

The Paul Cooijmans Interview



[Academic]

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The Paul Cooijmans Interview

(Part One)^{1,2,3}

ABSTRACT

Interview with Paul Cooijmans. Independent psychometitor and administrator of *The Glia Society* and *The Giga Society*. He discusses: main personal work, information from personal websites, three main websites, and presentation of personal information, publications, and societies, numerous, diverse interests centered in high-range intelligence and its measurement, and family background with respect to geography, culture, and language; the influence of these on development; and additional influences and pivotal moments in major cross-sections of early life including kindergarten, elementary school, junior high school, high school, and undergraduate studies (college/university).

Keywords: administrator, background, culture, elementary school, family, geography, high-range intelligence, high school, junior high school, kindergarten, Paul Cooijmans, psychometitor, publications, societies, The Giga Society, The Glia Society, undergraduate studies.

1. **Your main collections of personal work and information come from personal websites.^{4,5,6,7,8,9} Of those with an interest in this, the three main websites provide plenty of collected works on subject matter of interest to you.^{10,11,12} You have presentation of personal information, publications, and societies elsewhere.^{13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30} One can find numerous, diverse interests centered in high-range intelligence and its measurement.^{31,32,33} To begin this conversation, in terms of geography, culture, and language, where does your family background reside?³⁴**

My family is from the south of the Netherlands, from the eastern part of the province of Noord-Brabant, and of a Roman Catholic non-intellectual working class background. My first language is the local dialect as spoken in the village of Lieshout. I learnt Standard Netherlandic later, in primary school. People in this region are anecdotally said to be Burgundi-

¹ Psychometitor; administrator, *The Glia Society*; administrator, *The Giga Society*.

² First publication on July 1, 2015 at www.in-sightjournal.com.

³ Please see complete reference style listing in *Appendix I: Reference Style Listings*.

⁴ Please see Cooijmans, P. (n.d.). Detailed personal information.

⁵ Please see Cooijmans, P. (n.d.). Paul Cooijmans.

⁶ Please see Cooijmans, P. (n.d.). The Giga Society.

⁷ Please see Cooijmans, P. (n.d.). The Giga Society: Introduction.

⁸ Please see Cooijmans, P. (n.d.). The Glia Society.

⁹ Please see Cooijmans, P. (n.d.). The Glia Society: General Information.

¹⁰ Please see Cooijmans, P. (n.d.). Paul Cooijmans.

¹¹ Please see Cooijmans, P. (n.d.). The Giga Society.

¹² Please see Cooijmans, P. (n.d.). The Glia Society.

¹³ Please see Self-Growth.com. (2015). Paul Cooijmans: High-range intelligence test Expert.

¹⁴ Please see Cooijmans, P. (n.d.). I.Q. Tests For The High Range.

¹⁵ Please see Morollo, M.K. (2014, August 28). 10 of the world's most exclusive member's clubs.

¹⁶ Please see [z457731]. (2013, June 8). Is there an accurate online IQ test for measuring 160+ Iqs?

¹⁷ Please see Barnes, H.G. (2015, February 19). Los 9 clubes exclusivos en los que jamás te van a dejar entrar.

¹⁸ Please see Cooijmans, P. (n.d.). Paul Cooijmans.

¹⁹ Please see Thompson, D. (2015, April 4). We don't think of highly gifted people as mentally disabled. Perhaps we should.

²⁰ Please see Lulu.com. (n.d.). Author Information: Paul Cooijmans.

²¹ Please see Google+. (n.d.). Paul Cooijmans.

²² Please see [irritatedattheprinter]. (2014). Aphorisms by Paul Cooijmans-memorable quips for arguing.

²³ Please see Volney, K. (2013, September 2). Interview with Paul Cooijmans: Administrator of the Giga Society.

²⁴ Please see [Paul Cooijmans]. (2009, February 16). Interview 1999 (Fragment).

²⁵ Please see [Paul Cooijmans]. (2009, February 21). Interview 1996.

²⁶ Please see Cooijmans, P. (1996). Video portrait 1996.

²⁷ Please see Cooijmans, P. (1999). Interview 1999 (fragment).

²⁸ Please see Peden, C. (2011, September). Interview with Paul Cooijmans.

²⁹ Please see n.a. (2002). An interview with Paul Cooijmans.

³⁰ Please see Thorbes, S. (2004). Interview with Paul Cooijmans.

³¹ Please see Cooijmans, P. (n.d.). Paul Cooijmans.

³² Please see Cooijmans, P. (n.d.). The Giga Society.

³³ Please see Cooijmans, P. (n.d.). The Glia Society.

³⁴ Please see Cooijmans, P. (n.d.). Detailed personal information.

ans, meaning they are keen on the good life, food, wine, beer, and feasting, but it is uncertain to what extent they are genealogically descended from the Burgundians (this part of Europe did belong to the Duchy of Burgundy in the past). In any case, most inhabitants of the south of the Netherlands are of Frankish descent, and many, including us, are descendants in line of Charlemagne; the Franks settled here in the early Middle Ages.

2. How did this influence your development?³⁵

The influence of this family background lies mainly in the non-intellectual and social aspects. In this milieu, only physical labour counts, and any kind of intellectual activity is looked down upon, is not respected, not considered work. Studying, and certainly anything beyond secondary school, is not encouraged but seen as "not for our kind of people", and it is customary and expected to leave school early and find a job. There is no understanding of the fact that one may have talents in intellectual fields, and that pursuing those may lead to societal success and social mobility. These things have changed meanwhile, and I am probably one of the last generation to grow up like this.

Regarding social matters, one is not taught social and communication skills, including manners and self-care skills, as required in highbrow or posh circles, so that one is unlikely to end up in the right company to get on in life, to end up in the nepotistic networks where the jobs and the money are divided. In fact, I only just escaped needing dentures in early adulthood; in my family it was usual to have one's teeth pulled and get artificial ones by one's mid-twenties. This, too, has changed now, but my childhood fell just in the days when customs and standards of the 1950s and before had not disappeared yet. The circumstance that my parents were already over forty at my birth will have contributed to these old-fashioned, almost anachronistic conditions.

Being an intelligent child from a non-intellectual background as just sketched, I was an outsider both in my family and in the outer world. I was on my own and had to invent and discover for myself how to get through the maze of life, in the absence of any guidance or beaten path. The overall effect of that is a being slowed down in one's development, leading to late-blooming. A good analogy for that can be seen in the land speed records for freely moving vehicles ("cars") as opposed to vehicles guided by a rail ("trains"); the former is only just over the speed of sound, the latter more than ten thousand kilometres per hour, so about eight times as fast. With guidance, one is clearly faster. However, when moving into unknown terrain, there can exist no guidance. There lie no tracks on land where no man has gone before.

3. What about influences and pivotal moments in major cross-section of early life including kindergarten, elementary school, junior high school, high school, and undergraduate studies (college/university)?³⁶

This is a very broad and comprehensive question, so the answer is according:

The educational system in the Netherlands is not the same as that in the United States, and its components can not necessarily all be mapped on to the American concepts in the question, but I did go to kindergarten, primary school, secondary school, and the conservatory (academy of music). A fact that has been influential is that, in those days and in the area where I grew up, there was no notion of "gifted children", and therefore no special attention to such, no dedicated classes where one was among intellectual peers, no "enrichment" or acceleration or how one calls it. All of that came about a decade too late for me. I think it could have made much difference. For a highly intelligent child, to be put through the same curriculum at the same pace in the same classroom as dozens of age peers of much lower ability, that is about the cruelest form of child abuse imaginable.

The first day in kindergarten - late in the summer of '69 - was a pivotal moment; it ended my freedom. I hated being forced to go to school, I was attached to being boss over my own time and activities. I have hated school every single day from then on to the end of secondary school. I strongly felt no one had the right to tell me what to do and claim my time and mental focus. Only decades later I would learn that this is typical of Asperger syndrome, and that Hans Asperger described it in his 1944 article, which I summarized in English in 2009. It is the being self-driven, only feeling well when doing things that come from within, not being able to bear being steered. It is an anarchism from the inside.

A telling example of my way of apprehending the world took place in these kindergarten years: The teacher asked us to make a drawing of little cupboards filled with clay. I set myself to it, although drawing was not my strongest side. When all were ready, our drawings were compared, and to my utter astonishment I was the only one who had got it right, who had actually drawn little cupboards filled with clay! All the other kindergarteners had, by some bizarre misunderstanding, drawn a man; a big black man, with boxing gloves on. For background information, it may be good to mention here that the Netherlandic for "little cupboards filled with clay" sounds almost exactly like "Cassius Clay", the name then still being used for Muhammed Ali, who had defended his world championship title the night before.

Primary school was fairly thorough in those days, especially in a small village where the school had priorly been run by nuns; there was still one nun left at that time. I was excellent at all subjects except for music, gymnastics, drawing, and manual

³⁵ Ibid.

³⁶ Ibid.

training. When returning after a two-week illness, the class was taking a very difficult examination for which I had not been able to prepare, but the teacher let me try it anyway. Another pupil who had also been ill was told, "No, you had better not take the test without preparation. We are not all called Paul Cooijmans!" It turned out the exam was so hard that, apart from my perfect score, everyone failed and had to redo it. In that period, as well as later in secondary school, it was common that, when a teacher asked a difficult question to the group, a remark would be added along the lines of "Paul does not need to answer, he always knows everything".

It was during the primary school years that I developed a scientific mind, a desire to know and understand all there is. My greatest interests were astronomy, physics, and chemistry (none of which was taught at school) and I was fascinated by the theory of relativity. I read any books I could get from the library about such matters, independently of school, and was aware that I knew far more than I was supposed to. In fifth grade, the teacher - the nun - told us that the sun was the biggest star; obviously I knew that was not true, but said nothing, thus saving her the embarrassment of being corrected by a child. I mention this to illustrate I was not only intellectually superior to my environment, but also had the emotional maturity and constraint to handle my being thus, in defiance of the prejudice of "high I.Q. equals low E.Q."

For secondary school I had to travel to a nearby city, 8 to 9 kilometres twice daily on a bicycle. Children were much coarser, ruder, and more intolerant there, and there were competing street gangs. My bicycle got stolen once, under the eyes of a few students. A bystander proposed to steal a new one for me for fifty guilders, and they were genuinely amazed when I refused that kind offer. The next few years, basically my puberty, were the worst period of my life, and I turned to music and started playing guitar and composing, more or less neglecting my scientific interests. Although it went extremely bad with me emotionally, I kept excelling at almost all subjects, again with the exception of those already mentioned. Once on a parents' evening, the chemistry teacher called me a "unicum". I also began writing, mainly short stories, and made a film of one of them, a science-fiction horror story called "Liquidatie", wherein the main character is dissolved in concentrated sulphuric acid. At the end of secondary school I formed a rock band called Catweazle, which would exist, in varying forms, until 1987.

By way of background information, it is relevant that my youth, to my misfortune, fell in the heyday of egalitarianism; no one was supposed to be better than another. There were no honours to be earned at school, and there existed no cum laude predicate when graduating, which I with certainty have deserved. There was also no I.Q. testing of children or students, and no concept of "giftedness" or high intelligence. In short, the hostile and egalitarian environment of secondary school changed my path from science - my biggest strength - to music and writing.

The conservatory was in an old convent, and a dance academy was housed in the same building, so all in all it was much as in the television series "Fame". The curriculum was extremely thorough and demanding, and I devoted all of my time and energy to it. I actually studied even in my dreams, which is what happens spontaneously when one is occupied with something constantly. I was particularly good at a subject called counterpoint, which deals with writing melody and polyphony. One day, the teacher wanted us to write the exposition (the first part) of a fugue in baroque style. When I came to the next lesson I had finished an entire fugue. The teacher played it on the piano with all the students sitting around him, as was common. After my piece had died away, there was an unusual silence. When people resumed breathing, the teacher looked at me and asked, "Did you write this?" I said, "Yes". He said, "Then you must have been moved by the Spirit". None of the other students had more than a few bars completed.

A bit later, in the early 1990s, my scientific interest returned to some extent, and I occupied myself with an aspect of music theory, making a significant contribution to it (the quantification of discordance, not to be confused with dissonance, and involving the discovery of 96 chords that have never yet sounded). To my frustration, no one I presented it to could fully understand it. "When I see those things, that is where it ends for me", said my composition teacher, pointing at a radical sign in my work. He would also describe teaching me as "observing an internal process develop".

Pivotal was also the time when the psychology teacher told us that lying is normal social behaviour, and that everyone does it many times a day. Since I had never lied, that was an extreme insult to me, and I could have killed him on the spot, had it not been for my exceptional emotional constraint; again, one sees that high I.Q. equals not low E.Q. I understood that something had to be seriously wrong with the social sciences if falsehood like that was being presented as established fact. It would take me a few decades more to understand the motivation behind this spreading of lies by people posing as scientists. Around that time I wrote an essay on "giftedness", as an assignment for psychology class, and an expert in that field whom I consulted advised me to join a certain I.Q. society, which I did a few years thereafter. By that time I was teaching guitar, and as such created a scale to express a guitarist's level of advancedness. In 1994, that led me to try my hand at constructing I.Q. tests, which seemed to me a logical step. From early 1995 on, that became my main activity.

(Part Two)^{37,38,39}

ABSTRACT

Interview with Paul Cooijmans. Independent psychometitor and administrator of *The Glia Society* and *The Giga Society*. He discusses: 1986 to 1993 attendance at Brabants Conservatorium, acquisition of academic qualifications through studies in conservatory, composition and guitar, and additional qualifications in the middle of life including programming (2002), web design (2003-2004), CompTIA Network+ (2004, not certified), Cisco C.C.N.A. (2004), and Basic Bookkeeping (2006), and the interest for formal certification in the middle of life; written musical compositions with personal photography or movies, and other productions, published through YouTube, extensive productions on the main website, and inspiration for musical composition, photography and filming; and personal interests in Asperger's disorder, composition, counterpoint, creativity, eugenics, genius, guitar, human quality, intelligence, justice, running, Tourette syndrome, and truth, with emphasis on the interests in Asperger's disorder, eugenics, genius, and intelligence, and the development of these prominent, relatively varied, but focused, interests.

Keywords: administrator, Asperger's disorder, Brabants Conservatorium, composition, conservatory, counterpoint, creativity, eugenics, genius, guitar, human quality, intelligence, justice, Paul Cooijmans, psychometitor, running, The Giga Society, The Glia Society, Tourette syndrome, truth, undergraduate studies, YouTube.

4. From 1986 to 1993, you attended Brabants Conservatorium.⁴⁰ You earned one bachelor degree while studying "conservatory, composition and guitar."^{41,42} You have upgraded personal education with programming (2002), web design (2003-2004), CompTIA Network+ (2004, not certified), Cisco C.C.N.A. (2004), and Basic Bookkeeping (2006).⁴³ What produced the interest in these areas of study for formal certification in the middle of life?^{44,45}

By my own counting, I have two bachelor degrees, to wit one for guitar and one for composition, but I am uncertain if the conservatory counts that way too. The Netherlandic title is "baccalaureus" (abbreviated bc.) and the papers that go with it say I can call myself "Bachelor" (B.) in English. This was the highest degree possible at a conservatory at the time. The programming, web design, and network courses (CompTIA and Cisco) were taken because I was trying to find work in informatics. The bookkeeping course was to be able to do the bookkeeping for my own business, which I formally started in 2005.

5. You write musical compositions with personal photography or movies, and publish other productions, through

³⁷ Psychometitor; administrator, *The Glia Society*; administrator, *The Giga Society*.

³⁸ First publication on July 8, 2015 at www.in-sightjournal.com.

³⁹ Please see complete reference style listing in *Appendix I: Reference Style Listings*.

⁴⁰ Please see Cooijmans, P. (n.d.). Paul Cooijmans.

⁴¹ Ibid.

⁴² Please see Cooijmans, P. (n.d.). Detailed personal information.

⁴³ Ibid.

⁴⁴ Ibid.

⁴⁵ For those with complete interest in personal information, the article entitled *Detailed personal information* provides additional resources on Mr. Cooijmans. In addition, and as stated in the core of the interview, there exist thorough representations of personal views within the website. This interview cannot provide the whole suite of interests and information within the question and response format. However, and in light of that consideration, this interview, through a separate venue, might perform a complementary role to the general research and background information in his own resources, e.g. websites, articles, music, photography, and others.

YouTube.^{46,47,48,49,50,51,52,53,54,55,56,57,58,59,60,61,62,63,64,65,66,67,68,69,70,71,72,73,74,75} **You provide extensive productions on the main website too.**^{76,77,78,79,80,81,82,83,84,85,86,87,88,89,90,91,92,93,94,95} **What provides inspiration for musical composition, photography, and filming for you?**

The musical compositions are written to make others experience how I undergo life, or how my thinking goes, how it feels to be inside my head. I should emphasize that not all of my available compositions achieve this; it is hard to get musicians to play one's music, so that of a huge part of my high-quality work there exist no recordings. The recordings that are available are mostly of pieces that I can play myself or could realize through MIDI, or of pieces that I wrote because my composition teacher now and then wanted me to write something more simple than my usual work, so that amateurs would be able to play it, and in those pieces I did not always succeed in getting my own sound idiom.

The inspiration for photography was the 1970s Netherlandic television series "Q en Q", in which a boy by accident photographs a murder victim, not dissimilar to what happens in my favourite film "Blow up". Photography has only been a hobby, I never reached any level of significance in it, and my talents do not seem to lie in visual-spatial fields. Actual filming I have never done, and I have never owned a film camera. The film "Liquidatie" was shot by a class mate, with me as the director, and almost all of my YouTube videos are collages of still photos. I made those videos primarily to make the music in it available through YouTube and thus reduce the amount of heavy M.P.3 sound files on my own web site. I could just

⁴⁶ A select set of footnotes relevant to the compositions by Mr. Cooijmans following this one.

⁴⁷ Please see [Paul Cooijmans]. (2011, November 23). Fugue#2.

⁴⁸ Please see [Paul Cooijmans]. (2012, January 2). Fugue #1.

⁴⁹ Please see [Paul Cooijmans]. (2011, November 5). Fugue #3.

⁵⁰ Please see [Paul Cooijmans]. (2011, December 14). Jan met de pet.

⁵¹ Please see [Paul Cooijmans]. (2014, June 9). Sanctus (motet).

⁵² Please see [Paul Cooijmans]. (2013, November 29). Fourth miserable Paul Paulmans blues.

⁵³ Please see [Paul Cooijmans]. (2014, February 14). Chromatic Phantasy.

⁵⁴ Please see [Paul Cooijmans]. (2013, November 8). Third miserable Paul Paulmans blues.

⁵⁵ Please see [Paul Cooijmans]. (2013, March 7). Second miserable Paul Paulmans blues.

⁵⁶ Please see [Paul Cooijmans]. (2012, March 22). First miserable Paul Paulmans blues.

⁵⁷ Please see [Paul Cooijmans]. (2012, January 20). Canon, 2-part, d Dorian (1987).

⁵⁸ Please see [Paul Cooijmans]. (2011, December 22). If music and sweet poetry agree.

⁵⁹ Please see [Paul Cooijmans]. (2011, December 12). Ut !.

⁶⁰ Please see [Paul Cooijmans]. (2011, November 12). Anti-hero.

⁶¹ Please see [Paul Cooijmans]. (2011, October 26). Composition, dedicated to Pietje.

⁶² Please see [Paul Cooijmans]. (2009, April 21). Composition, dedicated to the singing of a very strange little bird.

⁶³ Please see [Paul Cooijmans]. (2009, April 21). Fugue, dedicated to apathy.

⁶⁴ Please see [Paul Cooijmans]. (2008, December 25). Absurd composition in plusminus B flat.

⁶⁵ Please see [Paul Cooijmans]. (2009, January 5). Liquidatie (fragment).

⁶⁶ Please see [Paul Cooijmans]. (2008, December 18). New Amsterdam Times – Computer beats Vagant.

⁶⁷ Please see [Paul Cooijmans]. (2014, December 14). I wonder...

⁶⁸ Please see [Paul Cooijmans]. (2012, December 29). Field of eternal integrity – introduction.

⁶⁹ Please see [Paul Cooijmans]. (2011, April 11). Walking with herniated disk L5-S1.

⁷⁰ Please see [Paul Cooijmans]. (2011, November 29). For who loves truth, the garrote called "life" is daily tightened a turn.

⁷¹ Please see [Paul Cooijmans]. (2010, May 16). Murine Dinner.

⁷² Please see [Paul Cooijmans]. (2008, December 29). En plezier doen.

⁷³ Please see [Paul Cooijmans]. (2008, December 17). Flying rhomb #0, Autumn 2001.

⁷⁴ Please see [Paul Cooijmans]. (2008, December 13). Flying rhomb #2, December 2008.

⁷⁵ Please see [Paul Cooijmans]. (2008, December 13). Flying rhomb #1.

⁷⁶ Please see Cooijmans, P. (2015). Compositions by Paul Cooijmans.

⁷⁷ Please see Cooijmans, P. (n.d.). op. -3, 1982-1983: Introduction (played before "Words").

⁷⁸ Please see Cooijmans, P. (2001). Early Guitar Compositions.

⁷⁹ Please see Cooijmans, P. (1987). op. 10, 1987-1989: Christ lag in Todesbanden (Motet in Renaissance style, 2-part, in e Frygian, 1987).

⁸⁰ Please see Cooijmans, P. (1987). op. 10, 1987-1989: Allein Gott (Motet in Renaissance style, 2-part, in a Aeolian, 1987).

⁸¹ Please see Cooijmans, P. (1987). op. 10, 1987-1989: O bone Jesu (Motet in Renaissance style, 2-part, in g Dorian, 1987).

⁸² Please see Cooijmans, P. (1987). op. 10, 1987-1989: Agnus Dei (Motet in Renaissance style, 2-part, in d Dorian, 1987).

⁸³ Please see Cooijmans, P. (1987). op. 10, 1987-1989: Asperges me (Motet in Renaissance style, 3-part, in g Dorian, 1987).

⁸⁴ Please see Cooijmans, P. (1987). op. 10, 1987-1989: Kyrie (Motet in Renaissance style, 3-part, in G Myxolidian, 1987).

⁸⁵ Please see Cooijmans, P. (1987). op. 10, 1987-1989: Ricercar #1 in Renaissance style (3-part, in e Frygian, 1987).

⁸⁶ Please see Cooijmans, P. (1987). op. 10, 1987-1989: Ricercar #2 in Renaissance style (3-part, in d Dorian, 1987).

⁸⁷ Please see Cooijmans, P. (1987). op. 10, 1987-1989: Ricercar #3 in Renaissance style (3-part, in g, 1987).

⁸⁸ Please see Cooijmans, P. (1990). op. 12b, 1990: Tja.

⁸⁹ Please see Cooijmans, P. (1989). op. 13, 1989: First to third composition for piano.

⁹⁰ Please see Cooijmans, P. (1991). op. 21, 1991: "Easy introduction" to the art of advanced music-making

4-part setting, instruments undefined + 3 voices, percussion, piano 3:45 Recording of middle part.

⁹¹ Please see Cooijmans, P. (1991). op. 21A, 1991: "That's a long story and the sting is in the tail..." choir.

⁹² Please see Cooijmans, P. (n.d.). op. 21b: Ick ging op eenen morgen.

⁹³ Please see Cooijmans, P. (1993). op. 34A, 1993: 2-part setting of "Mijn hertze en can verbliden niet".

⁹⁴ Please see Cooijmans, P. (1995). op.i (unnumbered), 1995 Educational pieces: Blues (guitar).

⁹⁵ Please see Cooijmans, P. (n.d.). Later work, op. 41, 2004: Gloria Society Canon.

put one photo over an entire composition and leave it at that, but that is too easy for me, I tend to want to make something special out of it, and even include labour-intensive stop-motion animation here and there.

The reason that many photos are of small objects is that my digital camera is from 2001 and only has two megapixels, which is not enough for landscapes or other big things. Macrophotography is what it does best. It still works on the original rechargeable battery.

6. According to *LinkedIn* – personal profile, your interests lie in Asperger's disorder, composition, counterpoint, creativity, eugenics, genius, guitar, human quality, intelligence, justice, running, Tourette syndrome, and truth.⁹⁶ How did these prominent, relatively varied, but focused, interests emerge throughout the years, including ones of some controversy in the modern world, e.g. Asperger's disorder, eugenics, genius, and intelligence?^{97,98,99}

First, I would like to add that my original childhood interests lie in fields like astronomy and physics, as said in an earlier answer. While I have not formally studied those subjects, I have attended a number of lectures on astronomical topics over the years, and am looking at the relation between solar activity and human behaviour, which involves both astronomy and psychology.

The other interests emerged at various points in my life: Truth and justice (in the sense of righteousness) are innate dedications; I was born with absolute sense of justice and the inability to lie. This has everything to do with high intelligence, as logic, which is a faculty of intelligence, is the basis of righteousness. Life is an everlasting confrontation with lies, liars, and injustice, so these interests are inevitably stimulated daily whether one likes it or not. It took me decades to figure out that much of the lying, truth-denial, and injustice stems from ideological motivations, and that many believe in lies as a result of purposeful political indoctrination.

Guitar, composition, and counterpoint are music-related interests that began in puberty as already explained. Once having started playing guitar, composing was natural to me, and was the main motivation to learn to play. I was an autodidact until going to conservatory. Counterpoint, the technique of writing melody and polyphony (= multiple rhythmically independent melodies sounding at the same time) is the summit of the development of music. It started in the Middle Ages when Gregorian chant was embellished with extra voices, resulting in organum, cantus firmus technique, Ars antiqua, Ars nova, and then Renaissance polyphony, the highest and purest form of music. Although still practised and further developed in the baroque era, the harmonic aspect was becoming too important then, and after Bach it has really only gone downhill. This deterioration from roughly the Renaissance to the present day can be observed in other art forms too, especially and conspicuously in visual art and architecture. I link this to a decrease of visual-spatial ability in Western peoples. Musical ability is somehow related to that, in the brain.

In music, melody (= notes sounding after each other) corresponds to thinking, while harmony (= tones sounding at the same time) corresponds to emotion (do notice that I avoid the word "feeling" here, as that would create a confusion with the tactile sense and other forms of physical sensation). The decadence of polyphony into music with more emphasis on harmony, eventually resulting in homophony (= one melody accompanied by harmonies) corresponds to a decline of raw intelligence and overvaluation of emotion. Nowadays, virtually all the music one hears is strictly homophonic, and can be appreciated and created by persons of quite limited ability, as one may observe daily in the popular media.

Interest in the Asperger and Tourette syndromes arose because I appeared to have those conditions. Regarding Tourette, this became clear to me in my teenage years when I saw someone with Tourette in a television program, and at once recognized I had that too. I had been having tics since about age six. I have never received the diagnosis though, because I mainly have the tics when alone. They stay mostly away in the company of others, so a psychiatrist can not see them, and a diagnosis requires the tics having been observed by a professional. This lacuna in the diagnostic practice is a point of concern, as is the underestimation of the physical damage caused by tics. While the psychosocial problems of Tourette receive attention, it is less known that tics persisting for decades may damage or wear out the pertinent parts of the body, in my case the teeth, jaw joints, and neck. And any damage or wear of the neck may ultimately have neurological consequences, including paralysis and death.

Of Asperger's disorder I only became aware in the late 1990s, and, as with Tourette, immediately understood that it could explain many of my experiences and traits, which I had hitherto put down to either psychological trauma or to a lack of intellectual peers. Unlike with Tourette, doctors had no problem recognizing these symptoms in me. Interesting about Asperger is its possible relation to creativity; a thing that worries me is its confusion with autism. In fact, in the current diagnostic manual, the Asperger label is even absent, due to a consensus among psychiatrists that Asperger and autism are identical conditions, which I believe is a mistaken view.

⁹⁶ Please see Cooijmans, P. (n.d.). Paul Cooijmans.

⁹⁷ Please see Cooijmans, P. (n.d.). GAIA: Gifted Adult's Inventory of Aspergerisms.

⁹⁸ Please see Cooijmans, P. (n.d.). Straight talk about asperger syndrome.

⁹⁹ Please see Cooijmans, P. (2010, September). Human degeneration.

Running is an interest that began when I was 21, in bad shape, and too heavy. Since graduating from secondary school I had not had much exercise any more, as my prior physical activities had consisted of gymnastics class and bicycle rides to and from school. While I had always been bad at gymnastics, running was the only thing I was good at, and around age 16, I ran 100 metres in 13.5 seconds at school. There was a boy who belonged to an athletics club and was faster than I; at some point he claimed to be a psychic medium and predicted I would once be abducted by a U.F.O. He advised me to stay in good shape to be able to endure what would happen then. Well, having become 21, I finally took that to heart. I remember the first time I went out to run as an adult in 1986; I ran about 1500 metres slowly, stopped, turned around, and ran the same distance back. Laurel and Hardy were on television when I got home, I think it was "A chump at Oxford". Running improved my health and shape a lot, and is certainly the best single thing one can do for self-improvement.

Late 1988 I got the idea to compete in a local 5 km race to be held in April 1989. I became 11th in 18:44, which was surprisingly good, and ever since I have been trying to do well in races when I get the chance. It would take until 2007 to improve my 5 km time to 18:39 though, as I tend to get problems with the kinetic apparatus that hold me back. In 2014, I learnt of a training method that seemed to agree with me and began to apply it. My latest race was in April 2015, 3.8 km in 14:15 (first place). My running now consists almost exclusively of interval training of moderate intensity, and I have also switched to forefoot landing and am transitioning to minimalist shoes.

Intelligence, creativity, genius, human quality, and eugenics are fields of interest that came forth from the test-related activities and studies of psychometrics since 1994. Human evolution is another such interest.

(Part Three)^{100,101,102}

ABSTRACT

Interview with Paul Cooijmans. Independent psychometitor and administrator of *The Glia Society* and *The Giga Society*. He discusses: public recognition of excellence through awards and their personal meaning; personal work, development of intelligence tests separated by verbal, numerical, spatial, and logical factors, and the creation, development, refinement, administration, statistical norming, and publication of a legitimate test; nature of creativity, genius, and human functioning, and associative horizon, conscientiousness, and intelligence; and the existence of alien and extraterrestrial life, absolute as opposed to relative scales of intelligence, average intelligence of previous human civilizations, variegated intelligence of the contents of the universe; and the evolution of intelligence in the possible future.

Keywords: administrator, awards, creativity, genius, human civilizations, intelligence, logical, numerical, Paul Cooijmans, psychometitor, spatial, The Giga Society, The Glia Society, universe, verbal.

7. You earned a number of awards.^{103,104} These include *Winnaar Rabohank Scholenkwis 1976 Peelland* (voor Mariaschool, Lieschout) in April of 1976, second prize in the composition content of *Brabants Conservatorium* in October of 1990, and the *Raadselige Roos 1994* for Prose (literature prize) in December of 1994.¹⁰⁵ What does each public recognition of excellence mean to you?¹⁰⁶

Concerning the composition and literature prizes, they tell me that recognition, success, awards and the like are bad indicators of quality. Those works are not the best I have written, and if they had been, I would not have won the prizes. My experience is that when I make something according to my own insights and to the best of my ability, it tends not necessarily to be hugely successful, but is at best appreciated by a rather small audience. Adaptation to a more mainstream taste or to some in-group paradigm does not suit me, and neither do "networking" or any kind of "marketing" trick. I can only use my own intuition to guide me, having been born such that trying to go against it makes me vomit in unpleasant convulsions.

The 1976 school quiz is a different matter. Each school could send four participants, obviously the best they had. We won easily, and someone said afterwards I had had all the questions right. I had announced our victory beforehand in the bus driving to the quiz, and that I would eat my coat in case we did not win. In the week before the quiz, we had been preparing by reading books and following the news, and attending special classes for the four of us, led by our teacher (the nun). This was the only form of "enrichment" I have ever seen in my school years.

The prize, 500 guilders, was used to redecorate the manual training room at school. Since I hated that subject, I was not pleased.

8. You have summarized personal work in the following terms:

Designing high-range intelligence tests and studying high intelligence, personality, creativity and genius; Providing communication fora for intelligent individuals; Writing articles and literary prose in English and Netherlandic; Composing music (mainly in the past); Guitar playing and (in the past) teaching; Computer programming and making web sites. Focus is on the intelligence-related matters. A major goal is to explain creativity in terms of personality features

*Specialties: Statistical processing of data from high-range intelligence tests, and designing such tests.*¹⁰⁷

You developed a number of intelligence tests of varied difficulty separated by verbal, numerical, spatial, and logical factors – even one with a possible prize entitled *Prize of the Beheaded Man*.^{108,109,110} Other awards too.^{111,112} How does one create, develop, refine, administer, statistically norm, and publish a legitimate test?

¹⁰⁰ Psychometitor; administrator, *The Glia Society*; administrator, *The Giga Society*.

¹⁰¹ First publication on July 15, 2015 at www.in-sightjournal.com.

¹⁰² Please see complete reference style listing in *Appendix I: Reference Style Listings*.

¹⁰³ Please see Letter Kundig Museum. (n.d.). Literaire prijzen.

¹⁰⁴ Please see Cooijmans, P. (n.d.). Detailed personal information.

¹⁰⁵ Ibid.

¹⁰⁶ Ibid.

¹⁰⁷ Please see Cooijmans, P. (n.d.). Paul Cooijmans.

¹⁰⁸ Please see Cooijmans, P. (n.d.). List of Tests.

¹⁰⁹ Please see Cooijmans, P. (n.d.). Prize Of The Beheaded Man.

¹¹⁰ Please see Cooijmans, P. (n.d.). Awards To High-Range I.Q. Test Candidates.

¹¹¹ Please see Cooijmans, P. (n.d.). Imhotep.

¹¹² Please see Cooijmans, P. (n.d.). Thoth.

Those are many questions, but I will try to briefly sketch the procedure. One needs to gather problems to include in the test, either newly created ones or problems from earlier tests or proof tests. The problems should require the candidate to utilize mental abilities, and span a range of difficulty levels. Test administration nowadays goes chiefly via the Internet and electronic mail, and is unsupervised. In the 1990s it was still done by regular mail and publication or advertising in I.Q. society journals or other magazines or newspapers. I have also created a few supervised tests, but extremely few have tried them, possibly because of the need to travel here.

Norming a high-range test is mostly achieved by anchoring it to one or (mostly) more other tests, with methods like rank equation or z-score equation. Norming, in statistical terms, means to predict one variable (for instance I.Q.) from another (raw score or scaled score on the test). The word "predict" is used here in the statistical sense, not as in fortune telling.

The tests are now published as electronic documents and delivered via the Internet or e-mail. When I started publishing tests though, I used to type them on a typewriter and make photocopies, which I sent by mail to people who responded to calls I placed in magazines and papers. My very first, unpublished, tests were written with fountain pen on paper. I have almost always been my own publisher when it comes to tests.

Tests can be refined by studying incoming answers and comments, and by statistical item analysis. One can thus identify bad items and remove or revise them.

Regarding the working mechanism of I.Q. tests, it can be said that intelligence is an all-pervasive unhideable trait that involuntarily expresses itself in virtually everything a person does or says. As a result, it is surprisingly difficult to design a test that does not measure intelligence, hence the relative success of the many dilettante high-range test constructors active today. Indeed, it is easier to create a functioning high-range I.Q. test than it is to create a test that purposely lacks any validity in the high range; the latter may take some quite intricate statistical labour.

The Prize of the Beheaded Man, and other awards and honorary societies, serve to encourage people in taking the tests, thus bringing in more data for norming and other statistical purposes.

Finally, one needs to deal with various forms of fraud, like illegal unauthorized criminal discussing, spreading, and publishing of test items and answers by evil candidates seeking an unfair advantage. For security reasons I can not reveal the strategies used to counteract this, but we are working on a tight network of excutators to track down such offenders and kindly and humanely keep them from repeating. My novel "Field of eternal integrity" provides extensive details as to the treatment of offenders in high-range mental testing.

9. **Your personal research into the nature of creativity, and genius separates facets of human functioning. You wrote on the nature of genius based on "wide associative horizon and large amounts of conscientiousness and intelligence."**^{113,114,115,116,117,118,119,120,121,122} **You wrote on creativity too, which you have summarized in the following manner:**

My current view on creativity (and therefore genius) could be summarized as:

Conscientiousness contributes to creativity but disposes for neurosis;

Associative horizon contributes to creativity but disposes for psychosis;

*Intelligence contributes to creativity but disposes for normality.*¹²³

In addition, in an interview, you stated:

*There are three groups of personality traits or aspects that are important to be creative: Ability, Conscientiousness, and Associative horizon. The combination or synergy thereof is what enables the individual to bring into being what was not there before. All three are needed; Each one is of limited value without the other two. And they do not always go together. In fact it is rare to find them combined in large amounts into one individual, and when that happens, you have a genius.*¹²⁴

¹¹³ Please see Cooijmans, P. (n.d.). Straight talk about asperger syndrome.

¹¹⁴ Please see Cooijmans, P. (n.d.). I.Q. Tests For The High Range - Goals.

¹¹⁵ Please see Cooijmans, P. (n.d.). Genius and Creativity.

¹¹⁶ Please see Cooijmans, P. (2010). Conscientiousness.

¹¹⁷ Please see Cooijmans, P. (2010). Associative Horizon.

¹¹⁸ Please see Cooijmans, P. (2010, July). Synergy.

¹¹⁹ Please see Cooijmans, P. (2010, August). Subgroups of traits clarified by their low ends.

¹²⁰ Please see Cooijmans, P. (2015, April). Solar activity and behaviour — A causal hypothesis.

¹²¹ Please see Cooijmans, P. (2006). Rareness and discontinuity of genius.

¹²² Please see Cooijmans, P. (2009). Inferiority - the opposite of genius.

¹²³ Please see Cooijmans, P. (n.d.). Genius.

¹²⁴ Please see Cooijmans, P. (2009, February 25). Creativity and Personality.

Furthermore, in the same interview, you wrote:

In terms of personality, genius is the high end of creativity, and creativity in turn is a synergy of conscientiousness, ability, and associative horizon. There exists also another type of definition of genius, which says a genius is someone who makes a lasting contribution in any field, but that is of course an "after the fact" definition. Two of the three elements in my definition are related to psychiatric disorders; conscientiousness to neurosis, associative horizon to psychosis. The trick is to have exactly the right amounts of those, so that you stay just below the threshold where you would have a debilitating neurotic or psychotic illness.

Intelligence, when that term is used in relation to human personality, is the cognitive aspect of personality, the aspect that comprises mental ability. The word "intelligence" is unfortunately often used in a number of other meanings too, so that is it not usable in scientific contexts; the best term for it is probably "g", the general factor in mental ability. In the above definition of genius, intelligence would belong to the ability element.¹²⁵

What sets of sub-traits exist within each of the core traits of associative horizon, conscientiousness, and ability?

I have written a number of articles about that, but in short I see associative horizon as consisting of three groups of traits: (1) Divergent abilities like fluency in association and mental flexibility. (2) Resistance to narrowing mammalian phenomena, like resistance to conformism, to suggestion, to conditioning, to automating tasks, to non-verbal communication, to socialization, to empathy, and to emotion. (3) Vulnerabilities, such as high sensitivity, disposition for the placebo effect, and disposition for psychosis (but not actual psychosis).

Conscientiousness too has three divisions: (1) Ability-fostering traits, such as accuracy, carefulness, coherence, consistency, dependability, diligence, perfectionism, persistence, punctuality, respect for detail, self-discipline, and tolerance of repetitive work. (2) Ego-strength, such as being determined, driven by inner motivation, holding on to insights despite opposition, impulse-controlling, insensitive to habituation, strong-willed, and uncompromising. (3) Ethics-related traits, such as being fair, loyal, respectful, responsible, sincere, trustworthy, and truthful regardless of consequences.

Ability cascades from the most general level - general intelligence - to the most specific abilities. The more specific an ability is, the greater the degree to which it can be learnt or improved. The more general, the greater the degree to which the ability is inborn.

10. In one previous interview, you answered a query on the existence of alien and extra-terrestrial life, as follows:

Yes, I believe extraterrestrial aliens exist. Whether they have visited Earth is a different matter. I think that would be known worldwide instantly, and not possible to cover up. I also think the vast majority of civilizations in the universe are at a lower level than current human civilization (but those smart enough to travel here would be at a higher level, naturally). I have estimated the average I.Q. of civilizations in the universe at about 80. When rising far above that, forces of a decadent-degenerative nature become active that pull society back toward that more primitive level. This can be observed throughout the history of Earth humans - all civilizations have fallen so far - and it seems reasonable to assume it will be no different on other planets. The development of civilization is not a straight upward line, but is discontinuous in time and space. While theoretically some civilization somewhere in the universe could reach the point where interstellar travel becomes feasible, we have not seen that yet, and it is not a priori certain that such is possible at all. In any case it is very naive to think that the current rate of technological improvement in our civilization will always continue.¹²⁶

You have measured intelligence in absolute, as opposed to relative, terms. From this line of reasoning, and researching, you developed an absolute scale for intelligence in addition to linkages with expectations of civilizations' development at each I.Q. score. You discussed the average intelligence level of previous human civilizations, or even the variegated intelligence of the contents of the universe.^{127,128,129} What might be the mean intelligence level of the human species (or of novel species developed through speciation from *Homo sapiens*) decades, centuries, millennia, hundreds of thousands, or millions of years from the present time, especially in the light of rapid scientific and technological advances in the 20th century alone?

On the short term, say decades to centuries, there are mixed prospects. On the one hand, genetic intelligence is going down in Western countries through dysgenic effects, and therewith the basis for scientific and technological advance is disappearing. During the twentieth century, this decline has been masked by the "Flynn effect", but that rise of test scores (probably environmental and partly hollow with respect to general intelligence) seems to have maxed out and levelled off meanwhile, so that the true development is becoming more visible and felt. When average I.Q. sinks too much, progress will stop, and society may even regress to a pre-technological state. All civilizations have ended so far, and it would be a naive and fatal mistake to exclude the West from that rule.

¹²⁵ Please see Volney, K. (2013, September 2). Interview with Paul Cooijmans: Administrator of the Giga Society.

¹²⁶ Please see Ibid.

¹²⁷ Please see Cooijmans, P. (2010). Human evolution.

¹²⁸ Please see Cooijmans, P. (2010, September). Human degeneration.

¹²⁹ Please see Cooijmans, P. (2010, August). Extended intelligence scale.

On the other hand, the latest few sunspot cycles indicate that a long-term solar minimum is likely imminent, and such a minimum, according to research by the German psychologist S. E. Ertel, appears to cause an increase of the productivity of eminent scientists and artists, which might counteract a possible decline. Under such a minimum, one may also expect less war, uproar, revolutions, mass migrations, and other such negativity.

And, there is little doubt that a long-term minimum cools the global climate, may even cause a little ice age. Colder conditions stimulate the evolution of genetic intelligence, so help to invert the dysgenic trend, while also discouraging migration from warm (low-I.Q.) regions to moderate and cold (high-I.Q.) regions. As a word of caution, from my privileged position of knowledge I feel responsible to warn that a colder climate will also result in many deaths through decreased food production, and this will hit humanity particularly hard after having been misled by decades of political drum-beating on a coming "warming" by greenhouse gasses emitted by humans.

If the dysgenic trend wins out, average I.Q. may in a bad scenario drop to around 80 in the next several centuries. We are still Homo sapiens then, but technological civilization will have to start over from scratch. If eugenic times return, I believe that biological humans can theoretically reach averages around 130 in that time frame, and eventually form a new species. Cyborgs or completely artificial beings could go higher. But a problem is that the high civilization that results from high average I.Q. levels tends to introduce dysgenic factors that pull the mean down again, so that it is exceedingly hard to reach the stage where biological humans obtain averages of 130 to 140, and where cyborgs, robots, or computers reach, say, I.Q. 200 or more.

In the long run, I fear that humans or their descendants will keep regressing toward 80, with brief periods of blossoming, and if you wait indefinitely - like hundreds of millions of years - there may once be a group, species, or genus with I.Q.'s in the 200-250 range. Those would likely be capable of interstellar and/or time travel. But the fact that we have not been contacted by extraterrestrials or extracontemporaries - and what is more, that my predicted flying saucer abduction has not materialized yet! - tells us it is extremely rare and difficult to reach and sustain such heights.

Far more important than scientific feats and astronomical I.Q. numbers is the inverse and causal relation between I.Q. and evils like violence and crime. Were average human I.Q. to rise to a mere 115, I dare say we would be rid of most of that, and peace and happiness all around. For information, the present world average I.Q., depending on whether or not one weights the national average I.Q.'s by population sizes, is about 90 (weighted) to 84.5 (unweighted). This is based on national I.Q.'s published by Lynn and Vanhanen. It explains why our world is not yet the place of peace we are yearning for.

(Part Four)^{130,131,132}

ABSTRACT

Interview with Paul Cooijmans. Independent psychometitor and administrator of *The Glia Society* and *The Giga Society*. He discusses: high-range intelligence testing, three core interests of high-range intelligence testing, a brief warning on megalomaniacs, and the positives and negatives of the ultra-high IQ world; restrictions/qualifications based on specific tests and test scores, issues related to intelligence assessment, and the two groups which join high IQ societies, and the foundation of *GliaWebNews*, *Young and intelligent?*, *Order of Thoth*, *The Glia Society*, *Order of Imhotep*, *The Giga Society*, and *The Grail Society* with an emphasis on *The Glia Society* and *The Giga Society*.

Keywords: administrator, high-range intelligence testing, *GliaWebNews*, megalomaniacs, Order of Imhotep, Order of Thoth, Paul Cooijmans, psychometitor, The Giga Society, The Glia Society, The Grail Society, Young and Intelligent?.

11. You describe the continuous fascination with high-range intelligence testing, especially in the “gifted” ranges of high-range intelligence tests.¹³³ With respect to the three core interests in these high-range intelligence tests, you state:

*The attraction of these tests, to the testee, lies in three aspects: One may derive pleasure from taking them, similar to solving difficult puzzles. Also one learns how one's score compares to those of other high-range candidates, and thus gains insight into one's performance level on different types of hard problems. And finally, there is a wide array of high-IQ societies that accept scores on the tests.*¹³⁴

However, and intimately linked to these positive interests, there exist negative reasons for entrance into the world of high-range intelligence testing.¹³⁵ You wrote about this one article, *Beware of megalomaniacs*.¹³⁶ You have joked about intelligence tests for the high range as a “megalomaniac's Waterloo.”¹³⁷ You describe, quite frankly, the nature of serious problem behaviors within the intelligence testing business.¹³⁸ For instance, you wrote:

*The truth is there are people, well known in and sometimes outside high-I.Q. circles, who have based their reputation on certain high test scores they claim. They use those scores for publicity, mention them in interviews, have them listed in biographical reference works, put themselves on self-published lists of “highest I.Q. scores” with their own score on top as the god-king with the world's highest I.Q., and so on. The scores help them to become and stay famous, sell books, and make money.*¹³⁹

What other positives and negatives exist in this rare and rarefied world of the ultra-high IQ?

Apart from the megalomania and fraud with tests and scores, a negative development I observe in some I.Q. societies are the committees of quack therapists, occultists, and psychics of all sorts, some using hollow “doctor” titles, who have clearly joined to prey on unsuspecting members. This has to do with the notion, popular in those circles, that “giftedness” is a kind of problem or disorder, and that one needs “help” with it. On several occasions I have attended “Giftedness day” in the Netherlands, and most of the stands were occupied by vultures like this, eager to get their claws on anyone “diagnosed” with “giftedness” and “help” them with methods including astrology, tarot, clairvoyance, and so on. And what is worse, there is an abundance of easy meat for them in I.Q. circles.

But the biggest disappointment about the high-I.Q. world is the lack of females. The higher the pass level, the greater the male/female ratio. When selecting strictly and without compromise at the 99.9th centile, one gets about 15 times more men than women. For males interested in eugenic mate selection, I.Q. societies are thus not the ideal place to be. This phenomenon is not unique to high-range mental testing, but seen in other fields with high cognitive demands too, be it professions, hobbies, or sports; wherever high intelligence is needed, you tend to find more males than females. While answering this interview, I saw a newspaper article about a “high frequency trading” company. The journalist asked an officer of the firm why there were only men sitting behind all of those computer screens, and if women were not interested in the job. He replied, “Oh yes, we get many female applicants. But our standards are high and we test candidates thoroughly before hiring them. Women just do not seem to get through the selection procedure. They are very welcome though”. At moments like that, almost by accident, one is confronted with a truth one would perhaps rather not know.

¹³⁰ Psychometitor; administrator, *The Glia Society*; administrator, *The Giga Society*.

¹³¹ First publication on July 22, 2015 at www.in-sightjournal.com.

¹³² Please see complete reference style listing in *Appendix I: Reference Style Listings*.

¹³³ Please see Cooijmans, P. (2008, March 19). The fascination with high-range intelligence testing.

¹³⁴ Please see Self-Growth.com. (2015). Paul Cooijmans: High-range intelligence test Expert.

¹³⁵ Please see Cooijmans, P. (n.d.). Beware of megalomaniacs.

¹³⁶ Ibid.

¹³⁷ Please see Cooijmans, P. (n.d.). I.Q. Tests For The High Range.

¹³⁸ Ibid.

¹³⁹ Please see Cooijmans, P. (n.d.). Beware of megalomaniac's.

To avoid misunderstanding, I should add that men are not necessarily smarter than women on average. But when focusing on the high range, one sees more men than women. I have tried to attract more females to high-range testing, and even constructed a test consisting exclusively of tasks on which females are known to outscore males, but to no avail. The low representation of females remains a serious shortcoming of high-I.Q. societies.

The biggest plus about I.Q. societies, or at least about the good ones among them, is that they offer possibilities for publication and self-realization to creative individuals who are too unusual, deviant, original, or far ahead of their time to be accepted by the mainstream media or scientific world. Another good thing is that one can get in contact with intellectual equals. Since the rise of the Internet though, those purposes are also served outside the I.Q. societies.

- 12. Qualification for high IQ societies requires restrictions. Restrictions based on the specific test and test scores.¹⁴⁰ You have described with typical clarity the issues related to assessment or measurement of intelligence.¹⁴¹ In addition, you provide the relevant definitions of assessment, measurement, and statistical terminology too.^{142,143,144,145,146,147,148,149,150,151,152,153,154,155,156,157,158,159,160,161,162,163,164,165,166,167,168,169,170,171,172,173} You note, in an interview from 2002, two apparent groups take tests and join societies. You wrote:**

About people joining societies and taking tests, there seem to be two groups, probably with some overlap: the "mainstream" and the "outsiders." The latter are the ones who initiate things like IQ societies. The first start coming in once a group is growing well, and when the group gets to be a certain size - maybe like 300 to 400 - the "mainstream" tends to take over, maybe because of their better persuasive/manipulative skills which do well in democratic and group processes.

Once the "mainstream" is in power, which I think is the case in larger Mensa chapters, the ISPE and Triple Nine in some of its periods, the freedom goes and the censorship comes. The "mainstream" want things like a journal that is suitable for the whole family, professionalism, official status, tax exemption, etc. They keep adversary things out of the journal, without ever admitting to censorship, they use euphemisms like "editing for length and civility." (This was a Triple Nine term.) Perhaps a certain organizational structure could avoid the "mainstream" from getting into power.¹⁷⁴

You founded high intelligence societies including *GliaWebNews*, *Young and intelligent?*, *Order of Thoth*, *The*

¹⁴⁰ Please see Cooijmans, P. (n.d.). Qualification.

¹⁴¹ Please see Cooijmans, P. (n.d.). Assessment.

¹⁴² Please see Cooijmans, P. (n.d.). Balanced g factor loading.

¹⁴³ Please see Cooijmans, P. (n.d.). Congruence coefficient.

¹⁴⁴ Please see Cooijmans, P. (n.d.). Correction for attenuation.

¹⁴⁵ Please see Cooijmans, P. (n.d.). Correlation.

¹⁴⁶ Please see Cooijmans, P. (n.d.). Correlation with national I.Q.s

¹⁴⁷ Please see Cooijmans, P. (n.d.). Covariance.

¹⁴⁸ Please see Cooijmans, P. (n.d.). The g factor.

¹⁴⁹ Please see Cooijmans, P. (n.d.). Frequently encountered fallacies regarding test-related statistics.

¹⁵⁰ Please see Cooijmans, P. (n.d.). Hardness.

¹⁵¹ Please see Cooijmans, P. (n.d.). I.Q.

¹⁵² Please see Cooijmans, P. (n.d.). Median.

¹⁵³ Please see Cooijmans, P. (n.d.). Normalization.

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Glia Society, Order of Imhotep, The Giga Society, and The Grail Society.^{175,176,177,178,179,180,181,182} Two seem like core societies: *The Giga Society* and *The Glia Society*.^{183,184,185,186} *The Giga Society* as on “honorary society for very high scorers on my tests.”^{187,188,189,190,191,192} *The Glia Society* for provision of “a forum for intelligent individuals and assisting in research after high intelligence.”^{193,194} Each devoted to individuated and interrelated personal interests with provision of journals, games, fora, tests, and general means of fulfillment for the high-range.^{195,196,197,198,199} How did you create, develop, and sustain these societies up to the present?

I started in the mid-1990s by formulating the outline of a type of society for which I felt a need, and that did not exist at the time: Nerve-centred in Europe, strict admission requirements, allowing members to express themselves in their own way and at their own level without censorship or editing (so, a verbatim journal that does not make the author look smarter or stupider than one is) and without formal democratic organs and procedures (to prevent the riff-raff from taking over). Thus, I hoped, the society would remain faithful to the real anarchistic-from-within outsiders, and not regress to a mainstream type of club with members of barely above-average I.Q's in official positions and spoiling it for the few truly intelligent ones, whom they see as a burden and would expel if they could.

This became the Glia Society. The first several years were offline, with only a paper journal, and went excellently. In 2001, the transition to an online presence was made with success. A few years thereafter, with a few hundred members meanwhile, occasional problems began to occur with people sending offending messages to the electronic mail forum, which, because of its ease of use, facilitates such behaviour by unconscientious persons, makes them rise to the surface. In a traditional journal, filled with copy by members, one would never hear of such trolls, because the effort involved in writing a proper essay or letter is too high a hurdle for them. It became needed to have “netiquette” rules on the forum, and of course there were one or two idiots who purposely began to break the rules to provoke their expulsion from the forum, to see how far they could go. After having been removed temporarily (not expelled from the society though) such specimens sometimes play victim and act as if they are the ones who have been wronged.

In the late 2000s, the admission policy was improved with regard to homogeneous (one-sided) tests, requiring two qualifying scores on two different types of such tests for admission, while only one qualifying score remained needed on a heterogeneous test. This works to satisfaction. A bit later, an “assessment” procedure was added to facilitate the admission of candidates without qualifying scores on accepted tests. This became useful as a result of the vast number of tests today available on the Internet; it is not doable to establish suitability for admission purposes for every single test separately.

To make an observation about I.Q. societies in general, striking is the individualism: much disagreement, low sense of loyalty to the group, no sense of a common goal, little willingness to conform to rules, tending to treat non-members the same as members, speaking negatively of the group to non-members, joining and leaving multiple societies on a whim, and more. Such behaviours are typical of I.Q. society members, and less likely to be seen in political parties, religious cults, ideological interest groups, hobby groups, business enterprises and so on. This individualism is the achilles heel of I.Q. societies, and the answer to the question, “if they are so smart, then why do they not solve the world problems?” There is no group synergy in a group of high-I.Q. individualists. Rather, the outer appearance of the group tends to be determined by the least

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able members; intelligence is recessive in the group as a result of the members' individualism. What the world sees of high-I.Q. societies is mainly the loud-mouthed braggers and fraudulent claimants of the highest I.Q.

(Part Five)^{200,201,202}

ABSTRACT

Interview with Paul Cooijmans. Independent psychometitor and administrator of *The Glia Society* and *The Giga Society*. He discusses: consistent theme of humor or dry humor with samples, and purpose of humor in the high-range intelligence testing business; and the final question from another interview from September, 2011, answered about Mr. Cooijmans.

Keywords: administrator, dry humor, high-range intelligence testing, humor, Paul Cooijmans, psychometitor, The Giga Society, The Glia Society.

13. You write on topics including intelligence with analyses connected to definitions.^{203,204,205,206,207,208,209,210,211,212,213,214,215,216,217,218,219,220,221,222,223,224,225,226,227,228,229,230,231,232} Furthermore, you wrote on Asperger's syndrome, psychology, personality and other tests, Psi tests, human evolution, the occult, ethics, music, interviews, and even

²⁰⁰ Psychometitor; administrator, *The Glia Society*; administrator, *The Giga Society*.

²⁰¹ First publication on August 1, 2015 at www.in-sightjournal.com.

²⁰² Please see complete reference style listing in *Appendix I: Reference Style Listings*.

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319,320,321,322,323,324,325,326,327 **You wrote on running, economics, politics, philosophy, informatics**

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too.^{328,329,330,331,332,333,334,335,336,337,338,339,340,341,342,343,344,345,346,347,348,349,350,351,352,353,354,355,356,357,358,359,360} Even further, you, with generosity, provide hyperlinks to extensive resources and others' writings – even tests.^{361,362,363,364,365,366,367,368,369,370,371,372,373,374,375,376,377,378,379,380,381,382,383,384,385,386,387,388,389,390,391,392,393,394} What inspires the breadth of intellectual interests for you?

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³⁹³ Please see Durgin, S. (n.d.). Hidden.
³⁹⁴ Please see Durgin, S. (n.d.). Ainsoph.

The inspiration has remained the same as in childhood: the desire to know and understand everything. I can not stand it when I do not know and understand the essence of something. Over time, this has driven me to look at an ever wider range of topics. I fear it is a weakness rather than a strength; a sustained focus on one field would have been better to reach my potential, but one has forgotten to explain that to me when I was young. I believe this wide scope of interests is characteristic of intelligent individuals, and also has to do with a lack of guidance, with there being no one to push you in the right direction.

14. **One consistent theme, connected to the presence of information relevant to the high intelligence world, remains humor, sometimes dry humor.**^{395,396,397,398,399,400,401,402,403,404,405,406,407,408,409,410,411,412,413,414,415,416} **For instance, in the contact information web page under a heading called *Legally required public health warning*, you state:**

*Communication with Paul Cooijmans has proven stressful and traumatic for a small minority of correspondents, and may lead to involuntary hospitalization of persons thus disposed. Please take no chances with your mental health; have a good strong cup of coffee before initiating correspondence, and keep telephone numbers of emergency services within reach. If needed, consult your physician or psychiatrist first.*⁴¹⁷

Further, I bring to bear some of the individual photographs based in the sets of photographs from the 1960s, 1970s, 1980s, 1990s, 2000s, and 2010s.^{418,419,420,421,422,423,424,425,426,427,428} **Other sets of photographs remain more regular, mundane of various local objects and**

³⁹⁵ Please see Cooijmans, P. (n.d.). Expressions Of Gratitude From Satisfied Customers!.

³⁹⁶ Please see Cooijmans, P. (n.d.). Watch It Grow!.

³⁹⁷ Please see Cooijmans, P. (1997, January). Computer Defeats Vagant.

³⁹⁸ Please see Cooijmans, P. (2001, October 2). Maximum joins gigalo.

³⁹⁹ Please see Cooijmans, P. (2001, June 13). Maximum Orange Attempts Spaced-out Admission Test – Pass?.

⁴⁰⁰ Please see Cooijmans, P. (2001, August 9). The Strange Case of Dr Fabius and Mr Lang.

⁴⁰¹ Please see Cooijmans, P. (2001, September 7). Philosophers Improve Gene Pool.

⁴⁰² Please see Cooijmans, P. (2002, January 1). Maximum Orange's Last Move.

⁴⁰³ Please see Cooijmans, P. (n.d.). Interview with P.A. John W. Cageman.

⁴⁰⁴ Please see Cooijmans, P. (2001, March). Who's Who in Upperland.

⁴⁰⁵ Please see Cooijmans, P. (1998). The Ultimate Sleep: I The Lecture - Inspector Longone - Dr Hölin's House.

⁴⁰⁶ Please see Cooijmans, P. (1998). The Ultimate Sleep: II Dr Hölin – The *Chez Maxim* Talk - The Meeting.

⁴⁰⁷ Please see Cooijmans, P. (1999). The Ultimate Sleep: III Dr Fabius - Dr Cageman - The Black Sisterhood.

⁴⁰⁸ Please see Cooijmans, P. (1999). The Ultimate Sleep: IV The White Lodge.

⁴⁰⁹ Please see Cooijmans, P. (1999). The Ultimate Sleep: V Mr Fredriks - *slo*Brain - The White Lodge.

⁴¹⁰ Please see Cooijmans, P. (1999). The Ultimate Sleep: VI Wendy - Eric Hart.

⁴¹¹ Please see Cooijmans, P. (2003, February). The Ultimate Sleep: VII - Eric Hart.

⁴¹² Please see Cooijmans, P. (1998, July). The Time Lords.

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⁴¹⁴ Please see Cooijmans, P. (1998, October). Official Report from Dr. What.

⁴¹⁵ Please see Cooijmans, P. (1998, September). Footnote.

⁴¹⁶ Please see Cooijmans, P. (1998). True Story of Mr Pants, Mr Young and Dr Cageman.

⁴¹⁷ Please see Cooijmans, P. (n.d.). Contact information.

⁴¹⁸ Please see Cooijmans, P. (n.d.). Photos of Paul Cooijmans.

⁴¹⁹ Please see Cooijmans, P. (n.d.). 1965 – Recording early compositions.

⁴²⁰ Please see Cooijmans, P. (n.d.). 1966 – Inspecting the real estate.

⁴²¹ Please see Cooijmans, P. (n.d.). 1968 – Renewing the pavement.

⁴²² Please see Cooijmans, P. (n.d.). 1971 – Supervising the woodworking class.

⁴²³ Please see Cooijmans, P. (n.d.). 1988 – On a dark road.

⁴²⁴ Please see Cooijmans, P. (n.d.). 1993 – Branches growing out of my head.

⁴²⁵ Please see Cooijmans, P. (n.d.). 2003 – Briefly after the lobotomy.

⁴²⁶ Please see Cooijmans, P. (n.d.). 2010 – With blue mirror-sunglasses from 1980 (Please see relevant photo of 1980 above) and matching shirt from early 1970s.

⁴²⁷ Please see Cooijmans, P. (2015). Catweazle rehearsal 1984: Paul Cooijmans taking a photograph of Paul Cooijmans while looking upward.

⁴²⁸ Please see Cooijmans, P. (n.d.). 2013 – You may get some strange looks now and then in the streets, but it does help with a stiff neck.

areas.^{429,430,431,432,433,434,435,436,437,438,439,440,441,442,443,444,445,446,447,448,449,450,451,452,453,454,455,456} What purpose does humor serve in the independent psychometric business from the view of the psychometitor?

(For those harboring further desire for contact information, these hyperlinks exist too, in the following footnotes of this sentence.^{457,458,459,460,461})

Humour is an extremely powerful and robust test of intelligence and associative horizon, of which it is a combination. One can cheat when taking an I.Q. test, but one can not feign a sense of humour. When I once announced that candidates not satisfied with their score could buy additional I.Q. points from me, quite a few indignant reactions followed, most notably from at least two (2) admissions officers of I.Q. societies, who therewith involuntarily exposed their low level of comprehension. When chumps like that are in charge of a society's admission policy, that explains the ineffectiveness thereof, explains the acceptance of many tests lacking any validity in the relevant I.Q. range, and explains the large numbers of clearly unqualified members in such societies.

15. To conclude this interview, you were asked in an interview from September 2011 about desired questions from interviewers.⁴⁶² You responded:

There are many such questions, and it would take the rest of my life to list and answer them. But a few that come to mind are: "How on Earth is it possible that someone of your quality is not married or otherwise reproducing his genetic material, given that, from the viewpoint of eugenics, those of higher ability should procreate lavishly?"⁴⁶³

Therefore, I ask, "How on Earth is it possible that someone of your quality is not married or otherwise reproducing his genetic material, given that, from the viewpoint of eugenics, those of higher ability should procreate lavishly?"⁴⁶⁴

That is an excellent question, and I could hardly have phrased it better myself. The answer is that girls and women tend to have extraordinarily bad taste in men, presumably as a relic of earlier stages of evolution when the men who made the most kills in tribal warfare or hunting acquired the greatest procreative results. Not for nothing do or did many cultures entertain the so attractive custom of arranged marriages. When mate choice is left free, the best are left over, as my case so painfully illuminates.

⁴²⁹ Each of the following footnotes referencing photos have copyright from 1978 to the present, as stated in the index for them. Therefore, their reference dates shall list 2015 rather than some other references with "n.d." standing for "no date."

⁴³⁰ Please see Cooijmans, P. (2015). Photos taken around Lieshout, winter 1979.

⁴³¹ Please see Cooijmans, P. (2015). Winter 1979, around the house.

⁴³² Please see Cooijmans, P. (2015). Room interior of Paul Cooijmans, 1979.

⁴³³ Please see Cooijmans, P. (2015). Photos taken around Lieshout, summer 1979.

⁴³⁴ Please see Cooijmans, P. (2015). Autumn 1979, near Lieshout.

⁴³⁵ Please see Cooijmans, P. (2015). Winter 1980, near Lieshout.

⁴³⁶ Please see Cooijmans, P. (2015). Winter 1980 (2), near Lieshout.

⁴³⁷ Please see Cooijmans, P. (2015). Pinkpop 1980 – Photos.

⁴³⁸ Please see Cooijmans, P. (2015). Photos of Paul Cooijmans' room interior, 1980.

⁴³⁹ Please see Cooijmans, P. (2015). Photos taken around Lieshout, summer 1980.

⁴⁴⁰ Please see Cooijmans, P. (2015). Room interior and Sinterklaas 1981.

⁴⁴¹ Please see Cooijmans, P. (2015). School journey to England, 1981.

⁴⁴² Please see Cooijmans, P. (2015). Room interior and moped, 1982.

⁴⁴³ Please see Cooijmans, P. (2015). Ampeg VT22 guitar amplifier and lock, 1983.

⁴⁴⁴ Please see Cooijmans, P. (2015). Room interior, 1984.

⁴⁴⁵ Please see Cooijmans, P. (2015). Catweazle rehearsal 1984.

⁴⁴⁶ Please see Cooijmans, P. (2015). Room interior and studio recording session, 1985.

⁴⁴⁷ Please see Cooijmans, P. (2015). Various photos while a conservatory student, 1988.

⁴⁴⁸ Please see Cooijmans, P. (2015). Summer 1992.

⁴⁴⁹ Please see Cooijmans, P. (2015). Summer 1992, interior and around the house 1993.

⁴⁵⁰ Please see Cooijmans, P. (2015). Interior and recumbent, 1995.

⁴⁵¹ Please see Cooijmans, P. (2015). Index of /photography/f2001mariahout.

⁴⁵² Please see Cooijmans, P. (2015). Index of /photography/f2001canal.

⁴⁵³ Please see Cooijmans, P. (2015). Index of /photography/f2001dec.

⁴⁵⁴ Please see Cooijmans, P. (2015). Index of /photography/interior2000s.

⁴⁵⁵ Please see Cooijmans, P. (2015). Index of /photography/f2005autumn.

⁴⁵⁶ Please see Cooijmans, P. (2015). Index of /photography/f2007toren.

⁴⁵⁷ For those with further information, especially with respect to newsletters, personal contacts, the footnotes following this one give some appropriate web pages.

⁴⁵⁸ Please see Cooijmans, P. (n.d.). Contact information.

⁴⁵⁹ Please see Cooijmans, P. (n.d.). Paul Cooijmans.

⁴⁶⁰ Please see Cooijmans, P. (n.d.). The Glia Society: Contact Information.

⁴⁶¹ Please see Cooijmans, P. (n.d.). Contact Information: I.Q. Tests for the High Range.

⁴⁶² Please see Cooijmans, P. 2011, September). Interview with Paul Cooijmans.

⁴⁶³ Ibid.

⁴⁶⁴ Ibid.

To repair this, may I suggest the implementation of a delightful array of measures to encourage and facilitate the breeding of those of higher quality, who in modern society are at risk of reduced fertility: think of (genome-based) matchmaking services with binding outcome, sperm and ovum banks, and D.N.A. banks. This includes both the natural mode of procreation and methods like artificial insemination, in vitro fertilization, and in certain cases cloning; cloning is the only way to retain a precise genetic configuration underlying genius.

On the other side of the spectrum, it is imperative that criminals are forcefully kept from reproducing; after all, one does not want to be mopping with the tap running, does one? The current softness on crime, with the disproportionately high reproductive fitness of violent evildoers in particular that results therefrom, is a deceptive dead end on our path to a world of peace and safety for all the good people.

There are two modes of contributing to society: procreation and creation. The procreative person passes one's genes on to posterity, the creative individual produces scientific or artistic work for generations to come. Imagine the two biblical arks as symbolizing these modes; Noah's ark housed a male and a female of each species, the Ark of the Covenant contained the laws. Schemes as advised above reconcile the two arks, feeding the modes back into each other in an upward spiral of human quality, leading to a world without violence, crime, terror, or war. Our magnum opus is to realize that Arcadia.

Appendix I: Reference Style Listing

No access dates.

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