
CONSORTIUM of SOCIAL SCIENCE ASSOCIATIONS

COSSA WASHINGTON UPDATE

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This Week . . .

- Implementing the Budget Agreement: The End of Optimism on NSF
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IMPLEMENTING THE BUDGET AGREEMENT: THE END OF OPTIMISM ON NSF

While the eyes of Washington and the world focus on the U.S.-U.S.S.R. summit and the signing of the INF treaty, the Congress faces the task of implementing the budget deal agreed to on November 20. The enabling legislation is moving through the legislative process, so far with ease. The revenue bill is expected to pass this week. The appropriations bill (the third Continuing Resolution [CR]) awaits the decisions of the House-Senate Conference Committees which are expected next week. Some bumps are anticipated and Congress will be here until almost Christmas, but it does appear the deal will hold. Perhaps the sight of Reagan and Gorbachev agreeing will inspire the legislative branch.

On November 20, despite the budget agreement between the White House and the Congress (and despite speculation to the contrary in the previous issue of Update), the President signed the order triggering the automatic reduction cuts of Gramm-Rudman-Hollings (GRH). The sting of the GRH cuts has not yet been felt as most research agencies are being allowed to spend up to 75% of their FY 1987 allocation as their FY 1988 allocation. (FY 1988 began on October 1.) When the Congress implements the budget deal, the GRH cuts will be overridden.

The third CR, which will contain the FY 1988 appropriations for all the agencies of the federal government, passed the House

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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*

December 3. It references the House-passed appropriations bills for agency allocations and is simply a holding piece. The more important Senate version of the third CR passed the Senate Appropriations Committee on December 8 and contains new allocations implementing the budget agreement for the appropriations subcommittees.

The HUD-Independent Agencies Appropriations Subcommittee's allocation is reduced by approximately 3.5%. The effect is to cut \$680 million from the amount the Subcommittee has to work with compared to the amount the Senate used when it increased the National Science Foundation budget by 16% on October 15. It is \$180 million below the amount the Subcommittee had to work with when it froze the NSF budget at FY 1987 levels on September 25. The Subcommittee must still make the allocation decisions among the agencies within its jurisdiction (aside from NSF, they include HUD, EPA, Veteran's Administration, and NASA). There still must be a conference with the House, where its HUD-Independent Agencies Appropriations Subcommittee has a little more money to work with, but whose earlier decisions were not as favorable to NSF as the Senate allocations. Yet the reality of the budget deal's fiscal constraints dissipates the earlier optimism that the first stage of the five-year effort to double the NSF budget would succeed.

COSSA CONVENES ANNUAL MEETING

The Consortium held its sixth annual meeting in Washington on December 2, with representatives of its Member associations and some of its Affiliated organizations. The meeting serves as a forum for discussion of COSSA's priorities, problems, and future directions. Professor Victor Rosenblum, the President of COSSA, presided.

Executive Director David Jenness, in his fourth annual report, noted that 1987 has been a "crazy year," exemplified by the uncertainty over final appropriations for social and behavioral science research in the federal government agencies. In this light, Jenness discussed COSSA's significant involvement in seeking support for a major increase in the NSF budget. It was a year that saw COSSA make a realistic and effective effort through grass-roots lobbying, personal advocacy, and coalition building on behalf of the Foundation's budget.

Jenness further discussed COSSA's role in promoting social and behavioral science research to help stem the AIDS epidemic, field-initiated studies from the Office of Educational Research and Improvement at the Department of Education, and social science research on rural development at the Cooperative State Research Service in the Department of Agriculture. Increased political and institutional cooperation with other organizations has been effective. This has helped COSSA sustain and enhance the federal statistical system, assess the social studies curriculum in elementary and secondary schools, promote foreign language and international studies, and ensure the inclusion of

social and behavioral science in discussions of international scientific endeavors.

Wanner Addresses Problems of Poverty Research

As this year's luncheon speaker, Russell Sage Foundation President Eric Wanner presented his view of the need for renewed social science research into the causes and structures of poverty in the U.S. He called for research that would lower disciplinary boundaries in order to improve our understanding of the connections between economic and sociocultural determinants of persistent residual poverty.

Some have tried to blame the persistence of poverty on the welfare system. These claims tend to be exaggerated for other factors, such as the relatively low levels of economic growth and productivity and the changing composition of the labor market, explain part of the problem. Yet to some extent the past success in decreasing the poverty rate has left some in poverty who cannot be easily helped by economic growth or income transfers--the solutions of the past. Thus, research to better understand the persistence of poverty must be conducted, in order to develop new social strategies to alleviate it.

What is required now is a fuller understanding of the perceptions of the poor concerning their circumstances and their place in society. Recent studies show that the culture of poverty is a consequence of economic circumstance rather than a cause. What is needed is interdisciplinary research that moves away from the analysis of census tapes and overcomes the logistical difficulties of studying the lives of poor people. This kind of research will enhance social science, and could provide the basis for successful efforts to decrease poverty. However, increased funding for research is a vital prerequisite.

Two New Members Elected to COSSA Board

Following the Annual Meeting, the COSSA Board elected Darlene Clark Hine, John Hannah Professor of History at Michigan State University, and Thomas F. Malone, Scholar in Residence at St. Joseph College in West Hartford, CT, to serve two-year terms as at-large directors of the Consortium.

Prof. Hine was until earlier this year professor of history at Purdue University, where she also served as Vice Provost. She is currently a member of the advisory board of the Black Women Physicians Project and is working on the history of blacks in the medical profession. Dr. Malone has worked at MIT, the Travelers Insurance Company, the University of Connecticut, and the Holcomb Research Institute. He is a member of the National Academy of Sciences, serving from 1978 to 1982 as Foreign Secretary of the Academy. His interest in the social sciences derives from his appreciation of the fact that major problems in the foreseeable future will require social science input alongside that of the physical and natural sciences.

NSF REALIGNS BNS

The Division of Behavioral and Neural Sciences (BNS) in the Directorate of the Biological, Behavioral and Social Sciences (BBS) at the National Science Foundation (NSF) is operating under an "experimental realignment" during FY 1988. According to Richard Louttit, BNS Director, the realignment combines smaller programs into a total of four large programs in order "to improve interaction among program officers with substantively related areas of responsibility and encourage innovation." The four consolidated programs are:

1) Anthropology Program: Supports research in cultural and social anthropology, archaeology, and physical anthropology; on all topics, techniques, and geographic areas. Support is also provided for preserving and increasing research accessibility of systematic anthropological collections, and for archaeometric research and laboratories.

2) Biological Basis of Behavior Program: Supports both laboratory and field research on all biological factors that underlie the behavior of animals, and includes the study of animal behavior per se. Research on genetic, environmental, hormonal, neural, and developmental determinants of behavior is supported, along with the physiological and anatomic mechanisms involved in motor behavior. A special emphasis is directed toward understanding the neural and endocrine factors responsible for the processes of learning and memory.

3) Language, Cognition, and Social Behavior Program: Supports psychological and linguistic research in all areas of human social, linguistic, and cognitive behavior and the development of behavior in children. Research is supported in the areas of perception, attention, learning, memory, thought, concept formation, attitude formation, personality, emotion, interpersonal processes, social cognition, and social influence. Also included is research on the syntactic, semantic, phonological, and phonetic properties of individual languages and of language in general; psychological processes in the production and perception of speech; and the biological foundations of language, cognition, and social behavior. Research to provide improved methods and techniques is encouraged.

4) Neuroscience Program: Supports research on all aspects of nervous system development. Included is research on the factors that influence the formation, growth, and aging of the nervous system; how neurons and glia differentiate and regenerate, and their biochemical and biophysical properties; the generation and transmission of signals by the neuron; molecular, cellular, and physiological mechanisms involved in sensory transduction, neural coding and information processing; and the pathways and mechanisms that process neural activity.

In addition, as part of BBS director David T. Kingsbury's desire to foster greater coordination for the directorate, a new Division of Instrumentation and Resources will be created around the beginning of the new year. This division will house several

programs that are largely biological in function: instrumentation and instrument development, biological research resources (e.g., gene banks), and biological research and facilities centers. BBS participation in the NSF Science and Technology Centers initiative will be managed here, as will cross-directorate cooperation in Foundation-wide special emphasis programs such as those involving women and minority participation in science. Finally, the new division will include a Studies of Science Program, which will incorporate Ethics and Values in Science and History and Philosophy of Science, the latter being moved from the Social and Economic Science Division.

Louttit emphasized that the BNS realignment "doesn't change the scope of the division's responsibilities one iota." And, for the moment at least, there are no fiscal implications of the "experiment." The nine present BNS program appropriation accounts in the FY 1988 budget still exist in the FY 1989 budget submitted to the Office of Management and Budget. The same number of review panels will continue to operate.

So why this "experimental realignment" and not reorganization? Reorganization requires more formal actions, both internally and externally. Internally, there are personnel and union concerns that must be met. Externally, congressional interests in the structure of the Foundation that must be persuaded that changes are necessary. Both types of action may follow during the 1988 calendar year to move the realignment toward a formal reorganization. Reactions by the relevant research fields may influence that decision.

Program Directors under the BNS Realignment

Anthropology

Program Director for Archaeology: Dr. John Yellen (357-7804)
 Program Director for Cultural Anthropology:
 Dr. Stuart M. Plattner (357-7804)
 Program Director for Physical Anthropology: to be announced
 Associate Program Director for Systematic Collections & Dissertations:
 Dr. Nancy J. Parezo (357-7804)

Biological Basis of Behavior

Program Director for Neural Mechanisms of Behavior:
 Dr. Nathaniel Pitts (357-7040)
 Program Director for Animal Behavior: Dr. Fred Stollnitz (357-7949)
 Program Director for Psychobiology: to be announced
 Associate Program Director for the Psychobiology of Learning and Memory:
 Dr. Dennis Glanzman (357-7949)

Language, Cognition, and Social Behavior

Program Director for Social Psychology: Dr. Jean Intermaggio (357-9485)
 Program Director for Human Cognition and Perception:
 Dr. Joe Young (357-9898)
 Program Director for Linguistics: Dr. Frances Karttunen (357-7696)

Neuroscience

Program Director for Developmental Neuroscience:
 Dr. Rodney K. Murphey (357-7042)
 Program Director for Cellular Neuroscience:
 Dr. Richard D. Broadwell (357-7471)
 Program Director for Sensory Systems: Dr. Steven Price (357-7428)
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 Dr. Christopher J. Platt (357-7428)

NATIONAL COMMISSION TO EXAMINE THE SOCIAL STUDIES

In 1985, three organizations--the American Historical Association, the National Council for the Social Studies (NCSS), and the Organization of American Historians--called jointly for a National Commission on Social Studies in the Schools. In the following two years, a number of scholarly and professional associations in the social sciences and in education were briefed on the Commission's plans and purposes, and joined in turn to support, further, and endorse those plans. COSSA was such an organization, and has lent considerable staff time and effort to the planning phase.

The first full-scale meeting of the Commission was held in Dallas on November 11-15, 1987, timed so as to coincide with the annual meeting of the NCSS. The timing was particularly opportune in that the Commission includes not only public figures and discipline-based scholars but a large proportion of education professionals, ranging from classroom teachers to chief state school officers, many of whom were attending the NCSS meeting. The Commission meeting was funded with grants from the Rockefeller Foundation, the National Geographic Society, and NCSS.

The basic functions of the Commission are to examine the content and purpose of social studies education and to make recommendations for improving social studies curricula. Every aspect of the social studies will fall under the Commission's purview, from the proportion of each social science and humanities discipline taught in social studies courses to the impact of the culture of the classroom on learning. The work of the Commission, which will include consideration of the data and findings of education researchers and parallel organizations, is to be conducted by groups of researchers and teachers clustered into Task Forces with subsidiary Working Groups. The three Task Forces will deal with teacher education, curriculum, and implementation of the Commission's recommendations.

The Commission is setting to work at a time when school reform is again on the national agenda, and when a number of fields are paying particular attention to their own place in school curricula. National Geographic Awareness week (see Update, November 6, 1987) has publicized geographic knowledge, or lack of it, among students. The historical profession is questioning the balance between history instruction and other, or more general, social studies instruction. For example, as University of California, Berkeley, professor of education Paula Gillett puts it, "As the high school population became far larger and enormously diverse [in the 1950s-1970s], public school educators adapted the curriculum to what they saw as a more practical course of study. Historians believed that the goal of citizenship education was best realized by a... demanding program of... history. Those in charge of public education believed such a program to be far removed from the needs of their new mass public. This strong and basic disagreement over the

role of history in the shaping of future citizens--not just how much history, but also what kinds--continues to divide historians and social studies educators" (AHA Perspectives, November 1987). In American Memory, a recent report on the state of the humanities in the schools by Lynne Cheney, chairman of the National Endowment for the Humanities, Dr. Cheney recommends replacing the social studies with history and a few other discipline-based courses in elementary and secondary schools.

The recent Commission meeting in Dallas suggests that the divisions between historians and social studies proponents are not as deep as many feared, and that there is a good deal of desire across many fields to create a stronger, more coherent curriculum at all levels. The general assumption is that it is not a matter of adding more subjects and 'units,' but, as one participant put it, of having "less, better."

The Commission will eventually propose strategies for building broad support for improving social studies education in local schools, communities, educational and professional organizations, state legislatures and departments of education, and national forums. Readers of Update may wish to be in touch with Fay Metcalf, the executive director of the Commission, or with any of the Commission members (see box).

NATIONAL COMMISSION ON SOCIAL STUDIES IN THE SCHOOLS

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This is the 22nd and final issue of Update for 1987, thus concluding Volume VI.

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Society for Research on Adolescence
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Southern Sociological Society
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Speech Communication Association
The Institute of Management Sciences

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