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CONSORTIUM OF SOCIAL SCIENCE ASSOCIATIONS

# COSSA WASHINGTON UPDATE

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## BUDGET NEWS: A BALL OF CONFUSION

On November 3, one hour before the House-Senate conference committee was to meet to resolve the differences on the HUD-Independent Agencies Appropriations bill, including FY 1988 funding for the National Science Foundation (NSF), the conference was indefinitely postponed. On the same day the congressional leadership, Senate Majority Leader Sen. Robert Byrd (D-WV) and House Speaker Jim Wright (D-TX), announced they were going to get the appropriations conferences moving. What is going on?

Update was given four explanations by four different people for the cancellation of the conference. One is unprintable. The other three focus on the need not to complicate the budget summit negotiations between the administration and Congress.

Meanwhile, on October 29 the House passed by a vote of 206-205 an FY 1988 budget reconciliation bill reducing the deficit by \$24.3 billion and including \$12 billion worth of tax increases. This was accomplished only after legislative maneuvering: Speaker Wright held open the voting process long enough for Rep. Jim Chapman (D-TX) to reverse his vote; and the House had to resort to proclaiming two legislative days on the same calendar day since the original rule to take up the bill was defeated and a new rule cannot be voted upon during the same legislative day.

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The Consortium represents more than 185,000 American scientists across the full range of the social and behavioral sciences, functioning as a bridge between the research world and the Washington community.

Victor G. Rosenblum, *President*

David Jenness, *Executive Director*

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In addition, on November 4 the House Appropriations Committee altered the second Continuing Resolution (CR); originally scheduled to last from November 11 to November 20, it will instead run until December 16. This second CR is a simple continuance of the first CR which extended FY 1987 funding into the beginning of FY 1988. A subsequent CR will be the meaty one (we think; nothing is sure in this climate). This third CR will encompass the rest of the fiscal year and will incorporate the appropriations bills.

The day of reckoning remains November 20, when Gramm-Rudman-Hollings sequestration takes effect. The negotiations between the Congress and the White House are aimed at avoiding the sequestration. If sequestration does occur, the NSF Research and Related Activities budget will lose \$124.8 million. This will be calculated from the 'base in place' at the time of sequestration on November 20. At the moment that 'base' will be the current services budget which is the FY 1987 appropriation plus 4.2% for inflation. So far as we can tell the negotiations seem to be going nowhere towards resolving the differences between a White House which insists on no taxes above \$8 billion and a Congress which does not want to cut discretionary domestic spending as much as the White House wants it to. As Jimmy Breslin called his book on the 1962 New York Mets who lost 120 games, Can't Anybody Here Play This Game?.

#### WHY CAN'T JOHNNY FIND MEXICO? GEOGRAPHY EDUCATION HEARING HELD

In the past few years critics have battered the American education system for the shortcomings of its students. Reports, studies, and popular accounts have questioned why Americans, particularly those in its schools, can't read, write, or compute and have no sense of history. Now added to all these is the notion that Americans have no idea where places are. To highlight this problem the Senate Education, Arts, and Humanities Subcommittee held hearings on October 29 at the National Geographic Society on the need for more geography teaching. The context for the hearings was the upcoming Geography Awareness Week (November 15-21), mandated in a bill initiated by Sen. Bill Bradley (D-NJ), Sen. Robert Stafford (R-VT), and Rep. Leon Panetta (D-CA).

Two conceptions of geography were evident in the hearing, chaired by Sen. Stafford, along with several ways of looking at education. The study of geography was viewed as utilitarian by witnesses such as Secretary of Education William Bennett, former CIA Deputy Director Bobby Inman, NSF Geography Program Director Ron Abler, and others. Sen. Bradley, former Chief Justice Warren Burger, and Clark University geography professor B.L. Turner, among others, took the enrichment view.

A rather murky subtext underlying the utilitarian view was the issue of economic competitiveness, that not-so-new-any-more Washington buzzword. Mylle Bell, Director of Corporate Planning for the Bell-South Corporation (who has in her own words made the

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transition from teaching to "slugging it out in the global marketplace" and whose definition of geography--"who fits into this world physically [and] culturally"--was somewhat broader than the map-reading ability definition used often in the hearings), viewed geography from the vantage point of the market strategist. She argued the urgency of greater emphasis on geography education in America's schools in order for "U.S. companies to compete effectively in the world marketplace." Similarly, Inman explained the importance of geographic education for market penetration, not only in areas of the world America depends on for raw materials, but also in developing markets for finished goods. Inman suggested tax incentives for business to stimulate geographic education.

Secretary Bennett, whose written text rehashed the well-known and depressing data on the lack of geographic knowledge of American students--Texas students who do not know which country borders the U.S. to the South, students in Boston who cannot name six New England states, and students who cannot locate the United States on a map of the world--offered the simple solution of "we must teach more geography." The Secretary departed from his text to suggest what is really wrong with geography education is the absence of maps and globes. The absence of maps and globes "is indicative of the problems we have." At this point, to demonstrate that he at least is not globeless, he pulled out a National Geographic "beach ball" globe to illustrate the type of solution he has in mind. Not only is it educational, he said, but you can "see who you're kicking, Australia, Canada, or the Soviet Union. (Pause) And you know what my preference would be."

Burger and Bradley allied themselves with the two student witnesses, defending the sheer joy of learning about different places and other cultures. Burger's soliloquy on the joys of history served as a reminder of the intellectual connections between the two disciplines. Recalling the halcyon days of his youth, Burger suggested linking the two by demanding that our students relate event to place: the Magna Carta to Runnymede, the tea party to Boston, the Declaration of Independence to Philadelphia, and so on. Bradley, author of the book Life on the Run, admitted to being afflicted with wanderlust and recalled the excitement of a back-packing trip to the mountains of Afghanistan.

Why have we become, as Bradley put it, "a nation of global illiterates"? Professor Turner blamed this global illiteracy on the neglect of geography by the American educational community, which is "in no small way attributable to the decisions of the major Ivy League institutions to dissolve their PhD programs [in geography] during the 1950s." This paved the way, he noted, for American universities to retreat from the discipline of geography to the point where "advanced geographic teaching and research in America has to rely upon Europe for so many of its



practitioners." Furthermore, Abler reported that "upwards of 30,000 people in the Soviet Union reportedly consider themselves to be geographers or full-time teachers of geography," probably double the number in the U.S.

The hearings also reflected the continuing debate about the nature of elementary and secondary education. Sen. Stafford quoted one of the conclusions of the National Endowment for the Humanities report, American Memory, that too much focus on practical education has driven traditional subjects, including geography, out of American schools. Secretary Bennett and others have argued for a return to the teaching of facts through memorization. Discussion proliferates on teaching the social studies vs. teaching history, geography, and other specific disciplines. Similar to the arguments surrounding the other alleged deficiencies in the American education system, discussions about how to improve geographic education are likely to persist through many more congressional hearings.

Sen. Bradley's commitment to improving education, evident in his co-sponsorship of Geography Awareness Week, is also manifest in his membership on the National Commission on Social Studies in the Schools. The Commission will tackle many of the same questions touched upon during the hearing, including the place of discipline-based teaching in the curriculum. COSSA is represented on the Commission (which hopes to begin its three-year examination of the American precollege curriculum in 1988), as are many of COSSA's member associations.

#### CHANGING THE FACE OF AMERICAN SCIENCE

That 'not-so-new-any-more' buzzword of competitiveness (see "Why Can't Johnny Find Mexico?," this issue) has trickled down through the nation's political discourse in many ways. So all-pervasive has the renewed ethos of competitiveness become that it has heightened the collective consciousness among bureaucrats and policymakers on the issue of the under-representation of women and minorities among scientists. This new rhetoric--which has apparently supplemented rather than replaced the relatively older language of moral imperatives for racial and gender equality--is proving an important factor in facilitating institutional sensitivity to considerations of race and gender in policy decisions relating to research programs.

The new awareness was recently tied to current concerns over economic competitiveness and national defense by Shirley Malcolm, head of the Office of Opportunities in Science at the American Association for the Advancement of Science (AAAS). Dr. Malcolm, speaking at a luncheon sponsored by the American Educational Research Association and the Institute for Educational Leadership on October 20, applauded the new openness towards issues of race and gender in businesses, universities, and government agencies. This openness comes at a particularly propitious time in light



of the imminent retirement of the "post-Sputnik generation" (a challenge facing all disciplines both inside and outside the academy). Dr. Malcolm detailed several ways of solving the problem of the shrinking base of scientists, including teacher education programs in the approximately 100 school districts in which ethnic minorities constitute an absolute majority and increased financial aid to graduate students to balance what she characterized as the bias towards white and foreign students implicit in the assignment of graduate assistantships. The Office of Opportunities in Science has stressed community involvement, alerting local organizations to the rewards for careers in science, and helping them establish programs to encourage students to take science courses in school.

What will happen when the winds of change have blown the language of competitiveness out of Washington? One response is to be found at the Alcohol, Drug Abuse, and Mental Health Administration (ADAMHA) of the Public Health Service. Since the publication of the findings of the Department of Health and Human Service's Task Force on Black and Minority Health, ADAMHA has addressed the problem of the under-representation of minorities in health research populations. The primary responsibility for overseeing the initiatives resulting from the Task Force report resides with the Office for Special Populations. One ongoing initiative is the structured cooperation between the Associate Director for Special Populations and program managers to ensure that program announcements incorporate language encouraging the inclusion of minorities in ADAMHA-funded studies. What this means, according to Dr. Dolores Parron, the current Associate Director, is that the concerns raised by the Task Force have not only been directly addressed, but solutions to those problems have been institutionalized at ADAMHA. Where formerly large gaps existed in the empirical evidence regarding minority health conditions, now a mechanism is in place to start filling some of those gaps. Although misconceptions remain (one researcher called to ask if ADAMHA was now funding only studies of minority health), in general ADAMHA personnel and university researchers have been open to the suggestions put forward after publication of the Task Force report. The deliberate inclusion of minority sampling in health studies has been "woven into the fabric of what we do every day."

The National Science Foundation's (NSF) long-standing commitment to advancing the representation of minorities and women in the scientific community is well known. NSF has several specific programs to address the issue, including the Minority Research Initiation, the Research Opportunities for Women Scientists and Engineers, and the Visiting Professorships for Women programs. The Directorate for Science and Engineering Education recently announced the availability of funding for "Comprehensive Regional Centers for Minorities" at universities and colleges with significant minority enrollments. These centers will focus on improving freshman and sophomore science teaching, will engage in outreach efforts to local elementary and secondary schools, and, mirroring the AAAS initiatives, will be encouraged to involve local community organizations in the



discussion of science education. The centers initiative is one-half of NSF's new Career Access Program for Women, Minorities, and the Disabled (ACCESS). ACCESS will also fund "Prototype and Model Projects for Women, Minorities, and the Disabled," encouraging academic institutions, professional associations, national laboratories, and for-profit organizations to design and implement courses and outreach activities for increasing the participation of women, minorities, and the disabled in careers in science. This is essentially a series of exemplary project awards to establish models which may be both copied at other institutions and serve as the basis for the creation of regional centers for minorities.

#### NEW CONTRIBUTORS JOIN COSSA

COSSA welcomes two new contributors to the Consortium: Boston University and Duke University will become contributing universities as of 1988. With these additions, COSSA has 52 contributing universities in addition to 30 affiliated societies and 10 member associations. For information on becoming a COSSA Affiliate or Contributor, contact Brian Daly, Executive Associate, at COSSA.

#### INTERNATIONAL SOCIAL SCIENCE COUNCIL ANNOUNCES RESEARCH PRIZE

The International Social Science Council (ISSC) has announced that the fourth annual ISSC Prize in Comparative Research will be awarded in November 1988. This prize, known as the Stein Rokkan Prize in honor of the late social psychologist and political scientist, is awarded in conjunction with the Conjunto Universitario Candido Mendes of Rio de Janeiro. It carries an award of \$2000.

The Stein Rokkan Prize is awarded for the best original work in comparative social science research by a scholar under forty years of age. To be eligible for this year's prize candidates must be under forty as of December 31, 1987. The prize is awarded on the basis of a written contribution to the comparative social sciences. This contribution can be in the form of an unpublished book-length manuscript, a book, or collected works. To be eligible works must have been published after December 1985. Four copies of each manuscript (typed, double-spaced) or book entered for the consideration of the ISSC must be submitted by March 15, 1988. All submissions must be accompanied by a formal letter of application with evidence of the candidate's age attached.

The award will be made at the ISSC General Assembly meeting in November 1988. For more information contact the Secretary General, International Social Science Council, UNESCO - 1 Rue Miollis, 75015 Paris, France.



SOURCES OF RESEARCH SUPPORT: NATIONAL ENDOWMENT FOR THE HUMANITIES

COSSA provides this information as a service, and encourages readers to contact the agency rather than COSSA for further information or application materials. A comprehensive listing of federal funding sources is contained in COSSA's Guide to Federal Funding for Social Scientists.

Division of General Programs

The Division of General Programs of the National Endowment for the Humanities (NEH) sponsors projects which convey scholarship in the humanities to the public. The four programs in the Division indicate the arenas within which projects will be funded: humanities projects in media; humanities projects in libraries; humanities projects in museums and historical organizations; and public humanities projects. Social scientists are invited to submit proposals for projects evincing a significant humanistic content (projects employing a historical perspective or a theoretical foundation drawn from one of the humanistic disciplines). Proposals should be framed in such a way that the temporal or theoretical aspect is made explicit and its centrality to the proposed project demonstrated.

Recently funded programs with a significant social science content include a documentary film examining the experience of a Jewish community under Nazi rule during the Second World War; a two-part television program on the use of archaeology in analyzing ancient societies; an exhibition detailing the role of traditional craftsmanship in contemporary society; and a conference on the impact of the Constitution on contemporary social and political life.

Budget: In FY 1986, the four Programs noted above awarded a total of \$23,991,289 to 248 projects.

Review Process: Proposals are reviewed by peer review panels. The staff submits recommendations to the National Council on the Humanities and to the Chairman of NEH. When necessary, external reviews on topics falling outside the areas of expertise of panel members are conducted.

Deadlines: Vary according to Program. Notification of results occurs six months after deadline.

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