From Jewish Verbal and General Intelligence to Jewish Achievement: A Doubly Right Wing Issue

Sascha Vongehr *

Higher Education Internationalization Model Institute, College of Engineering and Applied Sciences & Department of Philosophy, Nanjing University, PRC

Ashkenazim Jews (AJ) comprise roughly 30% of Nobel Prize winners, 'elite institute' faculty, etc. Mean AJ intelligence quotients (IQ) fail explaining this, because AJ are only 2.2% of the US population. The growing anti-Semitic right wing supports conspiracy theories with this. However, deviations depend on means. This lifts the right wing of the AJ IQ distribution. Alternative mechanisms such as intellectual AJ culture or in-group collaboration, even if real, must be regarded as included through their IQ-dependence. Anti-Semitism is thus opposed in its own domain of discourse; it is an anti-intelligence position inconsistent with eugenics.

Keywords: Ashkenazim; Intelligence; Macro Evolution; Smart Fraction Theory; Anti-Semitism; Public Understanding of Science

Introduction

Ashkenazi(m) Jews (AJ) comprise about 30% of the subpopulations that are selected by *commonly accepted* (or *socially evolved*) measures of "high achievement" (Lynn, 2011),[1] such as all Nobel Prize winners since 1950 (29%), US 'elite institute' faculty (30%), the 'wealthiest Americans' (23%), or film directors that won Oscars (38%). We show that this can be explained by intelligence quotients (IQ) and within proper scientific method, which starts with the first and second moments of the statistics, namely mean and standard deviation (SD), and normal distributions (ND). *Ad hoc* assumptions about special social mechanisms or differently shaped distributions are unnecessary. We assume no 'smart fractions' or any intelligence thresholds for certain achievements.

IQ values are usually calculated by normalizing mean and SD to be 100 and 15 for countries of northwest Europe, the 'Greenwich standard'. IQ is so strongly correlated with the general intelligence factor *g* that "The IQ obtained from such tests, therefore, is a quite good, though slightly diluted, stand-in for *g*." (Jensen, 1998)[2] The mean $<g>$ for AJ is up to one SD above the US mean (Cochran, 2006; Lynn & Vanhanen, 2006).[3,4] The AJ population is so low and data therefore so few that the AJ SD is not reliably known. IQ is positively correlated with personal and collective achievement (Gottfredson, 1998).[5] A host of research has shown strong correlations with measures of "success" such as the wealth of nations (Lynn & Vanhanen, 2002; Lynn, 2006; Jones, 2006; Gottfredson, 1997).[6,7,8,9]

Verbal IQ subtests measure abilities such as abstract and common sense reasoning, language comprehension, short-term auditory memory, and word knowledge. Visualizing and mentally rotating structures "in front of the mind's eye" is facilitated by spatial-visual IQ. For most ethnicities, both

---

* Corresponding author's electronic mail: vongehr8@yahoo.com

types of IQ are comparable and need not be considered separately. However, Amerindians and North East Asians (EA) have a significantly higher visual than verbal IQ (Lynn, 1991).[10] The importance of verbal IQ is recognized for example through smart fraction theory (SFT), which was put forward under the pseudonym "La Griffe du Lion" on the World Wide Web; see for example (Weiss, 2009).[11] The 'smart fraction' f_s is the fraction of the population with an IQ above some threshold Q_0. *Per capita* gross domestic product G of market economies is proportional to f_s. SFT initially overestimated the G of Hong Kong, Japan, South Korea, and Taiwan, but using verbal IQ instead of g, SFT predicts also the EA economies correctly, and the correlation between G and f_s is remarkably tight for all polities (La Griffe du Lion, 2004).[12] Verbal and visual IQs are significantly different also for AJ. The AJ mean *visual* IQ is only about 107.5 (Lynn, 2004),[13] but the mean *verbal* IQ of AJ is about 122; some studies report it as high as 125.6 (Levinson, 1958).[14] Nevertheless, our calculations conservatively assume the average between AJ visual and verbal IQ means, namely $<g>$ = 115 only, as is consistent with the widely accepted magnitude of enhancement mentioned above, namely about one SD. If we had focused stronger on verbal IQ, our main conclusion would obviously be only yet more secure, namely: AJ achievement can be fully accounted for by AJ intelligence!
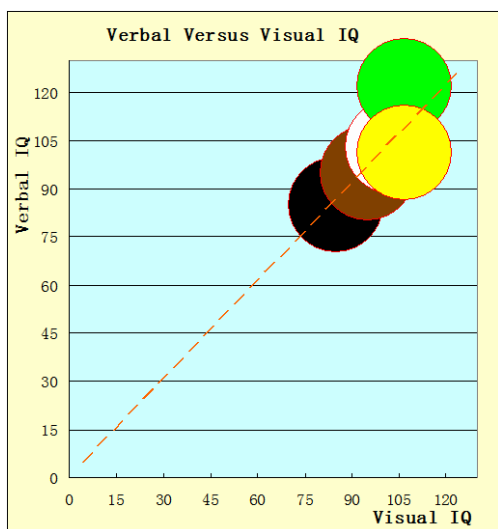

Figure 0*: Verbal IQ vs. visual IQ values; the data points are circles with a radius of 15 points (= one average SD) in order to illustrate the overlap between sub-populations. The EA (yellow) and AJ (green) circles are shifted significantly from the common trend-line (which is a diagonal on grounds of the normalization of the different IQ measures). [* Yielding to the current academic suppression of proper science on differences between (especially certain) human races, this figure and figure caption is not submitted to peer reviewed scientific journals.]

Let us fist show the main problem, namely that an AJ mean around 115 alone can *not* reproduce the magnitude of Jewish achievement if assuming an SD of 15. This is because ethnic Jews comprise at most 2.2% of the US population, and AJ comprise 80% of ethnic Jews, next to mainly Sephardic Jews in the US. We use 2015 data, so the gentile ratios p of the US population are 4.7, 62.6, 16.4, and 12.2 per cent for EA, Caucasian Whites (CW), Hispanics (H), and Blacks (B), respectively. CW includes Middle Eastern ethnicities, for which we have found no sufficiently reliable data. Such uncertainties are negligible relative to the large relevant differences we will discuss. Mean IQ values were interpolated from a variety of publications. We use $<g>$ equal to 107 and 104 for EA and CW,

respectively. The contributions of the subpopulations with lower mean IQ turned out to be negligible for all results and will not be shown. Separating the CW majority into females (CWF) and males (CWM) renders the plots more discernable and facilitates discussing the importance of SD. That male means and SD are larger by about 3.7 and 2 points, respectively, was shown for example by (Lynn & Irwing, 2002) [15] and recently again for Chinese youth (Liu, 2015). [16] The ND are $f = (100p)\exp\left[-(g - \langle g \rangle)^2 / (2\Delta^2)\right] / \sqrt{2\pi\Delta^2}$. The factor of 100 fits them into the same plot as the percentage of AJ in the total; both are shown versus g in Figure 1.
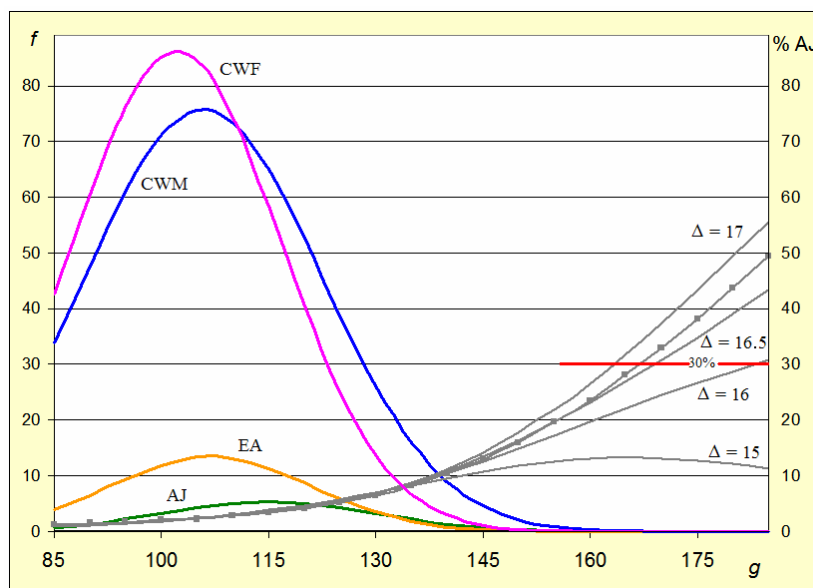

Figure 1: On the left are the scaled probability density functions f for the relevant US sub-populations. The grey curves rising to the right show the percentage of AJ in the total. They are labelled by AJ's SD. $\Delta = 15$ barely reaches 13%. $\Delta = 16$ reaches 30% far too late. The curve with squares is due to $\langle g \rangle = 114$ and $\Delta = 17$.

Assuming the AJ SD to be 15, the maximum proportion of Jews is 12.9% and obtains at 165 (see lowest grey curve in Figure 1). Integrating over g from 165 up, only 12.8% of people with a g of 165 and higher would be ethnic Jews. The AJ fraction would be far below even just 20%, *regardless of the range* of g considered!

Assuming $SD_{AJ} = 16$ instead, the AJ contribution can exceed 30%. However, 30% is only reached beyond 182, this being the threshold, henceforward labeled $g_{30\%}$, which depends on the assumed AJ SD. The total 2015 US population of $3.2*10^8$ has less than 300 people beyond this $g_{30\%}$. Therefore, it is impossible that such high IQ is necessary for "sufficiently great achievements" such as lecturing in elite institutions or being a high earning CEO. Far more than 300 people are included in all those measures of high achievement. The naïve model fails to reproduce a high Jewish achievement of 30%, or even just 20%. The anti-Semitic far right presents such in support for conspiracy theories.

Reproducing Jewish Achievement

The SD generally increases together with the mean. A high mean with a low SD is unnaturally sharp. One expects the *relative* variation to be comparable between sub-populations, namely SD/mean ~ 0.15. The empirical data confirm that the SD increases with the mean. For example, the smallest mean accompanies the lowest SD, namely $SD_B = 13.5$. Complications are well understood; for example the AE SD is small due to the low EA genetic variability. A very conservative, low assumption would be that the AJ SD is only as large as the SD of CWM, namely only 16.5. Nevertheless, the AJ achievement ratio of 30% is then already reproducible! The threshold $g_{30\%}$ becomes 166. There are about 21 thousand people with g of 166 or above.

AJ especially tried to avoid miscegenation; mixed children usually counted as gentiles. Nevertheless, starting from a mere 350 person bottleneck about 700 years ago (Carmi, 2014),[17] the population recovery came about partially through inter-marriage with CW elites, resulting in today's AJ. Mixing diversifies the gene-pool, and recent strong evolutionary change also increases variability in spite of strong selection (because of insufficient co-evolution of alleles). One must therefore expect the AJ SD to be higher. An AJ SD of 17 is still 0.3 lower than the relation SD/mean ~ 0.15 suggests. The threshold $g_{30\%}$ becomes 159. There are more than 100 thousand people above that threshold, more than necessary to allow for the empirical numbers of high achievers.

Conclusions

We showed that a proper consideration of the standard deviation (SD) of the intelligence of Ashkenazim Jews (AJ) is sufficient to reproduce their high achievement *without any other mechanisms*. This main conclusion is consistent with all the diverse research findings around the strong correlation between IQ and achievement, and it supports previous conclusions about that IQ is more important than secondary cultural values that promote success (Lynn & Kanazawa, 2008; Lynn, 2011).[18,1] But our results and method reject even more fundamentally any *ad hoc* added mechanisms such as positive discrimination of or among Jews, immigration of especially Jewish high achievers into the US, or an especially intellectual Jewish culture. The success of normal modeling implies that such mechanisms, even if real, are already accounted for and included as secondary effects of high IQ. Opposing them is therefore anti-intelligence (anti-intellectualism). Hence, racists in favor of eugenics can no longer oppose Jewish high achievement without contradicting themselves. Our results are highly relevant for meeting anti-Semitism in the domain of discourse where it resides!

The empirical data are not sufficient to support deviations from a first order scientific approach such as the skewed distributions that usually emerge from numerical simulations of evolving equilibriums. It is an important general result that Jewish high achievement is reproduced with the simple normal models that are comprehensible to a wide audience. A further interesting result is that this is achieved with the same SD correction that is known and popular in right wing audiences when discussing male dominance in mathematics for example. SD are as significant as means, which is also highly important for the public understanding of science as well as for professionals, see (Vongehr, 2012)[19] and references therein. Indeed, assuming that the average AJ g is only 114, the SD of 17 is still sufficient (see the grey curve with squares in Figure 1). The $g_{30\%}$ threshold is then 163; there are 43 thousand people above it.

No assumptions about the intelligence that may be necessary for certain achievements have been employed! Therefore, we could be tempted to claim a further *result* (not input), namely that measures of high achievement select the 'smart fraction' above $g_{30\%} = 160$. However, we cannot conclude such. Our arguments about thresholds are rigorous because they follow strictly from that the *total* population does simply not have enough people above higher thresholds $g_{30\%}$. Even if *everybody* with such high IQ also had high achievement, it would still not provide sufficiently many people. The rigorous main conclusion is that uncontrived values and models *can* easily reproduce the empirical observations. We cannot conclude anything more about ratios between sub-populations above lower thresholds. Such is no longer rigorous, because it depends on how many people with a certain IQ and cultural background chose lifestyles that lead them to be included in measures of high achievement. Physics students have the highest average g of all university majors, yet it is only about 133, almost two SD lower than our lowest $g_{30\%}$. The majority of intelligent people never appear in measures of high achievement. Intelligence may facilitate "wisdom" and quietists that abstain from achievement rat-races; intelligent people are effectively "discriminated against" in many ways. Our conclusions are not impacted by any such issues.

References

[1] Lynn, Richard: "The Chosen People: A Study of Jewish Intelligence and Achievements" Washington Summit Publishers (2011)

[2] Jensen, Arthur R.: "The g Factor: The science of mental ability." Page 89, Praeger Publishers (Westport, CT 1998)

[3] Cochran, Gregory; Hardy, Jason; Harpending, Henry: "Natural History of Ashkenazi Intelligence." J. of Biosocial Science **38**(5), 659-693 (2006)

[4] Lynn, Richard H.; Vanhanen, Tatu: "IQ and Global Inequity." Washington Summit Publishers (Augusta GA 2006)

[5] Gottfredson, Linda S.: "The General Intelligence Factor." Scientific American Presents **9**, 24-29 (1998)

[6] Lynn, Richard, Vanhanen, Tatu: "IQ & the Wealth of Nations." Praeger Publishers (Westport, CT 2002) (This book received a lot of politically motivated criticisms and in fact contains some less than rigorous statistics. Lynn (2006) answers this with much better statistics.)

[7] Lynn, Richard: "Race Differences in Intelligence: An Evolutionary Analysis." Washington Summit Publishers (2006)

[8] Jones, Garett & Schneider, W. Joel: "Intelligence, Human Capital, and Economic Growth: A Bayesian Averaging of Classical Estimates (BACE) Approach." Journal of Economic Growth, 11(1), 71-93 (2006)

[9] Gottfredson, Linda S.: "Mainstream Science on Intelligence: An Editorial With 52 Signatories, History, and Bibliography." Intelligence 24(1), 13-23 (1997)

[10] Lynn, Richard: "Race differences in intelligence: A global perspective." Mankind Quarterly 31(3), 255-296 (1991)

[11] Weiss, Volkmar: "National IQ Means Transformed from Programme for International Student Assessment (PISA) Scores, and their Underlying Gene Frequencies." The Journal of Social, Political and Economic Studies 34(1), 71-94 (2009)

[12] La Griffe du Lion: "Smart Fraction Theory II: Why Asians Lag" http://www.lagriffedulion.f2s.com/sft2.htm retrieved on 2016-01-01 (2004)

[13] Lynn, Richard: "The Intelligence of American Jews" Personality and Individual Differences 36(1), 201-206 (2004)

[14] Levinson, B. M.: "Cultural pressure and WAIS scatter in a traditional Jewish setting." J. of Genetic Psychology 93: 277-286 (1958)

[15] Lynn, Richard; Irwing, P.; Cammock, T.: "Sex differences in general knowledge." Intelligence 30, 27-40 (2002)

[16] Liu, Jianghong; Lynn, Richard: "Chinese sex differences in intelligence: Some new evidence." Personality and Individual Differences 75, 90-93 (2015)

[17] Carmi, S.; Hui, K.Y.; Kochav, E.; Liu, X.; et al.: "Sequencing an Ashkenazi reference panel supports population-targeted personal genomics and illuminates Jewish and European origins," Nature Communications 5:4835 (2014)

[18] Lynn, Richard; Kanazawa, Satoshi: "How to explain high Jewish achievement: The role of intelligence and values" Personality and Individual Differences 44, 801-808 (2008)

[19] Vongehr, S.; Tang, S.C.; Meng, X.K.: "Promoting Statistics of Distributions in Nanoscience." J. Phys. Chem. C 116, 18533-18537 (2012)