



Memory and Intelligence (Psychology Revivals)

Jean Piaget, Bärbel Inhelder

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In the course of their researches for *Mental Imagery in the Child* (1971), the authors came to appreciate that action may be more conducive to the formation and conservation of images than is mere perception. This raised the problem of memory and its relation to intelligence, which they examine in this title, originally published in English in 1973.

Through the analysis primarily of the child's capacity for remembering additive and multiplicative logical structures, and his remembrance of causal and spatial structures, the authors investigate whether memories pursue their own course, regardless of the intelligence or whether, in specified conditions, mnemonic improvements may be due to progress in intelligence. They examine the relationship between the memory's figurative aspects (from perceptive recognition to the memory-image) and its operational aspects (the schemata of the intelligence), and stress the fundamental significance of the mnemonic level known as the 'reconstructive memory'. This was a pioneering work at the time, presenting illuminating conclusions drawn from extensive research, together with a number of constructive ideas which opened up a fresh approach to an important area of educational psychology.

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