

Being Smart in More Ways Than One

Editor: Beverly J. Robinson-Rumble
Senior Consultants: Humberto M. Rasi, Reo E. Ganson, C. B. Rock
Consultants
General Conference
 Enrique Becerra
 John M. Fowler
Africa-Indian Ocean:
Asia-Pacific: Milton E. Thorman
Eastern Africa: Hudson Kibuuka
Euro-Africa: Ronald Stradowsky
Euro-Asia: Harry Mayden
Inter-America: Carlos Archbold
North America: Richard Osborn
South America: Roberto C. Azevedo
Southern Asia: K. Jesuratnam
South Pacific: Lester Devine
Trans-Europe: Orville Woolford
Southern Africa: Paul W. Coetser

Book Review Editor

Clarence Dunbebin

Research Editor

Jerome D. Thayer

Copy Editor

Randy Hall

Art Direction/Graphic Design

Howard Bullard & Associates

Advisory Board: Reo E. Ganson, Enrique Becerra, John Fowler, Kathy Goddard, Lon Gruesbeck, Dunbar Henri, Betty Howard, Erma Lee, Warren Minder, Richard Osborn, Humberto M. Rasi, Michael Ryan, Virginia Smith

W · I · N · N · E · R
 1994 • 1995 • 1996



THE JOURNAL OF ADVENTIST EDUCATION publishes articles concerned with a variety of topics pertinent to SDA education. Opinions expressed by our writers do not necessarily represent the views of the staff or the official position of the Department of Education of the General Conference of Seventh-day Adventists.

THE JOURNAL OF ADVENTIST EDUCATION (ISSN 0021-8480) is published bimonthly, October through May, and a summer issue for June, July, August, and September by the Department of Education, General Conference of Seventh-day Adventists, 12501 Old Columbia Pike, Silver Spring, MD 20904-6600. TELEPHONE (301) 680-5075, FAX (301) 622-9627; E-mail: 74617.1231 (CompuServe). Subscription price, U.S. \$17.25. Single copy, U.S. \$3.50. Second-class mailing paid at Silver Spring, Maryland, and additional mailing office. Please send all changes of address to Southwestern ColorGraphics, P. O. Box 677, Keene, TX 76059, including both old and new address. Address all editorial and advertising correspondence to the Editor. © Copyright 1996 General Conference of SDA, POSTMASTER: Send address changes to THE JOURNAL OF ADVENTIST EDUCATION, P. O. Box 677, Keene, TX 76059.

Ideas and theories about how children learn come and go with predictable regularity. Recently, I listened to a teacher brush off the Theory of Multiple Intelligences (MI).¹ Obviously, she did not know much about it.

The Theory of Multiple Intelligences suggests that individuals have varied skills and gifts. Each person has a profile of intelligences: linguistic, logical, visual, musical, kinesthetic, interpersonal, intrapersonal, and so on. Paul illustrates this principle: “We have different gifts, according to the grace given us” (Romans 12:6, NIV). Ellen White too emphasizes the individuality of human beings, “endowed with a power akin to that of the Creator—individuality, power to think and to do.”² She speaks of developing “thinkers and not mere reflectors,”³ a concept vital to multiple intelligences.

The MI theory does the following:

- It provides empirical proof for educators’ hunches. Teachers (and students) often say, “I am a visual learner,” “I need hands-on experience,” or “I can remember all sorts of things if I set them to music.” So when MI is explained to educators, parents, and students, the usual response is, “Oh, that makes sense.”

- It provides a broader framework for instructional planning and teaching. Preservice and in-service teachers who use MI theory are successfully helping students with differing needs. As a result, there is greater enthusiasm about learning by both gifted and at-risk students.

- It affirms the individuality of students and teachers, thereby helping them better understand one another and the teaching and learning process.

- It affirms and encourages the various cultural

groups to experience learning within their own tradition, while helping them to learn in other ways.

- It begins to undo the damage done by the traditional IQ approach. When individuals are told they have low levels of intelligence, this can discourage them from pursuing their dreams, or cause them to drop out of the educational system in despair. The Multiple Intelligences Theory leads them to ask, “How are you smart?” not “How smart are you?” This approach allows a more realistic view of how children learn and their ultimate capabilities.

- It works. It is not just a fancy cure-all theory that will be replaced tomorrow by something else. I can take you to entire schools and classrooms that have used the MI approach for years. Learning is at an all-time high, attitudes toward learning and teaching are very positive, and, oh yes, in most cases, the scores on standardized tests have actually increased.

Granted, more powerful and sophisticated theories may come along, but for now, the MI theory is a terrific way for teachers to look at kids, one another, and the instructional process. The articles in this issue of the JOURNAL illustrate the benefits of using MI at a variety of educational levels.

—Melvin Campbell

Dr. Melvin Campbell is Professor of Curriculum and Instruction at La Sierra University in Riverside, California, and Coordinator for this issue. His enthusiasm, hard work, and expertise were invaluable in its planning and production.

Picture
 Removed

REFERENCES

1. Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (New York: Basic Books, 1993).
2. Ellen G. White, *Education* (Mountain View, Calif.: Pacific Press Publ. Assn., 1903), p. 17.
3. *Ibid.*

Melvin Campbell