

You Are Smarter Than You Think! Newsletter

Volume Twelve

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A New Intelligence Has been Found!

The New is Upon Us!

Dr. Gardner has been at work again. He has found three new intelligences. The first one is the only one that will be useful in learning. I wasn't too sure at first but *The Naturalist* is for real. Find out more about it in this current newsletter.

If you didn't know Queensborough Community College in New York dropped their attrition rates from 50% to 15% using the [You Are Smarter Than You Think](#) book. If you would like to hear how they accomplished this, contact me at my address below.

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For those who are new, this newsletter is free for the asking. For questions, comments, or to be added to the mailing list, call Renée Mollan-Masters at (541) 482-3506 or e-mail: yastyt@mind.net

There is an Eighth Gardner Intelligence!

And it's for real. This intelligence takes pieces from both the Logical and Spatial attributes and forms its own style. It is called the Naturalist.



The Naturalist

Several years ago Dr. Gardner was lecturing about his intelligences to a group of scientists at Harvard, when one professor in the audience yelled out that he bet Dr. Gardner could not explain Charles Darwin. So Dr. Gardner tried, using his original seven attributes and he really couldn't do it. This prompted him to explore the abilities that Darwin possessed - his ability to classify plants and animals based on minuscule unique differences. Gardner also looked at other naturalists like Rachael Carson, John James Audubon, Roger Tory Peterson, Louis Agassiz, Ernst Mayr, Stephen Jay Gould, E.O. Wilson. and blind Dutch naturalist Geermet Vermij. All these individuals possessed the same uncanny ability to classify

plants or animals using normal sight, touch or under magnification.

This still was not proof that this was a real intelligence as the first seven were. This ability had to have a basis in brain neurology. What Dr. Gardner discovered is that people with brain damage can lose the Naturalist's ability. These

people remain able to recognize and name inanimate objects but lose the capacity to identify living things or the reverse. Therefore the Naturalist is real.

How does it manifest? The Naturalist has an affinity for nature. They have keen sensory skills - sight, sound, taste or touch. They use these skills to notice and categorize things in the natural world. They like animals and like to know and remember things about them. They are adept in distinguishing nuance between large numbers of similar objects. The Naturalist today manifests his heightened sensory awareness by finding the best buy or knowing the best quality tennis shoe. He has discriminating taste and sees the

difference between a bargain and quality. ✓ **Discovering A New Attitude Toward Learning.**

They appreciate outdoor activities like gardening, natural walks, bird watching, hunting, camping, hiking, skiing and or just sitting quietly noticing the subtle differences in the worlds of nature.

How can the Naturalist ability be used to learn more effectively? The Naturalist sees differences and similarities. They notice patterns and interconnections. It helps them to relate what they are learning to what they already know or how it is different from what they already know.

A friend of mine, who has Naturalist abilities, is being certified as a arbitrator here in Oregon. She is already certified in California. She is learning the new information by relating it to the old information that she learned for California.

Here is another example. Lets say a student wants to learn about the drug Penicillin. It would help the Naturalist student to relate this drug to a drug that is similar or very different. It is in seeing the differences and the similarities that long-term memory is engaged. The Naturalist will probably find this easy to do because of their keen sensory abilities and their ability to see patterns and interconnections.

I am not ready to put this information into a new book edition yet. Ideas need to simmer with me for a while before I can write about them. I would, however, appreciate hearing from you and your students as you use this new idea. Please email me with your comments and discoveries.

Have you ever watched a young child learn? Children explore new objects with their eyes and their mouth. They beat it to see if it makes noise. They shake it. They fully participate with the object moving from impulse to impulse. Adults approach learning very differently, don't they? What would happen if your students learned your subject with childlike curiosity and spontaneity?

This winter I participated in a ski workshop and our leader challenged us with the following

Performance Model

Self esteem based on perfection

Am I Right or Wrong?
Good or Bad?

Fear of Failure

Un willing to risk

(Attempt) Control

Lots of judgement

Work/Struggle

Peak Performance

models for learning. I believe it is a tool that can help students approach learning in a more childlike fashion. It can reduce stress and actually foster an attitude for using long term memory.

The two models show apposing approaches to learning. The final outcome for the Performance Model is Peak Performance. This is what drives most students today. The outcome for the Discovery Model is Peak Experience. This is what drives most young children.

In the Performance Model self-esteem is based on perfection.

Discovery Model

Self-esteem based on inquiry/full participation

What am I feeling/ doing/ learning?

Fascination of outcomes
Failure is simply an outcome

Willing to do whatever is purposeful

Spontaneity

Appreciation

Connected, play, fun , light awareness

Peak Experience

There is an internal critic that judges everything from a perception of, is it right or wrong - good or bad. This creates fear of failure because failure means ones is either wrong or bad. Risk is not even a remote possibility. Every move is motivated by a need to control the outcome. This leads to excessive judgement, struggle and work. At times this will create a peak performance but in many cases it creates such stress that a peak performance is impossible. However you look at it, with this model the person may learn but they are beaten down in the process.

In contrast in the Discovery Model self esteem is motivated from within. It is partially based on inquiry and full participation. Instead of feeling right or wrong during the process the learning focuses in on things like, what am I feeling, doing, learning. This learner is absolutely fascinated with outcomes. Failure is simply an outcome. This person is willing to do whatever is purposeful. They approach this purposefulness with spontaneity and appreciation. They are thankful for what they are learning. They are fully connected to this learning. They play and have fun. They are light and aware. This produces a Peak Experience. The stress is minimal. The experience is rewarding and most often it also produces a Peak Performance.

A School Without Walls

Andrew Jackson University in Birmingham, Alabama is a university without walls. It uses the Internet, faxes, phones, Postal Service, nominated proctors and remote instructors to educate between 350 and 400 students per year in graduate and undergraduate degree courses. These students come from all over the world.

A few years ago the university began distributing the You Are Smarter Than You Think(YASTYT) book to all qualified applicants. It was noticed that enrollment grew as a result.

I recently talked with a student from this university and she reported that the YASTYT book

helped her to believe in herself as a learner. She had been out of school for a number of years and it made her realize that she could succeed. The book helped her to overcome her fears about being a students again and motivated her to enroll.

Why am I telling you this? This is the school of the future. I know that some of you, who receive this newsletter, run accelerated and remote learning programs. Here is a school that is helping themselves and their students by giving them the You Are Smarter Than You Think book.

If you would like more information contact Lisa at Andrew Jackson University,10 Old Montgomery Hwy, Birmingham, Al 35209, phone (205) 871-9288.

The Summer Challenge

It is so easy to spend the summer doing the same old thing. I challenge you to do something different this summer that exercises one of your attributes according to Dr. Gardner's model.

For years when I was living in Southern California, I would spend at least a few weeks camping on a piece of wilderness land in far Northern California. This experience revived me so much that it stayed with me for many months.

I now know that this experience tapped into my Body Kinesthetic and my Naturalist abilities.

Last summer once a week I would take a simple raft trip down a local river. Again my Naturalist and Body Kinesthetic abilities were being tapped. I always felt better after doing this activity.

When we are who we were designed to be, something happens to us. The stress leaves. A power not of this world opens up to us and fills us.

It is important for instructors to be inspired by what they are doing. The day to day challenges often dampen inspiration. So I urge you to go do something different this summer. Take a Tango class, a water color workshop, go for a long bike ride, learn a new computer program, write a short story, explore a part of the wilderness near your home. Refuel yourself. It will make next fall a more enjoyable experience, guaranteed. Until we meet again. Happy journey.



