

STUDY WITH A VIEW TO A MASTER'S OR DOCTOR'S DEGREE IN PHILOSOPHY

A Departmental Guide for Prospective and Registered Students

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1 INTRODUCTION

Work towards a master's or a doctor's degree differs materially from undergraduate and honours studies. Whereas the latter program consists of work taught and supervised by lecturers who plan the study objectives and the syllabus, the former is based on the own research of the student, with the lecturer fulfilling a role in the background as a supervisor or promoter. It therefore goes without saying that different considerations from those that applied at undergraduate and honours level will hold good for the advanced students, from the deliberations that precede the setting in motion of such a study to the requirements for the carrying out and completion of that study.

It happens too often that students begin master's and doctoral studies simply to acquire a further qualification. Research actually demands an exceptional intellectual ability, very thorough preparation and an intense interest in the subject field, as well as the will and the desire to contribute to the sum of knowledge in that field. For their own sakes, students should be completely honest with themselves on all these points before they decide to commit themselves to further studies. On the University's side, these considerations form the foundation of the formal requirements or regulations.

A distinction must be made between three sorts of University regulation: general regulations that apply to all faculties, regulations that apply only to the Faculty of Arts, and domestic regulations that apply only in individual departments of the Faculty. You will find information on the first-mentioned two types of regulation in the relevant portions of the Unisa Calendar as well as in special brochures which are available from the University Administration. It is necessary that you should have a thorough knowledge of these documents, which are available on request from the Registrar (Academic) at the usual Unisa address, or from the Regional Offices.

In this guide you will find a short explanation of the domestic regulations for the Department of Philosophy, that is to say, of those procedures and practices which are followed in the Department of Philosophy, within the framework of the previously mentioned types of regulation, regarding the admission and registration of students and the organisation of study with a view to the obtaining of a master's or doctor's degree in Philosophy. The intention is to give prospective students a clear idea of the requirements that need to be fulfilled, and of what they are letting themselves in for. The intention is also to help students who have already been accepted to make their approach to their research as effective as possible.

2 TUITION AND THE VARIOUS DEGREES OFFERED IN THE DEPARTMENT

In order to put the higher (more advanced) degrees of master and doctor into perspective, it is necessary to give a brief outline of the way in which tuition in the Department of Philosophy is structured.

The bachelor's degree is an introduction and a general orientation. We expect of students who have completed a B.A. with a philosophy major subject (either Philosophy III and/or Logic III, at Unisa) to be able to handle logico-philosophical questions with the necessary awareness. This means that students should have a reasonably good comprehension of what kind of claim a philosophical assertion makes; what the conditions for the discovery of its nature are; how, for instance, it differs from other types of claim; and how it should be tested and subjected to constructive reasoning techniques. We can describe tuition at undergraduate level as an initiation of the student into Western Philosophy 1. For various reasons, into which we cannot go here, the Department limits its field at all levels to the teaching of Western Philosophy.1. This initiation includes the nurturing of a logical sensitivity in the student, the familiarisation of the student with important figures, the sub-disciplines, the technical vocabulary and standard viewpoints of Western Philosophy. Further, the student should have reached the point of being able to identify and handle core problems, and to adapt and extend his/her philosophical knowledge, insights and capabilities with

greater confidence and over a wider area, to his/her own life-world, to further philosophical studies (formal and informal) and to other fields of study.

Although at undergraduate level in the Department, a distinction is made between the two major courses, Philosophy and Logic, no such differentiation occurs between degrees in logic and philosophy at postgraduate level. Even though a purely logical topic may be dealt with, the degree is awarded in Philosophy.

The honours degree can be defined as an in-depth study that follows the B.A. A variety of disciplines are studied for the B.A., and in the philosophical studies at undergraduate level acquaintance is made with a variety of standpoints and networks of related problems. The honours course provides the opportunity for subject specialisation: some of the points of view and complexes of related problems in philosophy which were introduced at undergraduate level, are studied in depth within the framework of a limited number of options. Complementarily, the student is expected to master the bibliographical skills that are required for independent research. The use of the library forms part of what we call the depth dimension of studies at honours level, and is an integrated part of the honours tuition in Philosophy (Study guide 1 of the TCPOOO-P course). This Study guide is also valid for, and available (on request) to all postgraduate students. It should be carefully studied.

For the master's degree a new way of study is required although it is an extension and application of the honours course. The in-depth study of a specialist direction which was done in the honours course, together with the mastering of the bibliographical skills that went hand in hand with it, were intended to equip candidates to carry out specialised research of limited scope in a reasonably independent manner in the sub-discipline in which they chose to specialize, and to complete a treatise on it with that aim in mind. The M.A. degree in Philosophy is a research degree, that is to say no part of the work is either taught or examined. The dissertation that the student writes under the guidance of a supervisor, is examined as such, and only if the examiners demand it may the student be asked to participate in an oral examination on the dissertation. The "what" that is studied, is in the hands of the student. The lecturer (supervisor) gives guidance as and when necessary in reaction to the initiatives of the student.

The doctor's degree is a full-blooded research project at the highest academic level and for that reason the preparation provided by the prior completion of the M.A. is indispensable. As in the M.A., study for the doctor's degree consists of the completion and examination of a research project. In this instance a thesis is written and a lecturer acts as a promoter. A very high degree of independence is thus expected of the student. In the thesis for the doctor's degree a positive and original contribution should be made to philosophy.

It should be emphasized here that success at one level should never be taken as a guarantee of success at the following level. Although the achieving of a degree theoretically allows admission to the following degree, students should remember that every degree also means the end of the road for some of those who obtained it. They lack the capacity to progress further. Students who have already had to struggle to reach a particular goal or who barely made the grade, should think twice before they decide to continue. Remember also the differences in approach at the various levels, as outlined above. It is possible for a student to be extremely successful at third-year level, but fail the honours degree because the concentration on texts and the microscopic approach that is followed doesn't suit him/her. Equally, not all successful honours students have the imagination, the capacity for analysis and synthesis, the desire to search and the ability to adapt to occasional failures that are necessary for research. Before you apply for admission for a master's or doctor's degree, an honest self-examination is necessary. Ask yourself: Are you prompted by the right (that is, by academic) motives? Do you have the qualities that are needed for this type of study?

3 ADMISSION TO AND REGISTRATION FOR MASTER'S AND DOCTORAL STUDIES

Admission must be distinguished from registration. At this level, the prospective student still has to fill in the standard "registration" form, but the form, in its turn, leads on to the abovementioned two distinct actions.

3.1 Admission

To be considered for admission, the prospective student should complete the prescribed form, provide the required documentation, and pay the required fees. The application is then sent through to the Department of Philosophy.

In the Department, the Research Committee considers the application. A basic prerequisite for admission is the formal qualifications: an honours degree for the M.A., and an M.A. for the doctor's degree. If the qualifications were obtained at an accredited tertiary institution, they present no obstacle to admission. It remains, however, a prerequisite to qualifying for admission to study for the doctoral degree that in all cases the master's degree included a dissertation. There are also special regulations for graduates from other fields of study who wish to undertake master's or doctoral studies in Philosophy.

Independent of the purely formal admission requirements, there is domestically yet another criterion for admission: the applicant's readiness and capacity to do research at the required level. Detailed attention is given to the preliminary study that has been done: What has been done? Where was it done? When (how long ago) was it done? What were the results? Regardless of formal qualifications, admission may be refused on the grounds of such deliberations. In this relation, if any form of doubt remains in the minds of the Research Committee, additional requirements for admission may be set or conditional admission requirements recommended. So, for instance, it may be requested that before admission can be granted, a preliminary examination should be passed, or a satisfactory essay produced, or that a particular undergraduate or honours course topic should be successfully completed, either before admission or during the first year of registration.

3.2 Registration

When the Department has decided that a student may be admitted to master's or doctoral study, registration is considered and it usually takes a few months before registration is finalised. The Department applies four criteria:

- a) Free access to, and use of, a library, which entails that the student can either make prompt and regular personal visits to, or is at least in a position to undertake study from time to time in, a properly equipped library. It goes without saying that research cannot succeed without the use of a good library. All Unisa students have automatic access to all the library facilities of Unisa. The use of the library from a distance demands a thorough knowledge of the available sources as well as of the procedures to make required material available rapidly. We know from previous experience that this use of a library from a distance is not sufficient for master's study and particularly inadequate for doctoral study. Browsing in encyclopedias, in periodicals and among the books on the shelves does not only yield indispensable discoveries, but is part of the making of a researcher. It is therefore expected that before registration can be considered, applicants can satisfy the Department that they have the necessary library skills and are also able to make regular visits to a well-equipped library.
- b) A title for the dissertation or thesis must be put forward. Such a title can be changed during negotiations/discussions between the Department and the applicant.
- c) The student must present an acceptable research proposal to the Department in accordance with the guidelines in Section 3.3 below and Appendix 1.

- d) The Department must be in a position to handle the particular research project. In this regard, students should bear in mind that there are different approaches/traditions in philosophy. It is self-evident that the approach that a student wishes to follow in the investigation of a theme, also in part determines the content of the theme. Although the Department has a tolerably open mind, and lecturers are sometimes prepared and qualified to accept responsibility for studies in another tradition, or including other traditions than their own, registration will not be recommended if it appears that no-one in the Department is in a position, or is willing, to supervise a study project in a proposed tradition or on a proposed theme.

As soon as a candidate has satisfied the Department as regards these criteria, registration is recommended and, if the recommendation is accepted, the candidate is formally registered as a student. At any stage in the process which precedes registration, a student may indicate which member of staff he/she would prefer as study supervisor/promoter. The final decision in this case rests with the Head of Department.

If a candidate is unable to satisfy the Department as regards these criteria within a reasonable period, it will be recommended that registration be refused, and if the recommendation is accepted, moneys already paid will be refunded.

Formal qualifications and even formal admission are no guarantee that an applicant will be allowed to register for master's or doctoral study. The decisive factor lies with the applicant, and his/her readiness to get the project he/she wishes to register for, under way and successfully completed within a reasonable time-span.

3.3 The Research Proposal

No investigation can begin before the particular problem or project has been properly defined. A random plunge into a theme tends to land a person in frustrating dead ends. The initial work is therefore of the greatest importance. It brings to light whether the project is actually worth the trouble it will take, indicates the direction the research should aim at, and makes it possible to estimate whether the whole undertaking has a reasonable chance of success.

The initiative must be borne by the applicant. An inability to come up with an acceptable scheme or project is interpreted as a lack of readiness to undertake research. Lecturers and/or the subject librarian in the Unisa library may make bibliographical suggestions to the applicant, but the actual spade-work and the planning must be done by the applicant personally. Prospective students are, after all, not yet officially registered at the University and are therefore not entitled to help in the form of teaching or guidance; at most they can be given hints that may help them improve a proposal.

The proposal should consist of a clear statement of the problem and demarcation of the terrain. It should show why the problem or theme is philosophically interesting, and that the applicant has an understanding of what has already been done in his/her field of interest, demonstrate his/her informed opinion of such scholarship, and indicate what he/she wishes to do and how he/she intends to go about it. In conclusion, a core bibliography with short, pointed comments on every item (ie. an annotated bibliography) should be provided, to demonstrate both the nature and the interest of the proposed project and to persuade the Department that the applicant is in a position to begin fruitful research without more ado.

In Appendix 1 you will find these broad principles outlined as separate directives. The research proposal must be organised in agreement with them.

It is normal and to be expected that prospective students will work for several months at the preparation of an acceptable proposal. We regard it as one of the most important phases of the study programme, and encourage people not to be over-hasty in it. "Well begun is half done" applies in this case also.

As the work for such a proposal can last until late in the year, registration can be shifted over to the next academic year. The student obtains the full advantage of this arrangement.

N.B. According to the University's Calendar, a master's degree can be completed in one year. There are cases where it is possible, as in the Natural Sciences, or where a researcher has completed a project as part of his/her daily work and can use it just as it is for his/her dissertation. In philosophy it happens only in very exceptional cases that a student completes such a study in one year. Prospective students should think of the three years allowed as the minimum time period. To force a project into maturity, take short cuts or pressurize the study or organisation and writing of the dissertation is a sure way of handing in an unacceptable piece of work or throwing in the towel in frustration. Philosophy involves thinking things through and reasoning, and that requires time and calmness.

Bona fide prospective students who wish to make use of Unisa's library facilities before they have been formally accepted as students and registered, should direct a written request to the Head of Department in this connection, for the consideration of the Director of Library Services. Such requests have always in the past been treated with the greatest sympathy.

4 ORGANISATION OF STUDY

Registration is finalised by the registration of a dissertation or thesis title against the name of a student and the appointment of a supervisor/promoter. The student is informed of this and is then formally permitted to start his/her research.

It is self-evident that at this stage a student cannot even think of starting to write a dissertation or thesis. First, a great deal of study and reflection must take place before the real writing can be started. Although we do not think that in our case a comparison can be made between the conduct of an investigation and the writing of a report on that investigation, still we must distinguish between two quite different activities. There is the "thinking out" of the "report" (which includes much more material than will appear in the final product, in the form of philosophical dead ends, trains of thought that return to what has already been done, floundering, leaps, etc), and there is the final product, which is well organised and professionally prepared, and through which a thematic thread runs. We expect that a student will have to do many and various tasks once he/she has registered for a master's or a doctor's degree, and is busy with his/her research.

It must be emphasized from the first that the onus for contact with the supervisor/promoter, in order to inform him/her of progress or lack of it, to seek help or guidance, etc, rests on the student. Furthermore:

- a) Planning for the year. During the preparation of the research proposal, the student gets an idea of the important texts which must be read and the central themes which must be worked out. The student beginning a senior degree should, on this basis, present a work program for the year to his/her supervisor/promoter, in which an exposition is given of what will be done and when. In order to make certain that the student will attempt to keep to this program and in this way make active progress with his/her research, a minimum of three report-back dates should be suggested, preferably in May, August and November. It should be broadly indicated which part of the project should be completed by each of the report dates.
- b) Reporting back. As was previously suggested, the lecturer takes a background role at this level of study. The research must go ahead prompted by the scholarly interaction between student and supervisor and the student must take the initiative. The function of reporting back is to further and to give structure to, the interaction. At the same time it should give the supervisor information on whether the student has sufficient ability and dedication to master the project.

This reporting back should be done in writing. On one side, it is important for both parties to have a permanent record of the student's progress. On the other, it is exceptionally important for the student to take an overview of his/her progress at regular intervals, and to give some structure to the knowledge and insights that have accumulated during that time. These reports must be delivered on the dates that the student has stipulated in advance, independently of other forms of contact between the student and the supervisor/promoter.

- Reports should be 1 - 1½ pages long, and should at the very least contain the following information:
- What themes have been covered and how each of them is connected with the central hypothesis/problem.
- What new insights have been obtained and how they influence the project.
- What problems have been encountered.
- An annotated bibliography with reasons supplied as to why exactly these works have been read.
- Report of what written work has been done, including revisions of work already handed in.
- If the original program has been deviated from, reasons why and an alternative program must be put forward.

- c) Written work. As has already been emphasized, the thinking out and preparation for the writing of a dissertation/thesis are quite different activities than the actual writing of it. Before material can be arranged and properly expressed, it must be available. We expect students to identify individual themes that are of cardinal importance for the carrying-out of the project, to write essays on them, and present them to the supervisor/promoter for comment. A supervisor/promoter can also, if he/she deems it necessary for the development of the student, ask that the student produce an essay on a special theme. These will not form ready-completed chapters for the dissertation/thesis, because what is dealt with in these essays is eventually going to find a place (or perhaps not find a place at all!) in different ways and in different sections of the final product. At this stage, the real issue is the mastering of a problem by means of coming to grips with various aspects of it, to lay the foundation for the planning of the dissertation/thesis itself.

These essays must conform to research criteria. They must deal with a specific problem, have an acceptable structure, a satisfactory bibliography, etc. Any work that is handed in for supervision must be typed in double spacing and preferably on A4 - size paper. Broad margins must be left. If this requirement presents you with a problem, you should discuss it with your supervisor/promoter without delay. Always keep a copy of work that you have sent in for comment. It is also desirable that you should submit two copies when you hand work in so that one copy can be kept in your file.

- d) Seminars. The best way to experience philosophical interaction is by means of discourse. Instead of handing in essays, or supplementary to such essays, students may request that their supervisors/promoters arrange seminar meetings to which the lecturers in the Department as well as other master's and doctoral students are invited, and at which the student concerned gives a paper on an aspect of his/her research, to be followed by discussion. (The paper may consist of an argument that he/she wishes to test, an apparently insoluble problem he/she wishes to air, an insight he/she wishes to communicate, etc.) Each student ought to give at least one such seminar on his/her project before he/she starts the actual writing of the dissertation/thesis, and supervisors/promoters may request a student to do so.

The Department envisages holding an annual gathering of advanced students and lecturers, at which every student presents a part of his/her research to those assembled, for general discussion. It is hoped that this will help students to make quicker and better progress.

In this connexion it must be noted that the Department of Philosophy offers departmental and inter-departmental seminars annually. Postgraduate students are invited to attend. Notices are automatically sent to students who are within reasonable distance of Pretoria. During group visits to undergraduate students outside Pretoria (Pietersburg, Durban, East London, Port Elizabeth and Cape Town), lecturers do their best to make contact with postgraduate students in those areas.

- e) The second and subsequent years. The abovementioned ways of going about the research project apply until the point is reached at which the student is either ready to begin writing the dissertation/thesis or has given up the project.

5 THE WRITING OF THE DISSERTATION OR THESIS

One of the greatest temptations for research students is to think that every piece of reading matter that has been studied and summarized must eventually find a place in the end product. This urge finds its origin in over-eagerness to start writing: the problem has not been properly excogitated and the way in which it should be handled has not yet been adequately worked out and planned. This sort of haste should be guarded against from the very beginning. And this is also the reason why we emphasized above that all possible facets of the project should be thoroughly looked into before the dissertation/ thesis is finally planned and the actual writing started.

A student is ready to begin writing when he/she has attained complete clarity concerning his/her problem, has decided what he/she intends to do with that problem, and has a workable plan as to how that aim can be realised. If he/she has worked as has been set out above, the reports handed in will show clearly when this stage has been reached, because the reports will eventually culminate in a plan or schematic structure for the dissertation/thesis. The decision to start writing is therefore taken by the student and the supervisor/ promoter together on the basis of the student's progress.

There are numerous books which discuss the writing of a dissertation/thesis. At this stage it may help a student to consult some of these works. A list of titles is to be found in Appendix 2.

The writing of the dissertation/thesis is done chapter by chapter, and throughout it must be shown how a given chapter fits in with the rest. Subsequent chapters are submitted only after comment and instructions have been received from the supervisor/promoter on the previous chapters.

No matter how good the preparation has been, it is to be expected that numerous new problems will be encountered and that continual revision will be required. It is one thing to concentrate on sub-sections and to attain clarity on those; it is another to make these sub-sections into an integrated whole that eventually reaches/makes a particular point.

The linguistic, technical and bibliographical aspects of the dissertation/thesis are the responsibility of the candidate. With regard to the latter aspect, it must be pointed out that a candidate must acknowledge adequately everything that is made use of that has been taken from other writers. Moreover, he/she must put together an acceptable bibliography. There are various standard styles in terms of which bibliographical details may be presented. We have a departmental style which we prefer, and this is discussed in an honours study guide (TCPOOO-P, Study guide 1) and in a tutorial letter sent annually to undergraduate students. We must emphasize that it saves a candidate a great deal of time and effort if he/she decides on a particular style from the beginning, masters it and subsequently uses it rigorously from then on. A (free) booklet by P.J.A. Roux, Reference Techniques, can be requested at the Unisa library. In it, various styles for the presentation of bibliographical details are discussed.

6 THE SUBMISSION OF THE DISSERTATION OR THESIS

The submission of a dissertation/thesis occurs only with the written consent of the concerned supervisor/promoter.

Make sure that you are fully aware of, and have conformed with, the University's requirements for dissertations/theses.

Please avoid any feverish haste to finalise a dissertation/thesis during December and January. Bear in mind that lecturers are usually on vacation or recess leave during these months. Plan the finalisation of your report in such a way that it does not make unfair demands on the time of others, cause unnecessary nervous strain to yourself or your intimates, and that it does not, owing to over-hasty production (typing or grammatical errors, faulty binding, etc) make the sort of impression on examiners that causes them to recommend that certain improvements should be made before it can be accepted. The more haste, the less speed. The attainment of a research degree is an exceptional achievement. Do not allow hasty and sloppy writing to undermine the strenuous reasoning you have done.

7 RE-REGISTRATION

Re-registration after the first year of study is dependent, every time, on satisfactory progress during the previous year. Applications for re-registration are expected during January. Progress is evaluated on the basis of the interim reports and the work that has been sent in for checking. Students whose progress is not up to expectation run the risk of failing to obtain permission to re-register.

8 SUSPENSION OF REGISTRATION

Unforeseen circumstances may crop up (for example, a long illness, a change of home or an extended business trip) which may interrupt or delay your studies for a longer or shorter time. You are advised to tell your study supervisor/promoter in good time and to keep him/her properly informed. Simply not to mention such circumstances and then use them as an excuse for failing to make progress when you apply for re-registration, is to risk refusal.

After you have registered for the first time, your studies may only be interrupted (i.e. registration suspended for a full academic year) by agreement, following the provision of reasons. Applications in this relation should reach the Registrar (Academic) before the beginning of March. If the University is satisfied that your circumstances justify it, your registration may be suspended for that academic year.

9 SUMMARY

Study at master's and doctoral levels is of an exceptional nature and it makes exceptional demands on both students and lecturers. The foregoing is an attempt to give an exposition of procedures and work methods which are used in the Department of Philosophy, and which we believe will help the candidate to study fruitfully and successfully. At the same time, we have attempted to give an indication as to what a student in applying to do research at these levels is letting him/herself in for. The student who does his/her part can depend on the help and support of the Department of Philosophy.

APPENDIX 1

Guidelines on the composition of a research proposal

A research proposal, which is evaluated by an academic panel, must include the following information (for M studies, read "dissertation" in place of "thesis" and "supervisor" in place of "promoter"):

1. A provisional title for the envisaged thesis. (In M and D studies, the initiative should come from the applicant in such matters.)
2. A clear and concise formulation (about 150 words) of the problem initiating the proposed study.
3. The reason(s) why the proposed problem is considered philosophically interesting, in contrast e.g. to literarily, psychologically or theologically so.
4. A statement of what the applicant hopes to achieve by the project. (In M studies, the emphasis is on critical exposition, whereas a D thesis must be an original contribution to philosophy, e.g. a new theory of meaning, or an extensive exploration of the logical relations between concepts, or a systematic depth evaluation of a theory).
5. A clear formulation of how the project will be tackled. (Indicate the proposed methods and structuring of the thesis, both of which must be relevant to the topic.)
6. An outline of the work that has already been done by others on the problem.
7. An annotated bibliography of primary and secondary texts specifically concerning the problem.
8. A declaration that the applicant will have ready access to a fully equipped academic library. (Specify name and location of library.)

Notes

- (a) An applicant is welcome to suggest a particular promoter for his/her studies.
- (b) It may take months to prepare a satisfactory research proposal. This is an important phase of a project. It requires careful investigation and reflection.

APPENDIX 2

List of texts on the writing of dissertations/theses

Allen, G.R. The graduate student's guide to theses and dissertations. San Francisco: Jossey-Bass.

This book ought to be read by the beginner. It tells how to organise material and write a report and contains an annotated bibliography on the subject. Highly recommended.

Barzun, J. & Graff, H.F. 1957. The modern researcher. Rev. ed. New York: Harcourt.

Intended for historical research. Section 3 deals with thesis writing.

Boer, H. de 1968. Schriftelijk rapporteren: een praktische handleiding bij het samenstellen van rapporten, notas, memoranda, scripties, dissertaties, zakelijke correspondentie, en dergelijke. Utrecht: Aula-boeken.

Practical and comprehensive; deals with all subject fields. Contains a bibliography.

Campbell, W.G. 1978. Form and style: theses, reports, term papers. 5th ed. Boston: Houghton Mifflin.

This is a reference manual, particularly useful for thesis typists.

Davis, G.B. 1979. Writing the doctoral dissertation: A systematic approach. Woodbury, N.Y.: Barron.

A concise handbook for doctoral candidates in all fields: how to select an advisor, develop a topic, write the proposal, schedule time, and prepare the final work.

Gall, M.D. 1989. Educational research: a guide for preparing a thesis or dissertation proposal in education. New York: Longman.

Lewins, F. 1988. Writing a thesis: a guide to its nature and organisation. Canberra: Australian National University.

Madsen, D. 1983. Successful dissertations and theses: A guide to graduate student research from proposal to completion. San Francisco: Jossey-Bass.

This book deals with formulating the research proposal, finding a subject, taking notes, writing outlines, persevering with the work, writing and defending the thesis and finding a publisher. Highly recommended.

Maney, A.S. & Smallwood, R.L. eds. 1981. MHRA style book: Notes for authors, editors and writers of dissertations. 3rd ed. London: Modern Humanities Research Association.

This publication aims to assist authors and editors of academic publications and those preparing dissertations in the humanities to achieve clarity and consistency in matters of style and presentation.

Mauch, J. & Birch, J.W. 1983. Guide to the successful thesis and dissertation, conception to publication: for students and faculty. New York: Dekker.

This book emphasises aspects not covered by similar works, such as student/supervisor interaction, time management, differences in research methods in academic and professional disciplines, application of the scientific method. Contains an excellent bibliography.

Recommended

Miller, J.I. 1987. *The thesis writer's handbook: a complete one-source guide for writers of research papers*. West Linn, Or: Alcove Pub. Co.

Phipps, R. 1983. *The successful student's handbook: A step-by-step guide to study, reading, and thinking skills*. Seattle: University of Washington Press.

Sternberg, D. 1981. *How to complete and survive a doctoral dissertation*. New York: St. Martin's.

Concentrates on the sociological and personal issues that a doctoral student must confront and master, aims to help him identify these and to deal with post-dissertation unproductivity.

Turabian, K.L. 1982. *A manual for writers of research papers, theses, and dissertations*. British ed. prepared by J.E. Spink. London: Heinemann.

Directed at those who are preparing academic work or papers for publication. British edition is similar to the American edition, except that the British reference style is given.

Watson, G. 1987. *Writing a thesis: a guide to long essays and dissertations*. London: Longman.

Winkler, A.C. & McCuen, J.R. 1978. *Rhetoric made plain*. 2nd ed. New York: Harcourt Brace.

Introduction to writing skills. Contains an extensive discussion of deductive and inductive reasoning as used in writing.
