

Приложение В.

Библиография

- Albert, K., & Runco, M. (1986). The achievement of eminence: A model based on a longitudinal study of exceptionally gifted boys and their families. In R. Sternberg & J. Davidson (Eds.), *Conceptions of giftedness* (pp. 332–357). New York: Cambridge University Press.
- Amabile, T. (1983). *The social psychology of creativity*. New York: Springer-Verlag.
- Anderson, M. (1987). Inspection time and the development of intelligence. Paper delivered to British Psychological Society Conference, Sussex University, England.
- Arnheim, R. (1969). *Visual thinking*. Berkeley: University of California Press. Arts, Education, and the Americans. (1977). *Coming to our senses*. New York: McGraw-Hill.
- Ascher, C. (1988). Improving the school-home connection for poor and minority urban students. *Urban Review*, 20, 10923.
- Bailyn, B. (1960). *Education in the forming of American society*. Chapel Hill: University of North Carolina Press.
- Bamberger, J. (1982a). Growing up prodigies: The midlife crisis. In D. Feldman (Ed.), *Developmental approaches to giftedness and creativity: New directions for child development*, vol. 17, pp. 61–78). San Francisco: Jossey-Bass.
- Bamberger, J. (1982b). Revisiting children's drawings of simple rhythms: A function reflection-in-action. In S. Strauss (Ed.), *U-shaped behavioral growth*. New York: Academic Press.
- Barron, F. (1969). *Creative person and creative process*. New York: Holt, Rinehart and Winston.

- Bennis, W., & Biederman, P.W. (1997). *Organizing genius: The secrets of creative collaboration*. Reading, MA: Addison-Wesley.
- Bereiter, C. (1985). The changing face of educational disadvantage. *Phi Delta Kappan*, 66, 538–541.
- Berger, R. (1991). Building a school culture of high standards: A teacher's perspective. In V. Perrone (Ed.), *Expanding student assessment* (pp. 32–39). Alexandria, VA: Association for Supervision and Curriculum Development.
- Bijou, S., & Baer, D. (1965). *Child development*. New York: Appleton-Century-Crofts.
- Binet, A., & Simon, T. (1905). Methodes nouvelles pour le diagnostique du niveaux intellectuel des anormaux [New methods for the diagnosis of the intellectual level of the abnormal]. *L'annee psychologique*, 11, 236–245.
- Brainerd, C. (1978). The stage question in cognitive-developmental theory. *Behavioral and Brain Sciences*, 2, 1213–1273.
- Bransford, J.D., Franks, J.J., Vye, N.J., & Sherwood, R.D. (1989). New approaches to instruction: Because wisdom can't be told. In S. Vosniadou & A. Ortony (Eds.), *Similarity and analogical reasoning* (pp. 470–497). New York: Cambridge University Press.
- Brembeck, C. (1978). Formal education, non-formal education, and expanded conceptions of development. Occasional paper No. 1. East Lansing, MI: Non-formal Education Information Center, Institute for International Studies in Education, Michigan State University.
- Brookover, W.B. (1985). Can we make schools effective for minority students? *Journal of Negro Education*, 54, 257–268.
- Brown, J.S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18 (1), 32–42.
- Brown, N. (1987 Aug). Pivotal points in artistic growth. Presentation at the 1987 Arts PROPEL summer workshop, Pittsburgh, PA.
- Brown, R., & Herrstein, R. (1975). *Psychology*. Boston: Little, Brown.
- Bruner, J.S. (1990) *Acts of meaning*. Cambridge: Harvard University Press.
- Buros, O.K. (Ed.). (1938). *The 1938 mental measurements yearbook*. Highland Park, NJ: Gryphon Press.
- Burton, J., Lederman, A., & London, P. (Eds.). (1988). *Beyond DBAE: The case for multiple visions of art education*. Dartmouth, MA: University Council on Art Education.

- Callahan, R. (1962). *Education and the cult of efficiency*. Chicago: University of Chicago Press.
- Carroll, J.B. (1993). *Human cognitive abilities: A survey of factor analytic techniques*. New York: Cambridge University Press.
- Carson, A.D. (1998). The relation of self-reported abilities to aptitude test scores: A replication and extension. *Journal of Vocational Behavior*, 53, 353–371.
- Cascio, W.F. (1995). Whither industrial and organizational psychology in a changing world of work? *American Psychologist*, 50, 928–939.
- Case, R. (1985). *Intellectual development: Birth to adolescence*. New York: Academic Press.
- Ceci, S.J. (1990). *On intelligence . . . more or less: A bio-ecological theory of intellectual development*. Englewood Cliffs, NJ: Prentice-Hall.
- Chen, J.-Q., & Gardner, H. (2005). Assessment based on multiple intelligences theory. In D. Flanagan & P. Harrison (Eds.), *Contemporary intellectual assessment: Theories, tests, and issues*, 2nd ed. New York: Guilford Press.
- Chideya, F. (1991, Dec 2). Surely for the spirit, but also for the mind. *Newsweek*, p. 61.
- Chubb, J.E. (1988). Why the current wave of school reform will fail. *Public Interest*, 90, 29–49.
- Cochran, M. (1987). The parental empowerment process: Building on family strengths. *Equity and Choice*, 4 (1), 9–23.
- Cohen, B.N. (2003). Applying existential theory and intervention to career decision-making. *Journal of Career Development*, 29 (3), 195–210.
- Collins, A., & Brown, J.S. (1988, April). Cognitive apprenticeship and social interaction. Paper presented at the American Educational Research Association, New Orleans.
- Collins, A., Brown, J.S., & Newman, S.E. (1989). Cognitive apprenticeship: Teaching the craft of reading, writing, and mathematics. In L. Resnick (Ed.), *Cognition and instruction: Issues and agendas*. Hillsdale, NJ: Lawrence Erlbaum.
- Comer, J. (1980). *School power*. New York: Free Press.
- Comer, J. (1984). Home-school relationships as they affect the academic success of children. *Education and Urban Society*, 16, 323–337.

- Comer, J. (1988a, Aug). The social factor. *New York Times*, "Education Life," 27–31.
- Comer, J. (1988b). Educating poor minority children. *Scientific American*, 259 (5), 42–48.
- Conkey, C. (2005, March 17). It's all relative: Songs to make physics easier. *Wall Street Journal*, p. B1.
- Connell, M.W., Sheridan, K., & Gardner, H. (2003). On abilities and domains. In R.J. Sternberg & E. Grigorenko (Eds.), *Perspectives on the psychology of abilities, competencies, and expertise* (pp. 126–155). New York: Cambridge University Press.
- Conner, J., & Plasman, J. (2003). Gaining the advantages of team intelligence. *HR, Human Resources Planning*, 26 (3), 8.
- Coreil, C. (Ed.). (2003). *Multiple intelligences, Howard Gardner, and new methods in college teaching*. Papers from the fifth annual Urban Conference: Pedagogical Innovations in Higher Education. Jersey City: New Jersey City University.
- Coren, S. (1994). *The intelligence of dogs: Canine consciousness and capabilities*. New York: Free Press.
- Coy, P. (2004, March 22). The future of work: Flexible, creative, and good with people? You should do fine in tomorrow's job market. *Business Week*, 50–52.
- Cronbach, L. (1984). *Essentials of psychological testing*. New York: Harper and Row.
- Cronbach, L., & Snow, R. (1977). *Aptitudes and instructional methods*. New York: Irvington.
- Cross, K.P., & Angelo, T. (1988). *Classroom assessment techniques: A handbook for faculty*. Ann Arbor, MI: National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTL).
- Csikszentmihalyi, M. (1988a). Society, culture, and person: A systems view of creativity. In R.J. Sternberg (Ed.), *The nature of creativity* (pp. 325–339). New York: Cambridge University Press.
- Csikszentmihalyi, M. (1988b). Motivation and creativity: Towards a synthesis of structural and energistic approaches to cognition. *New Ideas in Psychology*, 6 (2), 159–176.
- Csikszentmihalyi, M. (1990a). Literacy and intrinsic motivation. *Daedalus*, 119 (2), 115–140.

- Csikszentmihalyi, M. (1990b). *Flow*. New York: HarperCollins.
- Csikszentmihalyi, M. (1996). *Creativity*. New York: HarperCollins.
- Csikszentmihalyi, M., & Robinson, R. (1986). Culture, time, and the development of talent. In R. Sternberg (Ed.), *Conceptions of giftedness* (pp. 264–284). New York: Cambridge University Press.
- Csikszentmihalyi, M., Rathunde, K., & Whalen, S. (1993). *Talented teenagers: The roots of success and failure*. New York: Cambridge University Press.
- Dagley, J.C., & Salter, S.K. (2004). Practice and research in career counseling and development—2003. *Career Development Quarterly*, 53 (2), 157–998.
- Damasio, A. (2003). Panelist on “Does evidence from the neurosciences support the theory of multiple intelligences?” Annual Meeting of the American Educational Research Association, Chicago, April 21, 2003.
- Damon, W. (1990). Reconciling the literacies of generations. *Daedalus*, 119 (2), 33–53.
- Darwin, C. (1859). *On the origin of species*. London: John Murray.
- Davis, J. (1996). *The MUSE book*. Cambridge, MA: Harvard University Graduate School of Education, Project Zero.
- Davis, J. (2005). *Framing education as art*. New York: Teachers College Press.
- Dawis, R.V. (1996). Vocational psychology, vocational adjustment, and the workplace. *Psychology, Public Policy, and Law*, 2 (2), 229–248.
- Dewey, J. (1938). *Experience and education*. New York: Collier.
- Dewey, J. (1959). *Art as experience*. New York: Capricorn.
- Diaz-Lefebvre, R., et al. (1998, Jan). What if they learn differently: Applying multiple intelligences theory in the community college. *Leadership Abstracts*, 11 (1). Available from the League for Innovation in the Community College, 26522 La Alameida, Ste. 370, Mission Viejo, CA 92691.
- Dobbs, S. (Ed.). (1988). *Research readings for discipline-based art education: A journey beyond creating*. Reston, VA: National Art Education Association.
- Edmonds, R. (Ed.). *A discussion of the literature and issues related to effective schooling*. Cambridge, MA: Harvard University, unpublished manuscript.

- Eisner, E. (1987). *The role of discipline-based art education in America's schools*. Los Angeles: Getty Center for Education in the Arts.
- Ellis, A.P.J., Hollenbeck, J.R., Ilgen, D.R., Porter, C.O.L.H., West, B.J., & Moon, H. (2003). Team learning: Collectively connecting the dots. *Journal of Applied Psychology*, 88 (5), 821–835.
- Ewens, T. (1988). Flawed understandings: On Getty, Eisner, and DBAE. In J. Burton, A. Lederman, & P. London (Eds.), *Beyond DBAE: The case for multiple visions of art education* (pp. 5–25). North Dartmouth, MA: University Council on Art Education.
- Eysenck, H.J. (1967). Intelligence assessment: A theoretical and experimental approach. *British Journal of Educational Psychology*, 37, 81–98.
- Eysenck, H.J. (1979). *The nature and measurement of intelligence*. New York: Springer-Verlag.
- Feldman, D.H. (1980). *Beyond universals in cognitive development*. Norwood, NJ: Ablex.
- Feldman, D.H. (with Goldsmith, L.). (1986). *Nature's gambit*. New York: Basic Books.
- Feldman, D.H., & Gardner, H. (1989). *Project Spectrum: July 1987–June 1989* (Final Annual Report to the Spencer Foundation).
- Feyerherm, A.E., & Rice, C.L. (2002). Emotional intelligence and team performance: The good, the bad and the ugly. *International Journal of Organization Analysis*, 10 (4), 343–363.
- Fischer, K.W. (1980). A theory of cognitive development. *Psychological Review*, 87, 477–531.
- Fisher, K., & Fisher, M.D. (1998). *The distributed mind: Achieving high performance through the collective intelligence of knowledge work teams*. New York: AMACOM.
- Fodor, J. (1983). *Modularity of mind*. Cambridge, MA: MIT Bradford Press.
- Fordham, S., & Ogbu, J. (1986). Black students' school success: Coping with the "burden of acting white." *Urban Review*, 18, 176–206.
- Fredericksen, J.R., & Collins, A. (1989). A systems theory of educational testing. *Educational Researcher*, 18 (9), 27–32.
- Gallwey, T. (1976). *Inner tennis*. New York: Random House.
- Gardner, H. (1973). *The arts and human development*. New York: Wiley.

- Gardner, H. (1975). *The shattered mind*. New York: Vintage.
- Gardner, H. (1980). *Artful scribbles*. New York: Basic Books.
- Gardner, H. (1982). *Art, mind, and brain*. New York: Basic Books.
- Gardner, H. (1983a). Artistic intelligences. In S. Dobbs (Ed.), *Art and the mind* [special issue]. *Art Education*, 36 (2), 47–49.
- Gardner, H. (1983b). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Gardner, H. (1985). *The mind's new science*. New York: Basic Books.
- Gardner, H. (1986a). Notes on cognitive development: Recent trends, future prospects. In S. Friedman, K. Klivington, & R. Peterson (Eds.), *The brain, cognition, and education*. New York: Academic Press.
- Gardner, H. (1986b). The development of symbolic literacy. In M.Wrolstad & D. Fisher (Eds.), *Toward a greater understanding of literacy*. New York: Praeger.
- Gardner, H. (1988a). Creative lives and creative works: A synthetic scientific approach. In R.J. Steinberg (Ed.), *The nature of creativity* (pp. 298–321). New York: Cambridge University Press.
- Gardner, H. (1988b). Creativity: An interdisciplinary perspective. *Creativity Research Journal*, 1, 8–26.
- Gardner, H. (1989a). Balancing specialized and comprehensive knowledge: The growing educational challenge. In T.J. Sergiovanni & J.H. Moore (Eds.), *Schooling for tomorrow: Directing reforms to issues that count* (pp. 148–165). Boston: Allyn & Bacon.
- Gardner, H. (1989b). *To open minds: Chinese clues to the dilemma of contemporary education*. New York: Basic Books.
- Gardner, H. (1989c). The school of the future. In J. Brockman (Ed.), *Ways of knowing: The reality club #3*. Englewood Cliffs, NJ: Prentice-Hall.
- Gardner, H. (1989d). Zero-based arts education: An introduction to Arts PROPEL. *Studies in Art Education*, 30 (2), 71–83.
- Gardner, H. (1990a). *Arts education and human development*. Los Angeles: Getty Center for Education in the Arts.
- Gardner, H. (1990b). The assessment of student learning in the arts. Paper presented at the conference on assessment in arts education, Holland, December 1990.
- Gardner, H. (1991a). Assessment in context: The alternative to standardized testing. In B.R. Gifford & M.C. O'Connor (Eds.), *Changing assessments:*

- Alternative views of aptitude, achievement, and instruction* (pp. 77–120). Boston: Kluwer.
- Gardner, H. (1991b). Intelligence in seven phases. Paper delivered at the Centennial of the Harvard Graduate School of Education, September 1991.
- Gardner, H. (1991c). *The unschooled mind: How children learn, and how schools should teach*. New York: Basic Books.
- Gardner, H. (1993). *Creating minds: An anatomy of creativity seen through the lives of Freud, Einstein, Picasso, Stravinsky, Eliot, Graham, and Gandhi*. New York: Basic Books.
- Gardner, H. (1995a). *Leading minds*. New York: Basic Books.
- Gardner, H. (1995b, Nov). Reflections on multiple intelligences: Myths and messages. *Phi Delta Kappan*, 77 (3), 200–209.
- Gardner, H. (1997). *Extraordinary minds*. New York: Basic Books.
- Gardner, H. (1999a). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.
- Gardner, H. (1999b). *The disciplined mind*. New York: Simon and Schuster.
- Gardner, H. (2000). Project Zero: Nelson Goodman's legacy in arts education. *Journal of Aesthetics and Art Criticism*, 58 (3), 245–249.
- Gardner, H. (2004a). Audiences for the theory of multiple intelligences. *Teachers College Record*, 106 (111), 212–219.
- Gardner, H. (2004b). *Changing minds*. Boston: Harvard Business School Press.
- Gardner, H., Csikszentmihalyi, M., & Damon, W. (2001). *Good work: When excellence and ethics meet*. New York: Basic Books.
- Gardner, H., Feldman, D., & Krechevsky, M. (Eds.) (1998). *Project Spectrum: Frameworks for early childhood education*. New York: Teachers College Press.
- Gardner, H., & Hatch, T. (1989). Multiple intelligences go to school. *Educational Researcher*, 18, 4–10.
- Gardner, H., Howard, V., & Perkins, D. (1974). Symbol systems: A philosophical, psychological, and educational investigation. In D. Olson (Ed.), *Media and symbols*. Chicago: University of Chicago Press.
- Gardner, H., Kornhaber, M., & Wake, W. (1996). *Intelligence: Multiple perspectives*. Fort Worth, TX: Harcourt, Brace.

- Gardner, H., & Perkins, D. (Eds.). (1988). Art, mind, and education. *Journal of Aesthetic Education* [special issue on Project Zero], 22 (1).
- Gardner, H., & Winner, E. (1982). First intimations of artistry. In S. Strauss (Ed.), *U-shaped behavioral growth*. New York: Wiley.
- Gardner, H., & Wolf, C. (1988). The fruits of asynchrony: Creativity from a psychological point of view. *Adolescent Psychiatry*, 15, 106–123.
- Garriga, M. (2004, March 20). Shaping skills. *New Haven Registry*, p. B1.
- Geary, D.C. (2005). *The origin of mind: Evolution of brain, cognition, and general intelligence*. Washington, DC: American Psychological Association.
- Gelman, R. (1978). Cognitive development. *Annual Review of Psychology*, 29, 297–332.
- Getty Center for Education in the Arts. (1986). *Beyond creating: The place for art in American schools*. Los Angeles: J. Paul Getty Trust.
- Getzels, J.W., & Csikszentmihalyi, M. (1976). *The creative vision: A longitudinal study of problem finding in art*. New York: John Wiley and Sons.
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
- Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. Boston: Little, Brown.
- Gladwin, T. (1970). *East is a big bird: Navigation and logic on a Puluway atoll*. Cambridge, MA: Harvard University Press.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
- Goodman, N. (1968). *Languages of art*. Indianapolis: Bobbs-Merrill.
- Goodman, N., Perkins, D., & Gardner, H. (1972). *Summary report, Harvard Project Zero*. Available as Technical Report from Harvard Project Zero. Cambridge, MA: Harvard Graduate School of Education.
- Gottfredson, L.S. (1986). Occupational aptitude patterns map: Development and implications for a theory of job aptitude requirements. *Journal of Vocational Behavior*, 29, 254–291.
- Gould, S.J. (1981). *The mismeasure of man*. New York: Norton.

- Gould, S.J. (1989). *Wonderful life: The Burgess shale and the nature of history*. New York: Norton.
- Gruber, H. (1981). *Darwin on man*, 2nd ed. Chicago: University of Chicago Press.
- Gruber, H. (1985). Giftedness and moral responsibility: Creative thinking and human survival. In F. Horowitz & M. O'Brien (Eds.), *The gifted and talented: developmental perspectives*. Washington, DC: American Psychological Association.
- Guidici, C., Rinaldi, C., & Krechevsky, M. (Eds.). (2001). *Making learning visible: Children as individual and group learners*. Cambridge, MA: Harvard Graduate School of Education, Project Zero.
- Guilford, J.P. (1950). Creativity. *American Psychologist*, 5, 444–454.
- Guilford, J.P. (1967). *The nature of human intelligence*. New York: McGraw-Hill.
- Halberstam, D. (1972). *The best and the brightest*. Greenwich, CT: Fawcett Publications.
- Heath, S.B. (1983). *Ways with words*. New York: Cambridge University Press.
- Haley, M.H. (2004). Learner-centered instruction and the theory of multiple intelligences with second language learners. *Teachers College Record*, 106 (1), 163–180.
- Henderson, A. (1987). *The evidence continues to grow: Parent involvement improves student achievement*. Columbia, MD: National Committee for Citizens in Education.
- Herrnstein, R., & Murray, C. (1994). *The bell curve: Intelligence and class structure in American life*. New York: Free Press.
- Heubert, J. (1982). *Minimum competency testing and racial discrimination: A legal analysis, policy summary, and program review for education lawyers*. Cambridge, MA: Harvard Graduate School of Education, unpublished manuscript.
- Hoerr, T.R. (2000). *Becoming a multiple intelligences school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Hoffmann, B. (1962). *The tyranny of testing*. New York: Crow-Collier Press.

- Hofstadter, R. (1963). *Anti-intellectualism in American life*. New York: Knopf.
- Holland, J. (1997). *Making vocational choices: A theory of vocational personalities and work environments*, 3rd ed. Englewood Cliffs, NJ: Prentice-Hall.
- Houdé, O. (2004). *La psychologie de l'enfant*. Paris: Presses Universitaires de France.
- Houdé, O., & Tzourio-Mazoyer, N. (2003). Neural foundations of logical and mathematical cognition. *Nature Reviews Neuroscience*, 4 (6), 507–515.
- Hunter, J.E. (1986). Cognitive ability, cognitive aptitudes, job knowledge, and job performance. *Journal of Vocational Behavior*, 29, 340–362.
- Jackson, C. (1996). Managing and developing a boundaryless career: Lessons from dance and drama. *European Journal of Work and Organizational Psychology*, 5 (4), 617–628.
- Jackson, P. (1987). Mainstreaming art: An essay on discipline based arts education. *Educational Researcher*, 16, 39–43.
- Jacques, E. (1989). *Requisite organization*. Arlington, VA: Cason Hall.
- Jensen, A.R. (1980). *Bias in mental testing*. New York: Free Press.
- Jensen, A.R. (1987). Individual differences in the Hick paradigm. In P. Vernon (Ed.), *Speed of information processing and intelligence*. Norwood, NJ: Ablex.
- Johnson-Laird, P.N. (1983). *Mental models*. Cambridge, MA: Harvard University Press.
- John-Steiner, V. (2000). *Creative collaboration*. New York: Oxford University Press.
- Kagan, J., & Kogan, N. (1970). Individual variation in cognitive processing. In P. Mussen (Ed.), *Handbook of child psychology*. New York: Wiley.
- Kallenbach, S., & Viens, J. (2004). Open to interpretation: MI theory in adult literacy education. *Teachers College Record*, 106 (1), 58–66.
- Kammeyer-Mueller, J.D., & Wanberg, C.R. (2003). Unwrapping the organizational entry process: Disentangling multiple antecedents and their pathways to adjustment. *Journal of Applied Psychology*, 88 (5), 779–794.

- Kaplan, E. (1983). Process and achievement revisited. In S.Wapner & B. Kaplan (Eds.), *Toward a holistic developmental psychology*. Hillsdale, NJ: Lawrence Erlbaum.
- Kaplan, J.A., & Gardner, H. (1989). Artistry after unilateral brain disease. In F. Boller & J. Grafman (Eds.), *Handbook of neuropsychology*, vol. 2. New York: Elsevier Science Publishers.
- Keating, D. (1984). The emperor's new clothes: The "new look" in intelligence research. In R. Sternberg (Ed.), *Advances in the psychology of human intelligence*, vol. 2 (pp. 1–45). Hillsdale, NJ: Lawrence Erlbaum.
- Keller, E. (1983). *A feeling for the organism*. San Francisco: Freeman.
- Kelso, G.I. (1977). The relation of school grade to ages and stages in vocational development. *Journal of Vocational Behavior*, 10 (3), 287–301.
- Keynes, J.M. (1935). *The general theory of employment, interest, and money*. New York: Harcourt, Brace.
- Klitgaard, R. (1985). *Choosing elites*. New York: Basic Books.
- Kobayashi, T. (1976). *Society, schools, and progress in Japan*. Oxford, England: Pergamon.
- Kolodinsky, R.W., Hochwarter, W.A., & Ferris, G.R. (2004). Nonlinearity in the relationship between political skill and work outcomes: Convergent evidence from three studies. *Journal of Vocational Behavior*, 65, 294–308.
- Kornhaber, M. (1997). *Seeking strengths: Equitable identification for gifted education and the theory of multiple intelligences*. Doctoral dissertation, Harvard Graduate School of Education.
- Kornhaber, M. (2004). How many intelligences? *Education Next*, 4 (4), 6.
- Kornhaber, M.L., Fierros, E.G., & Veenema, S.A. (2004). *Multiple intelligences: Best ideas from research and practice*. Boston: Pearson/Allyn and Bacon.
- Kotter, J.P. (1990). *A force for change: How leadership differs from management*. New York: Free Press.
- Krechevsky, M., & Seidel, S. (1998). Minds at work: Applying multiple intelligences in the classroom. In R.J. Sternberg & W.M. Williams (Eds.), *Intelligence, instruction, and assessment: Theory into practice* (pp. 17–42). Mahwah, NJ: Lawrence Erlbaum Associates.

- Kuhn, T. (1962). *The structure of scientific revolutions*. Chicago: University of Chicago Press.
- Laboratory of Comparative Human Cognition. (1982). Culture and intelligence. In R. Sternberg (Ed.), *Handbook of human intelligence* (pp. 642–719). New York: Cambridge University Press.
- Lash, J. (1980). *Helen and teacher: The story of Helen Keller and Anne Sullivan Macy*. New York: Delacorte.
- Lave, J. (1977). Tailor-made experiments and evaluating the intellectual consequences of apprenticeship training. *Quarterly Newsletter of the Institute for Comparative Human Development*, 1, 1–3.
- Lave, J. (1980). What's special about experiments as contexts for thinking? *Quarterly Newsletter of the Laboratory of Comparative Human Cognition*, 2, 86–91.
- Leler, H. (1983). Parent education and involvement in relation to the schools and to parents of school-aged children. In R. Haskins & D. Adams (Eds.), *Parent education and public policy* (pp. 141–180). Norwood, NJ: Ablex.
- Levine, M. (2002). *A mind at a time*. New York: Simon and Schuster.
- LeVine, R.A., & White, M.I. (1986). *Human conditions: The cultural basis of educational development*. New York: Routledge & Kegan Paul.
- Lewin-Benham, A. (2006). *Possible schools*. New York: Teachers College Press.
- Levy, F., & Murnane, R.J. (2004). *The new division of labor: How computers are creating the next job market*. Princeton, NJ: Princeton University Press.
- Lewis, M. (Ed.) (1976). *Origins of intelligence*. New York: Plenum Press.
- Lipman, M., Sharp, A.M., & Oscanyan, F. (1990). *Philosophy in the classroom*. Philadelphia: Temple University Press.
- Liptak, A. (2005, Feb 6). Inmate's rising IQ score could mean his death. *New York Times*, p. 11.
- Lowenfeld, V. (1947). *Creative and mental growth*. New York: Macmillan.
- MacKinnon, D. (1961). Creativity in architects. In D.W. MacKinnon (Ed.), *The creative person* (pp. 291–320). Berkeley, CA: Institute for Personality Assessment Research.
- Maker, C., & Nielson, A. (1994 Fall). *Teaching/learning models of education of the gifted*. Austin, TX: Pro-Ed.

- Malkus, U., Feldman, D., & Gardner, H. (1988). Dimensions of mind in early childhood. In A.D. Pelligrini (Ed.), *The psychological bases of early childhood* (pp. 25–38). Chichester, England: Wiley.
- Marland, S.P., Jr. (1972). Our gifted and talented children: A priceless national resource. *Intellect*, 101, 6–9.
- Martin, J. (2001). *Profiting from multiple intelligences in the workplace*. Hampshire, England: Gower Publishing.
- Mayer, J.D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D.J. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3–31). New York: Basic Books.
- Menuhin, Y. (1977). *Unfinished journey*. New York: Knopf.
- Messick, S. (1988). Validity. In R. Linn (Ed.), *Educational measurement*, 3rd ed. New York: Macmillan.
- Moore, M. (2004). *Stupid white men: And other sorry excuses for the state of the nation!* New York: Regan Books.
- Moran, S., & Gardner, H. (2006). Extraordinary achievements: A developmental and systems analysis. In W. Damon (Series Ed.), *The handbook of child psychology*, 6th ed., vol. 2, D. Kuhn & R. Siegler (Eds.), *Cognition, perception and language*. New York: Wiley.
- Moran, S., & Gardner, H. (2007, in preparation). Do we need a “central intelligence agency”? In L. Meltzer (Ed.), *Understanding executive function: Implications and opportunities for the classroom*. New York: Guilford Press.
- Morgeson, F.P., Delaney-Klinger, K., Mayfield, M.S., Ferrara, P., & Campion, M.A. (2004). Self-presentation processes in job analysis: A field experiment investigating inflation in abilities, tasks, and competencies. *Journal of Applied Psychology*, 89 (4), 674–686.
- Moses, R. (2001). *Radical equations: Math literacy and civil rights*. Boston: Beacon Press.
- Neill, D.M., & Medina, N.J. (1989). Standardized testing: Harmful to educational health. *Phi Delta Kappan*, 70, 688–697.
- Neisser, U. (1983). Components of intelligence or steps in routine procedures? *Cognition*, 15, 189–197.

- Newell, A., & Simon, K.A. (1972). *Human problem-solving*. Englewood Cliffs, NJ: Prentice-Hall.
- Oakes, J. (1986a). Keeping track, part I: The policy and practice of curriculum inequality. *Phi Delta Kappan*, 68, 12–17.
- Oakes, J. (1986b). Keeping track, part 2: Curriculum inequality and school reform. *Phi Delta Kappan*, 68, 148–154.
- Ogbu, J. (1978). *Minority education and caste: The American system in crosscultural perspective*. New York: Academic Press.
- Olson, D. (1996). Towards a psychology of literacy: On the relations between speech and writing. *Cognition*, 60 (1), 83–104.
- Olson, L. (1988, Jan 27). Children flourish here: Eight teachers and a theory changed a school world. *Education Week*, 7 (18), 1, 18–19.
- Peirce, C.S. (1940). *Philosophical writings of Peirce* (J. Buchler, Ed.). London: Routledge and Kegan Paul.
- Perkins, D.N. (1981). *The mind's best work*. Cambridge, MA: Harvard University Press.
- Perkins, D.N., & Leondar, B. (Eds.). (1977). *The arts and cognition*. Baltimore: Johns Hopkins University Press.
- Piaget, J. (1950). *The psychology of intelligence*. San Diego: Harcourt Brace Jovanovich.
- Piaget, J. (1983). Piaget's theory. In P. Mussen (Ed.), *Handbook of child psychology*, vol. 1. New York: Wiley.
- Pinker, S. (1997). *How the mind works*. New York: Norton.
- Polanyi, M. (1958). *Personal knowledge*. Chicago: University of Chicago Press.
- Posner, M.I. (2004). Neural systems and individual differences. *Teachers College Record*, 106 (1), 24–30.
- Powell, A.G., Farrar, E., & Cohen, D.K. (1985). *The shopping mall high school: Winners and losers in the educational marketplace*. Boston: Houghton Mifflin.
- Prati, L.M., Douglas, C., Ferris, G.R., Ammeter, A.O., & Buckley, M.R. (2003). Emotional intelligence, leadership effectiveness, and team outcomes. *International Journal of Organizational Analysis*, 11 (1), 21–41.

- Prediger, D.J. (1999). Basic structure of work-relevant abilities. *Journal of Counseling Psychology*, 46 (2), 173–184.
- Ramos-Ford, V., Feldman, D.H., & Gardner, H. (1988). A new look at intelligence through Project Spectrum. *New Horizons for Learning*, 8 (3), 6–7, 15.
- Ravitch, D., & Finn, C. (1987). *What do our seventeen-year-olds know?* New York: Harper and Row.
- Renninger, A.K. (1988). Do individual interests make a difference? In *Essays by the Spencer Fellows 1987–1988*. Cambridge, MA: National Academy of Education.
- Renzulli, J.S. (1988). A decade of dialogue on the three-ring conception of giftedness. *Roeper Review*, 11 (1), 18–25.
- Resnick, L. (1987). The 1987 presidential address: Learning in school and out. *Educational Researcher*, 16 (9), 13–20.
- Resnick, L., & Neches, R. (1984). Factors affecting individual differences in learning ability. In R. Sternberg (Ed.), *Advances in the psychology of human intelligence*, vol. 2 (pp. 275–323). Hillsdale, NJ: Lawrence Erlbaum.
- Rogoff, B. (1982). Integrating context and cognitive development. In M. Lamb & A. Brown (Eds.), *Advances in developmental psychology*, vol. 2. Hillsdale, NJ: Lawrence Erlbaum.
- Ruth, B. (1948). *The Babe Ruth story as told to Bob Considine*. New York: American Books-Stratford Press.
- Salomon, G. (1979). *Interaction of media, cognition, and learning*. San Francisco: Jossey-Bass.
- Sarason, S. (1983). *Schooling in America: Scapegoat or salvation*. New York: Free Press.
- Sattler, J.M. (1988). *Assessment of children*, 3rd ed. San Diego: Sattler.
- Scarr, S. (1981). Testing for children. *American Psychologist*, 36, 1159–1166.
- Schaler, J. (Ed.). (2006, in press). *Gardner under fire*. Chicago: Open Court.
- Schon, D. (1984). *The reflective practitioner*. New York: Basic Books.
- Scribner, S. (1986). Thinking in action: Some characteristics of practical thought. In R. Sternberg & R.K.Wagner (Eds.), *Practical intelligence:*

- Nature and origins of competence in the everyday world.* New York: Cambridge University Press.
- Seidel, S., & Walters, J. (1991). *Five dimensions of portfolio assessment.* Cambridge, MA: Harvard Graduate School of Education, Project Zero.
- Seidel, S., Walters, J., Kirby, E., Olf, N. Powell, K., Scripp, L., & Veenema, S. (1997). *Portfolio practices: Thinking through assessment of children's work.* Washington, DC: National Education Association.
- Selge, L. (1977). *Nadia: A case of extraordinary drawing ability in an autistic child.* New York: Academic Press.
- Senge, P.M. (1992). *The fifth discipline: The art and practice of the learning organization.* New York: Random House.
- Shimizu, H. (1988). *Hito no tsunagari ["Interpersonal continuity"] as a Japanese children's cultural context for learning and achievement motivation: A literature review.* Cambridge, MA: Harvard Graduate School of Education, unpublished manuscript.
- Sizer, T. (1984). *Horace's compromise.* Boston: Houghton Mifflin.
- Smiley, J. (2004). *A year at the races: Reflections on horses, humans, love, money, and luck.* New York: Knopf.
- Snow, C.E., & Ferguson, C.A. (1977). *Talking to children: Language input and acquisition.* Cambridge, England: Cambridge University Press.
- Soldo, J. (1982). Jovial juvenilia: T.S. Eliot's first magazine: *Biography*, 5, 25–37.
- Spearman, C. (1904). "General intelligence," objectively determined and measured. *American Journal of Psychology*, 15 (2), 201–293.
- Spencer, L.M., Jr., & Spencer, S.M. (1993). *Competence at work: Models for superior performance.* New York: John Wiley and Sons.
- Squire, L. (1986). Mechanisms of memory. *Science*, 232, 1612–1619.
- Sternberg, R. (1977). *Intelligence, information processing, and analogical reasoning.* Hillsdale, NJ: Lawrence Erlbaum.
- Sternberg, R. (1985). *Beyond IQ.* New York: Cambridge University Press.
- Sternberg, R. (1988a). A three-facet model of creativity. In R.J. Sternberg (Ed.), *The nature of creativity* (pp. 125–147). New York: Cambridge University Press.
- Sternberg, R.J. (1988b). *The triarchic mind.* New York: Viking.

- Sternberg, R.J. (1996). *Successful intelligence: How practical and creative intelligence determine success in life*. New York: Simon & Schuster.
- Strauss, S. (1982). *U-shaped behavioral growth*. New York: Academic Press.
- Thomson G. (1939). *The factorial analysis of human ability*. London: University of London Press.
- Thurstone, L. (1938). *Primary mental abilities*. Chicago: University of Chicago Press.
- Tooby, J., & Cosmides, L. (1990). On the universality of human nature and the uniqueness of the individual: The role of genetics and adaptation. *Journal of Personality*, 58 (1), 17–67.
- Uzgiris, I., & Hunt, J.M. (1966). *An instrument for assessing infant intellectual development*. Urbana: University of Illinois Press.
- Vernon, P.E. (1971). *The structure of human abilities*. London: Methuen.
- Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wallach, M. (1971). *The intelligence/creativity distinction*. Morristown, NJ: General Learning Press.
- Wallach, M. (1985). Creativity testing and giftedness. In F. Horowitz & M. O'Brien (Eds.), *The gifted and talented: Developmental perspectives*. Washington, DC: American Psychological Association.
- Walters, J., & Gardner, H. (1986). The crystallizing experience: Discovering an intellectual gift. In R. Sternberg & J. Davidson (Eds.), *Conceptions of giftedness* (pp. 306–331). New York: Cambridge University Press.
- Weber, E. (2005). *MI strategies in the classroom and beyond: Using roundtable learning*. Boston: Allyn & Bacon.
- Weller, L.D. (1999). Application of the multiple intelligences theory in quality organizations. *Team Performance Management*, 5 (4), 136–142.
- White, M. (1987). *The Japanese educational challenge: A commitment to children*. New York: Free Press.
- Wilson, K.S. (1988). *The Palenque Design: Children's discovery learning experiences in an interactive multimedia environment*. Doctoral dissertation, Harvard Graduate School of Education.

- Winerip, M. (2005, April 20). Test reprieve keeps top teacher on job. *New York Times*, p. A23.
- Winn, M. (1990, April 29). New views of human intelligence. *New York Times, The Good Health Magazine*.
- Winner, E. (1982). *Invented worlds*. Cambridge, MA: Harvard University Press.
- Winner, E. (Series Ed.). (1991–1993). *Arts PROPEL handbooks*. Cambridge, MA: Educational Testing Service and Project Zero.
- Winner, E., Blank, P., Massey, C., & Gardner, H. (1983). Children's sensitivity to aesthetic properties of line drawings. In D.R. Rogers & J.A. Sloboda (Eds.), *The acquisition of symbolic skills*. London: Plenum Press.
- Winner, E., & Hetland, L. (2000). The arts and academic achievement: Evaluating the evidence for a causal link. *Journal of Aesthetic Education*, 34 (3–4), 3–10.
- Winner, E., Rosenblatt, E., Windmueller, G., Davidson, L., & Gardner, H. (1986). Children's perceptions of "aesthetic" properties of the arts: Domain specific or pan artistic? *British Journal of Developmental Psychology*, 4, 149–160.
- Wolf, D. (1988a). Opening up assessment. *Educational Leadership*, 45 (4), 24–29.
- Wolf, D. (1988b). Artistic learning: What and where is it? *Journal of Aesthetic Education*, 22 (1), 144–155.
- Wolf, D. (1989). Artistic learning as conversation. In D. Hargreaves (Ed.), *Children and the arts*. Philadelphia: Open University Press.
- Wolf, D., Davidson, L., Davis, M., Walters, J., Hodges, M., & Scripp, L. (1988). Beyond A, B, and C: A broader and deeper view of literacy. In A. Pelligrini (Ed.), *Psychological bases of early education*. Chichester, England: Wiley.
- Wolf, D., & Gardner, H. (1980). Beyond playing or polishing: The development of artistry. In J. Hausman (Ed.), *The arts and the schools*. New York: McGraw-Hill.
- Wolf, D., & Gardner, H. (1981). On the structure of early symbolization. In R. Schiefelbusch & D. Bricker (Eds.), *Early language: Acquisition and intervention*. Baltimore: University Park Press.

- Wolf, D., & Gardner, H. (Eds.). (1988). *The making of meanings*. Unpublished manuscript. Available as Harvard Project Zero Technical Report. Cambridge, MA: Harvard Graduate School of Education, Project Zero.
- Woolf, V. (1976). *Moments of being*. Sussex, England: University Press.
- Zessoules, R., Wolf, D.P., & Gardner, H. (1988). A better balance: Arts PROPEL as an alternative to discipline-based arts education. In J. Burton, A. Lederman, & P. London (Eds.), *Beyond DBAE: The case for multiple visions of art education* (pp. 117–129). Dartmouth, MA: University Council on Art Education.
- Zigler, E., & Weiss, H. (1985). Family support systems: An ecological approach to child development. In R. Rapoport (Ed.), *Children, youth, and families* (pp. 166–205). Cambridge, England: Cambridge University Press.