INCOME INEQUALITY AND IQ (AEI STUDIES ON UNDERSTANDING ECONOMIC INEQUALITY) pdf

1: Income Inequality and IQ, by Charles Murray | Meng Hu's Blog

A simple, straight forward guide on the studies of the relationship between IQ and economic prosperity. Controversial, but it made sense. Note: Correlation doesn't imply causation.

Writer for freeCodeCamp, hackernoon, TDataScience, and JavaScriptDaily Aug 8, Artificial Intelligence and the Rise of Economic Inequality Technology has played a key role in the United States labor market for centuries, enabling workers to carry out their daily tasks in a much more efficient manner. This increase in productivity, with the aid of technological advances, has led the United States to become one of the strongest economies in the world, regularly creating thousands of jobs and keeping a large plurality of the country employed. However, technological advances have also caused many workers to be displaced from their jobs as organizations have sought to reduce employment costs with increased usage of automation to replace low-skilled jobs i. Many more advanced forms of technology have come into play with the US workforce, automating even more labor-intensive jobs and breaking its way into automating low-skill jobs such as cashiers, switchboard operators, and bank tellers. Recently, a new form of technology has begun to take hold in the marketplace: As its name would imply, these are computer programs that are capable of mimicking human thought and performing tasks that are near impossible to process in a stepwise manner. These tasks include image recognition, trend analysis, detecting medical conditions, and so much more. This newer form of technology can essentially do what humans can do if given enough inputs and expected outputs similar to how a person learns a particular skill, i. Artificial Intelligence AI poses a more immediate problem for a continually threatened part of the workforce, low-skill and uneducated workers. However, based on historical trends and the current capabilities of AI, it is entirely possible that the rise of artificial intelligence will lead to the displacement of entry-level and low-skill jobs i. To explore all aspects of this problem, this post will focus on three main sections, namely defining what AI is and its current capabilities, reviewing the previous effects of technological advancements in the US labor force, and lastly extrapolating the potential future effects of artificial intelligence on the US workforce and society. Computers are excellent at executing a set of instructions and programmers are the ones who often codify those instructions in the form of a program. These programs, when run on a computer, are superb at doing what they are told to do. A programmer can write a simple 6-line version of this program that can produce the first 30, Fibonacci numbers within 10 seconds. But if there were a more complicated task, such as one that involves something along the lines of object detection and pattern recognition, a simple sequential program would not be enough. Consider, for example, the problem of detecting whether an image contains a bird or not. For humans, this is easy; we have seen enough birds in our lives to know that if something has a beak, beady eyes, feathers, and wings, it is most likely a bird. From the perspective of a programmer, it is a tough task to program a computer with the knowledge of how to identify a bird. But these criteria do not encompass all different types of birds. Moreover, if any part of the image of the bird is occluded, the computer would fail at its task. This point is where AI comes in. If a developer can create an AI composed of artificial neurons that take in input and produce a trained output , this program can then use thousands of images that do and do not contain birds to train itself. In fact, developers at Flickr did nearly the same task and achieved a stunning accuracy rate. They can also identify objects from a camera mounted on a car on the road and instruct that car to move accordingly to avoid obstacles and obey street signs, forming the basis for self-driving cars. Companies such as Uber, the popular ride-sharing startup, have taken this idea further and have started to deploy self-driving cars that only need engineers to monitor vehicles instead of having regular drivers operate them. Furthermore, AI can help in life-critical applications in the medical field, aiding radiologists in the process of diagnosing tumors by catching them on MRI scans before they manifest themselves significantly, sometimes even before doctors can see the changes. These online assistants never tire and learn from the collective experiences of millions of conversations, questions, and issues customers have faced before. In short, artificial intelligence has started to accomplish tasks only

thought to be feasible for humans alone, and in some cases, AI can beat people at those tasks, if given enough training data. Though the process of creating an AI is very resource-intensive, the decreasing price of hardware and the development of better algorithms are making it easier for even regular laptop owners to create an AI on their computer in as little as half an hour. It is clear that officials need to address the force of AI in the workforce in the coming future. Researchers have already proven its abilities, and the technology is finally catching up to allow regular consumers to create and use AI at little to no cost. Previous Technological Advancements in the Workforce Luddite destroying machine http: The classic example of this pattern is the Luddite protests of new textile technologies in the 19th century. In , a group of British weavers and textile workers led a protest against the recent invention and implementation of the automated loom and knitting frame in textile factories. These individuals, now termed the Luddites, first gathered in Nottingham and destroyed the machine that robbed them of their jobs as artisans and specialized laborers. The Luddite movement spread across the region surrounding Nottingham, and people continued to hold these machine-breaking protests until until the English government was forced to suppress any further revolts from the group. We know that the Luddites were resisting a change that would form the basis for the industrial revolution and the birth of the factory system, which would employ millions of individuals and avoided the need for exhaustive specialized labor for menial tasks. But as new technological advancements come along, how is it possible to know whether there will be replacement jobs to aid those who have been displaced by the technology itself? The only way this question can be answered is first to take a look at the previous trends and extrapolate from there. The 19th century was marked by a change in technology that reduced the need for specialized and higher-skilled workers, much like the case of the Luddites, resulting in unskilled-biased technical change. This technological trend switched in the late 20th century with the advent of computational power being available to the consumer to use and the internet. This change led towards the productivity and well-being of skilled individuals resulting in skill-biased technical change. In one particular instance, researchers identified several industrial facilities that chose to replace manual laborers with machines. However, even if workers can maintain employment in other jobs, there remains significant doubts as to whether there will be jobs available for these displaced individuals. Machines for a car assembly line src: Only very recently has there been a significant amount of computerization of the workforce that has actively threatened to replace specialized human workers altogether. These jobs include IT services, website development, and consulting services. Collins explains his earlier point about the inaccessibility of newer jobs for the uneducated, noting the recent rise in demand for job-retraining programs to train non-specialized workers with a new skillset. However, there is an absolute limit at which it is no longer possible for many people to be specialized in a particular skillset. For example, software engineering, a job that only came into existence with the invention of programming languages, requires at least four years of training at a formal university. Effectively, the Schumpeterian view cannot be taken as truthful in a society that is becoming more and more automated because previous trends hold no bearing on what will happen in the future. Artificial Intelligence may be able to create new industries, but whether those industries can offer a viable job prospect for the displaced has yet to be seen. Predictions of Artificial Intelligence in the Workforce Artificial Intelligence poses a large threat to the current state of the economy; however, most of the consequences of introducing this new form of technology into the marketplace are not yet known. The main issue of debate is whether a skill-biased technical change will continue under the scope of companies choosing to integrate an AI into the workforce. This displacement of jobs may leave few options for these individuals to specialize. However, there are multiple issues with regards to trying to educate and train a significant portion of the United States workforce to specialize in fields so they may have favorable employment prospects in the future. The only way that this may be accomplishable would be with the aid of significant government funding. On the policy side, the government can place taxes upon companies to hire human workers over implementing AI, though this measure would be a temporary fix as the cost of AI decreases over time. In the situation of mass unemployment, the implementation of a universal basic income may be a solution towards alleviating issues in

the society. Evidence for this extrapolation can be seen with the current state of the welfare system in the United States. Among individuals who are unemployed for extended periods of time, it is much less likely for them to ween off welfare, leading to reduced buying power for these individuals and lower economic status compared to their employed peers. This dependence could then foster greater economic inequality between those who are unemployed and those whose jobs are too specialized for AI to replace. However, the view that AI will cause mass unemployment is not the only potential viewpoint. David Autor suggests that, after the integration of AI, there may be two populations of individuals who will grow in economic prosperity: Conclusions If one can gather anything from this paper, it is the following: Artificial Intelligence poses a threat to the current structure of the workforce known today. However, many can only theorize the effects of this peril. Based on historical trends, it is clear that new industries of work can be created by technology, serving as a new source of jobs to replace the ones displaced by that technology itself. However, the accessibility of those jobs to displaced workers is the primary concern with regards to a market in which AI is a competitor for jobs. The combination of past historical trends and the current state of artificial intelligence indicates that it is necessary for new, accessible industries for low-skill workers to be created to avoid broad changes to the economic and societal structure seen today. Overall, AI may serve as a threat in the short term, but it is entirely possible that the integration of AI can create numerous employment opportunities through new industries. To curb the potential effects of artificial intelligence on the economy and society, it is necessary for officials to enact policy that can educate individuals whose jobs may be threatened by AI and limit the integration of AI in susceptible industries. This technology can accomplish amazing feats on the level of humans, and it would be wrong to avoid exploring its abilities in the modern world further. However, AI must be responsibly integrated to avoid economic inequality in the near future. If introduced at the right pace, this new form of technology can aid humans in unique ways and lead to the further development of humanity from the technical, economic, and scientific perspectives among many more. Retrieved April 26, , from http: The End of Middle-Class Work: In Does capitalism have a future? Visualizing and Understanding Convolutional Networks. Executive Office of the President. Recessions and the Costs of Job Loss. Brookings Papers on Economic Activity, 2 , 1â€” Creative Destruction and the Sharing Economy, 63â€” Small Business and Job Creation: Dissecting the Myth and Reassessing the Facts. New developments in productivity analysis. University of Chicago Press. The Future of Employment: How Susceptible Are Jobs to Computerisation.

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2: The IQ Mythology: Class, Race, Gender, and Inequality - PDF Free Download

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Infant mortality rate - the number of infants dying before reaching one year of age, per 1, live births in a given year. Murder rates - intentional homicide rate per , population. In summary, this article maintains that more statistical analysis is crucial for understanding economic inequality and its implications. Firstly, income inequality statistics must be explicit as to whether or not they capture the incomes of the very best-off and worst-off in societies, given that the relative income shares of these groups are the driving force behind current inequality trends. Secondly, severe data limitations currently hamper the ability of statisticians to research the potential implications of inequality. Nevertheless, even the handful of figures in this article support the conclusion that inequality tends to be related to a wide range of negative social outcomes. It is of course possible that many intervening factors are also key, such as levels of trust, good governance and the historical and political circumstances that have resulted in the wide variations shown here - as well as many other factors we have not considered. Hence they support calls for better data collection to be carried out, as a precursor to more sophisticated statistical analysis. Causes and Consequences of Income Inequality: Eurostat Number of private households [Online]. Data are from latest year available spanning Conservation Biology 23 5: Data are from for all countries except Singapore latest year available. Data missing for Singapore. E and Wilkinson, R. Data are from latest year available for all countries. Data are from latest year available spanning to Data are from the latest year available spanning to Global Perspectives on the Epidemiology of Mental Disorders. The Impact of Inequality London: The Spirit Level London:

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2 Income Inequality and IQ for Adults in Their Late Twenties and Early Thirties L et us begin with the first-order relationship beÂ- tween IQ and income. the mean IQ of college graduates has been about 1 15).

Charles Murray Foreword This study is one of a series commissioned by the American Enterprise Institute on trends in the level and distribution of U. The issues addressed in the series involve much more than dry statistics: The AEI series is intended to improve the public discussion by bringing new data to light, exploring the strengths and weaknesses of various measures of economic welfare, and highlighting important questions of interpretation, causation, and consequence. Marvin Kosters, director of economic policy studies at AEI, organized the series and moderated the seminars. A current list of published studies appears on the last page. Christopher DeMuth 1 Introduction What causes income inequality? The usual answers are economic and sociological. Capitalism systematically generates unequal economic rewards. Social class distinctions create different opportunities in life, leading to unequal economic rewards. These sources of inequality are undoubtedly important, but economists and sociologists have tended to discuss them in a vacuum, ignoring the personal characteristics that individuals bring to the economic market-place. Psychologists group such characteristics under the heading of individual differences, embracing all aspects of social and cognitive functioning in which the unit of measurement is the individual rather than any group identity such as gender, occupation, ethnicity, or social status. Industriousness is an individual difference. So are other hard-to-measure characteristics such as charm, honesty, creativity, and courage. In this monograph I discuss one of the most important of the individual differences, intelligence. Specifically, I will be discussing the kind of intelligence measured by IQ tests: This capacity is not to be confused with common sense or wisdom. The first is that IQ has a highly irregular relationship to income. A few of the occupations that require a high IQ, notably medicine and law, are also known for their high incomes, but many of the others provide good incomes that top out well below wealth. Meanwhile, an entrepreneur with an average IQ but a hot idea can make millions. We also observe from everyday life that, beyond a certain level, the relationship of IQ to professional success is inconsistent. The most successful partner in the law firm is not necessarily the smartest; the finest surgeon draws upon many skills other than raw mental processing ability. The most successful in these occupations would also rank high on an IQ test, but seldom at the farthest reaches of the right-hand tail of the bell curve. Within the world of business, the relationship of IQ to income becomes still more uncertain. But as often â€” sales is a good example â€” qualities other than IQ still dominate in determining who makes a fortune. So if you are looking for a simple explanation of income inequality, IQ is not it. But important statistical relationships do not require simplicity. Modest correlations can have large social consequences, and so It is with IQ and income. If you are trying to understand how the dynamics of income inequality have played out in the past few decades, and will continue to play out in the decades to come, IQ is an indispensable piece of the puzzle. Many of these outcomes bear on income inequality, but income inequality was no longer our topic. One purpose of this monograph is to fill in that gap. I then turn to a powerful method, not employed in The Bell Curve, of assessing the importance of IQ independent of all other family background factors. The monograph concludes with an exploratory analysis of the outer limits of reducing income inequality through success in social policy. It began in with 12, subjects. The data presented here go through the interview wave, which means that the most recent calendar year with income data is All dollar figures are stated in dollars. I employ a modified version of the cognitive classes we defined in The Bell Curve, cutting off the five classes at the 10th, 25th, 75th, and 90th percentiles of the normal distribution. Descriptively, these classes are characterized in the following paragraphs. Our point of departure is the group in the middle of the bell curve, those with a measured IQ somewhere from 90 through , whom we labeled Normal. Fifty percent of the American population falls in this category. Their intelligence easily permits them to be competent in all the core roles of family and community life and to pursue any occupation not requiring a college education. Most

of them have difficulty in completing a college education historically, the mean IQ of college graduates has been about , but some do so. To their immediate right on the bell curve come the Bright, with IQs from through , representing the 75th through 89th percentiles of the IQ distribution. Anyone with an IQ this high has the intellectual ability to get through college, though not necessarily in every major. This IQ range includes many of the most successful Americans. The Very Bright have IQs of and above. They represent the top 10 percent of the IQ distribution. Having an IQ this high is not necessary to become a physician, attorney, or business executive, but extra cognitive horsepower gives an edge in any occupation that draws heavily on the verbal and visuospatial skills measured by IQ tests. Turning to the left-hand side of the bell curve: If the IQ score is accurate, someone in this range is unlikely to get through four years of college without special dispensations. Ordinarily, Dulls work at anything from low-skill jobs through lower-level white collar or technical jobs. At the far left-hand side of the distribution are the bottom 10 percent of the IQ distribution, the Very Dull, with IQs under These include the retarded, but many people with IQs in this range are neither retarded nor incapacitated. They find it difficult to cope with school, but can be productive employees at menial and semi-skilled jobs, and sometimes at skilled jobs as well if their shortfall in intellectual capacity is counterbalanced by other abilities. Figure shows an overview of the income of these five groups from , when the subjects were aged between thirteen and twenty-one and mostly too young even to have an income, through The measure of income is median earned income including salary, wages, and net income from a business or farm. Then fortunes begin to diverge. The median for the Very Bright, represented by the thick black line, begins to rise rapidly as the college years end and continues to rise thereafter, with a brief pause in At the other extreme, represented by the thick grey line, is the median for the Very Dulls. It peaks in and falls gently thereafter. By the end of the period shown in the graph, when this group of young adults has reached ages twenty-eight through thirty-six, those in the top cognitive class have a median earned income 4. The other cognitive classes are also clearly separated. By , the Very Brights are earning 33 percent more than the Brights, who in turn make 29 percent more than the Normals, who in turn make 62 percent more than the Dulls, who make 73 percent more than the Very Dulls. A similar story emerges when total family income is used as the measure. Table summarizes the results for the full NLSY sample. Cells have observations ranging from a minimum of to a maximum of 3, observations. The regularity of the statistical relationship is similar for both measures. The bivariate correlation of IQ to income in this population of adults in their late twenties to mid-thirties was. The diverging lines in figure vividly portray what Herrnstein and I meant by cognitive stratification. But is IQ really the explanation for these results? Many other possibilities come to mind. Perhaps education, not IQ, is the key: Perhaps money and influence are the key: Perhaps more subtle dynamics are at work â€" whether the child grew up with both parents, whether the child grew up in neighborhoods that encouraged achievement, and so on. I have conducted parallel analyses for family income, which yield similar results. Occupational prestige was measured with a widely used scale created in the s by sociologist Otis Dudley Duncan. The index itself is expressed as a standardized variable with a mean of zero and a standard deviation of one. When dealing with IQ and parental socioeconomic status, how trustworthy are the results from regression analyses? Two contrasting objections may be raised. The first is that the variables used to represent parental SES are inadequate; the second is that the variables used to represent parental SES are confounded. It controls not just for socioeconomic background but for the entire complex of variables that go into defining the environment in which a child grows up. It lends itself to complex analytic techniques, but at bottom it is both simple and intuitively persuasive: A variety of ways may be used to analyze the resulting sample. In this monograph, I use an expository method employing pairs in which one sibling had an IQ that fell in the normal range embracing the 25th through the 74th centiles, or an IQ of approximately 90 through and the other sibling fell in one ofthe other cognitive classes. A total of 1, sibling pairs met this requirement. The Normals serve as the reference group. The analyses are based on paired comparisons in which the dependent variable is Yc-Yr, the difference between the value for the comparison sibling and the reference sibling in each pair. This procedure left a sample of matched pairs with the characteristics shown in table As

table indicates, all four of the comparison groups have interpretable sample sizes, which will vary from analysis to analysis because of missing data for some of the variables in question. In all cases, computations of means and standard deviations for the reference group are limited to cases in which data are available for the comparison sibling. I use this sample to examine how differences in IQ among siblings affect three variables that are directly related to earned income â€" educational attainment, occupation, and weeks worked â€" and then examine the relationship of IQ differences to earned income itself. As of , the mean years of education for a member of the Normal reference group was Table shows differences in mean years of education for the brighter and duller siblings. Same household, same parents, different IQs â€" and markedly different educational careers. The typical Normal had 1. These differences in mean years of education translate into wide differences in the probability of getting a college degree, as shown in table Fifty-nine percent of the Very Bright siblings of those Normals achieved what their less-bright sibling did not, as did almost 42 percent of the Brights. The success rate for their Dull siblings was drastically lower 18 percent , while none of their Very Dull siblings completed college. Altogether, among the sibling pairs in which the reference and comparison sibling had different outcomes one got a B. Given the wage premium associated with college degrees, it should come as no surprise if we subsequently find that wages are also associated with sibling differences in IQ.

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This work examines the relationship between economic inequality and Intelligence Quotient (IQ), to see how much of observed income inequality is attributable to differences in earning capabilities.

8: CiteSeerX â€" The Third Industrial Revolution: Technology, Productivity, and Income Inequality

Income Inequality and IQ (AEI Studies on Understanding Economic Inequality) Inequality and Power This book is about the causes and consequences of economic.

9: Income Inequality and IQ by Charles A. Murray

Income Inequality and IQ. Charles Murray () Foreword. This study is one of a series commissioned by the American Enterprise Institute on trends in the level and distribution of U.S. wages, income, wealth, consumption, and other measures of material welfare.

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