

## Index

- ability grouping, 173
- abortion, 306
- academic intelligence, 64
- ACT, for admission to colleges and universities, 186–188
  - ethnic/racial groups scores, 187
  - Operation Varsity Blues and, 191–192
  - as optional in college admissions, 194
  - sex differences in scoring for, 244
  - as tool for equality, 192–193
- admissions tests, for colleges and universities.
  - See also* advanced placement tests
  - ACT, 186–188
    - Operation Varsity Blues and, 191–192
    - as optional, 194
    - scores by ethnic/racial groups, 187
    - as tool for equality, 192–193
  - demographic limitations of, 187–188
  - manipulation of admissions process, 189–192
    - through coaching, 189–190
    - through grade inflation, 190
    - through legacy admissions, 190–191
    - Operation Varsity Blues, 191–192
    - for student-athletes, 190–191
  - overview of, 193–194
  - public opinions on, 186–188
  - SAT, 186–188
    - Operation Varsity Blues and, 191–192
    - as optional, 194
    - scores by ethnic/racial groups, 187
    - as tool for equality, 192–193
  - selection criteria and, 188–189
  - college admissions personnel as factor in, 189
  - high school grades as factor in, 188–189
  - as tool for equality, 188–193
    - through ACT, 192–193
    - through diversification of student body, 192–193
    - through SAT, 192–193
    - weighting of grades and, 189
  - admixture studies, 255–256
- adolescents, intelligence testing for, 33–34
- adoption, in IQ score studies, 126
- advanced placement (AP) tests, 164–166
  - scoring for, 165
- affirmative action, 325
- African Americans. *See also* ethnic/racial groups; hereditarian hypothesis
  - bias in intelligence testing of, 96
  - Black Intelligence Test of Cultural Homogeneity, 96–97
  - Milwaukee Project, 136–137
  - racism against, 266–268
  - stereotype threat on, 273–274
  - in Tuskegee Syphilis Study, 288, 289
- analytical intelligence, 63–64
- “AP for All,” 165–166
- AP tests. *See* advanced placement tests
- arithmetic items, in intelligence tests, 4
- Army Alpha test, 22
  - for workplace intelligence, 205–207
- Army Beta test, 22
  - for workplace intelligence, 205–207
- Atkins v. Virginia*, 294

## Index

407

- behavioral genetics, 109  
*The Bell Curve* (Herrnstein and Murray), 26, 235–236, 310  
 between-group heritability, 251, 252, 264, 290–291, 293, 339  
*Bias in Mental Testing* (Jensen), 336  
 bifactor model, for intelligence, 9–10, 36, 343–344  
   far transfer process and, 147–148  
   schematic of, 11  
 Big Five personality trait theory, 177  
 Binet, Alfred, 21–22, 157  
   on measurement of intelligence, 82–83  
   Stanford-Binet Test, 22  
 Black Intelligence Test of Cultural Homogeneity (BITCH), 96–97  
 block design items, in intelligence tests, 4  
 bodily-kinesthetic intelligence, 53  
 brain function  
   g concept and, 43–45  
   IQ scores and, 41–43  
     cortex volume as factor in, 42–43  
     grey/white matter volume as factor in, 43  
     size of brain as factor in, 41–42, 128  
   predictive processing and, 44–45  
   principles of, 41  
 brain training  
   definition of, 143–144  
   evaluation of, 144–146  
     by FTC, 147  
   far transfer process, 145–146  
     bifactor model and, 147–148  
     CHC model and, 147–148  
     g intelligence and, 147–148  
     Lumosity program, 147  
     Stratum II abilities and, 147–148  
   function and purpose of, 143–144  
   intelligence improvements through, 144  
   Lumosity program, 147  
   Mozart effect, 148  
   near transfer process, 144–145  
   realistic expectations from, 148  
   SMART program, 145–146  
   websites for, 144  
   working memory and, 144  
 Brigham, Carl, 300, 307  
 Burt, Cyril, 26–27  
 CAM battery tests. *See* Cognitive Abilities Measurement battery tests  
 cancellation items, in intelligence tests, 4  
 Carolina Abecedarian Project, 137  
 Carroll, John, 25–26  
 CAS. *See* Cognitive Assessment System  
 Cattell Culture Fair Test, 34  
 Cattell-Horn-Carroll (CHC) model, 9–10, 26, 36, 343–344  
   far transfer process and, 147–148  
   schematic of, 10  
   structure of, 9  
 CHC model. *See* Cattell-Horn-Carroll model  
 cheating, 146  
 children, intelligence testing for. *See also* giftedness  
   Kaufman Assessment Battery for Children II, 33–34  
   Panga Munthu test, 97–98  
   Weschler Intelligence Scale for Children, 33–34, 95  
 Cleary, T. Anne, 336  
 coaching, in college admissions process, 189–190  
 coding items, in intelligence tests, 4  
 cognitive abilities. *See* g; intelligence; intelligence tests; non-cognitive abilities  
 Cognitive Abilities Measurement (CAM)  
   battery tests, 33, 73–74  
 Cognitive Assessment System (CAS), 73–74  
 Cohen's *d*, 17–19  
   expressed values, 17  
 colleges and universities. *See* admissions tests  
 componential subtheory, in triarchic theory of intelligence, 63  
 Conant, James Bryant, 192  
 conceptual replications, 277–278  
 confirmatory factor analysis, 19  
 conscientiousness, 177–178  
 contextual subtheory, in triarchic theory of intelligence, 63–64  
 correlation coefficient, 13–17  
   restriction of range in, 17  
   scatterplots, 14, 15, 16  
 creativity  
   components of, 343  
   intelligence and, 342–343  
   jangle fallacy and, 343  
   psychological tests of, 343  
 culture, intelligence as concept influenced by, 46–51  
   bias in intelligence testing and, 94  
   definitions of intelligence, 48  
   limitations of, culture-based influences on, 47  
   by ethnic/racial groups, 261–262

- culture, intelligence (cont.)  
 factor analysis of, 48–49  
 g concept of intelligence and, 49–51  
 intelligence tests and, 49  
 on international scale, 46  
 non-cognitive abilities and, 47  
 sex differences in, 245  
 task-working as, 47  
 in Western cultures, 46–49
- Darwin, Charles, 21, 297–298
- decision making, intelligence as influence  
 on, 329
- default hypothesis, for IQ differences among  
 ethnic/racial groups, 262
- Defining Issues Test (DIT), 74
- descriptive statistics, 13  
 mean in, 13  
 standard deviation in, 13  
 variability in, 13  
 variance in, 13
- deviant score method, for intelligence score  
 testing, 7–9
- discrimination, 266–268  
 intelligence research and, 326–327
- DIT. *See* Defining Issues Test
- Duckworth, Angela, 183–184. *See also* mindset  
 theory
- Dweck, Carol S., 180–183
- education level, IQ scores influenced by, 128
- education programs  
 for gifted students, 164–168  
 AP tests, 164–166  
 costs of, 168  
 creation of, 168  
 intelligence research on, 325–326  
 purpose of, 167–168  
 purpose of, 167–168
- education systems, in U.S. *See also* admissions  
 tests  
 Every Student Succeeds Act and, 170  
 failures of, 170–172  
 genetic issues, 171–172  
 genome-wide association studies,  
 171–172, 346  
 through individual academic  
 achievement, 170  
 g denialism and, consequences of, 172–174  
 ability grouping, 173  
 policy-making and, 174  
 NCLB Act, 169–170  
 policy strategies for, 175  
 g denialism influenced by, 174  
 educational outcomes, in threshold hypothesis,  
 225–226
- elderly, stereotype threat on, 275
- emotional intelligence  
 definition of, 229–230  
 emotional self-regulation and, 233  
 emotional stability and, 233  
 g concept of intelligence and, 232  
 measures of, 230–231  
 as personal intelligence, 230  
 real-world outcomes as result of, 230–231  
 for interpersonal outcomes, 231  
 reasoning as component of, 230  
 emotions as separate from, 232  
 verbal, 230  
 tests of, 231  
 theoretical problems with, 232  
 thinking ability improved by, 230
- emotional outcomes, in threshold hypothesis,  
 226–227
- emotional self-regulation, 233
- emotional stability, 233
- emotions, reasoning as separate from, 232
- environment, intelligence influenced by  
 ethnic/racial group differences influenced by  
 IQ differences among, 261–262, 266
- Flynn effect  
 IQ scores and, 126–130  
 as X-factor, 270
- genetics and, 110–111, 120–122, 153–154
- heritability of intelligence and, 117–119  
 within-group differences, 265–266
- intelligence research and, 313–314
- IQ differences among ethnic/racial groups  
 influenced by, 261–262
- IQ scores and, 125–132, 265  
 in adoption studies, 126  
 by country, 129–130  
 education levels as factor in, 128  
 fluctuations in, by age, 130–131  
 Flynn Effect and, 126–130  
 for individuals, 129, 130–131  
 socioeconomic status as factor for,  
 110–111
- specific influences, 345
- stereotype threat and, 275–276
- X-factor in, 265–266  
 burden of proof for, 271  
 discrimination as, 266–268  
 Flynn effect, 270

## Index

409

- involuntary minority status as cause of, 268–270
  - parsimony and, 271
  - racism as, 266–268
  - unknown, 270–271
- environmentalist school, for IQ differences among ethnic/racial groups, 248
- equality, intelligence research as threat to, 317–327
  - affirmative action policy and, 325
  - discrimination and, 326–327
  - ethnic/racial groups, IQ score cutoffs for, 321, 322, 323–324
  - for gifted programs, 325–326
  - of group outcomes, 319–326
  - of individual outcomes, 317–319
  - legal equality, 326–327
  - Spearman’s hypothesis and, 322–323
- equalizing intelligence, 149–155
  - through environmental improvements, 149–150
    - educational interventions, 150, 152
    - for IQ scores, 151–152
    - in Poland, 149–150
    - standard deviations in, 151–152, 241
  - through genetics, 151–152
  - through improvement of individual lives, 154
- errors, in intelligence test scoring, 85–86
- ethnic/racial groups
  - ACT scores by, 187
  - cultural influences on, 261–262
  - environmental influences on, 261–262
    - within-group heritability, 265–266
  - environmentalist school of, 248
  - eugenics movement and, 299
  - Flynn effect and, 248
  - genetic origins of, 261–262
    - evolutionary principles in, 261
  - heritability of, 250–251
    - default hypothesis for, 262
    - environmental influences on, 265–266
    - value of, 262–263
  - IQ differences among. *See* hereditarian hypothesis
  - myths about, 247
  - narrowing the gap for, strategies to, 339–341
  - SAT scores by, 187
  - score cutoffs for, 321, 322, 323–324
  - theoretical approach to, 247–248
  - eugenics movement, 23–24, 297–308
    - abortion and, 306
    - early development of, 297–298
    - endorsement of, by prominent people, 304
    - Galton and, 23–24, 297–298
    - through gene editing, 306–307
    - global expansion of, 298–299, 303
    - Goddard and, 299–301, 307
    - history of, 301–307
    - intelligence research and, 299–301, 305
    - intelligence testing in, 300–301, 302
    - International Eugenics Congresses, 305
    - in Nazi Germany, 299, 305
      - ethnic/racial components in, 299
      - through euthanasia, 299
      - Lebensborn* program, 299
      - through sterilization programs, 299
    - race and, 297
    - in Scandinavian countries, 306
    - in U.S., through forced sterilization, 298–299, 305–306
    - in vitro fertilization and, 307
  - Every Student Succeeds Act, U.S. (2015), 170
  - evolutionary theory
    - IQ differences among ethnic/racial groups and, 261
    - practical intelligence and, 68
  - existential intelligence, 53
  - experiential subtheory, in triarchic theory of intelligence, 63
  - exploratory factor analysis, 19
  - factor analysis, 19–20
    - confirmatory, 19
    - of cultural factors regarding intelligence, 48–49
    - exploratory, 19
  - fadeout, after social interventions, 138
  - fairness
    - in intelligence testing, 102–103
    - of meritocracy, 215–216
  - far transfer process, 145–146
    - bifactor model and, 147–148
    - CHC model and, 147–148
    - g* intelligence and, 147–148
    - Lumosity program, 147
    - Stratum II abilities and, 147–148
  - Federal Trade Commission (FTC), 147
  - females. *See also* sex differences stereotype threat on, 275, 279
  - Flore, Paulette, 279–280
  - Flynn effect, 126–130, 134
    - IQ differences among ethnic/racial groups, 248
    - as X-factor, 270

Flynn, James, 126–130, 290, 294–295  
*Frames of Mind* (Gardner), 52, 54, 55, 57  
 FTC. *See* Federal Trade Commission

g, as intelligence concept, 11–12, 26, 32–34, 36–39  
 as analytical intelligence, 63–64  
 brain function and, 43–45  
 criticism of, 23  
 culture and, 49–51  
 denialism of, in education systems, 172–174  
   ability grouping, 173  
   policy-making and, 174  
 emotional intelligence and, 232  
 evolutionary development of, 341–342  
 far transfer process and, 147–148  
 genetic influences on, 345–346  
 high-g individuals, 331  
 in intelligence research, 236  
   policy development with, 315–316  
 intelligence tests as measure of, 32–34  
 IQ meritocracy and, 217–218  
 IQ scores and, socioeconomic status and, 108  
 limitations of, 37–38  
 low-g citizens, 316  
 low-g individuals, 316, 331  
 measurement of intelligence and, 76–77  
 neurological basis of, 45  
 P-FIT theory and, 43–45  
 positive manifold and, 36–37, 38–39  
 practical intelligence and, 63–65, 67–68  
 as problem solving ability, 37, 39  
 socioeconomic status and, for IQ scores, 108  
 test-taking abilities and, 202–203  
 universality of, 50–51  
*The g Factor* (Jensen), 25–26  
 Galton, Francis, 21, 31  
   eugenics movement and, 23–24, 297–298  
   on measurement of intelligence, 82–83  
 Gardner, Howard, 25, 52, 60–61. *See also*  
   multiple intelligences  
   *Frames of Mind*, 52, 54, 55, 57, 59–60  
 gene editing, 306–307  
 genetic inferiority and superiority, 290  
 Genetic Studies of Genius, 200–201  
 genetics  
   behavioral, 109  
   environmental variables and, 110–111, 120–122  
   equalizing intelligence through, 151–152

genome-wide association studies,  
   171–172, 346  
   polygenic score in, 171–172  
 in hereditarian hypothesis, 256–258  
 heritability and, 109–110  
   as group-level statistic of variance,  
   112  
 impact on g, 345–346  
 intelligence and, 120–124  
   environmental influences on, 120–122  
   genetic differences as factor in, 123  
   genetic similarities as factor in, 122–124  
   reaction range limits and, 121  
 IQ differences among ethnic/racial groups  
   and, 109–110, 261–262  
   evolutionary principles in, 261  
 U.S. education systems and, 171–172  
 genome-wide association studies (GWAS),  
   171–172, 346  
   polygenic scores in, 171–172  
 giftedness, in children  
   definition of, 160  
   limitations of, 160–164  
 education programs for, 164–168  
   AP tests, 164–166  
   costs of, 168  
   creation of, 168  
   intelligence research on, 325–326  
   purpose of, 167–168  
 Pygmalion in the Classroom study,  
   161–163, 164  
   IQ score calculations in, 162–163  
   replication issues with, 163  
 testing for, 166  
 theoretical approach to, 159–160  
 Warne's First Law of Behavioral  
   Interventions, 163–164  
 Goddard, Henry H., 299–301  
 grade inflation, 190  
 grades. *See* grade inflation; high school grades;  
   weighting of grades  
*Griggs v. Duke Power Co.*, 212–213  
 grit, 183–184  
 growth mindset, 181–182  
 Guilford, J. P., 23  
 GWAS. *See* genome-wide association studies

harm, from scientific research  
   Tuskegee Syphilis Study, 288,  
   289  
   during World War II, 287–288  
 He Jiankui, 306–307

## Index

411

- hereditarian hypothesis, for ethnic/racial groups, 248, 251–260  
 admixture studies, 255–256  
 behavioral differences in, 260  
 criticism of, 260  
 experts' debate on, 258–260  
   consensus among experts, 258–260  
 in intelligence research, 313–314  
 molecular genetics data in, 256–258  
 projected mean environmental differences in, 252  
 tests of measurement invariance, 253–255
- heritability  
 between-group, 251, 252, 264, 290–291, 293, 339  
 genetics and, 109–110  
 global studies on, 338–339  
 for intelligence  
   environmental conditions, 117–119  
   PKU and, 115  
   theoretical approach to, 114  
 IQ differences among ethnic/racial groups and, 250–251  
   default hypothesis for, 262  
   value of, 262–263  
 of myopia, 114–115  
 within-group, 251, 265–266, 339
- Herrnstein, Richard, 26, 235–236, 310
- high IQ groups, 223–224  
 calculation of, 224  
 distribution of IQ scores, 224  
 empathy for less intelligent individuals, 331–332  
 Genetic Studies of Genius, 200–201  
 life outcomes for, 200–202  
   exceptions in, 202  
   positive, 223–224  
 overview of, 227–228  
 positive life outcomes for, 223–224  
 Study of Mathematically Precocious Youth, 201–202  
 threshold hypothesis. *See* threshold hypothesis
- high school grades, as college admissions factor, 188–189
- high self-efficacy, 180
- high-g individuals, 331
- Hispanics. *See* ethnic/racial groups;  
 hereditarian hypothesis
- Holmes, Oliver Wendell, 298
- Human Cognitive Abilities* (Carroll), 25–26
- Hume, David, 311
- immigrants, bias in intelligence testing and, 98–102, 103
- immigration policy, intelligence research and, 312–313
- in vitro fertilization, 307
- indifference of the indicator, in measurement of intelligence, 32, 75–77
- intellectual disabilities, research on, 296
- intelligence. *See also g; specific topics*  
 academic, 64  
 bifactor model, 9–10, 36, 343–344  
   far transfer process and, 147–148  
   schematic of, 11  
 bodily-kinesthetic, 53  
 brain training and, improvements through, 144  
 CHC model, 9–10, 26, 36, 343–344  
   far transfer process and, 147–148  
   schematic of, 10  
   structure of, 9  
 cognitive abilities and, 11  
 creativity and, 342–343  
 culture and. *See* culture  
 decision making influenced by, 329  
 definition of, 2–9, 48  
 environmental influences on. *See* environment  
 existential, 53  
 genetics and, 120–124  
   differences in genetics as factor in, 123  
   environmental influences on, 110–111, 120–122  
   reaction range limits and, 121  
 heritability of  
   environmental conditions for, 117–119  
   iodine deficiency, 116–117  
   lead exposure, 117–119  
   PKU and, 115  
   theoretical approach to, 114  
 international development and, 346–347  
 interpersonal, 53  
 interventions to raise, 114–119  
 intrapersonal, 53  
 IQ scores and, 12  
 life outcomes influenced by, 197–200  
   longevity as, 200  
   positive, 199–200  
 linguistic, 53  
 logical-mathematical, 53  
 malleability of, 128–128  
 musical, 53  
 overview of, 336–337

- intelligence (cont.)  
 relationship with other mental abilities, 9–11  
 scientific approach to, 1–2  
 sex differences in, 239–245  
   cultural causes of, 245  
   female-to-male ratios, 242, 243  
   for global IQ, 239–240  
   overview of, 245–246  
   score differences in, consequences of, 243–245  
   Stratum II abilities, 240–241  
   variability differences, 241–243  
 social interventions as influence on, 141  
 spatial, 53  
 theoretical approach to, 31–34, 39  
 X-factor for. *See* X-factor
- intelligence differences  
 affirmative action and, 333  
 approach strategies for, 332–334  
 egalitarian fallacy, 332–333  
 high-IQ individuals and, empathy for less intelligent individuals, 331–332  
 public policy influenced by, 333–334  
 theoretical approach to, 334–335  
 “intelligence genes,” 27
- intelligence quotient (IQ) scores, 5–7. *See also*  
 high IQ groups; IQ meritocracy; low IQ groups
- brain characteristics and, 41–43  
   cortex volume, 42–43  
   grey/white matter volume, 43  
   size of brain, 41–42, 128
- cheating and, 146
- distribution of, in high IQ groups, 224
- empathy with less intelligent individuals, 331–332
- environmental conditions and, 125–132, 265  
   adoption studies, 126  
   by country, 129–130  
   education levels, 128  
   fluctuations in scoring, by age, 130–131  
   Flynn Effect and, 126–130  
   for individuals, 129, 130–131  
   socioeconomic status as factor for, 110–111
- equalizing intelligence for, through environmental improvements, 151–152
- ethnic/racial differences in. *See* ethnic/racial groups
- global, 239–240
- heritability for intelligence and, socioeconomic status and, 111–112
- high IQ groups  
   exceptions in life outcomes with, 202  
   Genetic Studies of Genius, 200–201  
   life outcomes for, 200–202  
   Study of Mathematically Precocious Youth, 201–202
- intelligence and, 12
- international differences in, 340–341
- job performance and, 211
- motivation as influence on, 178–179
- in Pygmalion in the Classroom study, 162–163
- sex differences in, 239–245  
   cultural causes of, 245  
   female-to-male ratios, 242, 243  
   for global IQ, 239–240  
   overview of, 245–246  
   score differences in, consequences of, 243–245  
   Stratum II abilities, 240–241  
   variability differences, 241–243
- social interventions for. *See* social interventions
- socioeconomic status and  
   correlational evidence for, 107–109  
   environmental variables, 110–111  
   g scoring and, 108  
   genetics as factor in, 109–110  
   heritability estimates and, 111–112
- standardized test scores and, 200
- stereotype threat and, 275–276
- test bias in, 91
- intelligence research, history of, 20–27  
 antiquity to 1903, 20–21  
 1904–1930s, 22  
   intelligence testing, development of, 21–22  
 1930s to 1990s, 23–25  
   eugenics movement, 23–24  
   institutional bias in, 24  
   social controversies, 24–25  
 1990s to present, 25–27  
 banning of, 290–291  
 for controversial topics, 293–295  
 equality threatened by. *See* equality  
 ethical principles of, 289–295  
   for censorship, 290–291, 292  
   for responsibility, 291–293  
 eugenics movement and, 299–301, 305  
 g concept in, 236  
 g-conscious policies, 315–316  
 guidelines for, 315–316  
 for low-g citizens, 316

## Index

413

- on intellectual disabilities, 296
- “intelligence genes,” 27
- negative social policies from
  - conflict between policies, 312–313
  - environmental interventions as factor in, 313–314
  - from hereditarian ideas, 313–314
  - historical context for, 310, 314–315
  - on immigration, 312–313
  - is/ought distinction, 310–312
  - moralistic fallacy and, 311–312
- past as influence on, 296–297
- peer review in, 292
- replication crisis in, 278
- intelligence tests, 2–9. *See also* scores
  - for adolescents and children, 33–34, 95
  - alternative characteristics of, 5
  - arithmetic items, 4
  - Army Alpha test, 22
    - for workplace intelligence, 205–207
  - Army Beta, 22
    - for workplace intelligence, 205–207
  - Atkins v. Virginia*, 294
  - bias in. *See* test bias
  - Black Intelligence Test of Cultural Homogeneity (BITCH), 96–97
  - block design items, 4
  - cancellation items, 4
  - Cattell Culture Fair Test, 34
  - coding items, 4
  - Cognitive Abilities Measurement battery tests, 33, 73–74
  - Cognitive Assessment System, 73–74
  - content of, 80–84
    - through cognitive tasks, 81–83
    - criteria for, 82
    - cultural relevance in, 96–97
    - in Stanford-Binet Test, 81
    - validity of, 82
  - creation of, professional standards for, 78
  - culture and, 49. *See also* culture
  - development history of, from, 1904–1939, 21–22
  - digit span procedure item, 3–4
  - DIT, 74
  - environmental variables for, 265
  - in eugenics movement, 300–301, 302
  - g concept and, 32–34
    - test-taking abilities and, 202–203
  - for giftedness, 166
  - as imperfect, 85–89
    - decision accuracy and, 87–88
    - measurement of imperfections, 85–87
    - measurement of scoring imperfections, 85–87
  - information items, 4
  - matrix items in, 3
  - myths about, 71–72
  - Panga Munthu test, 97–98
  - perfection of, illusion of, 88–89
  - picture absurdity items, 4–5
  - picture completion items, 4
  - sequence completion items, 4
  - spatial reasoning measurement items, 5, 6
  - standardized test scores and, 200
  - Stanford-Binet Test, 22, 36
    - content of, 81
  - Stratum I abilities, 147–148, 344
  - Stratum II abilities, 22, 37–38, 147–148, 343–344
    - sex differences with, 240–241
  - test-taking abilities and, 202–203
    - g concept and, 202–203
  - test-taking strategies for, 202–203
  - vocabulary items in, 2–3
  - Weschler-Bellevue Test, 33–34, 95
  - in workplace, 212–213
    - in *Griggs v. Duke Power Co.*, 212–213
    - for job knowledge, 213
- International Eugenics Congresses, 305
- interpersonal intelligence, 53
- interventions. *See also* social interventions
  - to raise IQ, 114–119
- intrapersonal intelligence, 53
- involuntary minority status, intelligence and, 268–270
- iodine deficiency, 116–117
- IQ meritocracy, 217–220
  - alternatives to, 220–221
  - disadvantages of, 218–220, 221–222
  - g concept of intelligence and, 217–218
  - as inherited, 219
- IQ scores. *See* intelligence quotient scores
- is/ought distinction, in intelligence research, 310–312
- jangle fallacy, 343
- Jensen, Arthur, 24–26, 258–259, 336. *See also* hereditarian hypothesis
- job complexity, intelligence and
  - correlation between, 207
  - job performance and, 210
- job knowledge, intelligence tests
  - for, 213



- job performance, intelligence and, 207–211  
 exceptions with, 209–209  
 IQ and, 211  
 job complexity and, 210  
 meta-analysis and, 209  
 predictors of, 210  
 job prestige, intelligence and, 207  
 Johnson, Wendy, 34
- Kaufman Assessment Battery for Children II,  
 33–34  
 knowledge. *See* tacit knowledge
- Law School Admission Test (LSAT), 76  
 lead exposure, intelligence and, 117–119  
*Lebensborn* program, 299  
 legacy admissions, to colleges and universities,  
 190–191  
 legal equality, intelligence research as threat to,  
 326–327  
 Lewontin's fallacy, 249–250  
 life outcomes  
 for high IQ groups, 200–202, 223–224  
 exceptions in life outcomes, 202  
 intelligence as factor in, 197–200  
 longevity influenced by, 200  
 positive outcomes, 199–200  
 in threshold hypothesis  
 educational outcomes, 225–226  
 emotional outcomes, 226–227  
 occupational outcomes, 225–226  
 social outcomes, 226–227  
 linguistic intelligence, 53  
 literacy tests  
 National Adult Literacy Survey (NALS),  
 74–75  
 Test of Functional Health Literacy of Adults  
 (TOFHLA), 74–75  
 logical-mathematical intelligence, 53  
 longevity, intelligence and, 200  
 low IQ groups, compensation for, 213–214  
 low-g individuals, 316, 331  
 LSAT. *See* Law School Admission Test  
 Lumosity program, 147
- males. *See* sex differences  
 matrix items, in intelligence tests, 3  
 measurement of intelligence. *See also*  
 intelligence tests  
 accidental measurements, 73–75. *See also*  
*specific tests*  
 Binet on, 82–83  
 caveats to, 78  
 g concept of intelligence, 76–77  
 Galton on, 82–83  
 indifference of the indicator in, 32, 75–77  
 length of tests as factor for, 77–78  
 overview of, 83–84  
 reliability and, 77–78  
 score calculation methods, 78  
 test of measurement variance, in hereditarian  
 hypothesis, 253–255
- MENSA, 226  
 meritocracy  
 criticism of, 216–220  
 definition of, 215–216  
 fairness of, 215–216  
 IQ, 217–220  
 alternatives to, 220–221  
 disadvantages of, 218–220, 221–222  
 g concept of intelligence and, 217–218  
 as inherited, 219  
 myth of, 216  
 social hierarchy and, 216
- military  
 Project 100,000, 329–330  
 as workplace, intelligence in, 205–207  
 Army Alpha and Army Beta tests for,  
 205–207
- Milwaukee Project, 136–137  
 mindset theory, 180–183  
 benefits of, 181  
 growth, 181–182  
 praise for effort as influence on, 181  
 randomized clinical trials for, 182  
 real-world impact of, 183  
 replications in, 182
- molecular genetics data, for hereditarian  
 hypothesis, 256–258  
 moralistic fallacy, 311–312  
 motivation, 178–179  
 educational performance influenced by, 179  
 IQ scores and, 178–179
- Mozart effect, 141, 148  
 multiple intelligences theory, 53–61  
 case studies of eminent people in, 55–56  
 empirical problems with, 54–57  
 limitations of studies on, 55–57  
 theoretical problems with, 57–59  
 incoherence of theory, 57–58  
 vagueness of theory, 57  
 types of intelligences in, 53
- Murray, Charles, 26, 235–236, 310  
 musical intelligence, 53

## Index

415

- National Adult Literacy Survey (NALS), 74–75  
 National Football League (NFL), practical intelligence applications for, 65  
 Nazi Germany, eugenics movement in, 299, 305  
   ethnic/racial components in, 299  
   through euthanasia, 299  
   *Lebensborn* program, 299  
   through sterilization programs, 299  
 NCLB Act. *See* No Child Left Behind Act  
 near transfer process, 144–145  
 neglect, IQ scores influenced by, 134–135  
 neuroscience  
   Broca's area, 40–41  
   development of, 40–41  
     brain functioning and, principles of, 41  
     technologies in, 41  
   *g* and, 45  
   Wernicke's area, 40–41  
 NFL. *See* National Football League  
 No Child Left Behind (NCLB) Act, U.S., 169–170  
 non-cognitive abilities, cultural context for, 47  
 non-cognitive variables  
   grit, 183–184  
   mindset theory, 180–183  
     benefits of, 181  
     growth, 181–182  
     praise for effort as influence on, 181  
     randomized clinical trials for, 182  
     real-world impact of, 183  
     replications in, 182  
   motivation, 178–179  
     educational performance influenced by, 179  
     IQ scores and, 178–179  
   overview of, 184–185  
   personality traits, 177–178  
     Big Five personality trait theory, 177  
     conscientiousness, 177–178  
   self-efficacy, 179–180  
     high, 180  
 observed scores, in intelligence tests, 85–86  
 occupational outcomes, in threshold hypothesis, 225–226  
 Ogbu, John, 268–270  
*On the Origin of Species* (Darwin), 21  
 Operation Varsity Blues, 191–192  
 orphan status, IQ scores influenced by, 134–135  
 overexcitabilities, 226–227  
 Panga Munthu test, 97–98  
 Parieto-Frontal Integration Theory (P-FIT), 43–45  
 parsimony, 271  
 peer review, in intelligence research, 292  
 Perry Preschool Project, 138  
 personal intelligence, 230  
 personality traits, 177–178  
   Big Five personality trait theory, 177  
   conscientiousness, 177–178  
 P-FIT. *See* Parieto-Frontal Integration Theory  
 phenylketonuria (PKU), 115  
 picture absurdity items, in intelligence tests, 4–5  
 picture completion items, in intelligence tests, 4  
 PKU. *See* phenylketonuria  
 Poland, equalizing intelligence in, 149–150  
 polygenic score, 171–172  
 positive manifold, *g* concept and, 36–37, 38–39  
 practical intelligence  
   academic intelligence as distinct from, 64  
   claims about, 64–66  
   definition of, 63–64  
   evolutionary theory and, 68  
   *g* concept of intelligence and, 63–65, 67–68  
   real world applications of, 65–66  
     in National Football League, 65  
   scope of, 63–64  
   “street smarts” as, 63  
   tacit knowledge in, 63  
   theoretical problems with, 66–68  
     context-specificity as, 67  
   in triarchic theory of intelligence, 63–64  
     componential subtheory in, 63  
     contextual subtheory in, 63–64  
     experiential subtheory in, 63  
 practice effects, 162  
 praise, mindset theory and, 181  
 predictive processing, brain processing and, 44–45  
 predictive processing theory, 44–45  
 preschool  
   equalizing intelligence through, 150, 152  
   as social intervention. *See* social interventions  
 problem solving ability, *g* as, 37, 39  
 Project 100,000, 329–330  
 projected mean environmental differences, in hereditarian hypothesis, 252  
 psychologist's fallacy, 329  
 psychometricians, 85–86  
 publication bias, 277–278, 279–280

- Pygmalion in the Classroom study,  
 161–163, 164  
 IQ score calculations in, 162–163  
 replication issues with, 163
- quotient score method, 5–7
- race. *See also* ethnic/racial groups  
 biological basis of, 249–250  
 boundaries of, 250  
 classification by, 249–250  
 definition of, 248–249  
 eugenics movement and, 297  
 Lewontin's fallacy, 249–250  
 as social construct, 248–250
- racial groups. *See* ethnic/racial groups
- racism, 266–268
- randomized control trials (RCTs), for IQ scores,  
 139–140
- reaction range limits, intelligence and, 121
- reasoning, in emotional intelligence, 230  
 emotions as separate from, 232  
 verbal reasoning, 230
- reification, 40
- replication crisis, 277–278  
 conceptual replications and, 277–278  
 in intelligence research, 278  
 publication bias and, 277–278, 279–280  
 in social psychology, 278  
 stereotype threat and, 278–280  
 statistical power, 279
- SAT, for admission to colleges and universities,  
 186–188  
 ethnic/racial groups scores, 187  
 Operation Varsity Blues and, 191–192  
 as optional, in college admissions, 194  
 stereotype threat and, 275  
 as tool for equality, 192–193
- Scandinavia, eugenics movement in, 306
- scatterplots, 14, 15, 16
- scores, for intelligence tests, 5–9  
 deviation score method, 7–9  
 errors in, 85–86  
 non-random, 86  
 factors/general factors in, 11–12  
 IQ scores, 5–7, 12  
 measurement of  
 errors in, 85–86  
 imperfections in, 85–87  
 reliability of, 86–87  
 quotient score method, 5–7  
 standard deviation in, 8  
 true scores, 85–86
- self-efficacy, 179–180  
 high, 180
- self-regulation. *See* emotional self-regulation
- sequence completion items, in intelligence  
 tests, 4
- sex differences, in intelligence and IQ scores,  
 239–245  
 in ACT scoring, 244  
 in college admission testing, 244  
 cultural causes of, 245  
 female-to-male ratios, 242, 243  
 for global IQ, 239–240  
 overview of, 245–246  
 score differences in, consequences of, 243–245  
 for Stratum II abilities, 240–241  
 variability differences, 241–243
- sleepier effects, from social interventions,  
 140–141
- SMART program. *See* Strengthening Mental  
 Abilities with Relational Training  
 program
- SMPY. *See* Study of Mathematically Precocious  
 Youth
- social hierarchy, meritocracy and, 216
- social interventions, IQ scores and, 133–142  
 adoption, 134  
 education as, 134  
 fadeout after, 138  
 Flynn Effect and, 134  
 intelligence influenced by, 141  
 Mozart effect, 141  
 neglect, 134–135  
 orphan status and, 134–135  
 preschool involvement, 135–141  
 Carolina Abecedarian Project, 137  
 early studies of, 138–139  
 Milwaukee Project, 136–137  
 modern studies of, 139–141  
 Perry Preschool Project, 138  
 in randomized control trials, 139–140  
 sleeper effects from, 140–141
- social outcomes, in threshold hypothesis,  
 226–227
- social priming, 280
- social psychology, replication crisis in, 278
- socioeconomic status  
 definition of, 107  
 IQ scores and  
 correlational evidence for, 107–109  
 environmental variables, 110–111

## Index

417

- g scoring and, 108
- spatial intelligence, 53
- spatial reasoning measurement items, in intelligence tests, 5, 6
- Spearman, Charles, 11–12, 23, 322–323
  - indifference of the indicator, 32, 75–77
- stability. *See* emotional stability
- standard deviation
  - in descriptive statistics, 13
  - in intelligence tests, 8
- standardized test scores, IQ and, 200
- Stanford-Binet Test, 22, 36
  - content of, 81
- statistical methodology, 13–20
  - Cohen's *d*, 17–19
    - expressed values, 17
  - correlation coefficient, 13–17
    - restriction of range, 17
  - scatterplots, 14, 15, 16
  - descriptive statistics, 13
    - mean in, 13
    - standard deviation in, 13
    - variability in, 13
    - variance in, 13
  - factor analysis, 19–20
    - confirmatory, 19
    - exploratory, 19
- stereotype threat
  - on African Americans, 273–274
  - criticisms of, 275–277
    - environmental differences, 275–276
  - on elderly, 275
  - on females, 275, 279
  - future of, 280
  - IQ scores and, 275–276
  - replication crisis and, 278–280
    - statistical power probability, 279
  - SAT scores and, 275
- Sternberg, Robert, 25, 62–69. *See also* practical intelligence
  - on analytical intelligence, 63–64
- Stratum I abilities, 147–148, 344
- Stratum II abilities, 22, 37–38, 147–148, 343–344
  - sex differences with, 240–241
- “street smarts” as practical intelligence, 63
- Strengthening Mental Abilities with Relational Training (SMART) program, 145–146
- student-athletes, 190–191
- Study of Mathematically Precocious Youth (SMPY), 201–202, 225–226
  - “success sequence,” 328
- tacit knowledge, in practical intelligence, 63
- Terman, Lewis, 22, 157, 307
  - Genetic Studies of Genius, 200–201
  - Stanford-Binet Test, 22
- test bias
  - in intelligence research, 24
  - in intelligence testing, against diverse populations, 91–94
    - African American students and, 96
    - criticism of, 94–102
    - cultural appropriateness as factor in, 94
    - definition of, 91–93
    - fairness and, 102–103
    - identification procedures for, 93–94
    - immigrant populations and, 98–102, 103
    - IQ scores, distribution of, 91
    - lawsuits over, 93–94
    - limited scope of, 92–93
    - professional reactions to, 93–94
    - public perceptions about, 90–91
    - through test content, 94–98
      - as tool of oppression, 98–102
    - publication bias, 277–278, 279–280
- Test of Functional Health Literacy of Adults (TOFHLA), 74–75
- test of measurement variance, in hereditarian hypothesis, 253–255
- test-taking abilities, intelligence tests and, 202–203
  - g concept and, 202–203
- test-taking strategies, for intelligence tests, 202–203
- thinking ability. *See also* reasoning
  - emotional intelligence and, 230
- threshold hypothesis, 224–228
  - educational outcomes, 225–226
  - emotional outcomes, 226–227
  - MENSA, 226
  - occupational outcomes, 225–226
  - overexcitabilities in, 226–227
  - research into, limitations of, 227
  - social outcomes, 226–227
  - testing of, 224–225
- Thurstone, L. L., 23
- TOFHLA. *See* Test of Functional Health Literacy of Adults
- training hypothesis, 214
- traits. *See* personality traits

- triarchic theory of intelligence, 63–64  
 componential subtheory in, 63  
 contextual subtheory in, 63–64  
 experiential subtheory in, 63  
 true scores, for intelligence tests, 85–86  
 Tuskegee Syphilis Study, 288, 289
- United States (U.S.)  
 eugenics movement in, 298–299, 305–306  
 Every Student Succeeds Act, 170  
 No Child Left Behind Act, 170  
 Project 100,000, 329–330
- very high intelligence. *See* high IQ groups  
 vocabulary items, in intelligence tests, 2–3
- Warne's First Law of Behavioral Interventions,  
 163–164
- weighting of grades, 189
- Weschler, David, 22
- Weschler Intelligence Scale for Children  
 (WISC), 33–34, 95
- Weschler-Bellevue Test, 22
- Western culture, intelligence concept influenced  
 by, 46–49
- Williams, Robert L., 96–97
- WISC. *See* Weschler Intelligence Scale for  
 Children
- within-group heritability, 251, 339
- Wonderlic Personnel Test (WPT), 65
- working memory, brain training and, 144
- workplace, intelligence in  
 compensation for low IQ groups, 213–214  
 early research on, 205–207  
 Army Alpha/Beta tests, 205–207  
 intelligence tests in, 212–213  
 in *Griggs v. Duke Power Co.*,  
 212–213  
 for job knowledge, 213  
 job complexity and  
 correlation with intelligence, 207  
 job performance and, 210  
 job performance and, 207–211  
 exceptions with, 209  
 IQ and, 211  
 job complexity and, 210  
 meta-analysis and, 209  
 predictors of, 210  
 job prestige and, correlation with, 207  
 in military, 205–207  
 Army Alpha/Beta tests, 205–207  
 misconceptions about, 204  
 training hypothesis and, 214
- World War II, harm from scientific research  
 during, 287–288
- WPT. *See* Wonderlic Personnel Test
- X-factor, for intelligence, 265–266  
 burden of proof for, 271  
 discrimination as, 266–268  
 Flynn effect, 270  
 involuntary minority status as,  
 268–270  
 parsimony and, 271  
 racism as, 266–268  
 unknown, 270–271
- Yerkes, Robert, 22