

25

*Twenty-five Years
of Grantmaking*

THE SPENCER FOUNDATION
1996 ANNUAL REPORT

Spencer Foundation

9/25/67

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

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TWENTY-FIVE YEARS OF GRANTMAKING

Introduction

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

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 reor-

ganized 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

1911-1968

Lyle M. Spencer

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.

The Foundation, 1971-1995

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.



vegeta

Parts of Speech

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

adverb - tells how something is done. It modifies a verb and usually an adjective.
ex. → stupidly, carefully, quickly

noun - the person, place, or thing
bathtub

verb - an action
pitch, jump





PATRICIA ALBJERG GRAHAM

TWENTY-FIVE YEARS OF GRANTMAKING

*Patricia Albjerg Graham,
President*

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

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

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

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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

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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 educa-

tional 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 cur-

riculum 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, both for its intellectual possibilities of revealing hitherto ignored aspects of educational processes that will brightly illumine our understanding of educational theory, as well as for its immediate access to insights into the realities of educational settings. Because of our deep interest in getting a better understanding of educational practice and our recognition of how difficult such learning will be for the

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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 both from the traditional educational research community as well as from the educational practitioner community to address these fundamental issues of how and why people learn and develop as they do. Our efforts, thus far, have included supporting several studies of practice through our traditional research grants programs. Several of the young scholars we support in both the dissertation and the postdoctoral fellowship programs wrestle with these questions. In addition, we have set aside some funds to support practitioner-initiated inquiries and to assist the practitioner community in thinking about its research. Finally, jointly with the John D. and Catherine T. MacArthur Foundation we are administering a research competition for grants to study professional development, and we have completed three cycles in those grant competitions, which are discussed by Peggy Mueller on pages 32 & 33.

CONTEXT OF EDUCATIONAL RESEARCH

Midway through our twenty-five year history a small, blue report was published by the federal government that unexpect-

edly 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. 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

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.

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 pur-

pose 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.

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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.

THE MAJOR RESEARCH GRANTS PROGRAM

Rebecca Barr, Senior Program Officer

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

...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...

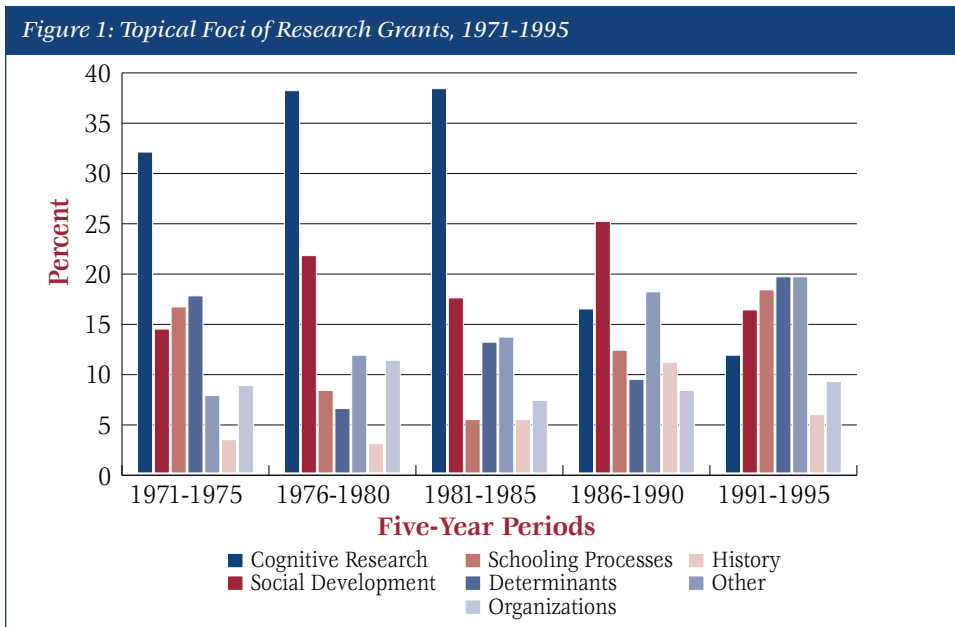
of the Major Grants Program. Research during this period focused on such topics as cognitive development in pre-school children, semantic integration of sentences and pictures, intrinsic motivation, and memory development in adolescence.

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 biologi-

cal 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





Senior Program Officer Rebecca Barr. (Photo: Stuart-Rogers)

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 lan-

guage 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-

...recent projects bring to bear more complex organizational models, especially as these pertain to urban schools...

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.

Typically, 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.

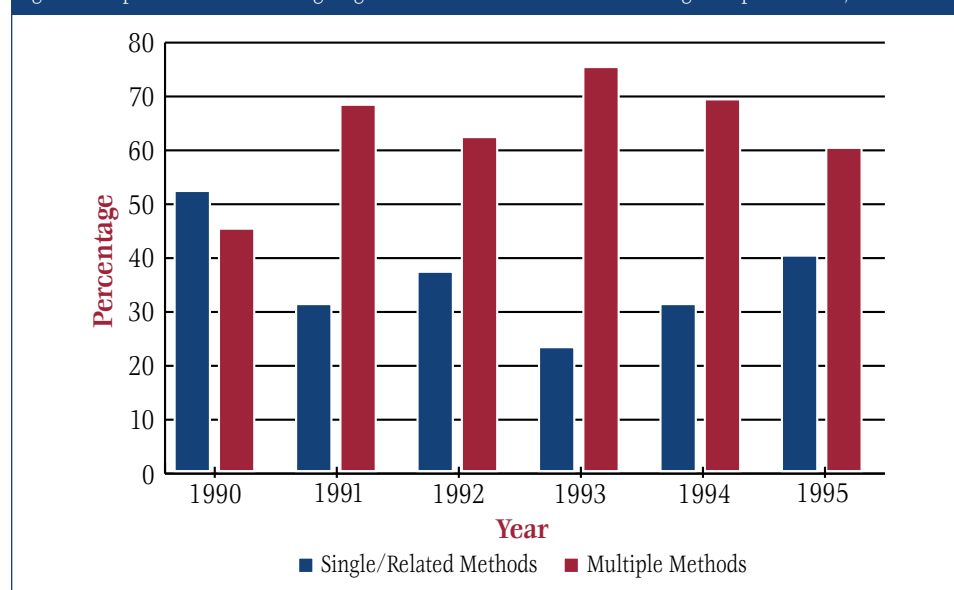
RESEARCH METHODS

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, how-



Board Chairman David Tatel and Board member George Ranney discuss proposals brought to the Board for consideration. The Foundation's Board meets three times a year to discuss grant proposals. (Photo: J. Ziv)

ever, 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.

THE FELLOWSHIP PROGRAMS

Catherine A. Lacey, Senior Program Officer

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 overpractical 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

...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...

\$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.



Senior Program Officer Catherine A. Lacey. (Photo: Stuart-Rogers)

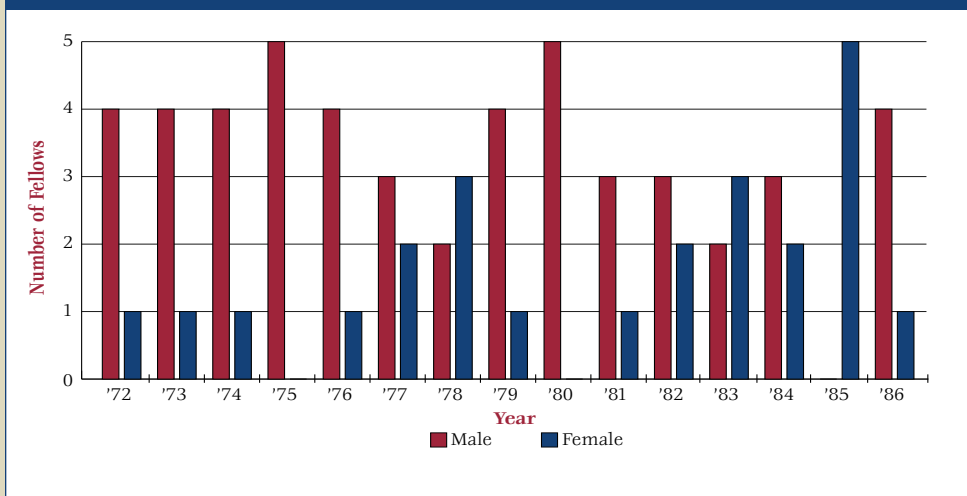
NATIONAL ACADEMY OF EDUCATION FELLOWSHIP PROGRAM

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

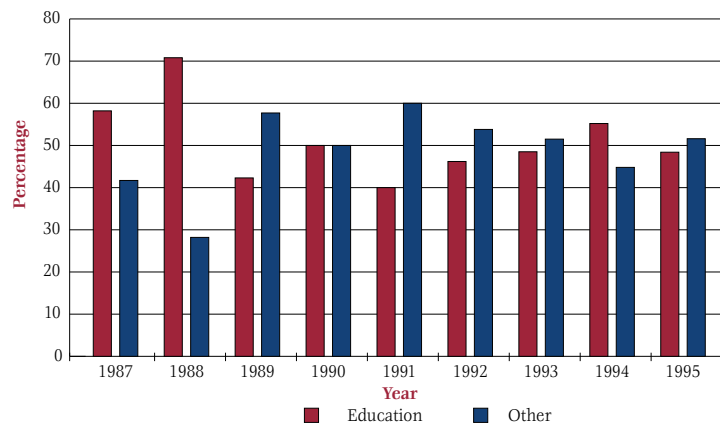
The Spencer Foundation did not limit its early fellowship activity to those new to academe. It also attempted to locate sites of interdisciplinary exchange among the most creative and productive of experienced scholars and to stimulate and support educational inquiry there.

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





1995 Spencer Dissertation Fellows: Seated (left to right); Adina Back, Richard Senghas, Andrea Nagy, Ming Chiu, Elizabeth Lynn, Associate Program Officer, Catherine Lacey, Senior Program Officer, Deborah Lustig, Sandra Stein, Menah Pratt, Gigliana Melzi, Nidhi Mehrotra. First Row Standing (left to right); Cynthia Brock, Mary Carroll Johansen, Sofia Villenas, Emilio Parrado, Rebecca Edwards, Julie Frazer, Lincoln Quillian, Stephen Lewis, Richard Patz, Sandra Black, Katherine Simon, Sharon Hobbs, Claudia Buchmann, Julie Foertsch. Second Row Standing (left to right); Jeffrey Mullins, George Boudreau, Jeffrey Snodgrass, Gregory Anderson, David Slater (Photo: John Novajosky)

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 bound-

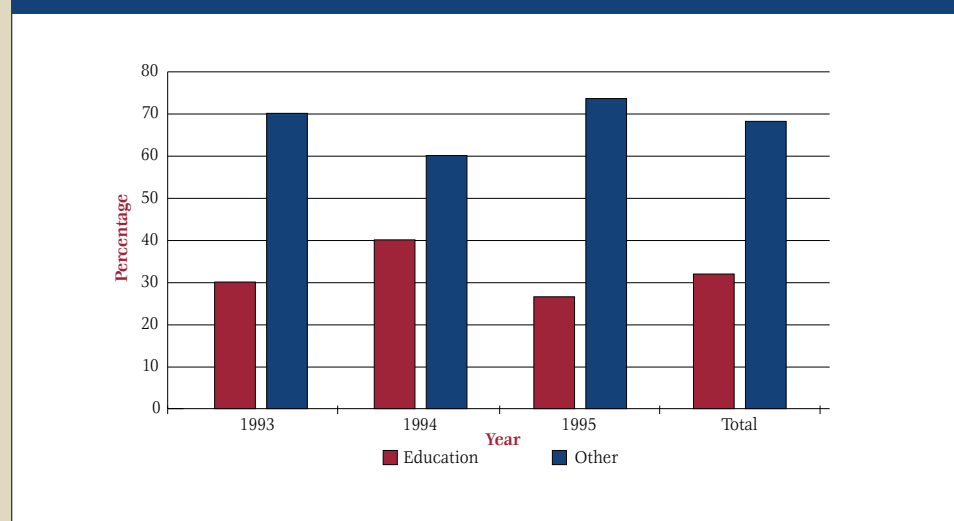
aries. These young researchers from a variety of fields (see Figure 3) and approaches to the study of education share work with each other, senior scholars, and NAE/Spencer Postdoctoral Fellows in ways that are designed to build a strong community of scholars committed to educational inquiry, both within 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-

Figure 3: Spencer Dissertation Fellows Departmental Affiliation, 1993-1995



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.



Associate Program Officer Lisa R. Lattuca joined the Foundation staff during the summer of 1996. Her responsibilities include work in the Fellowship Programs, as well as the Practitioner Research Communication and Mentoring Program and the Major Grants Program.

(Photo Stuart-Rogers)

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.

THE SMALL RESEARCH GRANTS PROGRAM

Rukmini Banerji, Associate Program Officer¹

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.

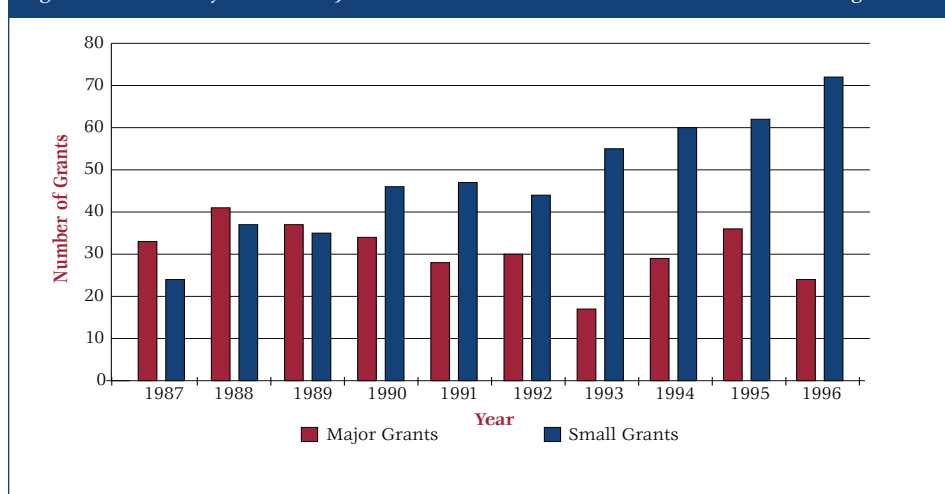
In each of the first two years of its grant-making existence — 1987 and 1988

— \$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-

Figure 1: Number of Grants: Major Research Grants and Small Research Grants Programs



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.



Associate Program Officer Terri Pigott is the newest member of the Foundation program staff. Her responsibilities include the Small Research Grants Program.

(Photo: Stuart Rogers)

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

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 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.

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.

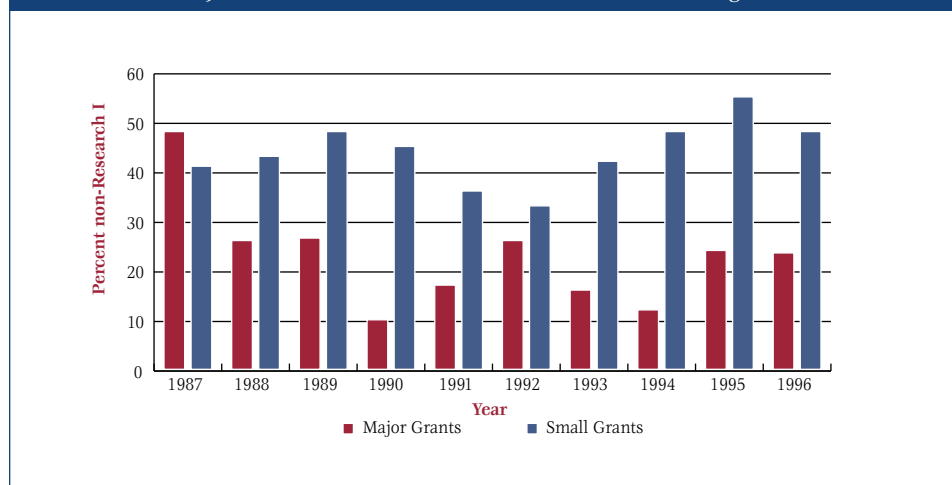
CHARACTERISTICS OF SCHOLARS FUNDED

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,

Figure 2: Percentage Recipients at Institutions other than "Research 1:" Major Research Grant and Small Research Grant Programs



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 schol-

ars 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.

Figure 3: Percentage of Principal Investigators With Ten or more Years since Ph. D.: Major Research Grant and Small Research Grant Programs

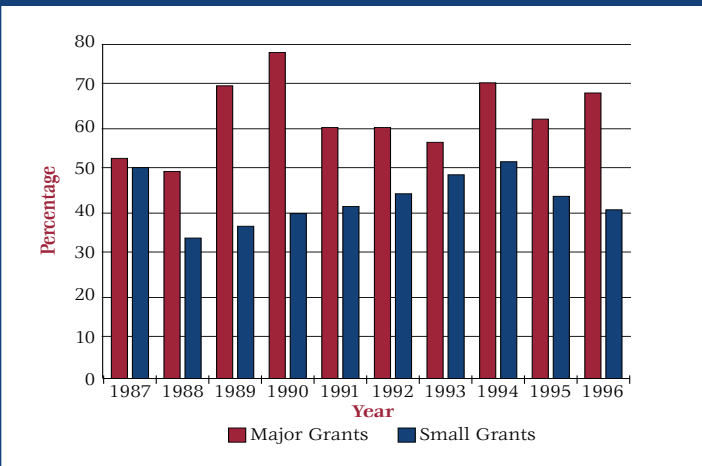
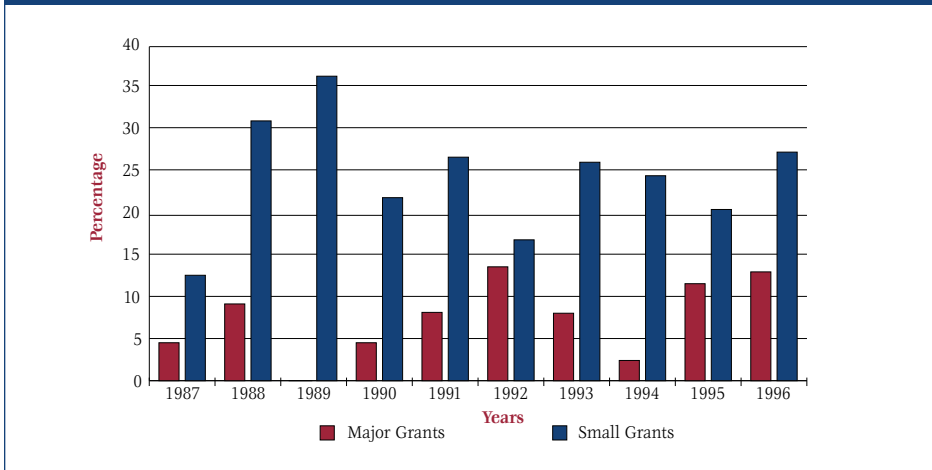


Figure 4: Percentage of Principal Investigators within Five Years of Ph.D.: Major Research Grant and Small Research Grant Programs



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



In 1995 The John D. and Catherine T. MacArthur Foundation and the Spencer Foundation began a joint program investigating professional development programs and policies for adults working in schools. Associate Program Officer Peggy Mueller directs the program. (Photo: Stuart-Rogers)

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.

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.



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.

(Photo: Stuart-Rogers)

THE FOUNDATION AND CHICAGO

John H. Barcroft, Vice President

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

...springing from the Chicago community, the Spencer Foundation has benefited from, and has sought to preserve, a close relationship with that community.

THE FOLLOWING IS A LIST OF INSTITUTIONS IN THE CHICAGO AREA THAT HAVE RECEIVED SUPPORT FROM THE FOUNDATION FOR RESEARCH ON EDUCATION, RESEARCH ON SCHOOL REFORM, OR SUPPORT FOR PHILANTHROPY:

Alternatives, Inc.	Institute for Metropolitan Affairs
American Bar Association	Loyola University
Chicago Board of Education	Michael Reese Hospital and Medical Center
Chicago Panel on Public School Finances and Policy	National Opinion Research Center (University of Chicago)
Chicago Urban League	National-Louis University
Citizens School Committee	Newberry Library
Civic Committee of the Commercial Club of Chicago	North Central Region Educational Laboratory
Coalition for Educational Rights	Northeastern Illinois University
Community Renewal Society	Northwestern University
Consortium on Chicago School Research	Roosevelt University
DePaul University	University of Chicago
Designs for Change	University of Illinois at Chicago
Donors Forum of Chicago	
Governors State University	
Hadley School for the Blind	

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.

ADMINISTRATIVE AND FINANCIAL HISTORY

By John H. Barcroft, Treasurer and Ines M. Milne, Secretary

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.

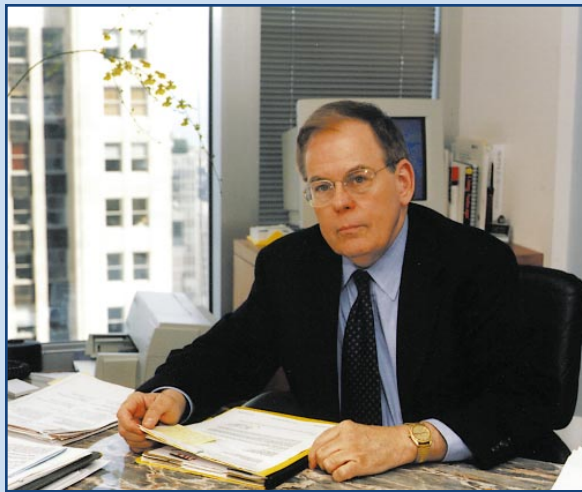
At a special meeting of the Directors of the Foundation in September, 1968, after Lyle Spencer's death in August of that year, the Directors authorized a search for "a full-time professional educator to conduct the program of the Foundation." At the same meeting, the Directors appointed as Secretary 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.



John H. Barcroft, Vice President and Treasurer

(Photo: Stuart-Rogers)

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.

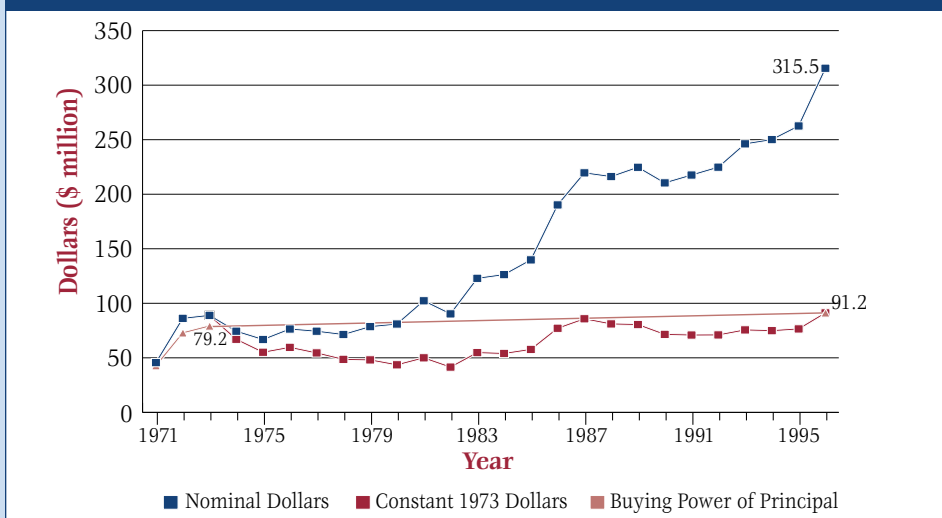
A third major pattern of the Foundation's management has been the increasing professionalization of its staff as the size and scope of its grant-making increased. In the early years of the Foundation, the staff consisted of the President, the Secretary, three part-time graduate students, and a small 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/

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.

Figure 1: The Spencer Foundation Growth of Principal and Assets, 1971-1996



...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.

educators as program officers, then by the addition of two younger postdoctoral scholars as associate program officers. Thus, the total number of full-time program positions at the Foundation has risen to six. These program officers manage program expenditures which have grown from an average of \$7 million in the years 1986-91 to a current average of almost \$13 million annually for the last three years.

The growth in the size and scope of the Foundation's grant-making has depended fundamentally on its success in maintaining and, when possible, increasing the actual value -- the "buying power," or in our case, the grant-making power -- of the Foundation's assets. Over a twelve-year period from 1970 through 1982, the estate of Lyle M. Spencer distributed \$82.2 million to the Foundation; however, the great bulk of the Foundation's corpus was received by the end of the 1973 fiscal year, when the amount totaled \$79.2 million.

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 of assets.

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



Ines M. Milne, Secretary and Controller (Photo: Stuart-Rogers)

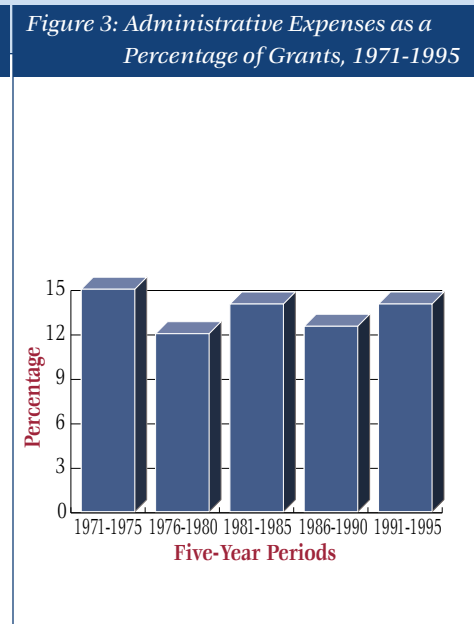
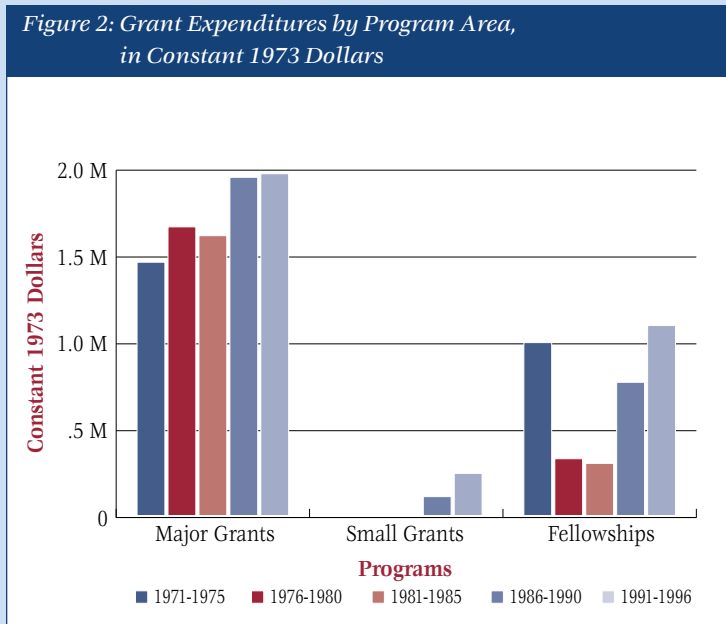
aggressive commitment to the equities markets had proved valuable, the Board addressed the issue of whether to continue this strategy through active managers or to move to various indexed investment vehicles. Of concern was investment expense, the main component of which was management fees. In 1973, 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.

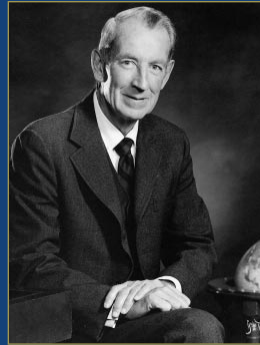


1962-1996

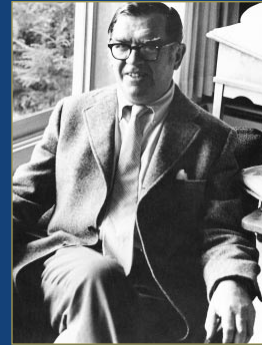
Board of Directors



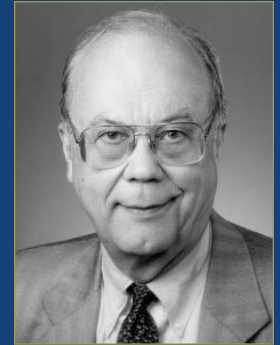
Lyle M. Spencer
1962-1968



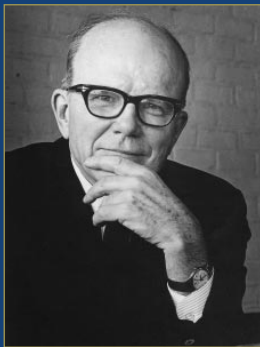
Harlowe E. Bowes
1962-1975



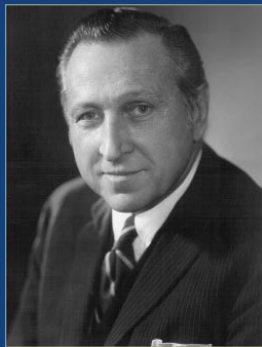
Charles Dollard
1962-1975



Frank L. Bixby
1967-1990 & 1991-present



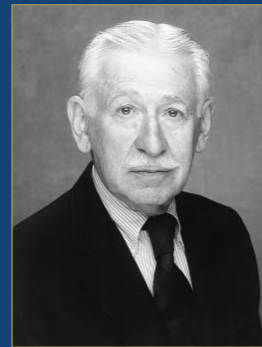
Ralph W. Tyler
1967-1973 & 1977-1987



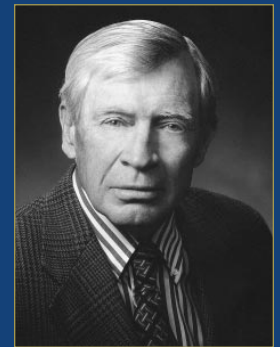
T. Vincent Learson
1968-1984



Catherine M. Spencer
1969-1991



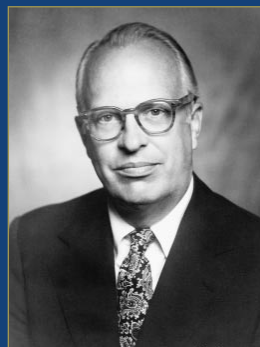
Jacob W. Getzels
1970-1991



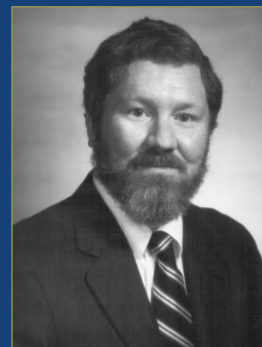
Farwell Smith
1970-1988



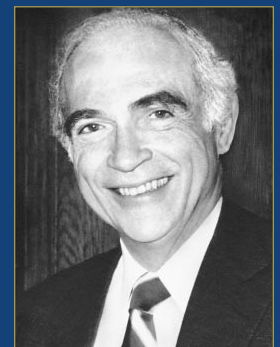
H. Thomas James
1970-1985



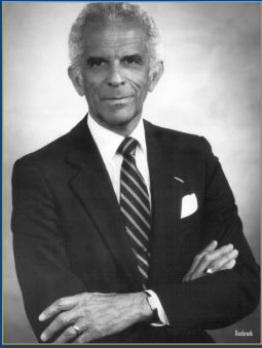
Donald C. Platten
1971-1979



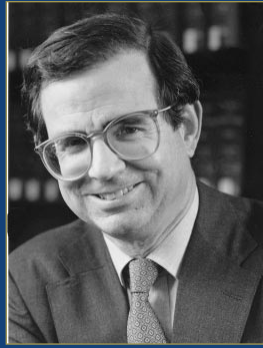
Lyle M. Spencer, Jr.
1972-1990



Lawrence A. Cremin
1973-1990



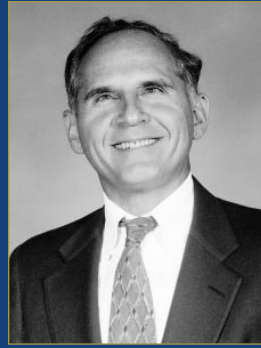
Franklin H. Williams
1973-1989



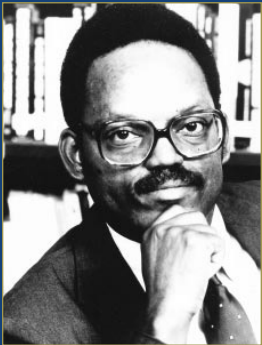
George A. Ranney, Jr.
1983-present



Patricia Albjerg Graham
1983-present



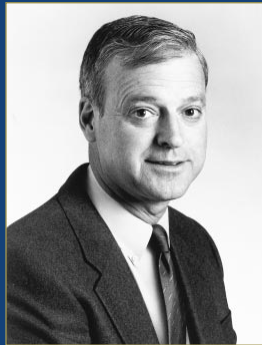
David S. Tatel
1987-present



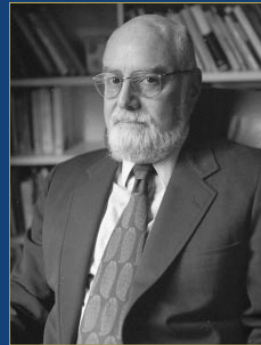
William Julius Wilson
1987-present



Donna Shalala
1988-1993



John S. Reed
1988-present



Robert LeVine
1991-present



Linda Darling-Hammond
1992-1994



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, Patricia 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)

1996
Annual Report
for the year ended March 31, 1996

PRESIDENT'S COMMENTS, 1996

Patricia Albjerg Graham, President

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

REPORT OF THE VICE PRESIDENT

John H. Barcroft

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 exper-

iment 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 spe-

cific 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:

Director
Center for Advanced Study in the
Behavioral Sciences
202 Junipero Serra Boulevard
Stanford, CA 94305

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

THE FOUNDATION'S REVIEW PROCESS

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.

1996

MAJOR RESEARCH

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. Bengtson

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
\$79,300 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.
\$299,700 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

The Making of Educated Americans: The Rise of the American High School and its Economic Consequences, 1890-1970
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 Kyratzis

Gender, Peer Groups, and Social Identity in the Preschool
Department of Education
University of California, Santa Barbara
\$55,200 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
Department of Education
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 Eugen'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.

SMALL GRANTS**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 III—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 Jeanette Seaberry

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

R. Kenneth Godwin, Frank R. Kemerer 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. Anrig
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
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**Ronald G. Gallimore and
Claude N. Goldenberg**

The Research/Practice Nexus: The Case of Home and School Effects on Latino Students' Academic Achievement
Department of Psychiatry and Biobehavioral Science
University of California, Los Angeles
\$300,000 in 1992

Roger L. Geiger

Dynamics of Institutional Change in Higher Education: American Colleges and Universities in the Nineteenth Century
College of Education
Pennsylvania State University
\$42,750 in 1993

Susan Goldin-Meadow

Gesture-Speech Mismatch as an Educational Tool: Using the Hand to Read the Mind
Department of Psychology
University of Chicago
\$219,475 in 1994

Artin Goncu

Cultural Variations in the Play of Young Children
College of Education
University of Illinois at Chicago
\$185,200 in 1991

John I. Goodlad

Financing Partner Schools and Centers of Pedagogy
The Institute for Educational Inquiry
\$52,000 in 1995

James G. Greeno

Processes of Conceptual Learning During Conversational Discourse
School of Education
Stanford University
\$396,900 in 1995

**Sara Harkness and Charles
McAfee Super**

Parental Ethnotheories, Cultural Practices, and the Transition to School
Department of Human Development and Family Studies
Pennsylvania State University
\$442,650 in 1995

**Shirley Brice Heath and
Milbrey W. McLaughlin**

Learning for Anything Everyday: The Role of Neighborhood-Based Organizations for Youth
Department of English and Linguistics
Stanford University
\$441,400 in 1993

James J. Heckman

The Value of Certifying Skills: A Case Study of the GED
Harris School of Public Policy
University of Chicago
\$216,900 in 1994

George Hillocks

How State Assessments Influence Curricular Content and Classroom Practice: The Case of Writing
Department of Education
University of Chicago
\$278,200 in 1994

**Susan D. Holloway and Bruce
Fuller**

Choice Illusions? How Working-Poor Mothers Construct Early Childhood and Define Preschool Quality
Graduate School of Education
Harvard University
\$112,200 in 1993

A. Michael Huberman

The Conceptual Effects of Disseminating Research-Based Knowledge to Educational Professionals
Graduate School of Education
Harvard University
\$163,600 in 1993

Philip W. Jackson

Teaching and Learning through the Arts: A Post-Deweyan Perspective
Department of Education
University of Chicago
\$184,500 in 1993

John F. Kain

Minority Suburbanization and the Achievement of Minority Students
Department of Economics
Harvard University
\$182,100 in 1994

**Morton Keller and Phyllis
Keller**

Success and Its Discontents: Harvard and Higher Education in America, 1936-1995
Department of History
Brandeis University
\$228,650 in 1995

Alan C. Kerckhoff

Comparative Analysis of Ability Grouping: Extension and Clarification
Department of Sociology
Duke University
\$129,100 in 1993

Stephen Kulis

Black Scientists and Engineers on Postsecondary Faculties: Organizational Barriers to Recruitment and Equity in Academic Rewards
Department of Sociology
Arizona State University
\$86,520 in 1993

Ellen Condliffe Lagemann

The Social History of Educational Research in the United States From the 1860s to the 1960s
History of Education
Teachers College
Columbia University
\$368,450 in 1987

Magdalene Lampert

Practices of Teaching and Learning Authentic Mathematics for Understanding in School
School of Education
University of Michigan
\$345,000 in 1991

Annette P. Lareau

Managing Childhood: Social Class and Race Differences in Parents' Management of Children's Organizational Lives
Department of Sociology
Temple University
\$259,300 in 1991

**Bonnie J. Leadbeater and
Niobe Way**

A Six-Year Prospective Study of Educational and Employment Outcomes for Adolescent Mothers and Early School Adjustment for their Children
Department of Psychology
Yale University
\$190,600 in 1994

**Marjorie Y. Lipson, James H.
Mosenthal, and Jane E.
Mekkselen**

Change in Math and Writing Instructions: Teachers' Responses to Statewide Assessment Portfolio Mandate
Professional Education and Curriculum Development
University of Vermont
\$219,500 in 1994

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 1991

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
\$269,350 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

Patricia Mary Thane

Oral History of Higher Educated Women in Britain 1920s-1970s
School of Social Sciences
University of Sussex
\$157,600 in 1994

Marta Tienda

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

Michael Tomasello

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
Thousand Oaks, CA: Corwin Press, Inc., 1995

Clifford, Geraldine Joncich
Equally in View
Berkeley, CA: University of California-Berkeley, 1995

Clark, Burton R.
Places of Inquiry: Research and Advanced Education in Modern Universities
Berkeley, CA: University of California Press, 1995

Cobb, Paul and Heinrich Bauersfield
The Emergence of Mathematical Meaning: Interaction in Classroom Cultures
Hillsdale, NJ: Lawrence Erlbaum Associates, 1995

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
Protean Literacy
Washington, D.C.: Falmer Press, 1995

Dyhouse, Carol
No Distinction of Sex?
London, England: UCL Press, 1995

Gardner, Howard
Leading Minds: An Anatomy of Leadership
New York, NY: Harper Collins - Basic Books, 1995

Gottfried, Allen W., Adele Eskeles Gottfried, Kay Bathurst, and Diana Wright Guerin
Gifted IQ: Early Developmental Aspects
New York, NY: Plenum Press, 1994

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
Boston, MA: Houghton Mifflin Co., 1995

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
New York, NY: Cambridge University Press, 1995

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

REPORT OF THE TREASURER

John H. Barcroft

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 evalu-

ating 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.

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.

Deloitte + Touche LLP

Deloitte & Touche LLP
Chicago, Illinois
May 31, 1996

THE SPENCER FOUNDATION

STATEMENTS OF FINANCIAL POSITION

March 31, 1996 and 1995 (Thousands of Dollars)	1996	1995
ASSETS		
Investments, at quoted market value (Note 3) (cost 1996- \$229,387; 1995 - \$233,745)	\$ 312,318	\$ 259,681
Cash (including funds held by investment custodians: 1996 - \$432; 1995 - \$768)	2,462	1,255
Other assets:		
Receivable from brokers		1,350
Accrued interest and dividends	144	96
Taxes refundable	114	37
Other	455	209
Total assets	<u>315,493</u>	<u>262,628</u>
LIABILITIES		
Grants Payable	11,418	15,539
Payable to brokers	506	2,503
Accounts payable and accrued expenses	291	147
Income taxes payable		283
Total liabilities	<u>12,215</u>	<u>18,472</u>
UNRESTRICTED NET ASSETS (NOTE 6)	<u>\$ 303,278</u>	<u>\$ 244,156</u>

See notes to financial statements

THE SPENCER FOUNDATION

STATEMENTS OF ACTIVITIES

Years ended March 31, 1996 and 1995 (Thousands of Dollars)	1996	1995
REVENUE AND GAINS		
Dividends	\$ 5,374	\$ 5,191
Interest	587	1,052
Realized gains (losses)	7,369	(452)
Increase in unrealized gains	<u>56,997</u>	<u>21,695</u>
Total revenue and gains	70,327	27,486
GRANTS AND OTHER EXPENSES		
Grants authorized (Note 2 and 5)	8,603	13,090
Administrative expenses	1,972	1,880
Investment services	520	443
Income taxes (Note 4)	<u>110</u>	<u>374</u>
Total Grants and other expenses	<u>11,205</u>	<u>15,787</u>
INCREASE IN UNRESTRICTED NET ASSETS	<u>59,122</u>	<u>11,699</u>
UNRESTRICTED NET ASSETS – Beginning of year (Note 2)	<u>244,156</u>	<u>232,457</u>
UNRESTRICTED NET ASSETS – End of year	<u>\$ 303,278</u>	<u>\$ 244,156</u>

See notes to financial statements

THE SPENCER FOUNDATION

STATEMENTS OF CASH FLOWS

Years ended March 31, 1996 and 1995 (Thousands of Dollars)	1996	1995
CASH FLOWS FROM OPERATING ACTIVITIES		
Increase in unrestricted net assets	\$ 59,122	\$ 11,699
Adjustments to reconcile increase in unrestricted net assets to net cash flows from operations:		
Loss (gain) on sale of investments	(7,369)	452
Unrealized gain on investments	(56,997)	(21,695)
Depreciation	70	44
Changes in assets and liabilities:		
Accrued interest and dividends	(48)	172
Receivable from brokers	1,350	(1,268)
Taxes refundable	(77)	472
Grants payable	4,121	(100)
Payable to brokers	1,997	(560)
Accounts payable and accrued expenses	(144)	22
Income taxes payable	283	(283)
Net cash flows from operating activities	2,308	(11,045)
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	<u>\$ 2,462</u>	<u>\$ 1,255</u>

See notes to financial statements

THE SPENCER FOUNDATION

NOTES TO FINANCIAL STATEMENTS

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

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. The effects of the accounting change were as follows:

As a result of this accounting change, liabilities were increased and unrestricted net assets decreased by \$11,418, \$15,539 and \$15,439 at March 31, 1996, 1995 and 1994, respectively. For the years ended March 31, 1996 and 1995, the increase in unrestricted net assets was increased by \$4,270 and decreased by \$100, respectively. Such amounts are not discounted; however, the Foundation believes that application of present value calculations would not have a material effect on these amounts in relation to the financial statements taken as a whole (Note 5).

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, tem-

porarily 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 retitled 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.

THE SPENCER FOUNDATION

NOTES TO FINANCIAL STATEMENTS

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:

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

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:

	Fiscal Year Ending March 31
1997	\$ 5,025
1998	4,485
1999	1,322
2000	430
2001	<u>156</u>
TOTAL	<u>\$ 11,418</u>

THE SPENCER FOUNDATION

NOTES TO FINANCIAL STATEMENTS

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

6. UNRESTRICTED NET ASSETS

Unrestricted net assets are composed of the following amounts:

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

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
\$51,190

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

Elliot 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
\$28,900

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
Tufts 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
\$299,000

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, Retroductive Inference, 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 Maturing 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
\$28,750

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
\$26,200

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. Giacquinta
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
\$140,000

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

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

Patricia A. Jacobs
Cytogenetics 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 Educative 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 Difficulty and Cross-Modal Integration
Georgia Institute of Technology
\$55,750

Donald R. Pfof
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 Teuber
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

Patricia M. Hodges
*Estimates of Heritability in
Different Populations*
California State University,
Los Angeles
\$17,000

Kenneth Kaye
*The Social Context of Infant
Development*
University of Chicago
\$115,000

Lawrence Kohlberg
*Value Education in Social
Studies*
Harvard University
\$13,500

Wallace E. Lambert
*Cultural and Social Class
Variations in Child
Training Values*
McGill University
\$51,000

Seymour M. Lipset
*The Impact of Unionization
and Collective Bargaining
on Institutions for
Higher Education*
Harvard University
\$50,000

Gary Lynch
*Anatomical and Physiological
Studies of Axon Growth*
University of California,
Irvine
\$18,280

David R. Olson
*A Study of Languages of
Experience*
Ontario Institute for Studies
in Education
\$15,500

Ralph M. Reitan
*Adaptive Abilities and
Academic Progress Among
Elementary School Children*
University of Washington
\$135,453

Halbert B. Robinson
*Identification and Nurturance
of Extraordinarily Precocious
Children: The Elementary
School Years*
University of Washington
\$46,500

Mark G. Yudof
*The Legitimacy of Values
Transmission by State Schools*
University of Texas at Austin
\$21,000

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
\$60,000

*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*
The Mathematical
Association of America
\$5,000

R. Darrell Bock
*Analysis of Data and
Preparation of a Report on
Cognitive Studies Among
Residents of Barrow and
Wainwright, Alaska*
University of Chicago
\$2,505

Lee J. Cronbach
*Estimation of Between-Class
and Within-Class Effects
of Individual Differences
on Instruction*
Stanford University
\$19,250

Curtis D. Hardyck
The Perception of Symmetry
University of California,
Berkeley
\$4,642

Curtis D. Hardyck
*Social Isolation Reexamined:
Cognitive Development in
Two Cultures*
University of California,
Berkeley
\$4,536

Robert J. Havighurst and
Erik S. Lunde
*Philanthropic Foundations
and Education*
University of Chicago
\$2,500

Herbert H. Hyman
*Tables Required in Publishing
"The Enduring Effects
of Education"*
University of Chicago Press
\$7,000

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

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

1976

MAJOR RESEARCH GRANTS

*A Program of Research on the
Family as Educator*
Teachers College, Columbia
University
\$150,000

*Developmental Technical
School Assistance to
States Engaged in School
Finance Reform*
Education Commission of
the States
\$300,000

Peter W. Airasian,
Thomas Kelleghan, and
George F. Madaus
*The Consequences of
Introducing Educational
Testing: A Societal Experiment*
Boston College
\$90,000

Augusto Blasi
*Responsibility: The Adolescent
Forms and the Processes
of Development*
Boston University
\$21,800

Phebe Cramer
*The Role of Defense
Mechanisms in Cognitive
Development*
Williams College
\$10,000

William C. Dement
*Learning and Educational
Problems in the Sleepy Child*
Stanford University
Medical Center
\$40,550

Virginia Demos
*The Socialization of Affect in
Early Childhood*
The Children's Hospital
Medical Center
\$20,035

Sibylle E. Escalona 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.
\$33,350

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

Gavriel 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
\$115,000

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
\$8,000

FELLOWS

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

*Moton Center for Independent
Studies (Fellowships)*
Robert R. 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 Educability 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
\$8,471

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

1977

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

Donald A. Erickson
A Comparison of Two Groups of Catholic Schools in Canada, One Group Financed 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. F. 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

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

NAE/SPENCER FELLOWS

Micheline 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

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. Hardyck
Interhemispheric Transfer of Figural Information
University of California, Berkeley
\$1,817

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

1978

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

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
\$46,565

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

Jane Loevinger
Measurement of Personality Development
Washington University
\$20,500

Andrew N. Meltzoff
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

Barnabas 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
\$58,800

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
\$20,500

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

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

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*A Comparison of Citizen's
Advisory Commissions on
Desegregation*
University of Chicago
\$1,225

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John E. Dyble
*Role Satisfaction and Religious
Beliefs among Protestant
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Catholic University of
America
\$5,000

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*Changes in the Mental Ability
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University of Arizona
\$5,000

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*The Impact of Nonformal
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*Collegiate Institutional
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Judith Rubenstein
*A Two-Year Follow-Up of
Infants in Day Care*
New England Medical
Center Hospital
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George D. Spindler
*Cultural Transmission and
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Village: A Restudy*
Stanford University
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*Development of
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in Twins*
University of Colorado
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*A Synthesis of Research on
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Harvard University
\$5,000

John T. Wilson
*Higher Education and
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University of Chicago
\$7,500

1979

MAJOR RESEARCH GRANTS

*Special Task Force on Equity
and Excellence in Education*
State of New York
\$100,000

*Budget and Management
Analyses of New York City's
Public School System*
Educational Priorities Panel
\$39,000

Elizabeth A. Bates and
Inge Bretherton
*Prerequisites to Language: An
Epigenetic Approach to
Communication in Infancy*
University of Colorado,
Denver
\$88,700

Benjamin S. Bloom
The Development of Talents
University of Chicago
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R. Darrell Bock
*Methods of Educational
Assessment: A Study of
Alternatives*
Center for Advanced Study in
the Behavioral Sciences
\$18,500

Byron W. Brown and
Daniel H. Saks
*The Economics of Time
Allocation in Schools*
Michigan State University
\$84,000

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

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

Roberta 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
\$66,500

Nathaniel L. Gage
*The Development, Evaluation,
and Application of Meta-
Analysis Techniques With
Special Reference to Research
on Teaching*
Stanford University
\$27,500

Catherine Garvey
*The Growth of Conversational
Skills in Preschool Children*
Johns Hopkins University
\$45,300

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

Robert J. Havighurst and
Robert L. McCaul
*A Critical Analysis of
Programs for Desegregating
Public Schools in Chicago
and Los Angeles*
University of Chicago
\$33,150

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*
University of Chicago
\$41,000

Michael E. Lamb
*Maternal Employment and
Infant Social Development*
University of Michigan
\$45,000

Hope J. Leichter
*The Mediation of Television by
the Family*
Teachers College, Columbia
University
\$75,000

Harry Levin
*The Language of Nurturance
and Affection*
Cornell University
\$80,500

Jerre Levy
*Cognitive and Behavioral
Correlates of Cerebral
Lateralization*
University of Chicago
\$176,200

Jane Loevinger
Measurement of Personality Development
Washington University
\$112,800

Eleanor E. Maccoby
Behavioral Sex Differences
Stanford University
\$150,000

Patricia Marks Greenfield
Cognition and Communication in Development
University of California, Los Angeles
\$102,000

Janice R. Mokros and Sumru Erkut
Professors as Models and Mentors for College Students
Wellesley College
\$35,800

David Perkins
Difficulties in Everyday Reasoning and Their Changes with Education
Harvard University
\$141,800

Alan Peshkin
Religious Ideology and Educational Practice: The Good Shepherd Church's School and Community
University of Illinois
\$72,500

Anne C. Petersen
An Intensive Study of Factors Related to Sex Differences in Cognition
Michael Reese Hospital and Medical Center
University of Chicago
\$40,350

William D. Rohwer, Jr.
Memory Development in Adolescence
University of California, Berkeley
\$54,000

Richard C. Savin-Williams
The Ecology of Adolescent Self-Esteem
Cornell University
\$91,500

Mary L. Serafine
The Development of Musical Cognition in Children
University of Texas at Austin
\$67,100

Charles M. Super and Robert A. LeVine
Cognitive Development in Middle Childhood
Harvard University
\$56,200

Claire E. Weinstein
Enhancing the Learning Competencies of College Students
University of Texas at Austin
\$34,050

Peter H. Wolff and Deborah P. Waber
Neurobehavioral Maturation and School Readiness
The Children's Hospital Medical Center
\$104,000

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Mark Davison
University of Minnesota

Harvey J. Graff
University of Texas, Dallas

Arthur Levine
Carnegie Foundation of Advancement of Teaching

Jacqueline Parsons
University of Michigan

David R. Rogosa
Stanford University

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Support of the Donors Forum Library
Donors Forum of Chicago
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Inclusion of Data Tables in Education's Lasting Influence on Values
University of Chicago Press
\$3,730

Peter W. Airasian, George F. Madaus, and Thomas Kelleghan
The Consequences of Introducing Educational Testing: A Societal Experiment
Boston College
\$10,000

Alison Clarke-Stewart
Analysis of Young Children's Social Interactions in Six Child-Care Arrangements
University of Chicago
\$8,000

Philip H. Dreyer
Disengaged Youth
Claremont Graduate School
\$9,450

Kenneth E. Duckworth
The Development of Norms in the Classroom
University of Oregon
\$5,000

Alice F. Healy and Adam Drewnowski
The Size and Acquisition of Reading Units
Yale University
\$5,000

Dean R. Hoge
Long-Term Changes in College Students' Values: 1947-79
Catholic University of America
\$3,225

Andrew N. Meltzoff
Cross-Modal Matching in Human Neonates
University of Washington
\$8,500

Stanley W. Moore
Emerging Patterns of Civic Awareness among Primary School Children: A Longitudinal Perspective
Pepperdine University
\$5,495

Ann Pytkowicz Streissguth
A Study of the Development and Functioning of Children of Recovered Alcoholic Mothers
University of Washington
\$7,765

Gary L. Riley
The Organization and Governance of Multicampus Systems in Higher Education: A Pilot Project
University of California, Los Angeles
\$4,300

Carolyn Saarni
Display Rules in Cognitive Dissonance
New York University
\$9,400

Eric W. Trupin, Brenda D. Townes, and Ralph M. Reitan
Adaptive Abilities and Academic Progress among Elementary School Children
University of Washington
\$4,200

1980

MAJOR RESEARCH GRANTS

Development of the Law and Education Center
Education Commission of the States
\$300,000

Elaine S. Andersen
The Emergence of Communication Competencies in Blind Children
University of Southern California
\$137,600

Samuel B. Bacharach
Interest Group Politics of School Districts: A Comparative Study of Local School Districts
Cornell University
\$92,300

Joseph Ben-David
Changes in the Scientific Ethos Since the 1920s
University of Chicago
\$40,100

Thomas G. Bever
The Interaction of Training and Predisposition on the Acquisition of Musical Skill and the Emergence of Cerebral Specialization
Columbia University
\$52,000

David F. Bjorklund
Children's Recall and Organization of Their Classmates
Florida Atlantic University
\$41,000

Thomas J. Bouchard, Jr.
A Psychological and Medical Study of Monozygotic and Dizygotic Twins Reared Apart
University of Minnesota
\$32,000

T. Berry Brazelton
The Cumulative Effects of Obstetric Medication and Obstetric Risk Variables on Infant Behavior
The Children's Hospital Medical Center
\$49,000

Urie Bronfenbrenner
The Impact of Environmental Stresses and Supports in Family Functioning: A Cross-Cultural Analysis
Cornell University
\$310,000

Harry S. Broudy
*Completion of Work
in Progress*
National Council of Teachers
of English
\$43,400

Christine Chaille
*Subtleties of Socialization: the
Enhancement of Sex
Differences Through Conflict
Management in the Family*
University of Connecticut
\$31,850

Jeanne S. Chall
*Textbook Difficulty, Reading
Achievement, and Knowledge
Acquisition*
Harvard University
\$78,500

Alison Clarke-Stewart
Day Care and Development
University of Chicago
\$17,100

Michael Cole and
Alonzo B. Anderson
*Literacy Experiences in
Minority Groups*
University of California,
San Diego
\$89,700

Michael Cole and
James A. Levin
*Children's Learning and
Problem Solving with
Microcomputers*
University of California,
San Diego
\$64,200

James M. Dabbs, Jr.
*Cerebral Blood Flow and
Learning Ability*
Georgia State University
\$37,500

William Damon
*The Development of Children's
Understanding of Self and
Self-Interest*
Clark University
\$115,000

Paul R. Daniels,
Lynn H. Fox and
Gilbert B. Schiffman
*The Identification of Children
who are Both Gifted and
Learning Disabled*
Johns Hopkins University
\$180,000

Jill G. de Villiers
*Prototypicality in
Grammatical Categories*
Smith College
\$24,500

Nathaniel L. Gage
*Meta-Analysis of Research
Studies on Teaching*
Stanford University
\$51,550

Howard E. Gardner and
Dennis Wolf
*The Development of Symbolic
Capacities*
Harvard University
\$136,250

Michael Grossman and
Robert A. Shakotko
*The Effects of Physical
Disabilities on Post-Secondary
Educational Choices and
Outcomes*
National Bureau of Economic
Research
\$25,750

Ruben C. Gur
*Variations in Hemispheric
Organization*
University of Pennsylvania
\$184,600

Norma Haan
Moral Action and Development
University of California,
Berkeley
\$129,000

Annegret Harnischfeger
and David E. Wiley
*Educational Opportunities
Available to Minority
Children, 1960-1980*
Cemrel, Inc.
\$19,850

Willis D. Hawley and
Beryl A. Radin
*A Study of the Establishment
of the U.S. Department
of Education*
Duke University
\$106,500

Ernest R. Hilgard
*Preparation of Book on History
of Twentieth-Century
Psychology*
Stanford University
\$48,950

Frank H. Hooper and
Judith Oakey-Hooper
*The Personality Correlates in
Intellectual Functioning in
Young Adulthood to Old Age*
University of Wisconsin-
Madison
\$38,279

Francis A. Ianni
A Study of Adolescents
Teachers College, Columbia
University
\$187,200

Philip W. Jackson
*False Hope and Faith Restored:
On the Advancement of
Teaching and Schooling*
University of Chicago
\$24,350

Morris Janowitz
*Civic Education and
Citizenship*
University of Chicago
\$63,800

Lyle V. Jones
*Performance of Black and
White Youth on Mathematical
Achievement Tests*
University of North Carolina
at Chapel Hill
\$88,530

Robert A. LeVine
*Additional Investigations of
the Family as Educator:
Early Development in an
African Community*
Harvard University
\$125,000

John L. McKnight
Social Networks in Education
Northwestern University
\$21,200

David McNeill
Iconic Gestures of Children
University of Chicago
\$73,850

Andrew N. Meltzoff
*Cross-Modal Matching in
Human Neonates*
University of Washington
\$28,500

Walter P. Metzger
*History of the American
Academic Profession from
the Late Nineteenth Century
to the Present*
Columbia University
\$173,000

James D. Nason
*Development of an In-House
Museum for Children*
Children's Orthopedic
Hospital and Medical Center
\$39,450

David R. Olson
*Oral Language Competence
and the Acquisition of Literacy*
Ontario Institute for Studies
in Education
\$217,700

Roy W. Phillipps
IEA Mathematics Study
New Zealand Council for
Educational Research
\$193,000

Ralph M. Reitan
*An Impairment Index of Brain
Function in Children*
University of Arizona
\$42,650

Halbert B. Robinson
*Identification and Nurturance
of Extraordinarily
Precocious Children*
University of Washington
\$62,800

David R. Rogosa
*Analysis of Longitudinal Panel
Data in Educational Research*
University of Chicago
\$20,100

Joseph M. Scandura
*Cognitive Representation and
Instructional Sequencing of
Structured Content*
University of Pennsylvania
\$48,800

Jerome L. Singer and
Dorothy G. Singer
*A Longitudinal Study of
the Effects of Television
on Children*
Yale University
\$183,000

Julian C. Stanley
*A Study of Mathematically
Precocious Youth: Evaluation
and Dissemination of Results*
Johns Hopkins University
\$81,700

Karl K. Taylor
*Development of Operational
Reasoning Skills*
Illinois Central College
\$53,800

Evelyn B. Thoman
*Predictions of Developmental
Outcome of Normal and
High-Risk Infants*
University of Connecticut
\$35,900

Marie Thourson Jones
*Dispersion and Differentiation
of Higher Education in
North Africa*
University of Chicago
\$15,200

Colwyn Trevarthen
*Development of Cooperative
Understanding Between
Mothers and Infants*
University of Edinburgh
\$79,500

Raymond J. Trybus and
Michael A. Karchmer
*Cognitive Strategies and
Cognitive Flexibility in
Hearing-Impaired Children*
Gallaudet College
\$86,000

Bernard Weiner
Attribution, Affect, and Action
University of California,
Los Angeles
\$105,800

David M. White
*An Investigation into the
Validity and Bias of the Law
School Admission Test*
National Conference of
Black Lawyers
\$44,300

Benjamin D. Wright
*Rasch Methodology for Rating
Scale Analysis*
University of Chicago
\$59,300

William Zumeta
*The Changing Role of
Postdoctoral Training in the
United States*
Higher Education
Research Institute
\$59,000

FELLOWSHIPS

*Awards to be Made by
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Working on Problems Related
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George Peabody College,
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\$150,000

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\$150,000

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\$150,000

University of Michigan
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National Academy
of Education
\$180,000

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Noah Friedkin
University of California,
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David Hogan
University of Pennsylvania

Harold S. Wechsler
University of Chicago

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University of Michigan

OTHER GRANTS

The Chicago Reporter
Community Renewal Society
\$75,000

*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. Coladarci
*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
\$3,783

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
Parson's Papers*
Harvard University
\$9,160

Claire B. Kopp
*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
\$6,452

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
\$9,550

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
Dyzygotic 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

- Joseph J. Campos and Harold Hill Goldsmith
Genetics of Infant Temperament: A Longitudinal Study
University of Denver
\$26,600
- Linda Camras
Dominance and Displays in Children's Social Interactions
DePaul University
\$44,000
- Eve V. Clark
Word Formation in Language Acquisition: New Meanings and New Forms
Stanford University
\$21,900
- Blythe Clinchy and Claire Zimmerman
Cognitive Development in College Women
Wellesley College
\$14,700
- John E. Craig
Social Change and Educational Expansion in the West, 1830-1980
University of Chicago
\$97,500
- Helen J. Crawford
Visual Memory Processing: Within and Between Subject Differences as Affected by Hypnosis and Imagery Ability
University of Wyoming
\$62,500
- Mihaly Csikszentmihalyi and Jacob W. Getzels
Talent and Achievement: A Longitudinal Study of Careers in Art
University of Chicago
\$152,100
- Colette Daiute
The Effect of Automatic Prompting on Young Writers
Teachers College, Columbia University
\$151,579
- Allison Davis
Psychological Development of Martin Luther King, Jr.
University of Chicago
\$52,800
- Richard de Charms and Gary Natriello
Effects of Evaluation Procedures in School Organizations on The Motivation of Teachers
Washington University
\$32,350
- Robert Dreeben and Rebecca Barr
Classroom Organization, Instruction, and Learning
University of Chicago
\$395,400
- David H. Feldman
Child Prodigies: Development and Education
Tufts University
\$21,000
- Jacqueline Fleming
The Role of Suppressed and Perceived Hostility in Academic Performance: An Exploratory Study of Black Students
United Negro College Fund
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- Eleanor J. Gibson
Development of Perception of Affordances and Expressive Behavior in Human Infants
Cornell University
\$19,300
- Susan Goldin-Meadow
The Advanced Stages of a Language-Like System Created by Deaf Children
University of Chicago
\$65,900
- Harrison G. Gough
The Long-Term Consequences of Graduate Study in Psychology
University of California, Berkeley
\$81,600
- Patricia A. Graham
National Purpose and Federal Policy for American Education: An Historical View
Harvard University
\$98,000
- Charles Harrington and Peter Gumpert
Negative Prediction Defiers: Educational Antecedents of Success
Teachers College, Columbia University
\$167,500
- Lauren J. Harris and Hiram E. Fitzgerald
Lateralization of Behavior During the First Eighteen Months of Life
Michigan State University
\$176,000
- Larry V. Hedges and Ingram Olkin
Development and Evaluation of Methods for the Quantitative Synthesis of Research
University of Chicago
\$85,650
- Bruce B. Henderson
Social and Educational Influences on Young Children's Curiosity and Exploration
Western Carolina University
\$53,000
- Eckhard H. Hess
Pupillometrics as a Measure of Reading Aptitude and Ability
University of Chicago
\$90,000
- George Hillocks, Jr.
A Meta-Analysis of Research Related to Composition: 1960-1980
University of Chicago
\$37,500
- 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
\$218,000
- Francis A. Ianni
A Study of Adolescents: Continuation Proposal
Teachers College, Columbia University
\$95,300
- Alex Inkeles
Convergence and Divergence in the Development of National Educational Systems
Stanford University
\$118,000
- Dale L. Johnson
Additional Data Analysis on the Development of Competence in Mexican-American Children
University of Houston
\$23,300
- Jerome Kagan
Autonomic Indexes of Infant Apprehension
Harvard University
\$61,700
- Herant Katchadourian
The Study of Undergraduate Experience at Stanford
Stanford University
\$52,650
- Robert A. LeVine
Additional Investigations of the Family as Educator: Early Development in an African Community
Harvard University
\$108,550
- Morton A. Lieberman
Self-Help and Urban Problems: Alternative Help Systems
University of Chicago
\$18,950
- Martha K. McClintock
Brain Lateralization in Newborns
University of Chicago
\$43,900
- Molly Melching
Development of a Cultural Center for Senegalese Children
Africare
\$60,600
- Andrew N. Meltzoff
Touch and Vision: The Perception of Solidity in Infancy
University of Washington
\$96,350
- Edna Mitchell
Sex Differences in Friendship Patterns in Preadolescence: Focus on Peer Acceptance of the Newcomer
Mills College
\$31,400
- Charles Moskos
Civic Education in the Military
Northwestern University
\$34,000
- Robert M. Palaich
Modeling Legislative Voting Behavior on School Finance Legislation
Education Commission of the States
\$165,850
- Seymour A. Papert
The Computer's Impact on a Child's Thinking
Massachusetts Institute of Technology
\$25,600
- Pamela J. Perun
Equity in Undergraduate Education for Women: A Comprehensive Survey of Contemporary Issues
Wellesley College
\$27,200

Anne C. Petersen
An Intensive Study of Factors Related to Sex Differences in Cognition
Michael Reese Hospital and Medical Center
University of Chicago
\$35,000

Alan C. Purves
International Study of Achievement in Written Composition
University of Illinois at Urbana-Champaign
\$178,000

Diane Ravitch
A Historical Study of American Education Since 1945
Teachers College, Columbia University
\$75,800

David Riesman
A Study of the Selection, Assessment, and Succession of College and University Presidents
Harvard University
\$31,425

Halbert B. Robinson
Identification and Nurturance of Extremely Precocious Children
University of Washington
\$45,000

Louis W. Sander
A Twenty-Five Year Follow-up of Infants Born at Risk
University of Colorado, Denver
\$92,000

Abigail J. Stewart
Family Change and Children's Affective Development
Boston University
\$130,000

Ina C. Uzgiris
The Role of Imitation in Pre-Verbal Communication
Clark University
\$68,500

Tyll Van Geel
Fairness in Public Schools
University of Rochester
\$26,000

Bruce Watkins
Structure and Processing of Story Schema as a Function of Realistic Versus Symbolic Presentations
University of Michigan
\$90,800

Hans N. Weiler
A Comparative Study of Compensatory Legitimation in Educational Policy
Stanford University
\$142,150

Carol K. Whalen and Barbara Henker
Processes in Social Cognition of Children's Behavior Patterns
University of California, Irvine
\$79,100

Willard Wirtz and Archie E. Lapointe
An Independent Review of the National Assessment of Educational Progress
National Institute for Work and Learning
\$87,830

NAE/SPENCER FELLOWS

Geoffrey Maruyuma
University of Minnesota

Gary Price
University of Wisconsin

Charlene Rivera

Gail Thomas
Johns Hopkins University

Daniel Wagner
University of Pennsylvania

OTHER GRANTS

Support of Activities
Independent Sector
\$30,000

Parents' and Educators' Views on Teacher Accountability in the Chicago Public Schools
Citizens Schools Committee
\$5,000

Support of Obelisk Symbolizing Man's Renunciation of War and Corruption
Peace Form One: Ralph J. Bunche Memorial Project
\$10,000

Eugene W. Adams
Predictors of Success for Minority Students in Veterinary Medicine
Tuskegee Institute
\$4,600

Thomas J. Berndt
Stability and Change in Childhood and Adolescent Friendships
Yale University
\$9,500

Colin B. Burke
American Higher Education from the Civil War to the Great Depression
University of Maryland, Baltimore County
\$3,400

Robert C. Calfee
Protocol Assessment of Decision Making by Reading Teachers
Stanford University
\$9,980

Reginald M. Clark
Family Authority Patterns, Discourse Processes, and Children's Cognitive Development
Claremont Graduate School
\$10,738

Mihaly Csikszentmihalyi
Pilot Study for a Longitudinal Study of Careers in Art
University of Chicago
\$4,500

William D. Dannefer and Susan K. Whitbourne
Adult Identity Process and Social Content: An Exploratory Study
University of Rochester
\$8,000

James J. Gallagher
Planning and Policy Analysis for Education of the Gifted
University of North Carolina at Chapel Hill
\$13,000

Catherine Garvey
The Growth of Conversational Skills in Preschool Children
Johns Hopkins University
\$6,287

Ronald K. Goodenow
The International Progressive-Education Movement and Race Relations, 1920-1950
Trinity College
\$10,000

Andrew M. Greeley
Enrollment Trends in Nonpublic High Schools
National Opinion Research Center
\$14,100

Peter H. Hennessy
A New Approach to Citizenship Education
Queen's University
\$4,530

Barbara Heyns
Parental Planning for Higher Education with Emphasis on Sex Differences
Wellesley College
\$6,450

Spero A. Metalis
Eye-Blink Rate as an Index of Mental Effort during Reading
Loyola University of Chicago
\$3,550

Ricardo B. Morant
The Development of Intersensory Coordination
Brandeis University
\$13,500

Richard J. Murnane
Effects of Teachers' Career Choices on the Quality of Urban Public Schools
Yale University
\$9,500

Gary M. Olson
Follow-up Testing of Premature Infants
University of Michigan
\$7,445

Wade C. Roof
A Reexamination of The Social Sources of Denominationalism
University of Massachusetts, Amherst
\$3,000

Robert L. Selman
Longitudinal Follow-up Study of the Development of Interpersonal Understanding during Childhood
Harvard University
\$2,400

George D. Spindler
Follow-up Study of Resistance to School Reform in a West German Village
Stanford University
\$4,000

Franklin D. Stone
The Secondary School Head in Comparative Perspective
University of Iowa
\$7,750

Charles V. Willie
Race Relations and Higher Education
Harvard University
\$1,745

John T. Wilson
*Federal Policies and Academic
Science Programs*
University of Chicago
\$7,500

1982

MAJOR RESEARCH GRANTS

*For Partial Support of a New
Education Governance Center*
Education Commission of
the States
\$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:
Childrens' Discourse Styles
and Teachers' Instructional
Strategies*
Harvard University
\$45,300

Luvorn L. Cunningham
*Updating the Study of the
Status of the American
Superintendent*
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
\$27,950

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

John I. Goodlad
*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 Rosenfeld
*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
\$357,500

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
*Bilingualism and
Cognitive Development*
The National
Research Council
\$36,400

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

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. Kulash
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. Thoman
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

Paul Berliner
Learning and Creativity in Minority Communities: A Case Study of Jazz Improvisers
Northwestern University
\$98,300

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
\$64,900

Larry V. Hedges
Continued Development and Evaluation of Methods for the Quantitative Synthesis of Research
University of Chicago
\$71,400

Eckhard H. Hess
Pupillometrics as a Measure of Reading Aptitude and Ability
University of Chicago
\$28,550

Robert D. Hess
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
Stanford University
\$76,900

David E. Lavin,
Edgar F. Borgatta,
Barry Kaufman, and
James Murtha
Education and Work: Impact of the Open-Admissions Policy at CUNY upon Labor Market Experiences of Low-Income and Minority Students
Graduate School and University Center
City University of New York
\$108,950

Dan C. Lortie
Elementary School Principals: Career Patterns and Role Behavior
University of Chicago
\$49,350

George Mandler
The Role of Discrepancy in the Construction of Emotional Response
University of California, San Diego
\$94,525

Spero A. Metalis
Psychophysiological Assessment of Cognitive Processes
Loyola University of Chicago
\$17,300

Ricardo B. Morant
The Development of Intersensory Communication
Brandeis University
\$88,300

Roy W. Phillipps
IEA Mathematics Study
New Zealand Council for Educational Research
\$30,000

Robert Plomin and
Joseph F. Fagan III
The Genetic and Environmental Origins of Intelligence
University of Colorado,
Boulder
\$34,000

David R. Rogosa
Improving the Collection and Statistical Analysis of Observational Data in Research on Teaching
Stanford University
\$34,600

Miles F. Shore, M.D.
A Study of Collaborative Creativity
Harvard University Medical School
\$60,200

Robert J. Sternberg
Insight in the Gifted
Yale University
\$56,350

Thomas R. Trabasso
Causal Thinking in Discourse Comprehension
University of Chicago
\$122,450

David Tyack
Social History of the Law in American Public Education
Stanford University
\$69,900

Charles V. Willie
Learning and Adaptation in Black and White Families
Harvard University
\$29,900

FELLOWSHIPS

Awards to be Made by Committees to Young Scholars Working on Problems Related to Education:
George Peabody College,
Vanderbilt University
\$150,000

Harvard University
\$150,000

Indiana University
\$150,000

Ohio State University
\$150,000

Stanford University
\$150,000

Teachers College, Columbia University
\$150,000

University of Chicago
\$150,000

University of Wisconsin
\$150,000

For Support of the Academy Fellows Program
National Academy of Education
\$172,500

NAE/SPENCER FELLOWS

Loreta Colman
University of Michigan

Ronna Dillon
Southern Illinois University

Robert Halpern
High/Scope Educational Research Foundation

Elfrieda Heibert
University of Kentucky

James Rounds, Jr.
State University of New York, Buffalo

OTHER GRANTS

The Chicago Reporter Education Policy Project
Community Renewal Society
\$90,000

Start-up Funds
Chicago Panel on Public School Finances
\$15,000

Support of Activities
The Foundation Center
\$103,500

Jeanne Bamberger
An Exploration of Early Prodigious Achievement in Music
Massachusetts Institute of Technology
\$10,012

Christine Chaille
The Enhancement of Sex Differences through Conflict Management in the Family
University of Oregon
\$4,500

Eleanor J. Gibson
Perception of Affordances and Expressive Behavior in Human Infants
Cornell University
\$4,000

Mel Greenlee
A Developmental Study of Fricatives in Chicano Spanish
Stanford University
\$9,800

Norma Haan
Moral Action and Development
University of California, Berkeley
\$6,500

Morris Janowitz
Civic Education and Citizenship
University of Chicago
\$15,000

Wallace E. Lambert and
Donald M. Taylor
Education Programs for Ethnolinguistic Minorities in American Public Schools: Comparative Perspectives
McGill University
\$13,640

Lee C. Lee
Development of Prosocial Behavior in Children of the People's Republic of China
Center for Advanced Study in the Behavioral Sciences
\$11,179

Molly Melching
Development of a Cultural Center for Senegalese Children
Africare
\$8,000

Heino F. Meyer-Bahlburg
and Anke A. Ehrhardt
The Impact of Puberty on Cognitive and Behavioral Development
Research Foundation for Mental Hygiene
\$8,400

Alvin Rosenfeld, M.D.
Transcriptions of Seminars in Child Psychology
Stanford University
\$9,500

Karen Strohm Kitchener
Intellectual Development in Young Adults: A Longitudinal Study
University of Denver
\$14,522

Colwyn Trevarthen
Development of Cooperative Understanding between Mothers and Infants
University of Edinburgh
\$3,800

Harmon Zeigler
*Governmental Variables and
Levels of Achievement in
Schools*
University of Oregon
\$11,868

1984

MAJOR RESEARCH GRANTS

Agenda for Public Education
The Carnegie Foundation for
the Advancement of Teaching
\$25,000

*Review and Analysis of
Revenues of the Chicago Board
of Education*
Chicago Panel on Public
School Finances
\$15,675

Mary Jean Bowman
*Schooling, Child Employment,
and Fertility in Mexico,
1960-1970*
University of Chicago
\$26,425

B. Bradford Brown
*The Effects of Peer Group
Membership, Peer Pressure,
and Family Cohesiveness on
Adolescent Development: A
Longitudinal Analysis*
University of Wisconsin-
Madison
\$95,600

Nathan Caplan and
John K. Whitmore
*School Achievement
Among Children of
Indochinese Refugees*
University of Michigan
\$116,250

Charles R. Coble and
Parmalee Hawk
*The Changing Needs of
Education in Rural North
Carolina*
East Carolina University
\$38,400

Lynn Feagans and
Dale C. Farran
*Discourse Skills and School
Adaptation*
University of North Carolina
at Chapel Hill
\$106,150

Herbert P. Ginsburg
*Studies in Personality
and Cognition*
University of Rochester
\$119,550

Lauren J. Harris and
Hiram E. Fitzgerald
*Lateralization of Behavior
During the First Eighteen
Months of Life*
Michigan State University
\$34,900

G. Ainsworth Harrison
*The Relationship Between
Physical Development and
Psychological Development*
University of Oxford
\$35,250

Willard J. Jacobson
*Second I.E.A. Science Study:
U.S. Participation*
Teachers College, Columbia
University
\$294,920

Morris Janowitz
*The Organization and
Utilization of Sociological
Knowledge*
University of Chicago
\$132,900

Robert M. Johnson
*Foundations and
Communities*
University of Chicago
\$42,560

Stephen Kosslyn
*Ontogenesis of Imagery and
Verbal Skills*
Harvard University
\$33,250

Deanna Kuhn
*Education for Thinking:
The Identification and
Development of Critical
Thinking in Domains of
Everyday Thought*
Teachers College, Columbia
University
\$66,700

Wallace E. Lambert and
Donald M. Taylor
*Comparative Perspectives on
Education Programs for
Ethnolinguistic Minorities in
American Public Schools*
McGill University
\$30,475

Marvin Lazerson
*Excellence and Equality in
American Educational History*
Harvard University
\$26,000

Susan C. Levine
*Patterns of Cognitive
Functions in Preschool
Children*
University of Chicago
\$128,800

Michael Lipsky
*The Role of Clinical Education
in Professional Training*
Massachusetts Institute
of Technology
\$63,350

Bruce L. Mallory
*The Educational and
Residential Consequences of
the Deinstitutionalization of
Handicapped Children*
University of
New Hampshire
\$99,650

Andrew N. Meltzoff
*Face-Voice Recognition
in Infancy*
University of Washington
\$50,000

Kathleen E. Metz
*Development of Children's
Understanding of Physical
Phenomena*
Carnegie Mellon University
\$39,500

Michael R. Olneck
*Ethnicity, Pluralism, and
American Education*
University of Wisconsin-
Madison
\$57,625

Patricia A. Palmieri
*A Social Portrait of the
Academic Community at
Wellesley College 1875-1920*
Dartmouth College
\$33,820

Alan C. Purves
*International Study of
Achievement in Written
Composition*
University of Illinois at
Urbana-Champaign
\$63,150

Ruth L. Richards and
Dennis K. Kinney
*Relationships Between
Creativity and Schizophrenia:
An Adoption Study*
McLean Hospital
\$84,300

Alan H. Schoenfeld
*The Effects of Students' Beliefs
About Mathematics on Their
Mathematical Thinking*
University of Rochester
\$75,100

Lee S. Shulman
*Knowledge Growth in a
Profession: The Evolution of
Understanding in Teaching*
Stanford University
\$360,050

Catherine E. Snow
*Factors Affecting the
Acquisition of Conversational
and Literacy Skills in a
Foreign Language*
Harvard University
\$120,800

Abigail J. Stewart
*Family Change and Children's
Affective Development*
Boston University
\$18,650

Elizabeth Sulzby and
William H. Teale
*Young Children's Storybook
Reading: Longitudinal Study of
Parent-Child Interaction and
Children's Independent
Functioning*
Northwestern University
\$180,800

Gerald D. Suttles
*The Man-Made City:
Social Intelligence and
Urban Development*
University of Chicago
\$25,000

Robert L. Thorndike
*Information Processing Speed
and Intelligence*
Teachers College, Columbia
University
\$87,150

P. Michael Timpane
*The Corporate Interest
in Education*
Teachers College, Columbia
University
\$320,850

Ina C. Uzgiris
*The Role of Imitation in
Communicative Development*
Clark University
\$62,150

Rhona S. Weinstein
*Mediators of Self-Fulfilling
Prophecies in Classrooms*
University of California,
Berkeley
\$79,050

Sheldon H. White and
David B. Pillemer
*Research on Personal
Memories*
Harvard University and
Wellesley College
\$86,700

Joachim F. Wohlwill
*Creativity in School Children
Through the Medium of
Computer Graphics*
Pennsylvania State
University
\$46,800

FELLOWSHIPS

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

New York University
\$150,000

University of California,
Berkeley
\$150,000

University of California,
Los Angeles
\$150,000

University of North Carolina
\$150,000

NAE/SPENCER FELLOWS

Mariko Fujita
Stanford University

Jennifer Hochschild
Princeton University

Madhu Prakash
Pennsylvania State
University

Michael Rustad
Northeastern University

Guadalupe San Miguel
University of California,
Santa Barbara

OTHER GRANTS

Consumer Guide to the Chicago Public High Schools
Citizens Schools Committee
\$5,200

Alonzo B. Anderson
Literacy Experiences in Minority Groups
University of California,
San Diego
\$5,500

Jeanne Bamberger
An Exploration of Early Prodigious Achievement in Music
Massachusetts Institute
of Technology
\$6,016

Lois Bloom
Studies in Early Language Development
Teachers College, Columbia
University
\$4,850

Mary Jean Bowman
The Determinants of Primary School Enrollments in Brazil and Mexico since 1940
University of Chicago
\$1,700

Mary M. Brabeck
Intellectual Development of Women during the College Years
Boston College
\$5,540

Elliot W. Eisner
Theory and Practice of Educational Criticism
Stanford University
\$7,000

David P. Ericson
Interpretive Understanding in Educational Research
University of California,
Los Angeles
\$5,000

Allen W. Gottfried and
Daniel W. Kee
Precursors of Cognitive and Behavioral Competencies in Kindergarten-Age Children
California State University,
Fullerton
\$3,000

Harrison G. Gough
The Long-Term Consequences of Graduate Study in Psychology
University of California,
Berkeley
\$1,250

Dean R. Hoge
College Student Values: A Longitudinal Study
Catholic University
of America
\$6,600

Harold Howe II
Pilot Work on Educational Policy Studies in the Eighties
Harvard University
\$2,000

Rachel Joffe Falmagne
The Role of Mental Imagery in Logical Reasoning in Children
Clark University
\$9,692

Edward O. Laumann
A Study of Urban American Indians
University of Chicago
\$3,210

William H. McKellin
Narrative Structure, Genre, and Memory in Oral Tradition
University of Toronto
\$8,040

Richard O. Niehoff
A Biography of Floyd Reeves
Michigan State University
\$10,000

David R. Rogosa
Improving the Collection and Statistical Analysis of Observation Data in Research on Teaching
Stanford University
\$10,000

Israel Scheffler and
Kenneth S. Hawes
Recent National Studies and Recommendations for Change in American Education
Harvard University
\$15,000

Dale H. Schunk
Social Learning through Modeling
University of Houston
\$3,928

Richard P. Thornell
Preserving African Intellectual and Educational Resources
The Phelps-Stokes Fund
\$11,500

Theodore D. Wachs
Ambient Noise in the Home and Infant Mastery Behavior
Purdue University
\$9,928

John C. Wright and
Aletha C. Huston
Influence of Formal Features of Television on Children's Comprehension
University of Kansas
\$20,000

1985**MAJOR RESEARCH GRANTS**

Analyzing Educational Reform Proposals for Cost and Effectiveness
Chicago Panel on Public School Finances
\$42,000

Jeanne Bamberger
Development of Musical Intelligence
Massachusetts Institute
of Technology
\$67,900

David C. Berliner
Differences in the Processing of Information by Expert, Novice, and Postulant Teachers
University of Arizona
\$153,200

Kenneth S. Bowers
Intuition
University of Waterloo
\$190,000

Jerome Bruner
The Nature and Development of Narrative Thought
New School for Social
Research
\$240,000

Robert B. Cairns
Early Adolescence and Sex Differences in Aggressive Development
University of North Carolina
\$32,600

Susan E. Carey
Structural Constraints on Development
Center for Advanced Study in
the Behavioral Sciences
\$20,675

James S. Coleman
Educational Outcomes for the School as a Social Unit
National Opinion
Research Center
\$87,400

Helen J. Crawford
Individual Differences in Cognitive and Physiological Flexibility
University of Wyoming
\$162,550

Mihaly Csikszentmihalyi
Disengagement from Talent in Adolescence
University of Chicago
\$290,825

William Damon
Cognitive Growth Through Peer Collaboration
Clark University
\$130,500

Kurt W. Fischer
Beginning to Read: The Development of Reading Skills in Young Children
University of Denver
\$87,200

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

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

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

Robert A. LeVine and Sarah LeVine
Effects of Women's Schooling on the Family: A Cross-Cultural Analysis
Harvard University
\$164,000

Jerre Levy
Diversities in Hemispheric Arousal Patterns: Causes, Manifestations, and Consequences
University of Chicago
\$185,550

George A. Miller
Analysis of Children's Dictionary Skills
Princeton University
\$24,900

Robert J. Mislevy
Item Response Models in Educational Research: Estimation Procedures
Educational Testing Service
\$20,500

David R. Olson
The Structure and Acquisition of a Literary Standard Language
University of Toronto
\$104,525

Alan Peshkin
School and Community in a Multiethnic Setting: A Study of Martin and Martin High School
University of Illinois, Urbana-Champaign
\$112,050

Andrea L. Petitto
Learning Through Interaction: Social and Cognitive Coordination
University of Rochester
\$35,150

Diane Ravitch
History of the Humanities Curriculum in Secondary Schools
Teachers College, Columbia University
\$180,000

Dale H. Schunk
Modeled Influences on Children's Self-Efficacy
University of Houston
\$23,600

Robert R. Sears
Coding the Data From the 60-Year Longitudinal Study of Terman's Gifted Child
Stanford University
\$52,000

Edward Shils
Research for and Publication of "The Institutionalization of American Sociology: 1920-1970"
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
Origins of Subject Matter Differences in Instruction: Analysis of Teacher's Guides, Textbooks, and Method Books
University of Chicago
\$31,300

Carol Tomlinson-Keasey and Lynda W. Warren
Self-Efficacy and Competence in Gifted Women
University of California, Riverside
\$47,100

Martin Trow and Sheldon Rothblatt
Two Centuries of British and American Higher Education: A Comparative View
University of California, Berkeley
\$195,250

Warren Wollman
Analogical Thinking in Secondary Science and Mathematics
University of Rochester
\$57,700

NAE/SPENCER FELLOWS

Lucia A. Finch
University of Rochester

Ofelia Garcia
University of New York

Rosalind Horowitz
University of Texas, San Antonio

Glynda Hull
University of California, Berkeley

K. Ann Renninger
Swarthmore College

OTHER GRANTS

Relocation of the Foundation Center
The Foundation Center
\$35,000

Project to Increase the Quality and Quantity of Philanthropy
Donors Forum of Chicago
\$10,000

Benjamin S. Bloom
Learning Processes and Talent
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
\$8,588

Mark Grabe and
James Antes
*Evaluation of Reader's
Comprehension Monitoring
Skill: Eye-Movement*
University of North Dakota
\$10,800

James C. Hearn
*Equality of Opportunity in
Student's Postsecondary
Institutional Destinations*
University of Minnesota
\$9,200

Robert D. Hess
*Influences on Motivation for
Achievement in Mathematics
in Chinese Families*
Stanford University
\$17,211

Paul M. Janos
*Manifestations in Adulthood of
High Childhood Intelligence*
University of Washington
\$4,921

Brenda Krause Eheart
*An Interpretive Study of
Day-Care Homes*
University of Illinois,
Urbana-Champaign
\$8,000

Judith A. Kull
*LOGO and Learning in
Elementary Classrooms*
University of
New Hampshire
\$2,500

Dolores G. Norton
*Parent-Child Interaction of
Lower-Class Black*
University of Chicago
\$10,143

John G. Richardson
*Educational Policy and the Age
of State School Systems*
Western Washington
University
\$17,206

James V. Wertsch
*The Social Origins of
Children's Individual
Cognitive Functioning:
A Pilot Study*
Northwestern University
\$5,000

William J. Wilson
*The Hidden Agenda: Race,
Social Dislocations, and Public
Policy in America*
University of Chicago
\$7,561

1986

MAJOR RESEARCH GRANTS

*Start-up Funds for the
Bishop Desmond Tutu
Southern African Refugee
Scholarship Fund*
Phelps-Stokes Fund
\$110,000

*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
Metaphor Abilities*
Miami University
\$121,900

Ellice A. Forman
*The Effect of Peer Interaction
on Cognitive Development
During Pre-Adolescence*
Northwestern University
\$71,900

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
\$52,675

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
\$23,500

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. Pirolli
University of California,
Berkeley

Mitchell Rabinowitz
University of Illinois at
Chicago

OTHER GRANTS

*The Chicago Reporter
Education Policy Project*
Community Renewal Society
\$100,000

William Damon
*Cognitive Growth through Peer
Collaboration*
Clark University
\$20,000

Daphne M. de Rebello
*Comparative Study of Formal
Schooling and Personal
Efficacy*
Administrative Staff
College of India
\$833

Philip J. Foster
*The Transition from High
School to Employment in
Jamaica*
State University of New York,
Albany
\$11,234

Jurgen Herbst
*Studies of Institutions of
Teacher Training in
Nineteenth-Century America*
University of Wisconsin-
Madison
\$13,287

William Kessen
*Early Development of
Child Psychology in the
United States*
Yale University
\$2,500

Donald P. Leinster-
Mackay
Prep Schools in the Antipodes
University of Western
Australia
\$10,300

Robert R. Locke
*Management Education and
Entrepreneurship in Europe
and America*
University of Hawaii,
Manoa
\$9,900

Dolores G. Norton
*Parent-Child Interaction and
Early Environment of Black
Low Income Children*
University of Chicago
\$15,355

Gary Orfield
*Conference on Studies in the
Current Status of Public School
Desegregation in American
Cities*
University of Chicago
\$74,900

Reba N. Page
*The Negotiation of
Educational Meaning in High
School Classrooms for
Academically
Unsuccessful Students*
Bowdoin College
\$14,306

Diana P. Paolitto
*Affect Development during the
Transition from Infancy to
Toddlerhood*
Boston College
\$9,800

1987 MAJOR RESEARCH GRANTS

Sarane S. Boocock
Preschool Education in Japan
Rutgers University
\$55,200

Robert B. Cairns
*Aggressive Behavior in
Schools: Prediction,
Development, and Change*
University of North Carolina
at Chapel Hill
\$116,150

Burton R. Clark
*Research Organization and the
Training of Advanced Scholars:
A Cross-National Analysis*
University of California,
Los Angeles
\$340,050

Michael Cole
*Reconfiguring the Contexts
of Education*
University of California,
San Diego
\$250,000

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
\$76,200

Rheta DeVries
*Kindergarten Program
Influences on Sociomoral
Development*
University of Houston
\$82,200

Sanford M. Dornbusch
and P. Herbert Leiderman
*Family and Peer Influences on
High School Performance
Within Ethnic, Neighborhood
and School Contexts*
Stanford University
\$338,465

Archibald O. Haller
*Development and the Income
Returns to Education: Brazil,
1970-1983*
University of Wisconsin-
Madison
\$35,000

Sara Harkness, Charles
McAfee Super, and
Constance H. Keefer
*Role of Pediatric Care
Providers in the Formation of
Parents' Theories of Child
Behavior and Development*
Harvard University
\$60,000

Gilbert Herdt
*Adolescent Sexual Orientation
and Cultural Competence
in Chicago*
University of Chicago
\$95,300

Marion C. Hyson and
Kathryn A. Hirsch-Pasek
*Academic Environments in
Early Childhood: Challenge
or Pressure*
University of Delaware
\$149,700

Dale L. Johnson and
Janet B. Blumenthal
*The Parent-Child Development
Centers: A Five- to Thirteen-
Year Follow-Up*
University of Houston
\$114,800

William R. Johnson
*Teacher Preparation in
Maryland: 1830-1915*
University of Maryland,
Baltimore County
\$50,800

George A. Karnes Hickrod
and James Gordon Ward
*Measuring and Monitoring
Equity, Adequacy, and
Efficiency in the K-12 School
Districts of Illinois*
Illinois State University
\$150,000

Elihu Katz and
Tamar Liebes
*Negotiating Political Identity
through Interaction with
Television, Parents and Peers.*
Hebrew University of
Jerusalem
\$142,000

David L. Kirp
*A Plague on All Our Houses:
School and Community
Response to Children
with AIDS*
University of California,
Berkeley
\$102,100

Ellen C. Lagemann
*The Social History of
Educational Research in the
United States From the 1860s
to the 1960s*
Teachers College, Columbia
University
\$368,450

Wallace E. Lambert and
Donald M. Taylor
*Cultural and Racial Diversity
in the Lives of Urban
Americans: A Study of
Parents and Children in
Dade County, Florida*
McGill University
\$83,000

Jean Lave
*Context, Cognition, and
Activity in the Lived-In World*
University of California,
Irvine
\$21,000

Robert A. LeVine ,
Sarah E. LeVine, and
Catherine E. Snow
*Culture and Education: Case
Studies in Human
Development*
Harvard University
\$223,300

Bruce London
*The Spread of Education and
Fertility Decline*
Florida Atlantic University
\$17,850

Gillian Dowley McNamee
and Joan B. McLane
*Learning to Read and Write in
Inner City Communities: A
Longitudinal Study*
Erikson Institute
\$52,300

John W. Meyer and
W. Richard Scott
*Development, Structure and
Stability of Alternative
Educational Programs*
Stanford University
\$255,600

Roy D. Pea
*Learning General Thinking
Skills with Computers*
New York University
\$99,800

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
\$59,100

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
\$65,650

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
\$146,700

SMALL RESEARCH GRANTS

John E. Bodnar
*The Creation and
Dissemination of Patriotic
History in the National Parks
of Twentieth-Century America*
Indiana University
\$7,250

Christine Chaille
*Transformation in Play:
The Effects of Materials on the
Complexity of Children's Play*
University of Oregon
\$7,485

Colette Daiute
*The Role of Language Play in
Writing Development*
Harvard University
\$7,500

Eva Foldes Travers
*The Development of Political
Ideology and Participation
by Women*
Swarthmore College
\$7,500

Carol Gilligan
*Ego Development and Moral
Development: Perspectives of
Adolescent Girls*
Harvard University
\$7,000

Ellen Greenberger and
Wendy Goldberg
*Impacts of Parental
Employment on the
Socialization of Children*
University of California,
Irvine
\$7,494

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
\$7,300

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-
Bahlburg
*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

Thomas A. Regulus
*The Contextual Patterns of
Student Achievement and
Retention and Gang Activity
and Delinquency in the
Chicago Public High Schools*
University of Illinois at
Chicago
\$7,399

Carolyn Saarni
*The Development of Emotional
Competence*
Sonoma State University
\$6,716

Rosemary C. Salomone
*The Supreme Court and the
Idea of Schooling: The Politics
and Process of Decision
Making*
St. John's University
\$7,500

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
Newburyport, 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

Lilia I. Bartolome
The Literate Thinking and Language-Use Patterns of Academically Successful Mexican-American Fifth-Grade Students
Stanford University

Beverly B. Carter
Teachers' Response to State Reform
Stanford University

Elisabeth S. Clemens
Redefining Boundaries of Public Responsibility: Progressive Politics and the Family in the American States, 1890-1930
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 K. 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 Gadamerian 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

Teresa C. Gallagher
The Role of Education and Practice Changes in the Feminization of Pharmacy
Stanford University

Robert T. Granfield
Socialization into the Legal Profession: A Comparative Study of Two Law Schools
Northeastern 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

Mary A. Porter
Educational Outcomes: A Study of Social Change among Coastal Swahili Women in Kenya
University of Washington

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

Laura B. Seidner
Signs of Symbols: The Emergence of Symbols-in-Action from Adult-Infant Play
University of California, Los Angeles

NAE/SPENCER POSTDOCTORAL FELLOWS

John L. Aber
Developmental Processes Influencing the Education of High Risk Children and Youth
Barnard College

Betsy J. Becker
What Makes Research Synthesis Credible? Critical Elements of the Research Review Process
Michigan State University

Claude Goldenberg
Involving Hispanic Parents in Comprehension-oriented Literacy Activities With Their Elementary-Aged Children
Lennox School District

Judith Harackiewicz
Performance Evaluation, Feedback, and Intrinsic Motivation
Columbia University

Thomas James
Intelligence, Culture, and Community: The Consolidation of Public Learning in Twentieth Century America
Wesleyan University

Bruce A. Kimball
The Discipline and Profession of Education
Yale University

Magdalene Lampert
Teaching Mathematics for Understanding, Understanding Mathematics Teaching
Michigan State University

Sally Lubeck
Cross Site Ethnography and the Implications for Policy: The Challenges, the Promise and the Problems of Redefinition
University of North Carolina

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 Rohrkemper

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

Metalevel 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

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

1988

MAJOR RESEARCH GRANTS

Peter Barglow

Developmental Follow-Up of Children of Working Mothers
Northwestern Memorial Hospital
\$97,330

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. Crewe, 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

Interpreting School Reforms: A History, 1890-1990
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 I. 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
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Dialogue and Education
University of Chicago
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Women and Technology: A New Basis for Understanding
Bank Street College of Education
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The Changing Demography of Academic Departments: An Organizational Analysis
University of Minnesota
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Language, Socialization, and Neighborhood-Based Organizations: Moving Youth Beyond Dependency on School and Family
Stanford University
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Schooling and Teaching as Moral Enterprises.
University of Chicago
\$258,300

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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

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The Role of Social Memory in American Culture Circa 1870 to the Present
Cornell University
\$42,000

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Conference on the Academic Disciplines
University of Chicago
\$99,850

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Intercultural Learning in an Indigenous Amazonian Society: The Parintintin of Brazil
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\$284,700

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Giving Voice to Social Gender Identity
University of Sussex
\$89,600

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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

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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

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Learning to Tell Stories of Personal Experience: A Comparative Perspective on Socialization and Acquisition
University of Chicago
\$250,500

Scott A. Miller
Parents' Beliefs About Children's Cognitive Development
University of Florida
\$70,600

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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

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A Comparative and International Study of Examination Systems
State University of New York at Buffalo
\$355,000

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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
\$98,500

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

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The Politics of School Decentralization: Assessing Past Experiences and Current Proposals
Northwestern University and The Chicago Urban League
\$265,550

SMALL RESEARCH GRANTS

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 Cicchetti
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

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Influence of Knowledge of a Posttest 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

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Rights of Conscience and the Development of State School Systems in Nineteenth Century America
Brown University
\$4,800

Lee Jussim
Students' Reactions to Teachers' Evaluations
Rutgers University
\$7,225

D.M. Lamberton
National Information Policy
University of Queensland
\$2,600

Kofi Lomotey
Policies and Practices that are Effective in the Admission and Retention of Black Students in Higher Education: The Oberlin College Model
State University of New York at Buffalo
\$7,500

Bruce London
Women's Education and Fertility: A Follow-up Proposal
Florida Atlantic University
\$7,500

Kofi Marfo
Maternal Directiveness and the Development of Competence in Preschool-Age Mentally-Handicapped Children
Memorial University of Newfoundland
\$6,850

Grace C. Massey
Analysis and Writeup of TIES (Toddler and Infant Experiences Study) Data
Institute for Developmental Studies
\$7,200

Carol A. Padden
The Acquisition of Spelling Skills by Young Deaf Children: A Preliminary Investigation
University of California, San Diego
\$7,376

Vimla L. Patel
Understanding Complex Instructions for Everyday Tasks
McGill University
\$7,134

Joan Shelley Rubin
The Making of Middlebrow Culture in the United States 1917-1950
State University of New York at Brockport
\$7,500

Mark A. Runco
Problem-Finding by School-Age Children
California State University, Fullerton
\$7,500

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Language Socialization in Haitian Creole-Speaking Families in New York
New York University
\$7,500

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A History of the Interview: The Professionalization of Public Discourse in the United States
University of California, San Diego
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Children's Conceptions of their Conflicts with Peers
Wayne State University
\$7,500

Milton B. Singer and Ranjit Chatterjee
The Battle for Intelligence: Wittgenstein as Educator
University of Chicago
\$7,500

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Early Developments in Reasoning about Alternative Possibilities
Hampshire College
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Expertise in Problem-Solving
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\$7,500

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Concrete and Numeric Representations in the Acquisition of Mathematical Knowledge
University of Chicago
\$7,270

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From Adolescence to Adulthood: Moral Orientation and Moral Development during the College Years
Trinity College
\$6,280

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Household Formation Patterns among Low-Income Black Women
University of Chicago
\$7,500

Bonnie Urciuoli
The Cultural Dynamics of New York-Puerto Rican English Accents
Indiana University
\$7,500

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Literacy and Reading in Iceland: An Investigative Study
University of Wisconsin-Madison
\$7,500

Steven R. Yussen
The Transition from Elementary School to Middle School
University of Wisconsin-Madison
\$7,105

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National Academy of Education
\$2,590,900

Spencer Dissertation-year Fellowships for Research Related to Education
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\$3,490

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Stanford University

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Liberalism and Education
Harvard University

Anne R. Durst
Day Care and Wage-Earning Mothers in the United States, 1890-1920
University of Wisconsin-Madison

Barbara E. Glaessner
Bilingual Children in School: The Learning of Language and Self among Puerto Rican First Graders
University of Chicago

David L. Hyllegard
Education and the Quality of Work: The Impact of College on Quality Work Experience for White and Minority Men and Women
City University of New York

Richard R. Kazis
Industrial Structure and the Expansion and Evolution of Mass Education in the Postwar Period
Massachusetts Institute of Technology

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Mothers and Daughters: Intergenerational Conflict and Continuity, 1820-1930
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Historical Consciousness in Iceland
University of Chicago

Mary N. Kolb
College Majors and Occupations: Congruence or Divergence
University of North Carolina

James L. Leloudis II
A More Certain Means of Grace: Women, Schooling, and Society in North Carolina, 1880-1920
University of North Carolina at Chapel Hill

John M. Linacre
A Fundamental Measurement Model for Judgments
University of Chicago

Cornelia S. Love
One Blood: The Charles Drew Legend and the Trauma of Race in America
Duke University

Elizabeth J. Morse
The English Idea of a University in the Twentieth Century
University of California, Berkeley

Nancy F. Rosenberg
Religious Culture and Public Schooling in Philadelphia, 1770-1840
University of Michigan

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*Ethnography of Japanese
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Quest for Equality*
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*Obtaining Good Answers to
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Hierarchical Models to
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*The Organization and
Assessment of Attachment
Relationships in Preschool-age
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Boston University

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Learning Rational Numbers
University of California,
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*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-
Concretizing 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*
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*Working Styles: An Analysis of
Young Children's Interactions
with Tasks and Materials*
Tufts University

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*Science, Vocation, and Gender:
A History of Teachers College,
1897-1927*
Teachers College, Columbia
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*Historical Problem-Solving:
A Study of the Cognitive
Processes Used in the
Evaluation of
Documentary Evidence*
Stanford University

NAE/SPENCER POSTDOCTORAL FELLOWS

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*The Interaction of Domain-
Specific and Strategic
Knowledge in Academic
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Texas A&M University

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*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

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*Japanese Patterns of
Educational Aspirations and
Investments in Children*
University of Chicago

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*Darwin and Human
Development: The History
and Fate of Evolutionary
Psychologies*
Yale University

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*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,
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*Navajos, Utes, and Schooling:
An Ethnographic Study of
Success and Failure*
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*The Three Disciplines of
Measurement in the
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*The Role of Structural Factors
in Hispanic Scholastic
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University of Arizona,
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*Black Students' School Success:
Coping with the "Burden of
'Acting White'"*
Silver Spring, Maryland

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*Developmental Changes in the
Organization of Knowledge*
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*The Transmission of Political
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Century America*
Princeton University

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*Decomposing the Effects of
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Becoming a Writer
Syracuse University

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*The Relation of Caregiver
Behavior to Preschool
Children's Social Competence*
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*Literacy in Two Languages:
Policy, Program, and
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*Educational Equity:
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Humboldt State University

Asghar Iran-Nejad
*Active and Dynamic
Causes and Effects of
Interest and Anxiety*
University of Alabama

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*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

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*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

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*The Role of Definitional
Information in Understanding
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*Skill and Understanding in the
Development of Mathematical
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University of Texas at Austin

David F. Mitch
*The Rise of Literacy in
Nineteenth Century England:
The Importance of Popular
Demand Relative to
Elite Policy*
University of Maryland,
Baltimore County

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*The Republic for Which It
Stands: The Response of
Public Schools to
Governmental and Public
Demands during World War I*
Dartmouth College

Rebecca S. New
*Italian Child Care and
Development:
A Longitudinal Investigation*
Syracuse University

Evelyn R. Oka
*Self-Regulation in Parents and
Children in Solving Well-and
Ill-Structured Problems*
Michigan State University

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*Asian-American Home:
Source of Achievement,
Source of Anxiety*
University of Washington

Aaron M. Pallas
*Educational Attainment
Models for Young Children*
Teachers College, Columbia
University

Lois K. Peak
*Learning to Go to School in
Japan: Establishment of
Discipline and Classroom
Management in Japanese
Classrooms*
U.S. Department of
Education

Paul R. Pintrich
*Motivated Strategies for
Learning and Thinking*
University of Michigan

David N. Plank
*The Political Economy of
Public Education in Brazil*
University of Pittsburgh

Ralph T. Putnam
*Expert Teaching of
Mathematics for
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Michigan State University

John G. Ramsay
*Displaying Intelligence:
Student Graduation Orations,
1840-1900*
Dickinson College

Robert A. Reeve
*Parent-Teaching Style and
Children's Math Achievement*
University of Illinois at
Chicago

Kathleen J. Roth
*Learning From Teaching:
Cases from Elementary
Science and Social Studies*
Michigan State University

Sally Schwager
*Harvard University, Teacher
Training, and the Education of
Women, 1860-1945*
Harvard University

Kathleen A. Weiler
*Women Teachers in Rural
California Schools, 1900-1950*
Concord Academy

John M. Willinsky
*Literary Theory and Public
Education*
University of Calgary

Jon D. Willms
*The Effects of Local
Opportunity Structure of
Secondary Students*
University of British
Columbia

Michal Yerushalmy
*Effects of Graphic
Representation and Feedback
Methods on the Learning of
Algebra, Using Computers*
University of Haifa

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*For Expansion of the
Foundation Center's Activities*
The Foundation Center
\$200,000

*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. Lutkehaus
*The Visual Translation of
Culture*
University of Southern
California
\$23,500

Robert A. McCaughey
*Higher Learning and the
Colleges*
Barnard College
\$18,100

Roberta S. Sigel
*Education for Democratic
Citizenship in Multiethnic
Societies*
Rutgers University
\$25,800

Karen Strohm Kitchener
*Environmental Conditions for
Optimal Performance in
Reflective Judgment*
University of Denver
\$7,429

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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
Achievements 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*
London School of Economics
and Political Science
\$90,000

Charles J. Brainerd
*Children's Basic Number
Concepts: Some Tests 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 Latino 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
- Jacquelynne 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
\$89,800
- 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
\$115,200
- 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
\$43,500
- Michael A. Olivas
Higher Education, Immigration and the Law
University of Houston Law Center
\$100,000
- Joy D. Osofsky
Developmental Risk for Adolescent Mothers and Infants
Louisiana State University Medical Center
\$268,575
- David B. Pillemer
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
Games Colleges Play: The Problems of Reform for Intercollegiate Athletics in American Higher Education, 1930 to 1980
College of William and Mary
\$69,000
- Sidney Verba, Norman H. Nie, Kay L. Schlozman, and Henry E. Brady
The Civic Participation of the American Public and Its Relationship to Education
National Opinion Research Center
\$475,000
- Robert Atkinson
Acknowledging the Life Stories of Youth
University of Southern Maine
\$7,500
- Saba Ayman-Nolley
Leadership Development in Children
Northeastern Illinois University
\$7,500
- Colleen A. Capper
Poor Children with Disabilities
University of Wisconsin-Madison
\$7,435
- Ursula Casanova
Recovering the Indian Personality and Government Study
Arizona State University
\$7,105
- Martin E. Ford
The Relationship between Adolescent Social Responsibility and Academic Achievement
Stanford University
\$7,500
- Michele Foster
A Social History of Afro-American Teachers
University of Pennsylvania
\$7,500
- Stephen F. Hamilton
Understanding and Building Adolescent Competence: The Role of Interpersonal Relations
Cornell University
\$7,500
- F. Allan Hanson
The Unintended Consequences of Testing in American Society
University of Kansas
\$7,500
- Deborah A. Hicks
Narrative Development and Language Socialization in a Primary School Classroom
University of Delaware
\$7,425
- Paul E. Jose
Children's Appreciation and Comprehension of Interactively-Presented Stories
Loyola University of Chicago
\$6,896
- Melanie Killen
Parents' and Preschoolers' Judgments about Social Conflict Resolutions
Wesleyan University
\$7,500

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JoBeth Allen
Becoming Literate: An Investigation of Literacy Learning by Students at Risk
University of Georgia
\$6,628

David L. Angus
McCarthyism in Public Education: The Los Angeles School Board vs. Frances Eisenberg
University of Michigan
\$3,215

L. Bartholomew Landry
The Black Middle-Class Family
University of Maryland
\$7,500

John A. Lucy
Linguistic Diversity and Cognitive Development
University of Chicago
\$7,500

James G. Manor
Education Policy and Socialization in Africa and Asia
University of Sussex
\$7,500

Brent A. McBride
Parental Attitudes and Paternal Involvement: The Impact of Parent Education Programs for Fathers
University of Georgia
\$7,500

Kathleen E. Metz
How Children Learn Mathematics via Multiple Representations: The Dialectic between Concrete and Formal Systems
University of California, Berkeley
\$7,347

Barbara Mirel
The Reasoning Processes and Educational Needs of New Database Workers
Illinois Institute of Technology
\$5,150

Marth Montero-Sieburth
Analyzing the Use of Bilingual Teachers' Knowledge and Educational Processes in an Urban School District to Improve Teacher Education
Harvard University
\$7,499

Phyllis Morrow
Yupik Eskimo Ceremonialism: Traditional Religion in Contemporary Education
University of Alaska, Fairbanks
\$7,471

John Nisbet
An International Review of Research and Development on Teaching Thinking and Thinking Skills
University of Aberdeen
\$7,422

Susan Nolen-Hoeksema
The Effects of Parents' Responses to Children's Failures on Children's Self-Concepts
Stanford University
\$7,500

Keith H. Osajima
Breaking the Silence: Race and the Educational Experiences of Asian-American Students
Colgate University
\$4,000

Wilbur C. Rich
School Politics: Do Black Mayors Make a Difference?
Wayne State University
\$7,500

Doreen A. Rosenthal
Personal and Familial Correlates of School-Related Behaviors: A Study of Chinese-Australian Adolescents
University of Melbourne
\$7,500

Carol Sansone
A Contextual Approach to the Process of Intrinsic Motivation
University of Utah
\$7,500

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Children's Understanding of Multiplication: A Syntactic Aspect of Linked Sign-Form Knowledge
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\$7,500

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Self-Efficacy and the Development of Children's Writing Skills
University of North Carolina at Chapel Hill
\$7,500

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Language Identity and Language Attitudes among Cambodian Caregivers
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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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Long-Term Desegregation Effects in the Rural South
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The New Cientificos? Public Policy and Political Elites in Mexico
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An Evolutionary Analysis of the Classroom Behavior of Young Children
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Toward a Cognitive Psychology of Educational Measurement: The Case of Intratest Context Effects
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Politics and Language in the Caribbean: The Creole Movement on the Island of Guadeloupe
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The Relationship Between Acculturation, Social Networks, and the Academic Performance and Expectations of Mexican-Origin High School Students
Stanford University

Fiona Thompson
The Social Construction of Homework: Cultural, Capital and Educational Success
Temple University

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Bilingual Bicultural Education and Community Empowerment: A Restudy of the Movimiento in a South Texas Community
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Instructional Time Devoted to Mathematics and Science and Economic Development: A Cross-National Study
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Auburn University at Montgomery

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Religious Involvement as a Sociocultural Predictor of Educational Attainment
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University of Toledo

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Phonemic Awareness: The Development of Early Reading Competency
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Sharing the Gift: Afro-American Teachers Speak About Their Lives
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Stratification, Opportunity, Achievement
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Changing our Minds: The Organizational and Personal Consequences of Knowledge Changes
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Immunizing Children against the Negative Effects of Reward
Wellesley College

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Narrative Development and Language Socialization in a Primary-School Classroom
University of Delaware

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Education, Employment, and Marriage in 1910
University of Pennsylvania

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Teacher Expectation Effects
Rutgers University

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The Relative Effectiveness of Single-Sex and Coeducational Secondary Schooling
University of Michigan

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Children's Understanding of Random Phenomena

Hamilton College

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Learning History for Teaching
Michigan State University

Sonya A. Michel
Children's Interests and Mothers' Rights: The History of Child Care in the United States
University of Illinois, Urbana-Champaign

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The Playing Fields of American Culture: Athletics and Higher Education, 1850-1945
American University

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Mathematical Language, Student's Language, and Mathematics Learning
University of California, Berkeley

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Social Demand, State Autonomy, and Higher Education in Latin America: A Comparative Perspective
University of California, Riverside

Yossi Shavit
"Jumping Queue": A Comparative Analysis of Arab and Jewish Educational Attainment in Israel
University of Haifa

Judith D. Singer
The Career Paths of Special-Education Teachers: Replacing Speculation with Evidence
Harvard University

Sara M. Taber
Two Historical Studies of Schooling, Identity, and Family Life among Argentine Sheep Ranchers
University of Minnesota

Marjorie E. Taylor
Perspective Taking and the Origins of Knowledge
University of Oregon

Sandra R. Waxman
Learning New Words and Concepts: A Cross-Linguistic Approach
Harvard University

Terrence R. Whaley
Literacy Reconstruction in the Social Sciences
Seattle Public Schools

Kenneth K. Wong
Politics of State Share in Public School Financing in the United States: Contextual Explanations and Policy Consequences
University of Chicago

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Learning in Practice
University of California, Irvine
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David R. Olson
Literacy and Thought
University of Toronto
\$300,000

Gary Orfield
Education and Equity in Metropolitan Society: Trends, Causes, and the New Policy
Harvard University
\$305,000

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William H. Clune and John F. Witte
A Conference on Educational Decentralization: Theory, Practice, and Empirical Evidence
University of Wisconsin-Madison
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Mihaly Csikszentmihalyi
Disengagement from Talent in Adolescence
University of Chicago
\$7,500

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and P. Herbert Leiderman
Family and Peer Influence on High School Performance with in Ethnic, Neighborhood, and School Contexts
Stanford University
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The Historical Roots and Contemporary Problems of Liberal-Arts Education
American Academy of Arts and Sciences
\$35,000

Sara Harkness, Charles McAfee Super, and Constance H. Keefer
The Role of Pediatric Care Providers in the Formation of Parents' Theories of Child Behavior and Development
Harvard University
\$15,000

Dean R. Hoge
Value Changes among College Students and Alumni
Catholic University of America
\$15,400

Barbara Lloyd
Giving Voice to Social Gender Identity
University of Sussex
\$14,000

Robert R. Sears
The Gifted Group in Later Maturity
Stanford University
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Education and Society in the Creole Caribbean
Research Institute for the Study of Man
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Intergenerational Transmission of Parenting
Georgia State University
\$14,200

Richard P. Taub and Robin L. Jarett
Family Life and Socialization Patterns among Low-Income Black Women: An Ethnographic Exploration
University of Chicago
\$31,300

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The Effects of Chicago School Reform
Chicago Panel on Public School Policy and Finance
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A Descriptive Analysis of Home Television Viewing
University of Massachusetts, Amherst
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Social Contexts of Independent Scholars
Northwestern University
\$148,350

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Developmental and Individual Differences in Children's Strategic Memory
Florida Atlantic University
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The Political Economy of Human Capital Development: Gender, Family, and Education in East Asia
University of Chicago
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Stability and Change in Peer Group Affiliations in Single- and Multi-Ethnic High Schools
University of Wisconsin-Madison
\$131,350

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Role of Central Conceptual Structures in the Development of Children's Numerical, Literary, and Spatial Thought
Stanford University
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Attachment Relationships, Self Perceptions, and School Adaptation in Maltreated Children
University of Rochester
\$115,500

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The Coordination of Psychological and Sociological Analyses in Mathematics Education
Purdue University
\$224,450

Philip A. Cowan and Carolyn Pape Cowan
Family Factors in Children's Adaptation to Elementary School
University of California, Berkeley
\$79,100

Greta G. Fein
Infant Daycare: A Study of Transitions
University of Maryland
\$186,550

Lucia A. French
Foundations of Communication: Learning to Talk with Peers
University of Rochester
\$136,750

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Enhancing Disciplinary Understanding in Teachers and Students
Harvard University
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Dorothy Thompson: An Educational Biography
University of Rochester
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Child Care Regulations From the Provider's Perspective
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\$62,900

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The Use of Standardized Test Scores That Reflect a Gender Differential: Legal Implications and Practical Applications
National Women's Law Center
\$60,000

Patricia M. Greenfield
Cultural Tools and Learning Processes in a Changing World
University of California, Los Angeles
\$249,150

Richard Handler
The Historic House and the Reconstructed Village: An Ethnographic Study of Four History Museums in the United States
University of Virginia
\$89,725

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The Politics of School Decentralization: An Empirical Investigation of Parent Participation in School Reform
Northwestern University
\$57,070

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The Higher Learning and the Colleges
Barnard College, Columbia University
\$135,500

Graeme C. Moodie
State and Universities in the Republic of South Africa
University of York
\$19,000

Richard J. Murnane and Frank Levy
Testing the "Mismatch Hypothesis": Birth Patterns, Education, and the Occupational Structure
Harvard University
\$491,225

Rupert B. Nacoste
Affirmative Action and Interracial Socio-Academic Encounters
North Carolina State University
\$44,300

Elinor R. Ochs
Socialization of Scientific Discourse
University of Southern California
\$354,100

Harold A. Richman
Children's Services in Illinois: A Reassessment
University of Chicago
\$301,000

Barbara Rogoff
Development in Sociocultural Context
Social Science Research Council
\$8,300

Michael S. Schudson
Political Learning and Political Communication in the United States: 1690-1990
University of California,
San Diego
\$96,700

Robert L. Selman
Early Adolescents' Integration of Knowledge, Management, and Personal Meaning of Risk-Taking Behaviors: Socio-Cultural, Temperamental, and Developmental Influences
Harvard University
\$250,000

Robert S. Siegler
Long-Term Strategy Construction
Carnegie Mellon University
\$160,800

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Patterns of Developmental Transition for Economically Disadvantaged African-American Youth
Emory University
\$450,900

Terence S. Turner and Jane Fajans
Social and Cultural Dimensions of Activity: An Anthropological Synthesis of Cognition and Socialization
University of Chicago
\$275,150

Erik O. Wright, Michael Hout, Michael B. Burawoy, and Martin Sanchez-Janowski
A Comparative Study of Education, Class Structure, and Class Consciousness in the United States and the Soviet Union
University of Wisconsin-Madison
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Becoming Literate in a Nonliterate Society: An Investigation of the Introduction of Literacy in an African Village
State University of New York, Albany
\$7,450

David Bakhurst and Carol Padden
Alexander Meshcheryakov and the Education of the Blind-Deaf
University of California, San Diego
\$7,150

Kathleen Bardovi-Harlig and Beverly S. Hartford
Development of Pragmatic Competence: A Discourse Analysis of Intercultural Communication
Indiana University
\$7,343

Carole R. Beal
Children's Self-Regulated Learning from Science Texts: Fostering Conceptual Change Through Inconsistency Detection
Dartmouth College
\$5,692

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Children's Understanding of Multiplication: A Syntactic Aspect of Linked Sign-Form Knowledge
University of Illinois, Chicago
\$7,500

Ailsa Burns and George H. Cooney
Education and Career Trajectories of Single Mothers Who Return to Tertiary Education
Macquarie University
\$7,500

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Wasn't That a Time: Folk Music and Youth Culture, 1950-1970
Indiana University Northwest
\$7,500

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Teaching Citizenship: Civic Education and State Violence in the Creation of a Democratic Culture
University of Michigan
\$7,470

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The Enduring Effects of Graduate Education: The Columbia University "School of Sociology"
University of Auckland
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Distinguish and Classify
University College London
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Preschool Children's Conceptions of Day Care
Pennsylvania State University
\$6,497

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Participation and Achievement in Elementary School Students
State University of New York at Buffalo
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Development of Emotion Concepts and Scripts
Harvard University
\$7,500

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A Study of the Effects of Recent Political Changes in the German Democratic Republic on Educational Policy and Schooling
University of Wisconsin-Madison
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Robyn Fivush
The Development of Personal Narratives in Social Interactions
Emory University
\$7,469

Catherine Garvey
Preschoolers' Construction of Pretend Interactions
University of Maine
\$6,204

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The Relationship between Phonological and Orthographic Knowledge in Reading Development: Onset and Rime Units and Transfer in Reading
University of Oxford
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Tracking and Detracking: Social and Academic Effects of School Organizational Change
University of Georgia
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Race and Elite Higher Education: A Comparative Study of the Afro-American Undergraduate Experience in the Ivy League
Dartmouth College
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Schematic Processing and Distortions in Children's Memory for Gender-Typed Information
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Urban Education, Social Policy, and the Truly Disadvantaged: Understanding the Historical Roots of the Contemporary Crisis
University of Utah
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The Emergence of the "True Professional Ideal" in America
University of Rochester
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Men's Responses to Women's Educational Equality, 1860-1990
State University of New York at Stony Brook
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Americans' Acquisition of Ideas about Equality
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Discipline and Creativity in U.S. and Japanese Elementary Schools
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Women's Educational Status and Fertility Decline in Thailand: A Follow-up Study
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Adult Career Development Legislation and Services in the Federal Republic of Germany
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Public Preschools: An Exploratory Study of the Policies and Practices of the Two Germanies
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Representationally-Mediated Transfer in Mathematical and Logical Problem-Solving
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Investigations into Adults' Judgments of Childrens' Readiness to Learn
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Divided We Stand: School Desegregation in Richmond, Virginia, 1954-1989
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Pedagogical Strategies of Expert Tutors
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Career Paths and Professional Experiences of Chicano Faculty
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Stress and Coping Across Time: Ethnic Students at a Predominantly White University
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The Socialization and Early Education of Khmer Refugee Children
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Gesture-Speech Mismatch During Problem Solving
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1983 Westinghouse Science Talent Search Winners' Pursuit or Rejection of Scientific Careers: A Focus on Gender Differences
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Poor Black Youth and Mentoring: A Research Proposal on High School Students and Academic Achievement
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A Comparative Study of Socialization in Schools: U.S. and the U.S.S.R.
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Decoding Television News
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School Effects and Their Stability
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Mathematics Persistence and Achievement: A Comparative Study of Mexican- and Anglo-American High-Potential Students
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Social Science and Social Support Reform: The Case of Child Support
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Reinforcing Islamic Values in Higher Education: The Case of the Algerian University
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Sources of Self-Worth: Investigating Factors Underlying Achievement Motivation among Low-Income Black Children
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From Listening to Reading: Phonological Processes in Comprehension
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Catholic Primary Schooling in France, 1850-1905
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School-Related Problems of Children as a Function of the Stress of Peer Rejection
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Biology Teachers' Perceptions of Subject-Matter Structure and its Relationship to Classroom Practice
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Back-to-Nature: Recovering and Recreating Childhood in Progressive Era, 1890-1920
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Becoming English-Asian: Race, Class, and the Construction of Identity in an English High School
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An Examination of Children's Status in Classroom Debates during Science Lessons
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From the Family Economy to an Economy of Sentiment? The Transformation of Parent-Child Relations in New Haven's Working Class, 1910-1960
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Nonmonetary Costs and Benefits in Educational Choice
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The Measurement of Children's Internal Working Models of Multiple Attachment: An Activity-Setting Approach
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Ethnicity and Cultural Conflict in the Japanese Education System: Internationalization through the JET Program
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Words, Memory, and Value: Dynamics of Linguistic and Cultural Change in the Warm Springs Indian Community
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Psychosocial Development and Environmental Education: An Ethnographic Study of Preschoolers' Relations with Animals
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Poverty and Family Strategies: Blacks and Polish Immigrants in Chicago, 1910-1940
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Motivation and Vicarious Empowerment of Black Male Adolescents through Stimulation and Structured Experiences
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Language Change in an Urban Creole: A Sociolinguistic Study of Kingston, Jamaica
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A Description of Classroom Discourse and Literacy Learning among Deaf Elementary Students in a Mainstreaming Program
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Beverly A. Sizemore
The Acquisition and Development of Literacy in Iceland: Sociocultural Contexts and Influences
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An Ever-Widening Gyre: The Development of Women's Higher Education in Japan, 1850-1912
Stanford University

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The Sociology of School Choice: A Study of Black-Student Participation in a Metropolitan Voluntary-Transfer Plan
Teachers College, Columbia University

Brian D. Williams
The Sorbonne, the Third Republic, and the Great Debate over Science, Culture, and Politics, 1896-1914
University of Wisconsin-Madison

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Gifts and Burdens: What Blacks Take Away from Their Undergraduate Experience
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An Observational Study of the Techniques Employed by Expert Tutors to Adapt to Individual Differences among Learners
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The School as Socializing Agent for At-Risk Adolescents
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Jane S. Attanucci
Beyond Roles: Personal Narratives of Secondary Teachers Who Are Parents of Adolescents
Harvard Medical School and Wheelock College

M. Margarita Azmitia
The Role of Friendship in Children's Cognitive Development
University of California, Santa Cruz

Michael Bamberg
Understanding Emotions in Story-Talk: A Cross-Cultural Analysis of the Development of Narrative Competence
Clark University

Susan E. Barrett
Children's Theories As A Guide to Conceptual Development
Lehigh University

Janine Bempechat
The Socialization of Achievement in Poor and Minority Children: A Comparison of Catholic and Public School Students
Harvard University

Henny P. Boshuizen
Cognitive Effects of the Clerkship Program on High- and Low-Achieving Students
University of Limburg, Holland

Avshalom Caspi
Growing Up in a Changing World: A Longitudinal Study of Environmental Change and Individual Development
University of Wisconsin-Madison

Mustafa K. Emirbayer
Moral Education in America, 1830-1990: A Contribution to the Sociology of Moral Culture
Harvard University

Cheryl A. Geisler
The Nature and Development of Expertise in Essayist Literacy: Case Studies from Ethical Philosophy
Rensselaer Polytechnic Institute

Fatma M. Gocek
A Comparative Analysis of the Spread of Western Education through Foreign, State, and Minority Schools in the Ottoman Empire, 1860-1900
University of Michigan

Usha Goswami
Vowel Sounds in Reading
University of Cambridge

Violet J. Harris
Readers for African-American Children: A Literacy and Historical Analysis
University of Illinois, Urbana-Champaign

Leonard J. Hochberg
The Sociogeography of Schooling in Prefamine Ireland, 1820-1840
Stanford University

Kenneth R. Howe
The Many Faces of Equal Educational Opportunity
University of Colorado

Catherine G. Krupnick
Gender, Speech, and What Teachers Hear in Urban Secondary School Classrooms
Harvard University

Bonnie J. Leadbeater
A Longitudinal Assessment of Predictors of and Changes in School Status in Black and Hispanic Adolescent Mothers and School Readiness in their Infants
Yale University

Robert E. Lowe
The Search for Racial Justice in the Post-Brown Era: The Case of Ravenswood High School
National College of Education

Maria R. Montano-Harmon
The Needs of At-Risk Students: Literacy Skills for Academic Purposes for English-Dominant Mexican-American/Chicano High School Students
California State University, Fullerton

Mark E. Motley
The School for Pages at Versailles: Moral Socialization and Nobility in Eighteenth-Century France
University of Rochester

Laura R. Novick
The Role of Representations in Problem-Solving Transfer
Vanderbilt University

Ileana Seda
Multifaceted Assessment for Language Arts Instruction
Pennsylvania State University

E. Vanessa Siddle
Separate But Equal: A Case Study of "Good" Pre-Integration Schooling for African-American Children
University of Pennsylvania

Barbara S. Stengel
Teacher Knowing: Knowledge in Use
University of Pennsylvania

Carlos A. Torres
Socialist Pedagogy and Literacy Training in Brazil: A Policy Study of the Literacy Training Campaign (NOVA) in the City of Sao Paulo, Brazil
University of Alberta

Suzanne Wade
On What is Remembered in Texts: Effects of Interest on Selective Attention and Learning
University of Illinois, Urbana-Champaign

Jeffrey N. Wasserstrom
Patterns of Student Life and Patterns of Student Protest: The Chinese and American Experiences
University of Kentucky

Mark R. Wilson
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

SPENCER SENIOR SCHOLARS

Robert B. Cairns
Social Development and School Adaptation in Longitudinal Perspective: Childhood to Maturity
University of North Carolina at Chapel Hill
\$327,750

Mihaly Csikszentmihalyi
The Cultivation of Creativity in Later Life
University of Chicago
\$349,300

Carol Gilligan
The Psychology of Women and the Development of Girls
Harvard University
\$350,100

Robert M. Hauser
Studies of Education and Its Effects
University of Wisconsin-Madison
\$300,000

Lee S. Shulman
Toward a Pedagogy of Substance
Stanford University
\$350,600

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Independent Sector
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Family and Peer Influences on High School Performance with in Ethnic, Neighborhood, and School Contexts
Stanford University
\$23,850

Carol F. Feldman
Genres as Mental Models: The Role of Cultural Exposure
New York University
\$28,300

A. H. Halsey
A New Survey of Faculty Members in British Higher Education
University of Oxford
\$12,500

Shirley Brice Heath and Milbrey McLaughlin
Conference on Neighborhood-Based Organizations
Center for Advanced Study in the Behavioral Sciences
\$25,000

Philip W. Jackson and Anthony Bryk
Schooling and Teaching as Moral Enterprises
University of Chicago
\$10,000

Estelle James
The Public-Private Division of Responsibility for Education
State University of New York at Stony Brook
\$7,500

Robert A. LeVine, Sarah E. LeVine, and Catherine Snow
Culture and Education: Case Studies in Human Development
Harvard University
\$48,585

Lawrence Schweinhart, Sherri Oden, and David Weikart
Long-Term Benefits and Cost-Effectiveness of Head Start High/Scope Educational Research Foundation
\$41,244

Joseph H. Stevens, Jr. and Roger Bakeman
Intergenerational Transmission of Parenting
Georgia State University
\$23,500

Sidney Verba, Herman H. Nie, Kay L. Schlozman, and Henry E. Brady
The Civic Participation of the American Public and Its Relationship to Education
National Opinion Research Center
\$60,000

1991**MAJOR RESEARCH GRANTS**

Thomas R. Bailey
Employer-Sponsored Education and Training and the Transformation of the U.S. Economy
Columbia University
\$384,500

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Impact of Perceived School Efficacy on Level of School Achievement
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Action on Education and Adult
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Searching for Equal Schools: Mexican-Americans in a California Community during the 1960s and 1970s
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Women's Education, Status, and Fertility
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Universities and Community Schools: The Rise, Decline, and Revitalization of America's Community Schools, 1886-1990, with Particular Attention to Philadelphia
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Understanding and Extending the Coherence of Explanations: A Project Description
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Causes and Consequences of Teacher Organizational Commitment
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Naming the Problem: Linking What Low-Income Parents Know to What Researchers Name as the Causes of Educational Failure
The Right Question Project

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Collaborative Problem Solving Among Young Children: Processes and Consequences
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Textbooks, Teachers, and Students: The Representation of Ethnic and Religious Groups in Four History Classrooms
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Impact of the School Environment: Education and Employment Outcomes
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The Qualitative Turn in Psychological Research in Education
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Women and Scientific Education
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A Contest of Faiths: Religious Education, Protestant Mission Teachers and Hispanic Catholic Students in the Southwest, 1878-1941
Hofstra University

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Cultural Values, Child-Care Policy, and Children's Peer Cultures in the United States and Italy
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Family Strategies and School Expansion in the United States and Sweden, 1920-1940
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High-Stakes Educational Testing: Effects on Instruction and Achievement
The RAND Corporation
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Negotiating Political Identity through Interaction with Television, Parents and Peers
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Developmental Risk for Adolescent Mothers and Infants
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Child Competence, Parenting, and Family Transactions in Rural Black Families
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History Making in America
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Sociolinguistic Knowledge in Young French Children: Acquiring Knowledge of Register Variation
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Age and Consumer Decision-Making Processes
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Interactions of Female Students in Single-Sex and Co-Educational College Classrooms
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The Dynamics of Local Change in Intuitive Conceptions in Physics
University of California, Berkeley
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An Analysis of the Scientific Reasoning Strategies Used by Scientists in a Real-World Setting
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Curriculum Reform, Standards, and Inequality in Scottish Secondary Education, 1980-1988
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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 Classrooms
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Managing Childhood: Social Class and Race Differences in Parents' Management of Children's Organizational Lives
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Ethnic Differences in American Educational Attainments, 1880-1990
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Neighborhood Deterioration, Significant Others, and Elementary Educational Performance
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Better Revision in Eight Minutes? Changing Students' Task Definition for Revising
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Punch and Yell, Punchinello: Play Traditions and Transitions in a Multi-Ethnic Elementary School Yard
University of Pennsylvania

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Assessing Reading Comprehension Holistically
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Women and the Superintendency, 1900-1990: "Destined to Rule the Schools in Every City"
University of North Carolina at Chapel Hill

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New Models of Excellence: Factors Influencing Faculty Productivity at Emerging Research Universities, 1968-1988
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Impure Science: The AIDS Movement, the Experts, and the Struggle for Credibility
University of California, Berkeley

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Colonialism and Post-Colonial Development: The School, the Textbook, and National Development in Portugal and Mozambique, 1926-1991
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Constructing Beliefs about the Origins of Species: Artifacts of God or Nature?
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Teachers Learning from Teachers: The Construction of Teacher Knowledge in Collaborative Action Research
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Learning Mathematics from Classroom Instruction
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Manufacturing Skills: Institutionalizing Vocational Education and Training in the United States and Germany, 1869-1918
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Narrative Presentation of Self in a Working-Class Community
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The Neighborhood Newspaper
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*The Psychology and Religious
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*Teachers Behind Bars: A
Qualitative Study of Educators
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*Quandaries of Progress: Home
Education and the Politics of
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*Indigenous Education in
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*Effects of Health Education: A
Comparative Study of
Responses by People with
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*English Second-Language Texts
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Australian Council for
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the School Context: Do
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University of Utah

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*So Reason can Rule: Education
for Autonomous Citizenship*
Arizona State University

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Self-Concept*
University of Texas at Austin

Peter Darvas
*The Transformation of Higher
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State and New Agencies of
Reform in Post-Communist
Hungary*
New York University

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*Educational Policy:
Interaction of Political
Institutions, Economics,
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Boston University

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*Making Up and Changing
Minds: How Teachers Compose
their Understandings of
Classroom Practice*
School for International
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*Perception Versus Reality:
African-American High School
Students' Perception of Return
on Investment in Higher
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Vanderbilt University

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*Passages in Time:
Intergenerational Beliefs and
Messages about Literacy*
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*Educational Theory as
Conceptual Tool: Evaluating
the Perspective of
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*The Senses of a Vocation: A
Study of the Working Lives of
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University of Illinois at
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*Inferring Motion from Static
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*Sociocultural Differences in
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Stanford University

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*Identification and Training of
Phonological Processing Skills
of Young Children at Risk for
Reading Disabilities*
Pittsburgh State University

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*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
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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

Mikk 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
\$30,000

Partial Support of the 1990 Census Project: Chapter 2, on Educational Attainment and Skill Levels
Russell Sage Foundation
\$50,000

Pamela J. Conover, Ivor M. Crewe, and Donald D. Searing
Citizenship and Civic Education in the United States and Great Britain
University of North Carolina at Chapel Hill
\$30,870

Jan Goldstein
The Post-Revolutionary Self: Competing Psychologies in Nineteenth-Century France
University of Chicago
\$25,000

Michael B. Katz, Michelle Fine, and Elaine L. Simon
Chicago School Reform: An Interpretation of the Issues
University of Pennsylvania
\$24,950

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

Rupert B. Nacoste
Affirmative Action and Interracial Socioacademic Encounters
North Carolina State University
\$24,900

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Social and Cultural Dimensions of Activity: An Anthropological Synthesis of Cognition and Socialization
University of Chicago
\$25,000

Deborah L. Vandell
An Ecological Analysis of the Effects of After-School Care
University of Wisconsin-Madison
\$28,830

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Paul Bloom
Syntactic Support in Word Learning
University of Arizona
\$321,700

Marilyn Cochran-Smith and Susan L. Lytle
Teacher Inquiry and the Epistemology of Teaching
University of Pennsylvania
\$256,700

William Damon
Project-Centered Instruction for the Literacies in an After-School Program for High-Risk Children
Brown University
\$165,000

Carol A. Dyhouse
Women in British Universities, c. 1870-1939
University of Sussex
\$84,400

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

Ellen B. Goldring, Claire Smrekar, Willis D. Hawley, William L. Taylor, and Susan M. Liss
Parental Choice: Consequences for Families, Students, and Schools
Vanderbilt University
\$261,800

G. Alfred Hess and John Q. Easton
Monitoring and Researching the Effects of School Reform in Chicago
Chicago Panel on Public School Policy and Finance
\$330,620

Helen L. Horowitz
A Study of the Life of M. Carey Thomas, the Founding Dean and Second President of Bryn Mawr College
Smith College
\$95,200

Thomas James
Reconstructing State School Systems: The Case of Kentucky
Brown University
\$350,000

David Karen
Who Gets In? Meritocracy and Politics in Harvard College Admissions
Bryn Mawr College
\$27,280

Valerie E. Lee
Will Parental Choice of Schooling Increase Social Stratification in Education?
University of Michigan
\$33,300

Donald Moore
School Community Standards Project
Designs for Change
\$240,000

John U. Ogbu
Minority Adaptation and Schooling
University of California, Berkeley
\$123,200

Carol A. Padden
The Teaching of Writing to Deaf Children
University of California, San Diego
\$85,975

Catherine 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

Marcelo M. Suarez-Orozco
Migration and Education: The Case of Mexican-Americans
University of California, San Diego
\$59,900

Lois Weis and Michelle Fine
Reconciling Voices of Hope and Despair: Perspectives from Working Class and Poor Young Adults in the 1990s
State University of New York, Buffalo
\$496,100

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A Comparative Study of Language Policy and Ideology: The United States, Spain, and Mexico
University of California, San Diego
\$93,520

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Education as a Contested Terrain: The Case of Nicaragua, Transformation in Nicaragua, 1979-1992
Indiana University
\$7,500

Charles J. Beirne, S.J.
Murder in the University: Jusuit Education in El Salvador
Boston College
\$5,000

- Anne Colby
Archiving the Data from the Family Socialization and Developmental Competence Project
Radcliffe College
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- Merith A. Cosden and Jules M. Zimmer
Differences in Kindergarten Experiences
University of California, Santa Barbara
\$7,500
- John E. Craig
Educational Expansion and Social Change in Norway, 1830-1940
University of Chicago
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- Aydin Durgunoglu and P. David Pearson
Language and Literacy Development of Spanish-Speaking Students
University of Illinois, Urbana-Champaign
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Making Masters: Curricular Change and Political Power in a Plantation Society
University of Cincinnati
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The Construction of Scientific Knowledge Outside School
University of Colorado, Boulder
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- Terrie L. Epstein
The Arts of History: An Assessment of African-American Adolescents' Interpretations and Creations of the Arts in Historical Contexts
University of Michigan
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- Melissa Evans-Andris
Computer Technology and Occupational Dynamics among Teachers in Elementary Schools Four Years Later
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Adult Guidance of Children's Memories and Expectations about School: Cultural and SES Patterns
University of Texas, San Antonio
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Language Demands Associated with Schooling: A Perspective from Korea
University of Rochester
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- Vivian L. Gadsden
Passages in Time: Intergenerational Beliefs and Messages about Literacy and Access
University of Pennsylvania
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Exploring Culturally Responsive Pedagogy in Two First-Grade Classrooms
University of Delaware
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New Roles for Teachers
Syracuse University
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Mothering for Schooling
University of New Orleans
\$7,440
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Adolescent Political Socialization in Four Western Democracies
Emory University
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- Jurgen Herbst
American Secondary Education
University of Wisconsin-Madison
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Children's Oral Language Skills at School Entry: Components and Antecedents of Successful Language Functioning in Children from Two Social Classes
University of Wisconsin-Parkside
\$7,500
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Making Education Work in the U.S.A.: An Un-American Dilemma
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Constructing Understanding of Basis Biological Processes
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Children of the Harvest: The Effects of Chronic Poverty and Residential Mobility on Children's Social Competence
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The Determinants of Discontinuous Schooling among Young Men and Women
Hoover Institution on War, Revolution, and Peace
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Educating Girls in the Developing World
Clark University
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The Public Service Mission of an Institution of Higher Education: A Case Study of the University of Illinois at Chicago, 1966-1992
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The Fate of the White Middle Class: Gender, Education, and Race Suicide, 1890-1940
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Australian National University
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African American Males in the Young Adult World: A Follow-Up Study
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Catholic University of America
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Meanings and Uses of Literacy among Marginal Urban Women
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Enhancing the Use of Past Experience in Educational Decision-Making
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The Status, Conditions, and Quality of Life in Minority and Majority Faculty in Higher Education
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Twins in a Two-Room Schoolhouse: Growing, Learning, and Teaching, 1895-1921
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Classroom Discourse Patterns: Keys to Promoting Problem-Solving and Knowledge of Transfer
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The American Academic Community and United States-Soviet Relations: The Case of Research and Analysis and its Legacy, 1941-1949
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Political Control of a "Throw Away" Population: Examination of a Human Sexuality Education Program for Adolescents in Foster Care
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A Developmental Analysis of Narrative in 1st - 2nd Grade Classroom: Peer Talk, Text and Instructional Settings
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Literacy and Cultural Transmission in the Reading, Writing, and Rewriting of Yisder, Jewish Memorial, Books
University of Massachusetts, Amherst

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Evidence on the Effect of School Choice on Student Performance
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The Educational Concours from the Old Regime to the Restoration: A Study of the Cultural Origins of Meritocracy
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Keeping Students in High School: A Qualitative Analysis of Lower-Achieving Japanese Students
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Earnings and Careers of U.S. Workers: Understanding and Addressing the Consequences of Technological and Economic Change
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Apprenticeship in Storytelling: Facilitating Narrative Development in a Preschool Classroom
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Facilitating the Development of Problem-Solving Skills with Reasoning-Congruent Environments
Princeton University

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Self-Efficacy as a Mediating Variable in the Relationship Between the Perception of Opportunity and Academic Achievement
University of Chicago

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Duke University

Daniel Perlman
Project Pojimo: A Case Study in Community-Based Rehabilitation
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University of Pittsburgh

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With or Without You: The Effects of Inclusion or Exclusion of Labor Unions on Vocational Education
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Social Organization and Skills Requirements in the Workplace: An Ethnography of the Problems and Challenges Confronting Employment-Training Graduates
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The Growth of High Schools in the United States, 1900-1950
Massachusetts Institute of Technology

Patricia Schuyler
Teacher Education in Venezuela and Cuba: Two Case Studies
State University of New York, Buffalo

Regina Werum
Challenges to 'Separate but Equal' in the Pre-Desegregation South: Race and Gender Stratification in Vocational Education
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Joel Westheimer
Making Connections: A Study of Teacher Professional Community in Three Schools
Stanford University

Angela Willetto
Navajo Culture and Education: Traditionalism among Navajo Youth
University of North Carolina at Chapel Hill

Betina Zolkower
Who Counts? Time and Money in the Cultural Practices of Eight Latino Schoolchildren
Graduate School and University Center
City University of New York

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Writing and Learning in Disciplinary Communities
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Stanford University

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The Learning/Teaching Collaborative: Six Years of Teacher-Initiated School Restructuring
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Keeping the Peace: A Comparative Analysis of Three Inner-City Schools and Their Responses to the Threat of Adolescent Gangs
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Stanford University

Daniel I. Chazan
Reforming the Teaching of Algebra for Low-tracked Students: An Insider's Perspective
Michigan State University

Chuansheng Chen
Culture and Academic Achievement: A Study of Chinese, Chinese-American, and Caucasian-American Junior High School Students
University of California, Irvine

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Facing California's Future: An Historical Analysis of Higher Education Policymaking Since the 1960 Master Plan
University of California, Santa Barbara

Wayne K. Durrill
Making Master: Universities, Ideas, and Power in the Old South
University of Cincinnati

Richard B. Gunderman
Defining Ends of Medical Education
Alexander von Humboldt Foundation

Wendy L. Haight
An Ethnography of Sunday School at Calvary Baptist Church: Spiritual Development in African American Children
University of Utah

Maciej Haman
Integration and Substitution of Casual Chains: Developmental Study
University of Warsaw

Victoria M. Huntzinger
The Evolution of Public Schooling in the South: Columbus, Georgia, 1864-1904
No Affiliation

Jaana H. Juvonen
Looking "Cool" to be Popular: Lack of Effort as a Self-Presentation Tactic to Elicit Peer Approval
University of Delaware

Robin W. Kilson
Passing for Ariel: Black Women Doctorates in American Academia, 1921-1991
Massachusetts Institute of Technology

Ann C. Kindfield
Constructing Understanding of Basic Biological Processes
University of California, Berkeley
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The Tasking of Student-Centered Learning Within a Collaborative Method of Instruction
Southern Illinois University

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Children's Views of the World in Social and Cultural Contexts
University of Miami

Christine M. Massey
Development of Biological Concepts and Classification Systems in Elementary School Students
Swarthmore College

Wilfred M. McClay
Social Science as 'Paideia': The Life and Work of David Riesman
Tulane University

Connie L. McNeely
The Globalization of Educational Statistics: The Role of International Organizations
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Developing a Hermeneutic Approach to Validity in Educational Assessment
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Indices of Conceptual Change: Charting the Development of Scientific Concepts
University of Illinois

Joan Peskin
Expert-Novice Differences in Constructing Meaning when Reading Poetry
University of Toronto

Ala Samarapungavan
How do Children Coordinate Theories with Evidence?
Purdue University

Katherine Schultz
Literate in What? A Study of the Ways in which Girls are (and are not) Prepared for Work
University of California, Berkeley

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Cultural Memory and the Transmission of Academic Knowledge
State University of New York

David M. Steiner
Postmodernism and Education: Productive Partner or Unholy Alliance?
Vanderbilt University

James R. Valadez
Community College and its Influence on the Academic Achievement of Minority and Nontraditional Students
North Carolina State University

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The Rise, Expansion, and Meaning of Social Studies Instruction: A Cross-National and Longitudinal Study
International Christian University

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*Educational Attainment and
Life Chances in China*
Cornell University

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Ontario Institute for Studies
in Education

Ann L. Brown
*Learning, Cognitive
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Learning Environments,
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Learning in "At Risk" Students;
Scientific Literacy in Minority
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University of California,
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Joseph Campione
*Childrens' Learning and
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Alternative Forms of
Assessment; Integration of
Assessment and Instructions*
University of California,
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Kurt W. Fischer
*Human Development,
Especially Emotional and
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Models for Assessing Change
in Behavioral Organization;
Education, especially in
Reading and Mathematics*
Harvard University

Marlene Scardamalia
*Knowledge Acquisition;
Educational uses of Computers
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*Impact of Self-Efficacy on
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*The Coordination of School
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*Individualizing Learning with
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*Sociocultural Diversity and
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University of California,
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*Gender Restructuring and
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Preadolescent Girls' Crisis of
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Institute for Research on
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*Supporting Urban Latino
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*The Florida Quality
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American Colleges and
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*Gesture-Speech Mismatch as
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*Black Scientists and Engineers
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*A Six-Year Prospective Study of
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Accelerated School Movements
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*Racial Conflict and Cultural
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*Urban Teachers' Struggles in
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*Who Commands the Respect of
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*Legal Education and Advocacy
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*Effects of University Students'
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Simplifying L2 Reading Materials for Pedagogical Purposes: A Help or Hindrance
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From Morality to Management: Home Economics and the Reconstruction of Women's Sphere, 1890-1930
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Caroline Clark
Reading and Writing for Real: A Study of Urban High School Students' Uses of Literacy
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Ian Corbyn
The Very Model of a Modern Naval Architect? Changes in the Form and Meaning of Technical Education in Victorian Britain
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The Effect of Teachers' Sociological Understandings of Science on Curriculum Innovation
Cornell University

Kana Dower
Classroom Culture: History and Ethnography in Kenyan High Schools
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Ottoman State Secondary Schools in the Reign of Abdulhamid II, 1876-1909
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Teachers' Subject Matter Knowledge and the Challenges of Teaching Innovative Curricula
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A Comparative Case of Study of Alternative Education: The Philosophy and Practice of Afrocentrism in Four Learning Environments
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The Role of Department Organization and Teacher Beliefs on the Advancement of Urban High School Students in Mathematics
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High Culture Democrat: Scott Buchanan and the Great Books Experiment, 1920-1950
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Progressive Pedagogy: Culture and Democracy in Chicago, 1889-1916
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Patterns of Urban Student Mobility: Effects on Student Learning and School Organization
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Teacher's Profound Understanding of Fundamental Mathematics: What Is It, Why Is It Essential, and How Is It Attained?
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Catholics and American Higher Education: Charles W. Eliot, Harvard Law School, and the Jesuits
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The Debate Over the Admission of Women to German Universities, 1865-1910
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Janet Murakami
Potatoes and Silk: Two Community Case Studies of the Socioeconomic Influences on Literacy Needs
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Lisa Neuman
Culture and Consciousness-in-the-Making: The Creation of an Indian-Centered Curriculum at Bacone College, 1924-1954
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Law, Politics, and Social Change: A Comparative Study of Education Finance Reform in Four States
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Mathematicians and Schoolteachers: The Theory and Practice of the Professionalization of Mathematical Education in America, 1893-1923
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Inventing the Original Language: Gestures, Words, and the Politics of Signs in Late-Eighteenth-Century France
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Kathryn Brown Rosier
Competent Parents, Complex Lives: A Longitudinal Study of Low-Income Black Mothers and Their Children's Transition into Schooling
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Children's Contribution to the Birth of Nicaraguan Sign Language
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External Representations and Human Understanding: A Study of Alternative Representations for Physics Instruction
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Changing Classes: Higher Education and Upward Mobility for First-Generation College Women, 1955-1985
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Beijing University and the Politics of Learning, 1898-1923
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Political Economy, Schooling, and Literacy in the South: A Comparison of Plantation and Yeoman Communities in North Carolina, 1850-1910
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Executive Succession and Organizational Change in an Urban School District
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Song School and the Literacies and Literature of Late Medieval England
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Learning a Teacher's Calling: Philosophy in Teacher Education
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Challenges of Trying to Teach Mathematics for Understanding
Michigan State University

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Educating the Resistance: Encouraging Girls' Strong Feelings and Critical Voices
Colby College

Martha B. Burdette
Adolescents' Development of Narrative Competence
Benjamin Franklin Academy

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An Alternative Parental Influence Model for Explaining the Academic Achievement of Asian-American Elementary School Students
University of California, Los Angeles

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Civic Education and the Modern Civilization: Public Science Policy in the United States, 1945-1990
University of Arizona

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A Study of Students' Construction of Scientific Explanations
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Uneasy Ties: Schooling, Construction of Masculinity and the Achievement of African-American Males
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Medical Students as Learners: Construction Knowledge/ Composing Texts
Pennsylvania State University

Ann L. DiPardo
Company in the Classroom: Exploring the Dynamics of Collaborative Teaching in Diverse Institutional Settings
University of Iowa

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Black Students' Perceptions of Prejudice and Discrimination in the Academic Setting
University of Massachusetts, Amherst

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"It Would be a Better Poem If I Understood It": High School Students' Understanding of Poetry
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Changing Representational Practices in Authentic Mathematical Activity
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Children's Reasoning about Different Types of Classroom Rules: Mathematics and Morality
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Writing for Critical Democracy: Bakhtin, Dewey, and School Writing
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Beyond the Playground: Linking Students' In-School and Out-of-School Literacy Learning
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School and Home Language Socialization: Understanding the Experiences of Latino Children
Los Angeles City College

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The Music Listening Processes of Non-Western Refugee Children
Northwestern University

Melissa R. Roderick
What Do Students Do in High School and How Does It Affect Them? Peering into the Black Box of Tracking
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The Effects of Community Colleges on Labor-Market Outcomes
Princeton University

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Progress and Decline as Frameworks for Young People's Historical Understanding
University of British Columbia

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Japanese Concepts of Human Development: Implications for American Education
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Educational Controversies: Learning and the Development of Segregation in Colonial Zimbabwe, 1900-1940
University of Richmond

Karen M. Teel
The Motivational Consequences of Improved Performance by African-American Students: A Teacher-Researcher Study
Portola Middle School

Paul E. Teske
Choice and Information Search by Low Income Parents
State University of New York, Stony Brook

Cecilia Wainryb
Children's Understanding of and Tolerance for Social Practices Different from Their Own
University of Utah

Raymond S. Wong
Family Environment and Educational Attainment: The Significance of Social, Economic, Cultural, and Political Capital in a Socialist Society
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Mingshu Zhang
Wind Coming from West: Western Influence on China's Political Education Since 1978
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Teachers College, Columbia University

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Educational Measurement
University of Colorado, Boulder

George F. Madaus
Tests as an Instrument of Public Policy; Testing as a Social Technology; The Impact of Testing on Individuals and Institutions
Boston College

Carol H. Weiss
Influence of Research on Public Policy; Policy Studies; Evaluation Research; Decision-Making
Harvard University

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A Long-Term Inquiry into the Hidden Curricula of K-12 Schools
University of Washington
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Reshaping Institutions to Embrace Diversity: An Interregional Forum on Youth
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Harvard Education Letter
Harvard University
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An Historical Study of the Cleveland Conference
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Technology, Teaching, and Scholarship: A National Survey of Faculty Use of Information Technology
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Envisioning what School Might Become if the Promise of New Educational Technology is Realized
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Dissemination of Educational Research
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Extending Learning Through Talk
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Extra-Curricular Influences on Paths Into and Out of Academic Difficulties Among At-Risk Adolescents
University of Virginia
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Adolescence Through Adulthood: Educational Work Transitions in the United States and the Soviet Successor States
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Assessing Medical Students' Diagnostic and Semantic Competence During Case Presentations: Studies of Reliability, Validity and Feasibility
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Meaning Making in Context
New York University
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Renewal: The Consortium on Chicago School Research
University of Chicago
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Self-Construction and Co-Construction of Explanations During Tutoring
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Education, Occupations, and Income Opportunities: A New Scale for the Measurement of Occupational Success
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Women Social Science Scholars in the Academy, 1890-1940
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Passages through Adolescence: Implications for Educational Outcomes
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Language, Literacy and Gender: Oral Traditions and Literacy Practices among Mexican Immigrant Families
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District Responses to State Alternative Assessments
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Multicultural Education as Moral Education
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The Institute for Educational Inquiry
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Processes of Conceptual Learning During Conversational Discourse
Stanford University
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