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Meta-Analysis of American Race Differences in Intelligence

Sebastian Jensen* Emil Kirkegaard†

Abstract

We present a meta-analysis of 139 U.S. studies (1918–2017; N = 400,000) examining racial differences in intelligence averages and distributions. Studies were included if they used representative U.S. samples, IQ tests with at least 3 subtests, reported White reference groups, and provided sufficient statistics to compute Cohen's *d*. Studies were excluded if samples were unrepresentative (e.g., elites, college-only, selective cities), duplicated, lacked general ability differences, lacked within-group SDs, lacked a White comparison group, or relied on scholastic achievement tests. Random- and mixed-effects meta-analytic models were used to estimate racial means. With the White mean set to 100, averages were 82 (Black), 89 (Hispanic/American Indian), 105 (Asian), and 109 (Jewish). Evidence indicates small study effects inflated Black mean IQs. Variances and distributions were similar across races, and there is strong evidence against convergence in intelligence between Blacks and Whites in cohorts born after 1960.

Keywords: Race, IQ, Race differences, Meta-analysis

1 Introduction

The existence of differences in intelligence between racial groups is a topic of profound societal importance, as it touches on education, economic opportunity, and social policy. Understanding whether and how such differences manifest can influence decisions in resource allocation, educational interventions, and workforce planning. The concepts of "race" and "intelligence" themselves are nebulous and there is no agreement on what they exactly constitute. In this article 'intelligence' will be used as a synonym for *g*, the first principal component of measured mental abilities; race refers to the socially constructed categories people use to conceptualize the genetic, cultural, and ethnic diversity that exists in the world.

Race differences in characteristics such as intelligence and personality have been believed to exist for a long time (Aristotle, n.d.; Nietzsche, 1886), although the denial of the existence of these differences or at least their genetic origin is not rare (Blumenbach & Bendyshe, 1865; Sherwood & Nataupsky, 1968; Sussman, 2014). With the passage of time, evidence began to support the existence of ethnic differences in cognitive ability, notable contributions being the Coleman (1972) report and Jensen's (1969) work on how much IQ and scholastic achievement could be boosted. While the causes of these differences are fiercely debated (Horowitz et al., 2019), their existence is accepted by most intelligence researchers (Rindermann et al., 2020).

There is strong interest in race differences in the United States, both from a scientific perspective and from a social perspective (Cofnas, 2020; Turkheimer et al., 2017; Weiss & Saklofske, 2020; Winegard et al., 2020). Over many decades there have been scholarly and public debates about the size and causes of race differences in socially valued metrics, whether these concern housing, income, wealth, crime, or education. A notable point of contention has been secular changes in the Black-White IQ gap as well as the exact magnitude of it (Dickens & Flynn, 2006; Herrnstein & Murray, 1994; Murray, 2007; Nisbett et al., 2012;

*Corresponding author. Independent researcher from 406 W Redwing St APT 56, Duluth, MN 55803-3715. ORCID: 0009-0003-0982-3206. Email: sebastianxjensen@gmail.com

†Ulster Institute for Social Research. Address: 28 Haycroft Gardens, NW10 3BN, London, UK. ORCID: 0000-0001-5607-0321. Email: emil@emilkirkegaard.dk

Rushton & Jensen, 2006). Some researchers believe that some gaps have substantially reduced over time, while others have not found support for this conclusion.

Because it has been a number of years since the last meta-analysis, and newer data have been published, we sought to update existing meta-analyses. This includes adding more groups not previously included due to small sample sizes, mainly Jewish samples. Furthermore, there has been consistent interest in possible variability of differences in intelligence between groups. Differences in variance between groups have been a point of contention in the literature on sex differences in intelligence (Arden & Plomin, 2006; Lehre et al., 2008), and this applies to race differences as well. Some have argued that Asians may have a lower standard deviation in intelligence, though this does not seem to be corroborated by statistical evidence (Hsu, 2008). Jensen advocated that the Black standard deviation in IQ was a few points lower than the White one (Jensen, 1969), and this observation has not since been contested. Thus we sought to meta-analyze race differences in skewness, kurtosis and variance in addition to mean values.

As of now, our hypotheses are that the race differences in intelligence are the same as the ones that have been found in prior studies: a Black IQ of 85 (Lynn, 2006b), a Hispanic IQ of 89 (Roth et al., 2001), Asian IQ of 105 (Lynn, 2006a), and a Jewish IQ of 110-115 (Cochran et al., 2005; Cremieux, 2023a). Due to the lack of high quality literature surrounding the differences in variance and distribution in intelligence between races, the null hypothesis of no differences was used, though we acknowledge that previous academics have claimed that there are differences in standard deviations between races.

2 Data and methods

Effect sizes were gathered from studies included in prior meta-analyses (Dickens & Flynn, 2006; Fuerst, 2013; Gottfredson, 2005; Osborne & McGurk, 1982; Roth et al., 2001; Shuey, 1966), from Google Scholar searches, and from large datasets, including both cohorts of the National Longitudinal Study of Youth (NLSY), the Program for the International Assessment of Adult Competencies (PIAAC), the Midlife in the United States (MIDUS) series , the Adolescent Brain Cognitive Development (ABCD) study, the Philadelphia Neurodevelopmental Cohort (PNC), and Project Talent. This ended in the collection of 139 effect sizes with a total of 400,120 individuals. All data is from the United States.

To ensure that the estimates are based on representative samples with good measures of intelligence, 73 studies were excluded for six different reasons:

1. The test involved did not have at least 3 subtests,
2. The sample in question was already included,
3. No difference in general ability was reported,
4. No standard deviations within groups were reported so that Cohen's *d* could not be computed,
5. There was no White reference group,
6. The sample was not sufficiently representative in its procedure.

Examples of samples deemed unrepresentative include studies that deliberately sampled lower-class individuals, higher-class individuals, college students, college applicants, samples of veterans, or samples of cities that are highly selected for cognitive ability (e.g. Boston, San Francisco). Samples of students within high school or below, WW1 enlistees, and employees were deemed sufficiently representative of the general population. IQ tests here were defined as tests that intend to measure cognitive ability. Data from scholastic achievement tests was also excluded, as scholastic ability and general intelligence are conceptually and empirically distinct, despite being highly correlated (Deary et al., 2007; Kaufman et al., 2012). A flowchart which charts the entire selection process is available in Figure 1.

To calculate race difference in intelligence, the White mean and standard deviation was used as a reference, so the mathematical formula to calculate the difference would be 100 - 15 $*$ (w_m - g_m)/w_{sd}, where w_m is the White mean, g_m is the mean of the racial group, and w_{sd} is the standard deviation of the White sample.

When analyses were conducted by the authors, IQ was calculated using factor scores that were computed using the R package *psych* (Revelle, 2024). When appropriate, age corrections were made to the scores to avoid age confounding from biasing the results. Distribution data, such as the skewness

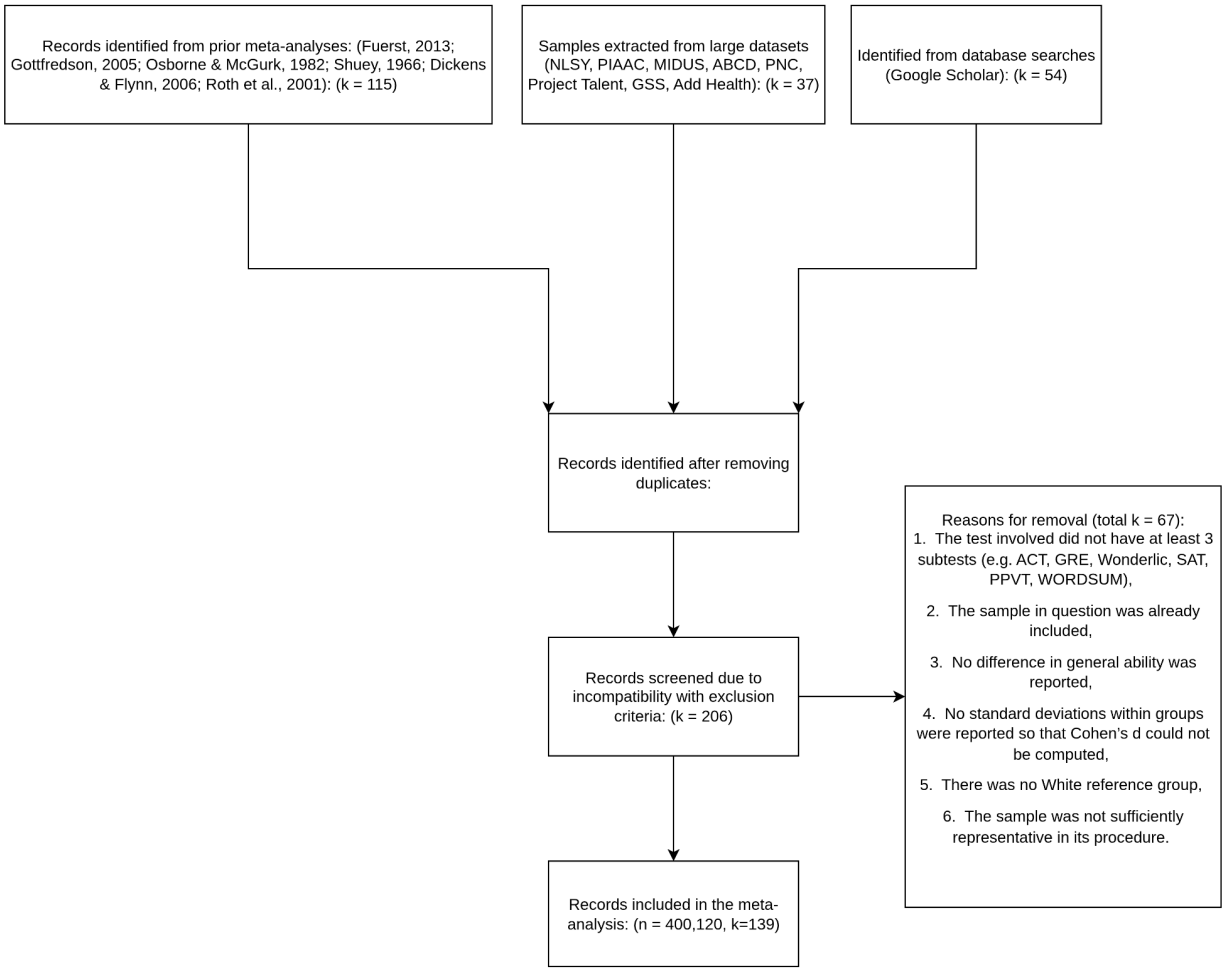

Figure 1: Flowchart of the study selection process.

and kurtosis of individual distributions were calculated as well. When assessing racial identification, Black and Hispanic Jews were classified as Black or Hispanic, as it was Ashkenazi Jews that were the group hypothesised to have higher intelligence. When possible, sampling weights were used to compute race differences in cognitive ability to avoid sampling procedures from biasing the results (e.g. some samples oversampled low social status subjects). A random effects meta-analytic model was used for meta-analytic models when no moderators were used, and a mixed effects model was used when moderators were included. The *metafor* R package (Viechtbauer, 2010) was used to fit the meta-analytic models when appropriate.

To facilitate interpretation, meta-analyses of means were conducted within individual race groups. For the distribution data, race differences in the distribution of intelligence were tested by testing whether race was a statistically significant moderator. While this makes the results more difficult to understand, it makes the statistical test less biased, as the p-values are based on only one test instead of five.

The influence of several different moderators was tested, including the number of subtests, cohort, the age at which the respondents were tested, and the standard error of the mean. Based on priors different moderators were chosen for different meta-analyses, for example, due to previous debate over whether the race difference in intelligence has diminished over time, discussed in the introduction, cohort effects were considered when analyzing race differences in intelligence. Publication bias was assessed with a visual inspection of funnel plots as well as a regression test.

3 Results

According to the random-effects meta-analysis, the average IQ of Black people in the United States is 85 (95% CI: [83.9, 86.1], $I^2 = 98.45\%$). A moderator analysis found that cohort, age at testing, and number of subtests had no association with the size of the difference. There was strong evidence of small-study effects ($p < .001$), as evidenced by the regression test and the funnel plot shown in Figure 2. This held ($p = .002$) even after removing the outliers. Corrected for the small study effects, the average Black IQ was 81.5 (95% CI: [79.7, 83.3]). The results of the meta-analytic regression models are available in Table 1.

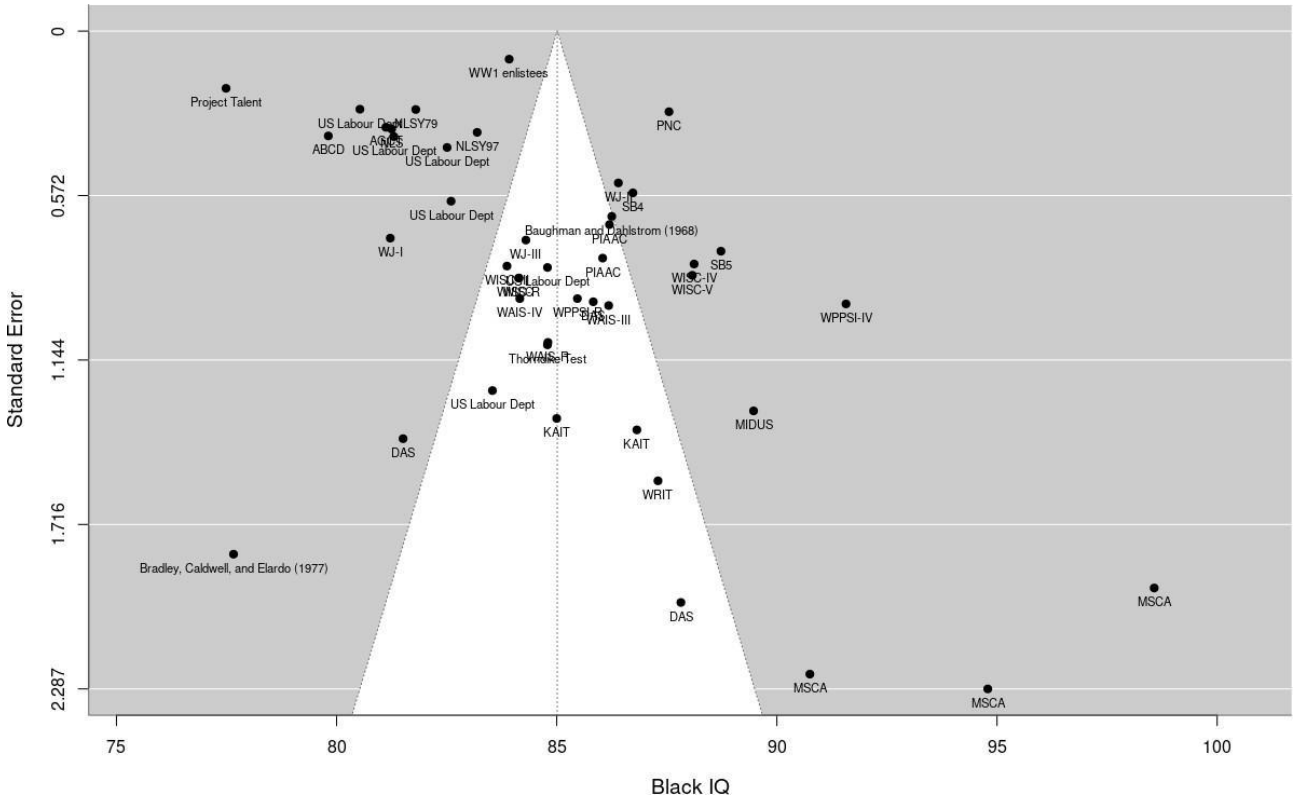

Figure 2: Funnel plot of the estimates of the mean Black IQ.

Table 1: Moderator analysis of mean Black IQs. *** $p < .001$, ** $p < .01$, * $p < .05$.

Parameter	Model 1	Model 2	Model 3
Intercept	8.116 (47.211)	-7.05 (56.25)	85.012 (0.565)***
Number of subtests	-0.034 (0.056)	-0.04 (0.067)	
Age at testing	0.023 (0.041)	0.003 (0.048)	
Cohort	0.037 (0.024)	0.047 (0.028)	
Standard error	3.858 (0.945)***		
Heterogeneity (I^2)	96.45	97.53	98.45
Test of moderators	p = 0	p = 0.245	p = 0
R^2 (%)	33.81	3.97	

To test whether this was a result of publication bias, studies were restricted to standardization samples (where differences are likely to be reported regardless of results) or the studies where the differences were calculated by the authors. A sample of WW1 enlistees was kept, as it was likely to be reported regardless of results. In these samples, American Blacks scored at an average of 85.7 (95% CI: [84.4, 87], $I^2 = 98.41\%$),

but there were still small study effects, according to the regression test ($p < .0001$), suggesting that these small study effects are not due to publication bias.

Of note was that the studies with lower Black means were usually large, national samples with high quality IQ testing: the NLS datasets, the ABCD dataset, a large sample of WW1 enlistees, the Project Talent dataset, and a sample of employees who were tested by the US Labour Department. The average Black IQ within these datasets was 81.8 (95% CI: [80.7, 82.9], $I^2 = 97.84\%$), almost identical to the average corrected for publication bias. It is worth mentioning that the two samples (WW1 enlistees and employees) where the representativeness is somewhat in question both have sample means that are somewhat larger than the other datasets: the sample of employees has a mean of 82.5 and the sample of enlistees has a mean of 83.9.

For the other four races, the average of Hispanics was estimated to be 88.9 (95% CI: [88, 89.9], $I^2 = 88.22\%$); for Jews 107.4 (95% CI: [106.1, 108.7], $I^2 = 75.65\%$); for Asians 103 (95% CI: [101, 105], $I^2 = 73.85\%$); and for Amerindians 89.1 (95% CI: [86.4, 91.7], $I^2 = 35.07\%$). There was no evidence for publication bias within any of these groups according to the regression test (all $p > .05$).

There were no race differences in the distribution of intelligence. Differences between races in variance, kurtosis, and skewness did not reach statistical significance as shown in Table 2.

Table 2: Moderator analysis of race differences in the distribution of intelligence for three different dependent variables (DV). *** $p < .001$, ** $p < .01$, * $p < .05$.

Parameter	DV: Skewness	DV: Standard Deviation	DV: Kurtosis
Intercept	-0.314 (0.114)**	15 (0.128)***	0.325 (0.264)
Jewish	-0.007 (0.311)	-0.539 (0.485)	-0.099 (0.612)
Asian	-0.006 (0.491)	0.319 (0.562)	-0.355 (0.723)
Hispanic	0.338 (0.259)	-0.291 (0.272)	-0.393 (0.469)
Black	0.416 (0.2)*	-0.485 (0.204)*	-0.250 (0.414)
Amerindian	0.306 (0.899)	0.369 (0.992)	-0.810 (1.062)
Heterogeneity (I^2)	42.89	84.91	86.13
Test of moderators	p = 0.366	p = 0.184	p = 0.937
R^2	16.48	4.58	0

The percentiles of IQ within races were also measured to test whether certain races were likely to have a large amount of outliers in any direction. These were meta-analyzed, and then predictions of the percentiles within races were made based on the means and standard deviations within these samples. The averages generated from the real distributions corresponded almost perfectly to those generated by simulated ones that assumed normality, as shown in Table 3.

Table 3: Comparison of the observed IQ percentiles within races with simulated ones based on the means and standard deviations within groups. The simulated results are in parentheses.

P.	Black	Hispanic	Amerindian	White	Asian	Jewish
5th	59.3 (58.4)	62.4 (62.2)	62.5 (63.7)	74.1 (75.3)	78.4 (77.6)	83.1 (83.2)
10th	64.3 (64.0)	68.0 (67.9)	73.2 (69.4)	80.4 (80.8)	85.1 (83.2)	88.1 (88.6)
25th	73.1 (73.4)	77.3 (77.4)	81.4 (79.0)	90.3 (89.9)	95.1 (92.4)	97.5 (97.3)
50th	83.8 (83.8)	87.3 (88.0)	89.8 (89.5)	100.7 (100.0)	104.7 (102.6)	107.7 (107.0)
75th	94.2 (94.2)	97.8 (98.5)	100.6 (100.1)	110.5 (110.2)	112.6 (112.7)	116.4 (116.8)
90th	103.9 (103.7)	108.0 (108.0)	108.8 (109.5)	118.8 (119.2)	119.9 (121.8)	124.1 (125.5)
95th	110.2 (109.3)	113.8 (113.7)	111.5 (115.2)	123.2 (124.6)	124.9 (127.3)	128.1 (130.7)

4 Discussion

While the IQ of Black people in the United States is conventionally estimated to be 85, this figure is likely to be affected by sampling error and other artefacts. The most likely sources of bias in estimating this figure are measurement error in intelligence and non-representative sampling; publication bias is not likely to be relevant when calculating such a large difference and most of the sources of data are likely to be reported regardless of results. Given that both of these biases underestimate the difference, it is likely based on priors that the true Black IQ is lower than 85. Of note is that the largest national samples which test ability the best tend to have larger differences: the ABCD, NLSY79, NLSY97, NLS, Project Talent datasets, US DOL's sample of employees, and the sample of WW1 enlistees have differences of 20, 18, 17, 19, 22, 17, and 16 points respectively. This is lower than the conventional estimate given (85), though not by a large amount.

The average IQ of US Jews has been estimated to be 107.5. This is a little lower than most estimates suggest — Cochran et al. (2005) estimate it to be between 112 and 115 and Cremieux (2023a) estimated it to be 110 in their meta-analysis. There is also the issue of using religious identification as a measurement of Jewish ancestry; Jews do not consider being Jewish to be religious, rather they conceive of their identity as ethnic or cultural (Pew Research Center, 2013). Religious people tend to be less intelligent than non-religious ones (Dutton et al., 2019), so using religious identification as a proxy for ethnicity may underestimate the true Jewish IQ. Given using religiosity as an indicator possibly deflates the difference, and this estimate is a bit lower than previous ones, the true average IQ of an American Jew lies somewhere between 107 and 112.

The average IQ of Asians in the United States has been estimated to be 103. Sampling different portions of the Asian population may also affect this score, as the average IQ of Asians varies considerably by country of origin (Fuerst, 2023a). To avoid this problem, average IQs of sub-populations of Asians were calculated based on IQ scores in the ABCD dataset (Fuerst, 2023a) as well as scholastic test results (Fuerst, 2023b) which are shown in Table 4. When these estimates were averaged with weighting by population size (Wikipedia, 2024), this resulted in an estimate of 105.6. Of note is that the Asian IQ has risen over time, as their average used to be close to the White mean, but gradually grew to a mean of roughly 105 (Lynn, 2006a).

Table 4: Average IQ and population size by Asian subgroup

Group	Average ABCD IQ	Average SAT IQ	Average	Population size
Chinese	111.3 (n = 81)	110.2 (n = 24,620)	110.8	5,143,982
Korean and Japanese	110.1 (n = 33)	108.55 (n = 11,810)	109.3	3,436,326
Filipino	103.5 (n = 51)	98.8 (n = 8100)	101.2	4,089,570
Other	102.5 (n = 52)	102.47 (n = 13,120)	102.5	3,034,102
Asian Indian	102.4 (n = 53)	110.3 (n = 32,750)	106.4	4,506,308
Vietnamese	98.7 (n = 24)	100.5 (n = 9,090)	99.6	2,162,610
Malaysia		107.6 (n = 240)	107.6	38,277
Cambodia		95.4 (n = 700)	95.4	300,360

The average IQ of American Indians has been estimated to be 89. This is in line with prior research on the average IQs of Native Americans (Lynn, 2006b). This score of 89 is also close to the average IQ-metric

score of Native Americans on the SAT, which is 91.3 (Fuerst, 2023b). One should note that these are self-identified Native Americans, who may only have partial ancestry.

No race differences in variance of intelligence were found. This is not consistent with opinions of some prior researchers (Hsu, 2008; Jensen, 1969); Jensen wrote that he thought the Black standard deviation was lower than the White one, and Hsu notes that some have argued the Asian standard deviation is lower than the White one. Although the Black standard deviation in intelligence was below 15, there was massive heterogeneity in standard deviations which suggested that test or sample specific factors drive differences in variance between Whites and Blacks on cognitive tests. Concretely, this could come in the form of minor violations in measurement invariance between races or the presence of floor/ceiling effects.

There is currently no consensus on whether the average IQ of the Black population within the United States has changed in the last 100 years. Some comparisons of standardization samples have suggested that the Black IQ rose between the 80s and 00s (Dickens & Flynn, 2006), though this increase is not observed in some tests, such as the Woodcock Johnson (Murray, 2007), where the gap stopped closing after cohorts born in the 60s. An ignored caveat is that reported declines in the racial gaps do not appear to have been caused by changes in general intelligence (Cremieux, 2023b). Between the subtests of the WAIS-R and WAIS-III, test gains in Blacks and g-loadings correlated negatively (r = -.28), which holds for the WISC as well (r = -.38). The closing in the gap also reduces by 46% when latent methods instead of composite scores are used to calculate race differences in intelligence.

The difference between Black and White children on the NAEP achievement tests narrowed between the 80s and the 90s (Vanneman et al., 2009). However, the same did not hold for race differences in the SAT (Dalliard, 2023), where the difference has stayed constant at about 1 standard deviation ever since 1987; race differences in ACT scores have remained at about 1 standard deviation ever since 1995 (National Center for Education Statistics, 2024), though these observations aren't necessarily contradictory as the tests were not tracked at the same time. Yet the very low score of American Blacks (80) in the recently collected ABCD dataset is still at odds with the perspective that the gap has shrunk.

Trends in scores on the WORDSUM test in the General Social Survey were studied by Huang and Hauser (1998), who found convergence in the Black-White WORDSUM gap. Hu (2017) responded that this convergence was inflated by assuming that age and cohort effects are additive. He showed that when using multilevel models that dispense with this assumption, the extent to which the Black-White gap declined is reduced by 85%. Modeling issues aside, the WORDSUM is only a 10-item vocabulary test; strong conclusions should not be drawn from this survey. A summary of the results of the meta-analysis is presented in Table 5.

Table 5: Summary of the meta-analysis

	Black	**Hispanic**	**Amerindian**	**Asian**	**Jewish**
Meta-analytic mean	85	89	89	103	107
Prior meta-analyses	83.5	89	89.5 (Lynn)	105 (Lynn)	110 (Cremieux)
Conventional estimate	85	88–92	85–90	103–106	107–115
Empirical standard deviation	14.5	14.7	15.4	15.3	14.5
Likely standard deviation	15	15	15	15	15
Kurtosis/skewness differences	No evidence	No evidence	No evidence	No evidence	No evidence
Best estimate of the mean	82 (79–84)	89 (88–90)	89 (86–92)	105 (104–106)	109 (107–112)

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Appendix

Table A1: Number of Americans in each category of IQ by race. Raw number is in the cell, the percentage (within group) is in parentheses. Means are assumed to be the best estimates from the final table, standard deviations are assumed to be 15 within all groups.

IQ bracket	Black	Hispanic	Amerindian	White	Asian	Jewish
<70	9,617,661 (21.2%)	5,683,431 (10.3%)	449,330 (10.3%)	4,463,718 (2.27%)	206,137 (0.983%)	35,338 (0.465%)
70-85	16,680,745 (36.7%)	16,184,386 (29.2%)	1,281,770 (29.3%)	26,669,438 (13.59%)	1,704,915 (8.14%)	381,341 (5.02%)
85-100	13,878,756 (30.6%)	20,674,540 (37.3%)	1,634,907 (37.3%)	66,981,122 (34.13%)	5,828,232 (27.8%)	1,668,331 (21.9%)
100-115	4,591,593 (10.1%)	10,535,865 (19.0%)	834,424 (19.0%)	66,981,019 (34.13%)	7,923,589 (38.1%)	2,895,060 (38.1%)
115-130	600,192 (1.32%)	2,124,003 (3.84%)	167,898 (3.83%)	26,663,919 (13.59%)	4,291,216 (20.5%)	2,004,999 (26.4%)
130-145	30,447 (0.0671%)	168,400 (0.304%)	13,259 (0.303%)	4,201,786 (2.14%)	919,653 (4.39%)	551,734 (7.26%)
145-160	602 (0.00133%)	5,314 (0.00960%)	407 (0.00929%)	258,786 (0.132%)	77,624 (0.37%)	59,644 (0.785%)
>160	4 (0.00000880%)	61 (0.000110%)	5 (0.000114%)	6,212 (0.00317%)	2,634 (0.0126%)	2,573 (0.0339%)

Table A2: Racial demographics by IQ category (%).

IQ bracket	Black	Hispanic	Amerindian	White	Asian	Jewish
<70	47.02	27.78	2.20	21.82	1.01	0.17
70-85	26.52	25.73	2.04	42.40	2.71	0.61
85-100	12.54	18.68	1.48	60.53	5.27	1.51
100-115	4.90	11.24	0.89	71.44	8.45	3.09
115-130	1.67	5.92	0.47	74.37	11.97	5.59
130-145	0.52	2.86	0.23	71.39	15.63	9.37
145-160	0.15	1.32	0.10	64.31	19.29	14.82
>160	0.03	0.53	0.04	54.07	22.93	22.40

Table A3: Moderator analysis of Hispanic IQs. *** $p < .001$, ** $p < .01$, * $p < .05$.

Parameter	Model 1	Model 2
Intercept	88.934 (0.477)***	55.96 (53.237)
Number of subtests		-0.104 (0.041)*
Age at testing		-0.042 (0.046)
Cohort		0.018 (0.027)
Heterogeneity	88.22	81.19
Test of moderators		p = 0.008
R^2 (%)		38.18

Table A4: Moderator analysis of small study effects on Black IQs. *** $p < .001$, ** $p < .01$, * $p < .05$.

Parameter	Model 1	Model 2
Intercept	82.03 (1.04)***	82.7 (1.16)***
Number of effect sizes reported	-0.27 (0.27)	-0.25 (0.30)
Standard error	4.11 (0.92)***	
Inverse standard error		-0.85 (0.31)**
R^2	33.48%	14.13%
Moderator test p-value	$p < .0001$	$p = .018$

Table A5: Table of the means, standard deviations, and sample sizes by data source.

Source	Race	Test date	Test age	Sample size	Mean	SD
PIAAC	White	2017	35	1955	100	15
PIAAC	Hispanic	2017	35	320	91.17	16.13
PIAAC	Black	2017	35	361	86.04	15.85
ABCD	White	2017	10	5784	100	15
ABCD	Jewish	2017	10	175	106.57	15.77
ABCD	Amerindian	2017	10	38	86.29	20.84
ABCD	Asian	2017	10	13	95.12	12.67
ABCD	Asian	2017	10	50	101.85	16.44
ABCD	Asian	2017	10	109	109.82	14.09
ABCD	Asian	2017	10	64	101.85	14.66
ABCD	Black	2017	10	1692	79.81	17.90
ABCD	Hispanic	2017	10	1692	89.07	16.92
PNC	White	2017	13.74	4989	100	15
PNC	Black	2017	13.74	2861	87.55	16.94
WISC-V	White	2014	11	1228	100	15
WISC-V	Black	2014	11	312	88.08	13.66
WISC-V	Hispanic	2014	11	458	90.65	13.25
WISC-V	Asian	2014	11	89	105.2	14.79
PIAAC	White	2012	35	2903	100	15
PIAAC	Hispanic	2012	35	382	87.83	15.75
PIAAC	Black	2012	35	497	86.20	15.08
WPPSI-IV	Asian	2012	5	52	102.84	14.6
WPPSI-IV	White	2012	5	908	100	15
WPPSI-IV	Hispanic	2012	5	413	92.25	12.33
WPPSI-IV	Black	2012	5	250	91.57	13.72
WAIS-IV	White	2009	35	1540	100	15
WAIS-IV	Black	2009	35	260	84.16	15.1
WAIS-IV	Hispanic	2009	35	289	87.36	15.7
WAIS-IV	Asian	2009	35	71	103.12	16.46
MIDUS	White	2005	55.8	3432	100	15
MIDUS	Jewish	2005	55.8	98	104.48	15.63
MIDUS	Black	2005	55.8	129	89.4	14.94
MIDUS	Amerindian	2005	55.8	18	96.09	13.92

MIDUS	Asian	2005	55.8	23	101.76	11.83
WISC-IV	White	2002	11	1402	100	15
WISC-IV	Black	2002	11	343	88.12	16.12
WISC-IV	Hispanic	2002	11	335	89.57	13.03
SB5	White	2000	35	2070	100	15
SB5	Black	2000	35	384	88.73	13.53
NLSY97	White	1999	15	3587	100	15
NLSY97	Black	1999	15	1814	83.19	14.92
NLSY97	Hispanic	1999	15	1300	89.38	14.63
NLSY97	Amerindian	1999	15	20	91.32	10.24
NLSY97	Jewish	1999	15	99	107.12	14.33
WJ-III	White	1998	35	2592	100	15
WJ-III	Black	1998	35	426	84.3	14.32
WAIS-III	White	1995	35	1523	100	15
WAIS-III	Black	1995	35	247	86.18	13.48
KAIT	White	1993	16.2	575	100	15
KAIT	Hispanic	1993	16.2	76	87.36	14.57
KAIT	Black	1993	15.8	117	86.82	15.54
KAIT	White	1993	52.5	972	100	15
KAIT	Hispanic	1993	46.5	64	84.2	16.62
KAIT	Black	1993	46	124	85	16.83
WRIT	White	1993	26.68	559	100	15
WRIT	Black	1993	26.68	92	87.3	14.9
WRIT	Hispanic	1993	26.68	73	92.3	14.7
WISC-III	White	1989	11	1543	100	15
WISC-III	Black	1989	11	337	83.87	13.89
WJ-II	White	1987	35	3573	100	15
WJ-II	Black	1987	35	807	86.4	16.11
DAS	White	1986	11.5	1692	100	15
DAS	Hispanic	1986	11.5	226	90.74	14.07
DAS	Black	1986	11.5	254	85.83	14.8
DAS	Asian	1986	11.5	48	104.76	14.8
DAS	White	1986	3	247	100	15
DAS	Hispanic	1986	3	39	92.53	15.53
DAS	Black	1986	3	57	87.82	14.3
DAS	White	1986	4.25	505	100	15
DAS	Hispanic	1986	4.25	78	89.07	13.18
DAS	Black	1986	4.25	112	81.51	14.52
WPPSI-R	Asian	1986	5	23	100.25	19.37
WPPSI-R	White	1986	5	1192	100	15
WPPSI-R	Hispanic	1986	5	181	87.07	15.03
WPPSI-R	Amerindian	1986	5	18	88.66	12.31
WPPSI-R	Black	1986	5	260	85.47	15.51
SB4	White	1985	35	3691	100	15
SB4	Black	1985	35	711	86.73	13.53
WISC	Black	1982	11	305	84.14	13.58
WISC	White	1982	11	1868	100	15

NLSY79	White	1980	20	6932	100	15
NLSY79	Black	1980	20	3026	81.80	13.11
NLSY79	Hispanic	1980	20	1839	86.72	15.87
NLSY79	Jewish	1980	20	109	110.09	12.75
WAIS-R	White	1978	35	1664	100	15
WAIS-R	Black	1978	35	192	84.8	12.95
US Labor Dept	White	1977	18	983	100	15
US Labor Dept	White	1977	22	3369	100	15
US Labor Dept	White	1977	29	4601	100	15
US Labor Dept	White	1977	39	2571	100	15
US Labor Dept	White	1977	49	2011	100	15
US Labor Dept	White	1977	60	968	100	15
US Labor Dept	Black	1977	18	333	84.79	15.1
US Labor Dept	Black	1977	22	1672	81.3	13.33
US Labor Dept	Black	1977	29	3048	80.53	13.77
US Labor Dept	Black	1977	39	1374	82.51	13.03
US Labor Dept	Black	1977	49	643	82.6	12.68
US Labor Dept	Black	1977	60	144	83.54	11.25
US Labor Dept	Hispanic	1977	18	98	89.14	15.62
US Labor Dept	Hispanic	1977	22	376	88.61	12.31
US Labor Dept	Hispanic	1977	29	680	87.81	15.18
US Labor Dept	Hispanic	1977	39	360	90.31	14.66
US Labor Dept	Hispanic	1977	49	171	87.77	14.73
US Labor Dept	Hispanic	1977	60	49	90.12	15.09
Bradley et al. (1977)	White	1977	2	37	100	15
Bradley et al. (1977)	Black	1977	2	68	77.66	15.62
WJ-I	White	1976	35	3329	100	15
WJ-I	Black	1976	35	434	81.22	17
Thorndike Test	White	1973	11	237	100	15
Thorndike Test	Hispanic	1973	11	239	91.8	13.62
Thorndike Test	Black	1973	11	189	84.79	13.27
WISC-R	Black	1972	11	305	84.14	13.58
WISC-R	White	1972	11	1868	100	15
NLS	White	1972	17	12275	100	15
NLS	Black	1972	17	1938	81.25	13.49
MSCA	White	1970	3	43	100	15
MSCA	Black	1970	3	43	94.79	15.18
MSCA	White	1970	4.75	60	100	15
MSCA	Black	1970	4.75	60	98.57	14.43
MSCA	White	1970	7.5	45	100	15
MSCA	Black	1970	7.5	45	90.75	13.73
Baughman & Dahlstrom (1968)	White	1968	10.5	464	100	15
Baughman & Dahlstrom (1968)	Black	1968	10.5	542	86.25	13.54
Project Talent	Amerindian	1960	15	222	87.89	15.27
Project Talent	White	1960	15	129344	100	15
Project Talent	Hispanic	1960	15	328	82.96	13.89
Project Talent	Black	1960	15	5679	77.49	15.01

Project Talent	Jewish	1960	15	6944	106.83	13.99
Project Talent	Asian	1960	15	949	100.62	15.80
WLS	White	1955	16	4244	100	15
AGCT	White	1942	25	2147	100	15
AGCT	Black	1942	25	2010	81.12	14.65
WW1 enlistees	White	1918	25	93955	100	15
WW1 enlistees	Black	1918	25	23596	83.92	14.33
SEAQO AND KOLDIN	Jewish	1936	12	800	108.73	14.78
SEAQO AND KOLDIN	White	1936	12	452	100	15

Table A6: Mean Black IQ by cohort.

Cohort	Mean Black IQ
1890-1939	82.7
1940-1959	83.8
1960-1979	86.5
post 1980	85.9

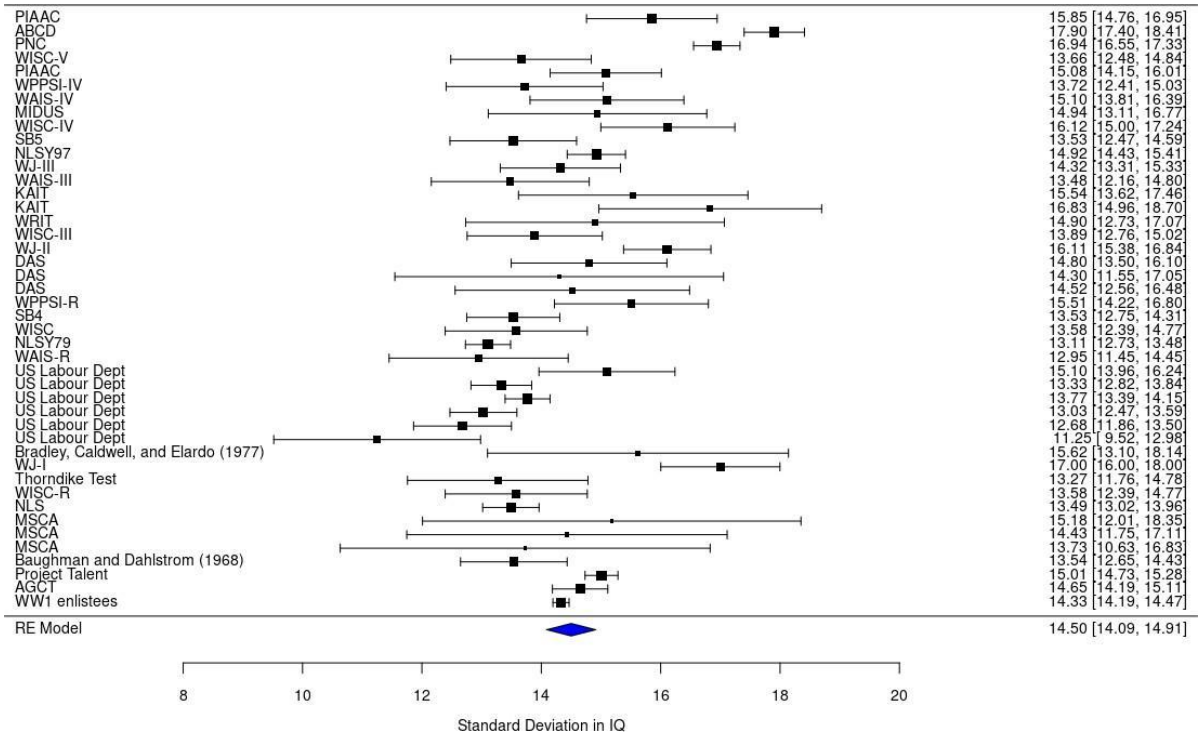

Figure A1: Forest plot of standard deviations in IQ within Blacks.

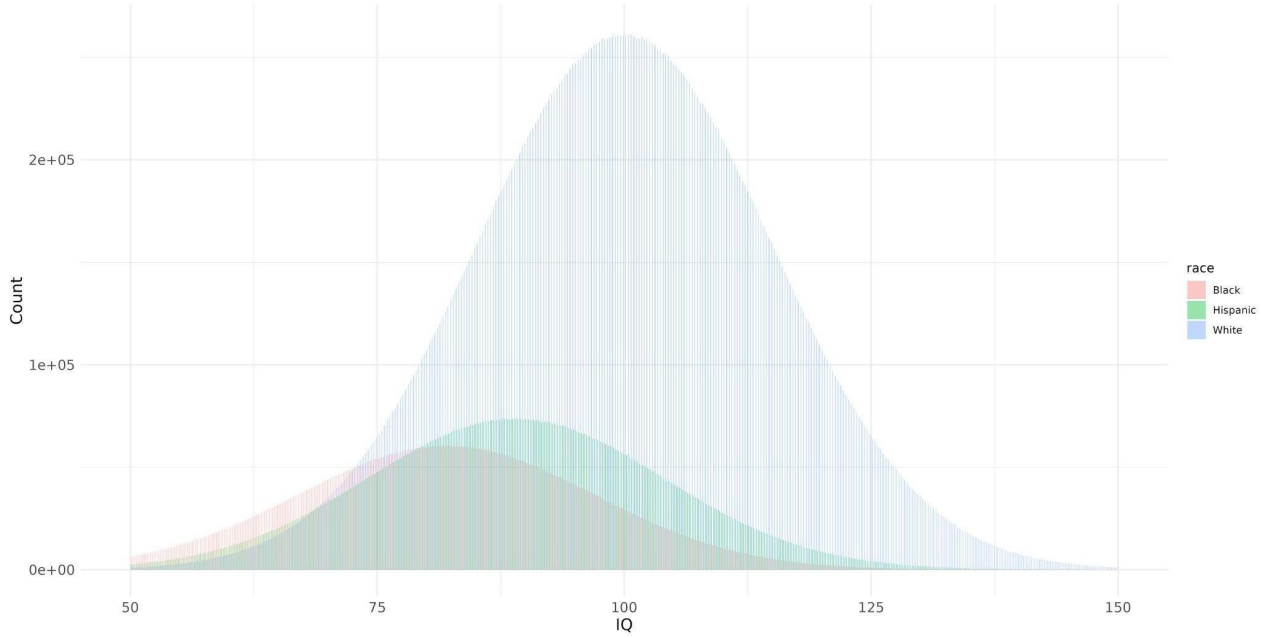

Figure A2: IQ distribution by race, taking into consideration population sizes

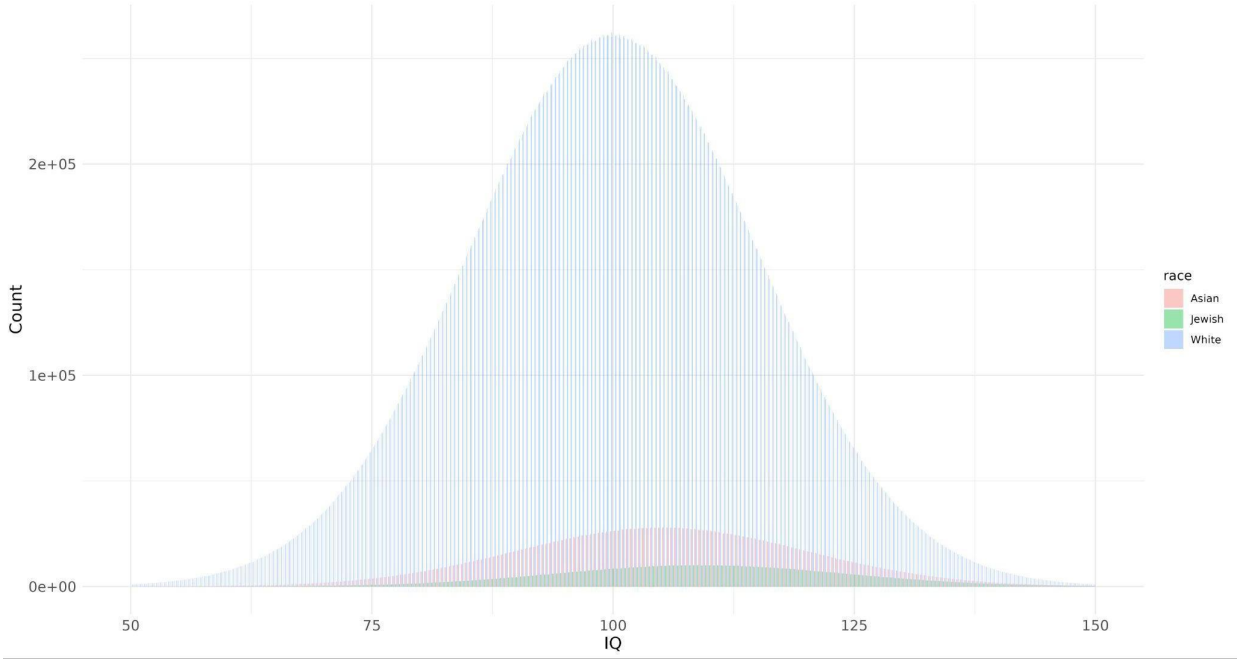

Figure A3: IQ distribution by race (version 2).

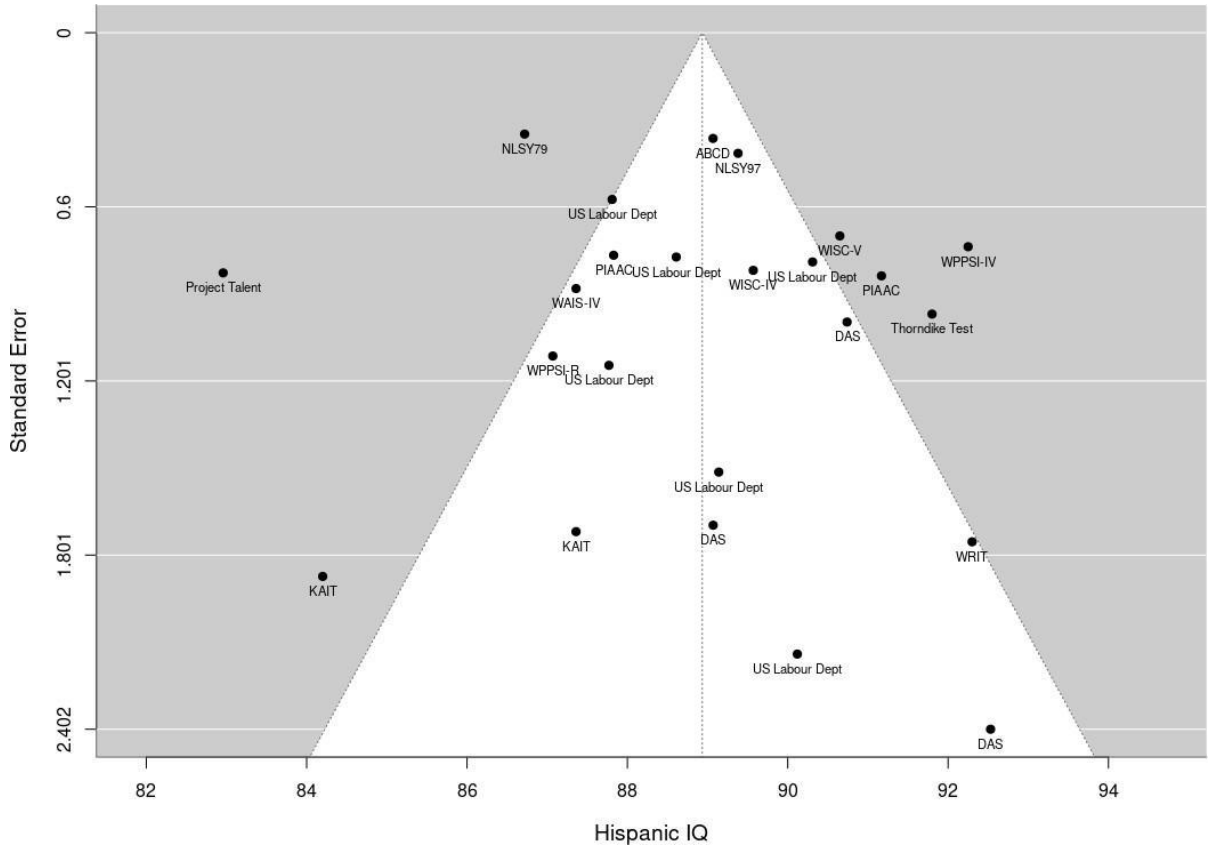

Figure A4: Funnel plot of the average Hispanic IQ

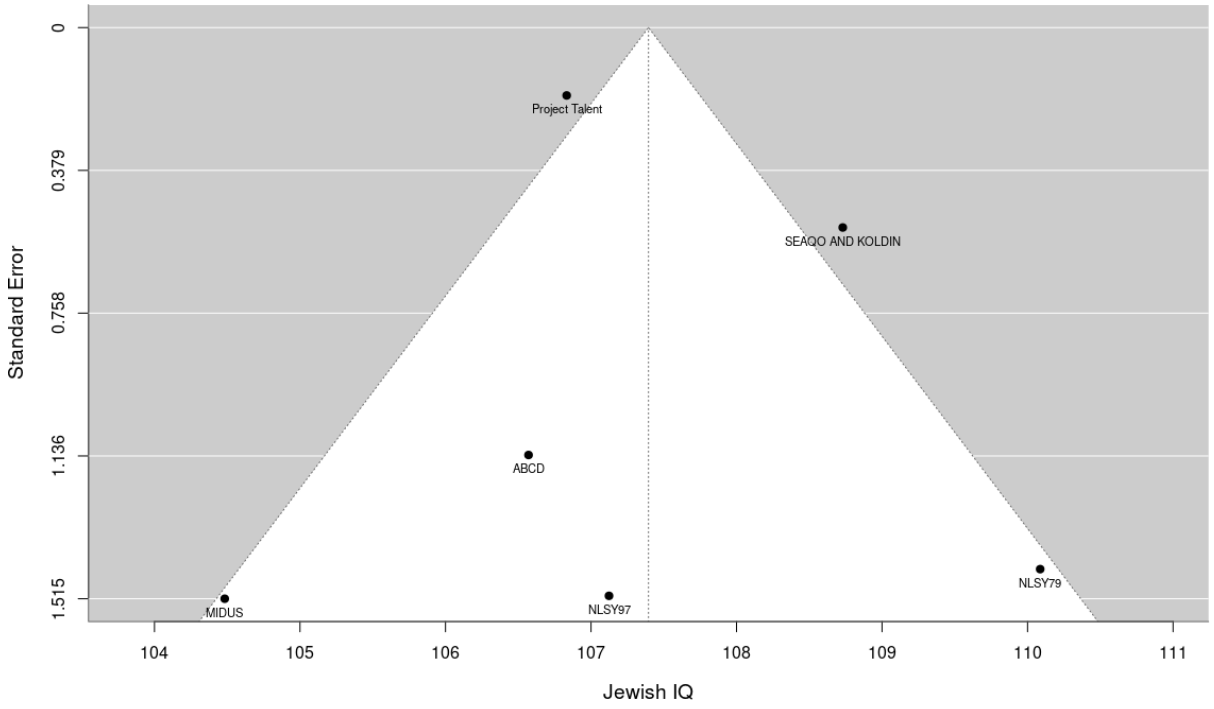

Figure A5: Funnel plot of the average Jewish IQ

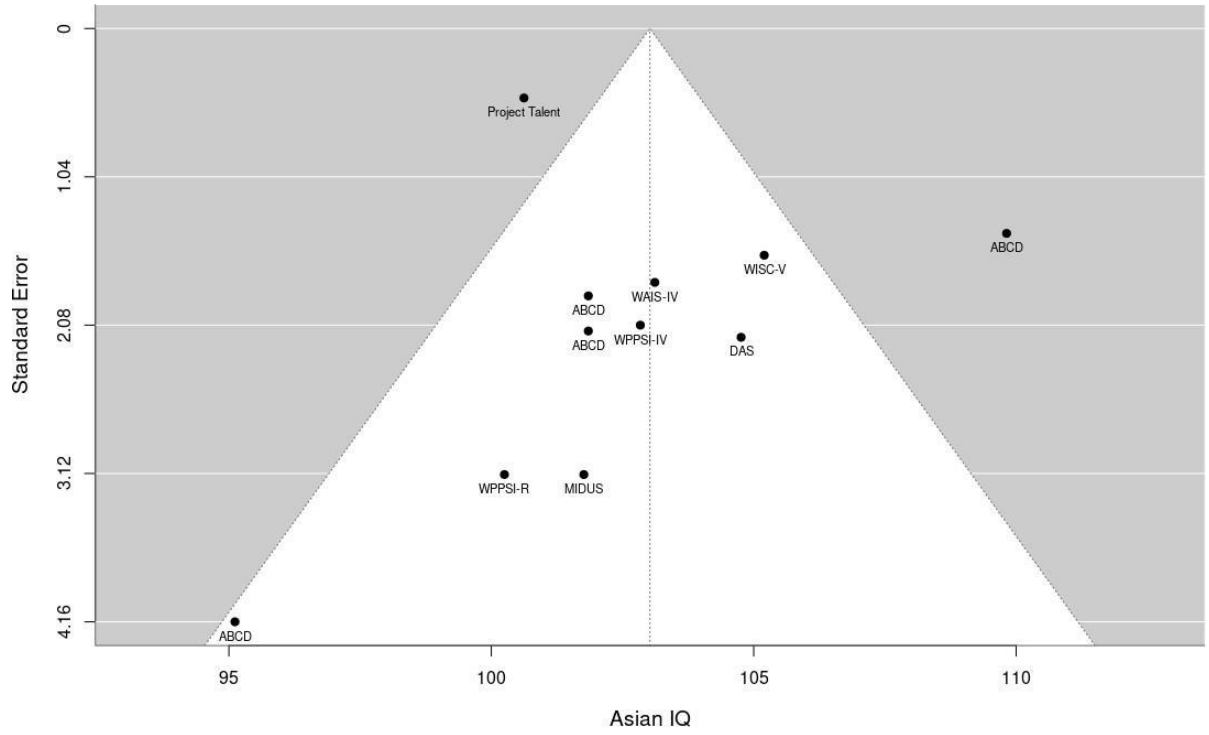

Figure A6: Funnel plot of average Asian IQ

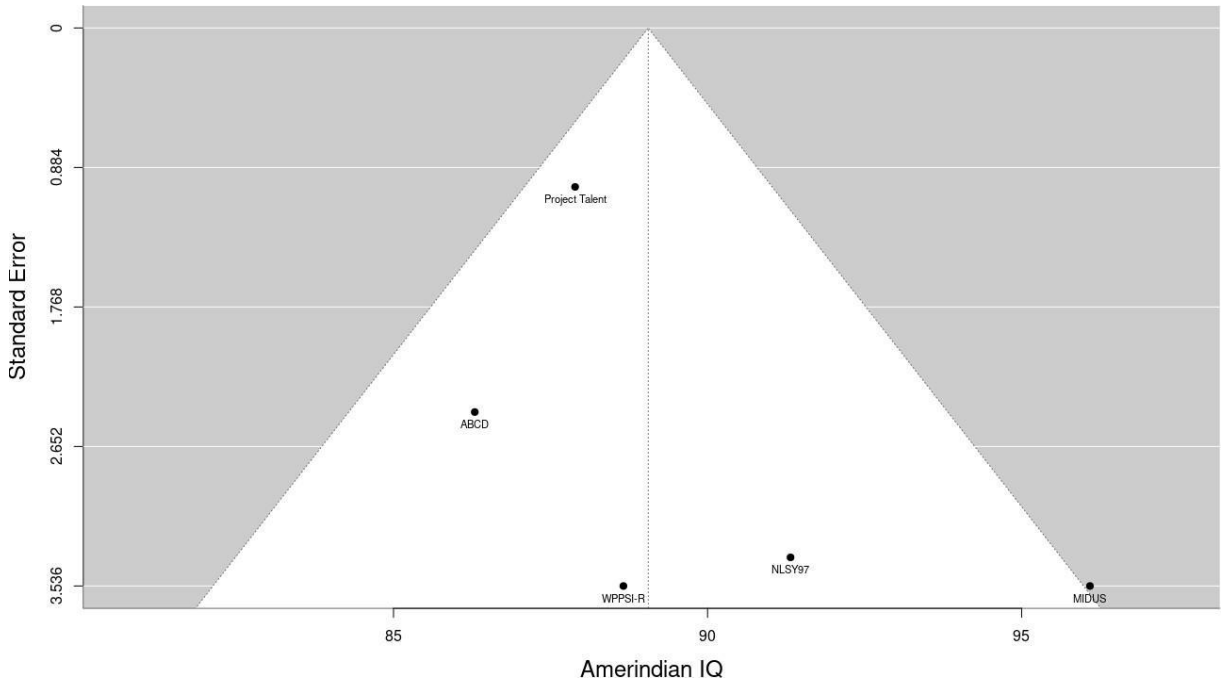

Figure A7: Funnel plot of the average Amerindian IQ

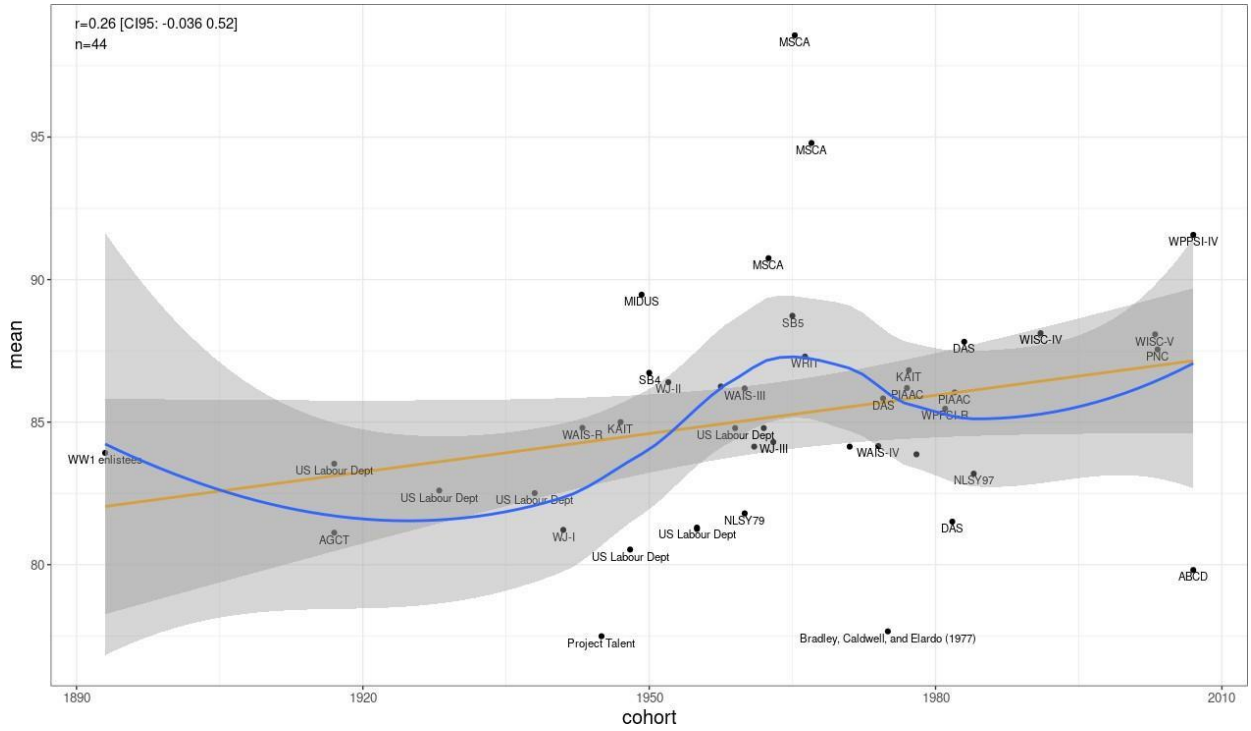

Figure A8: Scatterplot of Black samples by cohort and average. Blue trendline is plotted using locally estimated scatterplot smoothing.

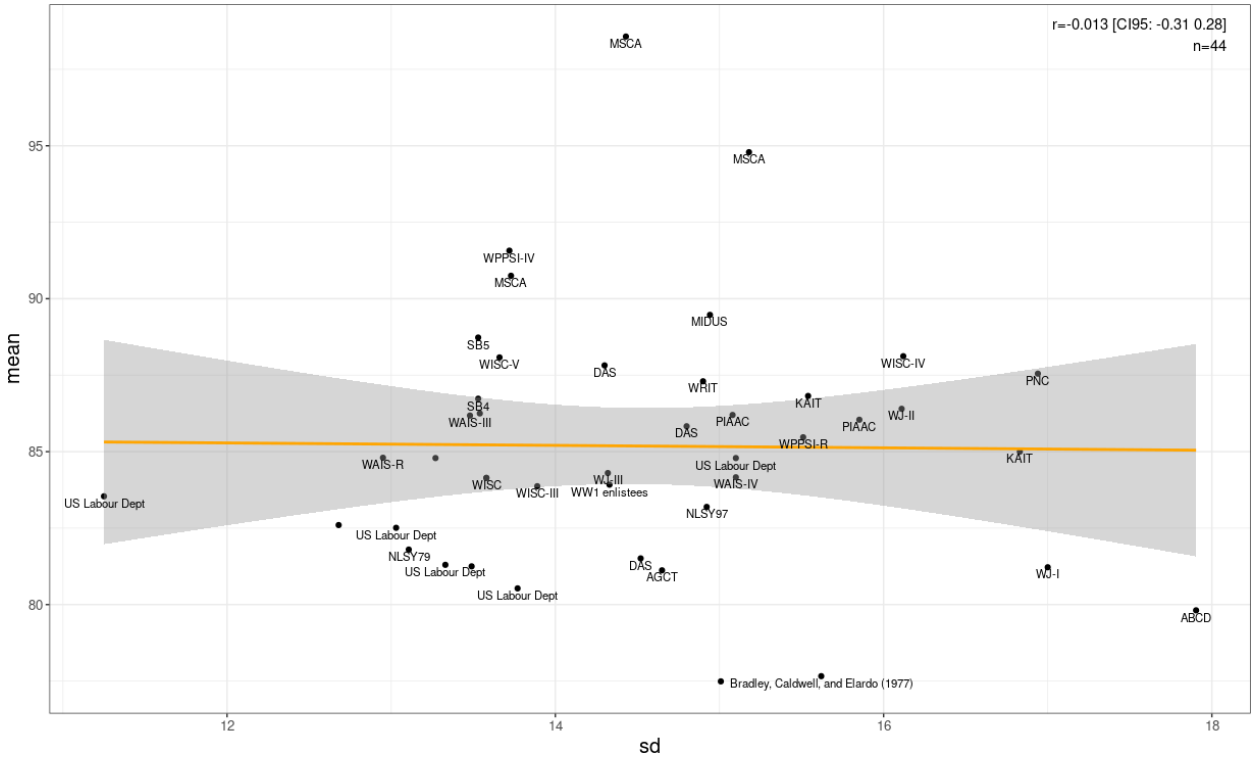

Figure A9: Scatterplot of sample means and standard deviations within the Black samples

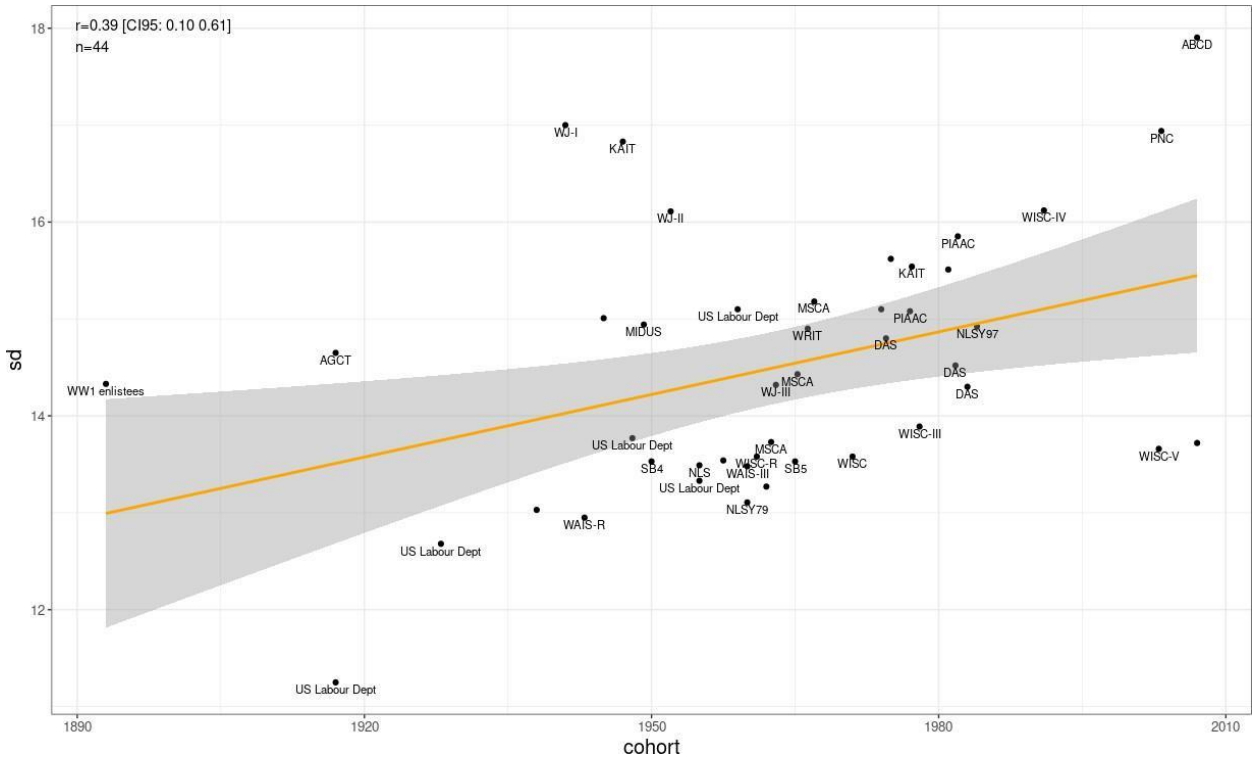

Figure A10: Scatterplot of sample standard deviations and birth cohort within Black samples. The p-value is .009.