it immensely . . . better conception of high school pupils needs and interests;" "valuable to me in teaching . . . helped me in Educational Statistics and Tests and Measurements;" "helped me pass the high school examination."

Such comments as the following substantiated the advisability of the selection of history as a second field of study: "Contact with the teachers of history has been of tremendous influence upon me in developing my scholarship, broadening

my vision, and bolstering my background of Catholic Philosophy;" "helpful in supervising history and social science classes;" "Latin American history broadened my teaching field;" "History has proved valuable to me as a foreign affairs adviser;" and "needed history credits to teach high school."

No graduates indicated dissatisfaction with the courses which they had selected as minors and most of the graduates were high in praise of the work taken outside the Department of Education.

The program leading to the degree of Master of Education ended with passing a written comprehensive examination in Administration, Educational Psychology, Tests and Measurements, and two additional areas with a point average of one and not more than two grades of "F" in the comprehensive examination. The graduates were questioned as to the desirability of an oral, a written, or a combination oral and written comprehensive examination. The results of their selections were: only one selected an oral examination; seventy-one, a written examination; eighty-two, a combination oral and written examination; and one graduate felt that a student should have a choice of either oral or written examination.

The most common reason advanced for giving a written comprehensive examination was that the candidate would be less nervous and more at ease. Some preferred the written to the

oral examination because the oral was too subjective. Graduates gave such reasons for selecting the written examination as "not at my best in oral examination due to the nervous strain and to the personalities of the examiners;" "written more comprehensive . . . gives student a fairer chance if he is inclined to extreme nervousness;" "In this case, test should be of candidate's knowledge and not glibness;" "gives the candidate a chance to think about the question before answering it;" "personal bias does not enter in;" "The mental and physical strain of orals on those that have taken them prove the worthlessness of them;" "More valuable as an index to educational growth;" "Oral tests nerves more than knowledge;" "a written is more comprehensive than an oral can possibly be;" "more time to organize answers and for recall, incidentally, examinations should be objective and have wide sampling."

The most popular selection, the combination oral and written comprehensive examination elicited such replies as:"Some write well, some talk well. Therefore, the combination would be fair to both groups;" "to afford a student a better opportunity to communicate his knowledge, attitudes, and skills;" "A Master of Education should be able to talk as well as write on the subject;" "Both have a place in advanced work. Your students are and should be mature; thus they will benefit from a thorough program;" "I have always felt the oral or written too narrow;"

"gives the applicant for a degree a fairer chance to be appraised accurately;" "It gives credit for personality as well as acquired knowledge;" "Combination examinations would seem to give university authorities a better picture of candidate's qualification;" "I usually think more connectedly in an oral interview, but the written covers more ground;" "Many people do not express their personality on paper;" "It would give the candidate an opportunity to show up to his best advantage;" "A 'master' should have the poise and knowledge needed to exchange ideas and argue points with his peers;" "The combination gives a better estimate of the individual;" "It helps those who aim for promotion in our public school system and doesn't penalize too much the person who gets flustered by oral examinations;" "It is to the discredit of the university to confer degrees on people who do not have a command of the English language;" "It gives the interviewer a better opportunity to judge the candidate and is the type given candidates for the principalship;" "No written examination can give full enough picture of one's ability;" "It would require a more complete well-rounded background of preparation;" "For its practical value, a teacher must be able to speak clearly and spontaneously as well as write at a more leisurely speed;" "Oral examinations give a better idea of student's cultural background;" "It would have eliminated misfits like myself I am quite certain;" "Because it gives the examiner a better chance to appraise the

student in a greater variety of different responses;" "A person capable of earning a Master of Education degree should also be capable of showing it, both intrinsically and extrinsically;" "I think that the experience of taking both types would benefit a student."

The only person who listed the oral examination as the desirable examination gave as his reason that it would put the degree on the same basis as the Master of Arts. One graduate listed as his choice the desirability of giving the candidate a choice of either oral or written because the student would know how he can best express his learning.

Thus, returns were about equally divided on the merits of the written examination versus the combination oral and written examination although the variety of reasons seemed to favor the combination examination. The oral examination by itself was not regarded as desirable by the graduates, only one favoring it.

Any program which has been in operation for sixteen years has been in existence long enough to gather pertinent information regarding the attitudes of the graduates toward it. This was attempted by requesting the graduate to check one of five expressions of attitude toward the program. The most popular choice was (1) completely satisfied, sixty-five; the next was (2) more satisfied than dissatisfied, sixty-three; next (3) equally satisfied and dissatisfied, twenty-two; and (4) more

dissatisfied than satisfied, four; none listed (5) completely dissatisfied. One graduate did not make a choice.

It was interesting to note that of the three religious men one selected one, one selected two, and one selected three as the expression that best indicated his attitude toward the program. The religious women selected one, two, and three by votes of six, eleven, and two respectively. The unsigned questionnaires had selections one, two, three, and four with votes of four, four, five, and two respectively. The non-religious men selected one, two, and three with votes of fifteen, fourteen, and three respectively and the non-religious women selected one, two, three, and four with votes of thirty-nine, thirty-three, eleven, and two respectively. The non-religious men and women indicated that they were completely satisfied in fifty-four out of 117 choices, or in forty-six per cent of the choices.

Typical reasons expressed by the graduates who were completely satisfied with the program were: "Every education course I took at Loyola has been useful in my work;" "A most enjoyable vacation activity;" "The teachers were well prepared for their work . . . they were kind and understanding;" "I found my work to be very practical and worthwhile;" "My work at Loyola has helped me with my teaching in every way;" "I was fortunate in having splendid teachers;" "The program prepared me for the examination for which I was preparing;" "The various courses

formed a diversified background for practical experience later;" "Not only did the work I took suit my purpose at the time, it has also served as a satisfying background in my present occupation;" "Fulfilled my purpose perfectly;" "I have enjoyed many fine continuing contacts with Loyola University;" "I started taking graduate courses to increase my store of knowledge, the master's degree was almost incidental. Possibly I was lucky in my choice of instructors as I really enjoyed all but one course;" "High regard for faculty;" "It gave me a completely rounded experience in the fields I needed most;" "achieved my purpose;" "was able to enroll in classes that were given by competent instructors who valued the time of the students and who knew how to teach;" "I got exactly what I went to Loyola to get, good instruction;" "I feel that I was adequately prepared for my purpose by having enough variety in courses offered to satisfy my needs;" "The subject matter covered information needed in practical situations particularly for examinations and classwork. I enjoyed the contacts made there, also the general character of the university;" "The work I took at Loyola aided me in accomplishing the purpose for which I took it. It has always been a source of pride to have been graduated from Loyola."

Some remarks from those who were more satisfied than dissatisfied were: "Perhaps, as a nurse, I should have majored in my own field . . . however, the work taken at Loyola gave me

a different outlook;" "If I had to do it over again I would have taken a Master of Arts;" "The course I took provided a well rounded background for a secondary teacher but I was an elementary teacher. It was naturally too repetitious of my undergraduate work;" "For the most part I have been able to use what I studied in my daily work; however, I feel guidance in the choice of subjects taken should be given;" "one professor was a wonderful inspiration - two other professors a chore to listen to for hours;" "I felt some courses were not of much value to me as a teacher of social science, for example, administration, supervision, and statistics;" "I had hoped for more seminar courses . . . was disappointed that instructors monopolized the class time;" "I believe a counseling period is essential in preparing for both undergraduate and graduate degrees;" "Some teachers only taught the text for the courses; I could have read that without attending classes and passed on examination;" "Most of the program was most helpful and profitable; portions were wasteful of time and without material profit to me;" "Administration and Supervision should have been more rigorous and library hours adjusted better to evening students;" "I felt most of the courses I took were very good and very helpful. However, in Administration and Supervision I should have profited by the opportunity to study under several professors rather than under one or two;" "believe more emphasis should be placed on Child Psychology,

methods, and curriculum;" "I would have liked to have had some courses in the field of commerce which are not allowed;" "I feel I would have profited from the experience of writing a thesis;" "not completely satisfied with all instructors-their ability and presentation;" "Lacked one credit to take the principal's examination last year. Better guidance would have assured better selection of courses."

The reasons stated by those equally satisfied and dissatisfied were as follows: "Some courses were very good and others not good at all;" "Some courses were very poorly taught in comparison to the work given in your accounting and law departments;" "I couldn't see any reason for about half the required courses then, and I haven't found any value in them since;" "I feel that I should have gained more while at the same time appreciate what I did gain;" "I do not think the value of the educational subjects taught compensate for the energy and time which were involved;" "Satisfied because the requirements of the board of education were fulfilled; dissatisfied because of too much theory;" "Many instructors were not qualified in the field. Too many changes in faculty. Too many laymen in the faculty interested only in their salary - no supervision of these people by Loyola administrators;" "Too much overlapping;" "Many courses cover too much theory-could stand more practical courses;" "Too much repetition;" "A master's in a subject outside education more

valuable for one teaching."

Four graduates were more dissatisfied than satisfied. The reasons were: "I should never have been accepted as a candidate as I was poor material for the leadership which should stem from the degree;" "Master of Arts degree has a recognized value. I should have worked for that degree. No solid subject matter is secured in the M. Ed. degree;" "The instructors were not authorities or well-known professors in the field of education and they taught from textbooks rather than from a rich background of experience in public school education;" "So much of material offered in courses was old stuff given in practically all education courses." It was interesting to note that of the four who were more dissatisfied than satisfied two were successful on the principals' examination and are now assigned principals in Chicago. One of these two listed as his purpose for taking the program a personal desire for a master's degree; the other listed promotion in the administrative field. Both did creditable undergraduate work with averages of 2.5 and 2.0 respectively. One had a "B" average in his graduate work; the other received six "B's" and two "A's" for a 2.25 point average. The two others in this category did not sign the questionnaire.

The general attitude of the student toward the Master of Education degree program was expressed through the answers to the above questions. However, to be more specific and in order

that the graduates would have the opportunity to make suggestions for improving the graduate program leading to the Master of Education degree, item twelve specifically requested the graduates to make suggestions which they felt might improve the program. Fifty-nine did not avail themselves of this privilege, but of those who did ten per cent made suggestions dealing with teaching personnel, particularly in regard to the desirability of obtaining and retaining good instructors. Statements such as the following were concerned with this area; "a continuance of well equipped teachers who demand a medium amount of good scholarly work;" "Inspiring, challenging, and practical instructors, Jesuit and lay;" "The faculty should be persons of national reputation in the field of education;" "more careful selection of faculty members;" "More experienced faculty advisers;" "I feel that it is always helpful to have instructors who have had wide experience in actually teaching all age groups;" "Give good professors and don't change your program;" "Get a good man in his field and keep him long enough to establish a good foundation;" "Have the students evaluate the course when completed;" "Faculty members are more important than courses;" "Retain only the best and most inspirational teachers;" "Best available staff - preferably with a background of experience;" "Have the instructors expect and insist upon a higher quality of work from the students;" "I believe a successful administrator or super-

visor is the best teacher for courses in Administration or Supervision;" "Stick to instructors grounded in Catholic Philosophy. Do not attempt to trim sails to please secular educators."

Only positive comments such as the following indicated the high regard in which the graduates held the Jesuits. "An increase of Jesuits on the teaching staff at the graduate level;" "Try to attract a better faculty for the department of education. If possible have more Jesuits give courses;" "I would like to add that more Jesuits would be a great improvement;" "If your instructors are Jesuits your program won't need improvement. I took as many courses from the Jesuits as I could after one experience with their superb teaching and was never disappointed. The quality of instruction at Loyola was superior. At the same time the old fashioned ideals of truth and honor were emphasized by example and precept;" "More Jesuit teachers;" "I have always preferred those classes which were taught by the Jesuits." It seemed that these students were more interested in teachers than in courses and many seemed disappointed that the faculty did not consist of more priests, particularly Jesuits.

One priest who was graduated from the Master of Education program suggested the desirability of an orientation program to help the beginning student choose the proper sequence in courses so that he might receive a better educational program. Another student suggested an aptitude test for all students at

the graduate level. One graduate, who is now a principal, suggested that the department "set up requirements and prerequisite courses for advanced courses and enforce them. Many classes are far too heterogeneous and too large to be handled efficiently by a sincere teacher." Another reported "that the classes were too large for advanced students and they naturally develop into lecture courses." One graduate suggested that "Educational Psychology, History of Education, Philosophy of Education, and Guidance be required courses in the undergraduate major and then give a more advanced guidance and psychology course on the graduate level and place more stress on the graduate's field of specialization." Such remarks as the following show the attitude of the students in regard to the curriculum: "Candidates for a master's degree should have the opportunity to take subjects relating to their own educational field. I am a commercial teacher and would like to take courses in commercial education;" "Select courses closely associated with the field you intend to enter;" "More courses in teaching of each field, as arithmetic, science, and written composition;" "Methods courses are always valuable;" "Due to the fact that many Sisters attend Loyola, I believe some of the courses could have more direct bearing on Catholic administration;" "Teachers should see more demonstrations and should demonstrate lessons themselves;" "Devote more time during class meetings to student discussion under adequate guidance;"

"Demonstration teaching of selective subjects by authorities."

One area in which many suggestions were made was in the field of guidance. Some of the remarks were as follows: "More competent guidance counselling;" "A committee should evaluate the candidates before they are enrolled so as to make sure they will profit from the curriculum offered;" "More activities or workshops, I liked the courses best in which discussion was encouraged;" "The program was satisfactory but I felt a lack of interest in the students personally and lack of interest in helping them achieve their goal;" "If possible, greater opportunity for student to seek advice from advisers;" "More guidance by faculty advisers;" "More guidance - a conscious effort on the part of advisers to contact students;" "The students should be informed early in the program as to the possibilities of future uses of the work taken and guided in a wise choice where selection is allowed;" "Adviser-student relationship should be strengthened;" "More guidance in selection of subjects relative to use student has in mind." It was apparent that many graduates felt that educational guidance was needed to help the student meet his needs, that the guidance program was not adequate, and that more should be done to improve the relationship between adviser and student.

Criticism of the library facilities was mentioned. Remarks such as the following were typical: "I would suggest a more

complete library in the field of education. Loyola's educational library does not offer sufficient research possibilities;" "Improve library facilities at Lewis Towers;" "More library privileges, we did not have access to the stacks so I spent much time using the downtown and Evanston libraries."

Other interesting comments were: "additional six semester hours of courses as a substitute for the thesis;" "Don't drop statistics - very essential for the teacher, guidance worker, or principal;" "I like the school year to be divided into quarters instead of semesters;" "Make Rational Psychology a prerequisite to the degree;" "More visits in actual school situations;" "More up-to-date knowledge of educational activities by professional organizations, commissions, and councils; broader view of current educational literature; more educational activity and participation by the candidates;" "The instructor who gives the course should write the comprehensive examination;" "I do not believe Administration and Supervision practical for most high school teachers - at least for the religious. I regret that I did not have the opportunity to take a course in guidance. I think every teacher should have it. I think that you should differentiate between the offerings and requirements for religious teachers and public school teachers, between those who are preparing for teaching and those who are preparing for administrative work."

It appears that the graduates were more interested in

better teachers, more guidance facilities, better library arrangements, differentiation of program to provide for individual interests, more desire to study under priests, particularly Jesuits, orientation program, special provision for religious, more opportunity to observe classroom activities, smaller classes so that discussion is possible, and definite prerequisites for the various advanced courses.

Summary

(1) One hundred fifty-five, or thirty per cent, of the questionnaires were returned.

(2) The most common work engaged in at the time of entrance to the Graduate School was high school and elementary teaching.

(3) The most common work of the graduates as of September 1, 1951, was high school teaching and administration, chiefly in the field of the principalship.

(4) The purpose in taking the program was varied with improvement in teaching as the chief aim and promotion in the administrative field as the second choice.

(5) The three courses selected by the graduates as having been of the most value were Educational Psychology, Tests and Measurements, and Administration.

(6) The three courses selected by the graduates as

having been of least value were History of Education, Statistics, and Curriculum.

(7) The three courses recommended for all candidates for the Master of Education degree were Educational Psychology, Philosophy of Education, and Tests and Measurements.

(8) Eighty-one per cent of the replies indicated that writing a thesis was not desirable for the Master of Education degree.

(9) Fifty-eight graduates availed themselves of the privilege of studying in an area outside of education with the greatest number selecting English as an additional area of study.

(10) Eighty-two selected a combination oral and written comprehensive examination, while seventy-one selected the written comprehensive as the most desirable form of examination.

(11) Sixty-five were completely satisfied with the graduate program studied, sixty-three were more satisfied than dissatisfied, twenty-two were equally satisfied and dissatisfied, four were more dissatisfied than satisfied, and no one was completely dissatisfied with the program.

(12) There were various suggestions for improving the program leading to the Master of Education degree. The most common were: improvement of personnel, an increase of Jesuit faculty members, better program in guidance, and improvement of library facilities.

CHAPTER V

THE MASTER'S PROGRAM IN EDUCATION IN AMERICAN UNIVERSITIES

To compare the program leading to the Master of Education degree at Loyola University with the program leading to similar degrees in other institutions cards were mailed to eighty-eight universities and colleges in the United States with enrollments over five thousand students and to a few Catholic universities such as Creighton University at Omaha, Nebraska, and Catholic University of America at Washington, D.C., whose enrollments were under five thousand. The selection was made from the universities listed in American Universities and Colleges.[1] Bulletins, or catalogues, or both were received from seventy-five colleges and universities. Some bulletins and catalogues were somewhat vague as to the requirements for the various degrees. From the seventy-five bulletins and catalogues sixty-four were selected for study and comparison. The schools represented state universities, normal schools, privately endowed universities, de-

---

1 A. J. Brumbaugh, American Universities and Colleges, American Council on Education, Washington, D. C., 1948, 142 - 985.

nominational universities and colleges, including Catholic institutions. They were widely distributed: sixteen universities and colleges were located in the eastern part of the United States, twelve in the southern part, twenty-six in the Middle West, and ten were in the western and Pacific coast states.

To facilitate the tabulation a five by eight inch card was printed[2] to record the data concerning the type of degrees conferred, the number of semester hours of education listed as prerequisite to the master's program in education, the number of semester hours required for the master's degree, whether a thesis is required or not, the hours of credit allowed for a thesis, whether examinations such as the Graduate Record are administered, the language requirement, specific course requirement for the master's degree, the minimum and maximum time limits for completing the work for the master's degree, the type of comprehensive examination required, the number of hours of graduate work accepted on transfer, the grade requirement for graduate work, and the school or department which administers the program leading to the master's degree.

The data for the various institutions was by no means complete in all categories; the name of the degree did not in itself indicate comparable requirements from university to

---

2 Cf. Appendix VII for sample card.

university. The degrees given by the sixty-four institutions under consideration and the number of institutions conferring each were: Master of Arts, forty-six; Master of Education, thirty-three; Master of Science, eighteen; Master of Arts in Education, two; Master of Science in Education, seven; Master of Arts in Teaching, one.

The prerequisite training listed for the master's degree was in many cases no more than a bachelor's degree. However, in many cases the specified number of semester hours in undergraduate work was indicated; it ranged from ten to twenty-four hours. The median was sixteen semester hours and the mode was eighteen semester hours for the sixty-four universities studied.

The Master of Arts degree was given under various plans; for example, the University of Alabama, the University of Connecticut, and the University of Colorado had two plans for earning a Master of Arts degree. In all three universities twenty-four semester hours and a thesis or thirty hours without a thesis earned a Master of Arts degree.

The Master of Science degree was similar to the Master of Arts degree and was conferred upon students in some institutions. For example, the University of Kentucky conferred it if the undergraduate degree was the Bachelor of Science; at Baylor University, a student who took thirty semester hours of work and

wrote a thesis received a Master of Arts degree, but if he took thirty-six hours of work and did not write a thesis he received a Master of Science degree. Oklahoma Agricultural and Mechanical College conferred the Master of Science degree after thirty semester hours of work and a thesis, or after thirty-two semester hours and a written report. The Master of Arts in Education and the Master of Science in Education were not popular degrees. Of the sixty-four universities and colleges studied two conferred the Master of Arts in Education degree and seven conferred the Master of Science in Education degree. Washington University conferred the Master of Arts degree for twenty-four hours work and a thesis and conferred the Master of Arts in Education under the same conditions, or for thirty-three hours without a thesis.

The Master of Education degree, which is the one under consideration in this study, was conferred in thirty-three universities. The universities conferring this degree were: Boston University, University of Cincinnati, University of Colorado, University of Denver, De Paul University, Duke University, Duquesne University, Harvard University, University of Houston, University of Illinois, Johns Hopkins University, Louisiana State University, University of Louisville, Loyola University, Chicago, Illinois, Marquette University, Miami University, University of Missouri, Montana State University, University of Nebraska, University of North Carolina, Ohio State University, Pennsylvania

State College, University of Rochester, Rutgers University, St. Louis University, University of Southern California, Southern Methodist University, Temple University, University of Tennessee, University of Virginia, State College of Washington, University of Washington, and Wayne University.

Fifteen of the thirty-three universities that conferred the Master of Education degree did so only on the completion of a thesis, a project, an essay or a paper. Nine universities did not have such a requirement. Nine other universities made such a requirement optional. Of the schools that did not require a thesis, the number of semester hours required for the degree varied from twenty-seven to thirty-nine. Two schools required twenty-seven semester hours; eight required thirty hours; five, thirty-two hours; two, thirty-six hours, and one, thirty-nine hours. The median number of hours was thirty and it was the modal value as well.

The schools that required a thesis, a paper, a project, or an essay in partial fulfillment of the requirements for the degree of Master of Education ranged from twenty-six to fifty-four semester hours in their classwork requirement. Four universities required thirty semester hours and a thesis with no credit allowed for writing a thesis; three required thirty hours with six hours allowed for a thesis; one required thirty-six hours with six hours allowed for a thesis. One university required

fifty-two semester hours and a thesis, with four semester hours of credit for the thesis; one institution required fifty-four semester hours and a thesis, allowing five semester hours of credit for the thesis. Three universities required a project and of these, two required thirty-six hours of work and allowed no credit for the project; another required thirty-six hours but allowed from three to five hours credit for the project. One school required thirty-four and two-thirds semester hours and a project, and allowed no credit for the project. Of the other five schools, one required a report and twenty-six hours of credit with two hours being allowed for the report; one required thirty hours of classwork and an essay for which two hours of credit were allowed; one required twenty-seven hours and allowed three hours for the essay. Two universities required a paper for which no credit was allowed and one required thirty-two semester hours while the other required thirty.

The University of Denver offered two programs leading to master's degrees. These were the Master of Arts and an unusual Master of Education. "The Master of Education degree requires a minimum of forty-five quarter hours beyond the Master of Arts or its equivalent."[3] This degree was planned primarily for those

---

[3] Bulletin of the University of Denver, Graduate College, 1950 - 1951, 13.

who desired to concentrate in the areas of administration, supervision, guidance, and counseling. The program provides the opportunity for preparation for teaching in junior colleges or other institutions of collegiate rank.

A foreign or modern language was required in only nine universities of the sixty-four reviewed in the study of requirements for the various master's degrees in education and then not for all degrees in education. Fordham University, Marquette University, University of North Carolina, St. John's University, Southern Methodist University, Tulane University, University of Virginia, and Yale University stated a specific language requirement which was usually French or German. A student at Fordham University could substitute Statistics in place of language. The University of North Carolina, St Louis University, and Tulane University specified that the language be modern. The University of Arizona, Baylor University, Howard University, University of Illinois, and Johns Hopkins University stated that the passing of a language examination might be required of a candidate if the department so desires. The University of Wisconsin accepted college credit in language in fulfillment of the language requirement Of the thirty-three universities that conferred the Master of Education degree only Marquette University, Southern Methodist University, and the University of Virginia indicated a language requirement. The University of Illinois and Johns Hopkins

University stated that the language might be a requirement of the education department at the discretion of the faculty.

The examination program in the various graduate schools was by no means constant. Eighteen universities used the Graduate Record Examination in support of the application for admission. One university used a speech test, two used English tests, and four used a special qualifying examination.

Many graduate school bulletins did not specify required courses. Others were quite specific, indicating the name, or names, and numbers of the course, or courses, to be taken to complete the master's program. The area that was most often required for study was Methods of Research listed by twelve schools, Statistics by eight, Educational Psychology by six, Tests and Measurements by five, Philosophy of Education by five, Administration by three. Sociological Foundations of Education, History of Education, Foundations of Education, and Guidance were each indicated as required by two institutions. In some schools, for example the University of Arkansas, the character of the required courses depends on whether or not the candidate is to write a thesis. Those who were planning to write a thesis and who were majoring in Educational Administration were required to take Public School Administration and Statistical Methods in Educa-

tion.[4] For those who planned an Elementary Education major and who did not plan to write a thesis the required courses were Curriculum Construction, Teaching in Elementary School, Supervision, and Elementary School Administration.

No school stated a time shorter than one year for completing the Master's degree. Even though course credit might be transferred, the residence time was one year. Northwestern University[5] specified a minimum of twenty-four weeks for those students who did their work entirely in the summer. The time limitation for completion of work for the degree varies considerably in the sixty-four universities. However, five or six years were the most common maximum limits with twenty-five universities indicating six years; ten, five years; three, eight years; two, seven years; one, two years; one, three years; and twenty-two did not give any indication of a time limit.

The regulations concerning the comprehensive examinations were by no means uniform. The most common final comprehensive examination for the Master of Education degree was the written, required by ten schools.

---

4 Bulletin, University of Arkansas, The Graduate School, 1950 - 1951, 49.

5 A Handbook for the Graduate School, Northwestern University Information, School of Education, Vol. XIX, April 2, 1951, 6.

The oral comprehensive examination was used in four schools. An oral and written comprehensive examination were administered in three institutions. An oral, or written, or both were administered in three schools at the discretion of the department. Pennsylvania State College permitted the student's adviser to select the type of examination to be administered. One school required no examination and eleven schools did not indicate either the type of examination or whether an examination was required.

The usual grade requirement for graduate work was "B" or its equivalent, with twenty schools indicating such a requirement. The University of Virginia demanded a two and two-tenths point average for graduate students. A grade of "B" was equivalent to two points. The University of Missouri required the graduate student to have eighty per cent of the marks "A" or "B." Temple University required a point average of two and five-tenths which was the average of their grades of "B" and "C." The University of Southern California had a grade requirement of one and seventy-five hundredths. Nine schools did not list their grade requirement.

Eighteen schools accepted credit on transfer from other graduate schools; fifteen did not. Of the schools that accepted credit, one accepted three semester hours, nine accepted six semester hours, five accepted eight semester hours, one accepted ten semester hours, one accepted twelve semester hours,

and one accepted up to sixteen semester hours.

The control of the graduate program leading to the Master of Education degree was usually under the control of the graduate school, with eighteen universities specifically indicating such control. Eight institutions indicated that the program was under the supervision and control of the School of Education or Teacher's College and seven universities did not indicate the control. A tabular arrangement of the requirements and regulations found to exist in the thirty-three universities that confer the Master of Education degree is found in Table XXV, page 106.

Summary

(1) The most common degrees in education conferred were the Master of Arts, Master of Education, Master of Science, Master of Science in Education, Master of Arts in Education, in the order listed.

(2) There is no standard program of requirements prevailing in all the universities reporting, for any of these degrees; much less is there a program common to all these degrees. For example, a Master of Arts degree program may require a thesis in one institution and not require it in another.

(3) The median and modal number of hours in undergraduate education courses required by the thirty-three institutions

TABLE XXV

UNIVERSITIES CONFERRING MASTER OF EDUCATION DEGREES

University	Prerequisites[a] semester hours	Teaching experience in years	Graduate hours required	Written report[b]	Hours for thesis
Boston	B		30	T	
Cincinnati	15		30	T	
			36	P	
Colorado	18		26	R	2
Denver	B		54	T	5
De Paul	15		30	p	
Duke	18		30	T	6
			30	N	
Duquesne	B		26	T	6
			32	N	
Harvard	B		32	N	
Houston	12		36	T	6
			36	N	
Illinois	16		32	N	
Johns Hopkins	B	2	24	T	
			30	N	
Louisiana State	18		30	N	
Loyola	24		27	N	
Louisville	B		30	p	
Marquette	18		30	N	
Miami	B		30	T	6

a B refers to Bachelor's degree.

b T-thesis; P-project; R-report; p-paper; E-essay; N-not a requirement.

c N-none; Mo-modern language.

d Sp-speech; M-Miller Analogies; Q-Qualifying; G-Graduate Record.

TABLE XLV--Continued

Foreign language[c]	Examination on entrance[d]	Time[e]	Comprehensive Examination[f]	Grade requirement[g]	Transfer credit semester hours	Control by college[h]
N	Sp	6-1		B	6	E
N		3	W	B		
N		5-1		B	8	
N	M-Q		W-C; B	B	10	G
N		6-1	W	B		G
N	G	6-1	W	G	6	G
N	G	5-1	W-C; B	B	6	G
N		1	N			E
N			O	B		E
1-Mo		1		B	16	G
1-Mo	G	5-1	W-O			
N				B		G
N	G-M	5-1	W	B	0	G
N			O	B	6	G
1-MC		6-1			6	
N	G	6-1	W	B	6	

e Time-first number indicates maximum; second number indicates minimum.

f W-written; C-oral; B-both oral and written; N-none; A-type of examination at discretion of adviser.

g B-means grade of two point value; G-refers to same value.

h E-School of Education; G-Graduate School.

TABLE XXV--Continued

University	Prerequisities semester hours	Teaching experience in years	Graduate hours required	Written report	Hours for thesis
Missouri	15		32	N	
Montana State	B		30	P	
Nebraska	21		30	T	6-10
			36	P	3- 5
North Carolina	B		27	N	
Ohio State	B	1	34	P	
Pennsylvania State	B		30	T	6
			30	N	
Rochester	18		30	T	6
			27	T	3
Rutgers	B		39	N	
St. Louis	B		32	N	
Southern California	12		52	T	4
Southern Methodist	B		24	T	
			36	N	
Temple	B		24	T	
			30	N	
Tennessee	B		30	T	
Virginia	B		24	T	
			30	N	
State College of Washington	B	1	30	T	
University of Washington	20		30	T	
Wayne	20		24	T	8

TABLE XXV--Continued

Foreign language	Examination on entrance	Time	Comprehensive Examination	Grade requirement	Transfer credit semester hours	Control by college
N		8-1		80%(A-B)	8	G
N	G	6-1		B	8	E
N	G	6-1			0	G
1 Mo		6-1	W		6	G
N	G	6-1	W	B		G
N		6-1	A		3	G
N	G	5-1	W	B		G
N		6-1	W-O	2	12	G
1 Mo	G-O		W-O			E
N		1		1.75	8	
1	G	6-1	O	B		G
N		6-1	W-O	2.5		E
N		6-1	O	B		
N		8-1	W	B=2	6	E
N					8	E
N		6-1	W	B		G
N						G

conferring the Master of Education degree as a prerequisite for graduate work in education were eighteen semester hours.

(4) The typical number of hours required by the sixty-four schools for a master's degree in education was thirty if a thesis was not required.

(5) The typical number of hours required among the sixty-four schools for a master's degree if a thesis was required was thirty, with six hours allowed for the thesis.

(6) A Master of Education degree was conferred in thirty-three of the sixty-four institutions studied.

(7) Eighteen of the thirty-three institutions conferred the Master of Education degree without a requirement of a thesis, a project, a report, a paper, or an essay.

(8) Foreign language was specifically demanded in only three universities for the Master of Education degree. However, at the University of Illinois, Johns Hopkins University and Marquette University it was optional.

(9) The most common entrance examination was the Graduate Record which was given in ten schools.

(10) The typical time for completing the Master of Education degree was a minimum of one year with the maximum usually six years.

(11) Most schools did not make specific requirements in regard to courses. However, in those that did, Methods of

Research and Statistics were the most often required.

(12) The most common form for the comprehensive examination was the written.

(13) The most common grade requirement for graduate work was "B."

(14) Eighteen schools accepted graduate credit on transfer; the median number of hours accepted was six.

(15) Eighteen universities indicated that the control of the program leading to the Master of Education degree was under the graduate school while eight indicated that it was under the Department or School of Education.

CHAPTER VI

SUMMARY OF FINDINGS AND CONCLUSIONS

The program leading to the Master of Education degree at Loyola University has been in operation since 1934. The first graduates received this degree in June, 1935. Seven hundred two students presented themselves for the comprehensive examination and 602 were successful in this examination and received the degree of Master of Education by February, 1951.

The requirements listed by the sixty-four universities which were studied for comparison with the Loyola University program were similar to those of 1931 as listed by Powers.[1] In 1931 the prerequisite was usually the bachelor's degree with twelve or fifteen semester hours as the modal values for the work in education. In 1951 the median was sixteen hours and the mode was eighteen semester hours. The number of graduate hours for a master's degree in 1931 was usually twenty-four hours and a thesis or thirty hours without a thesis. This was found to be the typical requirement in 1951 also.

---

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, Nineteenth Yearbook of the National Society of College Teachers of Education, XIX, Chicago, University of Chicago Press, 1931, 5 - 20.

The foreign language requirement was not a typical requirement in 1931 nor is it in 1951.

The modal practice in 1931 and 1951 was to prescribe no specified course. When courses were prescribed, Research Methods and Educational Statistics were most often required in 1931 and in 1951. Six semester hours of work in education accepted on transfer by the Graduate School was typical in 1931 and in 1951.

In 1931 the Master of Education degree was usually administered by the Graduate School and this was also true in 1951.

The analysis of the catalogues indicated an increase in the number of institutions granting the Master of Education degree since 1931. In 1931, eight of the 144 institutions studied by Powers[2] were conferring the Master of Education degree and in 1951 thirty-three of the sixty-four universities studied in this dissertation were conferring this degree. Henry[3] reported forty institutions of the eighty-five reporting were conferring the Master of Education degree.

---

2 Ibid.

3 Nelson B. Henry, "Summary of Reports Received from Eighty-five Institutions," Graduate Studies in Education, Fiftieth Yearbook of the National Society for the Study of Education, I, Part 1, University of Chicago Press, 1951, 352.

The Graduate School of Loyola University has made many changes in the program leading to the degree of Master of Education since 1934. The prerequisites were changed from twenty semester hours of education to twenty-four. The course requirements were raised from eight majors[4] in 1934 to nine majors in 1936. This requirement was still in effect in 1951. The number of strictly graduate courses required for graduation in 1934 was three. This was changed to five in 1942 and was still five in 1951. The original plan for the comprehensive examination called for an oral examination, which was never administered. The written comprehensive examination was given to every candidate for the Master of Education degree.

The Graduate School has conferred the degree of Master of Education on 602 men and women, of which sixty-four were religious and 538 were non-religious. Four hundred ninety-two were women and 110 were men.

These graduates were educated in sixty-eight universities, colleges, and teacher training institutions.

The most common undergraduate degree earned was the Bachelor of Philosophy which was earned by fifty-three per cent of the graduates. Forty-nine of the 574 for whom the records

---

4 A major in 1934 equalled three and one-third semester hours of credit. In 1951 a major equals three semester hours of credit.

were complete did not meet the requirements for entering the Graduate School. The median number of semester hours in education presented on entrance to the Graduate School was twenty-seven.

Seventy-five per cent of the graduates indicated Roman Catholic as their religious affiliation.

Thirty-five per cent of the graduates studied Rational Psychology before entering the Graduate School and eleven students studied it during the period of graduate work.

The scholarship in the undergraduate work ranged from an average of eighty-five hundredths to two and ninety hundredths with a median of one and ninety hundredths, or just below a grade of "B."[5]

The number of years elapsing between the bachelor's degree and the master's degree ranged from one to thirty-five years. The median was nine years. The middle fifty per cent ranged from six to twelve years.

Of the 557 records reviewed forty-two, or about seven and one-half percent indicated no teaching experience, while ninety-two per cent indicated teaching experience with seventy per cent indicating experience in the elementary school.

---

5 The point value of the grades earned by graduates in this study was:"A," 3; "B," 2; "C,"1; "D," 0; "F," -1.

One hundred thirty-four elected courses outside the field of education in accordance with the rules and regulations of the Graduate School.

Whereas the grades earned in the undergraduate school ranged from a point average of eighty-five hundredths to two and ninety hundredths with a median of one and ninety-one hundredths, or just below a "B" average, the grades in the Graduate School ranged from a point average of one and sixteen hundredths to three with a median of two and twenty-two hundredths.

The grades on the comprehensive examination ranged from a point average of one to two and ninety hundredths with a median of one and sixty-six hundredths.

The product-moment coefficient of correlation between the point average of the marks in the Graduate School and the point average in the comprehensive examination was fifty hundredths.

The chief purposes listed by the graduates for enrolling for graduate work were to improve himself, or herself, as a teacher and to prepare for an administrative position.

The three courses selected by the graduates as having been of most value were Educational Psychology, Tests and Measurements, and Administration. The three selected as of least value were History of Education, Statistics, and Curriculum.

The three courses recommended by the graduates for all

candidates for the Master of Education degree were Educational Psychology, Philosophy of Education, and Tests and Measurements in the order listed.

Eighty-one per cent of the replies to the questionnaire indicated that the writing of a thesis was not desirable.

Eighty-two, or fifty-three per cent of the graduates reporting, selected a combination oral and written comprehensive examination while seventy-one, or forty-six per cent, selected the written comprehensive as the most desirable form of examination.

The graduates were more satisfied than dissatisfied with the graduate program studied at Loyola University with only four out of 155 more dissatisfied than satisfied and none completely dissatisfied.

The chief suggestions for the improvement of the program were: improvement of personnel, an increase of Jesuit faculty members, better program in guidance, and improvement of library facilities.

The graduate program leading to the Master of Education degree compared favorably with that in other institutions of higher learning. Loyola had the highest demand in the number of semester hours of education required for entrance to the Graduate School. However, only one other institution had as few semester hours of graduate work for a Master of Education degree in

which a thesis, project, report, essay, or paper was not required.

The most common type of comprehensive examination used in the thirty-three institutions conferring the Master of Education degree was written. This was also true at Loyola University.

The most commonly required grade average acceptable for graduate credit was "B" which was also a Loyola University requirement.

The Graduate Record examination was more widely used than any other examination as a qualifying examination. Loyola University used both the Graduate Record examination and the Miller Analogies test.

This study was carried on with the successful graduate students at Loyola University. It might be desirable to make a similar study of the unsuccessful candidates to see what difficulties the unsuccessful student encountered and to seek to find wherein the Loyola University Graduate School and the Department of Education might have prevented these failures.

BIBLIOGRAPHY

Anderson, Lester and Peik, W. E., "Graduate Work in Education," Encyclopedia of Educational Research, New York, 1950, 1402.

The Baylor Bulletin, The Graduate School, LIV, No. 3, Waco, September, 1951.

Boston University Bulletin, School of Education, XL, No. 6, May 1, 1951.

Brumbaugh, A. J., American Universities and Colleges, American Council on Education, Washington, D. C., 1948.

Bulletin of the University of Denver, Graduate College, LI, No. 18, Denver, March 10, 1950.

Bulletin of Duke University, The Graduate School of Arts and Sciences, XXIII, Durham, February, 1951.

Bulletin of Fordham University, School of Education, XLV, No. 1, New York, March 15, 1951.

Bulletin George Peabody College for Teachers, Graduate Instruction, XXXIX, No. 7, Nashville, 1950 - 1951.

Bulletin University of Illinois, Graduate College, XLVIII, No. 16, Urbana, October, 1950.

Bulletin of the University of Kentucky, Graduate School, XLIII, No. 7, Lexington, July, 1951.

Bulletin of the University of Louisville, The Graduate School, XLIV, Louisville, March, 1951.

Bulletin of the Graduate School of Loyola University, XI, No. 2, Chicago, 1934 - 1935.

Bulletin of the Graduate School of Loyola University, XII, No. 2, Chicago, 1935 - 1936.

Bulletin of the Graduate School of Loyola University, XIII, No. 2, Chicago, 1936 - 1937.

Bulletin of the Graduate School of Loyola University, XIV, No. 2, Chicago, 1937 - 1938.

Bulletin of the Graduate School of Loyola University, XV, No. 2, Chicago, 1938 - 1939.

Bulletin of the Graduate School of Loyola University, XVI, No. 2, Chicago, 1939 - 1940.

Bulletin of the Graduate School of Loyola University, XVIII, No. 2, Chicago, 1942 - 1943.

Bulletin of the Graduate School of Loyola University, XIX, No. 2, Chicago, 1943 - 1944 - 1945.

Bulletin of the University of Miami, The Graduate School, XXV, No. 2, Coral Gables, Miami, February 1, 1951.

Bulletin of Michigan State College, School of Graduate Studies, Department of Education, East Lansing, 1951.

The Bulletin of the University of Minnesota Graduate School, LIII, No. 8, Minneapolis, March 8, 1951.

Bulletin of the University of Nebraska, Graduate College, LVI, No. 14, Lincoln, November 1, 1951.

Bulletin, The Oklahoma Agricultural and Mechanical College, Graduate School, XLVII, No. 21, Stillwater, November 1, 1951.

Bulletin of Rutgers University, The State University of New Jersey, School of Education Issue, Twenty-eighth Series, No. 3, No. 3, New Brunswick, August 3, 1951.

Bulletin of the University of Southern California, School of Education, SLV, No. 8, Los Angeles, June 1, 1950.

Bulletin of Southern Methodist University, The Graduate School, Catalog Number: Part VIII, Dallas, 1951 - 1952.

Bulletin of Temple University, The Teachers College, XXXIII, No. 14, Philadelphia, May 15, 1951.

Bulletin University of Toledo, Division of Graduate Study, XXVIII, No. 2, Toledo, October, 1950.

Bulletin Tulane University Graduate School, Series 52, No. 3, New Orleans, 1951 - 1952.

Bulletin University of Washington, General Series, No. 852, Seattle, June, 1951.

Bulletin of Washington University, Graduate School of Arts and Sciences, XLIX, No. 13, St. Louis, June 30, 1951.

Bulletin of the University of Wisconsin, The Graduate School, Serial No. 3208, Madison, May, 1951.

Bulletin of Yale University, Department of Education of the Graduate School, Series 47, No. 13, New Haven, July, 1951.

Catalog, University of Arkansas, The Graduate School, XLIV, No. 9, Fayetteville, April 15, 1951.

Catalogue of the State University of Iowa, New Series No. 1545, Iowa City, March 31, 1951.

Circular of Information, Board of Examiners, Board of Education, Chicago, September, 1951.

Colorado State College of Education Bulletin, Graduate School Number, Greeley, 1951 - 1952.

The Creighton University Bulletin, Graduate School, XLIII, Omaha, 1951 - 1952.

De Paul University, Bulletin of the Graduate School, Chicago, 1951-1952.

Directions for Graduate Students Majoring in Education, Department of Education, Saint Louis University, St. Louis, September, 1951.

The Duquesne University Bulletin, Graduate School, XXXIX, No. 1, Pittsburgh, January, 1951.

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

Gwynn, J. Minor and Gruhn, William T., "Requirements for Master's Degrees for Students in Education," School and Society, LII, January 18, 1941, 93 - 96.

Henry, Nelson B., "Summary of Reports Received from Eighty-five Institutions," Graduate Study in Education, Fiftieth Yearbook of the National Society for the Study of Education, L, Part 1, Chicago, 1951, 340-364.

Hollis, Ernest V., "Graduate School," Encyclopedia of Educational Research, New York, 1950, 510 - 519.

Howard University Bulletin, The Graduate School, XXX, No. 4, Washington, D. C., November 15, 1951.

Illinois State Normal University Bulletin, Graduate School Issue, XLIX, No. 289, Normal, July, 1951.

Indiana University Bulletin, School of Education, Graduate Division, XLVIII, No. 25, Bloomington, August 31, 1950.

John, Walton C., Graduate Study in Universities and Colleges, United States Department of Interior, Office of Education, Bulletin No. 20, Washington, 1935.

The Johns Hopkins University Circular, School of Higher Studies of the Faculty of Philosophy, Baltimore, 1950 - 1951.

The Kansas State Teachers College of Emporia, Bulletin of Information, XXXI, No. 7, 1951 - 1952.

Kiniery, Paul, Correspondence File of the Graduate School of Loyola University, Chicago, 1934.

Marquette University Bulletin, Graduate School, XXIX, No. 4, Milwaukee, March, 1951.

Mead, A. R., "A Functional Program at the Master's Level for Teachers and School Administrators," Educational Administration and Supervision, XXXVI, February, 1950, 107 - 112.

New York University Bulletin, School of Education, LI, No. 31, New York, July 2, 1951.

Northwestern University Information, The School of Education, XIX, Evanston, April 2, 1951.

Official Bulletin of the University of Rochester, University School of Liberal and Applied Studies, Series 46, No. 5, Rochester, August 25, 1951.

Official Register of Harvard University, Graduate School of Education, XLVIII, Cambridge, September 1, 1951.

The Ohio State University Bulletin, Graduate School, LV, No. 26, Columbus, July 30, 1951.

The Pennsylvania State College, School of Education, Graduate Study in Education, State College, September, 1951.

Powers, J. Crin, "The Administration and Requirements of the Master's Degree in Education," Practices of American Universities in Granting Higher Degrees in Education, Nineteenth Yearbook of the National Society of College Teachers of Education, XIX, Chicago, 1931.

Purdue University Bulletin, The Graduate School, L, No. 1, Lafayette, December, 1950.

St. John's University, Graduate School Catalogue, Brooklyn, 1951 - 1952.

San Jose State College Bulletin, Graduate Division, XXX, No. 3, San Jose, April, 1951.

Smith, F. F., "The Use of Previous Records in Estimating Success," Journal of Educational Psychology, XXXVI, March, 1945, 167 - 176.

The State College of Washington, Catalog Issue, XII, No. 4, Pullman, 1951.

Teachers College Bulletin, Columbia University, Forty-Second Series, No. 1, New York, May, 1951.

University of Alabama Bulletin, XLV, No. 2, University, 1950 - 1951.

The University of Arizona Record, Biennial Catalogue, XLIV, No. 3, Tucson, June, 1951.

University of Cincinnati Bulletin, Teachers College, XLVII, No. 6, Cincinnati, March 15, 1951.

University of Colorado Bulletin, The Graduate School, XI, No. 18, Boulder, May 30, 1951.

The University of Connecticut Bulletin, The Graduate School, XLVI, No. 5, Storrs, March, 1951.

The University of Houston, The College of Education, Catalog No. 16-D, Houston, 1951 - 1952.

University Bulletin Louisiana State University, The Graduate School Catalogue, XLIII, Baton Rouge, May 10, 1951.

University of Michigan, Official Publication, Horace H. Rackham School of Graduate Studies, LII, No. 38, Ann Arbor, May 13, 1951.

The University of Missouri Bulletin, Announcement of the Graduate School, LI, No. 21, Columbia, 1950 - 1951.

University of Montana Bulletin, Montana State University, Series No. 438, Missoula, July, 1951.

The University of North Carolina Record, No. 482, Chapel Hill, February 10, 1951.

The University of Tennessee Record, LIV, No. 3, Knoxville, May, 1951.

The University of Virginia Record, Department of Education, Graduate Division, XXXVII, No. 5, Charlottesville, 1951 - 1952.

University of Wyoming Bulletin, The Graduate School, XLVII, No. 2, Laramie, May, 1950.

Wayne University Bulletin, Graduate School, XXIX, No. 10, Detroit, May 15, 1951.

APPENDIX I

QUESTIONNAIRE FOR MASTER OF EDUCATION DEGREE

GRADUATES OF LOYOLA UNIVERSITY

In answering questions 1 and 2, select from the following list if possible and indicate the number of your choice in the proper blank.
(1) Full time student; (2) Teaching elementary school; (3) Teaching junior high school; (4) Teaching high school; (5) College teacher; (6) Principal; (7) List other _____

_____1. What type of work were you engaged in when you began your graduate work? (Use above list)

_____2. What type of work are you engaged in at the present time? (Use above list)

_____3. Please check one or more of the following items to indicate the chief purpose you had in mind when you began your graduate work:

_____ (1) promotion on the salary schedule
_____ (2) promotion in the administration field
_____ (3) improvement as a teacher
_____ (4) personal desire for a Master's degree
_____ (5) list others if you so desire_____

_____

In answering questions 4, 5, 6, use the following list as your guide.

(1)	Administration	(7)	Curriculum
(2)	Supervision	(8)	Methods
(3)	Educational Psychology	(9)	History of Education
(4)	Tests and Measurements	(10)	Guidance
(5)	Statistics	(11)	_____
(6)	Philosophy of Education	(12)	_____

_____4. You were required to take certain courses for the Master's degree at Loyola University and were free to select others. Of the courses you took at Loyola University, which have you found to be of most value to you? (Choose not more than three and list the numbers in the order of your choice)

_____5. Of the courses you took at Loyola University which have you found to be of least value to you? (Choose not more than three and list the numbers in the order of your choice)

_____6. In the light of your experience, what 3 courses would you recommend as required courses for all Master of Education students? (Use above list)

_____7. Have you done work beyond that required for a Master's degree in Education? Yes____ No____ Where?_____

_____8. Do you believe a thesis should be required for a Master's degree in Education? Yes____ No____ Why?_____

_____

_____9. Students are permitted to take 3 courses in a particular area outside the Department of Education; for example, English, Psychology, History, etc. Did you select such a program? Yes____ No____ If yes, what elective did you choose and of what value has it been to you?_____

_____

____10. In light of your experience which of the following comprehensive examination procedures would you recommend? (Select one)

(1) Oral comprehensive examination
(2) Written comprehensive examination
(3) A combination oral and written comprehensive examination

Why did you make this choice?_____

_____

____11. From the list of expressions below select the one that best fits your attitude toward the Master of Education

program which you completed.
(1) Completely satisfied; (2) More satisfied than dissatisfied; (3) Equally satisfied and dissatisfied; (4) More dissatisfied than satisfied; (5) Completely dissatisfied.

What reasons do you have for the above selection?

_____

_____

_____

12. If you have any suggestions that you feel might improve this program at Loyola University, we would appreciate knowing them. List_____

_____

_____

_____

We would appreciate the following information. However, this is not essential.

_____ _____ _____
Signature Address Telephone number

Enclosed you will find a stamped addressed envelope for your convenience. If possible, please return by September 15, 1951.

APPENDIX II

SAMPLE CARD USED FOR ASSEMBLING DATA OBTAINED FROM REGISTRAR'S OFFICE

Name_____Comp.Pt.Av.____Religion____ Teaching_____
Elem. _____
Address_____Date of degree_____ Jr.H.S. _____
H.S. _____
Degree_____Institution_____ Prin. _____

Scholarship(College)_____Meet Require._____Scholarship (Grad.)_____

Undergraduate Major _____

No. hrs. in Ed. _____

Credit in Rat. Psych._____

Credit if Grad. School_____

Education	Other Fields
Admin._____	English__
Ed. Psych.__	History__
Tests_____	Math.____
Statis- tics_____	Phil.____
	Psych_ _
Super- vision____	____ ____
Methods____	
History____	
Guidance____	
Cur. Ed. Lit._____	
Curr._____	
School Soc. Forces____	
_____ ____	
_____ ____	

APPENDIX III

PRODUCT-MOMENT COEFFICIENT OF CORRELATION BETWEEN THE UNDERGRADUATE AVERAGE AND GRADUATE GRADES

CORRELATION CHART FOR COMPUTATION OF PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATION

X SCALE REPRESENTS Undergraduate Point Average of Master of Education Graduates

Y SCALE REPRESENTS Graduate's Point Average in Loyola University Graduate School

			.78 -.92	.93 -1.07	1.08 -1.22	1.23 -1.37	1.38 -1.52	1.53 -1.67	1.68 -1.82	1.82 -1.97	1.98 -2.12	2.13 -2.27	2.28 -2.42	2.43 -2.57	2.58 -2.72	2.73 -2.87	2.88 -3.02				
3.00 -3.09	-100	-90	-80	-70	-60	-50	-40	-30	-20	-10		10	2 20 40	1 30 30	1 40 40	1 50 50	60	70	80	90	100
2.90 -2.99	-90	-81	-72	-63	2 54 54	1 -45 -45	-36	-27	-18	-9		2 9 18	1 18 18	27	36	45	1 54 54	63	72	81	90
2.80 -2.89	-80	-72	1 -64 -64	-56	-48	1 -40 -40	1 -32 -32	1 -24 -24	1 -16 -16	3 -8 -24	2	2 8 16	1 16 16	3 24 72	1 32 32	1 40 40	48	56	64	72	80
2.70 -2.79	-70	-63	-56	-49	-42	1 -35 -35	-28	1 -21 -21	3 -14 -42	1 -7 -7	10	1 7 7	3 14 42	5 21 105	1 28 28	35	42	49	56	63	70
2.60 -2.69	-60	-54	1 -48 -48	-42	2 -36 -72	1 -30 -30	4 -24 -96	1 -18 -18	1 -12 -12	4 -6 -24	3	3 6 18	4 12 48	2 18 36	1 24 24	30	1 36 36	42	48	54	60
2.50 -2.59	-50	-45	-40	-35	1 -30 -30	1 -25 -25	2 -20 -40	3 -15 -45	4 -10 -40	3 -5 -15	7	8 5 40	4 10 40	1 15 15	1 20 20	1 25 25	30	35	40	45	50
2.40 -2.49	-40	-36	-32	-28	2 -24 -48	3 -20 -60	7 -16 -112	1 -12 -12	4 -8 -32	6 -4 -24	3	6 4 24	6 8 48	2 12 24	2 16 32	1 20 20	24	28	32	36	40
2.30 -2.39	-30	-27	1 -24 -24	-21	5 -18 -90	1 -15 -15	9 -12 -108	9 -9 -81	9 -6 -54	10 -3 -30	9	11 3 33	8 6 48	5 9 45	1 12 12	15	18	21	24	27	30
2.20 -2.29	-20	-18	1 -16 -16	-14	2 -12 -24	4 -10 -40	11 -8 -88	4 -6 -24	7 -4 -28	14 -2 -28	11	9 2 18	2 4 8	5 6 30	3 8 24	10	12	14	16	18	20
2.10 -2.19	-10	-9	1 -8 -8	1 -7 -7	3 -6 -18	3 -5 -15	8 -4 -32	6 -3 -18	7 -2 -14	7 -1 -7	14	16 1 16	5 2 10	4 3 12	6 4 24	5	6	7	8	9	10
2.00 -2.09				3	5	5	10	15	19	18	12	9	12	4							
1.90 -1.99	10	9	8	7	6	1 5 5	4	3	3 2 6	1 1 1	2	1 -1 -1	1 -2 -2	-3	-4 -4	-5	-6	-7	-8	-9	-10
1.80 -1.89	20	18	16	1 14 14	1 12 12	2 10 20	4 8 32	4 6 24	1 4 4	6 2 12	3	-2	1 -4 -4	-6	-8	-10	-12	-14	-16	-18	-20
1.70 -1.79	30	27	1 24 24	21	1 18 18	1 15 15	2 12 24	9	3 6 18	2 3 6	2	3 -3 -9	-6	-9	-12	-15	-18	-21	-24	-27	-30
1.60 -1.69	40	36	32	28	1 24 24	1 20 20	16	2 12 24	8	4	1	-4	-8	-12	-16	-20	-24	-28	-32	-36	-40
1.50 -1.59	50	45	40	35	30	2 25 50	20	1 15 15	10	5		-5	-10	-15	-20	-25	-30	-35	-40	-45	-50
1.40 -1.49	60	54	48	42	36	30	1 24 24	18	1 12 12	6		-6	-12	-18	-24	-30	-36	-42	-48	-54	-60
1.30 -1.39	70	63	56	49	42	35	28	21	14	7		-7	-14	-21	-28	-35	-42	-49	-56	-63	-70
1.20 -1.29	80	72	64	56	48	40	32	24	16	8		-8	-16	-24	-32	-40	-48	-56	-64	-72	-80
1.10 -1.19	90	81	72	63	54	45	36	27	18	1 9 9		-9	-18	-27	-36	-45	-54	-63	-72	-81	-90
	100	90	80	70	60	50	40	30	20	10		-10	-20	-30	-40	-50	-60	-70	-80	-90	-100

f			6	5	24	28	59	48	63	76	79	71	50	32	18	4	3				
d	-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		1	2	3	4	5	6	7	8	9	10
x'			-48	-35	-144	140	-236	-144	-126	-76	0	71	100	96	72	20	18				
x'²			384	245	864	700	1044	432	252	76	0	71	200	288	288	100	108				

f	d	y'	y'²	x'y' +	x'y' -
5	10	50	500	160	0
6	9	54	486	90	99
18	8	144	1152	176	200
26	7	182	1274	182	105
28	6	168	1008	162	300
36	5	180	900	140	195
43	4	172	688	148	288
78	3	234	702	138	402
73	2	146	292	80	248
82	1	82	82	68	119
112	0	0	0	0	0
10	-1	-10	10	12	7
23	-2	-46	92	118	4
15	-3	-45	135	105	9
5	-4	-20	80	68	0
3	-5	-15	75	65	0
2	-6	-12	72	36	0
0	-7	0	0	0	0
0	-8	0	0	0	0
1	-9	-9	81	9	0
	-10				

Σf (N)	Σy'	Σy'²
566	1255	7629

Σx'
-562

Σx'²
5052

Σ+x'y'	Σ-x'y'
1757	1976

Σx'y'
-219

$$\frac{\Sigma x'}{N} = \frac{-562}{566} = -.99$$

$$\left(\frac{\Sigma x'}{N}\right)^2 = (-.99)^2 = .9801$$

$$\frac{\Sigma x'^2}{N} = \frac{5052}{566} = 8.92$$

$$\frac{\Sigma y'}{N} = \frac{1255}{566} = 2.22$$

$$\left(\frac{\Sigma y'}{N}\right)^2 = (2.22)^2 = 4.93$$

$$\frac{\Sigma y'^2}{N} = \frac{7629}{566} = 13.48$$

$$\frac{\Sigma x'y'}{N} = \frac{-219}{566} = -.39$$

$$\sigma_x = \sqrt{\frac{\Sigma x'^2}{N} - \left(\frac{\Sigma x'}{N}\right)^2} = \sqrt{8.92 - .98}$$

$$= 2.82$$

$$\sigma_y = \sqrt{\frac{\Sigma y'^2}{N} - \left(\frac{\Sigma y'}{N}\right)^2} = \sqrt{13.48 - 4.93}$$

$$= 2.92$$

$$r = \frac{\frac{\Sigma x'y'}{N} - \left(\frac{\Sigma x'}{N}\right)\left(\frac{\Sigma y'}{N}\right)}{\sigma_x \cdot \sigma_y}$$

$$= \frac{-.39 - (-.99)(2.22)}{2.82 \times 2.92}$$

$$= \boxed{+.220}$$

$$\sigma_r = \frac{1 - r^2}{\sqrt{N}} = \frac{1 - .0484}{\sqrt{566}}$$

$$= \frac{.9516}{\sqrt{566}} = .040$$

APPENDIX IV

CALCULATION OF TETRACHORIC (r) BETWEEN THE UNDERGRADUATE POINT AVERAGE AND THE GRADES IN THE LOYOLA UNIVERSITY GRADUATE SCHOOL FOR 566 MASTER OF EDUCATION DEGREE CANDIDATES

X-Variable

		566 Graduates		Totals
		Below 1.98 in point average	1.98 and above in point average	
Y-Variable	2 and above in point average	265 (b)	242 (a)	507 p=89.6% =90%
	Below 2 in point average	44 (d)	15 (c)	59 q=10.4% =10%
Totals		309 q'=54.6% =55%	257 p'=45.4% =45%	100%

For $p = .90$, $q = .10$, $\alpha = .40$
$x = -1.282$[1]
$z = 0.176$

For $p' = .45$, $q' = .55$, $\alpha = .05$
$x' = .126$
$z' = .396$

$$\frac{ad-bc}{N^2 zz'} = r\,\frac{xx'r^2}{2}$$

$r = .3099$ or 8.698 (an impossible answer)

tetrachoric $r = .310$

1 Henry E. Garrett, Statistics in Psychology and Education, New York, 1947, 351.

APPENDIX V

PRODUCT-MOMENT COEFFICIENT OF CORRELATION BETWEEN THE COMPREHENSIVE EXAMINATION POINT AVERAGE AND GRADUATE GRADES

CORRELATION CHART FOR COMPUTATION OF PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATION

X SCALE REPRESENTS Point Average in Comprehensive Examination of the Master of Education Graduates

Y SCALE REPRESENTS Graduate's Point Average in the Loyola Graduate School

Y \ X	.90–1.09	1.10–1.29	1.30–1.49	1.50–1.69	1.70–1.89	1.90–2.09	2.10–2.29	2.30–2.49	2.50–2.69	2.70–2.89	2.90–3.09	f	d	y'	y'²	x'y' +	x'y' −
3.00–3.09	-40	-30	-20	-10		10	20	2 30 60	2 40	50	60	4	10	40	400	140	0
2.90–2.99	-36	1 -27 -27	-18	-9		9	1 18 18	27	1 36 36	1 45 45	54	4	9	36	324	99	27
2.80–2.89	-32	1 -24 -24	-16	1 -8 -8	3	1 8 8	16	4 24 96	3 32 96	4 40 160	48	17	8	136	1088	360	32
2.70–2.79	-28	-21	-14	3 -7 -21	3	4 7 28	3 14 42	4 21 84	1 28 28	2 35 70	2 42 84	22	7	154	1078	336	21
2.60–2.69	-24	4 -18 -72	1 -12 -12	2 -6 -12		4 6 24	4 12 48	4 18 72	1 24 24	30	36	20	6	120	720	168	96
2.50–2.59	-20	1 -15 -15	2 -10 -20	1 -5 -5	9	4 5 20	7 10 70	2 15 30	2 20 40	1 25 25	30	29	5	145	725	185	40
2.40–2.49	-16	1 -12 -12	2 -8 -16	2 -4 -8	5	6 4 24	9 8 72	4 12 48	2 16 32	20	24	33	4	132	528	176	68
2.30–2.39	7 -12 -84	7 -9 -63	7 -6 -42	13 -3 -39	11	11 3 33	5 6 30	4 9 36	12	3 15 45	1 18 18	69	3	207	621	162	228
2.20–2.29	2 -8 -16	19 -6 -114	9 -4 -36	13 -2 -26	8	14 2 28	6 4 24	1 6 6	3 8 24	1 10 10	12	76	2	152	304	92	192
2.10–2.19	9 -4 -36	15 -3 -45	10 -2 -20	15 -1 -15	10	7 1 7	5 2 10	1 3 3	3 4 12	5	6	75	1	75	75	32	116
2.00–2.09	18	21	15	20	11	10	9	1				105	0	0	0	0	0
1.90–1.99	1 4 4	2 6 3	4 8 2	1 1 1	1	-1	-2	-3	-4	-5	-6	9	-1	-9	9	19	0
1.80–1.89	2 8 16	4 6 24	6 4 24	5 2 10	3	1 -2 -2	-4	-6	-8	-10	-12	21	-2	-42	84	74	2
1.70–1.79	4 12 48	3 9 27	1 6 6	5 3 15	1	-3	-6	-9	-12	-15	-18	14	-3	-42	126	96	0
1.60–1.69	1 16 16	1 12 12	1 8 8	4		-4	-8	-12	-16	-20	-24	3	-4	-12	48	36	0
1.50–1.59	1 20 20	15	10	2 5 10		-5	-10	-15	-20	-25	-30	3	-5	-15	75	30	0
1.40–1.49	1 24 24	18	1 12 12	6		-6	-12	-18	-24	-30	-36	2	-6	-12	72	36	0
1.30–1.39	28	21	14	7		-7	-14	-21	-28	-35	-42	0	-7	0	0	0	0
1.20–1.29	32	24	16	8		-8	-16	-24	-32	-40	-48	0	-8	0	0	0	0
1.10–1.19	36	27	1 18 18	9		-9	-18	-27	-36	-45	-54	1	-9	-9	81	18	0
	40	30	20	10		-10	-20	-30	-40	-50	-60		-10				
f	48	80	60	83	65	62	49	27	18	12	3						
d	-4	-3	-2	-1		1	2	3	4	5	6						
x'	192	240	120	83	0	62	98	81	72	60	18						
x'²	768	720	240	83	0	62	196	243	288	300	108						

Σf (N)	Σy'	Σy'²
507	1056	6358

Σx'
-244

Σx²
3008

Σ+x'y'	Σ−x'y'
2059	822

Σx'y'
1237

$$\frac{\Sigma x'}{N} = \frac{-244}{507} = -.4813$$

$$\left(\frac{\Sigma x'}{N}\right)^2 = (-.4813)^2 = .2317$$

$$\frac{\Sigma x'^2}{N} = \frac{3008}{507} = 5.931$$

$$\frac{\Sigma y'}{N} = \frac{1056}{507} = 2.083$$

$$\left(\frac{\Sigma y'}{N}\right)^2 = (2.083)^2 = 4.335$$

$$\frac{\Sigma y'^2}{N} = \frac{6358}{507} = 12.55$$

$$\frac{\Sigma x'y'}{N} = \frac{1237}{507} = 2.44$$

$$\sigma_x = \sqrt{\frac{\Sigma x'^2}{N} - \left(\frac{\Sigma x'}{N}\right)^2} = \sqrt{5.699}$$

$$= 2.387$$

$$\sigma_y = \sqrt{\frac{\Sigma y'^2}{N} - \left(\frac{\Sigma y'}{N}\right)^2} = \sqrt{8.21}$$

$$= 2.865$$

$$r = \frac{\frac{\Sigma x'y'}{N} - \left(\frac{\Sigma x'}{N}\right)\left(\frac{\Sigma y'}{N}\right)}{\sigma_x \cdot \sigma_y}$$

$$= \frac{2.44 - (-.4813)(2.083)}{2.387 \times 2.865}$$

$$= \boxed{.5033}$$

$$\sigma_r = \frac{1 - r^2}{\sqrt{N}} = \frac{1 - .2533}{\sqrt{507}}$$

$$= \frac{0.7467}{\sqrt{507}} = .033$$

APPENDIX VI

CALCULATION OF TETRACHORIC (r) BETWEEN THE POINT AVERAGES IN THE COMPREHENSIVE EXAMINATION AND THE GRADES IN THE LOYOLA UNIVERSITY GRADUATE SCHOOL FOR MASTER OF EDUCATION DEGREE GRADUATES

X-Variable

		507 Graduates		Totals
		Below 1.90 in point average	1.90 and above in point average	
Y-Variable	2 and above in point average	284 (b)	170 (a)	454 p=89.5%
	Below 2 in point average	52 (d)	1 (c)	53 q=10.5%
	Totals	336 q'=66%	171 p'=34%	507 100%

For
p=.895, q=.105, α=.395
x=-1.255
z= .184

For
p'=.34, q'=.66, α=.16
x'=.412
z'=.366

$$\frac{ab-bc}{N^2zz'} = r\ \frac{xx'r^2}{2}$$

r = $\frac{.568}{}$ or 3.291 (an impossible answer)

tetrachoric r = .568

APPENDIX VII

SAMPLE CARD USED FOR ASSEMBLING DATA FROM THE BULLETINS OF SIXTY-FOUR UNIVERSITIES

University _____ Address _____

Degree Conferred	No. hrs. Pre-Req.	No. hrs. Grad.	Thesis	Hrs. Cre.	Ent. Ex.	For. Lang.
1. M.A.						
2. M.Ed.						
3. M.S.						
4.						
5.						

Courses Required	Time Limit	Comp. Exam.	Tr. Credit	Grades	Control
1.					
2.					
3.					
4.					
5.					

APPROVAL SHEET

The dissertation submitted by Arthur P. O'Mara has been read and approved by five members of the Department of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the dissertation is now given final approval with reference to content, form, and mechanical accuracy.

The dissertation is therefore accepted in partial fulfillment of the requirements for the Degree of Doctor of Education.

Feb. 5 1952
Date

John M. Wozniak
Signature of Adviser