Intelligence, education, and mortality

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Intelligence, education, and mortality
Are linked in several ways, so strategies to reduce inequalities should be broadly based

Socioeconomic status can be indexed in a variety of ways, but usually on the basis of an individual’s occupational social class, income, education, and housing tenure. Data accumulated over several decades show that these characteristics are associated with differences in health, particularly within affluent societies. With the exception of few outcomes—incidence of breast cancer in women particularly within affluent societies. With the exception of few outcomes—incidence of breast cancer in women and selected injuries—poorer health is more common in poorer people. Moreover, this gradient seems to be apply across the full socioeconomic range, rather than being confined to the most disadvantaged end of the spectrum. A worldwide reduction in these differentials has become confined to the most disadvantaged end of the spectrum. For example, the gradient in mortality from 1960 to 2000.

6. Hodgkinson P. Viewing the bodies following disaster: does it help? Cruse Bereavement Care 1995, Part 1, 2A.
cause of social class inequalities in health." This idea is based on two observations. Firstly, intelligence test scores—measured by individually or group administered tests—are socially patterned, whereby children and adults from socially deprived backgrounds typically have worse results. Secondly, lower intelligence test results across the life course, even in youth, are associated with higher mortality and rates of disease many years later. This is exemplified by data from a cohort of one million Swedish men who were administered an IQ test in late adolescence. After two decades of mortality surveillance during which 15 000 deaths occurred, we see a stepwise gradient between mortality and intelligence across the full range of intelligence scores such that lower intelligence is associated with the greatest risk (figure).

If Gottfredson’s thesis is correct, statistically adjusting the association between socioeconomic position and health for intelligence would eliminate any gradient. In framing her hypothesis so provocatively, Gottfredson has probably asked too much: it is unlikely that any single characteristic will completely explain the socioeconomic gradient in mortality. In addition to testing this hypothesis, Lager and colleagues also ask the opposite question: is the intelligence–mortality gradient explained by socioeconomic status?

The answer to both of the above questions seems to be that controlling for either intelligence or education, partially but not completely “explains” the respective associations with mortality; these observations are supported by the current literature. However, using education as their primary marker of socioeconomic status raises concerns regarding co-linearity: the correlation with intelligence is strong, so educational outcomes probably capture differences in cognitive ability.

Observational evidence should be interpreted cautiously because the extent to which one construct explains the effect of another depends on how precisely these two entities have been measured. In the US national longitudinal survey of youth, for example, the effect of a single measurement of intelligence on mortality disappeared completely after statistical control for socioeconomic circumstances that were measured 19 times during follow-up. In contrast, the effect of socioeconomic position was little affected by adjustment for the one-off measurement of intelligence. Presumably, if intelligence had been measured with much higher precision than socioeconomic position these data would have supported a reverse conclusion.

Surprisingly, Lager and colleagues also report a higher risk of mortality in older women with higher rather than lower intelligence in childhood. Being based on sub-group analysis, where spurious findings can surface by chance, this result remains suggestive. Furthermore, given that, in both men and women, education and mortality, and education and intelligence, have similar magnitudes of association, it is surprising to see an association between intelligence and mortality only in men. In female participants in the 1932 Scottish mental surveys, higher scores on intelligence tests administered at 11 years were associated with lower deaths rates up to 76 years later—Lager and colleagues’ discussion stated that this finding was limited to deaths occurring only during the second world war, but this was not the case. Until the apparent sex differences in these results are resolved, it is probably also too early to use Lager and colleagues’ results to make a conclusion about the state of the system integrity hypothesis—the notion that higher intelligence may be a marker of a general latent trait of a well functioning body.

If intelligence contributes to observed socioeconomic inequalities in mortality through a variety of mechanisms, then the efforts to reduce inequalities should continue to be broadly based, including educational opportunities and interventions initiated in early life. These may also elicit improvements in intelligence, although efforts to do so have so far yielded disappointing results.

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