

Prof. Rex Li's Writings

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Title: Gardner's Study of Human Mind: What's in His Mind

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Summary/ Abstract: This paper contains a chronology of Gardner's works, his network of enterprises and an extensive list of his cases.

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Howard Gardner's Progression of the Study of Human Minds: What's in His Mind?

Note: To publish this paper, I need to scan 7 books:

- (1) Improve *The Shattered Mind*
- (2) Review *Open Minds, Unschooled Mind, Changing Minds*
- (3) Revise *Leading Minds*
- (4) Add *Synthesizing Mind, Mind, Work Life*

(A) Chronology

1973	<i>The Quest for Mind</i>	<p><i>The quest for mind: Jean Piaget, Claude Levi-Strauss, and the structuralist movement.</i> New York, NY: Knopf.</p> <ul style="list-style-type: none"> ● It can be seen that Gardner started his youthful academic journey from Piaget, Levi-Strauss and French structuralism, basically the developmental and social psychology tradition.
1976	<i>The Shattered Mind</i>	<p><i>The Shattered Mind: The Person after Brain Damage.</i> Vintage Books.</p> <ul style="list-style-type: none"> ● Gardner's work and interview in Boston VA Hospital led to this work on brain damage and language functions, focusing on aphasia.
1983	<i>Frames of Mind</i>	<p><i>Frames of mind: The theory of multiple intelligences.</i> New York, NY: Basic Books.</p> <ul style="list-style-type: none"> ● Gardner attained his fame by rewriting and reinterpreting the history of intelligence. He picked up the tradition of multiple abilities from Thurstone and Guilford and expanded it with physio – psychological findings. In a matter of years, multiple intelligences became an important approach and focus in schools worldwide.

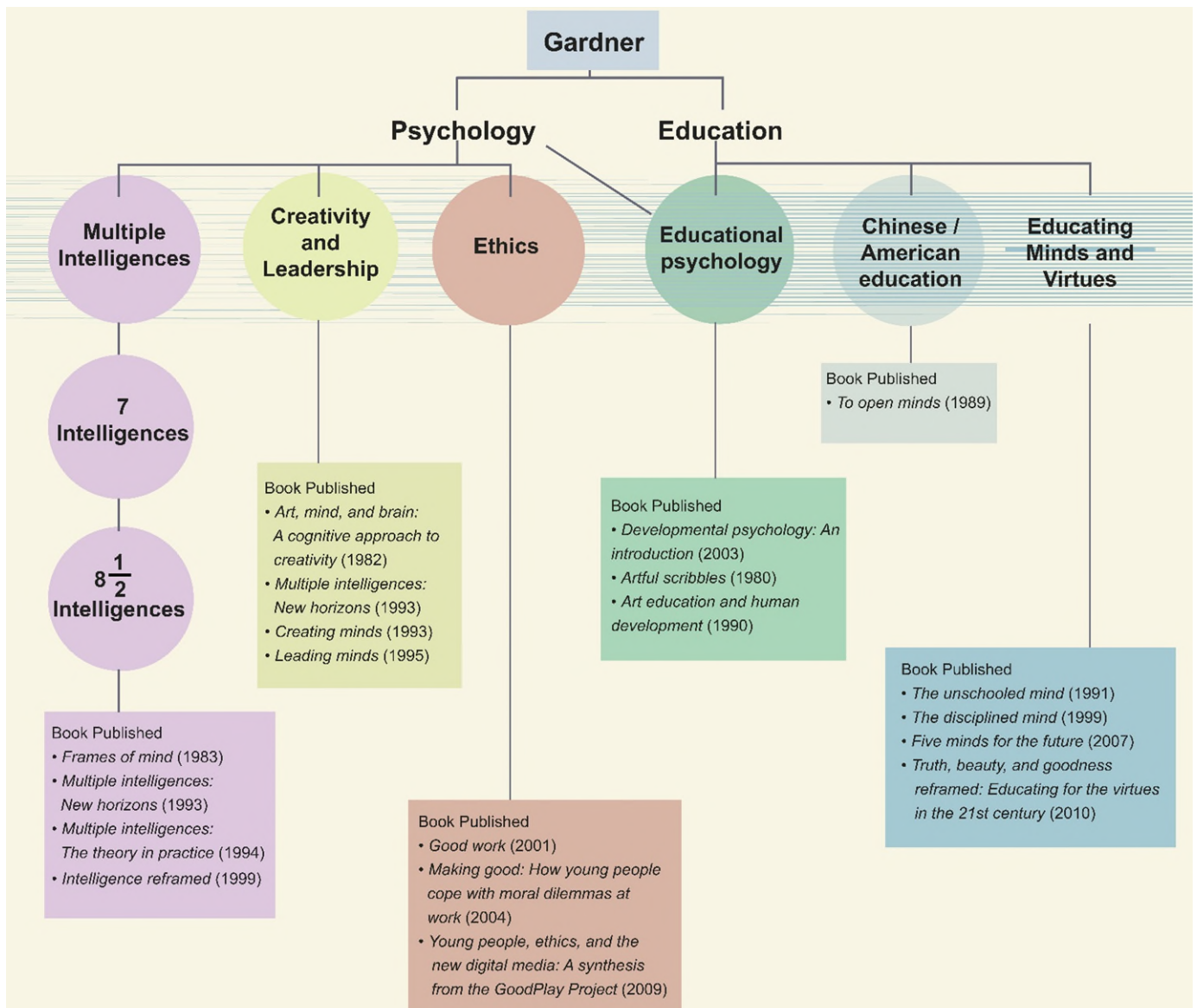
1985	<i>The Mind's New Science</i>	<p><i>The mind's new science A history of the cognitive revolution.</i> New York, NY: Basic Books.</p> <ul style="list-style-type: none"> ● Gardner, aged 42 by then, tried to summarize the emerging new cognitive science, which includes the cognitive application to psychology since 1950s and the neuro-psychological research findings since 1970s. Gardner is visionary in documenting this new science.
1989	<i>To Open Minds</i>	<p><i>To open minds: Chinese clues to the dilemma of contemporary education.</i> New York, NY: Basic Books.</p>
1991	<i>The Unschooled Mind</i>	<p><i>The unschooled mind: How children think and how schools should teach.</i> New York, NY: Basic Books</p>
1993	<i>Creating Minds</i>	<p><i>Creating minds: An anatomy of creativity seen through the lives of Freud, Einstein, Picasso, Stravinsky, Eliot, Graham, and Gandhi.</i> New York, NY: Basic Books.</p> <p>Here Gardner adopts a case study approach of seven geniuses and finds some common character traits and developmental paths among them:</p> <ul style="list-style-type: none"> ● Marginal in social milieu ● Comfortable family, away from creative center. (e.g. Paris, Vienne) ● Not much family love or affection ● A role model ● A strong-minded child but not prodigy ● Spends a decade to master the trade ● First Breakthrough appreciated by only a few peers ● Second and third breakthroughs ● Self-centered, may exploit others ● Faustian bargains ● Disastrous personal life / parenthood

1995	Leading Minds	<p><i>Leading Minds: An anatomy of leadership.</i> New York, NY: Basic Books.</p> <ul style="list-style-type: none"> ● Gardner links the study of creativity with the study of leadership to demonstrate the many similarities between traditional creators (artists and scientists) and leaders in business, politics and the military. He argues that the key to leadership is the creation of an arresting story -- one that grabs the followers' attention and inspires them to greater efforts. In portraits of wide range of leaders -- from Oppenheimer to Gandhi -- Gardner re-creates each of their stories, shows where each fits in the matrix of "leader archetypes," and reveals the ways in which they ultimately succeed or fail. "Gardner elaborates a plausible typology of leadership and identifies several core characteristics of leaders.... persuasive." <p style="text-align: right;">Source: goodreads</p>
1997	<i>Extraordinary Minds</i>	<p><i>Extraordinary minds: Portraits of exceptional individuals and an examination of our extraordinariness.</i> New York, NY: Basic Books.</p> <ul style="list-style-type: none"> ● It is another case study of Mozart, Freud, Virginia, Woolf and Gandhi, listing their extraordinary minds as the master (Mozart), the maker (Freud), the introspector (Woolf) and the influencer (Gandhi). ● From 1993 to 1997, Gardner did more than a dozen cases. Probably he had too much to say about Freud and Gandhi, the former in his ideas and latter in leadership, that he published this work. Apparently he had already accumulated too many notes ready for publication. ● After that, Gardner worked on more general and empirical studies, such as education, ethics, and collaborating with Harvard business school.

1999	<i>The Disciplined Mind</i>	<p><i>The disciplined mind: What all students should understand.</i> New York, NY: Simon and Schuster.</p> <ul style="list-style-type: none"> ● This is Gardner’s manifesto of education and his engaging romance with education, (“As a psychologist with a deep interest in education” (p.15)), in which Gardner spells out his views on education. Starting from the three virtues in philosophy of education (truth, beauty and good), Gardner developed his thoughts through psychology (brain and mind), early childhood education (preschools), understanding, multiple intelligences. He offers three idiosyncratic examples of understanding: evolution, Figaro and the holocaust. ● It is interesting to see how well this book and his views of education was received. ● See attached (p.157 - 158) for a good summary of Gardner’s view on subject disciplines and how education should practice it.
2001	<i>Good Work</i>	<p><i>Good work: When excellence and ethics meet.</i> New York, NY: Basic Books.</p> <ul style="list-style-type: none"> ● Gardner collaborated with Mihaly Csikszentmihalyi and did empirical research on good work (excellent, ethical, engaging), mostly related to 1200 researchers in science and executives in business. To be ethical in an important issue at that time because of the Enron fraudulent debacle (1998 – 2001)
2004	<i>Changing Minds</i>	<p><i>Changing minds: The art and science of changing our own and other people’s minds.</i> Boston, MA: Harvard Business School Press.</p>

2007	<i>Five Minds for the Future</i>	<p><i>Five minds for the future.</i> Boston, MA: Harvard Business School Press.</p> <ul style="list-style-type: none"> ● It is more like summarizing his 4 decades' work into 5 minds. For each mind he has one or two books or one or a few projects, except for the respectful mind. ● It appears three of the minds, disciplined, creative, ethical stand out as important pillars of Gardner's ideas, in addition to his former Multiple Intelligences. Together they form pillars starting from 1983 and continuing up to 2001. <ul style="list-style-type: none"> ■ Creating Minds (1993) ■ The Disciplined Mind (1999) ■ Ethical Mind (good work, 2001) ■ Multiple Intelligences Minds (1983) ● As for the synthesizing mind, Gardner has abundant ideas but he promises to present it as his own case study in his forthcoming memoir.
2014	<i>Mind, Work and Life</i>	<p><i>Mind, Work, and Life: A Festschrift on the Occasion of Howard Gardner's 70th Birthday, with responses by Howard Gardner (Vols. 1-2).</i> Amazon via CreateSpace Independent Publishing Platform.</p>
2020	<i>A Synthesizing Mind</i>	<p><i>A synthesizing mind: An intellectual memoir.</i> Cambridge, MA: MIT Press.</p>

(B) Gardner's Network of Enterprises



(C) Gardner's Extensive List of Cases

Gardner studied in depth many people, ideas and cases, notably

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|------|----------------------------|---|
| 1973 | <i>The Quest for Mind</i> | - Piaget |
| | | - Levi-Strauss |
| | | - Structuralism |
| 1993 | <i>Creating Minds</i> | - Freud |
| | | - Einstein |
| | | - Picasso |
| | | - Stravinsky |
| | | - T.S. Eliot (poet) |
| | | - Martha Graham (dancer) |
| | | - Gandhi |
| 1995 | <i>Leading Minds</i> | - Margaret Mead: Anthropology |
| | | - J. Robert Oppenheimer: Physics |
| | | - Robert Maynard Hutchins: Higher education |
| | | - Alfred P. Sloan, Jr., Business (General Motors) |
| | | - George Marshall, Military and Statecraft |
| | | - Pope John XXIII: Religion |
| | | - Eleanor Roosevelt: American women |
| | | - Martin Luther King, Jr.: Civil rights |
| | | - Margaret Thatcher: Political |
| | | - Jean Monnet: International leadership |
| | | - Mahatma Gandhi: International leadership |
| 1997 | <i>Extraordinary Minds</i> | - Mozart (The master) |
| | | - Freud (The maker) |
| | | - Woolf (The introspector) |
| | | - Gandhi (The influencer) |
| 1999 | <i>Disciplined Mind</i> | - Evolution |
| | | - Figaro |
| | | - Holocaust |

2007	<i>Five Minds</i>	- Discipline	- John Keats
			- Marie Curie
		- Synthesis	- Aristotle
			- Goethe
		- Creativity	- Martha Graham
			- Bill Gates
		- Ethical	- Rachel Carson
			- Jean Monnet
		- Synthesis in Biology	- Jacob Bronowski
			- Stephen Jay Gould
			- E.O. Wilson
			- Andy Grove
		- Synthesis in Business	- John Browne
			- John Reed
			- Bill Gates
		- Synthesis in Politics	- Bill Clinton

(D) My Summary

In summary, Gardner discovers and elaborates multiple intelligences, practices and lives through 4 minds, launches case and empirical studies, but eschews the spiritual and the neuro minds.