

# THE ASIAN BELL CURVE: IQ, EDUCATIONS AND INEQUALITY

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**Abstract:** *In famous book, “The Bell Curve” from Richard Herrnstein and Charles Murray [1] was showed that in the United States there is a socioeconomic hierarchy of race and intelligence. They showed that whites are at the top of this hierarchy with the highest average IQ (103) and the highest socioeconomic status and earnings. Hispanics come next with an average IQ of 89 and intermediate socioeconomic status and earnings. Blacks come last with the lowest average IQ of 85 and the lowest socioeconomic status and earnings. They argued that the racial socioeconomic hierarchy is largely determined by differences in intelligence. IQ was consequence of education and will to be successful. Inequality is also link between educations and will to be successful. This paper present link between tree parameters: will, education and GDP.*

**Keywords:** *Asian countries, Education, Flynn effect, GDP per capita, IQ, IQ of nations*

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## INTRODUCTION

The first attempt to measure the intelligence of man dating back to the late 19th century. Alfred Binet and Theodore Simon had several attempts of making an intelligence test - a success arrived in 1905. From this time, many methods are changed - lot of different tests for the assessment of intelligence and emotion were produced.

In the USA more than fifty years exist hypothesis that all races what living on her territory are not equally intelligent. After few trials, an idea that intelligence depends of social conditions (chrysis, financial instability of countries) was born. In 1994, American psychologist Herrnstein and political scientist Murray published cult edition of the book with the title: “The Bell Curve”. [1] Its central argument is that human intelligence is substantially influenced by both inherited and environmental factors and is a better predictor of many personal dynamics, including financial income, job performance, chance of unwanted pregnancy, and involvement in crime than are an individual’s parental socioeconomic status, or education level. The book also argues that those with high intelligence, the “cognitive elite”,

are becoming separated from those of average and below-average intelligence, and that this is a dangerous social trend with the United States moving toward a more divided society similar to that in Latin America.

This book was base for further works. [2] [3] [4]. The book “The Bell Curve” was controversial, especially where the authors wrote about racial differences in intelligence and discussed the implications of those differences. The authors were reported throughout the popular press as arguing that these IQ differences are genetic. They wrote in chapter 13: “*It seems highly likely to us that both genes and the environment have something to do with racial differences.*” The introduction to the chapter more cautiously states. “The debate about whether and how much genes and environment have to do with ethnic differences remains unresolved.”

The book’s title comes from the bell-shaped normal distribution of intelligence quotient (IQ) scores in a population. Shortly after publication, many people rallied both in criticism and in defense of the book. A number of critical texts were written in response to the book. Book argues that: (i) Intelligence exists and is accurately measurable across racial, language, and national boundaries. Intelligence is one of, if not the most, important factors correlated to economic, social, and overall success in the United States, and its importance is increasing. (ii) Intelligence is largely (40% to 80%) heritable, (iii) No one has so far been able to manipulate IQ to a significant degree through changes in environmental factors—except for child adoption and that they conclude is not large in the long term—and in light of these failures, such approaches are becoming less promising (iv) The United States has been in denial of these facts. A better public understanding of the nature of intelligence and its social correlates is necessary to guide future policy decisions.

## 2. CLASSES OF IQ SCORES

Their evidence comes from an analysis of data compiled in the National Longitudinal Study of Youth (NLSY), a study conducted by the United States Department of Labor’s Bureau of Labor Statistics tracking thousands of Americans starting in the 1980s. All participants in the NLSY took the Armed Services Vocational Aptitude Battery (ASVAB), a battery of ten tests taken by all who apply for entry into the armed services. (Some had taken an IQ test in high school, and the median correlation of the Armed Forces Qualification Test (AFQT) scores and those IQ test scores was .81.) Participants were later evaluated for social and economic outcomes. In general, IQ/AFQT scores were a better predictor of life outcomes than social class background. Similarly, after statistically controlling for differences in IQ, many outcome differences between racial-ethnic groups disappeared. Therefore, basic categories are:

- Those who did not finished any school have IQ 40 and less
- Three years of finished school – IQ 50
- Four-seven years of finished school - IQ 60
- Eight years of finished school – IQ 75
- Twelve years of finished school – IQ 90
- Fifteen years of finished school – IQ 110
- Sixteen and more years of finished school - IQ 125

We know that none of us has financial support to finish high schools, but they have high IQ. However, the opposite is also true: many graduated students do not have IQ mentioned in the previous paragraph.

As a conclusion for this part:

- For calculation of IQ of nations we watch the educational structure of citizens
- All countries do not have the same system of education and census – so we have to recalculate the system and to normalize to the mentioned parameterization UNESCO in his publication identifies fifty educational systems around the globe, but they recalculated all fifty to eighty – on the upper list they add three-year school and post-high school education which exists in many countries.

### 3. BASIC CRITERIA OF STUDY

In this study the author takes criteria what Herrnstein and Murray describe in their study, as well as other researchers. Data from Asian countries are shown. Basic characteristics of this research are:

- Not all Asian countries have results for year 2015. So results for 2012-2014 are used, and in some cases for 2011 and 2010.
- All education systems have to be modeled to equal schema proposed by UNESCO [5]
- It was noted that 31% of the population has completed eight grades of elementary school.
- With high school, we have up to 46.7% of the population.

In Table 1 are shown data for every mentioned category of population and calculated IQ coefficient.

### 4. RESULT OF IQ ANALYSIS OF NATIONS

In Lynn and Vatanen study from 2006 [4] there are few criteria for measuring and calculation of IQ of the nations. Only 119 countries are shown as one where IQ of nation is measured, and the rest are estimated using calculation on the base of three neighbor countries. In addition, results from PISA test and all other relevant tests are included.

We will compare our results with results in Table 4.1, chapter 4. Only 38 countries have better scores than fifteen measured in Table 1 in Asian countries, what represents 32.2%. Our 44 countries represent 37.25%. Practically, Asian countries are in the second third of the world countries (this does not mean population because of 2.7 billion of citizens of China and India).

Second, countries with smaller number of citizens (10 million and less) can change their IQ of nation in 5-10 years, what is not possible in countries with larger number of citizens. Implication of this is that variation of +/- of 2 IQ points can be changed rapidly.

**Table 1.** Table of IQ of nations for Asian countries. (For Russian and Turkey are shown data for whole country)

Country	No classes	1-3 education	4-7 education	8 yrs of education
Afghanistan [7] [8]	22,880,737		760,092	3,371,233
Armenia [9] [10]	13,928		62,562	230,334
Azerbaijan [11]	18,612	224,110	421,006	1,722,554
Bahrain [12]	66,636			102,573
Bangladesh [13]	63,658,962		11,636,180	21,705,310
Bhutan [14]	306,800			98,436
Brunei Darussalam [15]	19,062			44,215
Cambodia [16]	3,487,853			1,767,432
China [17]	65,402,260		328,934,000	455,002,000
Cyprus [18]	14,677			137,114
Georgia [19]	13,472			950,256
Hong Kong [20]	459,654			1,028,248
India [21]	317,821,952	180,259,630	74,150,580	413,403,235
Indonesia [22]	17,447,472	14,583,991	18,015,119	106,286,045
Iran [23]	10,343,990	15,955,777	7,275,834	24,891,012
Iraq [24]	6,467,670	3,545,623	4,404,505	10,326,280
Israel [25]	119,700	64,200	389,400	526,600
Japan [26]	3,198,033	16,756,000		41,400,000
Jordan [27]	429,587		322,322	862,857
Kazakhstan [28]	86,105	350,014	623,142	5,236,742
Korea, Democratic People's Republic Of [29]	0			4,497,206
Korea, Republic Of [30]	1,016,211	4,984,700	9,969,400	9,969,400
Kuwait [31]	169,080	20,692	57,070	1,301,722
Kyrgyzstan [32]	70,109		39,355	2,771,714
Laos [33]	440,160	1,377,641	867,914	1,477,799
Lebanon [34]	442,936	136,842	177,404	1,536,888
Macao [35]	48,372	53,699		99,122

**Table 1.** Table of IQ of nations for Asian countries. (For Russian and Turkey are shown data for whole country)

12 yrs of education	15 yrs of education	16 yrs of education	Unknown	Total	Total number of citizens	IQ of nation
1,699,030		2,250,000		28,711,092	31,823,000	54
1,095,712	498,419	551,761		2,452,716	3,100,000	89
3,450,112	540,180	844,211	112,451	7,333,236	9,306,000	88
768,699		5,418	3,502	946,828	1,234,000	85
19,382,841		96,914	271,360	116,751,567	150,494,000	57
89,362		78,301	7,325	580,224	650,000	65
39,844	5,482	5,903		114,506	414,400	79
1,868,676		1,516,185	1,350,000	9,990,146	13,363,421	70
150,648,000		79,567,000		1,079,553,260	1,334,740,000	74
394,202		274,226		820,219	1,129,000	88
2,036,458	236,546	360,124	41,283	3,638,139	4,490,500	90
1,119,633	2,005,373	1,703,031		6,315,939	7,071,600	100
200,090,473		4,201,900		1,189,927,770	1,241,492,000	65
84,365,946		1,616,769		242,315,342	242,326,000	75
5,807,903		3,063,509	2,169,985	69,508,010	68,959,931	65
7,921,152				32,665,230	32,665,000	67
1,868,200	1,200,700	1,127,100		5,295,900	7,562,000	97
13,187,000		17,717,000	13,376,000	105,634,033	110,277,000	77
824,730		657,868	1,350,000	4,447,364	6,508,887	73
7,426,588	386,222	751,003	1,100,560	15,960,376	17,221,000	82
13,277,533	1,833,352	1,979,611		21,587,702	24,052,000	92
24,923,500	3,330,000	6,669,400		1,016,211	48,391,000	84
1,269,297				2,817,861	2,818,000	79
2,476,485		35,163		5,392,826	5,393,000	82
1,432,809		659,547		6,255,870	6,288,000	74
1,318,650		644,936		4,257,656	4,259,000	82
264,019	9,912	80,155	32,224	587,503	556,000	83

**Table 1.** Table of IQ of nations for Asian countries. (For Russian and Turkey are shown data for whole country)

Country	No classes	1-3 education	4-7 education	8 yrs of education
Malaysia [36]	1,991,271	248,957	352,150	14,958,703
Maldives [37]	3,202	25,800	37,438	3,909
Mongolia [38]	72,696	23,158	165,817	482,869
Myanmar [39]	3,528,601	8,181,613	5,718,948	13,280,879
Nepal [40]	10,060,380	2,593,535	2,035,925	7,433,492
Oman [41]	529,356		8,172	1,159,203
Pakistan [42]	79,535,250	21,584,925	15,044,693	34,607,758
Palestine, State Of [43]	194,504	256,392	627,718	1,648,865
Philippines [44]	4,247,541	1,042,289	1,042,289	28,560,500
Qatar [45]	75,887			101,424
Russian Federation [46]	428,508		724,555	52,240,580
Saudi Arabia [47]	954,822	554,221	418,317	14,006,396
Singapore [48]	424,443			193,181
Sri Lanka [49]	386,270	1,698,598	1,250,115	773,849
Syrian Arab Republic [50]	4,236,264	759,497	720,242	8,513,636
Taiwan, Province of China [51]	399,695		3,055,582	3,400,197
Tajikistan [52]	22,047			1,065,338
Thailand [53]	4,148,449	739,121	14,691,029	11,488,250
Timor-Leste [54]	477,756			505,983
Turkey [55]	3,604,190	1,254,828	5,142,452	7,803,242
Turkmenistan [56]	61,260			297,918
United Arab Emirates [57]	907,520			654,229
Uzbekistan [58]	194,320		550,474	13,564,240
Viet Nam [59]	5,148,000		13,876,339	19,269,969
Yemen [60]	6,472,800		2,734,572	7,469,052

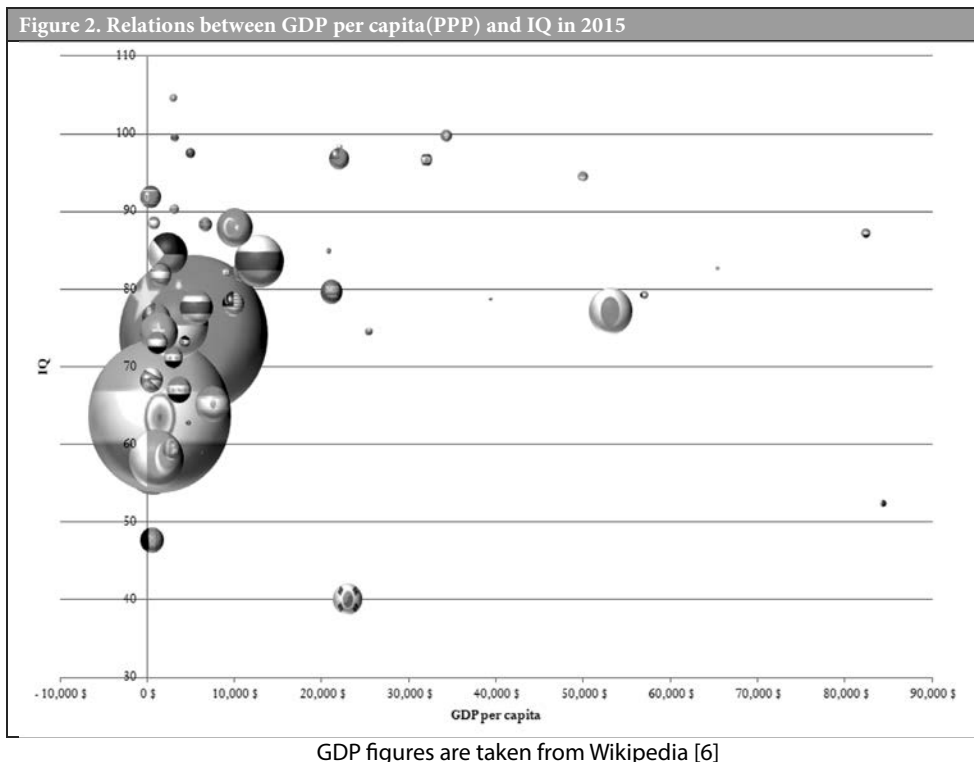
**Table 1.** Table of IQ of nations for Asian countries. (For Russian and Turkey are shown data for whole country)

12 yrs of education	15 yrs of education	16 yrs of education	Unknown	Total	Total number of citizens	IQ of nation
11,306,274				28,857,355	28,859,000	78
4,174	1,546	826	8,538	85,433	320,165	59
335,520	141,171	1,570,108	3,971	2,795,310	2,796,000	65
11,806,080		5,820,672		48,336,793	48,337,000	76
6,579,792		2,741,580		31,444,704	30,486,000	68
1,148,980				2,845,711	2,846,000	75
21,519,624		4,452,336		176,744,586	176,745,000	58
968,100	221,027	534,886		4,451,492	4,420,548	81
25,231,430	6,185,802	6,697,282	1,398,144	74,405,277	92,337,852	84
76,841			1,818,549	2,072,701	2,051,000	52
48,452,910		4,243,806		106,090,359	142,836,000	84
12,147,864				28,081,620	28,083,000	80
808,882	718,919	634,098		2,779,523	5,188,000	94
109,170	65,760	59,780	44,000	4,387,542	20,330,000	59
6,535,350				20,764,989	20,766,000	71
7,236,906		9,212,696	53,230	23,358,306	23,374,000	97
2,574,803	356,888	102,852		4,121,928	7,349,145	88
9,269,406	7,802,308	2,024,103	53,369	50,216,035	63,822,298	78
169,404				1,153,143	1,154,000	63
28,234,102	4,193,429	8,386,859		58,619,102	76,684,887	88
673,240		555,662		1,588,080	5,105,000	98
1,363,335		1,264,159	24,133	4,213,376	4,106,427	87
13,379,278		70,715		27,759,027	27,760,000	82
6,668,488	2,647,782	3,285,211		50,895,789	85,800,000	74
5,329,728		2,793,432		24,799,584	24,800,000	73

Table 3. Asian Countries with IQ and GDP per capita (PPP)

Country	GDP per capita (USD)	IQ
Afghanistan	700	49
Armenia	3300	99
Azerbaijan	6800	88
Bahrain	19500	85
Bangladesh	700	57
Bhutan	2300	65
Brunei Darussalam	40300	79
Cambodia	900	70
China	5400	74
Cyprus	30500	98
Georgia	3300	90
Hong Kong	34100	100
India	1500	64
Indonesia	3500	75
Iran	7000	65
Iraq	3800	67
Israel	32100	97
Japan	46400	77
Jordan	4600	73
Kazakhstan	11500	82
Korea, Democratic People's Republic Of	500	92
Korea, Republic Of	23100	40
Kuwait	57100	79
Kyrgyzstan	1100	82
Laos	1300	74
Lebanon	9200	82
Macao	65600	83
Malaysia	10000	78
Maldives	6400	59
Mongolia	3100	105
Myanmar	1100	76
Nepal	600	68
Oman	25600	75
Pakistan	1200	58
Palestine, State Of	2100	81
Philippines	2400	84
Qatar	92700	52
Russian Federation	13000	84
Saudi Arabia	21300	80
Singapore	50100	94
Sri Lanka	2800	59
Syrian Arab Republic	3100	71
Taiwan, Province of China	22000	97
Tajikistan	900	88
Thailand	5300	78
Timor-Leste	4800	63
Turkey	10500	88
Turkmenistan	5000	98
United Arab Emirates	42900	87
Uzbekistan	1600	82
Viet Nam	1400	74
Yemen	1200	73





## 5. IQ AND GDP OF NATIONS

Asia is full of contrasts. We have countries rich with natural resources (such are petrol and gas) in Middle East, with and without touristic resources (Dubai, Malaysia), industrial resources (China, Israel, Japan, South Korea). Table 2 showing this link between GDP (PPP) and IQ of the nations.

## 6. CONCLUSION

Based on the research in this paper conclusion is:

- Education is important element of wealth of nations, as well as natural resources
- Battle for illiterate people in each country is concept of prosperity
- Concept of secondary and higher education is extremely important for Asian countries. Third and Fourth industrial revolutions and IT society will be just a dream in the mind of most of the Asian people on they will travel to other developed countries to work in ICT sector for example
- School system in all level of education has to be changed. Theory without practice in early life is less accepted in developing countries and largest multinational companies.
- Lynn and Vatennen showing that developed countries increasing the level of IQ over the years, partly because of evolution in education system [4] [3] [2]

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