

Memorandum

JX8



July 11, 1990

TO: Vic Martuza
FROM: Linda Gottfredson *lg*
RE: My Grant Proposal

Please let me know when you have finished with the proposal.
I will take it over to Sponsored Projects myself.

Thanks.



**UNIVERSITY OF DELAWARE
CONTRACTS AND GRANTS PROPOSAL**

Please print or type.

PRINCIPAL INVESTIGATOR(S)			CO-PRINCIPAL INVESTIGATORS? (1) <input checked="" type="checkbox"/> 1 YES (2) <input checked="" type="checkbox"/> 2 NO		PROPOSAL TYPE (1) 1			PROPOSED PRINCIPAL INVESTIGATOR PARTICIPATION			
LAST NAME (15) Gottfredson			MIDDLE NAME (1) S.		DEPARTMENT (4) 2920		ACADEMIC YEAR (9 Month Contract)		SUMMER (3 Month Contract)		12 Month Contract
FIRST NAME (10) Linda			SOCIAL SECURITY NUMBER (9) 546-66-8908						100 %		
LAST NAME (15)			MIDDLE NAME (1)		DEPARTMENT (4)						
FIRST NAME (10)			SOCIAL SECURITY NUMBER (9)								

START (MM/DD/YY) DATE (6) 9/1/90	END (MM/DD/YY) DATE (6) 8/31/92
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COMPLETE TITLE
Project for the Study of Intelligence and Society

ABBREVIATED TITLE (20) PFI Intelligence	KEYWORD (20)
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SPONSORING AGENCY (IES) Primary (2) Subsidiary (2)	WERE MULTIPLE AGENCIES CONTACTED? (1) <input checked="" type="checkbox"/> 1 YES (2) <input checked="" type="checkbox"/> 2 NO
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	AGENCY	UNIVERSITY COSTS (MATCHING)	
		IN VOLUNTARY	VOLUNTARY
DIRECT COST (8)	\$91,481		
INDIRECT COST (8)			
STANDARD			
WAIVED			
TOTAL (8)	\$91,481		
TOTAL CONTRACT AMOUNT (SUM OF 3 TOTALS ABOVE)			

UNIVERSITY MATCHING STANDARDS

THE PROPOSED PROJECT WILL INCLUDE:

<input type="checkbox"/> Use of Animals Covered By USDA Regulations	<input type="checkbox"/> Use of Radioactive Chemicals or Materials	<input type="checkbox"/> Involvement of Humans as Research Subjects	<input type="checkbox"/> Equipment Certification	<input type="checkbox"/> This is a response to an RFP.
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COMPUTER USE \$

SOURCE OF MATCHING FUNDS AND OTHER COMMENTS:
Please add to Account Code 4-5-42-2920-01 PFI Intelligence.
Pioneer Fund does not pay indirect costs.

SIGN OFF AND ROUTING SEQUENCE

1	PRINCIPAL INVESTIGATOR <i>Linda S. Gottfredson</i>	DATE 7/11/90	4	CONTRACTS & GRANTS	DATE
	DEPARTMENT CHAIR	DATE	5	PROVOST	DATE
	DEAN/VICE PRESIDENT	DATE	6	PRESIDENT	DATE

SHADED AREAS WILL BE COMPLETED BY THE CONTRACTS & GRANTS DEPARTMENT

INSTRUCTIONS

The University member submitting the proposal should complete the unshaded items on the form as follows:

1. Proposal type (1=New, 2=Renewal; 1 character numerical)
If applicable, check the box for Co-Principal Investigators.
2. All Investigator's name(s), Social Security Number(s), Department(s).
(for character numerical; see Department Listing).
3. Investigator Participation: Investigators on a nine-month academic contract will complete percent in academic year and summer (2 months) if applicable. Investigators on twelve-month appointments will complete amount in twelve-month section only.
4. Start Date, End Date (six (6) character numerical; month, day, year).
5. Complete Project Title, Abbreviated Project Title (20 character alphabetical).
6. Key Word (word or words best describing project, limited to 20 character alphabetical, C/G will provide a key word list which may be used by Investigators).
7. Sponsoring Agency(ies) (2-2 Character codes numerical, use list of agency codes or call C/G office).
8. Where applicable, check the box for: use of animals, radioactive materials, human subjects, need for equipment certification and identify whether this proposal is a response to an RFP from the agency to which you are applying.
9. Dollars budgeted for computer use.
10. Source of Matching Funds (attach separate sheet if necessary).

Signatures on front of form attest to the following:

1. Principal Investigator (Project Director)

I have read, understand, and agree to act in accordance with the principles of the University Patent Policy. I certify that the proposed budget reflects, to the best of my knowledge, the true and direct costs associated with this project.

2. Department Chair

I have reviewed this application and consider it technically sound. It is compatible with Department plans, programs and faculty time allocation.

3. Dean

I have reviewed this application and affirm that it is in keeping with college plans and the availability of facilities, funds, manpower, equipment, and supporting services. If this proposal contains research using animal or human subjects, or radioactive materials, the Dean will submit this application to the appropriate Committee before further processing.

Committee Approval:

Name _____

Date _____

4. Vice President — Development

All proposals being submitted to foundations will be reviewed by Vice President for Development.

5. Assistant Controller-Contracts/Grants

Reviewed for financial requirements.

Abstract describing the project should normally not exceed 250 words. If additional space is needed, continue on another sheet.

Abstract

I propose to organize and edit a book based on the 1988-89 College of Education Colloquium Series I organized, entitled "Ability Differences in a Democracy: Challenge to Educational Policy." This book, like other activities of the project for the Study of Intelligence and Society, is designed to meet three objectives: to produce scientific knowledge about the societal consequences of ability differences, to promote the wider dissemination of such information, and to promote constructive debate over policy options.



PROJECT FOR THE STUDY OF INTELLIGENCE AND SOCIETY



July 10, 1990

Mr. Harry Weyher
Pioneer Fund
17th Floor
299 Park Avenue
New York, NY 10017

Dear Mr. Weyher:

Since 1986, the Pioneer Fund has kindly supported a variety of activities of the joint University of Delaware/Johns Hopkins University Project for the Study of Intelligence and Society, of which I am Co-Director. Those activities have included conducting basic research, organizing symposia and presenting papers at national professional meetings, producing edited volumes, and disseminating the resulting publications to relevant academic and professional audiences.

All these activities have been designed to further the three objectives of the Project for the Study of Intelligence and Society: (1) to develop through research, or stimulate others to develop, knowledge regarding g (general intelligence) and its consequences for individuals and society, (2) to disseminate important information regarding g more widely, both by producing materials (for example, edited volumes that integrate and bring more visibility to different streams of relevant research) and by distributing them to strategic audiences, and (3) to stimulate more constructive debate concerning policy options for dealing justly and effectively with individual and group differences in ability (for example, by creating public forums for discussion and debate).

This letter constitutes a proposal for another such activity--an edited book tentatively titled "Ability Differences in a Democracy: Challenge to Educational Policy." This book would follow-up the Colloquium Mini-Series of the same title that I organized for the University of Delaware College of Education. That colloquium series, which was financed by the College of Education, was held at the University of Delaware during the 1988-1989 academic year.

I shall describe below my objectives, the contents of the proposed book, and the resources required.

Objectives of the Proposed Book

Many policy dilemmas arise, particularly in a democracy, from individual and group differences in ability among students. However, policy debates are generally uninformed by, or mute about, the

Co-Director: Robert A. Anderson, Ph.D.

The Johns Hopkins University, Department of Sociology, Baltimore, MD 21218 (301) 955-7634

Co-Director: Linda S. Gottfredson, Ph.D.

The University of Delaware, College of Education, Newark, DE 19713 (302) 451-6451

relevant scientific evidence. The proposed book would bring together highly regarded researchers and policy makers in relevant arenas to discuss and debate these issues. The Project thereby seeks (1) to encourage educational policy makers to pay more serious attention to ability differences and their possible policy implications, (2) to encourage researchers of mental abilities to think more deeply about the policy implications of their research, and (3) to erode the apparent taboo against addressing ability differences openly in policy debates.

Accordingly, the book is intended for a diverse set of scholars and professionals, including researchers of intelligence, learning, and the delivery of instruction, mid- and high-level educational administrators, and persons generally interested in the goals and possibilities of education in a pluralistic democracy.

Contents of the Proposed Book

The background and content of the colloquium series on which the book would be based are described in the enclosed attachment ("1988-1989 College of Education Colloquium Mini-Series"). In addition to my introductory colloquium, the speaker series included seven nationally or internationally known experts on mental ability and mental tests: Hans Eysenck (University of London), Arthur Jensen (University of California, Berkeley), John B. Carroll (University of North Carolina, Chapel Hill), Robert Plomin (Pennsylvania State University), Robert Gordon (Johns Hopkins University), Lloyd Humphreys (University of Illinois), and Richard Lynn (University of Ulster).

The book would consist of book chapters prepared by those speakers at the colloquium series (five preliminary manuscripts are already in hand) and of reactions to those chapters, perhaps ten in all, by key educational policy makers and by scholars from divergent perspectives.

The life of social science discourse is enhanced by genuine differences of opinion, just as social policy is improved through full consideration of available information and options. Therefore, to the extent possible, the book would be formatted as a debate among the speakers and authors. I chose colloquium speakers whose papers, as a set, would be likely to make a strong case that individual and group differences in mental ability are more important than usually assumed in policy debates. Respondents would be chosen not only for their competence but also for their likelihood of examining or contesting that case from distinctly different perspectives. The colloquium speakers would then be offered the opportunity to respond to any of the other authors, thereby encouraging them to engage more fully the concerns of policy makers and dissenting scholars and to extend their own analyses.

Lawrence Erlbaum Publishers has already expressed interest in the proposed book.

Explanation of Change in Plans

As you know from my proposal last year, I had planned to hold a national conference prior to compiling the book. With the encouragement of the College Dean and other College faculty, I had intended the conference (tentatively scheduled for Spring 1991) to follow-up my colloquium series, as it had aroused considerable interest among College faculty and students.

The conference format would have enhanced the book by allowing the authors to debate and develop the issues in direct interaction with each other. Unfortunately, the controversy over the Pioneer Fund at the University of Delaware makes such a conference inadvisable, and perhaps impossible, at this time. Even if participants could still be recruited, the conference might be disrupted and the participants abused in some manner.

Moreover, the time demands and uncertainty occasioned by controversy last year prevented me from planning the conference, as I had expected to do, during the year. Having already lost a year, I do not wish to risk the timeliness of the colloquium speakers' draft manuscripts by delaying the book any longer.

Activities Required to Produce the Book

I would first provide extensive comments and suggestions to the five colloquium speakers who have already submitted preliminary manuscripts in order to enhance their coherence as an integrated set; obtain papers from the remaining two colloquium speakers or substitutes; and write an introductory chapter.

Concurrently, I would identify appropriate respondents and invite their participation. This critical process would likely be a lengthy one, for it is usually difficult to obtain a well-balanced set of respected experts who have both the time and inclination to prepare the requested manuscripts.

I would then provide guidance to the respondents on the format and timing of their contributions and carefully edit the resulting manuscripts. These manuscripts would in turn be sent to the colloquium speakers for preparing concluding commentaries, if they wished to do so.

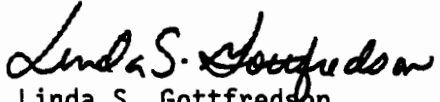
I would also work with the publisher at all stages of production, including preparing an index and proof-reading the final manuscript.

The book should be ready to go to press by the Fall of 1992.

Resources Required to Produce the Book

Funding is required for personnel (my time and that of an assistant), postage and telephone calls, duplication and supplies, and honoraria for the authors. The total requested is \$91,481.

Sincerely,



Linda S. Gottfredson
Associate Professor

enc: budget
colloquium series description

Budget

Project for the Study of Intelligence and Society
9/1/90 - 8/31/92

<u>Personnel</u>	<u>Base Salary</u>	<u>Months</u> <u>FTE</u>	<u>Fringe</u>	<u>Cost</u>
L. Gottfredson				
6/91 (fulltime)				
salary	\$49,665/9 mo.	1		5,518
fringe benefits			29%	1,600
7/91-8/91 (fulltime)				
salary	49,665/9 mo.	2		11,037
fringe benefits			31%	3,421
6/92-8/92 (fulltime)				
salary	53,142/9 mo.	3		17,714
fringe benefits			31%	5,491
Clerical/research assisant	14,400/12 mo.	3		3,600
 <u>Honoraria</u>				
17 authors, \$2,000 each (\$1,000 for a draft and \$1,000 for a final version)				34,000
<u>Postage and Federal Express</u> (for exchanging manuscripts)				4,000
 <u>Miscellaneous</u>				
Supplies				600
Xeroxing				2,000
Books and technical reports				500
Telephone				2,000
			Total	\$91,481

No indirect costs are requested because the Pioneer Fund does not pay them. The Fund's letter to that effect is already on file.

College of Education Colloquium Mini-Series, 1988-1989

Ability Differences in a Democracy:
Challenge to Educational Policy

Organizer: Linda S. Gottfredson, College of Education

This eight-speaker colloquium series will focus on the educational policy implications of recent research on differences in general ability. Described below are the rationale and objectives of the colloquium series, the speakers and their individual topics, the schedule for each speaker's visit, and the activities accompanying and following the colloquium series.

Rationale

Ability differences create educational dilemmas in all societies, particularly in democratic ones such as ours where egalitarianism is strong. Where differences are large, stubborn, and of practical importance--as they seem to be in all industrialized countries--equal educational opportunity does not lead to equal outcomes. As oft noted, equality and excellence may be conflicting goals. Not surprisingly, then, the topic of ability differences has aroused considerable and continuing controversy. This controversy, in turn, has often stunted inquiry into the nation's educational constraints and options with respect to differences in ability in its school population. But problems ill-understood remain, at best, unresolved, and educational policy continues to oscillate between unrealistic reforms for equality and unrealistic reforms for excellence.

This colloquium series will focus specifically on the educational

implications of the recent revival of interest in g, the general mental ability factor. The concept of g, first proposed by Spearman in the early days of mental testing, captures the essence of what people usually mean by the term intelligence but it is a more precise ability construct and, unlike the term intelligence, connotes nothing about the source of ability differences.

The concept of g, like intelligence, fell out of favor as researchers became interested in measuring the full range of particular mental abilities. Much effort was devoted in midcentury to isolating and measuring these more specific mental abilities, which were often (mistakenly) assumed to be fairly independent of general intelligence. This shift away from general intelligence as a useful concept for describing ability differences and for explaining differences in human performance was accelerated in the 1960s and 1970s by growing concerns over social inequalities, particularly between racial-ethnic groups. Mental testing and use of the term intelligence became controversial. Rightly or wrongly, many educators now dismiss intelligence as an outmoded and harmful notion.

Skepticism regarding intelligence has been healthy to the extent that it has curbed abuses in mental testing, simplistic applications in the grouping of students for instruction, and unwarranted presumptions about the educability of low ability students. But alternative conceptions of ability have not appreciably lessened the dilemmas associated with differences in ability in the school population. Hopes for greater equality in achievement have not been realized, despite increased concern and spending. The rising numbers of "at risk" students are leading to fears that ever larger proportions of students will emerge from high school ill prepared to become

productive citizens and thereby further blunt our flagging competitiveness in international markets.

The skepticism regarding earlier concepts of intelligence also has produced one of the most massive bodies of evidence concerning the utility of any single scientific construct and, ironically, has strengthened earlier claims for the validity and utility of the general mental ability factor, g. It is thus time to look more carefully at what this growing body of evidence and theory about g (as distinct from intelligence) implies for educational policy and practice. Does more explicit attention to g in education threaten to bring back abuses of the past, as some seem to fear? Or, does it open new avenues for constructive change in education, as others hope?

Objectives

The proposed colloquium series is designed to address the following general question: What does research and theory on g have to offer educational policy makers? More specifically, what do we know about the nature and relative importance of g that might lead us to think differently about the appropriate goals and design of education and training? The colloquium series will pay particular attention to the problems and possibilities for educating "at risk" students.

The foregoing objectives will be pursued by having the speakers summarize broad arrays of evidence as well as think more deeply about their implications for education. Illustrative policy-related questions include the following. To what extent should we try to directly train mental ability rather than adapt instruction to individual differences in ability? What are the probable costs and benefits of different kinds of ability grouping? Of mastery

learning and other instructional strategies designed to equalize levels of achievement? To what extent should we strive for "social competence" rather than improved intellectual functioning, and to what degree can social competence among the less able be improved by developing non-intellectual skills? Are we more likely to raise the performance of future workers by providing them better general education or more specific job training? And by just how much can we realistically expect to raise their competence? To what degree do differences in ability impose a tradeoff between equality, excellence, and related values, and therefore what educational goals are really achievable?

Another objective of the colloquium series is to stimulate more open discussion of the educational implications of general mental ability. Euphemism, wishful thinking, and avoidance have become all too common in recent decades, to the detriment of all.

Related Activities

A graduate course in the College of Education (Topics in Educational Policy) will be conducted concurrently with the colloquium series in the fall and again in the spring. One month of class time will be devoted to each speaker's topic, and speakers will submit drafts of their presentations in time for students to review them before the colloquium. The speaker will conduct class the day of the colloquium.

The colloquium series will be followed by a symposium or conference (to be proposed and funded separately). The symposium will bring together the eight speakers, other researchers who can be expected to disagree with one or more of the speakers and present other points of view, and selected

individuals who are or have been responsible for formulating educational policy at local, state, or national levels. This symposium will be a working symposium in which participants debate policy options for dealing with ability differences. The debates will be structured around key issues in the eight colloquium papers, which will be distributed before the symposium, and around solicited reactions to those papers.

The set of colloquium papers and reactions to them will be published as a book intended for a broad audience which includes both researchers and policy makers.

Colloquium Speakers and Topics

I will present a colloquium early in September introducing the series. Thereafter there will be one speaker each month from September through May, with the exception of December and January. The first half of the colloquium series will introduce g and its relevance in education; the second half will attend more explicitly to policy dilemmas and options. (The following descriptions of the presentations are still tentative because the topics need to be outlined in more detail with the speakers.)

Fall Topics: What is g and to what extent do we know how to raise it? Can we raise (or equalize) achievement without raising (or equalizing) g ? Is g really so important relative to other abilities or "intelligences"?

1. Linda S. Gottfredson (University of Delaware), September 15

Dr. Gottfredson will introduce the colloquium series by discussing the need for increased attention among policy makers to the impact of g in

education and to the consequences of different policies for dealing with ability differences.

2. Hans J. Eysenck (London Institute of Psychology), September 29

Dr. Eysenck will set the stage for the rest of the colloquium series by providing historical background on the scientific controversies regarding general mental ability and their impact in educational settings. He will also summarize research on the nature, importance, and malleability of g.

3. Arthur R. Jensen (University of California, Berkeley), October 20

Dr. Jensen will discuss the relation between g and learning, paying particular attention to task characteristics. He will also explore the problems and possibilities for improving achievements among low-g individuals.

4. John B. Carroll (University of North Carolina, Chapel Hill), November 17

Dr. Carroll will discuss the structure of abilities and the educational importance of g relative to other abilities. He will also evaluate recent conceptions of "multiple intelligences."

Spring Topics: What does behavior genetics have to contribute to debates over educability and the malleability of g? How is g distributed across time, place, and social group? What might educational policy look like if policy makers took this information into account? What do international data on g and educational achievement have to say to U.S. policy makers?

5. Dr. Robert Plomin (Pennsylvania State University), February 23

Dr. Plomin will summarize evidence from behavioral genetics concerning the heritability and malleability of intellectual abilities and discuss what this evidence does and does not imply for the education of children.

6. Dr. Robert A. Gordon (Johns Hopkins University), March 23

Dr. Gordon will review the demography of g by discussing data on racial-ethnic, social class, parent-child, and urban-rural differences in the distribution of g . These group differences and the changing composition of the U. S. population will be discussed with regard to the growing challenge they pose to the educational system.

7. Dr. Lloyd G. Humphreys (University of Illinois, Champaign-Urbana), April 20

Dr. Humphreys will discuss the politics of g in educational settings and how educational policy might be altered were the evidence regarding g to be taken more seriously.

8. Dr. Richard Lynn (University of Ulster), May 11

Dr. Lynn will summarize international data on trends in g and patterns in the importance of g , paying particular attention to whether or not other countries may share the same policy dilemmas as does the United States with regard to ability differences.

Schedule

Each speaker will spend one full day (Thursday) at the University, arriving the evening before and leaving the morning after. (The two speakers

traveling from Great Britain may arrive a day earlier due to the disadvantageous time change they will experience). Breakfast with several guests will begin the day. The morning will be devoted to meetings with interested individuals and small groups. Lunch, with approximately six guests, will be held from 11:45-12:45. The formal presentation will be scheduled from 1:00-2:15. Interested faculty and students will have the opportunity to meet informally with the speaker over tea from 2:45-3:45. From 4:00-6:00 the speaker will attend the graduate course, EDS 843: Topics in Educational Policy, L. Gottfredson, Instructor. After an opportunity to rest, the speaker will go to dinner with a small group of faculty and students.

**UNIVERSITY OF DELAWARE
CONTRACTS AND GRANTS PROPOSAL**

JX 9

Please print or type.

CONTRACTS AND GRANTS PROPOSAL NO. (10)			PROPOSAL TYPE (1)	DATE (MM/DD/YY)		
PRINCIPAL INVESTIGATOR(S)			PROPOSED PRINCIPAL INVESTIGATOR PARTICIPATION			
CO-PRINCIPAL INVESTIGATORS? (1) <input type="checkbox"/> 1 YES <input checked="" type="checkbox"/> 2 NO			ACADEMIC YEAR (9 Month Contract)	3 SUMMER (2 Month Contract)	12 Month Contract	
LAST NAME (15)	MIDDLE NAME (1)	DEPARTMENT (4)	%	%	%	
Blits	H.	2920		100		
FIRST NAME (10)	SOCIAL SECURITY NUMBER (9)					
Jan	113-32-4969					
LAST NAME (15)	MIDDLE NAME (1)	DEPARTMENT (4)	%	%	%	
FIRST NAME (10)	SOCIAL SECURITY NUMBER (9)					

START (MM/DD/YY) DATE (6)	END (MM/DD/YY) DATE (6)	FUNDING DEPARTMENT COLLEGE (4)	FUNDING DEPARTMENT MINS CODE (4)
8/1/90	10/31/90		
COMPLETE TITLE			
Racial Politics and the Suppression of the Study of Race			
ABBREVIATED TITLE (20)		KEYWORD (20)	
Suppression of Study			
SPONSORING AGENCY(IES)	WERE MULTIPLE AGENCIES CONTACTED? (1)	PERCENT OVERHEAD (4)	FUNCTION (2)
04 Primary (2) 55 Subsidiary (2)	<input type="checkbox"/> 1 YES <input checked="" type="checkbox"/> 2 NO	0000	

	AGENCY	UNIVERSITY COSTS (MATCHING)	
		INVOLUNTARY	VOLUNTARY
DIRECT COST	(8) \$5,683	(8)	(8)
INDIRECT COST	(8) 0		
STANDARD		(8)	(8)
WAIVED		(8)	(8)
TOTAL	(8) \$5,683	(8)	(8)
TOTAL CONTRACT AMOUNT (SUM OF 3 TOTALS ABOVE)		(8)	

UNIVERSITY MATCHING STANDARDS		
MINIMUM \$	EXCESS \$	TOTAL \$
THE PROPOSED PROJECT WILL INCLUDE:		
<input type="checkbox"/> Use of Animals Covered By USDA Regulations	<input type="checkbox"/> Use of Radioactive Chemicals or Materials	<input type="checkbox"/> Involvement of Humans as Research Subjects
<input type="checkbox"/> Equipment Certification	<input type="checkbox"/> This is a response to an RFP.	
COMPUTER USE \$		

SOURCE OF MATCHING FUNDS AND OTHER COMMENTS:

Pioneer Fund does not pay indirect costs.

SIGN OFF AND ROUTING SEQUENCE			
1	PRINCIPAL INVESTIGATOR	DATE	CONTRACTS & GRANTS
	Jan Blits	6/6/90	
2	DEPARTMENT CHAIR	DATE	PROVOST
	J. M. ...	6/12/90	
3	DEAN/VICE PRESIDENT	DATE	PRESIDENT

INSTRUCTIONS

The University member submitting the proposal should complete the unshaded items on the form as follows:

1. Proposal type (1=New, 2=Renewal; 1 character numerical)
If applicable, check the box for Co-Principal Investigators.
2. All Investigator's name(s), Social Security Number(s), Department(s).
(for character numerical; see Department Listing).
3. Investigator Participation: Investigators on a nine-month academic contract will complete percent in academic year and summer (2 months) if applicable. Investigators on twelve-month appointments will complete amount in twelve-month section only.
4. Start Date, End Date (six (6) character numerical; month, day, year).
5. Complete Project Title, Abbreviated Project Title (20 character alphabetical).
6. Key Word (word or words best describing project, limited to 20 character alphabetical, C/G will provide a key word list which may be used by Investigators).
7. Sponsoring Agency(ies) (2-2 Character codes numerical, use list of agency codes or call C/G office).
8. Where applicable, check the box for: use of animals, radioactive materials, human subjects, need for equipment certification and identify whether this proposal is a response to an RFP from the agency to which you are applying.
9. Dollars budgeted for computer use.
10. Source of Matching Funds (attach separate sheet if necessary).

Signatures on front of form attest to the following:

1. Principal Investigator (Project Director)

I have read, understand, and agree to act in accordance with the principles of the University Patent Policy. I certify that the proposed budget reflects, to the best of my knowledge, the true and direct costs associated with this project.

2. Department Chair

I have reviewed this application and consider it technically sound. It is compatible with Department plans, programs and faculty time allocation.

3. Dean

I have reviewed this application and affirm that it is in keeping with college plans and the availability of facilities, funds, manpower, equipment, and supporting services. If this proposal contains research using animal or human subjects, or radioactive materials, the Dean will submit this application to the appropriate Committee before further processing.

Committee Approval:

Name _____ Date _____

4. Vice President — Development

All proposals being submitted to foundations will be reviewed by Vice President for Development.

5. Assistant Controller-Contracts/Grants

Reviewed for financial requirements.

Abstract describing the project should normally not exceed 250 words. If additional space is needed, continue on another sheet.

Abstract

I propose to develop a preliminary plan for a book on the political and scholarly consequences of the repression on campus of the study of race (Racial Politics and the Suppression of the Study of Race).

RECEIVED JUL 02 1990
OSPA 3:15 P.M.

05



University
of
Delaware

JX #10

OFFICE OF THE PRESIDENT
NEWARK, DELAWARE 19716

(302) 451-2111

April 24, 1990

Professor Lawrence Nees
Art History

Dear Professor Nees:

I have read and studied the Faculty Senate Committee on Research Report on the issue of the University of Delaware's relationship with the Pioneer Fund. It is an excellent report. I am pleased with the thoughtfulness and thoroughness of the work of you and your committee.

I accept the report. In particular I note your statements that academic freedom does not require that the University approve and forward every application of external funding generated by members of the faculty. Furthermore, the University has a right to set its own priorities for support of scholarly activity.

Therefore, by copy of this letter it will be University policy as stated in your report. The University of Delaware should neither seek nor accept any further financial support from the Pioneer Fund as long as the Fund remains committed to intent of its original charter and to a pattern of activities incompatible with the University's mission.

Yours very truly,


E. A. Trabant
President

EAT:ems

cc: Richard B. Murray ✓
Robert D. Varrin

Memorandum



July 18, 1990

TO: Linda Gottfredson

FROM: Victor Martuza, Chair *VM*
Educational Studies

SUBJECT: Your Grant Proposal "Project for the Study of
Intelligence and Society"

I am returning your proposal because it is not in accordance with University policy (see attached).

Since your Pioneer Fund account currently has in excess of \$40,000, would this not enable you to go forward and possibly complete the book project you have in mind?

VM:blo
Enclosures

cc: Frank Murray, Dean
Maxine Colm, Vice President
Employee Relations
David Roselle, President