
Contents

Foreword by Jean Piaget v
Preface by Charles Zwingmann vii
Acknowledgments ix
Introduction by Bärbel Inhelder 1

ONE: *Theoretical Aspects* 9

1. Piaget's Theory 11
JEAN PIAGET

2. The Gaps in Empiricism 24
JEAN PIAGET AND BÄRBEL INHELDER

3. Information Processing Tendencies in Recent Experiments in
Cognitive Learning—Theoretical Implications 36
GUY CELLÉRIER

4. Biology and Cognition 45
JEAN PIAGET

5. The Affective Unconscious and the Cognitive Unconscious 63
JEAN PIAGET

6. The Development of the Concepts of Chance and Probability in Children 72
BÄRBEL INHELDER

TWO: *Experiments in Cognitive Development* 87

7. Identity and Conservation 89
JEAN PIAGET
8. Memory and Intelligence in the Child 100
BÄRBEL INHELDER
9. Information Processing Tendencies in Recent Experiments in Cognitive Learning—Empirical Studies 121
BÄRBEL INHELDER
10. Operational Thought and Symbolic Imagery 134
BÄRBEL INHELDER
11. The Sensorimotor Origins of Knowledge 150
BÄRBEL INHELDER
12. The Development of Systems of Representation and Treatment in the Child 166
PIERRE MOUNOUD

THREE: *Developmental Approach to Language* 187

13. Developmental Psycholinguistics 189
HERMINE SINCLAIR
14. Epistemology and the Study of Language 205
HERMINE SINCLAIR

FOUR: *Psychopathology* 219

15. Some Pathologic Phenomena Analyzed in the Perspective of Developmental Psychology 221
BÄRBEL INHELDER
16. Operatory Thought Processes in Psychotic Children 228
BÄRBEL INHELDER
17. The Cognitive Mechanisms Underlying Problem-Solving in Psychotic and Mentally Retarded Children 234
ELSA SCHMID-KITSIKIS

FIVE: *Cross-Cultural Research* 257

18. Need and Significance of Cross-Cultural Research in Genetic Psychology 259

JEAN PIAGET

19. Piaget's Theory of Cognitive Development and Individual Differences 269

MAGALI BOVET

References 281

Author Index 289

Subject Index 295