

1968

## A Study of the Graduates of the Master of Education Program at Central Washington State College, 1949-1964

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143

A STUDY OF THE GRADUATES OF THE MASTER OF EDUCATION PROGRAM  
AT CENTRAL WASHINGTON STATE COLLEGE, 1949-1964

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A Thesis  
Presented to  
the Graduate Faculty  
Central Washington State College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Edward Henry Euken

August, 1968

**LD**  
**5771.3**  
**E875**  
**SPECIAL**  
**COLLECTION**



**171009**

APPROVED FOR THE GRADUATE FACULTY

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## ACKNOWLEDGMENTS

Sincere appreciation is extended to the late Dr. Ernest E. Muzzall and Dr. D. Daryl Basler for their assistance and encouragement during the formulation and writing of this paper. Appreciation is also extended to Dr. Donald Schliesman, Dr. William Floyd, and Mr. John Schwenker for their service on the Graduate Committee.

The writer is indebted to the Office of Institutional Research for assistance in the initial phases of this investigation.

Special recognition is accorded to my wife, Pam, whose patience, help, and understanding have made this study possible.

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## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS USED

The Washington Legislature, in 1947, authorized the Washington Colleges of Education to grant the Master of Education degree. In 1949 the first degree was granted from what was then Central Washington College of Education (5:54). Since that time, more than one thousand persons have earned the Master of Education degree, and the program has been expanded to include thirty different areas of specialization (6:8). A lack of published reports would indicate that little attempt has been made to evaluate the Master's program or to determine its effectiveness since its inception in 1947.

The late Dr. Ernest E. Muzzall, long-time Professor of Education and former Dean of Graduate Studies at Central Washington State College, possessed an intense interest in the teacher education program and graduate studies program, even after his retirement and until his death in August, 1966. It was his belief that knowledge of the vocational status of the graduates of the Master's program and their recommendations for improvement of the program would be of considerable interest and use to the Department of Education, Dean of Graduate Studies, and his advisory committee. His sincere interest in this area and his desire that Central Washington State College should have an effective, high-quality program of advanced study provided the incentive for this investigation.

## I. THE PROBLEM

### Statement of the Problem

It was the purpose of this study (1) to determine the vocational status of the graduates of the Master of Education program of Central Washington State College; and (2) to obtain recommendations for improvement of the program.

### Importance of the Study

Any course of advanced study should be planned to effectively prepare one for his particular chosen field of specialization. An important means of evaluating any program involves utilization of opinions of those persons who have participated in it. A graduate's appraisal of his experiences in the program should afford some indication of its effectiveness and should provide a basis upon which evaluation can be carried out.

The reputation of an institution, or of a particular department within that institution, is often a determining factor in a prospective student's choice of whether or not to attend that school. To build, maintain, and perpetuate a favorable and effective program requires constant and continual evaluation of procedures, courses offered, and learning experiences provided. It is hoped the results of this study will contribute to such an evaluation.

### Limitations of the Study

This study was limited to those persons who had received the Master of Education degree from 1949 through 1964. It was felt that persons earning the degree after 1964 would not have had an opportunity to work in their specialized fields long enough to accurately assess their graduate study preparation and its relation to vocational duties.

### Assumption

A basic assumption was made that persons who have participated in the Master of Education program are in a position to evaluate its effectiveness in preparing them for their particular field of specialization, and to make suggestions for improvement in that program.

## II. DEFINITIONS OF TERMS USED

### Graduate

The term graduate shall mean one who has completed the course of study in the Master's program and who now holds the Master of Education degree from Central Washington State College.

### Graduate Committee

Throughout this report, the term graduate committee shall be interpreted to mean a group of at least three persons, with two being members representing the major department, who are responsible for

(1) approving courses and other details to complete degree requirements, (2) directing and approving the thesis, and (3) conducting the final examination (6:14).

### Graduate Program

The graduate program was interpreted as meaning an advanced course of study for persons holding a Bachelor's degree which leads to the attainment of the Master of Education degree.

### Master's Program

For the purposes of this investigation, the term Master's program shall be used synonymously with Graduate program.

## CHAPTER II

### REVIEW OF THE LITERATURE

This chapter presents a review of literature related to the Master of Education degree. The library at Central Washington State College was the primary source from which information was obtained.

The review indicates the concerns many authors have regarding present graduate programs at the Master's level. The chapter includes (1) the number and types of Master's degrees, (2) the importance of the Master's degree, (3) the role of the graduate staff in Master's programs, and (4) the evaluation of Master's programs. It serves to point out the need for evaluation of current practices in graduate education.

In 1950, 34.4 per cent of the Master's degrees awarded in the United States were in the field of education. The proportion of the total reached its highest point in 1954 when 48.9 per cent of all Master's were awarded in education (7:57).

Mouly points out that "Of the over 75,000 Master's degrees awarded in 1961-1962, nearly half went to students in education" (10:401).

Although the number of degrees awarded in education has steadily increased, Griggs indicates that the importance of the Master's degree has declined recently. He says,

Several factors have contributed to this condition, one of which is the wide diversity found in the master's degree itself. There has been a continual expansion in the number and types of master's degrees until today there are more than 150 different master's degrees offered in the United States (7:56).

He goes on to point out that another factor which has contributed to the decline in the importance in the master's degree has been the demand for the Ph.D. degree and the subsequent encouragement to continue study beyond the master's level (7:57).

Walters states that although the master's is chiefly a degree for elementary and secondary teachers, too many master's degrees are being awarded in education. "It is in the interest of effective teaching in the secondary schools that more prospective teachers at that level earn the Master of Arts or Master of Science degrees in academic disciplines" (13:99).

Brinkman emphasizes the importance of including advanced work in subject matter in graduate study programs for teachers and administrators. "A post-baccalaureate degree without additional content courses is a form of isolationism which encourages ignorance and non-intellectual, if not indeed anti-intellectual attitudes . . ." (3:43).

According to Kinnane,

The prospects for a healthy academic future for America's schools would be brighter if more secondary school teachers, regardless of how strong their undergraduate preparation may have been, were deepening their scholarship at the graduate level (9:14).

Speaking of the M.A. degree, Briggs states,

Because of the dilution of requirements, it no longer has honorific significance, no significance of any kind except to attest that the recipient has received in courses of unknown value and co-ordination credit for some thirty points (2:31).

The importance of evaluation of graduate programs is brought out by the amount of criticism those programs have received. In discussing the growing tendency of some institutions to merge undergraduate and graduate students in the same classes, Horner says,

Unless college and university administrators take a realistic look at what is happening to the graduate curriculum, the mixed courses will become so prevalent that the label "graduate education" will be a misnomer (8:167).

Mouly says,

If it is to discharge its crucial function, the graduate school must define clearly its purposes and its mode of operation. Graduate training must not be simply a continuation of undergraduate work but must involve a considerable departure both in the degree and the kind of training it emphasizes (10:401).

He states further that courses must be geared, not to the absorption of knowledge, but to the development of persons capable of discovering their own answers as the basis for making decisions.

Much criticism has been leveled at graduate classes in education. Wraith says their role should include the following:

1. Extending the study and examination of the knowledge and concepts which are emerging from scientific study and seeking to determine their functional implications for various aspects of the educational enterprise.



2. Helping teachers to see their work in a broader social and philosophical perspective.
3. Helping teachers to learn the intellectual and human relations skills that are essential for problem solving (14:106).

A great deal has been written concerning the role of the graduate staff in master's programs.

The essence of any university graduate department, as of the university as a whole, is a staff who provide trained intelligence, freedom to pursue significant intellectual problems in whatever direction understanding may lie, students to learn and participate in these studies, and facilities that are needed to aid in the pursuit of understanding, all dedicated to the improvement of man (11:14).

According to Writh,

The graduate faculty through study and research should be creating and reaching out for knowledge and ideas relevant for the profession and see that these are entertained by their students. They can help students have a deeper understanding of the background of problems which they face, they can develop an awareness of promising trends or techniques when they exist, they can help students to learn the discipline of demarcating aspects of troublesome situations which can be managed by problem solving procedures (14:106).

Anderson and Richardson enumerate several bases upon which a master's program can be evaluated, one of which concerned the graduate faculty. "Graduate instruction should be limited to those staff members who are qualified to stimulate learning at the graduate level." They also indicated that staff loads for graduate professors should be reduced to allow time to supervise master's candidates and their work (1:379).

The National Society for the Study of Education stated in one of its publications that "One of the major functions of graduate departments

of education is to provide and guide graduate instruction but not to spend time in dispensing isolated information or giving rules for professional duties" (11:18). They also indicated that it is the function of professional study "to prepare people for maximum competency in carrying on an occupation" (11:30).

Cartwright discussed desirable features of graduate programs, and proposed that they should "expose the teacher to different viewpoints" and should "be adapted to the needs of the individual teachers concerned" (4:153).

A statement by Brinkman serves to summarize this review.

Everyone in the educational profession must give serious thought to the advanced programs for teachers and administrators. . . . Deans and professors in education would do their utmost . . . to insure their advanced degree students of a firm foundation in scholarship and professional essentials (3:43).

Comments such as these would indicate that there is a need for continuous evaluation of graduate study programs.

## CHAPTER III

### PROCEDURES

A list of all persons who had earned the Master of Education degree from Central Washington State College from 1949 through 1964 was obtained from the Graduate Office. Files in the College Placement Office and Alumni Office were used to locate addresses of the graduates. Some addresses were obtained from persons on the college campus who were closely associated with the graduates during the time they were attending this institution. Department heads, professors, and those who had served on graduate study committees were consulted.

Of the 887 persons who received the Master of Education degree from 1949 through 1964, six were known to have deceased. Current addresses were located for 667 of the remaining 881 persons. A questionnaire was devised and sent to those people, along with a stamped, self-addressed envelope and a cover letter describing the nature of the study. (See Appendix A, page 55).

#### I. THE QUESTIONNAIRE

A questionnaire was devised to accomplish the purposes of the study. Questions one through three were included in the questionnaire to aid in the classification of the respondents and in the treatment and

interpretation of the data. Items four through six were designed to determine the vocational status of the graduates, and questions seven through eleven served to provide recommendations for improvement of the program.

It was decided to use questions of the "open" variety, designed to give the respondent more leeway in stating his views, as opposed to the "closed" question which provides the respondent with ready-made alternatives. According to Mouly, by providing for more flexibility in stating one's position, validity is increased. A limitation of this type of question stems from the fact that it increases the risk of misinterpretation (10:247).

Another limitation of this questionnaire presents itself when one considers that many of the respondents have not been closely associated with Central Washington State College for several years, and their memory of experiences during advanced study may have faded due to the lapse in time since their graduation.

The data from the questionnaire were categorized, and are presented in Chapter IV.

## CHAPTER IV

### RESULTS OF THE STUDY

This chapter will deal with the presentation of data obtained from the questionnaire. Items one through six are dealt with in order. Discussion of items nine, ten, and eleven follows, and items eight and seven are covered last. Items were discussed in this order in the interest of the reader.

A total of 363 questionnaires were completed and returned. This was 55.25 per cent of the number sent.

Table I is a tabulation of the colleges and universities from which the respondents earned B. A. degrees. Thirty-six different institutions were represented, 26 of which were located out of the state of Washington. None of the out-of-state schools were represented more than once. Of the total respondents, 302, or 83 per cent, had received the Bachelor of Arts in Education degree from Central Washington State College. A total of 35 respondents, nearly 10 per cent, received bachelor's degrees from other institutions within the state, and 26 persons earned Bachelor of Arts degrees from institutions outside the state of Washington.

Table II includes information regarding the number of respondents who earned master's degrees each year from Central Washington State College. This information was used primarily for the purpose of evaluating

TABLE I

COLLEGES AND UNIVERSITIES FROM WHICH RESPONDENTS  
EARNED BACHELOR OF ARTS DEGREES

Institution	Number of Respondents	Per Cent
Central Washington State College	302	83
Other Washington Institutions	35	10
Western Washington State College	8	
University of Washington	7	
Eastern Washington State College	6	
Washington State University	6	
Seattle Pacific College	3	
Pacific Lutheran University	2	
Gonzaga University	1	
Seattle University	1	
University of Puget Sound	1	
Out-of-state Institutions	<u>26</u>	<u>7</u>
Totals	363	100

TABLE II

THE NUMBERS OF RESPONDENTS WHO EARNED THE MASTER OF  
EDUCATION DEGREE IN GIVEN YEARS

Year	Total Graduates	Questionnaires Sent to	Number of Questionnaires Returned
1949	7	6	4
1950	16	14	6
1951	19	13	9
1952	22	20	11
1953	51	44	22
1954	48	45	26
1955	50	38	22
1956	58	43	24
1957	74	57	32
1958	69	59	28
1959	60	43	25
1960	62	46	27
1961	91	62	33
1962	99	68	32
1963	77	57	33
1964	<u>84</u>	<u>52</u>	<u>29</u>
Totals	887	667	363

recommended changes for improvement of the graduate program, which will be discussed later in this chapter.

The Master of Education program at Central Washington State Collège now includes thirty different fields of specialization. Item three of the questionnaire asked the respondent to indicate the area of specialization in which he had received the master's degree. Responses to question three are presented in Table III.

The area of Administration and Supervision was most frequently mentioned; 150 persons reported receiving the degree in that area. In addition, four persons earned dual master's degrees in two areas, one of which was in Administration and Supervision. These 154 persons comprised nearly 43 per cent of all respondents.

Item four of the questionnaire concerned the present vocational status of the respondents, and a summarized tabulation of their responses is found in Table IV. For a complete list of positions held by the graduates, refer to Appendix B, page 57.

The greatest number of persons, 140, were employed as teachers, and 70 were principals. Of these, 44 were employed as elementary school principals and 11 as high school principals. Also, 10 persons held vice-principal positions.

Twenty-nine persons were employed as college professors or instructors, and 10 additional persons held administrative positions



TABLE III

AREAS OF SPECIALIZATION IN WHICH MASTER  
OF EDUCATION DEGREE WAS EARNED

Area of Specialization	Number of Respondents	Per Cent of Respondents
Administration & Supervision	150	41.4
Guidance & Counseling	30	8.2
Master Teacher	30	8.2
Music Education	27	7.4
Physical Education	16	4.4
Industrial Arts	15	4.1
Social Science	14	3.8
Audio-Visual Instructional Aids	9	2.4
School Psychology	9	2.4
English	8	2.2
Science Education	8	2.2
Art Education	7	1.9
Mathematics	7	1.9
Business Education	4	1.1
Curriculum Director	3	.8
History	3	.8
Language Arts	3	.8
Remedial Education	3	.8
Speech & Drama	3	.8
Teacher-Librarian	3	.8
Administration & Supervision/Audio-Visual Aids	2	.6
Administration & Supervision/Physical Education	2	.6
Science & Mathematics	2	.6
Library Science	1	.3
Special Education	1	.3
No report	3	.8
Total	363	

TABLE IV

PRESENT VOCATIONAL STATUS OF THE GRADUATES OF  
THE MASTER OF EDUCATION PROGRAM

Position	Number of Respondents	Per Cent of Respondents
Teacher	140	39.5
Principal	70	19.5
College Instructor	29	7.9
Counselor/School Psychologist	26	7.1
Superintendent or Assistant Superintendent	17	4.6
Supervisor/Director/Coordinator	15	4.1
College or State Department Administrator	10	2.7
Vice-principal	10	2.7
Retired	10	2.7
Business	8	2.2
Doctoral student	7	1.9
Librarian	7	1.6
Athletic Director	5	1.3
Other	9	2.4
Total	363	

either in colleges and universities or at the state level.

Information in Table III indicates that 150 graduates had earned master's degrees in the area of Administration and Supervision. Responses to question four show that 105 persons were in administrative positions in public or private schools and colleges and universities. These included 70 principals at the elementary and secondary levels, 10 vice-principals, 11 superintendents of schools, 6 assistant superintendents, 2 supervisors, 3 administrative assistants, a high school dean, a dean of women, and a dean of a college of education. (See Appendix B, page 57.)

Ten of the respondents had retired. The positions from which they retired are shown in Table V.

Only 12 of the graduates, with the exception of those who were retired, were not actively engaged in some aspect of education. Those included 3 housewives, a Job Corps Supervisor, a building contractor, an assistant personnel officer, a sales consultant, a book company representative, a computer programmer, a hotel owner, a chiropractor, and a review and integration supervisor. (See Appendix B, page 57)

When asked, "Are you presently working on an advanced degree?", 27 persons replied yes, 329 said no, and 7 persons did not reply. A tabulation of the degrees sought and the institution at which the person was studying is presented in Table VI. It can be seen that more than half of those working on an advanced degree were doing so at institutions in the state of Washington.

TABLE V

## POSITIONS FROM WHICH RESPONDENTS ARE RETIRED

Position	Number of Respondents
High school teacher	3
Elementary school teacher	2
Assistant professor	2
Principal	1
Junior high school teacher	1
Satellite launch mathematician	1
Total	10

TABLE VI

## ADVANCED DEGREES BEING SOUGHT AND INSTITUTION

Institution	Degree Sought	Number	Per Cent
In-State-Institutions		14	52
Washington State University	Ed.D	6	
University of Washington	Ed.D	4	
Washington State University	Ph.D	4	
Out-of-State Institutions		12	44
University of Idaho	Ed.D	2	
University of Oregon	Ed.D	2	
Ball State University	Ed.D	1	
Colorado State University	Ed.D	1	
University of California at Berkeley	Ed.D	1	
University of California at Los Angeles	Ed.D	1	
University of Colorado	Ed.D	1	
University of Indiana	Ed.D	1	
University of Maryland	Ed.D	1	
University of Portland	Ed.D	1	
No Institution Given	Ed.D	1	4
Total		27	

Of the 14 persons working on Doctoral degrees in the state, 10 were doing so at Washington State University.

Only 16 of the 363 respondents had already earned doctoral degrees. There were 341 who had not, and 6 graduates did not respond to item six of the questionnaire. A compilation of the degrees earned and the granting institutions is found in Table VII. It is interesting to note that not one had earned his degree from the University of Washington. The Doctor of Education degree was earned by 13 persons, and the Doctor of Philosophy degree by 3 persons.

Combining information obtained from items five and six of the questionnaire, we find that 43 of the respondents either were working toward or had earned doctoral degrees. These comprised nearly twelve per cent of all respondents.

Responses to item nine divulged a variety of reasons for coming to Central Washington State College to do graduate work. No less than 160 graduates chose to return to CWSC because they had earned the bachelor's degree at that institution. Nearly as many respondents, 158, attended because of the convenient location of the institution and its close proximity to their place of residence.

Two or more reasons for attending Central Washington State College for graduate study were given by most graduates. A tabulation of the more frequently mentioned reasons is found in Table VIII. A complete

TABLE VII  
DOCTORAL DEGREES EARNED BY RESPONDENTS  
AND GRANTING INSTITUTIONS

Degree	Granting Institution	Number
Ed.D.	University of Oregon	4
Ed.D.	Washington State University	3
Ed.D.	Stanford University	2
Ed.D.	Colorado State University	1
Ed.D.	Columbia University Teachers College	1
Ph.D.	Oregon State University	1
Ph.D.	Stanford University	1
Ed.D.	University of Idaho	1
Ed.D.	University of Missouri	1
Ph.D.	Washington State University	1
Total		16

TABLE VIII

MOST FREQUENTLY MENTIONED REASONS FOR COMING TO CENTRAL  
WASHINGTON STATE COLLEGE TO DO GRADUATE WORK

Reason	Frequency of Response
Received B.A. there	160
Location	158
Reputation	66
Financial Reasons	45
Staff	42
Program	19



listing of responses appears in Appendix C, page 59.

Sixty-six persons indicated that the reputation of the graduate school had influenced their selection, while 45 persons chose Central Washington State College for financial reasons. These ranged from economical living conditions to the availability of assistantships. The quality of the instructional staff was listed as a reason by 42 persons, and 19 respondents were encouraged to attend CWSC because of the programs offered.

Interpretation of answers to question ten disclosed that 294 persons felt the graduate committee was helpful in the preparation of the thesis or research paper. Thirty-seven persons said the committee definitely was not helpful, while nine respondents said the committee was not particularly helpful. Four graduates indicated that they were not aware of having had a graduate committee. Five persons felt the committee was only somewhat helpful, and fourteen graduates did not respond to the question. A summary of responses to item ten is found in Table IX.

According to the 1966 Graduate Catalog from Central Washington State College,

After admission, the student's graduate committee will be appointed by the Dean after consultation with the department in which he is specializing. The committee will consist of at least three persons, at least two being members of the major department. The student's committee will be responsible for: (1) approving courses and other details to complete degree requirements; (2) directing and approving the thesis; and (3) conducting the final examinations (6:14).

TABLE IX

RESPONSES TO QUESTION TEN, "WAS YOUR COMMITTEE HELPFUL IN THE PREPARATION OF YOUR THESIS OR RESEARCH PAPER?"

Response	Frequency of Response	Per Cent
Yes	294	81
No	37	10
No answer	14	4
Not particularly helpful	9	2
Somewhat helpful	5	2
Had no committee	4	1
Total	363	

Experiences of many graduate students have indicated that there is a great deal of variation in the roles assumed by different students' committees. An attempt was made to ascertain a more definitive role of graduate study committees by asking graduates to give their opinions as to what the role of the committee should be. Nearly all graduates enumerated several duties and responsibilities which they felt were important functions to be served by graduate committees.

The role of guidance was mentioned by 90 persons, and 70 respondents said that graduate committee members should act as advisers. Providing assistance to the candidate in the preparation of his thesis was thought to be an important role by 68 persons, and 49 graduates said that graduate committees should offer encouragement to the candidate. At least 33 persons said the graduate committee should offer constructive criticism to the student. To help plan an effective program of study was listed by 29 respondents, and 27 persons felt that the graduate committee should assist in the selection of an acceptable thesis topic. A tabulation of these and less frequently mentioned roles is presented in Table X. For a complete listing of graduate's responses concerning the role of the graduate committee, refer to Appendix D, page 62.

Question eight asked that the graduate evaluate the program under which he had graduated as to its effectiveness in preparing him for his particular area of specialization. To effectively analyze the responses,

TABLE X

SUMMARY OF GRADUATES' VIEWS ON WHAT THE ROLE OF  
THE GRADUATE COMMITTEE SHOULD BE

Role	Frequency of Response
Guidance	90
Act as advisers	70
Provide assistance to the candidate	68
Offer encouragement to the candidate	49
Offer constructive criticism	33
Help plan an effective program of study	29
Assist in selection of thesis topic	27
Counseling	24
Evaluation of candidate's work	20

the graduates were separated into the areas in which they received the Master of Education degree. The largest group was in the area of Administration and Supervision, with 150 persons receiving the degree in this field. An additional 4 persons received a dual master's degree in Administration and Supervision as well as in other areas. Of these 154 persons, 126 responded that the program was effective, only 7 replied no, and 12 persons either did not answer or declined to say because they had not held an administrative position. See Table XI.

The specialized areas of Guidance and Counseling and Master Teacher were the next larger groups with 30 persons earning their degrees in each area. There were 19 persons who said the Guidance and Counseling program had been effective, while 20 of the 30 master teachers indicated that the program did an effective job of preparing them for their specialized field.

Combining all the respondents, 278 persons (76 per cent) from all areas of specialization felt their programs were effective, while only 31 persons (8 per cent) definitely felt they were not effective. See Table XI. A total of 26 graduates chose not to answer question eight.

Item seven of the questionnaire elicited a great variety of responses regarding suggested improvements of the master's program. Respondents were again grouped according to areas of specialization to facilitate the interpretation and classification of the data and make it more

TABLE XI

GRADUATES' RESPONSES TO QUESTION EIGHT, "WAS THE PROGRAM EFFECTIVE IN PREPARING YOU IN YOUR PARTICULAR AREA OF SPECIALIZATION?"

Area of Specialization	Yes		No		Total
	Yes	No	Answer	Other	
Administration & Supervision	123	7	11	9	150
Guidance & Counseling	19	4	1	6	30
Master Teacher	20	3	4	3	30
Music Education	25	2	0	0	27
Physical Education	12	1	3	0	16
Industrial Arts	10	3	0	2	15
Social Science	12	0	2	0	14
Audio-Visual Instructional Aids	7	1	0	1	9
School Psychology	7	2	0	0	9
English	7	0	1	0	8
Science Education	5	3	0	0	8
Art Education	6	1	0	0	7
Mathematics	5	1	1	0	7
Business Education	3	0	0	1	4
Curriculum Director	3	0	0	0	3
History	1	0	1	1	3
Language Arts	2	1	0	0	3
Remedial Education	2	1	0	0	3
Speech & Drama	3	0	0	0	3
Teacher-Librarian	2	0	0	1	3
Administration & Supervision/ Audio-Visual Instructional Aids	2	0	0	0	2
Administration & Supervision/ Physical Education	1	0	1	0	2
Science & Mathematics	0	0	1	1	2
Library Science	1	0	0	0	1
Special Education	0	1	0	0	1
No Report	0	0	0	3	3
Totals	278	31	26	28	363

meaningful. Following are those improvements suggested by the respondents. Each area of specialization is presented separately.

### Administration and Supervision

In the area of Administration and Supervision, out of 150 respondents, fifteen persons felt that there should be more emphasis placed upon the internship program. They indicated that guidelines for the program should be formulated cooperatively with school districts to develop sound administrative ideals, practices, and relationships.

Fourteen graduates of the program expressed views concerning the instructional staff. They indicated that evaluation and improvement of the quality of professors teaching graduate level courses were needed to improve the program as a whole. Of these fourteen persons, six specifically mentioned dissatisfaction with visiting professors on the summer staff, and suggested better screening procedures for hiring these personnel who play such an important role in the total graduate program. Two persons stated that, in their opinion, many professors were not aware of current public school policies and programs, and indicated that professors should be required to have an immediate background in the areas in which they teach.

A desire for more emphasis on human relations, inter-personal behavior, parent-teacher relations, and the behavioral sciences in general,

was indicated by eight persons who had specialized in Administration and Supervision.

The need for more workshops, group discussions, and seminar classes, with less emphasis on required textbooks at the graduate level was related by seven persons, while eight graduates felt they had needed more preparation in research methods and thesis writing. It was mentioned that a more carefully structured, comprehensive Introduction to Graduate Study course was needed which would stress the essentials of research design and would offer an orientation to statistics.

A more practical approach to graduate study, involving actual problems faced by administrators, was suggested by fourteen respondents, some of whom desired more instruction from visiting experts and persons actually engaged in administrative work. Two persons related that more coursework was needed in the area of school law and the legal responsibility of school administration. A similar number of graduates felt the program might be improved by additional coursework concerning school budgeting, federal aid to education, special education, transportation, and vocational education.

Concerning the thesis requirement, two graduates of the Administration and Supervision program suggested more emphasis on the Plan I thesis and/or elimination of Plan II. This was accomplished as of 1960,



when the Plan II alternative was abolished. The same can be said of other recommendations, which will be discussed in Chapter V.

It was their opinion that the research paper required under Plan II was not nearly as beneficial to the graduate student as the thesis requirement in Plan I. The validity of this statement could be questioned since the respondents probably had not written both a research paper and a thesis and thus had no basis for comparison.

Two persons felt it should be required that the thesis topic coincide with the area of specialization, and two others suggested that the thesis requirement be abolished for attainment of a master's degree.

That more emphasis be placed on courses in reading, including new approaches and techniques, was the suggestion of three respondents who were actively engaged in the administrative field. One of these stated that reading is an "area of continual anguish for principals."

Of the 150 persons who received the master's degree in the area of Administration and Supervision, 29 did not respond to question seven, and 26 stated that they would not change the program under which they had graduated.

### Guidance and Counseling

As was previously indicated (see Table III, page 16), thirty persons received master's degrees in Guidance and Counseling. Of these, five persons indicated that they would make no changes in the course of study

which they had followed, and six persons chose not to respond to item seven. The feeling that more practical experience was needed, with less emphasis on theory, was expressed by eight of the nineteen persons who did propose changes. Three respondents felt there had been too much emphasis on education courses in their programs, and that more coursework in guidance and counseling would have been of greater benefit.

Suggestions regarding improvement of the instructional level and a higher quality graduate faculty were made by three respondents. One indicated that an internship program should be developed for graduate students in Guidance and Counseling. Another respondent suggested that graduate committees give more guidance and help to the master's candidate, and a third expressed his desire that courses in individual testing and standardized test analysis be required of all graduates in Guidance and Counseling. The reader should be warned against making generalizations on the basis of one person's individual preference.

#### Master Teacher

Of the thirty graduates who received a degree in the Master Teacher area of specialization, six did not respond to question seven, and three persons indicated they would not change the programs under which they had graduated. Eight of the twenty-one who did respond recommended that more opportunity be provided in the course of study for subject matter

specialization, and that fewer education courses be required. This was the only area of suggested improvement upon which the Master Teacher graduates agreed. The need for better instructors and better selection of visiting summer faculty was mentioned by one; another suggested that the instructional level of graduate classes be elevated. The wide variety of other comments included the recommendations that a refresher course in English be required to aid the candidate in writing the thesis; a wider range of upper division courses be offered; the library be improved by the addition of more research volumes; more released time from classes be given to graduate students in favor of work in smaller, interest-related groups; more emphasis be placed on research techniques and procedures; communications from the Graduate Office be improved; and that the graduate student be given more leeway in selection of elective courses, with fewer courses being required.

### Music Education

Of the twenty-seven persons who specialized in Music in the Master of Education program, six did not respond to item seven regarding recommendations for improvement of the program, and an equal number stated that they would not change the course of study under which they had graduated. That more hours be taken in the area of specialization was the suggestion of five of the fifteen persons who did propose improvements.

An upgrading of the instructional level and a better selection of graduate professors was the recommendation of three Music graduates. One of these stated that graduate classes should be taught by professors with a good background of experience in their teaching area .

The need for more seminar classes and a greater degree of interchange between students and professors was expressed by two respondents . The elimination of the Plan II research paper was also suggested by one Music graduate on the basis that it is not as beneficial as the Plan I thesis . Another person suggested the elimination of all written requirements to allow for greater latitude in coursework . One respondent stated that courses in statistics and learning theories should be required of all master's candidates , while another desired more workshops , clinics , and institutes .

### Physical Education

The need for more courses to be taken in the area of specialization with decreased emphasis on requirements in education was again mentioned , this time by four of eighteen persons who had earned the M.Ed. degree in Physical Education . No changes were recommended by five persons , and three did not answer . More opportunities for seminars and discussions was the suggestion of one graduate , and another suggested that courses be taken in public speaking and school finance . One felt that his program of study had included too much emphasis on theory .

### Industrial Arts

A great variety of comments regarding improvement in the Industrial Arts graduate program were made by the fifteen persons who had specialized in that area. A more practical approach was suggested by three persons, who indicated that more realistic methods courses were needed. An inadequate number of course offerings at the time of their graduation was cited by two respondents who recommended that a greater number of graduate level courses be offered.

An increased emphasis on curriculum development and psychology of learning was recommended by another. Only one person indicated that he would make no changes in the program, and six others did not respond.

### Social Science

The recommendation that more courses be taken in the area of specialization and that fewer courses in education be required was made by four of the fourteen graduates who had received the Master of Education degree in Social Science. Three persons indicated that they were satisfied with the program under which they had studied and would make no changes. The development of a course in "The Use of Subject Matter in Teaching" was suggested by one person, and another stated that there were too many lecture classes which offered little or no opportunity for discussion among students. The need for improved communications from the Graduate Office was expressed by one respondent, and another suggested that the thesis

requirement and oral examination be eliminated on the basis that they "are meaningless obstacles."

### Audio-Visual Aids

As was true in other areas of specialization, two Audio-Visual Aids graduates suggested that more courses be taken in the specialized field. The large number of students in Introduction to Graduate Study courses was an area in which one graduate suggested improvement, indicating that the size of these classes should be smaller. Another stated that a new, more comprehensive Introduction to Graduate Study course should be developed, which would be increased to five credit hours and would include a thorough orientation to educational research. The addition of a required course in statistics was the proposal of another respondent. An additional graduate suggested the formation of a "Master's Seminar," even without credit, in which discussion of the primary social and psychological problems facing education today would take place. Finally, one person recommended that more coursework be included in Audio-Visual administration and production.

### School Psychology

School Psychology was the area of specialization for nine of the 363 respondents. Of these, two said they would make no changes in the programs under which they had graduated, and three did not respond to

question seven. There were varied comments from the remaining four persons. "The Graduate Office should no longer state that a Plan II paper is just as valuable as a thesis," was the recommendation of one individual. One person felt that the program could be improved by placing greater emphasis on liberal arts education, while another expressed his opinion that there should be more stress on the development of interpersonal skills. The remaining School Psychology graduate said the course of study could be improved by a more practically oriented approach to graduate work.

### English

The provision for a wider selection of available subjects was the suggestion of one English graduate, while another favored the elimination of several required education classes so that more credit hours could be taken in the area of specialization. One person mentioned that he had felt the need for more guidance by his advisers during his graduate study. Another indicated his feeling that fewer courses in education should be taken, but that the course in Philosophy of Education should be required of all master's candidates. A 1962 graduate indicated feelings that the master's program lacked structure at that time and that it should be more standardized. There was no response from two persons, and another said that, in his opinion, no changes were needed.

### Science Education

In the area of Science Education, it was again recommended that more courses be taken in the specialized field. The replacement of some required courses in education by additional laboratory work in science was suggested by one respondent. Two persons indicated that the course offerings of the Science Department lacked depth and variety at the time of their graduation, and recommended that the number of science courses be increased at the graduate level. There was no response to question seven by three Science Education graduates.

### Art Education

Suggestions for improvement of the Master of Education program in the area of Art included allowing credit for more than one thesis, having all graduate classes of the seminar type, and arranging an exchange student status with other institutions. A suggestion that more coursework be taken in the major area along with a reduction in the number of required education classes was made by one Art graduate. Another proposed that classes for master's students be separated from those in which undergraduate students are allowed to enroll. Five persons offered no recommendations.



### Mathematics

Because the needs of elementary, junior high school, and senior high school mathematics teachers differ, one respondent suggested that more emphasis be placed on the difficulty level of mathematics in the graduate program. It was recommended by one person that the coursework requirements in mathematics be expanded, and two respondents stated that more courses should be taken in the area of specialization.

### Business Education

That more courses be taken in the specialized field and fewer be required in education and psychology was the recommendation of one Business Education graduate. Another felt the program under which he had graduated lacked sufficient course offerings in shorthand, typing, and business machines. There was no answer from two respondents.

### Curriculum Director

The only suggestion proposed by the three graduates who had specialized in the area of Curriculum was that a course in statistics be required of all Master's candidates.

### History

It was recommended by one History graduate that there be more clarity in thesis requirements. She felt that a more uniform program was

needed regarding written requirements, rather than the two widely divergent alternatives offered under Plan I and Plan II. Another suggested limiting the number of required courses in education to allow one to take more courses in the area of specialization. The other History graduate did not respond to item seven.

### Language Arts

Only one suggestion was made by the three people who had specialized in Language Arts--that the Educational Foundations and Advanced Human Growth and Development courses be omitted from the program because their content is repetitious of that of other courses.

### Remedial Education

The incorporation of more remedial teaching methods into the regular methods courses because of their practical value in the normal classroom situation was recommended by one person who had received the master's degree in Remedial Education. The desire for more coursework in the field of specialization was expressed by another respondent. Satisfaction with his graduate training was indicated by another respondent who felt that no changes were necessary.

### Speech and Drama

The addition of more courses in the area of speech correction

was suggested by a person who had specialized in that field. Another Speech graduate felt that more training in statistics and thesis organization was needed in his graduate studies program. It was also suggested that no thesis be required for a creative master's project.

### Teacher-Librarian

The only recommendation made by the three persons who received the degree in the area of Teacher-Librarian was that a limited number of worthwhile courses in education be required so that one might take a wider variety of subject matter courses at the graduate level. Two persons offered no suggestions.

### Science and Mathematics

It was suggested by one Science and Mathematics graduate that more courses be taken in the area of specialization. The remaining person who received the M.Ed. degree in that area indicated that he would make no changes in the program under which he had graduated.

### Library Science

The one Library Science graduate offered no recommendations for improvement of that program.

### Special Education

The lone graduate who had received a master's degree in Special

Education indicated that the program under which he had studied would have been more effective had his graduate committee members met together with him to discuss the thesis topic and agreed upon a plan to follow in its organization and preparation.

### Summary

Following is a summary of the suggestions and recommendations made by the graduates for improvement of the Master of Education program.

A total of forty-one graduates, more than 11 per cent, from all the areas of specialization indicated that their programs over-emphasized courses in education, and they suggested that more courses be taken in the specialized area. Another three respondents expressed their dissatisfaction with courses in education, stating that there was too much repetition of content under different course numbers and titles.

The quality of the instructional staff at the graduate level and/or the level of instruction in graduate courses were criticized by a total of twenty-three graduates. Of these, eight specified dissatisfaction with visiting summer staff members, and recommended improvement in the procedures used in selecting these professors.

Twelve of the 363 respondents were of the opinion that their graduate study programs would have been improved had more emphasis been placed on educational research and thesis writing techniques and

principles. That a course in statistics be required of all Master of Education candidates was the recommendation of four graduates.

A more practical approach to graduate study programs was suggested by twenty-three respondents, who indicated that too much emphasis had been placed on theory. Fourteen of the twenty-three persons who made this recommendation had specialized in the area of Administration and Supervision.

The proposal was made by fifteen graduates that more courses be of the seminar variety, offering more opportunity for group discussion and the exchange of information, experiences, and ideas.

Although items ten and eleven of the questionnaire dealt specifically with the graduate committee, six respondents indicated that their programs might have been improved had there been opportunities for more frequent meetings with committee members, affording greater guidance and direction in preparation of the thesis.

Improved communication from the Graduate Office regarding requirements and deadlines for Graduate Record Examinations, oral examinations, and applications for degrees was suggested by four persons, all of whom had specialized in different areas.

## CHAPTER V

### SUMMARY, CONCLUSIONS, COMMENTS, AND RECOMMENDATIONS

This chapter will present a summary of the study and its results, conclusions, comments, and recommendations based on those conclusions.

#### I. SUMMARY

It was the purpose of this study (1) to determine the vocational status of the graduates of the Master of Education program of Central Washington State College, and (2) to obtain recommendations for improvement of the program.

College Placement and Alumni Office files were used to locate addresses of the graduates. Current addresses were located for 667 of the 887 persons who had earned the Master of Education degree from 1949 through 1964.

A questionnaire was devised and sent to the graduates along with a cover letter and a self-addressed, stamped envelope. A total of 363 questionnaires, or 55.25 per cent, were completed and returned. Questions of the "open" variety were used to give the respondents more leeway in stating their views, thus increasing the validity of the questionnaire.

It was found that 302, or 83 per cent, of the 363 persons who responded had received the Bachelor of Arts in Education degree from

Central Washington State College. (See Table I, page 13.) Of the remaining 61 persons, 26 had earned the Bachelor of Arts degree from institutions outside the state of Washington.

Administration and Supervision was the area of specialization in which the greatest number of graduates had studied, with 150 persons earning the M.Ed. degree in that field. Thirty persons had specialized in Guidance and Counseling, and a similar number earned their degrees as Master Teachers. See Table III, page 16, for a complete listing of the areas of specialization in which Master of Education degrees were earned.

Responses to item four of the questionnaire revealed that 140 of the graduates were in teaching positions, 70 persons were elementary and secondary school principals, 29 were college instructors, and 17 were superintendents or assistant superintendents of schools. A summary of responses regarding the vocational status is found in Table IV, page 17, and a complete list of vocational positions appears in Appendix B, page 57. Ten of the graduates were retired, and the positions from which they were retired are shown in Table V, page 19.

Of the 363 respondents, 27 were pursuing doctoral degrees at twelve different institutions, ten of which were located outside the state of Washington. Sixteen respondents had already earned doctorate degrees at eight different institutions, only one of which is located in this state. (See Tables VI and VII, pages 20 and 22, respectively.)

Table VIII, page 23, presented a summary of the most frequently mentioned reasons why the respondents chose to do graduate work at Central Washington State College. There were 160 persons who returned to CWSC because they had earned the Bachelor of Arts degree there and felt they were acquainted with the faculty and campus. The convenient location of the institution and its close proximity to the place of residence was stated by 158 persons as a factor which contributed to their choice to attend CWSC. The reputation of the institution influenced only 66 of the 363 respondents in selecting Central Washington State College's graduate school. A complete listing of responses appears in Appendix C, page 59.

Responses to item eight revealed that slightly more than 76 per cent of the graduates, from all areas of specialization, felt that their graduate study programs were effective in preparing them for their specialized fields. Only 31 persons, 8 per cent, felt their programs definitely were not effective. See Table XI, page 29.

A majority of the graduates were well satisfied with the assistance given them by their graduate committees, for 81 per cent of all respondents stated that their committees were helpful in the preparation of their thesis. Only 37 persons, 10 per cent, said that their committees definitely were not helpful.

In their responses to item eleven of the questionnaire, slightly more than 76 per cent of the graduates emphasized four main functions



which they felt the graduate committee should serve. Those were: (1) a guidance function, (2) an advisory function, (3) an assistance function, and (4) an encouragement function. A complete tabulation of the responses regarding the functions of the graduate committee is found in Appendix D, page 62.

## II. CONCLUSIONS

As was indicated previously, 302 of the 363 respondents had earned the Bachelor of Arts degree from Central Washington State College. It would appear that the great majority of persons who enroll in the graduate study program at CWSC do so either because they have received the bachelor's degree there or because of the convenient location and its close proximity to the place of residence. (See Table VIII, page 23.) Relatively few persons do so because they are influenced by the quality of the instructional staff or by the graduate study program itself. The reputation of the institution does not seem to lure a great number of prospective graduate students, for only 66 persons said that reputation had influenced their choice to attend CWSC.

It would seem that most people who receive the Master of Education degree from Central Washington State College remain in the field of Education, either in public schools, colleges and universities, or at the state level. Only three per cent of the graduates were engaged in some vocational area other than education.

A relatively small number of persons who earn the master's degree from CWSC go on to earn doctoral degrees. Only forty-three persons either had earned or were working toward doctor's degrees. These comprised approximately 12 per cent of the total number of respondents.

It is interesting to note that twelve of the sixteen persons who had already earned Ed.D. or Ph.D. degrees did so from universities outside Washington State. Twelve of the twenty-seven respondents who were pursuing doctoral studies were enrolled in schools outside the state. Combining these, nearly 56 per cent of the respondents who undertook doctoral studies did so in out-of-state institutions.

It seems significant that three of every four graduates were well-satisfied with their graduate study programs at Central Washington State College. They indicated that their graduate studies had effectively prepared them for their specialized fields.

It would appear that Central's policies regarding the assignments and duties of graduate committees are satisfactory, for more than 80 per cent of the respondents indicated that their committees were helpful to them. The graduates emphasized four main functions which they felt should be served by graduate committees: to provide guidance, advice, assistance, and encouragement. If the expressed satisfaction of the respondents with their committees is any indication, it would seem that these functions are being adequately served by the majority of graduate study committees.

### III. COMMENTS

A great many of the recommendations and proposals for improvement in the program made by the graduates have long since been initiated and put into practice. A total of forty-one graduates indicated that their graduate study programs might have been more effective had they not been required to take a number of education courses, thereby allowing for an increased amount of coursework in the specialized field. In 1963, the Legislature authorized Central Washington State College to grant the M.A. and M.S. degrees (6:8). Under these programs the student is able to specialize in some academic area, and is not required to take courses in education or psychology.

Fifteen persons who had specialized in Administration and Supervision indicated that guidelines for the principal internship program should be developed. A checklist of some sixty-three suggested activities and experiences has been formulated and is now given to each graduate student enrolled in the internship program. Main areas of emphasis include: Orientation, Administrative Detail, Curriculum, Special Services Programs and Personnel, Public Relations, and Evaluation.

Four respondents felt the Plan II research paper should be eliminated. According to the Graduate Office, the research paper alternative was abolished in 1962, and all persons entering the master's program after that date were required to write a thesis.

In the initial phases of this investigation, a great deal of difficulty was experienced in locating current addresses for the 887 persons who earned the Master of Education degree from 1949 through 1964. Files in the Alumni and College Placement Offices were the primary sources from which addresses were obtained. Personnel in the Office of Institutional Research provided assistance in an attempt to locate every one of the 887 graduates. Professors, department heads, and those who had served on graduate committees were consulted. Yet, addresses were found for only 667 persons. Files in the Alumni and Placement offices were found to be incomplete and inadequate. In view of the important duties performed by these offices, it seems significant that they should know so little as to the whereabouts of the institution's graduates. Certainly their efficiency in soliciting funds, obtaining information, and serving the graduate is decreased considerably by the fact that they are unable to contact nearly 25 per cent of all those persons who earned the Master of Education degree from their institution.

#### IV. RECOMMENDATIONS

It is hoped that the results of this thesis, including the proposals made by the graduates for improvement of the Master of Education program, would serve as a guideline to the administration and staff of Central

Washington State College in an evaluation of the policies and procedures regarding graduate studies.

If the original assumption (see page 3) is correct, that persons who have participated in the Master of Education program are in a position to evaluate it as to its effectiveness, it would seem that the institution might benefit greatly by including periodic sampling of graduates' opinions as part of the total evaluation program. Such a practice might provide significant information upon which possible changes and improvements could be made.

It is recommended that a similar investigation be conducted in the future to up-date the data concerning graduates since 1964.

The questionnaire for this study was mailed during the summer months. It is recommended that the questionnaire for a future study be mailed at some time during the academic year. This should result in a higher percentage of return. Furthermore, it is recommended that item nine of the questionnaire be revised in an attempt to limit the response to the primary, or main, reason for choosing to attend Central Washington State College.

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## BIBLIOGRAPHY

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APPENDIX A  
QUESTIONNAIRE

## APPENDIX A

Dear \_\_\_\_\_:

Central Washington State College has recently passed the one thousand mark in granting the Master of Education degree. On this occasion the Department of Institutional Research, in cooperation with Edward Euken, candidate for the Master of Education degree, is conducting a study of all those people who received a Master of Education degree between the years 1949 through 1964.

It is the purpose of the study to determine the vocational status of the graduates of the M. Ed. Program and to obtain recommendations for improvement of the program.

Of course, the success of the study depends primarily upon the percentage of questionnaire returns. Your cooperation in filling out and returning the questionnaire is of utmost importance.

Due to analysis and interpretation of the data it is necessary that your name appear on the questionnaire. However, all information will be kept strictly confidential and your name will not be used in any way in reporting the results of the study.

Where space is not adequate to answer a question, please continue on the reverse side.

A copy of the results will be sent to you upon request.

Your cooperation is greatly appreciated.

Sincerely,

D. Daryl Basler, Director  
Office of Institutional Research

APPENDIX A  
QUESTIONNAIRE

1. From what institution did you earn your B. A. degree?
2. In what year did you receive your M.Ed. degree?
3. In which area of specialization did you earn your M.Ed. degree?
4. What position do you now hold? (If retired, please indicate the position from which you are retired.)
5. Are you presently working on an advanced degree? If so, indicate degree and institution.
6. Have you earned any advanced degree since you received the M.Ed. degree? If so, indicate degree earned and name of granting institution.
7. If you were able to improve the program under which you graduated, what changes would you recommend?
8. Do you feel the graduate program was effective in preparing you in your particular area of specialization? Please explain.
9. For what reason or reasons did you come to Central Washington State College to do you graduate work?
10. Do you feel that your graduate committee was helpful in the preparation of your thesis or research paper? Please explain.
11. In your opinion, what should be the role of one's graduate committee?

## APPENDIX B

## APPENDIX B

PRESENT VOCATIONAL STATUS OF THE GRADUATES OF THE  
MASTER OF EDUCATION PROGRAM

Position Held	Number of Respondents
Elementary school principal	44
Elementary school teacher	31
Counselor/School psychologist	25
High school teacher	22
Junior high school teacher	20
Teacher	19
Music teacher/Music director	17
Department chairman	13
Assistant professor	13
Superintendent of schools	11
High school principal	11
Vice-principal	10
Teacher and coach	9
Lecturer/Instructor	9
Principal	7
Assistant superintendent of schools	6
Librarian	6
Athletic director	5
Junior high school principal	5
Associate professor	4
Special Education teacher	4
Elementary-Junior high school principal	3
Graduate assistant	3
Curriculum director/Consultant	3
Housewife	3
Doctoral graduate student	3
Administrative assistant	3
Supervisor	2
Director of Special Education	2
Professor	2
Coordinator of instruction	1
NDEA Fellow	1
Corpsman supervisor (Job Corps)	1
Director of Instructional Materials	1
Research educator	1

## APPENDIX B (Continued)

Position Held	Number of Respondents
Building contractor	1
Special elementary physical education teacher	1
Elementary science helping teacher	1
High school teacher and community college instructor	1
Assistant personnel officer (V. A. Center)	1
Mental Health consultant	1
Director of Instructional Resources	1
Sales consultant	1
Registrar	1
Assistant Director of Financial Aids (college)	1
Student Union director	1
Helping teacher	1
Book company representative	1
Computer programmer	1
Speech therapist	1
High school Dean	1
Director of Guidance and Research	1
Director of Training and Education unit	1
Director of Governmental Relations (WEA)	1
Dean of Women	1
Audio-Visual coordinator	1
Review and Integration Supervisor	1
Consultant, Facilities & Organization, State Office of Public Instruction	1
State Supervisor of Industrial Arts	1
Student teaching supervisor	1
Elementary school vocal music consultant	1
Teacher and public relations director	1
Hotel owner	1
Assistant Coordinator of College Relations	1
Coordinator of Vocational Education	1
Dean (College of Education)	1
Counselor and Librarian	1
Chiropractor	1
Retired	10
Total	363

## APPENDIX C

## APPENDIX C

REASONS FOR COMING TO CENTRAL WASHINGTON STATE  
COLLEGE TO DO GRADUATE WORK

Reason for Attending	Frequency Of Response
Had done undergraduate work there and was acquainted with faculty and campus.	106
Proximity to home and convenience.	64
Had earned B.A. there and location was convenient.	36
Location and reputation.	17
Location and cost.	16
Received B.A. there, convenient location, and staff was respected.	14
Reputation of Music Department.	11
Liked the school and staff.	9
Availability of an assistantship.	8
Because of the program.	7
No answer.	7
Staff	5
Good reputation in teacher preparation	5
Cost	5
Cost and reputation	4
It was recommended	4
Availability of an assistantship and it was a good school and staff.	4



## APPENDIX C (Continued)

Reason for Attending	Frequency Of Response
Friends attended there	2
Wife was attending CWSC	2
Good school, and offered more courses in my field	2
Best art program available	2
Quality of staff, good library, location, expense	2
Because of Dr. Hertz	2
Offered best program in school psychology	2
Received B.A. at CWSC, good reputation in Administration	2
Opportunity to study in desired field	1
Economical living conditions	1
Because of the broad Master Teacher program	1
Because the University of Washington would not accept all CWCE credits	1
Received B.A. there and wished to continue study under two particular professors	1
Because of the quality of instruction	1
Because of GI Bill restrictions	1
Because I liked the architecture	1
Because I had an internship in Ellensburg School District and it was close to home	1
Convenient location, cost, it was a state school, and good supervision	1

## APPENDIX C (Continued)

Reason for Attending	Frequency Of Response
Husband was attending, and good reputation of Psychology Department	1
Location and program	1
No other school would accept me, and CWSC took the risk	1
Encouragement from the faculty	1
Friendly instructors	1
Best school in the state for Master's in Business Education	1
Best school in state, and I liked the climate	1
Was considered the best training school in Washington	1
Familiarity, availability of assistantship, and it was recommended	1
It was a good school and I could transfer credits	1
Good program, close to home, less expensive	1
Received B.A. from CWSC, good program in AV, and availability of assistantship	1
Reputation of PE program and staff	1
Facilities (CCTU)	1
Good reputation of AV Department	1
Was teaching at CWSC and could take classes at same time	1
Cost, and wanted a small school	1

## APPENDIX D

## APPENDIX D

GRADUATES' VIEWS ON WHAT THE ROLE OF THE  
GRADUATE COMMITTEE SHOULD BE

Role	Frequency Of Response
Guidance	90
Act as advisers	70
Assistance to the candidate	68
Encouragement to the candidate	49
Offer constructive criticism	33
Help plan program of study	29
Assist in selection of thesis topic	27
No answer	26
Counseling	24
Evaluation of candidate's work	20
Take personal interest in the work of the candidate	19
Provide direction	15
Inspiration, enthusiasm, motivation	10
To meet frequently with the candidate	10
Be available when help is needed	9
Limitation of problem selected	8
To stimulate and challenge the candidate	8
Personal interaction with the candidate (get to know him)	8

## APPENDIX D (Continued)

Role	Frequency Of Response
Provide suggestions	8
Act as resource persons	7
Prepare the candidate for orals	6
Work together with the candidate as a team to achieve the objective	6
Conduct oral and/or written exam	6
Provide a learning experience	5
Determine if candidate is qualified to receive the degree	5
Insure that research is of high quality	5
Provide moral support	5
Direct the total program, not just the thesis	4
Act as screening committee to maintain desirable standards in the graduate program	4
Should have fewer teaching duties so they can spend more time in guiding the candidate	4
It depends upon the needs of the individual	4
Leadership	3
To discourage academic incompetence	3
To develop rapport with the candidate	3
To act as consultants	3

## APPENDIX D (Continued)

Role	Frequency Of Response
To have full time graduate committee members which all candidates must use	2
Supervise the candidate	2
Be understanding	2
There should be no visiting professors on graduate committees	2
Act as clarifying agents	1
Help the candidate recognize his deficiencies	1
Help the candidate clarify his ideas about teaching	1
Should stick to the rule that half the time for orals be devoted to graduate work other than the thesis	1
Put more responsibility on the student	1
Help the student start and finish a topic that is realistic, usable, and beneficial to education	1
To develop an intellectual atmosphere	1
To make the experience meaningful	1
Prepare written, comprehensive exams (orals are not enough as they don't discriminate)	1
Should assign the thesis topic. This would be more like the situation one would encounter as an administrator	1
Check of the student's progress	1

## APPENDIX D (Continued)

Role	Frequency Of Response
Orals should be longer than one hour. This rushes the student and cheats him of a valuable and meaningful experience	1
Should be a tutorial role at a real ratio of 3 to 1	1