

JL 1969 notes on Jensen article  
in Harvard Ed. Rev.

(JSM-143)

Failure of compensatory education.

11: claim that underlying theory is "average children" and  
the "social deprivation" hypothesis.

15 IQ measures "what teachers expect" in school.

16: role of self-instructional activity.

19. 9 facts.

27: intelligence is related to the prestige of soc. occupations

30: nature/nurture causality stat.

48. correctly criticizes absolute egalitarianism.

79.  $H = .75$  IN ENGLAND!

90  $H$  schools. = .40

91. Motivation important.

97 No adequate variability studies on Negro children!

101 abd. decay - deindividuated.

109 Nutrition effects:

114-115 cautions about generalizations.

X 119. Polygenism is mesoducted!

121. Not just educational opportunity.

121 Hyp. of genetic factors.

128a Ev. Pot./Unit.

138 Do welfare policies encourage unwanted children?

140. Every reason to be critical of head starts poorly conducted.....

144. Care in testing! - applies to natural averages!

## The tests

Expectancy effects

Partition of variance (ex. typol. environments)  
Prenatal ~~xxx~~ environment

Interaction terms

Aliection

Genetics and Therapy.

In what way would it be important to know

Some specific gene disabilities; demand some specificity  
in child science.

Limitations of  
this kind of  
genetic dis-  
covery.

"Black Studies" will be just as  
reluctant in college if it brings  
students out of working hard (pts of physical, other truth.)

146 ff. process associative mem. cognitive  
learning.

158. Ethnic differences. Not cultural.

161. Stress assoc. learning.

wise  
can't.

165. Learning as disadv. child's abilities.