The IQ of Gypsies in Central Europe

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The author provides a review of research on the IQ of Gypsies in the Czech and Slovak Republics. He finds that their average IQ is significantly lower than that of the Czech and Slovak populations and tries to identify the evolutionary roots of the difference.

This paper presents data bearing on the theoretical work of Bereczkei (1993) on Hungarian Gypsies in which he proposes that their lifeways can be understood in terms of r-K population differences and that the Gypsies follow an r-strategy. Berecezkei cites evidence that the Gypsy's average levels of education and job qualifications are very low, although he does not present any evidence on their intellectual ability. Similar findings of low educational achievement and occupational achievement have been reported for Gypsies in the Czech republic (RCR, 1999). The leading exponent on human group differences in r-K strategies is Rushton (1997) who proposes that r-strategists have lower brain size, and lower IQs and large numbers of children, as compared with K-strategists.

Several studies in central Europe have shown that Gypsies tend to score lower on IQ tests. This has frequently been explained as the result of (a) the poor environmental conditions in which Gypsy families live and (b) language difficulties, because a number of Gypsies speak their own language and not that of the majority population. It is probable that the environment in which Gypsies typically live does not foster the development of intellectual abilities and social mobility. However, the pervasive social failure of Gypsies in all studied societies raises the question of whether their intellectual deficit is due to biological/genetic causes as well as environmental differences. In this paper the psychology and lifestyle of Gypsies are examined in the framework of r-K strategies, and consideration is given as to how far the recorded intellectual

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differences can be explained in terms of r-K strategies.

School Achievements and IQ

The school achievement of Gypsy children living in the Czech and Slovak Republics is very low, and it has been estimated that 62% Gypsy children attend special schools in comparison to the 4.2% of the general population. Gypsy representation in higher education is negligible (Anonymous, 1999, p. 23). In 1991 approximately 1% of the Gypsy population completed secondary school as compared with 23% of the non-gypsy population; 0.3% of Gypsies have university degrees as compared with 7.2% of the non-Gypsy population. It is estimated that more that almost 80% of Gypsy adults have only basic education (the number includes unfinished basic education as well) (Kalibova, 1996).

It seems that there is a difference in IQ between the Gypsy and non-Gypsy population that cannot be fully explained by environmental factors, although the degree to which the difference is due to genetic as distinct from environmental factors is from the methodological point very difficult to measure. The main methodological obstacle is the absence of any matching control group of non-Gypsy subjects. The percentage of Gypsy children in groups which tend to score low on IQ tests (e.g. children from orphanages, delinquents) is disproportionately high.

The results of research in the Czech and Slovak Republics on the mean IQs of Gypsy children is summarized in Table 1. It will be seen that Gypsy children score lower in every group compared with non-Gypsy children.

Head Circumference and IQ

Studies have established a weak but statistically significant correlation of the order of .15 to .25 between IQ and head size (e.g. van Valen, 1974; Rushton, 1997, pp. 36-41). It has been shown that the brain size measured by magnetic resonance imaging correlates with IQ at $r = .40$ and that head circumference is related to brain weight with correlations between 0.80 and 0.98 (Rushton, 1997, p. 41). Lynn (1990b) confirmed the correlation in three studies of 9- and 10-year-old students measuring head circumference by tape and intelligence by standardized tests. Before correction for attenuation due to measurement error, the correlations were

between 0.18 and 0.26, after correction they ranged from 0.21-0.30.

Bernasovky and Bernasovka (1999, pp. 57-59) examined 855 Gypsy and non-Gypsy children aged 1-5 years and found out that in all age groups the Gypsy children possess smaller head circumference than non-Gypsies. The differences are statistically significant with the exception of boys aged 1 year.

Jensen and Sinha (1993) estimate that the correlation between intelligence and brain size, as independent of stature, or body size is 0.3.

Fertility

A central component of r-K strategies consists of the numbers and treatment of children. The r-strategy is to have large numbers of children and provide little care for them, while the K-strategy is to have few children and provide a great deal of care for them. Gypsies conform to r strategies in this regard. According to Kalibova (2001) the average number of children for a Gypsy woman is 4.9 in comparison to the 2.1 for women from the general population.

However, relatively large numbers of Gypsies babies are left in orphanages. It is estimated that Gypsies comprise around 50% of the children in orphanages of the countries under study, although they currently comprise only 3% of the population (RCR, 1999). However, it must be remembered that non-Gypsy children tend to be more quickly adopted than Gypsy children (Antalova, 1980). This fact disproportionately negatively influences the number, and possibly also the quality, of the non-Gypsy children in orphanages. Furthermore, Non-Gypsy parents who abandon their children tend to represent the r- end of the Czech population, probably close to the 95-100th percentile, but the high number of Gypsy children in orphanages suggests that Gypsy parents who abandon their children may very well range from the 70th to 100th percentile of their population. Precise data are not available.

Evolutionary Hypotheses that might Contribute
to the Lower IQ of Gypsies

I propose four theories which might serve to explain any genetic forces responsible for the lower IQ of Gypsies. Although Gypsies do not comprise genetically homogenous groups (Gresham et al., 2001), the following hypotheses could apply to

most known Gypsy groups. Each of the suggested reasons may contribute to the final result although it is unclear how much weight should be attributed to genetic factors or indeed to any one of these hypotheses.

1. Climatic Hypothesis

The original homeland of Gypsies is generally agreed to have been India (Fraser, 1998). According to Lynn and Vanhanen (2002) populations from India have an overall mean IQ of 81 as compared with a mean of 100 for populations in northwest, west and central Europe. However, India is home to a wide variety of very different and largely non-intermarrying ethnic groups, with a marked range of mental attributes, some with very high IQs, and it may be that the Gypsies originated in one of the lower achieving elements of that very varied population. Although some authors (e.g. Kenrick, 1998, Hancock, 1987) have suggested (based on a linguistic analysis) that the Gypsies originated in north-west India, recent genetic work by Bernasovky & Bernasovska (1999, p.142) concludes that the presence of the Fy*Q0 allele in high frequency among Gypsies provides evidence that the origin of this population in the Indian subcontinent is to be sought in hot areas where malaria is present. This seems to exclude Northern India as the place of origin of the Gypsies, and implies that the Gypsies may have originated in an ancient aboriginal population, of which the sub-continent has many residues.

2. Pariah-Slave Hypothesis

This would suggest that the Gypsies belonged to one of the lowest castes in India (Fraser, 1998). It is highly probable that the Indian castes, to the extent that they represent different ethnic groups, differ genetically in the characteristics that influence social mobility (e.g. intelligence and conscientiousness). Even if that was not the original status of the Gypsy population, their condition has not allowed them to create a successful intellectual elite. After arrival in Europe, as Hancock (1987) has shown, more than a half of the Gypsy population in Europe was enslaved, mostly in the Balkan region. Eysenck (1971, p. 46-47) has proposed that slavery has a dysgenic effect on reproductive trends amongst enslaved populations. He suggests that slave traders needed slaves whom they could easily manipulate, and those who were not "dull and

submissive" were killed, which would tend to select against intelligence. The same model could hold for Gypsies in Europe. On the other hand, enslavement often led to coercive sexual relations between Gypsy females and their masters (Hancock, 1987) and these sexual practices could have changed the Gypsy genetic pool in a different direction.

3. Negative Assimilation Hypothesis

Rican (1998) has argued that there has been a trend for better-adapted Gypsies to assimilate into non-Gypsy populations. The extent of this assimilation is unknown, but to the extent that it may have taken place it would have served to reduce the IQ of the surviving Gypsy population.

4. Inbreeding Depression

Consanguineous marriages are much more common in the Gypsy population than in the majority society (Ferak et al., 1987). This could result in inbreeding depression that reduced intellectual ability (Jensen, 1998, pp. 189-197).

Countervailing Selective Forces

There is, however, another force that may have enhanced the intelligence of the Gypsy population during the course of their history in Europe, namely the selection pressure exerted by the non-Gypsy population. Gypsies were often persecuted and sometimes many killed (Fraser, 1998). It is reasonable to speculate that higher IQ was an advantage for survival. Lynn (1990), following Eysenck, has proposed this model for Jews and it could perhaps have worked in same way for Gypsies. It is impossible to evaluate the effect of this selection pressure but it was probably too weak to outweigh the more probable dysgenic forces influencing reproductive trends amongst Gypsy populations.

Discussion

It has been shown that the central European Gypsies are r-strategists in respect of their lower IQ, smaller brain size, high birthrate, and high propensity to abandon their children in orphanages. Existing research on Gypsy IQ supports this hypothesis. It is proposed that, to the extent that low IQ amongst Gypsy populations may be at least partially attributable to genetics factors, the evolutionary history of Gypsies appears to reflect dysgenic trends.

Table 1:

Results of IQ tests for Gypsy population

Sample	Age	Number of Gypsies / non-Gypsies	Test	Gypsy IQ	Non-Gypsy IQ	Source
Delinquents	15-18	42 / 258	Raven	71	91	Balastik, 1970
Orphanages	12-15	?	?	75	85	Olejar, 1972
Orphanages	10-12	?	WISC	73, 4	87, 6	Andreanska, 1973
Normal schools	6-7	33	Terman-Merrill	78, 4	—	Kvassay, 1975
Orphanages	7	36	Terman-Merrill	82, 3	—	Kvassay, 1975
Special schools	11-15	152 / 323	Various non-verbal tests	73, 6	80, 8	Zakova, 76
Orphanages	3-6	41 / 34	Terman-Merrill	72, 9	84, 8	Antalova, 1980
Normal schools	6-7	178	WISC (verbal part)	71, 9	—	Ferjencik, 1997
Normal schools	6-7	178	Raven	80, 3	—	Ferjencik, 1997
Various (representative sample of the CR)	6 – 16;11	87 / 1357	WISC-III	79, 6	101, 4	Dan, 2002

Comprehensive research on this subject was recently done by Dan (2002). Dan tested using Czech version of WISC-III a representative sample of 1357 non-Gypsy children and 89 Gypsy children aged 6 – 16.11. The mean difference was 21.8 IQ points (p < 000).

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Table 2:

Results of Gypsy children

Variable	Mean	SD	median	No. of examinees
IQ_VERB	81,87	10,83	79	89
IQ_PERF	80,06	10,94	79	89
IQ_	79,58	10,16	79	89

Table 3:

Results of non-Gypsy children

Variable	Mean	SD	median	No. of examinees
IQ_VERB	101,28	14,35	101	1363
IQ_PERF	101,41	14,27	102	1359
IQ_	101,41	14,28	101	1357

Table 4:

Wilcoxon´s test (two-tailed)

Variable	Test's statistics	p – value
IQ_VERB	-11,62	0,000
IQ_PERF	-12,30	0,000
IQ_CELK	-12,64	0,000

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Society and Genes:
On the Subject of IQ Population Genetics

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The Great War and subsequent Depression swept away the mentality of Empire and class privilege, leaving a vacuum which was filled by an intellectual climate of extremist egalitarianism. Western society of the twentieth century came to be dominated by a new, unified ideology. Freudianism, Marxism, B. F. Skinner's Behaviorism, Franz Boaz's cultural history, and Margaret Mead's anthropology all stressed the marvelous "plasticity" and even "programmability" of *Homo sapiens.* The twenty-first century will witness a retaking of ground by hereditarian thinking and a reestablishment of balance in the nature/nurture debate.

Politics: Manipulation Masked as Democracy
I am myself indifferent honest, but yet I could accuse me
of such things that it were better my mother had not borne me.

Hamlet

The genetic bases of social and political structures constitute a topic which even the bolder sociologists and political scientists have been leery of raising for two-thirds of a century. It is a taboo which grossly distorts our understanding of ourselves.

There probably has never existed a society with a totally rigid structure in which ability played no role. Under the Caesars, the Pharaohs, the Ottomans, the Tsars, and probably even the Mayan princes, the gifted slave could on occasion demonstrate his ability and achieve high rank. In modern society, however, where such mobility has been immensely increased, universal education combined with assortative mating is creating greater and greater genetic stratification into classes which are then overlaid with stratifications of wealth and power.

In a dictatorship, government is more inclined to determine directly the various functions performed by its citizens, whereas

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