

WHAT IS INTELLIGENCE?

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According to Howard Gardner, as presented in his book Frames of Mind: The Theory of Multiple Intelligences, human intelligence has these basic characteristics:

- A set of skills that enable a person to resolve genuine problems encountered in life.
- The ability to create an effective product or offer a service that is valued in a culture.
- The potential for recognizing or creating problems, thereby establishing the necessity for new knowledge.

PRINCIPLES OF MULTIPLE INTELLIGENCES

1. Intelligence is not singular: intelligences are multiple; eight have been identified so far.
2. Every person is a unique blend of dynamic intelligences resulting from genetic heritage and a lifetime of nurturing and experiencing.
3. Intelligences vary in development, both within and among individuals. They can be well developed, moderately developed, still developing, or not yet developing.
4. Multiple Intelligences can be identified and described. A person's current status in each intelligence can be identified and described.
5. All intelligences can be developed, blighted, taught, learned, enhanced, impaired, improved, neglected, encouraged, discouraged throughout a lifetime. All intelligence's are dynamic, and will change because of learning, maturity, trauma, and motivation.
6. All intelligences provide alternative resources and potential capacities to learn, to communicate, to decide, to contribute, to appreciate, to achieve, to be enlightened, to broaden perspectives, to behave, to be skillful, to relate, to share, to develop, to become more human, during any age and all circumstances.
7. Every person deserves many opportunities to develop knowledge, beliefs, and skills in all intelligences, while each will mature individually in rate, extent, and intensity.
8. Personal background, experience, density, dispersion, and motivation are critical to the development of knowledge, beliefs, and skills in each of the intelligences.
9. A pure intelligence is rarely evident. Multiple intelligences usually work in combination, with one or more being dominant.
10. Every person has the capacity to use each of the multiple intelligences to enhance others of the multiple intelligences.
11. The responsible nurturing teacher or mentor provides to every learner multiple opportunities, at appropriate individual maturity levels, to fully develop each of the multiple intelligences.
12. The responsible nurturing teacher or mentor teaches about, teaches for, and teaches with multiple intelligences.
13. Developmental theory applies to theories of multiple intelligences.
14. Any list of intelligences is subject to change as we learn more about multiple intelligences. Note Gardner's change from seven to eight intelligences, adding "Naturalist."
15. In every human endeavor, multiple intelligences is a fruitful field for research.
16. Every intelligence can be used to enhance or to degrade humanity. For examples, observe the skillful use of linguistic intelligence by Adolph Hitler and Winston Churchill; the use of musical intelligence to enhance or degrade; the use of logical-mathematical intelligence to create poison gases and to send rovers to examine the surface of Mars; the use of interpersonal intelligence to persuade people to turn themselves into walking bombs or to win a Nobel Peace Prize.