

ment, political change, methodology and theory; *Japan, Korea*: international relations, political science or public administration; *Mexico*\*: international relations and research methodology; *Norway*: political behavior and comparative politics; *Philippines*: international relations and the Third World; *Singapore*: U.S. political history; *Spain*: younger scholar; *Tanzania, Turkey*: international relations and law; *U.S.S.R.*: American history and politics. (\*Spanish required; †French required.)

Those desiring a copy of the 1979-80 announcement of Fulbright-Hays award opportunities for university teaching and advanced research abroad should send name, address, highest degree, specialization and country interest to the Council for International Exchange of Scholars, Eleven Dupont Circle, Washington, D.C. 20036. Applications are due for the American Republics, Australia and New Zealand by June 1, 1978, and for Africa, Asia and Europe by July 1, 1978.

CIES will also assist in the administration of about 500 awards in 1979-80 for Fulbright scholars visiting the U.S. for lecturing and research. In many cases host institutions are expected to assist the scholar with full or partial maintenance; inquiries are welcome. A directory of scholars currently in the U.S. is available on request.

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### NEH Fellowships for Independent Study and Research

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The National Endowment for the Humanities has announced its Fellowships for Independent Study and Research for scholars, teachers and other interpreters of the humanities who can make significant contributions to humanistic thought and knowledge.

Applications may come from college and university faculty members, scholars working in specialties, and others who work in the humanities. Applications are welcome both from established scholars and from others of ability and promise who have not achieved wide recognition for their work.

Teachers at undergraduate colleges and at junior and community colleges who are primarily interested in increasing their understanding of the subjects they teach in order to improve their teaching are encouraged to apply to the Endowment's program of Fellowships in Residence for College Teachers.

Fellows must devote full time to their fellowship studies. They may not hold other major fellowships or grants during tenure, except sabbaticals and other grants from their own institutions.

The Endowment's other fellowship programs for 1979-80 are these: Fellowships in Residence for College Teachers, Summer Stipends, Summer Seminars for College Teachers, and Fellowships for the Professions.

For additional information and application materials, write to the Division of Fellowships, National Endowment for the Humanities, 806 15th Street, N.W., Washington, D.C. 20506.

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### The Ford and Rockefeller Foundations' Research Program on Population and Development Policy

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The jointly sponsored Ford and Rockefeller Foundations' Research Program is interested in receiving proposals focusing on the formulation, implementation and evaluation of population policy as it relates to social and economic development. Of particular interest to this year's program are proposals that may help in closing the gap between research and policy planning on development issues. Submissions are encouraged on a broad range of topics. The following are examples of research areas of interest to the program: (1) interrelation of population policies and other development policies, particularly with respect to food, energy and employment; (2) impact of government programs in such areas as rural development, health, education, housing, social security and transportation on rural to urban migration and/or fertility; (3) interrelations among infant and child mortality, nutrition, age at marriage, socioeconomic factors, and fertility; (4) simulation of the economic, social, and/or demographic consequences of alternative population and development policies at various levels of assumed effectiveness; (5) policy implications of internal and international migration trends.

The deadline for submission of proposals is July 1, 1978, and awards will be announced in December. The proposed research may begin on or after January 1, 1979.

For further program information outlining application procedures, please write to: The Ford and Rockefeller Foundations' Research Program on Population and Development Policy, The Ford Foundation, 320 East 43rd Street, New York, New York 10017.

## Announcement of Awards

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### Hastings Center Teaching of Ethics Grant

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The Hastings Center, Institute of Society, Ethics and the Life Sciences, in Hastings-on-Hudson, New York, has been awarded a two-year grant of \$197,600 by the Carnegie Corporation of New York to conduct a major study of the teaching of ethics, at both the undergraduate and professional school level. This grant followed a planning grant from the Rockefeller Brothers Fund.

The Hastings Center's Project on the Teaching of Ethics will study broad questions concerning

## Research and Training Support

the teaching of ethics in colleges, universities, and professional schools, as well as some special problems of teaching ethics in different educational settings.

Co-directors of the project are Daniel Callahan, director of The Hastings Center, and Sissela Bok, lecturer on medical ethics at Harvard Medical School. An advisory group is comprised of George Bonham, editor-in-chief of *Change* magazine; Paul Freund, Carl M. Loeb University Professor at the Harvard Law School; Martin Trow, director of the Center for the Study of Higher Education, University of California at Berkeley; and Derek Bok, president of Harvard University.

Arthur Caplan, Associate for the Humanities, is assembling information on courses now being taught or planned. Those with such material are requested to write to him at The Hastings Center, 360 Broadway, Hastings-on-Hudson, New York 10706; and they will in turn be placed on a mailing list to receive information about the project as it progresses.

Among the broad questions raised by the recent expansion of efforts to introduce students to ethical questions are:

- What are the goals, actual and possible, in the teaching of ethics?
- What is the nature of normative ethics?
- What are the special pedagogical problems posed by the teaching of ethics, and how can these problems be met?
- What is an appropriate academic background for those teaching ethics?
- How should courses on ethics and values be evaluated?

The project will also focus on special areas such as ethics and undergraduate education, ethics and pre-professional programs, and ethics and professional education in biomedicine and allied health fields, law, public policy and administration, journalism, the social sciences, engineering, and business.

Part of the project will examine the diversity of current approaches in ethical thinking, and key issues such as truth-telling, deception, confidentiality, paternalism, and personal and social responsibility.

Over the two-year period of the grant, The Hastings Center will hold a number of meetings and conferences, prepare a variety of studies, sponsor a workshop, and try to bring together those working in disparate areas who share a common concern in ethics.

The project has several goals:

- To develop a coherent analysis of, and statement on, the teaching of ethics in American higher education;
- To survey and analyze the various efforts now underway to give ethics a more central role in the curriculum;

- To collect for wider dissemination examples of courses and programs in ethics, together with syllabi and bibliographies;
- To begin building a network of communication among those teaching ethics in different fields and at different levels of higher education;
- To develop some practical ways of assisting those interested in the teaching of ethics to develop stronger backgrounds and skills.

The Hastings Center is a non-profit research and educational organization with a specific focus on ethical issues in medicine, biology and the behavioral sciences. It is an interdisciplinary organization, comprising individuals from law, philosophy, the social sciences, theology, medicine, the biological sciences, and a number of other disciplines. It was founded in 1969.

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## NSF Graduate Fellowships

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Three political scientists were grantees of National Science Foundation Graduate Fellowships. These Fellowships provide a stipend of \$3,900 per year for full-time study. An education allowance of \$3,400 is provided by NSF to U.S. institutions in place of tuition and fees.

The grantees are: Larry M. Bartels, University of California, Berkeley; Noel V. Lateef, Harvard University; Eliot A. Cohen, Harvard University.

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## NEH Fellowship Awards

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Nineteen political scientists have been selected to receive fellowship awards from the National Endowment for the Humanities in its summer stipends and fellowship in residence programs. The awardees are:

Conrad P. Waligorski, University of Arkansas, Fayetteville; Glenn E. Brooks, Colorado College, Colorado Springs; Sandra C. Danforth, Fort Lewis College, Durango; Mark B. Rosenberg, Florida International University; Sotirios A. Barber, University of South Florida; Charles J. Helm, Western Illinois University; Ira L. Strauber, Grinnell College; Cynthia H. Enloe, Clark University; Gary F. Prevost, St. John's University; Raymond B. Pratt, Montana State University; Mary C. Segers, Rutgers University, Newark; Gordon C. Schloming, University of Portland; Michael R. Dillon, LaSalle College; J. Michael Dodson, Texas Christian University; Kathleen M. Toth, University of Texas, San Antonio; David C. Paris, VPI & State University; Edmond D. Carlson, Virginia Wesleyan College; Arthur W. Di Quattro, University of Washington; Lelan E. McLemore, Carroll College.

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### **Nuffield Foundation Grant to Study "Changing Character of the United Kingdom"**

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The Nuffield Foundation has awarded a three-year grant of £8835 to the University of Strathclyde's Centre for the Study of Public Policy to undertake collaborative research on the changing character of the United Kingdom, with special reference to fundamental questions raised by devolution proposals for Scotland and Wales and the ending of the Stormont Parliament in Northern Ireland.

The research will be undertaken by members of the Work Group on United Kingdom Politics which is sponsored by the Political Studies Association, the professional association of university teachers of the subject. The Work Group's co-convenors will be Professor Richard Rose, Head of the Department of Politics at Strathclyde University, and Dr. Peter Madgwick, Reader in Political Science at the University College of Wales, Aberystwyth.

"The present proposals to alter institutions for governing Scotland, Wales and Northern Ireland cannot be taken alone; they affect Westminster government at its most sensitive points," said Professor Rose. "The sovereignty of Parliament, the role of the courts in upholding or annulling laws, the maintenance of party discipline on an all-Britain basis and the collection and distribution of public expenditure are among the issues now in the melting pot."

The research will devote part of its efforts to studying separately developments within Scotland, Wales, Northern Ireland and the English regions, and part to an analysis of different ways in which Westminster's role as the supreme authority within the UK may be exercised.

The Work Group has already held two annual conferences on UK politics, the first at Strathclyde University in 1976 and the second at Aberystwyth in 1977. The 1977 papers have been issued as a special study by the Centre for the Study of Public Policy at Strathclyde. The Group plans annual UK meetings, the next to be held this autumn, as well as specialist conferences within each of its parts. It will also prepare a research register listing individuals

actively studying the subject, and plans a bibliography as well.

The principal research under the Nuffield Foundation grant will be undertaken by scholars working at a range of universities in Scotland, Wales, Northern Ireland and England. The Group will be responsible for bringing these studies together for publication in book form.

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### **NASPAA Research Fellowships in Public Personnel Management**

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The National Association of Schools of Public Affairs and Administration has announced five winners of research fellowships of up to \$8,000 for doctoral degrees in public personnel management. The fellowships awards were made possible by a grant funded by the U.S. Civil Service Commission under the Intergovernmental Personnel Act.

The recipients, their schools and research topics are as follows:

Cynthia Ann Brown, Maxwell School of Citizenship and Public Affairs, Syracuse University; *Analyzing the Impact of Public Personnel Policies on Local Government Budgets.*

Deborah Ann Cutchin, Institute of Public Policy Studies, Michigan State University, East Lansing; *Organization Change in the Public Sector: A Survey of Attitudes and Stress among Michigan State Executives.*

Ann Smith Harriman, Department of Public Administration, California State University, Sacramento; *Alternative Working Patterns: Their Impact on Public Organizations.*

Kenneth David Mitchell, Department of Government, Florida State University, Tallahassee; *A Continuation on the "Forgotten Governments": A Look at County Officials' Attitudes on Collective Bargaining in the State of Florida.*

Grace Hall Saltzenstein, Graduate School of Administration, University of California, Riverside; *Employment of Females in Municipal Governments; The Influence of Female Workforce Characteristics, City Characteristics, Organizational Structure, and Hiring Agents' Attitudes on Changes in Representation Levels.*