

Figure 1:
Son's vs. father's height (inches)

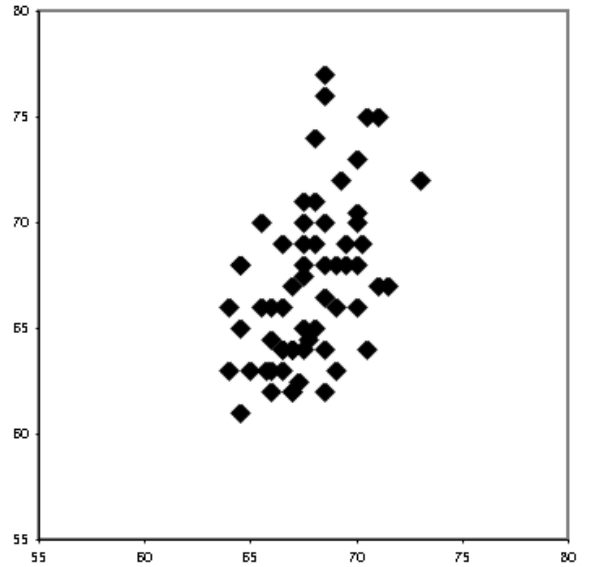


Figure 3:
Student's vs. average of parents' height (inches)

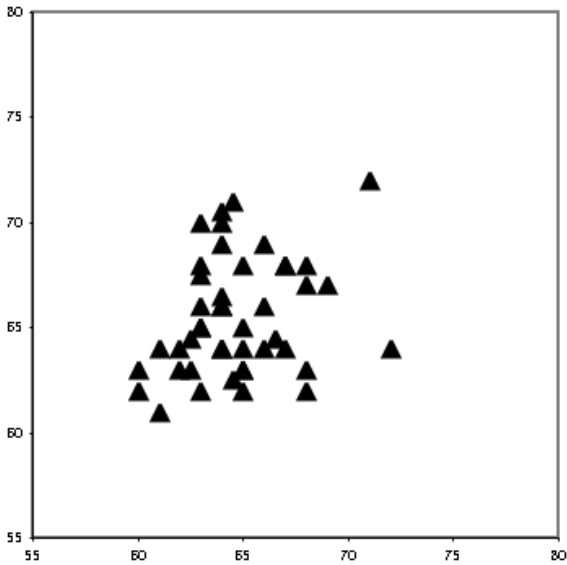


Figure 2:
Daughter's vs. mother's height (inches)

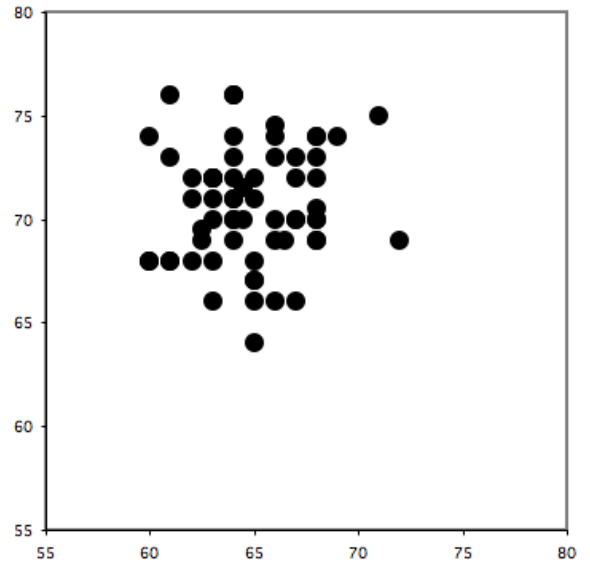


Figure 4:
Father's vs. mother's height (inches)

All possible phenomena that could be inquired into

(-> subset of phenomena generated by experimental manipulation)

-> phenomenon deemed interesting for study

-> questions asked about the phenomenon

-> categories demarcated in the questions

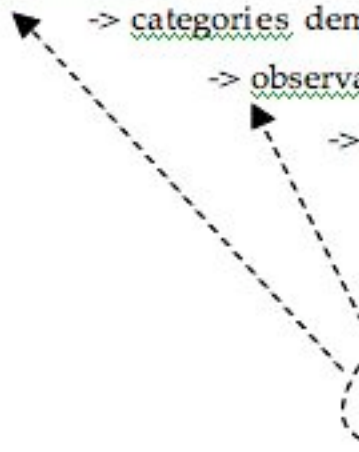
-> observations made within those categories

-> data collected from the observations

-> patterns perceived in data

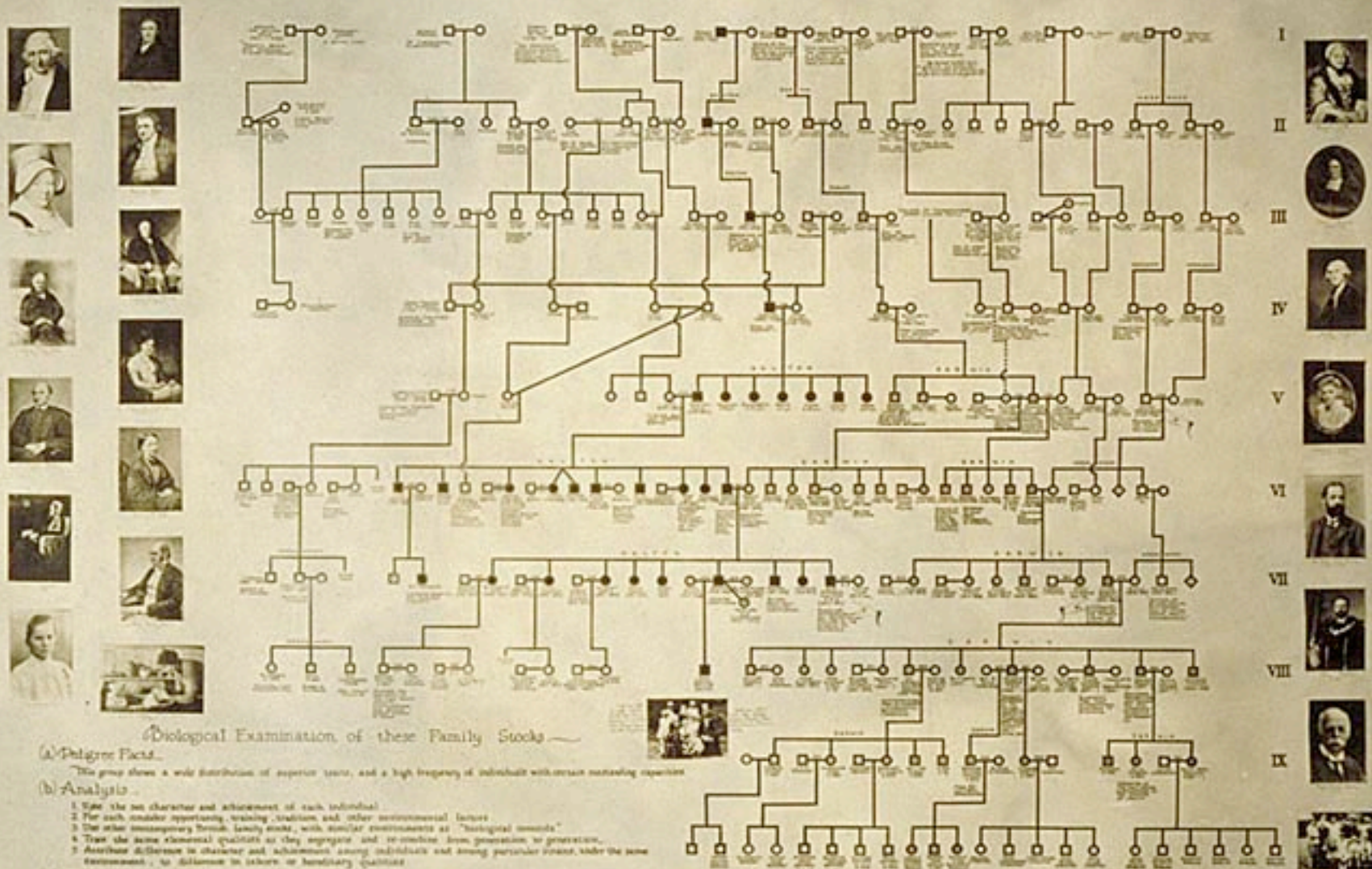
-> predictions made based on the patterns
or hypotheses about causes

-> actions supported by predictions
or causes



PEDIGREE OF THE GALTON-DARWIN-WEDGWOOD FAMILY.

A GROUP OF CLOSELY RELATED FAMILY-STOCKS CHARACTERIZED BY OUTSTANDING CAPACITIES IN PHILOSOPHY, SCIENCE AND ART.



Biological Examination of these Family Stocks

(a) Pedigree Facts.

The group shows a wide distribution of superior traits, and a high frequency of individuals with unusual mental capacities.

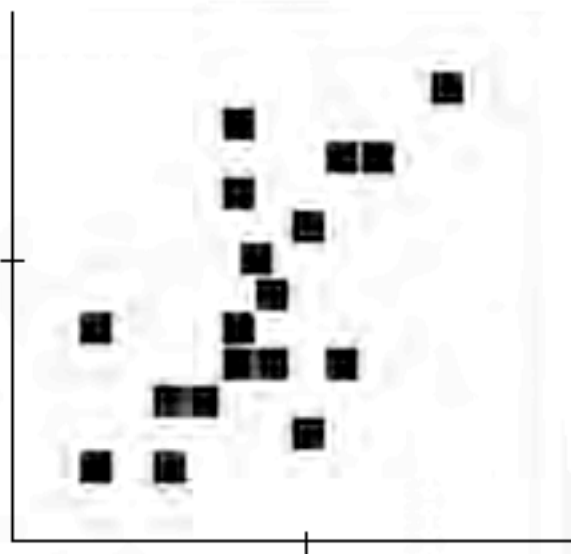
(b) Analysis.

1. Note the sex character and attainment of each individual.
2. For each, consider opportunity, training, tradition, and other environmental factors.
3. Do other men of opportunity, training, tradition, with similar environments as "biological records"?
4. Trace the same elemental qualities as they aggregate and re-emerge from generation to generation.
5. Attribute difference in character and attainment among individuals and among particular groups, under the same environment, to difference in culture or hereditary qualities.

(c) Evaluation.

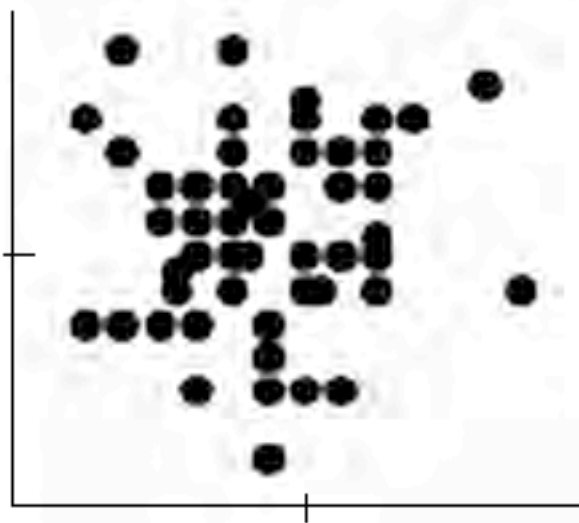
In the final rating, it seems that the outstanding qualities of this family must be traced mainly to the superior hereditary endowment of its founders, original parents and source.

child



birth mother

child



adopting
parents

Group 1 community leader

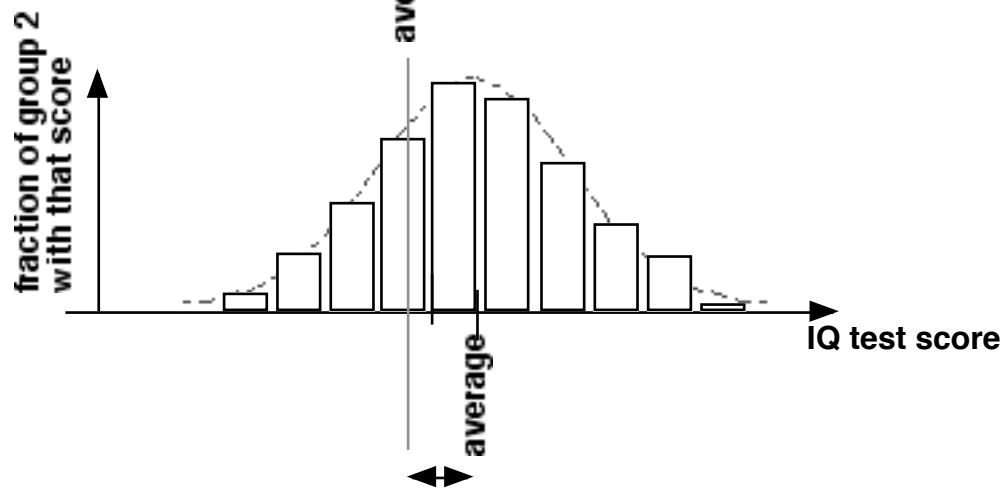
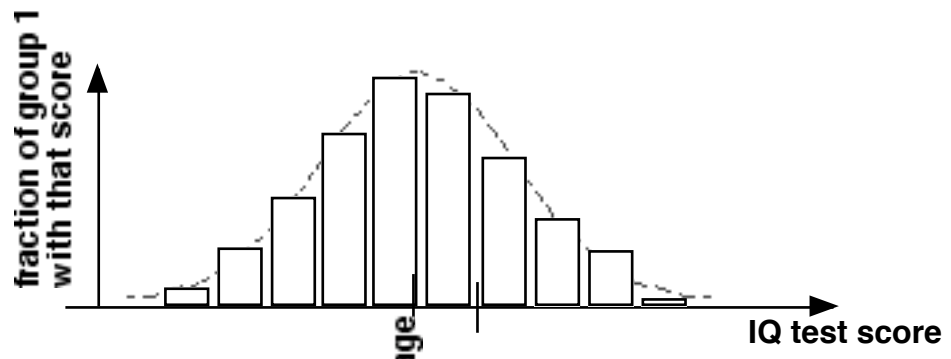
Group 2 community leader

IQ researcher

Government policy-maker

Teacher

Genetics researcher

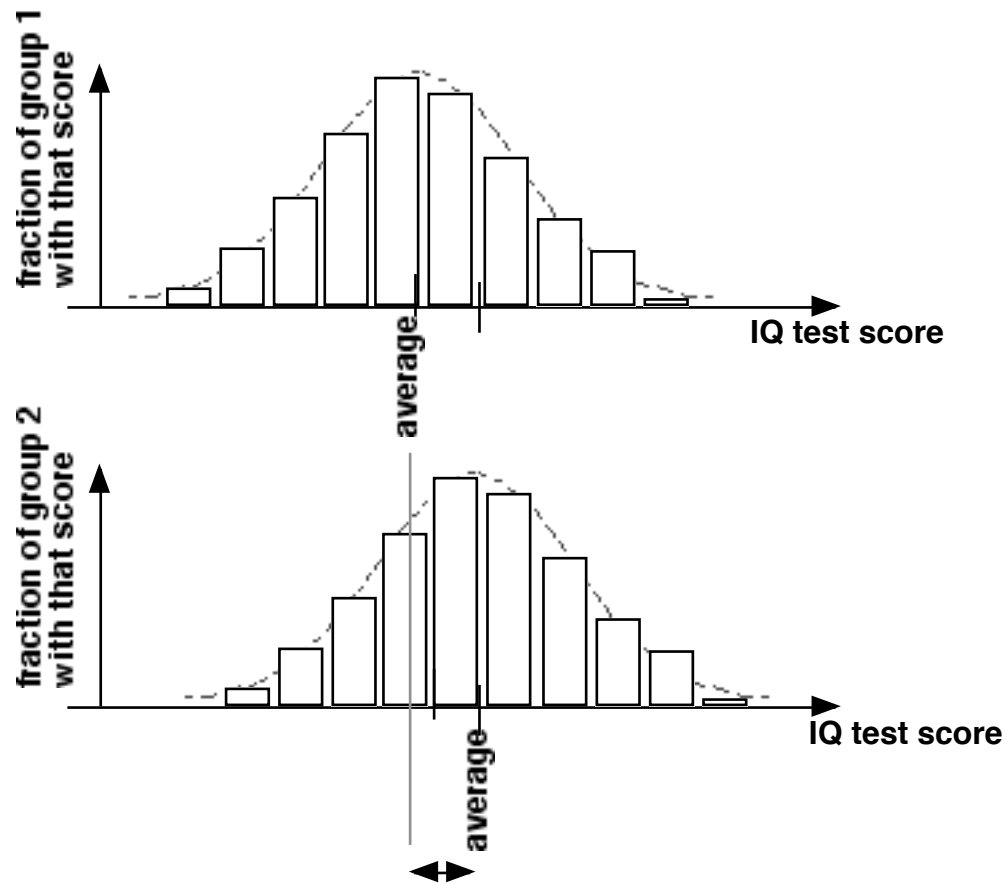


What would you **do** on the basis of these patterns?

Group 1 community leader: Push for better schools? Get depressed because Group 2 will stay ahead...?

What more would you **want to know** about these patterns
before you decided what to do?

IQ researcher: Work with geneticist to look for genes that group 2 have that group 1 doesn't...



Imagine you are.... (see *your card to find out who*):
How would you react to these patterns in IQ test scores?

Question: What would you **do** on the basis of these patterns?
 OR Question: What more would you **want to know** about these patterns before you decided what to do?

What would you **do** on the basis of these patterns?

Group 1 community leader: Push for better schools? Get depressed because Group 2 will stay ahead? Create different tests?

Government policy-maker: Accept income inequality because it comes from IQ inequality?

Teacher: Make more effort to teach people in group 1?

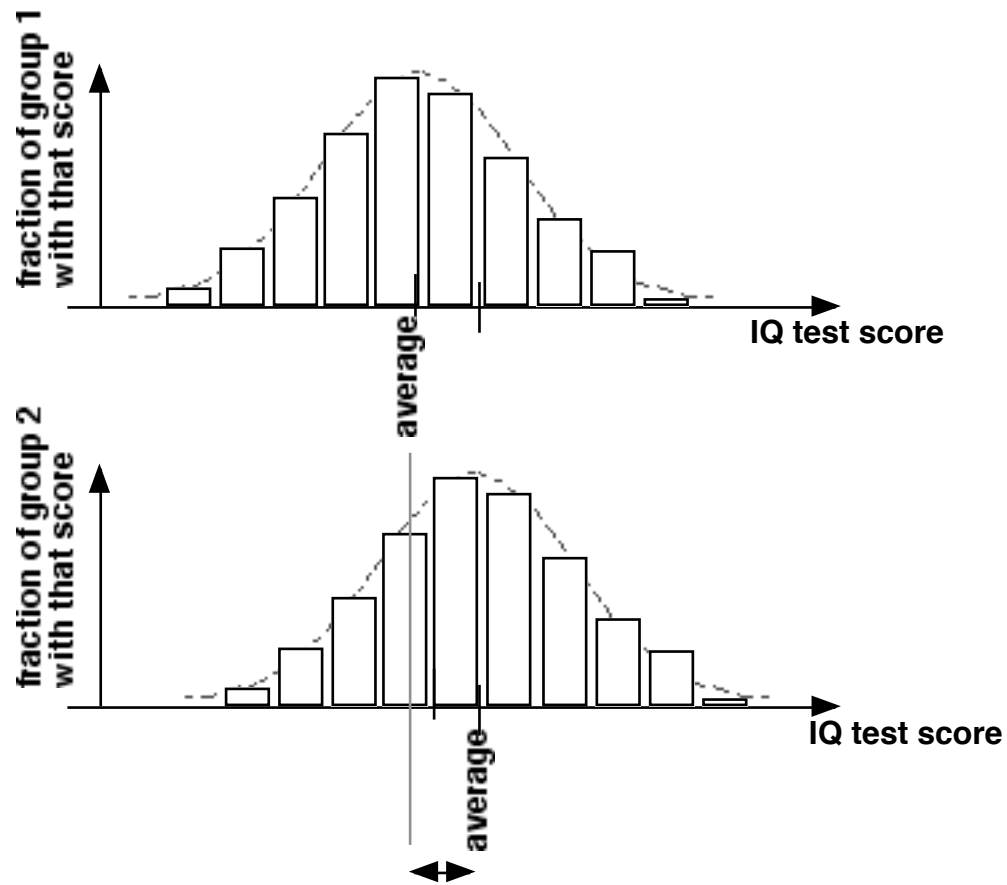
.....

What more would you **want to know** about these patterns before you decided what to do?

Government policy-maker: Look for situations in which group 1 and group 2 are more equal and learn from that?

IQ researcher: Work with geneticist to look for genes that group 2 have that group 1 doesn't?

.....



New information:

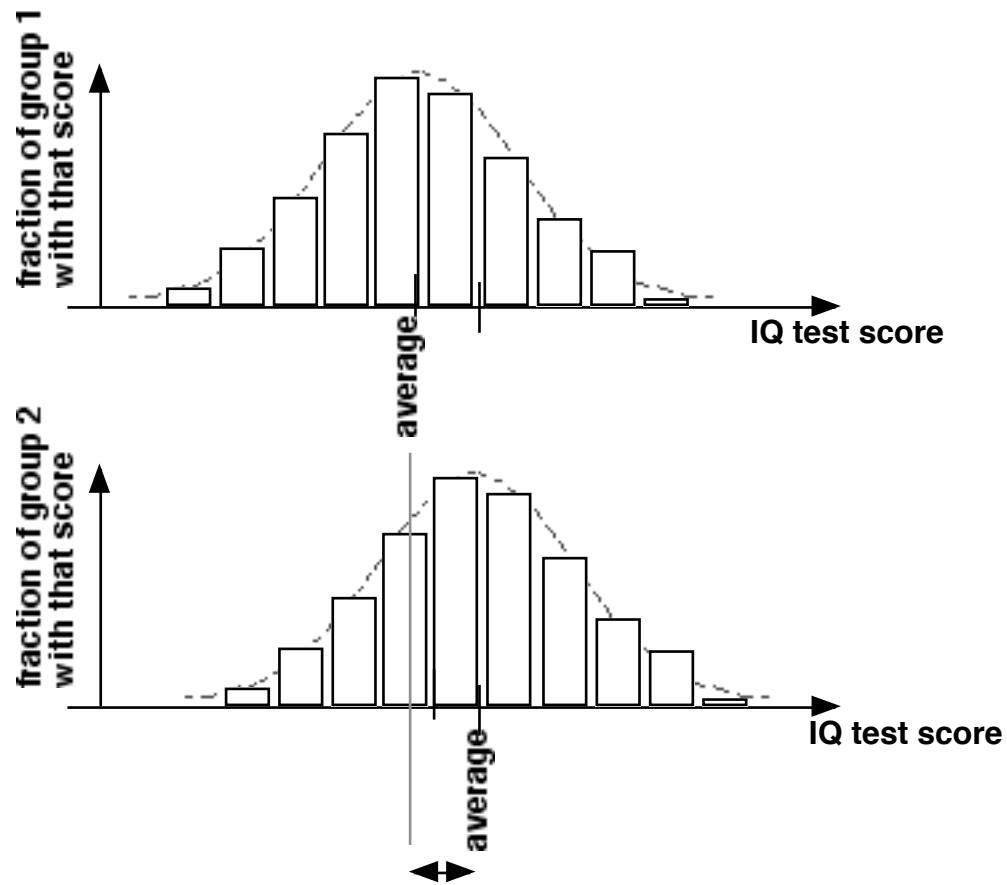
Group 1 = people who were adopted by poor families.
Group 2 = people who were adopted by well-off families.

What would you **do** on the basis of these patterns?

What more would you **want to know** about these patterns before you decided what to do?

IQ researcher: Work with geneticist to look for genes that group 2 have that group 1 doesn't.

Look for social conditions that group 2 experiences that group 1 doesn't...

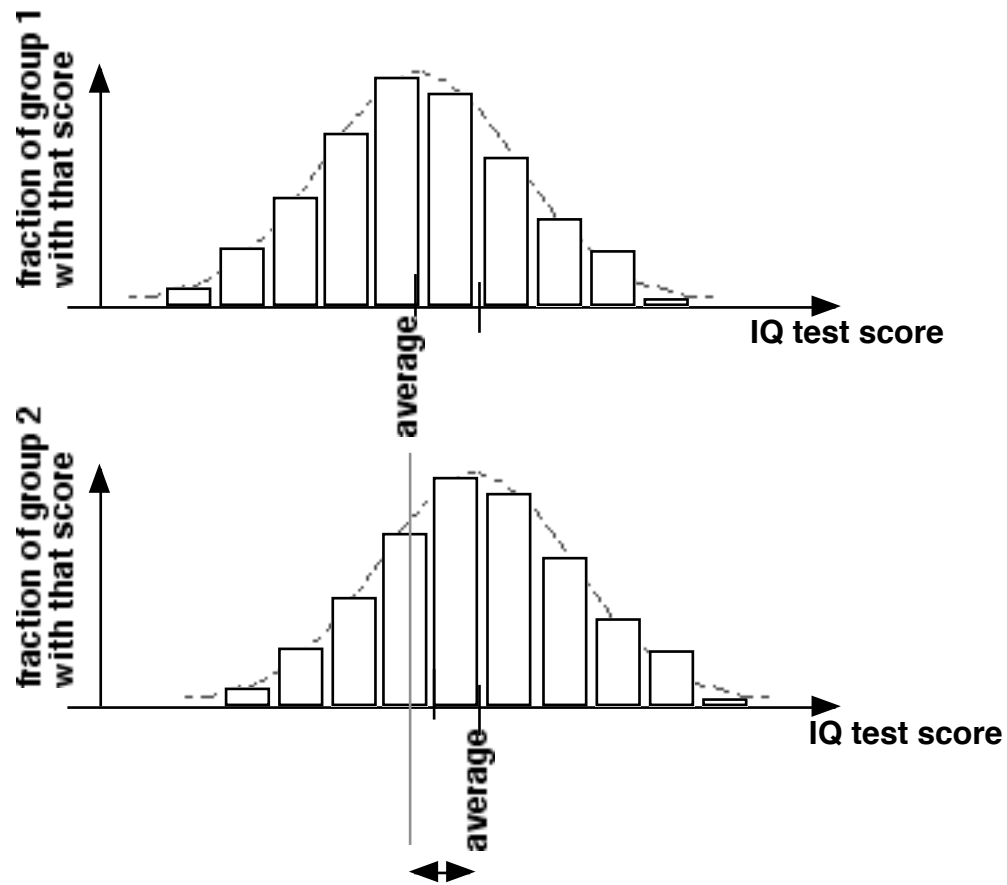


New information:

Group 1 is your grandparents' generation.
Group 2 is your parents' generation.

What would you **NOW** do on the basis of these patterns?

OR What more would you **NOW** want to know about these patterns before you decided what to do?



New information:

Group 1 are African-Americans in the USA.

Group 2 are Euro-Americans (“whites”) in the USA.

What would you **NOW** do on the basis of these patterns?

OR What more would you **NOW** want to know about these patterns before you decided what to do?

Differences in Generations => ~~Differences in~~
~~Genes~~ -> Differences in IQ test scores

Differences in Generations => ~~Differences in Genes~~ -> Differences in IQ test scores

so

Differences in Races -> Differences in Genes -> Differences in IQ test scores *Still plausible?*

Why?

Take home lessons:

The world is **not a simple matter** of genes explaining anything and everything.

Be **skeptical** of anyone who wants you to think it could be simple. (They are not being true to the science of average group differences.)

Ask questions—dig deeper into the complexity.