

THE
SPENCER
FOUNDATION

Annual Report
for the year ended
March 31,
1998

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1998

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900 NORTH MICHIGAN AVENUE
SUITE 2800
CHICAGO, IL 60611-6525
TELEPHONE: 312/337-7000
FACSIMILE: 312/337-0282
<http://www.spencer.org>

NOTE: The current members of the Foundation's Board of Directors, review committees, and staff, as well as updates of the information in this Annual Report, can be found at the Spencer Foundation Web Site, <http://www.spencer.org>. Additionally, this site permits downloading of the Foundation's 25th Anniversary Annual Report (1996), the current year's Annual Report, and select updates to Spencer program information.

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Susan Lytle

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COMMUNICATION
AND MENTORING
ADVISORY COMMITTEE**

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Chair

Dixie Goswami

Diane Waff

¹ beginning August 1998

² through August 1998

³ through June 1998

Lyle M. Spencer

1911-1968

✪ In 1938, while a graduate student in sociology at the University of Chicago, Lyle M. Spencer founded Science Research Associates, which eventually became one of the country's leading publishers of educational tests, guidance programs, and curriculum materials. Lyle Spencer served as president of SRA from its founding until his death in 1968.

✪ Lyle Spencer established the foundation that bears his name in 1962, with the mandate of investigating ways in which education, broadly conceived, might be improved around the world. The Foundation received its major endowment in 1968 following the founder's death. Since that time, it has authorized grants totaling approximately \$201.7 million. Its assets as of March 31, 1998, were \$494 million.

THE PRESIDENT'S COMMENTS

Patricia Albjerg Graham

As our 1998 fiscal year ended on March 31, we at the Spencer Foundation realized that the assets of the Foundation have essentially doubled in the last three years. After a period of relative stability during the previous decade from the mideighties to the mid-nineties, when the assets fluctuated between \$200 million and \$250 million, they surged to \$494 million at the close of this fiscal year and to \$510 million at the date of our June 1998 Board meeting.

Nearly all the Spencer assets are invested in equities, approximately 80 percent of which are in U.S. stocks, divided between an active manager (Cedarpoint Capital Management, Inc.) and a Standard and Poor 500 indexed fund. The remaining 20 percent are in an international indexed fund, that excludes Japanese investments. This allocation of our assets to equities, a decision recommended by our Finance and Audit Committee and voted by our Board, is unusual for foundations, most of which have more diversified investment strategies. Our Board believes that, over the long-term, investment in equities brings the highest returns. We also recognize, of course, that such an investment strategy makes the Foundation's assets subject to much more volatility than would be the case if funds were invested in a broader mix of bonds and government securities. Our Board's judgment remains that the risk of volatility is acceptable for a foundation that has low fixed costs and can adjust its grant making to accommodate such changes in assets.

Historically, in the 1970s, the Spencer Foundation experienced considerable change in its assets when inflation was high, and the value of the endowment decreased in purchas-

ing power. Hence, we are well aware that the current high watermark for our endowment cannot be assumed to be permanent. It may well drop or it may remain stationary or increase. Our planning for the Foundation's programs must encompass all three possibilities: declining, static, or increased assets.

Such planning for uncertainty presents a challenge to Board and staff. Federal tax regulations regarding foundations such as ours require that 5 percent of the annual average of assets be distributed each year. Thus, we have had to consider ways in which to spend our increased resources consistent with the knowledge that they may or may not continue to grow. Programmatic commitments, as well as administrative costs, must remain flexible to adjust to changing fiscal realities. Those constraints have led us to clarify the assumptions underlying our programmatic decisions. Seven principles guide our programmatic decisions.

The Spencer Foundation:

1. supports research related to education of the highest quality we can identify;
2. develops a community of researchers committed to understanding and improving education;
3. focuses attention and support upon junior scholars;
4. seeks ways of learning from educational practice;
5. assists the public in recognizing what research about education reveals;
6. encourages scholars, researchers, and other knowledgeable individuals to propose research projects to us rather than issuing requests for proposals; and

The President's Comments

7. seeks opportunities to provide support for worthy educational ventures in our home city of Chicago.

The application of these principles to programmatic decisions demands two kinds of decisions: 1) devising means by which programs could be expanded or shrunk depending on changes in our assets, a process we have come to term an “accordion-like quality” of our grant making; and 2) determining which programs to maintain in existing fashion, which to expand, which to delete, and which new ones to begin.

The consequences of these decisions are found in the Report of the Vice President following my comments in this document. Here, however, I would like to include some observations about how we came to the conclusions that John Williams reports.

We have organized our activities into three main divisions: Research Grants Programs, under the leadership of Rebecca Barr, which include both our traditional Major Research Grants Program as well as our Small Research Grants Program; Fellowship Programs, under the leadership of Catherine A. Lacey; and Training Programs, under the leadership of Lauren Jones Young.

Both the Major and Small Research Grants Programs are intended to support scholarly work, frequently salary costs for researchers to concentrate upon their investigations to the exclusion of other obligations. Both rely upon the researcher to define the question to be addressed and the means by which the investigation will be conducted. In determining whether to award the grant, we rely heavily on advisory committees and individual peer review. As a foundation, we do not have priorities for funding but rely on the research

community to propose to us their most compelling questions about education throughout the life span, both in the U.S. and abroad.

The Small Research Grants Program has now raised its maximum grant from \$12,000 to \$35,000. This increase is intended to allow junior faculty members, particularly, to buy themselves out of a term of teaching in order to devote full time to their research. Such concentration upon research, we believe, is generally necessary to produce quality work. Too often faculty attempt to fit preparation of a scholarly paper into the interstices of academic life, between teaching classes, counseling students, and attending meetings on or off campus. Most of us cannot generate fundamental new ideas in such circumstances. Most need time to concentrate upon the ideas we are attempting to formulate and to explain. Lacking such time, some simply restate and repackage previously enunciated ideas and send them off to a journal in order to acquire another publication and an additional item for the resume. Some journals are short of submissions and accept these pieces. Such work does not significantly advance knowledge about education. Our effort is to provide funds to buy the time to think deeply and to write profoundly about education.

The fellowships, principally the Dissertation Fellowships administered by Foundation staff, as well as the Postdoctoral Fellowships administered by the National Academy of Education and the graduate student fellowships administered by the American Educational Research Association, all rely on the fellows to propose the topic of research on which they wish to work, to justify its significance, and to present the means by which they will investigate it. These fellowships, as do major grants, rely on investigators to advance scholarship about

education by choosing their own subject and the best means of analyzing it. These awards, of course, are aimed at beginning scholars, ones just completing or having completed their graduate work. They are one of our most important ways of supporting a new generation of researchers in education. By administering the Dissertation Fellowships within the Foundation, by using a selection committee of distinguished researchers to help us choose the new cohort of fellows each year, and by gathering the fellows together for various seminars, we maintain a close connection with the world of educational researchers and the concerns that affect them.

The training division is our other primary link to junior scholars. Its chief activity is overseeing the research training grants now funded at ten different universities (University of California at Berkeley and at Los Angeles, Harvard, Michigan, Michigan State, Northwestern, Pennsylvania, Stanford, Teachers College Columbia, and Wisconsin) to support doctoral research preparation in education. The distinction between the fellowships and the training divisions is the autonomy of the scholar in selecting the subject of investigation. In the fellowship programs scholars are free to choose the topic, but in the training division the students have a number of research choices made for them, typically by their university's doctoral requirements. Another program within the training division is the pilot effort for senior and junior researchers to engage in research on school reform.

Each of these programs has certain accordion-like qualities: the number of major grants awarded can be increased or decreased as can the number of fellowships, the number of research training grant awards, mentors or fellowships in evaluation, or research on school

reform. Some commitments, e.g. the small grants and fellowships, are of short duration (one year) while some, e.g. major grants and research training grants, are multi-year. We expect more growth in the short duration awards than the long ones, enabling us to contract our commitments if need be. We also plan to continue to rely heavily on outside advisory committees to help us in our selections rather than significantly increasing permanent staff, both because we believe in the strength and diversity of outside committees and because we wish to limit our own administrative growth.

In order to plan for growth, should that be necessary, we have inaugurated a Research Conference Grant Program through which we hope to support groups either organized by others or by us to come together to discuss and plan research on different topics. We hope these meetings will be a stimulus to better research proposals within all our programmatic areas. We also hope they will be a means of identifying able scholars not presently well acquainted with the dominant educational research community and encouraging them to participate within it. We are especially eager to include non-U.S. researchers of education in these meetings.

Another attempt to identify gifted persons not presently engaged in research that we fund is our effort to identify individuals in the southern part of the U.S., where we have very few grants. By Fall, we will have had a series of meetings in Georgia, North Carolina, Tennessee, and Virginia with scholars to learn about their interests and needs. We are also providing funds to three of the national journalism fellowship programs (Harvard, Michigan, and Stanford) for support for fellows they choose who wish to learn more about education to

The President's Comments

enhance their reporting. We believe this may contribute to better public understanding of education and the research that informs it.

We remain committed to a deeper understanding of educational practice. The best means of gaining such understanding remains one of the two or three principal topics for discussion at each annual policy meeting of our Board in October. We do not expect to come to an immediate and ultimate answer, but we do anticipate continuing our efforts in this domain. Our joint project with the John D. and Catherine T. MacArthur Foundation on research on professional development of school staffs ends this December, and we hope during the coming year to synthesize what we have learned from this initiative. Our nascent effort of research at school reform sites is another attempt to increase our understanding of just what is going on in the practice of education under the rubric of reform. Throughout our fellowship programs and increasingly in our grants programs we are seeing increased interest in trying to understand the puzzles of practice and the difficulty of finding satisfying means of analysis. We expect to continue to persevere in this realm, difficult as it is, because it is so important.

Finally, we remain deeply committed to our home city of Chicago and its educational needs. We were saddened by the action this year at the

University of Chicago to close its Department of Education, an academic unit that has prepared a number of distinguished scholars in education and has been the academic home for many others. We await with interest the University's decision about how to maintain its distinguished tradition in the field of education. School reform remains a matter of intense discussion and action in the metropolitan area of Chicago, and we continue to support a number of activities related to it. It has now been a decade since the fundamental legislative change in Illinois mandating local school councils, and current reports from elementary schools indicate positive gains for many children in academic learning. High school progress remains more elusive. Nonetheless, we continue to support reform efforts in Chicago, recognizing that success is slow. Public commitment to improving education rests in large part on the ability of the educational research and practitioner community to demonstrate the importance of education in children's lives and the capacity of communities, families, and schools to educate their children better. We support that endeavor.



Patricia Albjerg Graham
President

REPORT OF THE VICE PRESIDENT

John B. Williams, III

Over the course of the 1997-98 fiscal year, Spencer grant and fellowship programs supported substantial research on a wide variety of topics and training in a wide variety of fields. A subsequent section of the Annual Report provides a detailed description of this work.

What may be unclear from demographic data depicting Foundation operations is that exciting changes in the scope of Foundation grant making characterized the 1998 fiscal year. Several expansions of Foundation activities took place or were planned, enabling the Foundation to increase its contribution to education and to set the stage for excitement over the next few years as new staff arrive and the effects of new programs and program expansions begin to emerge.

After a period of careful review and deliberation at two meetings, the Board of Directors authorized expansion of the Small Research Grants Program, planning and inauguration of a new Research Conference Grant Program, selection and designation of additional Research Training Grants, expansion of the Dissertation Fellowship Program, creation of a research program on the practice of education, and organization of planned efforts to expand grant making in selected regions of the nation where scholars have previously participated on a limited basis in Spencer programs. The relatively small staff of the Foundation will be modestly increased to accommodate its expanding programs.

Expansion of the Small Research Grants Program increased the maximum allowable award from \$12,000 to \$35,000 toward the goal of allowing junior scholars to formulate and begin to undertake personal research agendas in education. The new Research Conference

Grant Program will allow members of the education research community to meet and discuss important topics within education toward the goals of identifying research agendas, codifying recent research findings, or undertaking research in unexplored areas. Adding additional Research Training Grant institutions to the ten currently funded expands financial support of promising new researchers and extends conversation with the academic community about the training needed to produce new scholars. Dissertation fellowships were increased to \$20,000 per recipient to accommodate recipients' increased tuition, living, and opportunity costs. In order to expand research aimed at assisting practitioners with the difficult challenges of restructuring public education, the research on practice initiative will involve teams of researchers at a single site developing with practitioners a research agenda and then together undertaking projects dealing with problems of reorganizing and improving teaching and learning. And strategies are being devised to increase participation from the education community in southern states in Spencer grant and fellowship programs. These range from simply disseminating more information about the Foundation to funding collaboratives of southern researchers on selected education topics.

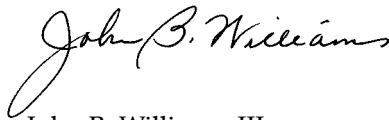
To meet the challenge of expanded programming, the Foundation has expanded its program staff. We are fortunate to have hired Senior Program Officer Lauren Jones Young, Associate Professor of Education at Michigan State University, and Associate Program Officer Ramona Thomas, recent Ph.D. recipient from the University of Pennsylvania, who have assumed new responsibilities at the Foundation. Unhappily for the Foundation, two of our

*Report of the
Vice President*

Associate Program Officers—Terri Pigott, who has run the Small Research Grants Program for the past two years, and Lisa Lattuca, who oversaw the Practitioner Research Communication and Mentoring Grants Program during the same period—have assumed faculty positions at Loyola University. Their contributions to the Foundation will be deeply missed.

The Foundation continues to profit from the wisdom and oversight of its Board of Directors. The mode of expansion apparent during 1997-98 has only been possible under guidance of the Board. Happily, over the years, the Foundation has also profited from a wide network of education researchers, and support from this group continues. Some serve actively on the many

peer review committees upon which the Foundation depends, others attend conferences and meetings called to offer advice on operating the Foundation's programs, and still others attend research conferences, mentor fellowship recipients, and not least of all conduct research that we are privileged to support. The names of those researchers who have assisted our grant-making process through committee service are listed on page 3. Our grantees are listed on pages 18 through 36.



John B. Williams, III
Vice President

APPLICATION AND REVIEW INFORMATION

GENERAL SCOPE OF SUPPORT

The Foundation 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. The Foundation defines education broadly to include all of the situations and institutions in which education proceeds, across the entire life span. 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 opportunities for all people.

The research programs, comprised of Major Research Grants, Small Research Grants, and Professional Development Research and Documentation Grants, support work that shows promise of contributing new knowledge, 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 beginning and senior researchers to pursue concentrated intellectual activity. Practitioner Research Communication and Mentoring Grants seek to increase the capacity of teacher researchers to bring new knowledge to bear on the problems of education and its practice.

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 in-service training, and funds for developing tests, curricula, or programs.

RESEARCH PROGRAMS

The Foundation encourages research that promises to yield new knowledge about education, in one or other of its forms, in the United States and abroad. It supports researchers from a wide range of disciplines and fields.

MAJOR RESEARCH GRANTS

The Foundation's Major Research Grants Program responds to research projects requiring more than \$35,000 in grant support. Spencer funds widely varied research projects, ranging from medium-sized studies that can be completed in a year by an individual researcher to more extensive collaborative studies that last several years.

Funding Priorities. The Foundation does not establish funding priorities for subjects of research. Funded projects originate from research ideas initiated in the field by scholars. The Foundation believes that the best scholarly work is done by those who conceive or recognize an important research idea or problem, have the professional skill to examine it, and the energy and perseverance to bring the project to a successful conclusion.

Eligibility. Ordinarily, researchers applying for a major grant must be currently affiliated with a school district, a college or university, a research facility, or a cultural institution. Researchers must also have an earned doctorate in an academic discipline or professional field and/or experience in the teaching profession.

Restrictions. The Foundation does not grant funds to maintain organizations or the infrastructure of educational research. Grantees may not receive two research grants simultaneously from the Spencer Foundation. Please note that the Foundation does not pay government-approved overhead rates on research grants; overhead requests on Major Research Grants may not exceed 15 percent of the requested direct costs.

Application Procedure. Since the Foundation does not accept fully developed proposals unless it has requested them, applicants seeking research support from the Major Research Grants Program are asked to submit a brief preliminary proposal. Preliminary proposals should be no more than 1,500 words in length. Within those limits, we request the following information:

- a brief description of the project and the new knowledge expected to result from it;

Application Information

- a concise summary of the research methodologies, modes of analysis, and/or instruments that the project will employ;
- a clear identification of the principal investigator(s) and a clear definition of the roles the principal investigator(s) and any supporting researcher(s) will play;
- an estimate of the time frame for the project and the approximate cost, including the approximate amount to be sought from the Spencer Foundation.

Attachments must include:

- phone number(s) and/or fax number(s) where principal investigator(s) may be reached;
- the curriculum vitae of the principal investigator(s).

Inquiries and preliminary proposals are welcome at any time and should be addressed to: **Vice President, The Spencer Foundation, 900 North Michigan Avenue, Suite 2800, Chicago, Illinois 60611-6525.**

SMALL RESEARCH GRANTS

The Foundation’s Small Research Grants Program supports short-term research projects (one year or less) that require no more than \$35,000 to complete. It offers a unique opportunity for researchers and teachers in a broad range of institutions who are interested in educational research to obtain support for their work. The program is appropriate for modest-sized research projects, exploratory studies, specific phases of larger investigations, and projects that arise in response to unusual opportunities. The Small Research Grants Program encourages researchers with diverse perspectives to develop ideas and approaches that extend the conventional boundaries of a research question, area, or method. The program supports individual efforts as well as collaborations.

Eligibility. Ordinarily, small grant researchers must be affiliated with a school district, a college or university, a research facility, or a cultural institution. They must also have an earned doctorate in an academic discipline or

professional field and/or experience in the teaching profession.

Restrictions. Grants made under the program range from \$1,000 to an upper limit of \$35,000. Projects may not last longer than one year. Grantees are not permitted to receive two research grants simultaneously from the Spencer Foundation. Please note that the Foundation does not pay government-approved indirect cost rates on research grants, and it prefers not to pay indirect costs in the Small Research Grants Program. Researchers seeking support for their doctoral dissertation should apply to the Spencer Dissertation Fellowship Program.

Application Procedure. Unlike the Major Research Grants Program, a preliminary proposal is not required. Proposals for support from the Small Grants Program should be in the form of a statement with attachments. The statement should not exceed 1,800 words in length (approximately five to seven double-spaced pages) and provide clear information on the following:

- a concrete description of the proposed research project;
- a brief summary of the relevant literature and the proposed research’s relationship to it;
- the methodologies and modes of analysis to be employed in the project;
- the role of the researcher(s);
- the new knowledge about education expected to result from the project;
- the potential contribution of that new knowledge to the improvement of education.

The attachments should include:

- a one-paragraph summary of the project, written for the interested informed lay person;
- a detailed budget for the project;
- approval of the budget from the appropriate financial officer of the institution;
- a full curriculum vitae of the principal investigator(s);
- phone number(s) and/or fax number(s) where the researcher(s) may be reached.

Three copies of the proposal and attachments are requested. Please note that proposals that exceed the prescribed limit of 1,800 words will not be reviewed.

Insofar as it is feasible, proposals that include all the information requested above will be acted upon within approximately three months of receipt by the Foundation. Proposals are welcome at any time and should be addressed to: **Small Research Grants Program, The Spencer Foundation, 900 North Michigan Avenue, Suite 2800, Chicago, Illinois 60611-6525.**

PROFESSIONAL DEVELOPMENT RESEARCH AND DOCUMENTATION PROGRAM

The Professional Development Research and Documentation Program, funded jointly by the John D. and Catherine T. MacArthur Foundation and the Spencer Foundation, is scheduled to complete its third and final year of grant making in December 1998. Final proposals were funded in September 1998. The Program was created to support research on the professional development of adults working in elementary and secondary schools. Through fiscal year 1997–98, grants had been given to support eighteen studies that examine proven professional development practices and policies at school, district, and state levels. Grants have been awarded for a maximum of \$50,000 annually for up to three years.

Individuals or groups interested in pursuing grants for research on professional development can apply after Fall 1998 to the Small Research Grants or Major Research Grants programs at the following address: **The Spencer Foundation, 900 North Michigan Avenue, Suite 2800, Chicago, Illinois 60611-6525.**

PRACTITIONER RESEARCH COMMUNICATION AND MENTORING GRANTS

The Practitioner Research Communication and Mentoring Grants are intended to:

- establish or strengthen channels for rigorous examination and discussion of the

characteristics of, and knowledge produced by, well-constructed teacher research and

- provide teacher researchers with the opportunity to enhance their research skills through consultation with others in the teacher research and/or traditional academic communities.

In general, grants range from \$2,000 to \$15,000 annually.

Eligibility. Teacher researchers, groups or networks of teacher researchers, and collaborative partnerships between teacher researchers and university researchers are eligible to apply. Applicants must be affiliated with a not-for-profit agency through which funds will be distributed. Please note that individuals or groups seeking funding directly for research projects by teachers, rather than for projects that examine and strengthen the character of teacher research, should apply to the Spencer Small Research Grants Program.

For Information. A brochure with more detailed information on funding priorities, eligibility, grant deadlines, and application procedures is available from the Foundation. Inquiries should be directed to: **Practitioner Research Communication and Mentoring Program, The Spencer Foundation, 900 North Michigan Avenue, Suite 2800, Chicago, Illinois 60611-6525.**

RESEARCH CONFERENCE GRANT PROGRAM

The Spencer Foundation Research Conference Grant Program supports forums where researchers and other educators engage in discussion of ongoing research projects, important new findings, areas for new research, improved methods for systematic inquiry into important education topics, and related subjects. Such forums are important for expanding and improving the conduct and contributions of education research and for sustaining the national and international research communities.

Funding Priorities. Conferences proposed for funding under the program should offer a

Application Information

unique opportunity to focus upon an area of inquiry, to define needed research, and to promote multidisciplinary collaboration. Among the conference topics supported in the past by the Foundation are diversity in higher education; immigration and education; community colleges; apprenticeships and mentoring; school choice, law, and public policy; and school transformation.

Eligibility. Ordinarily, conference organizers must be currently affiliated with a school district or with a college or university, a research facility, or a cultural institution. Conference organizers must have an earned doctorate in an academic discipline or professional field and/or experience in the teaching profession.

Restrictions. Grants under the program may not exceed \$50,000. A report, a book of readings, or a research agenda should be disseminated following the conference.

Application Procedure. Insofar as feasible, proposals that include all the information requested below will be acted upon within approximately three months of receipt by the Foundation. Proposals for support should take the form of a statement not exceeding 1,500 words in length (approximately five double-spaced pages) and should include the following information:

- a clear description of the proposed conference objectives;
- the proposed organization, format, date(s), and schedule of all conference proceedings;
- a clear identification of the conference organizer(s);
- the names and titles of individuals who have agreed to participate as contributors through general discussion, presentation of papers, and other means;
- a description of the expected reports, publications, and other concrete outcomes.

Attachments should include:

- a conference agenda;
- a detailed budget with approval from the appropriate financial officer of the institution agreeing to act as the fiscal agent of the grant;

- the full curriculum vitae of the conference organizer(s);
- phone, address, and fax numbers and e-mail addresses for conference organizer(s).

Three copies of the proposal and attachments are requested.

Inquiries and proposals are welcome at any time and should be addressed to: **Research Conference Grant Program, The Spencer Foundation, 900 North Michigan Avenue, Suite 2800, Chicago, Illinois 60611-6525.**

FELLOWSHIP PROGRAMS

Through its Fellowship Programs, the Spencer Foundation supports scholars engaged in educational research at different stages of their professional lives. However, the only fellowship program administered directly by the Foundation is the Spencer Dissertation Fellowship Program. This and other Spencer-supported fellowship programs are described below.

DISSERTATION FELLOWSHIP PROGRAM FOR RESEARCH RELATED TO EDUCATION

The Dissertation Fellowship Program seeks to encourage a new generation of scholars from a wide range of disciplines and professional fields to undertake research relevant to the improvement of education. The Foundation believes that insight from many research traditions can contribute to an understanding of education as a fundamental human endeavor and advance our ability to address significant current issues in education. Therefore, the Spencer Dissertation Fellowships support individuals whose dissertations show potential for bringing fresh and constructive perspectives to the history, theory, or practice of formal or informal education anywhere in the world.

Eligibility. Applicants must be candidates for the doctoral degree at a graduate school in the United States. These fellowships are not intended to finance data collection or the completion of doctoral course work, but rather to support the final analysis of the research topic

and the writing of the dissertation. For this reason, all applicants must document that they will have completed all pre-dissertation requirements by June 1 of the year in which the fellowship is awarded, and must provide a clear and specific plan for completing the dissertation within a two-year time frame.

Funding Priorities. Although the dissertation topic must concern education, graduate study may be in any academic discipline or professional field. In the past, fellowships have been awarded to candidates in anthropology, architecture, art history, economics, education, history, linguistics, literature, philosophy, political science, public health, psychology, religion, and sociology, but eligibility is not restricted to these academic areas. Candidates should be interested in pursuing further research in education once the doctorate is attained.

Awards and Conditions. Approximately 30 non-renewable fellowships are awarded each year. In fiscal year 1997–98, recipients received \$17,000 to support completion of the dissertation, an amount to be expended within two years and in accordance with the work plan provided by the candidate in the application. In addition, recipients participate in a series of forums designed to develop professional networks and support cross-disciplinary exchange. Fellows may not accept employment other than as described (if any) in the application nor may they accept other awards providing duplicate benefits without the written permission of the Program Officer.

Application Procedure. Fellowship applicants must request current application forms and instructions by October of the year prior to the year in which the fellowship takes effect. Students must submit their completed applications by a mid-October date designated in each year. Awards are announced in April.

Inquiries concerning the Dissertation Fellowship Program should be addressed to: **Dissertation Fellowship Program, The Spencer Foundation, 900 North Michigan Avenue, Suite 2800, Chicago, Illinois 60611-6525.** As of June 1998, application materials may be downloaded from the Spencer Web Site: www.spencer.org.

NATIONAL ACADEMY OF EDUCATION/ SPENCER POSTDOCTORAL FELLOWSHIP

Administered by the National Academy of Education, the Spencer Postdoctoral Fellowships are designed to promote scholarship in the United States and abroad on matters relevant to the improvement of education in all its forms. Scholars anywhere in the world who have completed their doctorate within the last five years, and who wish to conduct research related to education, may apply.

Inquiries concerning the Postdoctoral Fellowship Program should be addressed to: **The National Academy of Education, School of Education, New York University, 726 Broadway, Suite 509, New York, New York 10003-6652.**

AERA/SPENCER RESEARCH TRAINING FELLOWSHIPS

The American Educational Research Association (AERA)/Spencer Doctoral Research Training Fellowship Program provides one-year fellowships for graduate students midway through their doctoral programs. Students at institutions receiving Spencer Research Training Grants are not eligible for these fellowships. Inquiries should be addressed to: **AERA/Spencer Doctoral Research Fellowship Program, The American Educational Research Association, 1230 17th Street, NW, Washington, DC 20036.**

SUPPORT FOR SCHOLARS AT THE CENTER FOR ADVANCED STUDY IN THE BEHAVIORAL SCIENCES

Since 1971, the Foundation has contributed to the support of Spencer Fellows at the Center for Advanced Study in the Behavioral Sciences in Palo Alto, California. Three to five scholars with interests in issues of education, development, cognition, and the social contexts of learning are supported annually.

Inquiries should be addressed to: **Director, Center for Advanced Study in the Behavioral Sciences, 75 Alta Road, Stanford, California 94305-8090.**

*Application
Information*

INVITATIONAL PROGRAMS

In addition to its regular grants and programs, the Spencer Foundation conducts three grant programs by invitation only. The Spencer Senior Scholars Program supports established scholars who are identified as being at the peak of their careers by their peers. Through the Research Training Grants Program, the Foundation makes a limited number of grants to schools of education to support the doctoral training of educational researchers. The Foundation awards grants through its Mentor Program to individual scholars with a strong record of mentoring doctoral students preparing for a career in educational research.

THE REVIEW PROCESS

Research proposals and fellowship applications submitted to the Spencer Foundation go through a rigorous review process. All proposals are reviewed by Spencer professional staff. Another dimension of expertise is added to the Foundation's programs by its review committees of external scholars, who assist the Major Research Grants Program, the

Professional Development Research and Documentation Program, the Practitioner Research Communication and Mentoring Program, and the Dissertation Fellowship Program.

The goal of the external review is not to achieve some threshold rating in points from reviewers; rather, it is to bring solid scholarly advice to bear on funding decisions. The Foundation receives many more well-conceived and worthwhile projects than it can possibly assist within its budget. It is therefore frequently necessary to forgo opportunities to support high quality projects in the research programs or in the fellowship competitions even though they are well within the Foundation's area of interest.

NOTE: The current members of the Foundation's Board of Directors, review committees and staff, as well as updates of the information in this Annual Report, can be found at the Spencer Foundation Web Site, <http://www.spencer.org>. Additionally, this site permits downloading of the Foundation's 25th Anniversary Annual Report (1996), the current year's Annual Report, and select updates to Spencer program information.

1998 GRANTS AUTHORIZED

• The Spencer Foundation supports research and fellowships that 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 authorized under these programs during this year are listed on pages 18 through 31, and ongoing grants appear on pages 32 through 36.

MAJOR RESEARCH GRANTS

Karl L. Alexander and Doris R. Entwisle

The Transition to Adulthood Among Urban Youth
Department of Sociology
Johns Hopkins University
\$380,240 over three years

Kathryn M. Anderson-Levitt

Constructing "Good Pedagogy" in Guinea: Global, National and Local Dialogues
Department of Behavioral Sciences
University of Michigan-Dearborn
\$118,860 over sixteen months

Deborah Loewenberg Ball

Crossing Boundaries: Probing the Interplay of Mathematics and Pedagogy in Elementary Teaching
School of Education
University of Michigan
\$302,000 over three years

Ruth A. Berman

Developing Literacy in Different Contexts and in Different Languages
Department of Linguistics
Tel Aviv University, Israel
\$520,000 over three years

Peter Blatchford and Anthony D. Pellegrini

Playground Games: Their Social Context in Elementary/Junior School
Institute of Education
University of London,
United Kingdom
\$170,600 over eighteen months

Judith R. Blau and Vicki L. Lamb

Minority Educational Outcomes: Effects of Diversity, Inequality, and Confounded Inequality
Department of Sociology
University of North Carolina at Chapel Hill
\$85,100 over two years

Nicholas C. Burbules and Suzanne Rice

Virtue, Communication, and Education: The Debate About Virtue and Character in U.S. Schools
College of Education
University of Illinois at Urbana-Champaign
\$72,800 over seven months

Mihaly Csikszentmihalyi, William Damon, and Howard E. Gardner

The Transmission of Excellence: A Study of Mentoring in Creative Work
Department of Psychology
University of Chicago
\$485,675 over three years

Diana Dee-Lucas and Jill H. Larkin

Knowledge Effects in Learning from Interactive Electronic Texts
Department of Psychology
Carnegie Mellon University
\$202,300 over thirty months

Aydin Y. Durgunoglu and Banu A. Oney

Adult Literacy: Issues of Personal and Community Development
Department of Psychology
University of Minnesota-Duluth
\$50,000 over two years

Bruce Fuller and Sharon L. Kagan

The Devolution of Welfare: Assessing Children's Changing Environments and Effects on School Readiness
School of Education
University of California, Berkeley
\$441,250 over two years

Herbert P. Ginsburg

Understanding and Fostering Early Mathematics Competence in Low Income African-American and Latino Children
Department of Human Development
Teachers College,
Columbia University
\$391,000 over three years

Claude N. Goldenberg, Ronald G. Gallimore, and William M. Saunders

Settings for Change: A Practical Model for Linking Rhetoric and Action to Improve Achievement of Diverse Students
Department of Teacher Education
California State University,
Long Beach
\$399,750 over five years

Judith L. Green and Carol N. Dixon

Constructing Access to Learning Across Content Areas in Bilingual Classrooms
Department of Education
University of California,
Santa Barbara
\$335,000 over three years

James G. Greeno

Learning to Use and Understand Concepts During Project-Based Activity
School of Education
Stanford University
\$450,500 over three years

Andrew Hargreaves and Ivor F. Goodson

Change Over Time? A Study of Culture, Structure, Time, and Change in Secondary Schooling
Ontario Institute for Studies in Education
University of Toronto, Canada/
Warner Graduate School of Education
University of Rochester
\$374,600 over three years

Tom J. Luster

Factors Related to Early School Success Among Children Born to Teenage Mothers
Department of Family and Child Ecology
Michigan State University
\$326,100 over three years

David Myers and Paul E. Peterson

An Evaluation of a Randomized Experiment on School Choice
Corporation for the Advancement of Policy Evaluation
Planesboro, New Jersey
\$300,000 over one year

Michael T. Nettles

Understanding for Improvement: Finances, Experiences, and Achievements of Doctoral Students
School of Education
University of Michigan
\$390,300 over thirty-three months

Anna Neumann

Professors' Learning and Scholarly Identity Development in the Early Post-Tenure Career
College of Education
Michigan State University
\$279,000 over three years

Elinor Ochs and Lisa M. Capps

Autistic Children's Narrative Interactions at School and Home
Department of TESL and Applied Linguistics
University of California, Los Angeles
\$394,700 over three years

Patricia K. Phelan

Students' Multiple Worlds: The Role of School-Based Health Clinics in Mediating Transitions
Education Program
University of Washington
\$292,000 over thirty months

David Nathan Plank and Gary Sykes

The Ecology of School Choice
College of Education
Michigan State University
\$315,350 over three years

Julie A. Reuben

Questioning the Academy: The Impact of the Protest Movements of the 1960s on American Higher Education
Graduate School of Education
Harvard University
\$268,000 over five years

Virginia Richardson and Gary D. Fenstermacher

Manner in Teaching
School of Education
University of Michigan
\$380,900 over three years

Janet Schofield

The Internet in School: Problems and Possibilities
Learning Research and Development Center
University of Pittsburgh
\$149,900 over two years

Peter Scott and David Smith

Transatlantic Influences: The Impact of American Ideas and Practices on the Development of British Higher Education 1945-1992
School of Education
University of Leeds, United Kingdom
\$114,600 over nineteen months

Robert S. Siegler

Microgenetic Studies of Self-Explanations
Department of Psychology
Carnegie Mellon University
\$286,800 over three years

Patricia A. Smiley

The Nature and Origins of Individual Differences in Achievement Motivation Among Preschoolers
Department of Psychology
Pomona College
\$130,250 over three years

Michael S. Stinson and Barbara G. McKee

Speech Recognition as a Support Service for Deaf and Hard of Hearing Students: Adaptation and Evaluation
National Institute for the Deaf
Rochester Institute of Technology
\$113,200 over two years

Julianne C. Turner and Carol Midgley

Avoidance Beliefs and Behaviors in Mathematics Before and After the Transition to Middle Level Schools: Classroom Influences
Department of Psychology
University of Notre Dame
\$362,650 over four years

Inquiries regarding the Major Research Grants Program may be directed to: Vice President, The Spencer Foundation, 900 North Michigan Avenue, Suite 2800, Chicago, IL 60611-6525.

SMALL RESEARCH GRANTS**David Adams**

Coming of Age on the Southwest Frontier: A Tri-Cultural Study, 1890-1990
Department of Curriculum and Foundations
Cleveland State University

Eurydice Bouchereau Bauer

Code-Switching During Shared and Emergent Reading of a Bilingual Preschooler
Department of Reading Education
University of Georgia

Julie A. Bianchini

Toward Inclusive Science Education: Research on Faculty Development and Curricular Improvement at the Undergraduate Level
Department of Education
University of California, Santa Barbara

Charles Bidwell

Faculty Social Control and Student Achievement
Department of Sociology
University of Chicago

John D. Bonvillian and Filip Loncke

The Use of Sign and Gesture in Simultaneous Systems
Department of Psychology
University of Virginia

Frank T. Burke

An Operational Basis for John Dewey's Theory of Inquiry
Department of Philosophy
University of South Carolina - Columbia

Ruth Breckinridge Church

Can Children Learn from Televised Speech and Gesture?
Department of Psychology
Northeastern Illinois University

George J. Sefa Dei

Rethinking Schooling and Education in the African Context
Ontario Institute for Studies in Education
University of Toronto, Canada

**Small
Research
Grants**

Joan DeFattore

The Controversy Over Religious Speech in Public Schools
Department of English
University of Delaware

Jack Dougherty

African-American School Reform Movements in the Urban North, 1930-1990
Department of Educational Policy Studies
University of Wisconsin-Madison

Wayne K. Durrill

Leading Universities and the Industrial Revolution
Department of History
University of Cincinnati

Anne Haas Dyson

The Role of Childhood Cultures in Early School Literacy
Graduate School of Education
University of California, Berkeley

David Walter Galenson

Ethnicity and Nineteenth-Century School Attendance: A New Look
National Bureau of Economic Research

Josephine Goldsmith-Phillips

Articulatory-Motor Dysfunction in Children with Developmental Dyslexia
Department of Educational Psychology
Rutgers, The State University of New Jersey

Thomas L. Good

An Analysis of Educational Programs in Charter Schools
Department of Educational Psychology
University of Arizona

Steven R. Guberman

Informal Science Learning: Parent-Child Conversations in a Natural History Museum
School of Education
University of Colorado at Boulder

Leslie Rupert Herrenkohl

Developing Intellectual Communities in Elementary Science Classrooms
Department of Educational Psychology
University of Washington

C. Denise Johnson

The Effects of Electronic Dialoguing on Preservice Teachers' Attitude and Use of Technology in a Reading Methods Course
Department of Childhood and Special Education
University of Central Arkansas

Robert Kargon

Responding to Change: Science, Higher Education and America's New Industrial Heartland, 1880-1915
Department of the History of Science
Johns Hopkins University

Novella Z. Keith

Developing a Theory of Participation for Urban School Reform
College of Education
Temple University

Bruce A. Kimball

Documentary History of Liberal Education, with Particular Attention to the 20th-Century United States
Graduate School of Education
University of Rochester

Peter A. Konecny

Higher Education and Civic Identity in the Soviet Union, 1945-1964
Ottawa, Ontario, Canada

Anne Meis Knupfer

To Become Good, Self-Supporting Women: Delinquent Girls and Their Re-Education in Chicago, 1900-1935
Department of Educational Studies
Purdue University

Deanna Kuhn

Investing in the Metacurriculum
Department of Developmental and Educational Psychology
Teachers College,
Columbia University

Luis M. Laosa

Children Who Migrate to the United States from Puerto Rico: Effects of School Segregation (Ethnic and Linguistic) on English-Language Acquisition Rate and Behavioral/Emotional Adaptation
Educational Testing Service
Princeton, New Jersey

Peggy Levitt

Comparative and Historical Perspectives on Transnational Social Change
Sociology Department
Wellesley College

David Louis

Talk About Math—Understanding Communities of Learners in a Mathematics Classroom
Jordan Middle School
Palo Alto, California

Richard A. Meckel

History of the Urban School Hygiene Movement
American Civilization Department
Brown University

Debra Mekos

Community Influences on the School Investment of Urban Adolescent Girls
Department of Maternal and Child Health
Johns Hopkins University

Michael S. Neiberg

The Changing Nature of the Reserve Officers Training Corps Program from its Inception in 1916 to 1980
Department of History
Carnegie Mellon University

Ageliki Nicolopoulou

Mobilizing the Untapped Potential of Peer-Group Practices in Preschool Settings to Promote the Narrative Development of Low-Income Children
Department of Psychology
Lehigh University

Carla O'Connor

Through the Fire: Exploring the Educational Resilience of Black Women of Low-Income and Working Class Origins
School of Education
University of Michigan

Timothy H. Parsons

Social Implications of Colonial Education and the African Boy Scout Movement in Anglophone, Africa, 1900-1970
Department of African and Afro-American Studies
Washington University

Joel Perlmann

Schooling and Early Occupational Experiences of the Second Generation, 1990
Levy Economics Institute
Bard College

Charles Richard Potts

Effects of Television Safety Messages on Children's Physical Risk-taking and Hazard Identification
Department of Psychology
Oklahoma State University

Sean Fitzpatrick Reardon

Social Class and Community Differences in Patterns of Adolescent Drug Use and Its Consequences: Combining Survey Data with Ethnographic Description
Cambridge, Massachusetts

Sean Fitzpatrick Reardon

Patterns of Multi-Racial Diversity and Segregation in U.S. Schools
Graduate School of Education
Harvard University

Barbara Rienzo, James Button, and Kenneth Wald

The Politics of Innovation in Education: School-Based Health Care
Department of Health Science
Education
University of Florida

Jacqueline McLeod Rogers

Interdisciplinary Knowledge Narratives: Intersecting Practice and Theory
Centre for Academic Writing
University of Winnipeg, Canada

Mike Rose

The Learning and Cognition of Skilled Work
Graduate School of Education and Information Studies
University of California,
Los Angeles

Diane Salmon and Ruth Ann Freedman

Collaboration on Relational Literacy
Educational Psychology
Department
National-Louis University

Gavriel Salomon

International Peace Education: Laying the Foundations for Systematic Scholarship
Faculty of Education
University of Haifa, Israel

Rosemary C. Salomone

Children's Rights, Parents' Rights and the Shifting Balance of School Governance
School of Law
St. John's University, New York

Helen Schwartzman and Samuel P. Whalen

Ways Online: An Ethnography of Children's Ways of Taking and Making Meaning in Cyberspace
Department of Anthropology
Northwestern University

Richard J. W. Selleck

Students and Teachers at the University of Melbourne, 1855-1939
Faculty of Education
Monash University, Australia

Janet Farrell Smith

A Sense of Community: Connecting Theory and Practice in Multicultural Education
Department of Philosophy
University of Massachusetts
Boston

Michael W. Smith and William Connolly

Fostering Instructional Conversations about Poetry
Department of Learning and Teaching
Rutgers, The State University of New Jersey

Nancy J. Smith-Hefner

Education, Gender, and Cultural Adaptation Among Second Generation Khmer Americans
Department of English
University of Massachusetts
Boston

Kaveri Subrahmanyam

A Cross-Linguistic Study of Children's Acquisition of Object and Substance Words
Department of Child and Family Studies
California State University,
Los Angeles

Wei Sun

Mathematics Curriculum for Pre-Service Teachers in the People's Republic of China
Mathematics Department
Towson University

Sam Swope

Acquisition of Writing Skills Over Time
New York, New York

Valentina Tarasova

Comparative Study of the Systems of Humanities Education of Engineers in Russia and the United States of America
Moscow, Russia

Gail E. Thomas

Comparative Study of Historically Black Colleges and Universities in South Africa and the United States
Education Policy Unit
University of the Western Cape,
South Africa

Margaret A. Thomas

Universal Grammar and the History of Concepts of Second Language Learning
Slavic and Eastern Languages
Department
Boston College

Thomas Toch

Public School Privatization
Washington, DC

Maria Varelas, Stacy Wenzel, and Barbara Luster

Told Ya I'm Smart: Girls and Boys Constructing Scientific Knowledge in an Urban Classroom
Department of Curriculum and Instruction
University of Illinois at Chicago

William R. Veal

Block Schedule Inquiry: Implications for the Learning Community
Department of Curriculum and Instruction
Indiana University

James M. Wallace

Angelo Patri: Memoirs in Progress
Graduate School of Professional Studies
Lewis & Clark College

Lois Weiner

Urban Teacher Preparation
Department of Administration, Curriculum, and Instruction
Jersey City State College

Inquiries regarding the Small Research Grants Program may be directed to: Small Research Grants Program, The Spencer Foundation, 900 North Michigan Avenue, Suite 2800, Chicago, IL 60611-6525.

**THE JOHN D. AND CATHERINE T. MACARTHUR FOUNDATION/
SPENCER FOUNDATION PROFESSIONAL DEVELOPMENT
RESEARCH AND DOCUMENTATION GRANTS**

William Firestone

Learning in an Urban Professional Development School
Graduate School of Education
Rutgers, The State University of New Jersey
\$148,100 over three years

Michael Fullan and Nancy Watson

The Role of the District: Alternative "Drivers" for Professional Development
Ontario Institute for Studies in Education
University of Toronto, Canada
\$157,400 over three years

Cynthia Greenleaf and Ruth Schoenbach

Close Readings: A Study of Key Issues in the Use of Literacy Learning Cases for the Professional Development of Secondary Teachers
The HERALD Project
WestEd Regional Education Laboratory
San Francisco, California
\$150,000 over three years

Pamela Grossman and Sam Wineburg

Studying a Community of Learners: A Department-Based Model of Professional Development
School of Education
University of Washington
\$150,000 over three years

Judith Warren Little

Teachers' Professional Development in the Context of Secondary School Reform
Graduate School of Education
University of California, Berkeley
\$150,000 over three years

Douglas Noble

Work-Based Curriculum Professional Development
Cobblestone School
State University of New York at Geneseo
\$146,260 over three years

Alan Taylor and Kathleen Medina

Every Teacher an Historian
Area 3 History and Cultures Project
University of California, Davis
\$149,850 over three years

Edward F. Tobia, Bruce Haslam, and Katrina Laguarda

School-Based Professional Development and Reform: The Work of San Antonio's Instructional Guides
San Antonio Independent School District,
Policy Studies Associates,
Washington, D.C.
\$150,000 over three years

The John D. and Catherine T. MacArthur Foundation/Spencer Foundation Professional Development Research and Documentation Program is administered by the Spencer Foundation. After September 1998, requests for support for research on professional development topics can be made to the Spencer Foundation's Small Research Grants or Major Research Grants Programs, The Spencer Foundation, 900 North Michigan Avenue, Suite 2800, Chicago, IL 60611-6525.

PRACTITIONER RESEARCH COMMUNICATION AND MENTORING GRANTS

Christine A. Ashley and James Della Cioppa

Teaching for Transfer Across the Arts Project: An Investigation into How to Teach for Transfer in Music, Visual and Language Arts at the Elementary School Level
Rochester Memorial School
Rochester, Massachusetts
\$15,000

Robert Baroz

Studying the Variety of Roles That Students and Teachers Are Expected to Play in the Process of Learning as a Result of a Mandated Curriculum
Write to Change, Inc.
Clemson, South Carolina
\$15,000

Chris Benson

The Bread Loaf Rural Teacher Network Magazine
Write to Change, Inc.
Clemson, South Carolina
\$14,965

Sheridan Blau

Teachers as Ethnographers of Their Own Practice: Creating Pathways to Interaction
Santa Barbara Classroom Discourse Group
Graduate School of Education
University of California, Santa Barbara
\$14,950

Shirley P. Brown and Lisa Gelzer

Girls, Guys, and Gaps: Gender Construction and Classroom Practices
Philadelphia Writing Project
Graduate School of Education
University of Pennsylvania
\$12,000

Martial Demele

Strengthening Research Mentoring and Capacity Building for an Existing Network
Ecole Nationale d'Administration et de Magistrature
Burkina Faso, West Africa
\$14,675

Judith V. Diamondstone

Building a Social Context for Teachers Researching the Teaching and Learning of Expository Writing
Graduate School of Education
Rutgers, The State University of New Jersey
\$15,000

Sarah Warshauer Freedman

Expanding Collaborations: A Network and Communications Grant
School of Education
University of California, Berkeley
\$15,000

Celia Genishi, Susan Ellen Stires, and Donna Yung-Chan

Learning the Words of Our Language: Experience and Expansion in Pre-Kindergarten
Teachers College,
Columbia University
\$13,400

Keith Gilyard and Nancy Hahn

Freezing the Frames: Using Video to Understand Our Classroom Teaching
The Odyssey Project
Writing Program
Syracuse University
\$12,625

Marion Guerra

Mentoring Teacher Research Partnerships: Crossing Bridges to Extend the Community
Worcester Public Schools
Worcester, Massachusetts
\$13,520

Nancy Jennings

Ganado Intermediate School: A Site for Inquiry and School Reform
Ganado Intermediate Schools
Ganado, Arizona
\$15,000

**Debra LaFleur and
Jenny Dyer**

How Do Conferences Assist Students in Becoming Better Writers?: An Investigation of Talk About Text
Williamston Middle School
Williamston, Michigan
\$12,000

**Christine H. Leland and
Jerome Harste**

The "Education as Inquiry" Study Group
School of Education
Indiana University-Purdue
University at Indianapolis
\$15,000

Beatriz Manz

Education in a Maya Village in the Rain Forest of Guatemala: Mentoring Rural Teacher Researchers
Department of Geography and
Ethnic Studies
University of California, Berkeley
\$15,000

**Brenda Miller-Power and
Ruth Shagoury Hubbard**

Toolbox: Classroom Inquiry Strategies and Techniques
College of Education
and Human Development
University of Maine
\$14,975

Renee Moore

Culturally Engaged Instruction
The Bread Loaf School of English
Middlebury College
\$15,000

Aida A. Nevarez-LaTorre

Bilingual Teacher Research Forum
Department of Curriculum
Instruction and Technology
Temple University
\$15,000

**Georgia Nell Nigro and
Carnie Burns**

Strengthening a Practitioner Research Community in Androscoggin County
Department of Psychology
Bates College
\$12,950

**Michael Robinson and
Gail Sklar**

What Happens to Teacher Practice and Student Learning When Teachers Within a Small Learning Community Take an Inquiry and/or Problem-Based Approach in Their Classrooms?
Simon Gratz High School
Philadelphia, Pennsylvania
\$14,500

Courtney Rogers

Teacher Research in Schools
Fairfax County Public Schools
Falls Church, Virginia
\$14,980

Emily van Zee

Inquiring into Science Learning and Teaching
Science Teaching Center
College of Education
University of Maryland at
College Park
\$15,000

Betsy Wice

What Happens for Children, Practice and Curriculum When Teachers Inquire Together?
The Prospect Archive and Center
for Education and Research
North Bennington, Vermont
\$15,000

Doris Williams-Smith

Revisiting Reflective Practitioners' Research: Launching Publications and Presentations Through Mentoring
College of Education
The University of New Orleans
\$15,000

Inquiries regarding the Practitioner Research Communication and Mentoring Grants Program may be directed to: Practitioner Research Communication and Mentoring Grants Program, The Spencer Foundation, 900 North Michigan Avenue, Suite 2800, Chicago, IL 60611-6525.

**SPENCER-
SPONSORED
CONFERENCES****Researching Issues
of Diversity in
Higher Education**

May 28 - 29, 1997
Chicago, Illinois
Organizers:
Michelle Fine
City University of New York,
Patricia J. Gumpert
Stanford University,
Linda C. Powell
Harvard University

**Immigration and Education:
Issues and Research**

October 8 - 9, 1997
Los Angeles, California
Organizers:
Eugene Garcia
University of California, Berkeley,
Kris Gutierrez
University of California, Los Angeles

**Community Colleges:
Issues and Research**

March 4 - 5, 1998
Washington, DC
Organizers:
Howard B. London
Bridgewater State College,
Lois Weis
State University of New York
at Buffalo,
Ronald Williams
Community College of Philadelphia

The Spencer Foundation periodically organizes conferences on specific topics pertaining to educational research. The purpose of these conferences is to identify and discuss topics that have not yet been explored or require further development and to develop agendas for research that might be conducted. Conference agendas, reports, and participant listings may be found on our web site at www.spencer.org.

SPENCER DISSERTATION FELLOWS

Roberta Brawer

Modern Cosmology as a Cultural Contact Zone: An Ethnography of Research and Education in a Field of Physical Science
Program in Science, Technology and Society
Massachusetts Institute of Technology

Sibyll Carnochan

Deregulating Equity: A Case Study of Title I in Three Schools
Graduate School of Education and Information Studies
University of California, Los Angeles

Prudence Carter

Resistance in Education: The Interplay of Race, Ethnicity, Gender and Social Networks
Department of Sociology
Columbia University in the City of New York

Gilberto Conchas

An American High School and the Paradox of Racial Inequality: The Dialectics Between the Reproductive and Democratic Forces in Schooling
Department of Sociology
University of Michigan

Robert Culp

From 'New Culture' to 'New Life': Ideology and Practice in the Middle Schools of China's Lower Yangzi Region, 1917-1937
Department of History
Cornell University

Regina Deil

Community College Students and Institutional Contexts: Bridging the Gap Between Structure and Agency in Theories of Social Reproduction
Department of Sociology
Northwestern University

Spencer Downing

What TV Taught: Children's Television and Consumer Culture, 1947-1982
Department of History
University of North Carolina at Chapel Hill

Sibel Erduran

Supporting Growth of Chemical Knowledge in Learning Environments: A Discourse Analysis of Students' Argumentation and Reasoning in Chemical Modeling
Peabody College
Vanderbilt University

Ayala Fader

Learning Difference: Moral Education in a Hasidic Community in Boro Park, Brooklyn
Department of Anthropology
New York University

Maria Teresa Fernandez Aceves

Class, Gender, and Power in Guadalajara: Political Mobilization of Women School Teachers, Textile, and Tortilla Workers, 1920-1940
Department of History
University of Illinois at Chicago

Danielle Ford

The Role of Text in Supporting and Extending First-Hand Investigations in Guided Inquiry Science
School of Education
University of Michigan

Kathleen Frydl

The G.I. Bill
Department of History
University of Chicago

Alix Gitelman

Accounting for Treatment Fidelity in Studies to Compare Education Interventions
Department of Statistics
Carnegie Mellon University

Kimberly Goyette

The College-Going Process: An Examination of the College Enrollment of Whites and Asian Americans in the United States
Department of Sociology
University of Michigan

Neil Heffernan

Intelligent Tutoring Systems Have Forgotten the Tutor: Adding a Cognitive Model of Human Tutors
Department of Computer Science
Carnegie Mellon University

Andrew Izsak

Inscribing the Winch: How Students Develop Algebraic Representations of the Physical World
Graduate School of Education
University of California, Berkeley

Makeba Jones

Rethinking African American Students' Agency: Meaningful Choices and Negotiating Meaning
Graduate School of Education and Information Studies
University of California, Los Angeles

Diana Joseph

Passion as a Driver for Learning: A Framework for the Design of Interest-Based Curricula
School of Education and Social Policy
Northwestern University

Galen Joseph

Civilizing the Nation: Education, Race and Democracy in Buenos Aires, Argentina
Department of Anthropology
University of California, Santa Cruz

Michael Kamen

American Biblical Scholarship and the Victorian Crisis of Faith
Department of History
University of Notre Dame

Judith Ann Li

Examining the Effects of Federal Financial Aid on College Tuitions: A Study of Pell Grants
Department of Economics
Harvard University

Valinda Littlefield

'I Am Only One, But I Am One': Southern African-American Female Schoolteachers, 1884-1954
Department of History
University of Illinois at Urbana-Champaign

Scott Marion

Psychometric Concerns When Measuring Advanced Knowledge
School of Education
University of Colorado at Boulder

Julia Mickenberg

Subversive Stories: Children's Literature and the "Progressive Movement" in the U.S., 1935-1965
Program in American Studies
University of Minnesota

Stephen Morgan

Educational Attainment and the Bayesian Dynamics of Expectation Formation
Department of Sociology
Harvard University

Michele S. Moses

In Defense of Race-Conscious Educational Policy and Practice
School of Education
University of Colorado at Boulder

Ruth Curran Neild

Choosing and Sorting: The High School Choice Process in Philadelphia
Department of Sociology
University of Pennsylvania

Amy Paugh

Language Socialization and Educational Practices in a Creole Setting: Changing Ideologies in Dominica, West Indies
Department of Anthropology
New York University

Heather M. Pleasants

New Choices, Old Issues: Examining the Educator Decision-Making Processes of African American Parents in Charter Schools
College of Education
Michigan State University

Mica Pollock

Racing, De-racing, and Erasing Equity: The Policy and Practice of Contradictions
School of Education
Stanford University

Aaron Saiger

State Takeovers of Local School Districts: Politics and Policy
Woodrow Wilson School of Public and International Affairs
Princeton University

Alison Sandman

Pilots vs. Cosmographers: Education and the Practice of Navigation in Sixteenth Century Spain
Department of History of Science
University of Wisconsin-Madison

Abigail Schweber

The Establishment of the Modern Japanese Compulsory Education System
Department of History
Harvard University

Iris Tabak

Unraveling the Development of Scientific Literacy: Domain-Specific Inquiry Support in a System of Cognitive and Social Interactions
School of Education and Social Policy
Northwestern University

Julie Kaomea Thirugnanam

The Hawaiians of Old: Representations of Native Hawaiians in the Elementary Curriculum
College of Education
University of Hawaii at Manoa

Inquiries regarding the Dissertation Fellowship Program may be directed to: Dissertation Fellowship Program, The Spencer Foundation, 900 North Michigan Avenue, Suite 2800, Chicago, IL 60611-6525.

**NATIONAL ACADEMY OF EDUCATION/
SPENCER POSTDOCTORAL FELLOWS**
Alfredo J. Artiles

Toward a Sociocultural Theory of Teacher Learning About Student Diversity
Graduate School of Education and Information Studies
University of California, Los Angeles

Richard B. Arum

The Causes of State Variation in Public School Disciplinary Practices
Department of Sociology
University of Arizona

Dwight S. Atkinson

"Sometimes I Know I Can Never Learn English": English Education Among Disadvantaged Groups in Gujarat, India
Department of English
Auburn University

Brigid J. S. Barron

Groups: An Analysis of Conversations Among High Achieving Sixth Graders Working Within a Video-Based Microworld
School of Education
Stanford University

Ming M. Chiu

Evaluating Group Work Processes: Introducing a New Methodological Tool
Graduate School of Education and Information Studies
University of California, Los Angeles

Pamela E. Dean

Covert Curriculum: Class, Gender, and Student Culture at a New South Woman's College, 1892-1932
Williams Center for Oral History
Louisiana State University

Evelyn Margaret Evans

Confronting the Existential Question: The Emergence of an Understanding of Existence and Non-Existence in Elementary-School Children
Department of Psychology
University of Toledo

Maria E. Franquiz

Informing Reform Efforts: Latino Students and the (Re)Construction of Academic Identity
School of Education
University of Colorado at Boulder

Steven R. Guberman

Working on Understanding: Peer Conversation in a Children's Discovery Center
School of Education
University of Colorado at Boulder

Gretchen W. Guiton

Connecting Large-Scale Assessment with Local Opportunity to Learn Indications in Urban Schools
School of Education
University of Southern California

Rochelle Gutierrez

Advancing Latina/o High School Students in Mathematics: Practices, Beliefs, and Consequences of an Effective Mathematics Department
College of Education
University of Illinois at Urbana-Champaign

Grace Kao

Family Influences on the Educational Outcomes of Immigrant Youth
Department of Sociology
University of Pennsylvania

Gregory J. Kelly

Discourse and Epistemology in Science Education
Graduate School of Education
University of California, Santa Barbara

Paul C. LePore

Choosing Your Alma Mater: A Discreet Choice Model of High School Selection
Department of Sociology
University of Washington

Gerald K. LeTendre

Emotional Choices: How Schools Affect the Educational Decisions of Young Adolescents and Their Families
College of Education
Pennsylvania State University

**NAE/Spencer
Postdoctoral
Fellows**

Xiaodong Lin

Effects of Peers, Cultures and Technologies on Students' Self-Assessment
Peabody College
Vanderbilt University

Kathleen A. Mahoney

Public Debate and Private Conversations: The Harvard Law School Controversy and the Transformation of Catholic Higher Education, 1893-1910
School of Education
Boston College

Danny B. Martin

Mathematics Socialization and Identity Among African Americans: A Multilevel Analysis of Community Forces, School Forces, and Individual Agency
Department of Mathematics
Contra Costa College

Rodney E. McNair

An International Study of the Development of Mathematics Learning Moments
Peabody College
Vanderbilt University

Karen E. Mundy

Educational Multilateralism in a Changing World Order
School of Education
Stanford University

Sheila E. Murray

Empirical Investigations of the Real Effects of Court-Mandated Reform: What Schools Do with More Resources
The James W. Martin School of Public Policy and Administration
University of Kentucky

Christine A. Ogren

The State Normal School Experience: A History
College of Education
University of South Florida

Frank Pajares

Girls, Boys, and Mathematics Self-Efficacy: Reappraising the Confidence Gap
Division of Educational Studies
Emory University

Jianping Shen

Traditionally and Alternatively Certified Teachers in Public Schools
College of Education
Western Michigan University

Richard N. Steinberg

Understanding Science: The Influence of Computers in College Physics
Department of Physics
University of Maryland
at College Park

Armando I. Trujillo

"The Heart of the Community:" Cultivating Community and Student Success
Department of Bicultural and Bilingual Studies
University of Texas
at San Antonio

Caroline Winterer

The Classics and the Transformation of American Higher Education, 1780-1900
Department of History
Northwestern University

Tatyana V. Yakhontova

Anglo-American and Slavic (Ukrainian, Russian) Research Genres: Linguistic, Intercultural, and Pedagogical Issues
Department of Foreign Languages
Lviv State University, Ukraine

The Spencer Postdoctoral Fellowship Program is administered by the National Academy of Education through a grant made in the 1998 fiscal year by the Spencer Foundation for \$4,921,000 over three years. Inquiries may be directed to: National Academy of Education, School of Education, New York University, 726 Broadway, Suite 509, New York, NY 10003-6652.

SPENCER FELLOWS AT THE CENTER FOR ADVANCED STUDY IN THE BEHAVIORAL SCIENCES

Linda Darling-Hammond

Study of Teacher Preparation
Department of Curriculum
and Teaching
Teachers College,
Columbia University

Andrea A. diSessa

*Research Concerns: Computational
media and new literacies; theories
of conceptual change*
Graduate School of Education
University of California, Berkeley

Richard M. Jaeger

*Research Concerns: Implications of
social and cognitive psychology for
performance standards settings*
School of Education
University of North Carolina
at Greensboro

Gary W. Ladd

*Research Concerns: Early transition
and adaptation to school; precursors
of psychopathology and school mal-
adjustment during childhood*
Department of Education
University of Illinois at
Urbana-Champaign

Fellowship awards are administered by the Center for Advanced Studies in the Behavioral Sciences through a grant made in the 1994 fiscal year by the Spencer Foundation of \$900,000 over five years for support of Fellows. Inquiries may be directed to Director, Center for the Advanced Study in the Behavioral Sciences, 75 Alta Road, Stanford, CA 94305-8090.

SPENCER SENIOR SCHOLARS

Ann L. Brown

Psychological Theory and Educational Reform: From the Committee of Ten to the Bush Initiatives
School of Education
University of California, Berkeley
\$345,100
1992

Courtney B. Cazden

Writing Development and Instruction in the English-Writing World
Graduate School of Education
Harvard University
\$300,000
1991

Michael Cole

Creating and Sustaining New Forms of Educational Activity in Community Settings
Department of Communication
University of California, San Diego
\$350,000
1995

Linda Darling-Hammond

Developing Powerful Teaching
Department of Curriculum and Teaching
Teachers College,
Columbia University
\$350,000
1998

Carol Gilligan

The Psychology of Women and the Development of Girls
Graduate School of Education
Harvard University
\$350,100
1990

Kenji Hakuta

Testing Key Hypotheses About Educating Language Minority Students
School of Education
Stanford University
\$350,000
1998

Paul T. Hill

A Long-Term Inquiry into the Hidden Curricula of K-12 Schools
Institute for Public Policy and Management
University of Washington
\$350,000
1994

Sara Lawrence-Lightfoot

Crossing Boundaries and Forging Relationships: The Art and Science of Portraiture
Graduate School of Education
Harvard University
\$350,000
1995

James G. March

Organizational Learning
Graduate School of Business
Stanford University
\$350,000
1995

Richard J. Murnane

Economic Analyses to Improve Education
Graduate School of Education
Harvard University
\$350,000
1996

Alejandro Portes

Growing Up American: The Study of the New Second Generation
Department of Sociology
Princeton University
\$365,600
1997

Lee S. Shulman

Toward a Pedagogy of Substance
School of Education
Stanford University
\$350,600
1990

David Bruce Tyack

Purposes, Policies, and Politics in American Education
School of Education
Stanford University
\$350,000
1996

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

RESEARCH TRAINING GRANTS

**Graduate School of Education
Harvard University**
Cambridge, Massachusetts

**College of Education
Michigan State University**
East Lansing, Michigan

**School of Education
Stanford University**
Stanford, California

**Teachers College,
Columbia University**
New York, New York

**Graduate School of Education
University of California, Berkeley**
Berkeley, California

**Graduate School of Education and Information Studies
University of California, Los Angeles**
Los Angeles, California

**School of Education
University of Michigan**
Ann Arbor, Michigan

**School of Education and Social Policy
Northwestern University**
Evanston, Illinois

**Graduate School of Education
University of Pennsylvania**
Philadelphia, Pennsylvania

**School of Education
University of Wisconsin-Madison**
Madison, Wisconsin

The Research Training Grants Program supports research training in the field of education. In the 1997 fiscal year the Spencer Foundation made grants to nine institutions ranging from \$900,000 to \$2 million. In the 1998 fiscal year a tenth institution was added, bringing the total amount awarded to all institutions to \$12 million.

AMERICAN EDUCATION RESEARCH ASSOCIATION/ SPENCER DOCTORAL RESEARCH FELLOWS

Janeula M. Burt

African American Identity Development: Toward the Development of a Contemporary Model
Department of Educational Foundations, Leadership, and Technology
Auburn University

Matthew D. Davis

Herschel T. Manuel and Latino Educational Policy, 1925-1970
Department of Curriculum and Instruction
University of Texas at Austin

Debra L. Holloway

Arts Transforming Identity and Social Action for Working-Class Girls
School of Education
University of Colorado at Boulder

Tyrone Howard

Culturally Relevant Pedagogy for African American Students
Department of Curriculum and Instruction
University of Washington

Rebecca Jarvis

Narrative Research with Adult Community College Students
Department of Curriculum Studies
Arizona State University

Kevin M. Leander

Communication, Community, and the (Un)Common: An Ethnographic Study of Discourses and Communities as Co-Constructed Activity in a Secondary School Setting
Department of Curriculum and Instruction
University of Illinois at Urbana-Champaign

Lenora de la Luna

Possibilities and Challenges of Collaborative Action Research in Classrooms
Department of Curriculum and Instruction
Purdue University

David Mayrowetz

The Effects of Standards Reform and Assessment on Inclusive Education
Department of Educational Theory, Policy and Administration
Rutgers, The State University of New Jersey

Jennifer Merriman Bausmith

Learning from Text and Graphics: The Effects of Prior Knowledge and Explicit Cueing
Department of Instruction and Learning
University of Pittsburgh

Stephen J. Provasnik

The Quest for Perfection: The Making of the School and the State
History Department
University of Chicago

Kristen Renn

Claiming Space: The College Experience of Biracial and Multiracial Students at Predominantly White Institutions
Higher Education Department
Boston College

Cynthia Reyes

Bicultural Identity of Latina Adolescents and Their Literacy Practices in the School
Department of Education
University of Illinois at Chicago

Tzylmei Alexasia Shi

Against the Odds: College-bound Resilient Minority Adolescents
College of Education
University of Washington

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION/ SPENCER DOCTORAL RESEARCH TRAVEL GRANTS

Angela K. Frusciante

Teachers in Community, About Community and for Community: Creating Community-Action-Inquiry
Department of Education Policy, Planning, and Administration
University of Maryland at College Park

Patricia Marin

Faculty Perspectives of Multi-Racial/Multi-Ethnic College Classrooms
Department of Education Policy, Planning, and Administration
University of Maryland at College Park

The American Educational Research Association/Spencer Doctoral Research Fellowship and Travel Grant Program is administered by the American Educational Research Association (AERA) through a grant of \$1,250,000 made in the 1997 fiscal year by the Foundation. Inquiries may be directed to: AERA/Spencer Doctoral Research Fellowship Program, The American Educational Research Association, 1230 17th Street NW, Washington, DC 20036

SPENCER MENTOR NETWORK AWARDS*

James Anderson

Department of Educational
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University of Illinois
at Urbana-Champaign

Penelope D. Eckert

Department of Linguistics
Stanford University

Michelle Fine

Graduate School and
University Center
City University of New York

James Paul Gee

Department of Curriculum
and Instruction
University of Wisconsin-Madison

Susan Moore Johnson

Graduate School of Education
Harvard University

James T. Patterson

Department of History
Brown University

Mike Rose

Graduate School of Education
and Information Studies
University of California,
Los Angeles

John F. Witte

Department of Political Science
University of Wisconsin-Madison

Members of the Spencer Mentor
Network receive, at the invitation
of the Foundation, \$50,000 over
two years to support doctoral
students engaged in research
on educational issues.

*Awarded April 1998

OTHER GRANTS

John S. Ayers

Support of an Evaluation of the Application Approval Process Employed to Select Chicago's Charter Schools and a Planning Retreat for Chicago's New Charter School Awardees
Leadership for Quality Education
\$20,000

Alan S. Chartock, Selma Kaplan, and Karen Kelly

Support for Educational Research Segments on "The Best of Our Knowledge"
WAMC Public Radio
\$285,000

Regina Cortina and Ariani Friedl

Conference Entitled "Gender and Education in Latin America"
John Nuveen Center for International Affairs
University of Illinois at Chicago
\$20,000

Council on Foundations

Philanthropic Support
\$34,600

Gary DeCoker and Thomas P. Rohlen

Conference on Japanese Textbooks and National Standards
Department of Education
Ohio Wesleyan University
\$25,500

Donors Forum of Chicago

Philanthropic Support
\$17,820

Virginia Edwards, Debra Viadero, and Ron Wolk

Support for Research Reporting in Education Week and Teacher Magazine
Editorial Projects in Education
\$291,800

Kelly Graves-Desai

Dissemination of Education Research in The Harvard Education Letter
\$40,000
Harvard Education Letter Research Initiative: Increasing Our Impact on Schools
Harvard Education Letter
Harvard University
\$285,300

Chester Hartman

Publishing and Disseminating a Series of Studies Relevant to Issues of Educational Quality and Racial Integration of Schools Across the Nation
Poverty & Race Research Action Council
\$20,500

Independent Sector

Philanthropic Support
\$10,250

Frank Kemerer and Stephen Sugarman

Symposium on School Choice, Law and Public Policy
School of Law
University of California, Berkeley
\$40,000

Alan C. Kerckhoff

Comparative Educational Attainment Trajectories
Department of Sociology
Duke University
\$25,000

Linda Lenz

Support for "Catalyst: Voices of Chicago School Reform"
Community Renewal Society
\$120,000

Gene Maeroff

Seminar for Journalists Reporting on Educational Research
Hechinger Institute on Education and the Media
Teachers College,
Columbia University
\$30,000

Hugh Mehan and Marcia Venegas-Garcia

San Diego Area Writing Project Conference on Teacher Research
Department of Sociology
University of California,
San Diego
\$10,000

Kent D. Peterson

Partial Support for the Study Entitled "School Reconstitution: Early Lessons from the Field"
Department of Educational Administration
Roosevelt University
\$6,000

The Philanthropy Roundtable

Philanthropic Support
\$1,000

Wendy D. Puriefoy and Michelle E. Hynes

Support of a Research Task Force on a Project to Support Dissemination of Key Education Research Findings to Local Education Funds
Public Education Network
\$27,600

Laura R. Randall and Joan Brownell Anderson

Support for the University Seminar's Program on the Primary Level Dropout Phenomenon in Latin America
University Seminars
Columbia University in the City of New York
\$20,000

Ken Rolling

Support for an Evaluation Advisory Committee for the Chicago Annenberg Challenge
Chicago Annenberg Challenge
\$15,000

Peter Stearns, Peter Seixas, and Samuel Wineburg

Support of a Conference Entitled "Teaching and Learning as Epistemic Acts"
American Historical Association
\$25,000

William L. Taylor

Assessment of the Impact of Recent Changes in the Federal Title I Program on the Achievement Levels of Poor and Minority Students
Citizens Commission on Civil Rights
\$50,000

Tides Center/Grantmakers for Education

Philanthropic Support
\$3,000

Nancy B. Tuma and Mikk Titma

Soviet Education and the Early Life Career
Department of Sociology
Stanford University
\$28,000

University of Chicago

Support of an Education Panel at the Challenge for Modern Democracy's Conference Entitled "Educating Citizens and Experts in a Democracy: The Dual Role of Research Universities"
\$13,550

GRANTS IN PROGRESS

**John P. Allen,
Myriam Shecter, and
C. Gordon Wells**

Extending Learning Through Talk
Ontario Institute for Studies
in Education
University of Toronto, Canada
\$285,000 in 1995

Joseph P.B. Allen

*Extra-Curricular Influences on Paths
into and out of Academic Difficulties
Among At-Risk Adolescents*
Department of Psychology
University of Virginia
\$238,900 in 1995

**Richard C. Anderson and
William E. Nagy**

*Learning to Read Chinese:
Effects of Metalinguistic Knowledge
and Volume of Reading on the
Acquisition of Literacy in a
Non-Alphabetic Writing System*
Center for the Study of Reading
University of Illinois at Urbana-
Champaign
\$321,450 in 1997

Kathryn H. Au

*The Successful Education of
Hawaiian Children: A Study of
Preservice and Mentor Teachers*
College of Education
University of Hawaii at Monoa
\$192,100 in 1997

Albert R. Bandura

*Impact of Self-Efficacy on Trajectories
of Social and Academic Development*
Department of Psychology
Stanford University
\$176,440 in 1994

**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 in 1996

**Marjorie J. Beeghly and
Edward Z. Tronick**

*Early Development of African-
American Children: Factors
Predicting Cognitive Competence
and Adjustment*
Child Development Unit
Children's Hospital, Boston
\$300,000 in 1997

Vern L. Bengtson

*Generational X and Their Elders:
Intergenerational Influences on
Educational and Occupational
Attainment over Four Generations*
Ethel Percy Andrus
Gerontology Center
University of Southern California
\$257,900 in 1996

Carl Bereiter

*The Development of Teachers
Engaged in Collaborative Strategy
Instruction with Inner-City
Adolescent Delayed Readers*
Ontario Institute for Studies
in Education
University of Toronto, Canada
\$321,200 in 1994

**Mark Berends and
Samuel R. Lucas**

*The Structure and Effects of
Tracking in the United States:
A Temporal Perspective*
Institute on Education
and Training
The RAND Corporation
\$472,800 in 1997

Paul Bloom

Syntactic Support in Word Learning
Department of Psychology
University of Arizona
\$321,700 in 1993

**David Bloom and
Susan R. Goldman**

*Using Multiple Texts for Academic
Learning: Social and Cognitive
Perspectives*
Department of Teaching
and Learning
Vanderbilt University
\$532,900 in 1997

Lloyd Bond

*To Investigate Sources of Adverse
Impact in the National Board for
Professional Teaching Standards
Early Adolescence/English Language
Arts Assessment*
Center for Educational Research
and Evaluation
University of North Carolina
at Greensboro
\$469,600 in 1997

Georges Bordage

*Assessing Medical Students'
Diagnostic and Semantic Competence
During Case Presentations: Studies
of Reliability, Validity, and Feasibility*
College of Medicine
University of Illinois at Chicago
\$297,150 in 1995

Jeanne Brooks-Gunn

*Storytimes: Language and
Literacy in the Context
of Home Visiting Programs*
Center for Young Children
and Families
Teachers College,
Columbia University
\$238,900 in 1997

Jerome Bruner

Meaning Making in Context
School of Law
New York University
\$377,250 in 1995

Mary Lynn M. Bryan

The Jane Addams Papers
The Jane Addams Papers
Duke University
\$20,000 in 1996

Anthony S. Bryk

*Renewal: The Consortium
on Chicago School Research*
University of Chicago
\$619,800 in 1994

**Ronald S. Burt and
Joseph Jannotta, Jr.**

*Building Bridges: A Study of
Mentors and the Social Capital
of Promising Minorities*
Chicago Management Council
\$45,000 in 1997

Robert B. Cairns

*Intergenerational Turning Points
for School Success*
Center for Developmental Science
University of North Carolina
at Chapel Hill
\$258,750 in 1997

**Marilyn Cochran-Smith
and Susan L. Lytle**

*Teacher Inquiry and the
Epistemology of Teaching*
School of Education
University of Pennsylvania
\$256,700 in 1993

Sophia Cohen

When the Learners' Thinking Takes Center Stage: A Study of Teacher and Classroom Change
Center for the Development of Teaching
Education Development Center, Inc.
\$81,743 in 1997

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 in 1996

Michael N. Danielson and Jennifer L. Hochschild

With the Best Intentions: New York State and Racial Separation in Yonkers
Woodrow Wilson School of Public and International Affairs
Princeton University
\$162,600 in 1997

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 in 1996

David K. Dickinson

Examining and Changing Discourse Environments in Preschool Classrooms
Family, School, and Community Division
Education Development Center, Inc.
\$299,700 in 1996

Anne H. Dyson

Sociocultural Diversity and Literacy Development in Urban Primary Schools
Graduate School of Education
University of California, Berkeley
\$125,000 in 1994

Mary Ann Dzuback

Women Social Science Scholars in the Academy, 1890-1940
Department of Education
Washington University
\$132,700 in 1995

Jacquelynne S. Eccles and Bonnie L. Barber

Passages Through Adolescence: Implications for Educational Outcomes
Institute for Social Research
University of Michigan
\$312,500 in 1995

Marcia Farr

Language, Literacy and Gender: Oral Traditions and Literacy Practices Among Mexican Immigrant Families
Department of English
University of Illinois at Chicago
\$265,150 in 1995

Michael J. Feuer

Assessment Strategies for the Federal Title I Program
Commission on Behavioral and Social Sciences and Education
National Academy of Sciences
National Research Council
\$100,000 in 1997

Michelle Fine (joint research project with Lois Weis at SUNY at Buffalo)

Sites of Possibility in Urban America
Graduate School and University Center
City University of New York
\$274,545 in 1996

Michael Fultz

African-American Teachers in the South, 1890-1960
Department of Educational Policy Studies
University of Wisconsin-Madison
\$182,100 in 1997

Karen C. Fuson

Supporting Urban Latino Children's Constructions of Arithmetical Understandings by Using Parent Tutors in the School
School of Education and Social Policy
Northwestern University
\$313,000 in 1994

Karen Gallas, Iris Feldman, Linda Goldman, and Anne Martin

Teacher-Initiated Professional Development: The Lawrence School Teacher Study Groups
Brookline Public Schools
Brookline, Massachusetts
\$94,620 in 1996

James P. Gee and Sarah A. Michaels

Talk, Text, and Identity: Understanding Teaching and Learning in a Post-Progressive Science Program
Jacob Hiatt Center for Urban Education
Clark University
\$300,310 in 1996

Merryl Goldberg

SUAVE: Examining the Role of Coaching as a Professional Development Model
College of Education
California State University, San Marcos
\$150,000 in 1997

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
Harvard University
\$102,725 in 1996

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

Esther N. Goody

Authority and Effective Learning in Northern Ghana
Department of Social Anthropology
University of Cambridge, United Kingdom
\$232,900 in 1997

Usha Claire Goswami

Factors Influencing the Use of Analogical Reasoning by Young Children
Institute of Child Health
University College, London Medical School, United Kingdom
\$111,100 in 1996

Grants in Progress

Stephen J. Griffin

Making the Transparent Visible: Teachers' Research on Classroom Discourse
 Technical Educational Research Center (TERC)
 \$249,700 in 1997

David Hammer

Advancing Reforms in Science Education: Teachers' Conceptual Resources
 Center for the Development of Teaching
 Education Development Center, Inc.
 \$106,537 in 1997

Sara Harkness and Charles M. Super

Parental Ethnotheories, Cultural Practices, and the Transition to School
 School of Family Studies
 University of Connecticut
 \$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
 Stanford University
 \$441,400 in 1994

James J. Heckman

The Value of Certifying Skills: A Case Study of the GED
 Department of Economics
 University of Chicago
 \$216,900 in 1995

G. Alfred Hess

Strengthening the Links Between Communities and Schools
 Northwestern University
 \$300,000 in 1996

George Hillocks, Jr.

How State Assessments Influence Curricular Content and Classroom Practice: The Case of Writing
 Department of Education
 University of Chicago
 \$278,200 in 1995

Frederick E. Hoxie

Postdoctoral Fellowships in the History of Education
 Newberry Library
 \$185,000 in 1997

A. Michael Huberman

The Conceptual Effects of Disseminating Research-Based Knowledge to Educational Professionals
 Graduate School of Education
 Harvard University
 \$163,600 in 1994

Philip W. Jackson

Teaching and Learning Through the Arts: A Post-Deweyan Perspective
 Department of Education
 University of Chicago
 \$184,500 in 1994

Jerry A. Jacobs

Gender and the College Curriculum
 Department of Sociology
 University of Pennsylvania
 \$169,475 in 1996

Harry Judge

The State, Schools and Religion
 Brasenose College
 University of Oxford,
 United Kingdom
 \$37,000 in 1997

Richard D. Kahlenberg

Research and Writing of a Book Examining Inequality of Educational Opportunity
 Center for National Policy
 \$25,000 in 1997

John F. Kain

Minority Suburbanization and the Achievement of Minority Students
 Department of Economics
 Harvard University
 \$214,700 in 1997

Amy Kyratzis

Gender, Peer Groups, and Social Identity in the Preschool
 Department of Education
 University of California,
 Santa Barbara
 \$55,200 in 1996

Ellen Condliffe Lagemann

The Social History of Educational Research in the United States from the 1860s to the 1960s
 School of Education
 New York University
 \$368,450 in 1987

Carol D. Lee

Cultural Modeling in Reading Comprehension: Implications for Teacher and Student Cognition
 School of Education and Social Policy
 Northwestern University
 \$136,250 in 1996

Valerie E. Lee

High School Size: Effectiveness, Equity, and Meaning to School Members
 School of Education
 University of Michigan
 \$101,500 in 1997

Mary J. Levitt and Jerome L. Levitt

Social Networks and School Adaptation Across the Child to Adolescent Transition
 Department of Psychology
 Florida International University
 \$293,350 in 1997

Catherine Lewis, Victor Battistich, and Daniel Solomon

Educational Change and the Role of Teacher Community: Understanding the Effects of the Child Development Project
 The Developmental Studies Center
 \$149,700 in 1997

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 in 1996

Sally Lubeck

Measuring the Construct of 'Social Context' in Preschool Programs for Economically Disadvantaged Children
 School of Education
 University of Michigan
 \$137,100 in 1996

Kenneth Ludmerer

American Medical Education in the Twentieth Century
 Department of Medicine
 Washington University
 \$30,000 in 1996

Dan P. McAdams

Generativity in Black and White
School of Education and
Social Policy
Northwestern University
\$367,200 in 1995

G. Williamson McDiarmid

*Teachers in Charge: A Study of
Kentucky Teachers' Professional
Development Plans*
National Center for Research
on Teacher Learning
University of Alaska Anchorage
\$150,000 in 1996

David McNeill

*Children's Representation
of Motion Events*
Department of Psychology
University of Chicago
\$418,400 in 1996

John Merrow

*Radio Forums on Current Issues
in Education*
Learning Matters, Inc.
New York, New York
\$241,000 in 1996

Mary Haywood Metz

*Real Schools in Disparate
Circumstances: How Community
Social Class Shapes Teachers'
Working Lives and the Opportunities
They Learn to Offer Their Students*
Department of Educational
Policy Studies
University of Wisconsin-Madison
\$40,000 in 1997

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

Donald R. Moore

*School Community Standards Project
Designs for Change*
Chicago, Illinois
\$390,000 in 1996

Pamela A. Moss

*Developing Coherence Between
Assessment and Reform: A Role
for Hermeneutics in Licensing and
Professional Development of Teachers*
School of Education
University of Michigan
\$459,650 in 1997

Margaret A.M. Murray

*Factors Contributing to
Women's Success as Professional
Mathematicians: The Doctoral
Classes of 1940-1959*
Department of Mathematics
Virginia Polytechnic Institute
and State University
\$65,100 in 1997

Diana C. Mutz

*The Company of Strangers: Social
Context and the Public Sphere*
Department of Political Science
University of Wisconsin-Madison
\$79,500 in 1996

**Rebecca S. New and
Bruce L. Mallory**

*The Socio-Cultural Construction
of Home-School Relations:
The Case of Reggio Emilia
and Contemporary Italy*
Department of Education
University of New Hampshire
\$296,150 in 1997

Norman Nie

*Educational and Social Outcomes
Research Analysis*
Department of Political Science
University of Chicago
\$20,000 in 1997

Anat Ninio

*The Acquisition of
Dependency Grammar*
Department of Psychology
Hebrew University of
Jerusalem, Israel
\$218,775 in 1996

**Jody D. Nyquist,
Ann Austin, Jo Sprague,
and Donald Wulff**

*The Development of Graduate
Students as Prospective Teaching
Scholars: A Longitudinal
Research Project*
Center for Instructional
Development and Research
University of Washington
\$254,450 in 1996

Mary Catherine O'Connor

*Teacher Discourse in Middle School
Mathematics Classrooms*
School of Education
Boston University
\$212,500 in 1996

David R. Olson

Belief in Education
Ontario Institute for Studies
in Education
University of Toronto, Canada
\$167,000 in 1995

**Annemarie Palincsar and
Shirley Magnusson**

*Three Activity Settings Supporting
Communities of Practice Among
Teachers*
School of Education
University of Michigan
\$105,078 in 1997

**David M. Post,
David G. Abler,
Dennis P. Hogan, and
Leif I. Jensen**

*Family Welfare and Children's
Schooling: A Study of Chile, Peru,
and Mexico*
Department of Agricultural
Economics and Rural Sociology
Pennsylvania State University
\$269,350 in 1995

**Harold A. Richman and
Joan R. Wynn**

*Furthering Education: The
Relationship of Schools and
Other Institutions*
Chapin Hall Center for Children
University of Chicago
\$320,000 in 1996

**Joanne E. Roberts and
Margaret R. Burchinal**

*A Longitudinal Study of the Role
of Language in School Success for
African-American Children*
Frank Porter Graham Child
Development Center
University of North Carolina
at Chapel Hill
\$327,950 in 1997

Grants in Progress

Melissa Roderick

Student Life in High Schools Project
School of Social Service Administration
University of Chicago
\$28,800 in 1997

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 1995

Ken Rolling and Mark A. Smylie

Evaluation of the Chicago Annenberg Challenge
Chicago Annenberg Challenge
\$320,000 in 1996

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 in 1996

Michael Rosenthal

Biography of Nicholas Murray Butler, President of Columbia from 1902-1945
Department of English and Comparative Literature
Columbia University in the City of New York
\$93,000 in 1996

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

Christopher A. Stray

The Shaping of a Discipline: Classics in Cambridge, 1822-1914
Department of Classics and Ancient History
University of Wales, Swansea, United Kingdom
\$101,100 in 1996

Rosamund Sutherland and Maria Teresa Rojano

Mexican/British Project on the Role of Spreadsheets Within School-Based Mathematical Practices
School of Education
University of London, United Kingdom
\$132,120 in 1994

Patricia M. Thane

Oral History of Higher Educated Women in Britain 1920s-1970s
School of Social Sciences
University of Sussex, United Kingdom
\$157,600 in 1995

Michael Tomasello

Joint Attention and the Emergence of Language
Department of Psychology
Emory University
\$113,800 in 1995

Vivian Troen, Katherine Boles, and Mieko Kamii

A Study to Analyze the Process, Conditions, and Policy Arrangements That Support Teacher Learning in a Successful Professional Development Site
Brookline Public Schools and Boston Public Schools
\$149,550 in 1997

Pamela B. 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, Cynthia Ballenger, and Ann S. Rosebery

Understanding Learning in Teacher Researcher Communities
Technical Educational Research Center (TERC)
\$240,000 in 1995

Lois Weis (joint project with Michelle Fine at CUNY)

Sites of Possibility in Urban America
Department of Educational Organization, Administration, and Policy
State University of New York at Buffalo
\$312,455 in 1996

Carol H. Weiss and Joseph P. Newhouse

Postdoctoral Fellowships in Evaluating Programs for Children
Harvard Project on Schooling and Children
Harvard University
\$720,600 in 1996

John B. Willett and Judith D. Singer

Bridging the Gap Between Methodology and Substance: Advances in Study Design and Statistical Analysis for Educational Research
Graduate School of Education
Harvard University
\$397,950 in 1997

J. Douglas Willms

School and Community Effects on Children's Educational and Health Outcomes
Atlantic Centre for Policy Research in Education
University of New Brunswick, Canada
\$271,350 in 1997

Samuel S. Wineburg

Historical Sense-Making: An Intergenerational Study
College of Education
University of Washington
\$156,800 in 1995

Dennis Palmer Wolf

Going for Broke: Sustained Professional Development for Mid-Career Teacher-Leaders
Performance Assessment Collaboratives for Education (PACE)
Harvard Graduate School of Education
Harvard University
\$122,011 in 1997

Kenneth Zeichner and Cathy Caro-Bruce

The Nature and Impact of an Action Research Program for Teachers and Principals in One Urban School District
Madison Metropolitan School District/University of Wisconsin-Madison
\$79,000 in 1996

Grants in Progress reflect major research and professional development grants active through August 31, 1998.

GRANTEE PUBLICATIONS RECEIVED

Atwell, Nancie

In the Middle: New Understandings About Writing, Reading and Learning
Boynnton/Cook Publishers,
Portsmouth, NH, 1998

August, Diane, and Kenji Hakuta

Improving Schooling for Language-Minority Children: A Research Agenda
National Academy Press,
Washington, DC, 1997

August, Diane, and Kenji Hakuta

Educating Language-Minority Children
National Academy Press,
Washington, DC, 1998

Bandura, Albert

Self-Efficacy: The Exercise of Control
W.H. Freeman and Company,
New York, 1997

Blythe, Tina

The Teaching for Understanding Guide
Jossey-Bass Publishers,
San Francisco, 1998

Callan, Eamonn

Creating Citizens: Political Education and Liberal Democracy
Clarendon Press, Oxford,
England, 1997

Carroll, Jackson W., Barbara G. Wheeler, Daniel O. Aleshire, and Penny Long Marler

Being There: Culture and Formation in Two Theological Schools
Oxford University Press,
New York, 1997

Chicago Panel on School Policy

Chicago Public School Data Book: School Year 1994-95
Chicago Panel on School Policy,
Chicago, 1996

Cole, Michael

Cultural Psychology: A Once and Future Discipline
The Belknap Press of Harvard University Press, Cambridge, MA, 1996

Dyson, Anne Haas

What Difference Does Difference Make: Teacher Reflections on Diversity, Literacy and the Urban Primary School
National Council of Teachers of English, Urbana, IL, 1997

Dyson, Anne Haas

Writing Superheroes: Contemporary Childhood, Popular Culture and Classroom Literacy
Teachers College Press, New York and London, 1997

Fajans, Jane

They Make Themselves: Work and Plan Among the Baining of Papua New Guinea
University of Chicago Press,
Chicago, 1997

Farley, Reynolds (Ed.)

State of the Union: America in the 1990s
Volume I: Economic Trends
Russell Sage Foundation,
New York, 1995

Farley, Reynolds (Ed.)

State of the Union: America in the 1990s
Volume II: Social Trends
Russell Sage Foundation,
New York, 1995

Foster, Michele

Black Teachers on Teaching
The New Press, New York, 1997

Ginsburg, Herbert P.

Entering the Child's Mind: The Clinical Interview in Psychological Research and Practice
Cambridge Press, New York, 1997

Handler, Richard, and Eric Gable

The New History in an Old Museum: Creating the Past at Colonial Williamsburg
Duke University Press,
Durham, NC, 1997

Heller, Caroline E.

Until We Are Strong Together: Women Writers in the Tenderloin
Teachers College Press,
New York, 1997

Holloway, Susan D., Bruce Fuller, Marylee F. Rambaud, and Costanza Eggers-Pierola

Through My Own Eyes: Single Mothers and the Cultures of Poverty
Harvard University Press,
Cambridge, MA, 1997

Lavin, David E. and David Hyllegard

Changing the Odds: Open Admissions and the Life Chances of the Disadvantaged
Yale University Press,
New Haven, CT, 1996

Lawrence-Lightfoot, Sara, and Jessica Hoffman Davis

The Art and Science of Portraiture
Jossey-Bass Publishers,
San Francisco, 1997

Peshkin, Alan

Places of Memory: Whiteman's Schools and Native American Communities
Lawrence Erlbaum Associates Publishers, Mahwah, NJ, 1997

Vernon-Feagans, Lynne

Children's Talk in Communities and Classrooms
Blackwell Publishers, Inc.,
Cambridge, MA, 1996

Wells, Amy Stuart, and Robert L. Crain

Stepping over the Color Line: African-American Students in White Suburban Schools
Yale University Press,
New Haven, CT, 1997

Williams, John B.

Race Discrimination in Public Higher Education: Interpreting Federal Civil Rights Enforcement, 1974-1996
Praeger Publishers,
Westport, CT, 1997

Wiske, Martha Stone

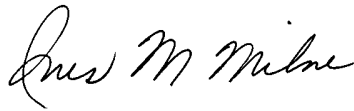
Teaching for Understanding: Linking Research with Practice
Jossey-Bass Publishers,
San Francisco, 1997

REPORT OF THE TREASURER

Ines M. Milne

On March 31, 1998, the assets of the Spencer Foundation totaled \$494 million. These assets are invested primarily in equities actively managed by Cedarpoint Capital Management, Inc., New York; and in S & P 500 and EAFE indexed equity funds managed by State Street Global Advisors, Boston. The Finance and Audit Committee of the Board of Directors, assisted by the Treasurer and 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 Northern Trust Company is custodian bank. A complete list of the Foundation's assets is available for inspection at the Foundation.

The Foundation made its first distributions in 1971 and through March 31, 1998, has authorized grants and fellowships of \$201.7 million, of which \$27.4 million remains payable in future fiscal years. During the 1998 fiscal year, the Foundation made payments on grants and fellowships totaling \$14.5 million, and the Board of Directors anticipates making grants at a slightly higher level through the 1999 fiscal year. The audited financial statements of the Spencer Foundation begin on page 40.



Ines M. Milne
Treasurer and Controller

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, 1998 and 1997, 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. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, such financial statements present fairly, in all material respects, the financial position of The Spencer Foundation as of March 31, 1998 and 1997, and the changes in its net assets and its cash flows for the years then ended in conformity with generally accepted accounting principles.

Deloitte & Touche LLP

Chicago, Illinois
May 12, 1998

STATEMENTS OF FINANCIAL POSITION

MARCH 31, 1998 AND 1997

(Thousands of Dollars)

	1998	1997
ASSETS:		
Investments , at quoted market value (cost: 1998-\$230,204; 1997-\$227,015) (Note 3)	\$ 492,591	\$ 356,028
Cash (including funds held by investment custodians: 1998 - \$164; 1997 - \$2,218)	1,008	2,437
Other assets:		
Accrued interest and dividends	126	153
Other	<u>308</u>	<u>393</u>
Total Assets	494,033	359,011
LIABILITIES:		
Grants payable	27,432	21,879
Payable to brokers	203	173
Accounts payable and accrued expenses	392	350
Excise taxes payable	<u> </u>	<u>38</u>
Total Liabilities	28,027	22,440
UNRESTRICTED NET ASSETS (Note 6)	\$ 466,006	\$ 336,571

See notes to financial statements.

STATEMENTS OF ACTIVITIES
YEARS ENDED MARCH 31, 1998 AND 1997

(Thousands of Dollars)

	1998	1997
REVENUE AND GAINS:		
Dividends	\$ 5,942	\$ 6,018
Interest	302	483
Realized gains	13,419	8,627
Increase in unrealized gains	133,374	46,082
Total revenue and gains	153,037	61,210
GRANTS AND OTHER EXPENSES:		
Grants authorized (Note 5)	19,682	24,775
Administrative expenses	2,503	2,273
Investment services	793	600
Excise taxes (Note 4)	624	269
Total grants and other expenses	23,602	27,917
INCREASE IN NET ASSETS	129,435	33,293
UNRESTRICTED NET ASSETS - Beginning of year	336,571	303,278
UNRESTRICTED NET ASSETS - End of year	\$ 466,006	\$ 336,571

See notes to financial statements.

STATEMENTS OF CASH FLOWS
YEARS ENDED MARCH 31, 1998 AND 1997

(Thousands of Dollars)

	1998	1997
CASH FLOWS FROM OPERATING ACTIVITIES:		
Increase in net assets	\$ 129,435	\$ 33,293
Adjustments to reconcile increase in net assets to net cash flows from operating activities:		
Gain on sale of investments	(13,419)	(8,627)
Unrealized gain on investments	(133,374)	(46,082)
Depreciation	123	127
Changes in assets and liabilities:		
Accrued interest and dividends	27	(9)
Taxes refundable		114
Other	(17)	(9)
Grants payable	5,553	10,461
Payable to brokers	30	(333)
Accounts payable and accrued expenses	42	59
Excise taxes payable	(38)	38
	<hr/>	<hr/>
Net cash flows from operating activities	(11,638)	(10,968)
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchases of investments	(26,253)	(24,010)
Proceeds from sales of investments	36,483	35,009
Capital expenditures	(21)	(56)
	<hr/>	<hr/>
Net cash flows from investing activities	10,209	10,943
<hr/>		
DECREASE IN CASH	(1,429)	(25)
CASH - Beginning of year	2,437	2,462
	<hr/>	<hr/>
CASH - End of year	\$ 1,008	\$ 2,437
	<hr/> <hr/>	<hr/> <hr/>

See notes to financial statements.

NOTES TO FINANCIAL STATEMENTS

YEARS ENDED MARCH 31, 1998 AND 1997

(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

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, net of deferred excise tax on net unrealized gains.

Grants - Grants are recorded in the accounts when authorized by the Board of Directors, and unexpended funds awarded and subsequently returned are recorded when refunded by the grantees.

Reclassifications - Certain 1997 balances have been reclassified to conform with 1998 financial statement presentation.

3. INVESTMENTS

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

	1998		1997	
	Cost	Market Value	Cost	Market Value
Index funds	\$ 137,298	\$ 288,872	\$ 137,319	\$ 209,509
Common stocks	88,469	205,420	84,768	145,158
Real estate funds	<u>4,437</u>	<u>3,654</u>	<u>4,928</u>	<u>3,994</u>
Total	<u>\$ 230,204</u>	497,946	<u>\$ 227,015</u>	358,661
Deferred federal excise tax		<u>(5,355)</u>		<u>(2,633)</u>
Total		<u>\$ 492,591</u>		<u>\$ 356,028</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 two percent in the year ended March 31, 1998 and one percent in the year ended March 31, 1997.

The quoted market value of investments was reduced by \$5,355 and \$2,633 at March 31, 1998 and 1997, 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 Tax - 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.

5. GRANT COMMITMENTS

The Foundation has authorized but unpaid grants outstanding as of March 31, 1998, payable as follows:

Fiscal Year Ending March 31

1999	\$ 10,224
2000	9,556
2001	5,610
2002	2,042
Total	\$ 27,432

Payments on authorized but unpaid grants may be accelerated upon mutual agreement between the Foundation and the grantees.

6. UNRESTRICTED NET ASSETS

Unrestricted net assets are composed of the following amounts:

	1998	1997
Principal	\$ 82,203	\$ 82,203
Cumulative excess of grants and other expenses over revenue (cumulative grants authorized of \$201,742 at March 31, 1998)	(100,268)	(82,910)
Cumulative net realized gains on sales of investments	221,684	208,265
Unrealized gains in investment portfolio	262,387	129,013
Total	\$ 466,006	\$ 336,571

7. PROFESSIONAL DEVELOPMENT PROGRAM

During 1996 fiscal year, the Foundation established a joint venture Professional Development Research and Documentation Program (the "Program") with The John D. and Catherine T. 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. Under the joint venture 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, 1998, the cash balance of the Foundation includes \$321 of funds advanced from The MacArthur Foundation not yet expended under the Program; the contra amount is included in accounts payable and accrued expenses.

8. RETIREMENT PLAN

The Foundation contributes in a multi-employer contributory annuity retirement plan in conjunction with the Teachers Insurance and Annuity Association of America ("TIAA-CREF") for which substantially all employees are eligible. Expenses related to the retirement plan approximated \$168 and \$127 in 1998 and 1997, respectively. The Foundation funds its pension costs on a current basis in accordance with TIAA-CREF requirements.

T H E S P E N C E R F O U N D A T I O N

900 NORTH MICHIGAN AVENUE, SUITE 2800, CHICAGO, IL 60611-6525

TELEPHONE: 312/337-7000 FACSIMILE: 312/337-0282

<http://www.spencer.org>