

379  
N81  
NO. 497

PREREQUISITES AND REQUIREMENTS FOR A MASTERS DEGREE  
IN MUSIC OF SELECTED SCHOOLS OF THE  
NATIONAL ASSOCIATION OF  
SCHOOLS OF MUSIC

THESIS

Presented to the Graduate Council of the North  
Texas State Teachers College in Partial  
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

Mary Elizabeth Huddleston, B. M.

Konawa, Oklahoma

August, 1941

90672

## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	v
Chapter	
I. INTRODUCTION . . . . .	1
Statement of the Problem	
Limitation of the Problem	
Sources of Data	
Method of Procedure	
II. FACULTY OF THE GRADUATE SCHOOLS . . . . .	4
Graduate Faculty Members	
Tabulation of Faculty and Degree	
Comparison with North Texas State Teachers	
College	
Conclusion of Survey	
III. REQUIREMENTS FOR A DEGREE OF MASTER OF MUSIC	
IN APPLIED MUSIC . . . . .	25
Conclusions of National Survey	
Comparison with North Texas State Teachers	
College	
Conclusions	
IV. THE REQUIREMENTS FOR A MASTER OF MUSIC	
DEGREE IN MUSIC EDUCATION . . . . .	37
Conclusions of National Survey	
Comparison with North Texas State Teachers	
College	
Conclusions	
V. THE REQUIREMENTS FOR A MASTER'S DEGREE IN	
THEORY AND COMPOSITION . . . . .	42
Conclusions of National Survey	
Comparison with North Texas State Teachers	
College	
Conclusions	
VI. REQUIREMENTS FOR A MASTER'S DEGREE IN	
MUSICOLOGY . . . . .	48
Conclusion of National Survey	

Chapter	Page
Comparison with North Texas State Teachers College	
VII. THESIS REQUIREMENTS . . . . .	53
Conclusions of National Survey Comparison with North Texas State Teachers College Conclusions	
VIII. REQUIREMENTS FOR GRADUATE STANDING IN THE DEPARTMENT OR SCHOOL OF MUSIC . . . . .	61
Conclusions of National Survey Comparison with North Texas State Teachers College Conclusions	
IX. COURSES OFFERED IN THE GRADUATE CURRICULUM . .	72
Conclusions of National Survey Comparison with North Texas State Teachers College Conclusions	
X. MISCELLANEOUS FACTS . . . . .	80
Extra-Curricular Activities Conclusions of National Survey Comparison with North Texas State Teachers College General Information Facts Conclusions from National Survey	
XI. RECOMMENDATIONS FROM NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC . . . . .	91
XII. CONCLUSIONS . . . . .	97
APPENDIX . . . . .	99
BIBLIOGRAPHY . . . . .	111

## LIST OF TABLES

Table	Page
1. The Status of the Graduate Faculty of Seven Schools of Music . . . . .	20
2. The Status of the Graduate Faculty in The Music Department of North Texas State Teachers College . . . . .	22
3. Requirements for a Masters Degree in Applied Music of Twenty-eight Selected Schools . . . . .	27
4. Requirements of Fourteen Selected Schools for a Masters Degree in Music Education . . . . .	38
5. Requirements for a Masters Degree in Music Education at North Texas State Teachers College . . . . .	40
6. Requirements for a Masters Degree in Theory and Composition of Twenty Selected Schools . . . . .	43
7. Requirements for a Masters Degree in Theory and Composition at North Texas State Teachers College . . . . .	46
8. Requirements for a Masters Degree in Musicology of Nine Selected Schools . . . . .	49
9. Requirements for a Masters Degree in Musicology at North Texas State Teachers College . . . . .	51
10. Requirements for a Thesis of Thirty-one Selected Schools . . . . .	55
11. Thesis Requirements of the Music Department of North Texas State Teachers College . . . . .	58
12. Requirements for Graduate Standing in Thirty-one Selected Schools of Music . . . . .	63
13. The Minimum, Maximum, and Mid-Score Number of Semester Hours in Undergraduate Courses Required by the National Association of Schools of Music . . . . .	68

Table	Page
14. Requirements for Graduate Standing in the Music Department at North Texas State Teachers College . . . . .	69
15. Graduate Courses and Number of Semester Hours Offered in Twenty-eight Selected Schools . . . . .	74
16. The Graduate Courses and the Number of Semester Hours offered for Each Course in the Music Department at North Texas State Teachers College . . . . .	77
17. Extra-curricular Activities Offered a Graduate Student in Sixteen Selected Schools . . . . .	81
18. Requirements concerning Residence, Examinations, and Tuition of Thirty-eight Selected Schools . . . . .	85

## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

This study was made, first, to compile the prerequisites and requirements for a master's degree in music from sixty-two of the colleges and universities of the National Association of Schools of Music; second, to compare the standards found from the observation of these data with those requirements at North Texas State Teachers College; third, to secure such information as would be useful in improving the graduate curriculum in the Department of Music at North Texas State Teachers College. It is the further aim of this investigation to aid any student interested in advanced study in any field of music to determine which college or university offers the most appropriate curriculum for his present need. This is the first study, as far as the investigator knows, ever made of this particular problem.

#### Limitation of the Problem

This study is limited to the Graduate Division, in each music department or school, of sixty-two members accredited by the National Association of Schools of Music. Each college or university was selected, both because of its location in the various sections of the United States, to show

the general requirements for the nation as a whole, and also because of the outstanding recognition in music that each school possesses in meriting membership in the National Association of Schools of Music.

This investigation involves the study of the faculty, of the requirements for a master's degree in applied music, of music education, of theory and composition, of musicology, of conducting, of thesis stipulations, of requirements for graduate standing, and of general miscellaneous facts that would be of value to a prospective student entering any one of these schools.

#### Sources of Data

The data in this study were secured from two principle sources, first, from questionnaires distributed to each college and university (a copy of which is found on page 102); second, from a thorough study of the bulletins published by each school for the regular long session 1940 - 41.

#### Method of Procedure

The first step in making this survey was the distribution of questionnaires to the dean or director of each school or department of music of the sixty-two selected schools of the National Association of Schools of Music. The purpose was to secure exact data concerning statistical information

desired for the study, and also to secure the opinion of these recognized authorities concerning the master's degree in music.

All questionnaires were distributed by mail.

A study of the bulletins was made to determine the prerequisites for graduate standing in each school, and to note the graduate courses offered in each school.

The next procedure in the solution of the problem was the tabulation of the information secured. After these facts were compiled, they were arranged in tables to show all the information possible in a very simple and concise form. In this way, any information that is desired may be readily found, and a comparison can be made easily with the Music Department at North Texas State Teachers College.

Conclusions, based upon the findings derived from the study of the surveys, were tabulated last: first, by showing the general status of the graduate student in the school of music compiled from the National Association of Schools of Music considered as a whole; second, by making a comparison of these results with the graduate student in the Department of Music at North Texas State Teachers College.



## CHAPTER II

### THE FACULTY OF THE GRADUATE SCHOOLS OF MUSIC

The rapid spread of interest in the history of music among our American musicians and students, in recent years, is a symptom which gives great satisfaction to all those people who wish to see music take the station to which it is entitled among other academic fields of learning.

Instructors who are properly qualified as promoters of higher musical culture are greatly increasing in number in our music schools, colleges, conservatories, and departments. As proof of this fact, there follows a classification of the graduate faculty in various music schools that offer a master of music degree and that are accredited members of the National Association of Schools of Music. Their respective degrees are stated together with the school conferring the degree.

This classification of the graduate faculty falls into three main divisions, those who instruct:

- (a) Theory and composition,
- (b) Musicology,
- (c) Music education.

All colleges, conservatories, departments, and schools of music appear in alphabetical order.

Graduate Faculty Members of Twenty-Eight  
Schools of Music\*

American Conservatory of Music

Theory and Composition

Jeanne Boyd - B.M., Frances Shiner College

Irwin Fisher - B.M., M.M., American Conservatory;  
Ph.D., University of Chicago

John Palmer

Stella Roberts - B.M., M.M., American Conservatory

Leo Sowerby - Mus.D.; F.A.A.R.

Musicology

John Palmer

Leo Sowerby

Music Education

Ann Trimmingham - B.M. Ed., M.M., Columbia School  
of Music

Clarence F. Dissinger - A.B., North Central College;  
B.M., Bush Conservatory;  
M.A., Teachers College,  
Columbia University

Arthur Jordon Conservatory of Music

Theory and Composition

Norman Phelps - B.M., M.A., University of Wisconsin

Joseph Lantner - A.B., A.M., Harvard University

Lois Lantner

\*No information was available on the unclassified faculty members.

Richard Niessink - B.M., Hope College; M.M.,  
American Conservatory of Music

Harriet Payne

Music Education

Lenora Coffin - B.M., Jordon Conservatory

Isabelle Massman - B.M., Butler University; M.S.,  
Indiana University

Lucille Wagner - B.M., Jordon Conservatory

Ralph Wright - A.B., University of Pittsburg;  
B.M., Ohio Wesleyan

Chicago Conservatory of Music

Theory and Composition

Radie Britain

Lillian Brown

George DeWitt

Frances Frothingham

Edgar Brazelton

Bernard Dieter

Lester Groom

Virginia Jokisch

Jeanette Miller

J. O. Rydstrom

Music Education

Clel T. Silvey

John H. Barabash

Antonio Chiuminatto

Chicago Musical College

Theory and Composition

Max Wald

Musicology

Hans Herman Rosenwald - Ph.D., Heidelberg University

Music Education

Mary Strawn Vernon - M.M.Ed.

Leroy Wetzel

Cincinnati Conservatory of Music

Theory and Composition

Mary Sims Leighton - M. M.

Helen M. Gibson - M. M.

Musicology

Etelka Evans - B.M.

Music Education

Sarah Yancey Cline - Ed.M.

Charles Stokes - B. S., M. M.

Marjorie M. Keller - B. S.

Lona Black - A.B., M.B., Ed.M.

Cleveland Institute of Music

Theory and Composition

Herbert Elwell - F.A.A.R.

Starling Cumberworth - B.M., M.M., Cleveland Insti-  
tute of Music

Verna Straub - B.M., M.M., Cleveland Institute of  
Music

**Musicology****Arthur Loesser****Music Education****Ruth Edwards - B.M., Cleveland Institute of Music****Margaret Randall - B.M., Cleveland Institute of  
Music****Converse College School of Music****Theory and Composition****Thomas Lyles, Jr. - B.A., Wofford; B.M., Converse;  
M.M., University of Michigan****Russell Braughton - B.M., Oberlin College; M.M.;  
F.A.G.O.****Music Education****Alonzo Lape - B.S., University of Illinois and  
Eastman School of Music****Cosmopolitan School of Music****Theory and Composition****Rossetter Cole - M.A.; M.D.****Betsey Williams - B.M., Cosmopolitan School of  
Music****Helen Dallam - M.M., American Conservatory****Music Education****Joseph R. Taylor****College of Music of Cincinnati****Theory and Composition****Silvey C. Durst - M.D., Oxford, Ohio; F.A.G.O.**

Howard Wentworth Hess - M.M., College of Music of  
Cincinnati

Mildred Rapp - B.S., Miami University; M.M., College  
of Music of Cincinnati

Music Education

Olega Prigge

Carwin H. Taylor - M.M., College of Music of  
Cincinnati; Ed.D., University  
of Cincinnati

Elizabeth Medert Taylor - M.B., College of Music of  
Cincinnati; Ed.D.,  
University of Cincinnati

De Paul University School of Music

Leon Stein - M.M.

DePauw University

Theory and Composition

Van Denman Thompson - B.M., Lincoln - Jefferson  
University; F.A.G.O.; Mus.D.,  
DePauw

Musicology

Edward Shadbolt - A.B., Grinnell College; A.M.,  
Grinnell College

Henry Kolling - B.M., University School of Music,  
Lincoln Nebraska; A.M., Columbia

Music Education

Leah Curnutt - B.M., M.M., DePauw

Leopold Leight - B.S., University of Minnesota;  
M.M., McPhail School of Music

Drake University College of Fine Arts

Theory and Composition

Margaret Christy - B.S., A.M.

Ruth Emmert - M. M.

Juliette Redfern - M.M.

Musicology

Francis J. Pyle - A.M.

Music Education

Stanford Hulshizer - B.M., M.M.

Eastman School of Music

Theory and Composition

Howard Hanson - B.M.; M.D.; L.I.D.; F.A.A.R.; F.R.A.M.;  
Northwestern; American Academy in  
Rome

Allen I. McHose - B.S., Franklin and Marshall, B.M.;  
M.M., University of Rochester.

Leroy Phillips - B.M., M.M.; University of Rochester

Bernard Rogers

Edward Royce - A.B., Harvard

Gustave F. Soderland - M.M., University of Rochester

Musicology

Charles W. Fox - A.B., Ph.D., Cornell University

Harold Gleason - M.M., University of Rochester

Music Education

William S. Larson - B.F.A., University of Nebraska;  
 M.A., Columbia University;  
 Ph.D., University of Iowa

Illinois Wesleyan University

Music Education

Frank B. Jordon - B.M., Illinois Wesleyan; M.M.,  
 Chicago - Bush Conservatory

Spencer Green - B.M., Illinois Wesleyan; M.M.,  
 Chicago - Bush Conservatory

Robert W. Ross - A.B.; M.M., University of Arizona

Indiana University

Theory and Composition

Robert L. Sanders - B.M., M.M., Bush Conservatory;  
 F.A.A.R.; Ms.D., Chicago Con-  
 servatory of Music

George M. Daggit - A.B., University of Minnesota

George Young Wilson - B.M., Eastman School of Music;  
 M.M., Union Theological  
 Seminary

Musicology

Robert S. Tangeman - A.B., A.M., Harvard University

Music Education

Samuel Thompson Burns - A.B., Oberlin College;  
 A.M., Northwestern University



Lamont School of Music

## Theory and Composition

Waldo Williamson - A.B., Denver University; B.M.,  
Lamont School of Music; M.A.,  
Eastman School of Music

## Musicology

Andrew Riggs

## Music Education

John C. Kendel

Frederic W. Schultz - A.B.

Louisiana State University

## Theory and Composition

Helen Gunderson - B.M., South Dakota; M. M., Yale  
Pearl Willis - B.M.

## Musicology

Richard Valente - B.M.

Joyce Mitchell - B.S., New York; A.M., Louisiana  
State University

Frank C. Page - A.B., B.M., Dalhousie University;  
F.A.G.O.

## Music Education

Mrs. Cramey Welch - B.M., M.M., Louisiana State  
University

Polly Gibbs - B. M., Henderson - Brown; M.M.  
Louisiana State University

A. M. Culpepper - B.M., M.M.

Michigan State College

## Theory and Composition

James Murray Barbour - Ph.D.

Gomer Llewellyn Jones - B.A., M.M.

## Musicology

James M. Barbour - Ph.D.

## Music Education

Roy Keith Stein - M.M.

Mac Phail School of Music

## Theory and Composition

Frederick W. Mueller - B.M., Oberlin Conservatory

## Musicology

Robert N. Pearson - B.M., M.M., MacPhail School of  
Music

## Music Education

Ruth Anderson

Stanley R. Avery

Thaddeus P. Giddings

Carolyn Bowen - B.M., Grinnell College

New England Conservatory of Music

## Theory and Composition

Quincey Porter - A.B., B.M., Yale

Carl McKinley - B.A., Harvard; M.D., Knox

## Musicology

Clifton Joseph Furness - A.B., Northwestern; A.M.,  
Harvard

Quincey Porter

Music Education

Francis Findlay - Diploma, New England Conservatory  
of Music

Syracuse University

Theory and Composition

William Berwald - Mus.D.

Music Education

Jacob Kwalwasser - A.M., Ph.D.

University of Arizona School of Fine Arts

Theory and Composition

Arthur Olaf Anderson - Mus.D., American Conservatory

Musicology

John L. Lowell - B.F.A., University of Oklahoma;  
M.M., Eastman School of Music

Music Education

John L. Lowell

Hartley D. Snyder - B.S., Ohio State; M.A., Ohio State

University of Iowa School of Music

Theory and Composition

Arnold Milroy Small - B.A., DePauw; M.B., American  
Conservatory; M.A., Iowa; Ph.D.

Addison McClelland Alspach - B.M., Findlay College;  
A.B., M.A., Iowa; Ph.D.

Philip Greeley Clapp - A.B., Harvard; A.M., Ph.D.

Musicology

Philip Greeley Clapp

Arnold Milroy Small

Music Education

Ann Pierce - B.M., American Conservatory; B.A.,  
Iowa; M.M., American Conservatory;  
M.A., Columbia University

University of Kansas

Theory and Composition

Charles Stanford Skilton - Mus.D.

Laurel Everette Anderson - M.B., M.M., Oberlin

Jan Chiapusso

Music Education

W. Otton Miessner - Ped.D., Cincinnati Conservatory;  
Mus.D.

University of Michigan School of Music

Theory and Composition

Earl V. Moore - A.B., A.M., Michigan; M.D.

Otto J. Stahl - A.M., Michigan

Frank Percival Prive - B. M., University of  
Toronto

Louise E. Cayler - B.M., Eastman School of Music;  
M.M., Michigan

Musicology

Glenn D. McGeach - A.M., Michigan

Music Education

David Mattern - B.M., A.M., Michigan; A.B., Cornell  
University

University of Oklahoma

## Theory and Composition

Charles F. Giard - Graduate of New England Conservatory

Spencer Norton - B.A., University of Oklahoma

## Musicology

Lewis S. Salter - B.M., A.B., Oklahoma; A.M.,  
Columbia University

Spencer Norton

## Music Education

E. J. Schultz - B.S., Indiana State Teachers College;  
M.S., Northwestern University

William R. Wehrend - B.S., Minnesota

University of Southern California

## Theory and Composition

Pauline Alderman - A.M.

Julia Howell - B.M., M.M., Eastman School of Music

Mabel Woodworth - M.M.

## Musicology

Pauline Alderman - A.M.

Bruner Davis Ussher - Mus.D.

## Music Education

Max T. Krane - M.M.

Yale University

## Theory and Composition

David Stanley Smith - M.S., Mus.D.

H. Leroy Baumgartner - B.M.

Richard Frank Donovan - B.M.

#### Musicology

Bruce Simonds - M.A., B.M.

Leo Schrade - Ph.D.

#### Tabulation of Faculty and Degrees

One hundred fifty-seven faculty members of the preceding twenty-eight music schools are listed. The total number of instructors holding each respective degree is as follows:

Bachelor of Music .....	56
Bachelor of Art .....	27
Bachelor of Science.....	11
Master of Music .....	45
Master of Art .....	28
Master of Science .....	2
Master of Education.....	2
Doctor of Music .....	13
Doctor of Philosophy .....	11
Doctor of Education .....	2
No Degrees .....	27*

#### Comparison with North Texas State Teachers College

The graduate faculty in the Department of Music at North

---

\*Thirteen faculty members of the Chicago Conservatory are included in this number. No degrees are listed for any of this faculty.

Texas State Teachers College is as follows:

Theory and Composition

Roy T. Will - B.M., Drake University; M.M., Eastman  
School of Music

Musicology

Wilfred C. Bain - A.B., Houghton College; B.M.,  
Westminister Choir College; M.A.,  
Ed.D., New York University

Music Education

Earl Connett - B.S., M.S., Indiana State Teachers  
College

Floyd Graham - B.M., Chicago Musical College; M.M.,  
American Conservatory

The size of the average graduate faculty is 5.3 instructors; for North Texas State Teachers College the number is only four instructors. However, the degrees held by the faculty of North Texas State Teachers College surpass in rank the degrees held by the average graduate faculty member.

With the rapid increase of student enrollment in the Music Department of North Texas State Teachers College, it seems imperative that the graduate faculty be increased, especially in the major studies of theory and composition, and of education. To equal the average size graduate faculty of the other members of the National Association of Schools of Music, at least one faculty member should be added in each of these departments of music study. Each additional faculty member should have as a minimum at least a master of music degree

to meet the qualifications for teaching in the graduate division of the Music Department at North Texas State Teachers College.

#### Status of the Graduate Faculty

To show the status of each graduate faculty member, the following questions have been applied to various schools of music which confer a degree of master of music.

- A. How many instructors teach strictly graduate courses?
- B. How many instructors teach both graduate and undergraduate courses?
- C. What is the total number of full time faculty members, no assistants included?
- D. How many instructors teach only
  - (a) Applied music?
  - (b) Theory?
  - (c) Music education?
  - (d) Literature?

Because information could be secured from only seven schools, it should be understood that this survey does not attempt to show the status of the average graduate faculty for the music schools in general. Many of the conclusions from this study might possibly change if information could be obtained from a larger number of schools, but this number permits a brief comparison with the graduate faculty at North Texas State Teachers College.



TABLE I

THE STATUS OF THE GRADUATE FACULTY IN THE  
FOLLOWING SEVEN SCHOOLS OF MUSIC

Name of School	Graduate Instructors Teaching							
	Strictly Graduate Courses	Both Graduate and Undergraduate Courses	Total Faculty Members	Applied Music (only)	Theory (only)	Music Education (only)	Composition (only)	Literature (only)
Arthur Jordon Conservatory	...	5	*	42	5	5	1	8
Cincinnati Conservatory	...	8	37	4	3	2	1	1
Drake University	...	7	12	2	1	1	1	..
Eastman School of Music	7	4	25	47	10	9	3	..
Syracuse University	...	14	27	13	2	2	1	..
University of Kansas	...	16	20	6	1	3	..	..
University of Oklahoma	...	14	20	5	3	2	1	..

#### Conclusions

A. Of the seven schools answering the questions in this survey, only one school has faculty members who teach strictly graduate courses. This one school has seven strictly graduate faculty members.

B. The average number of instructors who teach both graduate and undergraduate courses is 9.7 teachers. The

---

\* Failed to include this score in questionnaire.

mid-score number of teachers is eight. The minimum and maximum number of instructors teaching both graduate and undergraduate courses is four and sixteen, respectively.

C. From an average of the seven schools which are considered in this survey, the number of full-time faculty members is 18.5 teachers. The mid-score is twenty-five teachers. The minimum and maximum number of full-time faculty members is twenty and thirty-seven, respectively.

D. The majority of instructors teach only applied music.

(a) An average of seventeen instructors teach only applied music.

The mid-score number of teachers of applied music is six.

The minimum and maximum number of teachers of applied music is two and forty-seven, respectively.

(b) An average of 3.5 instructors teach only theory.

The mid-score number of teachers of theory is five.

The minimum and maximum number of teachers of theory is one and ten, respectively.

(c) An average of 3.3 instructors teach only music education.

The mid-score number of teachers of music education is five.

The minimum and maximum number of teachers of music education is one and nine respectively.

- (d) An average of 1.01 instructors teach only composition.

The mid-score number of teachers of composition is one.

The minimum and maximum numbers of teachers of composition is one and three respectively.

- (e) An average of 1.28 instructors teach only literature.

The mid-score number of teachers of literature is one.

The minimum and maximum number of teachers of literature is one and eight respectively.

A comparison of these findings with the graduate faculty in the Music Department of North Texas State Teachers College is shown in Table 2. The same questions stated at the first of the chapter are applicable to the music faculty at North Texas State Teachers College.

TABLE 2

THE STATUS OF THE GRADUATE FACULTY IN THE MUSIC  
DEPARTMENT AT NORTH TEXAS STATE  
TEACHERS COLLEGE

Instructors	Number of Instructors
Strictly Graduate .....	1
Graduate and Undergraduate .....	15
Total Faculty .....	16

TABLE 2--Continued

Instructors	Number of Instructors
Instructors teaching only:	
Applied Music .....	2
Theory .....	...
Music Education .....	1
Composition .....	...
Literature .....	...

#### Conclusions

A. The graduate faculty at North Texas State Teachers College has one member who teaches strictly graduate courses. Only one other school of the seven schools which are studied in the previous survey has a strictly graduate faculty. There has been some argument among the leading music educators concerning the need of having a faculty in the Graduate Division that teaches only graduate courses. Because of the necessary division in the levels of teaching demanded when one instructs both graduates and undergraduates, it is thought that a revision would be best in our schools that provides for a separate and distinct faculty for these two levels of students. Much less effort would be demanded of the teachers; thus they could present their courses better because of added time given to their schedules and because they could constantly base their method of instruction on a graduate level.

B. North Texas State Teachers College has six more instructors who teach both graduate and undergraduate courses than the average number of instructors teaching in the National Association of Schools of Music.

C. There are two fewer faculty members that teach as full-time members in the North Texas State Teachers College Music Department than there are in the average school in the National Association of Schools of Music.

D. The Music Department at North Texas State Teachers College ranks far below the average in the number of teachers who teach applied music, theory, music education, composition, and literature. The instructors in applied music need to be increased eight times the present number in order to give the same advantages to those students studying applied music that are given to the average students in the other schools which are members of the National Association of Schools of Music.

CHAPTER III  
REQUIREMENTS FOR A MASTER'S DEGREE IN  
APPLIED MUSIC

Of the sixty-two schools selected from the National Association of Schools of Music in this study, only twenty-eight offer a master of music degree in applied music. However, thirty-nine schools offer work on a graduate line in music toward a master of science or master of arts, with applied music considered as an elective and not as a requirement. These thirty-nine schools form the basis for a study of the requirements for a master's degree in applied music.

These questions were asked of each school:

- A. Do you offer a master of music degree in applied music?
- B. Is applied music required for an M. M. degree?
- C. Is applied music required for an M. S. degree?
- D. Is applied music required for an M. A. degree?
- E. What is the total maximum number of hours required for an M. M. degree?
- F. What is the total maximum number of hours required for an M. S. degree?
- G. What is the total maximum number of hours required for an M. A. degree?

- H. Are four years of applied music in any one field a prerequisite for graduate standing?
- I. Is a proficiency examination in applied music a prerequisite for graduate standing?
- J. Is a recital required, in any one field of applied music, for the following degrees:
- (a) master of music
  - (b) master of science
  - (c) master of arts
- K. How many hours of practice in applied music are required each semester?
- L. Is each practice hour proctored?
- M. How many semester hours of foreign language are required for the following degrees?
- (a) master of music?      What language \_\_\_\_.
  - (b) master of science?    What language \_\_\_\_.
  - (c) master of arts?        What language \_\_\_\_.

The requirements for a master's degree from the various music schools having membership in the National Association differ; the qualifications required of the graduate student by each member of the Association are stated in Table 3.

TABLE 3  
 REQUIREMENTS FOR A MASTER'S DEGREE IN APPLIED MUSIC\*  
 IN THE FOLLOWING SCHOOLS

Name of School	Confer M. M. in Applied Music	Applied Music required for M.M.	Applied Music required for M.S.	Applied Music required for M.A.	Total hours for M. M.
American Conservatory	Yes	Yes	...	...	30
Arthur Jordon Conservatory	Yes	Yes	...	...	30
Baylor University	Yes	...	...	No	..
Chicago Conservatory	Yes	Yes	...	...	30
Chicago Musical College	Yes	Yes	...	...	30
Cincinnati Conservatory	Yes	Yes	...	...	30
Cleveland Institute of Music	Yes	Yes	...	...	30
College of Music of Cincinnati	Yes	Yes	...	...	30
Converse College	Yes	Yes	...	...	30
Cosmopolitan School of Music	Yes	Yes	...	...	30
De Paul University	Yes	Yes	No	No	30
De Pauw University	Yes	Yes	No	No	30
Drake University	Yes	Yes	...	No	34
Eastman School of Music	Yes	Yes	...	Yes	30
Florida State College for Women	No	...	No	No	..
Hardin Simons University	No	...	...	No	..
Illinois Wesleyan University	Yes	Yes	No	No	34



TABLE 3--Continued

Total hours for M. S.	Total hours for M. A.	Applied Music Prerequisite for Graduates	Proficiency Examination Prerequisite	Recital Required for M. M.	Recital Required for M.S.	Recital Required for M.A.	Number of hours of Practice Required	Practice Proctored	Foreign Language Requirement
...	...	Yes	No	No	...	...	...	...	One Year Master of Music
...	...	Yes	Yes	Yes	...	...	...	...	Two Years Musicology
...	9	...	...	...	No	No	...	...	Reading Knowledge French and German
...	...	Yes	No	No	...	...	...	...	...
...	...	Yes	Yes	Yes	...	...	...	...	...
...	...	Yes	Yes	Yes	...	...	6	No	French, German Italian Voice
...	...	Yes	No	Yes	...	...	...	...	...
...	...	Yes	Yes	Yes	...	...	...	...	...
...	...	Yes	Yes	Yes	...	...	...	...	...
30	30	Yes	No	No	No	No	...	...	...
...	32	Yes	No	...	No	No	1 hour daily	No	Reading Knowledge of one
...	30	Yes	Yes	Yes	No	No	7 hours	No	Optional Reading Knowledge French and German
...	30	Yes	Yes	Yes	...	Yes	Yes	No	...
...	...	...	No	No	No	No	...	...	...
...	No.	Yes	No	No	No	No	...	...	...
...	...	Yes	No	Yes	No	No	...	...	...

TABLE 3--Continued

Name of School	Confer M. M. in Applied Music	Applied Music required for M.M.	Applied Music required for M.S.	Applied Music required for M.A.	Total hours for M.M.
Lamont School of Music	Yes	Yes	...	...	30
Louisiana State University	Yes	Yes	No	No	30
Mac Phail School of Music	Yes	Yes	...	...	34
Miami University	No	...	...	Yes	...
Michigan State College	Yes	Yes	No	No	48
New England Conservatory	Yes	Yes	...	...	32
Northwestern University	No	...	No	No	...
Syracuse University	Yes	Yes	...	...	30
University of Arizona	Yes	Yes	No	No	30
University of Illinois	No	...	No	No	8 units
University of Iowa	No	...	No	No	...
University of Kansas	Yes	Yes	No	No	30
University of Oklahoma	Yes	Yes	...	...	32
University of Oregon	No	...	No	No	...
University of Southern California	Yes	...	...	...	...
Yale University	Yes	Yes	No	No	...
University of Missouri	No	...	...	No	...
University of North Carolina	No	...	No	No	...
Boston University	No	...	...	No	...

TABLE 3.--Continued

Total hours for M.S.	Total hours for M.A.	Applied Music Prerequisite for Graduates	Proficiency Examination Prerequisite	Recital Required for M. M.	Recital Required for M.S.	Recital Required for M.A.	Number of hours of Practice Required	Practice Proctored	Foreign Language Requirement
...	...	Yes	Yes	Yes	...	...	...	..	...
30	30	Yes	Yes	No	No	No	10 hrs weekly	..	...
...	...	Yes	Yes	Yes	No	No	...	..	Four Hours
...	30	...	...	No	No	No	...	..	...
48	48	Yes	Yes	Yes	No	No	...	..	Reading Knowledge French and German
...	...	Yes	Yes	No	...	...	...	..	...
...	24	..	No	..	No	No	...	..	...
30	11	Yes	Yes	Yes	Yes	Yes	25 hrs weekly	..	Six - One taken in High School French or German
30	30	Yes	Yes	No	No	No	...	..	Voice
8 units	8 units	Yes	Yes	No	No	No	...	..	Reading Knowledge of two
...	...	...	...	No	No	No	...	..	...
28- 30	28- 30	Yes	Yes	Yes	No	No	...	No	...
...	...	Yes	Yes	Yes	...	...	3 hrs weekly	No	Six hours
45	45	Yes	Yes	...	No	No	...	..	...
...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	..	Reading Knowledge French and German
...	32	...	No	...	...	No	...	..	...
...	9 courses	...	No	...	...	No	...	..	Reading Knowledge of one
...	30	Yes	Yes	...	...	No	...	..	Six hours

TABLE 3--Continued

Name of School	Confer M. M. in Applied Music	Applied Music required for M. M.	Applied Music required for M.S.	Applied Music required for M. A.	Total hours for M. M.
Indiana University	Yes	Yes	...	No	...
Montana State University	No	...	...	No	...
University of Kentucky	No	...	No	...	...

\* All blank spaces indicate that no information was stated on returned questionnaires and that further study through current publications of each specific school's bulletin failed to state any of the desired information.

TABLE 3--Continued

Total Hours for M. S.	Total hours for M. A.	Applied Music Prerequisite for Graduates	Proficiency Examination Prerequisite	Recital Required for M. M.	Recital Required for M. S.	Recital Required for M. A.	Number of hours of Practice Required	Practice Proctored	Foreign Language Requirement
30	30	Yes	Yes	...	No	No		..	Optional German or French
...	30	Yes	No	No	No	No	...	..	...
24	...	Yes	Yes	...	No	...	...	..	Reading Knowledge of one

### Conclusions

Data on Table 3 show that:

A. Of the twenty-eight schools which offer a master of music degree in applied music, all schools require that a graduate student study applied music.

B. Applied music is not required for a graduate student working toward a master of arts or master of science degree although such student may have music as his major and may elect applied music as one of his courses of study.

C. The average number of hours required for a master of music degree is thirty semester hours, the same number of hours being required for a master of science or a master of arts degree. The mid-score number of hours required for all degrees is thirty semester hours. The minimum and maximum number of hours required for all degrees is twenty-eight to forty-eight hours.

D. Four years of applied music in any one field at a college level is unanimously a prerequisite for graduate standing in music.

E. A proficiency examination in applied music is a prerequisite for graduate standing in fifty of the schools of music considered in the preceding survey. Those schools which do not consider an examination a prerequisite demand that the students have applied music in his undergraduate work.

F. A graduate recital is required by sixteen of the thirty-nine schools answering this question, a recital not being required by ten of them. A graduate recital is never required of those students who are candidates for a master of science or a master of arts degree.

G. Foreign language is not required by eighteen of the thirty-nine schools of music; reading knowledge, usually of French and German, is required by eight of the schools; two schools require six semester hours of any language; two schools require four semester hours; one school requires two semester hours; and two schools state that foreign language requirements may be optional with their graduate students. This requirement is especially necessary for voice students because the text of their songs is usually in one of these languages. If the American public demands more songs sung in English, the investigator of this study sees no reason for this requirement in the future.

H. The members of the National Association of Schools of Music require, as a whole, no definite semester number of clock hours of practice in applied music, and practice hours are not proctored.

#### Comparison with North Texas State Teachers College

Comparing the graduate student in the Department of Music at North Texas State Teachers College with the average graduate student enrolled in any one of the National Association of Schools of Music, we find that:

A. Applied music is required for a master of music degree as at other schools.

B. Applied music is not required but may be elected for a degree of master of science or master of art just as it is in other schools.

C. The total maximum number of hours required for a graduate student securing a master of music degree exceeds by four hours the average and mid-score number of hours required by other schools of music. The total maximum number of hours for a master of science or a master of arts degree is the same as for other schools.

D. The prerequisites in applied music for graduate standing are the same at North Texas State Teachers College as they are at other schools of music.

E. Recital requirements are the same for all degrees at North Texas State Teachers College as are the requirements of the average school of music.

F. A student at North Texas State Teachers College is required to practice one hundred and fifty clock hours each semester, and each hour is proctored. The average music school is much more lax in the number of hours required of practice, and no other school under consideration has the practice hour proctored.

G. 50% of the National Association of Schools of Music do not have language requirements of any kind. The



graduate student at North Texas State Teachers College has no language requirements for any degree.

#### Conclusions

From these observations, it is concluded that a graduate student who is a candidate for a master of music degree is required to carry a heavier schedule, have more hours of applied music, and present a recital - all resulting in more weeks of residence necessary to finish the degree unless a much heavier schedule is carried than is usual for those candidates applying for a degree of master of science or master of arts.

## CHAPTER IV

### THE REQUIREMENTS FOR A MASTER'S DEGREE IN MUSIC EDUCATION

A master's degree in music education is conferred by fifteen schools of music accredited with membership in the National Association of Schools of Music.

The purpose of this degree is primarily to equip better those music students who propose to teach in either the primary or the secondary schools, or in the schools of higher learning.

A survey of those music schools conferring a degree of master of music in music education was made by asking each school the following questions:

- A. How many semester hours are required in the major subject?
- B. How many semester hours are required in applied music?
- C. How many semester hours are required in advanced theory?
- D. How many semester hours are required in
  - (a) Ear training?
  - (b) Modern harmony?
  - (c) Counterpoint?
  - (d) Orchestration?
  - (e) Composition?

TABLE 4  
THE REQUIREMENTS OF THE FOLLOWING FOURTEEN SCHOOLS FOR A MASTER'S  
DEGREE IN MUSIC EDUCATION

Name of School	Number of Semester Hours Required in:							
	Major Subject	Applied Music	Advanced Theory	Ear Training	Modern Harmony	Counterpoint	Orchestration	Composition
American Conservatory	6	6	6	6	6	6	6	6
Arthur Jordon Conservatory	12	6	12	6	6	6	6	4
Chicago Conservatory	6	6	6	6	6	6	6	6
Chicago Musical College	6	6	6	6	6	6	6	6
DePaul University	8	4	4	6-8	6-8	6-8	6-8	6-8
Drake University	12*	6-8	6-8	6-8	6-8	6-8	6-8	6-8
Eastman School of Music	12	6	4	6	6	4	6	6
Illinois Wesleyan	6	4	4	6	6	4	2	4
Michigan State	12	4	6	6	6	6	6	6
New England Conservatory	Any	four full courses desired	6	6	6	6	6	6
Mac Phail School of Music	6	6	6	6	6	6	6	6
Syracuse University	14	6	6	6	6	6	6	6
University of Kansas	6	6	3	6	6	4-8	3	3-6
University of Oklahoma	16	6	6	6	6	4	6	6

\*Hours not required, but elective.

Conclusions from this survey show that:

A. All the schools require more hours in the major subject, which is music education. An average of the number of hours required is 7.8 semester hours. The mid-score number of semester hours required is twelve semester hours. The minimum and maximum number of hours required is six hours and sixteen hours, respectively.

B. The second highest required number of hours is in advanced theory courses. The average number of hours required from a total of the schools is 3.9 semester hours. The mid-score requirements is six semester hours. The minimum and maximum number of hours required is three and twelve hours, respectively.

C. The third highest required number of hours with a major in music education is in applied music. The average number of hours required is 3.1 semester hours. The mid-score requirement is six semester hours. The minimum and maximum number of semester hours required is four hours and eight hours respectively.

D. The average number of hours in other courses required are: counterpoint - two semester hours; ear training - 1.8 semester hours; modern harmony and composition - 1.5 semester hours, each; and orchestration - 1.2 semester hours. The mid-score requirements are four semester hours; four semester hours; three semester hours; three semester hours;

and two semester hours, respectively. The minimum and maximum number of semester hours required is 1.5 and 8; 4 and 8; 1.3 and 8; 1.2 and 8; and 1.2 and 8 hours respectively.

#### Comparison with North Texas State Teachers College

With the same questions applying to North Texas State Teachers College as to the other schools of music, the requirements for a master's degree in music education at North Texas State Teachers College are stated in Table 5.

TABLE 5

#### REQUIREMENTS FOR A MASTERS DEGREE IN MUSIC EDUCATION AT NORTH TEXAS STATE TEACHERS COLLEGE

Subjects	Number of Semester Hours Required
Major Subject .....	9
Applied Music .....	4
Advanced Theory .....	3
Ear Training .....	...
Modern Harmony .....	3
Counterpoint .....	...
Orchestration .....	...
Composition .....	...

#### Conclusions

A. Emphasis is placed on the major subject at North Texas State Teachers College as in the other schools of music considered in the preceding survey. Applied music ranks second with advanced theory ranking in third place.

B. Modern harmony is required by the National Association of Schools of Music less than any other course for a master's degree in music education although the average number of hours required is more than the average number of hours required in composition at North Texas State Teachers College. North Texas State Teachers College is one of the six schools offering modern harmony. Courses in counterpoint, orchestration, and composition may receive graduate credit if not taken in undergraduate curriculum.

C. Because of the growing importance of music in the school curriculum, it is desirable, in the opinion of the investigator, for more schools of music to increase their graduate curriculum to include a major in music education in order to better qualify their graduates to teach music in our public schools. Only fifteen of the one hundred three schools accredited with membership in the National Association of Schools of Music offer a major in music education.

## CHAPTER V

### THE REQUIREMENTS FOR A MASTER'S DEGREE IN THEORY AND COMPOSITION

Twenty of the music schools accredited with membership by the National Association of Schools of Music offer a master's degree with theory and composition as a major. This major affords an opportunity for the graduate student to portray his creative ability in composing music in the larger forms to a far greater extent than would be possible with any other subject as his major, and also to a greater extent than was possible in his undergraduate work.

A survey was made of each of the twenty schools; the following questions were submitted to each.

- A. How many semester hours are required in private or class composition?
- B. How many semester hours are required in applied music?
- C. How many semester hours are required in seminar?
- D. How many semester hours are required in advanced theory?

The results of this survey are stated in Table 6.

TABLE 6

THE REQUIREMENTS FOR A MASTER'S DEGREE IN  
THEORY AND COMPOSITION IN THE  
FOLLOWING TWENTY SCHOOLS

Name of School	Number of Semester Hours Required			
	Composition	Applied Music	Seminar	Advanced Theory
American Conservatory	2 lesson weekly	1 lesson weekly	6 Thesis	6
Arthur Jordon Conservatory	12	6	6	6
Chicago Conservatory of Music	8	6	...	...
Chicago Musical College	6	3	6	6
Cincinnati Conservatory	22	...	2	8
Cleveland Institute of Music	<i>Movt. in Sonata Form</i> <i>Fugue in 5 Sections</i> ...	...	...	...
College of Music of Cincinnati	22	...	2	...
Converse School of Music	5	5	5 4	5
Cosmopolitan School of Music	12	6	Thesis	8
De Paul University	12	4	...	4
Drake University	20	6	10 Thesis	20
Eastman School of Music	7	6	Thesis	8
Lamont School of Music	<i>String Quartet</i> <i>Double Fugue</i> <i>Symphonic Poem</i>	...	1 Year	...
Louisiana State University	4	...	...	8
Michigan State College	6	...	9	9
University of Illinois	1½ units	...	2 units	½ unit



TABLE 6--Continued

Name of School	Number of Semester Hours Required			
	Composition	Applied Music	Seminar	Advanced Theory
New England Conservatory	<i>Chorus Composition 2 Movt. of Sonata Symphonic Poem</i>	Any 4	Full	courses
Syracuse University	14	...	...	6
University of Kansas	15	2-4	3-6	3-6
University of Oklahoma	12	...	...	12

### Conclusions

A. Private composition or class instruction is stressed when a major is elected in theory and composition. The average number of semester hours required is 8.8 hours. This does not include the composition that a graduate student may be required to write for which he receives no credit; such as compositions required for a thesis but receiving no credit. Five schools have such requirements. The mid-score requirement is twelve semester hours. The minimum number of semester hours is four hours; the maximum number of semester hours is twenty-two hours.

B. Advanced theory is second in rank after composition. The average number of semester hours in advanced theory in the twenty schools under consideration is 5.6 hours. None of the

theory is in the form of outside creative assignments. All theory work receives credit and is termed "craftmanship" theory. The mid-score requirement is six semester hours. The minimum number of semester hours required is three hours; the maximum number of semester hours is twelve hours.

C. Applied music ranks third in the curriculum with a major in theory and composition. The average number of semester hours for each school is 2.3 hours. The minimum number of hours required is two hours; the maximum number of hours required is six hours. Eight of the twenty schools require no applied music of any kind. The mid-score requirement is six semester hours.

D. Seminar is stressed the least of the courses. The average number of hours computed from the survey of the twenty schools is 1.8 hours. Seven of the twenty schools required no seminar course in their curriculum. The mid-score requirement is six semester hours. The minimum number of semester hours is two hours; the maximum number of semester hours is six hours.

#### Comparison with North Texas State Teachers College

Applying the same questions to the Music Department of North Texas State Teachers College, the following results are found in Table 7.

TABLE 7

THE REQUIREMENTS FOR A MASTERS DEGREE IN  
THEORY AND COMPOSITION AT NORTH  
TEXAS STATE TEACHERS COLLEGE

Subjects	Number of Semester Hours Required
Composition .....	12
Applied Music .....	...
Seminar .....	6
Advanced Theory .....	3

#### Conclusions

These hours required for a master's degree in theory and composition compare in a positive manner with the results of the survey showing the general average of the National Association of Schools of Music. It is found that:

A. Private composition and class composition are stressed more than any other course in the curriculum. The same is true of the national survey.

B. Seminar is second in rank as was advanced theory in the national survey.

C. Applied music is not required at North Texas State Teachers College; the average number of semester hours found in the national survey of music schools is 2.3 hours. However, only 50% of the schools in the National Association of Schools of Music requires these courses in applied music in their curriculum. It is the opinion of the investigator that applied music, if required by more of the schools of music,

would enable the graduate student to become more familiar with the various instruments, thereby giving him a clearer idea of the technical problems of each instrument and resulting in his creative compositions being better fitted to the technical capacities of that particular instrument for which he is composing.

## CHAPTER VI

### REQUIREMENTS FOR A MASTER'S DEGREE IN MUSICOLOGY

A master of music degree with a major in musicology is conferred by only nine schools of music that are members of the National Association of Schools of Music. One university, that of North Carolina, confers a master of arts degree with a major in musicology. In the survey conducted with musicology considered as a major, only these nine schools are evaluated.

The following questions apply to each school as the basis of the study:

- A. How many semester hours are required in applied music?
- B. How many semester hours are required in seminar and thesis?
- C. How many semester hours are required in advanced theory?
- D. How many semester hours are required in independent study?
- E. How many semester hours are required in literature?
- F. Is foreign language required? If so, how many semester hours are required?

The various requirements of each school are listed in Table 8.

TABLE 8

THE REQUIREMENTS FOR A MASTER'S DEGREE  
IN MUSICOLOGY IN THE FOLLOWING  
NINE SCHOOLS

Name of School	Number of Semester Hours Required in					
	Applied Music	Seminar and Thesis	Advanced Theory	Independent Study	Literature	Foreign Language
American Conservatory	6	9	3	...	..	6
Chicago Conservatory	6	6	8	...	..	...
Chicago Musical College	4	6	...	...	8	4
Converse College	5	5	5	} 7.5		...
Eastman School of Music	6	20	4	...	..	...
Louisiana State University	6	...	..	...	..	...
Michigan State College	..	21	6	...	9	...
University of Illinois	..	1-2 units	$\frac{1}{2}$ unit	...	..	1 unit
University of North Carolina	..	5	..	20	..	6

### Conclusions

The data show that:

A. More emphasis is placed upon a seminar and thesis than upon any other course in the graduate curriculum with a major in musicology. The average number of semester hours required by the schools of music in the survey is 7.5 hours. The mid-score requirement is six semester hours. The minimum

and maximum number of semester hours required is three hours and twenty hours, respectively.

B. Applied music is second in the number of semester hours required. The average number of semester hours required is 3.6 hours. The mid-score requirement is six semester hours. The minimum and maximum number of semester hours required is four hours and six hours, respectively.

C. Other courses in the graduate curriculum rank advanced theory, independent study, literature, and foreign language respectively. The average number of semester hours according to the rank of each course listed is 3.2 hours, three hours, 2.6 hours, and 2.1 hours. The mid-score requirements are four semester hours, seven semester hours, seven semester hours, and four semester hours respectively. The minimum and maximum number of hours required are three and eight, seven and twenty, seven and nine, and three and six hours, respectively.

D. Literature which forms the basis of the study of musicology, ranks next to the last when considered as to degree of importance according to the number of semester hours required of each course. This is because of the confusion of those answering the question as to what the term "literature" designates. To some, the term may have meant literature of music and to others may have meant literature as studied in book form.

### Comparison with North Texas State Teachers College

The requirements for a master's degree in musicology at North Texas State Teachers College, based on the same questions stated at the first of this chapter, are stated in Table 9.

TABLE 9

#### REQUIREMENTS FOR A MASTERS DEGREE IN MUSICOLOGY AT NORTH TEXAS STATE TEACHERS COLLEGE

Subjects	Number of Semester Hours Required
Applied Music .....	...
Seminar and Thesis .....	6
Advanced Theory .....	3
Independent Study .....	6
Literature .....	3
Foreign Language .....	...

#### Conclusion

These requirements differ at North Texas State Teachers College from the average requirements of colleges in the National Association of Schools of Music considered in the survey of Table 8. The data from this study at North Texas State Teachers College indicate:

A. Seminar and thesis are emphasized at both North Texas State Teachers College and at the other nine schools in this study.



B. Courses in literature and independent study rank second in the number of semester hours required for a major in musicology rather than applied music as stated in the national survey.

C. Applied music is not considered essential in the curriculum for a major in musicology at North Texas State Teachers College, but it ranks second in the national survey.

D. North Texas State Teachers College requires three hours of literature; six of the other nine music schools required no literature. North Texas State Teachers College requires no foreign language; five of the other nine music schools required no foreign language.

## CHAPTER VII

### THESIS REQUIREMENTS

A study of the requirements for a thesis was made of thirty-one schools which are members of the National Association of Schools of Music. The requirements for a thesis vary greatly from school to school because of the varieties of degrees offered, and because of the different majors in music offered or permitted by the respective schools.

The basis of the survey consists of the answers of each school to the following questions:

- A. Can a recital be substituted for a thesis?
- B. Is a combination of a recital and thesis permitted?
- C. What is the minimum and maximum number of semester hours given for a thesis?
- D. Is an original composition in a larger form accepted in lieu of a thesis?
- E. Is an arrangement for a symphonic band or orchestra accepted in lieu of a thesis.
- F. Can passing a comprehensive examination in three fields of study, such as applied music, composition and musicology exempt a student from the thesis requirement?
- G. Is editing a new work or re-editing an old work acceptable as a thesis?

The requirements of each school, based upon these seven questions, are tabulated in Table 10. The respective answers apply directly to the questions as stated above. All questions were answered either by returned questionnaires or by reference to the current bulletins published during the regular long session by each school of music.

TABLE 10  
 REQUIREMENTS FOR A THESIS IN THE FOLLOWING SCHOOLS

Name of School	Recital Substituted for Thesis?	Combination of Recital and Thesis Permitted?	Minimum and Maximum Hours	Original Composition Accepted?	Arrangement for Band or Orchestra Accepted?	Passing an examination permits a Thesis Exemption?	Editing a New Work; Re-editing old work accepted?
American Conservatory	No	No	6-9	Yes	Yes	No	No
Arthur Jordon Conservatory	No	Yes	6-6	Yes	No	No	No
Chicago Conservatory	No	No	4-2	Yes	Yes	No	No
Chicago Musical College	Yes	Yes	6	Yes	Yes	No	No
Cincinnati Conservatory	No	No	2-6	No	No	No	No
College of Music of Cincinnati	No	Yes	6	No	No	No	No
Cleveland Institute of Music	No	No	...	Yes	Yes	No	No
Converse College	No	Yes	...	Yes	Yes	No	Yes
Cosmopolitan School of Music	No	Yes	4	No	No	No	No
DePaul University	No	No	3	Yes	Yes	No	No
DePauw University	No	No	8-10	Yes	No	No	No
Drake University	No	Yes	2-8	Yes	No	No	No
Eastman School of Music	No	Yes	8-10	Yes	No	No	Yes
Mac Phail School of Music	No	No	6-6	No	No	No	No
Miami University	No	No	6	No	No	No	No
Michigan State College	Yes	Yes	12	Yes	Yes	No	No

TABLE 10--Continued

Name of School	Recital Substituted For Thesis?	Combination of Recital and Thesis Permitted?	Minimum and Maximum Hours	Original Composition Accepted?	Arrangement for Band or Orchestra Accepted?	Passing an examination permits a Thesis Exemption?	Waiting a New Work; Re-editing old work accepted?
New England Conservatory	No	No	..	Yes	Yes	No	No
Northwestern University	No	No	4-6	No	No	Yes	No
Syracuse University	No	No	2-4	Yes	No	No	No
University of Arizona	No	No	..	No	No	No	No
University of Illinois	No	No	4-6	Yes	Yes	No	No
University of Iowa	Yes	Yes	2-4	Yes	Yes	No	No
University of Kansas	No	No	..	Yes	Yes	No	No
University of Oklahoma	No	No	..	Yes	Yes	No	No
University of Oregon	No	No	..	Yes	Yes	No	No
Yale University	No	No	..	Yes	Yes	No	No
University of Missouri	No	No	varies	No	No	No	No
University of North Carolina	No	No	0-5	No	No	No	No
Boston University	No	No	..	Yes	Yes	No	No
Montana State University	No	No	..	No	No	No	No
University of Kentucky	No	No	..	No	No	No	No

### Conclusions

From the data in Table 10, it is concluded that:

A. The large majority of the members of the National Association of Schools of Music will not substitute a thesis for a recital. Twenty-six of the thirty-one music schools answering this question confirm this statement; only three schools allow a recital to substitute for a thesis.

B. Nine music schools accredited with membership in the National Association permit a combination of recital and thesis, but a large majority, twenty of such schools, do not allow this combination.

C. The minimum number of hours given by any school for a thesis is two hours; the maximum number of hours is twelve hours. Nine schools of music do not give any credit for a thesis, but consider one only as supplementary work in the general curriculum for a master's degree. The average minimum number of semester hours given for a thesis is 2.58 hours; the average maximum number of hours is 3.71 hours. The minimum mid-score is six semester hours; maximum mid-score is six semester hours.

D. A majority of the music schools accept an original composition in a larger form in lieu of a thesis. Eighteen schools accept a composition; eleven schools do not accept a composition.

E. Sixteen of the schools surveyed do not accept an arrangement for a symphonic band or orchestra in lieu of a

thesis; thirteen schools do accept such an arrangement.

F. Passing a comprehensive examination in any three fields of study will not exempt a student from writing a thesis. Twenty-eight schools of the thirty-one confirm this statement; one school opposes the statement and allows a thesis exemption to its graduate students.

G. Editing a new work or re-editing an old work will not exempt a graduate student from writing a thesis in twenty-six of the thirty-one schools surveyed; three schools allow such editing.

#### Comparison with North Texas State Teachers College

The same questions being applicable, the following stipulations relate to a thesis in the Music Department at North Texas State Teachers College.

TABLE 11

#### THESIS REQUIREMENTS OF THE MUSIC DEPARTMENT OF NORTH TEXAS STATE TEACHERS COLLEGE

Possibilities Acceptable as a Thesis	Survey Results
Recital? .....	No
Combination of Recital and Thesis? .....	Yes
Minimum and Maximum Hours? .....	3-6
Composition? .....	Yes
Arrangement for Band or Orchestra? .....	No
Examination in three Fields of Study? .....	No
Editing or Re-editing Music? .....	Yes

### Conclusions

A comparison of the Music Department at North Texas State Teachers College with the National Association of Schools of Music as a whole shows that:

A. Conforming with the average school, a recital cannot be substituted for a thesis at North Texas State Teachers College.

B. A recital and thesis combination is permitted at North Texas State Teachers College in opposition to the generally accepted practice among the members of the National Association.

C. Compared with the national minimum and maximum number of semester hours given for a thesis, 2.58 hours and 3.71 hours respectively, North Texas State Teachers College credits its graduate student with a minimum of three hours and a maximum of six hours.

D. North Texas State Teachers College conforms with the national standard in not accepting an arrangement for a symphonic band or orchestra in lieu of a thesis, and in not exempting from the thesis requirement a student who passes a comprehensive examination in any three fields of study.

E. The Music Department of North Texas State Teachers College conforms to the national requirements in accepting an original composition in a larger form in lieu of a thesis.

F. In accepting an edition of a new work or a re-edition



of an old work, North Texas State Teachers College drastically opposes the national standard which rejects such editing.

From this survey, it is shown that North Texas State Teachers College opposes the general requirements for a thesis in two ways, first, in accepting a combination of thesis and recital, and second, in accepting the editing of a new work or the re-editing of an old work.

## CHAPTER VIII

### REQUIREMENTS FOR GRADUATE STANDING IN THE DEPARTMENT OR SCHOOL OF MUSIC

To obtain graduate standing in any department or school of music, a student must have met certain qualifications as follows; qualifications which apply to undergraduate credits and degrees, examinations, certain prescribed courses of study, performing ability in some musical field, and usually a certain undergraduate scholastic grade.

In order to obtain the requirements for such graduate standing, the investigator sent questionnaires to those music schools accredited with membership in the National Association of Schools of Music. A survey based upon the following questions was made of thirty-two schools of music.

- A. Must the candidate have graduated from an accredited institution with a degree of B.M., B.A., B.F.A., or B.S. with a major in music?
- B. Can a candidate pass examinations which entitle him to enter the Graduate Division in those courses not credited in his undergraduate work?
- C. What is the total number of semester hours required in undergraduate music?
- D. What is the average undergraduate scholarship grade required in:

(a) Total academic work

(b) Major subject

E. How many semester hours of Undergraduate work are required in:

(a) Theory?

(b) Ear training?

(c) Sight singing?

(d) Counterpoint?

(e) Appreciation?

(f) Orchestration?

(g) Form and analysis?

(h) Conducting?

(i) History of music?

(j) Applied music?

(k) General education?

F. Is it required that the candidate have performing ability in applied music? (Including piano, voice, and orchestral instruments).

The requirements for graduate standing in all thirty-two schools of music are tabulated in Table 12.

TABLE 12

REQUIREMENTS FOR GRADUATE STANDING IN THE DEPARTMENTS  
OR SCHOOLS OF MUSIC IN THE FOLLOWING  
THIRTY-ONE SCHOOLS

Name of School	Degree of B.M.; B.A.; B.F.A.; B.S.?	Pass Examination	Total Hours Undergraduate Music	Total Academic Average	Major Subject Average
American Conservatory	Yes	No	120	..	..
Arthur Jordon Conservatory	Yes	No	124	C	C
Chicago Conservatory	Yes	No	120	..	..
Chicago Musical College	Yes	Yes	120	..	..
Cincinnati Conservatory	Yes	Yes	120	B	B
Cleveland Institute of Music	Yes	No	60	..	..
College of Music of Cincinnati	Yes	Yes	124	..	..
Converse College	Yes	Yes	120	..	..
Cosmopolitan School of Music	Yes	Yes	124	..	..
De Paul University	Yes	No	120	..	B
De Pauw University	Yes	Yes	124	..	..
Drake University	Yes	Yes	76	C	C
Eastman School of Music	Yes	Yes	124	B	B
Illinois Wesleyan	Yes	Yes	120	..	..
Lamont School of Music	Yes	Yes	120	..	..
Louisiana State University	Yes	Yes	129	1.5	1.5

TABLE 12--Continued

Undergraduate Hours Required in:											Performing Ability in Applied Music
Theory	Ear Training	Sight Singing	Counterpoint	Appreciation	Orchestration	Form and Analysis	Conducting	History of Music	Applied Music	General Education	
8		4	4	4	2	4	2	4	48	4	Yes
..	4	..	4	4	2	4	2	4	36-16	30	Yes
8	8	..	4	..	6	4	1	2	48	..	Yes
8	4	..	..	4	4	4	2	4	40	..	Yes
12	4	4	8	4	4	4	2	4	48	18	Yes
5	3½	3½	1	..	..	4	..	5	24	4	Yes
8	4	4	8	..	4	4	2	4	48	4	Yes
10	..	..	4	..	3	4	2	4	42	..	Yes
8	4		4	..	4	4	2	4	48	..	Yes
*	*	*	*	*	*	*	*	*	*	*	Yes
12	4	..	4	..	4	..	2	10	28	..	Yes
12	3		2	..	4	2	..	4	48	..	Yes
	14		4	..	4		6		24	30	Yes
12	4	4	4	4	4	4	..	4	40	12	Yes
2 yrs	2 yr	1 yr	1 yr	2 yr	1 yr	1 yr	..	2 yr	4 yr	1 yr	Yes
20	..	..	4	..	2	4	2	8	32	..	Yes

TABLE 12--Continued

Name of School	Degree of B.M.; B.A.; B.F.A.; B.S.?	Pass Examination	Total Hours Undergraduate Music	Total Academic Average	Major Subject Average
Miami University	Yes	Yes	128	*	*
Michigan State College	Yes	No	*	*	*
New Englang Conservatory	Yes	Yes	120	..	..
Northwestern University	Yes	No	40	*	*
Syracuse University	Yes	Yes	30	C	B
University of Arizona	Yes	Yes	125	B	B
University of Illinois	Yes	Yes	120	..	..
University of Kansas	Yes	Yes	Test	C	C
University of Oklahoma	No	Yes	112	C	B
University of Oregon	Yes	No	184	B	..
University of Missouri	Yes	Yes	128	..	..
University of North Carolina	Yes	Yes	40- 60	..	..
Boston University	Yes	Yes	120 204	..	..
Montana State University	Yes	No		..	..
University of Kentucky	Yes	No	130	..	..

\* No information stated in bulletins.

TABLE 12--Continued

Undergraduate Hours Required in:											Performing Ability in Applied Music
Theory	Ear Training	Sight Singing	Counterpoint	Appreciation	Orchestration	Form and Analysis	Conducting	History of Music	Applied Music	General Education	
*	*	*	*	*	*	*	*	*	*	*	Yes
*	*	*	*	*	*	*	*	*	*	*	Yes
4	..	..	4	..	..	4	..	6	32	..	Yes
*	*	*	*	*	*	*	*	*	*	*	Yes
..	8	8	4	..	4	4	2	6	30	18	Yes
16	..	4	..	..	4	4	4	..	32	6	Yes
10	4		10	2-4	4	4	..	8	52	..	Yes
12	4	4	..	..	4	4	2	6	Est 30-	18	Yes
20	8	8	3	4	3	..	2	4	40	12	Yes
24	..	..	6	..	..	6	..	6	24	..	Yes
6	2	..	4	..	..	..	2	..	20	6	Yes
12	6		6	..	..	6	..	6	10	..	Yes
12	..	..	4	..	..	16	..	16	24	3	Yes
12	..	15	6	9	..	..	..	6	48	..	Yes
	20		4	6	2	4	2	6	24	16	Yes

### Conclusions

From the survey made of these thirty-one schools, which are members of the National Association of Schools of Music, on the requirements for graduate standing, two general conclusions are found:

- A. That the schools agree on four general requirements:
  - (a) that the candidate must have graduated from an accredited institution with a degree of B.M., B.A., B.F.A., or B.S. with a major in music; (Thirty Yes - One No).
  - (b) that a candidate may pass an examination which entitles him to enter the Graduate Division in those courses not credited in his undergraduate work;
  - (c) that the total number of semester hours required in undergraduate music is an average of fifty-one hours. The mid-score requirement is sixty semester hours. This question was misinterpreted by several schools in answering the questionnaire. Instead of stating the total number of hours required in "music" in the undergraduate courses, twenty-three schools stated the total number of "academic" hours required. This, according to the investigator, accounts for the low number of semester hours required



in music. The minimum number of semester hours required in music was thirty hours, the maximum number of semester hours required in music was seventy-six hours;

- (d) that a candidate must have performing ability in the number of semester hours required in applied music.

B. That the schools have many varied requirements in the number of semester hours required in the general curriculum of undergraduate study. The minimum, maximum, and average number of semester hours in all undergraduate courses of study required by the National Association of Schools of Music are tabulated in Table 13.

TABLE 13

THE MINIMUM, MAXIMUM, AVERAGE, AND MID-SCORE  
NUMBER OF SEMESTER HOURS IN UNDERGRADUATE  
COURSES OF STUDY REQUIRED BY NATIONAL  
ASSOCIATION SCHOOLS OF MUSIC

Courses of Study	Number of Hours Required			
	Minimum	Maximum	Average	Mid-Score
Theory	4	24	9.5	12
Ear Training	1½	8	3.7	10
Sight Singing	1½	15	2.03	4
Counterpoint	1	10	4.07	4
Appreciation	2	9	1.9	4
Orchestration	2	6	2.5	4

TABLE 13--Continued

Courses of Study	Number of Hours Required			Mid-Score
	Minimum	Maximum	Average	
Form and Analysis	2	16	3.7	4
Conducting	1	3	1.4	2
History of Music	2	16	7.8	4
Applied Music	10	52	36.6	36
General Education	3	30	7.1	16

The undergraduate course that on an average requires the most number of semester hours is theory; the course that requires the least number of semester hours is conducting.

#### Comparison with North Texas State Teachers College

The questions listed at the first of the chapter are used also to make the following tabulation of the requirements for graduate standing the the Department of Music at North Texas State Teachers College.

TABLE 14

#### REQUIREMENTS FOR GRADUATE STANDING IN THE MUSIC DEPARTMENT AT NORTH TEXAS STATE TEACHERS COLLEGE

Various Requirements	Survey Results
Degree of B.M., B.A., B.S. or B.F.A. necessary ..	Yes
Allowed to pass an examination? .....	Yes
Total hours of Undergraduate Music? .....	84
Total academic average? .....	C

TABLE 14--Continued

Various Requirements	Survey Results
Major Subject Average? .....	C
Number of Semester Hours required in:	
Theory? .....	12
Ear Training? .....	} 6
Sight Singing? .....	}
Counterpoint? .....	3
Appreciation? .....	6
Orchestration? .....	3
Form and Analysis? .....	3
Conducting? .....	6
History of Music? .....	6
Applied Music? .....	30
General Education? .....	36
Performing Ability in Applied Music? .....	Yes

#### Conclusion

The data in this tabulation show that:

A. North Texas State Teachers College agrees in its requirements for graduate standing in the Department of Music with the four general requirements of the National Association of Schools of Music as to:

- (a) graduating from an accredited institution;
- (b) passing an examination to enter the Graduate Division;

- (c) attaining a total number of at least fifty-one semester hours of undergraduate music. The total number of semester hours at North Texas State Teachers College is eighty-four hours.
- (d) having performing ability in applied music.

B. The required number of semester hours of undergraduate courses of study approximate closely the number of semester hours derived from "averaging" the requirements of the National Association of Schools of Music.

## CHAPTER IX

### COURSES OFFERED IN THE GRADUATE CURRICULUM

A survey of the music schools which are members of the National Association of Schools of Music is made to show the extent of the graduate curriculum in various fields of music and also the number of semester hours that is offered in each course. The fields of music are divided into the four most common majors of music offered by schools of music. These fields are listed as theory and composition, musicology, music education, and applied music.

Questionnaires were sent to each school with instructions to check the courses offered, and to fill in the number of semester hours offered in each course. The following is a replica of the questionnaire:

#### A. Theory and composition

- (a) Harmony \_\_\_\_\_; number of semester hours \_\_\_\_
- (b) Ear training \_\_\_\_\_; number of semester hours \_\_\_\_
- (c) Counterpoint \_\_\_\_\_; number of semester hours \_\_\_\_
- (d) Canon and fugue \_\_\_\_\_; number of semester hours \_\_\_\_
- (e) Orchestration \_\_\_\_\_; number of semester hours \_\_\_\_
- (f) Composition \_\_\_\_\_; number of semester hours \_\_\_\_
- (g) Form and  
analysis \_\_\_\_\_; number of semester hours \_\_\_\_

#### B. Musicology

- (a) Aesthetics \_\_\_\_\_; number of semester hours \_\_\_\_

(b) Criticism \_\_\_\_\_; Number of semester hours \_\_\_\_\_

(c) Symphonic  
Literature \_\_\_\_\_; number of semester hours \_\_\_\_\_

(d) Operatic  
Literature \_\_\_\_\_; number of semester hours \_\_\_\_\_

(e) Choral  
Literature \_\_\_\_\_; number of semester hours \_\_\_\_\_

C. Music Education

(a) Supervision \_\_\_\_\_; number of semester hours \_\_\_\_\_

(b) Advanced  
Methods \_\_\_\_\_; number of semester hours \_\_\_\_\_

(c) Materials \_\_\_\_\_; number of semester hours \_\_\_\_\_

D. Applied Music

(a) Piano \_\_\_\_\_; number of semester hours \_\_\_\_\_

(b) Voice \_\_\_\_\_; number of semester hours \_\_\_\_\_

(c) Organ \_\_\_\_\_; number of semester hours \_\_\_\_\_

(d) Orchestral  
Instrument \_\_\_\_\_; number of semester hours \_\_\_\_\_

This survey includes twenty-eight music schools and their respective curricula. The data are compiled in Table 15.

TABLE 15

GRADUATE COURSES AND NUMBER OF SEMESTER HOURS  
OFFERED IN EACH COURSE BY THE  
FOLLOWING SCHOOLS

Name of School	Number of Semester Hours Offered in					
	Harmony	Ear Training	Counterpoint	Canon and Fugue	Orchestration	Composition
American Conservatory	...	...	...	...	12	✓
Arthur Jordon Conservatory	...	...	...	12	6	12
Chicago Conservatory	...	...	...	...	4	8
Chicago Musical College	...	...	6	...	6	✓
Cincinnati Conservatory	...	...	4	4	2	2
Cleveland Institute of Music	✓	...	✓	...	✓	✓
College of Music of Cincinnati	...	...	...	...	..	22
Converse College	...	...	4	...	4	4
Cosmopolitan School	...	...	4	✓	4	12
De Paul University	...	...	4	...	..	12
Eastman School of Music	...	...	...	...	..	12
Illinois Wesleyan	...	...	12	✓	12	30
Louisiana State University	...	...	...	...	..	...
Mac Phail School of Music	...	...	4	...	4	4
Michigan State College	...	...	...	...	..	...
New England Conservatory	9	...	6	...	..	...
Syracuse University	...	...	2	...	...	5
University of Arizona	...	...	...	...	..	48
University of Illinois	...	...	8	...	8	12
University of Iowa	1/2 units	...	1/2 unit	2 units	3 units	1 unit
University of Kansas	6	...	6	...	..	8
University of Oklahoma	...	...	4	4	6	3-6
University of Oregon	6	...	...	...	13	12
University of North Carolina	...	...	4	...	...	8
Boston University	...	...	...	9	..	...
Indiana University	4	...	6	...	..	20
Montana State University	...	...	...	...	..	...
University of Kentucky	...	...	6	...	6	6
	...	...	...	...	4	...

\*Required for Applied Music Majors

TABLE 15--Continued

Number of Semester Hours Offered in												
Form and Analysis	Aesthetics	Criticism	Symphonic Literature	Operatic Literature	Choral Literature	Supervision	Advanced Methods	Materials	Piano	Voice	Organ	Orchestral Instrument
6	3		3			6			16	12	16	16
						3			12	12	12	12
	4					4		8	12	12	12	12
						6			3-8	3-8	3-8	3-8
									12	12	12	12
1		2			1				4-12	4-12	4-12	4-12
									15	15	15	15
									12	12	12	12
4						8						
			24									
4									4-10	4-10	4-10	4-10
4	6	4							5	5	5	5
						6			8	8	8	8
							3		6	6	6	6
4	3		8		4	2	6	6				
					4	2	9		14	10	14	varies
									3-6	3-6	3-6	3-6
				<i>unit</i>	<i>unit</i>	<i>unit</i>						
						<i>Varies</i>				<i>credit</i>	<i>arranged</i>	
				2	2		2		4-6	4-6		4-6
12	2		3	3	3	4	2	2	12	12	12	12
			6		6				6	6	6	6
4	2	2		2	4				6	6	6	6
							2	5	6	2-4		2
6						9			1-4	1-4	1-4	1-4
					4				3	3	3	3



### Conclusions

Concerning the graduate courses which each school offers and the number of semester hours which are offered in these courses, the data in Table 15 show that the following facts may be concluded.

A. The graduate curriculum in all the schools of music is most varied.

B. The graduate course which is most offered is composition; an average number of 8.7 semester hours is offered by the total National Association of Schools of Music considered in the survey. The mid-score requirement is twelve semester hours. The minimum and maximum number of semester hours offered is two hours and forty-eight hours respectively.

C. The composition field of study ranks first in the general graduate curriculum, orchestration ranks second, and counterpoint ranks third. The minimum and maximum number of semester hours offered in the latter two subjects are two hours and thirteen hours; and two hours and eight hours respectively. The mid-score for orchestration is six hours; for counterpoint is six hours.

D. Applied music is credited in the graduate curriculum in twenty-three of the schools in the survey; it is not credited by five of these schools.

E. Criticism and operatic literature are found less often than any other courses of study in the graduate curriculum.

Comparison with North Texas State Teachers College

The graduate courses and the number of semester hours offered for each course in the Music Department of North Texas State Teachers College are listed in Table 16. The form of the tabulation of data is the same as that used in the national survey of music schools in Table 15.

TABLE 16

THE GRADUATE COURSES AND THE NUMBER OF SEMESTER  
HOURS OFFERED FOR EACH COURSE IN THE  
MUSIC DEPARTMENT AT NORTH TEXAS  
STATE TEACHERS COLLEGE

Courses	Number of Semester Hours Offered
Harmony .....	...
Ear Training .....	3
Counterpoint .....	3
Canon and Fugue .....	...
Orchestration .....	3
Composition .....	3
Form and Analysis .....	3
Aesthetics .....	} 3
Criticism .....	
Symphonic Literature .....	3
Operatic Literature .....	3
Choral Literature .....	3
Supervision .....	3
Advanced Theory .....	6

TABLE 16--Continued

Courses	Number of Semester Hours Offered
Materials .....	...
Piano .....	6
Voice .....	6
Organ .....	6
Orchestral Instruments .....	6

#### Conclusion

These data on the curriculum at North Texas State Teachers College show that:

A. The courses which are offered the graduate students differ in kind, and in number of semester hours offered, from any of the other schools of music. Each school has its own unique curriculum.

B. Courses in musicology exceed, in both number of courses and number of semester hours, these courses which are offered in the same field in any other school.

C. Courses in the fields of theory, composition, and musicology offer equal opportunities in the number of courses available to each student. This is not true of the various members accredited by the National Association of Schools of Music.

D. The number of semester hours granted in applied music is slightly more than the national average. Ten

semester hours of credit are offered to each graduate student compared with the national average of 8.7 semester hours. The national mid-score requirement is twelve semester hours.

## CHAPTER X

### MISCELLANEOUS FACTS

#### Extra-Curricular Activities

A study was made of extra-curricular activities that were offered to students in the Graduate Division. The problem centers around these questions:

- A. Are the following activities offered:
  - (a) Band?
  - (b) Orchestra?
  - (c) Women's glee club?
  - (d) Men's glee club?
  - (e) A Cappella choir?
- B. How many activities are required for each student each semester?
- C. How many semester hours are offered for each activity?
- D. What are some of the major productions in which the graduate students participate this student year?

The source of the material is the study of sixteen schools of music, fifteen of which confer a master of music degree. The one other school, the University of North Carolina, confers a master of arts degree with a major in music.

Table 17 is based upon the above questions and shows the information that is available on extra-curricular activities.

TABIE 17

EXTRA CURRICULAR ACTIVITIES OFFERED A GRADUATE STUDENT  
IN EACH OF THE FOLLOWING SCHOOLS

Name of Schools	Activities Offered					Activities Required	Semester Hours Credited for Activity	Productions in which Graduate Students Participated
	Band	Orchestra	Women's Glee Club	Men's Glee Club	A Capella Choir			
American Conservatory	No	Yes	No	No	No	..	(No activities listed)	
Arthur Jordan Conservatory	Yes	Yes	Yes	Yes	Yes	..	Radio and Concerts Scenes from "Dic Walkure" "Aida" Symphony Concerts	
Cincinnati Conservatory	No	Yes	No	No	No	..	(No Activities Listed)	
College of Music of Cincinnati	No	Yes	No	No	No	..	(No Activities Listed)	
De Pauw University	Yes	Yes	No	Yes	No	..	(No Activities Listed)	
Drake University	Yes	Yes	No	No	Yes	1	"Messiah" choir tour program	
Eastman School of Music	Yes	Yes	Yes	No	Yes	..	Concerts of Symphony; Choir Opera Radio Band	
Illinois Wesleyan	Yes	Yes	Yes	Yes	Yes	..	(No Activities Listed)	
Indiana University	No	Yes	Yes	Yes	No	2	"The Gondoliers"	

TABLE 17--Continued

Name of Schools	Activities Offered					Activities Required	Semester Hours Credited for Activity	Productions in which Graduate Students Participated
	Band	Orchestra	Women's Glee Club	Men's Glee Club	A Capella Choir			
Syracuse University	No	Yes	No	No	Yes	..	2	(No Activities Listed)
University of Arizona	Yes	Yes	No	No	No	..	..	(No Activities Listed)
University of Iowa	Yes	Yes	No	No	No	..	..	(No Activities Listed) Concerts of Orchestra; band; choir
University of Kansas	Yes	Yes	Yes	Yes	Yes	..	..	(No Activities Listed)
University of Michigan	Yes	Yes	No	No	No	..	..	(No Activities Listed)
University of North Carolina	Yes	Yes	Yes	Yes	Yes	..	..	(No Activities Listed) Concerts - Band; Orchestra; Glee Clubs
University of Oklahoma	Yes	Yes	Yes	Yes	Yes	..	..	

### Conclusions

The data in this table show that:

A. Some type of extra-curricular activity is offered to the graduate student in every music school.

B. Eleven schools which are surveyed have bands; five schools do not have bands.

C. Participation in the orchestra is offered to each graduate student in every school. No other activity is unan-  
imously offered to the graduate student.

D. Only fifty per cent of the schools surveyed have an A Cappella choir.

E. The majority of productions listed comprise concerts by the band, orchestra, or choirs in which the graduate students participated.

F. Only one school requires an activity for each graduate student.

G. Only two schools of the sixteen (or only 12.5% of the schools surveyed) offered any credit for each activity.

#### Comparison with North Texas State Teachers College

North Texas State Teachers College offers to its graduate students all the activities listed: band, orchestra, women's glee club, men's glee club, and an A Cappella choir.

Differing from the vast majority of music schools, North Texas State Teachers College requires its music students in



the Graduate Division to enroll in some activity. The department conforms to the national standard in offering no credit for the activity.

Some of the major productions in which the graduate students participated during the current year at North Texas State Teachers College were the Bach Festival, the choir tours, and the symphonic and band concerts.

#### General Information Facts

Several other general information questions that are applied to various schools accredited with membership in the National Association of Schools of Music are:

- A. What are the total number of hours required for the completion of the following degrees:
  - (a) master of music?
  - (b) master of science?
  - (c) master of art?
- B. What is the general academic tuition?
- C. Are final comprehensive examinations required?
- D. How many weeks of residence are required for any master's degree?

These questions are of interest in comparing various schools of music with the Music Department at North Texas State Teachers College, and these questions are also of interest to prospective students who expect to enter the various schools.

Table 18 lists each school and its specific requirements as related to each of the above questions.

TABLE 18  
 REQUIREMENTS CONCERNING RESIDENCE, EXAMINATIONS, AND TUITION  
 IN THE FOLLOWING THIRTY-EIGHT SCHOOLS

Name of School	Semesters Required for Completion of			Tuition	Comprehensive Examinations Required	Required Residence
	M.M.	M.S.	M.A.			
American Conservatory	2	*	*	\$312.50	No	24 Weeks
Arthur Jordon Conservatory	2*	*	*	Hr.8.25	Yes	36 Weeks
Baylor University	2	*	2	114.00	Yes	3 Quarters
Chicago Conservatory	2	*	*	**	No	24 Weeks
Chicago Musical College	2	*	*	114.00**	Yes	36 Weeks
Cincinnati Conservatory	2	*	*	25.00	No	36 Weeks
College of Music of Cincinnati	2	*	*	**	No	36 weeks
Cleveland Institute of Music	2	*	*	250.00	No	36 weeks
Converse College	2	*	*	**	Yes	36 weeks
Cosmopolitan School of Music	2	*	*	50.00	Yes	36 weeks
De Paul University	2	2	2	175.00	Yes	36 weeks
De Pauw University	2	*	*	Hr.8.00	Yes	24 weeks
Drake University	2	*	*	400.00	Yes	36 weeks
Eastman School of Music	2*	2	3	293.00	Yes	36 weeks
Florida State College for Women	*	2	2	75.00	Yes	36 weeks
Hardin-Simons University	*	2	2	350.00	Yes	34 weeks
Illinois Wesleyan University	2	*	*	**	NO	36 weeks
Lamont School of Music	2	2	2	115.00	Yes	30 weeks
Louisiana State University	2	*	*	280.00	Yes	36 weeks
Mac Phail School of Music	2*	*	*	40.00	Yes	36 weeks
Miami University	2	2	2	40.00	Yes	36 weeks
Michigan State College	2	*	*	330.00	Yes	36 weeks
New England Conservatory	2	*	*	150.00	Yes	36 weeks
Northwestern University	2*	2	2		Yes	36 weeks

TABLE 18--Continued

Name of School	Semesters Required for completion of			Tuition	Comprehensive Examinations Required	Required Residence
	M.M.	M.S.	M.A.			
Syracuse University	2	2	2	\$350.00	Yes	34 weeks
University of Arizona	2	2	2	116.00	Yes	36 weeks
University of Illinois	2	2	2	80.00	No	36 weeks
University of Iowa	4	4	4	50.00	Yes	72 weeks
University of Kansas	2	2	2	50.00	Yes	36 weeks
University of Oklahoma	2	2	2	32.00	Yes	22 weeks
University of Oregon	*	2	2	32.00	Yes	36 weeks
Yale University	2	2	2	**	Yes	36 weeks
University of Missouri	*	*	2	38.00	Yes	36 weeks
University of North Carolina	*	*	2	58.00	Yes	36 weeks
Boston University	*	*	2	50.50	Yes	36 weeks
Indiana University	*	2	2	50.00	Yes	36 weeks
Montana State University	*	*	2	45.50	Yes	36 weeks
University of Kentucky	*	2	*	115.00	Yes	36 weeks

\* Does not confer such Degree

\*\* Depends upon instructors and courses

### Conclusion

Data in Table 18, based upon the requirements for residence, examinations, and tuition, show that:

A. The length of time which is required for the completion of any degree is two semesters. Only one exception is found in the thirty-eight surveyed schools of the National Association of Schools of Music.

B. The academic tuition varies with each school; also, the tuition depends upon the courses taken in the Music Department and upon the instructors teaching applied music. The minimum academic tuition is \$32.00; the maximum is \$400.00.

C. Thirty of the schools listed in the survey require final comprehensive examinations; five schools do not require such examinations.

D. The majority of the schools require thirty-six weeks of residence for a master's degree. Twenty-nine of the thirty-eight schools answering the question, have such a requirement. The minimum number of weeks required of any student in residence is twenty-two weeks. Only one school requires more than thirty-six weeks; its residence requirement is seventy-two weeks or two academic years.

North Texas State Teachers College conforms with the national standards in semester requirements for the completion of any master's degree; its general academic tuition, \$36.00, is among the minimum amounts charged, compared with the national minimum of \$32.00. The weeks of residence required are only thirty weeks compared with thirty-six weeks

required by the majority of the schools in the National Association of Schools of Music.

The Music Department of North Texas State Teachers College does not conform with the national requirements in allowing final comprehensive examinations to be non-compulsory.

Many times the question is asked, "Should graduate study be one of research or of advanced study in the requirements for an undergraduate degree?" It is agreed by some of the leading musical directors of our present-day music schools that the graduate curriculum should include a combination of both ideas. Some of our leading musicians who answer this question by saying, "Both", are Howard Hanson of the Eastman School of Music, Herbert Gould of Drake University, Donald Swarthout of the University of Kansas, and Sidney C. Durst of the College of Music of Cincinnati.

Howard Hanson, in reply to the question, "What are the aims of a master of music degree in music education?" says: "I believe in both the increase of practical proficiency plus original research on pedagogy".

Harold Butler of the College of Fine Arts of Syracuse University in reply to the same question says: "The degree of master of music in music education schools should be granted only to superior musicians with not less than four years successful teaching experience".

Herbert Gould of Drake University says: "The aims of a master of music degree in music education is improved teaching

and performing ability as well as improvement in general musicianship".

Replying to the same question, Donald Swarthout of the University of Kansas states: "A master of music degree in music education should develop a good level of skill in applied music, a broad musical cultural background, and a broader knowledge of education in music".

Other perplexing questions that are often asked follow. "What are the aims of a master of music degree in applied music? If a person is an excellent performer, why is a degree necessary?" Several leading musicians have made a reply to these questions.

Sidney C. Durst, Director of Studies of the College of Music of Cincinnati, says: "In the interest of higher education, the various colleges and universities demand it rightfully".

Donald Swarthout, of the University of Kansas, says: "The aims of a master of music degree in music education is a high proficiency. As to why a degree is needed - ask the controlling power in the Department of Education!!!"

From Drake University and Herbert Gould comes the following statement: "A degree of master of music in applied music should improve performance and musicianship".

Harold Butler, of Syracuse University, answers the question very frankly: "The advanced degree is demanded of applied music teachers by many colleges".

A master of music degree in applied music, according to Howard Hanson, is "Not for performance only but for performance plus scholarship".

## CHAPTER XI

### RECOMMENDATIONS OF THE COMMITTEE RELATIVE TO MASTER'S DEGREES\*

Recognizing the inevitable variation in special regulations and practices governing the granting of graduate degrees in different institutions, the committee puts forward a general plan, not with the expectation that it will immediately be accepted in toto, but rather in order to focus thought upon the particular problems of the first year of graduate work, usually culminating in a Master's degree; and to provide the beginnings of a body of fundamental principles upon the basis of which all graduate work in music may be organized, guided, and evaluated.

#### Requirements for Graduation in Musicology

- (1) For the degree, Master of Music in Musicology.

##### Major Subject -

Work in some field of musicology, to include study in cognate fields if this is desirable, and to culminate in an extended thesis showing definite ability in research. Credit, approximately two-thirds of the total requirement.

##### Minor Subjects -

Must include continued study in theoretical and applied music beyond the requirements for the Bachelor of Music

\*Committee of National Association of Schools of Music



Degree. Theoretical studies should be chosen from advanced counterpoint, orchestration, and composition. Credit, approximately one-sixth of the total requirement in applied, and one-sixth in theoretical music.

- (2) For the degree, Master of Arts in Musicology.

Major Subject -

As above under (1).

Minor Subjects -

Some field or fields in the humanities or sciences for which the candidate is prepared by his undergraduate studies. Credit, approximately one-third of the total requirement.

#### Requirements for Graduation in Composition

- (1) For the degree, Master of Music in Composition.

Major Subject -

Composition in the larger forms. In lieu of the usual thesis, the student must submit at least one original composition in the large form (chamber music, a symphonic form, cantata, mass or the like). This work must exhibit considerably greater maturity and facility in composition than that submitted for entrance. Credit, approximately one-half of the total requirement.

Minor Subjects -

(a) Work in advanced applied counterpoint, including

canon and fugue, and orchestration. Credit, approximately one-quarter of the total requirement.

(b) Continued work in applied music. Credit, approximately one-quarter of the total requirement.

(2) For the degree, Master of Arts in Composition.

Major Subject -

AS above under (1)

Minor Subjects -

(a) AS above under (1).

(b) Some field or fields in the humanities or sciences for which the candidate is prepared by his undergraduate studies. Credit, approximately one-quarter of the total requirement.

#### Requirements for Graduation in Music Education

For the Master's Degree in Music Education.

Major Subject -

Work in Music Education, to include some large project in music education to be carried out both practically and theoretically, and to culminate in a thesis. This work should occupy approximately one-fourth of the student's time.

Minor Subjects -

(a) Continuation of applied music study.

(b) Some phase of theory or musicology.

(c) Any field whatsoever in which the student is interested and for which he is prepared by his undergraduate study. The proportion of the student's time devoted to each of the three minor subjects is left to the discretion of the institution and the needs and interests of the individual student.

Requirements for Graduation in  
Instrumental Music

For the degree, Master of Music in Instrumental Music

Major Subject -

At least one-half but not more than two-thirds of the total work required for the degree is to be devoted to the applied music major. This study must culminate in a demonstration of playing ability, either in the form of a public recital or a performance before the faculty or a designated committee, such demonstration to be submitted in lieu of a thesis. It should be the student's objective to study an extensive and well-rounded repertory considerably more comprehensive than that required or achieved during undergraduate study. This objective should be either for the purpose of demonstrating proficiency in performance or for the enlargement and improvement of pedagogical equipment.

**Minor Subjects -**

The student shall choose one or more minors, the first of which shall be in theory or musicology; the second to be in any field whatsoever in which the student is interested and for which he is prepared by his undergraduate study.

**Requirements for Graduation in Vocal Music**

For the degree, Master of Music in Vocal Music

**Major Subject -**

Not more than one third of the student's time is to be devoted to the major subject. The repertory shall include representative selections from opera, oratorio, and song literature for all types of voices. This study must culminate in a public recital, submitted in lieu of a thesis.

**Minor Subjects -**

- (a) The continued study of piano beyond the undergraduate level required for admission, this to occupy approximately one-third of the student's time.
  - (b) One minor study in theory or musicology.
  - (c) The student must demonstrate a reading knowledge of at least two modern foreign languages and satisfactory diction in a third.
- Minor subjects (b) and (c) together should occupy approximately one-third of the student's time.

### Residence Requirements

The residence requirement in the case of all Master's degrees shall be one year of residence beyond the Bachelor's degree. A year of residence implies the completion of one year's college work, or thirty semester hours of which the thesis may constitute a part. (Four summer sessions are usually considered the equivalent of one academic year's residence).<sup>1</sup>

---

<sup>1</sup>Committee Report, "Report of the Committee on Graduate Study in Music", Bulletin of the National Association of Schools of Music, No. 9 (July 1938), pp. 5-9.

## CHAPTER XII

### CONCLUSION

From the survey of the requirements of the National Association of Schools of Music for a master's degree in music, the following conclusions are made:

A. Each school of music has varied requirements which it demands of its graduate students in each specific field of study. Each school, however, considers these demands sufficient for the particular needs of its students.

B. The majority of the schools of music recognize a bachelor of music degree to be of sufficient preparation necessary for employing full-time faculty members.

C. North Texas State Teachers College, in all requirements for a master's degree in any field of study, always meets the national standard requirements. Often North Texas State Teachers College exceeds these average standards in the number of courses offered and the number of semester hours required in each course of study.

D. Graduate courses need to be enlarged in all schools of the National Association of Schools of Music, particularly in the major field of musicology.

E. Graduate students need to participate more in extracurricular activities; if more credit were offered for such activities, the students would engage in them much more frequently.

F. If each school of music would compile its graduate requirements and a total summary of them all could be made, a very beneficial study would result, allowing each school to judge for itself how it conforms with the better schools of music in America. The musical advancement of the nation could then move forward with even greater momentum than it has ever been able to do in the past.

## APPENDIX

### List of Colleges, Conservatories, Departments, and Schools included in the Survey

American Conservatory of Music, Chicago, Illinois  
Arthur Jordon Conservatory of Music, Indianapolis, Indiana  
Baldwin Wallace Conservatory of Music, Berea, Ohio  
Baylor University, Waco, Texas  
Cadek Conservatory of the University of Chattanooga,  
Chattanooga, Tennessee  
Capitol University Conservatory of Music, Columbus, Ohio  
Chicago Conservatory of Music, Chicago, Illinois  
Cincinnati Conservatory of Music, Cincinnati, Ohio  
Cleveland Institute of Music, Cleveland, Ohio  
College of Music of Cincinnati, Cincinnati, Ohio  
Converse College, School of Music, Spartanburg, Ohio  
Cosmopolitan School of Music, Chicago, Illinois  
De Paul University, School of Music, Chicago, Illinois  
De Pauw University, Greencastle, Indiana  
Drake University, College of Fine Arts, Des Moines, Iowa  
Eastman School of Music of the University of Rochester,  
Rochester, New York,  
Florida State College for Women, Tallahassee, Florida  
Hardin-Simons University, Abilene, Texas  
Illinois Wesleyan University, Bloomington, Illinois  
Lamont School of Music, Denver, Colorado



Louisiana State University, Baton Rouge, Louisiana  
Loyola College of Music, New Orleans, Louisiana  
Mac Phail School of Music, Minneapolis, Minnesota  
Miami University, School of Fine Arts, Oxford, Ohio  
Michigan State College, East Lansing, Michigan  
Mississippi State College for Women, Columbus, Mississippi  
Murray State Teachers College, Murray, Kentucky  
Newcomb College, Tulane University, New Orleans, Louisiana  
New England Conservatory of Music, Boston, Massachusetts  
Northwestern University, School of Music, Evanston, Illinois  
Southern Methodist University, Dallas, Texas  
Southwestern College, Winfield, Kansas  
Syracuse University, College of Fine Arts, Syracuse, New York  
University of Arizona, School of Fine Arts, Tucson, Arizona  
University of Illinois, Urbana, Illinois  
University of Iowa, School of Music, Iowa City, Iowa  
University of Kansas, School of Fine Arts, Lawrence, Kansas  
University of Louisville, School of Music, Louisville,  
Kentucky  
University of Michigan, School of Music, Ann Arbor, Michigan  
University of Nebraska, School of Music, Lincoln, Nebraska  
University of Oklahoma, Norman, Oklahoma  
University of Oregon, School of Music, Eugene, Oregon  
Wittenberg College, Springfield, Ohio  
Yale University, School of Music, New Haven, Connecticut  
Denison University, Granville, Ohio

University of Missouri, Columbia, Missouri

University of North Carolina, Department of Music, Chapel  
Hill, North Carolina

Schools in Associate Membership

Augusta College of Music, Rock Island, Illinois

Boston University, College of Music, Boston, Massachusetts

Concordia Conservatory of Music, Fargo, North Dakota

Cornell College, Mount Vernon, Iowa

Indiana University, School of Music, Bloomington, Indiana

Manhattanville College of the Sacred Heart, New York City,  
New York

Montana State University, Missoula, Montana

Oklahoma A & M College, Stillwater, Oklahoma

State Teachers College, Hattisburg, Mississippi

University of Kentucky, Lexington, Kentucky

Weleyan Conservatory of Music, Macon, Georgia

Williamette University, Salem, Oregon

Women's College of the University of North Carolina, School  
of Music, Greensboro, North Carolina

## QUESTIONNAIRE

The following questions apply to the status of the Graduate student in the School or Department of Music. All information desired can be given in approximately TEN MINUTES by the use of check marks, "yes" or "no" statements, letters, or numbers. Answer every question using one of these methods.

## I. The Faculty of the Graduate Division

- A. How many instructors teach strictly Graduate Courses? \_\_\_\_\_
- B. How many instructors teach both Graduate and Undergraduate courses? \_\_\_\_\_
- C. What is the total number of full time faculty members, no assistants included? \_\_\_\_\_
- D. How many instructors teach only:
  - (a) Applied Music \_\_\_\_\_
  - (b) Theory \_\_\_\_\_
  - (c) Music Education \_\_\_\_\_
  - (d) Composition \_\_\_\_\_
  - (e) Literature \_\_\_\_\_

## II. The following questions apply only to the requirements for a Master's Degree in Applied Music.

- A. Do you offer a Master of Music Degree in Applied Music? \_\_\_\_\_
- B. Is Applied Music required for an M.M. Degree?  
\_\_\_\_\_

- C. Is Applied Music required for an M.S. Degree?  
\_\_\_\_\_
- D. Is Applied Music required for an M.A. Degree?  
\_\_\_\_\_
- E. What is the total maximum number of hours required for an M.M. Degree? \_\_\_\_\_
- F. What is the total maximum number of hours required for an M.S. Degree? \_\_\_\_\_
- G. What is the total maximum number of hours required for an M.A. Degree? \_\_\_\_\_
- H. Are four years of Applied Music in any one field at a college level a prerequisite for Graduate classification? \_\_\_\_\_
- I. Is a proficiency examination in Applied Music a prerequisite for Graduate standing? \_\_\_\_\_
- J. Is a recital required, in one field of Applied Music, for the following degrees:
- (a) Master of Music? \_\_\_\_\_
- (b) Master of Science? \_\_\_\_\_
- (c) Master of Art? \_\_\_\_\_
- K. How many hours of practice in Applied Music are required each semester? \_\_\_\_\_
- L. Is each practice hour proctored? \_\_\_\_\_
- M. How many semester hours of foreign language are required for the following degrees:
- (a) Master of Music? \_\_\_\_\_ What Language \_\_\_\_\_

(b) Master of Science? \_\_\_ What Language \_\_\_

(c) Master of Art? \_\_\_\_\_ What Language \_\_\_

III. The following questions apply only to the requirements of a Master's Degree in Music Education

A. How many semester hours are required in the major subject? \_\_\_\_\_

B. How many semester hours are required in Applied Music? \_\_\_\_\_

C. How many semester hours are required in Advanced Theory? \_\_\_\_\_

D. How many semester hours are required in:

(a) Ear Training? \_\_\_\_\_

(b) Modern Harmony? \_\_\_\_\_

(c) Counterpoint? \_\_\_\_\_

(d) Orchestration? \_\_\_\_\_

(e) Composition? \_\_\_\_\_

IV. The following questions apply only to the requirements for a Master's Degree in Theory and Composition.

A. How many semester hours are required in private composition? \_\_\_\_\_

B. How many semester hours are required in Applied Music? \_\_\_\_\_

C. How many semester hours are required in Seminar?  
\_\_\_\_\_

D. How many semester hours are required in Advanced Theory? \_\_\_\_\_

- V. The following questions apply only to the requirements For a Master's Degree in Musicology.
- A. How many semester hours are required in Applied Music? \_\_\_\_\_
  - B. How many semester hours are required in Seminar and Thesis? \_\_\_\_\_
  - C. How many semester hours are required in Advanced Theory? \_\_\_\_\_
  - D. How many semester hours are required in Independent Study? \_\_\_\_\_
  - E. How many semester hours are required in Literature? \_\_\_\_\_
  - F. Is foreign language required? \_\_\_\_\_ If so, how many semester hours are required? \_\_\_\_\_
- VI. All the following questions relate to a thesis.
- A. Can a recital be substituted for a thesis? \_\_\_\_\_
  - B. Is a combination of a recital and thesis permitted? \_\_\_\_\_
  - C. What is the minimum and maximum number of semester hours given for a thesis? Minimum \_\_\_\_\_ Maximum \_\_\_\_\_
  - D. Is an original composition in a larger form accepted in lieu of a thesis? \_\_\_\_\_
  - E. Is an arrangement for a symphonic band or orchestra accepted in lieu of a thesis? \_\_\_\_\_
  - F. Can passing a comprehensive examination in three fields of study, such as Applied Music, Composition,

and Musicology, exempt a student from the thesis requirement? \_\_\_\_\_

G. Is editing a new work or re-editing an old work acceptable as a thesis? \_\_\_\_\_

VII. Is a major in Conducting permitted on a Graduate level for a Master's Degree in Music? \_\_\_\_\_

VIII. The following questions are requirements for Graduate standing in the Department or School of Music.

A. Must the candidate have graduated from an accredited institution with a degree of B.M., B.A., B.F.A. or B.S. with a major in music? \_\_\_\_\_

B. Can a candidate pass examinations which entitle him to enter the Graduate Division in those courses not credited in his Undergraduate work? \_\_\_\_\_

C. What is the total number of semester hours required in Undergraduate music? \_\_\_\_\_

D. What is the average Undergraduate scholarship grade required in:

(a) total academic work? \_\_\_\_\_

(b) major subject? \_\_\_\_\_

E. How many semester hours of Undergraduate work are required in:

(a) Theory? \_\_\_\_\_

(b) Ear Training? \_\_\_\_\_

(c) Sight Singing? \_\_\_\_\_

(d) Counterpoint? \_\_\_\_\_

- (e) Appreciation? \_\_\_\_\_
- (f) Orchestration? \_\_\_\_\_
- (g) Form and Analysis? \_\_\_\_\_
- (h) Conducting? \_\_\_\_\_
- (i) History of Music? \_\_\_\_\_
- (j) Applied Music? \_\_\_\_\_
- (k) General Education? \_\_\_\_\_

F. Is it required that the candidate have performing ability in Applied Music? \_\_\_\_\_ (Including piano, voice, and orchestral instruments)

IX. The following statements apply to the Graduate Courses that are offered in the fields of Theory and Composition, Musicology, Music Education, and Applied Music. Check the courses you offer and fill in the number of semester hours offered.

A. Theory and Composition

- (a) Harmony \_\_\_\_\_; number of semester hours \_\_\_\_
- (b) Ear Training \_\_\_\_; number of semester hours \_\_\_\_
- (c) Counterpoint \_\_\_\_; number of semester hours \_\_\_\_
- (d) Canon and Fugue \_\_\_\_\_; number of semester hours \_\_\_\_
- (e) Orchestration \_\_; number of semester hours \_\_\_\_
- (f) Composition \_\_\_\_; number of semester hours \_\_\_\_
- (g) Form and Analysis \_\_\_\_\_; number of semester hours \_\_\_\_

B. Musicology

- (a) Aesthetics \_\_\_\_\_; number of semester hours \_\_\_\_



- (b) Criticism \_\_\_\_\_; number of semester hours \_\_\_\_\_
- (c) Symphonic  
Literature \_\_\_\_\_; number of semester hours \_\_\_\_\_
- (d) Operatic  
Literature \_\_\_\_\_; number of semester hours \_\_\_\_\_
- (e) Choral  
Literature \_\_\_\_\_; number of semester hours \_\_\_\_\_

C. Music Education

- (a) Supervision \_\_\_\_\_; number of semester hours \_\_\_\_\_
- (b) Advanced  
Methods \_\_\_\_\_; number of semester hours \_\_\_\_\_
- (c) Materials \_\_\_\_\_; number of semester hours \_\_\_\_\_

D. Applied Music

- (a) Piano \_\_\_\_\_; number of semester hours  
required \_\_\_\_\_ Offered \_\_\_\_\_.
- (b) Voice \_\_\_\_\_; number of semester hours  
required \_\_\_\_\_ Offered \_\_\_\_\_.
- (c) Organ \_\_\_\_\_; number of semester hours  
required \_\_\_\_\_ Offered \_\_\_\_\_.
- (d) Orchestral  
Instrument \_\_\_\_\_; number of semester hours  
required \_\_\_\_\_ Offered \_\_\_\_\_.

X. The following questions apply to Extra Curricular Activities in the Graduate Division.

A. Are the following activities offered:

- (a) Band? \_\_\_\_\_
- (b) Orchestra? \_\_\_\_\_
- (c) Women's Glee Club? \_\_\_\_\_
- (d) Men's Glee Club? \_\_\_\_\_
- (e) A Cappella Choir? \_\_\_\_\_

- B. How many activities are required for each student each semester? \_\_\_\_\_
- C. How many semester hours are offered for each activity? \_\_\_\_\_
- D. What are some of the major productions in which the Graduate students participated this current year?
- \_\_\_\_\_
- \_\_\_\_\_

#### XI. Statistical Data

- A. How many music students were enrolled in the Graduate Division during this current year? \_\_\_\_\_
- B. How many Master's Degrees were granted in:  
 Musicology, Composition, Music Education, Applied Music, Total
- 1938
- 1939
- 1940
- C. What are the total number of hours required for:
- (a) Master of Music? \_\_\_\_\_
- (b) Master of Science? \_\_\_\_\_
- (c) Master of Art? \_\_\_\_\_
- D. How many semesters are required for the completion of the following:
- (a) Master of Music? \_\_\_\_\_
- (b) Master of Science? \_\_\_\_\_
- (c) Master of Art? \_\_\_\_\_

E. What is the general academic tuition? \_\_\_\_\_

XII. The following are General Information questions:

A. Are final comprehensive examinations required? \_\_\_\_\_

B. In your opinion, should Graduate study by one of research or of advanced study in the requirements for an Undergraduate degree? \_\_\_\_\_

C. Have you any suggestions for additional Graduate curriculum? \_\_\_\_\_  
\_\_\_\_\_

D. What are the aims of an M.M. Degree in Music Education? \_\_\_\_\_  
\_\_\_\_\_

E. What are the aims of an M.M. Degree in Applied Music? If a person is an excellent performer, why is a degree necessary? \_\_\_\_\_  
\_\_\_\_\_

F. How many students are in an average size class? \_\_\_\_\_

G. How many weeks of residence are required for any Master's Degree? \_\_\_\_\_

## BIBLIOGRAPHY

### Articles

- Brink, William J., "Selecting Graduate Students", The Journal of Higher Education, X (November, 1939), 425-30.
- Chambers, M. M., "State Regulation of Degree Granting", The Journal of Higher Education, VIII (March, 1936), 152-58.
- Davis, Robert A., "Guidance of Graduate Students", The Journal of Higher Education, IX (October, 1934), 365-70.
- Griffith, Ernest S., "A Specialized Graduate Student", The Journal of Higher Education, X (March, 1939), 117-23.
- Harriman, Philip L., "The Master's Degree", The Journal of Higher Education, IX (January, 1938), 23-38.
- Morey, Charles R., "Graduate Work in the Fine Arts", The Journal of Higher Education, V (June, 1934), 291-99.
- Pechstein, Louis A., "Seminars for Graduate Study", The Journal of Higher Education, VII (January, 1936) 23-38.
- Stoke, Stuart M., "What Price Tuition", The Journal of Higher Education, VIII (June, 1937), 297-303.
- Wilson, Emmett, "Music Courses in the College", The Journal of Higher Education, V (April, 1934), 209-13.

### Report

- National Association of Schools of Music, Report of the Committee on Graduate Study in Music, A Report prepared by the National Association of Schools of Music and the Music Teachers' National Association, Chicago, National Association of Schools of Music, 1938.