

NATIONAL SOCIETY FOR THE
STUDY OF EDUCATION

FIFTIETH YEARBOOK, PART I

Graduate Study in Education

THE FIFTIETH YEARBOOK

OF THE
NATIONAL SOCIETY FOR THE STUDY
OF EDUCATION

PART I **GRADUATE STUDY IN EDUCATION**

Prepared by the Society's Board of Directors

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Edited by
NELSON B. HENRY

Distributed by
THE UNIVERSITY OF CHICAGO PRESS
CHICAGO 37, ILLINOIS

1951

Published by
THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION
5835 KIMBARK AVENUE, CHICAGO 37, ILLINOIS

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Published 1951
First Printing, 7,000 Copies

Printed in the United States of America

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1950-51

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EDITOR'S PREFACE

This is the first of the Society's yearbooks to be devoted entirely to the consideration of the graduate division of the American system of formal education. In keeping with the purposes of the Society as a professional enterprise and in recognition of the professional significance of graduate study for all classes of its membership, the problem of the yearbook has been defined in terms of the peculiar functions of that branch of graduate instruction which is designed to serve the intellectual interests and professional needs of those whose present or prospective careers are identified with the field of organized education. In light of these purposes, it was considered appropriate for the Board of Directors of the Society to assume responsibility for the preparation of this yearbook instead of following the regular procedure of selecting a special committee to perform that service.

The yearbook deals with both theory and practice in the organization and administration of programs leading to higher degrees in teacher-education institutions. With the exception of the introductory chapter, which describes the development of graduate education in general in American colleges and universities, the volume is concerned with the present status of advanced training in the field of education. The chapters comprising Section I discuss recognized theories and clearly formulated objectives pertaining to the organization and administration of graduate study in this field. Section II includes examples of the application of such theories in the particular environment of each of twenty-eight institutions. These include twenty-three colleges and universities having a department or school of education within the institution and five separately organized colleges for teacher education. The selection of institutions to be included in Section II was intended to provide representation of the different types of institution as well as examples of different plans and procedures. Section III presents a summary review of salient features of programs currently operating in eighty-five institutions responding to the request of the Board of Directors for information regarding their plans and procedures.

In the preparation of this volume the Board of Directors of necessity solicited the aid of representatives of many institutions, and their cordial response is highly appreciated. Their reports on the work of their institutions were most helpful. It is a matter of regret that space could not be provided for expanding Section II so as to include such reports on a considerable number of additional institutions.

NELSON B. HENRY

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