

Index

- 1921 Symposium, 5–7
- abstract reasoning, 70–1
- adaptation, 14–15
- adaptive regression, 92
- Africa, 9
 practical intelligence tests and, 58–62
- Alba, J. W., 98
- always-will-be fallacy, 123
- ambiguity
 creativity and, 91–2, 115–16
 personality and, 108
 propulsion theory and, 143
- analytical abilities, xi–xii
 comparison and, 79
 componential analysis and, 44–50
 evaluation and, 79
 expertise development and, 69–86
 explanation and, 79
 general-ability fallacy and, 46
 GRE and, xiii
 induction and, 47
 judgement and, 79
 life-success fallacy and, 46
 memory and, 77–8
 moral-equivalence fallacy and, 46
 stable-trait fallacy and, 46
 STAT and, 50–4
 successful intelligence and, 43, 54–5
 syllogisms and, 46–7
 teaching of, 65–6
 See also wisdom
- Andersonville* (Kantor), 136
- aphasia, 32
- artificial intelligence, 142
- Asia, 7–10
- assimilation, 22–3
- Australia, 8
- BACON program, 99, 125
- balance theory, xviii
 creativity and, 152–5
 developmental affects and, 155–9
 environment and, 156
 foolishness and, 160–2
 Hawthorne effect and, 169
 individualism and, 155–9
 interests and, 156
 schooling and, 162–73
 sixteen teaching principles of, 164–5
 successful intelligence and, 152–5
 tacit knowledge and, 156
 values and, 156–7
- Baltes, P. B., 149–50
- Beethoven, 135–6
- bifactor theory, 19
- Binet, Alfred, 14–16, 42, 134, 138
- bioecological model, 38
- biological bases
 classical approach, 31–3
 contemporary approaches and, 33–5
 evaluation of, 35–6

- biological bases (*cont.*)
 genetics and, 34–5
 hemispheric specialization and,
 32–3
- bisection, 12
- Bloom, H., 82–3
- Boring, E. G., 5
- Bradley, Bill, 3
- brain
 behavior genetics and, 34–5
 hemispheric specialization and,
 32–3
 latency potentials and, 33–4
 Luria's theory and, 31–2
 PET scans of, 34
 size, 34
- Broca, Paul, 32
- Burt, Cyril, 19
- Buscaglia, Leo, 92
- Bush, George W., 3
- Cage, John, 139
- Campbell, Donald, 101
- Carroll, J. B., 20
- Cattell, James McKeen, 12–13, 94
- Cattell, Raymond, 19–20
- Center for Creative Leadership, 57
- Chandler, M. J., 148
- Chandler, Raymond, 133
- Chen, M. J., 8
- children
 adaptability and, 58
 alternative viewpoints and, 122
 cognition studies and, 22–6
 collaboration and, 121
 creativity and, 109–10 (*see also*
 creativity)
 crowd defying and, 108–9, 114–15,
 120, 123
 embarrassment and, 113–14
 expertise development and, 69–86
 gifted, 85
 gratification delay and, 117–18
 investment theory and, 113–14
 latitude and, 110–11
 love and, 116–17
 memory and, 77–8
 mistakes and, 120–1
 obstacle conquering and, 113–14
 practical intelligence and, 58–62
 problem redefinition and, 110–11
 responsibility and, 120–1
 schooling and, 62–5 (*see also* schools)
 self-efficacy and, 116
 STAT and, 50–4
 time needed for, 119
 WISC and, 97
- China, 7–10
- Chomsky, N., 138–9
- Christie, Agatha, 133
- Clayton, V., 148
- Clinton, Bill, 154
- Coates, Deborah, 63
- coexistence, 41
- cognition
 adaptive regression and, 92
 components and, 28–9
 concrete-operational period, 23–4
 contents and, 30
 correlates and, 27–8
 creativity and, 92–4, 97–9 (*see also*
 creativity)
 development stages and, 23–4
 dissonance and, 138
 elaboration and, 92
 equilibration and, 22–3
 expertise development and, 69–86
 formal operations, 24
 internalization and, 24
 metacognition and, 73, 157–8
 practical intelligence and, 50–1,
 55–62
 preoperational period, 23
 processing and, 26–31
 sensorimotor period, 23
 social-personality and, 99–101
 Spearman and, 27
 structure and, 22–6
 training and, 29–30
 Vygotsky and, 24–5
 wisdom and, 147 (*see also*
 intelligence; wisdom)
 zone of proximal development and,
 24–5

- Cole, Michael, 36
 collaboration, 121
 commercialism, 13
 componential analysis, xi–xii
 analytical abilities and, 46–9
 creativity and, 49–50
 crystallized abilities and, 52–3
 general-ability fallacy and, 46
 induction and, 47
 knowledge-acquisition and, 44
 life-success fallacy and, 46
 metacomponents and, 44
 moral-equivalence fallacy and, 46
 performance and, 44
 stable-trait fallacy and, 46
 STAT and, 50–4
 stimuli reliance and, 48
 successful intelligence and, 44–50
 triarchic theory and, xiii–xvi
 computer simulation, 99
 concrete-operational period, 23–4
 confluence theory, 102–4
 investment theory and, 107–10
 Confucianism, 7
 context, 74, 150
 Cornell Critical Thinking Test (CCTT), 172
 Cornwell, Patricia, 133
 correlational studies, 27–8
 analytical abilities and, 54–5
 creativity and, 55
 practical intelligence and, 55–62
 Cox, Catherine, 93–6
 Crane, Stephen, 136
 creativity
 alternative viewpoints and, 122
 ambiguity and, 91–2, 115–16
 artificial intelligence and, 142
 assessment for, 119–20
 assumption questioning and, 111–12
 attitude and, 109–10
 BACON program and, 99, 125
 balance theory and, 152–5
 children and, 113–14 (*see also* children)
 cognition and, 97–9
 collaboration and, 121
 college students and, 63
 componential analysis and, 49–50
 confluence approaches to, 102–4
 contribution types, 104–5
 cross-fertilization and, 119
 crowd defying and, 108–9, 114–15, 120, 123, 141
 crystallized abilities and, 52–3
 cultural effects and, 94, 100
 as decision, 106–25 (*see also* investment theory)
 defined, 89
 divergence and, 110–11
 diversity and, 63
 domain and, 103, 142–3
 drawing and, 93, 106
 eight types of, 126
 embarrassment and, 113–14
 environment and, 122–3
 evolution and, 101–2
 fallacies in, 123
 Genevieve model and, 98–9
 gratification delay and, 117–18
 idea generation and, 112
 imagination and, 80
 imitation and, 124–5
 incrementation and, 127, 132–5
 instruction for, 119–20
 integration and, 127, 129
 investment theory and, xvii, 103, 106–23
 IQ and, 94–7
 knowledge and, 107–8, 112–13
 lateral thinking and, 91
 leadership and, 141
 love and, 116–17
 mistakes and, 120–1
 mystical interpretations of, 90–1
 neglected research and, 89–90
 novelty and, 49–50
 obstacle conquering and, 113–14
 parochial isolation and, 100–1
 personality and, 122–3
 pragmatic approaches to, 91–2
 problem solving skills and, 93–4, 110–11
 product improvement, 93

- creativity (*cont.*)
 propulsion theory and, xvii, 124–43
 psychodynamics and, 92–3
 psychometrics and, 93–7
 RAT and, 96–7
 reconstruction and, 127, 136–7
 redefinition and, 127, 131–2
 redirection and, 127, 135–7
 reinitiation and, 127, 138–40
 replication and, 126, 129–31
 research methodology and, ix–xviii
 responsibility and, 121
 rewards and, 117–18, 120
 risk-taking and, 114–15
 role-model, 118
 secondary, 104–5
 selective retention and, 101
 self-efficacy and, 116
 selling ideas and, 112
 social personality and, 99–101
 STAT and, 51
 successful intelligence and, 55
 supposition and, 80
 synthesis and, 80
 teaching of, 65
 time needed for, 119
 Torrance tests and, 93
 triarchic theory and, xiii–xvi
 WICS and, 177–88
 wisdom and, 158 (*see also* wisdom)
- Cronbach, Lee, 27–8
- cross-fertilization of ideas, 119
- crystallized abilities, 19–20, 52–3
 children and, 58–62
 practical intelligence and, 58–62
 WICS and, 174–85
- Csikszentmihalyi, M., 102–3, 151, 182
- cultural effects, 36–7
 componential analysis and, 44–50
 creativity and, 94, 100
 East v. West, 7–10
 foreign languages and, 167
 natural law and, 66–7
 schools and, 167
 tacit knowledge and, 57
 testing culture and, 67–8
See also social issues
- Darwin, Charles, 102–3
- Das, J. P., 32, 34
- Dax, Marc, 32
- Dead Poets Society, The* (movie), 122
- De Bono, Edward, 91
- Democritus, 134
- depth, 8
- developing-expertise model, 69
 ability structure and, 75–6
 abstract reasoning and, 70–1
 context and, 74
 elements of, 71–5
 general factor and, 75–6
 interaction and, 74–5
 knowledge and, 74
 learning and, 73
 metacognitive skills and, 73
 motivation and, 74
 thinking and, 73–4
- Dewey, John, 112
- dialectical synthesis, 40–1
- differential model, 10
- divergence, 110–11
- domain, 103, 142–3
- drawing, 93, 106
- Duchamp, Marcel, 139
- dynamic testing, 60
- dynamometer pressure, 12
- egocentrism, 160
- Einstein, Albert, 93, 103, 120, 139
- elaboration, 92
- Eliot, T. S., 103
- embarrassment, 113–14
- emotional intelligence, 38–9
- environment
 creativity and, 122–3 (*see also* creativity)
 investment theory and, 108–9
 personality-fit and, 122–3
 practical intelligence and, 50–1, 55–62
 tacit knowledge and, 56
 wisdom and, 149, 152–3
- equilibration, 22–3
- ethics, 7, 36, 46

Index

219

- evaluation, 4
 evolution, 101–2
- factor analysis, 16
 Burt and, 19
 Carroll and, 20
 Cattell and, 19–20
 crystallized abilities and, 52–3
 Guilford and, 20–1
 Guttman and, 21
 Holzinger and, 19
 internal validity and, 50–4
 models of, 17–19 (*see also* models)
 primary mental abilities and, 17–19
 STAT and, 50–4
 successful intelligence and, 50–4
 triarchic theory and, 50–4
 Vernon and, 19
- fallacy, 46, 123, 160–2
Fatherland (Harris), 139–40
 Festinger, Leon, 127
 Feuerstein, R., 25–6
 field, 103
 Finke, 98–9, 105
 fluid abilities, 19–20, 37
 WICS and, 177–88
 foolishness, 160–2
 foreign languages, 167
 formal operations, 24
 Fox, Raymond G., 137
 Freud, Anna, 124
 Freud, Sigmund, 103, 120, 124
 Frost, N., 132–5
- Galileo, 111–12
 Galton, Francis, 11–13, 94, 138
 Gandhi, Mohandas, 103
 Garcia, John, 109
 Gardner, H., 83, 102–4
 Geneplore model, 98–9
 general-ability fallacy, 46
 general factor, x
 Cattell and, 19–20
 cultural effects and, 7–10
 development-expertise model and, 75–6
 radex model and, 21
 two-factor theory and, 16–17
 Vernon and, 19
- genetics, 34–5
 genius, 94
 geometry, 15
 Gestalt psychology, 92–3
 Getzels, J., 179
 glucose metabolism, 34
 Gore, Al, 3
 Graduate Record Examination (GRE), xiii
 Graham, Martha, 103
 gratification delay, 117–18
 Grigorenko, Elena L., 52
 academic skills and, 62, 64
 wisdom and, 168
 Gruber, H. E., 102
 Guilford, J. P., 20–1, 89, 93
 creativity and, 96–7
 reinitiation and, 138
 Guttman, L., 21
- Halstead, W. C., 31
 Hammett, Dashiell, 133
 Harris, Robert, 139–40
 Hawthorne effect, 169
 Haydn, 135
 Hebb, Donald, 31
 hemispheric specialization, 32–3
 Herrnstein, R. J., 136–7
 Holliday, S. G., 148
 Holzinger, K. J., 19
 horizontal decalage, 26
 human faculty, 11–13
 Hunt, E., 132–5
 Hutchins, Robert, 142
 hypothalamus, 32
- ideational intelligence, 14–15
 imagination, 80
 implicit theories
 1921 Symposium, 5–7
 Binet, 14–15
 Boring, 5
 Burt, 19
 Carroll, 20
 Cattell, 12–13, 19–20

- implicit theories (*cont.*)
- Galton, 11–12
 - Guilford, 20–1
 - Guttman, 21
 - Holzinger, 19
 - Spearman, 16–17
 - Thurstone, 17–19
 - Vernon, 19
 - Wissler, 13
- incrementation, 127, 132–5, 142
- individualism
- balance theory and, 155–9
 - creativity and, 99–101, 124–5 (*see also* creativity)
 - crowd defying and, 108–9, 114–15, 120, 123
 - developmental affects and, 155–9
 - differential model and, 10
 - embarrassment and, 113–14
 - environment and, 156
 - goals and, 155
 - interests and, 156
 - investment theory and, 106–23
 - motivation and, 100
 - parochial isolation and, 100–1
 - personality and, 99–101, 108, 122–3
 - propulsion theory and, 125, 140–1
 - responsibility and, 121
 - risk and, 114–15
 - self-actualization and, 100
 - self-efficacy and, 116
 - self-pity and, 81
 - strength capitalization and, 43
 - successful intelligence and, 42–3 (*see also* successful intelligence)
 - tacit knowledge and, 156
 - values and, 156–7
 - wisdom and, 152–4
- induction, 18
- componential analysis and, 47
 - successful intelligence and, 54–5
- information
- componential analysis and, 46–50
 - domain and, 103
 - expertise development and, 69–86
 - practical intelligence and, 50–1, 55–62
 - successful intelligence and, 44–6
 - tacit knowledge and, 56–62, 156
 - WICS and, 177–88
 - wisdom and, 149 (*see also* wisdom)
- instinct, 14–15
- instructional studies
- ability improvement and, 65–6
 - school achievement and, 62–5
- integration, 127, 129, 139–40
- intelligence
- 1921 Symposium on, 5–7
 - analytical abilities and, xi–xiii, 54–5 (*see also* analytical abilities)
 - balance theory and, 152–5
 - behavior genetics and, 34–5
 - bifactor theory and, 19
 - Binet on, 14–16
 - bioecological model of, 38
 - biological bases of, 31–6, 38
 - bonds and, 17
 - brain and, 31–5
 - Burt on, 19
 - Carroll on, 20
 - Cattell on, 19–20
 - classical approaches and, 31–3
 - cognitive-components approach and, 28–9
 - cognitive-contents approach and, 30
 - cognitive-correlates approach and, 27–8
 - cognitive structures and, 22–6
 - cognitive-training approach and, 29–30
 - commercialism of, 13
 - complexity and, 14–16
 - componential analyses and, xi–xiii, 44–50
 - connections and, 17
 - contemporary approaches and, 33–5
 - creativity and, 158 (*see also* creativity)
 - crystallized abilities and, 19–20, 52–3, 58–62, 177–88
 - cultural effects and, 7–10, 36–7
 - definition of, 5–7
 - developmental stages and, 23–4
 - dialectical synthesis and, 40–1

- differential model and, 10
- emotional, 38–9
- as energy, 11–12
- equilibration and, 22–3
- ethics and, 7
- expertise development and, 69–86
- expert opinions of, 5–7
- Feuerstein on, 25
- fluid abilities and, 19–20, 37, 177–88
- Galton on, 11–13
- general factor, *x*, 7–10, 16–21, 75–6
- Guilford on, 20–1
- Guttman on, 21
- hemispheric specialization and, 32–3
- ideational, 14–15
- instinctive, 14–15
- lay conceptions of, 7–10
- mistakes and, 120–1
- model conflicts and, 39–41
- multiple, 37, 83, 103
- natural law and, 66–7
- nature of, 3–10
- operationally defined, 5
- perceptual speed and, 18
- practical, 50–1, 55–62 (*see also* practical intelligence)
- process-based approaches and, 11–13, 26–31
- psychophysical process theory and, 11–13
- radex model and, 21
- research methodology and, ix–xviii
- as sensitivity, 11–12
- simplicity and, 11–13
- social, 158–9
- Spearman and, 16–17, 27
- speed and, 7
- structure-of-intellect model, 20–1
- successful, 42–86 (*see also* successful intelligence)
- testing culture and, 67–8
- theory of judgement and, 14–16
- three-stratum theory and, 20
- Thurstone and, 17–19
- triarchic theory and, xiii–xvi
- true, 37–8
- two-factor theory and, 16–17
- types of, 31
- values and, 4
- verbal skills and, 3, 8, 19 (*see also* skills)
- Vernon on, 19
- Vygotsky on, 24–5
- Western conceptions of, 5–7
- WICS and, 177–88
- wisdom and, 147, 152 (*see also* wisdom)
- Wissler and, 13
- internalization, 24
- investment theory, xvii, 103, 106
 - ambiguity and, 115–16
 - assumption questioning and, 111–12
 - children and, 113–14
 - cross-fertilization and, 119
 - environment and, 108–9
 - gratification delay and, 117–18
 - idea generation and, 112
 - intellectual skills and, 107
 - knowledge and, 107–8, 112–13
 - love and, 116–17
 - motivation and, 108
 - obstacle conquering and, 113–14
 - personality and, 108
 - problem redefinition and, 110–11
 - resource confluence and, 107–10
 - risk-taking and, 114–15
 - role-model creativity and, 118
 - self-efficacy and, 116
 - selling ideas and, 112
 - thinking styles and, 108
- invulnerability, 161
- IPAR studies, 95
- IQ, *x*
 - componential analyses of, xi–xiii, 46–50
 - contemporary approaches and, 33–5
 - creativity and, 94–7 (*see also* creativity)
 - genius and, 94
 - intellectual skills and, 147f
 - latency potentials and, 33–4
 - life-success fallacy and, 46
 - natural law and, 66–7

- IQ (*cont.*)
 PET scans, 34
 practical intelligence and, 61–2
 redirection and, 136–7
 testing culture and, 66–8
 triarchic theory and, xiii–xvi
 wisdom and, 147 (*see also* wisdom)
- Jamaica, 61
 Jensen, A. R., 33, 130
Journal of Educational Psychology,
 5–6
 judgement. *See* wisdom
- Kantor, MacKinlay, 136
 Kaufman, James, 124f
 Kellerman, Jonathan, 133
 Kerr, Clark, 142
 Kipling, Rudyard, 90
 knowledge
 creativity and, 107–8, 112–13
 development-expertise model and,
 69–75
 domain and, 103
 dual nature of, 112–13
 expertise development and, 69–86
 field and, 103
 investment theory and, 107–8,
 112–13
 tacit, 56–62, 156–7, 159–60
 WICS and, 183–7
 wisdom and, 149–50 (*see also*
 wisdom)
See also information
- lateral thinking, 91
 Latinos, 10
 leadership, 141, 154–5
 learning. *See* wisdom
 Leibnizian philosophy, 123
 letter matching, 27–8
 Lichtenstein, Roy, 132
 life-success fallacy, 46
 linguistics, 55, 167
 literature, 167
 love, 92, 116–17
 Lubart, Todd I., xvii, 89f, 106f
- Lunneborg, C., 132–5
 Luria, Alexander, 31–2
- McNemar, Q., 10
 Maercker, A., 150
 mapping, 55
 Maslow, A., 104–5
 mathematics, 15, 18, 50
 medicines, 61–2
 medulla, 31
 memory, xiii, 18
 correlates and, 27–8
 matching, 78
 perceptual speed, 18
 recall, 78
 recognition, 78
 repetition, 78
 successful intelligence and, 77–8
 verification, 78
- Merrill, Maud, 94
 metacognition, 73, 157–8
 metacomponents, 181–3
 Michelangelo, 93
 Mill Hill Vocabulary Scale, 58
 Minkowski r-metrics, 131
 mistakes, 120–1
 models
 Binet, 14–15
 biological, 31–5, 38
 bonds, 17
 Boring, 5
 Burt, 19
 Carroll's three-stratum, 20
 Cattell's fluid/crystallized abilities,
 19–20
 cognitive, 22–31
 confluence, 102–4
 connections, 17
 developing-expertise, 69–76
 dialectical synthesis and, 40–1
 differential, 10
 emotional intelligence, 38–9
 Galton, 11–12
 Genevieve, 98–9
 Guilford's structure-of-intellect,
 20–1
 Guttman's radex, 21

Index

223

- Holzinger's bifactor, 19
 multiple intelligence, 37
 PASS, 32
 primary mental abilities, 17–19
 propulsion, 124–43
 psychometric, 16–17
 relations among, 39–40
 Spearman's two-factor, 16–17
 STAT, 50–4, 62–3, 172
 structure-of-intellect, 20–1
 successful intelligence, 39
 systems, 37–9
 Thurstone, 17–19
 true intelligence, 37–8
 Vernon's verbal, 19
 WICS, 177–88
 Wissler, 13
- Monet, 125
 moral-equivalence fallacy, 46
 Mori, M., 33
 Morrison, Toni, 109, 112
 motivation, 74, 100, 108
 motor skills, 23, 36
 Mozart, 135
 multiple intelligence, 37, 83, 103
 Munch, Edvard, 109, 112
 Murray, C., 136–7
 music, 99
 must-be fallacy, 123
- natural law, 66–7
 nervous system, 33–4
 Newton, Isaac, 139
 Niemoller, Martin, 161–2
 Nixon, Richard, 154
 novelty, xvii, 46
 creativity and, 49–50
 STAT and, 51
 WICS and, 187
- omnipotence, 160
 omniscience, 160
- P300, 33
 PACE Center, ix, 168
 parochial isolation, 100–1
 PASS theory, 32
 performance components, 180
- Perkins, David, 101
 personality, 99–101
 creativity and, 122–3 (*see also*
 creativity)
 environmental fit and, 122–3
 investment theory and, 108
 perspicacity, 149
Philosophy for Children, 163
 Piaget, J., 120
 children and, 25–6
 data interpretation of, 25–30
 development stages and, 23–4
 equilibration and, 22–3
 wisdom and, 150–1
 pitch perception, 12
 Plath, Sylvia, 109, 112
 Plato, 90
 PMI, 91
 ponds, 32
 positron emission tomography (PET)
 scans, 34
 practical intelligence
 adaptability and, 58
 Bloom and, 82–3
 children and, 58–62
 crystallized abilities and, 58, 61–2
 defined, 55–6
 environment and, 55–6
 expertise development and, 69–86
 schooling and, 62–5
 social intelligence and, 57–8
 STAT and, 50–4, 62–3
 tacit knowledge and, 56–62
 teaching of, 65–6
 utilization and, 81
 WICS and, 187
 Practical Intelligence For School (PIFS),
 170
 pragmatism, 91–2
 preoperational period, 23
 Pretz, Jean, 124f
 primary mental abilities, 17–19
 procrastination, 81
 Procrustean rotation, 21
 propulsion theory, xvii
 ambiguity and, 143
 application of, 141–3

- propulsion theory (*cont.*)
 artificial intelligence and, 142
 crowd defying and, 141
 description of, 125–6
 domain and, 142–3
 eight contribution types and, 126
 imitation and, 124–5
 incrementation and, 127, 132–5
 individual preference and, 140–1
 integration and, 127, 129
 leadership, 141
 paradigms of, 127–43
 reconstruction and, 127, 136–7
 redefinition and, 127, 131–2
 redirection and, 127, 135–7
 reinitiation and, 127, 138–40
 replication and, 126, 129–31
- PsychLit database, 89–90
Psychological Abstracts, 89–90
- psychology
 adaptive regression and, 92
 conventional approach and, 68–9
 creativity and, 89–90 (*see also* creativity)
 environmental fit and, 122–3
 Galton and, 11–13
 Gestalt, 92–3
 investment theory and, 106–23
 models of, 17–21 (*see also* models)
 procrastination, 81
 propulsion theory and, 124–43
 psychodynamics and, 92–3
 psychometrics and, 93–7
 risk and, 114–15
 self-pity, 81
- psychophysical processes, 11–13
- radex model, 21
- Raven Coloured Progressive Matrices Test, 58
- reasoning ability. *See* wisdom
- reconstruction, 127, 136–7
Red Badge of Courage, The (Crane), 136
 redefinition, 127, 131–2
 redirection, 127, 135–7
 Reed, T. E., 33
 regression, 55, 92
- reinitiation, 127, 138–9
 relativism, 150
 Remote Associates Test (RAT), 96–7
 replication, 126, 129–31
 responsibility, 121
 reticular activating system, 31
 risk, 114–15
Rite of Spring, The (Stravinsky), 134–5
 r-metrics, 132
 Robinson, D. N., 148
 Roe, A., 96–7
- Russia
 academic skills and, 62
 crystallized abilities and, 52–3
 practical intelligence and, 62
- safety fallacy, 123
- schemas, 23
- Scholastic Aptitude Test (SAT), 3, 40, 54, 70
- schools
 analytical abilities and, 65–6
 assumption questioning and, 111–12
 creativity and, 119–20 (*see also* creativity)
 cultural effects and, 167
 expertise development and, 69–86
 foreign languages and, 167
 Hawthorne effect and, 169
 improving achievement in, 62–6
 integrated curriculums and, 167–8
 literature and, 167
 memory and, 77–8
 mistakes and, 120–1
 science and, 166–7
 successful intelligence and, 42
 testing culture and, 66–8
 wisdom and, 162–73
- science, 166–7
 selective combination, 184
 selective comparison, 185–6
 selective retention, 101
 self-actualization, 100
 self-efficacy, 116
 self-pity, 81
 sensation areas, 12
 sensorimotor period, 23

Index

225

- Seurat, Georges, 140
 shaping, 55–6
 should-be fallacy, 123
 Silvers, Rob, 140
 Simon, R., 14–16, 42, 138
 Simonton, Dean, 95–6, 101, 104
 skills, 9–10
 abstract reasoning and, 70–1
 adaptation, 14–15
 balancing of, 43
 bisection, 12
 components and, 28–9, 44–50
 contents and, 30
 correlates and, 27–8
 creativity and, 93–4, 102, 107 (*see also* creativity)
 cross-fertilization and, 119
 environment and, 43 (*see also* environment)
 expertise development and, 69–86
 general-ability fallacy and, 46
 geometric, 15
 hemispheric specialization and, 32–3
 improvement of, 62–6
 infants and, 36
 intellectual, 147f
 investment theory and, 107
 life-success fallacy and, 46
 linguistic, 27–8
 love and, 116–17
 memory, 18, 77–8
 metacognitive, 73, 157–8
 models of, 17–19 (*see also* models)
 moral-equivalence fallacy and, 46
 motor, 23, 36
 natural law and, 66–7
 novelty and, 184
 numerical, 18
 perceptual, 15
 practical intelligence and, 50–1, 55–62
 problem solving, 93–4, 110–11
 reinitiation and, 138–9
 spatial, 18
 stable-trait fallacy and, 46
 STAT and, 50–4
 successful intelligence and, 43, 69–76 (*see also* successful intelligence)
 syllogisms and, 46–7, 60
 teaching of, 65–6 (*see also* schools)
 testing culture and, 66–8
 training and, 29–30
 verbal, 8, 18–19, 93 (*see also* verbal skills)
 WICS and, 177–88
 Skinner, B. F., 137
 Smith, J., 149–50
 social issues
 academic skills and, 62–5
 assumption questioning and, 111–12
 creativity and, 99–101
 cultural effects and, 7–10, 36–7
 Darwinsim and, 136
 defying crowd and, 108–9, 114–15, 120, 123
 diversity and, 63
 natural law and, 66–7
 personality and, 99–101
 successful intelligence and, 42, 66–8 (*see also* successful intelligence)
 testing environment and, 66
 wisdom and, 163
 Solomon, 155, 158
 spatial skills, 18
 Spearman, Charles, 18–19, 41
 cognitive processes and, 27
 redefinition and, 131
 reinitiation and, 138
 two-factor theory, 16–17
 Sperry, Roger, 32–3
 stable-trait fallacy, 46
 Stanford-Binet Intelligence test, x
 Staudinger, U., 150
 Sternberg, Robert J., i
 creativity and, 46–50
 research methodology of, ix–xviii
 WICS and, 177–88
 wisdom and, 148–19
 Sternberg Test of Mental Abilities (STOMA), x

- Sternberg Triarchic Abilities Test (STAT), 50–4
 academic abilities and, 62–3
 wisdom and, 172
- Stravinsky, Igor, 134–5
- structure-of-intellect model, 20–1
- successful intelligence, 39
 academic skills and, 62–5
 analytical abilities and, 43
 balance theory and, 152–5
 Bloom and, 82–3
 componential analysis and, 44–50
 correlational studies and, 54–62
 definition of, 42–3
 environment and, 43
 expertise development and, 69–86
 external validation of theory, 54–66
 factor analysis and, 50–4
 induction and, 54–5
 information processing and, 44–6
 instructional studies and, 62–6
 internal validation of theory, 46–54
 memory and, 77–8
 natural law and, 66–7
 obstacle conquering and, 113–14
 schools and, 42, 76–7
 skills and, 69–76
 social issues and, 42–3, 66–8
 strength capitalization and, 42–3
 teaching for, 77–82
 testing culture and, 67–8
 WICS and, 179
 wisdom and, 153 (*see also* wisdom)
- sufficient reason, 123
- Super, C. M., 36
- syllogisms, 46–7, 60
- synthetic integration, 41
- systems models, 37–9. *See also* successful intelligence
- tacit knowledge, 56
 practical intelligence and, 57–62
 wisdom and, 156–7, 159–60 (*see also* wisdom)
- talent. *See* skills
- Taoism, 7
- Tappan, Henry, 142
- teaching, 77–82. *See also* schools
- technology, 8
- Terman, Lewis, 93–4
- Terman Concept Mastery Test, 95
- testing
 CCTT, 172
 creativity and, 93–7 (*see also* creativity)
 culture of, 66–8
 dynamic, 60
 expertise development and, 69–86
 practical intelligence and, 58–62
 propulsion theory and, 124–43
 RAT, 96–7
 Raven, 58
 SAT, 3, 40, 54, 70
 schooling and, 62–6
 Stanford-Binet, x
 STAT, 50–4, 62–3, 172
 STOMA, x
 Terman, 95
 Torrance, 93
 Twenty Questions, 60
 WICS, 177–88
 WISC, 97, 134
See also models
- thalamus, 32
- theory of bonds, 17
- theory of connections, 17
- theory of successful intelligence, xvi–xvii
- thinking, 73–4
 assumption questioning and, 111–12
 creativity and, 111–12 (*see also* creativity)
 cross-fertilization of, 119
 dialectical, 165
 divergent, 110–11
 induction, 18, 47, 54–5
 investment theory and, 108
 lateral, 91
 styles of, 108
 wisdom and, 158 (*see also* wisdom)
- Thomson, Godfrey, 17, 131
- Thorndike, R. L., 17
- three-stratum theory, 20
- Thurstone, Louis L.
 intelligence and, 17–19, 40–1
 reinitiation and, 138

- time, 119
 Tolman, Edward, 135
Torrance Tests of Creative Thinking, 93
 triarchic theory, xiii–xvi
 factor analysis and, 50–4
 general-ability fallacy and, 46
 life-success fallacy and, 46
 moral-equivalence fallacy and, 46
 stable-trait fallacy and, 46
 STAT and, 50–4, 62–3, 172
 successful intelligence and, 46–50
 true intelligence, 37–8
 truth, 166
 Twenty Questions Test, 60
 two-factor theory, 16–17
- uncertainty, 150
 United States, 3–4
 academic skills and, 62–4
 Eastern approach and, 7–10
 Latinos and, 10
 testing culture and, 67–8
- values, 4, 156–7, 166
 verbal skills, 3, 8, 18–19
 creativity and, 93 (*see also* creativity)
 crystallized abilities and, 52–3
 reinitiation and, 138–9
 WICS and, 177–88
- Vernon, P. A., 19, 33, 59, 130
 Vonnegut, Kurt, 136
 Vygotsky, L. S., 24–5
- Wayland, Francis, 141–2
 Wechsler Intelligence Scale for Children (WISC), 97, 134
 weight, 11–12
 Weisberg, R. W., 98
 WICS (Wisdom, Intelligence, and Creativity Synthesized), 177, 188
 knowledge acquisition and, 183–7
 metacomponents and, 181–3
 multidimensional scaling and, 178–9
 novelty and, 184
 overview of, 177, 181
 performance components and, 183
 practical intelligence and, 186
 selective combination and, 184–7
 selective comparison and, 185–6
 wisdom, 147
 analytical abilities and, 157
 balance theory and, xviii, 152–73
 creativity and, 158 (*see also* creativity)
 crowd defying and, 158
 development of, 154–5, 162–8
 egocentrism and, 160
 environment and, 152–3
 explicit-theoretical approach to, 149–51
 foolishness and, 160–2
 Hawthorne effect and, 169
 implicit-theoretical approach to, 148–9
 individualism and, 152–4
 insight and, 158
 invulnerability and, 161
 judgement and, 149, 163
 knowledge acquisition and, 157–9
 leadership and, 154–5
 manifestation of, 154
 omnipotence and, 160
 omniscience and, 160
 philosophical approach and, 148
 practical, 158
 research methodology and, ix–xviii
 schooling and, 162–73
 six components of, 149
 sixteen teaching principles of, 164–5
 skills and, 157–9 (*see also* skills)
 social intelligence and, 158–9 (*see also* intelligence)
 social issues and, 163
 Solomon and, 155, 158
 tacit knowledge and, 56–62, 156–7, 159–60
 triarchic theory and, xiii–xvi
 values and, 166
 WICS and, 177–88
- Wissler, Clark, 13
- zone of proximal development (ZPD), 24–5, 60