Perhaps the server is located on Mars, or is suffering the death of a thousand hackers. No matter. The quality of the notes isn’t the point. Glitches will be de-glitched, and similar sites will follow as surely as advertisers follow a market. No doubt someone is about to register the Internet addresses Notes1.com and CollegeforDummies.com.

I.P.O.’s won’t be far behind. And higher education may be as virtual as black lightning.

QUESTIONS FOR DISCUSSION AND WRITING

1. What seeming benefits would students find in the sort of note-taking services that Gitlin describes? Why does he refer to such notes as “Education by Download” (paragraph 6), and why is he so strongly opposed to them?

2. What can you infer from this essay about Gitlin’s philosophy of education? Do you think most instructors would agree with his philosophy? Would most students agree? What is your own response?

3. Gitlin admits that the “amphitheater lecture is . . . a lesser form of instruction, and scarcely to be idealized” (paragraph 6). Why does he make this concession? Do you find a significant difference between your response as a student to large lecture settings as opposed to smaller classes? What makes the classroom experience particularly engaging for you? Particularly unengaging?

4. How might Theodore Roszak (p. 387) respond to the note-taking service Gitlin describes? In what sense might “Education by Download” be an example of the “data-processing model” of education that Roszak deplores?

HOWARD GARDNER

Who Owns Intelligence?

Howard Gardner was born in Scranton, Pennsylvania, in 1943. As a boy, he was a gifted pianist and composition student. He attended Harvard University (B.A., summa cum laude, 1965; Ph.D., 1971) and, as a Harvard professor, has researched normal and gifted children’s creativity. Brain Damage: Gateway to the Mind (1975) reports on his research with aphasic adults—those unable to process language. Recipient of a 1981 MacArthur “genius” fellowship, Gardner soon turned his attention to the theory of intelligence used in the social sciences and standardized testing. His conclusion—that people possess more than one type of intelligence—inspired his book Frames of Mind: The Theory of Multiple Intelligences (1984), in which he categorizes intelligence as “object-related” (math and logic), “object-free” (music and language), and “personal” (our perceptions of ourselves and of others).