

Jensen A R. *Educability and group differences*. London: Methuen, 1973. 407 p.  
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Various subpopulations (social classes and races) show marked differences in the distributions of those mental abilities most importantly related to educability and its occupational and socioeconomic correlates. This book challenges most of the popular explanations of these differences, particularly those theories that invoke exclusively social, cultural, and psychological causative factors. [The *SCI*® and *SSCI*® indicate that this book has been cited in over 220 publications.]

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August 3, 1987

This volume is the second in what became a trilogy<sup>1,2</sup> dealing with virtually all of the main educational manifestations and problems of individual differences and group differences in the general intelligence factor that is roughly indexed by the intelligence quotient (IQ). This factor accounts for a larger proportion of the variance in scholastic performance than any other measurable variables, singly or in combination, independently of IQ.

I did not intend to write a book when I began work on this project. In 1970 an eminent British psychologist, the late Philip E. Vernon, organized a symposium

for the International Congress of Applied Psychology in Liège, Belgium, that would discuss my then-controversial article<sup>3</sup> on the role of genetic, environmental, and cultural factors in educability. Since I was invited to defend my position and realized that my critics would focus on the highly controversial issue of racial differences, I decided to prepare a detailed statement of my position, with a review of the main arguments and relevant evidence, to be sent to all of the symposiasts well in advance. My aim was to present my position fully enough to minimize the risk that the other speakers would waste time on the typical straw-man arguments or claims that could be factually contradicted.

I went at this task with such thoroughness that before I realized it I had a 400-page typescript that was the basis for my 30-minute talk at the symposium, presented before an international audience of more than 1,000 psychologists. Vernon later suggested that I convert my long essay into a book. I divided it into chapters, added new material in light of the critical discussions, and hand-delivered the manuscript to Methuen in London the following summer.

My views on the topics of this book had already been highly publicized in the media, so this rather full-scale treatment of them had a ready audience in the UK, the US, and, in a translated edition, Japan. The book's viewpoint has given rise to many critical discussions; the most recent, and most sophisticated, one is a volume of pro and con essays by 19 eminent researchers in behavioral genetics, differential and cognitive psychology, and psychometrics.<sup>4</sup>

1. Jensen A R. *Genetics and education*. London: Methuen, 1973. 379 p. (Cited 30 times.)

2. -----, *Educational differences*. London: Methuen, 1973. 462 p. (Cited 35 times.)

3. -----, How much can we boost IQ and scholastic achievement? *Harvard Educ. Rev.* 39:1-123, 1969.

(Cited 1,290 times.) [See also: Jensen A R. Citation Classic. *Current Contents* (41):16, 9 October 1978.]

4. Modgil S & Modgil C, eds. *Arthur Jensen: consensus and controversy*. Philadelphia: Taylor & Francis, 1987. 420 p.