The 26 chapters of this book bring together a series of studies stemming from Spearman’s research into human abilities.

Several chapters provide evidence supporting the use of Raven’s Progressive Matrices in research. These chapters demonstrate that the psychological construct “meaning-making ability” is, from a scientific point of view, every bit as secure as “hardness” in the field of mineralogy. The test works – scales – in nearly the same way in most cultures and sub-cultures. Cultural differences and change in performance across generations must, therefore, be explained, not dismissed. Other chapters show that most of the commonly proffered explanations for these differences simply do not stand up to scientific analysis.

The insights that emerge are not limited to work with the Progressive Matrices. It is made clear, for example, that fundamental problems exist in current approaches to the measurement of change in human abilities. Most conclusions drawn from intervention outcome studies comparing treatment effects in the “more” vs. “less” able (e.g., educational enrichment programmes) are, it emerges, fatally flawed.

Other chapters reprise Spearman’s critique of the dominant measurement paradigm in psychology. Spearman understood that a factorial model of ability was inadequate, noting that “every normal man, woman and child is a genius at something” but that this could not be demonstrated using tests developed within the current psychometric framework. Likewise, he noted that the tests from which his $g$ had emerged “have no place in schools” because they do not recognise the diverse talents that teachers have a responsibility to nurture.

Other chapters show that most evaluations of people and programmes (and sometimes used to promote “evidence based treatments”) are both unscientific and could even be considered unethical. The core problem is that we currently pay too little attention to the comprehensiveness of assessments.

Chapters concerned with these issues develop an alternate framework which captures variance that is typically lost, and summarise research showing how a diversity of talents can nurtured, recognised, and utilised in developmental environments in homes, schools, and workplaces.
PART I: Introduction to the *Raven Progressive Matrices* Tests: Conceptual Basis, Measurement Model, and a Few Findings

**Chapter 1:** General Introduction and Overview: The *Raven Progressive Matrices* Tests: Their theoretical Basis and Measurement Model. John Raven.

**Chapter 2:** Linking Psychometric and Cognitive-Developmental Frameworks for thinking about Intellectual Functioning. Irene Styles.


**Chapter 3:** The Need for, and Development of, the SPM Plus. John Raven.

**Chapter 4:** The Romanian Standardisation of the SPM Plus: Sample and General Results. Anca Dobrean.

**Chapter 5:** Using the Romanian Data to Replicate the IRT-based Item Analysis of the SPM+: Striking Achievements, Pitfalls, and Lessons. John Raven, Joerg Prieler, and Michael Benesch.

**Chapter 6:** Lessons Learned while Developing a Romanian Version of the Mill Hill Vocabulary Test. John Raven.

**Chapter 7:** Problems in the Measurement of Change (With Particular Reference to Individual Change [Gain] Scores) and Their Potential Solution Using IRT. Joerg Prieler and John Raven.

PART III: Stability and Change in RPM Norms Across Time and Culture

**Chapter 8:** Stability and Change in Norms Over Time and Culture: The Story at the Turn of the Century. John Raven.

**Chapter 9:** Does the “Flynn Effect” Invalidate the Interpretation Placed on Most of the Data Previously Believed to Show a Decline in Intellectual Abilities with Age? Francis Van Dam and John Raven.

**Chapter 10:** The Standardisation of all the main Raven *Progressive Matrices* tests in Slovenia. Dusica Boben.

**Chapter 11:** The Lithuanian Standardisation of the *Coloured Progressive Matrices* in an International Context. Gražina Gimiliūnė, Dovilė Butkienė, and John Raven.

**Chapter 12:** The *Standard Progressive Matrices* in Turkey. Ekrem Duzen.

**Chapter 13:** Kuwaiti norms for the Classic SPM in an International Context. Ahmed Abdel-Khalek and John Raven.

**Chapter 14:** The *Coloured Progressive Matrices* in South Africa. Adien Linstrom, John Raven, and Jean Raven, in collaboration with Jopie van Rooyen and Partners.

**Chapter 15:** Raven’s *Standard and Advanced Progressive Matrices* among Adults in South Africa. Nicola Taylor.

**Chapter 16:** *Standard Progressive Matrices* Norms for Indian Tribal Areas. C. G. Deshpande and V. Patwardhan.

**Chapter 17:** The *Standard Progressive Matrices* in Pakistan. Riaz Ahmad, Sarwat J. Khanam, and Zaeema Riaz.

PART IV Outstanding Conceptual and Measurement Issues

**Chapter 18:** Asian Americans: Achievement Well Beyond IQ. Jim Flynn.

**Chapter 19:** Intelligence, Engineerered Invisibility, and the Destruction of Life on Earth. John Raven.

**Chapter 20:** Psychometrics, Cognitive Ability, and Occupational Performance. John Raven.

PART V: Emerging Applications

**Chapter 21:** Predicting Driver Behaviour. Joerg Prieler.

**Chapter 22:** Detection of Malingering on Raven’s *Standard Progressive Matrices*: A Cross-Validation. R. Kim McKinzy, Marvin H. Podd, Mary Ann Krebbiel, and John Raven.

**Chapter 23:** Detection of Children’s Malingering on Raven’s *Standard Progressive Matrices*. R. Kim McKinzy, Jörg Prieler, and John Raven.

PART VI: Some Outstanding Ethical Issues

**Chapter 24:** Too Dumb to Die: Mental Retardation Meets the Death Penalty. R. Kim McKinzy.

**Chapter 25:** Excerpts from *How to Defend Humane Ideals*. Jim Flynn.

**Chapter 26:** Social Cage (Socio-Economic Status and Intelligence in Hungary). Balazs Klein, Sandor Klein, Kalman Joubert, and Gyula Gyenis.