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CONSORTIUM OF SOCIAL SCIENCE ASSOCIATIONS

# COSSA WASHINGTON UPDATE

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- Congress Adjourns for the Year, But Partial Sequester Remains
- Compromise Paperwork Reduction Bill Introduced
- Advisory Committee Examines NSF Role in Science Education
- Ratchford and Wyngaarden Confirmed for OSTP Posts
- Social Studies Commission Defines Curriculum for 21st Century
- Sources of Research Support: Department of Justice

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## CONGRESS ADJOURNS FOR YEAR, BUT PARTIAL SEQUESTER REMAINS

The first session of the 101st Congress officially adjourned at 4:31 a.m. on November 22, making this only the second pre-December adjournment for a non-election year session since 1965. While members were thankful for getting out of town early, those left behind are trying to decipher and discern what a 130-day sequester means to the funding levels of research-supporting agencies.

As part of a \$17.8 billion reconciliation bill necessary to meet the Gramm-Rudman-Hollings deficit reduction targets for FY 1990, the Congress saved \$4.6 billion by maintaining until February, the across-the-board reductions in place since October 15. After much haggling and a number of vetoes by President Bush, all thirteen appropriations bills finally became law on November 21.

Despite three continuing resolutions and much budget uncertainty in 1989, the cycles continue and the Office of Management and Budget and the executive branch agencies are currently in their annual ritual of passbacks and appeals for the FY 1991 budget scheduled for release on January 8. All involved suspect next year's budget hassles will be worse as the FY 1991 GRH deficit target will require greater reductions than smoke and mirrors can possibly secure. The Congress does not expect to return until January 23 to face that difficult prospect.

Preliminary calculations by the National Science Foundation based on congressional budget committees' arithmetic suggest that NSF will lose about \$28 million from its FY 1990 appropriated level of \$2.112 billion, leaving it with more than an 8 percent increase for FY 1990. About \$23.5 million of that will come from the research and related activities

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account, resulting in an increase of slightly more than 5 percent from FY 1989. The science and engineering education account will lose about \$2.5 million, leaving it with close to a 20 percent increase over FY 1989.

Where the necessary cuts will be made within the directorates and programs of the foundation will be decided by NSF as it puts together its FY 1990 operating plan. Funds for other non-defense agencies are expected to be reduced about 1.4 percent below their appropriated levels.«

#### COMPROMISE PAPERWORK REDUCTION BILL INTRODUCED

Snatching compromise out of the jaws of stalemate, the chairman and ranking minority member of the House Government Operations Committee jointly introduced a bill November 17 to reauthorize the Paperwork Reduction Act (PRA). Hammered out over a period of several months, the bipartisan legislation is marked most notably by its omission of regulatory review restrictions concerning the Office of Management and Budget (OMB).

In the face of strong Republican opposition, Democrats agreed to leave regulatory review restrictions out of the compromise legislation. In return, such restrictions were included in an Administrative Agreement with OMB, which while lacking the force of law, does include many of the provisions sought by Democrats.

While the bill, crafted by committee chairman John Conyers (D-MI) and ranking Republican Frank Horton (R-NY), would change the PRA's name to the "Paperwork Reduction and Federal Information Resources Management Act," the legislation remains fundamentally geared more toward paperwork reduction than toward information resource management. Such a focus stands in contrast to a Senate reauthorization bill introduced by Sen. Jeff Bingaman (D-NM), which places considerably more emphasis on improving the fulfillment and management of government information activities.

In an attempt to mollify supporters of improved information management, the Conyers-Horton bill adds a new section on information dissemination. The bill articulates specific dissemination goals and principles -- largely drawn from a bill introduced by Rep. Bob Wise (D-WV) -- and directs OMB to encourage a diversity of public and private information providers.

Despite its dissemination provisions, however, the Conyers-Horton bill still reflects an "information-as-burden" mindset. The "burden" notion is the ideological source of current OMB practices that effectively curtail some federal information collection efforts. In a recent report, the General Accounting Office concluded that OMB's paperwork clearance procedures exert "a chilling effect" on federal information collection (see UPDATE October 20, 1989).



The bill requires that annual agency paperwork reports reflect the benefits as well as the burdens of information collections. The legislation also increases agency and OMB recordkeeping to better document the latter's role in agency information collection decisions. The legislation retains, however, the "practical utility" criterion for evaluating the merit of agency information collections, and it adopts the broad OMB definition of burden.

The Conyers-Horton House bill would create an OMB advisory committee for statistical policy. The House bill specifies a 20-member panel, with members drawn from academia, business, research organizations, state and local governments, public interest groups, and other members of the statistics community. The committee would determine long-term data needs and make recommendations on a broad range of statistical policy issues.

The Bingaman bill would create a similar committee, while also spurring OMB's statistical office to provide more positive and more effective agency guidance on statistical matters. The Bingaman legislation would also require OMB to provide an analysis of resource allocation for statistical programs as part of the president's annual budget.

With its bipartisan support, the House bill is expected to garner a spot on the chamber's fast track once Congress returns in January. The Senate bill is less likely to see quick action.«

#### ADVISORY COMMITTEE EXAMINES NSF ROLE IN SCIENCE EDUCATION

What should be the role of the National Science Foundation (NSF) in American science and engineering education? That was the question of Basaam Shakashiri, assistant NSF director for the Science and Engineering Education (SEE) Directorate, and he sought an answer from the directorate's advisory committee during its meetings on November 20 and 21.

Should NSF be the leader in the federal government's efforts to overcome U.S. students' scientific illiteracy? Should the foundation try to focus on all levels of education -- precollege, undergraduate, and graduate? How does NSF cooperate with other agencies of the federal government, with the states and localities, and with the private sector in promoting science education and literacy? Should the effort include science literacy for the general public?

Most committee members voiced a strong desire that NSF assume a strong leadership role at all levels of education. However, Gerald Holton, professor of physics at Harvard and former COSSA board member, warned that NSF cannot do all the fixing necessary to improve the sorry state of American science education; the agency simply does not have the resources and



must, therefore, "stimulate all the other fixers," he said.

The appearance of Undersecretary of Education Ted Sanders at the meeting renewed hopes for greater cooperation between NSF and the department, a relationship that has been quite rocky in the recent past. Also noted was the interest of Energy Secretary James Watkins in pushing a science education agenda (see UPDATE May 26, 1989).

At the moment, SEE is concentrating on pre-college education -- mostly because this is the level of acute congressional interest and mandated funding -- and on graduate education. Committee members expressed concern that undergraduate science education sometimes gets lost. NSF Director Erich Bloch challenged this assumption, noting the across-the-foundation efforts for undergraduates. To some extent, this issue is a bone of contention since many of the advisory committee's members advocate concentrating all of NSF's education efforts in the SEE Directorate. Bloch has been unwilling to do that.

Bloch, in his remarks to the committee, focused on one of his recurring themes. He noted that the debate at NSF and elsewhere in the next few years "will be on the relationship between research and education." Expressing his concern that the "two have drifted apart," especially at the major research universities, Bloch noted the recent NSF "Important Notice" which requires grant applicants to note the educational component of their research proposals. He also contended that universities should be "bringing their own houses in order" in the relationship between teaching and research.

As part of a series of presentations, Frank Harris, executive officer of the Directorate for Biological, Behavioral and Social Sciences (BBS), reported to the advisory committee on BBS's educational efforts (Assistant Director Mary Clutter was away in Europe). He noted that FY 1990 will see a focus on general curriculum activity. He suggested that in the K-12 arena, the disciplinary groups need to create excitement. Committee member William O. Baker, retired chairman of Bell Laboratories and a former COSSA board member, had earlier referred to the report of the National Commission on Social Studies in the Schools (see story below) as an example of how curriculum revisions were being pushed by disciplinary organizations.

Harris also cited the NSF-sponsored curriculum workshops, although he did not mention the exclusion of the social and behavioral science disciplines from these summer events. He mentioned a number of graduate programs, mostly focused on biology students, but noted that the Research Training Groups program (see UPDATE September 8, 1989) has received about twenty percent of its pre-proposals from social and behavioral scientists.



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**RATCHFORD AND WYNGAARDEN CONFIRMED FOR OSTP POSTS**

J. Thomas Ratchford and James B. Wyngaarden were finally confirmed by the Senate November 17 for their positions as associate directors for the Office of Science and Technology Policy (OSTP).

Ratchford will direct the OSTP effort in domestic policy and international affairs and will supervise the promised assistant director for the social sciences. A former congressional fellow of the American Political Science Association, Ratchford has served since 1977 as the associate executive officer of the American Association for the Advancement of Science (AAAS). From 1970-77 he was a staff member for the House Committee on Science and Technology, and from 1964-70 he worked in the Air Force Office of Scientific Research. He holds a Ph.D. in physics from the University of Virginia.

Wyngaarden, the former director of the National Institutes of Health (NIH), will direct the OSTP effort in the life sciences. Prior to becoming NIH director in 1982, he was chairman of the department of medicine at the Duke University Medical Center. Wyngaarden received his M.D. from the University of Michigan.

With Ratchford and Wyngaarden on board, OSTP Director Allan Bromley now enjoys the assistance of half his associate directors. Nominations of the associate directors for industrial technology policy and the physical sciences are expected soon. Also imminent is the announcement of the members of the President's Council of Advisers on Science and Technology (PCAST). This group was supposedly selected last June, but ethics and security checks have delayed the public naming of the membership. The naming of the assistant director for the social sciences is not expected soon.

**SOCIAL STUDIES COMMISSION DEFINES CURRICULUM FOR 21ST CENTURY**

"What should be the goals and vision of social studies as we set about to prepare young people for citizenship and leadership in the next century?" That's the focus of Charting a Course: Social Studies for the Twentieth Century, a report by the curriculum task force of the National Commission on Social Studies in the Schools. In trying to answer its guiding question, the report notes that "[i]ndividuals do not think well if they do not understand their own history, do not appreciate political and cultural diversity, and do not understand the economic and sociological realities of a rapidly changing world."

The task force -- which was co-chaired by William H. McNeill, professor of history emeritus at the University of Chicago, and Jean Craven, district coordinator for social



studies in the Albuquerque public schools and former president of the National Council for the Social Studies -- recommends that social studies be taught in every K-12 grade to ensure that students develop qualities crucial to citizenship: civic responsibility and active civic participation; perspectives on their own life experiences so they see themselves as part of the larger human adventure in time and place; a critical understanding of the institutions, traditions, and values of the United States as expressed in their unity and diversity; an understanding of other peoples and the unity and diversity of world history, geography, institutions, traditions and values; and critical values and analytical perspectives appropriate to the analysis of the human condition.

To foster the development of these qualities, the curriculum in grades K-3 should focus on individuals playing multiple and varied roles and role changes as circumstances change, the report states. In addition, stories about other times and places should balance material about the United States. Emphasis on selective studies, the report suggests, would be more useful than "straining" to cover everything. In grades 4-6, geography deserves special attention, as well as a sampling of the variety of the great past and present world cultures. "By the end of grade six, pupils should know much factual information from the disciplines of history, geography, government and economics and have an elementary sense of how that information relates to national and global understanding," according to the report.

In grades seven to eight, students should concentrate on local and national social, political, and economic relationships and patterns of behavior. In particular, the report argues, studying the local community is essential. Furthermore, "it is also important that students understand that U.S. history has taken shape in response to significant foreign contributions, threats and resources." The curriculum in high school needs to emphasize "three transformations of modern times -- the democratic revolution, the industrial and technological revolution, and the modern growth and mobility of population." In order to foster citizen participation, 12th grade should provide opportunities for community service courses and a course combining government and economics.

The report also includes eight essays by representatives of the Social Science Task Force on Pre-Collegiate Education discussing the academic disciplines which provide much of the content of the social studies. Copies of the curriculum task force report are available from the American Historical Association at 202/544-2422, the National Council for the Social Studies at 202/966-7840, or the Organization of American Historians at 812/855-7311.«



**SOURCES OF RESEARCH SUPPORT: DEPARTMENT OF JUSTICE**

COSSA provides this information as a service and encourages readers to contact the agency for further information or application materials. Additional application guidelines and restrictions may apply.

**Office of Juvenile Justice and Delinquency Prevention**

The Justice Departments Office of Juvenile Justice and Delinquency Prevention (OJJDP) has announced a new research initiative to evaluate conditions in juvenile detention and correctional facilities. The initiative seeks to determine the extent to which these facilities meet recognized national standards, and to develop recommendations for the improvement of conditions in these facilities.

The project's research design should clearly articulate the problem, objectives, methodology, measures, sampling strategy, and analysis plans for reviewing the conditions of confinement. The data collection and processing phase should include preparation of the data collection plan, pilot tests of the data collection instruments, data collection, data processing, and preparation of data tapes for analysis. Data analysis should consist of a series of reports on facility conditions.

**Application Procedure:** The agency invites applications from public and private agencies and organizations. One cooperative agreement will be awarded.

**Budget and Funding Mechanism:** Up to \$800,000 has been allocated for the initial award, with an initial budget period of 18 months covering the research design and data collection and analysis stages of the project. One or more awards will be considered to complete a 30 month project period.

**Review Process:** Peer review.

**Deadlines:** Applications must be received by January 8, 1990.

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**NOTE TO READERS**

This issue is the last 1989 issue of UPDATE. We will resume publication on January 5, 1990 with a new, more readable look.



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