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entist" streak of the Renaissance Man must be nourished with courses and practical experience in computer programming and computer-aided instruction.

Towards the end of the trainings, the student must be introduced to actual educational research work on an apprenticeship basis, working as a project assistant. But he should be encouraged to strike out on his own, still under supervision, of course, to the point of developing research material publishable under his own name.

The course of training should include lectures, readings, and practical work on the organization and administration of educational research, including the supervision of research staffs, the preparation of project proposals and budgets, and "grantsmanship" in general. Similarly, there should be supervised work on curriculum development and evaluation or some other grass-roots kind of problem.

I would insist that there be a dissertation that would constitute an original piece of educational research, either as an independent project or as part of a larger project. It would be a contradiction for an educational researcher to obtain his doctor's degree without performing educational research.

To round out the training of the educational researcher, I would strongly urge that post-doctoral research experience, again under supervision, be a normal and expected part of the researcher's career. Usually he would take his post-doctoral training at a university or research bureau other than the one from which he had received his doctorate, in order that a different staff could inject him with fresh ideas.

Such a background would go far, I think, to produce the Renaissance Man that is my ideal. It is only a logical extension of some programs that are already in operation. At the same time, I have emphasized throughout my talk that the standards must be set high and that the training period must be lengthy. My aim has been to show that actually the requirements for the training of the effective educational researcher are perhaps higher and more demanding than they are for most other types of specialists. I think, for example, that they are higher than for the normal Ph.D. in psychology. Failure to recognize this fact has plagued the field of educational research because it has resulted in inadequate planning for pre-doctoral and post-doctoral fellowships, research assistantships, and the like. As another consequence, we have turned out too many research personnel who are very far from being Renaissance Men;—either they have been strictly computer scientists and methodologists, or they have been insufficiently trained and ineffectively operating generalists. This is responsible for the poor and unexciting quality of a great deal of educational research: poorly conceived, poorly designed, poorly performed, and poorly reported. It is no wonder that educational research has been in bad repute.

Let us, therefore, try to train more Renaissance Men in educational research.

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List of Selected Publications

This list excludes reprintings, translations, and many unpublished reports. References are in standard form, with multiple authors' names in correct sequence. Page numbers of chapters in edited volumes are furnished where available, and document numbers of auxiliary publication sources are given.

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