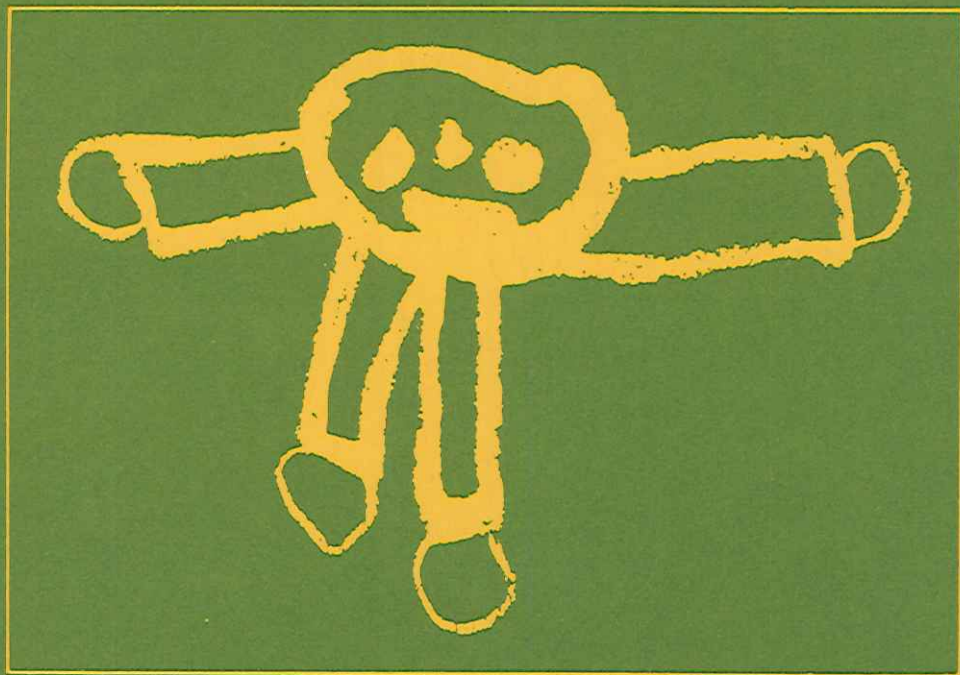


# North Dakota Study Groupon Evaluation

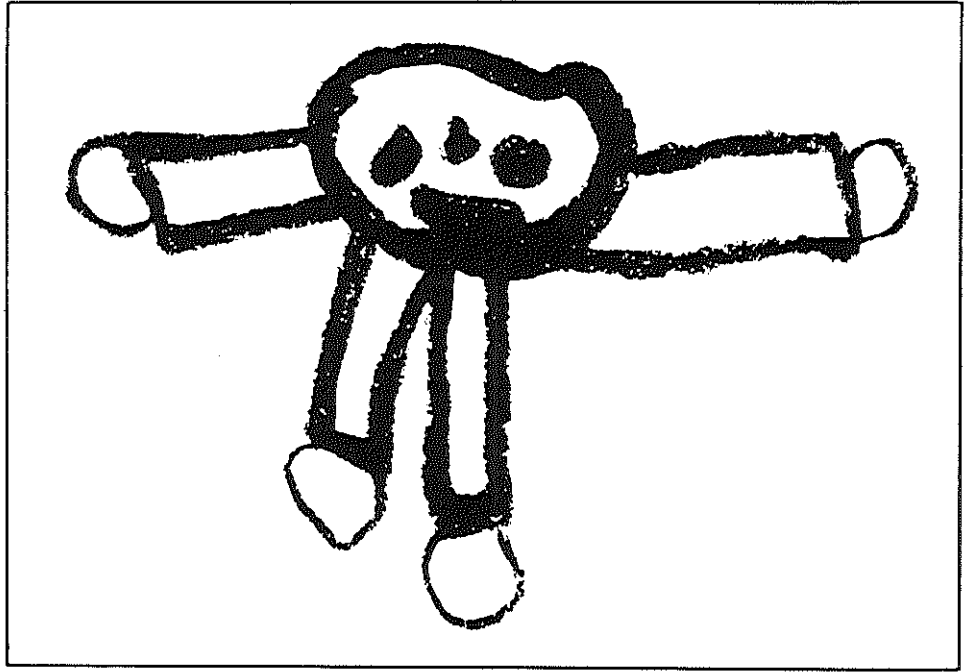


Vito Perrone

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**A REPORT TO THE  
ROCKEFELLER BROTHERS FUND**





Vito Perrone

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**A REPORT TO THE  
ROCKEFELLER BROTHERS FUND**

University of North Dakota  
Grand Forks, North Dakota  
June 1975



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## *An Introductory Statement*

The North Dakota Study Group on Evaluation has existed since November 1972.\* It began as a relatively informal network of individuals with some common experience and with particular concerns about 'support systems for teachers' and 'evaluation.' While the number of participants has enlarged somewhat and the areas of concern broadened, the Study Group remains an informal network within which information is disseminated, collaborative efforts encouraged and personal-professional support given.

\*For a context and historical base, see *An Interim Report to the Rockefeller Brothers Fund*, May 1975.

\*This ought not to suggest that some coordinating activity has not been desired. For the moment, coordinating tasks are being carried out within the Center for Teaching and Learning, University of North Dakota. Several individuals associated with the Center contribute; namely, Clara Pederson, Wanda Setnes, Pat Van Beek, Donna Foss, Dorothy Lawrence, Harriet Powers, Ursula Simonson, Ruth Morgan and Peggy Lucke.

\*Appendices A and B represent listings of general materials sent to all participants. Considerable material was also sent to particular individuals in association with their special interests; for example, the monograph *What Does A Reading Test Test?* by Virginia Allen (Temple University) was sent only to Debbie Meier, Anne Bussis and Edward Chittenden. Because of the close relationships established among various Study Group participants, individuals also correspond with each other, sharing a variety of additional materials. The latter activity represents one of the major strengths of our network.

Ought the Study Group take on a more formal organizational pattern? (Or is it too loosely organized?) This is a question that has been raised within the Study Group. It has also been raised by Harold Snedcof, on behalf of the Rockefeller Brothers Fund. From my perspective, there appears to be little interest in a formal structure.\* The pattern which presently exists provides an effective means of communication on a level which encourages personal relationships, sharing of resources and voluntarism. Participants are able easily to establish individual directions with some reasonable assurance that they can draw on the experiences of others and that their efforts will be respected. From my point of view, considerable enthusiasm and a high level of morale have been generated because hierarchical relationships, the bane of most formal structures, are absent.

### *The Direction of This Report*

This report will summarize the activities of the Study Group for *The Past Year* and outline some of the Study Group's directions for *The Year Ahead*. In addition, there are several appendices: Appendix A lists materials which have been forwarded to all participants during the past year, Appendix B provides a listing of some of the materials distributed the previous year,\* Appendix C summarizes the February 9-10 meeting of the Study Group in Minneapolis, Appendix D reports the expenditures of Rockefeller funds, and Appendix E lists Study Group participants.

## *The Past Year*

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I have been personally impressed, as I had been the previous year (1973-74), by the high level of commitment among Study Group participants to *communication*. Important articles continue to be shared, and collaborative efforts have been enlarged (e.g., the reading research being organized by Anne Bussis, Edward Chittenden and Pat Carini; an alternative "reading test" which has brought Brenda Engel and Debbie Meier together; a Teacher Center description project carried out by Kathleen Devaney) with the assistance of many Study Group members.

The monograph series that was initially discussed in November 1972 and outlined in detail in November 1973 became a reality.\* Five monographs have now been published (February 1975) by the Study Group. They are as follows: *Observation and Description: An Alternative Methodology for the Investigation of Human Phenomena* by Patricia Carini; *Alternative Evaluation Research Paradigm* by Michael Patton; *An Open Education Perspective on Evaluation* by George Hein; *A Handbook on Documentation* by Brenda Engel; and *Teacher Curriculum Work Center: A Descriptive Study* by Sharon Feiman. The Study Group also coordinated *Testing and Evaluation: New Views*, a monograph published by the Association for Childhood Education and distributed jointly with the Citation Press. These six monographs have helped fill a major gap in the national literature.\* I have received an average of fifty letters per week, since March 1st, from teachers, school administrators, college and university professors and parents regarding the monographs. In almost every case, the individuals have commented on "how important the materials are." They are clearly providing needed support to individuals and institutions attempting to foster more open processes of education.

It should also be noted that the Study Group is being looked upon increasingly for leadership in the area of evaluation. The April/May and July/August issues of *The National Elementary Principal* are devoted entirely to measurement and evaluation. Study Group members have contributed extensively to both. The NEA's *Journal, Today's Education*, is preparing a fall issue on testing and evaluation which also draws heavily on the Study

\*Arthur Tobier is serving as editor of the monograph series.

\*Several additional monographs are being prepared for distribution during the next six months. These are discussed in *A Look Ahead*.



Group. In addition, several State Departments of Education have asked for assistance with evaluation problems (Maryland being the most recent), as have a variety of school districts.

The Study Group held its third major work session on February 9th and 10th at the University of Minnesota. It was, from my point of view, an especially productive meeting.\* The issues that brought the group together initially in November of 1972 (e.g., testing and evaluation) were still prominent, but they were no longer viewed as debilitating. There was much less defensiveness and an increased level of confidence about alternative processes of evaluation.

\*A summary of the meeting appears as Appendix C.

## *The Year Ahead*

The year ahead takes on special importance for the Study Group, especially in view of the present economic, and corresponding education, recession. Many individuals around the country have begun to withdraw from efforts to make schools more responsive to children, to negate what has been learned in the intense educational reexamination and reaffirmation of developmental practices which have characterized the past decade, and to 'go back to the basics.' While such a mood may be short-lived, it clearly places increased responsibility on functioning networks such as ours to continue asking basic educational questions, producing materials that have some capacity for sustaining confidence in educational reform, and giving even more support than we have in the past to individuals who lack the human resources which many of us in the North Dakota Study Group on Evaluation enjoy.

Monographs to be published during the next five months include: *Deepening the Questions about Change: Developing the Open Corridor Advisory* by Lillian Weber; *The Politics of National Assessment* by Paul Olson; *The Word and the Thing: Ways of Seeing the Teacher* by Ann Cook and Herb Mack; *Teacher, Parent, Child Interviews: Sources for Evaluation and Staff Development* by Vito Perrone, Nancy Miller and Charles Nielson; *Children's Interactions in Traditional and Non-traditional Classrooms* by Sylvia Ross and Herbert Zimiles and *Learning Disabilities: A Critical Inquiry* by Steven Harlow. In addition, David Cohen is considering a monograph on *The Politics of Title I Evaluation*; Ken Haskins is working on *Parents as Evaluators*; Elliot Eisner is considering a monograph on *Evaluation in the Arts*; *Evaluation in the Middle School Setting* is being organized under the auspices of the National Association of Independent Schools and coordinated by John Arnold; Pat Carini will begin to pull together some of her longitudinal data on children's learning; and a monograph will be organized around reading.\* I have also begun discussions with John Elliott from East Anglia University (England) about sharing some of his research on *Teacher's Questions*.

If the Study Group did no more than produce the monographs, one could argue that it had made a major

\*See paragraph (4) in Appendix C.

contribution to those involved in more open processes of education. But most of us would be disappointed if that was the sole tangible result. There is a need for a major advocacy effort (a lobby-public information activity) to assure that legislative bodies have access to, for example, more diverse positions about testing and evaluation than is presently the case and to provide some needed public support for reform efforts. This is particularly necessary now. Many of us once thought that legislators (at the State and National levels) would quickly alter their stances regarding educational legislation, especially after many years of evaluation which produced "non-significant differences" and evidence that the results of evaluation had little influence on policy decisions within the federal and state bureaucracies.\* Unfortunately, those who advocate alternatives to the present directions in educational evaluation and would be able to provide concrete assistance through policy analysis have not been sufficiently organized to be of great assistance.\*

The Study Group is exploring ways of establishing an office in Washington, D.C. to carry out an advocacy function. William Pierce of the Children's Welfare League has expressed interest in assisting with such an effort as have individuals associated with the Environmental Action Lobby. Ann Cook, Herb Mack, George Hein, Ken Haskins, Wayne Jennings, Ed Yeomans, Harold Snedcof and I will attempt to outline the mechanics of such an effort no later than October 30th.

In relation to the foregoing, several educational groups have expressed a desire to examine the impact of standardized testing on schools, teachers and children. (Many are already prepared to call for a moratorium, but they are not anxious to stand alone.) Such an examination would be useful; it would certainly bring increased intensity to the national dialogue and enlarge significantly the range of questions being asked about evaluation. The Study Group is considering the possibility of organizing a two-day working seminar on testing and evaluation in Washington, D.C. with representatives from the National Elementary Principal's Association, Association for Childhood Education, Association for Supervision and Curriculum Development, National Secondary Principal's Association, American Association of School Administrators, National Education Association, and American Federation of Teachers, among others. This kind of seminar has considerable potential as most of the groups are open to some alternative directions vis-a-vis evaluation. They may even be ready to support a collective resolution calling for a moratorium on standardized testing.\* The political impact of such a session held early in the school year (late September or the beginning of October)

\*See David Cohen and Michael S. Garet, "Reforming Educational Policy with Applied Research" *Harvard Educational Review*, Vol. 41, (February 1975)

\*Teacher Organizations such as NEA and AFT have considerable power but their agendas tend to be numerous. In addition, they are viewed by many legislators as private interest lobbies.

\*They may also wish to address another Study Group concern; namely, teacher support systems.

could be high. I have begun some preliminary discussions and will very likely make a commitment to such an effort during August.

The Study Group will meet in February of 1976; however, the site has not yet been established. In accordance with the wishes of Study Group members who attended the 1975 meeting, the 1976 gathering will be scheduled for two and a half days. We will, among other things, bring the previous year's activities to some closure and also establish new directions.\* George Hein has volunteered to take responsibility for the development of an agenda.

\*The participants must also assess the desirability of future meetings.

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## *A Closing Note*

We have appreciated the financial assistance of the Rockefeller Brothers Fund and the active interest and involvement of the Fund's Program Officer, Harold Snedcof. Without such support we may have survived, but we surely would not have prospered. Our capacity for interaction would have been limited and resources for quality publications negligible.

We are aware that the Fund risked a great deal when it agreed to provide support to an informal network of individuals whose directions were not at that point in time very well defined. While the Study Group's directions remain fluid, we are pleased with what we have managed to do and confident that we have made a major contribution to more open processes of education in particular and educational reform in general.

The financial report (Appendix D) will show that our expenditure pattern is somewhat different than that outlined in our original proposal. It should also be noted that the overall level of expenditures is not as great as originally anticipated. As custodian of the fund, I have been relatively conservative. I believe the dollars have been well spent.

We have been given some assurance that support will be made available, at least through 1977. I would anticipate the overall level of expenditures to remain similar to that of the past year and a half; however, the categories of expenditures may differ somewhat as the general directions of the Study Group change. If it is necessary to write a precise statement for continued fund support, I will provide such a statement but will need assistance from other members of the Study Group.

# Appendix A

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## *Materials Forwarded to Participants May 1974 - May 1975*

1. "Community Day Proposal" (from the Marcy School)
2. "Federal Programs for Young Children: Review and Recommendations for Federal Program Planning" (from the Huron Institute, Cambridge, Massachusetts)
3. "Open Education: A British Perspective" (by T. R. Horton)
4. "Instructional and Expressive Educational Objectives: Their Formulation and Use in Curriculum" (by Elliot Eisner)
5. "Educational Evaluation: Rethinking the Criteria of Competence" (by Edna Shapiro)
6. "Testing for Order and Control in the Corporate Liberal State" (by Clarence Karier)
7. "Teacher Centering in America" (by Allen Schneider and Sam Yager)
8. "Recapitulation of Patterns in Statewide Testing Legislation" (from *Laws, Tests, and Schooling* - Syracuse University)
9. "The Instrument Problem" (from *Laws, Tests, and Schooling* - Syracuse University)
10. "Notes - Invitational Conference on Educational Assessment and Educational Policy" (from ETS)
11. "Testing, Evaluation and Accountability" (by Gene Hawes)
12. "Alternative Paradigms in Educational Evaluation" (by Anne Bussis, Edward Chittenden, and Marianne Amarel)

13. "Concentrated vs. Contrived Encounters; Suggestions for Language Assessment in Early Childhood Education" (by Courtney Cazden)
14. "Critique of ETS" (from *New York Magazine*)
15. *Insights* (October 1974)
16. "Ethology and Stress Diseases" (by Nikolaas Tinbergen)
17. "What Tracking Did to Ollie Taylor" (by Thomas Lottle)
18. "The Politics of Speaking: An Approach to Evaluating Bilingual-Bicultural Schools" (by Frederick Erickson)
19. "Toward a More Adequate Conception of Evaluation in the Fine Arts" (by Elliot Eisner)
20. "The Naysayers" (from *National Elementary Principal* - December 1974)
21. "Building Partnerships for Educational Research and Development" (An address by Senator Pell to the Council for Educational Development and Research, November 1974)
22. ESEA Title I Evaluation of *Distar*
23. "The Perceptive Eye: Toward the Reformation of Educational Evaluation" (by Elliot Eisner)
24. March/April 1975 Issue, *National Elementary Principal* (Devoted to Testing)
25. Review of the Bullock Report on "Language Experience"
26. *Teaching in an Open Classroom* (by Nancy Langstaff - NAIS Publication)
27. *Washington Post* review of *National Elementary Principal* issue on testing
28. "A Radical and Regressive Solution to the Problem of Evaluation" (by Herbert Zimiles)
29. *Uses and Abuses of Standardized Testing* (by George Weber - a Council on Basic Education Publication)
30. "Readings on Particular Topics in Evaluation" (by Bernadine and Robert Stake)

31. "Report - International Reading Association Conference on Early Reading Tests" (by Anne Bussis)
32. *Goals Evaluation 1973-74* (Marcy Open School)
33. Multiple copies of all of the Study Group monographs



## Appendix B

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### *Materials Forwarded to Participants May 1973 - May 1974*

1. *Reading Tests: Do They Hurt or Help Your Child*  
(by Ann Cook, Herb Mack and Debbie Meier)
2. "Autonomy in Learning: An Exploration of Pupils' and Teachers' Roles in Different Classroom Environments to Develop Criteria and Procedures for Evaluation in Project Follow Through"  
(by Joe Grannis)
3. "A Brief Agenda for Research in Political Pedagogy or The Political Ecology of Education"  
(by Joe Grannis)
4. *Evaluation Reconsidered* (Workshop Center, City College)
5. "Open Education: An Operational Definition and Validation in Great Britain and the United States"  
(by Herbert Wahlberg and Susan Thomas)
6. "Compensatory Education: Evaluation in Perspective"  
(by Edmund Gordon)
7. "Cross Cultural Perspectives on Early Development"  
(by Jerome Kagan)
8. "The I.Q. Puzzle: What Are We Measuring"  
(by Jerome Kagan)
9. "Academic Achievement Tests and the Survival of Open Education" (by Margaret DeRivera)
10. "Defining Treatment and Outcome in Early Childhood Education" (by Susan Stodolsky)
11. "An Evaluation of Standardized Tests as Tools for The Measurement of Language Development"  
(by Elsa Roberts)
12. "Teacher Interview" (Center for Teaching and Learning)

13. "Children's Interview" (Center for Teaching and Learning)
14. Transcription of November 1972 Meeting (Center for Teaching and Learning)
15. *HEW Notes* - "Standardized Testing in Ireland"
16. "Evaluation as Illumination" (by Parlett and Hamilton, University of Edinburg)
17. "Evaluation in Alternative Education"  
(by M. E. Hickey)
18. "An Evaluation of Evaluation" (by James McDonald)
19. *Reading Failure and the Tests* (by Debbie Meier)
20. "Innovative Evaluation of Education"  
(by Ruth Ann Aldrich)
21. *Notes* (Workshop Center, City College, December 1972)
22. *Insights* (Center for Teaching and Learning,  
October 1973)

## Appendix C

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### *Summary of Minneapolis Meeting February 9 - 10, 1975*

Dear Friends:

I am sorry for not writing this summary sooner. Time has been much too short during the past three weeks.

Overall, the Minneapolis meeting went well. I know that everyone enjoyed seeing each other again. There was time to catch up on what various individuals were engaged in and/or thinking about. And, after a day of sharing ideas about a range of issues, some major task orientations emerged. Before commenting on the tasks, I will enumerate, principally for the purpose of maintaining a record, some of the important issues that were discussed. While most did not receive as much attention as they probably deserved, they may well provide some direction for future activities. They are as follows: (1) Politics of evaluation at the local level; (2) Support for Teacher Centers (Is there potential in joint action?); (3) Educational budgeting and its effect on more informal education processes; (4) Uses of evaluation (the example of Follow Through in Philadelphia); (5) Bilingual programs; (6) More narrow uses of paraprofessional staff being demanded by Title I; (7) Tracking; (8) Learning Disabilities - uses and misuses; (9) Interactions with teacher unions; (10) Need for longitudinal studies; (11) Need for a comprehensive statement on reading; (12) Middle school - junior high evaluation (needs of adolescents. What does a "focus on skills" mean at this level?); (13) Impact of myths (who really did get educated in the past?); (14) How can we affect evaluation decisions made at the local, state and federal levels?; (15) How can we help broaden the evaluation training provided graduate students in education (who later go out as "experts"?); (16) Staff development; (17) Advocacy efforts to ensure that evaluation data is open to broad interpretation (National Follow Through Evaluation was cited as an example); (18) How can we assure greater intensity in our educational practice?; (19) Problems of aggregate data; (20) Response to parents; (21) Dissemination of monographs.

Tasks, Commitments, etc. follow:

(1) Write to Joseph Featherstone regarding his work on "myths in education." (I have done this and will send his response when I receive it.)

(2) Additional monographs: (a) Parents as Evaluators (Ken Haskins will work on this.); (b) Politics of Title I Evaluation (I will ask David Cohen to write something); (c) Politics of National Assessment (Paul Olson has volunteered to write); (d) A statement on the need for middle school evaluation (Ed Yeomans and his associates might consider this); (e) A series of longitudinal studies (Pat Carini's material would be useful.); (f) Statement on special education/learning disabilities. Other potential monographs will undoubtedly grow out of the many task areas being pursued.

(3) *Advisory Committee on Evaluation and Research* to inquire into evaluation reports, provide critiques, take on an advocacy role for broader range of evaluation processes and evaluation interpretation. (Michael Patton, Ted Chittenden, Susan Stodolsky, Harold Berlak, Jerry Cline)

(4) *Full Statement on Reading*, to include reading biographies. (Anne Bussis, Pat Carini, Ted Chittenden, Lillian Weber, Clara Pederson, Debbie Meier, Elizabeth Gilkerson, Harold Snedcof)

(5) *Identification of Schools with "Coleman-like" populations that are viewed as successful.* (One measure of success must be that children are developing reading, writing and math skills.) *Send to me or to Ken Haskins.*

(6) *Recommendations for measuring* (in a retrospective manner) effects of more informal schooling on children that would, under ordinary circumstances, have been pushed into some kind of special setting. (Ted Chittenden)

(7) *Develop an alternative process for determining ability of children* (in a school or district) *to read.* Debbie Meier outlined a sampling process, identification of a passage to be read by a child (using tape recorder), etc. *Needed:* A defense of a sampling process for looking at reading competency in a school or school district (Harold Berlak indicated he would pull something together) at a point other than when children are typically in an acquiring stage (K-3). Anne Bussis and Ted Chittenden may have something on the latter. Also, individuals should send to me or to Debbie suggestions for reading passages. (Debbie Meier, Ruth Ann Olson, Brenda Engel, Ann Cook, Herb Mack)

(8) *Organization of a lobby/advocacy effort*, centered in Washington, D.C. to provide information to legislative committees, legislative staff personnel and media on evaluation concerns. Such an effort demands raising funds. (Ken Haskins, George Hein, Ann Cook, Carol Weiss, Edward Yeomans, Wayne Jennings, Harold Snedcof, Vito Perrone). Harold is checking with previous Rockefeller efforts on behalf of a lobby effort. Ann Cook and I will attempt to develop a working statement sometime this spring.

(9) *Dissemination of monographs* - (a) Five sets of the monographs will be forwarded to each member of the Study Group for personal dissemination to individuals who might use them or be *influenced* by them. Everyone should let me know where they have gone in order to maintain a record. (b) A set will be forwarded to each Teacher Center identified by Kathy Devaney. (c) A set will be forwarded to a number of professional journals for review. (d) Selected monographs will be forwarded to several Chief State School Officers, congressman, USOE officials, colleges and universities (identify for me particular individuals - outside your immediate area - to whom they should be sent). Harold will discuss with the education editor, *New York Times*, the possibility of a story. Monroe Cohen is preparing for us a "press-release" on the monographs which can be used.

I may have missed items. If any of you remember additional commitments made by individuals, drop me a note.

We spent an hour - much too short - discussing assumptions which are related to open education and the ways such assumptions influence classroom practice. We agreed that all future meetings would devote some "prime-time" to a focused discussion about assumptions as one means for bringing greater intensity to our educational practice.

There was some discussion about whether we should continue to function as a small working group. There was overwhelming support for continuing and a recommendation made to meet in February 1976 for two and one-half days (rather than one and one-half days.)

Lillian commented on the "Roots of Open Education" conference which the Workshop Center is holding April 12. The conference and bibliographic material should be helpful to all of us.

I'll follow up on many of the foregoing tasks. If anyone comes across an interesting article relating to

evaluation send it to me so that it can be reproduced and forwarded to the entire Study Group.

Attached to this summary is a copy of a DISTAR evaluation - summary and recommendations - prepared by the Center for Field Research and School Services, New York University.

Warmest regards,

A handwritten signature in dark ink, appearing to read "Vito Perrone". The signature is fluid and cursive, with the first name "Vito" and last name "Perrone" clearly distinguishable.

Vito Perrone

# Appendix D

## Expenditures of Rockefeller Funds

	Budget	Expenses 11/1/73 to 5/30/75	Balance to 10/30/75
Salaries and Benefits	\$10,000.00	\$ 2,428.60	\$ 7,571.40
Travel	14,000.00	3,001.81	10,998.19
Mailing and Telephone	3,660.00	1,682.95	1,977.05
Reproduction and Publication			
Costs (includes Editorial Services)	16,000.00	13,689.21	2,310.79
Indirect Costs 56.8% of			
Salaries and Benefits			
Amount Awarded	\$43,660.00	\$20,802.57	\$22,857.43
	2,904.00	1,379.44	1,524.56
	\$46,564.00	\$22,182.01	\$24,381.99

*Peggy Lucke*  
Peggy Lucke  
Asst. Director, Grants and Contracts

# Appendix E

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## *Study Group Participants\**

Millie Almy University of California Berkeley, California	Patricia Carini Prospect School Bennington, Vermont
Marianne Amarel Educational Testing Service Princeton, New Jersey	Courtney Cazden Harvard University Cambridge, Massachusetts
Jenny Andreae Classroom Teacher-Advisor Leicester, England	Shirley Childs Hartford Public Schools Hartford, Connecticut
Harold Berlak Washington University St. Louis, Missouri	Edward Chittenden Educational Testing Service Princeton, New Jersey
Joan Bradbury Teacher Curriculum Work Center Chicago, Illinois	Bud Church North Haven Public Schools North Haven, Connecticut
Amanda Brown Teachers' Active Learning Center Oakland, California	Edith Churchill Educational Development Center Newton, Massachusetts
Penelope Buchanan Greater Cleveland Teacher Center Cleveland, Ohio	Jerry Cline ABT Associates Cambridge, Massachusetts
Anne Bussis Educational Testing Service Princeton, New Jersey	David Cohen Harvard University Cambridge, Massachusetts
Amity Buxton Teachers' Active Learning Center Oakland, California	Monroe Cohen Editor, <i>Childhood Education</i> Washington, D.C.
	Ann Cook Community Resources Center Brooklyn, New York

\*Participants include those who have attended Study Group meetings and/or receive the Study Group's periodic mailings.

The number of participants is not large. However, it should be noted that everyone, because of their relationship to school systems, colleges and universities, research institutes, federal agencies, foundations and teacher centers is in contact with many other networks. This assures that materials which are shared within the Study Group also get shared broadly within each of the participant's local networks.



Kathleen Devaney  
Far West Laboratory  
San Francisco, California

Eleanor Duckworth  
Atlantic Institute  
Halifax, Nova Scotia  
Canada

Robert Egbert  
University of Nebraska  
Lincoln, Nebraska

Elliot Eisner  
Stanford University  
Stanford, California

John Elliott  
East Anglia University  
Norwich, England

Brenda Engel  
Greater Boston Teacher  
Center  
Cambridge, Massachusetts

Martin Engel  
National Institute of  
Education  
Washington, D.C.

Glen Enos  
Marcy Open School  
Minneapolis, Minnesota

Sharon Feiman  
University of Chicago  
Chicago, Illinois

George Gagnon  
Evergreen Open Living  
School  
Evergreen, Colorado

Elizabeth Gilkerson  
Bank Street College  
New York, New York

Joe Grannis  
Teachers College-Columbia  
New York, New York

Kenneth Haskins  
Harvard University  
Cambridge, Massachusetts

David Hawkins  
University of Colorado  
Boulder, Colorado

George Hein  
Lesley College  
Cambridge, Massachusetts

Donna Hetzel  
University of Connecticut  
Storrs, Connecticut

Celia Houghton  
Greenwich Teachers' Center  
Greenwich, Connecticut

Wayne Jennings  
St. Paul Open School  
St. Paul, Minnesota

Sandy Lang  
Teacher Curriculum Work  
Center  
Chicago, Illinois

Herb Mack  
Community Resources Institute  
Brooklyn, New York

Debbie Meier  
New York Public Schools  
New York, New York

Ann Miller  
Frostig Education Therapy  
Center  
Los Angeles, California

Nancy Miller  
University of North Dakota  
Grand Forks, North Dakota

Charles Nielson  
University of North Dakota  
Grand Forks, North Dakota

Paul Olson University of Nebraska Lincoln, Nebraska	Bernard Spodek University of Illinois Champaign, Illinois
Ruth Ann Olson Marcy Open School Minneapolis, Minnesota	Susan Stodolsky University of Chicago Chicago, Illinois
Michael Patton University of Minnesota Minneapolis, Minnesota	Herbert Wahlberg University of Illinois-Circle Chicago, Illinois
Clara Pederson University of North Dakota Grand Forks, North Dakota	Lillian Weber City College New York, New York
Vito Perrone University of North Dakota Grand Forks, North Dakota	David Weikart High-Scope Educational Research Foundations Ypsilanti, Michigan
Joe Petner Cambridge Public Schools Cambridge, Massachusetts	Carol Weiss Educational Development Center Newton, Massachusetts
Vincent Rogers University of Connecticut Storrs, Connecticut	David Wickens Bank Street College New York, New York
Sylvia Ross Bank Street College New York, New York	Vivian Windley City College New York, New York
Ernestine Rouse Philadelphia Public Schools Philadelphia, Pennsylvania	Edward Yeomans Greater Boston Teacher Center Cambridge, Massachusetts
William Russell National Endowment for the Humanities Washington, D.C.	
Belva Singer University Heights Public Schools University Heights, Ohio	
Harold Snedcof Rockefeller Brothers Fund New York, New York	



