



Are jews Intelligent?

- Compared to Whites whose scores are adjusted for race, jews score:
 - 375 points lower in SAT Math, 230 vs. 605.
 - 35.4 points lower in NAEP Math, 251 vs. 286.4.
 - 7.3 points lower in ACT Composite, 15 vs. 22.3.
 - 228 points lower in GRE Quantitative, 325 vs. 553.
 - 43 points lower in TIMSS Math, 495 vs. 538.
- Compared to jews in Israel:
 - Whites in Belgium score 92 TIMSS Math and 67 TIMSS Science points higher.
 - Asians in Singapore score 138 TIMSS Math and 100 TIMSS Science points higher.
- The Medical College Admission Test, taken mostly by jews, is the only standardized test that doesn't correlate with critical thinking skills.
- Lawyers, who are mostly jews now, score in the range of home economics majors which is 300 GRE points lower than many math, science, and engineering majors.
- New York and New Jersey with their high jewish population spend more than most states for education but consistently score in the lowest quartile on standardized tests.

The most common misperception in the US today about jews is that they are "intelligent", with IQs of 115, compared to Whites of 100 and blacks of 85. How did this happen, since it was US immigration policy which was based on IQs just 77 years ago that caused many jews to be refused admission to the US?:

Gould's most inflammatory allegation is to blame IQ testers for increasing the toll of the Holocaust. His thesis is that early IQ testers claimed Jews as a group scored low on their tests. This finding was then allegedly used to support passage of the restrictive Immigration Act of 1924, under which Jewish refugees were denied entry in the 1930s. Gould even claims that Henry H. Goddard in 1917 and Carl C. Brigham in 1923 labeled four-fifths of Jewish immigrants as "feeble-minded . . . morons."

<http://www.eugenics.net/papers/jprnr.html>

By what process did jews transform from "feeble minded ... morons" to "intelligent" in only 77

years. How did this transformation benefit the US? Why are the SAT, NAEP, ACT, GRE, and other scores for jews not readily available, particularly when every other race is broken down by every demographic category you might be curious about? Why did jews complain at [Harvard](#) in 1922, when they were 21% of the freshman class that year, that they were being "discriminated against"? Why, with the support by so many jewish judges and lawyers and politicians for affirmative action, are jews now 50% of the students in the Harvard [Law School](#) at the same time that White men are vilified for "discriminating against" women and other races? What can be intelligent about this?

JEWS CONTROL AMERICAN EDUCATION

Consider what happened to this country immediately following the jews' involvement in our "education" process:

"American blacks as well as whites, wherever they lived, reached their highest levels of educational achievement in the Thirties and early Forties during the Depression and the war years. In 1930, 80% of the blacks and 98% of the whites over 14 were literate. Nearly all black and white students in the 4th through the 12th grade could read at 4th through 12th grade levels. For teachers rarely promoted unprepared students. In contrast, scores on the 1992 National Adult Literacy Survey tests show that only about 56% of the blacks and 83% of the whites over sixteen are literate. Scores on 1994 NAEP reading tests indicate that 42% of the 4th graders can't read; 72% of the 8th graders can't read 8th grade assignments; and 66% of the nation's high school seniors can't read 9th grade textbooks in any core subject."

"To put it simply, schooling doesn't start, even for potential geniuses, until students learn to read. And because American teachers switched in the 1930s from reading instruction that worked for everyone to reading instruction that neuroscientists now tell us does not work for anyone, schooling has never begun for over 43 million Americans with an average 12 years of school attendance. And every year the number of high school graduates who receive diplomas they cannot read grows. Few realize it has been growing for 45 years. In 1952, Army personnel officers started hiring psychologists to interview thousands of nonreading high school graduates they mistakenly thought were faking illiteracy to stay out of the Korean War. After the psychologists told the officers that the graduates weren't faking, Defense Department administrators knew that something terrible had happened to grade school reading instruction. And they knew that it had started in the Thirties. Why they remained silent, no one knows. The switch back to reading [instruction that worked](#) for everyone should have been made then."

"The numbers of illiterate American adults have jumped from 3 million with little or no schooling in the early Thirties to about 43 million with an average 12 years of school instruction in the early Nineties. The 96% literacy rate for 18 million military registrants tested during World War II dropped to nearly 80% for several million prospective recruits tested during the Korean War. This was an incredible [400% increase in illiteracy](#) for young men in the 8 years between 1945 (the end of World War II) and 1953 (the end of the Korean War)."

What happened? Was this accidental? Why is the jewish controlled media so studiously ignoring this catastrophe? Why did jews go to the US [Census](#) Bureau in 1957 and insist that jews not be listed as a separate category in any of the racial and religious demographics, thus concealing their over-representation in the "education" of our Christian children and their under-representation in high test scores and academic achievement?

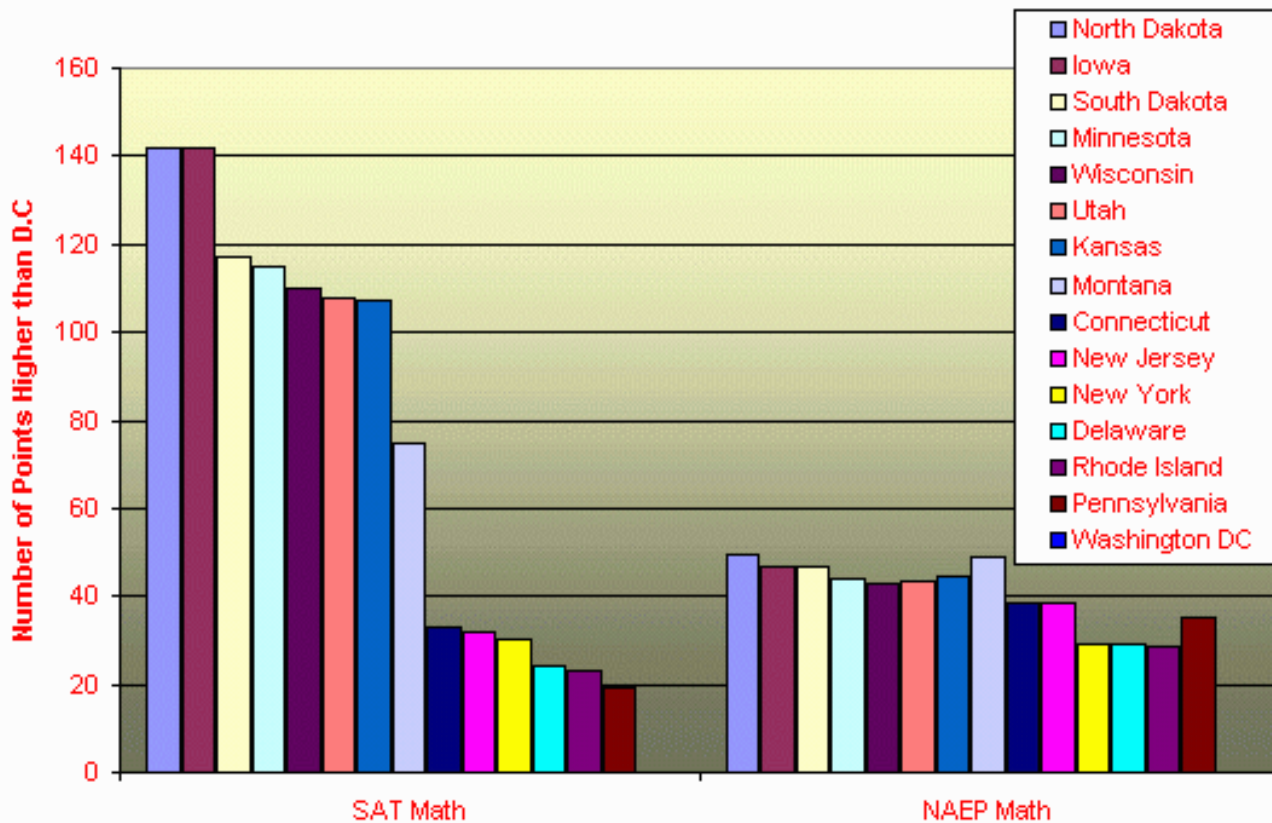
JEWS CONTROL IMMIGRATION POLICY

It was jewish control of US [immigration](#) policy which decimated our immigration standards and enabled "feeble minded ... morons" to immigrate to this country by the millions.

WHY THE LOW TEST SCORES OF NEW JERSEY AND NEW YORK?

The SAT Math score of the average college bound black in 1992 was 385, which was 198 points lower than the average of 583 for all students in Iowa, many of whom were denied admission to college that year because of affirmative action for blacks. Even the average SAT Math score for students in Washington, DC, the consistently lowest scoring area of the country, year in and year out, was 56 points higher, at 441. But college bound Whites, whose SAT score was 489, also had lower SAT Math scores than the average of all students in half the states in the country, with students in Iowa scoring 94 points higher. The average students in Iowa, North Dakota, South Dakota, Minnesota, Wisconsin, Utah, Kansas, Nebraska, and Illinois scored more than 50 points higher than college bound Whites and higher even than college bound Asians. How is it possible for college bound students to score consistently lower than *average* high school graduates in half the states? Why do jews, who constitute 50% of the student body and 50% of the faculty of Harvard Law School, and thus are perhaps half of our lawyers and judges, support the admission of so many unqualified students to our once fine universities? How can the *average* scores of all students in Iowa be 94 points higher than the average score of college bound WHITES?

The Low Academic Performance of States With Large jewish Populations



Based on the ethnic composition of students in Iowa (90.6% Whites, 3.4% blacks, 2.4% Hispanics, 1.6% Asians, .5% Indians, and 1.5% jews), and the known average SAT scores for each race, Iowa SHOULD have scored only 490, or 93 points lower than their actual score of 583. Similarly, Nebraska scored 57 points higher than expected, Minnesota scored 89 points higher, Utah scored 72 points higher, Wyoming scored 36 points higher, North Dakota scored 96 points higher. Even more significantly, all of these states spend considerably less for education per student than New Jersey or New York do. It's impossible for the average Whites in those states to have such low average SAT scores if the average score for the entire state is so much higher. The only way this could have happened is if the Whites in those states actually have an average SAT Math score of 576, or 85 points higher than that reported by the ETS. It's also possible, but highly unlikely, that:

- I. Their education systems are simply that much better than New Jersey's and New York's, or
- II. Their spending as little as a third as much for education actually *improved* the quality of education.

There are two other reasons Whites in those states probably have such higher SAT scores than the average "Whites" in the rest of the country, which is that states like New Jersey and New York include 6% more Latinos and 30% more jews in their categories for "Whites".

The best fit for these western states is an SAT Math score of 590 for Whites, but this causes New

Jersey's and New York's calculated scores to be 66 and 56 points higher, respectively, than their actual scores of 478 and 473. 83% of the 5.5 million jews in the US are in the Northeast and 30% and 29% of the population of New Jersey and New York who are counted as "Whites" are actually jews. The ONLY thing that can account for New Jersey's and New York's dismal SAT Math scores is that jews have an average SAT Math score of 340. There is NO other known way, with New Jersey spending 3 times as much for education ([\\$9,225](#) per student per year) as these Western states, for this to happen. It explains a lot about how the jews suddenly got so "intelligent" but still don't want to brag about their test scores. And why they support the admission of blacks to universities who score hundreds of points lower than millions of more qualified Whites. And why the 1.9% of the population who are jews support affirmative action, even though they supposedly have 115 IQs.

This is a much lower SAT Math score than average: 61 points lower than blacks, 121 points lower than the "average college bound White", 210 points lower than Asians, and 206 points lower than Whites in Iowa.

The ACT Composite score has a similar problem, with the average scores of these Western states being proportionately higher than all "Whites" who participated in the ACT, and New Jersey and New York scoring proportionately lower than their composite average score predicts they should score. Once the ACT score for Whites is adjusted up, from 21.8 to 22.1, and that for jews is adjusted downward, from 21.8 to 20.7, all of these states score within 0.3 points of their anticipated composite average.

NAEP confirms this trend. New Jersey and New York are again the exceptions to the rule--until the score for jews is adjusted--downward--considerably. After the scores for Whites are increased from 270 to 281 to match the actual scores of the Western states, and when it's presumed that the scores for jews are similar to that for Whites, New Jersey and New York score, respectively, 1 and 5 points lower than their predicted score. The only explanation for why states which spend so much for education score so low on all the standardized tests is the very low academic performance of jews. To normalize the scores for all these states requires the NAEP score for jews to be set at 265, which again is considerably lower than the average: 16 points lower than Whites, and 14 points lower than Asians.

Race by State	blacks	Whites	Hispanic	Asian	Indian	jews
New Jersey	14.60%	37.20%	12.40%	5.80%	0.10%	30.0%
New York	20.30%	27.40%	17.60%	5.20%	0.50%	29.0%
Nebraska	6.00%	85.40%	4.90%	1.30%	1.40%	1.0%
Minnesota	5.20%	86.40%	2.20%	4.10%	1.90%	0.2%
Utah	0.70%	88.40%	6.00%	2.40%	1.50%	1.0%
Wyoming	1.20%	88.20%	6.20%	0.80%	2.80%	0.8%
N. Dakota	0.90%	88.20%	1.10%	0.70%	8.10%	1.0%
Iowa	3.40%	90.60%	2.40%	1.60%	0.50%	1.5%

Scores by State

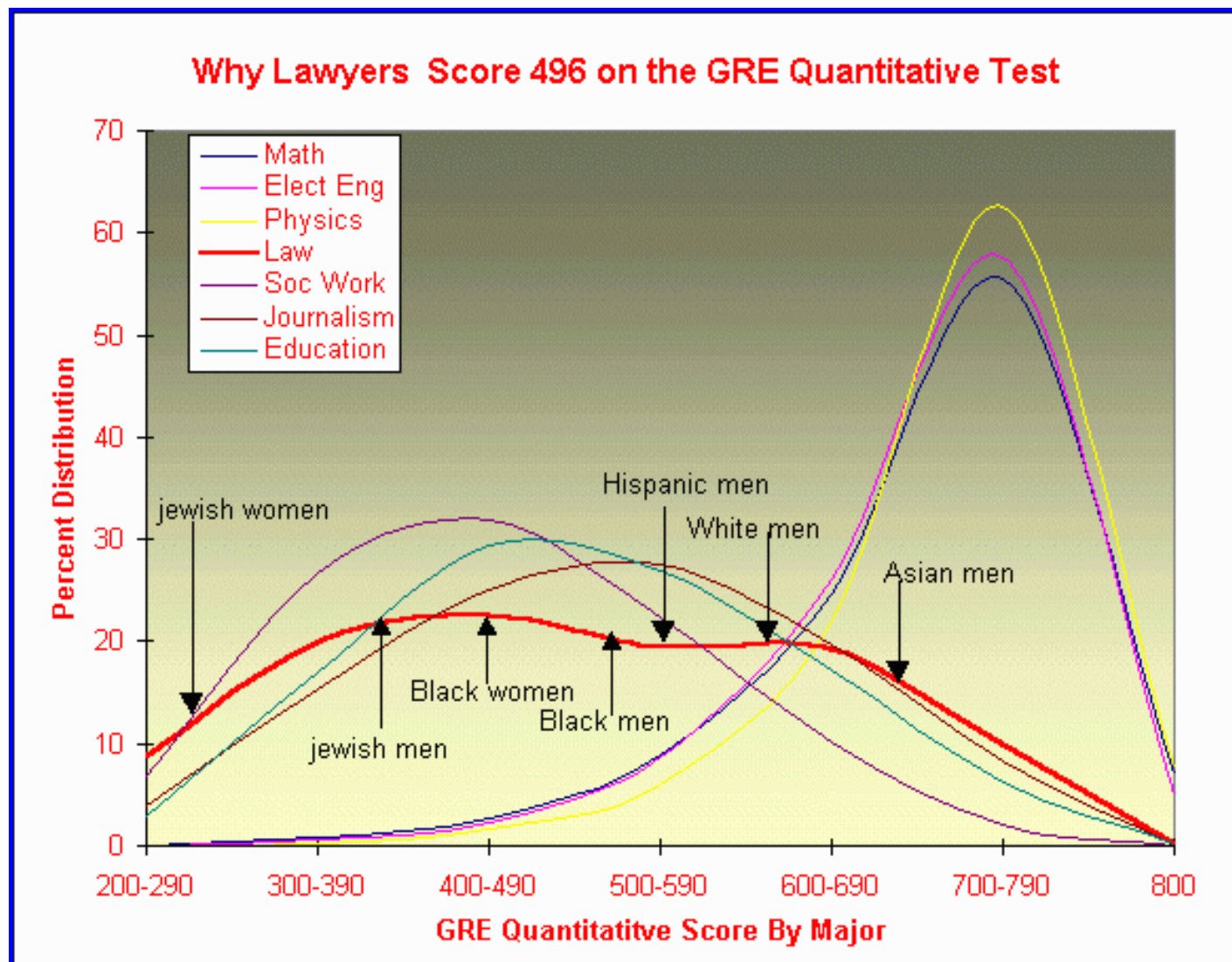
SAT M original	431	491	480	580	437	491
SAT M adjusted	431	576	480	580	437	370
ACT Comp original	17	21.8	18.6	21.7	19	21.8
ACT Comp adjusted	17	22.1	18.6	21.7	19	20.7
NAEP Math original	238	270	244	279	246	270
NAEP Math adjusted	238	281	244	279	246	265

SAT Math	blacks	Whites	Hispanic	Asian	Indian	jews	Adjusted	Reported	Diff
New Jersey	62.9	214.3	59.5	33.6	0.4	111.0	482	478	-4
New York	87.5	157.8	84.5	30.2	2.2	107.3	469	473	4
Nebraska	25.9	491.9	23.5	7.5	6.1	3.7	559	544	-15
Minnesota	22.4	497.7	10.6	23.8	8.3	0.7	563	579	16
Utah	3.0	509.2	28.8	13.9	6.6	3.7	565	563	-2
Wyoming	5.2	508.0	29.8	4.6	12.2	3.0	563	525	-38
N. Dakota	3.9	508.0	5.3	4.1	35.4	3.7	560	583	23
Iowa	14.7	521.9	11.5	9.3	2.2	5.6	565	583	18
ACT Comp									
New Jersey	2.5	8.2	2.3	1.3	0.0	6.2	20.5	20.6	0.1
Nebraska	1.0	18.9	0.9	0.3	0.3	0.2	21.6	21.7	0.1
Minnesota	0.9	19.1	0.4	0.9	0.4	0.0	21.7	22	0.3
Utah	0.1	19.5	1.1	0.5	0.3	0.2	21.8	21.5	-0.3
Wyoming	0.2	19.5	1.2	0.2	0.5	0.2	21.7	21.6	-0.1
N. Dakota	0.2	19.5	0.2	0.2	1.5	0.2	21.7	21.4	-0.3
Iowa	0.6	20.0	0.4	0.3	0.1	0.3	21.8	22	0.2
NAEP Math									
New Jersey	34.7	104.5	30.3	16.2	0.2	79.5	265	270	4.2
New York	48.3	77.0	42.9	14.5	1.2	76.9	261	261	0.0
Nebraska	14.3	240.0	12.0	3.6	3.4	2.7	276	276	-0.2
Minnesota	12.4	242.8	5.4	11.4	4.7	0.5	277	275	-1.8
Utah	1.7	248.4	14.6	6.7	3.7	2.7	278	277	-0.7
Wyoming	2.9	247.8	15.1	2.2	6.9	2.1	277	272	-4.9
N. Dakota	2.1	247.8	2.7	2.0	19.9	2.7	277	281	3.9
Iowa	8.1	254.6	5.9	4.5	1.2	4.0	278	278	-0.2

Of course jews don't want anyone to know about this. Such scores ARE evidence that jews really are "feeble minded ... morons".

LAWYERS' LOW TEST SCORES

With jews being 50% of law school admissions and 50% of law professors at Harvard Law School, how else can it be explained that the GRE test scores of [lawyers](#) are so low? The score for lawyers of 496 is in the range of home economics and social worker majors, and 170-250 points lower than math, engineering, and physics majors. If jews are only 30% of those who take the GRE, and if the only reason for the low test scores for lawyers is race, then jewish men must score 360 and jewish women must score 290, for an average of 325. If they're 46% of the test takers, then their scores must be 436 and 366, respectively, for an average of 401.



ISRAEL'S LOW TEST SCORES

With [Israel's](#) current immigration policy limiting immigration only to jews, and nobody else, it's the

perfect place to measure the average intelligence of jews, particularly with objective, credible tests like TIMSS math, in which Israel received one of the lowest scores in the world, at 466. This was even lower than the US score of 506, which was **after** the jews implemented the "education" principles which destroyed our education system and caused SAT scores to plunge 98 points. Once adjusted for the padding in the scores, and normalized against jews at 1.0, it's easy to detect the correlation between these widely disparate and independent tests.

When the test scores for Turkey are used to represent mulattoes, Belgium to represent Whites, Chile to represent Hispanics and Indians, Japan to represent Asians, and Israel to represent jews, the ratio between the different races in each of these 4 tests is strikingly similar. These tests show that Asians and Whites outperform jews by 2.4 times on SAT Math, 1.4 and 1.3 respectively in ACT Composite, 2.1 and 1.9 times in NAEP Math, and 2.4 and 2.7 times in TIMSS Math.

	blacks	Whites	Hispanic	Asian	Indian	jews
SAT math	1.4	2.4	1.7	2.4	1.4	1.0
ACT comp	0.0	1.4	0.4	1.3	0.5	1.0
NAEP math	-0.8	2.1	-0.4	1.9	-0.3	1.0
TIMSS math	0.4	2.4	-0.1	2.7	-0.1	1.0

MCAT SCORES AND CRITICAL THINKING SKILLS DON'T CORRELATE

These low test scores, coupled with the over-representation of jews as American doctors, are the only explanation for the fact that most standardized test scores for high school and college students correlate very well with a number of different tests designed to measure [critical thinking](#) skills--but that the MCAT shows almost no correlation. It also is the perfect explanation for why we spend twice as much for "[health care](#)" as a percent of GDP as countries like Japan and Australia whose men have a four year longer life expectancy than our men. It also explains why these jew doctors were so easily deceived by the [polio](#) and [Ritalin](#) hoaxes, which contributed greatly to the US having the world's highest [incarceration](#) rate.

THIS EXPLAINS THE EINSTEIN HOAX!

There is no longer any need to speculate about why [Einstein](#) felt the need to plagiarize all of his writings.

THE REAL POPULATION OF JEWS?

Comparing the [official](#) jewish population in states with the highest jewish population, New Jersey, New York, and Maryland (5.7%, 9.1%, and 4.1%), to the states with some of the highest SAT math scores, Minnesota, Utah, Wisconsin, North Dakota, and Iowa, produces an interesting result. When the SAT scores reported by the ETS for each race are used, the Western states score an average of 84 points higher than their racial composition suggests that their composite average should be, whereas NY and NJ score 8 points lower than their estimated composite

average. To compensate for the high scores of these Western states, the average SAT scores for Whites must be increased by 86 points, to 577, but this causes the estimated composite scores of the Eastern states to be 50 points higher than their actual scores. Not even adjusting the scores for jews to zero makes up for this difference--with an SAT score for jews of 0, these states still score 19 points lower than their estimated composite average.

Adjusting the scores for blacks downward 151 points to 280 and assuming that jews score in the same range as blacks resolves this differential in these Eastern states--but then the estimated composite scores in the Western states are 21 points higher than the actual scores reported by ETS. To compensate for this, the scores for Whites must be increased another 21 points, to 598. The scores for Hispanics, Asians, and Indians can be adjusted in a similar manner, but their populations in these states are too small to impact this composite average. If it's assumed that race is the only factor in these differences in SAT scores between states, the following estimates are required to normalize these scores. The first column is the adjusted score and the second column is the original score reported by ETS:

605 491 Whites

230 431 blacks

480 460 Hispanics

610 580 Asians

437 437 Indians

230 491 jews

The scores for blacks and jews can't be adjusted any lower than this, because this is the minimum score someone would get if they just guessed on each question on the SAT. Adjusting the Asian score higher or the Indian or Hispanic score lower doesn't change the composite score by much--though it's probable that their real scores are as different from those reported by ETS as the scores for Whites and blacks. There are only three other possible options to explain this disparity:

1. The actual percentage of jews in these states is considerably higher than the official estimates.
2. The presence of jews in White schools seriously eroded the education quality of Whites.
3. Or both.

NAEP Math

Using the NAEP Math scores reported by the NCES by race and state, these Western states again score higher than their composite average scores by race, and the Eastern states score lower (4.2 points vs. -2 points). To normalize these states requires scores for Whites to be increased 4.4 points to 286.4 and for jews to be decreased 31 points to 251, which creates a

racial gap of 35.4 points between Whites and jews. In this case, the scores for jews are higher than for blacks, by 8 points.

286.4 282.0 Whites

243.0 243.0 blacks

251.0 251.0 Hispanics

274.0 274.0 Asians

264.0 264.0 Indians

251.0 282.0 jews

ACT COMPOSITE

The ACT scores for these Western states are an average of 1/2 point higher than their composite scores based on ACT scores by race, while those for New Jersey are 1/2 point lower. In order to normalize these states, ACT scores for Whites must be increased from 21.8 to 22.3, and those for jews must be decreased by 6.8 points to 15. This puts jews 2 points lower than blacks and 6.7 points lower than Asians:

22.3 21.8 Whites

17.0 17.0 blacks

18.6 18.6 Hispanics

21.7 21.7 Asians

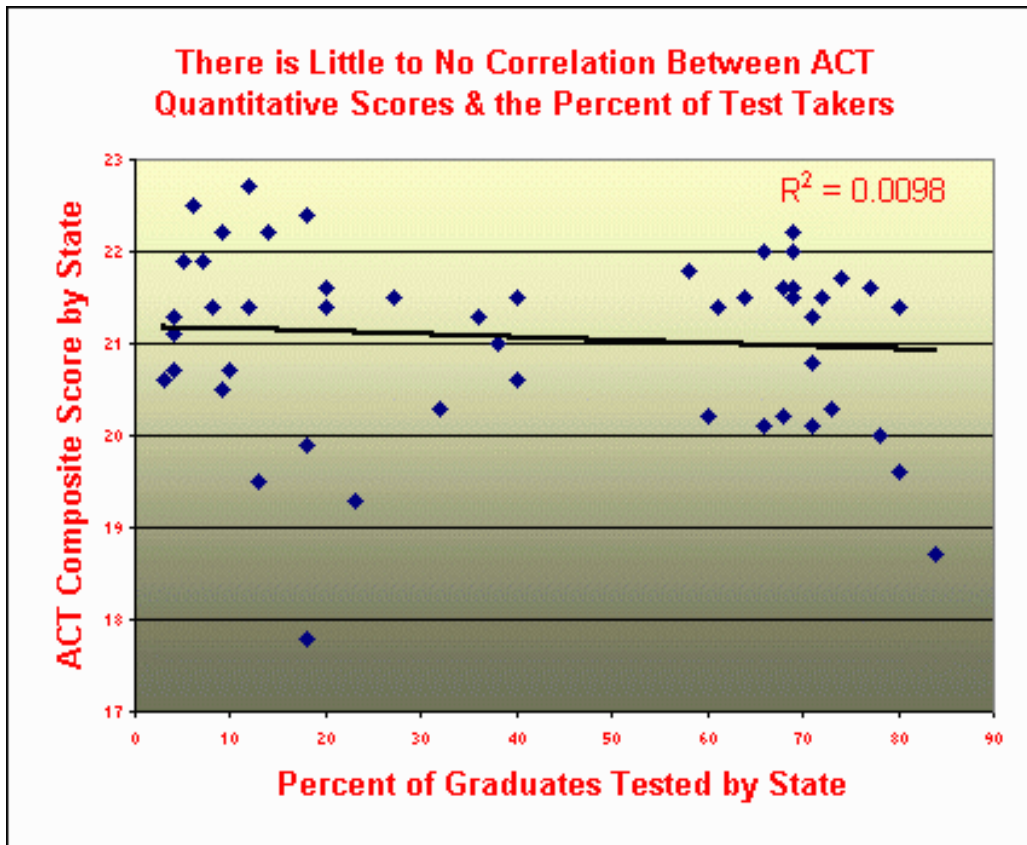
19.0 19.0 Indians

15.0 21.8 jews

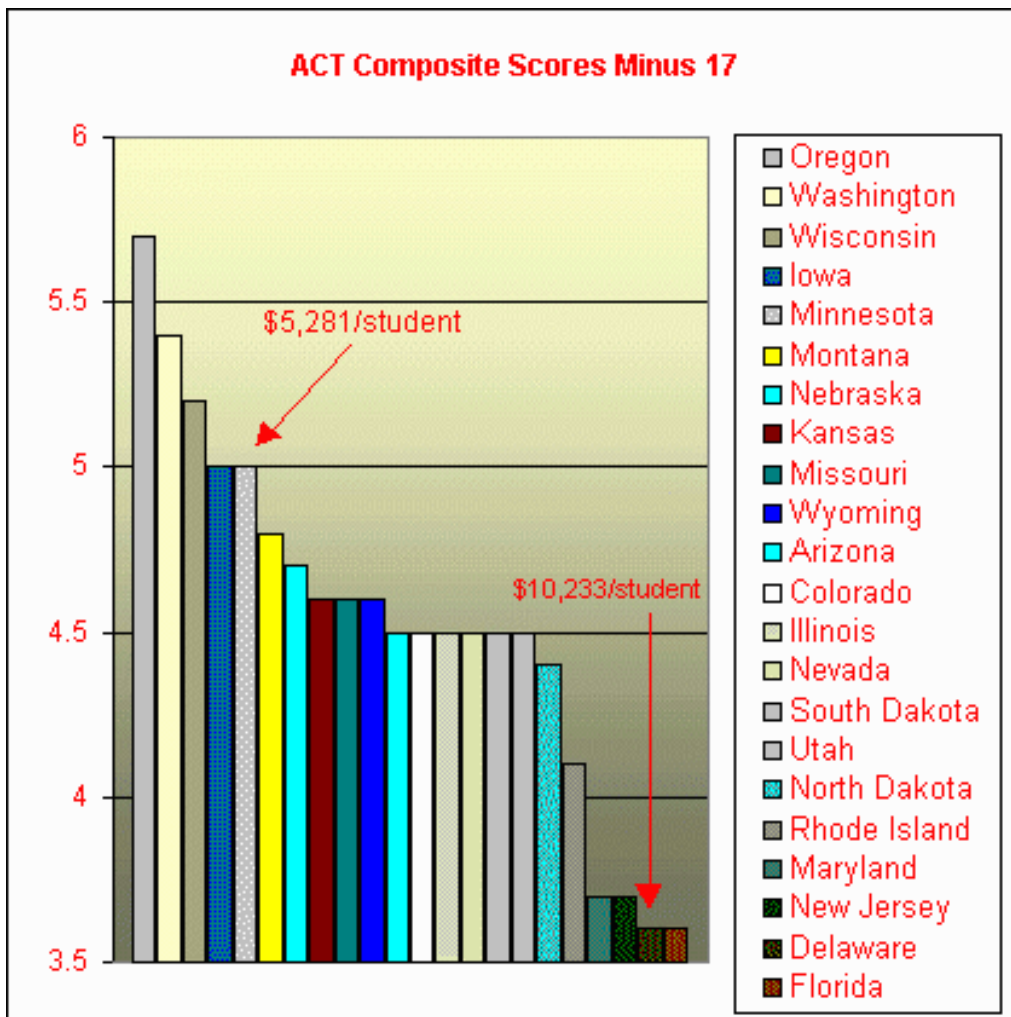
It's been argued by educators that one of the main factors in the differences between states in standardized test scores is the difference in the percent of test takers in each state. This makes the unwarranted presumption that only the top students take the tests and that fewer test takers will increase the average score because they are the ones with higher than average academic skills. If this were the case, then New Jersey would be the highest scoring state in ACT Composite, bar none, because only half of its 18 year olds graduate from high school in the first place, and only 4% of its high school graduates take the ACT. This theory would mean that the 2% of New Jersey's 18 year olds who ultimately participate in ACT should be the creme de la creme of academia--so we must ask why it is that the uppermost ranks of the 31% of New Jersey's high school students who complete their core course work score significantly LOWER

than the average White student in the country (21.5 vs. 21.8), 1.3 points lower than home schooled students, and 1.5 points lower than the 69% of Iowa's students who participated in ACT. Why do the upper 98th percentile of New Jersey's students score 1.5 points lower than the lower third percentile of Iowa's students? The only possible explanation is that a good percentage if not the majority of the "White" students in New Jersey are made up of everybody but Whites--namely jews and Hispanics.

When a state by state comparison is made, there's little to no correlation between the percent of ACT test takers and ACT scores, so ACT scores by state are almost independent of the percent of test takers.



For those who believe that a 1.5 point difference is not a big difference, it should be noted that the real base score in ACT Composite is 17--no group or state scores lower than 17, not even Washington, DC, who scores at the bottom of all tests, and 17.8 in ACT Composite. So the difference is not 21.5 for New Jersey and 23 for Iowa (an apparent 7% difference), but 3.7 versus 5 (an actual 35% difference)--and many of the highest scoring states spend half as much for [education](#) as New Jersey does.



Why did the jewish controlled NYT broadcast in their headlines that Israel, which is full of jews, scored only 466 in TIMSS math? <http://fathersmanifesto.com/israel.htm> We score VERY low in TIMSS, 56 points lower than Belgium, but jews scored another 36 points lower than us. Even though jews are a RACE, not just a religion, these scores are all we have for jews. Why would American jews score HIGHER than Whites in the US, when Israeli jews scored 92 points lower than Whites in Belgium?

- > In "The Bell Curve" authors Herrnstein and Murray write
- > "Jews--specifically, Ashkenazi Jews of European origins--test higher
- > than any other ethnic group. A fair estimate seems to gbe that the
- > Jews in America and Britain have an overall IQ mean somewhere between
- > a half and a full standard deviation above the mean. " page 275 citing
- > Storfer 1990 Intelligence and Giftedness. >

Which source is the most accurate? If this paragraph is true, and if there is any relationship at all between "IQ" and standardized test scores, then:

1) Why do jews in Israel score 92 points lower than Whites in Belgium?

<http://fathersmanifesto.com/israel.htm>

2) How can we possibly explain the LOW low test scores of New Jersey when blacks make up only 14% to 18% of the students there? What other than jews can explain the difference?

<http://fathersmanifesto.com/jewsiq.htm>

3) Why are the GRE quantitative scores of lawyers, who are mostly jews, in the same range as social workers and home economics majors? They score 496, which is 169 points lower than physical science majors, 179 points lower than computer science majors, and 221 points lower than physics majors. This is pretty DUMB for professionals who're supposed to be so smart.

<http://fathersmanifesto.com/lawyersindex.htm>

4) How did jews transition from "feeble minded ... morons", to IQs a standard deviation higher than Whites in only 77 years <http://fathersmanifesto.com/race.htm> ?

5) Why are MCAT scores, which are taken mainly by jews, almost completely uncorrelated with tests for critical thinking skills? <http://fathersmanifesto.com/satcriticalthinking.htm>

6) How else can we explain that jews seem to be so universally STUPID?

References:

- *Population by state:* <http://www.census.gov/population/estimates/state/rank/>
- *Additional NAEP data:* [naep1996.pdf](#)
- *A more detailed [analysis](#).*



Critical Thinking Skills and Standardized Test Scores

- Standardized tests like SAT Math, SAT Verbal, GRE, GMAT, and ACT show a high degree of correlation with critical thinking skills.
- SAT Math shows a higher correlation than SAT Verbal--about 0.48 to 0.66.
- SAT total shows higher correlation than either SAT Math or SAT Verbal, at 0.68.
- GRE and GMAT show a slightly higher correlation than SAT Math, up to 0.69.
- MCAT had the lowest correlation in quantitative skills than all the standardized tests, at 0.40.
- Critical thinking skills don't improve with age, at 0.006.
- College GPA is virtually uncorrelated with critical thinking skills, as low as 0.20.
- The Major GPA is just slightly more correlated with critical thinking skills, up to 0.33.
- Amount of reading is even less correlated than college GPA, at 0.14.
- Graduate units are only slightly correlated to critical thinking skills, at 0.34 to 0.41.
- One study found that critical thinking skills did not improve after taking critical thinking course.
- College versus non-college had a relatively low correlation, at 0.40.
- "coursework not strong predictor of critical thinking scores (Banta & Pike, 1989)"

In other words, using GPA, course work, age, or remedial courses as prerequisites for admission to college deteriorates the quality of college students. The best way to maintain quality in students admitted to college is to ignore these other factors and concentrate on all standardized test scores except the MCAT.

"Differences in CT across gender after critical thinking course - differences not found when SAT scores & GPA controlled" implies that, when the critical thinking scores for boys are correlated with their higher standardized test scores, there is no gender difference in critical thinking scores, which is about like saying: "when adjusted for height, pygmies are no shorter than normal people".

The poor correlation between critical thinking and MCAT suggests that the US medical profession has been so politicized that the least qualified students now qualify to go to medical school. How could critical thinking not be a vital ingredient for effective medical doctors? Could this be why the US spends twice as much as a percent of GDP for [health care](#) than countries like Japan and Australia, whose men live 4-5 years longer than American men, or why our medical professionals place such an unhealthy confidence in [vaccinations](#) like the polio vaccination which spread the SV40 monkey virus to 98 million Americans and created the cancer, AIDS, hepatitis B, polio, and Gulf War Syndrome.

<http://nces.ed.gov/NPEC/papers/PDF/d&a.pdf>

Name	Scores	Author Definition	Reliability	Method Design	Validity	Correlation With Other Measures
California Critical Thinking Skills Test Forms A & B	Total	All subscores	<u>Total Form A/B</u> KR 20 .70-.71 (Facione & Facione, 1992)	Number of corrected item-total correlations below .1 for Form A & B respectively (Total # items)	Content derived from American Philosophical Association committee and objectives of the California State University system	SAT-V .55 - .62 SAT-M .44 - .48 Nelson-Denny .49 Age -.006 College GPA .20-.29 (Facione & Facione, 1992)
CCTST	Analysis: items 1-9 (includes interpretation)	Categorization Decoding sentences Clarifying meaning Examining ideas Detecting arguments Analyzing arguments	Form A & B respectively Total .56, .59 Induction .42, .35 Deduction .50, .53 Analysis .04, .16 Evaluation .45, .33 Inference .36, .42 (Jacobs, 1995)	Total (34) 10, 10 Induction (14) 5, 7 Deduction (16) 5, 2 Analysis (9) 9, 6 Evaluation (14) 3, 8 Inference (11) 3, 2 (Jacobs, 1995)	Differences in CT across gender after critical thinking course - differences not found when SAT scores & GPA controlled.	
34-item multiple choice					Blacks/whites show significant improvement in CT skills after CT course, yet Hispanics & Asians show no gains.	CCTT .56 WGCTA .50 SAT V .45 SAT M .37 (Freshmen, N=131) (Erwin, 1996)
Author	Inference: items 14-24	Querying evidence Conjecturing alternatives Drawing conclusions		Principal component analysis did not support item classification (Jacobs, 1995)	Differences found for academic majors across critical thinking courses (All above, Facione & Facione, 1992)	SAT-V .52 - .59 SAT-M .55- .62 (Jacobs, 1995)
Peter Facione					Effect sizes for critical thinking courses .22-.33 (Erwin)	WGCTA .50 (Erwin, 1997)
Publisher					Effect sizes .22-.44 for critical thinking course (Pike, 1997)	
California Academic Press 217 La Cruz Ave. Millbrae, CA 94043	Evaluation: items 10-13 items 25-35 (includes explanation)	Assessing claims Assessing arguments Stating results Justifying procedures Presenting arguments	Form A .58, .59 internal consistency (Erwin)		SATV, SATM, GPA, H.S. GPA accounted for 41% of variance in CCTST scores (Jacobs, 1995)	
Date						
1990-1992						
Testing Time	Deductive Reasoning: items 1,2,5,6, 11-19, 22,23,30	Syllogisms Proofs in math				
45 minutes						
Cost						
\$225/Pack of 200						
*Not for use with non/native English speaking students	Inductive Reasoning: items 25,27-29, 31-35	Argument's conclusion follows from truth of its premises				

Name	Scores	Definition	Reliability	Method Design	Validity	Correlation With Other Measures
College Outcome Measures Program Objective Test	Total	All subscores	Alternate forms reliability for Objective test (forms 9/6, 10/5, 11/9) Total .83, .86, .86 Communicating .66, .70, .76 Solving problems .69, .70, .72 Clarifying values .65, .73, .71	High ceiling : 6% of nation's high scorers get 67% correct Subscale correlations Fresh. .43-.55 Senior .48-.53 (ACT, 1990)	Content reviewed by ACT staff, senior college faculty & consultants Faculty rated problem solving subtest as 100% content coverage for college outcomes (Pike, 1989) For solving problems subtest Means from freshman (72.0) to senior (74.5-76.5) increase; Mean difficulty from freshman (50%) to senior (55.2 - 59.4%); no gender differences	COMP UAP area tests correlated with Objective test, .47 - .59 Pre-Professional skills Test .36-.56 National Teacher Exams .53-.62 Major GPA .33 Cumulative GPA .35 ACT total .58 (Sibert, 1989) CAAP subscores .24-.65
60 Multiple choice items: simulation activities with excerpts from TV documentaries, radio newscasts, commentaries, magazine articles, music & art	Communicating	Send & receive info. In a variety of modes, w/in a variety of settings, & for a variety of purposes				
2 correct responses, 2 distractors – points subtracted for incorrect response	Solving Problems	Analyze a variety of problems, select or create solutions and implement solutions	.84 internal consistency .63-.68 subscores	Subscale Correlations Fresh. .51-.58 Seniors .54-.57 (Forrest & Steele, 1982)		Academic Profile Critical thinking subtest w/ problem solving .42 Total ACT score .46 (Banta & Pike, 1989)
Authors	Clarifying Values	Identify one's personal values & values of others, understand how personal values develop, analyze implications of decisions made on personally held values	G study forms 9/10 Total .86-.97 Subscores .71-.96 (values vary across sample size) (ACT, 1990)	Solving Problems with other COMP subscores .50 - .71 (Sibert, 1989)	Pre-Professional Skills English score + Social sciences ACT score account for 45% of variance in problem solving scores (Sibert, 1989)	Senior GPA .32 Amount of reading .14 Seniors mean ACT score & mean gains -.34 SAT total .66-.68
American College Testing Program		Identify, analyze, understand social institutions, impact of self & others	Alternate forms reliability .70 Subscales .53-.68 (Forrest & Steele, 1982)	Single factor supported by factor analysis (Banta & Pike, 1989)	8.9 gain in mean scores for institutions that have 46% of degree gen. ed. requirements. 3.9 gain in mean scores for institutions that have 31% of degree gen. ed. requirements.	GRE subscores w/ communication, solving problems, clarifying values subscores respectively Verbal .66, .53, .62 Quant. .54, .22, .34 Anal. .67, .48, .57
Publisher		Identify, analyze, understand tech., impacts of self & others		13 items (54%) on solving problems exhibited race DIF (blacks & whites), favoring whites most often (Pike, 1989a)	ACT (academic ability) accounts for 20% of variance in problem solving scores (Pike, 1989)	GMAT subscores w/ communication, solving problems, clarifying values subscores respectively Verbal .49, .54, .57 Quant. .45, .13, .31
ACT Iowa City, IA	Functioning w/in social institutions					
Date						
1976						
Testing Time	Using science & technology		KR 20 problem solving subtest .51, G coefficient .61 (Pike, 1989)			
2 hours 30 minutes						
Cost	Using the arts					
\$ 6 - \$17/per test						

2 hours 30 minutes		Identify, analyze, understand art, impacts on self & others	G coefficient .61 (Pike, 1989)	DIF (blacks & whites), favoring whites most often (Pike, 1989a)	accounts for 20% of variance in problem solving scores (Pike, 1989)	communication, solving problems, clarifying values subscores respectively
Cost	Using the arts				Students scores higher for subtests related to major (Forrest & Steele, 1982)	Verbal .49, .54, .57 Quant. .45, .13, .31 Total .60, .28, .48
\$ 6 - \$17/per test						

Name	Scores	Definition	Reliability	Method Design	Validity	Correlation With Other Measures
Cornell Critical Thinking Test CCTT 50-item multiple choice Level Z: grade 13 & above Author(s) Robert Ennis & Jason Millman Publisher Critical Thinking Press & Software P.O. Box 448 Pacific Grove, CA 93950-0448 Date 1971, 1982 Testing Time 50 minutes Cost \$16.95/pack of 10	Total	Deduction (Items 1-10) Semantics (Items 11 & 21) Credibility (Items 22-25) Induction -Judging Conclusion (Items 26-38) Induction (Items 39-42) Definition & Assumption Identification (Items 43-46)	.50 - .77 split half internal consistency (Ennis, Millman, & Tomko, 1985) .74 - .80 split half internal consistency (Frisby, 1992) .70 internal consistency (Mines et al., 1990) .58 internal consistency freshman .72 internal consistency sophomores (Orlando & Erwin)	Discrimination indices .20 - .24 Legitimate low scoring test takers & those who 'guessed' produced scores in the same range (Frisby, 1992) -.17 - .43 item correlations with total 11 out of 52 items correlations range from -.17 to .08 (Orlando & Erwin) Gender DIF analysis found 3 items favor males, while 1 item favors females	Review of items and keyed responses by Illinois Critical Thinking Project members (Authors) Cross-sectional study from freshman to seniors showed significant CT improvement (Mines, 1990) Validity study contains sample group & data collection procedure deemed consistent with test purpose; Possible test bias/ lack of cross validation (Modjeski & Michael, 1983) Differences found across ability levels (Frisby, 1992) Subtest scores increased across Reflective Judgment Stages Detecting ambiguous arguments & 3 WGCTA subtests accounted for 50% of variance in RJI stages (Mines et al., 1990) Contradictory findings: Study 1- No differences found across CT course; Study 2- Significantly higher gains for students who took critical thinking course vs. no critical thinking course (Langer & Chiszar, 1993)	SAT-V .36 SAT-M .51 Rokeach Dogmatism Scale -.41, -.37 WGCTA .48, .79 Logical Reasoning Test, Part II, Form A .25 A Test of Critical Thinking, Form G .44 RJI .62 (Authors, all above) GPA .32-.38 Graduate Units .34-.41 (Garret & Wulf, 1978) WGCTA .48 CCTST .56 SAT V .48 SAT M .36 (Erwin) SAT Writing .42 SAT Verbal .44 LSAT .48 (Frisby, 1992) MMPI (ego-related subscales) Men .21-.25 Women .31-.38 WGCTA .71, .54, .94 RJI .46, .27, .59 (for WGCTA & RJI: correlation, w/ academic ability controlled, corrected for attenuation, respectively) ACT .62 (King et al., 1990; Mines et al., 1990)

Name	Scores	Definition	Reliability	Method Design	Validity	Correlation With Other Measures
Watson-Glaser Critical Thinking Appraisal Forms A & B (YM & ZM forms- older versions)	Total	Inference: Discriminating among degrees of truth or falsity of inferences drawn from given data.	.69-.85 Split half .75 Alternate forms .73 test-retest over 3 mo. (Author)	Form A subtest inter-correlations .29 -.50 (Brabeck, 1983)	Manual contains validity evidence for suggested inferences; sample & data collection consistent with test use; universe of sampled performance defined; Possible test bias/ lack of cross-validation studies, Forms YM, ZM (Modjeski & Michael, 1983)	SAT-V .37-.69 SAT-M .29-.48 ACT, composite .65 ACT: Math .30, English .21 Ca. Achievement test, reading .64 (Author)
WGCTA		Recognition of Assumptions: Recognizing unstated assumptions or presuppositions in given statements or assertions.	.70's split half internal consistency (Sternberg, 1983, cited in King et al., 1990)	Inter-correlations based on nursing students Form A&B .45-.69 (Authors)	Content based on definition of Dressel & Mayhew (1954) (authors)	CCTDI .10, .17; CCTST .50 CCTT .48 SAT-V .48, .35 SAT-M .36, .25 (Erwin, 1996)
80 multiple choice items		Deduction: Determining whether certain conclusions necessarily follow from information in given statements or premises.	.82 internal consistency (Mines et al., 1990)	With recognition of assumptions excluded, 3 out of 4 factors loaded with test of divergent thinking, but not convergent thinking (Fontana et al., 1983)	Increase in scores across RJI Stages; 3 WGCTA subtests & 1 CCTT subtest accounted for 50% of variance in RJI stages (Mines et al., 1990)	RJI .40 (Brabeck, 1983)
Authors		Interpretation: Weighing evidence and deciding if generalizations or conclusions based on the given data are warranted.	.76 internal consistency (Brabeck, 1983)	Confirmatory Factor Analysis supported WGCTA as ability factor with SAT scores & GPA (Taube, 1995)	Successful prediction of women's performance in physics courses, but not men's (McCammon et al., 1988)	CCTT .71, .54, .94 RJI .46, .27, .51 (for CCTT & RJI: r, academic ability controlled, corrected for attenuation respectively) ACT .59 (Mines et al., 1990) (King et al., 1990)
Goodwin Watson & Edward M. Glaser		Evaluation of Arguments: Distinguishing between arguments that are strong and relevant and those that are weak or irrelevant to a particular question at issue	.78 internal consistency (Taube, 1995)	.01 - .48 item correlations with total; 6 out of 80 item correlations range .01-.09; 4 items exhibited DIFF, 2 items favored females, 2 items favored males (Orlando & Erwin)	Differences for college versus non college students, effect size .44 (Pascarella, 1989)	Math Anxiety Rating Scale -.30 Arithmetic Skills Test .36 Primary Mental Abilities Test .44 (McCammon et al., 1988)
Publisher					Differences not found across nursing program (Saucier, 1995)	WG: Form A/YM .78 WG: Form B/ZM .69 (Berger, 1985)
The Psychological Corp.					Differences in CT across grades (A>B>C) for freshman courses (Gadzella et al., 1996)	MCAT scores Reading .57 Quantitative .40 Age -.23 (Scott & Markett, 1994)
555 Academic Court					Lower CT for med. students who took extra time to complete courses or changed their curricula (Scott & Markett, 1994)	CLEV (dualism) .33 SAT-V .43 SAT-M .39 GPA .30 (Taube, 1995)
San Antonio, TX 78204-2498						
Date						
1980						
Testing Time						
40 minutes						
Cost						
\$97/pack 25						



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Immigration

Mexico requires that an American immigrant must prove that he has a source of income which is at least 43 times the minimum wage in Mexico City at the time of his immigration. We however have no such requirement--with few exceptions, immigrants to the US don't need to show an income, a degree, an ability to manage or own a business, Personal Savings, intelligence, morality, nor a faith in nor an understanding of Christianity. Most other countries, as well as the US until recent memory, had sensible immigration policies, as evidenced by what the jew thought of US Immigration policy as recently as 1924:

Gould's most inflammatory allegation consists of blaming IQ testers for magnifying the toll of those lost in the Holocaust (p. 263). Here he has followed the lead of Leon Kamin's (1974) *The Science and Politics of IQ*. The Kamin-Gould thesis is that early IQ testers claimed their research proved that Jews as a group scored low on their tests and that this finding was then conveniently used to support passage of the restrictive Immigration Act of 1924 which then denied entry to hapless Jewish refugees in the 1930s. Gould goes so far as to claim (1996, pp. 195-198; 255-258) that Henry H. Goddard (in 1917) and Carl C. Brigham (in 1923) labeled four-fifths of Jewish immigrants as "feeble-minded ... morons".

To accomodate the jew, immigration policy was turned upside down and an intelligent standard was replaced by no standard, thus violating the religious rights of the vast majority of Americans. To 264 million putative Christians in this putative Christian nation, the Statue of Liberty isn't our law, because the Holy Bible is:

"Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me.
I lift my lamp beside the golden door."

Contrast this with what the Holy Bible says:

California voters were so incensed by the problems caused by lax immigration policy that we passed Proposition 187 by an overwhelming majority, to restrict immigration to the state in a way that the federal government should have but failed. Federal judge Mariana R. Pfaelzer single-handedly disobeyed the will of we the people and struck down what would have been law and a giant step closer to what we the people want, to what our Forefathers wanted, and to what our Holy Bible requires.

What did Mariana know about the "constitutionality" of a law which the Authors of our Constitution would have embraced with open arms? Not much. Was she misled, as millions of Americans are misled, when she read the inscription on the Jefferson Memorial "Nothing is more certainly written in the book of fate than that these people are to be free"? Does she deal in half truths because she was educated in half truths? Does she know what Mr. Jefferson really thought about the differences between the Caucasoid and Negroid Races?:

"Nothing is more certainly written in the book of fate than that these people are to be free. Nor is it less certain that the two races, equally free, cannot live in the same government. Nature, habit, opinion has drawn indelible lines of distinction between them."

Besides ignoring popular opinion, and the opinion of one of our premier Founding Forefathers, and not really understanding or adding a thing to what is and what is not "constitutional", and committing an outright act of treason against her own oath of office, and making a mere rag out of our once proud US Constitution, what else did Mariana know? Consider Mr. Lincoln's words on the matter:

"What I would most desire would be the separation of the white and black races." Spoken at Springfield, Illinois, July 17, 1858; ABRAHAM LINCOLN COMPLETE WORKS, edited by Nicolay and Hay, published by The Century Company, 1894, Volume I, p. 273

So who is this minority of Americans who Marianna supports, and why does she support this minority at the great expense of the majority?

Posterity

ORIGIN COUNTRY	YEAR	1991	1992	1993	1994	1995	1996
Australia		121.7	107.4	76.3	69.8	87.4	
Belgium		54.1	55.0	53.0	56.0	53.1	
Canada		230.0	252.0	255.0	223.9	212.2	
Denmark		17.5	16.9	15.4	15.6	-	
France		109.9	116.6	99.2	69.3	55.7	
Germany		920.5	1,207.6	906.9	774.0	700.3	
Japan		250.4	267.0	234.5	237.5	209.9	
Luxembourg		10.0	9.8	9.2	9.2	9.6	
Netherlands		84.3	83.0	87.6	68.4	67.0	
Norway		16.1	17.2	22.3	17.9	16.5	
Sweden		43.9	39.5	54.8	74.8	36.1	
Switzerland		109.0	112.1	104.0	91.7	87.9	
United Kingdom		53.9	52.6	55.6	55.1	55.5	
United States		1,827.2	974.0	904.3	804.4	720.5	

	POP	PER 1K POP
Australia	18	4.8
Belgium	10	5.3
Canada	28	7.8
Denmark	5.2	3
France	58	1.96
Germany	81	9.7
Japan	125	1.67
Luxembourg	.4	2.4
Netherlands	15	4.5
Norway	4.3	3.8
Sweden	8.8	4.1
Switzerland	7	12.6
United Kingdom	58	1.97
United States	263	2.7

http://www.rpi.edu/~eglash/eglash.dir/itsc.dir/notes1_11.htm

C. Brigham (US 1923):

Defends work of **Yerkes**, supports application to immigration law

Cultural bias is OK because we don't want immigrants who "don't think like Americans."

Explained correlation of IQ with amount of time in U.S. using absolute rather than relative time.

Explanation for lower IQ in non-english speaking "Nordics": "that's just cultural difference"

Impact of the Army IQ test results for African Americans and Jews: segregation and 1924 immigration restriction act.

<http://www.eugenics.net/papers/jprnr.html>

Gould's most inflammatory allegation is to blame IQ testers for increasing the toll of the Holocaust. His thesis is that early IQ testers claimed Jews as a group scored low on their tests. This finding was then allegedly used to support passage of the restrictive Immigration Act of 1924, under which Jewish refugees were denied entry in the 1930s. Gould even claims that Henry H. Goddard in 1917 and Carl C. Brigham in 1923 labeled four-fifths of Jewish immigrants as ``feeble-minded . . . morons."

<http://adrr.com/law0/pr5y5.htm>

What most people do not know is that a generation ago, when IQ and achievement tests were first administered, Jewish and Asian students were at the bottom of the test groups and deemed racially inferior.

Test scores "proved" that Jews and Asians were inferior and hopeless. Now, test scores prove that Jews and Asians are superior and that other groups are hopeless.

If you believe that, I have some ocean front property in Arizona I'd like to sell you ...

<http://www.pbs.org/wgbh/pages/frontline/shows/sats/interviews/lemann.html>

Brigham wrote a book in 1923 called **A Study of American Intelligence**. This was based on his work on the Army Alpha Test. He analyzed the test results by race and found--as people who do that have always found--that people of color, Jews, Mediterraneans, anybody who wasn't a kind of what he would call a Nordic, was inherently intellectually inferior. And that the country was in big trouble because too many of these people were coming into the country. So this book is a kind of very ripe, racist book by today's standards, typical of establishment thinking of the time, although Brigham, you know, bothered to write it down. And it just stands up very well as an offensive piece of writing. Now, Brigham renounced it within about five years. To his great credit, he specifically disowned the book. He changed his mind, he broke with the eugenics movement and by the end of his life, was really one of the leading critics, of the eugenics movement. So he came around and deserves a lot of credit for that.



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<http://www.us-israel.org/jsource/anti-semitism/harvard.html>

Jews are now 50% of the students in the Harvard Law School!!

Talk about discrimination!!

Harvard's Jewish Problem

During and after World War 1, American Jewry became the target of anti-Semitism by a variety of social groups, including the Ku Klux Klan and various immigration restriction advocates. Ivy League universities were no exception, and several of these venerable schools moved to restrict Jewish enrollment during the 1920s. Some Jewish students at Harvard, the bellwether in American education, did not take admission restrictions lying down.

Nativism and intolerance among segments of the white Protestant population were aimed at both Eastern European Jews and Southern European Catholics. In higher education, Jews were particularly resented. By 1919, about 80% of the students at New York's Hunter and City colleges were Jews, and 40% at Columbia. Jews at Harvard tripled to 21 % of the freshman class in 1922 from about 7% in 1900. Ivy League Jews won a disproportionate share of academic prizes and election to Phi Beta Kappa but were widely regarded as competitive, eager to excel academically and less interested in extra-curricular activities such as organized sports. Non-Jews accused them of being clannish, socially unskilled and either unwilling or unable to "fit in."

In 1922, Harvard's president, A. Lawrence Lowell, proposed a quota on the number of Jews gaining admission to the university. Lowell was convinced that Harvard could only survive if the majority of its students came from old American stock.

Lowell argued that cutting the number of Jews at Harvard to a maximum of 15% would be good for the Jews, because limits would prevent further anti-Semitism. Lowell reasoned, “The anti-Semitic feeling among the students is increasing, and it grows in proportion to the increase in the number of Jews. If their number should become 40% of the student body, the race feeling would become intense.”

The fight against Jewish quotas at Harvard was led by Harry Starr, an undergraduate and the son of a Russian immigrant who established the first kosher butcher shop in Gloversville, New York. As president of the Menorah Society, Harvard's major Jewish student organization, Starr organized a series of meetings between Jewish and non-Jewish students, faculty and administrators to discuss Lowell's proposed quota. The meetings were frequently heated and painful. As Starr recalled in an account published in 1985, which can be found at the American Jewish Historical Society, “We learned that it was numbers that mattered; bad or good, too many Jews were not liked. Rich or poor, brilliant or dull, polished or crude—[the problem was] too many Jews.”

Starr insisted that there could be no “Jewish problem” at Harvard or in America. Starr observed, “The Jew cannot look on himself as a problem.... Born or naturalized in this country, he is a full American.” If admitting all qualified Jews to Harvard meant a change in the traditional social composition of the student body, so be it. Starr refused to hear any hokum about 'pure' American stock as a way to limit Jewish admissions to Harvard. “Tolerance,” he wrote in the *Menorah Journal*, “is not to be administered like castor oil, with eyes closed and jaws clenched.”

Lowell received a great deal of public criticism, particularly in the Boston press. Harvard's overseers appointed a 13-member committee, which included three Jews, to study the university's “Jewish problem.” The committee rejected a Jewish quota but agreed that “geographic diversity” in the student body was desirable. Harvard had been using a competitive exam to determine who was admitted, and urban Jewish students were scoring highly on the exam. Urban public schools such as Boston Latin Academy intensely prepared their students, many of whom were Jewish, to pass Harvard's admissions test. The special committee recommended that the competitive exam be replaced by an admissions policy that accepted top-ranking students from around the nation, regardless of exam scores. By 1931, because students from urban states were replaced by students from Wyoming and North Dakota who ranked in the top of their high school classes, Harvard's Jewish ranks were cut back to 15% of the student body.

In the late 1930s, James Bryant Conant, Lowell's successor as president, eased the geographic distribution requirements, and Jewish students were once again admitted primarily on the basis of merit. Harry Starr, who lived until 1992, became a national Jewish communal leader, including a term of service as a trustee of the American Jewish Historical Society. Professionally, he became the director of the Lucius N. Littauer Foundation, which

was established by a Jewish congressman from Gloversville and which over the years has given many generous gifts to Harvard. Harry Starr held no grudges against the university which in 1922 he lovingly baffled on behalf of his fellow Jews.

Source: [American Jewish Historical Society](#).

Chul Lee

Korean Times

August 8, 2001

Census Bureau Statistics Do Not Disclose Who is a jew and who is not

The 2000 Census has been released, but there is a question about the statistics regarding jews. We must know these statistics about jews because of the tremendous influence they have on American life, politics, business, and world affairs.

It is known that there are 5,500,000 jews in the US, making up 2.5% of the US population, and that 86% of jews live in the Northeast. The 2000 Census discloses the wealth and incomes of various races and religions but not that of jews

It is also known from other sources that, even though jews are only 2.5% of the population, they are 23% of the millionaires in the US. The 2000 Census doesn't reveal how jews are now taking control of education, law, medicine, textiles, and Hollywood. It shows how many people are employed in these fields, but it doesn't show how many employees and owners are jews. Jews have established an unmeasured power by taking control of specific industries, the justice system, culture, and media.

The power of the jews is illustrated by an ugly jewish woman Barbara Streisand, a troublemaker who grew up in a fatherless broken household in a ghetto in Brooklyn, who was made wealthy and famous by jewish money and influence. Her appearance in "Funny Girl" on Broadway in New York, which is 50% controlled by jews, for which she won an Academy Award, was the beginning of this jewish influence and control. With this success and the support of the jewish controlled record industry, Hollywood, and the media, she became a film director.

After donating a considerable but unknown amount of money to the Clinton '92 campaign for the presidency, she became a regular visitor to the White House, treating it as her own residence.

The jews established Streisand as a textbook example of how jews succeed in the US. Without this jewish connection, money, and support, jews like Barbara Streisand would never have become rich and famous.

The jews went to a lot of trouble to conceal this connection to the White House, their role in developing figureheads like Streisand, and the source of their wealth. To avoid this exposure, leaders of the jewish community approached the Census Bureau in 1957 and insisted that jews not be identified as a separate

race or religion. While all government statistics break down every other race and religion by separate categories, this is never done for jews. They are included in the general category for "Whites".

It's well known that jews control the banking industry, but it's impossible to identify their ownership positions. It's well known that they control the wholeseale industry, textile industry, shoe industry, financing industry, but it's impossible to tell from the Census what their ownership position is. Like 1,001 rivers flowing into the ocean, their tentacles are everywhere but their ownership position is nowhere to be found.

It's widely known that jews control the medical and legal professions, but their move into US education is well concealed. Few people know that jews are now 20% of the humanities and justice educators, or 20% of the professors at the best colleges, or 50% of the faculties of Harvard Law School.

The wealth of the jews is fairly well known but not because of the Census. And now their role in taking over US education is being concealed because the Census ignores their involvement. In order to understand how much involved they are in the takeover of the education system, we must study this problem through other sources.

이철 칼럼
센서스에 없는 유대인 통계
이철 주필

입력시간 : 수요일, 8월 06, 2001

2000년 센서스의 내용이 계속 발표되고 있다. 한가지 궁금한 것은 유대인에 관한 통계다. 미국을 재발견 하려면 유대인을 알아야 한다. 이들이 미국 문화에 미치고 있는 영향력이 너무나 크기 때문이다.

미국의 유대인은 550만명으로 전체인구의 2.5%를 차지하고 있으며 그중 88%가 북동부에 살고 있다. 센서스국이 었그제 '미국의 부'가 북동부에 몰려 있다고 발표한 것과 유대인의 인구분포를 비교해보면 합수관계가 있음을 알수 있다.

유대인은 전체인구의 2.5%에 불과하지만 미국 억만장자의 23%가 유대인이다. 그리고 할리웃과 교육계, 법조계, 의학계, 섬유계, 언론계는 시냇알로 이들이 완전히 장고 있다. 얼마나 사람이 많은가 문제가 아니라 어느 분야를 장악하고 있느냐가 다이너티에게는 대단히 중요하다. 여기저기 골고루 퍼져 있는 것이 아니라 특정분야에 집중적으로 몰려 있는 것이 유대인의 특징이다. 이 인구분포의 특징이 바로 유대인의 파워다. 사람을 키워줄 수 있는 힘이 있기 때문이다.

광습계의 여왕으로 불리우는 바바라 스트라이센드의 경우를 보자. 브룩클린 빈민가에서 아버지 없이 자란 그녀는 얼굴도 못생기고, 말쑥꾸러기 였고, 집세를 못내 가족이 흩어져 살아야 할 정도로 가난했다. 그런 그녀가 어떻게 연예계에서 성공하여 억만장자가 될 수 있었을까.

뉴욕 브로드웨이에는 뮤지컬로 유명하다. 이 뮤지컬 연출자의 50%가 유대인이다. 스트라이센드는 연출을 통해 뮤지컬에 등장할 수 있었고 이어 그녀의 노래는 유대인이 지배하고 있는 레코드 업계에서 자연스럽게 히트를 기록했다. 다음 유대인들의 입김이 절대적인 할리웃에서 영화 'Funny Girl'의 주연으로 나와 아카데미상을 받았고, 마침내는 영화스타와 영화감독까지 되기에 이르렀다.

돈 있고 유명해지면 저절로 파워가 붙는 법이다. 92년 선거에서 클린턴에게 상당한 후원금을 도네이션 했고 나중에는 백악관을 자기 집처럼 드나들 정도로 클린턴과 가까워 졌다.

바바라 스트라이센드의 밑생은 유대인이 미국에서 어떻게 출세할 수 있는가를 생생하게 보여주는 교과서다. 유대인 커백션이 텃밭침 되지 않았더라면 오늘의 바바라 스트라이센드가 존재할 수 있을까.

는 있고 유대인들은 자발로 과묵이 많은 집이다. 92년 선거에서 유대인에게 엄청난 후원금을 도네이션 했고 나중에는 벽악관을 자기 집처럼 드나들 정도로 클린턴과 가까워 졌다.

바바라 스트라이샌드의 일생은 유대인이 미국에서 어떻게 출세할 수 있는가를 생생하게 보여주는 교과서다. 유대인 커백션이 텃밭칠 되지 않았더라면 오늘의 바바라 스트라이샌드가 존재할 수 있을까.

유대인은 자신들의 부가 노출되는 것을 극도로 꺼려한다. 그래서 1957년 유대인 커뮤니티 대표들이 센서스국을 찾아가 센서스에서 종교조사를 피해를 것과 특정 커뮤니티에 부가 어떻게 몰려 있는가를 발표하지 말아줄 것을 건의한 이후 유대인에 관한 통계가 꼬리를 감추기 시작했다.

유대인은 은행을 좌우하지만 은행을 경영하지는 않는다. 리커먼계를 장악하지만 리커스토어는 하지 않는다. 도매상을 한다. 섬유업계, 신발업계, 금융업계 등등 모든 분야에 이런식으로 진출해 있다. "유대인을 찾으려면 바다와 강물이 만나는 곳을 가보라" 는 말은 이들의 비즈니스가 생산업자와 소매업자 사이에 기묘하게 자리잡고 있음을 의미한다.

범조계와 의학계도 유대인들이 잡고 있다는 것은 널리 알려진 사실이다. 그러나 우리가 유대인을 높이 평가해야 할 것은 이들의 돈이 아니다. 지식이다. 최근 유대인들이 가장 많이 진출하고 있는 곳이 교육계다. '선생님' 하면 배고픈 직업으로 여기는데도 이들의 학문에 대한 정열은 대단하다. 유대인의 20%가 교육계에 종사하고 있으며 미국 유명대학의 교수 20%가 유대인이다. 일류 의대교수의 25%가 유대인이고 하버드 법대의 경우 교수진의 50%를 이들이 차지하고 있다.

'유대인' 하면 '부자' 를 연상하던 시대는 지났다. 이제는 '유대인' 하면 '선생님' 을 떠올려야 한다. 이들이 미국 교육계를 장악할 날도 멀지 않다고 본다. 센서스에 나타나지 않는 숫자-그것을 눈여겨 봐야 한다.

http://www.ihkib.com/news/opinion/leechulcolumn/08082001/92_46194.asp

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<http://www.ocpathink.org/Education/dbellwww.htm>

"The Dumbbell Curve"

Since American teachers switched in the 1930s from reading instruction that worked for everyone to reading instruction that neuroscientists now tell us doesn't work for anyone, school-produced illiteracy has soared. And it is illiteracy--not low IQ--that is not only responsible for decades of declining test scores but is also critically linked to every critical social problem in Oklahoma and nationwide.

by Regna Lee Wood

June 1996

"Regna Lee Wood, who is already a major national resource because of her brilliant analyses of illiteracy, shows in relentless detail the extent to which Murray and Herrnstein, authors of "The Bell Curve," ignore the effect of illiteracy on scores on IQ and other tests. We are not, she argues persuasively, facing a crisis of intelligence but one of literacy."

--Dr. John Silber, Chancellor Boston University

INTRODUCTION

If social scientist Charles Murray - coauthor with the late Harvard psychology professor, Richard Herrnstein, of The Bell Curve, a bombshell published in October 1994 - truly believes that America

is breeding back to a feudal caste state because tiny isolated groups of "cognitive elite" graduates from two dozen prestigious universities are begetting a few legitimate little masterminds - potentially richer and more powerful in a hightech world than their brilliant mommies, daddies, and nannies . . . while larger but equally isolated groups of "underclass" graduates and dropouts from public high schools, mostly in minority neighborhoods, are producing many illegitimate little muddleheads - potentially poorer and more helpless in an information age than their simple single mothers and their no-name fathers . . . then he is due for a long sabbatical.

And those who willingly or unwillingly have accepted The Bell Curve's terminal diagnosis for America's societal ills (the authors say the continued separation of the nation's brightest and dullest citizens means "the end of American civil society as we have known it") [\[1\]](#) without questioning the validity of copious but nevertheless critically incomplete MurrayHerrnstein behavioral data and the soundness of bizarre reasoning that leads to such a grievous conclusion . . . should also take respite from their cognitive activities. For until now the published and aired discussions on this 850-page study of how differing degrees of inherited mental potential supposedly affect U.S. social structure have generated little but incomprehensible sounds from American whites and comprehensible fury from American blacks.

Clearly, neither The Bell Curve writers nor The Bell Curve reviewers have done their homework. They share an astonishing ignorance of American history - particularly American education history. Neither authors nor critics seem to know what has changed a once literate, responsible, industrious, freedom-loving people into a barely literate, irresponsible, fragmented, violent society with burgeoning numbers of public housing projects called prisons.

The failure to learn what happened in American schools before the rioting Sixties has produced costly misperceptions. No one seems to know who caused what.

For example, those who don't know that over 600,000 military registrants with 6 to 12 years of schooling were rejected during the Korean War (1950-53) because they could not read with the Army's required 4th grade proficiency [\[2\]](#) think "dumbing down" textbooks

and simplifying curriculum in the Sixties was an unwilling response to student activist and minority leader demands for easy courses that anyone could pass. But the truth is that teachers and school administrators asked publishers for simple "Little Golden" textbooks because students with limited 300 to 3000 word "see and say" vocabularies couldn't read the 10,000 words in traditional high school math, science, history, and literature books. And because no one has discovered ways to greatly simplify secondary math and science books or write history without proper names for people, places, and things (few capitalized names are in a sight repetition list of frequently used words) or rewrite classics and produce anything but plots and outlines, most secondary core subjects were dropped. The alternative was to close the high schools. Such misinterpretations, followed by mistaken diagnoses and very wrong prescriptions occur again and again in The Bell Curve. Chapter I begins with one of these sad sequences.

THE SMART AREN'T GETTING SMARTER -- EVERYONE IS GETTING DUMBER

The authors are bewildered because the 1960 Harvard freshmen were nearly 200 SAT composite points smarter than the 1952 Harvard freshmen. Because Murray and Herrnstein were evidently unaware of radical changes in the extent of college entrance testing that occurred between 1952 and 1960, they assume high school seniors AND Harvard admissions boards were both getting smarter. And they believe this amazing difference in SAT scores proves that whiz kids with money or scholarships were flocking to schools where they could associate with other wellendowed whiz kids as early as 1960. [\[3\]](#)

Not so. The true explanation has little to do with how many young Americans inherited high IQs or who persuaded them to congregate in the nation's prestigious institutions of higher learning in 1960. But it has much to do with a rebellion by taxpayers.

After doubling faculties and facilities for World War II veterans going to public colleges and universities on the first GI Bill and at the same time furnishing a never ending string of new schools and teachers for "baby boomers," who boosted public school enrollment from 23 million in 1946 to 43 million in 1966 [\[4\]](#), state and local taxpayers said they couldn't afford dormitories,

classrooms, and teachers for dropouts among the millions of veterans' children they knew would start to colleges in 1960. They refused to house and teach poorly prepared students who would stay in college only a semester or two.

So, they asked for and received state laws or directives requiring college entrance test scores on transcripts of all students entering postsecondary public schools. They assumed that state or city colleges and universities would post required minimum admittance scores that would stop those who couldn't pass college courses from enrolling thus saving money for potential dropouts and oppressed taxpayers.

Minimum SAT or ACT scores could have saved billions in higher education expenditures. But elected officials allowed few colleges to post them. Telling constituents in districts with poor schools that only five or six percent of their graduates can go to public institutions of higher learning is not recommended reelection strategy. So, for every state university that posted minimum college entrance test scores, hundreds of new and old two year colleges posted open admission policies. Consequently, over half of the college and university students then and now have dropped out before receiving any degree. [\[5\]](#)

But college entrance testing hasn't been the same since states joined individual schools in mandating college entrance examinations. In 1952 only 80,000 took SATs [\[6\]](#) most of them headed to private schools which had required Scholastic Aptitude Testing (SATs) since the late Twenties. In 1960 a MILLION took college entrance examinations: 740,000 SATs [\[7\]](#) and 260,000 ACTs [\[8\]](#) (given the first time in 1959 by the American College Testing Corporation). Most of these were headed for public colleges and universities.

By 1970 over a million seniors, largely in 22 west and east coast states and Washington, D.C., were taking SATs. And a million seniors, mostly in 27 midwestern, southern, southwestern, and western states, were taking ACTs [\[9\]](#). Around 2 million prepared and unprepared seniors have taken annual college entrance tests for the last 25 years.

But in 1952 and 1960 nearly all seniors taking these tests were

ready for college because high school college preparatory courses in the Forties and Fifties were still adequate. Therefore, 1500 best-performing young men, with money or scholarships, chosen from 740,000 SAT participants should have produced a SAT average higher than the average posted by 1500 high scoring youths, with money or scholarships, chosen from only 80,000 SAT participants some of them veterans with interrupted school attendance. Conceivably, the SAT composite average for the 1960 Harvard freshmen, chosen from a group nine times larger than the comparable 1952 pool of SAT participants could well be 200 points higher.

Another likely reason for the big difference in 1952 and 1960 Harvard freshmen SAT scores is that 1952 Harvard freshmen took a more difficult SAT verbal test. After the national SAT verbal average of 500 plummeted 24 points in 11 years between 1941 and 1952 [\[10\]](#) a plunge that started 12 years after most school districts adopted sight repetition of whole word reading instruction SAT administrators rewrote some verbal questions, decreased the numbers of multiple choice answers, and rescored the whole test. Ostensibly SATs were changed to meet specifications for automatic graders.

However, the new version was demonstrably easier. Instead of sinking 24 points in 11 years, the verbal and still unaffected math averages each rose 2 points in the ensuing 11 years to a verbal 478 and a math 502 [\[11\]](#) And these were the SAT averages when the first enormous class of postwar baby boomers who had learned or NOT learned to read in crowded "looksay" sight repetition reading classes, took SATs and ACTs in the fall of 1963 and the spring of 1964. The rest is history.

Between 1963 and 1980 national SAT composite scores fell 90 points: from 980 to 890 54 verbal points to 424 and 36 math points to 466. [\[12\]](#) Before an easier revised and rescored SAT was introduced in 1995, the average 1994 SAT verbal score was down one more point to 423, and the average math score was up 13 points to 479 [\[13\]](#) producing a 902 composite score 98 points lower than 1941's composite of 1000 and 78 points lower than 1963's composite average of 980.

Unlike other analysts, Murray and Herrnstein give little credit for

the partial recovery in SAT math scores since 1980 to the ballooning participation of high-scoring Asian math students. [14] But years of low to very low verbal scores surprisingly linked to high and very high math averages in California and Hawaii, two SAT states with the nation's largest Asian populations, suggest that highly proficient Asian math students are indeed responsible for much of the 13 point gain in SAT math averages since the low 466 in 1980. No one, including Murray and Herrnstein, has a reasonable explanation for the movement of national SAT verbal averages. After the numbers of seniors taking college entrance tests peaked in the late Sixties, SAT verbal averages dropped 26 more points; the numbers (not percentages) of those scoring over 700 on the SAT verbal section dropped by 50% in 7 years [15]; and the totals for seniors scoring above 600 (out of 800) on the SAT verbal section slid from 116,630 in 1972 to 60,612 in 1981 a jolting 40% decrease. [16]

Perhaps the 1960 Harvard admission board was savvier than the 1952 Harvard admissions directors. And there's no denying the 1960 Harvard freshmen their very high SAT scores. But nothing in decades of falling SAT averages supports The Bell Curve contention that the smart are growing smarter through association and marriage with cognitive elite peers they meet in college, business, foundations, or government.

Actually, scores on millions of standardized tests taken since 1940 suggest a contrary conclusion. The smart are not getting smarter. Everyone is getting dumber. All categories on the "bell curve" have shifted to the dull end.

THE SHRINKING POOL OF LITERATE, EMPLOYABLE GRADUATES

Another puzzling misinterpretation of behavior, apparently based on insufficient data, is in "Higher Ladders, Narrower Doors." In this chapter of The Bell Curve, Murray and Herrnstein supposedly prove that employers pay much more for high IQs today than they paid yesterday. [17]

After noticing that wages for recent high school graduates and dropouts fell 20% and 16% during the same eight years in which salaries and incomes for new graduates from four-year colleges

rose 11% to 30% (for those in difficult fields from top-rated schools), Murray and Herrnstein declare information-age employers will require a drastically different labor market. They say jobs for those with only 12 or fewer years of schooling are disappearing. And they gloomily predict that only those with the inherited mental capacity to pass college courses will have good jobs or maybe ANY jobs in the future.

Ironically, if average college graduates (who can't read bus schedules, according to the 1992 National Adult Literacy Survey) [\[18\]](#) had made these ominous forecasts, school psychologists would probably have given them high marks for their "ability to infer relationships and draw conclusion," no matter what the counselors thought about the accuracy of the predictions. But average college graduates did not make these implausible deductions. Murray and Herrnstein made them. The Bell Curve psychometricians with doctorates from MIT and Harvard who should understand the significant scores on millions of standardized academic tests given by the U.S. Departments of War, Defense, HEW, Labor, and Education reached these very wrong conclusions.

Apparently Murray and Herrnstein never really studied the score summaries on 25 years of National Assessment of Educational Progress reading, math, and science tests (NAEP exams). They just noticed they are consistently low. They never examined scores on 70 million Armed Forces academic tests (AGCTs and AFQTs) especially those made by prospective recruits in the 1940 to 1973 draft years. Supposedly they weren't familiar with the disheartening scores on congressionally commissioned 1992 National Adult Literacy Survey tests given to thousands representing 190 million Americans over the age of 16. And obviously, The Bell Curve authors didn't realize that scores on all of these tests show frightening increases in adult illiteracy.

The numbers of illiterate American adults have jumped from 3 million with little or no schooling in the early Thirties [\[19\]](#) to about 43 million with an average 12 years of school instruction in the early Nineties.[\[20\]](#) The 96% literacy rate for 18 million military registrants tested during World War II dropped to nearly 80% for several million prospective recruits tested during the Korean War. [\[21\]](#) This was an incredible 400% increase in illiteracy for young men in the 8 years between 1945 (the end of World War II) and

1953 (the end of the Korean War).

Seemingly Murray and Herrnstein did not know that NAEP and NALS reading tests show that nearly a third of our high school students can't read, half can't read 6th grade lessons or write a simple two or three sentence note, and almost twothirds can't read 9th grade assignments in any core subject. [22] This is a school--produced illiteracy that has turned most American high schools into day care centers for twothirds of the nation's secondary students.

If Murray and Herrnstein had analyzed these test results, they surely would have realized that the shrinking labor market for high school graduates has little to do with increased complexity of jobs in this hitech information age and much to do with the scarcity of high school OR college graduates with skills equivalent to those with 8th grade certificates in the Thirties and early Forties.

In a July 15, 1991 Wall Street Journal article, the long time president of the American Federation of Teachers, Albert Shanker, admitted that most high school diplomas mean very little. He described America's abysmal educational status this way:

"First we should realize that the overwhelming majority of the American children perhaps 90% are not learning very much. Middle class parents are happy with the education their children get because the kids go to colleges. They don't realize that most of these youngsters would not be admitted to universities in any other industrialized country. THESE KIDS ARE GETTING THEIR JUNIOR HIGH AND HIGH SCHOOL EDUCATIONS IN COLLEGE."

So much for why employers aren't anxious to hire RECENT high school graduates.

THEY'RE NOT STUPID, JUST ILLITERATE

But the most troubling misinterpretation of behavior based on partial and sometimes insignificant data collected in the wrong decade, followed by a wrong determination of causes and a prescription that will surely end this nation "as we have known it" is in "The Leveling of Education In America". In this chapter of

The Bell Curve the authors discuss consequences of "dumbing down" curriculum and textbooks, a practice they say was introduced in the Sixties to give students with varied socioeconomic backgrounds and genetic mental capacities an equal chance to succeed.

In opposition to most critics, Murray and Herrnstein think this "dumbing down" to give everyone a chance to pass high school courses "may have worked". In spite of conclusive evidence to the contrary, they say, "An American youth with average IQ is probably better prepared academically than ever before." They have only one objection. Measures to simplify high school studies "let the gifted get away without developing their potential." Consequently, "The problem in American education is confined mainly to one group of students, the cognitively gifted." [\[23\]](#)

In plain language this is what the MurrayHerrnstein dissertation on the effects of "dumbing down" American education seems to say:

1. Because extraordinary numbers of U.S. citizens aren't very bright, dumbed down books and simplified courses have given students with average to low average IQs an excellent chance to reach their fullest potential. But the authors admit this potential is not very high.
2. Therefore, Americans should not be alarmed if 20% to 30% of the nation's seventeenyearolds can't read. Critics of U.S. schools must realize that "in a universal education system many students will not reach the level of education that most people view as basic."
3. But critics should be alarmed to learn that dropping tough subjects and grading down textbooks have not helped students with the highest IQs. Such diluted instruction is not challenging to those with the brightest, inquiring minds.
4. So, because we can't raise low IQs with better nutrition, Head Start, Chapter I, or adoption (and democracies certainly can't use Hitler's government-sponsored cohabitation or China's mandatory sterilization), the only way to improve American academic performance is to take some of the billions spent on teaching the disadvantaged and use it to give students with the highest IQs the

best possible education. Hopefully, we can produce compassionate super citizens who can make the right decisions for the 3 out of 4 Americans old enough to vote who can't read a proposition on a ballot or can't read a newspaper article explaining a proposition on a ballot.

Of course the argument that America's disastrous educational performance is due to mass inheritance of inferior minds plus the failure to adequately educate the very few with genetically superior minds is valid only if Murray and Herrnstein can prove that average American students have never learned any more than they are learning today. The Bell Curve psychometricians meet this challenge by offering proof that average students in earlier 20th century American schools were even less academically proficient than average students in later 20th century schools. They say the necessary evidence is in three sets of standardized test scores:[\[24\]](#)

1. Consistently low scores on Preliminary Scholastic Aptitude Tests (PSATs), given regularly to groups representing all 11th graders not just college bound juniors between 1955 and 1983;
2. Low, unchanging scores on NAEP tests, regularly given to cross sections of all high school juniors between 1969 and 1990;
3. Rising scores on Iowa Basic Skills tests given annually to Iowa 9th graders since 1940 (except for a 14 year drop between 1964 and 1978, termed "aberrational" by Murray and Herrnstein though it parallels the 90 point SAT slide between 1963 and 1980).

If analysts are unaware of the 400% increase in illiteracy among military registrants between World War II and the Korean War (1950-53) and the 4000% increase in 4th grade illiteracy among registrants with at least 4 years of schooling during the same period, the 35 years of PSAT and NAEP tests scores for 11th graders seemingly give strong support to the Murray-Herrnstein argument. Here are the results:[\[25\]](#)

The 1955 PSAT averages for all juniors were considerably lower than the comparable 1983 averages.

The 1969 NAEP scores for all 11th graders are virtually the same as the 1990 scores.

And neither of these PSAT and NAEP averages for all juniors seem to have been affected between 1963 and 1980 by the steep, 90 point slide in SAT scores for college bound seniors supposedly proving the MurrayHerrnstein contention that only students with high IQs have been hurt by dumbed down books and curriculum.[\[26\]](#)

But some former Defense Department manpower specialists are aware of that increase in illiteracy. They remember the shocking dive in AFQT scores during the Korean War when a reluctant Army rejected over 600,000 young men because they couldn't read road signs, orders, and safety instructions. They know that 1955 testing for all 11th graders was too late to show the enormous difference between very literate World War II registrants and barely literate Korean War registrants. Thirtyfive years of PSAT and NAEP cross-section testing AFTER 1955 cannot show what 20 million AGCTs and AFQTs taken in the 15 years BEFORE 1955 clearly suggest: The World War II generation was the last highly literate generation produced by American public schools in the 20th century. [\[27\]](#)

However, the 24 years of rising scores on the 9th grade Iowa Basic Skills Test between 1940 and 1964 are not so easily dismissed. Why were SAT scores the highest and Iowa scores the lowest in 1941? Why did Iowa scores rise while SAT verbal averages sank 24 points and AFQT scores dropped out of sight during the Korean War? [\[28\]](#)

Testing specialists know that giving the same test for successive years will produce higher scores because teachers consciously or unconsciously teach the test. This explains some of the increase. Surely the test was modified and renormed for national sales several times during those 24 years. If so, 9th graders in Iowa, many times the state with the highest ACT average, would make higher percentile scores because 9th graders in other states made lower percentile scores. There is a plausible reason. However, believing that the educational level for Iowa 9th graders rose while the 4th grade literacy rate among millions of young military registrants with at least four years of schooling from every state in the U.S.A plummeted from 99.5% to less than 80% is not plausible. [\[29\]](#)

In contrast, the increases in achievement test scores in Iowa and other states since 1978 are easily explained. In chronological order these are the reasons:

1. In 1975 Congress passed the Education For The Handicapped Law, now called the Individuals With Disabilities Education Act (IDEA), for students with mental, physical, or emotional handicaps. [\[30\]](#)
2. In 1976 Specific Learning Disabilities, a category now containing over 52% of the 5 million Special Education school enrollment, was added to the official list of Special Education disabilities though the government describes Specific Learning Disability students and Language Impairment pupils as normal with no mental, physical, or emotional handicaps. [\[31\]](#)
3. In 1977, state legislators and school superintendents started excusing all Special Education pupils from taking statewide achievement tests (though 65% of the first year Special Education enrollment was in these two nonhandicapped categories Specific Learning Disabilities and Language Impairments). [\[32\]](#)
4. By 1978, those wanting higher district test averages, were placing considerable numbers of teaching failures most of them normal but illiterate students with no mental, physical, or emotional handicaps in Specific Learning Disability and Language Impairment classes, which today comprise about 75% of the 5 million in public school Special Education programs. [\[33\]](#)
5. By excusing the poorest performing 8 to 14 percent of the normal, non-handicapped students from participation in their annual achievement testing, virtually all states that give these tests (most do) happily post average scores above the national averages. For publishers of CATs, MATs, and IBSTs pretest or "norm" these achievement tests on a national school population that includes all but the truly handicapped such as the deaf, blind, or severely retarded. This produces the Lake Woebegone Phenomenon, named after Garrison Keillor's mythical town where all children are above average. This is the probable reason Iowa 9th grade scores on IBSTs started rising in 1978 and have not stopped going up in the Special Education elevator since. [\[34\]](#)

Many who judge schools by looking at standardized test results know that the most revealing scores can be missing scores. They may be nonexistent scores on state achievement tests that real, nonhandicapped students should have taken but didn't take scores that would decidedly lower any state's achievement test averages. They may be scores on unpublicized tests, unknown to researchers. Or unbelievably, they may be published grades on national tests that young Americans from every school district in the nation DID take, and are still taking.

Of course these missing scores are Armed Forces Qualification Tests (AFQTs), called Army General Classification Tests (AGCTs) in World War II, taken by 50 million prospective recruits since 1940 and by 20 million high school juniors since 1968 .[\[35\]](#) And no one knows why Murray and Herrnstein did not report available results from 50 years of very extensive and almost continuous military testing (except for three years after World War II when the Defense Department was busy discharging 9 million service men and women).

But they didn't. The Bell Curve authors didn't even put these well known tests on their list of important "longitudinal measures" for assessing American educational performance. And that's more than ironic.

For The Bell Curve is essentially a compilation of what Murray and Herrnstein learned or thought they learned in a study of scores on these same AFQTs. These were AFQTs given to a special group of 12,000 young people, chosen by the U.S. Labor Department to represent all Americans 14 to 22 years old, in a survey to find out who could do what jobs in the Eighties and Nineties. [\[36\]](#)

The Bell Curve analysts chose to study these particular AFQT scores ten years after the test was given in 1980 for two reasons. In their judgment AFQTs were excellent intelligence tests. And the Labor Department had collected an extraordinary amount of demographic information on the 12,000 participants and their parents data they needed to test The Bell Curve hypotheses.

The Labor Department survey directors knew the sex and age; racial and ethnic back-grounds; places of residence; and job,

income, welfare, education, marital, and medical histories (including birth weights) of the participants. This enabled researchers to correlate most socio-economic factors with the individual AFQT "IQ" scores.

And they did. Using formulas with a hundred numbers, letters, mathematic symbols, and punctuation marks, Murray and Herrnstein supposedly could determine what a year of college was worth to students with varied IQs and what a ten point difference in IQs could mean in profits for an employer hiring people to do unskilled jobs. They learned that poor students with high IQs and single mothers on welfare will most likely succeed while rich children with low IQs and two wealthy parents may take and need handouts all their lives. According to "multiple and logistic regression analyses," The Bell Curve devolution theory is fact. [\[37\]](#) Every serious social problem such as crime, illegitimacy, or unemployment is linked to if not caused by a socioeconomic factor that no democracy can do much about: genetically limited mental capacity for astonishing numbers of Americans, most of them living in crowded but isolated communities.

But this grim conclusion is based on the questionable assumption that all low scores on written intelligence tests indicate genetically limited mental ability. Before converting 12,000 AFQT scores to 12,000 IQs, later correlated with many sociological factors from sick leaves to birth weights - Murray and Herrnstein should have discovered that 3,000 to 4,000 of the 12,000 in the Labor Department youth survey group could not read the questions or the multiple choice answers on the AFQTs they took in 1980.

If The Bell Curve psychometric experts had looked at the scores on 30 million AFQTs and AGCTs taken between 1940 and 1973 BEFORE they looked at scores on 12,000 AFQTs taken in 1980, they would have noticed that the percentage of scores in the noninductible Category V for low IQ and illiterate registrants soared from 9% in World War II to an appalling 27% at the end of the Vietnam War. [\[38\]](#) And of course they would have wondered why. Certainly all of the 27% couldn't be retarded; many had to be illiterate.

Enough. The Bell Curve critics and reviewers did not need to know about the scores on 130 million standardized tests before

challenging the Murray and Herrnstein devolution theory. Three major questions should have occurred to anyone who read the book.

QUESTION ONE: If the damaging isolation of a nation's brightest and dullest citizens is inevitable in hitech societies, why is America the only "information age" society so acutely affected?

Why don't other advanced countries have ballooning concentrations of violent citizens like those in American cities? Why don't Japan, Germany, Sweden, Switzerland, Britain, and France have at least one identifiable group so stupid they cannot link today's actions with tomorrow's consequences?

Is it because their indigents aren't illiterate blacks? If so, why can average citizens in majority black populations in British Commonwealth Bahamian and West Indies islands read better than average white citizens in the United States? Literacy rates in the Bahamas and Jamaica are 95 and 98.5 percent. Nearly all of these black, formerly British island people can read anything they want or need to read. But the 1992 National Adult Literacy Survey tests show that only 81 to 84 percent of the American whites and 56 to 60 percent of the American blacks who share their genetic history with West Indian and Bahamian blacks can read.

And if a high toll from deaths by intent is a measure of racial idiocy, why were 8000 out of 31 million blacks killed during 1990, 1991 and 1992 in warring South Africa while 33,000 out of 31 million American blacks were murdered in family and neighborhood violence during 1989, 1990, and 1991 in the peaceful USA? [\[39\]](#) Is this really a price the U.S. must pay for entering the "information age"?

QUESTION TWO: Because very low scores on written intelligence tests are symptoms of dull minds and ALSO symptoms of very bright but ILLITERATE minds, how did psychometricians Murray and Herrnstein know which low test scores were due to genetically limited mental capacity and which low scores reflected illiteracy?

If Albert Einstein, whose name is synonymous with "20th Century Genius," had taken a written IQ test at age eight, he most likely

would have scored in a section at the wrong end of the "bell curve" because he did not learn to read until he was nine. And if he had started to American schools in the 1980's rather than to Swiss schools in the 1880's, chances are excellent that a very dyslexic Albert Einstein would not have learned to read at nine or any age. Exit information on Specific Learning Disability Special Education students and scores on AGCTs, AFQTs, ASVABs, NAEP, and NALS tests all suggest that a young, dyslexic Albert Einstein in New York or Oklahoma public schools probably would have become one out of four U.S. adults who can't read; or two out of four U.S. citizens who can't read middle school lessons; or three out of four Americans over age sixteen who can't read and understand high school textbooks in any core subject including math and physics.

Obviously, inheriting the right, bright genes is not the guarantee of success that The Bell Curve authors say it is. Certainly it isn't for three-fourths of the American adults who can't read or who can't read very well.

Without literacy one of the learned skills and habits that Murray and Herrnstein believe are just 20 to 40 percent of being bright or dull (compared to an inherited intelligence quotient they think is 40 to 80 percent of being smart or stupid) Einstein might have been an extraordinarily observant but illiterate night watchman. If so, the difference between what he might have added to the world's knowledge of the universe in that position and what he did contribute as a literate scientist is, of course, beyond reckoning.

And the difference between private incomes and public contributions made by normal literate and illiterate Americans with IQs above 70 comprising 97% of the U.S. population is the difference between wealth and welfare for them and for the nation. Conservative estimates for the yearly dollar cost of American school produced adult illiteracy usually start around \$400 billion.

[\[40\]](#)

QUESTION THREE: How can sociologists focusing on American behavioral data collected in the 1960's, 70's, 80's, and 90's find causes of a collapsing social structure that demonstrably started to crumble in the 1930's when American grade schools suddenly and amazingly began to lose their capacity to produce

literate citizens? Historians don't look for causes of the Civil War in the 1860's, 70's, 80's, and 90's. If they want to know why America lost half a million men in this nation's worst of all wars, they look for causes in the 1830's, 40's, and 50's. In like manner, sociologists who want to find causes for societal explosions in the Sixties the riots, gang wars, demonstrations, etc. must focus on what happened in the 1930's, 40's, and 50s.

If they do, they will discover that America's illiterate school children doubled the U.S. juvenile crime rate between 1948 and 1955 while other Axis and Allied countries were still experiencing the post World War II decreases in youth delinquency that occurred after fathers went home. [\[41\]](#) They will see that the numbers of fatherless children and unmarried mothers doubled in the Fifties when illiterate juveniles reached their twenties. [\[42\]](#) Mothers could not afford to marry illiterate fathers who couldn't support themselves much less wives and children. And they still can't. They will understand why drugs were increasingly attractive to bored, illiterate teens, forced by state laws to stay in school until age sixteen.

Researchers who look at what happened in the Thirties, Forties, and Fifties will find one socioeconomic factor that is inseparably linked to every critical U.S. social problem. But it isn't an inordinate number of low IQs. Incredibly, it is an inordinate number of school-produced illiterates. The illiteracy came first, before the terrible increases in illegitimacy and crime.

If analysts look at AFQT, NAEP, and NALS test results, they can see that over 60 million 4th graders have not learned to read in whole word or whole language sight repetition reading classes since World War II. They will realize that 43 million of these non reading 4th graders have never learned to read in later grades or adult literacy programs. And that another 50 million with very limited reading vocabularies are able to read only 4th and 5th grade material. [\[43\]](#) The literacy that enables Americans to read anything they want or need to read is missing, and it has been missing for a long time.

Count the years of high percentage literacy for adults in racial, ethnic, or religious communities in cities, states and nations. Then count the years of instruction that children in these demographic

categories have received in schools where all 2nd graders can read 2nd grade lessons, all 3rd graders can read 3rd grade assignments, and all 6th graders can do 6th grade work. Either count will be a better gauge than The Bell Curve IQs for predicting success or failure of groups and members of groups in their academic and economic pursuits.

Jews have been reading scriptures for four millennia. More than 400 years ago Christian Protestants in Europe and the British Isles started teaching townspeople to read so they could read and interpret the Bible for themselves. Lutherans in German states established the first public elementary schools at the same time in the middle 1500s for the same reason.

Protestants in the Massachusetts Bay Colony passed literacy laws in the 1640s, requiring parents to teach children to read and towns with over 50 families to provide grammar school teachers for children. [\[44\]](#) The laws apparently worked. Historians say that 95% of the Massachusetts men could read in 1700. Protestants Lutheran, Congregational, Presbyterian, Dutch Reformed, Baptist, Quaker, and Methodist and Jews have literacy histories measured in centuries and millennia. Logically, Jewish students and states with many descendants of European and British Isles Protestants such as Iowa and New Hampshire should make the highest SAT and ACT averages. And they do.

About 90% of the white American adults could read in 1870. The accepted 80% U.S. literacy rate for 1870 includes millions of blacks (13 to 14% of the population) who were illiterate by longstanding laws in slave states and colonies until the Civil War ended in 1865. [\[45\]](#) Census data plus AGCT scores indicate that 98% of the nation's white residents, with an average eight to ten years of schooling, could read in 1930, 1940, and 1950. [\[46\]](#)

Though U.S. Labor Department surveys and NALS test results show that this high 98% white literacy percentage sank to an alarming 83 or 82% by 1990, [\[47\]](#) white parents and grandparents were able to teach many of their children, who could not learn to "sight" words and sentences at school, how to "sound out" syllables and words at home. They gave their children alphabet books that taught them to spell 26 of the 44 English sounds in at least one way before they ever went to school. Unwittingly, white parents taught

their children to read the same way they and their forefathers had learned to read for four and five generations by matching spoken sounds with letters that usually spell those sounds. Thus white parents were able to diminish and delay the terrible consequences of the new "see and say" whole word repetition reading instruction.

But most didn't realize that their children were not learning to read in school. Even parents who questioned teachers about a child's failure to read did not understand that sight repetition teaching was radically different from the phonics instruction they had received when virtually all of their World War II generation learned to read well during the first two years in school. And of course they couldn't know that years later neuroscientists, using PET scans (positron emission tomography screens) which show the brain's reading cells in action, would prove conclusively that no one, not just their children, learns to read by recognizing the overall shape of words and sentences that all must learn to match sounds with proper letters or they cannot read.

But black parents and grandparents, knowingly or unknowingly, were in no position to decrease the awful impact of the switch in reading methods on their children. With an average schooling of three plus years in 1930 and four plus years in 1940 [\[48\]](#) and a starkly different literacy history that didn't begin until after the Civil War blacks were helpless when teachers suddenly stopped teaching their children to read in the first two grades.

And they were helpless for reasons that had nothing to do with The Bell Curve's "genetically limited mental capacity." [\[49\]](#)

Though bankrupt, most southern states or counties ran segregated Reconstruction schools the first legal schools for 90% of the blacks for three or four months a year between 1866 and 1877. [\[50\]](#) Many white students could continue grade school lessons at home with literate parents after the schools closed. Black schoolchildren waited for next year and, hopefully, three more months of instruction, often from exslaves who had learned to read in spite of hundred-year slave codes prohibiting literacy for blacks. An eighth grade certificate, representing eight normal years of instruction, would have taken 18 to 24 years. So black grade school graduates taught grade school children, and black high school graduates

taught high school students for a long time. Southern blacks did not have teachers with college degrees in appreciable numbers until after World War II. [\[51\]](#)

As soon as whites regained control of southern local and state governments in 1877, they began to change the average spending ratio for white and black students from an equal \$1 for \$1 distribution to an unequal \$7 to \$2 division. [\[52\]](#) In some states the difference in white and black student appropriations was unbelievably extreme. Between 1915 and 1930 the white to black funding ratios in South Carolina, always the lowest scoring SAT state, and in Mississippi, always the lowest scoring ACT state, were \$10 to \$1 and \$6 to \$1. [\[53\]](#) This shows how long the damaging effects of these painfully unequal disbursements have lasted. For some black students in these two states, this unfair division of scarce school dollars was the difference between having a school for two or three months a year and having no school at all.

In the critical years between 1866 and 1930, when virtually all normal children learned to read in two years and read to learn for another six to ten years before receiving grade school or high school diplomas, northern students received 64 regular eight or nine month school years of instruction. Though they went to school every year, southern white students received only 40 to 45 equivalent full years of schooling. And southern black students had access to just 30 or 35 regular length school years of instruction. This explains why northern black scores on Army General Classification Tests were sometimes higher than southern white AGCT scores during World War II.

Nevertheless, American blacks as well as whites, wherever they lived, reached their highest levels of educational achievement in the Thirties and early Forties during the Depression and the war years. In 1930, 80% of the blacks and 98% of the whites over 14 were literate. [\[54\]](#) Nearly all black and white students in the 4th through the 12th grade could read at 4th through 12th grade levels. For teachers rarely promoted unprepared students.

In contrast, scores on the 1992 National Adult Literacy Survey tests show that only about 56% of the blacks and 83% of the whites over sixteen are literate. [\[55\]](#) Scores on 1994 NAEP reading tests

indicate that 42% of the 4th graders can't read; 72% of the 8th graders can't read 8th grade assignments; and 66% of the nation's high school seniors can't read 9th grade textbooks in any core subject. [56].

Congressional subcommittee hearings on postsecondary education in 1991 revealed that "illiteracy" was a major reason for defaults on \$13 billion in college and trade school loans. [57] No one seemed surprised just angry at the reprehensible trade schools who were taking advantage of America's illiterate high school graduates. Scores on 1994 NAEP 12th grade reading tests show that "illiteracy" is still a major reason for defaults on college and trade school loans - now totaling \$22 billion.

CONCLUSION

Who knows? If the literacy history for American whites and blacks were reversed, perhaps black graduates with doctorates from Harvard and MIT might be writing a "bell curve" book showing that blacks are 16 IQ points brighter than whites. And they would be just as wrong as The Bell Curve authors, Charles Murray and Richard Herrnstein.

For not even Harvard or MIT psychometricians can determine the mental potential of illiterates with written IQ tests. At least 3,000 of the 12,000 scores on the AFQTs, taken by the Labor Department's youth survey group in 1980, are as fictitious and maybe as deceptive as the Wolf in Little Red Riding Hood. These unidentified scores don't reflect degrees of intelligence. They show how lucky or unlucky 3,000 illiterate young Americans were in guessing answers to multiple choice questions.

But even if some cognitive elite genius does find a speedy way to accurately determine IQs for thousands of illiterates, why use it? What's the profit in knowing how many geniuses and fourth quartile dullards live in the United States? Repeatedly, The Bell Curve authors remind us that IQs are genetic. And that inherited characteristics change very little. So why spend time on factors no one can alter?

What matters to social and political scientists and to educators are those things that are changeable such as illiteracy. Illiteracy matters

because the only thing teachers of any subject in any grade can teach illiterate students is how to read.

To put it simply, schooling doesn't start, even for potential geniuses, until students learn to read. And because American teachers switched in the 1930s from reading instruction that worked for everyone to reading instruction that neuroscientists now tell us does not work for anyone, schooling has never begun for over 43 million Americans with an average 12 years of school attendance. And every year the number of high school graduates who receive diplomas they cannot read grows.

Few realize it has been growing for 45 years. In 1952, Army personnel officers started hiring psychologists to interview thousands of nonreading high school graduates they mistakenly thought were faking illiteracy to stay out of the Korean War. [58] After the psychologists told the officers that the graduates weren't faking, Defense Department administrators knew that something terrible had happened to grade school reading instruction. And they knew that it had started in the Thirties. Why they remained silent, no one knows. The switch back to reading instruction that worked for everyone should have been made then.

But it wasn't. So now we have The Bell Curve devolution theory that is patently unprovable because so many Americans can't read IQ tests. But who knows what may happen if, just as in other countries, everyone learns to read? Perhaps 25 years from now when cognitive elite psychologists and sociologists gather to discuss the effects of differing mental capacities on American society, they'll wonder where all the dunces went.

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42. Ibid. "Child Welfare" U.S. subheading. p. 156.

43. Over 150 million public school students have been in the 4th grade since end of World War II (USDE. 1993. 120 Years of American Education. Table 10, pp. 3840).

Summaries of scores on NAEP reading tests, given at regular intervals since 1969 to 4th, 8th, 11th, and 12th graders, show that 40% of the nation's 4th graders can't read 4th grade lessons (the range in The Nation's Report Cards, prepared by the Educational Testing Service for the USDE, has been 36 to 40%). Forty percent of 150 percent is 60 million. These summaries also show that 25 to 30% of the 8th, 11th, and 12th graders can't read 4th grade lessons. Apparently twothirds to threefourths of the 60 million illiterate 4th graders do not learn to read in school no matter how many expensive Chapter I and Special Education reading classes they attend.

Scores on nearly 150 million AFQTs, given since 1950, indicate that 20 to 30 percent of the volunteers and draftees with four or more years of schooling cannot read with the Army's required 1940's fourth grade proficiency (equal to present day 5th and 6th grade reading skills).

Scores on the 1992 National Adult Literacy Survey tests confirm the NAEP and AFQT scores. About 43 million (out of 190 million Americans over 16) could not read at today's 4th grade level. And over 50 million could not read at the Army's required 1940's grade level.

44. The Reader's Digest Family Reference Series. These United

States. p. 106.

45. USDE. 1993. 120 Years of American Education. p. 9.

Estimates for black illiteracy rates after the Civil War range from 80 to 95%. If 80% of the Blacks, who were 13 to 14% of the population, were illiterate, Whites would necessarily have been 90% literate (to produce a national literacy rate of 80% in 1970).

46. Encyclopaedia Britannica. 1957. Demographic section in the "U.S.A." entry. Vol. 22, pp. 737739. Goldberg. 1951. Army Training of Illiterats in World War II. pp. 6469.

47. Public Broadcasting System. 1988. Transcript of John McLaughlin's program One On One, an interview with U.S. Secretary of Labor, Anne McLaughlin. Secretary McLaughlin said the U.S. work force (those 16 to 65 years old) was only 80% literate. Because Whites were over 80% of that work force population, the white literacy percentage would necessarily have been in the low 80s.

48. Encyclopaedia Britannica. 1957. Vol. 22, p. 39. Goldberg. 1951. Army Training of Illiterates in World War II. Bullock. 1967. A History of Negro Education in the South.

Though the Britannica tables show that Blacks had an average schooling of five years in 1940, Professor Bullock reminds readers that school years for southern Blacks in 1930 and 1940 were only 6 to 7 months long. Five 7month school years are one month shy of 4 ninemonth school years.

49. Murray and Herrnstein. 1994. The Bell Curve. p. 519.

50. Wharton. 1947. The Negro In Mississippi, 1865 1890. pp. 243251.

51. Encyclopaedia Britannica. 1957. "Negro, America" in Vol. 16, p. 199. A 1948 interview with Dr. Vernon Wharton, history professor at Millsaps College in Jackson, MS.

Even in the late Forties, most black teachers with college degrees taught in northern schools because many southern states paid black

teachers less than they paid white teachers. And southern white teachers received much lower salaries than teachers in other regions of the United States.

52. Encyclopaedia Britannica. 1957. "Negro, America" in Vol. 16, p. 199.

53. Bullock. 1967. A History Negro Education in the South. p. 180.

54. "80% of the Blacks over age 14 could read" is in Bullock's A History of Negro Education in the South. "98% of the Whites over age 14 could read" is derived from census literacy data in 1957 Encyclopaedia Britannica. Vol. 22, pp. 737739.

55. USDE. 1993. Adult Literacy in America. Tables 1.1A, 1.1B, and 1.1C on pp. 113115.

56. USDE. 1994. NAEP Reading: A First Look. p. 18.

57. U.S. House of Representatives. 1991. Hearings Before The Subcommittee On Postsecondary Education of the Committee On Education and Labor. p. 17 & pp. 6669.

58. U.S. Army. 1965. Marginal Man And Military Service. pp. 157163.

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Jewish Involvement in Shaping American Immigration Policy, 1881-1965: A Historical Review

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Population and Environment, in press.

ABSTRACT This paper discusses Jewish involvement in shaping United States immigration policy. In addition to a periodic interest in fostering the immigration of co-religionists as a result of anti-Semitic movements, Jews have an interest in opposing the establishment of ethnically and culturally homogeneous societies in which they reside as minorities. Jews have been at the forefront in supporting movements aimed at altering the ethnic status quo in the United States in favor of immigration of non-European peoples. These activities have involved leadership in Congress, organizing and funding anti-restrictionist groups composed of Jews and gentiles, and originating intellectual movements opposed to evolutionary and biological perspectives in the social sciences.

Jewish Involvement in Shaping American Immigration Policy, 1881-1965: A Historical Review

INTRODUCTION

Ethnic conflict is of obvious importance for understanding critical aspects of American history, and not only for understanding Black/ White ethnic conflict or the fate of Native Americans. Immigration policy is a paradigmatic example of conflict of interest between ethnic groups because immigration policy influences the future demographic composition of the nation. Ethnic groups unable to influence immigration policy in their own interests will eventually be displaced or reduced in relative numbers by groups able to accomplish this goal. This paper discusses ethnic conflict between Jews and gentiles in the area of immigration policy. Immigration policy is, however, only one aspect of conflicts of interest between Jews and gentiles in America.

The skirmishes between Jews and the gentile power structure beginning in the late nineteenth

century always had strong overtones of anti-Semitism. These battles involved issues of Jewish upward mobility, quotas on Jewish representation in elite schools beginning in the nineteenth century and peaking in the 1920s and 1930s, the anti-Communist crusades in the post-World War II era, as well as the very powerful concern with the cultural influences of the major media extending from Henry Ford's writings in the 1920s to the Hollywood inquisitions of the McCarthy era and into the contemporary era. That anti-Semitism was involved in these issues can be seen from the fact that historians of Judaism (e.g., Sachar 1992, p. 620ff) feel compelled to include accounts of these events as important to the history of Jews in America, by the anti-Semitic pronouncements of many of the gentile participants, and by the self-conscious understanding of Jewish participants and observers. The Jewish involvement in influencing immigration policy in the United States is especially noteworthy as an aspect of ethnic conflict. Jewish involvement has had certain unique qualities that have distinguished Jewish interests from the interests of other groups favoring liberal immigration policies. Throughout much of this period, one Jewish interest in liberal immigration policies stemmed from a desire to provide a sanctuary for Jews fleeing from anti-Semitic persecutions in Europe and elsewhere.

Anti-Semitic persecutions have been a recurrent phenomenon in the modern world beginning with the Czarist persecutions in 1881, and continuing into the post-World War II era in the Soviet Union and Eastern Europe. As a result, liberal immigration has been a Jewish interest because "survival often dictated that Jews seek refuge in other lands" (Cohen 1972, p. 341). For a similar reason, Jews have consistently advocated an internationalist foreign policy for the United States because "an internationally-minded America was likely to be more sensitive to the problems of foreign Jewries" (Cohen 1972, p. 342). However, in addition to a persistent concern that America be a safe haven for Jews fleeing outbreaks of anti-Semitism in foreign countries, there is evidence that Jews, much more than any other European-derived ethnic group in America, have viewed liberal immigration policies as a mechanism of ensuring that America would be a pluralistic rather than a unitary, homogeneous society (e.g., Cohen 1972). Pluralism serves both internal (within-group) and external (between-group) Jewish interests. Pluralism serves internal Jewish interests because it legitimates the internal Jewish interest in rationalizing and openly advocating an interest in Jewish group commitment and non-assimilation, what Howard Sachar (1992, p. 427) terms its function in "legitimizing the preservation of a minority culture in the midst of a majority's host society." The development of an ethnic, political, or religious monoculture implies that Judaism can survive only by engaging in a sort of semi-crisis. As Irving Louis Horowitz (1993, 86) notes regarding the long-term consequences of Jewish life under Communism, "Jews suffer, their numbers decline, and emigration becomes a survival solution when the state demands integration into a national mainstream, a religious universal defined by a state religion or a near-state religion." Both Neusner (1987) and Ellman (1987) suggest that the increased sense of ethnic consciousness seen in Jewish circles recently has been influenced by this general movement within American society toward the legitimization of minority group ethnocentrism. More importantly, ethnic and religious pluralism serves external Jewish interests because Jews become just one of many ethnic groups. This results in the diffusion of political and cultural influence among the various ethnic and

religious groups, and it becomes difficult or impossible to develop unified, cohesive groups of gentiles united in their opposition to Judaism.

Historically, major anti-Semitic movements have tended to erupt in societies that have been, apart from the Jews, religiously and/or ethnically homogeneous (MacDonald, 1994; 1998). Conversely, one reason for the relative lack of anti-Semitism in America compared to Europe was that "Jews did not stand out as a solitary group of [religious] non-conformists (Higham 1984, p. 156). It follows also that ethnically and religiously pluralistic societies are more likely to satisfy Jewish interests than are societies characterized by ethnic and religious homogeneity among gentiles.

Beginning with Horace Kallen, Jewish intellectuals have been at the forefront in developing models of the United States as a culturally and ethnically pluralistic society. Reflecting the utility of cultural pluralism in serving internal Jewish group interests in maintaining cultural separatism, Kallen personally combined his ideology of cultural pluralism with a deep immersion in Jewish history and literature, a commitment to Zionism, and political activity on behalf of Jews in Eastern Europe (Sachar 1992, p. 425ff; Frommer 1978). Kallen (1915; 1924) developed a "polycentric" ideal for American ethnic relationships.

Kallen defined ethnicity as deriving from one's biological endowment, implying that Jews should be able to remain a genetically and culturally cohesive group while nevertheless participating in American democratic institutions. This conception that the United States should be organized as a set of separate ethnic/cultural groups was accompanied by an ideology that relationships between groups would be cooperative and benign: "Kallen lifted his eyes above the strife that swirled around him to an ideal realm where diversity and harmony coexist" (Higham 1984, p. 209). Similarly in Germany, the Jewish leader Moritz Lazarus argued in opposition to the views of the German intellectual Heinrich Treitschke that the continued separateness of diverse ethnic groups contributed to the richness of German culture (Schorsch 1972, p. 63). Lazarus also developed the doctrine of dual loyalty which became a cornerstone of the Zionist movement. Kallen wrote his 1915 essay partly in reaction to the ideas of Edward A. Ross (1914). Ross was a Darwinian sociologist who believed that the existence of clearly demarcated groups would tend to result in between-group competition for resources. Higham's comment is interesting because it shows that Kallen's romantic views of group co-existence were contradicted by the reality of between-group competition in his own day. Indeed, it is noteworthy that Kallen was a prominent leader of the American Jewish Congress (AJCongress).

During the 1920s and 1930s the AJCongress championed group economic and political rights for Jews in Eastern Europe at a time when there was widespread ethnic tensions and persecution of Jews, and despite the fears of many that such rights would merely exacerbate current tensions. The AJCongress demanded that Jews be allowed proportional political representation as well as the ability to organize their own communities and preserve an autonomous Jewish national culture. The treaties with Eastern European countries and Turkey included provisions

that the state provide instruction in minority languages and that Jews have the right to refuse to attend courts or other public functions on the Sabbath (Frommer 1978, p. 162). Kallen's idea of cultural pluralism as a model for America was popularized among gentile intellectuals by John Dewey (Higham 1984, p. 209), who in turn was promoted by Jewish intellectuals: "If lapsed Congregationalists like Dewey did not need immigrants to inspire them to press against the boundaries of even the most liberal of Protestant sensibilities, Dewey's kind were resoundingly encouraged in that direction by the Jewish intellectuals they encountered in urban academic and literary communities" (Hollinger, 1996, p. 24).

The well-known author and prominent Zionist Maurice Samuel (1924, p. 215) writing partly as a negative reaction to the immigration law of 1924, wrote that "If, then, the struggle between us [i.e., Jews and gentiles] is ever to be lifted beyond the physical, your democracies will have to alter their demands for racial, spiritual and cultural homogeneity with the State. But it would be foolish to regard this as a possibility, for the tendency of this civilization is in the opposite direction. There is a steady approach toward the identification of government with race, instead of with the political State." Samuel deplored the 1924 legislation and in the following quote he develops the view that the American state as having no ethnic implications.

We have just witnessed, in America, the repetition, in the peculiar form adapted to this country, of the evil farce to which the experience of many centuries has not yet accustomed us. If America had any meaning at all, it lay in the peculiar attempt to rise above the trend of our present civilization- the identification of race with State. . . . America was therefore the New World in this vital respect- that the State was purely an ideal, and nationality was identical only with acceptance of the ideal. But it seems now that the entire point of view was a mistaken one, that America was incapable of rising above her origins, and the semblance of an ideal-nationalism was only a stage in the proper development of the universal gentile spirit. . . .

To-day, with race triumphant over ideal, anti-Semitism uncovers its fangs, and to the heartless refusal of the most elementary human right, the right of asylum, is added cowardly insult. We are not only excluded, but we are told, in the unmistakable language of the immigration laws, that we are an "inferior" people. Without the moral courage to stand up squarely to its evil instincts, the country prepared itself, through its journalists, by a long draught of vilification of the Jew, and, when sufficiently inspired by the popular and "scientific" potions, committed the act. (pp. 218-220)

A congruent opinion is expressed by prominent Jewish social scientist and political activist Earl Raab 1 who remarks very positively on the success of American immigration policy in altering the ethnic composition of the United States since 1965. Raab notes that the Jewish community has taken a leadership role in changing the Northwestern European bias of American immigration policy (1993a, p. 17), and he has also maintained that one factor inhibiting anti-Semitism in the contemporary United States is that "(a)n increasing ethnic heterogeneity, as a result of immigration, has made it even more difficult for a political party or mass movement of

bigotry to develop" (1995, p. 91).

Or more colorfully: The Census Bureau has just reported that about half of the American population will soon be non-white or non-European. And they will all be American citizens. We have tipped beyond the point where a Nazi-Aryan party will be able to prevail in this country. We [i.e., Jews] have been nourishing the American climate of opposition to bigotry for about half a century. That climate has not yet been perfected, but the heterogeneous nature of our population tends to make it irreversible- and makes our constitutional constraints against bigotry more practical than ever. (Raab 1993b, p. 23).²

It should be noted as a general point that the effectiveness of Jewish organizations in influencing American immigration policy has been facilitated by certain characteristics of American Jewry. As Neuringer (1971, p. 87) notes, Jewish influence on immigration policy was facilitated by Jewish wealth, education, and social status.

Reflecting its general disproportionate representation in markers of economic success and political influence, Jewish organizations have been able to have a vastly disproportionate effect on United States immigration policy because Jews as a group are highly organized, highly intelligent, and politically astute, and they were able to command a high level of financial, political, and intellectual resources in pursuing their political aims.

Similarly, Hollinger (1996, p. 19) notes that Jews were more influential in the decline of a homogeneous Protestant Christian culture in the United States than Catholics because of their greater wealth, social standing, and technical skill in the intellectual arena. In the area of immigration policy, the main Jewish activist organization influencing immigration policy, the American Jewish Committee (AJCommittee), was characterized by "strong leadership [particularly Louis Marshall], internal cohesion, well-funded programs, sophisticated lobbying techniques, well-chosen non-Jewish allies, and good timing" (Goldstein 1990, p. 333). In this regard, the Jewish success in influencing immigration policy is entirely analogous to their success in influencing the secularization of American culture. As in the case of immigration policy, the secularization of American culture is a Jewish interest because Jews have a perceived interest that America not be a homogeneous Christian culture.

"Jewish civil rights organizations have had an historic role in the postwar development of American church-state law and policy" (Ivers 1995, p. 2). Unlike the effort to influence immigration, the opposition to a homogeneous Christian culture was mainly carried out in the courts. The Jewish effort in this case was well funded and was the focus of well-organized, highly dedicated Jewish civil service organizations, including the AJCommittee, the AJCongress, and the Anti-Defamation League (ADL).

It involved keen legal expertise both in the actual litigation but also in influencing legal opinion via articles in law journals and other forums of intellectual debate, including the popular media.

It also involved a highly charismatic and effective leadership, particularly Leo Pfeffer of the AJCongress:

No other lawyer exercised such complete intellectual dominance over a chosen area of law for so extensive a period* as an author, scholar, public citizen, and above all, legal advocate who harnessed his multiple and formidable talents into a single force capable of satisfying all that an institution needs for a successful constitutional reform movement. . . . That Pfeffer, through an enviable combination of skill, determination, and persistence, was able in such a short period of time to make church-state reform the foremost cause with which rival organizations associated the AJCongress illustrates well the impact that individual lawyers endowed with exceptional skills can have on the character and life of the organizations for which they work. . . . As if to confirm the extent to which Pfeffer is associated with post-Everson [i.e., post-1946] constitutional development, even the major critics of the Court's church-state jurisprudence during this period and the modern doctrine of separationism rarely fail to make reference to Pfeffer as the central force responsible for what they lament as the lost meaning of the establishment clause. (Ivers 1995, pp. 222-224) Similarly, Hollinger (1996, p. 4) notes "the transformation of the ethnoreligious demography of American academic life by Jews" in the period from the 1930s to the 1960s, as well as the Jewish influence on trends toward the secularization of American society and in advancing an ideal of cosmopolitanism (p. 11).

The pace of this influence was very likely influenced by immigration battles of the 1920s. Hollinger notes that the "the old Protestant establishment's influence persisted until the 1960s in large measure because of the Immigration Act of 1924: had the massive immigration of Catholics and Jews continued at pre-1924 levels, the course of American history would have been different in many ways, including, one may reasonably speculate, a more rapid diminution of Protestant cultural hegemony. Immigration restriction gave that hegemony a new lease of life" (p. 22). It is reasonable to suppose, therefore, that the immigration battles from 1881 to 1965 have been of momentous historical importance in shaping the contours of American culture in the late twentieth century.

Notes 2In Australia, Miriam Faine, an editorial committee member of the Australian Jewish Democrat stated that "The strengthening of multicultural or diverse Australia is also our most effective insurance policy against anti-semitism. The day Australia has a Chinese Australian Governor General I would feel more confident of my freedom to live as a Jewish Australian" (in McCormack 1994, p. 11). 3

Moreover, a deep concern that an ethnically and culturally homogeneous America would compromise Jewish interests can be seen in Silberman's comments on the attraction of Jews to "the Democratic party . . . with its traditional hospitality to non-WASP ethnic groups. . . . A distinguished economist who strongly disagreed with Mondale's economic policies voted for him nonetheless. 'I watched the conventions on television,' he explained, 'and the Republicans did not look like my kind of people.' That same reaction led many Jews to vote for Carter in

1980 despite their dislike of him; 'I'd rather live in a country governed by the faces I saw at the Democratic convention than by those I saw at the Republican convention' a well-known author told me" (pp. 347-348).

Equality Moreover, achieving parity between Jews and other ethnic groups would entail a very high level of discrimination against individual Jews for admission to universities or employment opportunities, and would even entail a large taxation on Jews in order to prevent the present Jewish advantage in the possession of wealth, since at present Jews are vastly over-represented among the wealthy and the successful in the United States (e.g., Ginsberg, 1994; Lipsett & Raab, 1995).

Beginning in the 1920s, studies have repeatedly shown that Ashkenazi Jews have a full-scale IQ of approximately 117 and a verbal IQ in the range of 125 (see MacDonald, 1994 for a review).

By 1988, Jews constituted about 40% of admissions to Ivy League colleges and Jewish income was at least double that of gentiles (Shapiro (1992, p. 116). Shapiro also shows that Jews are overrepresented by at least a factor of nine on indexes of wealth, but that this is a conservative estimate because much Jewish wealth is in real estate which is difficult to determine and easy to hide. While constituting approximately 2.4% of the population of the United States, Jews represented one half of the top 100 Wall Street executives.

Lipset and Raab (1995) note that Jews contribute between one-quarter and one-third of all political contributions in the United States, including one-half of Democratic Party contributions and one-fourth of Republican contributions. Indeed, many Jewish intellectuals (including "neo-conservatives" such as Daniel Bell, Sidney Hook, Irving Howe, Irving Kristol, Nathan Glazer, Norman Podhoretz, and Earl Raab) as well as Jewish organizations (including the ADL, the AJCommittee, and the AJCongress) have been eloquent opponents of affirmative action and quota mechanisms for distributing resources (see Sachar 1992, p. 818ff).



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"Yankees": Legends in their Own Minds

- TIMSS Math, 1995: US 12th graders scored dead last in 17 of 34 [TIMSS](#) subject areas out of the 21 nations who participated.
- SAT Math scores, 1993:
 - Only 13 states score lower than [New Jersey](#) and only 11 score lower than New York, mostly neighboring states.
 - Midwest states like Iowa, North Dakota, South Dakota, and Minnesota score more than 80 points higher.
- ACT Composite, 2000: only [14 states](#) score lower than New Jersey and ALL of the higher scoring states spend far less for education.
- NAEP Math, 1996: New York public schools scored 14 points lower than public schools in North Dakota and 31 points lower than nonpublic schools in Texas, with only a handful of states scoring lower [naepmath.pdf](#)
- TIMSS benchmarking study: Yankees a breathtaking dead last in the world:
 - Exhibit [2.2](#)
 - Exhibit [2.3](#)
 - Exhibit [2.4](#)
 - Exhibit [2.5](#)
- As spending for primary and secondary education in the US increased from 4.8% to 7.8% of GDP, [SAT scores](#) decreased 98 points.

YANKEES & CHILD ABUSE

In spite of their absolutely miserable record in "education, "Yankees" [read: the arrogant Americans who occupy the New York area and continue to push their failed education concepts on the rest of unwilling Americans, two thirds of whom view sodomy as a "civil right", and who just became the 13th state to pass a "[gay rights](#)" law] have saddled the entire US population [more than two thirds of whom oppose legalized sodomy] with their bizarre and failed policies, yet continue to insist that their approach to education is a success. Could

there be a more heinous form of child abuse than to leave the nation's children dead last in the world in education, other than to refuse to admit it's true, demand ever more money in spite of their clear and evident colossal failure, and insult anyone who dares to challenge their holey grail?

MONEY DECREASES EDUCATION QUALITY

Adding more money to education has never improved it, and it never will. Just the reverse is shown to be true around the country and around the world. As the cost of primary and secondary education in the US increased from 4.8% to 7.8% of GDP, SAT scores decreased 98 points. Across states, each \$45/year increase in the cost of education per student follows a 1 point decrease in SAT Math scores. Across nations, TIMSS Math scores increase 40 points for each 1% of GDP decrease in education spending.

No state spent more per student than New Jersey for education in 1998, a whopping [\\$10,233](#) per student (17 times as much as the average annual income of blacks in Africa), even though New Jersey consistently scores in the lowest quartile in most standardized tests. That same year, Utah spent only 42% as much per student, or only \$4,256, yet Utah consistently scores at or near the top tenth percentile. South Dakota spent half as much per student as New Jersey, at \$5,281, yet consistently occupies the top spot on numerous tests. The District of Columbia always scores dead last, yet they spent almost as much as New Jersey, at \$9,225 per student.

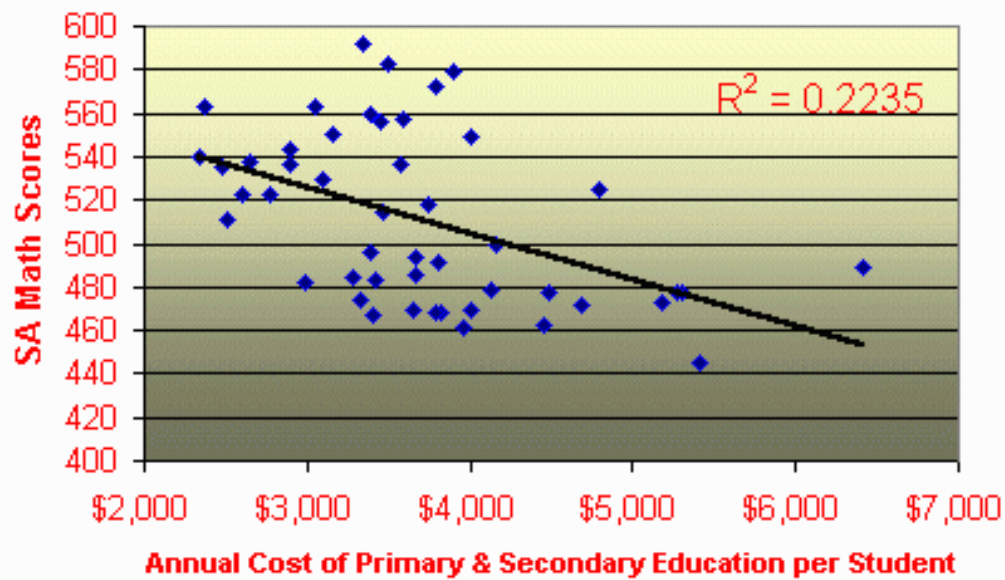
What has New Jersey accomplished with this astounding advance in the cost of education? In 1975, their combined SAT score was 213 points lower than Iowa, and in 1993 it was 211 points lower. In 2000, with only 4% of New Jersey students taking the ACT, they scored lower than 35 states, whereas with 69% of their students taking the test, Iowa scored higher than 34 states.

TWO OUT OF FIVE TEENS IN NEW JERSEY DIDN'T EVEN GRADUATE FROM HIGH SCHOOL

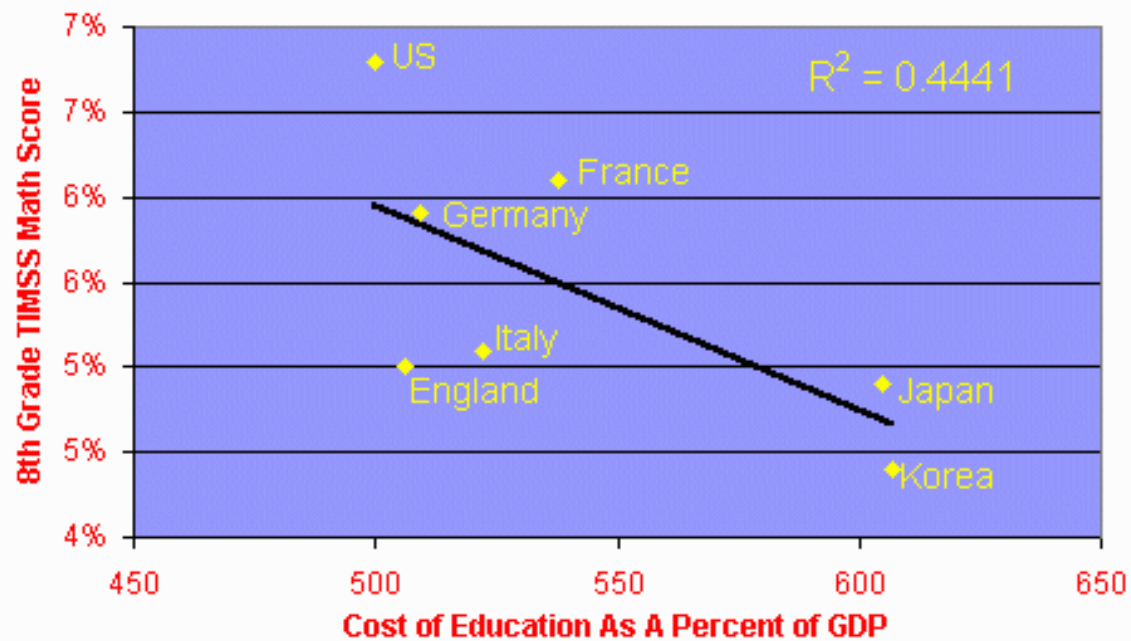
There were only 65,106 high school graduates in New Jersey in 1998, which means that 44% of 17 year olds in New Jersey weren't even enrolled in high school, nor did they even [graduate](#), which is an even bigger indictment of the failure of the "yankee" education strategy than their poor performance on standardized tests. Failing to graduate almost half of the children in the state is evidence of a very serious problem with their education strategy which completely discredits any "advice" that "yankees" might ever hope to provide to the rest of the country.

If there is a rule of thumb about education spending and education quality, it's that the less government is involved in education, the better the education of our children. Another rule would be to ignore any suggestion made by a "yankee".

Between States, SAT Scores Decrease One Point For Each Additional \$45 Spent Per Student



TIMSS Scores Increase 40 Points For Each 1% of GDP Decrease in Education Spending



[see also <http://nces.ed.gov/pubs2001/digest/dt168.html>]

TABLE 1.6**1996 Mathematics Assessment**

POPULATION:

1996 Grade 8 Combined Public and Nonpublic School Students

REPORTED STATISTICS:

Percentage of Students and Average Mathematics Scale Score

BREAKDOWNS BY:

Type of School



Type of school...	Public Schools		Nonpublic Schools		All Schools	
JURISDICTIONS	PCT (SE)	SS (SE)	PCT (SE)	SS (SE)	PCT (SE)	SS (SE)
Nation						
NATION	89 (1.1)	271 (1.2)	11 (1.1)	284 (2.4)	100 (...)	272 (1.1)
NORTHEAST	86 (3.5)	276 (3.6)	14 (3.5)	281 (5.1) [†]	100 (...)	277 (3.1)
SOUTHEAST	89 (2.5)	264 (3.0)	11 (2.5)	285 (4.8) [†]	100 (...)	266 (2.6)
CENTRAL	88 (2.7)	276 (3.3)	12 (2.7)	286 (4.1) [†]	100 (...)	277 (3.1)
WEST	93 (2.0)	268 (2.4)	7 (2.0)	284 (5.4) [†]	100 (...)	269 (2.2)
States						
CALIFORNIA [†]	90 (1.1)	263 (1.9)	10 (1.1)	284 (3.3)	100 (...)	265 (1.7)
GEORGIA	94 (1.2)	262 (1.6)	6 (1.2)	292 (6.9) [†]	100 (...)	264 (1.6)
IOWA [†]	88 (2.5)	284 (1.3)	12 (2.5)	295 (2.2) [†]	100 (...)	285 (1.2)
LOUISIANA [†]	83 (1.2)	252 (1.6)	17 (1.2)	276 (3.4)	100 (...)	256 (1.5)
MASSACHUSETTS [†]	87 (1.8)	278 (1.7)	13 (1.8)	281 (5.0)	100 (...)	278 (1.6)
MICHIGAN [†]	89 (1.3)	277 (1.8)	11 (1.3)	287 (3.9)	100 (...)	278 (1.7)
MINNESOTA [†]	91 (1.1)	284 (1.3)	9 (1.1)	293 (3.5)	100 (...)	285 (1.3)
MISSOURI	89 (1.7)	273 (1.4)	11 (1.7)	292 (5.7)	100 (...)	275 (1.6)
MONTANA [†]	95 (0.9)	283 (1.3)	5 (0.9)	288 (8.0) [†]	100 (...)	283 (1.3)
NEBRASKA [†]	87 (1.5)	283 (1.0)	13 (1.5)	287 (3.6)	100 (...)	283 (1.0)
NEVADA [†]	— (—) [‡]	— (—) [‡]	4 (0.6)	284 (5.4)	— (—) [‡]	— (—) [‡]
NEW HAMPSHIRE [†]	— (—) [‡]	— (—) [‡]	7 (1.2)	293 (4.3)	— (—) [‡]	— (—) [‡]
NEW MEXICO [†]	92 (1.5)	262 (1.2)	8 (1.5)	282 (4.0) [†]	100 (...)	263 (1.5)
NEW YORK [†]	84 (1.6)	270 (1.7)	16 (1.6)	276 (3.8)	100 (...)	271 (1.4)
NORTH DAKOTA	94 (0.8)	284 (0.9)	6 (0.8)	296 (3.6)	100 (...)	285 (0.9)
RHODE ISLAND [†]	85 (1.0)	269 (0.9)	15 (1.0)	275 (3.5)	100 (...)	270 (0.9)
SOUTH CAROLINA [†]	93 (1.1)	261 (1.5)	7 (1.1)	283 (5.0)	100 (...)	262 (1.5)
TEXAS	93 (1.0)	270 (1.4)	7 (1.0)	301 (5.3)	100 (...)	272 (1.3)
VERMONT [†]	95 (0.8)	279 (1.0)	5 (0.8)	287 (3.8)	100 (...)	280 (0.9)
WASHINGTON	94 (1.4)	276 (1.3)	6 (1.4)	299 (4.1) [†]	100 (...)	277 (1.2)
Other Jurisdictions						
GUAM [†]	80 (0.9)	239 (1.7)	20 (0.9)	275 (1.9)	100 (...)	246 (1.4)

† State or other jurisdiction did not satisfy one or more of the 1996 school participation rate guidelines for the school sample(s) presented in this table (see Appendix A).

... Characteristics of the sample do not permit a reliable estimate.

† Interpret with caution — the nature of the sample does not allow accurate determination of the variability of this statistic.

‡ Nevada and New Hampshire did not satisfy the 1996 public school participation rates necessary for reporting results (see Appendix A).

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, and 1996 Mathematics Assessments.

US DEAD LAST ON TIMSS--TWICE

TIMSS math which our 8th graders took in 1995 and 1999 demonstrated that our ranking in the world remained the same. 27 countries scored higher in 1995, and 18 scored higher in 1999, but 9 that scored higher in 1995 didn't take the 1999 test--Switzerland, Austria, France, Ireland, Belgium, Sweden, Germany, Norway, and Denmark. One country that scored lower in 1995 scored higher in 1999, and 3 that scored higher in 1995 scored lower in 1999, but two countries which didn't take the 1995 test scored significantly higher in 1999--Chinese Taipei by 83 points and Malaysia by 17 points.

THE PHONY INCREASE IN SAT SCORES

Of the 13 points that SAT math scores in the US are said to have increased between 1988 and 2000, 7 of them were between 1995 and 1999, suggesting that this increase was due to recentering and other changes in the test rather than any improvement in the quality of US education. Furthermore, by scoring more than 85 TIMSS math points lower than Korea on two separate tests, we proved that a 13 point increase, even if it was an indication of an improvement in education quality, wouldn't even begin to correct the error even if it was a reverse of the 40 year downward trend in test scores.

THE PHONY INCREASE IN NAEP SCORES

NAEP Math scores are also said to have increased 13 points, from 271 in 1990 to 2000 in 2000, but this too is the result of a change in the test or the way the test is administered or reported, rather than an improvement in the quality of education. North Carolina reported a 30 point increase, and Illinois, Indiana, Maryland, New York, Ohio, Michigan, New York, Rhode Island, Texas, and West Virginia reported an increase of 13 or more points. In 1990, North Carolina scored second to last at 250.4, only 30.7 points lower than North Dakota, at 281.1, so this 30 point "increase" represented a difference equivalent to the entire spectrum of scores across the nation in 1990. Because the average national increase was 13 points, North Carolina didn't score first in 2000, but of the states whose scores were reported that year, only 8 states scored higher.

THE PHONY EXCUSE ABOUT TOO MANY STUDENTS TAKING THE TEST

The Pavlovian Dog reaction of students and educators in New Jersey, New York, Rhode Island, Pennsylvania, and Delaware, who always score in the lowest quartile in the nation in SAT math, is to claim that a higher percentage of their students take the SAT test than in states like Iowa. But this obviously ignores that only 13 states score lower than New Jersey in [ACT Composite](#) which only 4% of New Jersey's students take. In this event, their Pavlovian Dog Reaction is to claim that the ACT test isn't as important to them as other standardized tests.

Thus, nobody is permitted to judge them by either their low SAT or ACT scores for reasons that THEY are permitted to criticize states with better education policies.

They have consistently scored 504 plus or minus 8 points since 1987 on the recentered SAT-I scale. A higher percentage of New Jersey's students took the test in 2000, but New Jersey scored 7 SAT Math points higher than New York that year, and Rhode Island had a fewer percentage of students participate in SAT, but they still scored 6 SAT math points lower than New York, which indicates that the percent of test takers is not the only factor.

MANIPULATING THE NAEP SCORES

Because the 2000 NAEP math scores for New Jersey, Pennsylvania, and Delaware were not reported, we don't know how much their scores "improved" since 1990, but we do know that

Rhode Island, who consistently scores within 8 points of these other four states in SAT math (and who scored higher than New Jersey in 1988) scored 273 in NAEP math in 2000, an "improvement" of 13 points since 1990, a period of time during which their SAT Math score "increased" only 4 points, from 496 to 500.

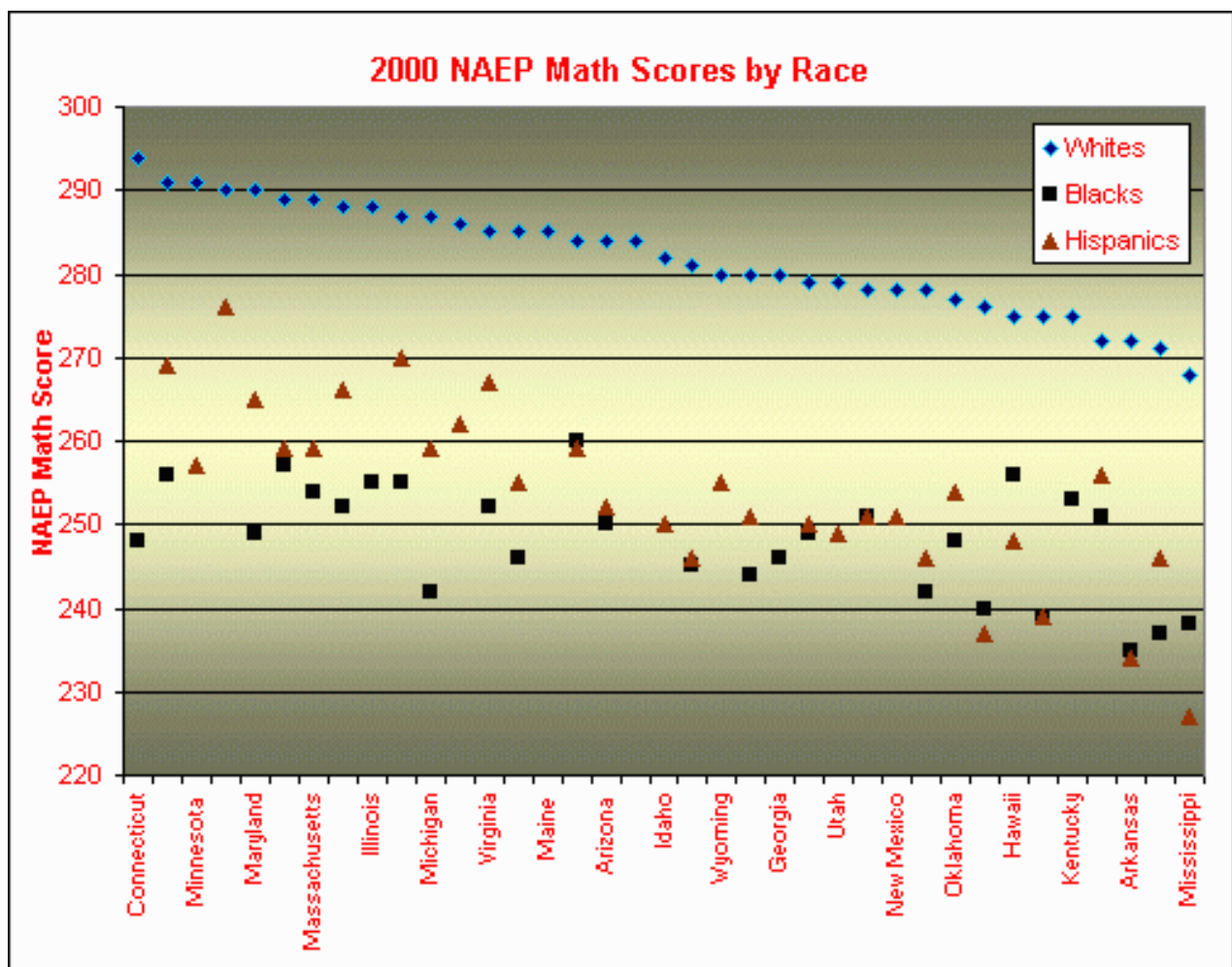
New York's 1990 NAEP math score of 260.8 was consistent with other states that year-- Rhode Island = 260.0, Delaware = 260.7, and New Jersey = 269.7, as well as with the SAT math scores for those states that year (New York = 495, New Jersey = 495, Rhode Island = 496, Pennsylvania = 489, and Delaware = 493).

New York's 2000 NAEP math score of 276, a 15.2 point increase since 1990, is completely inexplicable, and it's inconsistent with the SAT Math scores for that year (New Jersey = 513, New York = 506, Rhode Island = 500, Pennsylvania = 497, and Delaware = 496). Where in 1990 New York ranked 18th from the bottom of 37 states whose NAEP math scores were reported and 12th from the bottom of 50 states in SAT math, in 2000 it ranked 24th from the bottom of 40 states whose NAEP math scores were reported, while it still ranked 12th from the bottom in SAT math.

LOW NAEP AND ACT SCORES CAN'T BE EXPLAINED ONLY BY BLACKS

When broken down by race, Whites in Rhode Island score only 281 in [NAEP](#) math, which is 5 or more points lower than Whites in 14 other states and 10 points lower than Whites in Minnesota. This means that, not only does this doubled education cost not benefit minority groups, but Whites themselves are evidently shortchanged by OVER-spending for education.

The lowest scoring Whites at 269 are in Mississippi, who score 25 points lower than Whites in Connecticut, at 294. The highest scoring blacks are in Oregon, at 260, who score 9 points lower than Whites in Mississippi and 34 points lower than Whites in Connecticut. The lowest scoring blacks at 235 are in Arkansas, who score 59 points lower than Whites in Connecticut. The highest scoring Hispanics at 276 are in Montana, who score 7 points higher than Whites in Mississippi and 18 points lower than Whites in Connecticut. The lowest scoring Hispanics at 227 are in Mississippi, who score 8 points lower than the lowest scoring blacks, 33 points lower than the highest scoring blacks, 42 points lower than the lowest scoring Whites, and 67 points lower than the highest scoring Whites (which is the widest spectrum of NAEP math scores).



If the only reason for the 10 point difference between Minnesota and Rhode Island is the percentage of jews in Rhode Island who are counted as "White", then the scores for jews would have to be 191 if 10% of the "Whites" in Rhode Island are in fact jews, and 241 if the percentage of jews is actually 20%.

	Whites	Blacks	Hispanics
Nation	285	246	252
Connecticut	294	248	
North Carolina	291	256	269
Minnesota	291		257
Montana	290		276
Maryland	290	249	265
New York	289	257	259
Massachusetts	289	254	259
Texas	288	252	266
Illinois	288	255	

Ohio	287	255	270
Michigan	287	242	259
North Dakota	286		262
Virginia	285	252	267
Nebraska	285	246	255
Maine	285		
Oregon	284	260	259
Arizona	284	250	252
Vermont	284		
Idaho	282		250
Rhode Island	281	245	246
Wyoming	280		255
Missouri	280	244	251
Georgia	280	246	
South Carolina	279	249	250
Utah	279		249
Nevada	278	251	251
New Mexico	278		251
California	278	242	246
Oklahoma	277	248	254
Louisiana	276	240	237
Hawaii	275	256	248
Alabama	275	239	239
Kentucky	275	253	
West Virginia	272	251	256
Arkansas	272	235	234
Tennessee	271	237	246
Mississippi	268	238	227

score by race percent of population aggregate score

Whites	291	90.00%	261.9
Jews	191	10%	19.1
Total			281

	score	pop	
Whites	291	80.00%	232.8
Jews	241	20%	48.2
Total			281

NEW JERSEY JEWS: RECORD HOLDERS IN EDUCATION FAILURE

To spend [\\$10,000](#) per student per year for education, almost twice as much as North Dakota which consistently scores MUCH higher than New York (20.7 points higher in 1990 and 7 points higher in 2000 in NAEP math, and 112 and 103 in SAT math), requires an explanation. To spend an extra \$5,000 per student per year for education only to produce some of the lowest scoring students in the nation is all the proof the rest of the country needs to know that the [Ritalin](#) prescribed by jewish "doctors" and "psychiatrists" is a first class crime. There *is* another factor at work, and that other factor is jews. Officially, jews are only 5.7% of New Jersey's population, which means that the only way to explain New Jersey's extraordinarily low scores and high education spending is that jews have VERY low standardized test scores. Explaining New Jersey's low ACT scores requires us to estimate that jews score 17.7--slightly higher than blacks at 17 but lower than Hispanics at 18.7 and considerably lower than Asians at 21.7.

	Population by race in NJ	ACT Scores By Race	ACT Score x % Pop
Whites	63.4%	21.80	13.82
Jews	5.7%	17.70	1.01
Hispanics	11.0%	18.70	2.06
Blacks	14.8%	17.00	2.52
Asians	5.8%	21.70	1.26
Indians	0.2%	19.00	0.04
Total			20.70

THE CALMING EFFECT OF FEDERAL WELFARE DOLLARS

How did New Jersey manage to spend so much to produce so little? Federal funding. New Jersey is a welfare state whose fear of losing federal funding far exceeds any concern for the quality of their own children's education, as evidenced by the following revealing statement from their chapter of the League of [Women Voters](#):

"In districts where students qualifying for free lunch enroll in a charter school, we are concerned that the local district might lose eligibility for additional state funding through Demonstrably Effective Program Aid (DEPA funding). DEPA funding is available to traditional public schools where 20% of a school's students qualify for free lunch. We recognize that if students qualifying for free lunch enroll in charter schools, their former public school might lose DEPA funding."

Aha. So this is the little trick with "public education"! New Jersey spends two and a half times as much as Utah per student for education because taxpayers in Utah have been subsidizing the STUPID citizens of New Jersey who STILL can't even figure out how to use those extra Utah tax dollars to even educate their own children. As the League of Women Voters revealed, "public education" is about welfare and the free lunch, not education. This is just one example where the donor states are forced to subsidize welfare states like New Jersey. This completely explains the otherwise inexplicable attitude of Yankees that "welfare is a right". This explains why women in New Jersey are more concerned about getting welfare from the federal government than about educating their children--since they've been getting away with this for a century now, it's become an "entitlement" [or a "free lunch" in their vernacular].

AN AMORAL STATE OF AFFAIRS

How much should a Christian in Utah be forced to pay to teach a moron's child in New Jersey that "homosexuality is a civil right"? Nothing. In fact, what the morons in New Jersey ought to do is take a lesson from Christians in Utah who have both educated their children and done it at almost a third the cost. All residents of New Jersey, and not just their children, need an education for a change, not ever more free lunches and welfare dollars.

Could New Jersey get by with only \$4,256 per student? Of course. If Utah can, then New Jersey can. Would this destroy their education system? It couldn't possibly get worse, and if they finally realized the error of their ways, it would inevitably get better. It would also do much to normalize the artificially, hyper-inflated "cost of living" of these welfare states.

DOES CUTTING COSTS DECREASE QUALITY?

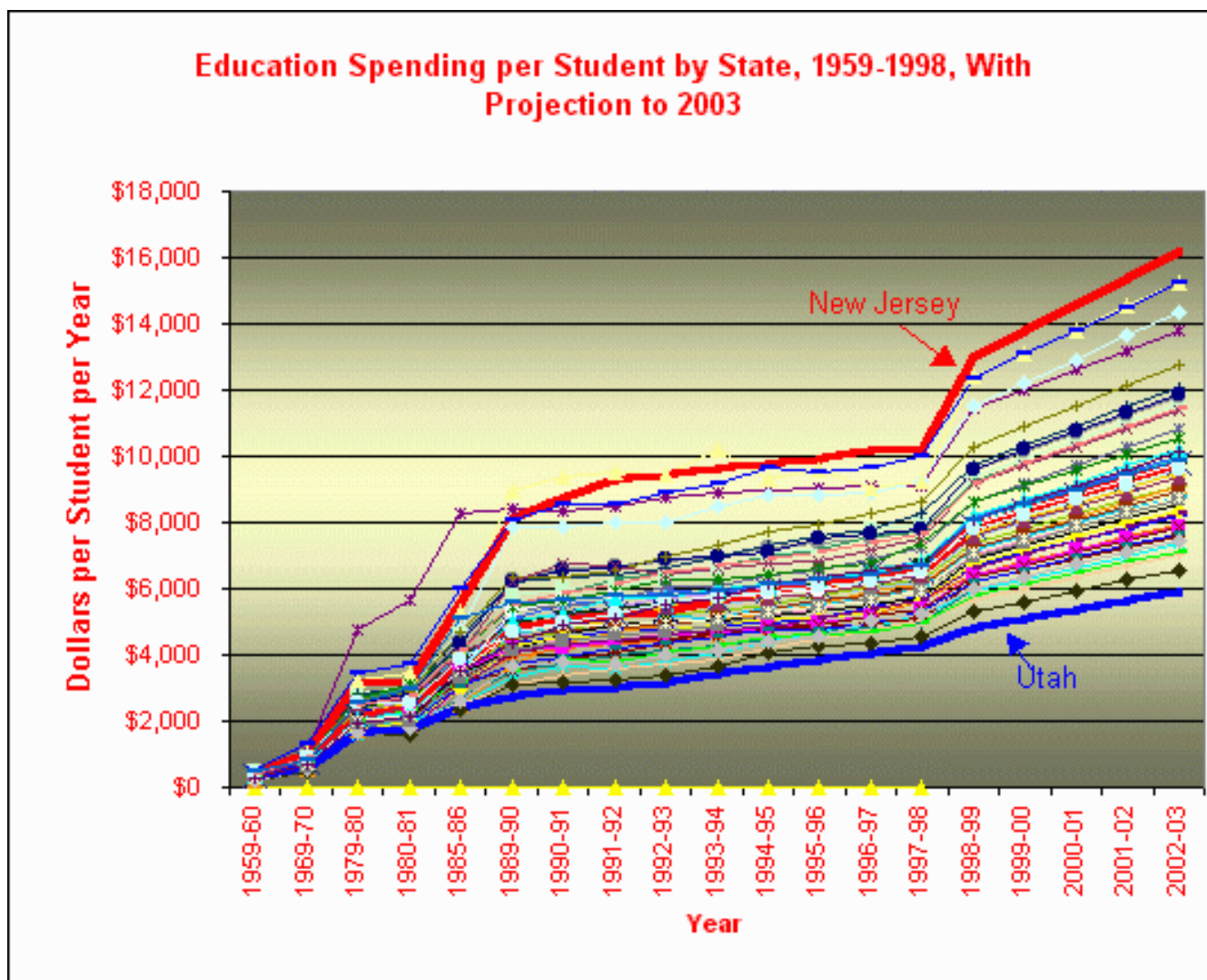
What does New Jersey have to show for its 26 fold increase in the cost of educating a child between 1959 and 1998 (from \$388 to \$10,233)? Nothing. Absolutely nothing. Or less than nothing? Even when adjusted for inflation, New Jersey's cost increases stand out like a sore thumb, up almost five fold (from \$2,133 to \$10,233), compared to less than 2 1/2 times in

Utah (from \$1,775 to \$4,256).

What did New Jersey do with that extra \$8,100 per child? TO MAKE THEM EVEN DUMBER? It's impossible that they had "education" of their children in mind when they QUINTUPLED the dollars they spend for "education" at the same time that their scores went DOWN to the bottom tier. If anything, the actual cost to *educate* a child actually decreased to perhaps \$1,000, whereas it's the other \$9,233 which is used to undo what they originally taught them.

A simple projection of the trend suggests that the cost per student in New Jersey is now in excess of \$16,000, compared to less than \$6,000 in Utah, which means that New Jersey now spends more than \$10,000 more than Utah for each "student", making New Jersey the welfare queen of the universe, even worse than Israel. With 1.3 million students enrolled in public schools, this welfare queen costs American taxpayers an EXTRA \$13 billion each year, compared to "only" \$12 billion in "foreign aid" to [Israel](#).

It's hard to imagine which is the worst investment.





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Table 132.--Scholastic Aptitude Test score averages, by state:
1974-75 to 1992-93

State	1974-75		1980-81		1985-86		1988-89		1990-91		1991-92		1992-93		Percent of graduates taking SAT, 1992-93 /1
	Verbal	Mathematical	Verbal	Mathematical	Verbal	Mathematical	Verbal	Mathematical	Verbal	Mathematical	Verbal	Mathematical	Verbal	Mathematical	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States	434	472	424	466	431	475	427	476	422	474	423	476	424	478	43
Alabama	426	457	457	488	476	514	482	520	476	515	476	520	480	526	9
Alaska	461	481	449	486	445	479	443	480	439	481	433	475	438	477	42
Arizona	496	525	476	514	466	509	452	500	442	490	440	493	444	497	28
Arkansas	482	510	477	510	482	519	471	515	482	523	474	516	478	519	6
California	435	473	426	475	423	481	422	484	415	482	416	484	415	484	47
Colorado	479	515	467	513	466	514	458	508	453	506	453	507	454	509	28
Connecticut	442	471	430	463	440	474	435	473	429	468	430	470	430	474	88
Delaware	439	476	429	470	442	475	435	468	428	464	432	463	429	465	68
District of Columbia ..	---	---	---	---	413	439	407	439	405	435	405	437	405	441	76
Florida	441	474	424	463	426	469	420	467	416	466	416	468	416	466	52
Georgia	397	427	390	426	402	440	402	445	400	444	398	444	399	445	65
Hawaii	414	478	390	464	403	477	406	482	405	478	401	477	401	478	56
Idaho	493	524	486	523	475	512	465	500	463	505	460	503	465	507	18
Illinois	460	510	459	508	466	519	462	520	471	535	473	537	475	541	15
Indiana.....	418	463	406	451	415	459	412	459	408	457	409	459	409	460	61
Iowa	523	568	515	566	519	576	512	572	515	578	512	584	520	583	5
Kansas	503	540	502	542	498	544	495	545	493	546	487	546	494	548	9
Kentucky	470	507	474	509	483	519	477	519	473	520	470	518	476	522	11
Louisiana	456	491	461	494	474	507	473	513	476	518	471	520	481	527	9
Maine	437	471	426	465	434	466	431	466	421	458	422	460	422	463	69
Maryland	436	471	423	461	436	475	434	480	429	475	431	476	431	478	66
Massachusetts	434	469	422	462	436	473	432	473	426	470	428	474	427	476	81
Michigan	451	498	456	508	462	514	458	514	461	519	464	523	469	528	11
Minnesota	506	552	486	539	482	540	474	532	480	543	492	561	489	556	10
Mississippi	477	503	473	502	485	516	472	516	477	520	478	526	481	521	4
Missouri.....	465	500	462	504	476	519	471	518	476	526	475	529	481	532	11
Montana	500	547	485	539	485	541	469	523	464	518	465	523	459	516	24
Nebraska	459	507	489	537	493	549	487	543	481	543	478	540	479	544	10
Nevada	465	497	445	487	445	485	439	487	435	484	434	488	432	488	28
New Hampshire	449	485	439	479	450	485	447	485	440	481	440	483	442	487	78
New Jersey	424	454	414	450	424	465	423	471	417	469	420	471	419	473	76
New Mexico	486	516	474	510	489	527	483	532	474	522	475	521	478	525	11
New York	441	484	427	471	427	471	419	471	413	468	416	466	416	471	74
North Carolina	399	428	391	427	399	436	397	439	400	444	405	450	406	453	60
North Dakota	510	554	494	544	508	556	500	567	502	571	501	567	518	583	6
Ohio	456	499	457	500	460	503	451	497	450	496	450	501	454	505	22
Oklahoma	480	514	485	526	487	521	479	522	476	521	480	527	482	530	9
Oregon	440	468	431	469	444	486	443	484	439	483	439	486	441	492	56
Pennsylvania	430	470	421	459	429	465	423	463	417	459	418	459	418	460	70
Rhode Island	432	469	415	452	432	466	429	466	421	459	421	460	419	464	71
South Carolina	382	412	374	406	395	431	399	439	395	437	394	437	396	442	61
South Dakota	523	561	519	561	531	567	498	543	496	551	490	550	502	558	6
Tennessee	477	511	475	514	486	521	486	523	487	528	484	529	486	531	13
Texas	431	467	415	455	419	458	415	462	411	463	410	466	413	472	45
Utah	516	553	511	548	506	541	499	537	494	537	496	545	500	549	4
Vermont	439	476	427	467	442	474	435	470	424	466	429	468	426	467	68
Virginia	431	463	424	461	435	473	430	472	424	466	425	468	425	469	63
Washington	489	522	472	517	461	502	448	491	433	480	432	484	435	486	52
West Virginia.....	462	502	458	495	462	502	448	491	441	485	440	484	439	485	17
Wisconsin	492	544	477	533	478	536	477	536	481	542	481	548	485	551	10
Wyoming	506	548	478	528	484	534	462	516	466	514	462	516	463	507	13

1/ Based on the number of high school graduates in 1993 as projected by the Western Interstate Commission for Higher Education and the number of 1993 seniors who took the SAT.
---Data not available.

NOTE.--Possible scores on each part of the SAT range from 200 to 800. Rankings of states based on SAT scores alone are invalid because of the varying proportions of students in each state taking the tests.

SOURCE: College Entrance Examination Board, News Release, "College Board Reports SAT Scores Up Again This Year for All Students and Most Ethnic Subgroups." (Copyright @ 1993 by the College Entrance Examination Board. All rights reserved.) (This table was prepared April 1994.)



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The SAT Math Equivalent (SATME)

- Each three SATME point increase equals a 1% increase in correct answers.
- SATME shows that a score of 420 on SAT Math equals zero math skills.

<http://nces.ed.gov/pubs98/linking/index.html>

Education in States and Nations: 1991

(ESN) Indicator 25: Note on mathematics proficiency

Notes on Figure and Tables

Canada

Nine of ten provinces.

England, Scotland

School or student response rate is below the 85 percent standard employed by INES.

Israel

Hebrew-speaking schools.

Italy, Spain

Ninety percent or less of the international target population was sampled.

Portugal, Switzerland

School or student response rate is below the 85 percent standard employed by INES. Ninety percent or less of the international target population was sampled.

Soviet Union

Fourteen of fifteen republics. Russian-speaking schools only.

Spain

All regions except Cataluña. Spanish-speaking schools only.

Switzerland

Fifteen of twenty-six cantons included.

United States

The U.S. sample for the International Assessment of Educational Progress (IAEP) consisted of both public and private schools. Only 13-year-olds were included. The state samples for the National Assessment of Educational Progress (NAEP), on the other hand, consisted of 8th grade classrooms only in public schools. On average, students in the state samples were likely to be older than those in the U.S. sample in the IAEP.

Technical Notes

Description of levels of mathematics proficiency

Level 350: Multi-Step Problem Solving and Algebra

Students at this level can apply a range of reasoning skills to solve multi-step problems. They can solve routine problems involving fractions and percents, recognize properties of basic geometric figures, and work with exponents and square roots. They can solve a variety of two-step problems using variables, identify equivalent algebraic expressions, and solve linear equations and inequalities. They are developing an understanding of functions and coordinate systems.

Level 300: Moderately Complex Procedures and Reasoning

Students at this level are developing an understanding of number systems. They can compute with decimals, simple fractions, and commonly encountered percents. They can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. These students are also able to interpret simple inequalities, evaluate formulas, and solve simple linear equations. They can find averages, make decisions on information drawn from graphs, and use logical reasoning to solve problems. They are developing the skills to operate with signed numbers, exponents, and square roots.

Level 250: Numerical Operations and Beginning Problem Solving

Students at this level have an initial understanding of the four basic operations. They are able to apply whole number addition and subtraction skills to one-step word problems and money situations. In multiplication, they can find the product of a two-digit and a one-digit number. They can also compare information from graphs and charts, and are developing an ability to analyze simple logical relations.

Level 200: Beginning Skills and Understandings

Students at this level have considerable understanding of two-digit numbers. They can add two-digit numbers, but are still developing an ability to regroup in subtraction. They know some basic multiplication and division facts, recognize relations among coins, can read information from charts and graphs, and use simple measurement instruments. They are developing some reasoning skills.

Level 150: Simple Arithmetic Facts

Students at this level know some basic addition and subtraction facts, and most can add two-digit numbers without regrouping. They recognize simple situations in which addition and subtraction apply. They also are developing rudimentary classification skills.

Issues in Linking Different Tests

Indicator 25 uses data drawn from two sources. The data for the countries included in Figure 25 and Table 25a were obtained

from the 1991 International Assessment of Educational Progress (IAEP), which tested 13-year-olds in public and private schools in participating countries. The data for the states included in Figure 25 and Table 25b were obtained from the 1992 National Assessment of Educational Progress (NAEP) Trial State Assessment, which tested eighth graders in public schools. In order to compare the mathematics achievement of the countries, which were tested as part of the IAEP, and the states, which were tested as part of the NAEP, it is necessary to link scores on the two tests.

Several approaches to test linking are available, and the appropriate linking strategy depends on characteristics of the tests involved. Mislevy (1992) describes four main strategies: equating, calibration, projection, and moderation.

- **Equating** entails creating a common scale for two or more tests that are based on the same blueprint (such as two or more tests employing common item specifications). Equating is appropriate when tests share the same underlying conception of achievement, employ similar items, and are equally reliable. When tests have been equated, they can be used interchangeably.
- **Calibration** is a process of linking tests that measure the same dimensions of achievement but differ in reliability. When tests are calibrated, individuals receiving the same scores on the two tests have the same expected achievement, but, since calibrated scores are based on tests that differ in reliability, they cannot be used interchangeably for all purposes. For example, differences in reliability need to be taken into account in using calibrated scores to estimate the population standard deviation.
- **Projection**, which can be used when the assumptions underlying equating or calibration are not met, involves linking scores on tests that measure different dimensions of achievement. To the extent that performance on one test is correlated with performance on a second, the scores on the first test can be used to predict scores on the second, even if the two tests measure relatively distinct competencies. Because the projection method requires an estimate of the correlation between the scores on the two tests involved, the method requires a sample of individuals who have been given both tests. The adequacy of the projection approach to linking tests depends on the strength of the correlation between the tests involved, as well as on the extent to which the sample employed to estimate the prediction equation contains individuals with characteristics similar to those for which the predicted scores will be used. The linking sample needs to provide a good description of the relationship between the two tests involved but does not need to be a strict random sample of the population.
- Finally, **moderation** is a process in which scores from two or more tests that measure different things are aligned so that performance levels that are judged to be of comparable value or worth on the tests are given equal scores. One common moderation strategy involves rescaling scores to produce a common mean and standard deviation on the two tests. This approach rests on the belief that individuals who score at the same distance from the mean on the two tests (as measured in standard deviation units) have achieved similar levels of performance. Fundamentally, moderation is a method of placing tests that measure different constructs on a common metric. Moderation makes it possible to compare scores on two tests, but tests that have been moderated cannot be used interchangeably.

The choice of an appropriate strategy to use in linking the IAEP and the NAEP depends on the degree to which the two tests measure the same constructs in the same ways. Overall, the IAEP and NAEP have a number of similarities and differences. The IAEP curriculum framework was adapted from the framework used for the NAEP, and the two tests contain similar (but not identical) items and were administered using similar procedures. In addition, both tests have been scaled using item response theory (IRT) methods. [\(4\)](#)

At the same time, the two tests also differ in a number of ways, most notably in that the IAEP was explicitly designed to be administered in countries that differ in language, curriculum and instructional practice, while the NAEP was not. In addition, the tests differ in length. In the IAEP mathematics assessment, one common form of the test was administered to all 13-year-olds. The form included 76 items and students were given 60 minutes to complete the assessment (not including time for background questions). In the NAEP mathematics assessment, 26 different test booklets were prepared, each containing a somewhat different number of items, and each sampled student completed one booklet. A typical NAEP booklet included about 60 items, and students were given 45 minutes to complete the assessment (not including time for background questions). Because the IAEP was somewhat longer than the NAEP, the IAEP may provide somewhat more reliable individual-level scores.

Given the similarities and differences among the tests, it would be plausible to consider linking the tests through a process of calibration, projection, or moderation. Because the IAEP and NAEP tests differ in the detailed curriculum frameworks employed as well as in reliability, we chose a form of projection to predict NAEP scores from IAEP scores.

The projected NAEP scores reported for Indicator 25 are based on analyses conducted by Pashley and Phillips (1993) and

Pashley, Lewis, and Yan (1994). In developing their estimates, Pashley and Phillips relied on data collected in a "linking study," in which both the IAEP and NAEP instruments were administered to a sample of 1,609 U. S. students who were in eighth grade or thirteen years old in the spring of 1992. Pashley and Phillips used the linking study data to estimate a linear regression model predicting a student's NAEP score on the basis of his or her IAEP score. (5) (See Table S21, row A, for the estimated coefficients.) (6) They then used the regression equation to develop predicted NAEP scores for the students in the IAEP sample in each participating country. (7) Using the predicted scores, Pashley and Phillips obtained various statistics, including the means and percentile scores for the nations presented in Indicator 25. (Table S22, column A, provides the projected NAEP-scale means Pashley and Phillips obtained for each IAEP country.)

Table S21 Sensitivity of parameters used to link mean IAEP scores for countries to the NAEP scale to data source and method

Additional NAEP			
per IAEP		Projected NAEP score	points
Samples used	Method	at (IAEP = 500)	point
above 500			
A (IAEP cross-linking sample)	Projection	265	0.44
B (IAEP cross-linking sample)	Moderation	263	0.53
C (IAEP and 1990 NAEP Trial State Assessment in public schools)	Moderation	264	0.69
D (IAEP and 1992 NAEP Trial State Assessment in public schools)	Moderation	270	0.72

NOTE and SOURCE: The IAEP scale range is from 0 to 1000; the NAEP scale range is from 0 to 500. Parameters in this table were calculated using information on the means and standard deviation of scores in each sample and, for line A, the correlation of the scores in the cross-linking sample. Pashley and Phillips (1993) used the sample and method of line A. Beaton and Gonzales (1993) used the samples and method of line C.

Table S22 Alternative projections of country mean IAEP scores onto the NAEP scale, by country

Samples and Method	Difference in projections
--------------------	---------------------------

Country	A	B	C	D	(B - A)	(C - A)	(D - A)
Taiwan	285	287	297	303	2	12	6
Korea	283	286	294	301	3	11	7
Switzerland ¹	270	281	288	294	2	9	6
Soviet Union ²	279	281	288	294	2	9	7
Hungary	277	279	285	291	2	8	6
France	273	274	278	284	1	5	6
Emilia Romagna, Italy ³	272	272	276	283	0	4	6
Israel ⁴	272	272	277	283	0	5	6
Canada ⁵	270	270	274	280	0	4	6
Scotland	269	270	272	279	1	3	6
Ireland	269	268	271	277	-1	2	6
Slovenia	266	265	267	273	-1	1	6
Spain ⁶	263	261	262	267	-2	-1	5
United States ⁷	262	260	262	266	-2	0	4
Jordan	246	241	236	240	-5	-10	4

¹Fifteen out of 26 cantons.

²Fourteen out of 15 republics; Russian-speaking schools only.

³Combined school and student participation rate is below .80 but at least .70. Interpret with caution due to possible nonresponse bias.

⁴Hebrew-speaking schools only.

⁵Nine out of 10 provinces.

⁶All regions except Cataluña; Spanish-speaking schools only.

⁷Eighth-graders took the test and not all were 13 years old.

Samples and Method

A. Cross-linking sample and projection method

B. Cross-linking sample and moderation method

C. IAEP and NAEP 1990 public school samples and moderation method

D. IAEP and NAEP 1992 public school samples and moderation method

Difference in projections

(B - A) Moderation versus projection in same (cross-linking) sample

(C - A) Moderation and 1990 NAEP/IAEP samples versus projection and cross-linking sample

(D - A) 1992 NAEP/IAEP versus 1990 NAEP/IAEP both using moderation method

NOTE and SOURCE: Countries are sorted from high to low based on their mean scores using sample and method A -- Cross-linking sample and projection method. Columns B and D are from Pashley, Lewis, and Yan (1994) and Beaton and Gonzales (1993), respectively. Both used student weighted data. Columns A and C are based in part on tabulations produced by the IAEP Processing Centre in June 1992. It appears that these tabulations did not use student weights. For most countries, the use of weights made little difference for estimated country mean IAEP scores. Switzerland is an exception, due to a complex sample design used there. Therefore, an unpublished weighted mean IAEP score of 532.36 was used instead of the published unweighted mean of 538.75 for Switzerland.

The most widely discussed alternative to the projection method used by Pashley and Phillips is a moderation method carried out by Beaton and Gonzalez (1993). Beaton and Gonzalez based their analysis on the 1991 IAEP United States sample and the 1990 NAEP eighth grade winter public school sample. They translated IAEP scores into NAEP scores by aligning the means and standard deviations for the two tests. (8) Using the techniques of linear equating, they estimated conversion constants to transform the U.S. IAEP scores into a distribution having the same mean and standard deviation as the 1990 NAEP scores. (The conversion constants are shown in Table S21, row C.) They then used these conversion constants to transform the IAEP scores for the students in the IAEP samples in each participating country into equivalent NAEP scores. (The moderated country NAEP-scale means produced by Beaton and Gonzalez are shown in Table S22, column C. Full state and nation results for Indicator 25 using the Beaton and Gonzalez method are displayed in Table S23.)

The projection method used to develop Indicator 25 and the moderation method used by Beaton and Gonzalez produce somewhat different results, especially for countries with high average IAEP scores. (See [Table S22](#).) For example, Korea is estimated to have a 1992 NAEP score of 283 using the projection method employed in Indicator 25 (see column A), while it has an estimated 1990 NAEP score of 294 using the Beaton and Gonzalez method (see column C).

The observed differences in transformed scores can be attributed in part to differences in the data sets on which Pashley and Phillips and Beaton and Gonzalez rely in developing their estimates. The students in the "linking study" sample used by Pashley and Phillips included both 13-year-olds and eighth graders in public and private schools. Beaton and Gonzalez used two samples to develop their estimates: the regular 1991 U.S. IAEP sample, and the regular winter eighth-grade 1990 NAEP administration. The 1991 United States IAEP sample on which they relied included 13-year-olds (but not other eighth graders) in public and private schools, while the 1990 NAEP sample included eighth graders (but not other 13-year-olds) in public schools only. (9) Perhaps as a result of these differences, the estimation samples have somewhat different distributions. Both estimation methods are particularly sensitive to the ratio of the standard deviations for the NAEP and IAEP. (10) In the linking sample used to develop the projection estimates, the ratio of the NAEP and IAEP standard deviations was about 0.53, while, for the samples used by Beaton and Gonzalez, the ratio of standard deviations was about 0.69. This difference in standard deviations generates predicted NAEP scores based on the projection method that are less distant from the mean than are the equivalent scores based on the Beaton and Gonzalez method.

To examine the sensitivity of the results to the samples used, we applied the Beaton and Gonzalez method to the data in the "linking sample" used by Pashley and Phillips. (11) The conversion coefficient estimates are shown in Table S21, row B, and the estimated country NAEP means are shown in Table S22, column B. (12) The estimated country means are much closer to the projection results obtained by Pashley and Phillips (column A) than are the Beaton and Gonzalez results obtained using the

regular IAEP and 1990 winter public eighth grade samples. For example, the difference in the projection and moderation estimates for Korea drops from 11 to 3 points.

To explore this issue further, we applied the moderation method using one additional NAEP data set: the 1992 public eighth grade sample. (This sample corresponds to the sample used in the 1992 Trial State Assessment on which the state results in Indicator 25 are based.) The conversion coefficients are displayed in Table S21 (row D); and the moderated NAEP-scale country means are displayed in Table S22 (column D). This sample produces country results more extreme than do any of the other samples we tried.

These experiments clearly indicate that different samples produce different results. But the experiments do not indicate which sample is "best". One advantage of the linking sample used by Pashley and Phillips is that the same students took both the IAEP and the NAEP. Hence, the estimated conversion coefficients are not biased by possible differences between the IAEP and NAEP samples. But the fact that the IAEP standard deviation in the linking sample is substantially higher than the standard deviation in the regular U.S. administration of the IAEP, while the NAEP standard deviation in the linking sample is similar to the regular NAEP standard deviation, may at least in part counterbalance the other apparent advantages of the linking sample.

In addition to the effects of the sample on coefficient estimates, several conceptual issues should be considered in evaluating linking methods. We briefly review three of these issues below: the age or grade-level interpretation placed predicted test scores; the effects on coefficient estimates of unreliability in the measures; and potential country-level contextual effects.

First, different linking approaches may produce results that differ in the age or grade-level for which the predicted scores are intended to apply. For example, since the data used by Pashley and Phillips to derive their coefficient estimates involved a sample of students who completed both the IAEP and the NAEP, the predicted NAEP scores based on their coefficients should be viewed as the NAEP scores that would be obtained by students of the same age or grade as the students whose IAEP scores are used as predictors. Since the regular country administration of the IAEP involved sampling 13-year-olds, the predicted NAEP scores using the Pashley and Phillips method should be viewed as predicted NAEP scores for 13-year-old students. The predicted NAEP scores obtained by Beaton and Gonzalez, on the other hand, should be interpreted as the scores 13-year-olds who took the IAEP would receive if they completed the NAEP in eighth grade. (13) Since average NAEP scores for eighth-graders are generally somewhat higher than average scores for 13-year-olds, the approach to sample specification used by Beaton and Gonzales is likely to produce somewhat higher scores than the approach used by Pashley and Phillips.

Linking methods may also differ in their sensitivity to unreliability in the predictor variable (in this case, the IAEP). In general, regression estimates of the effects of variables measured with error will be biased toward zero. Hence, projection coefficients estimated using unreliable measures are likely to be attenuated. (14) The effects of unreliability on conversion coefficients obtained using moderation methods are more difficult to determine. In the special case in which the predictor and outcome variables are measured with the same reliability, the moderation coefficients should be roughly unbiased. (15)

Finally, linking methods that are based on data from a single country may not properly reflect country-level contextual effects. Suppose, for example, that individual NAEP and IAEP scores were obtained for a sample of students in each of n countries. (16) Both the projection and moderation methods rest on an assumption that the relationship between IAEP and NAEP scores (pooling students across countries) can be expressed as a simple linear model of the form:

$$\text{estimated NAEP score} = \text{constant} + \text{slope} * \text{IAEP score}$$

It is possible, however, that country-context effects exist. One simple specification might involve the addition of country dummies to the simple linear model above. If the country dummies differ significantly from zero, the within-country regression of NAEP scores on IAEP scores will not properly produce between-country relationships. Contextual effects of this sort might arise, for example, if the standardized test style used in the IAEP and NAEP is quite common in some countries, but rarely used in others. Unfortunately, without linked IAEP and NAEP data for a sample of countries, the possibility of contextual effects cannot be ruled out.

This brief discussion clearly indicates that different methods of linking the IAEP and NAEP can produce different results, and further study is necessary to determine which method is best. For this reason, Indicator 25 is labeled "experimental."

For more information on cross-linking and on the specific approaches used in developing Indicator 25, see Peter J. Pashley and Gary W. Phillips, *Toward World-Class Standards: A Research Study Linking International and National Assessments* (Princeton, NJ: Educational Testing Service, June, 1993); Peter J. Pashley, Charles Lewis and Duanli Yan, "Statistical Linking Procedures for Deriving Point Estimates and Associated Standard Errors," paper presented at the National Council on Measurement in Education (Princeton, NJ: Educational Testing Service, April, 1994); Albert E. Beaton and Eugenio J. Gonzalez, "Comparing the NAEP Trial State Assessment Results with the IAEP International Results," *Setting Performance Standards for Student Achievement: Background Studies* (Stanford, CA: National Academy of Education, 1993); Robert J. Mislevy, Albert E. Beaton, Bruce Kaplan, and Kathleen M. Sheehan, "Estimating Population Characteristics from Sparse Matrix Samples of Item Responses," *Journal of Educational Measurement*, Summer, 1992, vol 29, no 2, pp 133-161; and Robert J. Mislevy, *Linking Educational Assessments: Concepts, Issues, Methods, and Prospects* (Princeton, NJ: Educational Testing Service, December, 1992).

Table S23 Mathematics proficiency scores for 13-year-olds in countries and public school 8th-grade students in states, calculated using the equi-percentile linking method, according to Beaton and Gonzales, by country (1991) and state (1990)

			Percent of population in each proficiency score range				
COUNTRY/State	Mean	SE	<200	200-250	250-300	300-350	>350
TAIWAN 12.9	296.7	1.5	3.2	13.4	33.9		36.6
KOREA 6.7	294.1	1.3	1.9	10.3	41.8		39.3
SOVIET UNION 1.7	287.6	1.5	0.8	10.4	53.1		34.0
SWITZERLAND 0.9	287.5	1.9	0.2	8.8	57.9		32.2
HUNGARY 2.7	284.8	1.4	1.4	13.5	52.6		29.9
North Dakota 1.3	281.1	1.2	0.8	13.2	60.0		24.8
Montana 0.8	280.5	0.9	0.5	14.3	59.5		24.9
FRANCE 1.0	278.1	1.3	1.4	16.8	57.5		23.4
Iowa 0.7	278.0	1.1	0.6	18.3	57.0		23.3

ISRAEL 0.6	276.8	1.3	1.5	15.6	61.6	20.7
ITALY 0.5	276.3	1.4	1.6	18.1	57.7	22.0
Nebraska 0.9	275.7	1.0	2.0	18.6	56.2	22.4
Minnesota 1.1	275.4	0.9	1.6	19.2	57.0	21.2
Wisconsin 0.7	274.5	1.3	1.5	20.8	55.4	21.6
CANADA 0.7	274.0	1.0	1.4	17.6	63.7	16.7
New Hampshire 0.5	273.2	0.9	1.4	21.2	58.1	18.9
SCOTLAND 0.4	272.4	1.5	1.6	20.6	59.7	17.7
Wyoming 0.2	272.2	0.7	1.1	20.9	60.3	17.4
Idaho 0.2	271.5	0.8	1.2	22.1	59.7	16.8
IRELAND 0.8	271.4	1.4	3.1	21.0	57.1	18.0
Oregon 0.6	271.4	1.0	2.2	23.8	54.2	19.2
Connecticut 0.7	269.9	1.0	3.2	25.3	50.7	20.1
New Jersey 0.8	269.7	1.1	2.4	26.9	50.2	19.7
Colorado (NAEP) 0.4	267.4	0.9	2.8	26.5	54.7	15.7
SLOVENIA 0.4	267.3	1.3	1.6	25.7	60.2	12.2
Indiana 0.5	267.3	1.2	2	28.2	53.9	15.4
Pennsylvania 0.5	266.4	1.6	3.2	27.5	53.0	15.8
Michigan 0.6	264.4	1.2	3.1	30.1	51.7	14.5
Virginia 1.3	264.3	1.5	3.3	32.8	47.3	15.4

Colorado (IAEP) 0.4	264.2	0.7	3.1	28.8	55.4	12.4
Ohio 0.3	264.0	1.0	3.1	30.5	52.4	13.8
Oklahoma 0.2	263.2	1.3	2.8	30.8	53.8	12.5
SPAIN 0.0	261.9	1.3	2.1	29.0	62.0	6.9
UNITED STATES(IAEP) 0.9	261.8	2.0	5.0	30.6	52.0	11.5
United States (NAEP) 0.5	261.8	1.4	5.0	31.5	49.0	14.0
New York 0.8	260.8	1.4	5.9	31.4	48.0	13.9
Maryland 0.6	260.8	1.4	5.7	33.1	45.3	15.3
Delaware 0.6	260.7	0.9	4.6	34.2	47.6	13.0
Illinois 0.5	260.6	1.7	5.7	31.4	49.1	13.4
Rhode Island 0.3	260.0	0.6	5.0	34.0	47.3	13.5
Arizona 0.4	259.6	1.3	4.5	33.8	49.7	11.7
Georgia 0.6	258.9	1.3	5.3	35.2	46.5	12.5
Texas 0.4	258.2	1.4	4.8	36.4	46.7	11.7
Kentucky 0.2	257.1	1.2	3.9	38.2	47.9	9.8
New Mexico 0.3	256.4	0.7	4.3	38.2	47.7	9.6
California 0.4	256.3	1.3	6.9	35.9	45.2	11.5
Arkansas 0.1	256.2	0.9	4.6	37.3	49.4	8.6
West Virginia 0.2	255.9	1.0	4.3	38.7	48.4	8.5
Florida 0.2	255.3	1.3	6.6	37.7	44.3	11.2

Alabama 0.3	252.9	1.1	6.2	40.5	44.8	8.3
Hawaii 0.5	251.0	0.8	9.9	39.2	39.8	10.6
North Carolina 0.0	250.4	1.1	7.9	41.2	42.6	8.1
Louisiana 0.2	246.4	1.2	8.2	46.1	40.6	4.9
JORDAN 0.0	236.1	1.9	16.0	48.3	32.6	3.1
District of Columbia 0.3	231.4	0.9	16.7	56.9	23.6	2.5

NOTE: Countries and states are sorted from high to low based on their mean proficiency scores. Colorado participated in both the NAEP Trial State Assessment and, separately, in the International Assessment of Educational Progress.

SOURCE: Albert E. Beaton and Eugenio J. Gonzalez, "Comparing the NAEP Trial State Assessment Results with the IAEP International Results," in *Setting Performance Standards for Student Achievement: Background Studies* (Stanford, CA: National Academy of Education, 1993).

Footnotes

(4) For the NAEP and the IAEP IRT scales, conventional individual scale scores are not generated. Instead, the scaling process generates a set of five "plausible values" for each student. The five plausible values reported for each student can be viewed as draws from a distribution of potential scale scores consistent with the student's observed responses on the test and the student's measured background characteristics. In other words, the plausible values are constructed to have a mean and variance consistent with the underlying true population values. In this sense, the plausible values correct for unreliability. See Mislevy, Beaton, Kaplan, and Sheehan, 1992 [... return to section](#)

(5) The actual procedure used by Pashley and Phillips was somewhat more complex than the method described in the text. Five regressions were estimated, one for each pair of IAEP and NAEP plausible values (see the previous footnote). Given the sample sizes involved, the regression parameters produced by the five regressions differ only marginally. [... return to section](#)

(6) The regression parameters shown in the table are based on an approximate analysis using the reported correlation between the IAEP and the NAEP total mathematics score ($r = .825$), as well as the mean and the standard deviation of the IAEP and the NAEP in the linking sample, averaging across the five sets of plausible values. The results obtained by averaging in this way differ only slightly from the method used by Pashley and Phillips, based on separate regressions for each of the five plausible-value pairs. See the previous two footnotes. [... return to section](#)

(7) In the method as implemented by Pashley and Phillips, the five regression equations were each used to obtain predicted NAEP scores at the individual level; and the results were averaged to produce country means. The results are very similar to those that are obtained using the somewhat simpler method discussed in the text. [... return to section](#)

(8) Like Pashley and Phillips, Beaton and Gonzalez carried out their procedure separately for each of the five sets of plausible values; and they then averaged the results obtained for each set. The results differ only slightly when their procedure is carried out once using published estimates of means and standard deviations. . . . [... return to section](#)

(9) The 1990 NAEP mathematics results were rescaled in 1992, producing slightly different scale scores. Beaton and Gonzalez used the 1992 rescaling. . . . [... return to section](#)

(10) The simple regression coefficient required for the projection method can be expressed as rsy/sx , where r is the correlation between the IAEP and the NAEP, sy is the standard deviation of the NAEP, and sx is the standard deviation of the IAEP. The conversion coefficient required for the moderation method is simply sy/sx [... return to section](#)

(11) Given the data required, it is possible to develop moderation estimates similar to those developed by Beaton and Gonzalez for several different samples. But because the Pashley and Phillips projection method requires paired IAEP and NAEP data, the linking sample is the only data set in which it currently can be applied. . . . [... return to section](#)

(12) As discussed in footnotes 4-7 above, Beaton and Gonzalez based their estimates on the full set of individual-level plausible values for each country. We developed the estimates in Tables S21 and S22 based only on the reported country means and standard deviations based on the plausible values. These results differ only slightly from those that would be obtained using the full set of plausible values. . . . [... return to section](#)

(13) The interpretation of the predicted NAEP scores based on the moderation method is complicated by the fact that the IAEP sample used to develop the conversion constants included students in both public and private schools, while the NAEP sample included only public school students. Since the NAEP results for the full sample of eighth graders including both public and private students differ only modestly from the results for the sample including only public students, this problem probably accounts for relatively little of the difference in predicted outcomes for the projection and moderation approaches. . . . [... return to section](#)

(14) The plausible values generated for the IAEP and NAEP are designed to reflect the true population mean and variance; but correlations among plausible values are attenuated due to unreliability. . . . [... return to section](#)

(15) Since the IAEP and NAEP plausible values are designed to produce unbiased estimates of population variance, moderation methods that make use of the plausible values should not be sensitive to measurement error. . . . [... return to section](#)

(16) To obtain valid NAEP scores in countries outside the United States, language and other issues would of course need to be taken into account. . . . [... return to section](#)

-###-



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Lawyers

"The first thing we do," said the character in Shakespeare's Henry VI, is "kill all the lawyers"

- "the legal profession is by far the [most corrupt industry](#) in America"
- Lawyers are directly responsible for almost doubling our cost of [health care](#) and the world's biggest [prison](#) population.
- We have 70 times as many lawyers than Japan, but Japan has 4 times as many [scientists](#) and engineers.
- Each additional lawyer reduces GDP by [\\$250,000](#) and costs each working American \$150 per week.
- Why are lawyers always "[liberals](#)"?
- Lawyers, judges, and [cognitive dissonance](#).
- Become a [Constitutional Guardian](#).
- Lawyers routinely [*violate*](#) the state and US Constitutions by holding elective offices.
- Our [arrogant](#) lawyers.

Lawyers are the biggest special interest threat!

Elected lawyers must resign from the bar or from office!

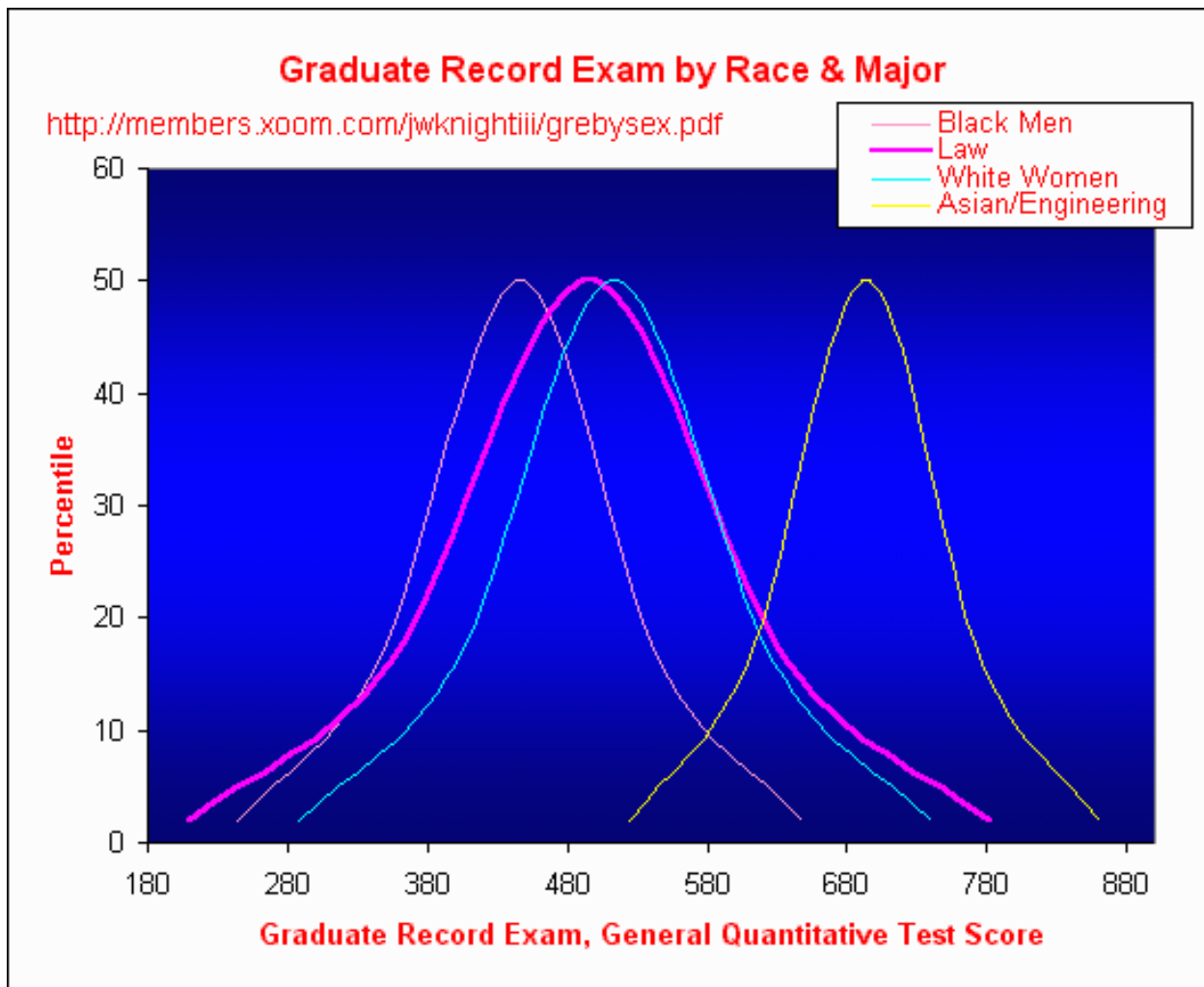
They are prohibited from serving in public office outside the court (judiciary) by an uncontested law. Refusal to prosecute violations of this law hinders all health, education, crime, divorce, abuse, financial, transportation, election, immigration, ethics, environment-etc. reforms. Art. II, Sec. 3, Fla/Constitution (Non-Lawyer Jas. Madison's Separation of Powers Principle, as found in all our Constitutions) reads: "No person belonging to one branch shall exercise any powers appertaining to either of the other branches unless expressly provided herein..." that lawyers 'belong' to the judiciary branch was confirmed by the Fla. Bar's merger with the Fla. Supreme Court: 40So.2dp.902/ 1949; <http://www.constitutionalguardian.com>

The first thing Americans must understand is that, by design, lawyers are STUPID people. They score lower on the Graduate Record Exam than most of all other majors, scoring slightly higher than average score for blacks and slightly lower than the average score for women, but more than 200 points lower than Asian engineering majors. Could this be why Shakespeare suggested that we shoot all the lawyers first?

It's notable that our Christian Founding Fathers were farmers, engineers, businessmen--anything but lawyers--and that those few non-lawyers managed to structure a US Constitution which the world understood implicitly, and which worked expertly for almost two centuries. On the contrary, 900,000 lawyers today can't even en masse comprehend what our brilliant Forefathers wrote, write a single intelligible page, nor can they even agree amongst themselves what "make no law", "shall not be infringed", nor "free exercise OF religion" mean.

What else could explain this other than their extremely poor quantitative skills?

Many lawyers are divorced, are paying "child support" and alimony to ex-wives (or two or three ex-wives) which makes their ability to understand the Holy Bible or draft a simple agreement, much less understand human nature, highly suspect.



In the Michigan study, for example, researchers found, with only one exception, no statistically significant correlation for any student between undergraduate grades and scores on the Law School Admissions Test and future income or public service. The exception is the inverse correlation between test scores and public service-- the higher a student's LSAT score, the less likely he or she is to engage in significant public service. These findings suggest that law schools and other educational institutions should re-examine their admissions processes for all students.

ok. What does this mean? The smarter a citizen is, the less likely they are to enter public service? Or the LSAT score doesn't measure critical thinking skills? Or both? How can it be that lawyers are selected from the lowest strata of quantitative thinking? What happens to a culture which permits the least qualified citizens to become its lawyers, judges, bureaucrats, and politicians?



Lawyers are such unproductive people that **Stephen P. Magee estimates that "Each additional lawyer reduces US GDP by \$250,000"**

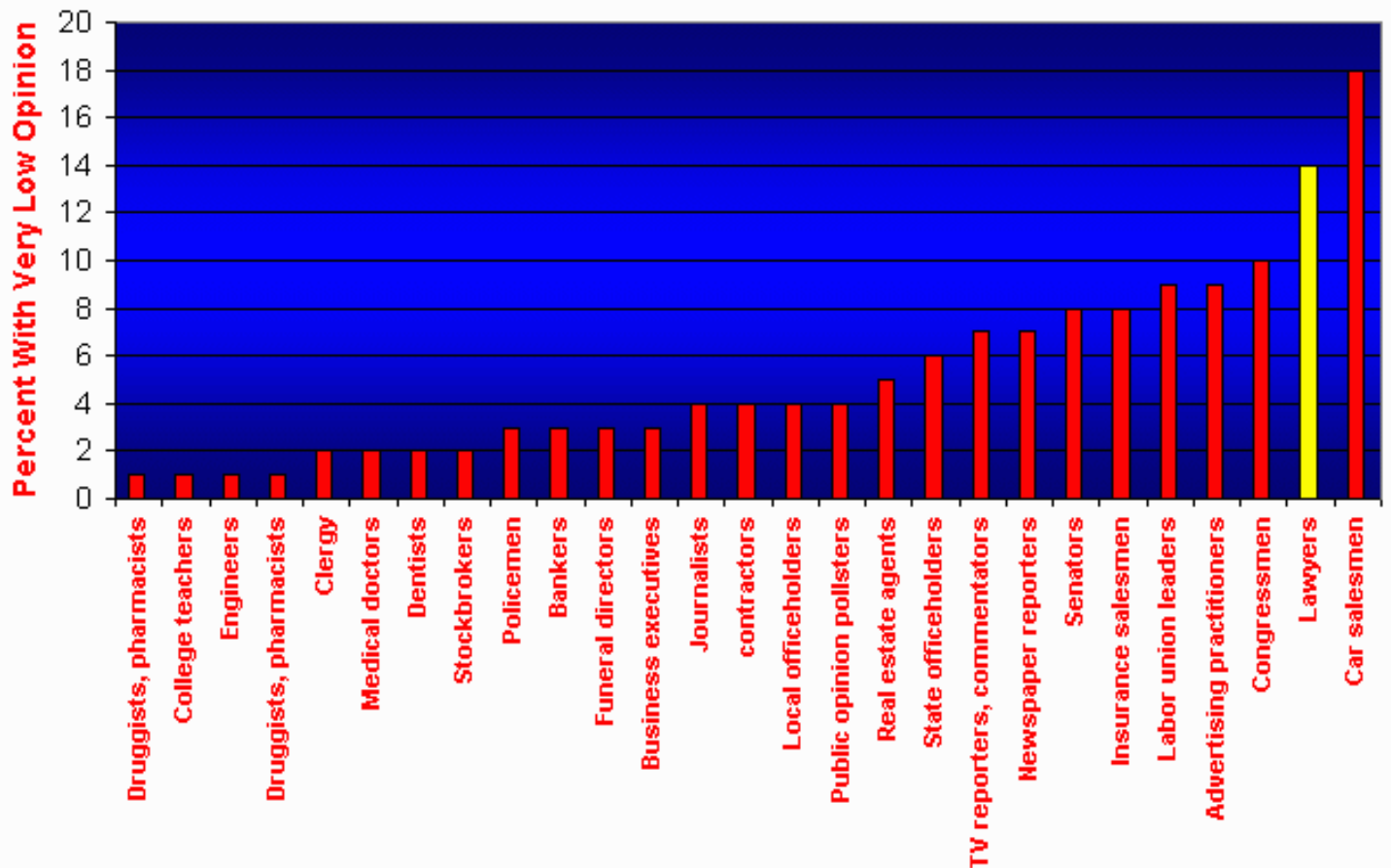
<http://www.bus.utexas.edu/~magees/>

- "Stephen Magee, professor of finance at the University of Texas at Austin, estimates that the excess supply of lawyers in the U.S. reduces economic output by \$300 to \$660 billion. From "Improving the American Legal System: The Economic Benefits of Tort Reform" at <http://www.house.gov/jec/tort/tort/tort.htm>
- Related quotations about [lawyers](#).
- What do we call 10,000 lawyers at the bottom of the ocean? A good start!
- 70% of all the lawyers in the world are in the US, 35% of all the prison [inmates](#) of the world are in the US, yet only 5% of the world's population is in the US.
- 44% of the jews in the world are in the US, more than are in Israel.

Could this be why the [Gallup Poll](#) found, when asking who people had a "very low opinion" of, that the only group which scored higher than lawyers was car salesmen?

Gallup Poll--Car Salesmen Slightly Less Popular than Lawyers

<http://www.gallup.com/poll/releases/pr970103.asp>



Click [here](#) to see the entire pdf file which shows that lawyers GRE Quantitative score of 496 is just slightly higher than social workers and home economics majors. If it's assumed that jews are only 30% of law school students, a conservative estimate, and if it's assumed that the GRE scores of other races who become lawyers are equivalent to the median scores for each race, then the only way that GRE scores for lawyers could be 496 is if [jewish](#) men have a GRE score of 360 and jewish women of 290.

# lawyers	White	jew	Black	Hispanic	Indian	Asian	Other	Total
Male	353,506	176,753	14,061	12,330	1,029	6,744	2,617	567,040
Female	107,369	53,685	11,006	6,282	473	3,976	1,508	184,299
% lawyers								751,339
Male	47.1%	23.5%	1.9%	1.6%	0.1%	0.9%	0.3%	
Female	14.3%	7.1%	1.5%	0.8%	0.1%	0.5%	0.2%	
GRE Quan								
Male	589	360	450	542	530	643	588	
Female	516	290	408	468	461	575	512	
Composite								

Male	277	85	8	9	1	6	2	388
Female	74	21	6	4	0	3	1	109
Composite average								496

	N	QUANTITATIVE SCORE								Mean	S.D.
		200-290	300-390	400-490	500-590	600-690	700-790	800			
OTHER FIELDS	50,060	--	--	--	--	--	--	--	--	--	
Architecture & Environ. Design	7,233	0.4	4.8	16	28.7	32.5	17.1	0.5	586	109	
Architecture	4,483	0.2	3.7	14.1	28.4	34.4	18.7	0.4	595	105	
City & Reg Plan	1,370	1.1	6.4	19.9	28.1	29.4	14.5	0.7	571	115	
Environ Design	81	0	8.5	17.1	31.7	25.6	17.1	0	571	113	
Interior Design	133	2.2	15.7	29.1	28.4	16.4	8.2	0	512	118	
Land Architect	418	0.2	6.4	19	31.4	29.5	13.3	0	567	108	
Urban Design	264	0.8	4.2	17	29.8	31.7	15.8	0.8	584	109	
Arch&Envr-Oth	484	0.4	6.6	15.5	30.1	31.5	15.5	0.4	579	111	
Communications	14,072	3.7	17.4	27.5	26.9	17.5	6.9	0.1	504	122	
Advertising	853	2.3	16.4	24.7	28.7	20.2	7.5	0.1	518	121	
Commun Resch	386	0.8	13.6	24.7	27	23.7	9.5	0.8	537	121	
Jour&Mass Com	4,217	3.9	15.3	25.1	27.6	19.7	8.3	0.1	515	125	
Pub Relations	1,409	4.3	22.1	31.8	26.1	11.5	4.1	0	476	113	
Radio,TV & Film	3,009	3.7	15.4	24.4	27.5	19.5	9.1	0.3	517	127	
Speech Commun	1,775	5.2	21.6	33.3	24.8	11.6	3.3	0	472	112	
Commun --- Oth	2,423	2.9	18.4	30.2	26	17.1	5.4	0	499	117	
Home Economics	1,492	5.6	23.5	32.5	24.4	11.1	2.9	0	467	111	
Consumer Econ	53	3.7	16.7	16.7	40.7	20.4	1.9	0	511	105	
Fam Counsel	745	5.6	21.8	33.1	25.8	10.2	3.5	0	469	110	
Fam Relations	295	7.7	25.3	27.3	23.9	13.1	2.7	0	463	116	
Home Ec-- Oth	399	4.3	26.3	37.5	19.8	10	2.3	0	460	109	
Library & Archival Sciences	2,849	3.4	16.6	30	25.8	17.5	6.5	0.2	502	119	
Library Sci	2,705	3.4	16.9	30	25.7	17.3	6.6	0.2	502	120	
Arch Science	144	4.1	11	31.7	28.3	20	4.8	0	508	115	
Public Administration	2,717	4.2	22.6	29.3	23.5	15.2	5.2	0.1	484	121	
Public Admin	2,717	4.2	22.6	29.3	23.5	15.2	5.2	0.1	484	121	
Religion & Theology	1,740	2.4	12.5	23.7	25.2	23.4	12.4	0.5	538	128	
Religion	497	2.4	10.8	25.1	25.3	24.5	11.8	0	538	125	
Theology	682	2.4	14.1	24.7	23.6	22.8	11.9	0.4	533	128	
Ordained Minist	561	2.3	12.1	21.1	27	23.1	13.3	1.1	543	131	
Social Work	12,247	6.9	26.8	31.8	22.3	10.2	2.1	0	454	112	
Social Work	12,247	6.9	26.8	31.8	22.3	10.2	2.1	0	454	112	
Other Fields	7,710	--	--	--	--	--	--	--	--	--	
Interdis Prog	1,058	1	7.7	17.8	28	27	17.4	1.1	575	122	
Law	622	8.7	19.9	22.5	19.5	19.3	10	0.2	496	143	
Depts Not List	6,030	2.1	12.7	26.3	29.3	21.2	8	0.3	525	118	



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Graduate Record Exam

Table A.2

*GRE General Test Score Information by Ethnic Group and Sex: 1996-97
(U.S. Citizens Only)*

Group ¹	Examinees		GRE General Test Score Information					
			Verbal		Quantitative		Analytical	
	Number	Percent ²	Mean	SD	Mean	SD	Mean	SD
American Indian	1,586	1	456	99	479	118	506	124
Men	588	<1	466	101	511	123	502	126
Women	998	<1	451	97	459	110	508	124
Asian/Pacific	13,115	5	487	117	598	124	557	127
Men	5,097	2	490	121	638	117	566	131
Women	8,018	3	484	114	572	121	552	124
Black/African	22,923	8	391	90	416	112	423	111
Men	6,410	2	399	93	446	125	429	118
Women	16,513	6	388	88	404	104	421	109
Mexican American	5,755	2	435	97	475	123	483	122
Men	2,120	1	449	101	517	131	495	126
Women	3,635	1	427	94	451	112	476	118
Puerto Rican	2,837	1	410	100	471	121	459	121
Men	1,148	<1	414	100	504	128	462	125
Women	1,689	1	408	99	448	111	457	118
Other Hispanic	5,539	2	455	104	495	125	499	128
Men	1,923	1	472	108	543	127	514	131
Women	3,616	1	445	101	469	116	490	126
White	215,423	79	495	103	540	121	564	120
Men	76,441	28	512	105	586	121	578	122
Women	138,982	51	485	101	514	113	556	118
Other	7,118	3	510	118	541	131	555	132
Men	3,119	1	527	118	583	129	572	133
Women	3,999	2	497	116	509	123	541	130
Total	274,296	100	483	108	529	127	547	127
Men	96,846	35	500	110	576	128	563	130
Women	177,450	65	473	105	503	118	539	125

Note: A total of 277,523 U.S. citizens took the GRE General Test in 1996-97 and 99 percent responded to questions in this table.

¹Ethnic groups are defined as follows: American Indian—American Indian, Inuit, or Aleut; Asian/Pacific American—Asian or Pacific American; Black/African American—Black or African American; Mexican American—Mexican American or Chicano; Puerto Rican—same; Other Hispanic—Other Hispanic or Latin American; White—same; Other—same.

²Percentages in this table are based on the column total and are rounded to the nearest integer.

*Ethnic groups are defined as follows: American Indian—American Indian, Inuit, or Aleut; Asian/Pacific American—Asian or Pacific American; Black/African American—Black or African American; Mexican American—Mexican American or Chicano; Puerto Rican—same; Other Hispanic—Other Hispanic or Latin American; White—same; Other—same.

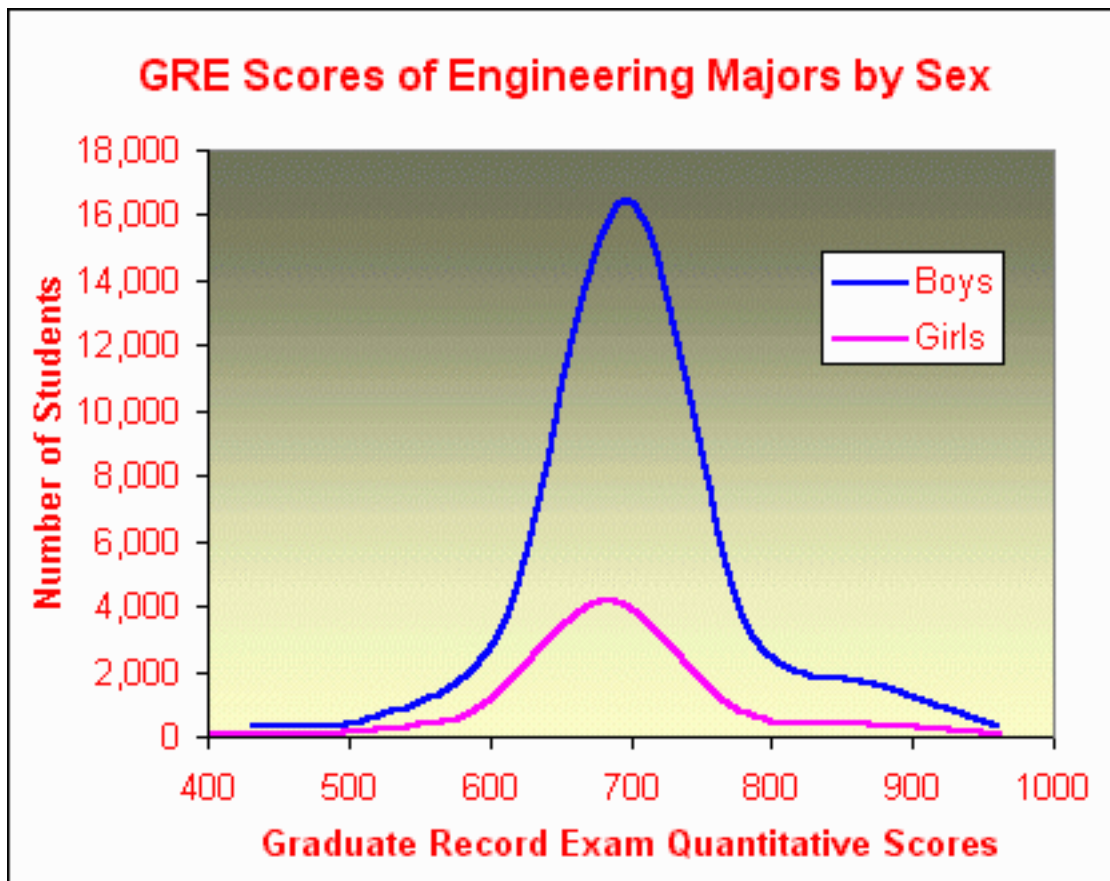
*Percentages in this table are based on the column total and are rounded to the nearest integer.

Quantitative scores for engineering majors

32,810 men and 8,385 women who planned to or who did major in engineering took the GRE test in 1997, and they scored 697 and 683 respectively in the quantitative portion of the test. The men who took this test represented .57% of the 5,768,000 men in college, and the women who took it represented 0.09% of the 9,330,000 women in college. In order to make a fair comparison between the sexes, we would need to compare sample sizes which are proportional to college enrollment by sex, because the 5.7x larger sample size of men skews the results. Comparing the top 0.1% of men, or 5,768 men, to the top 0.1% of women, or 9,330 women, is the only fair way to compare their scores.

The standard deviation for men was 88 points, which means that 16% of the men, or 5,250 of them, scored higher than 785, so the median score of the top 0.1% of men would have exceeded 800 had this not been the upper limit of the GRE test scores.

Conversely, the standard deviation for women was 93, which means that 16% of the women, or 1,342 of them, scored lower than 590. Increasing the sample size for women by 11% would require the inclusion of 945 women who scored significantly lower than 590, which would reduce the median score of this sample to something less than 650. So where the gap between the median scores of men and women on the quantitative portion of the GRE appears to be only 14 points, the real gap between representative sample sizes is greater than 150 points.



Percent	1	2	10	50	10	5	1	Total Number
Number Girls	84	168	839	4,193	839	419	84	8,385
Number Boys	328	656	3,281	16,405	3,281	1,641	328	32,810
GRE Quantitative Score								Std Dev
Girls	404	497	590	683	776	869	962	93
Boys	433	521	609	697	785	873	961	88

- See also <ftp://etsis1.ets.org/pub/gre/250365.pdf>
- Comments: manifesto@netzero.net



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Our "Ally" Israel?

"One million Arabs are not worth a Jewish fingernail"

Rabbi Yaacov Perrin (NY Daily News, Feb. 28, 1994, p.6)

Gould's most inflammatory allegation consists of blaming IQ testers for magnifying the toll of those lost in the Holocaust (p. 263). Here he has followed the lead of Leon Kamin's (1974) *The Science and Politics of IQ*. The Kamin-Gould thesis is that early IQ testers claimed their research proved that Jews as a group scored low on their tests and that this finding was then conveniently used to support passage of the restrictive Immigration Act of 1924 which then denied entry to hapless Jewish refugees in the 1930s. Gould goes so far as to claim (1996, pp. 195-198; 255-258) that Henry H. Goddard (in 1917) and Carl C. Brigham (in 1923) labeled four-fifths of Jewish immigrants as "feeble-minded ... morons".

- "Israel" costs US \$1.6 TRILLION!
- Opinions about the jew:
 - Two thirds of Americans blame 911 on the jew.
 - Three quarters blame 911 on NWO/White House.
- What is a jew:
 - The source of all evil: The Talmud.
 - Most jews are Ashkenazi jews.
 - American jews condemn 'jews' in Israel.
 - Israel costs US \$10 billion per YEAR which now totals \$1.6 trillion.

- The legacy of Buford [Furrow](#).
- The "[black jews](#)" in Israel.
- TIMSS confirms that jews are "[feeble minded ... morons](#)".
- Ashkenazi jew describes zionist discrimination against [Sephardic jews](#).
- While condemning Trent [Lott](#) for "racism", the Knessett tests [DNA](#) of immigrants to make sure they're jewish enough.
- "Never again!"
 - Remember the [USS Liberty](#)!
 - Remember the [Lavon Affair](#)!
 - Remember [Durban](#)!
 - Remember [911](#)!
 - Remember "Raped by [jews](#)"!
- How jews spy on you:
 - All our Personal Computers tapped by [Cydoor](#).
 - All our most secret telephone calls are tapped by [Comverse](#).
 - All our bank accounts are tapped by [Promis](#).
 - Congress is misled by [CALEA](#).
 - Boeing aircraft sabotaged by [Home Run](#), ram into the [WTC](#) and Pentagon.
 - American Airline pilot describes his [persecution](#) by the [ADL](#).
 - 200 [Mossad](#) agents in American prisons for spying on their "ally".
- Treachery of jews--"One million Arabs are not worth a [Jewish](#) fingernail":
 - Dershowitz and Emmerson advocate [torture](#).
 - Rabbi advocates [assassinations](#).
 - Nathan [Lewis](#) ("top jew lawyer") advocates killing families

of Palestinian fighters.

- Perlmutter [advocates](#) Israel's use of nuclear weapons.
- Ehud Barak advocates killing of [Syrians](#).
- Ariel Sharon advocates assassination of [parents](#) "to prevent suicide bombing".
- 85% of jews in Israel advocate [mass invasion](#).
- Mass murderer [Baruch Goldstein](#)'s gravesite honored by jews.
- Snuff jews [exposed](#).
- Execution by jews caught on [webcam](#).
- Ariel [Sharon](#) indicted as war criminal.
- David Duke on the Israeli [terrorism](#) that caused 9-11.
- UN condemned our "ally" Israel as an [apartheid](#) state JUST THREE DAYS before [9-11](#).
- Infamous jewish [massacres](#).
- The [LIAR](#) of Anne Frank.
- Why won't we condemn the killing in [Palestine](#)?
- Israel violates [68 UN Resolutions](#).
- Israel is why [Arabs](#) hate Americans.
- The one-sided jewish "[ethic](#)".
- "Friendship" With Only One "[Friend](#)".
- Israel has never repaid a US "[loan](#)".
- Charley Reese of Orlando Sentinel reports [truth](#) about jewish treachery.
- Richard Butler on Israel's infinite [hypocrisy](#).
- Solution:
 - Become a [jew traitor](#).
 - Ban the [jews](#).

Israel's much-criticised practice of assassinating Palestinian activists has the full backing of Jewish religious law, according to a statement Thursday from Israeli Chief Rabbi Israel Meir Lau. Quoting ancient sages and Biblical passages, Lau explains that Israel is now fighting a "war of commandment" mandated by God. He said that those engaged in the war are exempt from other commandments. Lau refers to an often-quoted Jewish precept, "He who comes to kill you, rise up and kill him first."

The Jordan Times [Jordan], 27 July 2001 click [here](#) for article



That S.itty Little Country

French Ambassador Daniel [Bernard](#) had the courage to call Israel "that s.itty little country", and not even Conrad Black's attempt to smear his reputation in the world wide press was enough to make him "apologize" for speaking his mind at a "private" dinner party. Hear, hear.

Did even one American "journalist" have the courage to back him up? No, instead, they all marched in lockstep (or is that goose step?) as if though this was a slur on their religious beliefs.

Is it? Absolutely not. This is the same media which participated in the most colossal act of brainwashing in human history--making Americans believe that "Israel" has some protected religious status, that the "jews" moving there are "god's chosen people", and that simply saying the word "jew" will land you in the same prisons as David Duke, Jim Trafficant, and Ernst [Zundel](#).

Nothing could be further from the truth. Not only is "Israel" a misnomer for the most failed welfare state in human history, but the "jews" moving there at our expense kicked out the true heirs to the real Israelites and Arabs and replaced them with the most motly collection of "jews" you could ever imagine.

Of course these "feeble minded ... [morons](#)" are incapable of defining what a "jew" is themselves, so let's merely summarize what they say. Some "jews" like "Dr. Laura" claim that the only requirement to be a "jew" is to have a "jew" for a mother. With such

a sloppy definition, up to half of the ancestry of modern jews could be non-jews, which could mean that the 13 million remaining jews in the world have no common patriarch, as the Israelites or Arabs or Chinese or Indians do. Other jews like Arthur Koestler, author of *The Thirteenth Tribe*, claim that 90% of today's jews are descendants of the Khazars who allegedly converted to "Judaism" in the 9th Century AD, removing them even further from any Israelites of Judaea. Since they call themselves "Ashkenazi jews" it could be assumed that they're descendants of Ashkenaz, which would make them descendants of Noah, but not of Shem (so they aren't Semites), nor of Eber (so they aren't Hebrews), nor of Jacob (so they aren't Israelites"). But many jews disclaim this link, which then completely removes them from anything associated with a "jewish" patriarch.

As if though that's not enough to demand that these 'jews' be immediately removed from Israel, and the Palestinians be restored to their rightful homeland, jews claim that another 2% of jews are "Sephardic" jews who are descendants of the Edomites. IF this is true, then ONLY these jews could claim to be children of Abraham [read: Semites and Hebrews], as weak as that link might be. 2,000 years ago, Christ accused them of being the children of the devil rather than children of Abraham. But the Sephardic jews have no power in Israel and in fact are treated just as bad or even worse than Christians and Arabs in Israel, which means that they are being used by the Ashkenazi jews as a false flag.

But it gets worse. Much worse. To both jews and Arabs in Israel, the "jews" now moving into that land are nothing but Russians, more than half of whom claim to be Christians. So now Israel has become the "melting pot" for whatever was left of the jewish "race", with the US being the primary funding source, and with Israel having become the central base of operation for jews who want nothing less than to see us Christians dead.

The term "Israel" in the Holy Bible is a reference to a *people", namely to the descendants of Jacob, not a *place*. Renaming Judaea to Israel accomplished the objective of identifying non-Israelites as Israelites to Americans who are already awash in jewish propaganda.

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CONFLICT ESCALATING TOWARD TARGETING EVERYONE EVERYWHERE

A Never Before Attack Today In Tel Aviv

MID-EAST REALITIES © - www.MiddleEast.Org - Washington - 8/05: It has not happened yet, but it is now the direction things are heading. Soon the Palestinians may start responding to Israel's increasingly brutal military occupation, unprecedented anywhere else in the world of our day, by targeting Israeli political leaders and maybe Zionist leaders outside of Israel. Soon suiciders using homemade bombs and old-style guns may turn to weapons of mass destruction that are no longer secret or unavailable -- everything from anthrax to plaque to smallpox to backpack nuclear devices. Such developments are no longer as difficult to contemplate as they have been in the past. Target everyone everywhere is being faintly heard coming from the depths of despair and from the deeper underground recesses to which the fighting cells are being pushed. A few days ago the Israelis ratcheted up the rules of the game by clearly targeting for assassination well-known Palestinian spokesman and political leaders. In the high-tech attack in Nablus they also killed two journalists and two pre-teenage boys. Then yesterday they went after Mustapha Barghouti, one of the best-known Palestinians in Arafat's own Fatah organization. Just a day later, earlier today, a Palestinian single-handedly attacked the headquarters of the Israeli army in the heart of Tel Aviv; quite possible an example of how much more dangerous and unpredictable this still expanding conflict could become. It has just been learned the Palestinian who carried out today's attack is a 30-year-old Israeli citizen from Jerusalem, married with 3 children, employed, and never before implicated in any such fighting. No one before can remember a person with this kind of background perpetrating an attack of this kind on his own right in the center of Tel Aviv in the middle of the day!

If anyone has any question about why jews are despised worldwide, they only need to consider that 85% of jews in Israel favor massive military attack on their neighbors as a "solution" to the terrorist bombings (which the jews probably orchestrated themselves).

<http://cgis.jpost.com/cgi-bin/Poll/poller.cgi>

Current Poll

Should Israel launch a massive military response to the latest suicide bombing attack?



Total Votes: 19595

Please note that our online polls are not scientific but offer our site users the chance to express their views about current issues in the news.

This is called "Humanitarian" by the jew con-trolled White Race Mercenary Amerikan Military! MAY YHVH DESTROY THEM FOR MURDERING THE INNOCENTS FOR THE ANTI-CHRIST, SATANIC SEEDLINE, EVIL VAMPIRE JEWS! I PRAY THE IMPRECATORY PRAY, THAT THEY SHOULD BE DESTROYED!!! MBJ

U.S. Cluster Bombs Killed Civilians in Afghanistan



One of these objects is a cluster bomblet. The other a food package. Imagine you are a middle eastern child, starving because of the war, and unable to read English. Which do you pick up and try to open?

Facts worth considering. After reading the article below, check out the following article for a biblical perspective on what's really going on: <http://missiontoisrael.org/ishmael,edom,israel.html>

Brigadier General Says Israel is the problem not Iraq

by James J. David a retired Brigadier General
- Jan 7, 2003

(James J. David is a retired Brigadier General and a graduate of the U.S. Army's Command and General Staff College, and the National Security Course, National Defense University, Washington, DC. He

served as a Company Commander with the 101st Airborne Division in the Republic of Vietnam in 1969 and 1970 and also served nearly 3 years of Army active duty in and around the Middle East from 1967-1969.)

Question: Which country alone in the Middle East has nuclear weapons?

Answer: Israel.

Q: Which country in the Middle East refuses to sign the nuclear non-proliferation treaty and bars international inspections?

Answer: Israel.

Q: Which country in the Middle East seized the sovereign territory of other nations by military force and continues to occupy it in defiance of United Nations Security Council resolutions?

Answer: Israel.

Q: Which country in the Middle East routinely violates the international borders of another sovereign state with warplanes and artillery and naval gunfire?

Answer: Israel.

Q: What American ally in the Middle East has for years sent assassins into other countries to kill its political enemies (a practice sometimes called exporting terrorism)?

Answer: Israel.

Q: In which country in the Middle East have high-ranking military officers admitted publicly that unarmed prisoners of war were executed?

Answer: Israel.

Q: What country in the Middle East refuses to prosecute its soldiers who have acknowledged executing prisoners of war?

Answer: Israel.

Q: What country in the Middle East created 762,000 refugees and refuses to allow them to return to their homes, farms and businesses?

Answer: Israel.

Q: What country in the Middle East refuses to pay compensation to people whose land, bank accounts and businesses it confiscated?

Answer: Israel.

Q: In what country in the Middle East was a high-ranking United Nations diplomat assassinated?

Answer: Israel.

Q: In what country in the Middle East did the man who ordered the assassination of a high-ranking U.N. diplomat become prime minister?

Answer: Israel.

Q: What country in the Middle East blew up an American diplomatic facility in Egypt and attacked a U.S. ship, the USS Liberty, in international waters, killing 34 and wounding 171 American sailors?

Answer: Israel.

Q: What country in the Middle East employed a spy, Jonathan Pollard, to steal classified documents and then gave some of them to the Soviet Union?

Answer: Israel.

Q: What country at first denied any official connection to Pollard, then voted to make him a citizen and has continuously demanded that the American president grant Pollard a full pardon?

Answer: Israel.

Q. What Middle East country allows American Jewish murderers to flee to its country to escape punishment in the United States and refuses to extradite them once in their custody?

Answer: Israel

Q. What Middle East country preaches against hate yet builds a shrine and a memorial for a murderer who killed 29 Palestinians while they prayed in their Mosque.

Answer: Israel

Q: What country on Planet Earth has the second most powerful lobby in the United States, according to a recent Fortune magazine survey of Washington insiders?

Answer: Israel.

Q. Which country in the Middle East deliberately targeted a U.N. Refugee Camp in Qana, Lebanon and killed 103 innocent men, women, and especially children?

Answer: Israel

Q: Which country in the Middle East is in defiance of 69 United

Nations Security Council resolutions and has been protected from 29 more by U.S. vetoes?

Answer: Israel.

Q. Which country in the Middle East receives more than one-third of all U.S. aid yet is the 16th richest country in the world?

Answer: Israel

Q. Which country in the Middle East receives U.S. weapons for free and then sells the technology to the Republic of China even at the objections of the U.S.?

Answer: Israel

Q. Which country in the Middle East routinely insults the American people by having its Prime Minister address the United States Congress and lecturing them like children on why they have no right to reduce foreign aid?

Answer: Israel

Q. Which country in the Middle East had its Prime Minister announce to his staff not to worry about what the United States says because "We control America?"

Answer: Israel

Q. What country in the Middle East was cited by Amnesty International for demolishing more than 4000 innocent Palestinian homes as a means of ethnic cleansing.

Answer: Israel

Q. Which country in the Middle East has just recently used a weapon of mass destruction, a one-ton smart bomb, dropping it in the center of a highly populated area killing 15 civilians including 9 children?

Answer: Israel

Q. Which country in the Middle East routinely kills young Palestinian children for no reason other than throwing stones at armored vehicles, bulldozers, or tanks?

Answer: Israel

Q. Which country in the Middle East signed the Oslo Accords promising to halt any new Jewish Settlement construction, but instead, has built more than 270 new settlements since the signing?

Answer: Israel

Q. Which country in the Middle East has assassinated more than 100 political officials of its opponent in the last 2 years while killing hundreds of civilians in the process, including dozens of children?

Answer: Israel

Q.. Which country in the Middle East regularly violates the Geneva Convention by imposing collective punishment on entire towns, villages, and camps, for the acts of a few, and even goes as far as demolishing entire villages while people are still in their homes?

Answer: Israel

Q: What country in the Middle East is the United States threatening to attack because of fear that it may be a threat to us and to our allies?

Answer: Iraq

--- G Moison --- scsn57@earthlink.net



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Killing Christians Through Better Medicine

How jewish Doctors Kill Christians

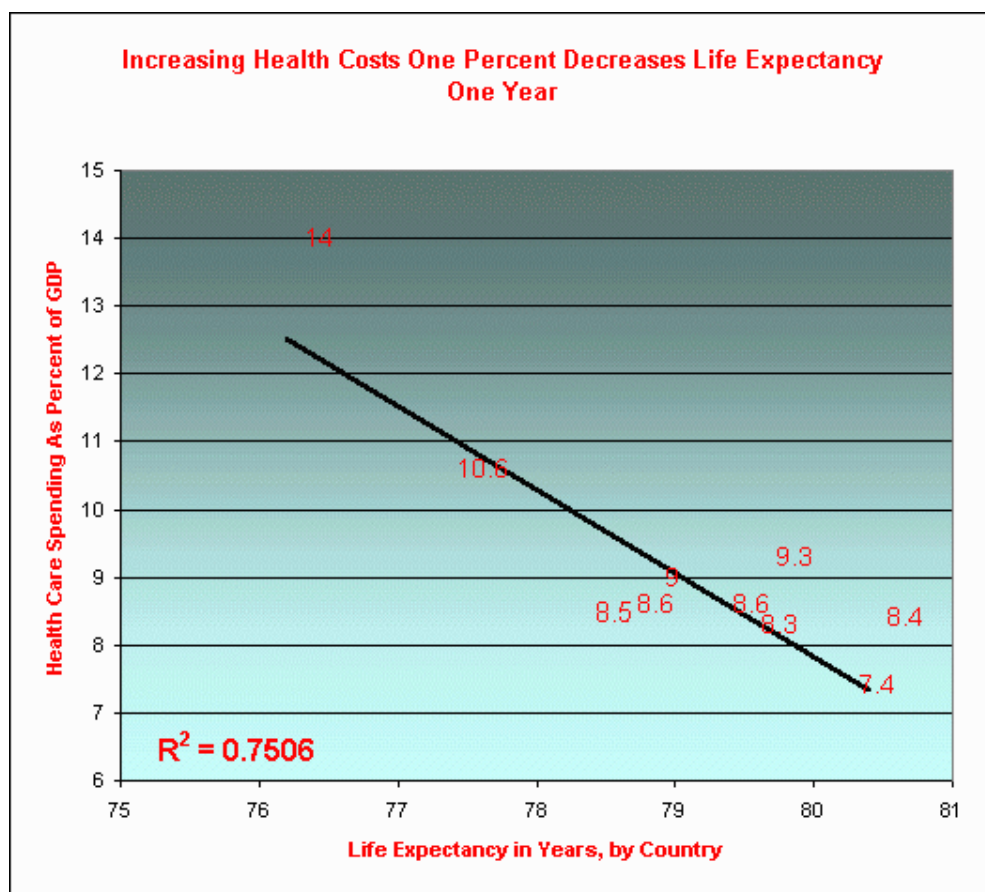
As The Federalist has reported previously, science is finally catching on that prayer works! A study at North Carolina's Duke University Medical Center found that patients with heart problems who received alternative therapy after angioplasty were 25 to 30 percent less likely to suffer complications, while those who were subjects of "intercessory prayer" on their behalf had the greatest successful recovery rate. The study of 150 patients, conducted between April 1997 and April 1998, involved random assignment of patients to study groups, and neither the patients nor the physician researchers were aware of the group assignments. Prayer had the greatest health benefits, surpassing such alternatives added to standard heart care as guided imagery, stress relaxation, and healing touch therapies. - The Federalists

GULF WAR SYNDROME EVIDENCE: French forces who served in the Gulf War were not given the vaccines and antibiological warfare measures administered to British and United States veterans and are free from the illnesses that beset their allies, the US Congress has been told. The French were given protective suits but not the cocktail of drugs that British and US servicemen took. Only 140 of the 25,000 French Gulf veterans have reported illnesses related to Gulf War service, compared with more than 5,000 of the 52,000 British troops deployed, and 137,862 of the 697,000 US service personnel. US and British forces were in total exposed to 33 toxins, including the first-ever issue of nerve agent pre-treatment tablets as an antidote against chemical weapons, and the use of pesticides, including organophosphates to prevent fly-borne diseases. (The Guardian, 2/13/02 by way of Carotec's True Health, 3/02)

- Australian and Japanese life expectancies are four years longer than ours even though they spend less than half as much for [health care](#).
- jewish doctors' proudest 'accomplishments':
 - Killed 120 million people with the [Salk Vaccine](#).
 - Created mass hysteria with false claims of a "[smallpox epidemic](#)".
 - Caused a 76,040 percent increase in [autism](#).
 - Emotionally disturbed six million American boys with the psychotropic drug [Ritalin](#).
 - Increased suicide rates 65 fold through [anti-depressants](#).
 - Reduced mental capacity of American students with [fluoride](#).

- Caused neurotoxic damage in up to 43% of Americans through [MSG](#), or free glutamic acid.
 - Feminized American boys by permanently injecting [estrogen](#) into our water supply.
 - Turned [MMR](#) (Measels-Mumps-Rubella vaccine) into a weapon through the development of autism.
 - Turned [salt](#) into a deadly weapon.
 - Poisoned millions of Americans with [aspartame](#).
 - Killed 40 million potential fellow Americans by [abortion](#).
 - Killed 10,000 women every year with botched [abortions](#).
 - Turned [divorce](#) into the biggest health risk for American men.
 - Forced [incompetents](#) into the medical profession through affirmative action, enabling one nurse, [Vicky Jackson](#), to kill 23 patients in only two months.
 - Turned the [NIH](#) into an advocacy organization for jews.
 - Made doctors 9,000 times more dangerous to the public than [gun owners](#).
 - Killed half a million Americans with botched [cancer](#) "research" and "operations".
 - Protected the blacks who killed [5 Whites](#) every day.
 - Killed 16,700 Americans through the world's highest [incarceration](#) rate.
 - Killed 8,000 children per year with vaccines and blamed it on [SIDS](#).
 - Banned [school prayer](#).
 - Killed 20,000 Americans per year on the [highways](#).
 - The Vaccine Awareness [Coalition](#) estimates that vaccines kill up to 528,400 Americans each year.
 - Perpetrated the [colloidal silver](#) hoax.
 - Why would jewish doctors do this? Because they really believe "Christians [prefer sex](#) with cows".
 - The [Talmud](#).
-

In ten industrialized nations, a 1% of GDP increase in health care costs parallels a one year reduction in life expectancy



See Section 30 of the 1999 US Statistical Abstract <http://www.census.gov/prod/www/statistical-abstract-us.html>

Country	Life Expectancy	1998 Health Expenditures as % GDP
US	76.2	14
Netherlands	78.3	8.5
Germany	77.3	10.6
Greece	78.6	8.6
France	78.8	9
Canada	79.6	9.3
Japan	80.2	7.4
Sweden	79.3	8.6
Australia	80.4	8.4
Austria	79.5	8.3

To accept the theory that an increase in government spending will resolve economic, social, or health problems is to create a totalitarian state before you know what happened, at the same time that you either obscure the original problem, or make it even worse. In the case of health care costs, the increase from 9.1% to 14% of US GDP in only 18 years, 1980 to 1998, solved nothing. If the following ten industrialized nations are representative of the US, then each 1% increase in health care costs as a percent of GDP decreased life expectancy by one year. This is a gross oversimplification, and it's not proof that cutting health care costs in half guarantees that US life expectancies would increase by 7 years--but it is proof that the solution in 1980 was not to increase spending.

With these increased costs used primarily to fund the education and hiring of the incompetents which affirmative action forced

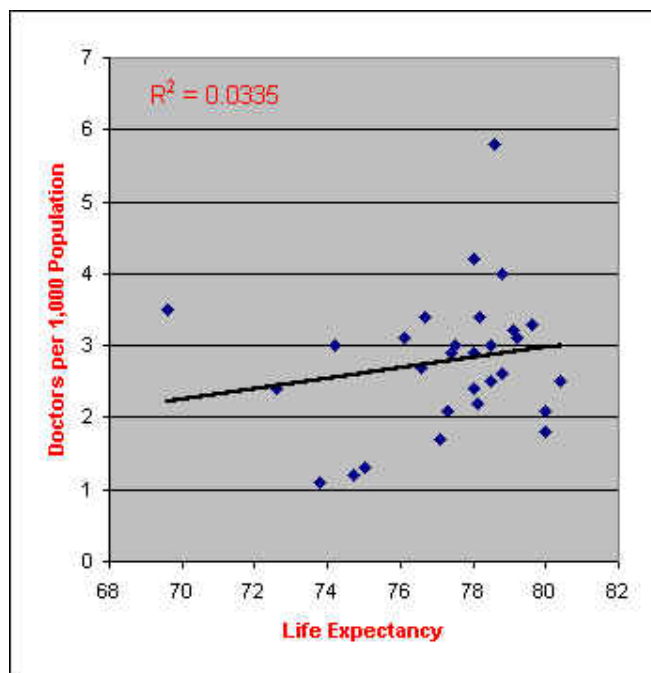
the medical industry to hire, and with the recent reports that up to 95,000 deaths in the US are due to medical mistakes, the correlation between increasing costs and decreasing life expectancies isn't too difficult to grasp. When two major countries like Japan and Australia both spend half as much as us, **but live an average of four years longer than us**, we need to focus more on the health care systems of Japan and Australia and less on the failed theories of the medical practitioners in this country.

At best, this graph suggests that fatherlessness, not lack of health care spending, increases [mortality rates](#) and that no amount of health care spending can reverse the trend. At worst, it suggests that increasing health care spending *causes* life expectancies to decrease.

Do you have any suggestions about other factors which might be involved? Send a blank email to the following address to provide your input:

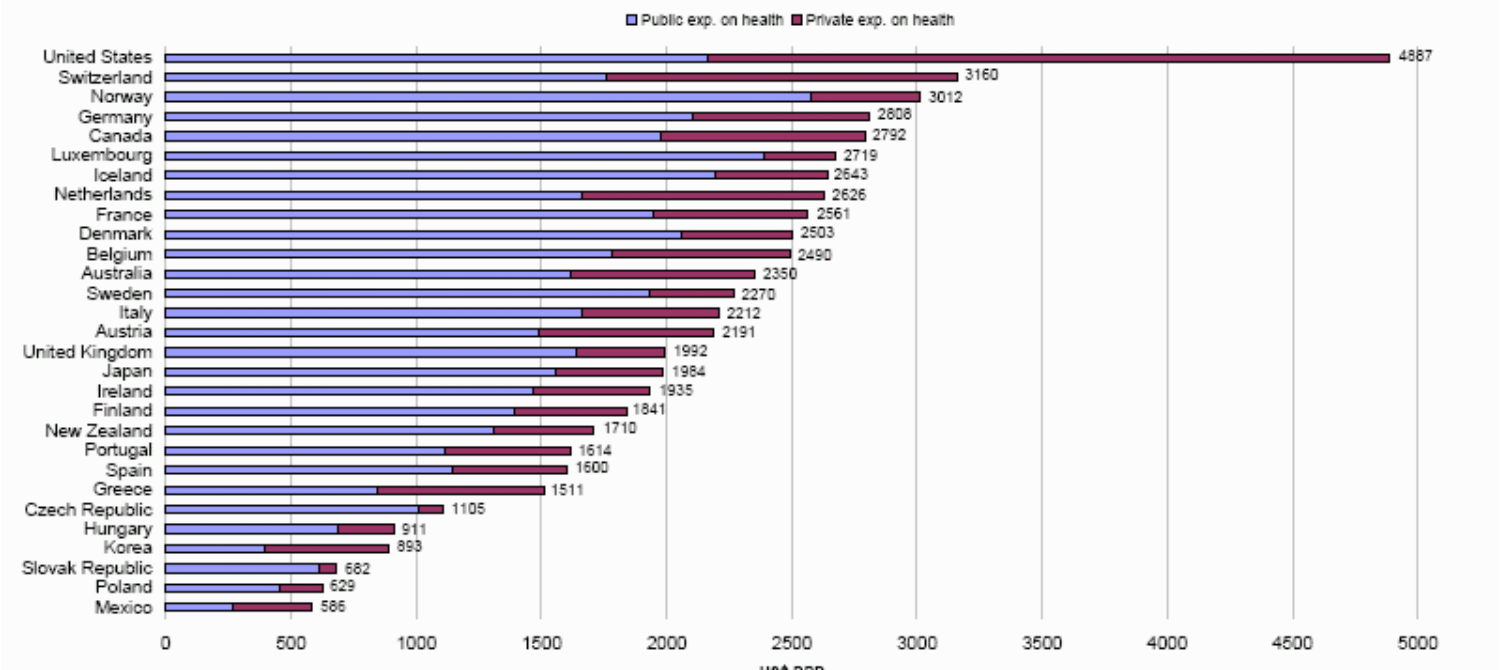
repeal19th-subscribe@smartgroups.com

Country	Life Expectancy	Doctors/1k pop
Australia.	80.4	2.5
Austria	78	2.9
Belgium	78.2	3.4
Canada	80	2.1
Czech Republic	74.2	3
Denmark.	77.4	2.9
Finland.	77.5	3
France	78.5	3
Germany	76.7	3.4
Greece.	78.8	4
Hungary.	69.6	3.5
Iceland	79.6	3.3
Ireland	77.3	2.1
Italy	78.6	5.8
Japan	80	1.8
Korea, South	74.7	1.2
Luxembourg	78	2.4
Mexico	75	1.3
Netherlands	78.8	2.6
New Zealand	78.1	2.2
Norway.	78.5	2.5
Poland	72.6	2.4
Portugal	76.1	3.1
Spain.	78	4.2
Sweden	79.2	3.1
Switzerland.	79.1	3.2
Turkey	73.8	1.1
United Kingdom	77.1	1.7
US	76.6	2.7



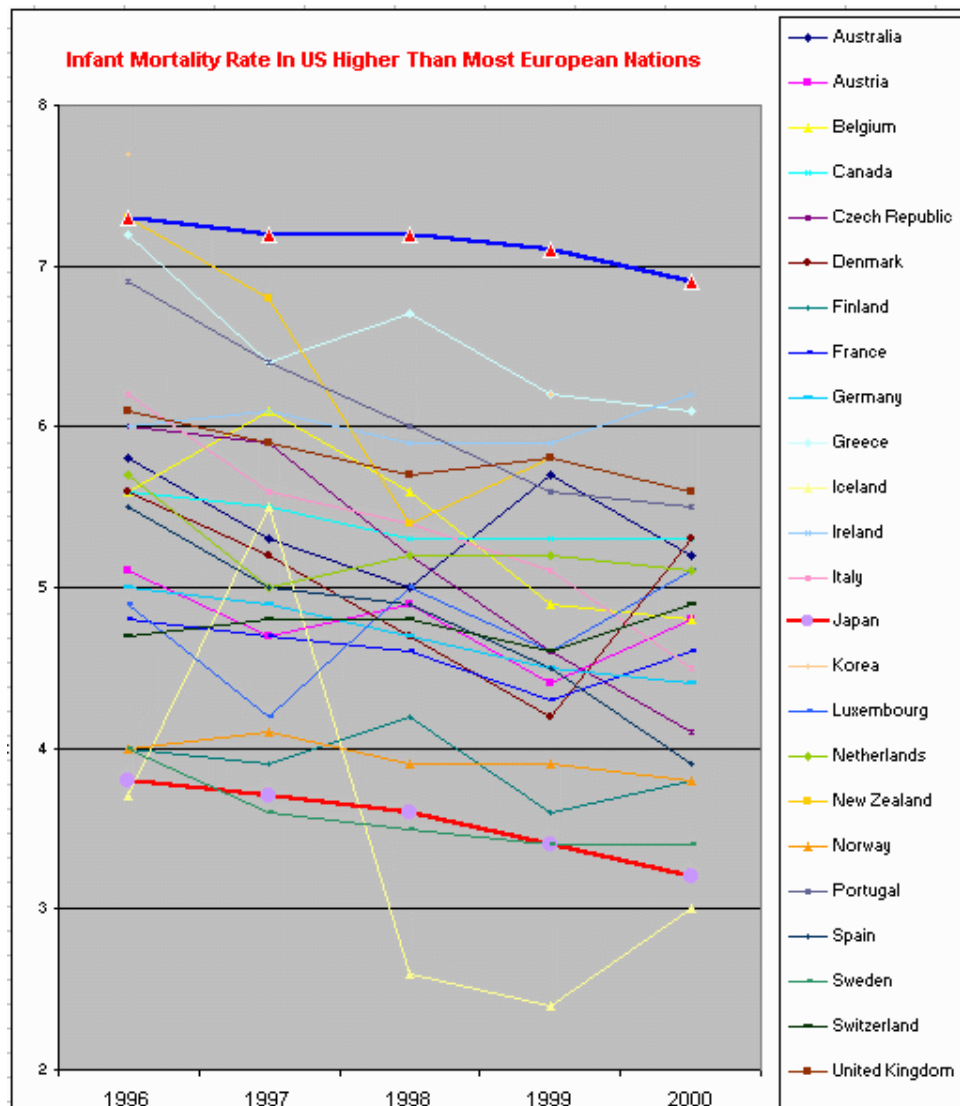
It was the presence of jews in US medicine which caused us to spend twice as much for "health care" as we spent 30 years ago, and twice as much as almost every other [nation](#) today.

Chart 1: Health expenditure per capita, US\$ PPP, 2001

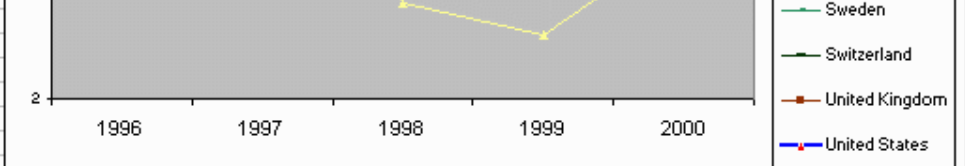


Has this spending been a success? No. Countries like Japan and Australia, which spend half as much for "health care", live four years longer than Americans, so IF there's a relationship, then the more we spend for "health care", the less healthy we are.

Did jews do this on purpose? Yes, absolutely. Can it be proven? Yes, it certainly can. The result is that, according to federal figures, 143,000 EXTRA Americans die every year because of jews' involvement in Christians' health care, not even including the fact that we have a higher infant [mortality rate](#) and obesity rate than almost every European nation, particularly those with no

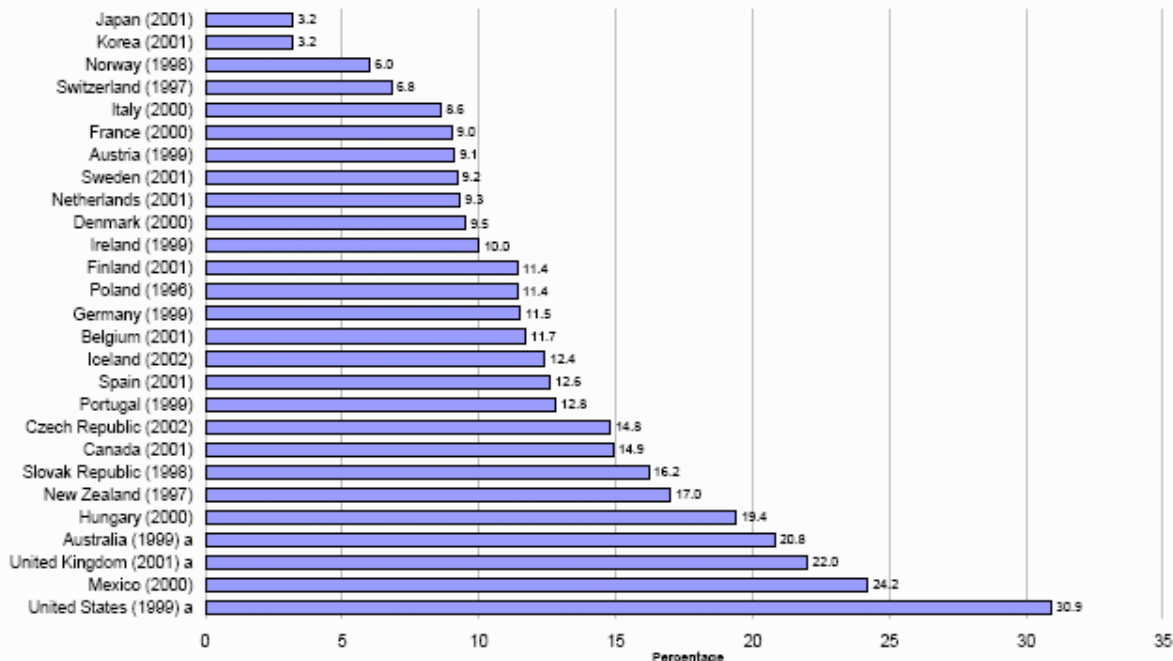


jewish doctors.



Over the next 4 decades, this is more than another 6 million dead Christians who can be chalked up to jewish expertise at killing Christians in the most novel ways.

Chart 6: Obesity rates among the adult population, latest year available



Hosted by directNIC.com





The Polio Hoax

"The story of [AIDS](#) teaches us that animal tissues should not be injected into humans, because the risk of introducing a new virus is too great"

Dr. Jonas [Salk](#) , creator of the polio vaccine, says that analysis indicates that the live virus vaccine in use since the 1960's is the principle, if not sole cause of all polio cases since 1961. "Polio was pretty obscure before the twentieth century. There'd been some outbreaks in the eighteenth and nineteenth centuries, and most victims had been under the age of four".

Note that these polio epidemics in earlier centuries ended on their own without the Salk and [Sabin](#) Vaccines <http://www.uh.edu/admin/engines/epi1527.htm>

- The myth behind [vaccinations](#).
- The Salk and Sabin Vaccines caused:
 - **Polio:** 33,300 total cases of polio and 33 cases of paralytic polio in 1950 led to 9 deaths, but AFTER the Salk Vaccine had been widely implemented in 1960, paralytic polio cases increased 80 fold to 2,525 http://www.cdc.gov/nchs/data/hus_93.pdf
 - **Cancer:** "98 million Americans were also contaminated with monkey viruses [i.e., SV40 from the Salk and Sabin Vaccines] and may be one reason why there has been an explosion of [cancer](#), new infectious agents and other new immune and neurological disorders among the baby boomers born between 1941 and 1961".

- **AIDS:** "The transfer of monkey viruses to man via vaccines is particularly relevant to [AIDS](#) since the causative agent [HIV](#), is thought to be derived from a simian precursor virus" [read: the SV40 virus transferred from monkeys to humans with both the Salk and Sabin Vaccines KILLED [21.8 million](#) people]
- **Hepatitis B:** "the reason [hepatitis B](#) is endemic in [Asia and Africa] is because of another vaccination program gone bad -- the polio vaccine. These polio viruses are cultured in monkey kidneys, and they didn't realize there was this cancer-causing virus in it-- which we're all carrying around -- and they are finding in cancers now".
- **Mesothelioma Cancer:** 3,000 Americans die each year from mesothelioma, a cancer caused by the monkey virus SV40 inoculated into 98 million Americans [read: the cure for a disease which killed less than 10 people/year in the 1950s now kills 300 times as many each year SOLELY from a rapid, deadly cancer]
<http://www.theatlantic.com/issues/2000/02/002bookchin.htm>
- **Gulf War Syndrome:** "70,000 [Gulf War vets](#) who are sick *were rendered immune compromised by experimental drugs and the 17 viral and bacterial vaccines they were required (forced) to get, including the live oral polio vaccine, which left them vulnerable to environmental toxins*".
- **West Nile Virus:** "I now suspect that the [virus](#) itself has had its 'genetic' information 'programmed' to trigger 'polio-like' disease".
- **Mad Cow Disease:** it took seven years for signs of [Mad Cow Disease](#) to appear in children who were innoculated with the same batch of the oral polio vaccine.
- **Other Suspects:**
 - **Chronic fatigue syndrome**
 - **Human adenoviruses**
 - **Coxsackie**
 - **Echo**
 - **Herpes (HHV 6,7,8)**
 - **Epstein-Barr**
 - **Cytomegalovirus:**
 - **Other "inexplicable" chronic illnesses.**
- Dr. Philippe Chahinian, a leading oncologist at Mount Sinai Hospital and an expert in mesotheliomas. "We know that SV40 is implicated in cancers induced in the hamsters. Now we are seeing this agent might be implicated in the causation of certain human cancers as well."

<http://www.geocities.com/HotSprings/6028/shot.htm>

- Dr. John Martin, the [Sabin Vaccine](#) caused the spread of SV40 to Russia [which may be why Russian men have a life expectancy 18 years shorter than Japanese men], and SV40 is expected to be passed genetically in child birth without the need for the Salk and Sabin Vaccines.
- Dr. Alan [Cantwell](#) on the link between SV-40 and AIDS.
- Harold [Stearley](#) on SV-40: "patients too young to have received the contaminated vaccine being administered forty years ago who are now believed to have been infected by human to human transmission".
- Dr. Ted Gurney describes the [mechanism](#) by which the SV40 virus causes malignant cells to multiply rapidly.
- Dr. Vincenzo Fontana describes the link between the SV40 virus and [mesothelioma](#) cancer.
- Leading [Edge](#):

The evidence suggests that a methodical system has existed for knowingly and selectively transferring slow and difficult-to-detect diseases from other species into the human race.

- The British Medical [Journal](#) suggests that a non-innoculated person might get the SV40 virus "by transmission from immunised subjects" [read: like the common cold is transmitted].
- Dr. Thomas [Stone](#): "The Polyoma virus caused cancers in every animal receiving it! It was discovered that the Polyoma virus was IDENTICAL to the SV40 virus that grossly contaminated the polio vaccine prior to 1964 and continues to contaminate vaccines used by pediatricians today! Which vaccines are contaminated?"
- The University of Pennsylvania suggests that the cancer scare which led to billions of dollars of efforts to clean up asbestos from the environment and bankrupted asbestos manufacturers may have been caused by the SV40 virus
<http://oncolink.upenn.edu/cancernet/00/mar/703600.html#11>
- Dr. Howard Strickler of the NIH found that the rate of incidence in one form of cancer was [ten times](#) greater in those with the SV40 virus than in those without it, it is now known that sexual intercourse can spread the SV40 virus, yet the NIH refused grants to study the problem which was caused by the [government](#) itself.
- Dr. John Lednicky ties SV40 to certain types of [human tumors](#).
- Researchers Konnie Knox and Daniel Carrigan [FIRED](#) for discovering the facts about HHV-6.
- Dr. Len Horowitz, a Messianic Jew, warns that all vaccines are a [spiritual](#) danger to Americans.
- A failure by [government](#).

- Quantifying the polio "[epidemic](#)".
- The world [polio hoax](#).
- The best of government intentions is BAD for your health: [clean water](#) caused the 1950s polio "epidemic".
- Higher cancer rate is not associated with longer life expectancies.
- Vaccine 31 times more dangerous than [Hepatitis B](#) itself.
- Tracking problems with other [vaccines](#).
- Paralytic polio represents only 0.1% of all cases <http://minority-health.healthlink.mcw.edu/article/943032112.html>
- Finally, the mainstream [media](#) reports the story July 20, 2001.
- NIH to [Michele Carbone](#):

"Others at the National Institutes of Health -- including some of the scientists who had been around at the time of the contamination scare -- were less receptive to the novel theory. They told Carbone that the last thing anyone wanted to hear was that the exalted polio vaccine was linked to [cancer](#). Too much was at stake. Implicating a vaccine contaminant in cancer -- even if the contamination occurred some forty years ago -- might easily shake public confidence in vaccines in general. And besides, everyone knew that asbestos was the cause of mesothelioma."

- Connecticut bans schools from [drugging](#) children.
- Doctors [Question](#) Teens Without Parental Consent.
- There is almost no correlation between [critical thinking](#) and MCAT scores [read: today's affirmative action hired medical doctors are incapable of the thought processes required to assess this danger to public health]

JEW SALK AND SABIN INFECT THE HUMAN RACE WITH SV-40 VIRUS

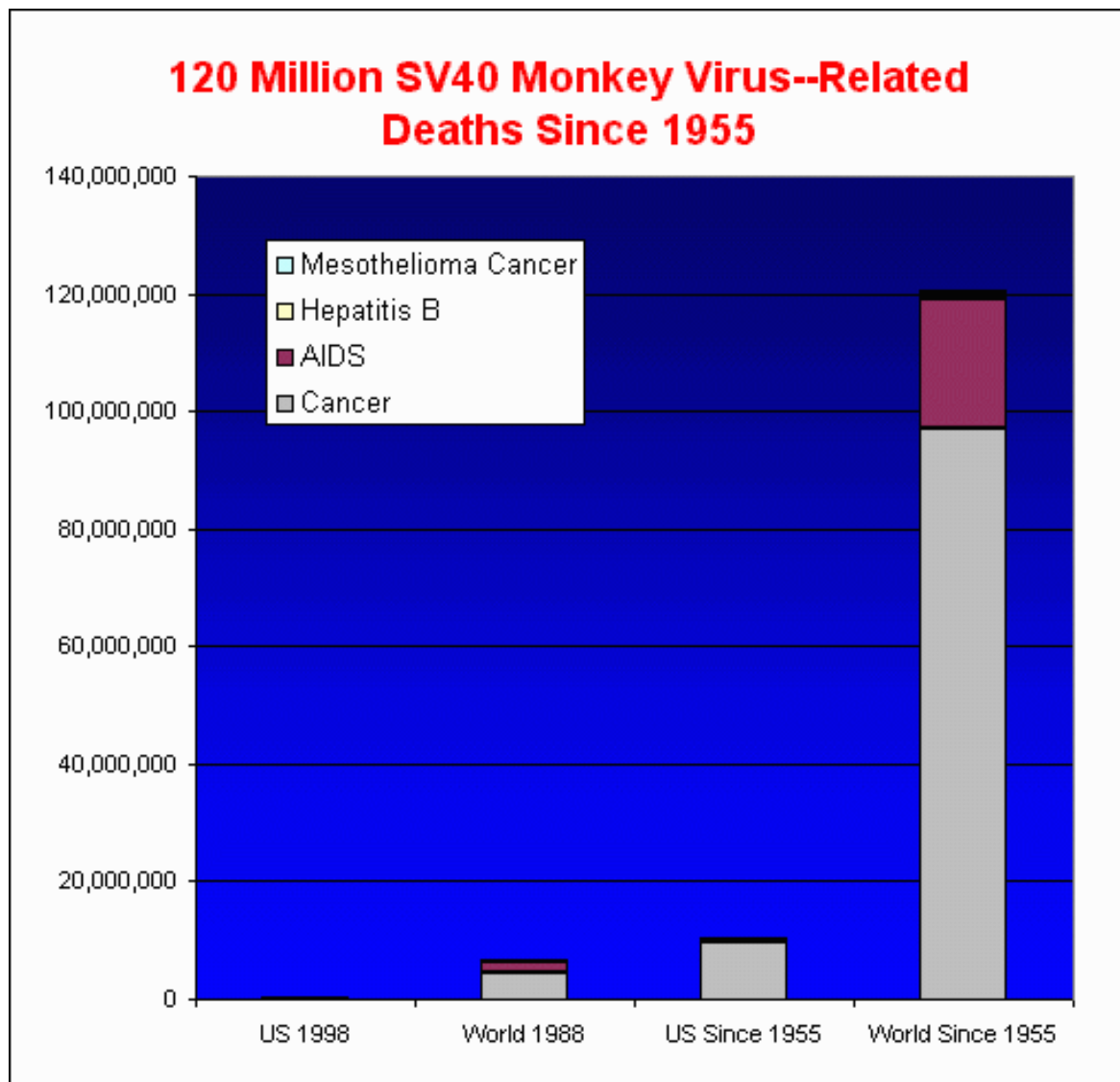
In a real tribute to the efficacy of government's involvement in health care, the polio "epidemic" of 1950, which consisted of 31 cases of paralytic polio, 9 of whom died, was caused by government's good intentions of cleaning up our drinking water. What began as a humanitarian effort killed off the good viruses and created mass hysteria about polio in the 1950s which was almost on par with the bubonic plague epidemic in France, which in turn became a far worse worldwide epidemic of multiple diseases. Based on this mass hysteria, these jewish doctors inoculated 25,000 children with the monkey vaccine

at a time when such a sample size could have proven NOTHING. It would have been expected that there would have been no paralytic polio cases in such a small sample size, with or without the vaccine. The only way to increase the odds of these children contracting polio so that the reliability of the vaccine could have been tested would have been to intentionally expose them to the polio virus.

Would you put it past jewish doctors to take such a risk with Christian children? [Read on.](#)

Based solely on this outrageous violation of our children's health and scant evidence of a polio "epidemic", jewish doctors Salk and Sabin convinced the federal government to innoculate 97% of the American population with a culture grown in dead green monkeys, which became a multi-billion dollar industry for jewish doctors and resulted in at least one known monkey virus, SV40, being injected into 98 million American citizens.

Most of the 3% of Americans who didn't receive this dangerous injection of monkey virus were the children of the doctors themselves: the 1.9% of the population who are jews.



	US 1998	World 1988	US Since 1955	World Since 1955
Cancer	431,660	4,316,600	9,712,000	97,120,000
AIDS	31,130	2,200,000	540,671	21,800,000
Hepatitis B	5,100	102,000	51,000	1,020,000
Mesothelioma Cancer	3,000	60,000	30,000	600,000
Polio	?	?	?	?
Gulf War Syndrome	?	?	?	?
Chronic Fatigue Syndrome	?	?	?	?
Human adenoviruses	?	?	?	?
Coxsackie	?	?	?	?
Echo	?	?	?	?
Herpes HHV 6,7,8	?	?	?	?
Epstein-Barr	?	?	?	?
Cytomegalovirus	?	?	?	?
Total	470,890	6,678,600	10,333,671	120,540,000

It is now well established that cancer, AIDS, hepatitis B, Gulf War Syndrome, chronic fatigue syndrome, even polio, human adenoviruses, coxsackie, echo, herpes (HHV 6,7,8), Epstein-Barr, cytomegalovirus, and other inexplicable chronic illnesses are directly traceable to the Salk and Sabin polio vaccines cultured in dead green monkeys which gave 98 million Americans the SV40 monkey virus. It is well established that neither the government nor the companies participating in this scam EVER warned the public nor admitted what they KNEW 30-40 years ago. Other doctors from around the world consider 1955 in America to be ground zero for the explosion in worldwide epidemics. And NOW we see from the following Fox News article that the government and its propaganda engines (the "mainstream media") are STILL engaged in a chronic denial of the facts:

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In 1998 researchers at the National Cancer Institute (NCI) reported that, 30 years after people were exposed to SV40, they found no increase in the rates of these cancers
<http://www.sightings.com/health3/vacp.htm>

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This is a LIE. This is a big fat LIE!

When Salk was convincing the US government in 1955 to engage in this serious denial of the religious rights of Christian children, the cancer mortality RATE in the US was 138 deaths per 100,000 population. It "inexplicably" increased 50% since then to 206 deaths per 100,000 population, per US GOVERNMENT figures. This is an "inexplicable" 50% increase in the rate of deaths from cancer, which caused an extra 180,000 cancer deaths/year in the US, at precisely the time when the cancer research budget was allegedly at an all time high. With the amount of money spent on cancer research, the cancer rate should have decreased by at least that much, to 7 deaths per 100k pop. This means that just last year, there were 370,000 EXTRA cancer deaths in the US alone--each one of which is directly traceable to Salk and his dead green monkey cultures.

This is more than fifteen million (15,000,000) extra dead Americans since 1995 due to cancer alone, thanks only to one jewish doctor, plus the "inexplicable" worldwide cancer epidemic.

Is it any wonder that the jewish controlled mainstream US media would cover this up, or ignore the facts, or keep on

protecting one of their own. This is 50 times as many American lives as were lost to Hitler in WWII. For Americans, compared to Salk, Hitler was not even a novice at killing Americans--and this is just the loss due to cancer!! In addition to that are the 21.8 million lives lost around the world so far just to the AIDS caused by the mass inoculation of the polio vaccination in Africa, Russia and the US in 1955.

If there is no other proof that jews own and control the US mainstream media, then this is all you need to know. Here is a government "health" program that killed at least 36.8 million people, and counting, and the media treats this story as a non sequitur, instead focusing all of its energy and resources on one sodomite who died on a fence post in Montana, Matthew Sheppard. The obscure [CFC Radio Program](#) in Germany managed to trip across this story, but the US "mainstream media" failed almost completely to follow up.

1. The [Associated Press](#) noted a possible link between the Salk Polio Vaccine and Gulf War Syndrome as early as October 1966.
 2. ABC News managed to stumble across parts of this story http://archive.abcnews.go.com/sections/living/SecondOpinion/secondopinion_47.html but missed the big connections.
 3. The Boston Globe reported in January 2000 that "Government officials and manufacturers never told the public about the [SV40] virus", but no other newspaper or magazine picked up on this *horrendous* story <http://www.avn.org.au/newpage42.htm> of how ONE jewish doctor caused the deaths of more than 37 million people.
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http://www.health.microworld.com/html/history_2.html

1950 Professor Pierre LePine, noted scientist at the Pasteur Institute in Paris, is reported in the March 30, 1950 edition of the New York Times, as saying "no more than one injection in 2000 really prevents polio."

1954 Nobel prize to Enders & Robbins for work on polio virus.

1954 Reward of \$30,000 offered to anyone who proves polio vaccine not a fraud. Not one person was able to claim the reward.

1954 Polio rate caused by the vaccine accelerates ten-fold in Massachusetts

1955 Despite the skyrocketing cases of vaccine-induced polio, the AMA, NFIP and USPHS claim a reduction of 40-50%.

1955 Salk Polio Vaccine again used in the US. Cases of polio skyrocket again in the United States.

1955 Idaho brings its Salk vaccination program to a halt on July 1, 1955. Utah does the same on July 12, 1955.

1955 Boston Herald newspaper reports on April 18, 1955, features an article entitled "Drug Companies Expecting Big Profit on Salk Vaccine", which stated. "A spokesman for Parke-Davis, which made 50% of the Salk vaccine, said 'now that it has been declared safe, we can get back the millions we invested in the development of the Salk vaccine and make a profit out of it. Our company will make over \$10 million on Salk vaccine in 1955.'"

1955 Washington Bureau of the Detroit Free Press reports, on June 3, 1955, that "The USPHS reported that more children who received Salk shots made by the Wyeth Labs suffered polio than could normally be expected;"

1955, "A policy of secrecy and deception has been followed by the National Foundation for Infantile Paralysis and the US Public Health Service in the polio vaccine programs. The nation's physicians were prevented from learning vital

information about the trouble with Salk vaccine. The US Public Health Service had an advisory group made up almost entirely of scientists who were receiving money from the National Foundation of Infantile Paralysis, which was exerting pressure to go ahead with the program even after Salk vaccine was found to be dangerous."

1955 Salk Polio Vaccine again used in the US. Cases of polio skyrocket again in the United States.

1955 Reports that doctors on the staff of the National Institutes for Health are avoiding vaccination of their children with the Salk vaccine. After experimenting with 1,200 monkeys, they declared the Salk vaccine worthless as a preventative and a danger to take.

1955 Vermont reports a 266% increase in polio since vaccinations began in 1954.

1955 Rhode Island reports 454% increase in polio since vaccinations in 1954.

1955 Massachusetts reports 642% increase in polio since vaccinations began in 1954 with vaccination of 130,000 children. In response, the National Foundation for Infantile Paralysis states that the increase in cases was due to the fact that "no children were vaccinated there." Massachusetts bans the sale of Salk vaccine."

1955 Dr. Graham W. Wilson, director of Britain's Public Health Laboratory Service, who knew about the NIH Salk vaccine trials, says "I do not see how any vaccine prepared by Salk's method can be guaranteed safe."

1955 US Surgeon General Scheele admits in a closed session of the AMA that "Salk polio vaccine is hard to make and no batch can be proven safe before given to children". Despite this fact, the public is told that the vaccine is safe. The government announces that it has the intention to vaccinate 57 million people before August 1955.

1955 Surgeon General Scheele (who never practiced medicine a day in his life) goes on public radio saying "I have complete confidence in the Salk vaccine. I urge doctors to continue vaccinations."

1955 Rock music injected into society. Hyper- activity begins to appear in children. Children are born "only thinking of themselves", indicating neurological changes have taken place.

1956 Seventeen states in the United States reject their government-supplied Salk polio vaccine.

1956 Idaho health director Peterson states that polio only struck vaccinated children in areas where there had been no cases of polio since the preceeding autumn. In 90% of the cases, the paralysis occurred in the arm in which the vaccine had been injected.

1956 American Public Health Service announces 168 cases of polio and 6 deaths among those vaccinated. Censorship is then imposed on the reporting of reactions to Salk vaccine.

1956 The National Foundation for Infantile Paralysis conducts its annual "March of Dimes" campaign, milking the public of \$47 million.

1958 Verdict of \$147,000 rendered against Cutter Laboratories in California for the crippling of two children with the Salk polio vaccine. Cutter Labs was the only vaccine manufacturer not part of the Rockefeller Trust.

1959 National Institute of Health (NIH) approves licensing of Quadrigen vaccine for children, containing Pertussis, Diphtheria, Tetanus and Polio vaccines. The new combination vaccine was found to be highly reactive and was withdrawn from the market in 1968 after parents started filing lawsuits against Parke- Davis for vaccine damaged children.

1957 Scientists isolate a series of Simian (monkey) viruses and discover that these same viruses contaminate polio vaccines. SV-40 found in both Sabin and Salk polio vaccines. (made since early '50s), Information not made public. The same vaccines continued to be used until the early 1960's.

1957 The Ditchley Foundation is founded by Sir Philip Adams near Oxford. The Ditchley Foundation is a conduit for classified instructions from the Tavistock Institute.

1976 Dr. Jonas Salk, creator of the polio vaccine, says that analysis indicates that the live virus vaccine in use since the 1960's is the principle, if not sole cause of all polio cases since 1961.

<http://www.trufax.org/vaccine/post.html>

The Vaccination/Immunization Paradigm: News and Discoveries

A New Clue to Post-Polio Syndrome , and Other June 1996 Updates

Note: Please read [Epidemic Diseases Linked to Early Polio Vaccines](#) and [Lab Test Shows AIDS Patients Have Antibodies to Normal Genes](#) for background, before going on with this article.

Selecting several disease models to explain the biological mechanism by which retrotransposons or jumping genes from viral fragments can get into the wrong tissues and cause havoc in the body, Dr. Urnovitz cited the fact that 1.63 million Americans were infected with the wild polio virus in the 1940's and 1950's, and today 70% of them are suffering immune and neurological dysfunction that took 20 to 40 years to develop. Post-polio syndrome is manifested by immune and neurological system dysfunction with symptoms including attention/concentration problems, trouble finding words, memory loss, sleep disorders, chronic fatigue, etc. The fact that 70% are exhibiting symptoms may have to do with the fact that humans have dominant and recessive genes for predisposition to disease.

Polio Virus Acts Like a Catalyst

Another interesting fact is that strains of the polio virus have the ability to spontaneously recombine with themselves and create a new strain. In an article published in *Virology* in 1993 (Vol 196, p199), it was revealed that "the administration of oral OPV creates favorable conditions for recombination by simultaneous infection of cells with viruses of different genotypes. It may be easily imagined that polio virus or other enteroviruses might encounter different enteroviruses multiplying simultaneously in the gut of the same child, contributing thus to the natural evolution of these RNA viruses" And, Dr. Urnovitz adds, contributes to the general resistance to the vaccine.

Original Salk Vaccine Not "Inactivated" As FDA Claimed to the Public

Reviewing a published report in the *American Journal of Hygiene* (Vol 68, pp 31-44) from 1958, Dr. Urnovitz told the Houston audience that *up to 26 monkey viruses including the simian counterpart of human adenoviruses, coxsackie, echo, herpes (HHV6,7,8), Epstein-Barr, and cytomegalovirus may have been in the original Salk vaccines*. Also, in a paper published in 1976 in the *Journal of Epidemiology* entitled "Human Exposure to SV-40", it was revealed that *two of the original Salk vaccine lots that were tested in 1958 were found to have 1,000 infectious SV-40 units per milliliter of vaccine*. In other words, the virus was contaminated with at least one identifiable live monkey CANCER VIRUS called SV-40. Children were dying of brain cancers after receiving the vaccine and SV-40 virus was cultured out of their brain tissue. Soon after the discovery that the vaccine was contaminated with SV-40 in 1958 (and they didn't inform the public, constituting criminal negligence), the vaccine manufacturers "said" they began to screen monkeys used to prepare the vaccine for SV-40, *but by then 98 million Americans had already been injected with the contaminated vaccines*.

Why an "AIDS Vaccine" Won't Work

According to Urnovitz, the reason why more than \$30 billion has (allegedly) been spent on an AIDS vaccine with such disastrous results is that because HIV-1 has the envelope of a normal human gene, the vaccine can never work. Says

Urnovitz, "can you tell me what rocket scientist would ever build a vaccine against a normal human gene?" He added, "perhaps a government intellectual would." Later in the Houston Conference, he stated, "asking the government to solve this problem is like asking the suspect to investigate the crime. THE DEGREE OF TRUTH IS PROPORTIONAL TO THE LEVEL OF GOVERNMENT DENIAL."

Urnovitz maintains, as do many others, that Gulf War Syndrome falls into the same category as post-polio syndrome, chronic fatigue syndrome and other neurological and immune system dysfunctions. He has testified before the Presidential Advisory Committee on Gulf War Veterans Illnesses and at Congressional Hearings that the *70,000 Gulf War vets who are sick were rendered immune compromised by experimental drugs and the 17 viral and bacterial vaccines they were requited (forced) to get, including the live oral polio vaccine, which left them vulnerable to environmental toxins.*

<http://www.trufax.org/vaccine/early.html>

The Vaccination/Immunization Paradigm: News and Discoveries

Epidemic Diseases Linked to Early Polio Vaccines

At the 8th Annual Houston Conference on AIDS in America, Dr. Howard Urnovitz, Ph.D., a microbiologist, founder and chief science officer of Calypse Biomedical in Berkeley, California challenged medical science to prove wrong his theory that the human immunodeficiency virus Type-1 (HIV-1) is a monkey-human hybrid that was created after more than 320,000 Africans were injected between 1957 and 1959 with lots of experimental polio vaccines contaminated with different monkey viruses. The vaccines, said Urnovitz, may have contained live simian immunodeficiency virus (SIV) or they were present environmentally as an opportunistic infection. The core of his theory of the origins of HIV-1 rests on the thesis that, in a certain number of African vaccine recipients, SIV combined with their own normal genes to create a monkey-human hybrid now known as HIV-1. Simultaneously, he forwarded the theory that early "inactivated" Salk vaccines given to some *98 million Americans were also contaminated with monkey viruses and may be one reason why there has been an explosion of cancer, new infectious agents and other new immune and neurological disorders among the baby boomers born between 1941 and 1961.*

Although Dr. Urnovitz pointed to early experimental live oral polio vaccine trials in the Congo as the possible origin of HIV-1, he also pointed to inactivated Salk vaccine lots contaminated with monkey viruses given to children in the United States between 1955 and 1961 as possibly having set this generation up for immune and neurological disorders after they were exposed to opportunistic infections and environmental toxins as adults. He pointed to the sudden emergence of human T-cell leukemia, epidemic Kaposi's sarcoma, Burkitt's lymphoma, herpes (HHV-6,7,9), Epstein-Barr, cytomegalovirus, and chronic fatigue syndrome, as well as other disorders following early polio vaccine campaigns in the U.S. and around the world.

Building his case step by step and supporting it with evidence from 30 years of published literature as well as original research data, Urnovitz made his compelling argument to AIDS patients, physicians and medical researchers at the Houston AIDS conference, arguing that the proof that his theory is highly plausible lies in the high-tech world of microbiology, not in the mere speculative world of epidemiology.

Endogenous Viruses

Urnovitz pointed out that endogenous retroviruses (ERV's), which are also called "retrotransposons" or "jumping genes", are normal genes found in rodents, cows, birds and monkeys and, after the polio vaccine campaigns in the 1950's and 1960's, WERE IDENTIFIED IN HUMANS in the early 1980's (Bush administration). One of the key characteristics of "jumping genes" is that THEY CAN EASILY COMBINE WITH FRAGMENTS OF OTHER VIRUSES, BOTH HUMAN AND ANIMAL, AND FORM NEW HYBRID VIRUSES called CHIMERA's. This, maintains Urnovitz, is what happened after

monkey viruses were introduced into humans in Africa via the experimental live oral polio vaccines.

Doctors who disagree with these findings say things like:

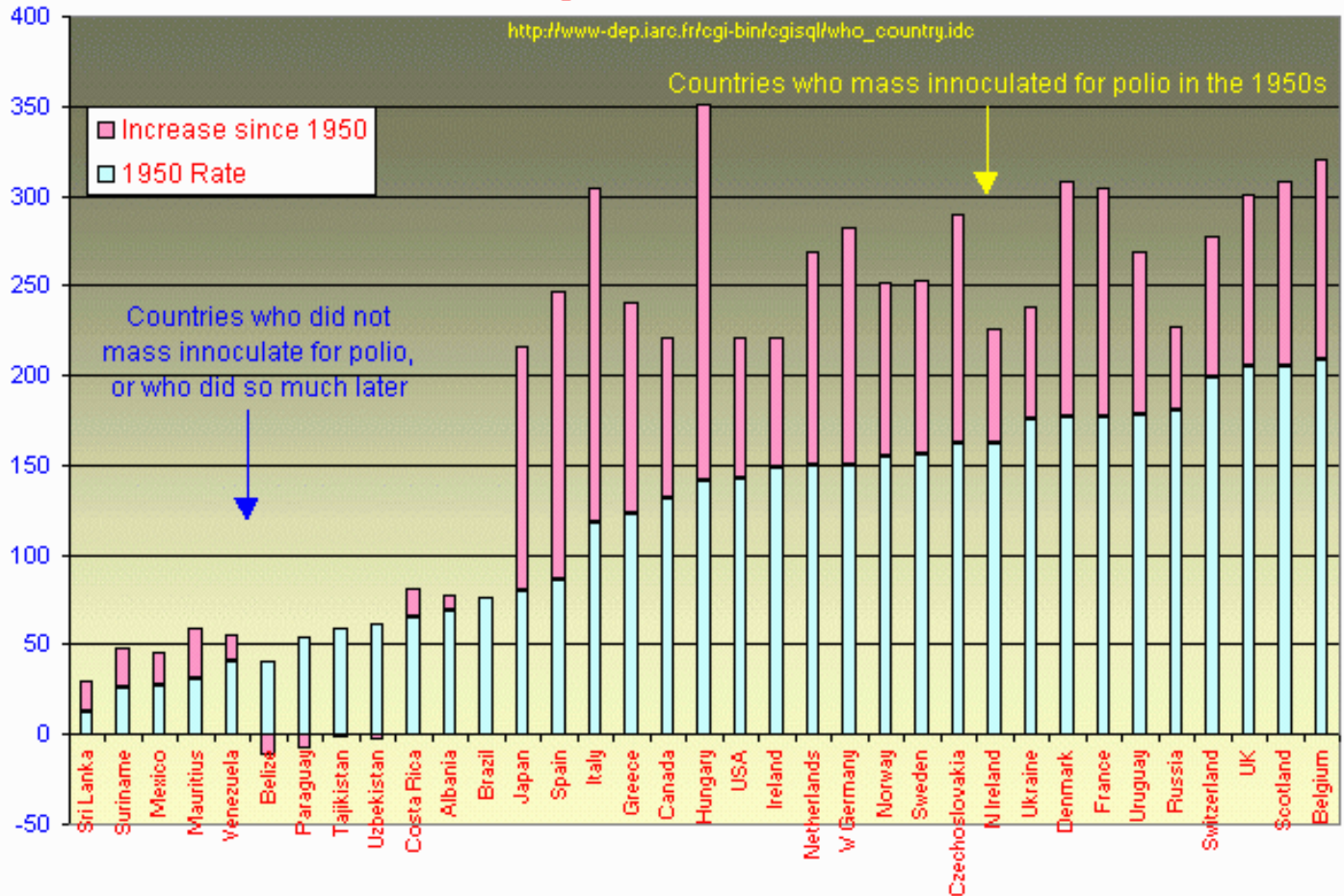
On the molecular level, [Dr. Shah](#) noted that although many researchers report finding SV40 sequences in human cancers, SV40 DNA is by no means present in every tumor cell.

This is a very disingenuous argument which discredits everything else doctors like him say. It is in fact a straw man argument. Nobody ever claimed that SV40 is the cause of "every tumor cell". Nobody ever claimed that SV40 needs to be "present in" a tumor cell for SV40 to be a part of the cancerous process. And if SV40 is responsible for only 1% of all cancer deaths in the US, that is STILL 5,400 deaths per year, which is 175 times as many cancer deaths as there were polio victims during the height of the polio "epidemic". The most probable mechanism by which SV40 disables the human immune system doesn't even suggest that the SV40 virus has to be present in ANY tumor cell.

There's another way to analyze this problem that avoids such disinformation from big government spending advocates and sociologists who insist on making the analysis so complicated that nobody can comprehend what they're saying. Comparing 1950 and 1990 cancer rates in countries who did not mass inoculate for polio in the early 1950s and 1960s to those who did reveals a remarkable five fold difference in cancer rates for men which cannot be explained by any other differences between countries, particularly in life expectancies which many media sources present as the sole factor. For example, Mexico's cancer rate in 1990 was 48 per 100,000 population, which was one seventh of the cancer rate for men in Hungary of 350, yet Mexican men have 2 year longer life [expectancies](#) than Hungarian men (69 years vs. 67 years). Paraguay and Uruguay, being right next to each other and of similar geography, climate, and culture, would be expected to have similar cancer rates and life expectancies, but Uruguay's cancer rate in 1990 was 5 times higher (270 vs 52) and life expectancy for men was 2.2 years longer (72.7 vs 70.2). It's impossible that a 2.2 year longer life expectancy could cause a five fold increase in the cancer mortality rate. The only explanation for Uruguay's higher cancer rate is that they mass inoculated their children for polio in the 1950s and Paraguay did not.

All of the following countries with cancer rates higher than Japan in 1990 (which includes Spain, Italy, Greece, Canada, Hungary, USA, Ireland, Netherlands, W. Germany, Norway, Sweden, Czechoslovakia, N. Ireland, Ukraine, Denmark, France, Uruguay, Russia, Switzerland, the UK, Scotland, and Belgium) did participate in the Salk and Sabin mass inoculation scheme. But none of the countries with cancer rates lower than Brazil in 1990 (including Sri Lanka, Suriname, Mexico, Mauritius, Venezuela, Belize, Paraguay, Tajikistan, Uzbekistan, Costa Rica, and Albania) did, at least not until too recently for the rise in cancer rates to be evident. Those countries which did recently mass inoculate for polio (for whom all the data is available) experienced a sharp increase in their cancer mortality rates between 1990 and 2001.

Cancer Rates for Men in Countries Who Mass Innoculated for Polio in the 1950s Are Five Times Higher Than in Countries Who Did Not



Perhaps the most egregious aspect of innoculating so many American children with such a risky vaccine is that the decision to do so was based on a study of only 50,000 children. How can this be? At the height of the "epidemic", there were only 33,300 cases of polio per year, which is only one case for every 5,000 people, which means you would expect there to be only 10 cases amongst 50,000 children. But there were only 33 cases per year of the most serious type, the paralytic polio that scared all parents across the country into accepting this mass innoculation of their children, which is only one case for every 4,636,364 people. You could run this study of 50,000 different children 93 times over and still not bump into a single case of paralytic polio.

Even if this was a much more serious "epidemic" than the NCHS statistics show and one child per 50,000 children got paralytic polio, if you ran the study on 50,000 children 20 different times, you would miss that one child with polio 5 times.

But [Salk](#) ran this study only once, and half of the 50,000 children received a "harmless liquid".

What could be proven by such a study?



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Ho to [Dumb Down](#) & Drug American boys into "gender equality"

Our sincere thanks to Richard August for exposing the myths

- Facts about [Ritalin](#).
- Legal drug [pushers](#).
- Killing kids with [Ritalin](#).
- Creating the drug culture: [Psycho](#).

Re: BBC TV "Panorama" May 11th 2003 - "The Secrets of Seroxat"

<http://news.bbc.co.uk/1/hi/programmes/panorama/2310197.stm>

<http://news.bbc.co.uk/1/hi/programmes/panorama/2321545.stm>

http://www.mind.org.uk/press-room/press_page.asp?ID=252

If a person is on Seroxat (an anti-depressant) I wonder if this accounts for so many 'sudden' suicides and harming of children. Is there any number gathering on this aspect ?

Apparently it alters the mind into 'wanting to kill' for some users.

If what is said is true, ie that self harming and delusionary thoughts follow, it would be madness to recommend partial custody to the mother (or father) - wouldn't it ?

RW

From: Richard C. August [mailto:raugus-@ptd.net]

Sent: Saturday, May 01, 1999

Subject: [repeal19th] I am a former Ritalin user.

Dear Repeal19th,

I wish to personally thank John Knight and Alia Darrow for recently posting the extremely thoroughly researched articles regarding Ritalin, the dangerous Ciba-Geigy drug used to render ordinarily exuberant children depressed and catatonic. It not only reduces the already poor coordination in ADD children, such as I was diagnosed, but it does decrease learning levels and intellect while increasing adverse or anti-social behaviours. The result is that often the person for whom Ritalin is prescribed becomes a pariah.

In my case, although I was taken off Ritalin when I was 9, my peer-to-peer socialization behaviours became abnormalized, resulting in a diagnosis of Schizotypal Personality Disorder (non-morbid), meaning thank God, I am not schizophrenic. I became reclusive, always talking to myself and fearful of becoming friends with others. Thank God, my case is so mild, that I was never institutionalised or placed in special schools for the handicapped.

I was, however, placed in the incapable hands of an untrianed counselor with no formal education in child psychology, which left mental scars which are still healing.

Although I can rollerskate, ride a bicycle, and drive a car, I can neither ice skate nor swim because of my balance, coordination, time, and fear. These, too, may pass, I hope. My ability to relate well with others is still somewhat impaired, but is being helped at my job. I work as one of two employees at an electronics and computer hardware/software store.

Another treatment I am using, which I am finding extremely helpful, is the Water Cure, found at www.watercure.com. Take at least 8 glasses of water a day, don't spare the salt, and never drink caffeinated beverages or eat or drink libations containing NutraSweet (aspartame). If you must drink coffee or tea, drink only 1 or 2 cups of decaffeinated beverage. The Water Cure has also been found to help persons diagnosed with ADD or ADHD, instead of the expensive and ultimately worthless mind-killer Ritalin.

Above all that, I glorify God for my current condition, which is really much better than it could be. I credit the Lord Jesus Christ for being my peace and helping me control my thinking, which in turn helps manage my behaviour and helps me appear less of a hapless loser.

Ahh, but how my mind travels back to days of yore, when I used to have to pop that little yellow 5 mg. bitter-as-gall pill to control my mood swings and head-banging, which I really did. But instead of giving me a loving earthly father to show me how to become a man, alas, I was to be shown at the hands of a few babysitters who were old, handicapped, boozers, or female, or any combination of the above; some poorly trained social workers who thought they knew everything; and a bitter, tiny yellow pill which ultimately robbed me of success and ruined my life..

But thank God that God is God, the great healer, who is enabling me to finally make close friends

with persons I can trust.

In Christ,

Richard C. August

Finally, one year and four months later, the first truthful article about Ritalin appeared in print in Insight Magazine. This time the internet was only a year or two ahead of the media.

-----Original Message-----

From: Thomas A. Wright <tawright@wrightmark.com>

To: stans <stans@qasi.com>

Date: Sunday, September 24, 2000 6:50 AM

Subject: InsightMag.com - Writing May Be on Wall for Ritalin

Stan,

You might want to forward this to your faithful.

Tom

RE: Fw: InsightMag.com - Writing May Be on Wall
for Ritalin

Fabulous article by Kelly O'Meara.

Please read then email thanking her

omeara@insightmag.com for her help in making

known to the public one of the most dangerous
psychobabble/secular humanistic scams ever
perpetrated on humankind.

<http://www.insightmag.com/archive/200010163.shtml>

10/16/2000

Writing May Be on Wall for Ritalin

By Kelly Patricia O'Meara
omeara@insightmag.com

A lawsuit challenging the validity of the science behind mental illness and psychotropic drugs will have repercussions for drug makers as well as for the mental-health establishment.

Hardly a mention was made in the national media concerning the class-action lawsuit filed in May by the Dallas law firm of Waters and Kraus. It named the Novartis Pharmaceutical Co. (the maker of the drug Ritalin), the American Psychiatric Association (APA) and Children and Adults with Attention Deficit/Hyperactivity Disorder as defendants for conspiring, colluding and cooperating in promoting the diagnosis of attention-deficit disorder (ADD) and attention-deficit/hyperactivity disorder (ADHD).

Last week, however, a second lawsuit made a bang when even bigger guns were rolled out in California and New Jersey to take aim at an industry that has enjoyed a special relationship with the Clinton/Gore administration. Indeed it is a relationship which, based on numerous speeches by the vice president and his wife - who has been the president's White House mental-health guru - would continue if Al and Tipper Gore are allowed to make the White House their new residence on Inauguration Day.

And if the beating the tobacco industry took at the hands of these attorneys is any indication of what the defendants should anticipate, the psychiatric community,

pharmaceutical industry and mental-health advocacy groups finally may be called upon to put their science where their mouths are. Putting aside the legal jargon, what appears to be in question is the ever-increasing influence of pharmaceutical companies over public and private mental-health organizations and, ultimately, whether that influence is responsible for the growing number of "mental illnesses" and the subsequent increased use of psychotropic drugs.

The class-action lawsuit that was filed last week in California and New Jersey names Novartis and the APA as defendants for conspiring to create a market for Ritalin by targeting millions of children and misdiagnosing them with ADD/ADHD for the strategic purpose of expanding use of the drug.

Both the APA and Novartis have a great deal at stake professionally and financially. To fight the claim that children have been and still are being misdiagnosed with ADD/ADHD, the APA - the nation's leading psychiatric professional group - will be required to cough up its medical and scientific data to support the ADD/ADHD diagnosis. This may be difficult given the growing number of physicians, scientists and even psychiatrists who long have argued that the diagnosis of ADD/ADHD is not based in science - that the diagnosis is a fraud based on subjective assessments.

Furthermore, should the APA fail to provide the necessary scientific data, Novartis could be forced by the courts to return to consumers hundreds of millions, if not billions, of dollars made from the sale of Ritalin. Even more devastating to Novartis, should it be exposed that the diagnosis of ADD/ADHD is scientifically baseless, would be an end to the prescribing of the drug. This type of judgment could open the industry to additional lawsuits requiring proof of thousands of alleged mental illnesses. The reverberations through the pharmaceutical industry could be devastating.

Considering that Ritalin has been in use since the mid-1950s, one has to

wonder how tens of millions of children and adults could be prescribed a highly addictive drug for more than 40 years without concrete scientific data to support the diagnosis.

According to psychiatrist Loren Mosher, it isn't that tough. Mosher is the former chief of the Center for Studies for Schizophrenia at the National Institute of Mental Health (NIMH) and author of the definitive book *Community Mental Health, A Practical Guide*. Mosher explains that the Ritalin phenomenon comes down to a very simple theory: "If you tell a lie long enough, it becomes the truth." Long aware of infiltration by the pharmaceutical companies into professional psychiatric organizations, Mosher resigned his membership in the APA with a stinging 1998 letter in which he wrote:

"The major reason for this action is my belief that I am actually resigning from the American Psychopharmacological Association. Luckily, the organization's true identity requires no change in the acronym. . At this point in history, in my view, psychiatry has been almost completely bought out by the drug companies."

According to Mosher, "The APA receives a huge amount of money from the pharmaceutical companies through grants, but the most obvious and obnoxious examples are the two meetings the APA has each year. At both, the drug houses basically lease 90 percent of the exhibition space and spend huge sums in giveaway items. They have nearly completely squeezed out the little guys, and the symposiums that once were dedicated to scientific reports now have been replaced by the pharmaceutical-industry-sponsored speakers."

The National Alliance for the Mentally Ill (NAMI), explains Mosher, "gets the pharmaceutical money and then says they spend it on their 'anti-stigma' campaign. They say that mental illness is a brain disease. And it works well for the people who suffer from this to use their drugs. This is why NAMI is pushing for forced medication. It is an amazing selling job

on the part of NAMI."

A nonprofit, grass-roots, self-help support and advocacy organization for people with severe mental illness, NAMI was featured in a November/ December 1999 Mother Jones article, "An Influential Mental Health Nonprofit Finds Its 'Grassroots' Watered by Pharmaceutical Millions," by Ken Silverstein. The article focused on the enormous amount of funding which NAMI receives from pharmaceutical companies, with Eli Lilly and Co. taking the lead by donating nearly \$3 million to NAMI between 1996 and 1999. In fact, according to Silverstein, NAMI took in a little more than \$11 million from 18 drug companies for that period. Nonetheless, NAMI, Eli Lilly and the others deny any conflict of interest.

While Eli Lilly, manufacturer of Prozac, admits making substantial contributions to NAMI and the National Mental Health Association (NMHA), it claims that for "proprietary reasons" it is unable to provide a list of specific contributions. According to Jeff Newton and Blair Austin, spokesmen for the company, "The key issue here is that these are unrestricted grants. The groups can use the money any way they want. Lilly's support of these initiatives presents no conflict of interest since they represent efforts to raise public awareness around issues that Lilly publicly supports."

According to Bob Carolla, director of Media Relations for NAMI, "We represent a constituency that uses their [pharmaceutical] products. Why shouldn't they give us money? They're making money off of our members and some of it has to go back into the community to help us get better mental-health programs to help people. Much of what we do has nothing to do with the pharmaceutical industry. We do not advocate or endorse any specific medications or products, but we also are not going to back off from saying that millions of Americans lead productive lives because of the medications they are prescribed."

Meanwhile, NAMI has no problem stating that "mental illnesses are disorders of the brain." In fact, according to Carolla, NAMI "has been trying to educate people that mental illnesses are a result of brain disorders and they are treatable. Stigmas still exist and stigmas need to be overcome." Asked to provide scientific data that mental illness is a disease of the brain, Carolla deferred to a higher authority explaining that "this [question] reminds me that one small interest group denies that mental illness even exists."

Carolla added, "Mental illnesses are biological brain disorders. Go read the dominant body of medical information out there. It is a function of biochemistry. I encourage you and recommend you talk to the surgeon-general's office."

Carolla was referring to the Report on Mental Health released by the U.S. surgeon general in December 1999, which he says "stands as the national baseline." This enormous document goes into great detail about mental health in the United States. But it does not provide a single piece of scientific data supporting the claim that even one mental illness is caused by a brain disease. In fact, what it says is "the body of this report is a summary of an extensive review of the scientific literature, and of consultations with mental-health-care providers and consumers. Contributors guided by the Office of the Surgeon General examined more than 3,000 research articles and other materials."

According to the report, "The review of research supports two main findings: 1) the efficacy of mental-health treatments is well documented, and 2) a range of treatments exists for most mental disorders."

Voil~! The review of research came up with findings about treatments, not with scientific causes of mental disorders. And there even appears to be some question about the validity of the treatments.

The surgeon general

nonetheless places Ritalin in a category where the "efficacy of mental-health treatments is well-documented," when in Chapter 3 of his report he writes that "because the symptoms of ADHD respond well to treatment with stimulants," and because stimulants increase the availability of the neurotransmitter dopa-mine, the "dopamine hypothesis" has "gained a wide following."

The surgeon general may want to review the Drug Enforcement Administration's (DEA) 1995 report on methylphenidate, which makes clear that Ritalin has the same effect on children and adults with ADHD as it does upon those not diagnosed with ADHD. According to the report:

"There is a considerable body of literature on the short-term efficacy of stimulant pharmacotherapy on the symptoms of ADHD. From 60 to 90 percent of children have been judged as positive drug responders to methyl-phenidate medication. However, contrary to popular belief, stimulants like methylphenidate will affect normal children and adults in the same manner they affect ADHD children. Behavioral or attentional improvements with methylphenidate treatment therefore are not diagnostic criteria of ADHD."

NAMI, however, is not the only group apparently being misled by the surgeon general's report. Take, for instance, the Mental Health Early Intervention, Treatment, and Prevention Act (S2639), a broad piece of federal mental-health legislation sponsored by Sens. Pete Domenici, R-N.M., Ted Kennedy, D-Mass., and Paul Wellstone, D-Minn. According to one staffer familiar with the legislation, Domenici's staff took the lead in writing it. The first of Congress' "findings" states that "almost 3 percent of the adult population, or 5 million individuals in the United States, suffer from a severe and persistent mental illness." When asked where Domenici got these figures, the same source explained that "the numbers come from various federal agencies, various studies that have been conducted and the surgeon general's report. The

senator takes into consideration that there are those who argue there is no such thing as a medically diagnosable mental illness but, when someone like Dr. Steven Hyman [director of NIMH] shows a brain with schizophrenia and one without, then the senator takes it seriously. Hyman is well-respected."

While it appears that Hyman's "brain" slide show has wowed a great many people, the fact is that even Hyman has contradicted his own presentation. For instance, as Hyman explained in a Feb. 28, 1999, New York Times Magazine article, "indiscriminate use of MRI and PET scans . as a high-tech form of phrenology . are pretty but inconsequential pictures of the brain." While Domenici may place a great deal of trust in the "science" presented by doctors such as Hyman, he also has a more personal interest much closer to home: His wife served on NAMI's board for nearly three years. Domenici's office did not respond to inquiries about whether the senator had received campaign contributions from pharmaceutical companies.

NAMI's Carolla openly admits that NAMI worked with the sponsors of the legislation, and one doesn't have to look too hard to see the similarities between the Senate bill and NAMI's proposed Omnibus Mental Illness Recovery Act, which Eli Lilly paid to print.

NAMI fully supports the Senate bill, which features such programs and expenditures as Section 581 in which \$75 million would be appropriated to fund an anti-stigma advertising campaign - which many argue is a promotion for the pharmaceutical industry and should not be funded with taxpayer dollars. In question also is why taxpayers should be burdened with funding an anti-stigma campaign which many believe was created by the mental-health community when it first began labeling individuals as defective.

Section 582 would provide \$50 million in training grants for teachers and emergency-services personnel to recognize (read: diagnose) symptoms of childhood and adolescent

mental disorders. This would allow service personnel such as firefighters, police officers and teachers to make referrals for mental-health treatment - a difficult task given that each of these categories of personnel appears to have its hands full with jobs for which they already are trained.

Section 583 would provide another \$50 million for emergency mental-health centers within which mobile crisis-intervention teams would be established. This would allow for the designation of a central receiving point in the community for individuals who may be cited by, say, a firefighter, to be in need of emergency mental-health services. And this is just the beginning of the programs proposed under the Mental Health Early Intervention, Treatment, and Prevention Act, now pending in Congress.

Larry Sasich, a pharmacologist who handles Food and Drug Administration drug-safety issues for the Washington-based Public Citizen's Health Research Group, tells Insight that "conflicts of interest are kind of a fact of life in the scientific community. At some point groups like NAMI are going to have to pay the piper - they're going to have to answer for what they are promoting. But it's hard to tell how much influence the pharmaceutical companies have. It could be subtle or overt influence depending on what they want."

One thing that is certain, concludes Sasich: "The group that is paying the money wields the big stick."

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[[Please include your comments about the ill-effects of Ritalin here](#)]

	Subject	Author	Date
5930*	Ritalin and 98 Point Drop in SAT Scores?	Fathers' Manifesto	Thu Jul 08, 99 3:19 PM
5951*	80% of Students on Drugs Like Ritalin??	Fathers' Manifesto	Fri Jul 09, 99 10:57 AM
5922*	Re: Ritalin and 98 Point Drop in SAT Scores?	Bill Cassady	Thu Jul 08, 99 1:21 PM
5912*	Ritalin and 98 Point Drop in SAT Scores?	Fathers' Manifesto	Thu Jul 08, 99 11:04 AM
4769*	Kinship care (?)	raugus-@ptd.net	Fri May 28, 99 6:28 AM
4133	Re: I am a former Ritalin user.	grifftx	Sun May 02, 99 3:19 PM
4141	I am a former Ritalin user.	fm	Mon May 03, 99 10:19 AM
4125	I am a former Ritalin user.	Fathers' Manifesto	Sat May 01, 99 7:48 PM
4129	Re: I am a former Ritalin user.	Alia	Sun May 02, 99 9:31 AM
4096	Ritalin: Doping Our Kids	Fathers' Manifesto	Fri Apr 30, 99 11:22 AM
4138	Re: I am a former Ritalin user.	Larry	Mon May 03, 99 4:53 AM
4139	Re: I am a former Ritalin user.	Alia	Mon May 03, 99 6:39 AM
4137	Re: I am a former Ritalin user.	Alia	Sun May 02, 99 9:25 PM

4130	Re: I am a former Ritalin user.	Larry	Sun May 02, 99 11:19 AM
4113	Re: Ritalin: Doping Our Kids	Alia	Sat May 01, 99 4:41 PM
3582	SOME GOOD BOOKS	Fathers' Manifesto	Tue Apr 13, 99 3:28 PM
3580	SOME GOOD BOOKS	Fathers' Manifesto	Tue Apr 13, 99 2:23 PM
3544	The War on Boys	Fathers' Manifesto	Mon Apr 12, 99 11:31 AM
3538	Re: :::The War on Boys	Bill Cassady	Mon Apr 12, 99 10:25 AM
2772	Re: Think of it?	Bill Cassady	Mon Mar 15, 99 4:03 PM
2776	Re: Think of it?	Nelson	Mon Mar 15, 99 5:08 PM
2754	Re: Think of it?	Richard August	Mon Mar 15, 99 1:21 PM
2753	Re: Think of it?	Nelson	Mon Mar 15, 99 1:09 PM
2744	Think of it?	Fathers' Manifesto	Mon Mar 15, 99 10:17 AM
2807	Think of it?	Fathers' Manifesto	Mon Mar 15, 99 6:54 PM
2810	Re: Think of it?	Nelson	Mon Mar 15, 99 7:06 PM
2803	Re: Think of it?	Richard August	Mon Mar 15, 99 6:33 PM
2741	Re: Think of it?	Richard August	Mon Mar 15, 99 9:32 AM
2217	Education --ADD hoax	Fathers' Manifesto	Fri Feb 19, 99 3:33 PM
2331	gender gap page at http://fathersmanifesto.com/genderdiff.htm	Fathers' Manifesto	Thu Feb 25, 99 1:12 PM
2163	Education	Fathers' Manifesto	Wed Feb 17, 99 8:01 PM

US Spends [\\$7.3 Trillion](#), is [DEAD LAST](#) in TIMSS [\(Graph\)](#)

216396



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World Incarceration & Murder Rates

Two years of incarceration shortens a man's life expectancy by an average of one year, so two million men incarcerated is a shortened life expectancy of 1 million years annually. With a life expectancy of 73 years, this is the equivalent of 13,700 lives per year.

- Failure to prosecute [adultery laws](#) put more American citizens in prison than any other nation, one million more than Russia and half a million more than [China](#).
- American men constitute one third of the men in the world who are behind bars.
- No country's incarceration rate increased as rapidly as the US rate increased between 1985 and 1995, while many decreased.
- More Americans are imprisoned than the total number of citizens imprisoned in 57 different countries around the world.
- The US incarceration rate is TWENTY TIMES (20x) & our violent crime rates are 5 times (5x) higher than those of Japan.
- If the US incarceration rate were equivalent to Japan, there would be 1.9 million fewer Americans in prisons.
- If the US incarceration rate were commensurate with our 5x higher crime rates than many countries, there would be 1.3 million fewer Americans in prisons.
- The convictions of most of those EXTRA 1.3 million Americans were based on [false](#) allegations filed by women against men.
- DNA evidence frees 12 more convicted prisoners in [Illinois](#).
- Women in law in [Illinois](#).
- Incarceration rates in [contiguous states vary](#) due to women in law.
- At the current rate of growth, there will be 2.2 million prison and jail inmates in the US by the year 2001.
- The life expectancy of 2.2 million incarcerated men is reduced by 1.1 million years, which is the equivalent of 15,068 lives.
- Brought to you by The feminists' "[Silver Bullet](#)": their infamous [False allegation](#).
- An excellent analysis of the problem by [Mother Jones](#).

1. View [graphs](#) of following tables.
2. Additional [calculations](#).
3. Feminism--an [abomination before God](#)!

The following table was constructed from data at <http://www.sproject.com/press-12.htm>

Country	<u>Incarceration</u> <u>Rate/100K</u>
Russia	690
United States	730
Belarus	505
Ukraine	390
Latvia	375
Lithuania	360
Singapore	287
Moldova	275
Estonia	270
South Africa	265
Cook Islands	225
Hong Kong	207
Romania	200
Czech Republic	190
Thailand	181
Poland	170
Slovakia	150
South Korea	137
Kiribati	130
New Zealand	127
Portugal	125
Fiji	123
Hungary	120
Canada	115
Luxembou	115
Bulgaria	110
Scotland	110
Brunei Darussal	110
Macau	107
Spain	105
Northern Ireland	105
Malaysia	104
China	103

England/Wales	100
France	95
Germany	85
Italy	85
Austria	85
Turkey	80
Switzerland	80
Belgium	75
Netherlands	65
Sweden	65
Denmark	65
Finland	60
Greece	55
Croatia	55
Norway	55
Ireland	55
Malta	55
Solomon Islands	46
Iceland	40
Japan	37
Bangladesh	37
Slovenia	30
Cyprus	30
Philippines	26
Cambodia	26
India	24

The US has 18 times as many citizens per capita in prisons and jails than Japan.

Crime Rates per 100,000 Population	Rate Per 100k Japan	Rate per 100k in US
Murders	1.4	9.4
Rapes	2.2	40.3
Robberies	1.8	253
Assaults	8.9	489
Frauds	11.1	114.1
Drugs	28.5	340.3

Prisons 35.9375 666.6666667

Even though Russia has a higher incarceration rate, the US has 782,628 more jail and prison inmates than Russia.

Country	Incarceration Rate/100K	Total in Prison	Compared to US
United States	666	1,800,000	1.00
China	103	1,236,534	6.47
Russia	690	1,017,372	0.97
India	24	216,402	27.75
Ukraine	390	203,988	1.71
South Africa	265	110,120	2.51
Thailand	181	106,676	3.68
Germany	85	68,396	7.84
Poland	170	65,819	3.92
South Korea	137	61,019	4.86
France	95	53,697	7.01
Belarus	505	52,033	1.32
England/Wales	100	51,265	6.66
Turkey	80	49,895	8.33
Italy	85	47,323	7.84
Japan	37	46,622	18.00
Romania	200	45,309	3.33
Bangladesh	37	44,111	18.00
Spain	105	40,157	6.34
Canada	115	33,882	5.79
Malaysia	104	20,324	6.40
Czech Republic	190	19,508	3.51
Philippines	26	17,843	25.62
Lithuania	360	13,228	1.85
Hong Kong	207	12,741	3.22
Hungary	120	12,455	5.55
Portugal	125	12,150	5.33
Moldova	275	10,363	2.42
Netherlands	65	10,143	10.25

Bulgaria	110	9,684	6.05
Latvia	375	9,608	1.78
Singapore	287	8,500	2.32
Slovakia	150	7,979	4.44
Belgium	75	7,401	8.88
Austria	85	6,761	7.84
Greece	55	5,897	12.11
Sweden	65	5,767	10.25
Scotland	110	5,697	6.05
Switzerland	80	5,655	8.33
New Zealand	127	4,553	5.24
Estonia	270	4,034	2.47
Denmark	65	3,421	10.25
Finland	60	3,018	11.10
Croatia	55	2,572	12.11
Cambodia	26	2,490	25.62
Norway	55	2,398	12.11
Ireland	55	2,032	12.11
Northern Ireland	105	1,740	6.34
Fiji	123	961	5.41
Slovenia	30	630	22.20
Luxembou	115	469	5.79
Macau	107	439	6.22
Brunei Darussal	110	312	6.05
Cyprus	30	202	22.20
Malta	55	196	12.11
Solomon Islands	46	150	14.48
Iceland	40	113	16.65
Kiribati	130	91	5.12
Cook Islands	225	45	2.96
Average, total	149	5,582,190	8

Rather than reducing violent crimes like murder, the international data shows that countries with the highest incarceration rates also have the highest murder rates--murder rates per 100,000 population increase by 1 for each 40 additional prison inmates per 100,000 population.

World Homicide Rates	World Populations
--------------------------------------	-----------------------------------

Country	Homicide Rate	Prison Incarceration Rate
RUSSIAN FED	8.1	690
UNITED STATES	8.2	666
BELARUS	4.8	505
UKRAINE	4.5	390
LATVIA	5.7	375
LITHUANIA	11.3	360
SINGAPORE	0.1	287
MOLDOVA	4.0	275
ESTONIA	4.9	270
SOUTH AFRICA	6.6	265
HONG KONG	1.0	207
ROMANIA	5.0	200
CZECH REPUBLIC	0.7	190
POLAND	1.0	170
SLOVAK REPUBLIC	0.3	150
REP.KOREA	1.8	137
NEW ZELAND	2.0	127
PORTUGAL	4.4	125
HUNGARY	2.2	120
CHINA	1.3	103
ENGLAND/WALES	0.5	100
FRANCE	1.7	95
AUSTRIA	4.7	85
SWITZERLAND	4.5	80
BELGIUM	4.6	75
DENMARK	1.1	65
NETHERLANDS	3.2	65
SWEDEN	2.9	65
FINLAND	3.9	60
IRELAND	1.2	55

NORWAY	1.9	55
JAPAN	1.3	37
CYPRUS	0.5	30
SLOVENIA	2.2	30
INDIA	3.8	24

Between 1985-1995, the incarceration rates of most countries decreased, while the rate in the US almost doubled.

Nation	1985	1995	% change
Slovenia	70	30	-57
Hungary	220	120	-45
Estonia	455	270	-41
Latvia	640	375	-41
Poland	270	170	-37
Slovakia	225	150	-33
Czech Republic	270	190	-30
Austria	120	85	-29
Finland	80	60	-25
Romania	260	200	-23
Lithuania	405	360	-11
Turkey	90	80	-11
Germany	90	85	-6
Cyprus	30	30	0
Denmark	65	65	0
Ireland	55	55	0
Scotland	100	110	10
England/Wales	90	100	11
Belgium	65	75	15
Norway	45	55	22
France	75	95	27
Sweden	50	65	30
Portugal	90	125	39
Greece	35	55	57

Spain	60	105	75
Netherlands	35	65	86
United States	313	660	111

Contrary to high incarceration rates, good education quality is more effective at reducing prison populations--the international data shows that each 2 1/2 TIMSS point increase in math scores reduces prison populations by one inmate per 100,000 population.

Country or State	12th Grade TIMSS Geometry Score	Incarceration Rate/100K
Russia	548	690
US	424	666
Latvia (1)	493	375
Lithuania	515	360
Singapore (1)	643	287
South Africa (1)	354	265
Hong Kong (1)	588	207
Romania (1)	482	200
Czech Republic	494	190
Thailand (1)	522	181
Slovak Republic (1)	547	150
Korea (1) (3)	607	137
New Zealand (1)	508	127
Portugal (1)	454	125
Hungary (1)	537	120
Canada	499	115
Bulgaria (1)	540	110
Scotland (1)	498	110
Spain (5)	470	105
China	643	103
England (1)	506	100
France	544	95
Germany	487	85
Italy	480	85
Austria	462	85
Switzerland	547	80
Belgium (1)	565	75

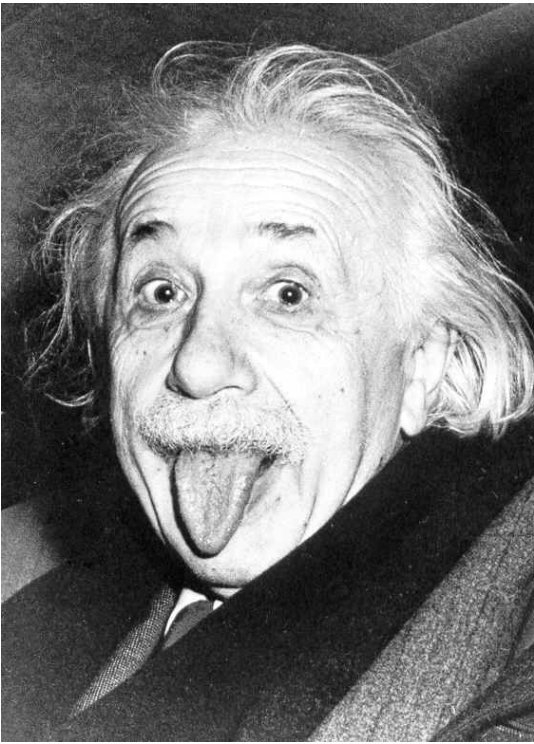
Denmark	527	65
Sweden	492	65
Ireland (1)	527	55
Norway (1)	503	55
Greece	498	55
Iceland (1)	487	40
Japan (1)	605	37
Cyprus	517	30
Slovenia	476	30
Taiwan (2)	610	
Israel (1)	522	
Australia	496	
North Dakota (6)	469	
Iran (1)	428	
Kuwait (1)	392	
Colombia (1)	385	

References



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The Einstein Hoax

The joke's on us

"Ein stein" means "one stone", a metaphor for half a brain

"The nation has been on the decline mentally and morally since 1870...Behind the Nazi party stands the German people, who elected Hitler after he had in his book and in his speeches made his shameful intentions clear beyond the possibility of misunderstanding. ... The Germans can be killed or constrained after the war, but they cannot be re-educated to a democratic way of thinking and acting..." Albert Einstein

This "brilliant" jew is, of course, referring to a people who were almost totally destroyed in a world war, have succeeded in ridding themselves of the scourge of jews, and within half a century rebuilt their country to achieve family incomes almost twice as high as ours

"Einstein rarely mentioned those who assisted him. Indeed, in all the famous 1905 papers that he published, only Michele [Besso](#), his friend and sounding board, is mentioned. There is simply no other source material cited in any other of his 1905 papers."

"But the 'energy of the atom' is something else again. If you believe that man will someday be able to harness this boundless energy-to drive a great steamship across the ocean on a pint of water, for instance-then, according to Einstein, you are wrong..."
1934, the Pittsburgh Post-Gazette

This front page article in which Einstein gave an "emphatic denial" regarding the idea of practical applications for the "energy of the atom" demonstrates even further that this jew is a "[feeble minded ... moron](#)"

*By the last quarter of the 19th century, the Science of Physics was considered to be nearly complete. The electromagnetic equations of James Clark Maxwell had explained electromagnetic radiation and light was considered to be a vibrational wave propagating through a medium called the Aether in a manner similar to the propagation of sound through air. Using Maxwell's Electromagnetic Equations, J. J. Thomson derived the relationship between mass and energy, $E=M \cdot C^2$, in 1888 when the alleged source of that relationship (Dr. Einstein) was still in knee pants. (The author has since received an E-mail which asserts that a Mr. Olinto D. Pretto of Italy published this relationship in 1903. This really doesn't matter too much, what is clear is that **Dr. [Einstein](#) was not the original source of the relationship for which he was credited.**)*

If this jew was so brilliant, why did the US government not tap his talents for the Manhattan Project which SUCCESSFULLY developed the atom bomb? Why was GPS a SUCCESS without any consideration for "his theory"? Why were two thirds of his children brain dead? Why did he publish "his" papers under his wife's name? Why did his wife do his math for him, and how did he do his math after he dumped her for a prettier woman? Why did he NEVER cite any prior paper to demonstrate that prior papers were used as references, and not just plagiarized? Why did Time Magazine name him as "person of the year" when he wasn't even in the top 100 of America's favorite personalities? Why was he denied admission to the US, along with all other jews who at that time were "feeble minded ... morons"? Why should this alley cat, who had a downs syndrome child out of wedlock, who got caught in adultery by his wife, who believes that Christ is now boiling in hot semen, who thinks the Germans "cannot be re-educated to a democratic way of thinking and acting", whose disdain for moral character and upstanding principles are so obvious, be presented as a moral example

to America's youth?

Niggers in Africa wouldn't even accept him as a role model, so why should we?

This moron's children

1. "Lieserl, the first child of Albert Einstein and Mileva Maric. Nobody really knows what happened to this child; there is a mention in one of the letters to her having scarlet fever and it is believed that the child was put up for adoption in Serbia. Albert never breathed a word about her publicly during his lifetime, which is quite strange." Another View: "Zackheim argues that toddler was severely retarded and probably had Down syndrome. She contends that Mileva, unable to place the little girl for adoption or bend her to an orphanage, left her with her parents at their home in Serbia's rural Vojvodina region on the fertile Danube plain"
 2. Hans Albert Einstein: "Among Professor Einstein's numerous honors and awards were a Guggenheim Fellowship (1953), research awards from the American Society of Civil Engineers (1959 and 1960), The Berkeley Citation from the University of California (1971), the Certificate of Merit from the U.S. Department of Agriculture (1971), and a certificate of recognition for more than twenty years of devoted and distinguished service to *Applied Mechanics Reviews* by the American Society of Mechanical Engineers (1972)"
 3. "After Mileva's death a tutor, was appointed to her younger [Albert's second] son [Eduard]; he lived in a sanatorium until his death in 1965."
- Back up copy at <http://www.christianseparatist.org/briefs/sb4.02.htm>
 - Crank dot net on Einstein <http://www.crank.net/einstein.html>
 - The Emperor's New Clothes.
 - Einstein's wife, Mileva Maric, did his math for him.
 - Another view of the Einstein hoax.
 - "Albert Einstein: The Incurable Plagiarist".
 - Who did Einstein plagiarize from?
 - Richard Moody: Einstein the plagiarist.
 - Birdman Bryant on Einstein.
 - Willie Martin on Einstein.

- Dr. Paul [Bowers](#) on the Einstein myth.
- Tom [Van Flandern](#) on Einstein.
- Analyzing the personal [invectives](#) of einsteinians.
- "Einstein's theories" proven wrong by successful [GPS](#).
- More from H. E. [Retic](#) on Einstein's war on common sense.
- FBI file: [Einstein denied](#) a visa to enter the US.

The Einstein Time Line

1700	Newton predicts the deflection of light around the sun, something Einstein plagiarized as his 1911 prediction, without citing Newton
1801	Johann Georg von Soldner publishes his predictions which Einstein plagiarized as his predictions 114 years later, not citing Soldner in "his" 1915 paper
1827	78 years before Einstein gets credit for it, Robert Brown in Scotland explains Brownian Movement
1827	78 years before Einstein gets credit for it, Robert Brown in Scotland explains Brownian Movement
1878	James Maxwell in Scotland publishes Special Theory of Relativity in Encyclopedia Britannica which Einstein publishes as his own in 1905 without citing Maxwell
1879, March 14	Einstein born in Württemberg, Germany
1887	Michelson-Morley experiment suggests there is no ether, an observation made by Einstein in his 1905 papers, with no cites to Michelson or Morley
1888	Heinrich Hertz publishes his paper on the photoelectric effect, a paper which Einstein failed to cite
1889	George Fitzgerald in Ireland publishes his paper about the theory of relativity, a paper which Einstein
1890	Ludwig Boltzmann of Austria and Josiah Gibbs of the US develop the Boltzmann Constant
1892	Hendrik Lorentz in the Netherlands publishes the Lorentz Transformations

1895	At age 16, Einstein fails simple entrance exam to engineering school in Zurich
1896	At age 17, Einstein becomes a high school drop out, his German citizenship is revoked, and he enrolls in the Swiss Federal Polytechnic School in Zurich
1898	Paul Gerber in Germany published the exact equations in Annalen der Physik (also in "Science of Mechanics", a book that Einstein is known to have studied) which Einstein published 17 years later in 1915 as his "perihelion motion of Mercury", in exactly the same journal, with no cites to Gerber, claiming that he was "in the dark", only to confess under pressure to his crime in 1920
1898	Poincare in France wrote the paper on the theory of relativity, which never mentions Einstein, which Einstein plagiarized as one of his 1905 papers without citing Poincare
1900	Max Planck and Wilhelm Wien of Germany develop the quantum theory which Einstein plagiarized as his "Light Quantum" paper in 1905, citing neither Planck nor Wien
1901	At age 22, after five years at Swiss Federal Polytechnic School, Einstein graduated with the lowest grade point average in the class, became a Swiss citizen, and got a job as technical assistant in the patent office
1902	Einstein sires his first mental mushroom, an illegitimate daughter Lieserl, who's believed to have been put up for adoption because she had Downs Syndrome
1903	Olinto de Pretto publishes $E=mc^2$ in <i>Atte</i> , a scientific magazine known to be read by Einstein, which he later claimed as his own work and which he failed to cite
1904	Einstein sires his only normal child, Hans Albert, whose main claim to fame seems to have been to keep up his subscription to Applied Mechanics Reviews for 20 years
1904	Friedrich Hasenohrl of Germany, citing J.J. Thomson of England and W. Kaufmann of Sweden, publishes $E=mc^2$ in same journal as Einstein plagiarizes as his own in 1905, failing to cite any of the three
1905	Philipp Eduard Anton von Lenard , whom Einstein's wife studied under, received a Nobel Prize for discovering the photo-electric effect, which Einstein plagiarizes the SAME year as "his" paper, with no reference to Lenard

1905	At age 26, while still at the patent office, he published 4 groundbreaking essays in the field of theoretical physics and quantum mechanics in Annalen der Physik, gaining him a Ph.D. from the University of Zurich and worldwide support from the Zionists. He included his WIFE Marity's name on the papers who is rumored to have done all his math for him, and gave her all the prize money
1907	J. Precht says of Einstein's ridiculous twist of logic "Perhaps it will prove possible to test this theory using bodies whose energy content is variable to a high degree (e.g., salts of radium)" that such an experiment "lies beyond the realm of possible experience"
1909	At age 30, four years after getting his Ph.D, this genius is still a technical assistant at the patent office, so World Jewry arranges to promote him to associate professor at Zurich University
1910	Einstein sires his second mental mushroom, Eduardo, who dies in a sanatorium in 1965
1915, November 20	David Hilbert presents his paper in Berlin, citing Marcel Grossmann, including precisely the same field equations that Einstein presented as his own 5 days later (2 weeks after it was known that Einstein had a copy of Hilbert's paper, but but Hilbert didn't have a copy of Einstein's paper). Dingle repudiated the special theory of relativity in 1972
1915, November 25	Einstein presents his paper and publishes the General Theory of Relativity based on the mathematics of Marcel Grossmann and Bernhard Riemann, first to develop a sound non-Euclidean geometry, which is the basis of all mathematics used to describe relativity.
1919, November 7	London Times begins the jew disinformation campaign, heralding Einstein as a "genius"
1921	Einstein's first visit to the US to promote Zionism
1922	Einstein receives Nobel Prize concerning the photoelectric effect
1932, December 9	Einstein denied a visa to visit the US because of his "communist connections"
1955, April 18	this filthy Jewish demagogue dies
1972	Herbert Dingle refutes the special theory of relativity

1993	Peter Beckman writes that Special Relativity will be dismissed
1995	The Global Positioning Satellite "works fine", in spite of Einsteinians' concerns that they ignored Einstein's "theories"
1998, December 21	Tom Van Flandern publishes in Physics Letters A that the speed of gravity must be at least 20 billion times faster than the speed of light, disproving "Einstein's" theories
1999	Time Magazine puts Einstein on the front cover as "person of the century", even though he wasn't an American, he was an enemy foreign agent, and the American public didn't view Einstein as even one of their most favorite 100 people of the century
2000	Anedio Ranfagni proves that "Einstein's theory" about the constant speed of light is wrong

Einstein's plagiarized papers:

- ["Light Quantum" paper](#)
- [Dissertation: "A New Determination of Molecular Dimensions"](#)
- ["Brownian Motion" paper](#)
- "On the Electrodynamics of Moving Bodies"
- The Special [Theory of Relativity](#) based on Lorentz Transformations with no mention of Lorentz who published his paper 13 years earlier.

<http://home.comcast.net/~xtxinc/>

"The appearance of Dr. Silberstein's recent article on 'General Relativity without the Equivalence Hypothesis' encourages me to restate my own views on the subject. I am perhaps entitled to do this as my work on the subject of General Relativity was published before that of Einstein and Kottler, and appears to have been overlooked by recent writers." -- Harry Bateman

"All this was maintained by Poincare and others long before the time of Einstein, and one does injustice to truth in ascribing the discovery to him." -- Charles Nordmann

"[Einstein's] paper 'Zur Elektrodynamik bewegter Koerper' in Annalen der Physik. . . contains not a single reference to previous literature. It gives you the impression of quite a new venture. But that is, of course, as I have tried to explain, not true." -- Max Born

"In point of fact, therefore, Poincare was not only the first to enunciate the principle, but he also discovered in Lorentz's work the necessary mathematical formulation of the principle. All this happened before Einstein's paper appeared." -- G. H. Keswani

"Einstein's explanation is a dimensional disguise for Lorentz's. . . . Thus Einstein's theory is not a denial of, nor an alternative for, that of Lorentz. It is only a duplicate and disguise for it. . . . Einstein continually maintains that the theory of Lorentz is right, only he disagrees with his 'interpretation.' Is it not clear, therefore, that in this, as in other cases, Einstein's theory is merely a disguise for Lorentz's, the apparent disagreement about 'interpretation' being a matter of words only?" -- James Mackaye

"The secret to creativity is knowing how to hide your sources." -- Albert Einstein

"Oh, and [Dr. Harvey](#) told me that so far he had found nothing to indicate the physical nature of this particular brain was anything special. But some scientists in California heard about the brain from my story and eventually did some work which showed some anomalies. Anyway, the big excitement for me was seeing those little brain-pieces, each the size of a Goldenberg's peanut chew, bobbing up and down in solution. This changed everything."

It sure did. The brain of the smartest jew in the world is smaller than a woman's--and the smartest jew sin the world is a LIAR, plagiarist, and idiot

"Unfortunately, Dr. Einstein failed to recognize that Tensor Calculus cannot be used to derive a relativistic theory (as discussed later) and employed that mathematical technique in the theory's derivation. Its use for such a purpose introduced a mathematical error of a type which, if persistently made by a student of Elementary Calculus, would result in a failing grade for the course. As a result of this error, the derivation of General Relativity was impossible in terms of our observable three dimensional Euclidian Space."

Could it be at all possible that this "anti-Semitism" referred to in the following statement, that which got jews kicked out of 86 nations before us, was based on reality and not mythology?:

Not everybody was enraptured by this general trend of celebrity and idolatry. If you were a conservative, or a German physicist who had won the Nobel prize (as Einstein had not yet done) without having your face decorate magazine covers and being anointed a new Copernicus, there was something vaguely ominous

about the brown - eyed face staring out from the newspapers and magazine covers. It was, after all a Jewish face. And the word "relatively" was being heard entirely too often these days in contexts that had nothing to do with moving trains and the speed of light. It was a joke, it was a code, a shorthand for a certain kind of corruption, a moral rot, "the purest subjective idealism", in the words of the London Times, substituting for the pillars of culture and knowledge. This was anti Semitism directed at Einstein, and he noticed:

Berlin, Albert had told Ehrenfest late in 1919, was rife with [anti Semitism](#), adding that "political reaction is violent, at least among the intelligentsia." Soon he began to see it everywhere.

There was a large part of the population who were racists, and Einstein had presented himself as a prominent figure for these racists to direct their attention to. Einstein from 1919, he began to notice anti Semitism wherever he went in the world, by this racist faction.



<http://www.us-israel.org/jsource/US-Israel/usjewpop.html>

Jewish Population of the United States by State

	Estimated	Total	Jewish Percent
	Jewish Population	Population*	of Total
Alabama	9,200	4,369,000	0.2
Alaska	3,500	620,000	0.6
Arizona	81,500	4,778,000	1.7
Arkansas	1,600	2,551,000	0.1
California	967,000	33,145,000	2.9
Colorado	68,000	4,056,000	1.7
Connecticut	101,000	3,282,000	3.1
Delaware	13,500	753,000	1.8
District of Columbia	25,500	519,000	4.9
Florida	637,000	15,111,000	4.2
Georgia	87,500	7,788,000	1.1

Hawaii	7,000	1,185,000	0.6
Idaho	1,000	1,252,000	0.1
Illinois	270,000	12,128,000	2.2
Indiana	18,000	5,943,000	0.3
Iowa	6,500	2,869,000	0.2
Kansas	14,500	2,654,000	0.5
Kentucky	11,000	3,961,000	0.3
Louisiana	16,500	4,372,000	0.4
Maine	7,500	1,253,000	0.6
Maryland	216,000	5,172,000	4.1
Massachusetts	274,000	6,175,000	4.4
Michigan	107,000	9,864,000	1.1
Minnesota	42,000	4,776,000	0.9
Mississippi	1,400	2,769,000	(z)
Missouri	62,000	5,468,000	1.1
Montana	800	882,000	0.1
Nebraska	7,000	1,666,000	0.4
Nevada	57,500	1,809,000	3.2
New Hampshire	9,900	1,201,000	0.8
New Jersey	465,000	8,143,000	5.7
New Mexico	10,500	1,740,000	0.6
New York	1,651,000	18,197,000	9.1
North Carolina	25,000	7,651,000	0.3
North Dakota	700	634,000	0.1
Ohio	144,000	11,257,000	1.3

Oklahoma	5,000	3,358,000	0.1
Oregon	30,500	3,316,000	0.9
Pennsylvania	282,000	11,994,000	2.4
Rhode Island	16,000	991,000	1.6
South Carolina	10,500	3,886,000	0.3
South Dakota	350	733,000	(z)
Tennessee	18,000	5,484,000	0.3
Texas	124,000	20,044,000	0.6
Utah	4,500	2,130,000	0.2
Vermont	5,700	594,000	1.0
Virginia	76,000	6,873,000	1.1
Washington	35,500	5,756,000	0.6
West Virginia	2,400	1,807,000	0.1
Wisconsin	28,500	5,250,000	0.5
Wyoming	400	480,000	0.1
Total	**6,061,000	272,690,000	2.2

Totals may not be exact due to rounding.

*Resident population, July 1, 1999 (Source: [U.S. Bureau of the Census](#)).

**Exclusive of Puerto Rico and the Virgin Islands which previously reported Jewish populations of 1,500 and 350, respectively.

(z) Figure is less than 0.1 and rounds to 0.

Source: David Singer, Ed. *American Jewish Year Book 2000*, NY: [American Jewish Committee](#), 2000.



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http://nces.ed.gov/ipeds/data/ipedsdatatools/ipeds_data_tool.asp

[Download this table as a Microsoft Excel spreadsheet](#) (86 kb Excel file).

[Download this table as a Lotus 123 spreadsheet](#) (63 kb Lotus file).

[Download this table in PDF format](#) (31 kb PDF file).

Table 168. Current expenditure per pupil in average daily attendance in public elementary and secondary schools, by state: 1959-60 to 1997-98

State or other area	Unadjusted dollars Constant 1997-98 dollars\\									
	1959-60	1969-70	1979-80	1980-81	1985-86	1989-90	1990-91	1991-92	1992-93	1993-94
1	2	3	4	5	6	7	8	9		
10	11	12	13	14	15	16	17	18	19	
20	21	22	23	24	25	26	27	28	29	
United States	\$375	\$816	\$2,272	\$2,502	\$3,756	\$4,980	\$5,258			
\$5,421 \$5,584 \$5,767 \$5,989 \$6,147 \$6,393 \$6,662 \$2,065 \$3,494 \$4,733										
\$4,672 \$5,582 \$6,343 \$6,350 \$6,344 \$6,337 \$6,380 \$6,440 \$6,435 \$6,507										
\$6,662										
Alabama	241	544	1,612	1,985	2,565	3,327	3,627			
3,616 3,761 4,037 4,405 4,716 4,903 5,166 1,327 2,329 3,358										
3,706 3,812 4,238 4,380 4,232 4,268 4,465 4,737 4,937 4,991 5,166										
Alaska	546	1,123	4,728	5,688	8,304	8,431	8,330			
8,450 8,735 8,882 8,963 9,012 9,097 9,074 3,007 4,807 9,850										
10,621 12,343 10,740 10,060 9,889 9,912 9,825 9,639 9,435 9,260										
9,074										
Arizona	404	720	1,971	2,258	3,336	4,053	4,309			
4,381 4,510 4,611 4,778 4,860 4,940 5,122 2,221 3,083 4,106										
4,217 4,959 5,163 5,204 5,127 5,118 5,100 5,138 5,088 5,028 5,122										
Arkansas	225	568	1,574	1,701	2,658	3,485	3,700			
4,031 4,124 4,280 4,459 4,710 4,840 4,999 1,239 2,430 3,280										
3,176 3,950 4,439 4,469 4,717 4,680 4,735 4,794 4,931 4,926 4,999										
California	424	867	2,268	2,475	3,543	4,391	4,491			
4,746 4,780 4,921 4,924 4,924 5,414 5,795 2,234 3,713 4,725										
4,621 5,266 5,593 5,424 5,554 5,425 5,443 5,368 5,347 5,511 5,795										
Colorado	396	738	2,421	2,693	3,975	4,720	5,064			
5,172 5,139 5,097 5,443 5,521 5,728 6,099 2,181 3,159 5,044										
5,028 5,908 6,013 6,116 6,052 5,832 5,638 5,853 5,780 5,830 6,099										
Connecticut	436	951	2,420	2,876	4,743	7,837	7,853			
8,012 7,973 8,473 8,617 8,617 8,901 9,221 2,400 4,073 5,042										
5,369 7,050 9,983 9,485 9,377 9,049 9,172 9,481 9,230 9,060 9,221										
Delaware	456	900	2,861	3,018	4,610	5,799	5,974			
6,093 6,274 6,621 7,030 7,267 7,804 7,963 2,509 3,854 5,961										
5,635 6,852 7,387 7,215 7,130 7,120 7,324 7,559 7,607 7,943 7,963										
District of Columbia	433	1,303	3,441	5,337	8,955	9,377				
9,549 9,419 10,180 9,335 9,565 9,019 9,225 2,373 4,360 6,790										
6,425 7,933 11,407 11,326 11,175 10,690 11,261 10,038 10,013 9,180 9,225										
Florida	318	732	1,889	2,401	3,529	4,997	5,276			
5,243 5,314 5,516 5,718 5,894 5,986 6,183 1,748 3,135 3,936										
4,484 5,246 6,366 6,373 6,136 6,031 6,101 6,149 6,170 6,093 6,183										
Georgia	253	588	1,625	1,708	2,966	4,275	4,466			
4,419 4,686 4,915 5,193 5,377 5,708 5,947 1,395 2,517 3,386										
3,189 4,408 5,445 5,394 5,172 5,317 5,437 5,584 5,630 5,809 5,947										
Hawaii	325	841	2,322	2,604	3,807	4,448	5,166			
5,420 5,704 5,879 6,078 6,051 6,144 6,409 1,787 3,599 4,837										
4,862 5,658 5,667 6,240 6,343 6,473 6,503 6,536 6,335 6,253 6,409										
Idaho	290	603	1,659	1,856	2,484	3,078	3,386			
3,556 3,690 3,844 4,210 4,465 4,732 5,012 1,595 2,583 3,457										
3,465 3,691 3,920 4,090 4,162 4,188 4,252 4,527 4,674 4,816 5,012										
Illinois	438	909	2,587	2,704	3,781	5,118	5,520			
5,670 5,898 5,993 6,128 6,557 6,858 7,243 2,413 3,694 5,389										
5,048 5,621 6,519 6,667 6,635 6,694 6,519 6,598 6,416 6,674 6,858										
Indiana	369	728	1,882	2,010	3,275	4,606	4,930			
5,074 5,344 5,630 5,826 6,040 6,605 6,786 2,029 3,117 3,922										
3,753 4,868 5,868 5,955 5,937 6,065 6,228 6,265 6,323 6,723 6,786										
Iowa	368	844	2,326	2,668	3,619	4,453	4,679			
5,096 5,257 5,288 5,483 5,772 6,047 6,295 2,024 3,614 4,847										
4,981 5,379 5,674 5,651 5,966 5,850 5,896 6,042 6,155 6,295										
Kansas	348	771	2,173	2,559	3,829	4,752	4,874			
5,007 5,442 5,659 5,817 5,971 6,158 6,406 1,914 3,301 4,527										
4,778 5,692 6,053 5,887 5,860 6,176 6,260 6,256 6,251 6,268 6,406										
Kentucky	233	545	1,701	1,784	2,486	3,745	4,354			
4,719 4,872 5,107 5,217 5,545 5,929 6,125 1,283 2,334 3,544										
3,331 3,695 4,771 5,258 5,522 5,529 5,650 5,610 5,805 6,035 6,125										
Louisiana	372	648	1,792	2,469	3,187	3,903	4,196			
4,352 4,428 4,519 4,761 4,988 5,201 5,645 2,047 2,775 3,734										
4,611 4,737 4,972 5,068 5,093 5,025 4,999 5,119 5,221 5,293 5,645										
Maine	283	692	1,824	1,934	3,472	5,373	5,458			
5,652 6,073 6,069 6,428 6,546 6,880 7,238 1,556 2,965 3,799										
3,611 5,160 6,844 6,592 6,614 6,892 6,713 6,913 6,853 7,002 7,238										
Maryland	393	918	2,598	2,914	4,447	6,275	6,654			
6,679 6,813 6,958 7,245 7,382 7,543 7,812 2,162 3,932 5,413										
5,440 6,610 7,994 8,036 7,816 7,731 7,696 7,791 7,729 7,678 7,812										
Massachusetts	409	859	2,819	2,940	4,562	6,237	6,366			
6,408 6,627 6,959 7,287 7,613 7,818 8,299 2,251 3,678 5,874										
5,489 6,781 7,945 7,689 7,500 7,521 7,698 7,836 7,970 7,958 8,299										
Michigan	415	904	2,640	3,037	4,176	5,546	5,883			
6,268 6,494 6,586 6,994 7,166 7,568 7,717 2,285 3,870 5,501										
5,670 6,207 7,065 7,105 7,336 7,370 7,365 7,521 7,501 7,703 7,717										
Minnesota	425	904	2,387	2,673	3,941	4,971	5,239			
5,409 5,554 5,720 6,000 6,162 6,371 6,795 2,341 3,869 4,973										
4,992 5,857 6,331 6,327 6,330 6,303 6,327 6,452 6,451 6,485 6,795										
Mississippi	206	501	1,664	1,605	2,362	3,094	3,187			
3,245 3,382 3,660 4,080 4,250 4,312 4,575 1,133 2,144 3,466										
2,998 3,510 3,941 3,849 3,798 3,838 4,049 4,387 4,449 4,389 4,575										
Missouri	344	709	1,936	2,172	3,189	4,507	4,754			
4,830 4,885 5,114 5,383 5,626 5,823 6,096 1,893 3,034 4,034										
4,056 4,740 5,741 5,742 5,652 5,544 5,657 5,789 5,890 5,927 6,096										
Montana	411	782	2,476	2,683	4,091	4,736	5,204			
5,319 5,425 5,598 5,692 5,847 6,112 6,448 2,261 3,348 5,160										
5,010 6,080 6,033 6,286 6,225 6,157 6,192 6,121 6,121 6,221 6,448										
Nebraska	337	736	2,150	2,384	3,634	4,842	5,038			
5,263 5,336 5,651 5,935 6,083 6,472 6,584 1,855 3,153 4,479										
4,452 5,401 6,167 6,086 6,160 6,056 6,251 6,382 6,368 6,587 6,584										
Nevada	430	769	2,088	2,078	3,440	4,117	4,653			
4,926 5,066 5,052 5,160 5,320 5,541 5,758 2,369 3,295 4,351										
3,880 5,113 5,245 5,620 5,764 5,749 5,588 5,549 5,570 5,639 5,758										
New Hampshire	347	723	1,916	2,265	3,542	5,304	5,685			
5,790 5,644 5,758 5,958 6,236 6,487 1,911 3,096 3,992										
4,230 5,264 6,756 6,866 6,776 6,405 6,331 6,300 6,237 6,347 6,487										
New Jersey	388	1,016	3,191	3,254	5,570	8,139	8,756			
9,317 9,415 9,677 9,774 9,955 10,211 10,233 2,133 4,351 6,649										
6,076 8,279 10,368 10,575 10,904 10,685 10,705 10,511 10,422 10,393 10,233										
New Mexico	363	707	2,034	2,329	3,195	3,515	3,895			

[illegible]



The jewish Problem

In order to normalize the standardized test scores of New Jersey, New York, and Maryland with those of Tennessee, Minnesota, and Iowa, the test scores of all races, and the population of jews in these three Eastern states, must be radically adjusted. The scores for these 6 states cannot be normalized by simply using the [official](#) jewish population for those Eastern states, coupled with the standardized test scores by [race](#) reported by multiple testing organizations.

SAT MATH SCORES

It is of course possible that the actual SAT math [scores](#) of Whites in these Eastern states are actually considerably lower than those for Whites in the Western states, but that will be dealt with as a separate issue. The first objective is to do a worst case analysis which defines the outter parameters of these different scores by race and state, which requires looking first at the highest scores for Whites and the lowest scores for jews, blacks, and Hispanics. Once those outter extremes are quantified, the expected percentage of jews in these Eastern states can be adjusted to normalize them, and then the standard deviations within scores for each race can be compared.

The high percentage of blacks in Tennessee and Maryland (23.4% and 35.6% respectively), coupled with the low percentage of jews in Tennessee, Minnesota, and Iowa, enables the actual scores of blacks to be determined with sufficient precision to calculate their contribution to the amazingly low scores of New Jersey, New York, and Maryland (105, 110, and 105 points, respectively, lower than Iowa). Once their contribution to these low scores is adjusted for, then the test scores of jews as well as their population in these Eastern states is known with a high degree of precision. The one variable that is not considered is the different percentage of test takers in each state, but this variable can be compensated for by comparing the results to the NAEP Math scores which are not subject to this variability.

Tennessee's composite score matches it's actual score precisely if the SAT scores for blacks is adjusted downward by 56 points to 375, for Hispanics down by 40 points to 440, for Asians up by 30 points to 610, and for Whites up by 106 points to 597. This also creates a perfect match for Minnesota and Iowa, but it causes the composite average for the Eastern states to be a total of 76 points higher. To adjust for these Eastern states requires that the scores for jews to be adjusted downward by 99 points to 392. The disparity between these Eastern states can then be normalized

by changing the estimated population of jews in each of these states to 33%, 25%, and 17%, respectively.

	blacks	Whites	Hispanic	Asian	Indian	jews	Calculated	Actual	Diff
SAT M original	431	491	480	580	437	491			
SAT Math adjusted	375	597	440	610	437	392			
New Jersey	54.75	203.577	54.56	35.38	0.437	129.36	478	478	0
New York	76.125	187.458	77.44	31.72	2.185	98	473	473	0
Maryland	133.5	237.009	15.4	23.79	1.311	66.64	478	478	0
Tennessee	87.75	444.765	3.96	6.1	0.437	0.392	543	543	0
Minnesota	19.5	515.808	9.68	25.01	8.303	0.784	579	579	0
Iowa	12.75	540.882	10.56	9.76	2.185	5.88	582	583	1

NAEP MATH SCORES

The NAEP Math scores for these Eastern states are 8.3, 17.2, and 17.2 points lower than Iowa, respectively, so a comparison can be made to the above population estimates to normalize the NAEP scores for these states. The scores for Whites must be increased 20 points to 280 to normalize the Western states, but this biases the scores for the Eastern states. To normalize New York and Maryland requires scores for jews to be decreased 5 points to 265. [note, the NAEP score for Tennessee is not available for that year].

	blacks	Whites	Hispanic	Asian	Indian	jews	Calculated	Actual	Diff
New Jersey	14.60%	34.10%	12.40%	5.80%	0.10%	33.0%			
New York	20.30%	31.40%	17.60%	5.20%	0.50%	25.0%			
Maryland	35.60%	39.70%	3.50%	3.90%	0.30%	17.0%			
Tennessee	23.40%	74.50%	0.90%	1.00%	0.10%	0.1%			
Minnesota	5.20%	86.40%	2.20%	4.10%	1.90%	0.2%			
Utah	0.70%	88.90%	6.00%	2.40%	1.50%	0.5%			
Wyoming	1.20%	88.20%	6.20%	0.80%	2.80%	0.8%			
Oregon	2.60%	83.50%	7.40%	3.40%	2.00%	1.1%			
Iowa	3.40%	90.60%	2.40%	1.60%	0.50%	1.5%			
NAEP Math original	238	270	244	279	246	270			
NAEP Math adjusted	238	280	244	279	246	265			
New York	48.3	87.9	42.9	14.5	1.2	66.3	261	260.8	0
Maryland	84.7	111.2	8.5	10.9	0.7	45.1	261	260.8	0
Minnesota	12.4	241.9	5.4	11.4	4.7	0.5	276	275.4	-1
Iowa	8.1	253.7	5.9	4.5	1.2	4.0	277	278	1

The NAEP 1996 Mathematics [Report Card](#), Table B.5, reports the math scores for "Whites" in Delaware and Rhode Island to be 275, which is 12 points lower than those for "Whites" in Minnesota and Montana, of 287. If jews are only .1% of the population of the Western states, then the only way for "Whites" in Delaware and Rhode Island to have such low scores (all else being equal) is for an average of 54.5% of the population of "Whites" in those Eastern states to be jews.

$J = \% \text{ of population who are jews}$

$1 - J = \% \text{ of population who are "Whites"}$

NAEP score for jews = 265

NAEP score for Whites = 287

$265J + 287(1 - J) = 275$

$J = 54.5\%, 1 - J = 45.5\%$

This appears to be far more likely than the "official population" of jews reported by a number of non-government sources, particularly since jews [demanded](#) in 1957 that the Census Bureau stop reporting the demographics of jews by race..

TIMSS MATH SCORES

The NAEP/TIMSS [crosslinking study](#) reports the estimated TIMSS scores by state which is consistent with SAT math, ACT math, GRE math, NAEP math, so this provides an alternative opportunity to verify the above assumptions. The 404 TIMSS math score of Washington, DC, is used to represent blacks, the 565 score of Belgium is used to represent Whites, the 487 score from Spain is used to represent Hispanics and Indians, the 605 score from Japan is used to represent Asians, and instead of using the estimated scores for Whites to represent jews, the 466 score from Israel is used to represent them.

The predicted composite average of Delaware, New York, Rhode Island, Minnesota, North Dakota, Nebraska, Montana, and Iowa are all higher than their actual scores by an average of 24 points. To normalize the Western states requires the scores for Whites to be decreased 27 points, from 565 to 538. This results in the composite average scores for the Eastern states being an average of 11 points lower than their actual scores, which cannot be normalized using the official population for jews in those states. With 83% of the nation's 5.5 million jews in the Northeast, the actual percentage of the population in those states who are jews could be more than 20%. However, not even making the assumption that 20% of the population of those states are jews is enough to account for the disparity in these three states.

In order for the predicted composite average TIMSS scores of Delaware, New York, and Rhode Island to match their actual TIMSS scores, the percentage of jews in those states must be increased by a large margin (22% in Delaware, 19% in New York, and 73% in Rhode Island), and the scores for jews must be increased by 29 points to 495. This is not a claim that this is the actual

percentage of jews in those states--it merely demonstrates that this is what the population should be if all other factors are equal. The fact that American Whites score 27 points lower than Belgians is proof enough that all other factors are not equal, and suggests that Whites in those Eastern states could score even lower than Whites in the Western states.

	blacks	Whites	Hispanic	Asian	Indian	jews	Calculated	Actual	Diff
Delaware	29.90%	41.90%	4.30%	1.80%	0.20%	22.0%			
New York	20.30%	37.40%	17.60%	5.20%	0.50%	19.0%			
Rhode Island	7.30%	5.30%	10.70%	3.30%	0.50%	73.0%			
Minnesota	5.20%	86.40%	2.20%	4.10%	1.90%	0.2%			
N. Dakota	0.90%	88.20%	1.10%	0.70%	8.10%	1.0%			
Nebraska	6.00%	85.40%	4.90%	1.30%	1.40%	1.0%			
Montana	0.60%	87.100%	1.50%	0.80%	9.90%	0.1%			
Iowa	3.40%	90.60%	2.40%	1.60%	0.50%	1.5%			
TIMSS actual	404	565	487	605	487	466			
TIMSS adjusted	404	538	487	605	487	495			
TIMSS Math									
Delaware	120.8	225.4	20.9	10.9	1.0	108.9	488	488	0.1
New York	82.0	201.2	85.7	31.5	2.4	94.1	497	497	0.1
Rhode Island	29.5	28.5	52.1	20.0	2.4	361.4	494	494	0.1
Minnesota	21.0	464.8	10.7	24.8	9.3	1.0	532	532	0.4
N. Dakota	3.6	474.5	5.4	4.2	39.4	5.0	532	532	-0.1
Nebraska	24.2	459.5	23.9	7.9	6.8	5.0	527	529	1.8
Montana	2.4	468.6	7.3	4.8	48.2	0.5	532	529	-2.9
Iowa	13.7	487.4	11.7	9.7	2.4	7.4	532	532	-0.4

If Asians in the US score closer to Whites in the US than to Asians in Japan, then scores for Whites would increase 1 point to 539 and jews 5 points to 500, which tends to confirm another methodology for determining the "intelligence" of jews through measuring their [cranial](#) capacity.

So what is "the jewish Problem". It is that our immigration policy was modified in 1924 to permit "[feeble minded ... morons](#)" to enter the country, who then proceeded to tear down each and every Christian institution which made this the once greatest nation on Earth at the same time that they belittled and dumbed down our children with the STUPIDEST education ideas in human history.