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# A comparative study of the Master's degree programs in education in selected Virginia universities preparing school administrators

Francis Hawthorne Howard

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**A COMPARATIVE STUDY OF THE MASTER'S DEGREE PROGRAMS  
IN EDUCATION IN SELECTED VIRGINIA UNIVERSITIES  
PREPARING SCHOOL ADMINISTRATORS**

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**A Thesis  
Presented to  
the Graduate Faculty of  
University of Richmond**

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**In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education  
LIBRARY  
UNIVERSITY OF RICHMOND  
VIRGINIA**

---

**by  
Francis Hawthorne Howard  
August 1964**

APPROVAL SHEET

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## CHAPTER I

### INTRODUCTION

The institutions selected for this study were: The University of Virginia, Virginia Polytechnic Institute, The University of Richmond and The College of William and Mary. The selection of these institutions seemed proper in that they were representative of the various types of educational institutions to be found in Virginia. The University of Virginia is a state university; Virginia Polytechnic Institute is a state institution which incorporates the land grant college in its educational program; The University of Richmond is a privately endowed denominational university and The College of William and Mary is a state college.

#### I. THE PURPOSE OF THE STUDY

This study attempts to compare the Master's degree programs in the selected educational institutions for the degree of variation in composition and general characteristics. It makes comparison in such matters as residence requirements, maximum time limitations, semester-hours or credit-hours necessary, provision for transfer of credit between institutions, the existence of a core course requirement, the extent to which course offerings for potential school administrators met those established by the Cooperative Program of Educational Administration and the Virginia State Board of Education, the necessity for a Master's thesis, and the

nature of any qualifying or final examinations.

What are the admission standards that must be met by candidates for the program? What degrees are granted at the Master's level? What changes in the graduate program are under way or in prospect? It is toward these and similar questions that this study is directed.

## II. SIGNIFICANCE OF THE STUDY

This work was designed to provide a guide to graduate programs in the field of Education in Virginia institutions. It may be useful to college undergraduates who are considering graduate training for career positions in Education. Others who may find this work valuable are those currently employed in school systems in positions such as teacher, supervisor or guidance counselor, and who wish to qualify for school administrative positions, i.e., assistant principal, principal or superintendent.

The study may interest a group comprised of school administrators and school board members who may not be aware of some of the more recent trends in the preparation of school administrators.

## III. SOURCES OF DATA AND METHOD USED

A review of change proposals in recently published books and magazine articles was the basis for the data in Chapter II except that older publications were examined for an evaluation of ideas tried in other states but new insofar as utilization in Virginia educational institutions was concerned.

Chapter III data were taken from catalogs and bulletins of the schools selected for this study and supplemented by histories of the several schools and by historical data found in commencement addresses.

Catalogs and bulletins provided the source of data for Chapter IV but additional information and clarification of published data were derived from personal interviews and follow-up correspondence with officials of the Schools of Education or Departments of Education in the institutions selected for this investigation.

The Southern States Cooperative Program for Educational Administration publications were the source for the Chapter VI curriculum investigation. The CPEA emerged from the American Association of School Administrators and its work was accomplished with funds made available by the W. K. Kellogg Foundation of Battle Creek, Michigan. Again the catalogs and bulletins of the selected schools were examined for extraction of course offerings which the writer attempted to relate to the CPEA competencies or "Critical Task Areas" for prospective school administrators.

Chapter VII concerns future planning and in some cases prediction of things to come. For these data the writer conferred with the school officials in each of the selected institutions.

In general, the bibliography of important Cooperative Program in Educational Administration research reports<sup>1</sup> was very helpful, along with

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<sup>1</sup>Hollis A. Moore, Jr., Studies in School Administration (Washington, D. C.: American Association of School Administrators, 1957).

John W. Best's "Reference Materials" for graduate students in Education.<sup>2</sup>

The writer studied in the libraries and conferred with officials in the Department of Education or School of Education in each of the four (4) institutions selected for this work. He requested and received information through correspondence from each of the institutions except the University of Richmond which is located within fifteen (15) miles of his home. Books and publications of the government and national educational organizations were withdrawn by the writer from the library of Randolph-Macon College. He studied in the State Library in Richmond and was given data by the Virginia State Department of Education Division of Teacher Education and Certification. The United States Department of Health, Education and Welfare provided the writer with data he requested on several occasions during the preparation of this thesis.

#### IV. ASSUMPTIONS AND LIMITATIONS

Chapter VI gives special consideration to the curriculum offerings in the selected schools. The courses required of candidates for the Master's degree in school administration are presented as well as courses offered, by the four (4) institutions studied, to meet the needs of school administrators as depicted by the Southern States Cooperative Program in Educational Administration. Eight (8) major "Critical Task

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<sup>2</sup> John W. Best, Research in Education (New Jersey: Prentice Hall, Inc., 1959).

Areas" are established by the SSCOPEA with a detailed break-down of sub-tasks for each major area.<sup>3</sup> This study attempts to relate the curriculum offerings at the selected schools to the "Critical Task Areas".

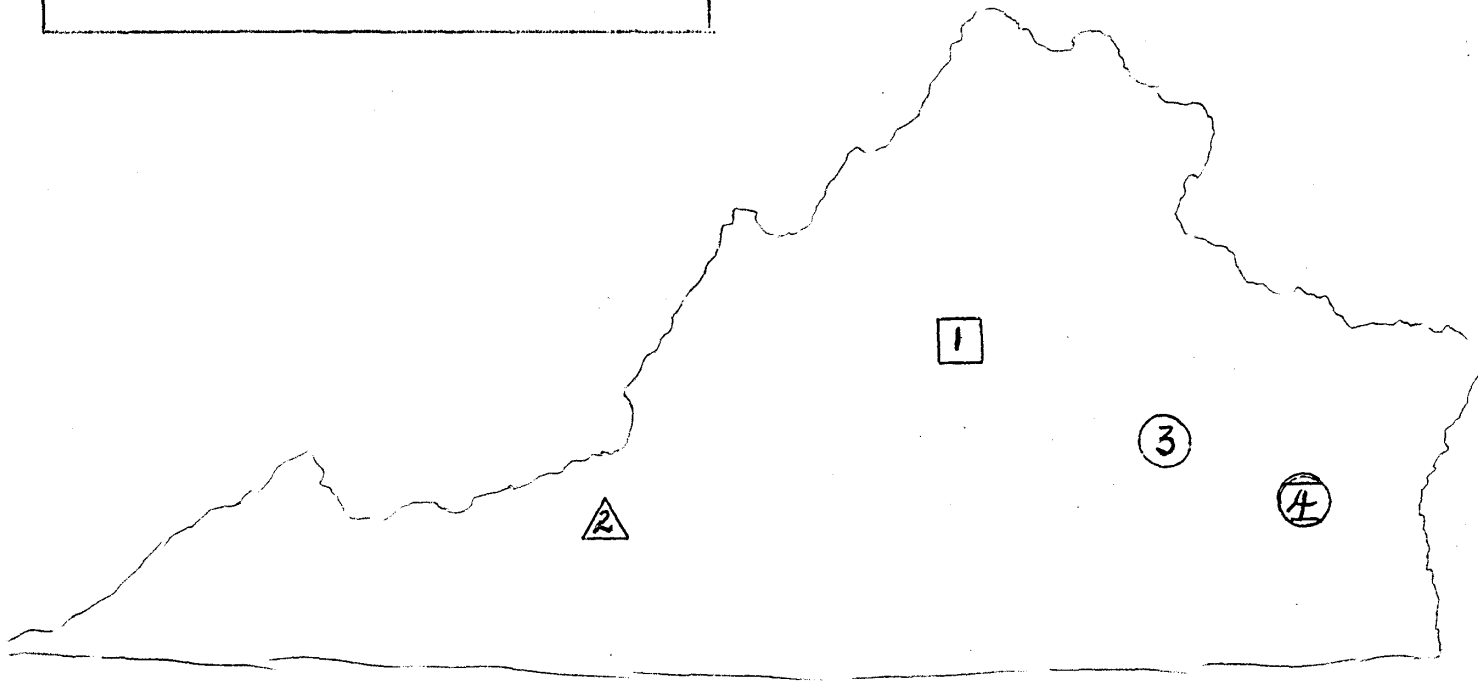
Recognizing that course titles may not indicate adequately the course content, this study assumes that the titles and descriptions relate properly to the central objective of the course. This work covers only one aspect - though an important one - of higher education for school administrators. It deals only with graduate programs which lead to the award of a Master's degree to those who successfully meet certification regulations for school administrators. Undergraduate specialization and preparation leading to the Doctor's degree are beyond the scope of this work.

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<sup>3</sup> E. C. Merrill and T. E. Pierce, Better Teaching in School Administration (Nashville: McQuiddy Printing Company, 1955), pp. 125-177.

1. UNIVERSITY OF VIRGINIA
2. VIRGINIA POLYTECHNIC INSTITUTE
3. THE UNIVERSITY OF RICHMOND
4. THE COLLEGE OF WILLIAM AND MARY

- |   |                                   |
|---|-----------------------------------|
| 1 | STATE UNIVERSITY                  |
| 2 | LAND GRANT COLLEGE                |
| 3 | PRIVATE DENOMINATIONAL UNIVERSITY |
| 4 | STATE COLLEGE                     |



COMMONWEALTH OF VIRGINIA

FIGURE I

NAME, TYPE AND LOCATION OF INSTITUTIONS STUDIED

## CHAPTER II

### REVIEW OF LITERATURE

#### I. A COMPARISON OF MASTER'S DEGREE PROGRAMS IN EDUCATION

The preparation of school administrators was investigated in fifteen (15) selected institutions in the Cooking and Williams<sup>1</sup> study. The practices used in the education of school administrators (principals and superintendents) were reported in this work. John Lund<sup>2</sup> reported on an investigation which was undertaken to supplement and expand the scope of the above cited study. The Lund report provided data from sixty-two (62) colleges and universities located in thirty-six (36) states and the District of Columbia.<sup>3</sup> The study presented data similar to the Cooking and Williams study and, in addition, identified problems related to the education of school superintendents and principals. Each participating institution completed a "Schedule of Information." Questions relating to the content and organization of the graduate program in school administration were among those asked. These data were analyzed to reveal trends which were in some cases presented in tabular form. Typical of

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<sup>1</sup> Walter D. Cooking and Kenneth R. Williams: "The Education of School Administrators." Washington, D. C.: The National Association of Colleges and Departments of Education of the American Council in Education, April, 1940. (Mimeographed)

<sup>2</sup> John Lund, Education of School Administrators, United States Office of Education, Bulletin 1941, No. 6 (Washington: Government Printing Office, 1941), p. 3.

<sup>3</sup> Ibid., pp. 4-5.



these were the responses to the question: "What would you characterize as the most neglected area or areas in programs for the education of school administrators?"<sup>4</sup> Inadequacy of purpose, plan and implementation in the graduate programs rated high frequency of mention.

The Cooperative Program in Educational Administration made a comparative investigation of forty-four (44) institutions that offered graduate training in educational administration leading to a Master's degree.<sup>5</sup> The emphasis in this investigation was on the curriculum being offered in these institutions. Tables in the study are presented to show all of the courses in school administration offered by these institutions and the courses most frequently offered by these institutions.<sup>6</sup> The forty-four (44) schools offered sixty-two (62) differently described courses. The three (3) courses which were most frequently offered were: School Organization and Administration, School Finance and Taxation and High School Administration.

In a doctoral dissertation, Franklin Ross Jones traced the curriculum development in eight (8) institutions preparing school administrators.<sup>7</sup> Chapter III, "Comparisons in the Development of the Curriculum in Educa-

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<sup>4</sup> Ibid., p. 66.

<sup>5</sup> E. C. Merrill and T. E. Pierce, Better Teaching in School Administration (Nashville: McQuiddy Printing Company, 1955), Chapter II.

<sup>6</sup> Ibid., pp. 21-23.

<sup>7</sup> Franklin Ross Jones, "The Curriculum Development in Educational Administration in Eight Selected Southern Institutions Preparing School Administrators" (Unpublished Doctoral dissertation, Duke University, Durham, N. C., 1960).

tional Administration" presented among other data the dates, titles and content of the first school administration courses offered by these institutions, and the dates, types and summaries of the course requirements of the first Master's degrees in School Administration conferred by these institutions.

## II. LITERATURE SUGGESTING CURRICULUM CHANGES IN GRADUATE PROGRAMS FOR THE PREPARATION OF SCHOOL ADMINISTRATORS

Much has been written pertaining to the preparation programs for public school administrators, but only a brief presentation of literature that suggests changes to these programs will be given here.

### I. INTERNSHIP IN SCHOOL ADMINISTRATION

In a Master's thesis, Robert Donald Ford traced the long existent weaknesses in the preparation of elementary school principals in Virginia.<sup>8</sup> While great progress has been made in the professional training of principals and in the establishing of certification requirements, Ford urged the adoption of internship as a part of the school administrator's preparation. He would place the prospective principal under the supervision of a capable and experienced principal.

For approximately 85 years Medical Schools have given graduates

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<sup>8</sup> Robert D. Ford, "An Investigation Into the Preparation For the Elementary Principalship in The White Public Schools of Virginia Having Five or More Teachers" (Unpublished Master's thesis, The University of Richmond, Richmond, 1961).

practical training in a hospital under supervision to better qualify them to practice medicine. Here the graduate student is evaluated for his knowledge of medicine and his handling of patients. The success of practice teaching is well established as invaluable to the preparation of professionally competent school teachers. A conference of college professors and public school administrators discussed the aspect of internship in the Nation's Schools.<sup>9</sup> Here the advantages were enumerated and the pitfalls were clearly identified. A survey-type book by Clarence A. Newell<sup>10</sup> reviewed the conclusions and recommendations made by people who conducted experiments with internship in school administration. School systems which have developed experience in internship indicated that while there were problems to be overcome, the program did hold promise.

Harvard University reported in 1941 that graduate students in school administration were required to undertake internship unless they had had previous and satisfactory experience in school administration. In the field of the high school principalship, students were apprenticed to a high school principal in the vicinity of the university to be on the job in the school one full day each week for an entire academic year. The program actually involved "the working together of students and prac-

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<sup>9</sup> "Internships in School Administration," The Nation's Schools, (November, 1952), pp. 32-35.

<sup>10</sup> Clarence A. Newell, Handbook for the Development of Internship Programs in Educational Administration (New York: Teachers College, Columbia University, 1955).

tioners of administration on projects of concern to both."<sup>11</sup>

Similarly, Franklin Ross Jones noted that in 1946 the University of Georgia initiated an internship course for school administrators.<sup>12</sup> The types and duration of the internship courses in the Southern universities were described in Better Teaching in School Administration.<sup>13</sup> Seven (7) examples were given as being typical of the university internship program offerings.

## II. GUIDANCE - AS A RESPONSIBILITY OF ADMINISTRATORS

The superintendent of schools of Newton, Massachusetts, Harold B. Gores, wrote in 1955, "In effect we say that the principal is the local superintendent of schools."<sup>14</sup> The statement implies the current trend whereby broad powers are delegated to principals. The professional preparation of principals must meet the varied responsibilities inherent in the position. Guidance services are now expected to take a leading part in making the school actively concerned for the pupil's mental health and social and emotional life as well as for his academic and vocational achievement; in fact, guidance work is now often referred to

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<sup>11</sup> John Lund, Education of School Administrators, United States Office of Education, Bulletin 1941, No. 6 (Washington: Government Printing Office, 1942), p. 36.

<sup>12</sup> Jones, op. cit., pp. 80-81.

<sup>13</sup> E. C. Merrill and T. E. Pierce, Better Teaching in School Administration (Nashville: McQuiddy Printing Company, 1956).

<sup>14</sup> Willard S. Elsbree and Harold J. McNally, Elementary School Administration and Supervision (New York: American Book Company, 1959), p. 4.

as "pupil personnel services" and involves the acceptance of responsibility for the child's full school experience and, to some extent, for his interdependent home and community experiences.<sup>15</sup> The principal and guidance leader must weld together an organization that will effectively meet these demands. Too many schools minimize the importance of trained guidance workers, according to Dr. Henry B. McDaniel,<sup>16</sup> and the administrators fail to provide adequate personnel facilities both in quantity and quality, community support and flexibility for the development of a school program which moves progressively toward meeting the needs of students.

Research suggests that stronger emphasis be placed by institutions preparing school administrators in the use of tests. The author of one text book has devoted two (2) chapters to the use of test results to serve administrative functions.<sup>17</sup> In another chapter, he explained several different uses which school principals were making of the pupil's test results. An important phase of the preparation of school principals is the study of testing for practical constructive use. This area requires attention in reducing the liaison problem which Dr. McDaniel poses between principals and guidance workers.

### III. SCHOOL LAW - OF NEW IMPORTANCE TO SCHOOLMEN

Research indicated a need for revision of school law course

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<sup>15</sup> Ibid., pp. 272-274.

<sup>16</sup> Henry B. McDaniel, Guidance in the Modern School (New York: Holt, Rinehart and Winston, 1956), p. 28.

<sup>17</sup> Arthur E. Traxler, Techniques of Guidance (New York: Harper Brothers, 1957), Chaps. XIII, XIV.

offerings. It was suggested that an extensive up-dating of the school law courses is in order. Since the 1954 Supreme Court ruling against public school segregation, the number of court cases involving public schools has been overwhelming. School Law courses, to prepare principals and superintendents adequately, must undergo modification and expansion.

Dr. Lee O. Garber, Director of the Educational Service Bureau of the University of Pennsylvania, reported that 250 court cases during 1962-1963 involved public schools in the following categories: (1) Church and State; (2) Segregation; (3) Liability, and (4) the Rights of Pupils.<sup>18</sup> Areas proposed for modification were:

1. Church and State
  - a. legal status of Bible reading in school
  - b. recitation of the Lord's Prayer
  - c. transportation of Parochial students
2. Segregation
  - a. de facto segregation
  - b. school district legality
  - c. neighborhood schools
3. Liability
  - a. tort liability prior to 1964<sup>19</sup>
  - b. tort liability in 1964
4. The Rights of Pupils
  - a. compulsory age limit
  - b. married students and compulsory limit
  - c. "health, safety and welfare" clause

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18

Lee O. Garber, "Administrative Review - School Law," The Nation's Schools (March, 1964), p. 78.

19

Newton Edwards, The Courts and the Public Schools (Chicago: The University of Chicago Press, 1955), p. 393.

#### IV. SCHOOL ADMINISTRATORS AND THEIR PUBLICS

From its inception to its crystallization as symbolized by an operating personnel and plant, the school finds that all it does and fails to do form the bases upon which people draw conclusions and make judgments about education and the way it is administered.<sup>20</sup>

The people referred to in the foregoing quotation represent different national and racial origins and a diversity of habits, customs and beliefs. The people have chosen many different religions and are employed in many different occupations. The differences of our people are important because they affect the actions our people expect of our schools and these differences complicate the work of the school administrator. The job of seeing to it that a positive program of public relations is evolved, that it functions and that its importance is duly appreciated, belongs to the school administrator.<sup>21</sup>

Recognizing and solving problems, learning how to deal with people and practicing organization are challenges to school administrators that research suggests may be subject to neglect in our preparation programs. One author who delineates the inadequacies and needs in this area would have universities offer courses in such subjects as perception of problems, understanding people and working with them, and organization.<sup>22</sup>

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<sup>20</sup> Arthur B. Koehlman and James A. van Zwoll, School Public Relations (New York: Appleton-Century-Crofts, Inc., 1957), p. 536.

<sup>21</sup> Elsbree and McNally, op. cit., p. 10.

<sup>22</sup> Theodore O. Yntema, Education - Some Neglected Opportunities (Chicago: University of Chicago, Winter Convocation Address, March 20, 1964), p. 11.

The school administrator must be prepared to cope with so great a diversification of human problems involving so many publics that it can safely be said that this is an area in which curriculum refinement can be made in Virginia schools and the nation's schools which prepare school administrators. Stanley W. Williams stated that "building harmonious human relationships has emerged as a crucial phase of administrative behavior."<sup>23</sup>

Appendix B presents the findings of a study in which public school teachers and school board members were asked to list the shortcomings of principals and superintendents. It is significant to note that many of the criticisms of these administrators were in the "human relationship" category.

#### V. SUMMARY

Four (4) studies were cited in which one hundred and twenty-nine (129) colleges or universities were investigated relative to graduate programs preparing school administrators. Problems most disturbing to the institution officials were associated with the inadequacy of purpose, plan and implementation in the graduate programs. Curricula offering comparisons (school administration course titles and descriptions) were presented along with the frequency of offering in the schools. Historical data pertinent to the degree titles were provided.

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<sup>23</sup>

Stanley W. Williams, Educational Administration in Secondary Schools (New York: Holt, Rinehart and Winston, 1964), p. 23.



## CHAPTER III

### AN HISTORICAL SKETCH OF MASTER'S DEGREE PROGRAMS IN EDUCATION

#### I. THE UNIVERSITY OF VIRGINIA<sup>1</sup> (1819)

The first graduate courses were offered in 1859-1860 in the School of Greek. A "post-graduate department" was started for the School of Latin shortly after the Civil War. The first course in Pedagogy was taught in 1886. It dealt with psychology in its relation to the theory of education, history of education and methods of teaching history in schools.

The summer school was established in 1894 and it played an important role in the development of preparation programs for school administrators.

In 1904 the Graduate School was made a regular "co-ordinate division" of the University. The Graduate School conformed to requirements established by the Association of American Universities. The University of Virginia was the first Southern university to hold membership in the Association of American Universities.<sup>2</sup> The School of Education was established in 1919. The Graduate School is directed by the Dean and an

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<sup>1</sup> The University of Virginia Record, Graduate School of Arts and Sciences (Charlottesville: 1963).

<sup>2</sup> Paul Brandon Barringer, University of Virginia, its History (New York: Lewis Publishing Company, 1941).

To summarize the changes in curriculum for potential school administrators that were suggested by the literature this writer reviewed, course offerings related and readily identifiable are, school law and guidance. Changes recommended in the school law course stem chiefly from events that occurred subsequent to the Supreme Court school integration ruling of 1954.

Literature indicates that the role of guidance, in the secondary schools in particular, is vitally important and yet far too foreign to school administrators for full efficiency. This suggested a stronger place for guidance instruction in the preparation of school administrators.

The internship change would be new to the universities selected for this study, excepting The University of Virginia which had conducted a limited and carefully supervised effort in this area. The suggestion was based upon the reported success in other states of internship programs which were carefully planned.

The need for greater emphasis in the public relations preparation of those who will be in daily contact with the school's publics warrants a prominent place in the suggestion list by the authors of literature which the writer reviewed in this study.

administrative committee of six faculty members appointed by the President. "The Faculty of the School consists of those professors in the Academic Departments and in the Schools of Medicine and Education who offer courses approved for graduate credit by the Graduate School."<sup>3</sup> In 1950 a graduate division was established in the school of Education, offering the Master of Education degree. At the time of this study the Master of Arts in Education and the Master of Arts in Teaching degrees were offered in the Graduate school of Arts and Sciences. The first Master of Arts degree was awarded in 1920. The Master of Education degree was the degree conferred extensively by The University of Virginia from 1950 to 1963. The Master of Arts in Teaching degree was first granted in 1960.<sup>4</sup>

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<sup>3</sup> The University of Virginia Record, Graduate School of Arts and Sciences (Charlottesville: 1963), p. 10.

<sup>4</sup> Detailed information on this degree is presented in Appendix A.

TABLE I

NUMBER OF MASTER'S DEGREES IN EDUCATION AWARDED  
1950-1963 - UNIVERSITY OF VIRGINIA<sup>a</sup>

MASTER OF EDUCATION DEGREE<sup>b</sup>

Year	No. of Degrees Awarded in Summer Session	No. of Degrees Awarded in Regular Session	Total
1950	15		15
1951	22	17	39
1952	73	26	99
1953	79	49	128
1954	95	45	140
1955	79	45	124
1956	89	51	140
1957	70	34	104
1958	87	47	134
1959	81	48	129
1960	106	42	148
1961	125	59	184
1962	138	44	182
1963	143	62	205

<sup>a</sup>The University of Virginia Graduating Exercises (Charlottesville: 1950-1963 Regular and Summer Sessions).

<sup>b</sup>From the time it was first conferred (summer of 1950) the Master of Education Degree was awarded almost to the exclusion of the Master of Arts in Education Degree which was conferred prior to 1950. Conferring of the Master of Science in Education Degree was discontinued in 1937.

## II. VIRGINIA POLYTECHNIC INSTITUTE<sup>5</sup> (1872)

The first graduate degree was awarded in 1892 to a student who completed the requirements for the degree of Master of Science in bacteriology. At that time the graduate programs lacked a systematic procedure. Specific requirements were not established for courses of study or semester-hours necessary. Work beyond the undergraduate level was assigned by professors who judged the students' progress using various measuring techniques in the absence of standards. During this period six (6) students earned the degree in Agricultural Education.

The Graduate Department was organized in 1908 and later was succeeded by the Graduate Programs and Degrees Committee. With the establishment of the Graduate Department came the planning and organization of Graduate program activities into a formal pattern.

In 1928 the President and the Board of Visitors established a Committee on Graduate Programs and an office of Director of Graduate Studies (in charge of planning and supervision of activities) which has evolved into the currently existing Graduate School. The first Master of Science in Education degree was conferred in 1920. The Master of Education degree was first conferred in 1952 and was the degree conferred extensively by the Department of Education during the period 1952-1963.

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<sup>5</sup>

Virginia Polytechnic Institute, Historical Data Book, Vol. LVII, No. 3, Blacksburg: January, 1964.

TABLE II

NUMBER OF MASTER'S DEGREES IN EDUCATION AWARDED  
1885-1963 - VIRGINIA POLYTECHNIC INSTITUTE<sup>a</sup>

MASTER OF EDUCATION DEGREE<sup>b</sup>

Year	Number of Degrees Awarded
1885 to 1955	48
1955	21
1956	12
1957	27
1958	17
1959	27
1960	15
1961	32
1962	30
1963	33

<sup>a</sup>Virginia Polytechnic Institute, Degrees Conferred and Enrollment Reports, Vol. LVI, Number 8 (Blacksburg: June, 1963).

<sup>b</sup>From 1955 the Master of Education Degree was conferred almost to the exclusion of the Master of Science in Education Degree which was awarded prior to 1955.

### III. THE UNIVERSITY OF RICHMOND (1840)

Graduate studies leading to the Master's degree in Education were offered only by the Summer School which was established in 1920 as the fourth division of the University of Richmond. The Summer School offered both undergraduate and graduate courses. In all there are seven divisions of the University at the time of this study. In 1830 Richmond College, a college of liberal arts and sciences for men, became the first division. T. C. Williams School of Law (1870); Westhampton College for women (1914); the Summer School (1920); the Graduate School (1921); the School of Business Administration (1949); and University College (1962) are the other divisions.<sup>6</sup>

Edward Baptist, in 1830, started Dunlora Academy which became the Virginia Baptist Seminary and then Richmond College.<sup>7</sup> In 1861 the first graduate degree of Master of Arts was offered.<sup>8</sup>

The Summer School offered courses leading to the Master of Science in Education degree in Ryland Hall, named after President Robert Ryland, who served the Virginia Baptist Seminary and Richmond College for 34 years.<sup>9</sup>

The University of Richmond at the time of this study was the larg-

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<sup>6</sup> University of Richmond Bulletin, Number 3, March, 1964, p. 7.

<sup>7</sup> Commencement address by Dr. George M. Modlin in Addresses Commemorating the One Hundred Twenty-Fifth Anniversary, University of Richmond (1830-1955), Richmond, June - November, 1955, p. 19.

<sup>8</sup> Ibid., p. 11.

<sup>9</sup> Ibid., pp. 8-9.

est privately supported church related institution in Virginia. A faculty committee was the Administrative body for the first Summer School, which operated with 55 students. In 1940 the first degrees were awarded in August. Prior to 1940, students who completed their graduate program in Summer School waited until June of the following year for the conferring of degrees.<sup>10</sup>

The Master of Science in Education degree was authorized in 1939 and this degree was first awarded in 1941.<sup>11</sup>

In 1954 the total enrollment in the Graduate School (including the Education students) was 109. In 1963 this enrollment had increased to 271.<sup>12</sup>

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<sup>10</sup> Manuscript by W. L. Prince, Director of Summer School, May 22, 1939, attached to a letter addressed to Dean Raymond B. Pinchbeck.

<sup>11</sup> The University of Richmond, Commencement Exercises (Richmond: Whittet and Shepperson, Printers, June, 1941).

<sup>12</sup> University of Richmond Bulletin, Summer School Catalogue Number For 1964 (Richmond: 1955 and 1964).



TABLE III

NUMBER OF MASTER'S DEGREES IN EDUCATION AWARDED  
1941-1963 - UNIVERSITY OF RICHMOND<sup>a</sup>

MASTER OF SCIENCE IN EDUCATION DEGREE<sup>b</sup>

Year	Number of Degrees Awarded
1941	4
1942	2
1943	0
1944	2
1945	6
1946	0
1947	2
1948	1
1949	0
1950	4
1951	7
1952	5
1953	5
1954	3
1955	3
1956	2
1957	7
1958	7
1959	4
1960	2
1961	6
1962	2
1963	7

<sup>a</sup>The University of Richmond Commencement Exercises (Richmond: Whittet and Shepperson, Printers, 1941-1963).

<sup>b</sup>Although most of the degrees were awarded in Summer School, occasionally 1 or 2 were awarded in June.

#### IV. COLLEGE OF WILLIAM AND MARY (1693)<sup>13</sup>

"Certain scholars of the seventeenth and eighteenth centuries prepared for school-keeping and tutoring by studying at the college"<sup>14</sup> from its earliest days which go back to the seventeenth century. The College of William and Mary in Virginia is the second oldest university in America. Its Sir Christopher Wren Building is America's oldest academic structure. King William and Queen Mary of England chartered The College of William and Mary on February 8, 1693.

In 1888 The General Assembly of Virginia appropriated \$10,000 to the College "with the intention of strengthening the system of public education in the state,"<sup>15</sup> and Earle W. Blodgett gave ten (10) gold medals for prizes in the Department of Pedagogy. In 1890 the same donator added ten (10) silver medals.

The Department of Education which was established about this time continued until 1961 at which time it became the School of Education. The Master of Education degree, which was the degree extensively awarded in the field of Education at the time of this work, was first conferred in 1947. Prior to 1947, the degree title Master of Arts (major in Education) was conferred extensively. In 1964 the Master of Arts in Teaching<sup>16</sup> degree was awarded for the first time.

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<sup>13</sup> The College of William and Mary in Virginia, The School of Education, Announcements, Session 1962-63 and 1963-64 (Williamsburg: September, 1962).

<sup>14</sup> Ibid., p. 4.

<sup>15</sup> Ibid., p. 5.

<sup>16</sup> Detailed information on this degree is presented in Appendix A.

TABLE IV

NUMBER OF MASTER'S DEGREES IN EDUCATION AWARDED  
1941-1964 - COLLEGE OF WILLIAM AND MARY<sup>a</sup>

MASTER OF EDUCATION DEGREE<sup>b</sup>

Year	No. of Degrees Awarded in Summer School	No. of Degrees Awarded in Regular Session	Total
1947	1	1	2
1948	4	2	6
1949	3	1	4
1950	10	1	11
1951	5	3	8
1952	7	5	12
1953	38	5	43
1954	35	2	37
1955	10	13	23
1956	18	9	27
1957	13	15	28
1958	23	11	34
1959	19	7	26
1960	23	22	45
1961	23	25	48
1962	36	26	62
1963	31	34	65
1964	—	47	—

<sup>a</sup>The College of William and Mary, Exercises on the Occasion of the Conferring of Degrees (Williamsburg: 1947-1964).

<sup>b</sup>During the time shown, the Master of Education Degree was conferred almost to the exclusion of the Master of Arts Degree in Education which was awarded prior to 1947.

## CHAPTER IV

### A COMPARISON OF THE MASTER'S DEGREE

#### PROGRAMS IN EDUCATION

##### I. PREREQUISITES (UNDERGRADUATE) TO ADMISSION

The requirements for admission to graduate study in the United States have been described as follows:

Graduation from a recognized or reputable college or university or technical school; the presentation of an undergraduate record showing scholarship of an excellent character; other evidences of distinction or ability sufficient to promise success as a graduate student; an undergraduate program of study which serves as a sound general basis for advanced study, including an adequate major in the field in which the student plans to carry on his work.<sup>1</sup>

Each of the institutions selected for this study required the prospective graduate student to hold a bachelor's degree from an accredited institution. Graduate Record Examinations were not compulsory but were used when the admission qualifications of students were marginal.

##### Transcript Requirements

Applicants were required to have transcripts of undergraduate and post bachelor (if the student had studied farther) studies forwarded. In the event that the applicant was deficient in undergraduate study for the master's program he sought to pursue, he was required to complete

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Graduate Study in Universities and Colleges in the United States.  
U. S. Office of Education, Bulletin 1934, No. 20. (Washington: United States Government Printing Office, 1935).

classes to satisfy the deficiency. Credit for such work was not counted toward the master's degree. Acceptance of students for graduate study was therefore indicated as "Provisional" in some instances.

#### Undergraduate Grade Requirements

Each of the institutions selected for this study sought to maintain acceptable levels of academic ability and performance by requiring certain standards of scholarship among candidates for admission. The minimum undergraduate college average expected was "B", but in some cases this was stretched to a "B minus" or even a "C plus". Again, the "provisional graduate status" classification was used to admit students in some instances.

#### Special or Unclassified Students

The admission of special or unclassified students (e.g., students of proven ability but without the required academic training) was permitted but such students did not receive graduate credit or become degree candidates.

#### Professional Recommendations

The admission of provisional students permitted to undertake programs of study which lead to a master's degree was usually based upon high professional recommendations including a satisfactory rating as a teacher of educational administrator made by a professional superior.

## II. NAMES OF DEGREES

The usage of degree titles was not consistent among the institutions. The same Master's degree title did not mean the same program and requirements. Different degree titles represented graduate programs which were substantially alike in the significant respects.

### University of Virginia

Three Master's degree titles were awarded by The University of Virginia. The Master of Arts in Teaching program was designed primarily for graduates of liberal arts colleges who wished to prepare for a career in secondary school teaching. The preparation of a thesis was not required for this degree. In the Master of Arts in Education degree, "Arts" in the title was used to indicate the subject matter field. The preparation of a thesis was required for the Master of Arts degree. The Master of Education degree was a graduate professional degree which did not require the preparation of a thesis. At The University of Virginia the Master of Science degree is used to indicate subjects in the Natural Sciences, i.e.: Surgery.

### Virginia Polytechnic Institute

Two (2) graduate degrees in Education were granted. The title "Master of Education" was chosen to indicate that this was a professional degree the requirements of which might be met through course work (thesis not required). It was a functional degree. The title "Master of Science in Education" was used to indicate the research aspect. The degree re-

quired the preparation of a thesis.

#### The University of Richmond

One (1) graduate degree was awarded in the field of Education. It was titled "Master of Science in Education" to stress that it was a professional degree. The preparation of a thesis was required.

#### The College of William and Mary

The Master of Arts degree involved an introduction to the methods of research and the writing of a Master's thesis. The Master of Education degree involved an introduction to methods of research and either the writing of an approved Education Project or the substitution of additional course work on the graduate level in lieu of the Project. The third degree titled Master of Arts in Teaching was an all-College degree in subject matter areas in which graduate work was offered. The preparation of a thesis was not to be required for this degree. Additional information pertaining to the Master of Arts degree is presented in Appendix A.

TABLE V

## NAMES OF DEGREES - DATE FIRST AWARDED

Institution	Degree	Date Degree First Awarded
University of Virginia	Master of Arts in Teaching	1960
	Master of Education	1950
	Master of Arts (Major in Education)	1920
Virginia Poly-technic Institute	Master of Education	1952
	Master of Science in Education	1920
University of Richmond	Master of Science in Education	1941
College of William and Mary	Master of Arts (Major in Education)	1921
	Master of Education	1947
	Master of Arts in Teaching	1964



### III. RESIDENCE REQUIREMENTS

#### University of Virginia

For the Master of Arts and Master of Arts in Teaching degrees the student was required to complete the program in not less than one full session of resident graduate work or the time equivalent in summer sessions. Candidates for the Master of Education degree were required to complete a minimum of eighteen (18) semester-hours of graduate credit in resident study.

#### Virginia Polytechnic Institute

A minimum residence of at least one (1) academic year (3 quarters) was required. This could be satisfied by an equivalent time in summer sessions.

#### The University of Richmond

The student was required to spend a minimum of three (3) summers on campus. Most of the graduate courses in Education were being offered during the summer sessions when this study was being made.

#### The College of William and Mary

A minimum residence period of one (1) regular session or of four (4) summer sessions of nine (9) weeks each was required.

### IV. PROGRAM COMPLETION TIME REQUIREMENTS

Because of the continuous need for updating the curriculum and to

assure graduate course continuity, each of the institutions prescribed a maximum period within which the work for the degree must be completed. The period specified as the maximum varied between five (5) and eight (8) years. There was provision for extension on petition with good cause shown.

#### University of Virginia

For the Master of Arts and Master of Arts in Teaching degrees students in the summer session were required to complete the program within seven (7) summers (seven calendar years when part of the work was taken in the winter session). All work had to be completed within five (5) years if work was done wholly during the regular academic session. For the Master of Education degree, all of the requirements had to be completed within a period of eight (8) years.

#### Virginia Polytechnic Institute

Work taken more than six (6) years before the date at which the degree was expected could not be counted.

#### The University of Richmond

The work, including the thesis, had to be completed in not less than three (3) and not more than five (5) summers. Note: Most of the graduate courses in Education were being offered in the Summer School.

#### The College of William and Mary

All requirements had to be completed with a maximum period of six (6) calendar years.

## V. GRADE REQUIREMENTS

### University of Virginia

For the Master of Arts and Master of Arts in Teaching degrees passing grades were: A (distinguished); B<sup>+</sup> (very good), and B (satisfactory). Grades of C (unsatisfactory) did not give credit. A grade of B<sup>+</sup> or A was required on at least one-third of the course work included in the program for the Master of Education degree.

### Virginia Polytechnic Institute

Grades of D did not give credit. The over-all average had to be at least B. If a course classified as not "primarily for graduate students" was approved (only in exceptional circumstances did this occur) a grade of at least B had to be made.

### The University of Richmond

No grade below B could be counted toward a graduate degree. At least nine (9) hours of the twenty-seven (27) hours required had to show a grade of A.

### The College of William and Mary

A quality point average of 2.0 (B) was required. Grades of D did not give credit, but grades of C were accepted when offset by grades of A.

## VI. TRANSFER CREDIT

son<sup>2</sup> publication is titled "Accreditation of Professional Preparatory Programs." It describes the purposes of the National Council for Accreditation of Teacher Education (NCATE) which was formed in 1952. While NCATE seeks to improve teacher education through accreditation, it presents an outlet as well for institutional graduate study program accreditation and possibly the basis for reciprocal transfer of credit between institutions.

Of the institutions studied in this work, The University of Virginia did not permit the transfer of graduate credit in its Master of Arts and Master of Arts in Teaching degrees.<sup>3</sup> A maximum of six (6) semester-hours or nine (9) quarter hours of transfer credit was permitted in The University of Virginia Master of Education program, and the graduate programs of Virginia Polytechnic Institute, The University of Richmond and The College of William and Mary.

#### University of Virginia

No transfer credits were counted toward the Master of Arts or Master of Arts in Teaching degrees. A maximum of six (6) semester-hours from an accredited institution were, in some cases, approved for students pursuing the Master of Education degree. (No extension credit was counted toward the Master of Arts in Teaching Degree).

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<sup>2</sup> National Commission on Teacher Education and Professional Standards, New Horizons for the Teaching Profession (Washington D. C.: National Education Association, 1961).

<sup>3</sup> The University of Virginia Record, Graduate School of Arts and Sciences (Charlottesville: 1963), p. 15.

Virginia Polytechnic Institute

Credit not exceeding nine(9) quarter-hours (six semester-hours) from a recognized institution was in some instances accepted toward the Master's degree.

The University of Richmond

A maximum of six (6) semester-hours of transfer credit from a recognized institution was in some instances approved by the Graduate Studies Committee. The transfer of credit was subject to prior approval.

The College of William and Mary

Transfer credit was allowed (a maximum of six (6) semester-hours) when approved by the Committee on Graduate Studies.

## VII. EXTENSION COURSES

At the time of this work extension courses were being offered by The University of Virginia and The College of William and Mary. Virginia Polytechnic Institute and The University of Richmond did not offer extension classes in graduate Education.

The University of Virginia did not allow extension course credit toward the Master of Arts in Teaching degrees.

Virginia Polytechnic Institute and The University of Richmond allowed the transfer of extension credit, consistent with regular transfer credit conditions, provided the extension course was taught by a member of the graduate faculty, that the course was recognized in character

by the Graduate Committee, and that credits so obtained, did not reduce the minimum on-campus period of residence.

#### VIII. THESIS REQUIREMENTS\*

##### University of Virginia

Master of Arts in Teaching

Master of Education

Master of Arts (Major in Education)\*

##### Virginia Polytechnic Institute

Master of Education

Master of Science in Education\*

##### University of Richmond

Master of Science in Education\*

##### The College of William and Mary

Master of Arts (Major in Education)\*

Master of Education

Master of Arts in Teaching

In each of the institutions studied, except The University of Richmond, a student was allowed to take additional credit, equivalent to three (3) semester-hours, to obtain the Master's degree in lieu of writing a thesis. However, certain degrees conferred by the other three (3) institutions required the thesis. These degrees are indicated by an asterisk.

## IX. FINAL COMPREHENSIVE EXAMINATIONS

Final examinations were required, by all the institutions selected for this study, for the awarding of the Master's degree in school administration. Oral examinations were usually given but a written examination was required in some instances. The important principles of school administration were topics of the final comprehensive examinations.

Degree candidates who had prepared a thesis were required to make an oral defense of the thesis.

Faculty members assigned to conduct final comprehensive examinations included the candidate's major professors and usually included a professor who taught methods of research.

### University of Virginia

For the Master of Arts and Master of Arts in Teaching degrees a final comprehensive examination, oral or written, or both, had to be satisfactorily passed by the candidate after the acceptance of the thesis. The candidate's major professor and two or more faculty members of the department in which the candidate was working conducted the examination. For the Master of Education degree each candidate had to pass a written examination of three (3) hours duration in his area of specialization.

### Virginia Polytechnic Institute

Candidates were examined orally by a faculty committee comprised in part of professors who taught the student in graduate school. Important principles of the courses were discussed. If the candidate was in

the Master of Science program the thesis was also discussed. A professor who taught research methods normally attended in this case. The comprehensive examination usually lasted approximately two (2) hours.

#### The University of Richmond

A final oral comprehensive examination had to be passed by the candidate. The examination comprised the major areas of study and the defense of the candidate's thesis. The Chairman of the Department of Education and professors who taught the student in his graduate classes conducted the examination. In some cases a guest professor attended but did not vote on whether or not the student passed the examination.

#### The College of William and Mary

For the Master of Arts degree, an examination covering the entire field of study was conducted by the student's Examination Committee. Master of Education degree candidates were required to pass a comprehensive examination dealing with the major areas of study. For the Master of Arts in Teaching degree, a final oral examination was administered by a committee selected by the student's advisor.

### X. SUMMER SESSIONS (TERM ARRANGEMENT)

#### University of Virginia

Regular Eight-Week Session - late June to mid-August

Educational Intersession - mid-June to early July. Note: The Intersession ended before the Six-Week Session started.

Six-Week Session - early July to mid-August



Virginia Polytechnic Institute

First Summer Quarter - early June to mid-July

Second Summer Quarter - late July to late August

The University of Richmond

First Term - mid-June to late July

Second Term - late July to late August

The College of William and Mary

First Session - mid-June to late July

Post Session - late July to mid-August

## CHAPTER V

### BRIEF HISTORY OF VIRGINIA STATE BOARD OF EDUCATION REQUIREMENTS FOR PUBLIC SCHOOL ADMINISTRATORS

#### I. PRINCIPALS AND SUPERINTENDENTS

In 1927 beginning principals of accredited high schools were first required to hold the Collegiate Professional Certificate and to have two (2) years of successful teaching experience, or the Collegiate Certificate and have three (3) years of successful teaching experience.<sup>1</sup> Practice teaching and several Education courses were required as part of the preparation of the principal.

Virginia law required division superintendents to be appointed from a list of eligibles prepared by the State Board of Education.<sup>2</sup> The eligibility list was comprised of holders of the master's degree. Professional course requirements, experience and recency of college training and experience, were additional qualifying standards for this list.

In 1950 beginning principals of accredited high schools were first required to hold the Master's degree.<sup>3</sup> Successful teaching experience and passing certain professional courses were also requirements.

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<sup>1</sup> State Board of Education, Regulations Governing the Certification of Teachers in Virginia, Vol. X, (Richmond: 1927), pp. 4-5.

<sup>2</sup> Ibid., Vol. XVI, p. 4.

<sup>3</sup> Virginia State Board of Education, Certification Regulations for Administrators and Supervisors, Vol. XXXIII, (Richmond: 1950), p. 25.

No requirements existed for elementary principals other than the certification requirements for teachers until September, 1961.<sup>4</sup> At that time, beginning principals of elementary schools supervising ten (10) or more classroom teachers were required to hold the Master's degree. Additional qualifications included professional education courses, experience and certain personal characteristics. At the time of this study the requirements for principals of elementary schools as established in 1961 were in effect. These requirements included:

1. Holding the Postgraduate Professional Certificate (master's degree necessary for this certificate).
2. Having passed professional education courses of graduate study in: Supervision, Administration and Curriculum.

Beginning division superintendents of schools were required at the time of this study to have the following educational requirements:

A Master's Degree with not less than fifteen (15) semester hours of graduate credit in professional education which shall include the following courses:

Public School Administration  
 Public School Finance  
 Supervision of Instruction

The remainder of the graduate program should be planned to include such courses as:

Personnel Management  
 School Plant  
 School Community Relations  
 School Law  
 Local and State Taxation  
 Local and State Government and Administration<sup>5</sup>

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<sup>5</sup> Virginia State Board of Education, Certification Regulations for Teachers and Qualifications for Administrative, Supervisory and Related Instructional Positions, Vol. 43, (Richmond: July, 1960), p. 24.

II. EXTENT TO WHICH THE STATE BOARD OF EDUCATION  
REQUIREMENTS WERE MET BY THE  
SELECTED INSTITUTIONS

The preparation for school administrators offered by each of the institutions selected for this study met the requirements or qualifications for the principalship as established by the Virginia State Board of Education. The master's degree programs of Virginia Polytechnic Institute and the University of Richmond were designed to meet the State Board requirements for division superintendents. Officials in the School of Education at the University of Virginia felt that preparation for the superintendency required study beyond the master's degree. A special program was therefore offered which included a minimum of thirty (30) semester-hours of graduate work beyond the master's degree. At the time of this study the College of William and Mary did not offer a graduate program to meet the superintendency requirements of the Virginia State Board of Education.<sup>6</sup>

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Statement by Dr. Carl W. McCarthy, Associate Professor of Education, telephone conversation, June 30, 1964.

CHAPTER VI  
THE CURRICULUM

Presented here will be the required courses which the selected institutions prescribed for their graduate students in school administration, or in some cases, typical course offerings in this field.

I. REQUIRED COURSES FOR THE MASTER'S DEGREE IN SCHOOL ADMINISTRATION

University of Virginia

Area	Semester Hours	Courses
Social Foundations	3	Social Foundations of American Education
Psychological Foundations	3	Educational Psychology Human Development
Curriculum and Instruction	6	Curriculum
Research	3	A new course was being prepared (March 1964)
Mental Tests	3	Mental Tests
Administration and Supervision	12	Public School Administration. Introduction to the Supervision of Instruction. The School Principalship. Seminar in Teaching.
Minimum Program	<hr style="width: 10%; margin: 0 auto;"/> 30	

## Virginia Polytechnic Institute (Typical)

Major Program	Credits (quarter)
Educational Measurements	3
Methods of Research	3
Philosophical Foundations	3
Conference Leadership	3
Administration and Supervision	3
Public School Supervision	3
Research and Thesis	3
Research and Thesis	3
Research and Thesis	3
Directed Study	<u>3</u>
Total Credits for Major	30
Minor Program	
Program Planning in Agricultural Education	3
Survey of Recent Developments in Animal Husbandry	3
Public School Finance	3
School Personnel Management	3
School Law	3
Curriculum Construction	3
Community Development	<u>3</u>
Total Credits for Minor	21
Grand Total Credits	51

The University of Richmond (Sample)

Area	Semester-Hours	Courses
Basic	6	Statistics
		Seminar in Research Problems
Administration	15	School Law
		The Work of the Secondary School Principal (or Elementary School Principal)
		Interpreting the Work of the School
		Public School Finance
		School Personnel Management
Curriculum and Instruction	6	Curriculum Program of the Secondary School (or Elementary School)
		Supervision of Instruction
Elective	3	*
	30	

\* Elective selected from:

Comparative Education  
 Early Years of Secondary School (Junior High School)  
 Contemporary Issues in Education  
 Organization and Administration of Guidance  
 Theory and Practice of Guidance

The College of William and Mary

Area	Semester-hours	Courses
Basic	9	Philosophy of Education Research Methods in Education Human Growth and Development
Supervision and Curriculum	6	Supervision of Instruction School Curriculum (Elementary or Secondary)
Administration	6	Educational Administration The Organization and Administration of Schools (Elementary or Secondary)
Seminar	3	Seminar in Education
	<hr/> 24	

Six (6) additional semester-hours were required. The courses had to be selected from an elective list in the area of Supervision and Curriculum.



## II. RELATIONSHIP OF GRADUATE COURSE OFFERINGS IN THE SELECTED SCHOOLS TO THE IDENTIFIED NEEDS OF SCHOOL ADMINISTRATORS

Efforts have been made over the years to single out the areas of study most pertinent to the needs of school administrators. Much has been written about these needs and the changes to these needs that have resulted with the changing society. It is not difficult to understand that the school administrator of the one-room school house era would have a major adjustment to make in handling the plant operation problems of the large consolidated schools of this era. Similarly, the 1954 Supreme Court ruling against segregation in public schools posed new social problems and posed the need for curriculum changes in the legal preparation of school administrators.

The Southern States Cooperative Program in Educational Administration developed "Critical Task" areas which compose a Competency Pattern.

Competency Pattern was developed in order to put a concept to work--to give the idea substance--so that it could be applied, assessed and refined or rejected. The Competency Pattern is organized into Critical Task areas. Within each area are stated specific critical tasks of educational administration methods of task performance (an operational expression of theory) and know-how (beliefs, knowledge and skills needed to perform the specific task).<sup>1</sup>

To illustrate the manner in which each of the eight (8) Critical Task Areas was treated, this work will examine, as a sample, the task area identified as: "INSTRUCTION AND CURRICULUM DEVELOPMENT." This area is sub-divided into critical tasks as follows:

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<sup>1</sup> E. C. Merrill and T. E. Pierce, Better Teaching in School Administration (Nashville: McQuiddy Printing Company, 1955), p. 124.

1. Providing for the Formulation of Curriculum Objectives
2. Providing for the Formulation of Curriculum Content and Organization
3. Relating the Desired Curriculum to Available Time, Physical Facilities, and Personnel
4. Providing Materials, Resources, and Equipment for the Instructional Program
5. Providing for the Supervision of Instruction
6. Providing for In-Service Education of Instructional Personnel

Each of the six critical tasks is then assessed in terms of

a. Method of Performing the Task, b. Theory and c. Operational Beliefs, Skills, Knowledges Needed to Perform the Task. Pages 50 and 51 are presented to delineate the valuable assistance offered, in this effort by the Southern States Cooperative Program in Education, to improve the institutional preparation programs in School Administration. Each of the several critical tasks of the eight critical task areas is analyzed in the SSCPEA report, as the one shown on pages 50 and 51 for critical task number 4. above.

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**JOB**      **Critical Task: Providing Materials, Resources, and Equipment for the Instructional Program**

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**Method of Performing Critical Task (An Operational Expression of Theory):** In providing materials, resources and equipment for the instructional program, administration should...

**THEORY**

Organize the staff for the cooperative selection of materials and for their procurement, storage, allocation, distribution, and perpetual inventory.

Plan with the staff for the maximum use of materials and resources indigenous to the environment.

Provide for periodic evaluation of materials and ways in which they are used.

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**Operational Beliefs, Skills, Knowledges Needed to Perform the Task:** In providing materials, resources, and equipment for the instructional program, an administrator needs the following...

**KNOW-HOW**

**Operational Beliefs:** Materials alone will not make in themselves any instructional program a good one. Appropriate material can contribute a vast amount to the learning experience for children and render invaluable assistance to the teaching staff. The people who are going to use materials have a right to participate in their selection. Cooperative selection of materials promotes a more effective use of them. The total community offers a wide range of resources provided they are properly arranged for and related to the instruction program.

**Knowledge and Information:** A knowledge of various types of teaching aids (visual equipment, audio equipment, resource units, educational trips, etc.) A knowledge of the educational value inherent in common community material. A knowledge of the value of different types of materials and equipment in terms of pupil learning.

**Technical Skills:** Skill in judging the appropriateness of various materials to the instructional program. Skill in

judging the appropriateness of various materials to the instructional program. Skill in arranging for and scheduling<sup>2</sup> wide distribution of available materials and equipment.

It is noteworthy that a recent publication The Nation's Schools,<sup>3</sup> sets forth six (6) "areas of importance" to school administrators. Each "area" is adequately presented however by the thorough "Critical Task" listing of the SSCPEA. Emphasis is placed in the 1964 Nation's Schools "areas of importance" upon the need of school administrators to be prepared in the legal complications of school operation. School Law course offerings will, in 1964, represent changes based upon the many court rulings that have been given since the 1954 Supreme Court decision against "Separate but Equal" facilities for colored students in public schools. Special problems exist and require legal attention in parts of the State of Virginia, like Norfolk and Arlington, which receive government money for public schools as "Federally-impacted" areas.

In this work, the institutions selected were studied for the course offerings that correspond, by title and description, to the Southern States Cooperative Program in Educational Administration Areas. The extent to which the selected institutions met the needs of principals and superintendents, as these needs are identified in the eight (8) "Critical Task" areas, will be analyzed.

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<sup>2</sup> Ibid., p. 128

<sup>3</sup> The Nation's Schools, Volume 73, Number 3, March, 1964, pp. 67-80.

The relationship between school administration courses offered by the selected universities and the critical tasks identified by the Southern States Cooperative Program in Educational Administration<sup>4</sup> follows:

**CRITICAL TASK AREA: INSTRUCTION AND CURRICULUM DEVELOPMENT**

**TASKS**

(Instruction and Curriculum Development, Formulation of Curriculum Objectives, Determination of Curriculum Content and Organization, Relating the Desired Curriculum to Available Time, Physical Facilities, and Personnel, Supervision of Instruction, and In-Service Education of Instructional Personnel.)

**Institutions**

**Courses**

University of Virginia

Secondary School Curriculum  
Introduction to the Supervision of Instruction  
The Elementary School Curriculum  
Audio-Visual Instruction  
Practicum in Remedial Reading  
Teaching - The Secondary School  
Evaluation of Schools and Schools Systems  
Diagnostic Testing in Reading  
Concepts of Learning and Their Educational Implication  
Comparative Philosophies of Education  
The School Principalship  
Seminar in Education

Virginia Polytechnic Institute

Administration and Supervision of Public-Education  
Curriculum Construction  
Science Teaching - The Secondary School  
Teaching - The High School  
Organization of Education  
History and Philosophy of Education  
Public School Supervision

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<sup>4</sup> Merrill and Pierce, op. cit., pp. 125-177.

The University of Richmond

The Work of the High School Principal  
 The Work of the Elementary School Principal  
 The Use of Educational Television in Teaching  
 Educational Administration  
 Curriculum Program of the Secondary School  
 Programed Learning  
 The Teaching of Reading  
 Children's Literature  
 Curriculum Programs of the Elementary School  
 Supervision of Instruction

The College of William and Mary

Curriculum Organized - Secondary School  
 Elementary School Curriculum  
 Supervision of Instruction  
 Evaluation of Instruction  
 Developmental Reading  
 Problems in Teaching of Reading  
 Philosophy of Education

CRITICAL TASK AREA: PUPIL PERSONNEL (SERVICE)

TASKS

(Initiating and Maintaining a System of Child Accounting and Attendance, Instituting Measures for the Orientation of Pupils, Providing Counseling Services, Providing Health Services, Providing for Individual Service, Occupational and Educational Information Services, Placement and Follow-up Services for Pupils, Arrangement of Systematic Procedures for the Continual Assessment and Interpretation of Pupil Growth, Establishing Means of Dealing with Pupil Irregularities, and Developing and Coordinating Pupil Activity Programs.)

Institutions

University of Virginia

Courses

Personnel Management in School Administration  
 Survey of Exceptional Children  
 Psychology of Exceptional Children  
 Theory and Practice of Guidance  
 Teaching the Mentally Retarded

Teaching the Superior Learner  
 Gifted Children  
 Characteristics of the Mentally Re-  
 tarder  
 Characteristics of the Crippled Child  
 Rehabilitation Techniques  
 Teaching Reading to the Mentally Re-  
 tarder  
 The Organization and Administration  
 of Guidance Services  
 Individual Tests: Psychological  
 Diagnosis in the School Setting  
 Psychological Measurement  
 Mental Tests  
 Mental Hygiene  
 Educational Psychology  
 Human Development  
 Techniques of Counseling  
 Occupational Information Techniques  
 Supervised Practice in Counseling  
 Seminar in Education

**Virginia Polytechnic Institute**

Techniques of Counseling  
 Human Relations in the Classroom  
 Principles and Practices of Guidance  
 Public School Administration  
 Educational Psychology

**The University of Richmond**

Techniques of Counseling  
 Practice in Counseling Techniques  
 Organization and Administration of  
 Guidance  
 Child Behavior and Adjustment  
 Tests and Measurements  
 Elementary Statistical Methods  
 The Exceptional Child  
 Educational and Occupational Infor-  
 mation

**The College of William and Mary**

Abnormal Psychology  
 Human Growth and Development  
 Guidance and Personnel Work in Schools  
 Measurement in Education  
 Individual Appraisal for Guidance  
 Programs  
 Counseling: The Psychological and  
 Sociological Processes

**CRITICAL TASK AREA: COMMUNITY-SCHOOL LEADERSHIP**

TASKS

(Provide an Opportunity for a Community to Recognize its Composition, Assisting a Community to Identify its Potential for Improvement Through the Use of Natural and Human Resources, Determining the Educational Services the School Renders and How Such Services are Conditioned By Community Forces, Helping to Develop and Implement Plans for the Improvement of Community Life, Determining and Rendering Services which the School Can Best Provide in Community Improvement With and Through the Cooperation of Other Agencies, and Making Possible the Continual Reexamination of Accepted Plans and Policies for Community Improvement With Particular Reference to the Services Which the Schools are Rendering.)

Institutions

Courses

University of Virginia

School and Community Relations

Virginia Polytechnic Institute

School Community Relations

The University of Richmond

Interpreting the Work of the School

The College of William and Mary

Educational Administration

**CRITICAL TASK AREA: STAFF PERSONNEL**

TASKS

(Providing for the Formulation of Staff Personnel Policies, Recruitment of Staff Personnel, Selecting and Assisting Staff Personnel Records and Stimulating and Providing Opportunities for Professional Growth of Staff Personnel.)

Institutions

Courses

University of Virginia

Personnel Management in School Management

Virginia Polytechnic Institute

School Personnel Management

The University of Richmond

School Personnel Management  
The Work of the Elementary School Principal  
Interpreting the Work of the Schools  
The Work of the High School Principal

The College of William and Mary

Educational Administration



CRITICAL TASK AREA: SCHOOL PLANT

TASKS

(Determining the Physical Plant Needs of the Community and the Resources Which Can Be Marshalled to Meet Those Needs, Developing a Comprehensive Plan for the Orderly Growth and Improvement of School Plant Facilities, Initiating and Implementing Plans for the Orderly Growth and Improvement of School Plant Facilities, and Developing an Efficient Program of Operation and Maintenance of the Physical Plant.)

Institutions

University of Virginia  
 Virginia Polytechnic Institute  
 The University of Richmond  
 The College of William and Mary

Courses

The School Plant  
 School Plant Planning and Management  
 Educational Administration  
 Educational Administration

CRITICAL TASK AREA: SCHOOL TRANSPORTATION

TASKS

(Determining School Transportation Needs and Conditions Under Which Transportation Services Must Be Rendered, Procuring Equipment and Supplies Through Approved Methods of Purchase and Contracts, Organizing and Providing an Efficient System of School Transportation Maintenance, Providing for the Safety of Pupils, Personnel and Equipment and Developing an Understanding and Use of Legal Provisions Under Which the Transportation System Operates.)<sup>5</sup>

Institutions

University of Virginia  
 Virginia Polytechnic Institute  
 The University of Richmond  
 The College of William and Mary

Courses

School Law  
 School Law  
 Public School Administration  
 School Law  
 Educational Administration

<sup>5</sup>The legal provisions qualify "School Law" courses in the absence of courses more specifically applicable.

**CRITICAL TASK AREA: ORGANIZATION AND STRUCTURE**

TASKS

(Establishing Working Relationships with Local, State, and Federal Agencies to Provide Services Needed by the School System, Working With the Board of Education in the Formulation of Public School Policy and Plans, Designating Appropriate Operational Units Within the School System, Developing a Staff Organization as a Means of Implementing the Educational Objectives of the School Program, and Organizing Lay and Professional Groups for Participation in Education Planning and Other Educational Planning and Other Educational Activities.)

Institutions

Courses

University of Virginia	Theory and Organization of Higher Education Public School Administration
Virginia Polytechnic Institute	Organization of Education
The University of Richmond	Interpreting the Work of the Schools Educational Administration
The College of William and Mary	Educational Administration The Organization and Administration of Secondary Schools The Organization and Administration of Elementary Schools

**CRITICAL TASK AREA: SCHOOL FINANCE AND BUSINESS MANAGEMENT**

TASKS

(Organizing the Business Staff, Determining Sources of School Revenues, Formulating a Salary Schedule, Preparing the School Budget, Administering Capital Outlay and Debt Service, Administering School Purchasing, Accounting for School Movies, Accounting for School Property, Providing for a School Insurance Program, Providing a System of Internal Accounting.)

Institutions

Courses

The University of Virginia	Public School Finance
Virginia Polytechnic Institute	Public School Finance Problems in Public School Finance
The University of Richmond	Public School Finance
The College of William and Mary	School Finance

### III. SUMMARY

The courses required, by the four universities, for students pursuing the Master's degree in School Administration were generally comparable. The University of Richmond and Virginia Polytechnic Institute offerings were directed toward the Virginia State Board of Education certification regulations for public school superintendents. The University of Virginia and The College of William and Mary offerings were directed toward the Board certification requirements for public school principals.

Each of the universities made significant progress in expanding the offerings in the graduate field in school administration during the period 1955 - 1964. Of particular note was the addition, in each school of varied offerings in guidance, i.e., Counseling and Tests and Measurement courses. Instruction and Curriculum Development and Organization and Structure (critical task areas 1 and 2) are the areas which contained the greater number of courses and, correspondingly, the greatest increase rate in offerings in the years immediately prior to this study. The College of William and Mary did not offer a course in school law at the time of this writer's visit, but from interview discussion it was apparent that the decision to offer a course had been made. The School of Education was requesting the School of Law to conduct the class. It was assumed that institutions which lacked courses with titles paralleling "Staff Personnel", taught the material in other courses in the administration category and that "Transportation" (which no school offered as such) was similarly included in courses with other titles (possibly school law).

TABLE VI

DATES, TYPES AND SUMMARIES OF THE COURSE REQUIREMENTS  
OF THE MASTER'S DEGREES IN EDUCATION CONFERRED  
MOST EXTENSIVELY AT TIME OF STUDY

Institutions	Type of Degree and Date First Offered	Summary of Course Requirements
University of Virginia	M.Ed. (1950) <sup>a</sup>	<ol style="list-style-type: none"> <li>1. Thirty semester-hours of approved study</li> <li>2. Thesis not required</li> </ol>
Virginia Polytechnic Institute	M.Ed. (1952) <sup>b</sup>	<ol style="list-style-type: none"> <li>1. Forty-five quarter-hours of credit</li> <li>2. Thesis not required</li> </ol>
The University of Richmond	M.S. (1941) <sup>c</sup>	<ol style="list-style-type: none"> <li>1. Twenty-seven semester-hours of approved study</li> <li>2. Thesis to count no more than three (3) semester-hours.</li> </ol>
The College of William and Mary	M.Ed. (1947) <sup>d</sup>	<ol style="list-style-type: none"> <li>1. Twenty-seven (27) semester-hours of approved study</li> <li>2. Student may present a report of a professional project or thesis.</li> <li>3. Student may, with approval of Dean, substitute additional course work for the thesis or professional project report. Thirty-semester hours of approved study</li> </ol>

<sup>a</sup> University of Virginia, Graduating Exercises (Charlottesville: The Michie Company Printers, Series 1920-1981).

<sup>b</sup> Letter from Dr. Rufus W. Beamer to Frank Howard, March 31, 1964.

<sup>c</sup> The University of Richmond, Commencement Exercises, June, 1941 (Richmond: Whittet and Shepperson, Printers, 1941).

<sup>d</sup> The College of William and Mary in Virginia, Exercises on the Occasion of the Conferring of Degrees (Williamsburg: June, 1947).

## CHAPTER VII

### GRADUATE PROGRAM CHANGES UNDERWAY OR IN PROSPECT

#### I. UNIVERSITY OF VIRGINIA

Consistent with the American Association of School Administrator's position regarding the qualification requirements for public school superintendents, the Graduate School of Education of the University of Virginia believed that graduate study in Education, beyond the Master's degree, was essential. The program included a minimum of thirty semester-hours of graduate work beyond the Master's degree and was considered to be an answer to the greater-than-ever demand for high quality personnel in school administration and supervision. Admission requirements include:

- A. The Master's degree from an accredited institution, with evidence of satisfactory scholarship.
- B. A minimum of two years of successful experience in administration and/or supervision in addition to teaching experience.
- C. Acceptable scores on qualifying examinations.
- D. Personal interview with members of the Committee on School Administration and Supervision.

Students who completed the program were awarded the Certificate in School Administration and Supervision.

#### II. VIRGINIA POLYTECHNIC INSTITUTE

Radford College was under the administrative direction of Virginia Polytechnic Institute when this study was undertaken. Graduate degrees

in Education earned at Radford College were conferred at Virginia Polytechnic Institute. By Virginia State Legislature action, Radford College became a separate institution on July 1, 1964.

A more aggressive competitive effort to attract graduate students was underway by the Department of Education. A raising of requirements was anticipated for undergraduate grades of incoming graduate students. It was expected that Virginia Polytechnic Institute will offer the doctorate in Education within five years of the date of this study. Consideration was given to the offering of a Master of Arts in Teaching course at the time this study was being made. It was decided that a Master of Arts in Teaching program would not be offered in the immediate future.

### III. UNIVERSITY OF RICHMOND

Dr. George M. Modlin in a recent address<sup>1</sup> envisioned a 13 million dollar expansion program for The University of Richmond that would include a large expansion of the graduate school and the offering of doctoral programs in several fields.

It was not anticipated, however, that in the immediate future the doctoral program would be offered in Education. The philosophy of the Department of Education with regard to the doctoral program was that the University would be ready only when it could offer a program as good as the better ones and better than the mediocre ones. The ex-

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<sup>1</sup> Commencement address, The University of Richmond, Richmond, June, 1964.

pansion of the graduate program in Education to the requirement for approximately ten instructional personnel was seen as a reasonable basis for initiating the doctoral program. It was anticipated that a general raising of requirements for admission to graduate study in Education would be in prospect.

#### IV. THE COLLEGE OF WILLIAM AND MARY

This institution offered Master's degree programs which (1) required the student to prepare a thesis and (2) permitted the student to take additional classwork in lieu of writing a thesis. It was reported that fewer students each year were taking the program which required the thesis. It was further reported that those who elect to prepare a thesis were not doing the caliber of research the officials considered adequate.

A general raising of scholastic requirements had been in effect and was expected to continue. This was reported to be consistent with the general trend in the state-supported institutions. It did not seem likely that a doctoral program in Education would be offered in the near future because of the already overcrowded facilities and the shortage of professors for graduate instruction.

The degree, Master of Arts in Teaching, was being offered for the first time in 1964. The program represented, of course, a change for this institution in that it would be designed to qualify as teachers college graduates who had not prepared for teaching.<sup>2</sup>

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<sup>2</sup> A description of the Master of Arts in Teaching program offered at The College of William and Mary is presented in Appendix A.

## CHAPTER VIII

### SUMMARY AND CONCLUSIONS

This study of the composition and general characteristics of the Master's degree programs in Education offered by four universities in Virginia should be of interest, particularly, to those who aspire to become public school principals or superintendents. The requirements for admission of students to graduate school were found to be generally comparable among the institutions. There was considerable variation, however, by the institutions in the usage of Master's degree titles. The same Master's degree title did not necessarily mean the same program and requirements. Different titles represented programs that were substantially alike. A variation of from five to eight years existed among the institutions in the maximum elapsed time allowed the student in the completion of his graduate program. The University of Richmond required students working toward the Master of Science in Education degree to complete the program within five years. The University of Virginia required students pursuing the Master of Education degree to complete the program within eight years. Graduate credit was allowed a student earning a "C" (if offset by an "A") in courses at Virginia Polytechnic Institute and The College of William and Mary, but no grade lower than "B" gave graduate credit at The University of Virginia or The University of Richmond. The University of Richmond required the student to earn an "A" in nine of the twenty-seven semester-hours necessary for the program completion. The



University of Virginia required a grade of "B<sup>+</sup>" or "A" on one third of the courses included in the degree program. While each of the other institutions permitted, under regulated circumstances, the transfer of credit, The University of Virginia did not allow graduate course credit transfer for two of the three graduate degrees in Education it conferred. The preparation of a thesis was required of all Master's degree candidates at The University of Richmond, but in each of the other three universities the student was given a choice between the writing of a thesis and the completing of three additional semester-hours of graduate study. Final comprehensive examinations were given the graduate student by each of the institutions.

The curriculum offerings, in each of the universities, met the Virginia State Board of Education requirements for certification of public school principals. Since The University of Virginia offered a special program that included a minimum of thirty semester-hours of graduate work beyond the Master's degree for the preparation of prospective superintendents, its Master's degree program was not designed to prepare candidates for the superintendency. The University of Virginia, in this respect, appears to be in agreement with the philosophy of the American Association of School Administrators. Neither was the Master's degree program at The College of William and Mary designed to prepare candidates for the superintendency. The Master's degree programs at The Virginia Polytechnic Institute and The University of Richmond met the Virginia State Board requirements for superintendents. At the time of this study

Virginia laws required division superintendents to be selected from an eligibility list which was compiled by the Virginia State Board of Education. There were however no legal requirements for principals.

The curriculum offerings in each of the four Virginia universities compared favorably with the Southern States Cooperative Program in Educational Administration competency pattern for school administrators, and the six areas of importance to school administrators identified in the Annual Administrative Review issue of the Nation's Schools magazine (March, 1964). The College of William and Mary did not offer a course in school law but steps were being taken at the time this study was being made, to provide this course.

From the extensive amount of literature that has been written on Educational School Administration, the writer extracted suggestions for graduate program curriculum changes in school law, guidance and public relations. The addition of internship as a part of the graduate student preparation was also suggested. The University of Virginia was the only institution of those selected for this study that reported experience in internship in the graduate program.

It is hoped that work will be undertaken by research students to supplement and expand the scope of this study. Investigations and comparisons are needed in fields of graduate emphasis such as guidance and counseling, and such research should be extended to all of the Virginia colleges and universities offering graduate programs.

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**APPENDIX A**



## THE MASTER OF ARTS IN TEACHING DEGREE PROGRAM<sup>1</sup>

The University of Virginia and the College of William and Mary have inaugurated teacher education programs leading to the Master of Arts in Teaching Degree. The programs are designed to prepare for teaching positions college graduates who have taken less than the required number of courses in education. Additional study in a subject matter field, basic professional education courses and perhaps some type of inter-service experience under supervision are requirements for the degree. The groups of people for whom the Master of Arts in Teaching Degree is intended are identified as follows:

1. Recent graduates in the liberal arts.
2. Recent graduates whose majors have been in professional areas other than education.
3. Older college graduates who are retiring from business, military service and other professions.
4. College graduates of various ages in professions other than education who wish to prepare for teaching.
5. Women who are college graduates and who wish to enter teaching as their home and family responsibilities require less time.

### I. UNIVERSITY OF VIRGINIA

#### Degree awarded

Master of Arts in Teaching

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<sup>1</sup> State Council of Higher Education, A Report to the Governor and The General Assembly of Virginia, Teachers For The Public Schools of Virginia, Present and Future (Richmond: December, 1963), p. 24.

Specialties available

Secondary school:	Latin
Biology	Mathematics
Chemistry	Physics
English	Political Science
French	Spanish
History	Speech and Drama

Admission requirements

1. College graduation with a major or the equivalent in one of the specialties offered.
2. B average in undergraduate work.
3. Acceptable scores on Graduate Record Examination.
4. Evidence of aptitude and enthusiasm for teaching.

Program

1. Each student's program is arranged in consultation with an adviser designated by the academic department concerned and an adviser in the School of Education.
2. Minimum of 30 semester hours, of which at least 12 are in the teaching field.
3. Two years of successful teaching in an accredited secondary school or a minimum of 100 clock hours of supervised student teaching. Proficiency in teaching must be demonstrated.
4. Final comprehensive examination in subject-matter field.

Time required

The equivalent of one year's resident graduate work completed within a period of five years.

Special characteristics

Alternatives offered: student teaching and successful on-the-job

performance. Students may combine summer study with full-time teaching during school year, thus completing the program in four years.

Financial aid

1. Ten fellowship loans at \$1,700 each. Loans canceled by teaching in Virginia.
2. Summer scholarships.
3. NDEA loans.

Application deadline

July 1.

## II. COLLEGE OF WILLIAM AND MARY

### Degree awarded

Master of Arts in Teaching

### Specialties available

High school:	Latin
Ancient Languages	Mathematics
Biology	Physics
English	Science
History	Social Studies

### Admission requirements

1. Bachelor's degree.
2. High level of competency in subject field selected.  
Note: Preference given to recent college graduates who have not prepared for teaching.

### Program

1. Total of 33 semester hours' study, at least one-half being at the graduate level.
2. Student's program is tailored to his individual needs, subject to following minima:

Teaching field: 18 semester hours.

Education: 15 semester hours (at least 6 at graduate level).

Note: Students with undergraduate credits in Education may substitute a corresponding amount of additional work in teaching field.

3. One semester's full-time paid internship in teaching.

### Special characteristics

1. Integration of Education study and internship in teaching.
2. Program leads to Virginia Collegiate Professional Certificate.

Time required

15 months (September to January).

Financial aid

1. Internship salary in final semester.
2. Full tuition scholarships.

Application deadline

May 1.

**APPENDIX B**

## STUDY: SCHOOL ADMINISTRATORS CRITICIZED

Stanley W. Williams reports a study in which school teachers and school board members were asked to list the working characteristics which they disliked about school administrators.<sup>2</sup> The criticisms listed by the teachers were applicable to principals and the school board criticisms were directed to school superintendents. The teacher's list was as follows:

1. Administrators won't make decisions.
2. They are hard to approach.
3. They seldom talk frankly to a teacher.
4. They lack foresight.
5. They place too much emphasis upon routine duties.

The school board members reported as follows:

1. Administrators lack tactfulness.
2. They evaluate teachers poorly.
3. They give insufficient supervision to instruction.
4. They lack leadership in discipline.

The survey recommendation for school administrators was two-fold. It suggested that school administrators should pay close heed to teachers' expectations and that they should carry out school board policies faithfully.

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<sup>2</sup> Stanley W. Williams, Educational Administration in Secondary Schools (New York: Holt, Rinehart and Winston, 1964), p. 24.

## VITA

Francis Hawthorne Howard was born in Newton Center, Massachusetts. His mother was born and raised in Nottoway County, Virginia near Blackstone. His father was born in St. Johns, New Brunswick, Canada.

He attended elementary school in Massachusetts and New Rochelle, New York and Junior High School in New Rochelle. He attended High School in Miami, Florida and Blackstone, Virginia. The writer graduated from Randolph-Macon College, in Ashland, Virginia, with a B. A. degree in English. He received a Virginia Teachers Certificate upon graduation from Randolph-Macon College in 1938 but did not use the certificate until 1959, when he assumed his first public school teaching position at Fairfield Junior High in Henrico County.

In 1941 the writer was married to Jane R. Wightman of Ashland, Virginia. They have two daughters, Dianne and Pamela who were living with them in Ashland, Virginia at the time of this study.

For nearly twenty years of their married lives, the Howards lived in Maryland where the writer was employed by the Glenn L. Martin Aircraft Company of Baltimore for several years and then by the Fairchild Aircraft and Missile Corporation of Hagerstown for approximately fifteen years.

From September 1960 through May 1963 the writer taught in Hanover County, Virginia, at Henry Clay Elementary School. During the 1963-1964 school year he taught General Science, Mathematics and Political Science at Patrick Henry High School in Hanover County.



He is an enthusiastic golfer, hunter and fisherman and enjoys amateur radio. His "ham" station is W4JHG.

He entered graduate school at the University of Richmond in the summer of 1961.