

THE QUICK NOTES PHILOSOPHY

The Theory of Optimum Amounts

There exists for every CONCEPT to be learned,
an optimum amount of explanatory material.
There exists for every TOPIC to be learned,
an optimum number of concepts to be integrated.
There exists for every SUBJECT to be learned,
an optimum number of topics to be mastered.

By limiting explanatory material to optimum
amounts, **Quick Notes** maximizes learning.

The Theory of Optimum Placement

There exists for every CONCEPT to be learned and
integrated into a TOPIC of concern, a unique place-
ment of elements that will maximize learning.

By placing related elements on the same page
or facing pages, **Quick Notes** maximizes learning.

The Optimum Relationship Between Content and Process

Education is the learning of content and process.
Content is the what of learning—it's the arithmetic
of mathematics and the grammar of communication.
Process is the application of content—it's the problem-
solving of mathematics and the writing of communication.
Learning begins with content and expands to process.

By making the learning of content easier,
Quick Notes makes the learning of process easier.

Education Requires Sacrifice and Discipline

Sacrifice and discipline, which are required to do schoolwork
and homework, are essential parts of the educational process.
Applying the **Quick Notes Philosophy** will make this sacrifice
and discipline less frustrating, but it will not make education fun.
If schoolwork and homework were supposed to be fun, they would
be called schoolfun and homefun.

By learning to sacrifice and exhibit discipline while going to school,
a young person begins the process of becoming an adult.

The World of Multiple Intelligence

Howard Gardner's Theory of Multiple Intelligence defines these eight kinds of human intelligence.

1. Mathematical-logical (problem solving, fix or repair, program)
2. Spatial (dance, sports, driving a bus)
3. Bodily-kinesthetic (acting, mime, sports)
4. Musical-rhythmic (composing, playing music, clapping)
5. Verbal-linguistic (reading, using words, public speaking, storytelling)
6. Interpersonal (social skills, reading other people, working in a group)
7. Intrapersonal (introspection, self-assessment, goal making, vision, planning)
8. Naturalist (able to distinguish among, classify, and use environmental features)

Mathematical-logical and Verbal intelligence represent **core intelligence**. Skills related to core intelligence are emphasized by traditional schools. People with above average ability in any of the eight areas of intelligence, have **special intelligence**. The world of work rewards people who develop skills associated with their special intelligence, provided they meet minimum skill requirements associated with core intelligence.

Determining Appropriate Education for a World of Multiple Intelligence

Determining educational requirements begins by matching a person's special intelligence with careers that reward this intelligence. Careers have many levels of competition. Choosing one's appropriate level requires honest analysis of intelligence, motivation, and personal needs. For example, the health industry requires doctors and nurses, hospital directors and floor supervisors, x-ray technicians, and physical therapists. Career success will be enhanced by choosing an appropriate level of competition, one in which core and special intelligence requirements are reasonably satisfied. Once the competitive level is set, the appropriate education, considering minimum core intelligence and special intelligence requirements, can be determined.

Success at any level will be enhanced by improving skills related to non-core and non-special intelligence. A person might not like going to the office picnic or talking to potential customers, but developing these skills is important to economic success.

The dynamic nature of business may cause skill requirements for a particular career level to change. In addition, people often want to compete at a higher level. As a result, an individual may frequently have to compare their core and special intelligence with new skill requirements. Once this analysis is completed, choosing an education appropriate for the enhancement of these skills may begin.

Developing Special Skills is Important

Once minimum core intelligence skill requirements have been satisfied for a given career level, economic and academic returns from education will be maximized by developing special intelligence skills. People who ignore the process of determining appropriate education for a world of multiple intelligence may receive little return from their education.

Bureau of the Census 1992 data indicates that approximately 25% of the bachelor degree holders earn less than the median high school graduate and approximately 20% of the high school graduates earn more than the median college graduate. Percentages vary depending upon age, gender, and other demographic characteristics.

National Survey of Adult Literacy tests measuring Prose, Document (understanding forms), and Quantitative skills conducted by the Department of Education in 1992 reported that 15 to 20% of four-year college graduates have skill levels below median high school graduates.