Index

Abad, F. J., 85, 86, 90–1
Åberg-Bengtsson, L., 68
Aborigines, and intelligence testing in Australia, 344–5, 346–9, 360, 456
Abul’khanova, K. A., 194
acculturation: and Aborigines of Australia, 348–9; and cognitive consequences of schooling in India, 290–1. See also assimilation and accommodation; culture accumulation, and Chinese concept of intelligence, 340
Ackerman, P. L., 86, 140, 436
action competencies, and intelligence in Indian context, 278
“adaptation capacity,” and concepts of intelligence in Latin America, 405
addiction, and neuropsychological functions, 294
Advanced Progressive Matrices (APM), 34, 87, 88
Africa: community and indigenous religions of, 375; and cultural variation in construals of intelligence, 259; intelligence research in sub-Saharan, 376–87, 460–1. See also Zimbabwe
Afzal, M., 282
Agarwal, R., 284, 291
age and aging: Australian research on lifespan and cognitive, 357; British research on intelligence and, 7; clinical testing and patterns of decline in cognitive functions, 35; and cognitive pragmatics, 140, 158; culture-based mnemonics and cognitive mechanics of, 159–60; and differential gradients of cognitive mechanics and pragmatics, 158; inspection time and cognitive functions of, 16; and intelligence testing in Israel, 226; and research on intelligence differences in Spain, 91
Ahmavaara, Y., 54, 61
AH tests, 32–4
AIDS/HIV, in sub-Saharan Africa, 386, 387
Air Force ability test battery (Finland), 58
Ai Wei, 332
Alekseev, N. G., 201–2
All India Institute of Medical Sciences (AIIMS) Comprehensive Neuropsychological Battery, 292–3
Allport, G. W., 248
Aluja-Fabregat, A., 88–9
Alzheimer’s disease, 16, 308

© in this web service Cambridge University Press
www.cambridge.org
analogical reasoning, and psychometric intelligence differences, 9
analytical abilities, and theory of successful intelligence, 430
Ananiev, B., 173
anatomic metaphor, 86
Anderson, M., 2, 16, 355–6
Ando, J., 312, 315, 317
Andrés-Pueyo, A., 87, 88, 89
Anstey, K., 358
anti-test controversy, 227, 228t, 241, 466–7
Antsyferova, L. I., 194
applied psychology, in Spain, 81, 97
Aptitude for Business Learning Exercises (ABLE), 30–1
aptitude tests: and educational system in France, 116; and radex configuration, 234–6
Arab sector, and sociocultural differences in Israel, 223–4, 225
architecture, of intelligence, 462–3, 469
Argentina, and intelligence testing, 397, 403–4. See also Latin America
Aristotle, 170, 276, 419, 446
Armed Services Vocational Aptitude Battery (ASVAB), 11
Armstrong Laboratory, 86
Asaka, A., 317
assimilation and accommodation, model of, 153–4. See also acculturation
associationism, and intelligence research in France, 105, 127
attitude, and intelligence tests, 287–8
Australia, and intelligence research, 344–60, 456
Australian Basic Abilities Tests (AUSBAT), 358
Australian Council for Educational Research (ACER), 348
Australian National University, 357
Australian Research Council, 351
Austria, and lifespan development concept, 138
Azuma, H., 317–18, 376
Bachmann, T., 146
Badan, M., 120
Baddeley, A. D., 10–11, 12, 36, 308
“bad head” concept, of intelligence in Latin America, 404
Baganda, of Uganda, 367, 377, 378
Bajaj, R., 285
Bakhtin, M. M., 193
Baldwin, J. M., 452
Baltes, P., 154, 155–6, 157, 161, 452
Bamberg School, and research on problem solving, 147–8
Bang, V., 113
Bangalore Neuropsychological Test Battery, 292
Bar-Ilan University, 236
Bar-On, R., 240
Barrett, P., 13, 18
Bartlett, F. C., 3, 279
Basic Cognitive Ability Test (BCAT), 335
Basic Theories of the Psychology of Child Development (Zhu, 1980), 337
Batoro, of Uganda, 377, 378
Bauer, C., 142
behavior genetics, 425–6
behaviorism, and research on intelligence in France, 127
Bekman, S., 262
Belgium, and lifespan development concept, 137
belief-in-effort, and view of intelligence in Japan, 318, 319–22
Beller, M., 227
benevolence, and Confucianism, 328
Berdiev, N., 172
Berlin Aging Study, 157
Berlin Intelligence Structure Test (BIST), 396, 403
Berlin Model of Intelligence Structure (BIS), 143, 148
Index

Berlin wisdom model, 154–6
Berretta, I., 402–3
Beverfelt, E., 51
Blagabad Gita (Radhakrishnan, 1948), 274
Bideaud, J., 121
Binet, A., 3–4, 51, 70, 105, 110, 127, 140, 248, 332, 454, 455, 466
Binet-Simon Intelligence Test, 109, 280, 304, 332, 336
bioecological model, of intelligence, 434. See also ecology
biological factors: and approaches in Australian psychology, 347; and association between inspection time and intelligence, 15–16; and cultural influences on cognitive mechanics and pragmatics, 156–8; and hierarchical model of intelligence, 450–1; and research on intelligence differences in Spain, 87–8; and theories of intelligence, 422–6. See also genetics
biological determinism, and Soviet educational system, 197n22
biosociological concept, of reaction, 186
Binet-Simon Intelligence Test, 385
Biswas, P. C., 357
Blonkorn, S. F., 18
Blonsky, P. P., 18–7
Bonastre, R., 87, 88
Bonin School, and research on problem solving, 147–8
Boring, E. G., 414
Borkowski, J. G., 285
Bradshaw, J., 17
brain functions, and neuropsychological assessment, 204. See also brain size; frontal lobe function; head injury
brain size, and biological theories of intelligence, 17, 425
Bralic, S., 392, 400
Brand, C. R., 2, 14, 17
Brandstädter, J., 153–4
Brazil, and intelligence testing, 401. See also Latin America
British Ability Scales (BAS), 25–8, 383
British Picture Vocabulary Scale II, 32
British Psychological Society (BPS), 28
Brody, N., 350–1
Bruner, J., 176n8
Brunet-Lézine scale, 117
Brushlinsky, A. V., 192, 194–5
Bruyn, K., 87
Buchner, A., 147
Buddha, and Indian concept of intelligence, 272, 273–4, 275
Bühler, C., 138
Bulgakov, S., 172
Burkovik, A. Y., 256
Burt, C., 2, 4–5, 6–7, 14, 18
Cahan, S., 225, 226
Calero, M. D., 92
Cambridge school, of psychology, 2–3, 11
Cammock, T., 20
Canada: and biological theories of intelligence, 422; and implicit theories of intelligence, 420. See also North America
Cantet, E., 258
Cao Xueqin, 330
Carlstedt, B., 463–4
Carpenter, P. A., 9, 34
Carroll, J. B., 3, 24, 50, 64, 85, 402, 417, 420–1, 427–8, 435, 449, 462
Carus, F. A., 137
Caryl, P. G., 18
Case, R., 119, 309, 310
categorical regulation, of scientific thinking, 183–4
Cattell, J. McK., 14
Cattell, R. B., 7, 11, 23, 86, 138, 140, 337, 352, 418, 419, 433, 448. See also Culture-Fair Intelligence Test
Ceci, S. J., 419, 431, 434
Celik, Z., 256, 257
Charcot, J. M., 106
Chatterjee, S., 282, 284
Chaturvedi, U., 285
Chaturvedi, U., 282, 284
Chatterjee, S., 282, 284

© in this web service Cambridge University Press www.cambridge.org
Chaudhari, U. S., 282
Chewa, of Zambia, 367, 368, 377, 378–9, 461
Chico, E., 89
children. See development; parents and parenting
Chile, and intelligence testing, 397, 398–401, 402–3, 404–5. See also Latin America
China, perspectives and research on intelligence in, 325–40, 456, 460, 461
Chinese-Binet Intelligence Test (CBIT), 332
Christal, R. E., 11, 86
Christensen, H., 357, 358
cigarette smoking, and neuropsychological functions, 294
City Technology Colleges (CTCs), 22–3
Claparédé, Edouard, 110
class: and educational testing in U.K., 22; and group differences in intelligence testing in Turkey, 256–7, 258–9, 260; and impact of poverty in Latin America, 397–8; and intelligence research in India, 291; and intelligence research in Japan, 314; and sociocultural differences in Israel, 221–2
clinical method, of interview, 111
clinical psychology, and intelligence tests in France, 117
clinical testing, and psychology in U.K., 32
Clinkenbeard, P. R., 432
Cognitive Abilities Measurement (CAM) test battery, 11
Cognitive Abilities Test (CAT), 23–4
Cognitive Ability Test for Identifying Supernormal Children (CATISC), 333, 335
Cognitive Assessment System (CAS), 288–9
cognitive enrichment studies, in Latin America, 395. See also enrichment programs
cognitive functions: Australian research on aging and, 357; competence in and concept of intelligence in India, 278; and intelligence research in India, 283–6, 287–92; and intervention programs in Turkey, 263–4; modifiability of and educational psychology in Israel, 236–8; and theories of intelligence, 421–2. See also cognitive pragmatics; cognitive pragmatics; cognitive testing; Planning, Attention-Arousal, Simultaneous, and Successive (PASS) cognitive processing model
cognitive mechanics: and information processing, 141–5; interplay between cognitive pragmatics and, 156–60; and lifespan development concept, 138–41
cognitive pragmatics: and intelligence research in Germany, 138–41, 145–56; interplay between cognitive mechanics and, 156–60
cognitive stimulation studies, in Latin America, 398
cognitive testing: research on in Spain, 92–3; in U.K. schools, 21–5
Colegio Oficial de Psicólogos (Spanish Psychological Association), 96
Colom, R., 85, 86–7, 88–9, 90–1
colonialism, and Zimbabwe, 365, 376
Coloured Progressive Matrices (CPM), 34
communication, social situations and development of thinking, 192–3
Communist Party, in France, 114
community, and definition of intelligence in Zimbabwe, 367–8, 375–6. See also social system “Complex Figure” test, 111
component structures, and intelligence testing in Turkey, 254–6
computers: and intelligence assessment in Australia, 358–9; and occupational testing in U.K., 31–2
confidence ratings, and measurement of self-confidence, 354
Confucianism, 326–9, 336
Confucius (551–479 B.C.), 328
consciousness: and Indian view of intelligence, 273–4; Russian concept of, 192
Conseillers d’orientation-psychologues (COP) (Guidance counselors-psychologists), 116
consistency theory, and hereditarian view of intelligence, 313–14
Contreras, M., 85, 91
copd, assimilative and accommodative strategies of, 153–4
correlated vectors, method of, 88
counselors. See conseillers d’orientation-psychologues; school counselors
Crambe, J., 19
Crack-the-Code test, 286
Crawford, J. R., 15
creativity: relationship between intelligence and, 340; and theory of successful intelligence, 430
critical method, of interview, 111, 112
Critical Reasoning Test Battery (CRTB), 29
Cronbach, L. J., 123, 248, 421
cross-cultural studies: and Indian studies on cognitive consequences of schooling, 289; and studies on Aborigines of Australia, 346–9, 360. See also culture
cross-domain assessments, and intelligence testing in U.K., 32–5
crystallized and fluid intelligence: continuing influence of theory of, 448; and explicit theories of intelligence, 418–19; and research in India, 284; and research in Spain, 86; variations on theory of in Australia, 352–5
culture: and biological influences on cognitive mechanics and pragmatics, 156–8; and Chinese concepts of intelligence, 326–9, 340; and definitions of intelligence in Zimbabwe and sub-Saharan Africa, 366–72, 377–80, 382–3; and implicit concepts of intelligence, 459–61; and intelligence research in India, 290–1, 295–6; and intelligence testing in Israel, 220–1, 227; and intelligence testing in Turkey, 258–61; and Latin American indigenous population, 406–7; mnemonics and cognitive mechanics in old age, 159–60; and PASS theory of intelligence, 287–9; and social determinants of thinking, 182–6; and view of intelligence in Japanese, 317–22. See also acculturation; cross-cultural studies; Culture-Fair Intelligence Test
Culture-Fair Intelligence Test, 11, 89, 146, 257–8, 398, 402, 418
cumulative deficit hypothesis, and group differences, 221
Cunningham, K. S., 348
Cyprus, and intelligence research, 468
Dash, A. D., 286
Dash, B. B., 286
Dash, U. N., 289–90
Dash, V., 290
Das-Naglieri Cognitive Assessment System, 287
Davies, J. M., 85
Danziger, K., 170–1
Darwin, Charles, 447
Das, J. P., 272, 286, 289–90, 293, 294, 337
Dash, A. D., 286
Dash, B. B., 286
Dash, U. N., 289–90
Dash, V., 290
Das-Naglieri Cognitive Assessment System, 287
Daniels, M. H., 85
Dansk Psikologisk Forlag, 52
Danthiir, V., 353
Danziger, K., 170–1
Darwin, Charles, 447
Das, J. P., 272, 286, 289–90, 293, 294, 337
Dash, A. D., 286
Dash, B. B., 286
Dash, U. N., 289–90
Dash, V., 290
Das-Naglieri Cognitive Assessment System, 287
© in this web service Cambridge University Press www.cambridge.org
Davasligil, U., 257
Davies, M., 354–5
Davydov, V. V., 202–4
De, T., 286
Deary, I. J., 8, 14, 15, 16, 17, 18, 85–6, 463
decision making, and complex problem solving, 148
Defence Force Psychology Organisation, 358
Delgado, A., 91
Demetriou, A., 467–9
Dempster, F. N., 122
Denmark. See Scandinavia
DEP (Dansk Evneprøve), 52
Descartes, René
Deshmukh, K., 285
Detterman, D. K., 85, 419
differential ability scales (DAS), 26
differential aptitude tests for schools, 24
differential perspective, on intelligence tests, 125–7
differential psychology, in France, 104
diligence, and Chinese concept of intelligence, 340
Doise, W., 120
Donovan, L., 397
Dörner, D., 146, 147
Dostoyevsky, F., 184
Draft Board Screening Test (DBST), 56, 67
Draycott, S. G., 86
D70 factor test, 126
dual-process model, of lifespan development, 138–41
d Duncan, J., 11–12
Durgunogu ğu, A., 262
Dwivedi, B., 285
dynamic assessment: and challenges to traditional beliefs about intelligence, 435–6; and educational psychology in Israel, 236–8; increasing popularity of, 456–7
dynamic relations, between systems and levels of intelligence, 463–4, 469
dynamic spatial performance, and gender studies, 91
dyslexia, and educational testing in U.K., 28, 34–5
development: and intelligence research in Australia, 355–8; and lifespan concept in Germany, 136–41; Piagetian theory and research on, 119–23; social situations and thinking, 192–3; and Soviet psychology, 180; and theories of intelligence, 464–5. See also zone of proximal development
De Vijver, J. R., 295
differences, in intelligence: British contributions to understanding of, 4–21; and intelligence testing in Turkey, 256–8; Piagetian theory and research on in France, 123–5; Scandinavian research on, 67–8; SOC as general model of, 150–2; Spanish research on, 85–8, 90–1. See also class; ethnicity; gender; population differences; reaction time
differential ability scales (DAS), 26
differential aptitude tests for schools, 24
differential perspective, on intelligence tests, 125–7
Index
More information
Index

115–17; and intelligence testing in Israel, 214–18; and intelligence testing in Scandinavia, 68–9; in Japan, 302–7, 320–2; and multiple intelligences theory, 428; and research on cognitive abilities in India, 287–92; social determinism and Soviet, 197–205; in Switzerland, 117; and theory of successful intelligence, 432–3; in Zimbabwe, 365–6. See also school counselors; teachers effort. See belief-in-effort; diligence

Egan, V., 17

Einstein, S., 191
eleven-plus testing, in U.K., 7, 21–2
El’konin, D. B., 203
Elliott, C. D., 26, 27, 35
Embrretson, S. E., 12
emic approach, to cultural differences in psychology, 296
emotional competence, and concept of intelligence in India, 278
emotional intelligence: evidence for existence of, 434–5; and intelligence testing in Israel, 240; and occupational testing in U.K., 31; and research in Australia, 354–5; and research in Spain, 91–2

Emotional Quotient Inventory (EQ-I), 240
Engels, F., 180
Engle, R. W., 122
Engvik, H., 51
Enlistment Battery (Sweden), 56–7
enrichment programs, and theories of intelligence, 458–9. See also cognitive enrichment studies; early stimulation programs; interventions programs
environmental determination, and Soviet psychology, 186–92
environmental factors: and biological theories of intelligence, 425–6; British research on, 18–19;

Japanese research on, 310–17; research on in Scandinavia, 66; research on in Spain, 88–9
Epir, S., 256, 258
epistemic subject, in Piagetian theory, 111–12, 113

equity. See fairness; test bias

Escala de Evaluacion del Desarrollo Psicomotriz (EEDEP), 399–400
ethnicity: and British research on group differences in intelligence, 20, 30; and intelligence testing in Israel, 214, 222. See also culture; language
etic approach, to cultural differences in psychology, 296
eugenics movement, 20, 306
Europe: and influence on psychology in India, 279, 296; and settlement of Australia, 344–5. See also colonialism; specific countries
European Federation of Professional Psychologists Associations (EFPPA), 93, 96

Evoked potentials, and intelligence differences, 15–16, 17–18
evolution, Darwinian theory of, 447
Examinee Feedback Questionnaire, 239

Exam of the Talents for Sciences (Huarte de San Juan, 1575), 80
EXCELSA, 91
existential intelligence, 426
experiential aspect, of intelligence, 433
expertise, and effects of practice on skill acquisition, 149
explicit theories, of intelligence, 415–19, 420–35
external conditions, of thinking, 193–7
Eysenck, H. J., 8–9, 13, 15, 18, 285

facet theory, and psychology in Israel, 230–3
factor analysis: and g theory, 415; and Piagetian research in France, 123; and research in Scandinavia, 60–1
failure, attributions of in Japanese culture, 318–19
fairness: and intelligence testing in Israel, 226–9; and occupational testing in U.K., 30. See also Culture-Fair Intelligence Test; test bias
Fan Bingqing, 332
Fei Peijie, 332
Feitelson, D., 234
Fernández, M., 86
Fernández-Ballesteros, R., 91
Fernández-Hermida, J. R., 96
Ferrando, P., 87
Ferrari, M., 432
Feuerstein, R., 111
Feuerstein-Hermida, J. R., 96
Feuerstein-Ballesteros, R., 91
Feferstein, R., 111, 236–8, 242, 395, 435–6, 457
Fiche d’Orientation Professionnelle (Piéron, 1930), 109
“Fifteen Words” test, 110
Finland. See Scandinavia
Fischer, B., 142
Fischer, K. W., 454
Flores-Mendoza, C., 87
fluid intelligence. See crystallized and fluid intelligence
Flynn, J. R., 68, 88, 34512
Flynn Effect, 59, 89, 419
France, and intelligence research, 104–28, 451–2, 454
Frank, S., 172
Frensch, P. A., 147
frontal lobe function: and British research on intelligence differences, 11–12; and neuropsychological assessment in India, 294. See also brain functions
Frost, N., 86, 421
Fukuzawa, Y., 306
Fuller, T., 17
Functional Adult Literacy Program (FALP), 262–3
Funke, J., 147
Galperin, P. Ya., 197, 198–9, 200
Galton, F., 3, 8, 12, 14, 17, 20, 306, 420, 447
Ganor, Y., 225, 226
García, L. E., 86, 89, 90–1
García, V., 401
García-López, O., 88–9, 90–1
García-Moriyón, F., 92
Garner, W. R., 413–14
Gautam, S. B., 282
Gazmuri, V., 397
Gehr, G., 434–5
gender: and brain-size correlations, 425; and British research on sex differences in intelligence, 20, 30; and intelligence research in India, 291; and intelligence testing in Israel, 224–6; and intelligence testing in Turkey, 257–8; research on in Spain, 90–1; Swedish studies on, 68. See also differences; sex role adoption
General Abilities Test (GAT), 398, 402–3
General Certificate of Secondary Education (GCSE), 24
general (g) factor: British-U.S. argument about existence of, 5; and educational testing in U.K., 26–7; and explicit theories of intelligence, 415–17; and frontal lobe function, 12
genetics: and Australian research on intelligence, 351; of behavior, 425–6; and British research on intelligence differences, 18–20; and Japanese research on intelligence, 310–17; and ontogenesis in Soviet psychology, 181; Piagetian theory and research on in France, 123–4; research on in Scandinavia, 66–7;
Index

484

Hunt, E. B., 86, 421, 422
Husén, T., 52–3, 56, 69

Ilhan, U., 257
Illinois Test of Psycholinguistic Abilities (ITPA), 51, 55
immigration, and intelligence testing in Israel, 212, 214
Inagaki, K., 319
India, and intelligence research, 270–96, 460, 461
indigenous populations. See Aborigines; Africa; culture; Latin America
Indow, T., 308
inductive reasoning, and primary mental abilities, 417
information processing; and British research into intelligence and speed, 13–14; and cognitive mechanics, 141–5; and intelligence research in India, 283–6; and intelligence research in Zimbabwe, 385–6; and research on intelligence differences in Spain, 86–7
Inhelder, B., 112–13, 115, 121
inhibition, neo-Piagetian research on limitations in, 122–3
Inoue, E., 311
inspection time (IT); and Australian research on intelligence, 349–51; and British research on intelligence differences, 14–17; cognitive mechanics and speed of information processing, 141–4; and research on intelligence differences in Spain, 87. See also reaction time
Institut d’Orientation Professionnelle (Institute for Vocational Guidance), 109, 116
Institute of Psychology (China), 325, 335
intellect, and concept of intelligence, 170–1

intellectual retardation, and poverty in Latin America, 397
intellectual strategy, and concepts of intelligence in Soviet/Russian psychology, 178–9
Intelligence (journal), 14, 349
Intelligence Development Project (Venezuela), 395, 398
intelligence testing: in ancient and modern China, 329–35; in Australia, 358–60; and clinical psychology in Soviet Union, 179; current status of, 470; and development of theories of intelligence, 454–8; differential perspective on, 125–7; in France, 114–18; history of in ancient China, 329–32; in India, 280–3; in Israel, 212–29, 233–6, 239, 467; in Japan, 307–10; in Latin America, 396; in modern China, 332–5; problem solving and operative, 148–9; in Scandinavia, 50–60, 64–5,
Index

70–1; social aspects of and bias in, 466–7; in Spain, 93–6; in Turkey, 250–1, 253–61, 264–5; and typical versus maximum performance, 436; in U.K., 21–36; in U.S., 411–14. See also aptitude tests; dynamic assessment; intervention programs; standardization

Intelligence Test for Primary School Children (ITPSC), 332

Interamerican Psychological Society (SIP), 392

internal conditions, of thinking, 193–7

International Congress on Psychotechnics (Spain), 81

international cooperation, in intelligence research, 471–2

International Test Commission (ITC), 31, 93, 96

intervention programs: and cognitive enrichment studies in Latin America, 395–6; and intelligence testing in Turkey, 261–4. See also enrichment programs

interviews, and Piagetian theory, 111, 112

IQ QTL project, 19

Irvine, S. H., 375, 377–8, 380, 381

Irving, P., 20

ISOC (Spain), 81–3

Israel, and intelligence research, 212–42, 459, 467

item bias analysis, and occupational testing, 30

item response theory (IRT): and bias analysis, 30, 57; and model test theory, 61

Ivanovic, R., 396

Iwashita, T., 316

Jaederholm, G., 50, 60, 62–3

Jäger, A. O., 396, 403

Jain, M., 284

Janss, C.-G., 67–8

Japan, concepts of and research on intelligence in, 302–22, 456, 460, 461

Japanese Eugenics Society, 306

Japanese Journal of Psychology, 311


Jerath, J., 285

Jewish culture, and intelligence testing in Israel, 212–13, 220, 221–2

Jordana, M., 158

Jöreskog, K. G., 61

Journal of Educational Psychology, 419

journals, and psychology in Latin America, 391

Juan-Espinosa, M., 85, 86, 89, 90–1

Just, M. A., 9, 34

Kagitchibasi, C., 256, 260

Kalawski, A., 403

kana subtest, of working memory, 309–10

Kano, H., 313–14

Kaplan, K., 403, 404

Kaplan, Z., 238–9

Karacas, S., 258

karma, and Indian concept of intelligence, 272–3

Kashiwagi, K., 317–18

Kathuria, R., 383–4

Kaufman Adolescent and Adult Intelligence Test (KAIT), 418

Kaufman Assessment Battery for Children (K-ABC), 115, 215, 216–17, 218, 219, 220

Keats, J., 348

Kenne-Cohen, T., 226


kinesthetic abilities, 353

Kitayama, S., 318–19

Klick, L. Z., 346

Kline, P., 86

Klix, F., 146

Knorr, E., 143

knowledge: and Confucianism, 328; and Indian view of intelligence, 273; and models of wisdom, 154–6

knowledge-acquisition components, of successful intelligence, 429

Kodama, H., 306
Koga Intelligence Test, 311
Kohs Block design task, 125–6
Komilov, K. N., 186
Kornilova, T. V., 195
Koskenniemi, M., 54
Kostiuk, G. S., 181
Kozulin, A., 172, 173, 457
Kpelle, of Liberia, 379
Krampe, R. T., 161
Kranzler, J. H., 350
Krishnamurti, J., 276, 277, 279
Krishnamurti Foundation of America, 276
KTK-Performance Scales, 54–5
Kubo, Y., 305
Kuchinsky, G. M., 193
Kugelmass, S., 223
Kuhlman-Anderson Test, 51
Kulkarni, S. S., 293
Kumar, A., 284
Kumar, K., 280, 285
Kurztest f"ur Allgemeine Intelligenz (KAI), 142–3
Kuscul, H., 262
Kyllonen, P. C., 11, 86
Kyodai NX, 315
Kyoto University, 304, 307
labor, and belief-in-effort in Japanese culture, 320
Lally, M., 14, 349–50
language: and English in Australia, 345; and intelligence testing in Israel, 220–1, 224; of Scandinavian countries, 49, 71; and Soviet concepts of intelligence and thinking, 171–2, 178, 192; and view of intelligence in India, 272, 277–8. See also culture; ethnicity
Lapshin, I., 172
latent-trait model, and modern test theory, 61
Latin America, and intelligence research, 391–407, 459
Laurendeuau, M., 113
Lautrey, J., 114, 122, 123, 124
Lazarus, A. A., 375
learning: and Confucianism, 328; and Soviet educational system, 203–4
Learning and Individual Differences (journal), 351
Learning Propensity (Potential) Assessment Device (LPAD), 237
Lécuyer, R., 121
Lehr, B., 226
Leont’ev, A. N., 177n9, 180, 181, 185, 191, 195
Levy, P., 15
Li, S.-C., 142, 158, 464
Liberia, and intelligence research, 377, 379
Lieblich, A., 222, 223, 224, 226
life management, and motivational competencies, 150–4
lifespan development: and age gradients of cognitive mechanics and pragmatics, 158; historical tradition of concept in Germany, 136–41; and psychology in Australia, 357
Liker, J., 431
Lilis, A., 50
Lin, C. T., 336–7, 338
Lindenberger, U., 157, 158
LIS measurement scale for nonverbal reasoning, 308
LISREL (Linear Structural RELations), 61
literacy, and intervention programs in Turkey, 261–4
Liu, F., 338–9
Liu Shao, 330
Locke, John, 447
Lockhart, K., 319
Loftus, J., 50
London school, of psychology, 2–3, 11
Longeot, F., 113, 123–4
Looft, C., 50
Lopez, D. F., 155–6
Lord, F. M., 308

© in this web service Cambridge University Press www.cambridge.org
Index

Lorge-Thorndike Intelligence Test, 219
Losada, J., 403
Lossky, N., 172
Lucking, S., 13
Lund, T., 69
Lunneborg, C., 86, 421
Luria, A. R., 181, 191, 287, 423
Luria Nebraska Neuropsychological Battery, 292
Lu Zhiwei, 332
Lynn, R., 20–1, 90
Macguire, T., 380
Mackintosh, N. J., 2, 17
MacDonalds, R. P., 348
McReynolds, P., 80
Measurement of Intelligence, The (Hua Chao, 1924), 332
Measurement of Mental Development of the Child, The (Binet & Simon, 1922), 332
mediated learning experiences (MLE), 237
mediation, concept of in Soviet Union, 188
megascience, and globalization of intelligence research, 471, 472
Mehrota, G. P., 282
Mehta, J., 288–9
memory: culture-based mnemonics and cognitive mechanics in old age, 159–60; and primary mental abilities, 418. See also olfactory memory; working memory
Mencius (371–289 B.C.), 328
mental energy, and forms of intelligence, 339–40
mental retardation, research on in France, 121–2
metacognition: and Indian concept of intelligence, 279; and self-confidence, 354
metacomponents, and theory of successful intelligence, 429
Mexico, and intelligence testing, 402, 403
Milicic, N., 397
military: and development of testing in Scandinavia, 55–8; and intelligence testing in Australia, 358; and intelligence testing in France, 118; and psychology in Australia, 348
Mila Group Verbal Intelligence Test, 219
Minami, H., 306
minimal cognitive architecture, theory of, 355–6
Minnesota Study of Twins Reared Apart, 425
Mishra, G., 277, 278
Mishra, H. C., 290
Mishra, R. C., 291
Mishra, R. K., 285
Mitchell, R. F., 421
Mitchell, S., 274, 275–6
Miyake, A., 122
Miyake, K., 304
Miyamoto, M., 319
Miyazawa, O., 311
modernization, and history of education in Japan, 303
Mohan, J., 284, 285
Mohanty, M. M., 290
molecular genetics, and study of intelligence differences, 19
Mønnesland, K., 51
Montangero, J., 120–1
Montenegro, H., 395
Moray House Test, 7
Mori, M., 423–4
Morikawa, M., 311–12
Morrisby Battery, 24
Mortensen, E. L., 51, 56, 63
Moscow Meta-theoretical Circle (MMC), 200–1, 202
Moscow Psychological School, 178–10
Mother-Child Education Program (MOCEP), 261–2
motives and motivation: motivational competencies and life management, 150–4; and regulatory influences on thinking, 196–7
Motora, Y., 303–4
Mounoud, P., 119–20
Mpofu, E., 376, 381, 382–3, 385
Mugny, G., 120
Mukherjee, M., 282
multilayered nature, of intelligence in Zimbabwean culture, 374–6
multiple intelligences: and occupational testing in U.K., 31; and systems theories of intelligence, 426–8
Mundy-Castle, A., 259
Munich Longitudinal Study, 144
Muñiz, J., 96
Muraishi, Y., 315, 317
Muraledharan-Pillai, P. G., 282
Murray, C., 413–14
Nakashima, N., 319
Namiki, H., 308, 309
Nassefat, M., 113
Nath, K. S., 290
National Adult Reading Test (NART), 32, 35, 36
National Council of Educational Research and Training (NCERT), 280, 283
National Examination for College Enrollment (NECE), 331–2
National Health Service (U.K.), 32
National Institute of Mental Health and Neurosciences (NIMHANS), 292
National Intelligence Test, 305
National Labour Market Board (Sweden), 65
National Library of Educational and Psychological Tests (NLEPT), 280
National Longitudinal Study on Youth (NLSY), 90
naturalist intelligence, 426
Nature of Intelligence and the Principles of Cognition, The (Spearman, 1923), 3
nature-nurture controversy, in Japan, 310–12. See also environmental factors; genetics
Nelson, J., 16, 35	nerve conduction velocity (NCV), 87–8, 423–4
Nettelbeck, T., 14, 16, 349–50, 351
Neubauer, A. C., 142, 143
neural efficiency hypothesis, 87–8
neural intelligence, and theory of true intelligence, 433
neurobiological correlates, of cognitive mechanics and information processing, 144–5
neuronal conduction, speed of, 87–8, 423–4
neuropsychological assessment, in India, 292–5
neurotoxic agents, and neuropsychological functions, 294–5
Nevo, B., 239
Newcomb, T., 279
New Zealand, influence of Australia on psychology in, 345
NFER-Nelson Non-Verbal Reasoning test series, 22, 24
Nishi, A., 303
Noken Intelligence Test, 311
non-verbal reasoning tests, 22
Nordvik, H., 51
North America: and intelligence research, 411–36; and tests of working memory, 10. See also Canada; United States
Norway. See Scandinavia
Nouvelle Echelle Mentrique de l’Intelligence (NEMI), 109, 115
numbers, and primary mental abilities, 417
Nyanungo, K. R. L., 381, 383
Nygaard, H. D., 51
Nygaard, A., 51
Obonai, T., 311
observation methods, and study of intelligence in ancient China, 329–30
occupational testing: applications of in U.K., 28–32; and work domain in France and Switzerland, 118. See also governmental employment
OCTO-Twin project, 66–7
Ohira, K., 312
Okabe, Y., 305
Okagaki, L., 260–1
Oléron, P., 104
olfactory memory, 353–4
Omnibus Screening Protocol (OSP), 358
O’Neil, W. M., 345
Oney, B., 262
Ono, Y., 312
ontogenesis: and model of wisdom, 155–6; and Soviet psychology, 181
operative intelligence tests, 148–9
optimism, and belief-in-effort in Japanese culture, 319–20
Oren, C., 226
orientational activity, and Soviet education system, 199
Osaka, R., 307
Oswald, W. D., 142
Otis Beta Quick-Scoring Mental Ability Test, 253
Owen, A. M., 12
Oye, M., 320
Paine, P., 401
Palacios, A., 86–7
Panda, S. K., 390
Pang Muntu (Make a Person) Test, 383–4
Paour, J.-L., 121–2
Papua New Guinea, 345
parents and parenting: and cultural differences, 260–1; and educational systems in U.S. and China, 325
Parker, D. M., 15
Partanen, J., 67
Pascual-Leone, J., 122
Passalong test, 126–7
Pati, P., 286
Patna University, 279
Pavlov, I. P., 175, 176
Peabody Picture Vocabulary Scale, 32
Pearson, K., 17
pedagogical/group testing, and educational testing in U.K., 21–5
pedagogy, and Soviet psychology, 203
Pedersen, N. L., 66
Pedology, Decree of (Soviet Union), 174, 176, 177
perceptual processes: and abilities related to sensory modalities, 353–4; and primary mental abilities, 417
Pérez-Olle, J., 86
performance components, of successful intelligence, 429
Perkins, D. N., 433–4
Perret-Clermont, A. N., 120
Pershad, D., 281–2
personality: and dynamic relations among levels of mind, 469; and intelligence research in India, 282–3, 285; and intelligence research in Israel, 238–40; social-historical situations and Soviet research on thinking, 183
Phillips, G. E., 348
philosophy: and development of psychology in Russia, 175; and view of intelligence in India, 272–3
*Philosophy for Children* (Spain), 92
phylogenesis, and Soviet research on thinking, 180–1
Piagetian Number Conservation task, 146
Piagetian scales, unidimensionality of, 65
Piéron, H., 107–9, 114, 116
Pinard, A., 113
Pioneer Fund, 20–1
Planning, Attention-Arousal, Simultaneous, and Successive (PASS) cognitive processing model, 287–9, 290, 423
Plato, 276, 446
Plomin, R., 18–19
*Pontificia Universidad Católica de Chile*, 403
Poortinga, H., 295
Popper, K., 173
population differences, and intelligence research in Spain, 90–1. *See also* differences
Porteus, S. D., 347–8
positive manifold, and g theory, 415
Posner, M. I., 13, 421
poverty, and intelligence studies in Latin America, 396–401, 405
practical abilities, and theory of successful intelligence, 430–2
practice, and expertise performance, 149
“precision of thinking,” and Soviet concept of intelligence, 184–5
prediction studies, and intelligence testing in Latin America, 396
predictive validity, of standardized measures of intelligence, 89–90
Prien, B., 56
Prieto, G., 85, 87, 91, 96
Prieto, M. D., 92–3
Primary mental abilities (PMA) theory, of intelligence, 52, 89, 90, 417–18
Primary Mental Abilities Test, 93
primary and secondary control (OPS), model of, 152–3
problem solving: and cognitive pragmatics, 146–8; and research on intelligence in Scandinavia, 70; and strategy use in intelligence tests, 126–7
process-oriented studies, and intelligence research in Zimbabwe, 385–6
Progressive Matrices Series, 34
*psyche*, and concept of intelligence, 170
PsychInfo, 81, 83–4, 391
*Psychologues Scolaires* (School Psychologists), 115
psychology: Cambridge and London schools of, 2–3; development of in Australia, 345, 347, 348; development of in Soviet Union, 172–4; and education in Soviet Union, 203–204; Euro-American influences on Indian, 279, 296; future of, 470–1; history of in Japan, 310; influences on Danish research in, 51–2; influences on development of Spanish, 81; institutionalization of in France, 108; and intelligence conceptions of teachers in Latin America, 403–5; and intelligence research in Israel, 229–42; and intelligence testing in Soviet Union, 179; and
study of intelligence in ancient China, 320–30; and universities in Latin America, 391
Psychometric Entrance Exam (PET), 215, 216–217, 218, 219, 222, 223, 227, 239
psychometrics: and current status of theories of intelligence, 470; and explicit theories of intelligence, 420–1; and intelligence research in Zimbabwe and sub-Saharan Africa, 380–1, 383–6; and intelligence testing in Israel, 218–19; and psychology in Australia, 346
publication databases, and study of intelligence in Spain, 81–4
Puerto Rico, and intelligence testing, 402
Puhan, B. N., 293
Puzyrei, A. A., 187, 191–2
QTL (quantitative trait loci), 19
Quan Xue (Encouraging Learning), 328
Queensland Test, 348
Quetelet, A., 137
Quiroga, M., 89
Raaheim, K., 70
Rabbitt, P., 16
race and racial bias, and psychometric studies of intelligence in Zimbabwe, 383. See also ethnicity
radex configuration, in aptitude tests, 214–6
Radhakrishnan, S., 274
Rajagopalan, M., 291
Rand, Y., 457
Rani, R., 282
Rasch, G., 56, 60–1, 457
Rasch Model, of measurement, 457
Räty, H., 69
Raven, J. C., 9, 32
Raven’s Progressive Matrices, 32, 34–5, 51, 89, 93, 219–20, 281, 396, 403, 424
Ray, S., 282
Raz, N., 8
reaction, biosociological concept of, 186
reaction time (RT): and British research on intelligence differences, 12–14; and Indian research on intelligence differences, 284; cognitive mechanics and information processing, 141–4. See also inspection time
reason, and concept of intelligence, 170–1
reasoning: German research on higher-order, 146; primary mental abilities and inductive, 417; psychometric intelligence differences and analogical, 9
Rebollo, I., 87
RECI Series of Perceptual Tests, 34
Reed, T. E., 423
reflective aspect, of intelligence, 433–4
Reid, C., 16
Reinisch, J. M., 52, 63
relational complexity theory, 357
religion: emphasis on community in indigenous African, 375; and sociocultural differences in Israel, 223–4. See also Jewish culture
resource allocation, and concept of intelligence in Zimbabwe, 367, 368–9
Reuchlin, M., 123, 124, 128
Reuterberg, S.-E., 63, 68
Rey, A., 110–11, 115
de Ribaupierre, A., 122, 123, 124
Ribsskog, B., 51
Richard, J.-F., 126–7
Richardson, K., 2
Rieben, L., 122, 123, 124–5
Roberts, M. J., 2
Roberts, R. D., 351, 354–5, 358
Rodriguez, J., 402
Rogers, T., 380
Rosas, R., 396, 403, 404, 406
Roth, E., 13, 142
Rozencwajg, P., 125–6
Rubin, E., 52
rural areas, and group differences in intelligence testing in Turkey, 256
Rushton, J. P., 89
Russia, study of intelligence in, 170–205, 453–4, 466, 470
Safia, M. P., 224
Sagara, M., 311–12
Sahin, N., 254–5, 258–9, 260
Salomaa Scales, 54
Salovey, P., 92, 434–5
Samejima, F., 308
Sanct-Petersburg State University, 178n10, 179
Sandven, J., 50
Sano, T., 307
SAT (Scholastic Aptitude Test), 225, 306–7, 320
Sawade, S. D., 285
Scandinavia, and intelligence research, 49–71, 457–8
Schmidt, S., 397
Schneider, W., 144
school counselors, in India, 280–1
Schulz, R., 152
science: and categorical regulation of thinking, 183–4; difference between everyday concepts and, 190; and intelligence research as megascience, 471, 472. See also biological factors; ecology
Scotland, and intelligence research, 7, 13
Scottish Council for Research in Education, 7
Scottish Mental Survey (1932), 32
Scribner, S., 431
secondary school system, and intelligence testing in France, 116–17
Seim, S., 51
selection, optimization, and compensation (SOC), model of, 150–2
self-concept, and dynamic relations among levels of mind, 469
self-confidence, and metacognitive aspects of intelligence, 354
semantic priming paradigm, 120
Sen, A., 284
Senegal, and intelligence research, 377, 379
sensory functioning: correlation between intellectual functioning and, 157–8; and structure of abilities, 353–4
Serpell, R., 378–9, 381, 383–4, 385
sex role adoption (SRA), 283
Sharp, D., 289
Shchedorvitsky, P. G., 200n24, 201–2
Shell, P., 9, 34
Shi, J., 339–40
Shinagwa, F., 306
Shipley, B. A., 16
Shona, and definitions of intelligence in Zimbabwe, 366–72, 375, 377–80, 461
Shringy, R. K., 276
Siddiqui, A., 291–2
Siegyvald, H., 52
Simarro, L., 81
Simon, B., 3, 22, 248, 332
Simonetti, F., 404, 406
Simonetto, E., 16
simulations, and intelligence testing in Australia, 359–60
Singh, J., 294–5
Singh, K., 282
Singh, T., 291–2
Sinha, D., 280
Sinivui, J., 58
Smallest Space Analysis (SSA), 233–4, 236
Smirnov, S. D., 190, 192n20
social constructivism, and psychology in Australia, 347
socialization, and Soviet psychology, 181
<table>
<thead>
<tr>
<th>Index</th>
<th>493</th>
</tr>
</thead>
<tbody>
<tr>
<td>social system: and concept of intelligence in Zimbabwe, 367–8, 375–6, 378, 382–3; and recent research on intelligence, 465–7; social competence and concept of intelligence in India, 278; social determinants of intelligence in Soviet theories of thinking, 182–205</td>
<td>Sternberg, S., 13</td>
</tr>
<tr>
<td>sociocognitive conflict, and Piagetian theory, 120</td>
<td>Sternberg Triarchic Abilities Test (STAT), 93</td>
</tr>
<tr>
<td>sociocultural differences, and intelligence testing in Israel, 221–2, 223–4</td>
<td>Stevenson, H., 325</td>
</tr>
<tr>
<td>socioeconomic groups. See class; poverty</td>
<td>Stevenson, N. J., 2</td>
</tr>
<tr>
<td>Soejima, Y., 316</td>
<td>strategy use, in intelligence tests, 126–7</td>
</tr>
<tr>
<td>Solheim, R., 51</td>
<td>Streri, A., 121</td>
</tr>
<tr>
<td>Soviet Union. See Russia</td>
<td>Stroop test, 286</td>
</tr>
<tr>
<td>Spain, and intelligence research, 79–98, 454</td>
<td>success, attributions of in Japanese culture, 318–19</td>
</tr>
<tr>
<td>spatial visualization, and primary mental abilities, 417–18</td>
<td>successful intelligence, theory of, 428–33</td>
</tr>
<tr>
<td>Spearman, C. E., 3–4, 4–5, 6, 8, 9, 12, 34, 50, 57, 64, 70, 415, 447, 455, 465</td>
<td>Sudhir, M. A., 282</td>
</tr>
<tr>
<td>spiritual intelligence, 426</td>
<td>Sundet, J. M., 66</td>
</tr>
<tr>
<td>Sri Aurobindo, 275, 277</td>
<td>Super, C., 260</td>
</tr>
<tr>
<td>Srivastava, A. K., 280–1, 291–2</td>
<td>Suzuki, H., 305</td>
</tr>
<tr>
<td>Srivastava, S., 277, 278, 283</td>
<td>Suzuki-Binet Intelligence Test, 313</td>
</tr>
<tr>
<td>stage formation, theory of, 197</td>
<td>Swaps Test, 352</td>
</tr>
<tr>
<td>Stahle, G., 68</td>
<td>Sweden. See Scandinavia</td>
</tr>
<tr>
<td>standardization, of intelligence tests, 253, 254, 394–5, 401–403</td>
<td>Swedish Adoption/Twin Study of Aging (SATSA), 66</td>
</tr>
<tr>
<td>Standard Progressive Matrices (SPM), 34–5</td>
<td>Swedish Scholastic Aptitude Test (SweSAT), 53, 63, 68</td>
</tr>
<tr>
<td>Stanford University, 234</td>
<td>Switzerland, and intelligence research, 104–28</td>
</tr>
<tr>
<td>Stankov, L., 351, 354–5, 358</td>
<td>systems theories, of intelligence, 426–35</td>
</tr>
<tr>
<td>Stankov’s Test of Cognitive Abilities (STOCA), 358</td>
<td>tactile abilities, 353</td>
</tr>
<tr>
<td>statistical analyses, and intelligence research in Japan, 314–15</td>
<td>Taisho Free Education movement, 305</td>
</tr>
<tr>
<td>Staudinger, U. M., 155–6</td>
<td>Taiwan, and research on intelligence, 335–6</td>
</tr>
<tr>
<td>Stephen, E., 15</td>
<td>Takagi, H., 318–19</td>
</tr>
<tr>
<td></td>
<td>Takagi, M., 304</td>
</tr>
<tr>
<td></td>
<td>Takala, M., 54</td>
</tr>
<tr>
<td></td>
<td>Takuma, T., 311–12</td>
</tr>
<tr>
<td></td>
<td>Talyzina, N. F., 197</td>
</tr>
<tr>
<td></td>
<td>Tambs, K., 66</td>
</tr>
<tr>
<td></td>
<td>Tanaka, K., 305–6</td>
</tr>
<tr>
<td></td>
<td>Tanwar, U., 285</td>
</tr>
</tbody>
</table>
task accomplishment and participation, and concept of intelligence in Zimbabwe, 367–8

teachers, and conceptions of intelligence in Latin America, 403–5

Teasdale, T. W., 52, 63, 67

_Technique de Psychologie Expérimentale_ (Toulouse, Vaschide, & Piéron, 1904), 107–8, 109

technology, of intelligence testing, 59–60

Teplov, B. M., 182–3

Terman, L., 51, 332

_Terman-Binet Test_, 80

test anxiety, and intelligence assessment in Israel, 239

test bias: and equity in intelligence testing in Israel, 226–9; and urban children in Zimbabwe, 383. See also anti-test controversy; fairness

testosterone, and Culture-Fair Intelligence test, 257–8

Test of Tacit Knowledge for Natural Herbal Medicines, 384

test validity, research on in Scandinavia, 62–3

Tetens, J. N., 136–7

Texas Adoption Project, 425

Thapa, K., 293, 294

thinking, and ideological-philosophical bases for research in Russian/Soviet psychology, 172–205

Thompson, G., 279

Thomson, G. H., 4–5, 7

Thrane, V. C., 69

Thurstone, L. L., 5, 52–3, 57, 64, 70, 81, 346, 420, 448

Tikhomirov, O. K., 176n8, 194, 195–7

TML Scales (Terman-Merrill-Lehtovaara), 54, 55

Tokyo City National Intelligence Scale, 311

Toulouse, E., 107–8, 109, 114

Toyoda, H., 315, 317

Trait de Psychologie Expérimentale (Oléron et al., 1963), 104

transformation analysis of factorial data, 54

Triarchic Ability Test, 63

Triarchic Theory of Intelligence (Sternberg, 1988), 92–3

Tripathi, S. R., 295

ture intelligence, theory of, 433–4

Tsukuba University, 304

Turkey, and intelligence research, 248–65, 459

Turkish Educational Volunteers Foundation, 264

Turro, R., 81

twin studies: in Australia, 351; in Japan, 311–12, 315, 316–17; and Scandinavia, 66; in U.K., 18–19; in U.S., 425

two-factor theory, of intelligence, 447

typical performance, intelligence as, 436

Tzuriel, D., 237–8

Uganda, Baganda and Batoro of, 367, 377, 378

Umemoto, A., 307

understanding, and concept of _buddhi_, 275

Undheim, J. O., 57, 59, 61, 62, 63–4, 68

United Kingdom, intelligence research and practice in, 1–21, 36, 447–8, 470

United States: anti-test controversy in, 227, 228t, 241; approaches to intelligence research in, 411–36, 448–51, 470; cultural view of intelligence compared with Japanese, 318; and enrichment programs, 458; and gender differences in intelligence testing, 223; influence on intelligence testing in Scandinavia, 59; influence on life in Australia, 345; influence on psychology in India, 279, 296; mathematics students
Index

495

Wechsler-Bellevue Intelligence scale, 306
Wechsler Individual Achievement Test (WIAT), 25
Wechsler Memory Scale (WMS), 32, 255
Wechsler Preschool and Primary Scale for Intelligence (WPPSI), 25, 51, 115, 215, 216–171, 218, 220, 223, 253
Weinert, F. E., 144
Wekker, L. M., 178n10
Wertsch, J. V., 180–90
Westerlund, A., 63
West of Scotland Twenty-07 Study, 13
White, K. R., 63
Wickett, J. C., 424
Wigdor, A. K., 413–14
will, and Chinese concept of intelligence, 340
Willerman, L., 8, 425
Windelband, W., 248
wisdom: and expert knowledge, 154–6; and Indian view of intelligence, 274
Wober, M., 375, 381, 385
Woodcock-Johnson Tests of Cognitive Ability – Revised, 418
Woodworth, R. S., 336
working memory: British research on individual differences and, 9–11; intelligence testing and research on in Japan, 308–10, 315; and neo-Piagetian research in France, 122; and research on information processing in Germany, 143–4; and research on intelligence differences in Spain, 86–7; and theory of fluid and crystallized intelligence in Australia, 352–3. See also memory
Wright, M. J., 312
Wu, T. M., 335–6, 337–8
Wundt, W., 105–6
Index

Xu, F., 339–40
Xun Zi (325–238 B.C.), 328–9

Yale University, 432
Yalin, A., 258
Yama, M., 8
Yang, S.-Y., 335, 336
Yan Zhitui (531–591 B.C.), 329–30
Yaroshevscky, M. G., 183–4
Yela, M., 81, 85
Youniss, J., 189

Zahlen-Verbindungs-Test (ZVT), 142
Zamani, M., 126

Zambia, and Chewa, 367, 368, 377, 378–9, 461
Zaporozhets, A. V., 181
Zeidner, M., 222, 223, 225, 226, 234, 239
Zeigarnik, B. V., 191
Zha, Z., 333
Zhang, H., 335–6
Zhu Geliang, 330
Zhu, Z., 337, 338
Zimbabwe, and intelligence research, 364–87, 460–1
Zinov’ev, A. A., 176, 200, 24
zone of proximal development, 189, 198, 456