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Hoerr, Thomas R, Boggeman Sally, Wallach Christine & the Faculty of the New City School. (2010) *Celebrating Every Learner: Activities and Strategies for Creating a Multiple Intelligences Classroom*. New York: Jossey Bass.

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The greatest strength of *Celebrating Every Learner* is who wrote it. This rich resource was not authored by researchers or theorists but by practitioners. These seasoned educators are committed not only to the idea of multiple intelligence (MI) but to its practice and successful implementation. Howard Gardner himself writes the book's foreword giving it his strongest endorsement. He reveals that when he began to think about multiple intelligences in the mid 1970s, he never imagined that it would be the educational sector who would enthusiastically embrace his theory. Among the many schools that center around MI today, Gardner declares that the New City School (NCS), whose faculty authored this book, is the sterling example of MI application.

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Thomas Hoerr, head of NCS, begins with an introduction which includes a brief history of MI, the purpose of the book and the history of NCS. He declares with pride, “35 percent of our students are students of color, and our students represent a range of MI profiles. Some of our students excel in the scholastic intelligences (linguistic and logical-mathematical) and some do not. We like that mix!” (p. 3). He asserts that no other book on MI has been written by an entire faculty and no other MI book encompasses curriculum plans, assessment techniques and philosophical ruminations. Part I includes chapters 1–8 which are devoted to each one of the intelligences: Interpersonal, Intrapersonal, Bodily-Kinesthetic, Linguistic, Logical-Mathematical, Musical, Spatial and Naturalistic. Each chapter contains the following sections: 1) an explanation of the intelligence and an emphasis on its importance, 2) eight lesson plans for different age levels and subjects, 3) activities to support the intelligence, 4) a list of characteristics that students with that intelligence possess, 4) children’s resources and 5) teacher’s resources.

For example, a lesson called “Getting to Know You” targets Interpersonal Intelligence, Primary Level, and Language Arts. The purpose of the lesson is to build community and the procedure involves a series of interviews that students conduct to learn more about their classmates. Each lesson includes: 1) purpose, 2) materials, 3) procedure, 4) reflection, and 5) MI extensions. These extensions offer ideas on how to integrate other intelligences to that particular lesson. For instance, the above lesson could involve asking the interviewee his favorite songs (musical intelligence) or drawing a portrait of the interviewee (spatial/visual intelligence).

Another lesson called “Me Bags” targets Intrapersonal Intelligence, Primary Level and Social Studies. The purpose of the lesson is for students to practice oral presentations of themselves using objects they bring from home in a bag. MI extensions include writing a Me Poem (linguistic intelligence). “Prepositional Charades” focuses on Bodily-Kinesthetic Intelligence, Intermediate Level and Language Studies. The purpose is to express prepositional phrases like: “through the window” or “on the carpet” through the game of charades. The MI extensions include

naming song titles that include prepositions (musical intelligence). “Book Reports the MI Way” (Primary and Intermediate Level, Language Arts) allows students to show their understanding of a book through a particular intelligence. Spatial students might create a story board or cartoon. Logical-Mathematical students might make a time-line showing the events as they took place. Linguistic students might re-write the ending of a chapter.

“Everything and the Net” addresses Logical-Mathematical Intelligence, Intermediate Level and Mathematics. Students are asked to calculate the percentage of basketball baskets scored and determine the probability of making a basket. “Literary Soundtrack” aims at Spatial Intelligence, Intermediate Level and Language Arts by asking students to represent a novel or short story through a created piece of music. “Shadow Puppets” focuses on Spatial Intelligence, Intermediate Level and Art. It encourages students to research the art of shadow puppetry and to follow directions to create their own shadow puppets. Lastly, for Naturalistic Intelligence, Primary Level and Language Arts, a lesson called “A Closer Look at Trees” allows students to develop a classification technique they can use on trees. They are asked to identify bark, leaf and bud patterns. MI extensions include making models of trees with toothpicks and clay (spatial) or using their bodies to build a human tree (bodily-kinesthetic).

Part II includes chapters 9-14. These chapters are devoted to short discussions on topics such as assessing through projects, exhibitions and presentations (PEPs), learning centers for kindergarten and assessment methods (samples of self-assessments, progress reports and reflection sheets are shown). Regarding assessment methods the faculty at NCS believe that “just as children do not all learn in the same way, they cannot be assessed in a uniform fashion” (p. 276).

It is important to mention that some aspects of the NCS philosophy of education addressed in the book are not related to MI but merely reflective of the faculty’s view on social issues. Notwithstanding *Celebrating Every Learner* is an excellent resource that makes an important contribution to the field of MI. *Celebrating Every Learner* is thorough, well-organized, comprehensive, user-friendly,

practical, creative and inspirational. The book is evidence of the faculty's keen integration of reflection and praxis.

About the Reviewer

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