

BIBLIOGRAFIE

- Adams, M.J.** 1990. *Beginning to read: Thinking and learning about print*. Cambridge: MIT Press.
- Anderson, M.** 1992. *Intelligence and development: A cognitive theory*. Oxford: Blackwell.
- Aronoff, F.W.** 1969. *Music and young children*. New York: Holt, Rinehart & Winston.
- Ault, R.L.** 1977. *Children's cognitive development: Piaget's theory and the process approach*. New York: Oxford University Press.
- Austin J., Renwick, J. & McPherson, G.E.** 2006. Developing motivation. In G.E. McPherson (ed.). *The child as musician*. New York: Oxford University Press: 213-233.
- Bak, N.** 2004. *Completing your thesis – a Practical guide*. Pretoria: Van Schaik.
- Ball, C.H. et al.** 1971. *Towards an aesthetic education*. Washington D.C.: Music Educators National Conference.
- Bamberger, J.S.** 1991. *The mind behind the musical ear: how children develop musical intelligence*. Cambridge, MA: Harvard University Press.
- Bamberger, J.** 2005. What develops in musical development? In G.E. McPherson (ed.). *The child as musician*. New York: Oxford University Press: 70-90.
- Barrett, M.S.** 1996. Children's aesthetic decision-making: An analysis of children's musical discourse as composers. *International Journal of Music Education*, 28: 37-62.
- Begley, S.** 1996. Your child's brain. *Newsweek*, 127(8): 55-61.
- Benn, O.A.** 1964. Objectives and responsibilities in teacher education. *Music Educators Journal*, 53: 44.
- Bergethon, B., Boardman, E. & Montgomery, J.** 1986. *Musical growth in the elementary school. Fifth Edition*. New York: Halt, Rinehart & Winston.
- Bester, C.A.** 2003. *Affektiewe faktore wat met uitvoerende kuns op sekondêre skoolvlak verband hou*. DEd-verhandeling. Pretoria: Universiteit van Suid-Afrika.

- Bigler, C.L. & Lloyd-Watts, V.** 1979. *Studying Suzuki piano: more than music.* Athens: Ability Development Associates.
- Bijster, J.** 1959. *Orgelmethodiek.* Goes: Ars Nova.
- Bilhartz, T., Bruhn, R.A. & Olson, J.** 1999. The effect of early music training on child cognitive development. *Journal of Applied Developmental Psychology*, 20(4): 615-636.
- Brathwaite, A.** 1988. Suzuki training: musical growth or hindrance? *Music Educators Journal*, 75(2): 42-45.
- Brown, T.E.** 2006. *What are the effects of using the Suzuki "mother tongue" approach on learning achievement in seventh grade geography?* Unpublished project: University of Southern Indiana.
- Burrington, B.** 2006. Look how far we have come: assessing children's social and motional development throughout the school Year. *Early Childhood Today*, 20(7): 26-32.
- California State Department of Education.** 1977. *Teaching gifted children music in grades one through six.* CSDE Report, Washington.
- Calissendorff, M.** 2006. Understanding the learning style of pre-school children learning the violin. *Music Education Research*, 8(1): 83-96.
- Capps, D.** 2004. The decades of life: relocating Erikson's stages. *Pastoral Psychology*, 53(1): 27
- Chippis-Webb, J.** 1974. 'n Kritiese ondersoek na metodes en sienswyses in die orrelpedagogiek sedert 1945. MMus-verhandeling, Pretoria: Universiteit van Suid-Afrika.
- Coertzen, M.A.** 1994. 'n Kurrikulum vir klavierbordonderrig binne groepsverband vir vier- tot agtjarige kinders. MEd-verhandeling, Stellenbosch: Universiteit van Stellenbosch.
- Collins, D.R.** 2004. *Dr Shinichi Suzuki: teaching music from the heart.* Greensboro, NC: Morgan Reynolds.
- Colprit, E.J.** 2000. Observation and analysis of suzuki string teaching. *Journal of Research in Music Education*, 48(3): 206-221.
- Cook, C.A.** 1970. *Suzuki education in action.* New York: Exposition Press.

- Costa-Giomi, E.** 1999. The effects of three years of piano instruction on children's cognitive development. *Journal of Research in Music Education*, 47(3): 198-212.
- Costa-Giomi, E.** 2004. Effects of three years of piano instruction on children's academic achievement, school performance and self-esteem. *Psychology of Music*, 32(2): 139-152.
- Davidson, J.W., Howe, M.J.A., Moore, D.G. & Sloboda, J.A.** 1996. The role of parental influences in the development of musical performance. *British Journal of Development Psychology*, 14: 399-412.
- Delogu, F. & Belardinelli, M.O.** 2003-2004. Children's recognition of their musical performance. *Musicae Scientiae, Special Issue: Musical creativity: Special 10th anniversary conference issue*: 31-48.
- Demetriou, A.** 1994. *Neo-Piagetian theories of cognitive development: implications and applications for education*, edited by Michael Shayer & Anastasia Efklides. London: Routledge.
- Demetriou, A. & Raftopoulos, A.** 2004. *Cognitive developmental change: theories, models and measurement*. New York: Cambridge University Press.
- Dodson, T.A.** 1983. Developing music reading skills: Research implications. *Update*, 1(4): 3-6.
- Drake, C. & Palmer, C.** 2000. Skill acquisition in music performance: Relations between planning and temporal control. *Cognition*, 74(1): 1-32.
- Duke, R.A.** 1999. Teacher and student behavior in Suzuki string lessons: Results from the international research symposium on talent education. *Journal of Research in Music Education*, 47(4): 293-307.
- Dupré, M.** 1927. *Méthode d'Orgue*. Paris: Alphonse Leduc.
- Eggen, P. & Kauchak, D.** 1994. *Educational psychology: classroom connections*. New York: Macmillan.
- Eisner, E.W.** 1985. *The art of educational evaluation: A personal view*. London: The Falmer Press.
- English, H.B. & English, A.C.** 1958. *A comprehensive dictionary of psychological and psychoanalytic terms*. New York: Longman's Green.

- Enright, R.** 1988. *Fundamentals of organ playing : two practices*. St Louis: Concordia.
- Ericsson, K.A., & Kintsch, W.** 1995. Long-term working memory. *Psychological review*, 102: 211-245.
- Erikson, E.H.** 1959. *Identity and the life cycle*. New York: International Universities Press.
- Feierabend, J.M.** 1996. Music and movement for infants and toddlers: Naturally wonder-full. *Early Childhood Connections*, 2: 19-27.
- Feldman, D.H.** 2004. Piaget's stages: The unfinished symphony of cognitive development. *New Ideas in Psychology*, 22(3): 175-231.
- Fetterman, D.M.** 1988. *Qualitative approaches to evaluation in education: The silent scientific revolution*. New York: Praeger Publishers.
- Finnas, L.** 1987. Do young people misjudge each other's musical tastes? *Psychology of music*, 15: 162-166.
- Flavell, J.H.** 1999. Cognitive development: Children's knowledge about the mind. *Annual Review of Psychology*, 50: 21-45.
- Fortini, G.** 1998. Suzuki: a revolutionary teacher. *Scenaria* 206: 7-8. Pretoria: National Library of SA.
- Fryer, J.** 1985. *Give your child the right start*. London: Souvenir Press.
- Gardner, H.** 1978. Developmental psychology. From child to musician: skills development during the beginning stages of learning an instrument. *Psychology of Music*, 33(1): 5-35.
- Gardner, H.** 1982. *Art, mind, and brain: a cognitive approach to creativity*. New York: Basic Books.
- Gardner, H.** 1993. *Multiple intelligences: the theory in practice*. New York: Basic Books.
- Gardner, H.** 1999. *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.
- Gardner, H., Kornhaber, M.L. & Wake, W.K.** 1996. *Intelligence: multiple perspectives*. New York: Harcourt Brace.

- Glaser, R.** 1987. Further notes toward a psychology of instruction. In R. Glaser (ed.), *Advances in Instructional Psychology*, 3: Hillsdale, NJ: Lawrence Erlbaum: 1-29.
- Gleason, H.** 1962. *Method of Organ Playing*. 5th Edition. New York: Appleton-Century-Crofts.
- Gleason, H.** 1988. *Method of Organ Playing*. 7th Edition (ed.) C.C. Gleason. New York: Appleton-Century-Crofts.
- Gleason, H.** 1996. *Method of Organ Playing*. 8th Edition (ed.) C.C. Gleason. New York: Prentice-Hall.
- Gold, R.** 1987. *The description of cognitive development*. Oxford: Clarendon Press.
- Gordon, E.E.** 1996. Music aptitude and music achievement. *Early Childhood Connections*, 2: 11-13
- Goswami, U.** 2001. Cognitive development: No stages please – we're British. *British Journal of Psychology*, 92(1): 257-277.
- Green, S., & Bray, D.** 1997. *Differentiation: a guide for music teachers*. Northampton: NIAS.
- Gregory, A.H., Worrall, L. & Sarge, A.** 1996. The development of emotional responses to music in young children. *Motivation & Emotion*, 20(4): 341-348. New York: Springer Publishing.
- Gustafsson, J. & Blake, G.** 1993. General and specific abilities as predictors of school achievement. *Multivariate Behavioural Research*, 28: 407-434.
- Guilford, J.P.** 1975. Factors and factors of personality. *Psychological Bulletin*, 82: 802-814.
- Hagström, L.** 2006a. *Suzuki Organ School CD Vol I & II*. ISBN: 1-58951-376-2. Van Nuys, CA: Alfred Publishing.
- Hagström, L.** 2006b. *Suzuki Organ School CD Vol III & IV*. ISBN: 0-7390-4145-2. Van Nuys, CA: Alfred Publishing.
- Hair, H.** 1997. Divergent research in children's musical development. *Psycho musicology*, 16(1-2): 26-39.
- Hargreaves, D.J.** 1986. *The developmental psychology of music*. Cambridge: Cambridge University Press.

- Hayes, N.** 2000. Early childhood education and cognitive development at age 7 years. *Irish Journal of Psychology*, 21(3-4): 181-193.
- Hepper, P.G.** 1991. An examination of foetal learning before and after birth. *Irish Journal of Psychology*, 12: 95-107.
- Hermann, E.** 1981. *Shinichi Suzuki: the man and his philosophy*. Athens: Ability Development Associates.
- Hilgard, E.R.** 1980. The trilogy of mind: Cognition, affection and conation. *Journal of the History of Behavioral Sciences*, 16: 107-117.
- Hodges, D.A.** 2006. The Musical Brain. In G.E. McPherson (ed.), *The Child as Musician*. New York: Oxford University Press: 51-63.
- Ingelse C.** 2006. *Organo Pleno 1 - 3*. Huizen: J.C. Willemsen Muziekuitgeverij.
- Jeffries, R., Turner, A., Polson, P. & Atwood, M.** 1981. Processes involved in designing software. In J.R. Anderson (ed.), *Cognitive skills and their acquisition*. Hillsdale, NJ: Lawrence Erlbaum: 225-283.
- Johnson, M.H. & Munakata, Y.** 2005. Cognitive development: At the crossroads? *Trends in Cognitive Sciences*, 9(3): 91-98.
- Kalandyk, J.** 1995. *Music and the self-esteem of young children*. Lanham, MD: University Press of America.
- Kang, L.** 2000. *Childhood cognitive development: the essential readings*. Malden, MA: Blackwell.
- Kendall, J.D.** 1978. *The Suzuki violin method in American music education*. Reston, VA: Music Educators National Conference.
- Kirby, J.R.** 1988. Style, strategy and skill in reading. In R.R. Schmeck (ed.), *Learning strategies and learning styles*. New York: Plenum Press: 229-273.
- Kirschner, A., Sweller, J. & Clark, R.E.** 2006. Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. *Educational Psychologist*, 41(2): 75-86.
- Kotzé, D.H.** 1987. Die Suzuki-filosofie: 'n in-dieptestudie. BMusHons (Uitvoerende Kuns)-skripsie, Pretoria: Universiteit van Pretoria.

- Lacerda, F., Von Hofsten, C. & Heimann, M.** 2002. Advancing our understanding of early perceptual and cognitive development. *Human Development*, 45(6): 434-440.
- Lamprecht, G.P.** 1990. 'n Kritiese ontleding van 'n basiese orreltegniek: 'n Uitbouing van bestaande benaderings met besondere klem op sistematisering. DPhil-tesis, Bloemfontein: Universiteit van die Oranje-Vrystaat.
- Lewis, M.** Review of emotional development. *Recent Research Advances Infant and Child Development*, 15(4): 443-445.
- Macmillan, J.** 2007. What is interesting about Suzuki? *Piano Professional* January 2007.
- Manturzewska, M.** 1990. A biographical study of the life-span development of professional musicians. *Psychology of Music*, 18:112-139.
- Marcus, G.F.** 2004. What's in a U? The shapes of cognitive development. *Journal of Cognition and Development*, 5(1): 119-122.
- Mark, M.L.** 1996. *Contemporary music education*. New York: Schirmer.
- McDonald, D.T. & Simons, G.M.** 1989. *Musical growth and development*. New York: Schirmer Books.
- McPherson, G.E.** 2005. From child to musician: Skill development during the beginning stages of learning an instrument. *Psychology of Music*, 33(1): 5-35.
- McPherson, G.E.** 2006. *The Child as Musician: a handbook of musical development*. New York: Oxford University Press.
- McPherson, G.E. & Davidson, J.W.** 2006. Playing an instrument. In G.E. McPherson (ed.), *The Child as Musician*. New York: Oxford University Press: 331-348.
- McPherson, G.E. & Gabrielson, A.** 2002. From sound to sign. In R Parncutt & G.E. McPherson (eds.). *The science and psychology of musical performance: Creative strategies for music teaching and learning*. Oxford: Oxford University Press: 99-115.
- McPherson, G.E. & Renwick, J.M.** 2001. A longitudinal study of self-regulation in children's musical practice. *Music Education Research*, 3(2): 169-186.

- Michels, P.** 1996. Developing the pre-school child's musical intelligence by means of a comprehensive music programme focused on age-controlled auditive development. MMus-verhandeling, Pretoria: Universiteit van Pretoria.
- Mills, E.** 1974. *In the Suzuki style: a manual for raising musical consciousness in children.* Berkeley, CA: Diablo Press.
- Mills, E. & McPherson, G.E.** 2006. Musical literacy. In G.E. McPherson (ed.), *The Child as Musician.* New York: Oxford University Press: 155-169.
- Moore, D.G., Burland, K. & Davidson, J.W.** 2003. The social context of musical success: A developmental account. *British Journal of Psychology*, 94: 529-549.
- Motycka, A.** 1975. *Music roles: simulation models for divergent thinking.* Jamestown, Rhode Island: Gamt Press.
- Murphy, T.C.** 1973. *The Suzuki concept: an introduction to a successful method for early music education.* CA: Diablo Press.
- Nigam, V. & Sharma, R.** 2001. Cognitive development in children in relation to socio-economic status. *Psycho-Lingua*, 31(1): 69-72.
- Nye, R.E. & Nye, V.T.** 1985. *Music in the elementary school. Fifth Edition.* Englewood Cliffs, NJ: Prentice-Hall.
- Oakley, L.** 2003. Growing minds - An introduction to cognitive development. *British Journal of Developmental Psychology*, 21(4): 616-617.
- O'Neill, S.A.** 1997. The role of practice in early musical achievement. In H. Jorgensen and A.C. Lehmann (eds.). *Does practice make perfect? Current theory and research on instrumental music practice.* Oslo: Norges Musikhogskole: 53-70.
- Paas F, Renkl A. & Sweller J.** 2003. Cognitive load theory and instructional design: Recent developments. *Educational Psychologist*, 38: 1-4.
- Palmer, C. & Meyer, R.K.** 2000. Conceptual and motor learning in music performance. *Psychological Science*, 11(1): 63-68.
- Palmer, C. & Drake, C.** 1997. Monitoring and planning capacities in the acquisition of music performance skills. *Canadian Journal of Experimental Psychology*, 51(4): 369-384.

- Papousek, M.** 1982. The 'mother tongue method' of music education: psychobiological roots in proverbial parent-infant communication. In J. Dobbs (ed.). *International Music Education*. ISME Yearbook 1982.
- Pascual-Leone, A., et al.** 1995. Modulation of muscle responses evoked by transcranial magnetic stimulation during the acquisition of new fine motor skills. *Journal of Neurophysiology*, 74(3): 1037-1045.
- Pauw, N.E.** 2007. *Suid-Afrikaanse Fonds vir Orrelstudente*. Nuusbrief Januarie 2008. Stellenbosch: Universiteit van Stellenbosch.
- Pelser, M.M.** 2000. Vernuwing in die orrelmetodiek: die dualistiese benadering van Ritchie en Stauffer. MMus-verhandeling. Potchefstroom: Potchefstroomse Universiteit vir CHO.
- Peters, F.** 1953-54. *Ars organi I - III*. Brussels: Schott.
- Piaget, J.** 2000. Piaget's theory of cognitive development. In Lee, K. (ed). *Childhood cognitive development*. Massachusetts: Blackwell.
- Pulaski, M.A.S.** 1971. *Understanding Piaget: an introduction to children's cognitive development*. New York: Harper & Row.
- Regelski, T.A.** 1975. *Principles and problems of music education*. Englewood Cliffs, NJ: Prentice
- Richardson, K.** 1995. Development of intelligence. In Lee, V. & Das Gupta, P. (eds), *Children's cognitive and language development*. Oxford: Blackwell.
- Ritchie, G.H. & Stauffer, G.B.** 1992. *Organ technique: Modern & early*. New York: Prentice-Hall.
- Ritchie, G.H. & Stauffer, G.B.** 2000. *Organ technique: Modern & early*. New York: Oxford University Press.
- Rönnerberg G. & Haggström L.** 2006. *Suzuki Organ School Vol I-IV*. Van Nuys, CA: Alfred Publishing.
- Rönnerberg G. & Haggström L.** 2006. *The organists of the future – The Suzuki method on the organ* (DVD). New York: Alfred Publishing.
- Roos, P.** 1982. Die benutting van musiek in 'n opvoedkundige leidingsprogram. DPhil-tesis. Johannesburg: Randse Afrikaanse Universiteit.
- Rubin, K.H.** 1998. Social and emotional development from a cultural perspective. *Developmental Psychology*, 34(4): 611-615.

- Sanger, D.** 1990. *Play the organ*. London: Novello.
- Sanger, D.** 1993. *Play the organ. Volume two*. London: Novello.
- Schaffner, D.R.** 1996. *Developmental psychology, childhood and adolescence*. Pacific Grove: Brooks/Cole.
- Schellenberg, E.G.** 2004. Music lessons enhance IQ. *Psychological Science*, 15(8): 511-514.
- Schellenberg, E.G.** 2005a. Music and cognitive abilities: Current directions. *Psychological Science*, 14(6): 317-320.
- Schellenberg, E.G.** 2005b. Exposure to music: The truth about the consequences. In McPherson (ed.), *The Child as Musician*. New York: Oxford University Press: 111-131.
- Schellenberg, E.G.** 2006. Long-term positive associations between music Lessons and IQ. *Journal of Educational Psychology*, 98(2): 457-468.
- Schleuter, S. & Schleuter, L.** 1988. Teaching and learning music performance: What, when, and how. In C. Fowler (ed.), *The Crane symposium: Toward and understanding of the teaching and learning of music performance*. Potsdam College of the State University of New York: 63-87.
- Schweizer, R.** 2006a. *Orgelschule Band 1*. Kassel: Bärenreiter.
- Schweizer, R.** 2006b. *Orgelschule Band 2*. Kassel: Bärenreiter.
- Scott, L.** 1992. Attention and perseverance behaviors of pre-school children enrolled in Suzuki violin lessons and other activities. *Journal of Research in Music Education*, 40(3): 225-235.
- Seifert, K. & Hoffnung, R.J.** 1994. *Child and adolescent development*. Boston, Houghton Mifflin.
- Seifert, K. & Hoffnung, R.J.** 1994. *Child and adolescent development*. Boston, Houghton Mifflin.
- Shaffer, D.R.** 1996. *Developmental Psychology, Childhood and Adolescence*. Pacific Grove: Brooks/Cole.
- Singer, D.G.** 1996. *A Piaget primer: how a child thinks*. New York: Plume.
- Slavin, R.E.** 1991. *Educational psychology*. Boston: Allyn and Bacon.

- Sloboda, J.A.** 1988. *Generative process in music: The psychology of performance, improvisation and composition*. New York: Oxford University Press.
- Sloboda, J.A.** 2005. *Exploring the musical mind: cognition, emotion, ability, function*. New York: Oxford University Press.
- Snow, R.E., Corno, L. & Jackson, D.** 1996. Individual differences in affective and conative functions. In D. Berliner & R. Calfee (eds.), *Handbook of educational psychology*. New York: Simon & Schuster: 243-310.
- Snow, R.E. & Lohman, D.F.** 1984. Toward a theory of cognitive aptitude for learning from instruction. *Journal of Educational Psychology*, 76(3): 347-376.
- Soderlund, S.** 1982. *Organ technique: an historical approach*. Chapel Hill, NC: Hinshaw Music.
- Solomon, A.** 1997. The universal significance of western art music. *South African Music Teacher*, 129: 15-18. (Paper delivered at the 23rd Annual Musicological Congress of the Musicological Society of South Africa).
- Solomon, N.** 1998. Shinichi Suzuki (1903-1998). *Musicus*, 26(2): 57-60. Pretoria: University of South Africa.
- Sonnekus, M.C.H. & Ferreira, G.V.** 1979. *Die psigiese lewe van die kind-in-opvoeding. 'n Handleiding in die psigo-pedagogiek*. Stellenbosch: Universiteit Uitgewers en Boekhandelaars.
- Sprinthall, N.A. & Collins, W.A.** 1995. *Adolescent Psychology*. New York: McGraw-Hill.
- Stainer, J.** [s.a.] *The organ*. London: Novello.
- Strickland, E.** 2004a. Physical development: Building strength and coordination. *Early Childhood Today*, 19(2): 6-7.
- Strickland, E.** 2004b. Physical development: Exploring physical development through dramatic play. *Early Childhood Today*, 19(3): 9-10.
- Strickland, E.** 2005. Physical development: thinking physically. *Early Childhood Today*, 19(6): 6-7.
- Suizzo, M.A.** 2000. The social-emotional and cultural contexts of cognitive development: Neo-Piagetian perspectives. *Child Development*, 71(4): 846-849.

- Sutherland, P.** 1992. *Cognitive development today: Piaget and his critics*. London: P. Chapman.
- Suzuki, S.** 1969. *Nurtured by love*. New York: Exposition Press.
- Sweller, J., Van Merriënboer, J.J.H. & Paas, F.** 1998. Cognitive architecture and instructional design. *Educational Psychology Review*, 10(3): 251-296.
- Takeuchi, M.** 1977. *Several controversial issues on early childhood education and care in contemporary Japan*. EDRS Report. New York: US Department of Education.
- Tafari, J., Baldi, G. & Caterina, R.** 2003-2004. Beginnings and endings in the musical improvisations of children aged 7 to 10 years. *Musicae Scientiae. Special Issue: Musical creativity: Special 10th anniversary conference issue*: 157-174.
- Thomas, A.M.** 1997. *A Graded Anthology for Organ. Book 1: A practical guide to playing the organ*. London: Cramer Music.
- Thomas, A.M.** *St. Gilles International Organ School*.
<http://www.organschool.com/tuition.html>: 28 Februarie 2009.
- Tolbert, M.** 1980. *Music of young children current issues in music education: A symposium and research conference*, 12: 136-140. Columbus, OH: The Ohio State University Press.
- Trehub, S.E.** 2006. Infants as Musical Connoisseurs. In G.E. McPherson (ed.), *The Child as Musician*. New York: Oxford University Press: 33-44.
- Trevor, C.H.** 1971. *The Oxford organ method*. London: Oxford University Press.
- Tusnady, M.** 2001. Awaken the muse – Teaching music to young children. *Canadian Children*, 26(2): 8-11.
- Upadhyay, H. & Shukla, A.** 2001. A study of relationship of Piagetian stage of cognitive development and intelligence to creative thinking potential. *Psycho-Lingua*, 31(1): 21-24.
- Van Wyk, E.** 1987. Die Suzuki onderrigmetode. BMus-skripsie, Pretoria: Universiteit van Pretoria.
- Van der Merwe, E.** 1986. Die stand van klasmusiek in die die sekondêre skool-'n evaluering. MMus-verhandeling, Port Elizabeth: Die Universiteit van Port Elizabeth.

- Wadsworth, B.J.** 1979. *Piaget's theory of cognitive development: an introduction for students of psychology and education*. New York: Longman.
- Wadsworth, B.J.** 2004. *Piaget's theory of cognitive and affective development*. Boston: Pearson.
- Wilkinson, J.** 1997. *Psychology in Counselling and Therapeutic Practice*. New York: John Wiley & Sons.
- Woltz, D.J.** 2003. Implicit cognitive processes as aptitudes for learning. *Educational Psychologist*, 38: 95-104.
- Wood, E.** Short Biography of Shinichi Suzuki.
<http://www.internationalsuzuki.org/shinichisuzuki.html>: 12 Julie 2008.
- Zdzinski, S.F.** 1996. Parental involvement, selected student attributes, and learning outcomes in instrumental music. *Journal of Research in Music Education*, 44: 34-48.