25

Twenty-five Years of Grantmaking

THE SPENCER FOUNDATION
1996 ANNUAL REPORT
All the Spencer dough was earned, improbably, from education. It makes sense, therefore, that much of this money should be returned eventually to investigating ways in which education can be improved, around the world. Broadly conceived, wherever learning occurs.

The above quote was found in Lyle Spencer’s notes on the formation of the Foundation. The handwritten draft reads: “All the Spencer dough was earned, improbably, from education. It makes sense, therefore, that most of this money should be returned eventually to investigating ways in which education can be improved, around the world. Broadly conceived, wherever learning occurs.”
The Spencer Foundation
25th Anniversary of Grantmaking
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The Spencer Foundation

TWENTY-FIVE YEARS OF GRANTMAKING
Every year since its formal grant-making began in 1971, the Spencer Foundation has published an Annual Report, describing grant programs, listing grants made, displaying the financial condition of the Foundation, providing information about application procedures, and noting any significant events, activities, or program changes. This is the 26th such publication, and it serves a dual purpose.

As an annual report, it includes the information noted above for the fiscal year which ended March 31, 1996. However, this is not only an annual report; it is also a twenty-five year report, seeking to capture the experience of twenty-five years of support for research on education by the Spencer Foundation. The volume is in three sections.

Section I contains essays by current staff members of the Foundation, reflecting on twenty-five years of work, mostly by our predecessors, to whom we are deeply indebted. Since we wished this section to be the ensemble work of most of the current professional staff, we celebrate and analyze our past with many different voices.

Section II contains the “Annual Report” on our twenty-fifth year of operation, the year which ended March 31, 1996.

Section III contains a full list of the grants made and fellowships awarded by the Spencer Foundation, 1971 through 1995 (the 1996 list is in Section II), on the principle that we should provide what an historian might call the “primary sources” for our reflections and interpretations of the Foundation’s grant-making. This list faithfully reproduces, by year, the grants and fellowships published in each of the Foundation’s Annual Reports beginning with the first such report in 1971. We believe that these annual reports were complete. However, we would be grateful to know of any omissions or inaccuracies.

Patrick M. Sheahan
Editor
Lyle M. Spencer was a twenty-seven-year-old graduate student in sociology at the University of Chicago in 1938 when he founded Science Research Associates (SRA), the educational publishing firm which provided the basis of his wealth and ultimately made possible the creation of the Spencer Foundation. Speaking to employees of the firm in 1961, Mr. Spencer noted that SRA was initially a non-profit organization and “we nearly went broke in the first year before we gave up that idea....We reorganized as a commercial firm in 1939 and have been going up ever since.” In 1964 the firm was purchased by IBM, but Spencer continued as chief executive and guiding spirit until his death in 1968.

His colleagues at SRA and friends in higher education referred to him as a businessman who was always an educator, a man who was a researcher all his life. Charles Dollard, Spencer’s friend and an original director of the Spencer Foundation, noted, “Lyle had a passionate belief in education as the modus vivendi of a democratic society. He was particularly concerned both professionally and personally with the education of the young. He liked to say that it was quite as important where one went to kindergarten as where one went to college.” While leading his business career, he served as a trustee of three universities, was a director of what is now the United Negro College Fund, and was on the visiting committees...
for education at Harvard and the University of Chicago.

Mr. Spencer spent much of his childhood in Appleton, Wisconsin, but went to college in the Pacific Northwest. He received his undergraduate and master’s degrees in sociology from the University of Washington in Seattle, where his father was president from 1927-1933, then he continued his graduate work in sociology at the University of Chicago.

He established the Spencer Foundation in 1962. In the same year, he presented testimony to Congress, as President of SRA, in which he commented, “In my judgment, hard-minded, sensible investments in educational research can provide the most effective single method of strengthening our schools.”

After the sale of his firm to IBM in 1964 it was clear that the Spencer Foundation might be of significant size. Some of his notes on the role and purpose of the Foundation have been preserved:

“Improve learning process, including diffusion into developing countries. Maybe non-cognitive.”

“Prejudiced against bricks and mortar.”

“All support periods finite.”

“Projects where other money not readily available at this point.”

“Tend to bet on people even more than the project itself.”

On August 21, 1968, Lyle Spencer died of pancreatic cancer, and was buried in Appleton, Wisconsin. Almost thirty years later, the grants of the Spencer Foundation keep alive the intellectual vitality and the curiosity for knowledge and its uses which characterized his life.
Since 1971 the Foundation has supported a wide range of research on educational topics — from how children learn to the culture of the classroom; from the effects of teacher interventions to the economics of school finance; from the roles which ethnicity and gender play in education to the promise of new technologies. This section contains essays on the diverse ways in which the Foundation has supported research aimed at understanding education and improving its practice.
Parts of Speech

adjective - describes somebody. ex.: lumpy, soft, ugly

adverb - tells how something is. It modifies a verb and usually. ex.: stupidly, carefully, once

noun - the or thing. ex.: bathtub

verb - action. ex.: pitch, jump
Twenty-five years ago the Spencer Foundation began its formal program of making grants to individuals to investigate education, in order to understand it and to improve it. The initial leadership for the Foundation came from its chairman, Charles Dollard, and its president, H. Thomas James, but the idea for the Foundation had been that of the donor, Lyle M. Spencer, who had created an earlier version of it in 1962. After the sale of his company, Science Research Associates, to International Business Machines in 1964 the possibility for a substantial foundation existed.

Spencer, his lawyer, Harlowe E. Bowes, and his friend and former president of the Carnegie Corporation, Charles Dollard, presided over the Foundation as a vehicle for Spencer's philanthropy from 1962 until his death in 1968, concentrating most of their giving to the National Scholarship Service and Fund for Negro Students (predecessor of the United Negro College Fund), the Menninger Foundation, the Asheville School for Boys, Harvard University, Lawrence University, and the University of Chicago. During the settlement of Spencer's estate, Charles Dollard and the eminent educator, Ralph Tyler, began preparations for the organization of the foundation to be created with the funds remaining after provision for Spencer's family and other commitments. The initial distribution to the Foundation from Spencer's estate in 1971 was about $43 million; by 1973 the bulk of the estate had been received and totalled $79 million; by 1982 when the final distributions were completed the endowment from Lyle Spencer totalled just over $82 million. In June 1970, the Dean of the Stanford University School of Education, H. Thomas James, was elected president of the fledgling Foundation, and Dollard assumed the chairmanship of the Board. James served as president until he retired in 1985 and was succeeded by Lawrence A. Cremin, then Frederick A.P. Barnard Professor of Education and recently retired president of Teachers College, Columbia University. Cremin served until his death in 1990, when the Board selected me as president in January, 1991. I was then Dean of the Harvard Graduate School of Education and remain on a part-time basis the Charles Warren Professor of the History of Education at Harvard. Frank Bixby, a colleague of Harlowe Bowes at the Chicago law firm Sidley & Austin, which handled Spencer's estate, followed Dollard as chairman of the Spencer Board in 1975 and served in that capacity for fifteen years until his initial retirement from the Board. David S. Tatel, then a partner at Hogan & Hartson in Washington, D.C. and now a
Judge on the U.S. Court of Appeals for the District of Columbia, has been chairman of the Board since 1990 and will retire from the Board in January, 1997 when the new chair of the Board will be Mary Patterson McPherson, the president of Bryn Mawr College. A complete list of members of the Board, including Spencer’s widow, Catherine, and namesake son, Lyle M. Spencer, Jr., and their dates of service is provided on pages 40 & 41.

Among the papers found after Lyle Spencer’s death was a note, written in 1967, a photograph of which now hangs in the Foundation’s offices in Chicago, in which Spencer set out in his own words his hopes for the Foundation: “All the Spencer dough was earned, improbably, from education. It makes sense, therefore, that most of this money should be returned eventually to investigating ways in which education can be improved, around the world. Broadly conceived, wherever learning occurs.” His final observation about the Foundation, made several months later, was “Tend to bet on people even more than the project itself.”

The Spencer Foundation’s consistent and overarching goal throughout its twenty-five years has been to identify the best people with the best ideas about education and to support them to investigate those ideas. The Foundation has always relied on researchers themselves to determine the most important issues to pursue and has not released “requests for proposals” on certain subjects of particular concern to the Foundation.

Subsequent presidents of the Foundation have expressed these sentiments in more formal terms, but the essence has remained the same: to support individual researchers in their investigations of educational issues in ways that will yield new knowledge about education or improve its practice. The fundamental continuity of the Foundation’s twenty-five years has been the effort to find such researchers and to evaluate their ideas to determine which should be supported with the limited funds of the Foundation. Beginning with the presidency of James, the Foundation has maintained a high standard for the selection of its researchers and has said, “no, thank you” to many more proposals than it has been able to fund. Many of those not supported by the Foundation have been completed under other auspices and have also made distinguished contributions to the research literature in education.

The work that the Foundation has funded is documented by my colleagues in other parts of this report, especially Rebecca Barr’s and Catherine Lacey’s chapters. A comprehensive list of the awards made by the Foundation is found in Section III. Even a cursory glance at that compilation will reveal the extraordinarily distinguished group whom the Foundation has been privileged to support.

In addition to finding individuals and supporting research that is intended to yield...
new knowledge about education or to improve its practice, the Foundation has maintained a second fundamental continuity of interest in its twenty-five year history: concern for renewal of the educational research community. The first two grants of the Foundation (January, 1971) were to support junior researchers; the first, $163,500 over three years, to the National Academy of Education to select, supervise, and support Academy Associates and Fellows; and the second, $450,000 over three years, to five universities to be selected by James for "young scholars working on problems related to education." The five institutions James initially chose were Harvard University, Northwestern University, Stanford University, University of Chicago, and the University of Wisconsin. These efforts to reach beginning researchers concentrated on persons whose academic background was typically in the behavioral or social sciences, not education, and the hope of the Foundation leadership was to lure these bright, junior scholars to study educational problems. During the first decade of the Foundation's history nearly half the grant funds supported these efforts and others patterned on them, such as the long-term support for fellows in education at the Center for Advanced Studies in the Behavioral Sciences in Palo Alto.

More recently, as Catherine Lacey discusses in her report, significant efforts have been made to expand the postdoctoral and dissertation fellowships and to initiate support for doctoral students in education at six institutions (Chicago, Harvard, Michigan, Stanford, UCLA, and Wisconsin). These attempts at reaching scholars at earlier levels have been augmented by mentor grants which permit professors in a variety of disciplines to support their students working on educational questions and to the American Educational Research Association for an annual cohort of doctoral student fellowships. They are listed on pages 60 & 61.

The focus upon the renewal of the educational research community has stemmed from two principal concerns: (1) the steadily diminishing support for educational research from other organizations over our twenty-five year history and the consequence that in a time of short funds, the less well known or junior scholars are at a comparative disadvantage in funding competitions; and (2) the tradition common in many graduate schools of education, but less so in distinguished graduate departments in the arts and sciences, of part-time study for doctoral students, thus precluding the kinds of research apprenticeships with practicing scholars that most still believe are the best way to prepare researchers in any field. The junior scholars need both money to support themselves and a professional community that recognizes the legitimacy of their scholarly activities. Unless greater support for junior scholars interested in educational questions is available now, there will be no senior scholars in the next generation prepared to tackle the difficult problems of understanding and improving education that will be essential for the improvement of that society.

The third principal element of continuity in the history of the Foundation has been our special attention to the philanthropic and educational needs of our home city, Chicago. Traditionally in Chicago we have supported "good neighbor" grants in education that allowed us to assist worthy education efforts either by ourselves or jointly with others in the philanthropic community. In Chicago our customary limitation on research has loosened a bit to include projects in the policy realm that went beyond traditional definitions of theory-driven research. We are particularly fortunate to have been located in Chicago during a period of intense concern with public schooling, triggered by the 1988...
state legislative decentralizing action, which created local educational councils for Chicago schools. The Chicago educational advocacy community has been unusually broadly-based and has included a number of distinguished researchers who have turned their attention to the issues of the Chicago public schools, their students, and their faculties and administrations. From James’ initial leadership of the then emerging philanthropic consortium, the Chicago Donors Forum, through my participation as vice-chair of the Chicago Annenberg Challenge, the Foundation has worked vigorously with its Chicago colleagues on behalf of the educational needs of Chicagoans.

While a continuity of commitment to support the best research about education, including that undertaken by beginning scholars, and a special sense of obligation to the educational needs of Chicago have characterized much of the Foundation’s twenty-five year history, some important changes have also occurred. They have come in three principal areas: the content of the research that we have supported, the context in which research about education has been conducted, and the corporate culture of the Foundation itself.

**CONTENT OF SPENCER-SUPPORTED RESEARCH**

By far the biggest single shift in the research that the Spencer Foundation has funded has been the relative decline of studies in which the discipline of psychology was the primary lens. An internal analysis of Foundation-funded projects in 1977 found that fifty-two percent of the grants had been in psychology. In more recent years the percentage has dramatically declined, as work in other social science disciplines, especially, has increased. The proportion of scholars whose primary academic affiliation is education has always and continues to be a minority of our grantees.

During the last twenty-five years we have seen four fundamental shifts in educational research: from attention to curriculum and pedagogy to the effect of that curriculum and pedagogy upon children, namely assessment; from focus upon laws of learning that would be universally applicable in explaining learning and human development to recognition of the significance of context and its influence on how, when, and why people learn and develop; from endless debates over the presumed superiority or inferiority of various quantitative methods of data analysis to primary concern with finding an important question and letting it determine the appropriate means of answering it; and finally, from research reports filled with staid analyses sometimes choked by educational jargon and cloaked in seemingly value-free statements to educational research prose increasingly utilizing narratives to present insights from investigations. We are pleased to have supported the earlier work in curriculum, pedagogy, methodology, and experimental psychological studies, particularly on biological bases of learning, all of which were presented in standard prose, and we expect to support many more. We are intrigued, however, to observe the gradual shift in the center of the educational research gravity that these new emphases portend.

**An emerging area of particular interest for the Foundation is the study of educational practice. We find this an extraordinarily challenging but vitally important area of inquiry...**
Foundation, we have made a special effort to identify individuals for our Board of Directors and our professional staff who can help us with this question.

Our foray into the deeper understanding of educational practice will not be completed soon. Earlier efforts in the Foundation’s history to support educational policy research, as the president noted at the time, did not bear fruit. These studies of practice may not either. But the problems of practice are both so important and so intellectually engaging that it seems to us that we need to bring all the insights and efforts that we can muster to address these fundamental issues of how and why people learn and develop as they do.

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CONTEXT OF EDUCATIONAL RESEARCH

Midway through our twenty-five year history a small, blue report was published by the federal government that unexpectedly had a profound influence on the way in which Americans judged their educational system and the educational needs and accomplishments of their children. A Nation at Risk appeared in May, 1983 and stimulated a broad, national, and persistent debate about the adequacy of our children’s preparation for adulthood and the role of schools in helping them. Perhaps coincidentally the onset of this public discussion came at a period of severe reductions in the amount spent for research about education, particularly by the U.S. federal government, previously the primary funder of educational research, and, of course, the source of the report, A Nation at Risk.

The Spencer Foundation, established in 1971, and the National Institute of Education, created by the federal government in 1972, were for a brief period in the 1970s and early 1980s the most visible funders of educational research in the United States. This period coincided with a decline in educational research funding among several large private foundations, which in earlier eras had been prime supporters of research in education, as well as with a temporary decline in support of science education in the National Science Foundation. The National Academy of Sciences has reported that federal government support for educational research has declined by over two-thirds during the Foundation’s history while the successor organization to the National Institute of Education, the Office of Educational Research and Improvement, reports a ninety percent decline from the early seventies to the early nineties in its funding for educational research. Even more important for the Spencer Foundation, very few of the federal dollars for educational research go to individually-initiated projects, probably less than one percent, while the comparable figure for the National Institutes of Health is 56 percent and for the National Science Foundation, 94 percent. Thus, the opportunities for collaborative funding between Spencer and the government on educational research projects have diminished.
The other major change in the context for educational research which *A Nation at Risk* illustrates is the continuing concern about the education of our children. Concomitant with that expression of unease about their education has been a focus upon the school, not the family, nor the community, nor the broader culture, as a means of changing the behavior and values, as well as the academic learning of our young people. The contradiction that has emerged is a message to schools to remedy the problems of the young, many of which are brought about by the broader society in which they live, and cannot be ameliorated by schooling alone. Schools in the United States and all other nations supply an important but limited portion of children's education.

Leading educational researchers traditionally have not focused much attention on schools. James observed in his President's Comments in the 1974 Annual Report, "Our faith in schooling persists, despite the recent upsurge of attacks upon it by romantic critics....studies should be directing our attention to the many other entities contributing to education in our society. The family, peer groups, the media, and many other factors contribute importantly to preschool education: they undoubtedly continue to contribute throughout the period of formal schooling, and they again become paramount after schooling is completed." James continued, "For those interested in equality of opportunity in education, the results of studies of contributions made to education other than through formal schooling are likely to be as distressing as the studies of formal schooling referred to above - for one simple reason. We have many schools that are eminently satisfactory to the clientele they serve; they are usually located in communities where the family, the churches, local government, the media for communication, and many kinds of social agencies also work reasonably well. Where schools are least effective, however, all those other potential contributions to the education of children are also likely to be least effective. Although this may be an unhappy fact to face, it is instructive, and we have learned a hard lesson over the past decade and more: although interventions in schooling may be useful, they are simply not sufficient to overcome disadvantages resulting from malfunctions in other institutions as well." Thus, James was arguing that the most important intellectual questions about determinants of education were not school-based. Cremin's central argument in his three-volume history of American education, completed just before he became president of the Foundation, was that there are "many agencies that educate," and all must be understood in the varied contributions that they make. Many of the grants made by the Foundation during Cremin's tenure reflected this expansive view of education.

Finally, not only were studies of schooling, which were, of course, studies of educational practice, not seen as being as potentially significant in explaining education as were broader studies of socialization, but school studies forced investigators into dealing with problems of practice that were at variance with the meticulous experimental research designs favored by leading researchers during most of this century. Studies of practice were "messy" and hence were not likely to be "scientific" at a time that in the United States the terms for "scientific" and "scholarly" were interchangeable. There could be no work that was scholarly without its being scientific.

*Today we are less confident that all scholarship must be scientific in the limited sense of science driven by the traditions of the natural sciences.*

Today we are less confident that all scholarship must be scientific in the limited sense of science driven by the traditions of the natural sciences. The Spencer Foundation's unique heritage is one of concern with behavioral sciences and education. While we remain committed to the contributions of the behavioral sciences, we are also more aware today than we were
twenty-five years ago of the range of educational dilemmas whose puzzles do not yield easily to interventions by the behavioral sciences alone.

Schooling, and its improvement for all children, has become for the first time in American history an important, though still not dominant, issue for the entire populace. That was the nascent sentiment which catapulted *A Nation at Risk* into prominence. It remains much easier to assign the problems inherent in the society to the schools for them to correct with the children than to address them with adults in the society at large. Thus, late twentieth century Americans give good schooling for all a prominence unique in our history. Such public attitudes affect our environment, as our fellow foundation and government colleagues struggle to find strategies for school improvement they can fund. The most persistent question is “will this intervention work and why?” Thus, the need is for educational research of a high quality that will help educators become more effective with all children.

**CORPORATE CULTURE OF THE FOUNDATION**

The most important aspect of the internal life of the Spencer Foundation during the last twenty-five years has been the stability of its assets in terms of “buying power” and the extraordinary growth in terms of “nominal dollars.” Despite our obligation to expend five percent of our assets annually, we have managed to find investment managers who have earned enough money for us to do that and keep our endowment at a slightly greater value than we had initially. Most importantly during the last several years we have reduced our investment costs by nearly one million dollars annually, and those additional funds are available for grant-making, which is the purpose of the Foundation. Our current assets of $315.5 million have grown from an initial base of $79 million in 1973. Grant expenditures authorized by the Foundation during its twenty-five year history amount to $157.3 million. Details on our financial history are presented by John Barcroft and Ines Milne on pages 36 to 39.

As we at Spencer have learned, endowments go up and go down and in our first fifteen years we had more experience with their going down in purchasing power than in going up. When they do rise, however, the Foundation needs to be nimble in spending the increased funds wisely and in ways that take into account the possible subsequent decline. Our decision has been to keep our full-time professional staff relatively small and to rely extensively on outside advisory committees to assist us in making recommendations to our Board for expenditures. The principal virtue of the committee structure is that we are able to attract a much wider variety of experts on educational research than we would ever be able to hire, and we hope that these advisors will publicize our programs to their colleagues so that we can attract the best possible applicants for our funds. Thus far, we have been very pleased with the efforts of these committees, and we are extraordinarily grateful to the gifted professionals who have found time in their busy schedules to help us in our deliberations.

Finally, as a staff and as a Board we sometimes wonder whether we are doing as good a job as we should. For a research foundation, particularly, that is a difficult question to answer in the short term since the proof of our pudding is in the degree to which the work we support improves our knowledge and practice of education. Even after twenty-five years, the answer is not immediately clear. We do feel reasonably confident that we are supporting some of the best research in education, certainly in the U.S. and possibly even some of it abroad. Our grantees, particularly our older ones, have received significant recognition for their work.
Nearly all the U.S. winners of the Grawemeyer Award in education have been earlier Spencer recipients, for example. We also know that we have made some mistakes. Rather to my chagrin, I have come to realize that over half of the persons we have invited to be Spencer Senior Scholars were earlier turned down by us on research projects. One wonders particularly about the roads not taken; for example, the decision not to support a professorship related to behavioral sciences and education at the Princeton Institute for Advanced Study when it was attempting to develop a strong social science program.

Ultimately, however, the Spencer Foundation has put its faith in the wisdom of the field in determining what were the most important research questions to investigate related to education and who was best able to undertake them. Through our fellowships we want to make sure that junior people seeking research careers have a chance for support from us. We seek to support a community of researchers in education who will have rigorous standards for their work and commitment to improving education for all. We try to keep our own organization as efficient as possible so that the maximum amount of the Spencer endowment can go to support the researchers, not the Foundation.
Since the Spencer Foundation initiated formal grantmaking in 1971, its policy has been to welcome proposals from a wide variety of fields on a virtually unlimited range of topics and issues related to education. For twenty-five years, research proposals to be funded have “competed” against one another not only in terms of the quality of the design, but in terms of the importance of the issue being investigated, and in both cases through judgments made in large measure by the assessments of peer reviewers and other professionals. The result of this approach to grantmaking is that in many ways the Foundation’s grants for the last twenty-five years have been reflective of two forces: (1) the curiosity of individual researchers; and (2) the intellectual maturation of research about human learning and development and about the institutions, particularly schools, which support them.

Over this twenty-five year period, the Foundation has committed a total of $97,383,825 to research conducted through the Major Grants Program. This amount has risen over the years from an average of $1,570,791 (nominal dollars) per year during the first five-year period of funding (1971-1975) to an average of $6,415,597 (nominal dollars) per year during the last five-year period (1991-1995). In constant dollars, 1973 values, this represents an increase of 35 percent (see Figure 2, page 39).

Among the first projects funded in the early 1970s were a longitudinal follow-up of the High/Scope pre-school intervention, a study of scientifically precocious youth, and an analysis of the enduring effects of education on the knowledge and values of adults. This diversity of foci has continued to characterize the grants funded by the Foundation during the twenty-five years of its existence, but the relative weight that scholars have attached to specific methods and areas of investigation has shifted from time to time. In this brief overview of our experience, we focus first on the shift in research topics, then on changes in methods, and finally on the characteristics of the scholars funded.

RESEARCH TOPICS

To illustrate ways in which trends in our funding of educational research have changed over twenty-five years, we classified all proposals funded by the Major Grants Program by research topic. Some cognitive studies focused mainly on the thinking and learning of individuals. Other studies of social development placed these individuals in the context of families, communities, and societies. Still other grantees were interested in schooling processes as they occur in classrooms and schools. The investigations in this area focused on the curriculum, teaching and learning of students, and the learning of teachers. Some researchers, viewing educational phenomena from a larger perspective, were concerned with the determinants of learning and relationship among factors influencing and mediating school success and success thereafter. Others studied educational organizations—how they work and how they are related to other institutions. Investigators of a smaller but substantial body of funded proposals viewed educational phenomena from a historical perspective.

During the 1970s and early 1980s, Spencer-funded educational research tended to focus on individuals. As shown in Figure 1, awards to scholars studying cognition and learning clearly exceeded awards in other areas during the first fifteen years...
of the Major Grants Program. Research during this period focused on such topics as cognitive development in pre-school children, semantic integration of sentences and pictures, intrinsic motivation, and memory development in adolescence.

Studies exploring the biological bases of learning were also included in this group. Topics pursued included genetic analysis of reading disabilities, neurobehavioral maturation and school readiness, brain lateralization in newborns, and diversities in hemispheric arousal patterns. These accounted for about half of the studies on cognition and learning in 1971-1975, and about 30 percent in 1976-1980 and 1981-1985.

The number of cognitive studies focusing on individuals has declined markedly during the past ten years. Where once these dominated Spencer's research grants program, they now share the Foundation's resources more evenly with other topical areas. What may have led to this reallocation? Most obviously, the number of studies focused on the biological bases of learning has declined. Only two studies with this focus were funded from 1986-1990, and none was funded after 1991. Thus, a substantial portion of the decrease in funding for cognitive research can be accounted for by the current small number of funded studies focused on the biological bases of learning.

A second contributing factor may be the general trend away from educational research focused on the laboratory-based, decontextualized learning of individuals to that concerned with learning and development in the context of families, communities, classrooms and schools. Indeed, some psychologists and psycholinguists who were funded for studies of individuals in laboratory settings during the early years of the Spencer Foundation, were funded in later years for work conducted in family and school settings. For example, in 1974 Spencer grantee Howard Gardner focused on the development of symbolic capacities. His most recent work, funded by Spencer in 1990, focused on enhancing disciplinary understanding in teachers and

Figure 1: Topical Foci of Research Grants, 1971-1995
students. Similarly, in 1984 Catherine Snow focused on factors affecting the acquisition of conversational and literacy skills. In 1993 she was funded by the Foundation for her study of language and literacy development in home and school.

The second topical area includes investigations concerned with the development of individuals in the context of family, community, and society. These contextual studies, conducted mainly by developmental psychologists and anthropologists, pursued research on social development, cultural transmission, and the development of identity. As Figure 1 indicates, there were thirteen studies of social development during the first five years of grant-making by the Foundation. This number increased to an average of about thirty-eight studies for each five-year period from 1976-1990. Since 1990, the number of such studies declined to about twenty-six.

Studies of social development funded during the first ten years of the Foundation focused on such topics as the effect of day care on psychological growth, the socialization of affect in early childhood, and the ecology of adolescent self-esteem. During the past ten years, investigations have continued in a similar vein as indicated by such topics as coping patterns of school-aged children, intergenerational transmission of parenting, literacy among Mexican immigrants in Chicago, and language maintenance and shift in early adolescence. Nevertheless, as reflected in this area and in the other topical areas, there has been a dramatic increase in the number of studies focused on issues of gender and ethnicity. Across all areas, there has been an increase from an average of two studies per year during the first ten years of the Foundation, to an average of six per year during the past ten years.

Figure 1 shows that studies of classroom culture and learning were not heavily supported in the early and middle years of the Foundation. Scholarly interest in classroom studies increased during the 1986-1990 period and grew even more during the most recent five-year period. This body of research included some projects focused on topics such as an evaluation of a Piaget-based school curriculum, assessment of the relations among textbook difficulty, reading achievement and knowledge acquisition, and an examination of subject matter as a context for high school teaching. Projects also focused on the social context of learning in classrooms; one, for example, assessed the relations among classroom organization, instruction, and learning; another examined peer interaction as a context for mathematics learning; and a third explored reconfiguring the contexts of education. Other projects pertaining to the education of minority groups focused on literacy experiences, the social context of emergent Spanish literacy, and reading and writing in inner-city communities. A final group of projects was concerned with classroom discourse and examined such topics as dialogue and education, learning through talk, and the processes of conceptual learning during conversational discourse.

Three major trends have occurred in the area of classroom studies. First, such studies have become more multifaceted than in earlier years. Richer descriptions of classroom processes are attempted and a greater effort is made to represent more than one aspect of classroom instruction such as discourse and curriculum, teacher decision-making, and students’ perceptions. Second, as in the case of studies of social development, there has been
increased focus on the learning of inner-city students, particularly those from minority groups. Third, studies of teacher learning in classrooms have mushroomed in recent years. The few studies in this area conducted during the 1970s and 1980s focused on such topics as knowledge growth in a profession, the role of clinical education in professional training, and career ladders in education. During the period from 1991-1995, studies of teacher learning have increased and now account for about 20 percent of all funded studies in the area of classroom culture and learning. Topics such as teacher inquiry and the epistemology of teaching, urban teachers' struggles in sharing power with their students, new roles for teachers, and understanding learning in teacher/researcher communities are being pursued.

Research which focuses on educational outcomes, and especially on factors influencing and mediating school success, has been supported historically by the Spencer Foundation, but particularly in the 1980s and early 1990s. As previously noted, the earliest study of this type focused on secondary analysis of evidence to assess the enduring effects of education on the knowledge and values of adults. Other early work included studies of antecedents of academic performance and educational attainments, cultural and social class variations in child training values, the economics of time allocation in schools, and the International Educational Assessment (IEA) mathematics study. More recent projects show an increased focus on minority groups and greater attention to processes affecting learning (e.g., passages through adolescence with implications for educational outcomes; minority suburbanization and the achievement of minority students; children of immigrants: the adaptation process of the second generation; extra-curricular influences on paths into and out of academic difficulty; and a longitudinal study of school outcomes for high-risk children).

A similar pattern is shown for studies of organizational structure and policy. That is, recent projects bring to bear more complex organizational models, especially as these pertain to urban schools (monitoring and researching the effects of school reform in Chicago; reconstructing state school systems: the case of Kentucky; an economic model of teacher turnover; how state assessments influence curricular content and classroom processes; and system-wide governance in the Chicago Public Schools).

Figure 1 shows that studies of the history of education rose during the early years of the Foundation to a pinnacle during the 1986-1990 period. During the past five years, there has been a slight decline in the number of historical studies of education. Historical studies are quite varied in their foci and include those pertaining to school reform and its interpretation and the social history of educational research. Other projects focus on issues of gender, examining the history of women in British universities; women scholars in social science disciplines; and women teachers in American history. Still others pursue issues of ethnicity and education, for example the educational vision of the Black middle class during 1900-1960; and racial conflict and cultural politics in the United States. Finally, a group of historical studies interpret the lives of noted educators, such as M. Carey Thomas, Nicholas Murray Butler, and Gertrude Battles Lange.

In sum, the Major Research Grants Program of the Spencer Foundation continues to be characterized by a diversity of foci that was discernible even in its first funding cycle. There have, however, been some changes in topical focus. Notable trends include a preference for psychological studies focused on individuals during the 1970s through 1985. From 1986-1995, however, the number of funded psychological studies declined until it reached a level similar to that of projects in other topical areas. We see this as part of a more general trend toward the study of indi-
viduals as they interact with families and in communities, instead of in laboratory settings working on artificial tasks, and toward representing phenomena in more complex ways.

Topically, we have seen an increase in proposals concerned with ethnicity and gender and those concerned with reform, particularly in urban schools. There also appears to be a shift away from the study of educational issues from the perspective of a single discipline to problems that cross-cut the boundaries of several disciplines. For example, the studies of language maintenance and acculturation draw on psycholinguistic theories of language development, as well as sociological theories of culture and acculturation. Projects examining new forms of assessment are addressed in the context of formulations of content learning and organizational theories.

RESEARCH METHODS

These changes in substantive focus are paralleled by changes in methodological approach in recent years. We classified all Major Research Grants funded in the period from 1989-1995 in the following methodological categories: ethnographic, observational, documentary analysis, interviews, surveys and tests, and experimental. This analysis revealed more descriptive methods (ethnography and observation) in recent grants with an almost total eclipse of experimental designs during this time period.

We believe that the number of investigators using multiple methods increased during this period. More seemed to include, for example, a historical component to situate an ethnography or a survey in contexts that were the focus of in-depth description through interviews, description, and ethnographies. In order to test this impression, we clustered related methods: ethnographic with observational approaches and interview with survey methods. Our analysis, summarized in Figure 2, shows that by 1990, the number of studies using single or related methods was almost equalled by the number using multiple methods. Since 1990, there has been a dramatic increase in the number of investigators who pursue their questions using multiple methods.

Figure 2: Proportion of Studies Using Single or Related Methods and Those Using Multiple Methods, 1990 – 1995
CHARACTERISTICS OF SCHOLARS FUNDED

Who have been the recipients of Major Research Grants during the twenty-five years of the program? We pursued this question by examining the institutional and departmental affiliations of the grantees. Researchers successful in the Program have tended to be faculty members at major U.S. research universities. On average 75 percent come from universities that are categorized as “Research I Universities” (Carnegie Classification). This percentage has tended to remain constant over the twenty-five year period.

With regard to departmental affiliation prior to 1990, Major Research Grants funds went primarily to researchers from the disciplines. During this twenty-five year period only a quarter of the scholars receiving grants were located in departments or schools of education. However, in the 1990s, there has been more balance in the departmental location of investigators. On average, since 1990, 40 percent of successful applicants have been faculty in education departments or schools. However, the Program continues to draw a majority of recipients from disciplines rather than from the field of education, and the majority of recipients continues to be affiliated with major research universities.

As would be expected, most of the Major Research Grants Program recipients are established scholars. About 60 percent received their Ph.D.s ten or more years ago. Few are recent graduates; less than 10 percent received their Ph.D.s five years ago or less. There has, however, been a slight increase in the number of recent graduates, from an average of fewer than 3 percent for the period from 1986-1990 to an average of about 10 percent from 1990-1996.

In general during this twenty-five year period, more grants have been awarded to men than to women. From 1971-1991, the percentage of female investigators averaged about 35 percent. Since 1992, however, slightly more than half of the investigators have been women. Most scholars funded by the Program are sole investigators. The number of projects with multiple investigators has tended to average between 25 to 30 percent during the twenty-five years of the Program.

In contrast to the changes observed in topics and methods over the past twenty-five years, we see relatively few changes in the characteristics of scholars who receive the grants. Most of those funded have been established male scholars from major research universities and from departments other than education. In recent years there has been an increase in the proportion of female scholars funded and a slight increase in the number of recent graduates funded.

The Spencer Foundation, through its Major Research Grants Program, has provided funds to highly regarded scholars to pursue issues related to educational processes, practice, and policy. While interest in a diverse set of issues has characterized the program during the last twenty-five years, we see a trend toward pursuing these issues in more contextualized ways with multiple methods that capture more completely the complex nature of education.
Lyle Spencer established the Spencer Foundation with the conviction that basic research in the disciplines, as well as in the field of education, held great promise for increasing the effectiveness of education. From its inception, then, the Foundation initiated a number of fellowship programs under the leadership of its first president, H. Thomas James, designed to attract and hold a wide variety of scholars — those new to the academy and those well established there — to the study of questions relevant to education.

Throughout the 1970s and into the 1980s, this effort to increase the number of educational researchers was modest but consistent, building strategically on the availability of other sources of public and private funding in the late 1960s and early 1970s, especially for behavioral and social science research related to education. As these and other sources began to decline in the 1970s and then to diminish dramatically in the 1980s, and as academic job markets changed, the Foundation significantly increased its own investment in fellowships for the professional development of young researchers. It reconceived earlier initiatives and launched new ones in its desire to develop talent and bring the insights of all the disciplines to bear on the understanding and improvement of education.

EARLY INITIATIVES: 1971-1986

The first Annual Report of the Foundation (1971) provides evidence of the commitment of the Foundation to foster education-related research among young scholars. During its first year of grant-making, the Foundation made grants totaling $613,500 in two experimental fellowship programs: Seed Grants to Universities and a grant to the National Academy of Education to support Spencer Fellows and Academy Associates. Both programs sought to identify and encourage young talent for educational research and both utilized the ability of existing institutions to find the most able people and stimulate the most powerful research. Both programs continued as originally conceived into the mid-1980s.

SEED GRANTS TO UNIVERSITIES

As one of its first initiatives in 1971, the Spencer Foundation awarded Seed Grants of $90,000 each, to be used over three years, to five leading research universities which gave evidence of cross-disciplinary communication and high-quality educational research. In subsequent years, other institutions received Seed Grants of varying amounts. In each, the Foundation envisioned that an interdisciplinary committee of senior faculty members would be convened by the dean of the school or department of education to review and fund research proposals of young faculty members. Ideally, these projects would span two or more disciplines and develop new lines of inquiry into educational phenomena.

In practice, each university tailored its program to its unique setting and needs, with wide variation resulting. The amount of awards to individual scholars ranged from $100 to $11,500 in the early years, and these went to researchers from fields as diverse as sociology and pediatrics, educational psychology, and law. The studies supported covered a very broad set of concerns related to education ranging, as a 1973 report commented, “from the over-practical to the esoteric; from nationally-publicized ideas such as racial integration for schooling to purely technical matters of classroom management or methods of instruction.”

The Foundation continued to adjust the Seed Grant Program during the next fifteen years, eventually giving a total of...
$6,520,000 in Seed Grants to a total of twenty-four different universities, including a number of southern and/or historically Black institutions. In 1986, extensive evaluation of the program led President Lawrence A. Cremin to conclude that the Seed Grant Program was one of the Foundation's most important activities during a difficult time of receding resources for the work of the American educational research community, but that other approaches might better serve the purposes of the effort. Two alternatives were introduced to do so: a Postdoctoral Fellowship Program of greater reach and a Small Research Grants Program administered within the Foundation.

NATIONAL ACADEMY OF EDUCATION FELLOWSHIP PROGRAM

In a second initiative of 1971, the Spencer Foundation had awarded the National Academy of Education (NAE) approximately $55,000 per year for three years to fund and encourage young scholars. Through this initiative, which eventually spanned fifteen years, the strengths of the National Academy members proved invaluable. They selected five Spencer Fellows annually and provided them with an annual stipend ($7,500 at the Program's beginning; $10,000 by its conclusion) to pursue work of their own choosing (nearly two out of three studied processes related to individual learning and cognition). The NAE also named two Academy Associates per year and supported them more modestly to do summer research in consultation with a National Academy member, often on a policy-related topic.

Between 1972 and 1986, the NAE named a total of seventy-five Spencer Fellows (fifty men and twenty-five women) within five to seven years of having earned the doctorate (see Figure 1). Since deliberate

**Figure 1: Gender of NAE/Spencer Fellows 1972-1986**
efforts were made to identify young talent not concentrated in Academy members’ own institutions, these Fellows hailed from some fifty institutions of great diversity.

**SUPPORT OF SENIOR SCHOLARS AT THE CENTER FOR ADVANCED STUDY IN BEHAVIORAL SCIENCES**

The Spencer Foundation did not limit its early fellowship activity to those new to academe. It also attempted to locate sites of interdisciplinary exchange among the most creative and productive of experienced scholars and to stimulate and support educational inquiry there.

One such commitment, sustained since 1971, is to the Center for Advanced Study in the Behavioral Sciences (CASBS) in Palo Alto, California. Through some $3.5 million of investment for Spencer Fellows in Education, the Foundation has contributed to the support at the Center of three to twelve Spencer Fellows annually who have particular interests in issues of education, development, cognition, and the social contexts of learning. To date, ninety-nine men and forty-three women have pursued their own research during a year’s residency at CASBS and have enriched the intense exchange there across disciplinary boundaries.

**FROM THE MID-1980s TO THE MID-1990s: DEVELOPMENT OF THE FELLOWSHIP PROGRAMS**

During the mid-1980s, under the leadership of President Lawrence A. Cremin, the Spencer Foundation significantly expanded its efforts to attract and support a diverse group of Fellows interested in educational inquiry. Funding realities had changed. Even as the need for creative work in education expanded as access to educational opportunities in a democratic society expanded, the funds from public and private sources for scholars specifically interested in education declined significantly from the early 1970s. In the mid-1980s, this decline especially affected younger scholars. The Danforth, Rockefeller, and Woodrow Wilson Foundations had abandoned their fellowship programs for academic graduate training. Federal programs such as the National Defense Education Act Title IV fellowships were gone, and the National Institute of Education had been eliminated. In general, support for educational research was not a priority concern of foundations established during the interim. The Mellon Foundation, which did initiate programs for graduate student and postdoctoral support, explicitly excluded students in education, as did Ford in its minority graduate student fellowships.

![Figure 2: NAE/Spencer Postdoctoral Fellows, 1987-1995 Departmental Affiliation](image-url)
While funding was drying up, the academic job market was tightening up. Young talented researchers, well-educated in leading universities, were no longer able to obtain appointments in them; they found themselves in liberal arts and/or “teaching” universities, with limited time or resources to support the development of research competence and agendas. The stipend awarded to NAE/Spencer Fellows (the average was $8,800 in 1985) was inadequate to provide for a year’s leave of absence — the kind of time generally needed for publishing or charting new research ground. Earlier initiatives were reconceived; new initiatives were proposed.

THE NATIONAL ACADEMY OF EDUCATION/SPENCER POSTDOCTORAL PROGRAM

In 1985, the Spencer Foundation expanded both the number of fellowships given to researchers within five years of their doctoral degree (to twenty-five) and the amount of the stipend (to $25,000). These numbers continued to grow over the ensuing years; currently some thirty awards of $40,000 are given each year. The National Academy of Education enhanced the program in other ways as well, offering attendance for Fellows at two Academy meetings per year and providing the opportunity to present work at one of them. During its first ten years (1986-1995), the NAE/Spencer Postdoctoral Fellowship Program has received approximately $10 million in support from the Foundation and has awarded a total of 280 fellowships to scholars from a broad range of fields, almost evenly balanced between traditional disciplines and the field of education (see Figure 2). The Foundation is currently supporting an independent follow-up study of the Postdoctoral Program in order to assess the impact of the fellowships on individuals and on scholarship in the field.

THE SPENCER DISSERTATION FELLOWSHIP FOR RESEARCH RELATED TO EDUCATION

In 1971, H. Thomas James and the Directors of the Foundation had explored
a variety of ways of supporting advanced doctoral students, but they had held action in abeyance until reaching greater clarity about the best point of intervention in the doctoral “career line.” More than a decade later, newly-selected President Lawrence A. Cremin proposed the Spencer Dissertation Fellowship Program. Annually, this effort assists twenty-five to thirty young scholars interested in educational research in the completion of the doctoral dissertation, thus helping to ensure a continued growth of able researchers in the field.

Over nine years of the Program’s operation (1987-1995), the Spencer Foundation has supported 260 Dissertation Fellows with an investment of approximately $5 million. For the first seven years of its operation (1986-1992), the Woodrow Wilson Foundation administered the program; since 1992, it has been administered internally at the Foundation. With the encouragement of President Patricia Albjerg Graham, the Foundation enhanced the program by complementing monetary support (the stipend has grown from $12,500 to $17,000) with professional development opportunities. During the past three years, each cohort of Dissertation Fellows has come together three times for exchange across academic and intellectual boundaries. These young researchers from a variety of fields (see Figure 3) and approaches to the study of education share work with each other, senior scholars, and NAE/Spencer Postdoctoral Fellows in ways that are designed to build a strong community of scholars committed to educational inquiry, both within traditional disciplines and in departments and schools of education.

THE SPENCER SCHOLARS PROGRAM

Senior scholars have played a unique part in the Spencer Foundation’s efforts to encourage significant scholarship in the field of education. Thus, in 1988, under the direction of President Cremin, the Foundation initiated the Spencer Scholars Program to support the work of a small number of eminent educational researchers who are judged to be at “peak of career.” Given declining resources for the study of education, support for new or potentially risky research arenas was especially hard to come by; this program gave proven scholars time to reflect, integrate, break new ground, and contribute anew the learnings of significant research careers.

The awards, which are invitational, currently provide $350,000 over a three-year period.
to-five-year period, freeing awardees to pursue broadly-defined research agendas. Between 1988 and 1996, the Foundation has invited eighteen distinguished scholars from ten different institutions to become Spencer Scholars. Seventy-two percent are male. Roughly half have come from departments or schools of education, and half from traditional disciplines.

THE GRADUATE FELLOWSHIP PROGRAM INITIATIVES

In 1993, the Foundation introduced three new financial aid initiatives to support graduate students pursuing careers in educational research. In recommending the Graduate Fellowship Program, President Graham noted continuing decline in fiscal support for educational research in general and for training of researchers in education in particular, as well as concerns about the intellectual strength of graduate training programs facing new fiscal constraints and increasingly critical issues of educational practice and school reform. By providing new forms of financial support for full-time graduate study in education in a manner that would encourage rigor in the preparation of new educational researchers, the Foundation hoped to find yet another venue for strengthening the educational research community in general.

The Graduate Fellowship Program has three elements. First, the Research Training Grant Initiative has provided institutional block grants for student financial aid ranging from $450,000 to $900,000 over three years to six schools/departments of education which were widely regarded to have an existing strong research-training base upon which to build. Although initial thinking leaned toward traditional multi-year fellowships to students, the six schools ultimately developed a broad variety of financial aid arrangements for students in response to local needs. In addition, most of the schools attempted to implement a cross-disciplinary seminar to foster conversation in the larger faculty-student community about educational research in general and research training in particular. In three years of operation, the initiative has provided a total of more than $3.5 million in financial aid to students of education in the six institutions.

The second element of the Graduate Fellowship Program was the American Educational Research Association/Spencer Doctoral Research Fellowship and Travel Grant Program. In January, 1994, the American Education Research Association received a grant of $250,000, renewable over three years, to provide study and travel fellowships to students in a broad range of institutions. In the first two years of operation, the program has provided thirty-eight fellowships. By supplementing Spencer funding with AERA resources, program administrators have developed mentoring opportunities for fellowship recipients and sponsored national-level research training institutes, attended by Fellows and by invited senior scholars.

The third element of the Graduate Fellowship Program, the Spencer Mentor Network initiative, provided grants of $50,000 to individual faculty members who were strong educational researchers and active mentors of graduate students, to be used to support students working with them. In three years of operation, twenty-nine awards have been made to thirty-one faculty members, for a total expenditure of about $1.5 million. Slightly more than half of these awards were made to faculty located in schools/departments of education, and the remainder to faculty with joint appointments or with appointments in traditional disciplines. Spencer Mentor Network members have generated a variety of creative methods to support students, from full fellowships, to small stipends for participants in research groups, to travel funds.

Senior scholars have played a unique part in the Spencer Foundation’s efforts to encourage significant scholarship in the field of education.
From its beginnings, the Spencer Foundation has purposively invested in the future of the educational research community through its fellowship programs. In order to fulfill its mission of supporting research that gives promise of yielding new knowledge about education, the Foundation has been intent upon attracting talented scholars of any age and many disciplines to the study of educational problems. This commitment to the professional development of such researchers, especially those new to the field, has intensified over the years as other sources of public and private funding have declined and as the need for fresh and rigorous insight into the dilemmas of education has increased. Over the years, the Foundation has moved from the modest levels of support provided in the early NAE/Spencer Fellows Program, the Seed Grant Program, and the Support of Fellows at the Center for Advanced Study in Behavioral Sciences to the more substantial investments of thought and funds represented by the NAE Postdoctoral Fellowship Program, the Spencer Dissertation Fellowship Program, and the Spencer Scholars Program. Further, and most recently, the Graduate Fellowship Program has taken three routes into the arena of graduate education to support strong research training there — all with a view to assure that the best of thought and inquiry is brought to bear on the issues facing education for the twenty-first century.
From the early days of the Foundation up to the present, educational researchers have been encouraged through the provision of relatively small sums of money to explore new areas of inquiry, pursue added dimensions of larger investigations, or complete research already under way. In order to give added stability and cohesion to this form of funding, the Small Research Grants Program was formally established in 1986 under the leadership of President Lawrence A. Cremin. Since that time the Program has grown to be a vital part of the Foundation’s research grants programs.

The Small Grants Program responds to the needs of educational researchers who are at different stages of their professional life, and who are located in a variety of disciplines and institutions. The intent of the Program is to provide modest funds quickly. Award decisions are usually conveyed to applicants within two to three months from the time the proposal arrives at the Foundation.

In each of the first two years of its grant-making existence — 1987 and 1988 — $250,000 was allocated to the Program. Effective with the 1989 grant year, the amount available for awards was increased to $350,000. The Program continued to increase in popularity and value to the research community, and so, in 1993, the allocation was increased to $1.1 million per year. At the same time, the maximum award amount was increased. Prior to 1993, the maximum individual grant was $7,500; in 1993, this amount was increased to $12,000. This is much less than that typically awarded to Major Research Grant recipients. Yet, because of the modest size of the award, since 1990 the total number of scholars supported by the Small Grants Research Program has exceeded the number of Major Grants awardees (see Figure 1). The increase in the number of Small Grant awards reflects both the rising number of high-quality applications and the increases in the size of the Program budget.

### RESEARCH OPPORTUNITIES CREATED

What kinds of opportunities has the Small Grants Program created for educa-

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1 Dr. Banerji’s three-year term as Associate Program Officer expired in July, 1996. During her tenure at the Spencer Foundation, one of her responsibilities was the administration of the Small Research Grants Program.
tional researchers? As far as topical focus of Small Grant projects is concerned, the patterns are not dissimilar to those for the Major Grants Program. If there is a difference, it lies in the tendency of Small Grant recipients to "test the boundaries" of a discipline or topic conceptually or methodologically.

Although it is difficult to categorize the purposes of the grants in the Program, we can identify several major ways in which these grants have been used in the ten years since the formalization of the Program. The first and predominant use is for "pilot" studies. Scholars entering a new domain of educational research need resources for initial explorations to see whether their ideas hold any promise. For example, economist John Kain of Harvard University had spent a significant portion of his academic career analyzing issues related to urbanization but had not been engaged specifically in research on educational issues. When he first became interested in studying the interrelationships between residential segregation and school outcomes, he applied to the Small Grants Program to help him take the first steps down this new path. The pilot study generated promising preliminary findings; it enabled him to build the foundations of a full-blown new research agenda on the educational impact upon minority students of movement to the suburbs. Similarly, funding through the Program supported Indiana University sociologist Pam Walters' preliminary research on class conflicts over education in the South at the turn of the century. This research helped her to lay the groundwork for a larger historical analysis of group interest, organizational mobilization and resulting educational policy.

These are just two illustrations of how pilot research supported by a Small Grant can lead to a fully-developed major research project. Over one third of the total number of grantees in the Program since 1991 have subsequently received research grants from sources other than the Foundation. These grants have come from the Federal government, from private foundations, and from sources internal to the scholars' universities. In addition, a significant number of recipients are successful in their applications to Spencer's Major Research Grants Program. Our data suggest that in the last ten years there have been at least twenty researchers whose Spencer Small Grant helped them to develop larger projects that have later been supported by Major Grant moneys. In addition, several Small Grant recipients have subsequently been awarded Spencer Postdoctoral Fellowships by the National Academy of Education.

Second, Small Research Grants have been frequently used to accelerate the pace of ongoing work, extending prior research, or completing a larger project. For example, the University of Pennsylvania's Vivian Gadsden started her study of the intergenerational uses of literacy among African-American women during her year as an NAE/Spencer Postdoctoral Fellow, but she continued to work on this project in subsequent years. Help from the Small Grants Program funded specific elements of her larger research project. A Small Grant
enabled Carole Hahn of Emory University to continue her examination of how social studies curriculum influences the political socialization of adolescents in five Western democracies. In 1995, John Meyer and Francisco Ramirez of Stanford University received funding to extend their cross-national research on educational systems and to focus on global changes in university curricula from 1895-1990. Maris Vinovskis of the University of Michigan used his grant to complete his study of congressional oversight of federal research on education.

Third, researchers turn to the Small Research Grants Program to help them focus on a set of new and unfamiliar questions related to education that are generated from the main body of their research, which is not directly concerned with education. For example, Lauren Benton, who teaches humanities at the New Jersey Institute of Technology, has published several books on the training of workers in industrialized countries. Her work on contemporary conditions of worker training raised broader historical questions about links between education and the legal treatment of subordinate populations by dominant groups. A Small Grant helped her to pursue these issues. In her final report to the Foundation, Benton emphasized how useful the grant had been to the progress of the research, but in addition, she stressed how the grant “legitimated” her switch into a new, though related, area of research.

A fourth category of Small Research Grant projects directly attempts to connect issues of theory and educational practice. An illustration of this use of funds is Nancie Atwell’s project on the teaching of writing. Based on her experiences as a teacher, Atwell published in 1987 a book titled *In the Middle: Writing, Reading and Learning with Adolescents*. The book had a significant impact on the teaching of writing in middle schools, and to date has sold over 250,000 copies. In her application to the Program in early 1995, Atwell requested support to enable her to go back into the text from a fresh perspective. At the core of her proposed work is a reconsideration of the writer’s workshop pedagogy, based on analysis of her own experiences in the classroom in the years since *In The Middle* was first published. In addition, she argues that her own viewpoint has been influenced by the work of scholars and teacher-researchers. Atwell believes that a revised and expanded edition of *In The Middle* that focuses on the complexities inherent in a teacher’s role will make a valuable intellectual and practical contribution to the pedagogy of writing.

Funding from the Small Grants Program has enabled some researchers to investigate unusual topics. An example: Eric Cummins, a historian at San Jose State University has long been interested in prison life. His Small Grant project focused on educational activities in California prisons. As a part of this research, Cummins was able to construct a comprehensive portrait of the informal education that gangs provide for their incarcerated members. He found that gang-organized educational activities, such as training in basic literacy skills, are in some cases the only form of education available, and that the influence of this socialization and recruiting process lasts well beyond the member’s release from prison.

Small Grant support has helped to bring together researchers whose projects, and by implication, their contributions to educational research, are strengthened by the cross-fertilization of ideas implicit in such collaborations. For instance, in prior work, Nancy Budwig, a psychologist at Clark University, has shown how verbal interaction between a mother and her pre-school child can influence the child’s successful integration into school life. Budwig had conducted her original research in the
United States and in East Germany. However, in a Small Grant-funded project, she teamed with Nandita Chaudhary, a child-development researcher from India, to test whether theories of early language socialization developed in the West can be applied to non-Western populations. A different sort of collaboration was built by Mark Faust and Ronald Kieffer of the University of Georgia. With the help of Small Grant funds, these two university-based researchers teamed up with an elementary school teacher and a secondary school teacher to explore how portfolio evaluation can be used to examine issues in teaching and learning in the classroom.

CHARACTERISTICS OF SCHOLARS FUNDED

One of the main aims of the Small Grants program has been to support scholars at different stages of their careers. The Foundation hopes to fund junior as well as senior researchers, and to support outstanding scholars located in institutions that are not as well known for research as well as those in major research universities. Therefore, we are interested in various characteristics of the scholars who receive funding and in trends in these characteristics. Comparing Small Grant recipients to those in the Major Grants Program is useful because it helps the Foundation assess the extent to which the Small Grant Program has been able to perform the flexible outreach for which it was designed. We are able to address the same set of questions to both programs in order to evaluate whether the characteristics of researchers differ for the two research grants programs.

While comparison of Small Grants recipients with those in the Major Grants Program shows a similar gender distribution — roughly half men and half women in each program — there are distinct differences between the two programs with regard to the institutional location of the grantees and with regard to the stage of their careers at which they receive funding. For example, although close to 50 percent of Small Grants in most years between 1986 and 1996 were awarded to scholars in major research universities, the other 50 percent went to outstanding researchers at institutions not as well known for their strength in research activities. Traditionally,
researchers successful in the Major Grants Program have tended to be faculty members at major U.S. research universities. As Figure 2 shows, between 1986 and 1996, on average, only about 25 percent of principal investigators receiving Major Grants funding were located in universities other than “Research I Universities” according to the Carnegie Classification, compared to the roughly 50 percent of Small Grant recipients at such institutions. This comparison suggests that the Small Grant Program is reaching scholars at a more diverse set of institutions, as it was intended to do.

The Small Grants Program appears to be successful in supporting research by scholars at more varied and earlier stages in their research careers. Figure 3 shows that in the Small Grants Program, established researchers (defined as those who earned their doctorates ten or more years prior to receiving funding), comprise a third to a half of all grantees. In Major Grants, by contrast, established researchers account for half to three-quarters of all grantees.

The difference between the two programs is more pronounced with regard to support for younger scholars (defined as those with five years or less having elapsed since receipt of their doctorate). Figure 4 shows that in most years, younger scholars comprise about a quarter of all Small Grants recipients, while they typically account for 10 percent or less of Major Grant recipients.

The Foundation, through each of its programs, is committed to extending, improving, and refining the available knowledge about education. By virtue of its flexibility and its commitment to fund scholars at different stages, disciplines and institutional locations, the Small Grants program plays a crucial role in the Foundation’s efforts to support research on education.
CURRENT FOUNDATION INITIATIVES

Peggy Mueller, Associate Program Officer

In the first half of the 1990’s, the Foundation focused its attention on ways to support the renewal of the educational research community. These efforts included strengthening the Foundation’s Dissertation Fellowship Program, working to build stronger connections between experienced researchers and researchers at early stages in their careers, and providing support for the doctoral training of graduate students planning to become researchers in education.

In the second half of this decade, the Foundation seeks to address the ways in which the value of research on education can be enhanced through efforts to identify and support high-quality research on educational practice; exploration of the role of the school practitioner as a researcher; experiments in disseminating significant findings from educational research to a broad public; and through a limited number of conferences initiated by the Foundation to examine the current status and potential future directions of research in specific areas of education.

**RESEARCH ON PRACTICE, RESEARCH BY PRACTITIONERS**

The primary mission of The Spencer Foundation is the support of field-initiated research that has as its fundamental purpose investigating ways in which education can be understood and improved. Accordingly, the Foundation has received and supported, from its inception, projects which examined important aspects of educational practice. These projects have usually come from researchers situated in colleges and universities and characteristically have followed the modes of academic research in the social sciences. In recent years, there has been considerable discussion of whether research on practice can fully capture the needed knowledge without adding research methods less well-developed and less well-understood than traditional social science modes. At the same time, it has been suggested that research conducted in school sites by educational practitioners may offer specific and useful knowledge about education which can best be, perhaps only be, generated out of the experience of the practitioner.

The Foundation has begun to explore in a sustained way the relationship of research to practice by renewed efforts to consult and think carefully about the characteristics of strong research on practice. In a research grant program jointly supported by the John D. and Catherine T. MacArthur Foundation, the Spencer Foundation supports research projects illuminating a particularly important area in the practice of education, professional development programs and policies for adults working in schools. Concurrently, the Foundation has initiated a grant program to support increased communication and mentoring among practitioner researchers.
aimed at defining and strengthening the character of such research.

The Professional Development Research and Documentation Program is derived from the two Foundations’ shared concerns about the need for significant change in the continuing education of teachers, administrators, and other adults working in elementary and secondary schools. The Program supports research aimed at providing relevant information for policymakers and educators about how to implement and sustain effective professional development. Since its inception in Fall, 1995, the Program has generated widespread interest among schools, universities, and other agencies interested in adult professional learning.

The Practitioner Communication and Mentoring Program stems from the growing phenomenon of research defined and conducted by practitioners in schools. Typically known as teacher-research, this emerging form of inquiry undertaken by “insiders” on their own teaching and their students’ learning is increasingly regarded as a potential source of added understanding and knowledge which is difficult to access through formal academic research paradigms. As a concurrent action, the Foundation reviewed its publications to clarify that proposals from practitioners were welcome in its Major Grants and Small Grants Programs.

DISSEMINATION OF FINDINGS FROM EDUCATIONAL RESEARCH

The efforts described above assume that the value of educational research can be enhanced by exploration of the ways in which new voices and new modes add to those already well-established. A further way to enhance the value of educational research is to bring its significant findings — on many different sides of educational issues and policies of public import — to the attention and consideration of a broad public. The Foundation has invited and supported a limited number of dissemination experiments aimed at testing how print publications and electronic media can present important research findings in an interesting, relevant and objective fashion.

INVITATIONAL CONFERENCES

Yet another way to benefit from educational research is to identify specific areas which seem ripe for reflection in order to optimize their usefulness in understanding and improving education. While the Foundation has undertaken such conversations from time to time throughout its history, our current intent is to establish such conversations, on an invitational basis, in a sustained and ongoing way. Beyond the value to those conducting research in specific areas, we anticipate that conferences of this sort, of modest size and duration, may be another way to connect younger members of the educational research community with experienced researchers in their field.

Associate Program Officer Mark E. Rigdon joined the Foundation staff during the summer of 1996. His responsibilities include work on the Professional Development Research and Documentation Program as well as the Spencer Mentor Network and the AERA/Spencer Graduate Fellowship Program.

In the second half of this decade, the Foundation seeks to address the ways in which the value of research on education can be enhanced.
Lyle Spencer developed the formative idea for his educational publishing firm while a graduate student at the University of Chicago. The firm’s headquarters were in Chicago, and it was here that Mr. Spencer spent his adult life. Thus springing from the Chicago community, the Spencer Foundation has benefited from, and has sought to preserve, a close relationship with that community. The Foundation’s activities in Chicago have clustered around three main enterprises:

- the funding of research by scholars based in Chicago; since 1971 the Foundation has granted close to $19.5 million to researchers at twenty-seven institutions in Chicago;
- support for research and analysis aimed at strengthening and reforming the Chicago Public Schools; since 1977 the Foundation has granted $4.2 million through twenty-eight grants for school reform in Chicago; and
- support for strengthening philanthropy in Chicago.

In 1971, the Foundation’s first grant-making year, two grants out of a total of six were awarded to Chicago-area institutions. These grants were for the support of young research faculty at the University of Chicago and Northwestern University. Since 1971, 195 scholars in the Chicago area have been funded. This number includes forty-five Spencer Dissertation Fellows, ten Spencer/National Academy of Education Postdoctoral Fellows and 140 recipients of research grants.

The institutional base of these scholars has largely been Chicago-area colleges and universities: DePaul University, Governors State University, Loyola University, National-Louis University, Northeastern Illinois University, Northwestern University, Roosevelt University, University of Chicago, University of Illinois at Chicago, and Wheaton College. However, other institutions have included Michael Reese Hospital and Medical Center, National Opinion Research Center, North Central Region Educational Laboratory and the Newberry Library.

In addition to the support of educational research and researchers, the Foundation has supported activities connected with school reform in Chicago since 1977. The Foundation’s first grant for this purpose was $508,000 to the Center for Urban Education of the Chicago Board of Education for research on urban education. Between 1977 and 1988, when the Illinois legislature passed fundamental school reform legislation for Chicago, the Foundation awarded $1.2 million in grants for research on educational improvement in the Chicago public schools. Since the 1988 school reform act, the Foundation has granted a further $3 million for research to help make school reform effective in Chicago. Almost all the academic and civic institutions studying schooling and the school reform effort in Chicago have been the recipients of Spencer support, including the Chicago Panel on Public School Finances and Policy, the Chicago Urban League, the Civic Committee of the Commercial Club of Chicago, the Community Renewal Society, the Consortium on Chicago School Research, and Designs for Change. The Foundation continues its commitment to school reform through participation in the Chicago Annenberg Challenge and on-going support of the research community addressing school improvement.
and school reform in Chicago. This group of researchers is among the leaders in the country in bringing research to bear upon school performance and school improvement.

Finally, the Foundation has been an active participant in efforts to strengthen communication, collaboration and professionalism in the philanthropic community in Chicago through its support of the Donors Forum of Chicago which began in 1972 as the Chicago Foundations Group. Spencer's first president, H. Thomas James, was also the first president of the new organization, which by 1974 brought corporate philanthropic programs and independent private foundations together in a renamed organization — the Donors Forum. The Donors Forum has been supported by the Foundation with grants for its research library, its core operating budget, and special projects such as the development of a computerized database of grant-making by foundations and corporations in greater Chicago.
Lyle Spencer considered at length the purpose which he saw as central to the work of the Foundation, and both in notes made for his own use and in discussions with others he consistently emphasized the value of research as a lever to understanding and improving education — both in and out of the classroom. Ralph Tyler, one of the Foundation’s early directors, has written of an afternoon of conversation with Mr. Spencer in 1967, a year before his death, in which he discussed his hope that the Foundation would stimulate research relevant to educational problems and would encourage the use of research to improve educational practice. The administrative structure and history of the Foundation have been driven by that purpose.

At a special meeting of the Directors of the Foundation in September, 1968, after Lyle Spencer’s death in August of that year, the Directors authorized a search for “a full-time professional educator to conduct the program of the Foundation.” At the same meeting, the Directors appointed as Secretary of the Foundation Marion Goodwin Faldet, who had worked with Lyle Spencer in his company, Science Research Associates. Ms. Faldet was the first full-time employee of the Foundation and served until her retirement in November, 1992.

In April, 1970, the Board concluded its search for a full-time President with the appointment of H. Thomas James, then Dean of the School of Education at Stanford University. Dr. James began his tenure in September, 1970, and the Foundation’s first full year of grant-making began in 1971.

A major pattern in the Foundation’s management has been continuity, both in its Board and in its Presidents. The nine individuals who were members of the Board of Directors of the Foundation in 1970 served an average of eighteen years. The Foundation’s first full-time President, H. Thomas James, served for fifteen years. With the exception of the first President, the two succeeding Presidents of the Foundation served as members of the Board prior to their appointment as President. Lawrence A. Cremin, who became the Foundation’s second President in 1985, served as a Director for twelve years prior to his appointment (1973-1985). Patricia Albjerg Graham, who became the Foundation’s third and current President in 1991, served as a Director for eight years prior to her appointment (1983-1991). This continuity of memory and experience, together with the expressed intent of the founder and the increased social need for the Foundation to remain committed to research about education as others have reduced or discontinued their support, have kept the Foundation true to its original mission for a quarter of a century.

A second major pattern of the Foundation’s management has been to balance Board membership between knowledgeable business and civic leaders and the education and educational research community. Thus, in 1970, the Board included Ralph W. Tyler and Jacob W.
Getzels, leading scholars in the social sciences; T. Vincent Learson, President of IBM; and Charles Dollard, a former President of the Carnegie Corporation. Shortly thereafter, the Board added Lawrence A. Cremin, a distinguished historian of education; and Donald Platten, the President of Chemical Bank. More recently, the Board has included such leading scholars as Linda Darling-Hammond and William Julius Wilson; the scholar/administrator Donna Shalala; and David S. Tatel, Judge on the Court of Appeals for the District of Columbia. This balance between scholars and the larger society has kept the work of the Foundation connected to both of the constituencies it seeks to serve. A full list of the Foundation’s Directors, 1971-1996, is presented on pages 40 & 41.

A third major pattern of the Foundation’s management has been the increasing professionalization of its staff as the size and scope of its grant-making increased. In the early years of the Foundation, the staff consisted of the President, the Secretary, three part-time graduate students, and a small number of support staff. The pattern of heavy reliance on part-time graduate students continued until 1992. However, by 1992 the size and scope of the Foundation’s grant-making, the addition of an internally-managed fellowship program, the increasing formalization of the Foundation’s external peer-review process, and the expansion of programs such as the Small Grants Program, made it impractical to continue to operate with part-time graduate students, serving essentially as “first readers” with no one other than the President and Secretary to manage the subsequent tasks of communication, review processes, and ultimately, consultation with the Board of Directors.

Between 1992 and 1996, the professional staff of the Foundation grew first by the addition of two experienced scholar/administrator.
...the Foundation should exist into the indefinite future, because fresh research into the nature of education and problems in the practice of education will have enduring social value.

As Figure 1 indicates, the “buying power” of the corpus of $79.2 million has been sustained, and has modestly increased, measured in constant 1973 dollars, to $91.2 million. Total assets also have increased somewhat in constant 1973 dollars.

The investment policy of the Board of Directors has been and remains to assume that the Foundation should exist into the indefinite future, because fresh research into the nature of education and problems in the practice of education will have enduring social value. As a result, from inception its policy has been to assume appropriate risk in the financial markets in order to have the resources to mount effective grant programs and, at the same time, preserve the value of the Foundation’s principal. From 1973 to 1983, the amount of the Foundation’s assets allocated to equity holdings was fairly traditional for foundations, usually ranging from 55 to 70 percent.

In 1983, the allocation of assets to equities rose to over 80 percent, and in 1985, in a fundamental investment decision, the Board chose to commit virtually all of the Foundation’s assets to the domestic and foreign equity markets. In a carefully-reasoned policy text, the Board noted that the history of returns in traditional debt markets was not equal to that of equities, and that foreign equities have historically had a relatively low correlation with the domestic equity market. The Board committed itself to implementing this policy through active portfolio managers, and established an overall portfolio allocation of approximately 80 percent to domestic equities, up to 10 percent to foreign equities (subsequently raised to 20 percent), and the remainder in existing real estate investments and cash or cash equivalents. As Figure 1 indicates, this policy produced evident progress toward regaining the value of the Foundation’s assets in constant 1973 dollars.

In 1993, the Board made a further adjustment in its investment strategy. While recognizing that the Foundation’s unusually
aggressive commitment to the equities markets had proved valuable, the Board addressed the issue of whether to continue this strategy through active managers or to move to various indexed investment vehicles. Of concern was investment expense, the main component of which was management fees. In 1973, these expenses were $242,000. By 1985, the portfolio had tripled in value and investment expense had risen roughly two and one half times, to $603,000. However, by 1987, investment expense had grown to almost $1.5 million, and remained at approximately that level annually until 1994. Believing that the commitment to equities was prudent, but that it was desirable to reduce investment costs, the Board moved half of the domestic equity portfolio to an S&P 500 Index fund, allocating the other half to a single active manager (the Foundation’s foreign equities portfolio had been moved to a foreign equities index fund in 1992).

Thus, since 1994, the bulk of the Foundation’s assets has been passively managed. As a result, investment expense has dropped to one-third its prior level, ranging between approximately $400,000 and $500,000 annually. While the commitment to equities has clearly helped to heal a loss of real dollar value in the Foundation’s resources, it is too early to assess the recent move to a largely indexed portfolio. It is fair to say, however, that just as the Foundation has remained constant in its mission, it has also remained constant in its investment convictions.

The positive results of maintaining the real dollar value of the Foundation’s assets is illustrated in Figure 2. As that figure indicates, the maintenance of the Foundation’s “grant-making power” has permitted continuity and growth in each of the Foundation’s main program areas. Figure 3 indicates that administrative expenses, measured as a percent of grants, has remained relatively constant across the entire twenty-five years of the Foundation’s grant-making.

...the maintenance of the Foundation’s “grant-making power” has permitted continuity and growth in each of the Foundation’s main program areas.
1962-1996

Board of Directors

Lyle M. Spencer
1962-1968

Harlowe E. Bowes
1962-1975

Charles Dollard
1962-1975

Frank L. Bixby
1967-1990 & 1991-present

Ralph W. Tyler

T. Vincent Learson
1968-1984

Catherine M. Spencer
1969-1991

Jacob W. Getzels

Farwell Smith
1970-1988

H. Thomas James
1970-1985

Donald C. Platten
1971-1979

Lyle M. Spencer, Jr.
1972-1990

Lawrence A. Cremin
1973-1990

THE SPENCER FOUNDATION

1962-1996

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T. Vincent Learson
1968-1984

Catherine M. Spencer
1969-1991

Jacob W. Getzels

Farwell Smith
1970-1988

H. Thomas James
1970-1985

Donald C. Platten
1971-1979

Lyle M. Spencer, Jr.
1972-1990

Lawrence A. Cremin
1973-1990

THE SPENCER FOUNDATION
Franklin H. Williams 1973-1989
George A. Ranney, Jr. 1983-present
Patricia Albjerg Graham 1983-present
David S. Tatel 1987-present

William Julius Wilson 1987-present
Donna Shalala 1988-1993
John S. Reed 1988-present
Robert LeVine 1991-present

Lee S. Shulman 1992-present
Mary Patterson McPherson 1993-present
Albert Shanker 1993-present
Magdalene Lampert 1994-present
THE SPENCER FOUNDATION STAFF, SEPTEMBER 1996
Seated (left to right); Lisa Lattuca, Patrick Sheahan, Doris Fischer, David Matthews, Carrie McGill, Mark Rigdon, Martin Robinson. Standing (left to right); Nidhi Mehrotra, Craig Joseph, Peggy Mueller, Mary Jo Miller, Kathryn Gray, Rebecca Barr, Catherine Lacey, Patrizia Albjerg Graham, John Barcroft, Ines Milne, Josephine Craven, Elizabeth Carrick, Therese Pigott, Cynthia Bentel, Mary Ellen Natonski. Not pictured: Jennifer Savarirayan and Janet Szymanski. (Photo: Stuart-Rogers)
Throughout this century, the dominant mode of educational research has been scientific. For many “scientific” was synonymous with “scholarly,” as, in fact, the Germans and Russians use the terms “Wissenschaft” and “nauka.” Although educational psychologist Edward L. Thorndike was generally acknowledged as the father of the science of education with his studies on learning beginning in the early years of this century, even John Dewey, a man whose interests in education went far beyond Thorndike’s narrower focus, used the term in one of his most famous essays, “Progressive Education and the Science of Education” (1929). The leading organization promoting the study of education changed its name from the National Society for the Study of Education to the National Society for the Scientific Study of Education in 1903 and returned to its original name in 1909.

The scientific tradition, though increasingly frequently challenged in the twentieth century, has persevered. It is the tradition of our founder, Lyle Spencer, whose studies at the University of Chicago enabled him, he believed, to utilize the findings of the behavioral sciences in order to understand and to improve education. He was financially successful in his company, Science Research Associates, and attributed his success to his scientific understandings gleaned from his studies as well as to his business acumen acquired in the Chicago marketplace. He endowed this Foundation in order to support research about education. One imagines that his mid-century model of research met most of the canons of the scientific paradigms then current.

During our twenty-five year history, we at the Spencer Foundation have wisely eschewed the trendy but academically dubious enthusiasms which have gripped educational research. We have not been supporters of the action research current in the early years of our history nor have we leaped to fund most of the work undertaken in schools of education, much of it methodologically mediocre and intellectually vacuous. Instead, we have concentrated our attention upon studies which were rooted in an academic discipline, though for a decade or more we have avoided the term “scientific” in describing them. Such disciplines provided both a framework for the study and a body of recognized scholarly literature.

These identification points, the framework and literature, helped us understand the study. They also helped us understand the researcher. Nearly all were faculty members at one of a small number of major research universities in which their academic destinies were determined in large part by their successful completion of studies which their peers at their own and at other universities found comprehensible and deemed significant. About two-thirds were in academic departments, and about one-third in a very small number of schools of education.

In short, the system for major grants that we have used for the last two decades has served us well. The issue we face now is what adaptation we need to make to support studies of educational practice. While some university-based research on practice is ongoing and has been represented on our Board by Linda Darling-Hammond, Lee Shulman, and Magdalene Lampert, and has occasionally been supported by us, our present procedures and our institutional culture do not make funding of studies of educational practice easy.

Lyle Spencer wrote of funding research that would improve educational practice. Unquestionably some basic research of the scientifically reputable variety can achieve that goal. As has been frequently observed, nothing is as practical as a good basic idea. But it is also possible that some research focused directly on practice and the means of improving it can achieve that goal as well. Our discussions at our Board meeting a year ago affirmed our desire to explore more investigations of practice. We agreed to undertake two particular kinds: (1) the joint program with the John D. and Catherine T. MacArthur Foundation for support of research about the professional development of adults who work in the schools; and (2) research initiated by practitioners dealing with dilemmas of their educational practice.

What we have learned from the research about professional development is that most proposals wish to support professional development
itself, not investigate it. Thus far, nearly all proposals have come from school or university people interested in school practitioners. We have not heard from many persons in other fields who are also interested in the professional development of their workforce, be it in medicine, banking, social work or whatever.

Our initial inquiries into practitioner-initiated research have concentrated upon finding a staff person who could assist us with this venture. Initially nearly everyone with whom we talked seriously about this position conceived of it as a means of professional development for the practitioner, not as a means of bringing new knowledge that would be helpful to education. We do not object, certainly, to enhancing the skills and deepening the insights of individual practitioners, but our intention as a foundation is to increase knowledge about education with the hope that some of that knowledge may improve the practice of education. We are delighted, therefore, to have appointed as a Senior Advisor, Courtney Cazden, recently retired from a professorship at the Harvard Graduate School of Education; and Marty Rutherford, who recently received her doctorate at the University of California, Berkeley, to assist us in our efforts to support studies of practice.

Understanding and improving the practice of education falls dramatically outside the scientific paradigm that has driven much university-based educational research in this century. Whether that will continue to be so remains to be seen.

Not only do studies of practice typically depart from the traditional tight research designs common to good work in the social and behavioral sciences, but most also rely heavily on “qualitative methodologies” whose interpretive canons are less well defined or understood than the statistical manipulations common to quantitative methodologies. To the uninitiated (of whom there are many!) any mode of inquiry that does not rely heavily on numbers, control groups, sampling, or surveys is “qualitative.” For these, qualitative is non-quantitative, not a helpful or clarifying definition. Nonetheless, insights that are fundamental to understanding and improving education are often likely to come from observation, analysis, reflection, historical inquiry or philosophical investigation. In the current definitions these are all “qualitative methodologies.”

Confounding the confusion about research on educational practice with the debate on quantitative and qualitative methodologies is the additional discussion about practitioner knowledge and its role in educational research. Many of us believe that intelligent and gifted persons who work in schools know many things about children, schools, and education that are valuable and would be useful contributions to the research literature. Few of us, however, know how to capture that knowledge and express it in coherent forms that would add to the cumulative knowledge about education that research ordinarily tries to augment.

Much of this debate focuses upon what counts as knowledge. This is not a new question. Today many advocates of teacher research would argue that “knowledge from practice” is as valid as “knowledge from research.” Traditional researchers, on the other hand, would challenge that assertion since most “knowledge from practice” does not appear to meet the usual requirements of reliability, validity, predictability, or replicability. It is often highly context-specific, which allows it to pursue issues much more deeply, but which may limit its breadth of application.

Our dilemma is deciding how to judge both kinds in a research environment in which the canons of objective knowledge are being challenged by the social constructivists, who believe that the culture and context of the time determine our understandings of what is true and important. We believe that learning how to make those judgments and then recommendations to the Board is our highest priority for the coming years.

Patricia Albjerg Graham
President
In the fiscal year ending March 31, 1996, the Foundation made payments on grants and fellowships totalling $12.9 million. These payments included $4.9 million in the fellowship programs, and $8 million in the research and other grant programs. In addition, it authorized 220 new grants and fellowships totalling $8.6 million. These payments and authorizations were allocated to the following programs:

The Major Research Grants Program, supporting research projects longer than one year in duration and requiring more than $12,000 in grant support;

The Small Grants Program, supporting research projects up to one year in duration and with cost requirements of $12,000 or less;

The John D. and Catherine T. MacArthur Foundation/Spencer Foundation joint research and documentation grant program for professional development, which supports research on successful policies and practices furthering the professional development of adults working in schools;

The Practitioner Research Communication and Mentoring Grant Program, an experimental program to support communications and networking among researchers employed in schools;

The Spencer Dissertation Fellowship Program, offering approximately 30 fellowships for completion of the dissertation to graduate students who have completed all other requirements for the doctoral degree;

The National Academy of Education/Spencer Postdoctoral Fellowship Program, offering approximately 30 postdoctoral fellowships for scholars within five years of the award of their doctoral degree and;

Scholars in Residence at the Center for Advanced Study in the Behavioral Sciences.

In addition to these ongoing programs the Foundation supports on a severely limited basis the convening of working groups of researchers addressing concerns in specific areas of educational research. Such support is usually at the initiative of the Foundation.

Finally, the Foundation continues to experiment with ways in which the early stages of doctoral study in the field of education might be supported and methods by which research results might be more broadly disseminated. Because they are intended as experiments, these projects are conducted solely at the invitation of the Foundation.

More information on specific programs, as well as a description of the Foundation's review processes, can be found beginning on page 48.

In all of its activities, the Foundation staff benefits enormously from the advice and guidance of others. In perhaps the foremost instance, our active and engaged board of directors sets policy and makes final decisions on grants.

The Program Advisory Committee for the Major Research Grants Program brings expertise from different disciplines to the review of proposals and to the identification of appropriate peer reviewers for individual projects. The Professional Development Research Advisory Committee performs the same function for our joint program with the MacArthur Foundation, as does the Practitioner Research Communication and Mentoring Advisory Committee for our grants in that program. The membership of these committees is listed on page v; we are deeply grateful for the thought and time they devote to strengthening our review process.

We could not operate a field-initiated research grants program without the willingness of scholars, in the many disciplines and fields we support, to serve as peer reviewers. In the last fiscal year, 165 scholars served as reviewers. We are grateful for their interest in furthering strong projects in educational research.

In a parallel fashion to the research advisory committees, the Foundation's Dissertation Fellowship Selection Committee, whose membership is listed on page v, did yeoman work in identifying the 1996 recipients of these fellowships from an excellent field of 640 applicants. Additionally, the Committee continued to provide useful guidance on ways to build communication among the fellowship recipients and between them and established scholars.

Since our last report, the professional staff
of the Foundation has seen the departure of two Associate Program Officers: Rukmini Banerji and Elizabeth Lynn, whose three year terms at the Foundation concluded in summer, 1996. Rukmini and Elizabeth were the pioneers in developing and defining the Foundation's rotating-term policy, which brings fresh insights from diverse fields and disciplines into the Foundation's staff and returns our staff to their fields with, we hope, a broadened knowledge of significant research activity throughout the world.

Rukmini Banerji was an exceedingly valuable colleague in our Major Research Grants Program, and she dramatically developed the uses of our Small Research Grants Program. Elizabeth Lynn was a key resource for the Foundation's Fellowship Programs and contributed mightily to the development of our new graduate student initiatives. We shall miss them.

At the same time, we welcomed to the staff three new Associate Program Officers who began three-year terms at the Foundation in summer, 1996. Lisa Lattuca, Mark Rigdon and Therese Pigott bring new and diverse experiences and perspectives to the grant-making work of the Foundation, and we consider ourselves fortunate to have attracted them as colleagues.

John H. Barcroft
Vice President
APPLICATION INFORMATION AND REVIEW PROCEDURES

GENERAL SCOPE OF SUPPORT

The Foundation defines education broadly to include all the situations and institutions in which education proceeds, across the entire life span. It has as its primary mission, by the intent of its founder, “to investigate ways in which education can be improved, around the world.” To achieve this goal, the Foundation is committed to supporting high quality investigation of education through its research programs and to strengthening and renewing the educational research community through fellowship programs and related activities. An important expectation of the Foundation is that the activities it supports, taken together over the years, will contribute significantly to the enhancement of educational opportunity for all people.

The research programs, comprised of Major Research Grants, Small Research Grants, and Professional Development Research Grants support work that shows promise of contributing new knowledge, insight, understanding, and improvement of educational thought and practice. The fellowship programs support educational researchers at different stages of their professional careers, providing resources to both young and senior researchers to pursue concentrated intellectual activity. Practitioner Research Communication and Mentoring Grants support strengthening of the research capacity of researchers employed in schools.

As a matter of policy, the Foundation is unable to support requests for capital funds, operating or ongoing program expenses, direct support for teacher or staff preservice or inservice training, funds for developing tests, curricula, or programs, and grants for travel fellowships.

INFORMATION ON RESEARCH PROGRAMS

The Foundation’s Major Research Grants Program responds to research projects requiring more than $12,000 in grant support. Researchers seeking support should submit a brief preliminary proposal. There are no specific deadlines for preliminary proposals; they are welcome at any time. As a general policy, the Foundation does not accept full proposals for the Major Research Grants Program unless it has requested them on the basis of a preliminary proposal. The Foundation’s Program Information brochure provides detailed information on the nature and content of preliminary proposals, and applicants are encouraged to review the brochure before developing their preliminary proposal. The brochure is available from the Foundation and is distributed widely within the educational research community. Inquiries about the Major Research Grants Program should be addressed to:

John H. Barcroft
Vice President
The Spencer Foundation
900 North Michigan Avenue, Suite 2800
Chicago, IL 60611-1542

The Foundation’s Small Research Grants Program supports research projects with grant budgets of $12,000 or less. There are no pre-established deadlines, and proposals are welcome at any time. Unlike the Major Research Grants Program, a preliminary proposal is not required. Detailed information on the nature and content of a Small Grant proposal is found in the Program Information brochure which is widely distributed as well as available from the Foundation. Inquiries about the Small Research Grants Program should be addressed to:

Small Research Grants Program
The Spencer Foundation
900 North Michigan Avenue, Suite 2800
Chicago, IL 60611-1542

Through the Professional Development Research and Documentation Program, the John D. and Catherine T. MacArthur Foundation and the Spencer Foundation jointly support research and documentation studies about the professional development of adults working in elementary and secondary schools.

Through this program, the two Foundations
seek to engage a wide range of individuals and groups in describing, analyzing, and explaining professional development practices, processes, conditions, and/or policies that help to make schools more productive learning environments. Studies are sought that will aid educators, policymakers, and school communities in understanding, establishing and sustaining effective professional development, particularly of teachers and administrators.

Grants range from $5,000 - $50,000 annually. Practitioners, researchers and policy analysts in education as well as other fields, and community-school partners are eligible individually or in groups. A brochure describing application procedures and deadlines is available from the Foundation. Inquiries about the Professional Development Research and Documentation Program should be addressed to:

Peggy Mueller
Professional Development Research and Documentation Program
The Spencer Foundation
900 North Michigan Avenue, Suite 2800
Chicago, Illinois 60611-1542

The Spencer Foundation Practitioner Research Communication and Mentoring Grants aim to support groups of teachers who wish to engage in educational research. In general the grants range from $2,000 to $15,000.

The purpose of the Communication and Mentoring grants is twofold:

To help teachers and other educational practitioners refine their research strategies through research mentoring networks.

To support conferences, journal and electronic networks where teacher researchers can share knowledge they are developing.

Fulltime teachers, communities of teacher-researchers, networks of teacher-researchers and teacher-researcher/university-researcher partnerships are eligible to apply. Application deadlines for grants are June 1 and December 1. Inquiries about these grants should be addressed to:

Practitioner Research
Communication and Mentoring Program
The Spencer Foundation
900 North Michigan Avenue, Suite 2800
Chicago, IL 60611-1542

INFORMATION ON FELLOWSHIP PROGRAMS

The only fellowship program administered directly by the Foundation is the Spencer Dissertation Fellowship Program, which seeks to encourage a new generation of scholars from a variety of fields to undertake research relevant to the improvement of education. A brochure detailing eligibility and application procedures is available from the Foundation and is also widely distributed on academic campuses. Inquiries concerning the Dissertation Fellowship Program should be addressed to:

Catherine A. Lacey
Dissertation Fellowship Program
The Spencer Foundation
900 North Michigan Avenue, Suite 2800
Chicago, IL 60611-1542

Other Spencer-supported fellowship programs are administered as described below.

The Spencer Postdoctoral Fellowships are administered by the National Academy of Education. The program is open to scholars anywhere in the world who have received their doctoral degree within the past five years and who wish to conduct research relevant to education. Inquiries should be addressed to:

National Academy of Education
Spencer Fellowship Program
Stanford University
School of Education, CERAS 108
Stanford, CA 94305-3084

With Spencer Foundation support, the Center for Advanced Study in the Behavioral Sciences offers a limited number of partial stipends to bring to the Center scholars conducting research in education. Inquiries should be addressed to:
In 1994, the Foundation established three experimental initiatives dealing with preparation of doctoral students for careers in educational research. Two of these programs, the Spencer Research Training Grant Initiative and the Spencer Mentor Network, are open only by specific invitation of the Foundation. Both are administered through the institutions receiving grants.

The third initiative is the American Educational Research Association/Spencer Doctoral Research Training Fellowship Program, providing one-year fellowships and/or travel grants for graduate students midway through their doctoral programs. This experimental initiative is administered by the American Educational Research Association. Inquiries should be addressed to:

AERA/Spencer Doctoral Research Fellowship Program
The American Educational Research Association
1230 17th Street, NW
Washington, DC 20036

Research proposals and fellowship applications submitted to the Spencer Foundation go through a rigorous review process. In addition to reviews by Spencer professional staff, external peer reviews are undertaken with respect to the quality and the value of the proposed inquiry. An additional dimension of expertise is added to the Foundation’s operations by the Program Advisory Committee, which guides and assists the research programs; the Dissertation Selection Committee, which performs a similar function in the Dissertation Fellowship Program; the Professional Development Research and Documentation Advisory Committee, and the Practitioner Research Communication and Mentoring Advisory Committee.

The goal of the external review is not to achieve some threshold rating from reviewers; rather, it is to bring solid advice to the staff and to the Board of Directors of the Foundation, who ultimately make the decision as to whether the proposed research can be supported.
Programs

The Spencer Foundation supports research and fellowships which give promise of yielding new knowledge leading to the improvement of education. This work is divided into two main categories: Research Programs and Fellowship Programs. Grants and fellowships authorized under these programs during this year are listed on pages 52 to 62, and ongoing grants are listed on pages 63 to 66.
Isabel L. Beck and Margaret G. McKeown
Transforming Knowledge into Tangible Resources to Support Pedagogical Change
Learning Research and Development Center
University of Pittsburgh
$296,810 over three years

Vern L. Bengston
Generation X and Their Elders: Intergenerational Influences on Educational and Occupational Attainment Over Four Generations
Gerontology Research Institute
University of Southern California
$257,900 over three years

Mary Lynn McCree Bryan
The Jane Addams Papers
Duke University
$20,000 over two years

Donna Christian
Support for Phase I of the Language Education Study
Center for Applied Linguistics
$30,000 over six months

Philip A. Cusick
The Michigan English Language Arts Framework Project: A Longitudinal Case Study of Reforming the System
Department of Educational Administration
Michigan State University
$79,900 over eighteen months

Michael David-Fox
Academia in Upheaval: The Origins and Demise of the Communist Academic Regime in Russia and East Central Europe
Department of History
University of Maryland at College Park
$60,000 over twenty months

David K. Dickinson
Examining and Changing Discourse Environments in Preschool Classrooms
Family, School, and Community Division
Education Development Center, Inc.
$200,700 over thirty months

Robert E. England, David E. Wright III, and Michael W. Hirlinger
Second Generation Discrimination and American Indian Education
Department of Political Science
Oklahoma State University
$25,000 over one year

Michelle Fine (joint research project with Lois Weis at SUNY)
Sites of Possibility in Urban America Graduate School and University Center
City University of New York
$274,545 over three years

James Paul Gee and Sarah Ann Michaels
Talk, Text, and Identity: Understanding Teaching and Learning in a Post-Progressive Science Program
School of Psychology and Education
Clark University
$300,310 over three years

Claudia Goldin
National Bureau of Economic Research
$102,725 over three years

Usha Claire Goswami
Factors Influencing the Use of Analogical Reasoning by Young Children
Department of Experimental Psychology
University of Cambridge
$111,100 over two years

Jerry A. Jacobs
Gender and the College Curriculum
Department of Sociology
University of Pennsylvania
$169,475 over two years

Amy Kyranzis
Gender, Peer Groups, and Social Identity in the Preschool
Department of Education
University of California, Santa Barbara
$35,200 over two years

Carol D. Lee
Cultural Modeling in Reading Comprehension: Implications for Teacher and Student Cognition
School of Education and Social Policy
Northwestern University
$136,250 over three years

Howard B. London and Kathleen M. Shaw
Cultures of Success: A Study of Community Colleges with High Transfer Rates
Department of Sociology
Bridgewater State College
$130,300 over two years

Sally Lubeck
Measuring the Construct of “Social Context” in Preschool Programs for Economically Disadvantaged Children
School of Education
University of Michigan
$137,100 over one year

Kenneth Ludmerer
American Medical Examination in the Twentieth Century
School of Medicine
Washington University
$30,000 over fourteen months

David McNeill
Children’s Representation of Motion Events
Department of Behavioral Sciences
University of Chicago
$418,400 over four years

Diana C. Mutz
The Company of Strangers: Social Context and the Public Sphere
Department of Political Science
University of Wisconsin-Madison
$79,500 over thirty months

Anat Ninio
The Acquisition of a Dependency Grammar
Department of Psychology
Hebrew University of Jerusalem
$218,775 over four years

Jody D. Nyquist, Donald H. Wulff, Ann E. Austin, and Jo Sprague
The Development of Graduate Students as Prospective Teaching Scholars: A Longitudinal Research Project
Instructional Development and Research
University of Washington
$254,450 over fifty-three months

Martin Nystrand
Historic Conditions for the Emerging New Discourse About Writing in the Late 1960s
Department of English
University of Wisconsin-Madison
$35,000 over sixteen months

Mary C. O’Connor
Teacher Discourse in Middle School Mathematics Classrooms
School of Education
Boston University
$212,500 over three years
Christine Pappas  
*Urban Teachers’ Struggles in Sharing Power with Their Students: Exploring Changes in Literacy Curriculum Genres*
College of Education, University of Illinois at Chicago  
$40,000 over six months

James E. Rosenbaum  
*Survey of the Long-Term Effects of Residential Mobility on Low-Income Black Youth*
Center for Urban Affairs and Policy Research, Northwestern University  
$503,000 over forty months

Michael Rosenthal  
*Biography of Nicholas Murray Butler, President of Columbia from 1902-1945*
Department of English and Comparative Literature, Columbia University  
$93,000 over two years

Heidi Ross and Jing Lin  
*Social Stratification and Equality of Educational Opportunity in China*
Colgate University and McGill University  
$40,000 over six months

John Schuster  
*The Academic Labor Market: New Realities and Policy Implications for Higher Education and Government*
Center for Educational Studies, Claremont Graduate School  
$16,000 over one year

Christopher A. Stray  
*The Shaping of a Discipline: Classics in Cambridge, 1822-1914*
Department of Classics and Ancient History, University of Wales, Swansea  
$101,100 over two years

Douglas R. Weiner  
*“Curiosity For Its Own Sake”: Boris Evgen’evich Raikov And The Problem of Soviet Science Education In The 1920s*
Department of History, University of Arizona  
$52,800 over thirty months

Lois Weis (joint research project with Michelle Fine at CUNY)  
*Sites of Possibility in Urban America*
Department of Educational Organization, Administration, and Policy, State University of New York, Buffalo  
$312,455 over three years

The Spencer Foundation Major Research Grants Program is administered by The Spencer Foundation. Inquiries may be directed to John H. Barcroft, Vice-President, The Spencer Foundation, 900 North Michigan Avenue, Suite 2800, Chicago, IL 60611-1542.

Nancie Atwell  
*Effective Teacher Roles in the Teaching of Writing to Middle School Students*
The Center for Teaching and Learning

S. Paige Baty  
*American Women in the Mid-to Late-nineteenth Century*
Department of Political Science, Williams College

Nicholas M. Beattie  
*The Freinet Movement*
Department of Education, University of Liverpool

Margaret Healy Beauvois  
*Computer-Mediated Communication English as a Second Language Program at the Universite Montpellier I—Montpellier, France*
Department of Romance Languages, University of Tennessee, Knoxville

Robert Berne and Carol Ascher  
*Performance Contracting: A Forgotten Experience in School Privatization*
Institute for Higher Education and Social Policy, New York University

Mary E. Brenner  
*Learning to Talk about Algebra in Two Languages: Language Minority Students in Mathematics Reform Classrooms*
Graduate School of Education, University of California, Santa Barbara

David C. Brotherton  
*Battening Down the Hatches or Giving Students a Voice?: A Study of Contrasting Approaches to the Threat of Violence in Two New York City High Schools*
Sociology Department, John Jay College of Criminal Justice, City University of New York

David Buckingham  
*Television News and the Development of Political Understanding*
Annenberg School for Communication, University of Pennsylvania

Elaine Chin  
*Literacy for Adult Life: Case Studies of Adult Literacy Learning in Four Educational Contexts*
School of Education, University of Michigan
Michael I. Cragg and Matthew E. Kahn
Education's Role in Insuring Workers Against Economic Adjustment
Department of Economics and School of International and Public Affairs
Columbia University

William J. Crittenden
Democratic Schools
Department of Political Science
Arizona State University

Joanne F. Carlisle
Learning Words Through Oral and Experiential Contexts
Department of Communication Sciences and Disorders
Northwestern University

Anne E. Cunningham
A Developmental Study of the Cognitive Consequences of Literacy
Graduate School of Education
University of California, Berkeley

Donna L. Deyhle and Elvira Souza Lima
The Karaja Project: Cultural Change Through Children's Drawings and the Implications for Schooling
Department of Educational Studies
University of Utah

John W. DuBois
Language Socialization Practices in One Navajo Community's Early Education Program
Department of Linguistics
University of California, Santa Barbara

Patricia Edwards
Literacy Stories from Parents of Young Children
Department of Teacher Education
Michigan State University

Gilbert Elbaz
HIV/AIDS Education as a Social Movement
John Jay College of Criminal Justice
City University of New York

Evelyn Margaret Evans
The Emergence of Final Cause Reasoning
Department of Psychology
University of Toledo

Melissa Evans-Andris
Information Sharing and Computer Implementation in Elementary Schools of Rural School Districts
Department of Sociology
University of Louisville

Rachel Joffe Falmagne
Reasoning Processes in Women
Department of Psychology
Clark University

Susan Florio-Ruane
Exploring the Concepts of Culture, Social Identity and Schooling in Beginning Teachers' Discussions of Ethnic Autobiography
College of Education
Michigan State University

Michele L. Foster
Exemplary Teachers in Ethnically Diverse Classrooms: An Exploratory Study
Center for Educational Studies
Claremont Graduate School

Kassie Freeman
High-Achieving African American High School Students' Participation and Retention in Higher Education
Department of Educational Leadership
Vanderbilt University

Rochel Gelman and Elana Joram
Developing a Semantics of Measurement: Building Links between Measurements and their Referents
Department of Psychology
University of California, Los Angeles

Ratna Ghosh
Economic Liberalization and its Impact on Education in India
Administration and Policy Studies in Education
McGill University

Diane Gillespie and Jeannette Scaberry
Implementing Case Studies that Promote Dialogues about Multicultural Issues and Campus Life
Goodrich Scholarship Program
University of Nebraska, Omaha

R. Kenneth Godwin, Frank R. Kemper and Valerie J. Martinez
A Study of Private and Public School Choice in San Antonio
Department of Political Science
University of North Texas

Diana Wright Guerin
Fullerton Longitudinal Study
Department of Child Development
California State University, Fullerton

Jacquelyn Hall
From One Generation to Another: Katherine Du Pre Lumpkin and the Minds of the Modern South
Department of History
University of North Carolina at Chapel Hill

Jane Hannaway and Duncan Chaplin
Structured Activity and Youth Achievement
The Urban Institute

Annette Henry
New American Voices Rising
Department of Curriculum & Instruction
College of Education
University of Illinois at Chicago

Deborah A. Hicks
Biographies of Learning: A Study of Working Class Children's Social Construction of Self in the Primary Grades
Department of Educational Development
University of Delaware

Stephen S. Kaagan
Lessons in Public Affairs Leadership: The Life of Gregory R. Annig
Educational Administration
Michigan State University

Sandra Katz
Identifying the Support Needed in Computer-supported Collaborative Learning Systems
Learning Research and Development Center
University of Pittsburgh

Barry C. Keenan
Confucian Higher Education
Department of History
Denison University

Richard G. Kern
Foreign Language Literacy: From Theory to Practice
Department of French
University of California, Berkeley
Richard A. King
Standards, Assessments and Dollars: The Role of Financial Incentives in the Improvement of K-12 Education
College of Education
Educational Leadership and Policy Studies
University of Northern Colorado

Maurice Kogan and Stephen R. Hanney
Elite Formation and Higher Education Policymaking in the UK
Department of Government
Brunel University

Xiufeng Liu
Assessing Students' Conceptual Change in Structural Characteristics in Science through Student Writings and Digraphs
Department of Education
St. Francis Xavier University

Bruce London
Analyses of Education in Classic Community Studies
Department of Sociology
Clark University

Susan Martin Macke
Educator and Community Views of Teacher Activism, Cincinnati, 1964-1994
School of Education
Indiana State University

Marie Gerald McNeal
Balancing Vision and Reality: Teaching and Learning in a Child-Centered Mathematics Classroom
Graduate School of Education
University of Pennsylvania

Dominique Meekers
Pregnancy-Related School Drop-outs in Botswana
Department of Sociology
Pennsylvania State University

Richard M. Merelman
The National Conversation on American Pluralism and Identity
Department of Political Science
University of Wisconsin-Madison

John W. Meyer and Francisco O. Ramirez
A Cross-National Study of the University Curriculum, 1894-1994
Department of Sociology
Stanford University

Keith K. Millis
The Impact of Rereading and Reading Ability on the Comprehension of Expository Texts
Department of Psychology
Northern Illinois University

Michael J. Nakulla
Young Negotiators Study
Graduate School of Education
Harvard University

Sharon Nelson-Barber
Teaching Mathematics and Science in Micronesia
Far West Laboratory for Educational Research and Development

Suet-Ling Pong
Single-Motherhood, Women's Status, and Children's Schooling in Peninsular Malaysia
College of Education
Department of Education Policy Studies
Pennsylvania State University

Claire L. Ramsey
Interactions between Ethnicity and Disability at School: Mexican-Heritage Deaf Children
Center for Human Information Processing
University of California, San Diego

Nancy Dodge Reyome
Teachers' Awareness of Child and Adolescent Maltreatment
Department of Psychology
State University of New York, Potsdam

Ellen M. Rintell
Language, Education, and the Khmer Community of Eastern Massachusetts
Department of Education
Salem State College

Doreen Rosenthal
Parents as Sex Educators: Communicating with Adolescents about Sexuality
Centre for the Study of Sexually Transmissible Diseases
La Trobe University

Kate Rousmaniere
Margaret Haley: The Life and Leadership of an American Teacher
Department of Educational Leadership
Miami University

Alan R. Sadovnik
Coeducation at Wheaton College: The Effects of 'Conscious Coeducation' on Gender Equity
School of Education
Adelphi University

Sini Prosper Sanou
Epistemic Beliefs and Politics of Foreign Language Teachers and Students
Department of French and Italian
University of Arizona

Daniel Scheinfeld and Gillian Dowley McNamee
Evaluating Educational Innovation in an Inner City Setting Inspired by Principles from Reggio Emilia
Erikson Institute

Michael S. Schudson
Political Learning and Political Communication in the United States: 1690-1990
Department of Communication
University of California, San Diego

Susan F. Semel
Coeducation at Wheaton College: A History of 'Conscious Coeducation' and Gender Equity
Department of Curriculum and Teaching
Hofstra University

Mary Ann Shea
Investigating Discipline-Specific Epistemologies and Their Effects on Pedagogy
Faculty Teaching Excellence Program
University of Colorado, Boulder

Jianping Shen
Teacher Retention and Attrition in Public Schools
College of Education
University of Washington

Theodore Steinberg
A Historical Perspective on Natural Disaster Education: Assessing Human Responsibility for Calamity in the United States
Department of Humanities
New Jersey Institute of Technology

Linda Stone and Nancy P. McKee
Gender and University Students' Occupational Choices
Department of Anthropology
Washington State University
James F. Stratman
Investigation of Law Students’ Case
Reading and Analysis Processes
Department of Communication
University of Colorado, Denver

Lisa M. Sullivan
Preserving Work Ethics during
Economic Crises: Newfoundland
Popular Theater as a Medium for the
Transmission of Community
Economic Values, 1972-1994
Department of Humanities and
Social Sciences
Harvey Mudd College

Margaret Connell Szasz
Tribal, Missionary and Federal
Schooling for American Indians
1780s-1920s
Department of History
University of New Mexico,
Albuquerque

Julie I. Tallman and
Lyn Henderson
Mental Models and Mediating
Processes of the Library Media
Specialist and Student in One-on-One
Instructional Interactions Using
Electronic Database Resources
Department of Instructional
Technology
College of Education
University of Georgia

Angela R. Taylor and
Sandra Machida
Predictors of Early School Success of
Economically Disadvantaged
Children
Division of Family Studies
University of Arizona

Deborah L. Tolman
Dimensions of Desire—Phase Two
Center for Research on Women
Wellesley College

Jonathan Tudge
The Cultural Ecology of Young
Children
Department of Human
Development and Family Studies
University of North Carolina,
Greensboro

Martha H. Verbrugge
Recreating the Body: Women Physical
Educators in America, 1880-1980
Department of History
Bucknell University

Elga R. Wasserman
Leading Women Scientists
Women’s Studies Program
Yale University

William Nelson Winser
A Functional Description and
Analysis of the Features of Language
that Apply to Young School-Aged
Learners (K-3rd grade)
Faculty of Education
University of Wollongong

Roger A. Wojtkiewicz
An Examination of Hispanic
Educational Attainment Using the
National Education Longitudinal
Study
Department of Sociology
Louisiana State University

Benjamin D. Wright and
Gad Yair
Excellence in Formal and Informal
Classrooms: A Multi-Level Analysis
Department of Education
University of Chicago

Dali L. Yang and Houkai Wei
Decentralization and Regional
Educational Disparities in China
Department of Political Science
University of Chicago

Michael F. Young
Learning with Generative Hypertext:
Generating Meaning or Confusion
Educational Psychology
Department
University of Connecticut

Marlene Zepeda
An Ecocultural Approach to
Understanding Infant Development in
Latino Households
Department of Child and Family
Studies
California State University, Los
Angeles

Inquiries about the Small Research
Grants Program may be directed to
Small Research Grants Program,
The Spencer Foundation, 900 North
Michigan Avenue, Suite 2800,
Chicago, IL 60611-1542.
SPENCER DISSERTATION FELLOWS

Catherine Awsumb
Judicial Mandates and Legislative Coalitions: Institutional Capacity in the School Finance Policy Process
School of Education
University of North Carolina at Chapel Hill

Anthony Berkley
Language and Power: Ethnographic and Historical Perspectives on Maya Language Instruction in Yucatán
Department of Anthropology
University of Chicago

Mary Bodwell
Conversation as Teaching and Learning: The Social Construction of Knowledge, Practice, and Identity
Department of Linguistics
Boston University

Margaret Carlock
Reciprocity: The Essence of Community, Meaningful Science Learning, and Identity
School of Education
University of California, Berkeley

Nikolaos Chrissidis
Education and Faith in Russia 1680-1730: The Brothers Leikhudes and the “Grecophiles” Between Orthodox East and Latin West
Department of History
Yale University

Nicholas De Genova
Working the Boundaries, Making the Difference: Race and Space in Mexican Chicago
Department of Anthropology
University of Chicago

Jack Dougherty
More than One Struggle: African-American School Reform Movements in Milwaukee from Brown to the 1990s
School of Education
University of Wisconsin-Madison

Kimberley Edelin
Changes in Academic Motivation and General Well-Being across the Transition to Middle School: The Role of Race, Space, and Class
School of Education
University of Michigan, Ann Arbor

Tamela Eitle
Institutional Discrimination: Causes and Consequences of Within-School Segregation
Department of Sociology
Indiana University, Bloomington

David Gamson
District by Design: Progressive Urban School Reform in Five Western Cities, 1910-1940
School of Education
Stanford University

Steven Glazerman
School Quality and Racial Sorting under Alternative Policies: An Empirical Investigation of Public School Choice
School of Public Policy Studies
University of Chicago

Pamela Grundy
“The Conditions of Success”: Basketball, Education and Social Change in North Carolina, 1893-1993
Department of History
University of North Carolina at Chapel Hill

Laura Hamilton
Construct Validity of Constructed-Response Assessments: Male and Female High School Science Performance
School of Education
Stanford University

Dongping Han
Educational Reform and Political Empowerment in Rural China during the Cultural Revolution 1966-1976
Department of Political Science
Brandeis University

Emily Hannum
Educational Inequality: Hidden Consequences of the Reform Era in Rural China, 1978-1990
Department of Sociology
University of Michigan, Ann Arbor

Christopher Higgins
Transforming Talk: Psychoanalysis and the Multicultural Classroom in Dialogue
Teachers College
Columbia University

Amanda Holzrichter
Interactions between Deaf Mothers and Their Deaf Infants: A Crosslinguistic Study
Department of Linguistics
University of Texas at Austin

Mizuko Ito
Participation in Virtual Worlds: An Interaction Analysis of Technology and Learning
School of Education
Stanford University

Mark Jury
Inventing Work in a Rural Community: Exploring the Social, Historical, and Cultural Dimensions of School-to-Work and Work-to-Work Transitions
School of Education
University of California, Berkeley

Yuri Kuwahara
Situated Selves: Inner-City Youth Identities, Language Use, and Schooling
School of Education
Stanford University

Jorge Larreamendy
Learning Science from Text: Effects of Theory and Examples on Students’ Ability to Construct Explanations in Evolutionary Biology
School of Education
University of Pittsburgh

Gess LeBlanc
The Shift in Roles in the Expert-Novice Dyad
Department of Psychology
Graduate School and University Center
City University of New York

Ritty Lukose
Learning Modernity: The Culture of the College in Kerala, South India
Department of Anthropology
University of Chicago

Shuaib Meacham
Multicultural Connections: A Study of the Intercultural Tensions and Linkages of Literacy Instruction in a Multicultural Classroom
College of Education
University of Illinois, Urbana-Champaign

Keiko Nakamura
Pragmatic Aspects of the Acquisition of Japanese: The Development of Sociolinguistic Awareness
Department of Psychology
University of California, Berkeley

Ana Ramos-Zayas
Nationalist Ideologies, Ethnic Identities and Social Reform among Puerto Ricans in Chicago
Department of Anthropology
Columbia University

fellowship awards
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<td>University of North Carolina at Chapel Hill</td>
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<td>Sean Reardon</td>
<td>Social Class and the Culture of Adolescent Drug Use</td>
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<td>Salvatore Saporito</td>
<td>Class and Race Segregation in Schools: The Unintended Consequences of School Choice</td>
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<td>Paul Skilton Sylvester</td>
<td>Fighting the Tides or Pushing Them? A Comparison of Organizational Change in an Inner City School and a Fortune 500 Company</td>
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<td>A Reexamination of the Effects of School Expenditures on Student Achievement</td>
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<td>Bernadette Wilkin</td>
<td>Learning from Multimodal Information: A Cognitive Model</td>
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<td>Susan Yonezawa</td>
<td>Making Decisions about Students’ Lives: An Interactive Study of Secondary School Students’ Academic Program Selection</td>
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<td>University of California, Los Angeles</td>
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<td>The Fellowship Dissertation Program is administered by the Spencer Foundation. Inquiries may be directed to Catherine A. Lacey, Dissertation Fellowship Program, The Spencer Foundation, 900 North Michigan Avenue, Suite 2800, Chicago, IL 60611-1542.</td>
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<tr>
<td>Nancy A. Abelmann</td>
<td>Educational Mobility Across the Border: An Ethnographic Study of Chicago Area Korean American High School Students and their Parents</td>
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<td>Arnetha F. Ball</td>
<td>Developing a Framework for Considering how American and South African Urban Preservice Teachers Move from Internalization to Action in Teacher Education Programs</td>
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<td>Angela M. Calabrese Barton</td>
<td>Redefining Relationships: Intersections between Urban Homeless Children and a Pedagogy of Liberation</td>
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<td>Allan B. I. Bernardo</td>
<td>Improving Analogical Transfer in Mathematical Problem Solving</td>
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<td>C. Cryss Brunner</td>
<td>Profiles of Power: Superintendents, Decision-Making, and Collaboration</td>
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<td>Jinfa Cai</td>
<td>Mathematical Tasks, Mathematical Discourse, and Mathematical Problem Solving in U.S. and Chinese Classrooms</td>
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<td>Marilyn J. Chambliss</td>
<td>Children as Thinkers Interacting with Challenging Text</td>
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<td>John F. Connelly</td>
<td>Communist Higher Education Policies in the Czech Lands, East Germany, and Poland: 1945-56</td>
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<td>Victoria B. Costa</td>
<td>“We Study All That Matters”: The Negotiation of Knowledge and Roles in Science Classrooms</td>
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<td>School of Education</td>
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<td>Davison M. Douglas</td>
<td>Black and White Attitudes towards Segregated Schools in the North, 1865-1954</td>
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<td>Patricia Enciso</td>
<td>Landscapes of Reading and Relationship: The Socio-Cultural Nature of Children’s Placement and Displacement in Reading Education School of Education</td>
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<td>Rosalie P. Fink</td>
<td>Successful Dyslexics: A Study of Literacy Development in Dyslexic Women</td>
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<td>Rene Galindo</td>
<td>Discourse Genres in the Language and Literacy Socialization of Young Mexican-Origin Bilingual Children School of Education</td>
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<td>Teresa Garcia</td>
<td>The Multifaceted Self: Negotiating and Coping with Multiple Roles, Multiple Goals</td>
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<td>M. Julia Grant</td>
<td>Defining Normal Childhood: A Social History of the Concept of Development</td>
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<td>James Madison College</td>
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<td>Annette Mary Henry</td>
<td>“Invisible to the Naked Eye” Gender, Race, Class and Schooling: An Inquiry into the Practice of Black Women Teachers Regarding Young-Adolescent Black Girls</td>
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<td>Deborah Kerdeman</td>
<td>Preservice Teachers’ Self-Understanding: Negotiation of Knowledge and Roles in Science Classrooms</td>
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Bradley A. Levinson  
School Practice, Student Culture and Social Identity at a Mexican Secondary School: An Ethnographic Case Study  
School of Education  
Indiana University

Dave E. Marcotte  
Learning in the Labor Market: The Importance of Education and Training after “Formal” Schooling Ends  
Center for Governmental Studies  
Northern Illinois University

Meta Mendel-Reyes  
“Becoming Ourselves”: Popular Education for Multicultural Democracy  
Department of Political Science  
Swarthmore College

Katherine M. Neckerman  
Race, Legitimacy, and Schooling in Chicago, 1900-1960  
Department of Sociology  
Columbia University

Claire L. Ramsey  
Everyday Literacy Practices in the U.S. Deaf Community  
Center for Human Information Processing  
University of California, San Diego

Douglas S. Reed  
Democracy v. Equality: Legal and Political Struggles Over Educational Finance Reform  
Department of Government  
Georgetown University

Leslie J. Reese  
The Influence of Contrasting Cultural Settings on Parental Strategies for Promoting their Adolescent Children’s Success  
Garfield School  
Long Beach Unified School District

Judy A. Temple  
Longer-Term Effects of Extended Educational Intervention: Longitudinal Results from a Large-Scale Program  
Department of Economics  
Northern Illinois University

Andrea Walton  
Beyond Access: A Study of Power and Empowerment in the Lives of Women Scholars at Columbia University  
University Special Grants Program  
Columbia University

Shelby A. Wolf  
Differences to Make a Difference: Preparing Preservice Teachers for Culturally Conscious Pedagogy  
School of Education  
University of Colorado, Boulder

Sandra L. Wong  
Curricular Reform, Cultural Politics, and the Reconstruction of a Pluralistic American Identity  
Department of Sociology  
Wesleyan University

Stanton E. F. Wortham  
Awareness of Classroom Relationships: A Pedagogical Resource  
Department of Education  
Bates College

Gad Yair  
Mind the Mood and Engage Cognition  
Department of Sociology  
Hebrew University of Jerusalem

The Spencer Postdoctoral Fellowship Program is administered by the National Academy of Education through a grant made in the 1994 fiscal year by the Spencer Foundation for $4,322,000 over three years. Inquiries may be directed to the National Academy of Education, Spencer Fellowship Program, Stanford University, School of Education, CERAS-108, Stanford, CA 94305-3084.

In 1996 a grant of $104,000 was made to Abt Associates of Cambridge, MA, for a follow-up study of the NAE/Spencer Postdoctoral Program.

Fellowship awards are administered by the Center for Advanced Study in the Behavioral Sciences through a grant made in the 1994 fiscal year by the Spencer Foundation of $1,075,000 over six years for support of Fellows. Inquiries may be directed to the Center for Advanced Study in the Behavioral Sciences, 202 Junipero Serra Boulevard, Stanford, CA 94305.
SPENCER SENIOR SCHOLARS

Ann L. Brown
Psychological Theory and Educational Reform: From the Committee of Ten to the Bush Initiatives
School of Education
University of California, Berkeley
1992

Robert B. Cairns
Social Development and School Adaptation in Longitudinal Perspective: Childhood to Maturity
Department of Psychology
University of North Carolina at Chapel Hill
1990

Courtney R. Cazden
Writing Development and Instruction in the English-Writing World
Graduate School of Education
Harvard University
1991

Michael Cole
Creating and Sustaining New Forms of Educational Activity in Community Settings
Department of Communication
University of California, San Diego
1995

Mihaly Csikszentmihalyi
The Cultivation of Creativity in Later Life
Department of Psychology
University of Chicago
1989

Carol Gilligan
The Psychology of Women and the Development of Girls
Graduate School of Education
Harvard University
1990

Paul T. Hill
A Long-Term Inquiry into the Hidden Curricula of K-12 Schools
Institute for Public Policy and Management
University of Washington
1993

Jean Lave
Learning in Practice
School of Education
University of California, Berkeley
1988

Sara Lawrence-Lightfoot
Crossing Boundaries and Forging Relationships: The Art and Science of Portraiture
Graduate School of Education
Harvard University
1995

James G. March
Organizational Learning
Graduate School of Business
Stanford University
1994

Richard J. Murnane
Economic Analyses to Improve Education
Graduate School of Education
Stanford University
1996

Gary Orfield
Education and Equity in Metropolitan Society: Trends, Causes, and the New Policy
Graduate School of Education
Harvard University
1988

Lee S. Shulman
Toward a Pedagogy of Substance
School of Education
Stanford University
1990

David Tyack
Purposes, Policies, and Politics in American Education
School of Education
Stanford University
1996

Multi-year Senior Scholar Grants are awarded to distinguished educational researchers at the invitation of the Foundation.

EXPERIMENTAL RESEARCH TRAINING GRANTS

University of California, Los Angeles
Los Angeles, California
$810,000 in 1994

University of Chicago
Chicago, Illinois
$450,000 in 1994

Harvard University
Cambridge, Massachusetts
$900,000 in 1994

University of Michigan
Ann Arbor, Michigan
$450,000 in 1994

Stanford University
Stanford, California
$525,000 in 1994

University of Wisconsin-Madison
Madison, Wisconsin
$450,000 in 1994

SPENCER MENTOR NETWORK AWARDS

John and Jean Comaroff
Department of Anthropology
University of Chicago

Marvin Lazerson
Graduate School of Education
University of Pennsylvania

James Leloudis II
Department of History
University of North Carolina at Chapel Hill

Judith Warren Little
School of Education
University of California, Berkeley

Claude Mason Steele
Department of Psychology
Stanford University
AERA/SPENCER DOCTORAL RESEARCH FELLOWS

Costanza M. Eggers-Pierola
Science Learning in Bilingual Classrooms
Graduate School of Education
Harvard University

Kenneth Paul Gonzalez
Dreams and Realities: Faculty and Administrator Experiences in Building a University for the Twenty-First Century
College of Education
Arizona State University

David Andrew Heflich
The Impact of On-Line Technology on Teaching and Learning: The Attitudes and Ideas of Educators in the Field
College of Education
University of Alabama

Donald Francis Hones
Educating New Americans: Hmong Immigrant Lives and Learning
College of Education
Michigan State University

Haggai Kupermintz
A Statistical Model to Improve the Quality of Performance Assessment Systems
School of Education
Purdue University

Jerome Ellis Morris
African American Students and Families in the Interdistrict Transfer Plan in St. Louis: An Examination of School and Family Partnerships
George Peabody College
Vanderbilt University

Tryphenia Bridgette Peele
African American Children, School, and Achievement: The Anomaly of Fourth Grade
Department of Education
Claremont Graduate School

Dee Russell
The Role of Imagination in John Dewey’s Theory of Experience and its Relation to the Activities of the University of Chicago Elementary School, 1896-1904
College of Education
University of Georgia

Pamela J. Theroux
Parent Involvement and Adolescent Achievement: Defeated by Divorce? Ruined by Remarriage?
Teachers College
Columbia University

Greg Waddoups
Sociocultural Approaches to Literacy: The Embodiment of Written and Oral Competence
Department of Speech Communication
University of Illinois, Urbana-Champaign

AERA/SPENCER DOCTORAL RESEARCH TRAVEL GRANTEEES

Lynn Bryan
Investigating Reflection in the Process of Becoming an Elementary Science Teacher
School of Education
Purdue University

Venus Dawson
Domino Math: Math Learning of African-American Children in the Play of Dominoes
Graduate School of Education and Information Studies
University of California, Los Angeles

Rachel Heiman
The Looping Effects of Adolescent Magazines: Science, Capitalism, and the Popularization of Social Psychology
Department of Anthropology
University of Michigan

Jeffrey L. Lewis
Transnational Migration and the Social Construction of Childhood
Division of Education
University of California, Davis

Jeffrey MacSwan
Linguistic Code Switching and Bilingualism
Graduate School of Education and Information Studies
University of California, Los Angeles

Jeffrey L. McQuillan
Access and Affect in Literacy Acquisition
School of Education
University of Southern California

Nancy W. Wiltz
Children’s Perceptions of Developmentally Appropriate and Inappropriate Child Care
College of Education
University of Maryland

The AERA/Spencer Doctoral Research Fellowship and Travel Grant Programs are administered by the American Educational Research Association (AERA) through a grant of $250,000 made in the 1995 fiscal year by the Foundation. Inquiries may be directed to AERA/Spencer Doctoral Research Fellowship Program, The American Educational Research Association, 1230 17th Street NW, Washington, DC 20036.
## OTHER GRANTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Project Description</th>
<th>Funding Agency</th>
<th>Duration</th>
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<tr>
<td>Christopher Cross</td>
<td>Review of the U.S. and World History Standards</td>
<td>Council for Basic Education</td>
<td>$25,000 over three months</td>
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<td>David Featherman</td>
<td>Planning grant for research consortia on school reform</td>
<td>Social Science Research Council</td>
<td>$10,000 over one year</td>
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<td>Carol Gilligan</td>
<td>New Psychologies Conference</td>
<td>Harvard University</td>
<td>$25,000 over ten months</td>
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<td>Stephen Graubard</td>
<td>Special Daedalus issue on American Education</td>
<td>American Academy of Arts &amp; Sciences</td>
<td>$10,000 over six months</td>
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<td>Adele Hast and Rima Lunin Schultz</td>
<td>The Historical Encyclopedia of Chicago Women</td>
<td>University of Illinois at Chicago</td>
<td>$20,000 over eighteen months</td>
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<td>Stanley J. Heginbotham</td>
<td>Merit Review and Merit Selection: Principles and Practice for Higher Education, Science and Foundations</td>
<td>New York Academy of Sciences</td>
<td>$25,000 over one year</td>
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<td>Paul Hill</td>
<td>Colloquium on Democratic Purposes of High School</td>
<td>University of Washington</td>
<td>$20,000 over six months</td>
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<td>Anne Kubisch</td>
<td>Roundtable on Comprehensive Community Initiatives for Children and Families</td>
<td>The Aspen Institute</td>
<td>$25,000 over one year</td>
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<td>Linda Lenz</td>
<td>Support for “Catalyst: Voices of Chicago School Reform”</td>
<td>Community Renewal Society</td>
<td>$80,000 over two years</td>
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<td>Donald R. Moore</td>
<td>Partial support of the School Community Standards Project</td>
<td>Designs for Change</td>
<td>$390,000 over three years</td>
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<td>Gary B. Nash</td>
<td>Dissemination of the Revised National History Standards</td>
<td>University of California, Los Angeles</td>
<td>$10,000 over six months</td>
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<td>Judith Pinch</td>
<td>Conversion of the Woodrow Wilson Fellows files to CD-ROM</td>
<td>Woodrow Wilson National Fellowship Foundation</td>
<td>$10,000 over six months</td>
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<td>Harold A. Richman</td>
<td>Planning for a policy research agenda for school and community learning and development of children and youth</td>
<td>The Chapin Hall Center for Children</td>
<td>$28,000 over nine months</td>
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<td>Dorothy Ross</td>
<td>Conference on the history of the social and behavioral sciences since the late nineteenth century</td>
<td>Johns Hopkins University</td>
<td>$30,000 over fourteen months</td>
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<td>Barbara Schneider</td>
<td>Comparison of Historical and current longitudinal data on studies of youth</td>
<td>University of Chicago</td>
<td>$10,000 over one year</td>
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<td>Carol Weiss</td>
<td>Conference for scholars who attended the 1995 CASBS Summer Institute</td>
<td>Harvard University</td>
<td>$18,000 over sixteen months</td>
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<td>Valerie Lies and Barack Obama</td>
<td>Start-up costs for the Chicago Annenberg Challenge</td>
<td>Donors Forum as fiscal agent for the Chicago Annenberg Challenge</td>
<td>$22,500 over six months</td>
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### 1996 Grants in-Progress

**Karl L. Alexander and Doris Roberts Entwisle**  
Disengagement and Dropout: A Study of the Long-Term Process that Leads to Early Withdrawal from School  
Department of Sociology  
Johns Hopkins University  
$410,000 in 1993

**John Patrick B. Allen, Myriam Shechter, and C. Gordon Wells**  
Extending Learning Through Talk  
Ontario Institute for Studies in Education  
$285,000 in 1994

**Joseph P. Allen**  
Extra-Curricular Influences on Paths Into and Out of Academic Difficulties Among At-Risk Adolescents  
Department of Psychology  
University of Virginia  
$238,900 in 1995

**Valerie Anderson and Carl Bereiter**  
The Development of Teachers Engaged in Collaborative Strategy Instruction with Inner-City Adolescent Delayed Readers  
Ontario Institute for Studies in Education  
$321,200 in 1993

**Albert Bandura**  
Impact of Self-Efficacy on Trajectories of Social and Academic Development  
Graduate School of Education  
Stanford University  
$174,400 in 1993

**Paul Bloom**  
Syntactic Support in Word Learning  
Department of Psychology  
University of Arizona  
$321,700 in 1993

**Georges Bordage**  
Assessing Medical Students’ Diagnostic and Semantic Competence During Case Presentations: Studies of Reliability, Validity, and Feasibility  
Department of Educational Psychology  
University of Illinois at Chicago  
$297,150 in 1995

**Jerome Bruner**  
Meaning Making in Context  
Department of Psychology  
New York University  
$377,250 in 1993

**Anthony S. Bryk**  
Renewal: The Consortium on Chicago School Research  
Department of Education  
University of Chicago  
$619,800 in 1994

**Colleen A. Capper**  
The Coordination of School and Community Services in the Community: A Critical Ethnography  
Department of Educational Administration  
University of Wisconsin-Madison  
$277,800 in 1993

**Alan S. Chartock**  
Dissemination of Educational Research  
WAMC Public Radio  
$214,100 in 1994

**Michelene T. H. Chi**  
Self-Construction and Co-Construction of Explanations During Tutoring  
Learning Research and Development Center  
University of Pittsburgh  
$174,500 in 1994

**Marilyn Cochran-Smith and Susan L. Lytle**  
Teacher Inquiry and the Epistemology of Teaching  
Graduate School of Education  
University of Pennsylvania  
$256,700 in 1992

**Diana Dee-Lucas and Jill H. Larkin**  
Individualizing Learning with Interactive Electronic Texts  
Carnegie Mellon University  
$133,900 in 1994

**Anne Haas Dyson**  
Sociocultural Diversity and Literacy Development in Urban Primary Schools  
Graduate School of Education  
University of California, Berkeley  
$125,000 in 1993

**Mary Ann Dzuback**  
Women Social Science Scholars in the Academy, 1890-1940  
Department of Education  
Washington University  
$132,700 in 1994

**Jacquelynne S. Eccles and Bonnie L. Barber**  
Passages Through Adolescence: Implications for Educational Outcomes  
Institute for Social Research  
University of Michigan  
$312,500 in 1995

**Penelope Eckert**  
Gender Restructuring and Academic Identities: An Ethnographic Study of Preadolescent Girls’ Crisis of Confidence and Academic Differentiation  
Department of Linguistics  
University of Wisconsin-Madison  
$189,050 in 1994

**Sara Engelhardt**  
General Support  
The Foundation Center  
$53,000 in 1995

**Marcia Farr**  
Language, Literacy, and Gender: Oral Traditions and Literacy Practices among Mexican Immigrant Families  
Department of English  
University of Illinois at Chicago  
$263,150 in 1993

**William A. Firestone**  
District Responses to State Alternative Assessments  
Center for Educational Policy Analysis  
Rutgers University  
$262,500 in 1994

**Robert K. Fullinwider**  
Multicultural Education as Moral Education  
Center for Philosophy and Public Policy  
University of Maryland at College Park  
$86,500 in 1995

**Karen C. Fuson**  
Supporting Urban Latino Children’s Constructions of Arithmetical Understandings by Using Parent Tutors in the School  
Human Development and Social Policy Program  
Northwestern University  
$313,000 in 1993
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<th>Project Title</th>
<th>Affiliation</th>
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<td>Ronald G. Gallimore and Claude N. Goldenberg</td>
<td>The Research/Practice Nexus: The Case of Home and School Effects on Latino Students' Academic Achievement</td>
<td>Department of Psychiatry and Biobehavioral Science, University of California, Los Angeles</td>
<td>$300,000 in 1992</td>
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<td>Roger L. Geiger</td>
<td>Dynamics of Institutional Change in Higher Education: American Colleges and Universities in the Nineteenth Century</td>
<td>College of Education, Pennsylvania State University</td>
<td>$42,750 in 1993</td>
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<td>Susan Goldin-Meadow</td>
<td>Gesture-Speech Mismatch as an Educational Tool: Reading the Mind</td>
<td>Department of Psychology, University of Chicago</td>
<td>$219,475 in 1994</td>
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<td>Artin Goncu</td>
<td>Cultural Variations in the Play of Young Children</td>
<td>College of Education, University of Illinois at Chicago</td>
<td>$185,200 in 1991</td>
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<td>John I. Goodlad</td>
<td>Financing Partner Schools and Centers of Pedagogy</td>
<td>The Institute for Educational Inquiry</td>
<td>$32,000 in 1995</td>
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<td>Shirley Brice Heath and Milbrey W. McLaughlin</td>
<td>Learning for Anything Everyday: The Role of Neighborhood-Based Organizations for Youth</td>
<td>Department of English and Linguistics, Stanford University</td>
<td>$441,400 in 1993</td>
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<td>James J. Heckman</td>
<td>The Value of Certifying Skills: A Case Study of the GED</td>
<td>Harris School of Public Policy, University of Chicago</td>
<td>$216,900 in 1994</td>
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<td>George Hillocks</td>
<td>How State Assessments Influence Curricular Content and Classroom Practice: The Case of Writing</td>
<td>Department of Education, University of Chicago</td>
<td>$278,200 in 1994</td>
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<td>Susan D. Holloway and Bruce Fuller</td>
<td>Choice Illusions? How Working-Poor Mothers Construct Early Childhood and Define Preschool Quality</td>
<td>Harvard University</td>
<td>$112,200 in 1993</td>
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<td>A. Michael Huberman</td>
<td>The Conceptual Effects of Disseminating Research-Based Knowledge to Educational Professionals</td>
<td>Graduate School of Education, Harvard University</td>
<td>$163,600 in 1993</td>
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<td>Philip W. Jackson</td>
<td>Teaching and Learning through the Arts: A Post-Deweyan Perspective</td>
<td>Department of Education, University of Chicago</td>
<td>$184,300 in 1993</td>
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<td>John F. Kain</td>
<td>Minority Suburbanization and the Achievement of Minority Students</td>
<td>Department of Economics, Harvard University</td>
<td>$182,100 in 1994</td>
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<td>Alan C. Kerckhoff</td>
<td>Comparative Analysis of Ability Grouping: Extension and Clarification</td>
<td>Department of Sociology, Duke University</td>
<td>$129,100 in 1993</td>
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<td>Stephen Kulis</td>
<td>Black Scientists and Engineers on Postsecondary Faculties: Organizational Barriers to Recruitment and Equity in Academic Rewards</td>
<td>Department of Sociology, Arizona State University</td>
<td>$86,520 in 1993</td>
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<td>Ellen Condliffe Lagemann</td>
<td>The Social History of Educational Research in the United States From the 1860s to the 1960s</td>
<td>Teachers College, Columbia University</td>
<td>$368,450 in 1987</td>
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<td>Magdalene Lampert</td>
<td>Practices of Teaching and Learning Authentic Mathematics for Understanding in School</td>
<td>School of Education, University of Michigan</td>
<td>$345,000 in 1991</td>
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<td>Annette P. Lareau</td>
<td>Managing Childhood: Social Class and Race Differences in Parents' Management of Children's Organizational Lives</td>
<td>Department of Sociology, Temple University</td>
<td>$259,300 in 1991</td>
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<td>Bonnie J. Leadbeater and Niobe Way</td>
<td>A Six-Year Prospective Study of Educational and Employment Outcomes for Adolescent Mothers and Early School Adjustment for their Children</td>
<td>Department of Psychology, Yale University</td>
<td>$190,600 in 1994</td>
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<td>Marjorie Y. Lipson, James H. Mosenthal, and Jane E. Mekkelsen</td>
<td>Change in Math and Writing Instructions: Teachers' Responses to Statewide Assessment Portfolio Mandate</td>
<td>Professional Education and Curriculum Development, University of Vermont</td>
<td>$219,500 in 1994</td>
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Dan P. McAdams  
*Generativity in Black and White*
School of Education and Social Policy  
Northwestern University  
$367,200 in 1995

James M. McPartland, Edward L. McDill, Douglas MacIver, and Will J. Jordan  
*Student Absenteeism in Middle School and High School: Problem Sources and Solutions*
Center for Social Organization of Schools  
Johns Hopkins University  
$303,500 in 1994

Edward Miller  
*Dissemination of Educational Research*
The Harvard Education Letter  
Harvard University  
$225,000 in 1994

John Modell  
*Schooling and School Learning in Children's Lives: A Comparative Developmental Study Employing IEA Data*
Department of History  
Carnegie Mellon University  
$189,300 in 1995

Elinor Ochs  
*The Collaborative Construction of Scientific Knowledge in a University Physics Laboratory*
Department of Applied Linguistics  
University of California, Los Angeles  
$274,625 in 1994

David R. Olson  
*Belief in Education*
Ontario Institute for Studies in Education  
$167,000 in 1994

Lucinda Pease-Alvarez and Kenji Hakuta  
*Language Maintenance and Shift in Early Adolescence*
Department of Education  
University of California, Santa Cruz  
$187,500 in 1994

Alan J. Peshkin  
*School and Community in American Society: A Study in Comparative Perspective*
Department of Education Psychology  
University of Illinois, Urbana-Champaign  
$58,154 in 1994

Alejandro Portes  
*Children of Immigrants: The Adaptation Process of the Second Generation*
Department of Sociology  
Johns Hopkins University  
$339,000 in 1995

David M. Post, Leif Ingram Jensen, David G. Abler, and Dennis P. Hogan  
*Family Welfare and Children's Schooling: A Study of Chile, Peru, and Mexico*
Department of Administration, Policy, and Comparative Education  
Pennsylvania State University  
$269,330 in 1995

Barbara Rogoff  
*Development in Individual, Group, and Cultural Activity: Transformations as New Members Participate in an Innovative School*
Department of Psychology  
University of California, Santa Cruz  
$93,100 in 1994

Sandra R. Schecter and Robert Bayley  
*Family Language Environment and Bilingual Development: Toward an Integrated Maintenance Model*
National Center for the Study of Writing and Literacy  
University of California, Berkeley  
$90,200 in 1994

Robert M. Sellers  
*Institutional and Programmatic Factors Associated with College Student-Athletes' Academic Success and Failure*
Department of Psychology  
University of Virginia  
$265,200 in 1995

Thomas A. Shaw  
*Who Commands the Respect of Youth: Moral Authority in a Pluralistic Community*
Graduate School of Education  
Harvard University  
$121,460 in 1993

Theodore R. Sizer, James P. Comer, Howard E. Gardner, and Janet Whitla  
*Partial Support of the Design and Development Working Party of the ATLAS Project*
Coalition of Essential Schools  
Brown University  
$1,500,000 in 1993

Catherine E. Snow  
*Home-School Study of Language and Literacy Development*
Graduate School of Education  
Harvard University  
$368,250 in 1992

Paul Starr  
*Conference on "Reform, New Information Media, and the Schools"*
The American Prospect  
$50,000 in 1995

Susan S. Stodolsky and Pamela L. Grossman  
*Subject Matter as a Context for High School Teaching*
Department of Education  
University of Chicago  
$213,900 in 1991

Marta Tienda  
*Social Context and Underachievement: The Conundrum of Success against the Odds*
Department of Sociology  
University of Chicago  
$119,400 in 1991

Michael Tomasetto  
*Joint Attention and the Emergence of Language*
Department of Psychology  
Emory University  
$113,800 in 1994

Thomas R. Trabasso  
*Talking Aloud during Reading Comprehension*
Department of Behavioral Science  
University of Chicago  
$429,100 in 1993

Pamela Barnhouse Walters  
*Private Interests and Public Voices: Organizations, Group Mobilization, and the Politics of Public Education, 1880-1920*
Department of Sociology  
Indiana University  
$269,450 in 1995

Beth Warren, Ann S. Rosebery, and Cynthia Ballenger  
*Understanding Learning in Teacher Researcher Communities*
TERC  
$240,000 in 1994
Rhona S. Weinstein  
*Smart or Dumb? The Power of Expectations in Schooling*  
Department of Psychology  
University of California, Berkeley  
$120,000 in 1994

James V. Wertsch  
*The Socialization of Cognition and Values: An International Study*  
Department of Education  
Washington University  
$348,225 in 1990

Allan Wigfield  
*Children’s Competence Beliefs, Achievement Task Values, and General Self-Esteem*  
Department of Human Development  
University of Maryland at College Park  
$37,000 in 1995

John B. Williams  
*National Colloquium on Systemwide Desegregation of Higher Education*  
Graduate School of Education  
Harvard University  
$90,000 in 1994

Samuel S. Wineburg  
*Historical Sense-Making: An Intergenerational Study*  
College of Education  
University of Washington  
$156,800 in 1995

Ron Wolk  
*Dissemination of Educational Research*  
Editorial Projects in Education  
$235,500 in 1994
GRANTEE PUBLICATIONS RECEIVED

Blase, Joseph, Jo Blase, Gary L. Anderson, and Sherry Dungan
Democratic Principles in Action

Clifford, Geraldine Joncich
Equally in View

Clark, Burton R.
Places of Inquiry: Research and Advanced Education in Modern Universities

Cobb, Paul and Heinrich Baurersfield
The Emergence of Mathematical Meaning: Interaction in Classroom Cultures

Connell, James P., Anne C. Kubish, Lisbeth B. Schorr, and Carol H. Weiss
New Approaches to Evaluating Community Initiatives
Washington, DC: The Aspen Institute, 1995

Delgado-Gaitan, Concha
Protein Literacy

Dyhouse, Carol
No Distinction of Sex?

Gardner, Howard
Leading Minds: An Anatomy of Leadership

Gottfried, Allen W., Adele Eskeles Gottfried, Kay Bathurst, and Diana Wright
Guerin
Gifted I.Q. Early Developmental Aspects

Hess, G. Alfred, Jr.
Chicago Public School Data Book School Year 1993-94
Chicago, IL: The Chicago Panel on School Policy, 1995

Hess, G. Alfred, Jr.
Restructuring Urban Schools: A Chicago Perspective
New York, NY: Teachers College Press, 1995

Kamerman, Sheila B. and Alfred J. Kahn
Starting Right: How America Neglects Its Youngest Children and What We Can Do About It
New York, NY: Oxford University Press, 1995

Leloudis, James L.
Schooling the New South
Chapel Hill, NC: The University of North Carolina Press, 1996

Mehlinger, Howard D.
School Reform in the Information Age
Bloomington, IN: Indiana University Printing Services, 1995

Merelman, Richard M.
Representing Black Culture: Racial Conflict and Cultural Politics in the United States
New York, NY: Routledge, 1995

Rose, Mike
Possible Lives: The Promise of Public Education in America

Schudson, Michael S.
The Power of News
Cambridge, MA: Harvard University Press, 1995

Tyack, David and Larry Cuban
Tinkering Toward Utopia
Cambridge, MA: Harvard University Press, 1995

Waddock, Sandra A.
Not By Schools Alone: Sharing Responsibility for America's Educational Reform
Westport, CT: Praeger, 1995

Wertsch, James V., Pablo Del Rio, and Amelia Alvarez
Sociocultural Studies of Mind

Wiebe, Robert H.
Self Rule: A Cultural History of American Democracy
Chicago, IL: University of Chicago Press, 1995

Verba, Sidney, Kay Lehman Schlozman, and Henry E. Brady
Voice and Equity: Civic Volunteerism in American Politics
Cambridge, MA: Harvard University Press, 1995

Vinovskis, Maris A.
Education, Society, and Economic Opportunity
New Haven, CT: Yale University Press, 1995
1996 Financial Statements
for the year ended March 31, 1996
On March 31, 1996, the assets of the Spencer Foundation totaled $315.5 million. These assets are invested primarily in equities actively managed by Cedarpoint Capital Management, New York, and in S & P 500 and EAFE indexed equity funds managed by State Street Bank, Boston. The Finance and Audit Committee of the Board of Directors, assisted by the Treasurer and by the Controller, oversees the performance of the Foundation’s investments, convening regularly (at meetings to which all Directors are invited) to review investment results, to discuss investment policy, and to set the asset allocation policy. The First National Bank of Chicago is custodian bank. A complete list of the Foundation’s assets is available for inspection at the Foundation office.

The Foundation made its first distributions in 1971 and through March 31, 1996 has authorized grants and fellowships of $157.3 million, of which $11.4 million remains payable in future fiscal years. During the 1996 fiscal year, the Foundation made payments on grants and fellowships totaling $12.9 million, and the Board of Directors anticipates making grants at approximately the same level through the 1997 fiscal year. The audited financial statements of the Spencer Foundation begin on page 72.

John H. Barcroft
Treasurer
March 31, 1996
INDEPENDENT AUDITORS’ REPORT

Board of Directors
The Spencer Foundation
Chicago, Illinois

We have audited the accompanying statements of financial position of The Spencer Foundation (an Illinois not-for-profit corporation) as of March 31, 1996 and 1995, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the Foundation’s management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. Our procedures included obtaining confirmation of securities owned, as of March 31, 1996 and 1995, by correspondence with the custodians. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, such financial statements present fairly, in all material respects, the financial position of The Spencer Foundation as of March 31, 1996 and 1995, and the results of its operations and its cash flows for the years then ended in conformity with generally accepted accounting principles.


Deloitte & Touche LLP
Chicago, Illinois
May 31, 1996
### Statements of Financial Position

March 31, 1996 and 1995 (Thousands of Dollars)

<table>
<thead>
<tr>
<th></th>
<th>1996</th>
<th>1995</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investments, at quoted market value (Note 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(cost 1996- $229,387; 1995 - $233,745)</td>
<td>$312,318</td>
<td>$259,681</td>
</tr>
<tr>
<td>Cash (including funds held by investment custodians: 1996 - $432; 1995 - $768)</td>
<td>2,462</td>
<td>1,255</td>
</tr>
<tr>
<td>Other assets:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receivable from brokers</td>
<td>1,350</td>
<td></td>
</tr>
<tr>
<td>Accrued interest and dividends</td>
<td>144</td>
<td>96</td>
</tr>
<tr>
<td>Taxes refundable</td>
<td>114</td>
<td>37</td>
</tr>
<tr>
<td>Other</td>
<td>455</td>
<td>209</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td>315,493</td>
<td>262,628</td>
</tr>
<tr>
<td><strong>LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants Payable</td>
<td>11,418</td>
<td>15,539</td>
</tr>
<tr>
<td>Payable to brokers</td>
<td>506</td>
<td>2,503</td>
</tr>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>291</td>
<td>147</td>
</tr>
<tr>
<td>Income taxes payable</td>
<td></td>
<td>283</td>
</tr>
<tr>
<td><strong>Total liabilities</strong></td>
<td>12,215</td>
<td>18,472</td>
</tr>
<tr>
<td><strong>UNRESTRICTED NET ASSETS (NOTE 6)</strong></td>
<td>$303,278</td>
<td>$244,156</td>
</tr>
</tbody>
</table>

See notes to financial statements
## THE SPENCER FOUNDATION

### STATEMENTS OF ACTIVITIES

Years ended March 31, 1996 and 1995 (Thousands of Dollars)

<table>
<thead>
<tr>
<th></th>
<th>1996</th>
<th>1995</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUE AND GAINS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dividends</td>
<td>$5,374</td>
<td>$5,191</td>
</tr>
<tr>
<td>Interest</td>
<td>587</td>
<td>1,052</td>
</tr>
<tr>
<td>Realized gains (losses)</td>
<td>7,369</td>
<td>(452)</td>
</tr>
<tr>
<td>Increase in unrealized gains</td>
<td>56,997</td>
<td>21,695</td>
</tr>
<tr>
<td><strong>Total revenue and gains</strong></td>
<td>70,327</td>
<td>27,486</td>
</tr>
<tr>
<td><strong>GRANTS AND OTHER EXPENSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants authorized (Note 2 and 5)</td>
<td>8,603</td>
<td>13,090</td>
</tr>
<tr>
<td>Administrative expenses</td>
<td>1,972</td>
<td>1,880</td>
</tr>
<tr>
<td>Investment services</td>
<td>520</td>
<td>443</td>
</tr>
<tr>
<td>Income taxes (Note 4)</td>
<td>110</td>
<td>374</td>
</tr>
<tr>
<td><strong>Total Grants and other expenses</strong></td>
<td>11,205</td>
<td>15,787</td>
</tr>
<tr>
<td><strong>INCREASE IN UNRESTRICTED NET ASSETS</strong></td>
<td>59,122</td>
<td>11,699</td>
</tr>
<tr>
<td><strong>UNRESTRICTED NET ASSETS</strong> – Beginning of year (Note 2)</td>
<td>244,156</td>
<td>232,457</td>
</tr>
<tr>
<td><strong>UNRESTRICTED NET ASSETS</strong> – End of year</td>
<td>$303,278</td>
<td>$244,156</td>
</tr>
</tbody>
</table>

See notes to financial statements
## Statements of Cash Flows

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cash Flows from Operating Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase in unrestricted net assets</td>
<td>$59,122</td>
<td>$11,699</td>
</tr>
<tr>
<td>Adjustments to reconcile increase in unrestricted net assets to net cash flows from operations:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loss (gain) on sale of investments</td>
<td>(7,369)</td>
<td>452</td>
</tr>
<tr>
<td>Unrealized gain on investments</td>
<td>(56,997)</td>
<td>(21,695)</td>
</tr>
<tr>
<td>Depreciation</td>
<td>70</td>
<td>44</td>
</tr>
<tr>
<td>Changes in assets and liabilities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accrued interest and dividends</td>
<td>(48)</td>
<td>172</td>
</tr>
<tr>
<td>Receivable from brokers</td>
<td>1,350</td>
<td>(1,268)</td>
</tr>
<tr>
<td>Taxes refundable</td>
<td>(77)</td>
<td>472</td>
</tr>
<tr>
<td>Grants payable</td>
<td>4,121</td>
<td>(100)</td>
</tr>
<tr>
<td>Payable to brokers</td>
<td>1,997</td>
<td>(560)</td>
</tr>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>(144)</td>
<td>22</td>
</tr>
<tr>
<td>Income taxes payable</td>
<td>283</td>
<td>(283)</td>
</tr>
<tr>
<td><strong>Net cash flows from operating activities</strong></td>
<td>2,308</td>
<td>(11,045)</td>
</tr>
</tbody>
</table>

**Cash Flows from Investing Activities**

- Purchases of investments: (32,075) (66,173)
- Proceeds from sales of investments: 31,220 19,574
- Capital expenditures - net: (246) (15)

**Net cash flows from investing activities**

- (1,101) (46,614)

**Increase (Decrease) in Cash**

- 1,207 (57,659)

**Cash - Beginning of year**

- 1,255 58,914

**Cash - End of year**

- $2,462 $1,255

See notes to financial statements
1. NATURE OF OPERATIONS

The Spencer Foundation (“Foundation”), organized in 1962, is the residuary legatee under the Will of Lyle M. Spencer, deceased. The Foundation was established to support research aimed at the improvement of education. Support is derived primarily from returns on the Foundation’s investments.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation - In 1996, the Foundation adopted Statement of Financial Standards (SFAS) No. 116, “Accounting for Contributions Received and Contributions Made,” and SFAS No. 117, “Financial Statements of Not-for-Profit Organizations,” and applied the standards retroactively by restating the 1995 financial statements. SFAS No. 116 requires that, when the Foundation authorizes a grant to be paid, such amount should be recognized as an expense in the financial statements at the fair value of the entire commitment at the time the grant is approved by the Board of Directors. The 1995 financial statements have been restated to apply the new method retroactively by restating the 1995 financial statements.

SFAS No. 116 requires that, when the Foundation authorizes a grant to be paid, such amount should be recognized as an expense in the financial statements at the fair value of the entire commitment at the time the grant is approved by the Board of Directors. The 1995 financial statements have been restated to apply the new method retroactively by restating the 1995 financial statements.

SFAS No. 117 establishes external financial reporting standards for not-for-profit organizations, which includes three basic financial statements and the classification of resources into three classes of net assets - permanently restricted, temporarily restricted and unrestricted. The net assets of the Foundation are classified entirely as unrestricted. The Foundation’s Statements of Assets, Liabilities and Fund Balance and Statements of Revenue, Expense, and Changes in Fund Balance were restated Statements of Financial Position and Statements of Activities, respectively. Statements of Cash Flows are also required.

Estimates - The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Investments - Investments are carried at fair market value (Note 3).

Reclassifications - Certain 1995 balances have been reclassified to conform with 1996 financial report presentation.

3. INVESTMENTS

Investments are carried at fair market value, net of deferred federal excise tax on net unrealized gains. Quoted market values are used to value investments other than index funds, which are carried based on fair values provided by the fund managers, and real estate, which is carried at “market value” provided by the real estate fund. Realized gains or losses are determined by comparison of cost, determined on a first-in, first-out basis, to proceeds from sales. Investment transactions are recorded in the accounts on the trade date. The cost of investment securities represents the amount paid for securities purchased, adjusted for accretion of discount or amortization of premium on bonds purchased. Dividends and interest income are recorded on the accrual basis.
Years ended March 31, 1996 and 1995 (Thousands of Dollars)

The cost and quoted fair market value of investments at March 31 were as follows:

<table>
<thead>
<tr>
<th></th>
<th>1996</th>
<th>Market Value</th>
<th>1995</th>
<th>Market Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Index funds</td>
<td>$138,032</td>
<td>$182,108</td>
<td>$134,566</td>
<td>$152,158</td>
</tr>
<tr>
<td>Common stocks</td>
<td>85,768</td>
<td>127,127</td>
<td>91,816</td>
<td>102,070</td>
</tr>
<tr>
<td>Preferred Stocks</td>
<td>500</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corporate Bonds</td>
<td>1,139</td>
<td>171</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Real Estate Funds</td>
<td>5,587</td>
<td>4,773</td>
<td>5,724</td>
<td>5,711</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$229,387</strong></td>
<td><strong>314,008</strong></td>
<td><strong>$233,745</strong></td>
<td><strong>260,210</strong></td>
</tr>
<tr>
<td>Deferred federal excise tax</td>
<td>(1,690)</td>
<td></td>
<td>(529)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$312,318</strong></td>
<td></td>
<td><strong>$259,681</strong></td>
<td></td>
</tr>
</tbody>
</table>

4. TAXES

**Excise Tax** - The Foundation qualifies as a private foundation and, as a result, is subject to a federal excise tax of two percent on net investment income, as defined. If the average payout ratio for the past five years plus one percent of net investment income in the current year, as defined, is less than the current year’s charitable distributions, federal excise tax is payable at one percent of net investment income, as defined. The Foundation paid federal excise tax of one percent in the years ended March 31, 1996, and 1995.

The quoted market value of investments was reduced by $1,690 and $529 at March 31, 1996 and 1995, respectively, representing the federal excise taxes which would become payable if the net unrealized gains were realized. The change in such deferred taxes is applied against the change in unrealized gains in the statements of activities.

A private foundation which does not distribute an amount equal to a minimum return on assets, as defined in the Internal Revenue Code, is subject to an excise tax of 15 percent on the income not so distributed. Distributions in any year, in excess of the amount required, may be carried forward to future years and be applied against the required distribution.

**Income Taxes** - The Foundation is a not-for-profit organization in the state of Illinois and is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code. The Foundation also had revenue from unrelated business activities in 1995, the net income on which is subject to state and federal income taxes.

5. GRANT COMMITMENTS

In accordance with SFAS No.116, grants are recorded in the accounts when authorized by the Board of Directors and unexpended funds are recorded when refunded by the grantees. Payments on authorized but unpaid grants may be accelerated upon mutual agreement between the Foundation and the grantees.

The Foundation has authorized but unpaid grants outstanding as of March 31, 1996, payable as follows:

<table>
<thead>
<tr>
<th>Fiscal Year Ending March 31</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>$ 5,025</td>
</tr>
<tr>
<td>1996</td>
<td>4,485</td>
</tr>
<tr>
<td>1999</td>
<td>1,322</td>
</tr>
<tr>
<td>2000</td>
<td>430</td>
</tr>
<tr>
<td>2001</td>
<td>156</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$11,418</strong></td>
</tr>
</tbody>
</table>
6. UNRESTRICTED NET ASSETS

Unrestricted net assets are composed of the following amounts:

<table>
<thead>
<tr>
<th></th>
<th>1996</th>
<th>1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>$82,203</td>
<td>$82,203</td>
</tr>
<tr>
<td>Cumulative excess of grants and other expenses over revenue (cumulative grants authorized of $157,285 at March 31, 1996)</td>
<td>(61,494)</td>
<td>(56,251)</td>
</tr>
<tr>
<td>Cumulative net realized gains on sales of investments</td>
<td>199,637</td>
<td>192,268</td>
</tr>
<tr>
<td>Unrealized gain in investment portfolio</td>
<td>82,932</td>
<td>25,936</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$303,278</strong></td>
<td><strong>$244,156</strong></td>
</tr>
</tbody>
</table>

7. PROFESSIONAL DEVELOPMENT PROGRAM

During 1996, the Foundation established a joint venture Professional Development Research and Documentation Program (the “Program”) with The MacArthur Foundation. The program provides grants for research in the area of professional development in schools and will provide a total of $3 million in grants over a four-year period. Based upon the terms of the agreement, the Foundation administers the program and contributes 25 percent of the total awards and 50 percent of administration costs. MacArthur provides the remaining 75 percent of total awards and 50 percent of administration costs. At March 31, 1996, the cash balance of the Foundation included $327 of funds advanced from The MacArthur Foundation not yet expended under the Program.
Grant Recipients

1971-1995

This section contains a full list of the grants made and fellowships awarded by the Spencer Foundation, 1971 through 1995 (the 1996 list is in Section II), on the principle that we should provide what an historian might call the “primary sources” for our reflections and interpretations of the Foundation’s grant-making. This list reproduces, by year, the grants and fellowships published in each of the Foundation’s Annual Reports beginning with the first such report in 1971.
1971

FELLOWSHIPS

Awards to be Made by Committees to Young Scholars Working on Problems Related to Education:

Harvard University
$90,000
Northwestern University
$90,000
Stanford University
$90,000
University of Chicago
$90,000
University of Wisconsin
$90,000

For the Selection, Supervision and Support of Academy Associates and Academy Fellows:

National Academy of Education
$163,500

1972

MAJOR RESEARCH GRANTS

Formative Research and Evaluation in Educational Television Production: A Research Training Program
Children's Television Workshop
$31,190

International Association for the Evaluation of Educational Achievement
University of Stockholm
$191,250

For Development of a Research Capacity in Its New College of Education
Roosevelt University
$256,000

The Prelude Project
Hadley School for the Blind
$65,000

Mountain View Center for Environmental Education
University of Colorado
$18,200

J.T. Bonner
Program in Neuroscience and Behavior
Princeton University
$330,000

Christian Action Ministry
Implementation and Evaluation of a Piaget-Based School Curriculum in a Day Care Center
University of Illinois at Chicago
$43,769

I. Bernard Cohen
The Scientific Revolution and its Consequences for Man
Harvard University
$150,000

John Collier, Jr.
A Film Analysis of Cross-Cultural Teaching in Navajo Reservation and San Francisco Inner City Schools
San Francisco State College
$11,000

Marvin W. Daehler and Nancy A. Myers
Cognitive Development in One-to Three-Year-Old Children
University of Massachusetts, Amherst
$80,067

Elliott W. Eisner
Study of British Infant and Primary Schools
Stanford University
$3,000

Edgar Epperly and Kenneth A. Root
Rural Youth Migration Study
Luther College
$13,000

B. L. Garrett and Michael P. Silver
Biofeedback: The Voluntary Control of Autonomic Processes
DePauw University
$14,112

John T. Guthrie
Identification and Instruction of Children with Reading Disabilities
Johns Hopkins University
$96,000

David Herron
Marquette University's Alternatives to Open Admissions
Marquette University
$24,000

Herbert H. Hyman
The Enduring Effects of Education on Knowledge of Adults
Wesleyan University
$45,695

Jerome Kagan
The Effect of Day Care on Psychological Development
Harvard University
$157,500

Michael Lewis
Mother-Infant Relationship and the Growth of Intelligence
Educational Testing Service
$32,075

Walter W. McMahon
Sources of Effective Demand, Fluctuations, and Growth of Investment in Human Capital Through Higher Education
University of Illinois, Urbana-Champaign
$21,652

Jacob Ornstein and Z. Anthony Kruszewski
Cross-Cultural Project to Investigate Southwest Ethnic Group Relationships and Conflicts
University of Texas, El Paso
$63,700

Eric Schaps
Research and Evaluation Component of Community Drug Abuse Program
Alternatives, Inc.
$19,800

Thomas L. Shaffer and Robert S. Redmount
Study of Legal Instruction and the Professionalization of Law Students
University of Notre Dame
$26,900

Julian C. Stanley
Study of Mathematically and Scientifically Precocious Youth
Johns Hopkins University
$266,100

Leila Sussman
The Changes in Organization and Functioning Which Have Occurred in Innovative Schools
Taft University
$24,300

Lawrence W. Towner
To Explore the Feasibility of Establishing a Center for the Study of the Family in Historical Perspective
The Newberry Library
$34,250

David P. Weikart
Longitudinal Follow-up of Three Compensatory Preschool Education Projects
High/Scope Educational Research Foundation
$292,050

FELLOWSHIPS

Awards to be Made by Committees to Young Scholars Working on Problems Related to Education:

Claremont Graduate School
$10,000

University of California, Los Angeles
$90,000

University of Illinois, Urbana-Champaign
$90,000

University of Michigan
$90,000

University of Minnesota
$90,000

University of Pennsylvania
$90,000

For Support of Visiting Scholars Interested in Education:

Center for Advanced Study in the Behavioral Sciences
$300,000

NAE/SPENCER FELLOWS

Paul Ammon
University of California, Berkeley

Thomas Good
University of Missouri

Donna E. Shalala
Teachers College, Columbia University

Jon D. Swartz
University of Texas

Douglas M. Windham
University of North Carolina

OTHER GRANTS

Support of a Workshop Conducted by the National Society for the Study of Education
University of California, Los Angeles
$6,800
1973

MAJOR RESEARCH GRANTS

A Longitudinal Study of the Effects of Intervention in Education at the High School Level
A Better Chance, Inc. $75,000

A One-Year Research Study on Various Pathways to Post-Secondary School Opportunities for Black Students
National Scholarship Service and Fund for Negro Students $80,000

Education Finance Center
Education Commission of the States $290,000

Bruno Bettelheim
Contributions of Psychoanalysis to the Understanding of the Educational Process
University of Chicago $123,000

Martin Carnoy and Henry Levin
Research on Education and the Distribution of Income
Stanford University $91,500

Donald Gerwin
Information Processing, Retrospective Influence, and Scientific Generalization
University of Wisconsin, Milwaukee $13,000

John I. Goodlad
A Study of Schooling in the United States
Institute for Development of Educational Activities, Inc. $300,000

Douglas Heath
A Longitudinal Study of the Determinants of Maturning and Competence for a Selected Group of Young Men
Haverford College $25,500

Robert D. Hess
A Cross-Cultural Study of Influences upon the Educability of Children
Social Science Research Council $110,000

Robert Hogan, Catherine Garvey and Roger Webb
A Study of the Verbally Gifted
Johns Hopkins University $189,500

Alex Inkeles
Education and the Process of Individual Modernization
Stanford University $80,000

David Klahr
Information Processing Models of Cognitive Development
Carnegie Mellon University $130,500

Eleanor E. Maccoby
Behavioral Sex Differences
Stanford University $90,000

James G. March
Theoretical Research on Organizations
Stanford University $135,000

Alice E. Moriarty
Pilot Study of Early Child Development
The Menninger Foundation $100,000

Eli Saltz
Effects of Stimulating Fantasy Play on Culturally Disadvantaged Children
Wayne State University $110,500

Robert A. Scott
Open Admission: Its Past and its Promise
Cornell University $19,500

Daniel Solomon
Individual Characteristics and Children's Performance in Varied Educational Settings
Montgomery County Public Schools $69,750

Milton E. Strauss
Early Development of Narcotics Addicted Infants
Wayne State University $94,000

Herbert A. Thelen
The Characteristics of Effective Classrooms
University of Chicago $26,750

Beverly A. Timmons
An Investigation of the Causes of Stuttering
University of Victoria $23,500

Richard L. Venezky
A Cross-Cultural Study of Pre-Reading Skills
University of Wisconsin-Madison $28,200

FELLOWSHIPS

Research into the Effects of Education on Human Behavior
University of Chicago $1,976,004

NAE/SPENCER FELLOWS

James A. Banks
University of Washington

Joseph B. Giaquinta
New York University

James W. Hall
Northwestern University

J. Jaap Tuinman
Indiana University

Margaret Wang
University of Pittsburgh

OTHER GRANTS

Support of Activities
The Foundation Center $75,000

Support of Activities
Council on Foundations, Inc. $40,000

1974

MAJOR RESEARCH GRANTS

Committee on Cognitive Research
Social Science Research Council $110,000

Research Program in Behavioral Biology
California Institute of Technology $590,000

Peter W. Airasian, Thomas Kellaghan and George F. Madaus
The Consequences of Introducing Educational Testing: A Societal Experiment
Boston College $150,000

Richard C. Atkinson
Acquisition of Sign Language and Behavioral Development in an Infant Lowland Gorilla
Stanford University $23,500

Geraldine J. Clifford
Education in Nineteenth-Century America: The Participants Speak Out
University of California, Berkeley $51,500

John Collier, Jr.
A Film Analysis of Cross-Cultural Teaching in Navajo Reservations and San Francisco Inner-City Schools
California State University, San Francisco $17,500

John C. DeFries
Genetic Analysis of Reading Disabilities
University of Colorado, Boulder $14,000

Anke Ehrhardt and Heino F. L. Meyer-Bahlburg
Hormonal Effects on Gender Identity Differentiation
Children's Hospital of Buffalo $87,500

David H. Feldman
Influence of the Introduction of New Information on the Developmental Levels of Children
Yale University $60,000

Kurt W. Fischer
Learning and Problem-Solving as the Development of Organized Behavior
University of Denver $60,000

Howard E. Gardner
The Development of Symbolic Capacities
Harvard University $39,500
grantees: 1974-1975

THE SPENCER FOUNDATION

Willis D. Hawley
The Structure of Schools as a Source of Political Education
Duke University
$35,400

Patricia A. Jacobs
Cytogenics of Mental Retardation
University of Hawaii
$270,000

Alan C. Kerckhoff
Antecedents of Academic Performance and Educational Attainments
Duke University
$11,200

Wallace E. Lambert
Cultural and Social Class Variations in Child Training Values
McGill University
$47,600

Hope Leichter
Social Networks and the Learning of Educational Styles
Teachers College, Columbia University
$64,100

Neal E. Miller
Extending the Scope of Human Learning: Voluntary Control Over Specific Vasomotor Responses
Rockefeller University
$64,500

M. Carr Payne, Jr. and Richard K. Davenport
Reading Difficultly and Cross-Modal Integration
Georgia Institute of Technology
$55,750

Donald R. Pfost
Teacher Expectations and Student Performance
Western Carolina University
$17,000

David R. Roth
Culture and Intelligence
University of Texas
$17,764

Gavriel Salomon
Cognitive Effects of Media
Hebrew University of Jerusalem
$44,500

Robert L. Selman
Longitudinal Follow-up Study of the Development of Interpersonal Understanding During Childhood
Harvard University
$187,400

Hans Lukas Treuber
Basic Mechanisms of Learning
Massachusetts Institute of Technology
$245,374

Robert L. Thorndike
Longitudinal Study of Developmental Shifts in Binet IQ
Teachers College, Columbia University
$42,500

FELLOWSHIPS

Awards to be Made by Committees to Young Scholars Working on Problems Related to Education:

Atlanta University
$90,000

Harvard University
$90,000

Howard University
$90,000

Nashville University Center
$90,000

Stanford University
$90,000

Teachers College, Columbia University
$90,000

University of California, Los Angeles
$90,000

University of Chicago
$90,000

University of Illinois, Urbana-Champaign
$90,000

University of North Carolina
$90,000

University of Pennsylvania
$60,000

University of Texas
$90,000

University of Wisconsin
$60,000

For the Selection, Supervision and Support of Academy Associates and Academy Fellows
National Academy of Education
$12,000

NAE/SPENCER FELLOWS

Robbie Case
University of California, Berkeley

Elizabeth S. Chatala
Weber State University

Gerald Grant
Syracuse University

Carl F. Kaestle
University of Wisconsin

Paul H. Mattingly
New York University

OTHER GRANTS

Support of the Donor’s Forum of Chicago Community Programs, Inc.
$2,000

Lee J. Cronbach
Consistency and Stability of Interaction Effects Among Classrooms
Stanford University
$5,000

Richard A. Dershimer
The Federal Government in Educational Research and Development
American Educational Research Association
$4,870

Edgar V. Epperly and Kenneth A. Root
Migration of Rural Youth
Luther College
$4,242

Dean R. Hoge
Changes in College Students’ Values
Princeton Theological Seminary
$3,576

Herbert H. Hyman
Enduring Effects of Education
Wesleyan University
$5,000

J. Alan Thomas and Valerien Harvey
Investments in Careers in Educational Administration
University of Illinois at Chicago
$3,700

1975

MAJOR RESEARCH GRANTS

Center for Research in Children’s Television
Harvard University
$125,000

The Prelude Project
The Hadley School for the Blind
$11,250

Piagetian Tasks and Primary School Mechanics
University of Colorado, Boulder
$7,740

Program in Education for a Changing Society
Aspen Institute of Humanistic Studies
$185,000

Mary D. Ainsworth
The Development of Mother-Infant Attachment
Johns Hopkins University
$50,000

Leonard D. Borman
Study and Assistance of Self-Help, Mutual-Aid, and Human Support Networks
Northwestern University
$41,250

Robbie Case
The Role of Maturation in the Processes of Intellectual Development
University of California, Berkeley
$8,000

John E. Coons
Educational Credentialing as a Basis for Employment Decisions
University of California, Berkeley
$80,335

Lynn Fox
The Development of an Intellectually Gifted Child Study Group
Johns Hopkins University
$91,000

Susan W. Gray
Follow-Up Study of the Families of the Early Training Project
George Peabody College, Vanderbilt University
$34,000
FELLOWSHIPS

Awards to be Made by Committees to Young Scholars Working on Problems Related to Education:

- Indiana University: $60,000
- New York University: $60,000
- Tuskegee Institute: $90,000
- University of Southern California: $80,000
  For Support of Visiting Scholars Interested in Education Center for Advanced Study in the Behavioral Sciences: $100,000

NAE/SPENCER FELLOWS

- Eric R. Brown: New York University
- James Garbarino: State University of New York Empire State College
- Tyll Van Geel: University of Rochester
- Decker F. Walker: Stanford University
- Thomas Wolanin: University of Wisconsin

OTHER GRANTS

- To Strengthen The Private Foundation Sector Commission on Private Philanthropy and Public Needs: $15,000
- Support of the Conference to Coordinate Research Efforts National Scholarship Service and Fund for Negro Students: $2,000
- Transportation of the U.S.A. Team to the 16th International Mathematical Olympiad in Erfurt, East Germany: $5,000

FELLOWSHIPS

- Lee J. Cronbach: Estimation of Between-Class and Within-Class Effects of Individual Differences on Instruction Stanford University: $19,250
- Curtis D. Hardycyk: The Perception of Symmetry University of California, Berkeley: $4,536
- Robert J. Havighurst and Erik S. Lunde: Philanthropic Foundations and Education University of Chicago: $2,505
- Alex Inkeles: Education and the Process of Individual Modernism Stanford University: $30,000
- Jerome Kagan: The Effect of Day Care on Psychological Development Harvard University: $40,000
- Eleanor E. Maccoby: Behavioral Sex Differences Stanford University: $5,000
- Thomas L. Shaffer and Robert S. Redmount: Legal Education and the Professionalization of Law Students University of Notre Dame: $5,000

MAJOR RESEARCH GRANTS

- Beverly A. Timmons: Causes of Stuttering University of Victoria: $2,000
- Bee-Lan Chan Wang: The Role of Education in Determining the Position of Ethnic Groups Relative to One Another in a Social Stratification System Wheaton College: $4,000

GRANTEES: 1975-1976
Sibylle E. Esclafona and Harvey H. Corman
The Emergence of Symbolic Functioning Mediated by Toys, Pictures, and Words
Yeshiva University
$57,650

Frank H. Farley and Erich W. Labouvie
Individual Differences in Cognition in Adults and Aged
University of Wisconsin-Madison
$75,000

Jeremy D. Finn
Quality of Schooling: A Process Approach
State University of New York, Buffalo
$28,900

Gene V. Glass
Benefits of Psychotherapy and Counseling: An Integrative Analysis of Evidence
University of Colorado
$8,000

Patricia M. Greenfield
Cognition and Communication in Development
University of California, Los Angeles
$43,300

Annegret Harnischfeger and David E. Wiley
The Description and Analysis of Classroom Procedures
Cemrel, Inc.
$33,150

Herbert H. Hyman
The Enduring Effects of Education on Values
Wesleyan University
$38,100

Edgar L. Lowell
A Search for Performatives in Young Deaf Children
John Tracy Clinic
$25,000

Gabriel Salomon
Cognitive Effects of Media
Hebrew University of Jerusalem
$15,550

Larry R. Squire
Pharmacology of Memory
University of California, San Diego
$47,800

Ann P. Streissguth
A Study of the Development and Functioning of Children of Recovered Alcoholic Mothers
University of Washington
$113,000

Carl E. Thoresen
Study of Self-Control Processes and Adolescent Problems
Stanford University
$42,950

Thomas E. Wren
A Study of Motivation and Moral Development
Loyola University of Chicago
$0,000

FELLOWS

For Support of Fellows Interested in the Study of Education
Center for Advanced Study in the Behavioral Sciences
$750,000

Moten Center for Independent Studies (Fellowships)
Robert K. Moton Memorial Institute
$150,000

NAE/SPENCER FELLOWSHIPS

Vincent P. Franklin
University of Illinois, Urbana-Champaign

Daniel P. Keating
University of Minnesota

David L. Kirp
University of California, Berkeley

Andrew Ortony
University of Illinois, Urbana-Champaign

Ruby Takanishi
University of California, Los Angeles

OTHER GRANTS

Support of Interdisciplinary Collaboration for Menninger Fellows
The Menninger Foundation
$331,800

Transportation of the U.S.A. Team to the 17th International Mathematical Olympiad in Burgas, Bulgaria
The Mathematical Association of America
$4,800

Exploratory Meetings to Investigate the Nature of the Field of Affective Development of Children
Social Science Research Council
$5,000

Support of the Donors Forum Library
Donors Forum of Chicago
$5,000

Preservation of African Intellectual Resources
Phelps-Stokes Fund
$5,000

Colin B. Burke
A Study of American Higher Education
University of Maryland, Baltimore County
$3,000

Elizabeth G. Cohen
Power and Authority in Female Work Groups
Stanford University
$4,300

Robert D. Hess
The Influence of Socializing Agents upon Cognitive Functioning, Communicative Styles, and Educbability of Preschool Children in Japan and the United States
Social Science Research Council
$28,500

Alex Inkeles and Richard Suzman
Psychological Outcomes of Schooling
Stanford University
$2,650

Kenneth Kaye
Early Adaptation of Mother-Infant Systems
University of Chicago
$4,850

Wallace E. Lambert
Cultural and Social-Class Variations in Child Training
McGill University
$0,471

Jean C. Lave
Practical Arithmetic in Liberia
University of California, Irvine
$4,073

Joseph M. Williams and Rosemary Hake
An Investigation into Overt and Tacit Values Used by Composition Teachers
University of Chicago
$3,000

Thomas D. Yawkey
Oral Language Development in Native American Children of Ages Four, Five, and Six
University of Wisconsin-Madison
$5,000

MAJOR RESEARCH GRANTS

Center for Urban Education: Support and Research
Chicago Board of Education
$508,000

Basic Mechanisms of Learning
Massachusetts Institute of Technology
$200,000

Kenneth S. Bowers
Studies of Perceptions and Memory at Different Levels of Consciousness and Under Conditions of Divided Attention
University of Waterloo
$20,950

Robbie Case
Intellectual and Linguistic Development in the Preschool Years
Ontario Institute for Studies in Education
$9,000

Francis S. Chase
The Transformation of Urban Education
The Council of Great City Schools
$120,000

Anthony M. Cresswell and Hervey A. Juris
The Impact of Collective Bargaining on School Finance
Northwestern University
$31,600

84
Donald A. Erickson  
A Comparison of Two Groups of Catholic Schools in Canada,  
One Group Funded by Government and the Other Not  
Simon Fraser University  
$29,000

Roger C. Farr and  
Leo C. Fay  
A Comparison of Reading Achievement Scores of Indiana Children: 1944 and 1976  
Indiana University  
$15,000

Howard E. Gardner  
The Development of Symbolic Capacities  
Harvard University  
$222,000

Charles G. Gross and  
Marc H. Bornstein  
Perceiving Mirror Images: A Developmental and Comparative Analysis  
Princeton University  
$32,125

Dale L. Johnson  
Additional Data Analysis on the Development of Competence in Mexican-American Children  
University of Houston  
$180,000

Kenneth Kaye  
The Social Context of Infant Development  
University of Chicago  
$160,000

William Kessen  
Early Child Development and Education in Italy  
Yale University  
$15,900

David L. Kirp  
Dynamics of School Desegregation  
University of California, Berkeley  
$52,625

Nadine M. Lambert and  
Jonathan H. Sandoval  
Life Histories of Children Identified Hyperactive  
University of California, Berkeley  
$98,900

James G. March  
Theoretical Research on Organizational Settings in Educational Institutions  
Stanford University  
$154,150

Kathy Pezdek  
Semantic Integration of Sentences and Pictures  
California State College, San Bernardino  
$10,000

Robert Plomin  
Hyperkinesis-Related Traits in a Normal Population of Twins  
University of Colorado  
$10,000

Halbert B. Robinson  
Identification and Nurturance of Extraordinarily Precocious Children  
University of Washington  
$215,000

Thomas Romer and  
Howard Rosenthal  
Education Finance and Local Referenda  
Carnegie Mellon University  
$40,000

William H. Sewell and  
Robert M. Hauser  
Effects of Family Structure on Educational, Occupational, and Economic Achievements  
University of Wisconsin-Madison  
$82,000

Julian C. Stanley  
Education of Mathematically Precocious Youth  
Johns Hopkins University  
$115,200

Abigail J. Stewart  
Family Change and Children's Affective Development  
Boston University  
$57,000

F. E. Strayer  
A Longitudinal Study of Mother-Child and Peer-Peer Interactions in Three-, Four-, and Five-Year Old Children  
University of Quebec, Montreal  
$25,000

Carl E. Thoresen  
Self-Control Processes among Adolescents: A Scientific Analysis  
Stanford University  
$57,000

Anke Ehrhardt and  
Heino F. L. Meyer-Bahlburg  
Hormonal Effects on Gender Identity Differentiations  
The Children's Hospital of Buffalo  
$5,000

David Feldman  
Influence of the Introduction of New Information on the Developmental Level of Children  
Tufts University  
$20,000

Kurt W. Fischer  
Learning and Problem-Solving as the Development of Organized Behavior  
University of Denver  
$20,000

Curtis D. Hardycq  
Interhemispheric Transfer of Figural Information  
University of California, Berkeley  
$1,017

Stanley D. Nollen  
Recurrent Education for Adult Workers in Europe and the United States  
Georgetown University  
$1,400

Thomas S. Wallsten  
Reading Rates and Comprehension Scores in Visual and Tactile Modalities  
University of North Carolina  
$4,000

Michelene T. Chi  
University of Pittsburgh
Christopher M. Clark  
Michigan State University
Philip H. Dreyer  
Claremont Graduate School
Donna H. Kerr  
University of Washington
Steven R. Yussen  
University of Wisconsin

OTHER GRANTS
Support of the Donors Forum Donors Forum of Chicago  
$10,000

Augusto Blasi  
Responsibility: The Adolescent Forms and the Process of Development  
Boston University  
$4,940

Lorelei R. Brush  
Women's Avoidance of the Study of Mathematics  
Radcliffe University  
$15,000

Blythe Clinchy and  
Claire Zimmerman  
Cognitive Development in College  
Wellesley College  
$4,840

MAJOR RESEARCH GRANTS
The Chicago Reporter's School Policy Project  
Community Renewal Society  
$45,000

Research Workshop on Television Role Models and Early Adolescents  
Action for Children's Television  
$18,600

William M. Bart  
Formal Operations Among High School Adolescents  
From Low & Mid SES: An Investigation of Scholastic Import, Psychometric Structures, Styles of Reasoning  
University of Minnesota  
$36,000

FELLOWSHIPS
Awards to be Made by Committees to Young Scholars Working on Problems Related to Education:  
Harvard University  
$30,000

Indiana University  
$30,000

New York University  
$30,000

Stanford University  
$30,000

Teachers College, Columbia University  
$30,000

University of North Carolina  
$30,000

University of Wisconsin  
$30,000

For Support of the Academy Fellows Program National Academy of Education  
$50,000

Michelene T. Chi  
University of Pittsburgh
Christopher M. Clark  
Michigan State University
Philip H. Dreyer  
Claremont Graduate School
Donna H. Kerr  
University of Washington
Steven R. Yussen  
University of Wisconsin

1978
Colin B. Burke  
American Higher Education  
Before the Civil War  
University of Maryland, Baltimore County  
$10,054

Mihaly Csikszentmihalyi  
Intrinsic Motivation in Education  
University of Chicago  
$105,500

Ruth S. Day  
A Study of Semantic Individual Differences in Cognition and Education  
Center for Advanced Study in the Behavioral Sciences  
$24,000

Greta G. Fein  
Peer Experience and the Development of Social Skills  
Merrill-Palmer Institute  
$82,500

Emilia Ferreiro  
Children’s Conceptualizations of Graphic Representation of Language  
University of Geneva  
$21,000

Philip J. Foster  
University Development in the West Indies  
University of Chicago  
$10,000

Gene V. Glass  
Benefits of Psychology and Counseling: An Integrative Analysis of Evidence  
University of Colorado, Boulder  
$22,755

Charles G. Gross and Marc H. Bornstein  
Perceiving Mirror Images: A Developmental and Comparative Analysis  
Princeton University  
$122,650

Stuart T. Hauser  
Familial Context of Arrests in Adolescents’ Ego Development  
Harvard University  
$89,700

Diane Hedin and Daniel E. Conrad  
The Impact of Experiential Education on Student Participants  
University of Minnesota  
$30,000

Aletha Huston-Stein and John C. Wright  
The Effects of Formal Features, Age, and Viewing History on Children’s Comprehension of Television  
University of Kansas  
$284,500

Nancy Levin Arnez  
The Superintendency of the District of Columbia Public School System From October 1973 to October 1975  
Howard University  
$46,365

Richard J. Light  
Synthesizing Educational Evaluations  
Harvard University  
$135,300

Jane Loewinger  
Measurement of Personality Development  
Washington University  
$20,500

Andrew N. Melzoff  
Imitation and Cross-Modal Matching in Human Neonates  
University of Washington  
$50,000

Ernst L. Moerk  
The Teaching and Learning of a First Language in the Home California State University, Fresno  
$42,800

Barnahas Otaala  
African Schooling and Piagetian Theory  
Kenyatta University College  
$35,000

C. Robert Pace  
The Construction of Measures of the Quality of Effort College Students Invest in Their Own Learning and Development  
University of California, Los Angeles  
$68,500

Gavriel Salomon  
Toward a Theory of Media Education  
Stanford University  
$20,000

Phillip R. Shaver  
Fear of Success and Fear of Failure  
New York University  
$50,000

Jerome L. Singer and Dorothy G. Singer  
A Longitudinal Study of the Effects of Television on Children  
Yale University  
$74,000

Colwyn Trevarthen and Alastair C. Mundy-Castle  
Development of Cooperative Understanding Between Mothers and Infants  
University of Edinburgh  
$50,000

James V. Wertsch  
The Development of Metacognition and Adult-Child Interaction  
Northwestern University  
$20,300

Donald M. Wolfe and David A. Kolb  
Learning Processes in Adult Development: A Study of Cognitive and Social Factors in Mid-Life Transition  
Case Western Reserve University  
$175,000

FELLOWSHIPS

Awards to be Made by Committees to Young Scholars Working on Problems Related to Education:

Harvard University  
$60,000

Indiana University  
$60,000

New York University  
$60,000

Stanford University  
$60,000

Teachers College, Columbia University  
$60,000

University of North Carolina  
$60,000

University of Wisconsin  
$60,000

For Support of the Academy Fellows Program  
National Academy of Education  
$100,000

FELLOWSHIPS

NAE/SPENCER FELLOWS

A. Wade Boykin, Jr.  
Cornell University

Karen C. Fuson  
Northwestern University

Marlene Scardamalia  
York University, Ontario

Robert Siegler  
Carnegie Mellon University

Claire E. Weinstein  
University of Texas

OTHER GRANTS

Support of Activities  
The Foundation Center  
$90,000

The Economics of a Restructured Education System for New York City Public Education Association  
$4,700

Thomas G. Bever  
Familial Handedness and Cerebral Asymmetries among Right-Handers  
Columbia University  
$4,850

Lorelei R. Brush  
Women’s Avoidance of the Study of Mathematics  
Radcliffe College  
$603

Anthony M. Cresswell and Hervey A. Juris  
The Impact of Collective Bargaining on School Finance  
Northwestern University  
$4,916

W. Phillips Davison and Gerald A. Fitzgerald  
Education as a Factor in Conflict Resolution  
Columbia University  
$12,000

Doris R. Entwisle  
Teacher Differences and Differences in Young Students’ Achievement  
Johns Hopkins University  
$5,000

Howard H. Garrison  
Trends in Students’ Educational and Career Aspirations  
Virginia Commonwealth University  
$5,000
1979 MAJOR RESEARCH GRANTS

Robert J. Havighurst
A Comparison of Citizen’s Advisory Commissions on Desegregation
University of Chicago
$1,225

Dean R. Hoge and
John E. Dyble
Role Satisfaction and Religious Beliefs among Protestant Ministers in Chicago
Catholic University of America
$5,000

Donald B. Holsinger
Changes in the Mental Ability of Teachers
University of Arizona
$5,000

Alex Inkeles
The Impact of Nonformal Training on Cognitive Skills in Developing Countries
Stanford University
$5,000

Lewis B. Mayhew
Collegiate Institutional Survival During the 1980s
Stanford University
$5,000

Judith Rubenstein
A Two-Year Follow-Up of Infants in Day Care
New England Medical Center Hospital
$4,120

George D. Spindler
Cultural Transmission and Educational Adaptation in an Urbanizing German Village: A Restudy
Stanford University
$4,000

Steven G. Vandenberg
Development of Logico-mathematical Concepts in Twins
University of Colorado
$3,000

Charles V. Willie
A Synthesis of Research on Urban Education
Harvard University
$5,000

John T. Wilson
Higher Education and Federal Policies
University of Chicago
$7,500

W. W. Charters, Jr.
Governance Systems of Elementary Schools
University of Oregon
$34,000

Francis S. Chase
Urban Education Studies: Research and Evaluation
The Council of Great City Schools
$86,000

Eve V. Clark
Word Formation in Language Acquisition: New Meanings and New Forms
Center for Advanced Study in the Behavioral Sciences
$12,500

Robert L. Corrigan
The Development of Early Representational Skills University of Wisconsin-Milwaukee
$33,700

Allison Davis
American Negro Leadership and the Handling of Aggression
University of Chicago
$85,500

Susan Ervin-Tripp and
Ann L. Carter
Sensorimotor Foundations of Language
University of California, Berkeley
$26,200

Kurt W. Fischer
Social-Cognitive Development in Adolescence and Adulthood
University of Denver
$18,500

Frank Brown
Minority Enrollment in American Colleges and Universities, 1968-1976
State University of New York, Buffalo
$10,800

George E. Carter
Black Abolitionist Papers Project
University of Wisconsin-La Crosse
$43,500

Robbie Case
Intellectual Development from Infancy to Adulthood
Ontario Institute for Studies in Education
$9,000

Eleanor J. Gibson
Development of Perception of Affordances and Expressive Behavior in Human Infants
Cornell University
$21,400

Ellen Greenberger and
Laurence D. Steinberg
Adolescents at Work: Effects of Part-Time Employment on Family Relationships, Peer Relations, and Psychosocial Development
University of California, Irvine
$29,400

Richard Guttenberg and
Alan S. Blummer
Educational Research and Development Project
Board of Education, New York City
$168,250

Richard M. Held, Susan E. Carey, and Alan Hein
Maturational Factors in Human Development
Massachusetts Institute of Technology
$161,800

William B. Helmreich
The Yeshiva in America
City College of The City University of New York
$15,700

Eckhard H. Hess
Pupillometrics as a Measure of Reading Aptitude and Ability
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$41,000

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University of Michigan
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Hope J. Leichter
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Cornell University
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University of Texas, Dallas

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Carnegie Foundation of Advancement of Teaching

Jacqueline Parsons  
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David R. Rogosa  
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Inclusion of Data Tables in Education's Lasting Influence on Values  
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Streissguth  
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Carolyn Saarni  
Display Rules in Cognitive Dissonance  
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Adaptive Abilities and Academic Progress among Elementary School Children  
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T. Berry Brazelton  
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The Children's Hospital Medical Center  
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Preparation of Book on History of Twentieth-Century Psychology
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Development of an In-House Museum for Children
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A Study of Mathematically Precocious Youth: Evaluation and Dissemination of Results
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Predictions of Developmental Outcome of Normal and High-Risk Infants
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$15,200

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Development of Cooperative Understanding Between Mothers and Infants
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Parental Expectations and Identification of Giftedness
University of North Carolina
$70,000

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The Development of Symbolic Capacities: The Role of Attentional Function
University of Illinois
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The Development of Symbolic Capacities: The Role of Attentional Function
University of Illinois
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Cognitive Strategies and Cognitive Flexibility in Hearing-Impaired Children
Gallaudet College
$86,000

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Attribution, Affect, and Action
University of California, Los Angeles
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An Investigation into the Validity and Bias of the Law School Admission Test
National Conference of Black Lawyers
$99,300

Benjamin D. Wright
Rasch Methodology for Rating Scale Analysis
University of Chicago
$59,000

William Zumeta
The Changing Role of Postdoctoral Training in the United States
Higher Education Research Institute
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Awards to be Made by Committees to Young Scholars Working on Problems Related to Education:
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Harvard University $150,000
Indiana University $150,000
New York University $150,000
Ohio State University $150,000
Stanford University $150,000
Teachers College, Columbia University $150,000
University of California, Los Angeles $150,000
University of Chicago $150,000

University of Michigan $150,000
University of North Carolina $150,000
University of Wisconsin $150,000
For Support of the Academy Fellows Program National Academy of Education $180,000

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University of Pittsburgh
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University of Chicago
Henry Wellman
University of Michigan

OTHER GRANTS
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To Aid the Integration of Research, Educational and Clinical Operations The Menninger Foundation $1,000,000
William M. Bart
Formal Operations among High School Adolescents from Lower and Middle Socioeconomic Classes University of Minnesota $3,936
Blythe Clinchy and Claire Zimmerman
Cognitive Development of Women in College Wellesley College $9,518
Arthur P. Coladacci
The Semantics of Educational Research, Evaluation, and Criticism Stanford University $8,900

Adam Drewnowski and Alice F. Healy
The Size and Acquisition of Reading Units Yale University $6,000
Elliot W. Eisner
Mind as Cultural Achievement Stanford University $4,000
Alvin C. Eurich
Reading Abilities of College Freshmen at the University of Minnesota: 1928 and 1978 Academy for Educational Development $6,950

Eleanor J. Gibson
Development of Perception in Infancy Cornell University $3,763
Susan W. Gray
Follow-up Study of the Early-Training Project and Adolescent Pregnancy George Peabody College for Teachers Vanderbilt University $7,000

Kenji Hakuta
Differential Success in Adult Second Language Learners Yale University $14,079
Nicholas Hobbs
Review of the Current Status of Project Re-ED Vanderbilt University $5,000
Kenneth Kaye
The Social Context of Infant Development University of Chicago $5,000
Nathan Keyfitz
Organization of Talcott Parsons' Papers Harvard University $9,160

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Review and Critique of Studies on Risk Factors in Development University of California, Los Angeles $5,750

Stanley W. Moore
Emerging Patterns of Civic Awareness among Primary School Children: A Longitudinal Perspective Pepperdine University $6,432

Mary L. Serafine
The Development of Musical Cognition in Children University of Texas at Austin $9,000

Thomas E. Wren
Affective Base of Moral Values and Their Transmission through Education Loyola University of Chicago $9,530

1981
MAJOR RESEARCH GRANTS
The Ethnography of Adult Learning
National Center for the Study of Professions $62,700
Walter R. Allen
Correlates of Black Student Adjustment, Achievement, and Aspirations in Predominantly White Universities University of Michigan $70,000
J. Victor Baldridge
Environmental Threat and Institutional Response: Higher-Education's Reaction to the Enrollment Crisis Higher Education Research Institute $176,400
Charles E. Bidwell
The Political Economy of School Districts and the Local Distribution of Educational Resources University of Chicago $85,600
Thomas J. Bouchard, Jr.
A Psychological and Medical Study of Monozygotic and Dizygotic Twins Reared Apart University of Minnesota $64,300
Mary Jean Bowman
The Determinants of Primary School Enrollments in Brazil and Mexico Since 1940 University of Chicago $28,700
T. Berry Brazelton and Barry M. Lester
The Cumulative Effects of Obstetric Medication and Obstetric Risk Variables on Infant Behavior The Children's Hospital Medical Center $48,200
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<th>Title</th>
<th>Funding Agency</th>
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<td>Genetics of Infant Temperament: A Longitudinal Study</td>
<td>University of Chicago</td>
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<td>Classroom Organization, Instruction, and Learning</td>
<td>University of Chicago</td>
<td>$21,000</td>
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<td>Child Prodigies: Development and Education</td>
<td>Tufts University</td>
<td>$19,300</td>
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<td>The Role of Suppressed and Perceived Hostility in Academic Performance</td>
<td>United Negro College Fund</td>
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<td>Development of Perception of Affordances and Expressive Behavior</td>
<td>Cornell University</td>
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<td>The Advanced Stages of a Language-Like System Created by Deaf Children</td>
<td>University of Chicago</td>
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<td>The Long-Term Consequences of Graduate Study</td>
<td>University of California, Berkeley</td>
<td>$81,600</td>
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<td>National Purpose and Federal Policy</td>
<td>Harvard University</td>
<td>$90,000</td>
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<td>Educational Antecedents of Success</td>
<td>Teachers College, Columbia University</td>
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<td>Negative Prediction Defers: Educational Antecedents of Success</td>
<td>Teachers College, Columbia University</td>
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<td>Autonomic Indexes of Infant Antecedents</td>
<td>Harvard University</td>
<td>$61,700</td>
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<td>The Study of Undergraduate Experience</td>
<td>Stanford University</td>
<td>$52,650</td>
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<td>Additional Investigations of the Family as Educator: Early Development in an African Community</td>
<td>Harvard University</td>
<td>$108,550</td>
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<td>Social and Educational Influences on Young Children's Curiosity and Exploration</td>
<td>Western Carolina University</td>
<td>$23,300</td>
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<td>Pupilometrics as a Measure of Reading Aptitude and Ability</td>
<td>University of Chicago</td>
<td>$90,000</td>
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<td>The Effects of Formal Features, Age, and Viewing History on Children's Comprehension of Television</td>
<td>University of Kansas</td>
<td>$218,000</td>
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<td>A Meta-Analysis of Research Related to Composition: 1969-1980</td>
<td>University of Chicago</td>
<td>$37,500</td>
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<td>The Perception of Solidity in Infancy</td>
<td>University of Washington</td>
<td>$96,350</td>
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<td>Sex Differences in Friendship Patterns</td>
<td>Mills College</td>
<td>$31,400</td>
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<td>Civic Education in the Military</td>
<td>Northwestern University</td>
<td>$34,000</td>
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<td>Modeling Legislative Voting Behavior on School Finance Legislation</td>
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<td>$165,850</td>
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<td>The Computer's Impact on a Child's Thinking</td>
<td>Massachusetts Institute of Technology</td>
<td>$25,600</td>
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<tr>
<td>Equity in Undergraduate Education for Women: A Comprehensive Survey of Contemporary Issues</td>
<td>Wellesley College</td>
<td>$27,200</td>
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### THE SPENCER FOUNDATION

#### Anne C. Petersen
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- **University of Chicago**
- **$35,000**

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- **University of California, Irvine**
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- **$7,750**

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- **Harvard University**
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Federal Policies and Academic Science Programs
University of Chicago
$7,500

1982
MAJOR RESEARCH GRANTS

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$300,000

Charles E. Bidwell
The Political Economy of School Districts and the Local Distribution of Educational Resources
University of Chicago
$20,250

Lois Bloom
Studies in Early Language Development
Teachers College, Columbia University
$412,000

Thomas J. Bouchard, Jr.
A Psychological and Medical Study of Monozygotic and Dizygotic Twins Reared Apart
University of Minnesota
$85,000

Joseph J. Campos and Harold Hill Goldsmith
Genetics of Infant Temperament:
A Longitudinal Study
University of Denver
$25,000

Courtney B. Cazden
Oral Preparation for Writing in Elementary Classrooms:
Children's Discourse Styles and Teachers' Instructional Strategies
Harvard University
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Updating the Study of the Status of the American Superintendents
American Association of School Administrators
$26,865

Richard J. Davidson
Hemispheric Interaction in Reading-Disabled Children and Their Siblings
State University of New York, Purchase
$186,300

Thomas A. DiPrete
The Structure of the School and the Response of the Student
National Opinion Research Center
$36,701

Andrea A. diSessa
Intuition as Knowledge:
A Clinical Study of the Cognitive Basis for Elementary College Physics
Massachusetts Institute of Technology
$33,700

Lutz Erbring
Continuity Versus Change in Cognitive Skills and Social Values
National Opinion Research Center
$42,156

Daniel G. Freedman
A Comparative Study of Mother-Infant Interaction at Two Years: Interaction Styles of Chinese and Caucasian Dyads
University of Chicago
$27,850

Beatrix T. Gardner and R. Allen Gardner
Psychobiology of Two-Way Communication
University of Nevada, Reno
$105,550

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For Organizing a Data Bank Based on a Study of Schooling
University of California, Los Angeles
$20,000

Emil J. Haller
Race, Class, and Ability:
Towards a New Explanation of the Segregating Effects of Curricular Grouping in Schools
Cornell University
$85,850

Alan A. Hartley and Joellen Hartley
Aging and the Acquisition of Expertise
Scripps College
$48,000

Donald S. Hayes
Young Children's Processing of Televised Information
University of Maine
$33,900

Richard Held and Susan M. Carey
Maturational Factors in the Development of Visual Perception in Children
Massachusetts Institute of Technology
$184,900

Dennis P. Hogan
Expectations of Youth Concerning Transitions
National Opinion Research Center
$37,016

Janellen Huttenlocher
Conceptual Development: Evidence from Word Meanings
University of Chicago
$211,350

Willard J. Jacobson
Second I.E.A. Science Study: U.S. Participation
Teachers College, Columbia University
$235,500

David Klahr
Instructing Young Children in Problem-Solving
Carnegie Mellon University
$45,550

Henry M. Levin
Education and Productivity
Stanford University
$111,100

Noah Lewin-Epstein
School Programs and Student Destinations
National Opinion Research Center
$35,310

Dan A. Lewis, James E. Rosenbaum, and Leonard S. Rubinowitz
Low-Income Black Children in White Suburban Schools:
A Quasi-Experimental Study
Northwestern University
$173,000

Fritz Machlup
Education: Research, Analysis, and Evaluation
Princeton University
$89,800

James G. March
Theoretical Research on Organizations
Stanford University
$180,000

Richard A. Merelman
Origins of Political Recruitment: A Psycho-Political Investigation
University of Wisconsin-Madison
$42,550

George A. Miller
Organization of Lexical Information
Princeton University
$85,000

Francois Nielsen
Hispanic Students and U.S. Schools: Language and Achievement
National Opinion Research Center
$46,321

Rachel Rosenfield
Parents' Aspirations and Their Effects
National Opinion Research Center
$33,256

Neal Schmitt
Extension of NASSP Validation Effort
National Association of Secondary School Principals
$21,400

Karen Sheingold
The Impact of Classroom Computer Experience on Children's Problem Solving, Planning and Peer Collaboration
Bank Street College of Education
$157,500

Julian C. Stanley
Research with Youth who Reason Extremely Well Mathematically
Johns Hopkins University
$187,200

J. Alan Thomas
Allocating Educational Resources for Efficiency and Equity
University of Chicago
$25,600

Charles F. Turner
The Structure of the School and the Response of the Student
National Opinion Research Center
$36,865

Bilingualism and Cognitive Development
The National Research Council
$36,400
grantees: 1982-1983

Frank R. Vellutino  
Does a Printed Word Activate its Constituents? Multilevel Coding and Interactive Processing in Skilled and Less-Skilled Readers  
State University of New York, Albany  
$49,000

Charles G. Wells  
Home and School Influences on Educational Attainment in the Elementary Stage of Education  
University of Bristol  
$31,250

Philip Wexler  
Socialization for Work in Families and Schools  
University of Rochester  
$30,750

Ellen Winner  
The Development of Non-Literal Symbol Use  
Boston College  
$89,100

---

**FELLOWSHIPS**

For Support of Fellows Interested in the Study of Education  
Center for Advanced Study in the Behavioral Sciences  
$750,000

---

**NAE/SPENCER FELLOWS**

Bella M. De Paulo  
University of Virginia

Hilda Hernandez  
California State University, Chico

Johnny Matson  
Northern Illinois University

William J. Reese  
Indiana University

Robert Sheehan  
Cleveland State University

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**OTHER GRANTS**

Support for the Commission on African Refugees  
Phelps-Stokes Fund  
$100,000

Partial Support of Unbudgeted Expenses  
Donors Forum of Chicago  
$2,000

---

An Independent Review of the National Assessment of Educational Progress  
National Institute for Work and Learning  
$7,000

William K. Cummings  
Educational Implications of the Emerging International Labor Market: An International Inquiry  
University of Chicago  
$2,495

Frances Z. de Kane  
Three Types of Pictorial Stimuli and Their Effects on Young Children's Language  
University of Texas at San Antonio  
$6,675

Lawrence J. Dolan  
Continuity and Discontinuity between Home and School Learning Environments  
University of Rochester  
$5,223

Sanford M. Dornbusch  
Moral Choices among Adolescents and Evaluation Processes in Schools  
Stanford University  
$7,840

Karen C. Fuson  
The Microcomputer and the Learning of Number Concepts  
Northwestern University  
$9,500

Harold Howe II  
Pilot Work on Educational Policy Studies in the Eighties  
Harvard University  
$6,841

Aubrey P. Johnston and David K. Wiles  
Christian Schools and Public Schools in Small Rural Communities of the Northeast  
University of Vermont  
$3,632

Marjorie M. Kulasz  
Analysis of Tax Credit Votes in Washington, D.C.  
Urban Institute  
$7,818

David McNeill  
Iconic Gestures of Children  
University of Chicago  
$9,300

Michael M. Piechowksi  
Developmental Potential: A Model of Giftedness  
Northwestern University  
$8,054

Elizabeth Reynolds Welfel  
Cognitive Development During the College Years  
Boston College  
$4,578

Bruce D. Spencer  
Test Scores as Social Indicators: Statistical Issues  
Northwestern University  
$8,218

Joseph H. Stevens  
Social Supports for Black Families  
Georgia State University  
$13,734

Elizabeth Sulzby  
Children’s Emergent Abilities to Read Favorite Storybooks  
Northwestern University  
$7,510

Evelyn B. Thomas  
Predictions of Developmental Outcome for Normal and High Risk Infants  
University of Connecticut  
$11,000

Anne Marie Tietjen  
Childhood and Family Life in a Papua New Guinea Village  
University of British Columbia  
$9,000

Tyll Van Geel  
Fairness in Public Schools  
University of Rochester  
$3,600

1983 MAJOR RESEARCH GRANTS

Thomas M. Achenbach  
Coping Patterns of School-Aged Children  
University of Vermont  
$130,300

Joseph Ben-David  
Changes in the Scientific Ethos Since the 1920s  
University of Chicago  
$18,600

W. Lance Bennett  
The Effects of Mass Media News on Political Learning  
University of Washington  
$21,000

Elizabeth Reynolds Welfel  
Cognitive Development During the College Years  
Boston College  
$4,578

Bruce D. Spencer  
Test Scores as Social Indicators: Statistical Issues  
Northwestern University  
$8,218

Joseph H. Stevens  
Social Supports for Black Families  
Georgia State University  
$13,734

William K. Cummings  
The Educational Implications of the Emerging International Labor Market: An Asian Inquiry  
National University of Singapore  
$20,500

William Damon  
The Development of Children’s Understanding of Self and Self-Interest  
Clark University  
$17,500

W. Patrick Dickson  
Effects of Parent-Child Communication on Cognitive Development in Japan and the United States  
University of Wisconsin-Madison  
$13,200

Lynn Feagans and Dale C. Farran  
Discourse Skills and School Adaptation  
University of North Carolina at Chapel Hill  
$31,100

Daniel G. Freedman  
A Comparative Study of Mother-Infant Interaction at Two Years: Interaction Styles of Chinese and Caucasian Dyads  
University of Chicago  
$11,800

Susan Goldin-Meadow  
The Advanced Stages of a Language-Like System Created by Deaf Children  
University of Chicago  
$14,020

Harold W. Gordon  
The Relationship Between Individual Differences in Cognitive Functions and Differences in Hormone Concentrations  
University of Pittsburgh  
$101,000

Ruben C. Gur  
Variations in Hemispheric Organization  
University of Pennsylvania  
$64,800

---
### Larry V. Hedges
- **Title:** Continued Development and Evaluation of Methods for the Quantitative Synthesis of Research
- **Institution:** University of Chicago
- **Amount:** $71,400

### Eckhard H. Hess
- **Title:** Pupilometrics as a Measure of Reading Aptitude and Ability
- **Institution:** University of Chicago
- **Amount:** $28,550

### Robert D. Hess
- **Title:** Family Influences on Motivation for Achievement in Math in the People’s Republic of China: Comparisons with Japanese, American-3rd-Generation Chinese, and American-Whites
- **Institution:** Stanford University
- **Amount:** $76,900

### David E. Lavin, Edgar F. Borgatta, Barry Kaufman, and James Murtha
- **Title:** Education and Work: Impact of the Open-Admissions Policy at CUNY upon Labor Market Experiences of Low-Income and Minority Students
- **Institution:** City University of New York
- **Amount:** $108,950

### Dan C. Lortie
- **Title:** Elementary School Principals: Career Patterns and Role Behavior
- **Institution:** University of Chicago
- **Amount:** $49,350

### George Mandler
- **Title:** The Role of Discrepancy in the Construction of Emotional Response
- **Institution:** University of California, San Diego
- **Amount:** $94,525

### Spero A. Metalis
- **Title:** Psychophysiological Assessment of Cognitive Processes
- **Institution:** Loyola University of Chicago
- **Amount:** $17,300

### Ricardo B. Morant
- **Title:** The Development of Intersensory Communication
- **Institution:** Brandeis University
- **Amount:** $88,300

### Roy W. Philippis
- **Title:** IEA Mathematics Study
- **Institution:** New Zealand Council for Educational Research
- **Amount:** $30,000

### Robert Pomin and Joseph F. Fagan III
- **Title:** The Genetic and Environmental Origins of Intelligence
- **Institution:** University of Colorado, Boulder
- **Amount:** $34,000

### David R. Rogosa
- **Title:** Improving the Collection and Statistical Analysis of Observational Data in Research on Teaching
- **Institution:** Stanford University
- **Amount:** $34,600

### Miles E. Shore, M.D.
- **Title:** A Study of Collaborative Creativity
- **Institution:** Harvard University Medical School
- **Amount:** $80,200

### Robert J. Sternberg
- **Title:** Insight in the Gifted Yale University
- **Amount:** $56,350

### Thomas R. Trabasso
- **Title:** Causal Thinking in Discourse Comprehension
- **Institution:** University of Chicago
- **Amount:** $122,450

### David Tyack
- **Title:** Social History of the Law in American Public Education
- **Institution:** Stanford University
- **Amount:** $69,900

### Charles V. Willie
- **Title:** Learning and Adaptation in Black and White Families
- **Institution:** Harvard University
- **Amount:** $29,900

### Robert Plomin and Joseph F. Fagan III
- **Title:** The Genetic and Environmental Origins of Intelligence
- **Institution:** University of Colorado, Boulder
- **Amount:** $34,000

### University of Chicago
- **Amount:** $150,000

### University of Wisconsin
- **Amount:** $150,000

### For Support of the Academy Fellows Program
- **Amount:** $172,500

### NAE/SPENCER FELLOWS

#### Loreta Colman
- **University:** University of Michigan
- **Amount:** $15,000

#### Ronna Dillon
- **University:** Southern Illinois University
- **Amount:** $15,000

### Robert Halpern
- **Title:** High/Scope Educational Research Foundation
- **Amount:** $13,640

### Elfrieda Heibert
- **University:** University of Kentucky
- **Amount:** $11,179

### James Rounds, Jr.
- **University:** State University of New York, Buffalo
- **Amount:** $8,000

### OTHER GRANTS

#### The Chicago Reporter
- **Title:** Education Policy Project
- **Amount:** $90,000

#### Community Renewal Society
- **Amount:** $150,000

#### University of Wisconsin
- **Amount:** $150,000

#### University of Chicago
- **Amount:** $150,000

### Mel Greenlee
- **Title:** A Developmental Study of Fricatives in Chicano Spanish
- **Institution:** Stanford University
- **Amount:** $9,800

### Norma Haan
- **Title:** Moral Action and Development
- **Institution:** University of California, Berkeley
- **Amount:** $6,500

### Morris Janowitz
- **Title:** Civic Education and Citizenship
- **Institution:** University of Chicago
- **Amount:** $15,000

### Wallace E. Lambert and Donald M. Taylor
- **Title:** Education Programs for Ethnolinguistic Minorities in American Public Schools: Comparative Perspectives
- **Institution:** McGill University
- **Amount:** $13,640

### Lee C. Lee
- **Title:** Development of Prosocial Behavior in Children of the People’s Republic of China
- **Institution:** Center for Advanced Study in the Behavioral Sciences
- **Amount:** $11,179

### Molly Melching
- **Title:** Development of a Cultural Center for Senegalese Children Africare
- **Amount:** $8,000

### Heino F. Meyer-Bahlburg and Anke A. Ehrhardt
- **Title:** The Impact of Puberty on Cognitive and Behavioral Development
- **Institution:** Research Foundation for Mental Hygiene
- **Amount:** $8,400

### Alvin Rosenfeld, M.D.
- **Title:** Transcriptions of Seminars in Child Psychology
- **Institution:** Stanford University
- **Amount:** $9,500

### Karen Strohm Kitchener
- **Title:** Intellectual Development in Young Adults: A Longitudinal Study
- **Institution:** University of Denver
- **Amount:** $14,522

### Colwyn Trevarthen
- **Title:** Development of Cooperative Understanding between Mothers and Infants
- **Institution:** University of Edinburgh
- **Amount:** $3,800

### Fellowships

**Awards to be Made by Committees to Young Scholars Working on Problems Related to Education:**
- George Peabody College, Vanderbilt University
  - Amount: $150,000
- Harvard University
  - Amount: $150,000
- Indiana University
  - Amount: $150,000
- Ohio State University
  - Amount: $150,000
- Stanford University
  - Amount: $150,000
- Teachers College, Columbia University
  - Amount: $150,000

**University of Chicago**
- Amount: $150,000

**University of Wisconsin**
- Amount: $150,000

**For Support of the Academy Fellows Program**
- Amount: $172,500

**NAE/SPENCER FELLOWS**
- Amount: $15,000

**Robert Halpern**
- Amount: $13,640

**Elfrieda Heibert**
- Amount: $11,179

**James Rounds, Jr.**
- Amount: $8,000

**OTHER GRANTS**
- Amount: $90,000

**Start-up Funds**
- Amount: $15,000

**Support of Activities**
- Amount: $103,500

**Jeanne Bamberger**
- Amount: $10,012

**Christine Chaille**
- Amount: $8,400

**Eleanor J. Gibson**
- Amount: $8,000

**Lee C. Lee**
- Amount: $6,500

**Alvin Rosenfeld, M.D.**
- Amount: $4,500

**Molly Melching**
- Amount: $4,000
<table>
<thead>
<tr>
<th>Grantees: 1983-1984</th>
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<tr>
<td><strong>1984 MAJOR RESEARCH GRANTS</strong></td>
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<td><strong>1983-1984</strong></td>
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<tr>
<td><strong>Harmon Zeigler</strong></td>
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<td>Governmental Variables and Levels of Achievement in Schools</td>
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<td>University of Oregon</td>
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<td><strong>Lauren J. Harris and Hiram E. Fitzgerald</strong></td>
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<td>Laterization of Behavior During the First Eighteen Months of Life</td>
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<td>Michigan State University</td>
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<td><strong>G. Ainsworth Harrison</strong></td>
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<td>The Relationship Between Physical Development and Psychological Development</td>
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<td>University of Oxford</td>
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<td>Second I.E.A. Science Study: U.S. Participation</td>
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<td>Teachers College, Columbia University</td>
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<td><strong>Morris Janowitz</strong></td>
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<td>The Organization and Utilization of Sociological Knowledge</td>
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<td>University of Chicago</td>
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<td><strong>Robert M. Johnson</strong></td>
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<td>Foundations and Communities</td>
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<td><strong>Stephen Kosslyn</strong></td>
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<td>Ontogenesis of Imagery and Verbal Skills</td>
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<td>Harvard University</td>
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<td><strong>Deanna Kuhn</strong></td>
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<td>Education for Thinking: The Identification and Development of Critical Thinking in Domains of Everyday Thought</td>
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<td>Teachers College, Columbia University</td>
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<tr>
<td><strong>Wallace E. Lambert and Donald M. Taylor</strong></td>
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<td>Comparative Perspectives on Education Programs for Ethnolinguistic Minorities in American Public Schools</td>
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<td>McGill University</td>
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<td><strong>Marvin Lazerson</strong></td>
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<td>Excellence and Equality in American Educational History</td>
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<td><strong>Susan C. Levine</strong></td>
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<td>Patterns of Cognitive Functions in Preschool Children</td>
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<td><strong>Michael Lipsky</strong></td>
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<td>The Role of Clinical Education in Professional Training</td>
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<td>Massachusetts Institute of Technology</td>
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<td>The Educational and Residential Consequences of the Deinstitutionalization of Handicapped Children</td>
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<td>University of New Hampshire</td>
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<td><strong>Andrew N. Meltzoff</strong></td>
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<td>Face-Voice Recognition in Infancy</td>
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<td>University of Washington</td>
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<td><strong>Kathleen E. Metz</strong></td>
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<td>Development of Children's Understanding of Physical Phenomena</td>
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<td>Carnegie Mellon University</td>
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<td><strong>Michael R. Olinick</strong></td>
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<td>Ethnicity, Pluralism, and American Education</td>
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<td>University of Wisconsin-Madison</td>
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<td><strong>Patricia A. Palmieri</strong></td>
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<td>A Social Portrait of the Academic Community at Wellesley College 1875-1920</td>
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<td>Dartmouth College</td>
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<td>Relationships Between Creativity and Schizophrenia: An Adoption Study</td>
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<td>McLean Hospital</td>
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<td><strong>Alan H. Schoenfeld</strong></td>
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<td>The Effects of Students' Beliefs About Mathematics on Their Mathematical Thinking</td>
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<td>University of Rochester</td>
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<td>Knowledge Growth in a Profession: The Evolution of Understanding in Teaching</td>
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<td><strong>Catherine E. Snow</strong></td>
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<td>Factors Affecting the Acquisition of Conversational and Literacy Skills in a Foreign Language</td>
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<td><strong>Abigail J. Stewart</strong></td>
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<td>Family Change and Children's Affective Development</td>
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<td><strong>Elizabeth Sulzby and William H. Teale</strong></td>
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<td>Young Children's Storybook Reading: Longitudinal Study of Parent-Child Interaction and Children's Independent Functioning</td>
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<td><strong>Gerald D. Suttles</strong></td>
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<td>The Man-Made City: Social Intelligence and Urban Development</td>
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<td>University of Chicago</td>
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<td><strong>Robert L. Thorndike</strong></td>
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<td>Information Processing Speed and Intelligence</td>
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<td>Teachers College, Columbia University</td>
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<td>The Corporate Interest in Education</td>
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<td><strong>Ina C. Uzgiris</strong></td>
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<td>The Role of Imitation in Communicative Development</td>
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<td><strong>Rhona S. Weinstein</strong></td>
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<td>Mediators of Self-Fulfilling Prophecies in Classrooms</td>
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<td>University of California, Berkeley</td>
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<td><strong>Sheldon H. White and David B. Pillemmer</strong></td>
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<tr>
<td>Research on Personal Memories</td>
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<tr>
<td>Harvard University and Wellesley College</td>
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<td><strong>Joachim F. Wohlwill</strong></td>
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<td>Creativity in School Children Through the Medium of Computer Graphics</td>
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<tr>
<td>Pennsylvania State University</td>
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</table>
FELLOWSHIPS

Awards to be Made by Committees to Young Scholars Working on Problems Related to Education:

New York University
University of California, Berkeley
University of California, Los Angeles
University of North Carolina

NAE/SPENCER FELLOWS

Mariko Fujita
Princeton University

Jennifer Hochschild
Pennsylvania State University

Madhu Prakash
Northeastern University

Michael Rustad
University of California, Santa Barbara

OTHER GRANTS

Consumer Guide to the Chicago Public High Schools Citizens Schools Committee

Alonzo B. Anderson

Literacy Experiences in Minority Groups

University of California, San Diego

Jeanne Bamberger

An Exploration of Early Prodigious Achievement in Music

Massachusetts Institute of Technology

Lois Bloom

Studies in Early Language Development

Teachers College, Columbia University

Mary Jean Bowman

The Determinants of Primary School Enrollments in Brazil and Mexico since 1940

University of Chicago

Mary M. Brabeck

Intellectual Development of Women during the College Years

Boston College

Elliot W. Eisner

Theory and Practice of Educational Criticism

Stanford University

David P. Ericson

Interpretive Understanding in Educational Research

University of California, Los Angeles

Allen W. Gottfried and Daniel W. Kee

Precursors of Cognitive and Behavioral Competencies in Kindergarten-Age Children

California State University, Fullerton

Harrison G. Gough

The Long-Term Consequences of Graduate Study in Psychology

University of California, Berkeley

Dean R. Hoge

College Student Values: A Longitudinal Study

Catholic University of America

Harold Howe II

Pilot Work on Educational Policy Studies in the Eighties

Harvard University

Rachel Joffe Falmagne

The Role of Mental Imagery in Logical Reasoning in Children

Clark University

Edward O. Laumann

A Study of Urban American Indians

University of Chicago

William H. McLennan

Narrative Structure, Genre, and Memory in Oral Tradition

University of Toronto

Richard O. Niehoff

A Biography of Floyd Reeves

Michigan State University

David R. Rogosa

Improving the Collection and Statistical Analysis of Observation Data in Research on Teaching

Stanford University

Israel Scheffler and Kenneth S. Hawes

Recent National Studies and Recommendations for Change in American Education

Harvard University

Dale H. Schunk

Social Learning through Modeling

University of Houston

Richard P. Thornell

Preserving African Intellectual and Educational Resources

The Phelps-Stokes Fund

Theodore D. Wachs

Ambient Noise in the Home and Infant Mastery Behavior

Purdue University

John C. Wright and Aletha C. Huston

Influence of Formal Features of Television on Children’s Comprehension

University of Kansas

Theodore D. Wachs

Ambient Noise in the Home and Infant Mastery Behavior

Purdue University

John C. Wright and Aletha C. Huston

Influence of Formal Features of Television on Children’s Comprehension

University of Kansas

James S. Coleman

Educational Outcomes for the School as a Social Unit

National Opinion Research Center

Helen J. Crawford

Individual Differences in Cognitive and Physiological Flexibility

University of Wyoming

Mihaly Csikszentmihalyi

Disengagement from Talent in Adolescence

University of Chicago

William Damon

Cognitive Growth Through Peer Collaboration

Clark University

Kurt W. Fischer

Beginning to Read: The Development of Reading Skills in Young Children

University of Denver
grantees: 1985

THE SPENCER FOUNDATION

Signithia M. Fordham
Black Student School Success: An Ethnographic Study in a Large Urban Public School System
University of the District of Columbia
$44,500

John H. Franklin
Plantation Dissidents: Runaway Slaves
Duke University
$97,600

David Klahr
Acquisition of Knowledge about Complex Devices without Instruction
Carnegie Mellon University
$80,200

Barry M. Lester, T. Berry Brazelton, M.D., and Carol M. Sepkoski
Five-Year Follow-Up of Maternal Obstetric Medication Effects
Children’s Hospital, Boston
$87,100

Kathleen M. Galotti
The Development of Reasoning Skills in Middle Childhood and Early Adolescence
Carleton College
$20,200

Howard Gardner and David Henry Feldmann
The Monitoring of Intellectual Propensities in Early Childhood
Harvard University and Tufts University
$452,700

John Gardner
Studies in Leadership
Independent Sector
$50,000

Eleanor J. Gibson
Development of Control of Locomotion in Human Infants: The Role of Optical Flow and Surface Information
Cornell University
$38,950

Ruben C. Gur
Variation in Hemispheric Specialization and Regional Cerebral Blood Flow
University of Pennsylvania
$270,500

Archibald O. Haller
Development and the Income Returns to Education — Brazil, 1970-1983
University of Wisconsin-Madison
$229,500

Francis A. J. Ianni
Proximate Peer Group Formation and the Role of Adult Mediators
Teachers College, Columbia University
$22,500

Carl F. Kaestle
A Social History of the American Reading Public, 1880-1980
University of Wisconsin-Madison
$107,350

Diane Ravitch
History of the Humanities Curriculum in Secondary Schools
Teachers College, Columbia University
$180,000

Dale H. Schunk
Modelled Influences on Children’s Self-Efficacy
University of Houston
$23,600

Robert R. Sears
Coping the Data From the 60-Year Longitudinal Study of Terman’s Gifted Child
Stanford University
$52,000

Edward Shils
University of Chicago
$35,000

Margaret Beale Spencer
Black Children’s Competence Formation Under Normal and Stressful Conditions
Emory University
$38,565

Susan S. Stodolsky
Developmental Perceptions and Differences in Instruction: Grader’s Beliefs, Motivations, and Quantity of Philanthropy
Donors Forum of Chicago
$10,000

Benjamin S. Bloom
Learning Processes and Talent Development
University of Chicago
$13,500

Christine Chaille
Children as Theory Builders: A Pilot Study
University of Oregon
$11,155

Paul Cobb
The Relationship between First Grader’s Beliefs, Motivations, and Conceptual Development in Mathematics
Purdue University
$9,500

Daphne M. de Rebello
Comparative Study of Formal Schooling and Personal Efficacy
Administrative Staff College of India
$10,500

Jeremy D. Finn
Low-Achieving Students in Juvenile Court
State University of New York, Buffalo
$8,500
1986 MAJOR RESEARCH GRANTS

Start-up Funds for the Bishop Desmond Tutu Southern African Refugee Scholarship Fund
Phelps-Stokes Fund
$10,000

Dropouts From the Chicago Public Schools: Elementary School Analysis
Chicago Panel on Public School Finances
$50,800

Thomas M. Achenbach
Coping Patterns of School-Aged Children
University of Vermont
$45,600

Thomas J. Berndt
Adolescent Friendship and School Adjustment
Purdue University
$182,150

Anthony S. Bryk and Steven W. Raudenbush
Application of Hierarchical Linear Models to Educational Research
University of Chicago and Michigan State University
$98,450

Martin Bulmer
The Impact of the Social Sciences Upon Society
London School of Economics and Political Science
$62,100

John DeFries, Robert Plomin, and David W. Fulker
Determinants of Behavioral Development in Early Adolescence
University of Colorado, Boulder
$170,000

Cathy H. Dent
The Development of Children’s Metathor Abilities
Miami University
$121,900

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The Effect of Peer Interaction on Cognitive Development During Pre-Adolescence
Northwestern University
$71,000

Roger L. Geiger and John G. Simon
The Development of American Research Universities Since 1940
Yale University
$71,100

Robert M. Hauser
Trends in the Schooling of Black Americans
University of Wisconsin-Madison
$32,675

William E. Knox and Paul Lindsay
Higher Education and Early Adulthood
University of North Carolina, Greensboro and NORC
$127,600

Henry M. Levin and Russell W. Rumberger
Educational Requirements for New Technologies and Work Organization
Stanford University
$303,400

Eleanor E. Maccoby
Short-Term Maintenance of Data Bank from the Stanford Longitudinal Study
Stanford University
$25,300

George A. Miller
Analysis of Children’s Dictionary Skills
Princeton University
$26,300

Jacob Mincer, Joseph Altonji, and Andrew Weiss
Education and the Labor Market
Columbia University
$181,000

Ernst L. Moerk
Processes of Language Teaching/Learning in the Home
California State University, Fresno
$49,800

Gary Orfield
Disconnection from Opportunity: Impact of Social Policy Changes on the Mobility of Big-City Minorities
University of Chicago
$125,000

Gavriel Salomon and Tamar Globerson
Rocky Road to Transfer: Its Nature and Attainment
Tel Aviv University
$207,200

Robert L. Selman
Improvement of Children’s Interpersonal Negotiation Strategies Through Training in Pairs
Harvard University
$122,000

Patrick Suppes
Diagnostic Analysis for Writing Instruction
Stanford University
$128,400

Gail E. Thomas
Participation and Success of Blacks in Graduate and Professional Education
Johns Hopkins University
$65,000

Melvin N. Wilson
Social Interaction Analysis of Three-Generation Black Families
University of Virginia
$44,000

William J. Wilson
Poverty and Family Structure in the Inner City
University of Chicago
$200,000

FELLOWSHIPS

Spencer Dissertation-Year Fellowships for Research Related to Education
Woodrow Wilson National Fellowship Foundation
$1,264,300

Postdoctoral Fellowship Program in Education
National Academy of Education
$2,133,000

NAE/SPENCER FELLOWS

David Baker
Catholic University of America
Sandra Graham
University of California, Los Angeles
Daniel P. Liston
Washington University
Peter L. Pirollo
University of California, Berkeley
Mitchell Rabinowitz
University of Illinois at Chicago
### 1987 MAJOR RESEARCH GRANTS

<table>
<thead>
<tr>
<th>Grantee</th>
<th>Project Title</th>
<th>University/Location</th>
<th>Amount</th>
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<tr>
<td>Reba N. Page</td>
<td>The Negotiation of Educational Meaning in High School Classrooms for Academically Unsuccessful Students</td>
<td>Bowdoin College</td>
<td>$14,306</td>
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<tr>
<td>Diana P. Paolitto</td>
<td>Affect Development during the Transition from Infancy to Toddlerhood</td>
<td>Boston College</td>
<td>$9,800</td>
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<tr>
<td>Sara Harkness, Charles McAfee, Super, and Constance H. Keefer</td>
<td>Role of Pediatric Care Providers in the Formation of Parents' Theories of Child Behavior and Development</td>
<td>Harvard University</td>
<td>$60,000</td>
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<tr>
<td>Marion C. Hyson and Kathryn A. Hirsch-Pasek</td>
<td>Academic Environments in Early Childhood: Challenge or Pressure</td>
<td>University of Delaware</td>
<td>$149,700</td>
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<tr>
<td>William Damon</td>
<td>Cognitive Growth through Peer Collaboration</td>
<td>Clark University</td>
<td>$10,000</td>
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<tr>
<td>Daphne M. de Rebello</td>
<td>Comparative Study of Formal Schooling and Personal Efficacy</td>
<td>Administrative Staff College of India</td>
<td>$833</td>
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<tr>
<td>Philip J. Foster</td>
<td>The Transition from High School to Employment in Jamaica</td>
<td>State University of New York, Albany</td>
<td>$11,234</td>
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<tr>
<td>Jurgen Herbst</td>
<td>Studies of Institutions of Teacher Training in Nineteenth-Century America</td>
<td>University of Wisconsin-Madison</td>
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<td>William Kessen</td>
<td>Early Development of Child Psychology in the United States</td>
<td>Yale University</td>
<td>$2,500</td>
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<tr>
<td>Donald P. Leinster-Mackay</td>
<td>Prep Schools in the Antipodes</td>
<td>University of Western Australia</td>
<td>$10,300</td>
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<tr>
<td>Robert R. Locke</td>
<td>Management Education and Entrepreneurship in Europe and America</td>
<td>University of Hawaii, Manoa</td>
<td>$9,900</td>
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<tr>
<td>Catherine R. Cooper and Cindy I. Carlson</td>
<td>Family Process Antecedents of Children's Competence and Vulnerability in the School Context</td>
<td>University of Texas at Austin</td>
<td>$76,200</td>
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<td>Robert B. Cairns</td>
<td>Aggressive Behavior in Schools: Prediction, Development, and Change</td>
<td>University of North Carolina at Chapel Hill</td>
<td>$116,150</td>
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<td>Michael Cole</td>
<td>Reconfiguring the Contexts of Education</td>
<td>University of California, San Diego</td>
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<td>Catherine L. Coopers and Cindy I. Carlton</td>
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<td>Rheta DeVries</td>
<td>Kindergarten Program Influences on Sociomoral Development</td>
<td>University of Houston</td>
<td>$82,200</td>
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<td>Sanford M. Dornbusch and P. Herbert Leiderman</td>
<td>Family and Peer Influences on High School Performance Within Ethnic, Neighborhood and School Contexts</td>
<td>Stanford University</td>
<td>$338,465</td>
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<td>Archibald O. Haller</td>
<td>Development and the Income Returns to Education: Brazil, 1976-1993</td>
<td>University of Wisconsin-Madison</td>
<td>$35,000</td>
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<td>William R. Johnson</td>
<td>Teacher Preparation in Maryland: 1830-1915</td>
<td>University of Maryland, Baltimore County</td>
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<td>George A. Karnes Hickrod and James Gordon Ward</td>
<td>Measuring and Monitoring Equity, Adequacy, and Efficiency in the K-12 School Districts of Illinois</td>
<td>Illinois State University</td>
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<td>Elihu Katz and Tamar Liebes</td>
<td>Negotiating Political Identity through Interaction with Television, Parents and Peers</td>
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<tr>
<td>David L. Kirp</td>
<td>A Plague on All Our Houses: School and Community Response to Children with AIDS</td>
<td>University of California, Berkeley</td>
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<td>Ellen C. Lagemann</td>
<td>The Social History of Educational Research in the United States From the 1860s to the 1960s</td>
<td>Teachers College, Columbia University</td>
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<tr>
<td>Wallace E. Lambert and Donald M. Taylor</td>
<td>Cultural and Racial Diversity in the Lives of Urban Americans: A Study of Parents and Children in Dade County, Florida</td>
<td>McGill University</td>
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<tr>
<td>Jean Lave</td>
<td>Context, Cognition, and Activity in the Lived-In World</td>
<td>University of California, Irvine</td>
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<td>Robert A. LeVine, Sarah E. LeVine, and Catherine E. Snow</td>
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<td>Florida Atlantic University</td>
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<td>Gillian Dowley McNamee and Joan B. McLane</td>
<td>Learning to Read and Write in Inner City Communities: A Longitudinal Study</td>
<td>Erikson Institute</td>
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<td>Roy D. Pea</td>
<td>Learning General Thinking Skills with Computers</td>
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### OTHER GRANTS

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<td>The Chicago Reporter</td>
<td>Education Policy Project Community Renewal Society</td>
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<td>Dolores G. Norton</td>
<td>Parent-Child Interaction and Early Environment of Black Low Income Children</td>
<td>University of Chicago</td>
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<tr>
<td>Gary Orfield</td>
<td>Conference on Studies in the Current Status of Public School Desegregation in American Cities</td>
<td>University of Chicago</td>
<td>$74,900</td>
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<td>New York University</td>
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1996 ANNUAL REPORT

Linda M. Perkins
Each One, Pull One:
Race Uplift, Education, and
Black Women
University of California,
Los Angeles
$50,700

Robert S. Siegler
Children’s Strategy Choices:
Theoretical and
Educational Issues
Carnegie Mellon University
$129,650

Kathryn K. Sklar
Florence Kelley and the
Women’s World of Reform,
1880-1930
University of California,
Los Angeles
$39,100

M. G. Smith
Education and Society in the
Creole Caribbean
Research Institute for the
Study of Man
$348,550

Joseph H. Stevens, Jr. and
Roger Bakeman
Intergenerational
Transmission of Parenting
Georgia State University
$107,660

Karen Strohm Kitchener
Environmental Conditions for
Optimal Performance in
Reflective Judgment
University of Denver
$86,650

Carol Tomlinson-Keasey
and Lynda W. Warren
The Development of Self-
Efficacy and Competence in
Gifted Men
University of California,
Riverside
$31,200

Edward Z. Tronick
Efe Parent-Child Strategies:
Multiple Care and Attachment
University of Massachusetts,
Amherst
$73,800

James V. Wertsch and
Norris Minick
The Socialization of Speech
and Cognition in Socio-
Cultural Context
University of California,
San Diego
$248,325

Aaron Wildavsky
Cultural Theory: Foundations,
Applications, Implications
University of California, Berkeley
$148,700

Pamela Johnston
Conover
Citizen and Civic Education:
A Critical Review of the
Literature
University of North Carolina
at Chapel Hill
$7,500

Heino F. L. Meyer-
Bahburg
Academic Achievement and
Gender-Atypical Behavior in
Childhood
Research Foundation for
Mental Hygiene
$7,500

Richard S. Newman
Help Seeking as an
Instrumental Learning
Strategy in Mathematics
and Reading
University of California, Riverside
$7,498

Thomas J. Noer
Be Creative: An Oral History of
Teaching in the Peace Corps
Carthage College
$6,600

Stanley D. Nollen
The Linkage between
Company-Sponsored Training
and Employee Performance
Georgetown University
$7,385

Peter Ochs
The Pragmatics of
Socialization
Colgate University
$7,500

Carolyn Saarni
The Development of Emotional
Competence
Sonoma State University
$6,716

Kenneth Hawes
A Study of the Relation of
Narrative and Literary
Accounts of Teaching and
Learning to Other Forms of
Educational Knowledge
Harvard University
$2,898

Gregory A. Jackson
Adult College Choice
Harvard University
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Donald D. Searing
Citizen and Civic Education:
A Critical Review of the
Literature
University of North Carolina
at Chapel Hill
$7,500

Richard A. Shweder
Moral Discourse Realms
University of Chicago
$7,500

Sidney Strauss
The Development of the
Concepts of the Simple and
Weighted Average: A Case
Study of a Developmental
Model of Instruction
Tel Aviv University
$7,500

William B. Thomas
Social Class, Ethnicity, and
School Knowledge: Inquiry in
the Sociology of Knowledge
University of Pittsburgh
$7,500

Maris A. Vinovskis
Determinants of High School
Attendance in Antebellum
America: An Analysis of
Neuburgport, Massachusetts
University of Michigan
$7,200

Ursula Wagener
The Difference of View:
Women’s Voices on Education
University of Pennsylvania
$7,447

Kathryn A. Woolard
Language Policy and Language
Practices: The Consequences of
Language Planning in
Autonomous Catalonia
University of Wisconsin-
Madison
$7,500

FELLOWSHIPS
Support of Fellows
Center for Advanced Study in the
Behavioral Sciences
$875,000

WOODROW
WILSON/ SPENCER
DISSERTATION
FELLOWS
Eileen W. Ball
The Effects of Phonemic
Segmentation Training in
Kindergarten on Reading
Readiness and First-Grade
Reading Achievement
Syracuse University
Lila I. Bartolome  
The Literate Thinking and Language-Use Patterns of Academically Successful Mexican-American Fifth-Grade Students  
Stanford University

Robert T. Granfield  
Socialization into the Legal Profession: A Comparative Study of Two Law Schools  
Northeastern University

Mary A. Porter  
Educational Outcomes: A Study of Social Change among Coastal Swahili Women in Kenya  
University of Washington

Magdalene Lampert  
Teaching Mathematics for Understanding, Understanding Mathematics Teaching  
Michigan State University

Beverly B. Carter  
Teachers' Response to State Reform  
Stanford University

Elisabeth S. Clemens  
University of Chicago

Mary E. Driscoll  
The School as a Community: A Preliminary Investigation  
University of Chicago

James G. Elicker  
Knowledge and Processing of Social Information in School-Age Children: The Influence of Relationship History on Social Competence  
University of Minnesota

Mustafa E. Emirbayer  
Moral Education in American Public Schools: A Comparative Historical Study  
Harvard University

David R. Fink  
Teacher-Efficacy Scales: Convergent and Discriminant Validity and Additional Correlates  
University of Maine

William P. Fisher  
Connecting Cadaverian Philosophy and Rasch Measurement: A Mathematical Model of Conversational Conduct and Its Implications for the Construction of Scientific Instruments in Social Science  
University of Chicago

Howard B. Fleeter  
The Economic Effects of School Expenditure Reform: The Case of California  
University of California, Berkeley

Terese C. Gallagher  
The Role of Education and Practice Changes in the Feminization of Pharmacy  
Stanford University

Pamela L. Grossman  
The Influence of Teacher Education on the Development of Pedagogical Content  
Stanford University

Wendy L. Haight  
Caregiver-Child Communication during Pretend Play: The Socialization of Nonliteral Speech in Toddlers  
University of Chicago

Deborah A. Hicks  
The Development of Genre Skills: A Linguistic Analysis of Preschoolers' Story Reportive, and Descriptive Narratives  
Harvard University

Ann C. Hildebrand  
The Role of Pictorial Representations in Understanding Genetics  
University of California, Berkeley

Dianne A. Johnson  
For the Children of the Sun: What We Say to Afro-American Youth through Story and Image  
Yale University

Janice M. Leone  
The Mission of Women's Colleges in an Era of Cultural Revolution, 1890-1930  
Ohio State University

Lisa C. Liu  
Reasoning Between the Lines: On Children's Understanding and Memory for Studies  
University of Chicago

Susan R. Merrifield  
Readin' and Writin' for the Hard-Hat Crowd: The Introductory English Curriculum at the University of Massachusetts at Boston, 1965-1985  
Harvard University

M. Francesca Piuma  
A Benefit-Cost Analysis: The Economic Impact of Integrated and Segregated Educational Service Delivery Models on the Employment of Individuals with Severe Disabilities  
University of California, Berkeley

Julie A. Reuben  
Toward a Redefinition of Knowledge: Changes in the Nature of Intellectual Inquiry and Its Practice in University Education, 1870-1920  
Stanford University

Phyllis I. Riddle  
World Rates of University Expansion, 1200-1985  
Stanford University

Kofi Marfo  
Cognitive and Affective Variables in Learning Disabilities, a Program of Basic and Applied Research  
Memorial University of Newfoundland

Theodora Martin  
Women's Study Clubs  
1860-1900, the Sound of Our Own Voices  
Wellesley College

Timothy McNamara  
Contextual Constraints on Comprehension  
Vanderbilt University

Gillian McNamee  
Children Learning to Read in the Inner City: Home, School, and Community Center as Partners in Literacy Development  
Erikson Institute

Sarah Michaels  
Classroom Processes and Written Products, the Relationship Between Task, Talk, and Text  
Harvard University

Sharon Nelson-Barber  
Native Teaching Practices and Cultural Learning in Athabaskan Village Schools  
University of California, Davis

Jan Nesper  
A Comparative Study of Disciplinary Task Systems and Academic Careers  
University of Texas at Austin

Reba N. Page  
Perspectives and Processes: The Negotiation of Educational Meaning in High School Classrooms for Academically Unsuccessful Students  
Bowdoin College
Brian Powell
Reexamining State and Local Differences in Standardized Test Performance
Indiana University

Mary Rohrkeper
The Role of Failure in Adaptive Learning
Bryn Mawr College

Michael Rose
The Misjudgment of Literacy
University of California, Los Angeles

John Rury
The Development of Female Secondary School Participation, 1860-1910
Ohio State University

James W. Stigler
The Cultural and Educational Context of Early Mathematic Achievement
University of Chicago

Kathleen Underwood
Teachers and Education: The Trans-Mississippi West, 1880-1920
University of Texas, Arlington

Kurt VanLehn
Metaledger Skill Acquisition
Carnegie Mellon University

Pamela Walters
Institution-Building in American Education: A Macrosociological Analysis of the Effect of Economic and Political Change on School Expansion, 1870-1930
Indiana University

Martha Wenger
The Effects of Placement on the Social Experience of Mobility-impaired Students: A Case Control Study in Two Public Schools
University of North Carolina

OTHER GRANTS
Committee on New York City Social Science Research Council
$60,000

Papers for General IEA Meeting, 1987
Teachers College, Columbia University
$15,000

Support of Activities
The Foundation Center
$70,500

1988 MAJOR RESEARCH GRANTS

Janet Aviad
Ofra: Community and Education on the West Bank
Hebrew University of Jerusalem
$10,000

Courtney B. Cazden
Enhancing Teachers' Interactions with Maori Children in Junior Classes in New Zealand
Harvard University
$6,500

Philip J. Foster
The Transition from High School to Employment in Jamaica
State University of New York, Albany
$18,750

Estelle James
The Public-Private Division of Responsibility for Education
State University of New York, Stony Brook
$16,000

Harry G. Judge
A Cross-National Study of Teacher Education
University of Oxford
$17,000

R. J. W. Selleck
A Biography of Sir James Kay-Shuttleworth
Monash University
$9,200

Mary Ann Stankiewicz
The Contributions of Ellen Gates Starr to Art Education
University of Maine at Orono
$2,374

Joachim F. Wohlwill
Creativity in School Children through the Medium of Computer Graphics
Pennsylvania State University
$2,541

Jomills Henry Braddock II
Race and Sex Differences in the Role of Education for Occupational Success
Johns Hopkins University
$78,000

Pamela J. Conover
Ivor M. Crew, and Donald D. Searing
Citizenship and Civic Education in the United States and Great Britain
University of North Carolina at Chapel Hill
$380,700

Larry Cuban and David B. Tyack
Stanford University
$149,900

Sandra K. Danziger and Naomi B. Farber
Life Options and Teen Motherhood Among Disadvantaged Youth: A Qualitative Study
University of Wisconsin-Madison
$98,200

Ellen F. Fitzpatrick
Women Social Scientists in Twentieth-Century America
Wellesley College
$47,000

Mary Ann Foley
Role of Cognitive Effort in Memory: Developmental Comparisons
Skidmore College
$19,650

Robert K. Fullinwider
Preparing Citizens: A Research Project on the Theory and Practice of Civic Education
University of Maryland
$60,850

Michael Fultz
The Educational Vision of the Black Middle Class, 1900-1960
Harvard University
$67,350

Ronald G. Gallimore and Claude Goldenberg
The Social Context of Emergent Spanish Literacy Among Hispanic Children
University of California, Los Angeles
$256,000

Patricia Goldring Zukow
Transmitting Cultural Knowledge at Home and at School: Socializing Attention
University of California, Los Angeles
$186,600

John J. Goodlad
Historical Perspective on the Education of Educators
University of Washington
$58,500

Peter M. Hall
The Policy Process: Career Ladders in Missouri
University of Missouri-Columbia
$304,800

Sydney Hans and Judith Smith Musick
Family Factors Affecting the Competence of Low-Income Black Kindergartners
University of Chicago
$147,400

Sophie Haroutunian-Gordon
Dialogue and Education
University of Chicago
$48,900

Jan Hawkins
Women and Technology: A New Basis for Understanding Bank Street College of Education
$309,050

James C. Hearn
The Changing Demography of Academic Departments: An Organizational Analysis
University of Minnesota
$137,800

Shirley Brice Heath and Milbrey Wallin
Language, Socialization, and Neighborhood-Based Organizations: Moving Youth Beyond Dependency on School and Family
Stanford University
$492,850

Philip W. Jackson and Anthony S. Bryk
Schooling and Teaching as Moral Enterprises
University of Chicago
$256,300
The Spencer Foundation

grantees: 1988

Dale L. Johnson and Janet B. Blumenthal
The Parent-Child Development Centers: A Five-to-Thirteen Year Follow-up
University of Houston, University Park
$84,850

Carl F. Kaestle
A Social History of the American Reading Public, 1880-1980
University of Wisconsin-Madison
$195,500

Michael Kammen
The Role of Social Memory in American Culture Circa 1870 to the Present
Cornell University
$42,000

Barry D. Karl
Conference on the Academic Disciplines
University of Chicago
$99,850

Waud H. Kracke
Intercultural Learning in an Indigenous Amazonian Society: The Parintintin of Brazil
University of Illinois at Chicago
$284,700

Barbara Lloyd
Giving Voice to Social Gender Identity
University of Sussex
$89,900

Kristin Luker
Sex Education Controversies in the United States: Contemporary and Historical Patterns
University of California, Berkeley
$132,900

George Mandler
Affect and Mathematical Problem-Solving
University of California, San Diego
$49,100

James G. March
Learning in Organizations, Especially Educational Institutions: A Theoretical Study
Stanford University
$334,000

Gerald A. McBeath
Organizational Change and Educational Outcomes in Rural Areas
University of Alaska, Fairbanks
$81,200

Michael S. McPherson, Morton Owen Shapiro, and Gordon C. Winston
Student Aid and Institutional Finance: The Impact of Federal Student Aid on College and University Revenues and Resource Allocations
Williams College
$99,450

Peggy J. Miller
Learning to Tell Stories of Personal Experience: A Comparative Perspective on Socialization and Acquisition of Language
University of Florida
$70,600

Richard J. Murnane
Among College Graduates Certified to Teach, Who Becomes a Teacher
Harvard University
$35,300

W. Russell Neuman, Marion R. Just, and Ann N. Crigler
Political Learning and the News Media
Massachusetts Institute of Technology
$238,000

Harold J. Noah and Max A. Eckstein
A Comparative and International Study of Examination Systems
State University of New York at Buffalo
$355,000

Joel Perlmann and Robert A. Margo
Who Were America's Teachers? Toward a Social History and Public Use Archive
Harvard University
$149,000

Marion Perlmutter
Effects of Age and School Activity on Adult Cognitive Performance: Pilot Study
University of Michigan
$96,500

Sam C. Sarkesian
Civilian Graduate Education and the U.S. Military Profession
Loyola University of Chicago
$128,900

Sylvia Scribner
Workplace Learning
Graduate School and University Center
City University of New York
$325,000

Theda Skocpol
Social Knowledge and the Origins of Modern Social Policies
Social Science Research Council
$39,800

Robert J. Sternberg and Lynn R. Okagaki
Effects of Parental Theories of Intelligence on Children's Cognitive Abilities
Yale University
$270,200

Zolinda Stoneman and Gene H. Brody
Child Competence, Parenting, and Family Transactions in Rural Black Families
University of Georgia
$303,000

F. F. Strayer
Social Constraints on the Development of Representational Tactics of Young Children
University of Quebec at Montreal
$147,500

D. Garth Taylor and Dan A. Lewis
Northwestern University and The Chicago Urban League
$265,500

Jeanne Bamberger
Developing Multiple Representations: A Study of Observational Techniques
Massachusetts Institute of Technology
$7,500

Janine Bempechat
Cultural Differences in the Socialization of Achievement
Harvard University
$4,870

Menucha Birenbaum
Gender and Ethnic Differences in Attitudes and Motivation toward Learning Mathematics and Languages
Tel Aviv University
$7,474

Ann K. Boggiano
Achievement in Children: Teachers' Strategies, Children's Feelings of Being Controlled, and Internal Motivation
University of Colorado
$6,441

Linda Brodkey
The Rhetoric of the Adult in Education and Law
University of Pennsylvania
$7,499

Dante Ciccetti
Adaptation of Maltreated Children to the School Setting
University of Rochester
$7,414

Mary Douglas
Learning from Exemplars
Princeton University
$7,000

Mary Ann Dzuback
Robert M. Hutchins: Portrait of an Educator
Washington University
$7,500

Lucia A. French
Influences of Partner and Setting on Young Children's Discourse Skills
University of Rochester
$7,500

Mary Gauvain
Influence of Knowledge of a Postest on Adult-Child Problem Solving
Oregon State University
$7,498

Brian P. Hendley
Schools of Tomorrow, Today
University of Waterloo
$7,077

Carollee Howes
Social Competence in Four-Year-Olds with Multiple Caregivers
University of California, Los Angeles
$6,000

T. H. Irving and G. E. Sherington
Youth Policy in Australia
University of Sydney
$6,400

SMALL RESEARCH GRANTS

Jeanne Bamberger
Developing Multiple Representations: A Study of Observational Techniques
Massachusetts Institute of Technology
$7,500

Menucha Birenbaum
Gender and Ethnic Differences in Attitudes and Motivation toward Learning Mathematics and Languages
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Youth Policy in Australia
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$6,400
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Title</th>
<th>Funding</th>
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<tr>
<td>Thomas James</td>
<td></td>
<td>Rights of Conscience and the Development of State School Systems in Nineteenth Century America</td>
<td>$4,800</td>
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<td>Lee Jussim</td>
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<td>Students’ Reactions to Teachers’ Evaluations</td>
<td>$7,225</td>
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<td>D.M. Lamberton</td>
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<td>National Information Policy</td>
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<td>Kofi Lomotey</td>
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<td>Policies and Practices that are Effective in the Admission and Retention of Black Students in Higher Education: The Oberlin College Model</td>
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<td>Bruce London</td>
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<td>Women’s Education and Fertility: A Follow-up Proposal</td>
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<td>Kofi Marfo</td>
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<td>Maternal Directiveness and the Development of Competence in Preschool-Age Mentally-Handicapped Children</td>
<td>$7,500</td>
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<td>Carolyn A. Shantz</td>
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<td>Children’s Conceptions of their Conflicts with Peers</td>
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<tr>
<td>Grace C. Massey</td>
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<td>Analysis and Writeup of TIES (Toddler and Infant Experiences Study) Data Institute for Developmental Studies</td>
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<td>Carol A. Padden</td>
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<td>The Acquisition of Spelling Skills by Young Deaf Children: A Preliminary Investigation University of California, San Diego</td>
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<td>Understanding Complex Instructions for Everyday Tasks</td>
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<td>Joan Shelley Rubin</td>
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<td>The Making of Middletown Culture in the United States 1917-1950</td>
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<td>Mark A. Runco</td>
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<td>Bambi B. Schieffelin</td>
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<td>Language Socialization in Haitian Creole-Speaking Families in New York</td>
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<td>Michael Schudson</td>
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<td>A History of the Interview: The Professionalization of Public Discourse in the United States University of California, San Diego</td>
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<td>Catherine Sophia</td>
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<td>Early Developments in Reasoning about Alternative Possibilities Hampshire College</td>
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<td>James W. Stigler</td>
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<td>Concrete and Numeric Representations in the Acquisition of Mathematical Knowledge University of Chicago</td>
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<td>Mark R. Tappan</td>
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<td>From Adolescence to Adulthood: Moral Orientation and Moral Development during the College Years Trinity College</td>
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<td>Richard P. Taub and Robin L. Jarrett</td>
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<td>Household Formation Patterns among Low-Income Black Women</td>
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<td>Bonnie Urciuoli</td>
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<td>The Cultural Dynamics of New York-Puerto Rican English Accents Indiana University</td>
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<td>Darlene E. Weingand</td>
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<td>Literacy and Reading in Iceland: An Investigative Study University of Wisconsin-Madison</td>
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<td>Steven R. Yussen</td>
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<td>The Transition from Elementary School to Middle School University of Wisconsin-Madison</td>
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<td>$7,105</td>
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**FELLOWSHIPS**

- **Postdoctoral Fellowship Program in Education** National Academy of Education $2,580,900
- **Spencer Dissertation-year Fellowships for Research Related to Education** Woodrow Wilson National Fellowship Foundation $3,490

**WOODROW WILSON/SPENCER DISSERTATION FELLOWS**

- **Mary A. Burris** University of Chicago $7,500
- **Chinese Medical Education: The Reproduction and Modernization of a Profession in a Socialist Context** Stanford University $6,280
- **Liberalism and Education** Harvard University $6,280
- **Day Care and Wage-Earning Mothers in the United States, 1890-1920** University of Wisconsin-Madison $7,500

**GRANTEES: 1988**

- **The Making of Middletown Culture in the United States 1917-1950** State University of New York at Brockport $7,500
- **Problem-Finding by School-Age Children** California State University, Fullerton $7,500
- **Language Socialization in Haitian Creole-Speaking Families in New York** New York University $7,500
- **A History of the Interview: The Professionalization of Public Discourse in the United States** University of California, San Diego $6,676
- **Early Developments in Reasoning about Alternative Possibilities** Hampshire College $7,460
- **Expertise in Problem-Solving** Carnegie Mellon University $7,500
- **Concrete and Numeric Representations in the Acquisition of Mathematical Knowledge** University of Chicago $7,270
- **From Adolescence to Adulthood: Moral Orientation and Moral Development during the College Years** Trinity College $6,280
- **The Making of Middletown Culture in the United States 1917-1950** State University of New York at Brockport $7,500
- **Problem-Finding by School-Age Children** California State University, Fullerton $7,500
- **Language Socialization in Haitian Creole-Speaking Families in New York** New York University $7,500
- **A History of the Interview: The Professionalization of Public Discourse in the United States** University of California, San Diego $6,676
- **Early Developments in Reasoning about Alternative Possibilities** Hampshire College $7,460
- **Expertise in Problem-Solving** Carnegie Mellon University $7,500
- **Concrete and Numeric Representations in the Acquisition of Mathematical Knowledge** University of Chicago $7,270
- **From Adolescence to Adulthood: Moral Orientation and Moral Development during the College Years** Trinity College $6,280
Nancy F. Sato
Ethnography of Japanese Elementary Schools: Quest for Equality
Stanford University

Michael H. Seltzer
Obtaining Good Answers to Good Questions: The Use of Data Augmentation in Fitting Hierarchical Models to Educational Data
University of Chicago

Nancy L. Silverman
The Organization and Assessment of Attachment Relationships in Preschool-age Children
Boston University

John P. Smith
Learning Rational Numbers
University of California, Berkeley

Linda L. Sperry
The Emergence of Narrative Competence in Rural Working-Class Black Children
University of Chicago

Ross Thompson
Intelligent Computer Tutoring in an Ill-Structured Domain
Carnegie Mellon University

La Vergne Trawick
The Effect of an Effort-Concentrating Intervention on the Motivational Patterns and Academic Achievement of Community College Students with a History of Academic Failure
Teachers College, Columbia University

Angela Valenzuela
Familism and the Educational Achievement of High School Adolescents of Mexican Origin
Stanford University

Ronald E. Walton
Working Styles: An Analysis of Young Children's Interactions with Tasks and Materials
Tufts University

Bette C. Weneck
Science, Vocation, and Gender: A History of Teachers College, 1897-1927
Teachers College, Columbia University

Samuel S. Wineburg
Stanford University

Patricia A. Alexander
The Interaction of Domain-Specific and Strategic Knowledge in Academic Performance
Texas A&M University

Eleanor Armor-Thomas
The Enhancement of Intellectual Competence in Educationally Disadvantaged Minority Students
Teachers College, Columbia University

Patricia A. Bauch
Parental Choice of Schooling and Involvement among Minority and Lower-Income Families in Inner-City Catholic High Schools
Catholic University of America

Carol R. Beal
Developmental Changes in Children's Understanding of the Comprehension Process: Implications for Writing and Revision
Dartmouth College

Mary C. Brinton
Japanese Patterns of Educational Aspirations and Investments in Children
University of Chicago

Emily D. Cahan
Darwin and Human Development: The History and Fate of Evolutionary Psychologies
Yale University

James P. Collins
The Politics of Literacy at the Urban University
Temple University

Dina M. Copelman
Women in the Classroom Struggle: Elementary Schoolteachers in London, 1870-1930
University of Missouri-Columbia

Lisa D. Delpit
Teacher Education and the Challenge of Diversity
University of Alaska, Fairbanks

Donna L. Deyhle
Navajos, Utes, and Schooling: An Ethnographic Study of Success and Failure
University of Utah

George Engelhard, Jr.
The Three Disciplines of Measurement in the Behavioral Sciences
Emory University

Roberto M. Fernandez
The Role of Structural Factors in Hispanic Scholastic Achievement
University of Arizona, Tucson

Signithia M. Fordham
Black Students' School Success: Coping with the “Burden of 'Acting White'”
Silver Spring, Maryland

Susan A. Gelman
Developmental Changes in the Organization of Knowledge
University of Michigan

Gary L. Gerstle
The Transmission of Political Culture in Twentieth-Century America
Princeton University

David B. Grusky
Decomposing the Effects of Education on the Process of Stratification
University of Chicago

Margaret Himley
Becoming a Writer
Syracuse University

Susan D. Holloway
The Relation of Caregiver Behavior to Preschool Children's Social Competence
University of Maryland

Nancy H. Hornberger
Literacy in Two Languages: Policy, Program, and Community
University of Pennsylvania

Robert R. Hughes
Educational Equity: The Role of the Extended Family and Village
Humboldt State University

Asghar Iran-Nejad
Active and Dynamic Causes and Effects of Interest and Anxiety
University of Alabama

Hiroshi Ishida
A Comparative Study of Educational Credentials and the Labor Market in Japan, the United States, and Britain
University of Oxford

Harriet L. Jisa
Sugar and Spice and Everything Nice: Language Learning in Conversation
Université Lumière-Lyon

Susan M. Johnson
Schoolwork: How Very Good Teachers See It
Harvard University

Harvey A. Kantor
The State and Educational Reform: Federal Education Policy in the 1960s
University of Utah

David Karen
The Politics of Gatekeeping at Elite Colleges: An Organizational Perspective
Bryn Mawr College

Gloria J. Ladson-Billings
The Dreamkeepers: Capturing the Pedagogical Excellence of Successful Teachers of Minority Students
Santa Clara University

Liliana T. Landsmann
Text Production and Text Differentiation: Developmental Processes and Pedagogical Influences
Tel Aviv University

Nona P. Lyons
Teaching: The Development of Mind, Craft, Self, and Relationships- A Set of Cases
Harvard University

Joseph P. McDonald
Explorations of the Teacher's Voice
Brown University

Margaret G. McKeown
The Role of Definitional Information in Understanding Word Meaning
University of Pittsburgh

Kevin F. Miller
Skill and Understanding in the Development of Mathematical Competence
University of Texas at Austin
OTHER GRANTS

For Expansion of the Foundation Center's Activities
- $200,000
- The Foundation Center
- Feasibility and Planning Study for Review of IEA Data
  - National Academy of Education
  - $16,800
- Conference on Urban Education and Decentralization
  - Chicago Urban League
  - $30,000
- Burton R. Clark
  - Research Organization and the Training of Advanced Scholars: A Cross-National Analysis
    - University of California, Los Angeles
    - $25,000
- Catherine R. Cooper and Cindy I. Carlson
  - Family-Process Antecedents of Children's Competence and Vulnerability in the School Context
    - University of Texas at Austin
    - $12,450
- John I. Goodlad
  - Current Status and Development of Teacher Education: Planning Meeting
    - University of Washington
    - $6,500
- David L. Kirp
  - A Plague on All Our Houses: School and Community Responses to Children with AIDS
    - University of California, Berkeley
    - $9,935
- Nancy C. Lukehaus
  - The Visual Translation of Culture
    - University of Southern California
    - $23,300
- Robert A. McCaughey
  - Higher Learning and the Colleges
    - Barnard College
    - $18,100
- Roberta S. Sigel
  - Education for Democratic Citizenship in Multiethnic Societies
    - Rutgers University
    - $23,800
- Karen Strohm Kitchener
  - Environmental Conditions for Optimal Performance in Reflective Judgment
    - University of Denver
    - $7,429

1989 MAJOR RESEARCH GRANTS

- Thomas M. Achenbach and Stephanie H. McConaughy
  - Teacher Reports on a National Sample of American Youth
    - University of Vermont
    - $130,375
- W. Andrew Achenbaum
  - A History of Gerontology
    - University of Michigan
    - $149,800
- Walter R. Allen, Gerald Gurin, and Marvin W. Peterson
  - Black Students in White Institutions: The Effectiveness of Different Institutional Responses
    - University of Michigan
    - $200,000
- James E. Birren and Joan M. McDowd
  - The Occurrence and Management of Everyday Lapses of Attention and Memory in Older Adults
    - University of Southern California
    - $60,150
- Marianne N. Bloch and B. Robert Tabachnick
  - Increasing the School Achievement of Low-Income Minority Children through Improved Home-School-University Collaboration
    - University of Wisconsin-Madison
    - $272,000
- Maurice E. Bloch
  - The Anthropology of Wisdom with Reference to Folk Theories of Learning and Knowledge
    - University of California, London School of Economics and Political Science
    - $90,000
- Charles J. Brainerd
  - Children's Basic Number Concepts: Some Test of Fuzzy-Trace Theory
    - University of Arizona
    - $128,960
- Bernard S. Cohn
  - The Anthropology of a Colonial State and Its Forms of Knowledge
    - University of Chicago
    - $272,000
- Michael Cole
  - Reconfiguring the Contexts of Education
    - University of California, San Diego
    - $72,500
- William A. Corsaro
  - Cultural Values, Child-Care Policy, and Children's Peer Cultures in the United States and Italy
    - Indiana University
    - $107,375
Robert L. Crain
A Case Study of a Voluntary Interdistrict School Desegregation Plan in the St. Louis Metropolitan Area
Teachers College, Columbia University
$50,000

Rodolfo O. de la Garza
The Latina National Political Survey
University of Texas at Austin
$300,000

Rheta DeVries
Kindergarten Program Influences on Sociomoral Development
University of Houston, University Park
$39,700

Jacquelyne S. Eccles
High School Transition Study
University of Michigan
$249,600

David T. Ellwood
Reconsidering Black Educational Attainment since 1970: Entry and Persistence in Two-Year and Four-Year Colleges
Harvard University
$49,800

Mary Ann Foley
The Role of Elaborative Processes in Children's Memory
Skidmore College
$35,700

Robert M. Goerge
Special Education Experiences of Foster Children
University of Chicago
$25,300

Ellen Greenberger and Wendy A. Goldberg
Work, Parenting and the Socialization of Children
University of California, Irvine
$229,150

A. H. Halsey
A New Survey of Faculty Members in British Higher Education
University of Oxford
$135,200

Barbara M. Hobson
Family Strategies and School Expansion in the United States and Sweden, 1920 to 1940
University of Chicago
$76,275

Estelle James
The Public-Private Division of Responsibility for Education
State University of New York at Stony Brook
$60,500

Harry G. Judge
The Context of Teacher Education
University of Oxford
$281,000

Daniel M. Koretz and Robert L. Linn
High Stakes Educational Testing: Effects on Instruction and Achievement
The Rand Corporation
$223,900

Emily Martin
Science and Popular Knowledge in the Contemporary United States
Johns Hopkins University
$282,100

David McNeill
Nonverbal Factors in Naturalistic Adult-Child Instruction
University of Chicago
$240,900

Mary H. Metz
Teachers' Work in Diverse American High Schools
University of Wisconsin-Madison
$43,300

Michael A. Olivas
Higher Education, Immigration and the Law
University of Houston, Law Center
$100,000

Joy D. Ososky
Developmental Risk for Adolescent Mothers and Infants
Louisiana State University Medical Center
$268,575

David B. Pillemser
Memories of Educational Episodes
Wellesley College
$39,100

Virginia Sapiro
Political Development through the Life Course
University of Wisconsin-Madison
$87,600

Geoffrey B. Saxe
Peer Interaction as a Context for Mathematics Learning
University of California, Los Angeles
$220,900

Howard Schuman and Charlotte G. Steeh
The Relation of Age to Racial Attitudes
University of Michigan
$66,190

Catherine Sophian
How Do Young Children Learn to Reason with Partial Information?
Hampshire College
$141,200

James W. Stigler
Construction of Mathematical Knowledge in Japanese and American Classrooms
University of Chicago
$304,820

Elizabeth Sulzby
Emergent Writing, With and Without the Computer
University of Michigan
$271,100

John R. Thelin
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Stress, Social Support, and Coping Styles as Determinants of Behavioral and School Adjustment of High-Risk Youth  
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The Institutionalization of the Social Sciences  
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*Stratification, Opportunity, Achievement*
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*Learning in Practice*
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*Literacy and Thought*
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$300,000

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*Education and Equity in Metropolitan Society: Trends, Causes, and the New Policy*
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**OTHER GRANTS**

William H. Clune and John F. Witte
*A Conference on Educational Decentralization: Theory, Practice, and Empirical Evidence*
University of Wisconsin-Madison

$60,000
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<td>Richard P. Taub and Robin L. Jarett</td>
<td>University of Chicago</td>
<td>Family Life and Socialization Patterns among Low-Income Black Women: An Ethnographic Exploration</td>
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<td>Attachment Relationships, Self Perceptions, and School Adaptation in Maltreated Children</td>
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<td>Paul Cobb</td>
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<td>The Coordination of Psychological and Sociological Analyses in Mathematics Education</td>
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<td>Philip A. Cowan and Carolyn Pape Cowan</td>
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<td>Family Factors in Children's Adaptation to Elementary School</td>
<td>University of California, Berkeley</td>
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<td>University of Maryland</td>
<td>Infant Daycare: A Study of Transitions</td>
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<td>Foundations of Communication: Learning to Talk with Peers</td>
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<td>Howard E. Gardner, David Perkins, and Vito Perrone</td>
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<td>Mary C. Brinton</td>
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<td>The Political Economy of Human Capital Development: Gender, Family, and Education in East Asia</td>
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<td>William T. Gormley, Jr.</td>
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<td>Child Care Regulations From the Provider's Perspective</td>
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<td>Marcia D. Greenberger and Ellen J. Vargas</td>
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<td>The Use of Standardized Test Scores That Reflect a Gender Differential: Legal Implications and Practical Applications</td>
<td>National Women's Law Center</td>
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<td>Richard Handler</td>
<td>University of California, Los Angeles</td>
<td>The Historic House and the Reconstructed Village: An Ethnographic Study of Four Historic Museums in the United States</td>
<td>University of California, Los Angeles</td>
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<td>Robert A. McCaughy</td>
<td>Barnard College, Columbia University</td>
<td>The Higher Learning and the Colleges</td>
<td>Barnard College, Columbia University</td>
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<td>Richard J. Murnane and Frank Levy</td>
<td>University of York</td>
<td>Testing the &quot;Mismatch Hypothesis&quot;: Birth Patterns, Education, and the Occupational Structure</td>
<td>University of York</td>
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<td>Rupert B. Nacoste</td>
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<td>Affirmative Action and Intercultural Socio-Academic Encounters</td>
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<td>Elinor R. Ochs</td>
<td>University of Southern California</td>
<td>Socialization of Scientific Discourse</td>
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<td>Barnard College, Columbia University</td>
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Political Learning and Political Communication in the United States: 1690-1990
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Early Adolescents’ Integration of Knowledge, Management, and Personal Meaning of Risk-Taking Behaviors: Socio-Cultural, Temperamental, and Developmental Influences
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The Development of Personal Narratives in Social Interactions
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Tracking and Detracking: Social and Academic Effects of School Organizational Change
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Men’s Responses to Women’s Educational Equality, 1860-1990
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Representationally-Mediated Transfer in Mathematical and Logical Problem-Solving Vanderbilt University $5,230

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Investigations into Adults' Judgments of Children's Readiness to Learn University of Michigan $7,500

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Organizational Patterns in the Oral and Written Language of Black Adolescents Stanford University

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Social Science and Social Support Reform: The Case of Child Support University of Chicago

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Reinforcing Islamic Values in Higher Education: The Case of the Algerian University Stanford University

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Sources of Self-Worth: Investigating Factors Underlying Achievement Motivation among Low-Income Black Children University of California, Berkeley

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From Listening to Reading: Phonological Processes in Comprehension University of Washington

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Catholic Primary Schooling in France, 1850-1905 Indiana University

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School-Related Problems of Children as a Function of the Stress of Peer Rejection University of North Carolina

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Washington University

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Language Change in an Urban
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University of Pennsylvania

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Learning among Deaf
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University of California, Berkeley

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University of North Carolina

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An Ever-Widening Gyre:
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Stanford University

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The Sociology of School
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Teachers College, Columbia
University

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The Sorbonne, the Third
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University of Wisconsin-
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Gifts and Burdens: What
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Northwestern University

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Stanford University

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Rhetoric and Math in
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The School as Socializing
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University of Virginia

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Beyond Roles: Personal
Narratives of Secondary
Teachers Who Are Parents of
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Harvard Medical School and
Wheelock College

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The Role of Friendship in
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University of California, Santa Cruz

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Understanding Emotions in
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Analysis of the Development of
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Clark University

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Children’s Theories As A
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Cognitive Effects of the
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Harvard University

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of Expertise in Essayist
Literacy: Case Studies from
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A Comparative Analysis of the
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Children: A Literacy and
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and School Readiness in their
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The Search for Racial Justice in
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The Needs of At-Risk Students:
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The School for Pages at
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Socialist Pedagogy and
Literacy Training in Brazil: A
Policy Study of the Literacy
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On What is Remembered in
Texts: Effects of Interest on
Selective Attention and
Learning
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Patterns of Student Life and
Patterns of Student Protest: The
Chinese and American
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University of Kentucky

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When Different People Use
Different Solution Strategies:
A Mixture Model Approach
University of California, Berkeley

Suzanne M. Wilson
Stories of Knowing and
Learning: Subject-Matter
Knowledge and Teaching
Michigan State University
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Social Development and School Adaptation in Longitudinal Perspective: Childhood to Maturity
University of North Carolina at Chapel Hill
$327,750

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University of Chicago
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Stanford University
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Family and Peer Influences on High School Performance within Ethnic, Neighborhood, and School Contexts
Stanford University
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Genres as Mental Models: The Role of Cultural Exposure
New York University
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University of Oxford
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University of Chicago
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Impact of Perceived School Efficacy on Level of School Achievement
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University of Chicago
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The Public-Private Division of Responsibility for Education
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High/Scope Educational Research Foundation
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Intergenerational Transmission of Parenting
Georgia State University
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The Civic Participation of the American Public and Its Relationship to Education National Opinion Research Center
$60,000

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Oral Folk Texts and Literacy Among Mexican Immigrants in Chicago
University of Illinois at Chicago
$96,700

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The Development of Children's Narratives in Social Interaction
Emory University
$138,525

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Adolescents Making Real-Life Decisions: Choosing a College
Carleton College
$44,625

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Enhancing Disciplinary Understanding in Teachers and Students
Harvard University
$2,301,400

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An Economic Model of Teacher Turnover: An Analysis of Public School Teachers in Washington State
University of Washington
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Language Retention, Loss, and Re-Acquisition
Stanford University
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Higher Education and the Techno-Region: The New University and High-Technology Industry in America
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When a Society Changes its School System: the Introduction of Comprehensive Schools in Great Britain
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The Generative Adult: How and Why Men and Women Work, Teach, and Contribute to Promote the Next Generation
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$175,000

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The Interplay of Organizational Standardization and Social Differentiation in Shaping High School Teachers' Practices
University of Wisconsin-Madison
$59,400
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<td>Rena Lederman</td>
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Daniel C. Levy
Private Research Centers: Latin America’s New Social Science and Policy Leaders
State University of New York, Albany
$7,500

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Problems of Asian Students in American University Instruction
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University of Chicago

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Postdoctoral Fellowship Program in Education National Academy of Education
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Family Structure, the Transmission of Parental Resources, and Educational Attainment
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<tr>
<th>Name</th>
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<tr>
<td>Judy N. Moschovich</td>
<td>Constructing Mathematical Knowledge Through Social Interaction</td>
<td>University of California, Berkeley</td>
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<td>Holly J. Neckerman</td>
<td>Fluidity and Continuity of Adolescent Peer Groups</td>
<td>University of North Carolina at Chapel Hill</td>
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<td>Jennifer A. O’Day</td>
<td>To Retain or Not to Retain: The Influence of Teacher Beliefs and Contextual Constraints on the Grade Retention of Limited English-Proficient Students</td>
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<td>Yukari Okamoto</td>
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<td>Linda M. Rueckert</td>
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<td>Debra A. Spitalnik</td>
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<td>Patricia West</td>
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<td>Stanton E. Wortham</td>
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<td>Nancy A. Budwig</td>
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<td>Yun-Kyung Cha</td>
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<td>Elizabeth C. Cooksey</td>
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<td>Ruben Donato</td>
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<td>Gwendolyn E. Etter-Lewis</td>
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<td>Leslie B. Inniss</td>
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<td>Frances A. Kelleher</td>
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<td>Seth D. Koven</td>
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<td>James L. Leloudis II</td>
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<td>Katherine E. McClelland</td>
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<td>John L. Puckett</td>
<td>Universities and Community Schools: The Rise, Decline, and Revitalization of America’s Community Schools, 1886-1990, with Particular Attention to Philadelphia</td>
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<td>Michael A. Ranney</td>
<td>Understanding and Extending the Coherence of Explanations: A Project Description</td>
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<td>Pedro Reyes</td>
<td>Causes and Consequences of Teacher Organizational Commitment</td>
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<td>Daniel H. Rotheinstein</td>
<td>Naming the Problem: Linking What Low-Income Parents Know to What Researchers Name as the Causes of Educational Failure</td>
<td>The Right Question Project</td>
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<td>Leona Schauble</td>
<td>Goals and Strategies in Scientific Reasoning</td>
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<td>Elizabeth A. Sheehan</td>
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<td>Kathryn Sloane-Weisbaum</td>
<td>A Comprehensive Approach to the Study of Parents’ Role in their Children’s Mathematics Learning</td>
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<td>Melanie Sperling</td>
<td>Reading as a Dimension of Writing: High School Students Learning to write</td>
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<td>Szonja Szelenyi</td>
<td>Education and Gender Attitudes: Long-Term Trends in the United States, 1936-1990</td>
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<td>John S. Wills</td>
<td>Textbooks, Teachers, and Students: The Representation of Ethnic and Religious Groups</td>
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<td>Impact of the School Environment: Education and Employment Outcomes</td>
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<td>Samuel S. Wineburg</td>
<td>The Qualitative Turn in Psychological Research in Education</td>
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<td>Yu Xie</td>
<td>Women and Scientific Education</td>
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<td>Susan M. Yohn</td>
<td>A Contest of Faiths: Religious Education, Protestant Mission Teachers and Hispanic Catholic Students in the Southwest, 1878-1941</td>
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 Jerome Bruner
 Inquiries in Cultural Psychology
 New York University $350,000

 Courtne y B. Cazden
 Writing Development and Instruction in the English-Writing World
 Harvard University $300,000

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 Chicago School Reform: An Interpretation of the Issues
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 The RAND Corporation $42,000

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 Negotiating Political Identity through Interaction with Television, Parents and Peers
 Louis Gottman Israel Institute of Applied Science $16,000

 Joy D. Ososky
 Developmental Risk for Adolescent Mothers and Infants
 Louisiana State University Medical Center, New Orleans $28,450

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 Child Competence, Parenting, and Family Transactions in Rural Black Families
 University of Georgia $30,000

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 History Making in America
 Indiana University $25,000

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 The Dynamics of Local Change in Intuitive Conceptions in Physics
 University of California, Berkeley $343,150

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 An Analysis of the Scientific Reasoning Strategies Used by Scientists in a Real-World Setting
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 Adam Gamoran
 University of Wisconsin-Madison $48,500

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 Cultural Variations in the Play of Young Children
 University of Illinois at Chicago $185,200

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 The Social Ecology of Everyday Pretending in Four Cultural Groups
 University of Utah $219,100

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 Parental Ethnotheories and the Transmission of Cultural Knowledge: A Comparative Cross-Cultural Study
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 Parental and Social Network Influences on Black and White Adolescents
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 Practices of Teaching and Learning Authentic Mathematics for Understanding in School
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 Managing Childhood: Social Class and Race Differences in Parents’ Management of Children’s Organizational Lives
 Temple University $259,300

 Sarah Lawrence-Lightfoot
 Loss and Privilege: Life-Journeys of Successful African-Americans
 Harvard University $95,000

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 Language Diversity and Cognitive Development
 University of Pennsylvania $297,400

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 The Language of Law School Education: A Sociolinguistic/Semiotic Study of the First-Year Law School Classroom
 American Bar Foundation $187,900

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 Learning to Tell Stories of Personal Experience: A Comparative Perspective on Socialization and Language Acquisition
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 Affirmative Action and Interracial Socioacademic Encounters
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 Human Resource Development within Firms: Training and Family Policy
 Massachusetts Institute of Technology $220,500

 Joel Perlmann
 Ethnic Differences in American Educational Attainments, 1890-1990
 Harvard University $279,900
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<td>Alan J. Peshkin</td>
<td>University of Illinois, Urbana-Champaign</td>
<td>School and Community in American Society: A Study in Comparative Perspective</td>
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<td>James E. Rosenbaum</td>
<td>Northwestern University</td>
<td>School-Employer Linkages: Their Effects on Students, Teachers, and Employers</td>
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<td>Ricardo D. Stanton-Salazar</td>
<td>University of Chicago</td>
<td>The Impact of Social and Information Networks on the Schooling Experiences and Life-Chances of Mexican-Origin High School Youth</td>
<td>$49,000</td>
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<td>Susan S. Stodolsky and Pamela Grossman</td>
<td>University of Chicago</td>
<td>Subject Matter as a Context for High School Teaching</td>
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<td>Marta Tienda</td>
<td>University of Chicago</td>
<td>Social Context and Underachievement: The Conundrum of Success against the Odds</td>
<td>$119,400</td>
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<tr>
<td>Jackson Toby</td>
<td>University of Illinois at Urbana-Champaign</td>
<td>De Facto Dropping Out in the U.S.: Correlates and Consequences</td>
<td>$39,100</td>
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<tr>
<td>Michael Tomasello</td>
<td>Emory University</td>
<td>Pragmatic and Linguistic Contexts for Early Verb Learning</td>
<td>$43,000</td>
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<tr>
<td>David P. Weikart and Patricia Palmer Olmsted</td>
<td>University of Illinois at Urbana-Champaign</td>
<td>Use of Early Childhood Services by Families in Eleven Countries Around the World</td>
<td>$101,800</td>
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<tr>
<td>Hans N. Weiler</td>
<td>Stanford University</td>
<td>Diversity and Change in German Education: The Challenges of National Unification and European Integration</td>
<td>$153,050</td>
</tr>
<tr>
<td>C. Gordon Wells and John Patrick B. Allen</td>
<td>Ontario Institute for Studies in Education</td>
<td>Learning Through Talk</td>
<td>$299,100</td>
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<tr>
<td>John F. Witte</td>
<td>University of Wisconsin-Madison</td>
<td>Analysis of the Milwaukee Private and Public School Choice Programs</td>
<td>$231,000</td>
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<tr>
<td>Mary Ellen Zuckerman</td>
<td>State University of New York, Geneseo</td>
<td>Educating Women: Gertrude Battles Lane and the ‘Women’s Home Companion’</td>
<td>$56,500</td>
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<tr>
<td>Scott Atran</td>
<td>University of Michigan</td>
<td>Learning about Biology: Systematics and Malay Folk Taxonomy</td>
<td>$7,500</td>
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<tr>
<td>David Bensman</td>
<td>Rutgers University</td>
<td>Parents of Central Park East: The Role of the Family in a Collaborative School</td>
<td>$7,500</td>
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<tr>
<td>John R. Bowen</td>
<td>Washington University</td>
<td>The Transmission of Modernist Muslim Knowledge in Indonesia</td>
<td>$7,500</td>
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<tr>
<td>York W. Bradshaw</td>
<td>Indiana University</td>
<td>Education and Development in Zambia: The Impact of Schooling in a “Forgotten” Region</td>
<td>$4,800</td>
</tr>
<tr>
<td>Steven Brint</td>
<td>Yale University</td>
<td>American Intellectuals and the Framing of Contemporary Political, Social, and Cultural Concerns</td>
<td>$6,620</td>
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<tr>
<td>Patricia M. Broadfoot</td>
<td>University of Bristol</td>
<td>International Trends in Educational Assessment: A Sociological Study</td>
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<tr>
<td>W. Bernard Carlson and Michael E. Gorman</td>
<td>University of Virginia</td>
<td>A Social Construction of Technological Knowledge: A Network Analysis of the Invention of the Telephone</td>
<td>$7,030</td>
</tr>
<tr>
<td>Patricia M. Clancy</td>
<td>University of California, Santa Barbara</td>
<td>The Socialization of Affect in Japanese and Korean Children</td>
<td>$7,500</td>
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<tr>
<td>John A. Clausen</td>
<td>University of California, Santa Barbara</td>
<td>Antecedents of Competence</td>
<td>$7,475</td>
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<tr>
<td>Harriet K. Cuffaro</td>
<td>University of California, Santa Barbara</td>
<td>The Introduction of Blocks to Two Preschools in Iceland: A Study of Materials as Texts in Early Education</td>
<td>$6,475</td>
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<tr>
<td>Alfred T. Darnell</td>
<td>Vanderbilt University</td>
<td>To Unite and Rule: State Domination and Emergent Ethnic Power in the Circumpolar North</td>
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<td>Concha Delgado-Gaitán</td>
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<td>Building a Partnership Between Latino Families and Schools</td>
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<td>Donna L. Deyhle</td>
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<td>Navajo Youth and Schooling: An Ethnographic Study of a Contemporary Culture</td>
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<td>Douglas E. Foley</td>
<td>University of Texas at Austin</td>
<td>Cultural Continuity and Change Among the Mesquakie: The Role of Formal Education in the Process of Ethnogenesis</td>
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<td>Nancy Foster</td>
<td>University of Rochester</td>
<td>Learning, Schooling, and Identity</td>
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<tr>
<td>Linda S. Gibson</td>
<td>Queens College, City University of New York</td>
<td>Emotion Talk in an American Mainstream Nursery Classroom</td>
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<td>Margaret A. Gibson</td>
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<td>Modes of Acculturation and School Performance</td>
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<td>Harvey J. Graff</td>
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<td>The Transformation of Growing Up: Studies of Childhood, Adolescence, and Youth, c. 1750-1920 and 1990</td>
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<td>Mary Hegarty</td>
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<td>Individual Differences in Mental Animation of Static Displays</td>
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<td>University of Illinois at Chicago</td>
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<td>Harvard University</td>
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<td>Robert R. Hughes</td>
<td>University of New York</td>
<td>Lessons from the Indian Experience: Educational Expansion in a “Conditioned” State</td>
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<tr>
<td>Michael J. Jacobson and Rand J. Spiro</td>
<td>Humboldt State University</td>
<td>Cognitive Flexibility, Epistemology, and Hypertext Learning Environments: Research into the Transfer of Complex Knowledge</td>
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**SMALL RESEARCH GRANTS**

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<tr>
<th>Name</th>
<th>Institution</th>
<th>Project Title</th>
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<td>Mark Aronoff</td>
<td>State University of New York, Stony Brook</td>
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Bruce A. Kimball  
Socratic, Scholastic, Lecture, and Case: Modern Invocations of Traditional Pedagogies  
University of Rochester  
$7,150

Gabriele Lakomski  
The Restructuring of Teacher Education in the Former German Democratic Republic: Three Case Studies  
University of Melbourne  
$7,500

Nancy Lesko  
Indiana University  
$7,500

Theodorick Manley, Jr.  
Neighborhood Determination, Significant Others, and Elementary Educational Performance  
DePaul University  
$7,500

Lewis A. Mennerick and Mehrangiz Najafizadeh  
Sociopolitical Processes and the Democratic Context: Educational Change in Costa Rica  
University of Kansas  
$6,925

Jayanthi J. Mistry  
Learning Activities at School and at Home  
Tufts University  
$7,450

Joel Perlmann  
Girls as Pupils, Women as Teachers: Gender Issues in Basic Schooling in New England, 1750-1800  
Harvard University  
$7,375

Michelle Perry  
The Transition to Conventional Literacy: A Microgenetic Investigation of Cognitive Reorganization  
University of Michigan  
$7,500

Erin Phelps  
Patterns of Peer Interaction for Promoting Cognitive Growth  
Radcliffe College  
$7,330

David N. Plank  
Rethinking “Progressive” School Reform: Organizational Dynamics and Educational Change  
University of Pittsburgh  
$7,465

William J. Reese  
What Did High School Students Study? The 1880s and the 1920s  
Indiana University  
$7,500

Heidi A. Ross  
Cradle of Female Talent: A Collection of Materials for a Historical and Ethnographic Analysis of the Shanghai Number Three Girls School  
Colgate University  
$7,490

Judith G. Smetana  
Adolescents’ Conceptions of Parental and Teacher Authority: Linkages and Relations to Behavior in School  
University of Rochester  
$7,500

Barbara M. Solomon  
Biography of Ada Louise Comstock (Nastestein) of the Radcliffe College  
$6,725

Lourdes Diaz Soto  
Bilingual Families as Educators  
Lehigh University  
$7,500

J. Jill Suitor  
Work, Family, and Friends across the 1980s: A Ten-Year Study of Women who Returned to Schools  
Louisiana State University  
$5,900

Jonathan R. J. Tudge  
Collaborative Problem Solving among Young Children: Processes and Consequences  
University of North Carolina at Greensboro  
$7,500

Maris A. Vinovskis  
The Crisis in Moral Education in Antebellum Massachusetts  
University of Michigan  
$7,500

Sandra A. Waddock  
Business and the Public Schools: Analysis and Implications  
Boston College  
$7,500

David L. Wallace and John Richard Hayes  
Better Revision in Eight Minutes/Changing Students’ Task Definition for Revising  
Iowa State University  
$4,900

Tammy L. Bennington  
The Inscription of Cultural Difference in a Social Studies Textbook  
State University of New York, Binghamton  
$7,490

Ann R. Beresin  
Punch and Yell, Punchinello: Play Traditions and Transitions in a Multi-Ethnic Elementary School Yard  
University of Pennsylvania  
$7,450

William P. Bintz  
Assessing Reading Comprehension Holistically  
Indiana University  
$7,500

Jackie M. Blount  
Women and the Superintendent, 1900-1990: “Destined to Rule the Schools in Every City”  
University of North Carolina at Chapel Hill  
$7,500

Nancy Diamond  
New Models of Excellence: Factors Influencing Faculty Productivity at Emerging Research Universities, 1968-1988  
University of Maryland, Baltimore  
$7,500

Steven G. Epstein  
Impute Science: The AIDS Movement, the Experts, and the Struggle for Credibility  
University of California, Berkeley  
$7,500

Antionette Errante  
Colonialism and Post-Colonial Development: The School, the Textbook, and National Development in Portugal and Mozambique, 1926-1991  
University of Minnesota  
$7,500

Evelyn M. Evans  
Constructing Beliefs about the Origins of Species: Artifacts of God or Nature?  
University of Michigan  
$7,500

Allan P. Feldman  
Teachers Learning from Teachers: The Construction of Teacher Knowledge in Collaborative Action Research  
Stanford University  
$7,500

Clea B. Fernandez  
Learning Mathematics from Classroom Instruction  
University of Chicago  
$7,500

Michael S. Fox  
Yale University  
$7,500

Hal E. Hansen  
Manufacturing Skills: Institutionlizing Vocational Education and Training in the United States and Germany, 1869-1918  
University of Wisconsin-Madison  
$7,500

Joy E. Hayes  
The Role of Radio Broadcasting in Twentieth-Century Nationalism: A Comparative Analysis of the United States and Mexico  
University of California, San Diego  
$7,500

Lisa A. Hoogstra  
Narrative Presentation of Self in a Working-Class Community  
University of Chicago  
$7,500

Samuel W. Kaplan  
The “Turkish-Islamic Synthesis”: Mobilizing Turkish Villagers through Education  
University of Chicago  
$7,500

Sharmin S. Khan  
Literacy, Education and Human Development: A Case Study of the Grameen Bank  
University of California, Berkeley  
$7,500

Elizabeth M. McCarthy  
The Role of Language in the Development of Self-Regulation: A Study of Deaf and Hearing Children  
Stanford University  
$7,500

Jill P. Morford  
Creating the Language of Thought: The Development of Displaced Reference in Child-generated Language  
University of Chicago  
$7,500
Kathryn L. Naastrom
Women and the Politics of Desegregation: Women’s Political Action in Atlanta, Georgia, 1945-1970
University of North Carolina at Chapel Hill

Eleanor M. Novek
Newsmaking, Knowledge Production, and Self-Determination: The Neighborhood Newspaper as an Empowerment Strategy for Secondary-School Students and their Community
University of Pennsylvania

Guy Parker
The Psychology and Religious Teaching of Plato’s Republic
University of Chicago

Douglas S. Reed
Democracy vs. Equality: Political Struggles over Public School Financing
Yale University

Carlos Rodriguez
Minorities in Science and Engineering: Patterns for Success
University of Arizona

Miriam W. Smith
Preschool Talk: Connecting Teachers’ Attitudes and Practices
Clark University

Sally Steffens
Teachers Behind Bars: A Qualitative Study of Educators in a Total Institution
University of Illinois, Urbana-Champaign

Mitchell L. Stevens
Quandaries of Progress: Home Education and the Politics of Domestcity
Northwestern University

Karen M. Sykes
Indigenous Education in Central New Ireland
Princeton University

Caroline Wang
Effects of Health Education: A Comparative Study of Responses by People with Disabilities, College Students, and Health Educators
University of California, Berkeley

Claudia L. Weisburd
English Second-Language Texts and Political Education: An Analysis of Political Content and Democratic Ideology in E.S.L. Texts for Adults
Cornell University

Angela R. Wiley
Parental Values and the Child’s Creation of a Culturally-Relevant Self: Language as Mediation
Clark University

NAE/SPENCER POSTDOCTORAL FELLOWS

Raymond J. Adams
A Psychometrics for Alternative Assessment
Australian Council for Educational Research

Cynthia A. Berg
Practical Problem Solving in the School Context: Do Perceptions Accurately Reflect Behavior?
University of Utah

W. Jackson Crittenden
So Reason can Rule: Education for Autonomous Citizenship
Arizona State University

Susan E. Cross
Women in Science and Engineering: The Role of the Self-Concept
University of Texas at Austin

Peter Darvas
The Transformation of Higher Education: The Role of the State and New Agencies of Reform in Post-Communist Hungary
New York University

Raquel Fernandez
Educational Policy: Interaction of Political Institutions, Economics, and Education
Boston University

Donald A. Freeman
Making Up and Changing Minds: How Teachers Compose their Understandings of Classroom Practice
School for International Training

Kassie Freeman
Perception Versus Reality: African-American High School Students’ Perception of Return on Investment in Higher Education
Vanderbilt University

Vivian L. Gadsden
Passages in Time: Intergenerational Beliefs and Messages about Literacy
University of Pennsylvania

David M. Hammer
Educational Theory as Conceptual Tool: Evaluating the Perspective of “Epistemological Beliefs”
University of California, Berkeley

David T. Hansen
The Senses of a Vacation: A Study of the Working Lives of Teachers
University of Illinois at Chicago

Mary Hegarty
Inferring Motion from Static Diagrams
University of California, Santa Barbara

Lowry E. Hemphill
Sociocultural Differences in Adolescents’ Response to Literature
Harvard University

Jerald R. Herting
Strong Ties, Weak Ties, No Ties: Evaluating the Role of Educational Context and Social Integration on Academic Performance
Stanford University

David P. Hurford
Identification and Training of Phonological Processing Skills of Young Children at Risk for Reading Disabilities
Pittsburgh State University

Dianne A. Johnson
Beautiful by Design: The Pedagogical Impulse of African-American Picture Book Artists
University of South Carolina

Tanya M. Luhrmann
The Ethnography of Psychiatry
University of California, San Diego

Chandra L. Muller
Parent Involvement in the Intergenerational Community of the School: The Role of Family and Community Ties in Academic Achievement
University of Texas at Austin

Lynn W. Paine
The Profession, Policies, and Practice of Teaching: Putting Chinese Teaching in Comparative Perspective
Michigan State University

Lucinda Pease-Alvarez
Children Learning and Using Language and Literacy in a Mexican-American Community
University of California, Santa Cruz

Julie A. Reuben
The History of Higher Education in the United States
University of Texas, Dallas

Anne Reynolds
Teachers’ Subject-Matter Representations in the Performance Disciplines
Educational Testing Service

Anna E. Richert
Teacher Learning at Both the Preservice and the Inservice Levels
Mills College

Colleen M. Seifert
Knowledge Transfer to New Domains
University of Michigan

Mark A. Smylie
Participatory Decision-Making and Classroom Teaching: The Nexus of Teacher Work Redesign and Student Learning
University of Illinois at Chicago

Polly D. Ulichny
Restructuring an Urban High School: Analyzing the Conditions for Success in a School/University Collaborative Project
Harvard University

SPENCER FELLOWS AT THE CENTER FOR THE ADVANCED STUDY IN THE BEHAVIORAL SCIENCES

Paul W. Holland
Statistics and Causal Inference, Categorical Data Analysis, Social Networks, Psychometrics
Educational Testing Service
Ellen C. Lagemann  
**History of Education, Contemporary Educational Policy, History of Philanthropy (Twentieth Century), Women’s History**  
Teachers College, Columbia University

Mirk Titma  
**Social Stratification, Life Career**  
Estonian Academy of Sciences

**SPENCER SCHOLARS**

Ann L. Brown  
**Psychological Theory and Educational Reform: From the Committee of Ten to the Bush Initiatives**  
University of California, Berkeley  
$345,100

OTHER GRANTS

**Development of a Members’ Grants Database**  
Donors Forum of Chicago  
$3,000

**Partial Support of the 1990 Census Project: Chapter 2, on Educational Attainment and Skill Levels**  
Russell Sage Foundation  
$50,000

Peggy J. Miller  
**Learning to Tell Stories of Personal Experience: A Comparative Perspective on Socialization and Language Acquisition**  
University of Illinois, Urbana-Champaign  
$10,500

Ronald G. Gallimore and Claude N. Goldenberg  
**The Research/Practice Nexus: The Case of Home and School Effects on Latino Students’ Academic Achievement**  
University of California, Los Angeles  
$300,000

Deborah L. Vandell  
**An Ecological Analysis of the Effects of After-School Care**  
University of Wisconsin-Madison  
$28,830

Carol A. Padden  
**The Teaching of Writing to Deaf Children**  
University of California, San Diego  
$85,975

Katherine E. Snow  
**Home-School Study of Language and Literacy Development**  
Harvard University  
$368,250

Carol B. Stack and Katherine S. Newman  
**Why Work? The Meaning of Labor and Sources of Dignity in Minority Adolescent Lives**  
University of California, Berkeley and Columbia University  
$103,000

1993 MAJOR RESEARCH GRANTS

Paul Bloom  
**Syntactic Support in Word Learning**  
University of Arizona  
$321,700

David Karen  
**Who Gets In? Meritocracy and Politics in Harvard College Admissions**  
Bryn Mawr College  
$27,280

Valerie E. Lee  
**Will Parental Choice of Schools Increase Social Stratification in Education?**  
University of Michigan  
$33,300

William Damon  
**Project-Centered Instruction for the Literacies in an After-School Program for High-Risk Children**  
Brown University  
$185,000

Donald Moore  
**School Community Standards Project Designs for Change**  
$24,000

Carol A. Dyhouse  
**Women in British Universities, c. 1870-1939**  
University of Sussex  
$84,400

John U. Ogbu  
**Minority Adaptation and Schooling**  
University of California, Berkeley  
$123,200

Carol B. Stack and Katherine S. Newman  
**Why Work? The Meaning of Labor and Sources of Dignity in Minority Adolescent Lives**  
University of California, Berkeley and Columbia University  
$103,000

**Grammar and the Acquisition of Language**  
University of California, Berkeley  
$261,800

**Adults in the 1990s: Working Class and Poor Young Adults in the 1990s**  
State University of New York, Buffalo  
$496,100

Kathryn A. Woolard  
**A Comparative Study of Language Policy and Ideology: The United States, Spain, and Mexico**  
University of California, San Diego  
$93,520

**Small Research Grants**

Robert F. Arnove  
**Education as a Contested Terrain: The Case of Nicaragua, Transformation in Nicaragua, 1979-1992**  
Indiana University  
$7,500

Charles J. Beirne, S.J.  
**Social Stratification, Life Career**  
Estonian Academy of Sciences

**Donors Forum of Chicago Grants Database**

**1996 ANNUAL REPORT**

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<th>Name</th>
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<tr>
<td>Joseph P. Allen</td>
<td>Extra-Curricular Influences on Paths Into and Out of Academic Difficulties Among At-Risk Adolescents</td>
<td>$238,900</td>
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<td>Jacquelynne S. Eccles and Bonnie L. Barber</td>
<td>Passages through Adolescence: Implications for Educational Outcomes</td>
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<td>Marcia Farr</td>
<td>Language, Literacy and Gender: Oral Traditions and Literacy Practices among Mexican Immigrant Families</td>
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<td>William A. Firestone</td>
<td>District Responses to State Alternative Assessments</td>
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<td>Robert K. Fullinwider</td>
<td>Multicultural Education as Moral Education</td>
<td>University of Maryland at College Park $86,500</td>
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<td>John I. Goodlad</td>
<td>Financing Partner Schools and Centers of Pedagogy</td>
<td>$52,000</td>
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<td>James G. Greeno</td>
<td>Processes of Conceptual Learning During Conversational Discourse</td>
<td>Stanford University $396,900</td>
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<td>Donna Christian</td>
<td>Support for Phase I of Language Education Study Center for Applied Linguistics</td>
<td>$30,000</td>
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<td>James S. Coleman and Ephraim Yuchtman-Yarr</td>
<td>Education, Occupations, and Income Opportunities: A New Scale for the Measurement of Occupational Success</td>
<td>University of Chicago $39,800</td>
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<td>Mary Ann Druhick</td>
<td>Women Social Science Scholars in the Academy, 1890-1940</td>
<td>Washington University $132,700</td>
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<td>John F. Kain</td>
<td>Minority Suburbanization and the Achievement of Minority Students</td>
<td>Harvard University $182,100</td>
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**1995 MAJOR RESEARCH GRANTS**

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<td>Ron Wolk</td>
<td>Dissemination of Educational Research</td>
<td>Editorial Projects in Education $235,500</td>
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<td>David P. Thelen and Lois H. Silverman</td>
<td>About People and the past: A National Survey of the Attitudes and Behaviors of the American Public</td>
<td>Indiana University $25,000</td>
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<td>Howard Mehlinger</td>
<td>Envisioning what School Might Become if the Promise of New Educational Technology is Realized</td>
<td>Indiana University $25,000</td>
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<td>Morton Keller and Phyllis Keller</td>
<td>Success and Its Discontents: Harvard and Higher Education</td>
<td>Brandeis University $228,650</td>
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<td>Helen F. Ladd</td>
<td>Performance-Based Strategies for Improving U.S. Schools</td>
<td>The Brookings Institute $50,000</td>
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<td>Marjorie J. Lipson, James H. Mosenthal, and Jane E. Mekkelsen</td>
<td>Change in Math and Writing Instruction: Teachers’ Responses to a Statewide Assessment Portfolio Mandate</td>
<td>University of Vermont $219,500</td>
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<td>Dan P. McAdams</td>
<td>Generativity in Black and White</td>
<td>Northwestern University $367,200</td>
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<td>James M. McPartland, Edward McDill, Douglas MacIver, and Will J. Jordan</td>
<td>Student Absenteeism in Middle School and High School: Problem Sources and Solutions</td>
<td>Johns Hopkins University $303,500</td>
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<td>Norman H. Nie</td>
<td>An Analysis of Longitudinal and Cross-National Data Relating to Political Socialization</td>
<td>National Opinion Research Center $25,000</td>
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<td>David R. Olson</td>
<td>Belief in Education</td>
<td>Ontario Institute for Studies in Education $167,000</td>
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<td>Lucinda Pease-Alvarez and Kenji Hakuta</td>
<td>Language Maintenance and Shift in Early Adolescence</td>
<td>University of California, Santa Cruz $187,500</td>
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Deborah A. Phillips
Partial Support of the Committee to Develop a Research Agenda on the Education of Limited English Proficient and Bilingual Students
National Academy of Sciences
$150,000

Alejandro Portes
Children of Immigrants: The Adaptation Process of the Second Generation
Johns Hopkins University
$339,000

David M. Post, Leif I. Jenson, David G. Abler, and Dennis P. Hogan
Family Welfare and Children's Schooling: A Study of Chile, Peru and Mexico
Pennsylvania State University
$269,350

Barbara Rogoff
Development in Individual, Group, and Cultural Activity: Transformations as New Members Participate in an Innovative School
University of California, Santa Cruz
$83,100

Sandra R. Schecter and Robert Bayley
Family Language Environment and Bilingual Development: Toward an Integrated Maintenance Model
University of California, Berkeley
$90,200

Robert M. Sellers
Institutional and Programmatic Factors Associated with College Student-Athletes' Academic Success and Failure
University of Virginia
$265,200

Patricia M. Thane
Oral History of Higher Education Women in Britain 1920s-1970s
University of Sussex
$113,800

Michael Tomasello
Joint Attention and the Emergence of Language
Emory University
$11,850

Pamela B. Walters
Private Interests and the Public Voices: Organizations, Group Mobilization, and the Politics of Public Education, 1880-1920
Indiana University
$269,450

Beth Warren, Ann Rosebery, and Cynthia Ballenger
Understanding Learning in Teacher Researcher Communities
TERC
$240,000

Allan Wigfield
Children's Competence Beliefs, Achievement Task Values, and General Self-Esteem
University of Maryland at College Park
$37,000

Samuel S. Wineburg
Historical Sense-Making: An Intergenerational Study
University of Washington
$156,000

Nancy A. Budwig
The Impact of Early Language Input on Children's Discourse: Implications for School Participation
Clark University
$11,800

Ruth B. Church
Assessment of Understanding Using Gestural Communication: 'The Learner has a Hand' in Shaping the Environment
Northeastern Illinois University
$12,000

Burton R. Clark
Innovating Universities in the International Orbit of Learning
University of California, Los Angeles
$12,000

Constance E. Cook
Higher Education Associations and Federal Relations: Changes in the Washington Representation of Academia
University of Michigan
$11,700

Beverley Cox and Maribeth C. Smith
How Does Reading Recovery Contribute to Literacy Development
Purdue University
$11,400

Joan DelFattore
The Influence of Interests on American Education
University of Delaware
$12,000

Irene-Anna Diakidoy and Stella Vosniadou
Lakota/Dakota Children's Knowledge Acquisition in Astronomy
University of South Dakota
$12,000

Barbara Diamond
A Study of African-centered Literacy Programs in African-American Schools
Eastern Michigan University
$12,000

Elizabeth R. Epperly and Anne-Louise Brookes
Common Wealth Reading and Writing: Sylvia Ashton-Warner and Lucy Maud Montgomery
University of Prince Edward Island
$12,000

Terrie L. Epstein
Historical Understanding among African-American and European-American Adolescents in an Urban Classroom
University of Michigan
$12,000

Signithia M. Fordham
African-American Success after Capital High: A Follow-up Study
Rutgers University
$12,000

Robert J. Foster
Moral Education and Nation-State Formation in Australia and Papua New Guinea
University of Rochester
$11,000

Gina Gibans
Children's Museums: Bridges to the Future
Cleveland Children's Museum
$12,000

Gerhard Glomm and Ravikumar Balasubramanian
Education Vouchers, Economic Growth, and Income Inequality
University of Virginia
$11,300

Carole L. Hahn
Adolescent Political Socialization in Five Western Democracies
Emory University
$12,000

Joan K. Hall
The Sociocognitive Consequences of Interaction in a Language Classroom
University of Georgia
$11,500

Carol E. Heller
Until We Are Strong Together: Women Writing in the Tenderloin
University of Illinois at Chicago
$11,900

Carol S. Huntsinger and Paul E. Jose
Cultural Differences in Early Mathematics Learning: Are Effects Maintained Over Time?
Loyola University
$12,000
grantees: 1995

David F. Johnson
Children's Literacy in South Africa
University of Bristol
$12,000

Henry C. Johnson, Jr.
Historical Self-Documentation and Educational Change
Pennsylvania State University
$11,800

Elizabeth A. Kelly
Educating for Democracy: The Social and Political Thought of Jane Addams
DePaul University
$12,000

Bruce A. Kimball
The Early Development of Case Method Teaching in America
University of Rochester
$12,000

Thomas R. Kratochwill and Ingrid Sladeczek
Educational Implications of Elective Mutism: A Meta-Analysis of Intervention Outcomes
University of Wisconsin-Madison
$10,800

Michele Lamont
The Best and Brightest: Definitions of Personal and Cultural Excellence among the 1991 Presidential Scholars
Princeton University
$12,000

Elizabeth E. Manlove
Cultural Models of Child Care Teachers: Definitions, Origins, and Implications
Pennsylvania State University
$12,000

Dave E. Marcotte
School-to-Work in Black and White: Racial Differences in Early-Life Transition
Northern Illinois University
$10,800

Geoffrey Maruyama
A Vehicle for School Change
University of Minnesota
$12,000

Joan B. McLane
Play in Early Childhood Development and Education
Erikson Institute
$11,550

Balkarishna M. Menon
Utilization of New Technologies in Distance Education
The Commonwealth of Learning
$12,000

Larry A. Miller and John Olson
CD-ROM Technology in Elementary Classrooms: Promise and Practice
Queen's University
$7,600

Beverly A. Moser
Content and Linguistic Complexity in Foreign Language Writing: Revitalizing a Focus on Discourse
University of Tennessee, Knoxville
$6,500

Mark E. Motley
Education, Youth, and Social Change in Old Regime France
University of Rochester
$12,000

John D. Murray
Predictive Inferences and Text Processing
Georgia Southern University
$12,000

Kathryn M. Neckerman
White Collar, White Talk: Learning Language Skills in Business College
Columbia University
$8,150

Thomas V. O'Brien
The Politics of Race and Education: Georgia's Response to Brown vs. the Board of Education
Millersville University
$6,725

Lynette M. Parker
The Dissolution of the State: Civil Society Opposition: The Case of Schools in Bali
Australian National University
$6,725

Bradford H. Pillow
Children's Understanding of Differences in Interpretation: First-Person Experience as a Source of Developmental Change
University of Pittsburgh
$11,550

Charles R. Potts
The Role of Television in Children's Evaluations of Scientists
Oklahoma State University
$12,000

E. Clark Power
Children's Judgements of Retaliation and Forgiveness: A Developmental Approach
University of Notre Dame
$10,350

W. LaVonne Robinson
Protecting Our Future: Predicting the Educational Success of Inner-City African-American Youth
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Hofstra University
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Individual Differences in Preschoolers' Achievement Motivation
Pomona College
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Lydia A. Smith
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Simmons College
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Buddhism and Religious Education in the Adaptation of Khmer Refugees
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Tyll Van Geel
Liberal Democratic Education and the Constitution
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Linda J. Waite and Isik A. Aytaç
Effects of Modernity and Religiosity on Educational Aspirations in Turkey
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$12,000

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An Empirical Study of Student Science Achievement in the People's Republic of China
California State University, Bakersfield
$12,000

Thomas B. Ward
Improving Imaginative Thinking
Texas A&M University
$12,000

John B. Williams
Systemwide Desegregation of Public Higher Education in Mississippi and Alabama
Harvard University
$12,000

FELLOWSHIPS

Summer Institute on Educational Research
Center for Advanced Study in the Behavioral Sciences
$150,130

SPENCER DISSERTATION FELLOWS

Gregory Anderson
Democratization of Higher Education in South Africa: Possible Policy Interpretations Involving Access, Academic Performance and Open Admission at the University of the Western Cape and the Graduate School and University Center
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The Struggle for School Desegregation: Parent and Teacher Activism in Postwar New York City
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<td>George Boudreau</td>
<td>The Surest Foundation of Happiness: Education and Society in Franklin's Philadelphia</td>
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<td>Cynthia H. Brock</td>
<td>Exploring a Second Language Learner's Opportunities for Literacy Learning in a Mainstream Classroom</td>
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<td>Claudia Buchmann</td>
<td>Family Decisions and Social Constraints: The Determinants of Educational Inequality in Contemporary Kenya</td>
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<td>Ming Ming Chiu</td>
<td>Building Mathematics through Conversation: Students Learning Linear Functions in an Urban, Public High School University of California, Berkeley</td>
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<td>Rebecca R. Edwards</td>
<td>Words Made Flesh: Nineteenth-Century Deaf Education and the Growth of Deaf Culture University of Rochester</td>
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<td>Randi Engle</td>
<td>Conceptual Learning During Conversation: Two Studies of Its Moment-By-Moment Dynamics Stanford University</td>
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<td>Julie Foertsch</td>
<td>Electronic Networks in the Classroom: Effects on Students' Composition Skills University of Wisconsin-Madison</td>
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<td>Julie A. Frazier</td>
<td>Influences of Extended-Year Schooling on Growth of Academic Achievement Loyola University of Chicago</td>
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<td>Jane Herman</td>
<td>Cross-Linguistic Transfer Among Bilingual Kindergartners Learning to Read Harvard University</td>
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<td>Sharon F. Hobbs</td>
<td>The Ties That (un)bind: Community in the Classroom University of Utah</td>
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<td>Mary C. Johansen</td>
<td>‘Female Instruction and Improvement’: Education for Young Women in Maryland, Virginia, and the District of Columbia, 1785-1835 College of William and Mary</td>
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<td>Stephen E. Lewis</td>
<td>Forjando Patria: Conflict and Consequences in Rural Chicas Public Schools since 1921 University of California, San Diego</td>
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<td>Deborah F. Lustig</td>
<td>Teen Mothers In and Out of School: How Individuals and Institutions Mediate Class, Gender and Race/Ethnicity University of Michigan</td>
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<td>Nidhi Mehrotra</td>
<td>Primary Schooling in Rural India: Determinants of Demand University of Chicago</td>
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<td>Gigi Melzi</td>
<td>Developing Narrative Voice: Conversations Between Latino Mothers and Their Preschool Children Boston University</td>
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<td>Norma Mendoza-Denton</td>
<td>Gang Affiliation, Chicano/Mexicana Identity and Language Use: An Ethnographic Study of an Urban High School Stanford University</td>
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<td>Andrea Nagy</td>
<td>Dictionaries and Linguistic Self-Fashioning in the English Renaissance: the Prehistory of Cultural Literacy University of Virginia</td>
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<td>Katharine H. Norris</td>
<td>Reinventing Childhood in Fin-de-Siecle France: Universal Education, Child Psychology, and the Cultural Anxiety of Modern Education University of California, Berkeley</td>
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<td>Emilio A. Parrado</td>
<td>Expansion of Schooling and Fertility Decline in Latin America University of Chicago</td>
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<td>Richard Patz</td>
<td>Hierarchical Models for New Modes of Educational Assessment Carnegie Mellon University</td>
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<td>Menah A. Pratt</td>
<td>Where are the Black Girls?: A Textual Analysis of the Exclusion of Black Females from the Social and Legal Discourse on Single-Sex Schools for Black Males in Detroit Vanderbilt University</td>
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<td>Lincoln Quillian</td>
<td>Poverty Spells and Impoverished Environments: Their Interrelations and Influence on Children Harvard University</td>
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<td>Richard Senghas</td>
<td>No Mother Tongue? An Ethnographic Study of the First Generations of Deaf Nicaraguan Signers University of Rochester</td>
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<td>Katherine G. Simon</td>
<td>Good Minds and Wise Hearts: Integrating the Intellectual, Moral, and Spiritual in American Education Stanford University</td>
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<td>David H. Slater</td>
<td>Legitimation and Social Control in the Japanese High School University of Chicago</td>
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<td>Jeffrey G. Snodgrass</td>
<td>Capitalizing on Tradition: Art, Religion, and the Relearning of Economic Practice in Rajasthan University of California, San Diego</td>
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<td>Sandra J. Stein</td>
<td>The Subjective Construction of Title I: Race, Ethnicity and Opportunity to Learn in Compensatory Education Stanford University</td>
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<tr>
<td>Jack Wang</td>
<td>Can Birthday Be Used as the Basis of Quasi-Experimental Research on the Effects of Education? University of California, Berkeley</td>
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**NAE/SPENCER POSTDOCTORAL FELLOWS**

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<td>Karen L. Alston</td>
<td>Pop and Circumstance: Representations of Teaching in Public Discourse University of Illinois, Urbana-Champaign</td>
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<td>Gert J. Biesta</td>
<td>Education and Intersubjectivity: Dewey, Mead, and the Intersubjective Foundations of Education Lieden University, The Netherlands</td>
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<td>Jack Bookman</td>
<td>The New Math of the 1960s and the Current Mathematics Curriculum Reform- A Multidisciplinary Comparison and Analysis Duke University</td>
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<td>Marcus C. Bruce</td>
<td>Teaching Citizenship: Horace Kallen, Cultural Pluralisms, and the Great Vocation Bates College</td>
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<tr>
<td>Joseph A. Cambone</td>
<td>The Ecology of Good Teaching: Studying the Relationship Between School Context and Teaching Practice in a School for Troubled Children Wheelock College</td>
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<td>Rachel M. Conrad</td>
<td>Emotion and Relation in the Writings of Charles Darwin University of California, San Francisco</td>
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<td>Douglas B. Downey</td>
<td>Teacher/Student Racial Congruence and Academic Achievement Ohio State University</td>
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<tr>
<td>Terrie L. Epstein</td>
<td>The Effects of Inquiry-Based Instruction on Urban African-American and European-American Adolescents’ Historical Understanding University of Michigan</td>
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Gretchen R. Galbraith  
The Boardschool as Battleground: Childhood and Education in Britain, 1870-1914  
Grand Valley State University

Janice D. Gobert  
Drawing to Learn: Fostering Children’s Model-Based Reasoning through Student-Generated Diagrams and Visual Analogies  
University of Massachusetts, Amherst

Ricki Goldman-Segall  
A Multimedia Portrait of Girls’ Socio-Scientific Thinking  
University of British Columbia

Gang Guo  
Children’s Educational Trajectories and Persistent Poverty, Race, and Gender  
University of North Carolina at Chapel Hill

Elizabeth Henning  
Unqualified Community School Teachers’ journey Towards Professionalization and Self-Empowerment  
Rand Afrikaans University

Arlene B. Holtz  
The Woman in the Principal’s Office: A Principal-Researcher Study  
School District of Philadelphia

Charles W. Kalish  
Children’s Understanding of Natural and Human Causes  
University of Wisconsin-Madison

Peter A. Konecny  
Builders and Fugitives: Students, State, and Community in Leningrad, 1917-1941  
Carleton University

Sarah H. Lederman  
Mary E. Richmond and the Rise of Professional Social Work  
New York University

Jane-Jane Lo  
Meeting the Needs of All Students: Participation, Experience and Learning in a Mathematics Classroom  
Cornell University

Tom S. Loveless  
Implementation Tracking Reform in Two States  
Harvard University

Patricia M. McDonough  
Field of Dreams: Equity in College Access  
University of California, Los Angeles

Judith N. Moschovich  
The Construction of Mathematical Meaning in Bilingual Conversations  
Institute for Research on Learning

Yukari Okamoto  
A Cross-National Comparison of Children’s Intuitive Number Sense: Its Development and Relation to Formal Mathematics Learning  
University of California, Santa Barbara

Bonny N. Peirce  
From Classroom to Community: Adult Immigrants as Ethnographers  
Ontario Institute for Studies in Education

Michael H. Seltzer  
Robust Estimation in Multisite Program Evaluations with Dichotomous Outcome in Educational Research  
University of California, Los Angeles

JoEllen Shively  
Self and Other: Ethnic Identity in Mixed-Race and American Indian High Schools  
University of Michigan

Roger C. Shouse  
Academic Press and Community in School Organizations: Tensions, Congruence, and Impact on Student Achievement  
Pennsylvania State University

Deborah C. Smith  
“How Can I Teach This If I Don’t Understand It Myself?”: A Study of Novice Teachers’ Subject Matter Knowledge and Its Development  
Michigan State University

Yasemin Soysoy  
Rethinking National Education in Postwar Europe: A Cross-National Study of Changes  
Harvard University

Jon B. Stewart  
Multiculturalism and Dewey’s Philosophy of Education  
Humboldt-Universitate

Margaret A. Thomas  
Universal Grammar and Second Language in Western Linguistic Tradition  
Boston College

Amy S. Wells  
The Return of Local Control: Charter Schools and Equity Issues  
University of California, Los Angeles

Martin Carnoy  
Racial and Economic Inequality: Economics of Education; Changing Job Structure  
Stanford University

William Damon  
Development of Leadership, Creativity, and Social Responsibility  
Brown University

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