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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 82 pages. Original publisher: Washington : U. S. G. P. O. : For sale by the Supt. of Docs. , U. S. G. P. O. , 2007. LC Number: KF27 . S3984 2007c OCLC Number: (OCoLC)184952198 Subject: Energy conservation -- Social aspects -- United States. Excerpt: . . . 11 The prepared statement of Mr. Ehlers follows: P S R V J. EHLERS REPAED TATEMENT OF EPRESENTATIVE ERNON I am pleased that todays hearing will explore how energy-related policies are being shaped by social science research. I understand that it is very challenging to determine why people do what they do regarding energy, given all the variables in their lives. If Congress creates what looks like good policy, but which lacks an un-derstanding of the primary drivers of decision-making, our policies may still fail. We must account for social factors when crafting energy policies. Much of the basic research funded by the National Science Foundation (NSF) ex-amines the fundamental mysteries behind brain cognition and human behavior. Among other things, NSF studies the causes and consequences of social and cultural norms. I know many of my colleagues share my personal interest in developing poli-cies to draw more students into the science and mathematics teaching profession. In that context, I believe that it is integral that the social science research work in tandem with educational research to evaluate not only how to best prepare teach-ers to teach, but to understand what would draw them and keep them in teaching. Perhaps if we continue this series of hearings we could delve into what incentives work best to encourage people to enter teaching professions as well as their willing-ness to stay in them. Returning to the topic at hand today,...

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