

**Hermeneutical Inquiry of Multiple Intelligences in The Holy Bible**

---

**S. Cyrene Thanga Blessy<sup>1</sup>**

Ph.D Research Scholar, Department of English, Loyola College, Chennai  
– 600 034

**Dr. K.S. Antonysam<sup>2</sup>**

Head, PG and Research (Retd.), Department of English, Loyola College, Chennai  
– 600 034

---

Paper Received on 19-08-2025, Accepted on 25-09-2025  
Published on 27-09-25; DOI:10.36993/RJOE.2025.10.3.808

---

**Abstract**

The Multiple Intelligences theory proposed by Howard Gardner posits that every individual is a blend of different combination of intelligences that cannot be similar in nature. He broadens the concept stating that it can be differentiated into specific modalities. This article attempts to explore and analyse in depth Multiple Intelligences available in the Holy Bible from its verses, incidents and characters with interpretations based on Howard Gardner's theory. The entire study is done based on the available Biblical information and New International Version (NIV) of Bible is used for quoting verses. It stimulates interest with curiosity to know that all these intelligences are available in the Holy Bible as we quote for allusions (Grammar, Literary terms - Biblical Allusions). The study further suggests that Gardner's theory is interconnected and can be incorporated in theological education, sermons, catechism classes by framing Multiple Intelligences based syllabus, it can also be used in regular studies.

**Keywords:** The Holy Bible, Multiple Intelligences theory, Biblical Allusions, Theology, Teaching and Preaching

**1.Introduction**

**1.1. The Holy Bible**

The Holy Bible is the sacred religious text of Christianity. Entire scripture is "God breathed" (2 Timothy 3:16) and is written by the inspiration of Holy Spirit. It was penned by authors from various professions such as kings, disciples, doctors,

shepherds, fishermen, farmers, priests and government officials. The Bible has a lot of valuable cultural insights related to history and has a great impact on Language and Literature. The Diversity of genres in Bible includes history, narrative, law, poetry, prophecy, wisdom, gospel and letters. Its style is simple, splendid, proverbial, highly poetical and dramatic. The Bible is divided into two sections namely the Old Testament with 39 books and New Testament with 27 books. The total books in the Bible are 66. It serves as a guide providing doctrines, moral values and ethical principles to navigate in lives journey. It is a book for all people, of all ages and for all times very much relevant to people from different walks of life.

## **I.2. Multiple Intelligences**

Frames of Mind: The Theory of Multiple Intelligences is a book written by Howard Gardner an American Developmental Psychologist. The Theory of Multiple Intelligences progressed from the early traditional psychological view of Intelligence and revolutionised the idea on existence of more than one intelligence. The concept of single intelligence also known as “g” factor which can be determined by IQ (Intelligent Quotient) test is challenged in this, proposing more diverse range of human intelligences with different ways of processing information independently.

Intelligences are contextual as it goes beyond being book smart in academics to dealing and encountering real life experiences in everyday life. Human Intelligences are differentiated into eight modalities they are:

1. Verbal-Linguistic Intelligence: they are word smart and can use words well in both speaking and writing
2. Logical- Mathematical Intelligence: they have the ability to analyse, reason, identify problems and find solutions
3. Musical Intelligence: they appreciate music, can learn, compose and perform
4. Visual-Spatial Intelligence: they have the ability to perceive, forecast, predict, analyse, associate, process and interpret visuals
5. Bodily-Kinesthetic Intelligence: they are active participants who learn by exploring, performing and they do have athletic skills
6. Interpersonal Intelligence: they have the ability to understand, sense people, analyse, interact, deal and maintain good relationship with others
7. Intrapersonal Intelligence: they are much aware of their own self, can self-reflect, analyse their own feelings, emotions, strengths and weakness

8. Naturalist Intelligence: they can identify and manipulate the environmental elements easily as they connect well with nature and would prefer outdoors  
All this helps teachers to recognize and understand the diverse ways in which students learn by providing them with more opportunities to utilize their Intelligences to figure out and configure themselves.

### **I. Multiple Intelligences In The Bible Verses**

(Bible references with Multiple Intelligences combination is mentioned)

#### **II. 1. Verbal-Linguistic Intelligence**

- Moses was educated in all the wisdom of the Egyptians and was powerful in speech and action. Acts 7:22.
- Be wise in the way you act toward outsiders; make the most of every opportunity. Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone. Colossians 4:5-6.

#### **II. 2. Logical-Mathematical Intelligence**

- "I tell you the truth," Jesus answered, "this very night, before the rooster crows, you will disown me three times." Matthew 26:34.
- During the fourth watch of the night Jesus went out to them, walking on the lake. When the disciples saw him walking on the lake, they were terrified. "It's a ghost," they said, and cried out in fear. Matthew 14:25-26.

#### **II. 3. Musical Intelligence**

- As they danced, they sang: "Saul has slain his thousands, and David his tens of thousands." 1 Samuel 18:7.
- Make music to the LORD with the harp, with the harp and the sound of singing, with trumpets and the blast of the ram's horn—shout for joy before the LORD, the King. Psalm 98:5-6.

#### **II. 4. Visual-Spatial Intelligence**

- By day the LORD went ahead of them in a pillar of cloud to guide them on their way and by night in a pillar of fire to give them light, so that they could travel by day or night. Neither the pillar of cloud by day nor the pillar of fire by night left its place in front of the people. Exodus 13:21-22.
- Then the fire of the LORD fell and burned up the sacrifice, the wood, the stones and the soil, and also licked up the water in the trench. When all the

people saw this, they fell prostrate and cried, "The LORD—he is God!  
The LORD—he is God!" I Kings 18:38-39.

## **II. 5. Bodily-Kinesthetic Intelligence**

- He made the wheels of their chariots come off so that they had difficulty driving. And the Egyptians said, "Let's get away from the Israelites! The LORD is fighting for them against Egypt." Exodus 14:25.
- With your help I can advance against a troop; with my God I can scale a wall. Psalms 18:29.

## **II. 6. Interpersonal Intelligence**

- Paul answered, "I am a Jew, from Tarsus in Cilicia, a citizen of no ordinary city. Please let me speak to the people." Acts 21:39.
- Now when he saw the crowds, he went up on a mountainside and sat down. His disciples came to him, and he began to teach them, saying. Matthew 5:1-2.

## **II. 7. Intrapersonal Intelligence**

- He said, "Is not this the great Babylon I have built as the royal residence, by my mighty power and for the glory of my majesty?" Daniel 4:30
- Each one should test his own actions. Then he can take pride in himself alone, without comparing himself to somebody else. Galatians 6:4.

## **II. 8. Naturalist Intelligence**

- On the day the LORD gave the Amorites over to Israel, Joshua said to the LORD in the presence of Israel: "O Sun, stand still over Gibeon, O moon, over the Valley of Aijalon." So the sun stood still, and the moon stopped, till the nation avenged itself on its enemies, as it is written in the Book of Jashar. The sun stopped in the middle of the sky and delayed going down about a full day. There has never been a day like it before or since, a day when the LORD listened to a man. Surely the LORD was fighting for Israel! Joshua 10:12-14.
- Then the eyes of both of them were opened, and they realized they were naked; so they sewed fig leaves together and made coverings for themselves. Genesis 3:7.

## **II. Multiple Intelligences In Relation To Incidents**

### **III. 1. Verbal-Linguistic Intelligence**

1. Jesus answered, "It is written: 'Man does not live on bread alone, but on every word that comes from the mouth of God.' Matthew 4:4.

**Characters:** Jesus, Holy Spirit, Devil.

**Storyline:** Jesus in the wilderness was hungry had nothing to eat. The cunning tempter now gets in and coaxed Jesus to change stones into bread if he was the Son of God.

**Interpretation:** Jesus the greatest orator of universe utters spiritual nourishment (God's word). His verbal preachings are explicitly credible with rhetoric, metaphors and dramatic statements.

2. Then Peter said, "Silver or gold I do not have, but what I have I give you. In the name of Jesus Christ of Nazareth, walk." Taking him by the right hand, he helped him up, and instantly the man's feet and ankles became strong. He jumped to his feet and began to walk. Then he went with them into the temple courts, walking and jumping, and praising God.

Acts 3:6-8.

**Characters:** Peter, John, crippled beggar.

**Storyline:** A man lame by birth in Jerusalem temple gate called Beautiful meets Peter and John, he asks for money and his attention turned towards them with expectation but receives an unexpected miracle.

**Interpretation:** Peter pronounces words of hope, faith with confidence believing in the authority of Jesus's name. The minute he proclaims a miraculous healing takes place. This effective communication with utterance of apt words with respect to situation displays Verbal-Linguistic Intelligence.

### **III. 2. Logical- Mathematical Intelligence**

1. He then gave an order: "Cut the living child in two and give half to one and half to the other."1 Kings 3:25.

**Characters:** King Solomon, two women, two sons (one dead, one alive).

**Storyline:** Two women living in the same house fighting over a child came to King Solomon and argued before him. The mother of living child explains to King that the other woman's son died as she lay on him. While I was asleep, she took my living son and exchanged him.

**Interpretation:** As a loyal King, the way he administered justice wisely by resolving dispute shows his analytical, strategic, logical thinking and problem-solving skills with prompt decision making.

2. So make yourself an ark of cypress wood; make rooms in it and coat it with pitch inside and out. This is how you are to build it: The ark is to be 450 feet long, 75 feet wide and 45 feet high. Make a roof for it and finish the ark to within 18 inches of the top. Put a door in the side of the ark and make lower, middle and upper decks. Genesis 6:14-16.

**Characters:** Noah, God.

**Storyline:** The entire human race on earth was immoral, corrupt and unrighteous

filled with violence in the sight of the Lord. God decides to wipe out every human race, birds, animals and creatures that moved on ground by bringing in flood. But Noah found favour in the eyes of the Lord.

**Interpretation:** Noah a righteous, faithful and blameless man in his time was instructed by God to build an ark, with precise measurements, design, architecture and construction dimensions. All these specifications indicate Logical-Mathematical Intelligence.

### III. 2. Musical Intelligence

1. About midnight Paul and Silas were praying and singing hymns to God, and the other prisoners were listening to them. Acts 16:25.

**Characters:** Paul, Silas.

**Storyline:** Paul and Silas on going to the place of prayer met a female slave who led by a spirit predicted future. She earned a great deal of money through fortune-telling for her owners. Paul annoyed by the spirit commands to leave her in the Name of Jesus Christ and it left. Since the owners hope of making money was lost, they seized Paul and Silas before the authorities and put them in prison fastening their feet in stocks.

**Interpretation:** Paul and Silas being in prison at midnight prayed singing hymns to God while the other prisoners were listening to them. Singing hymns shows a clear portrayal of Musical Intelligence through which, their spiritual devotion to God could be seen among the challenging situation.

2. Whenever the spirit from God came upon Saul, David would take up his harp and play. Then relief would come to Saul; he would feel better, and the evil spirit would leave him. 1 Samuel 16:23.

**Characters:** The Spirit of the Lord, Saul, attendants, David.

**Storyline:** The Spirit of the Lord departed from Saul and an evil spirit tormented him. His servants told him if you command, we can search for someone who could play the harp when spirit descends on you to make you feel better and finds David.

**Interpretation:** David an anointed brave man, warrior and musician played harp whenever the evil spirit comes on Saul to torment him to get relief. This shows his Musical Intelligence as his music soothed and comforted Saul in his distress.

### III. 4. Visual-Spatial Intelligence

1. Which said: "Write on a scroll what you see and send it to the seven churches: to

Ephesus, Smyrna, Pergamum, Thyatira, Sardis, Philadelphia and Laodicea." I turned around to see the voice that was speaking to me. And when I turned I saw seven golden lampstands, and among the lampstands was someone "like a son of man", dressed in a robe reaching down to his feet and with a golden sash around his chest. His head and hair were white like wool, as white as snow, and his eyes were like blazing fire. His feet were like bronze glowing in a furnace, and his voice was like the sound of rushing waters. In his right hand he held seven stars, and out of his mouth came a sharp, double-edged sword. His face was like the sun shining in all its brilliance. Revelation 1:11-16.

**Characters:** Jesus Christ, John the Baptist, Holy Spirit.

**Storyline:** John in the island of Patmos had a vision of Christ, a loud voice sounded like trumpet asked him to write on a scroll whatever he sees and send it to the seven churches.

**Interpretation:** John's rich visual description, narrates Christ in his writings. It portrays the hallmark of his Visual-Spatial Intelligence engaging the reader to mentally visualise and understand its crux.

2. He said to them, "Listen to this dream I had: We were binding sheaves of grain out in the field when suddenly my sheaf rose and stood upright, while your sheaves gathered around mine and bowed down to it." Genesis 37:6-7.

**Characters:** Jacob, Joseph, Brothers.

**Storyline:** Joseph, son of Jacob tending flocks with his brothers had a dream which he shares in this.

**Interpretation:** Joseph's ability to recount, share and comprehend the vision he sees is Visual Spatial Intelligence it foreshadows his leadership and authority over his brothers in future. Hatred over Joseph made his brothers sell him for twenty shekels. When famine spread across the country, Joseph's brothers arrived from Cannan and bowed down before him the Governor appointed by Pharaoh for the whole land of Egypt with their faces to the ground to buy grains and he is reminded of his dream.

### III. 5. Bodily-Kinesthetic Intelligence

1. Have seven priests carry trumpets of rams' horns in front of the ark. On the seventh day, march around the city seven times, with the priests blowing the trumpets. The seventh time around, when the priests sounded the trumpet blast, Joshua commanded the people, "Shout! For the LORD has given you the city! Joshua 6:4,16.

**Characters:** Lord, Joshua, Israelites.

**Storyline:** The gates of Jericho were securely barred for Israelites and none could come in or go out. In order to get in the Lord instructs through Joshua of what is to be done with a schedule for seven days.

**Interpretation:** In response to God's instruction, marching around the city and blowing trumpets in a coordinated manner involves physical movement portraying the presence of Bodily-Kinesthetic Intelligence. On precisely following instructions the wall of Jericho collapsed and they won.

2. Isaac planted crops in that land and the same year reaped a hundredfold, because the LORD blessed him. The man became rich, and his wealth continued to grow until he became very wealthy. Genesis 26:12-13.

**Characters:** Lord, Isaac, Rebekah, Abimelek king of the Philistines in Gerar.

**Storyline:** The land Isaac lived was struck by famine and so he went to Abimelek king of Philistines in Gerar. The Lord spoke to him do not go to



Egypt and stay for a while in Gerar and promises to bless him and confirm the oath that he swore to his father Abraham as he was obedient.

**Interpretation:** When Isaac planted crops in land he reaped a hundredfold the same year as the Lord blessed him. The act of planting and cultivating crops involves physical activity which is Bodily-Kinesthetic Intelligence.

### **III. 6. Interpersonal Intelligence**

1. Standing up, Paul motioned with his hand and said: "Men of Israel and you Gentiles who worship God, listen to me! Acts 13:16.

**Characters:** Paul, Barnabas, their companions and Gentiles.

**Storyline:** As the prophets and teachers in church of Antioch were worshipping the Lord and praying the Holy Spirit instructs them to send, set apart Barnabas and Saul for his work. So, they fasted and prayed for them by placing their hands and sent them off.

**Interpretation:** Paul in Pisidian Antioch on invitation of the synagogue leaders addresses gentiles on a sabbath day. The engaging tone in which he interacts, physical gestures and effective verbal communication with the gathering demonstrates Interpersonal Intelligence of Paul.

2. "Who touched me?" Jesus asked. When they all denied it, Peter said, "Master, the people are crowding and pressing against you." Luke 8:45.

**Characters:** Jesus, Peter, the crowd and a woman subject to bleeding for twelve years.

**Storyline:** Various narratives and teachings of Jesus, his ministry and miracles with regard to the Kingdom of God can be explicitly seen in this gospel. Jesus on his way to Jairus's house heals a sick woman subject to bleeding for twelve years.

**Interpretation:** The woman's bleeding miraculously stopped the moment she touched the cloak of Jesus. The interaction that took place between Jesus, woman, Peter, disciples and crowd are the major mentioning's of Interpersonal Intelligence.

### **III. 7. Intrapersonal Intelligence**

1. "Please test your servants for ten days: Give us nothing but vegetables to eat and water to drink. Then compare our appearance with that of the young men who eat the royal food, and treat your servants in accordance with what you see." Daniel 1:12,13.

**Characters:** Nebuchadnezzar king of Babylon, Ashpenaz court Chief Official, Daniel, Hananiah, Mishael and Azariah.

**Storyline:** On Jehoiakim king of Judah's third year reign, Nebuchadnezzar king of Babylon besieged it. The King then ordered Ashpenaz, chief of his court officials, to bring qualified young men from the Israelites for King's service.

**Interpretation:** The captives taken to Babylon from Israel's royal and noble family were to be trained and serve in the Kings court. All of them were assigned to consume the same food and wine from Kings table. But they were determined not to defile themselves with royal food and wine and informs the chief about their dietary restrictions. Their decision portrays presence of Intrapersonal Intelligence in the verse.

2. But Ruth replied, "Don't urge me to leave you or to turn back from you. Where you go I will go, and where you stay I will stay. Your people will be my people and your God my God. Ruth 1:16.

**Characters:** Orpah, Ruth, Naomi.

**Storyline:** Elimelek along with his wife Naomi and sons Mahlon, Kilion moved to Moab for a while as there was famine in Bethlehem. At first Elimelek dies and the two sons marry a Moabite woman, named Orpah and Ruth. Having lived there for ten years the two sons died. Now Naomi was left all alone with no husband and sons. On hearing that famine has come to an end she decides to return back to her place.

**Interpretation:** Ruth was so humane and deeply rooted in relationship with Naomi. Being in an unpredictable situation she shows her love and loyalty to Naomi by deciding to stay with her and accepts Naomi's God and people to be her own. Her self-awareness, values, determination and profound emotional commitment to stay with her mother-in-law portrays Intrapersonal Intelligence.

### **III. 8. Naturalist Intelligence**

1. Then Moses stretched out his hand over the sea, and all that night the LORD drove the sea back with a strong east wind and turned it into dry land. The waters were divided, and the Israelites went through the sea on dry

ground, with a wall of water on their right and on their left. Exodus 14:21-22.

**Characters:** Lord, Moses, Israelites, Pharaoh, Egyptians.

**Storyline:** God's miraculous intervention is seen many at times in the journey of Israelites to the promised land Cannan. One such astonishing miracle is parting the red sea. Moses the leader is a mediator between God and people. The Pharaoh's heart was hardened by the Lord on hearing Israelites were let to go and their services were lost. So, he takes the best chariots, army, horses, horsemen and troops to chase and get them back.

**Interpretation:** The wet land, dry land, wind and sea set apart into two are the natural elements portraying Naturalist Intelligence in this verse. It's a supernatural miracle as Moses and Israelites crossed red sea by walking through dry ground to reach the promised land.

2. The LORD will guide you always; he will satisfy your needs in a sun-scorched land and will strengthen your frame. You will be like a well-watered garden, like a spring whose waters never fail. Isaiah 58:11

**Characters:** Lord, Prophet Isaiah, Israelites.

**Storyline:** The Lord instructs Prophet Isaiah, declare to the Israelites of genuine obedience to God and the true blessings of fasting.

**Interpretation:** The metaphorical comparison of spiritual well-being of an individual with natural imagery is given by relating it to sun-scorched land, well-watered garden, a spring whose waters never fail. These are the naturalistic elements mentioned in this verse to illustrate the blessings that God gives when living according to his will.

### **III. Findings**

1. Multiple Intelligences fosters innovation and creativity as they can manage through self-learning

2. The learners needs are catered by understanding their talents thereby giving them an opportunity for holistic development
3. An awareness of the available intelligences is given to learners which helps them to recognize their favored ways of learning
4. Teaching academics in multiple ways helps students to fully grasp, understand ideas and concepts with clarity using Multiple Intelligences
5. Interesting activities formed based on Multiple Intelligences are easier for new commers (believers)
6. It helps them to identify their skills and use them more efficiently

#### **IV. Recommendations**

1. They can create, evaluate and reflect individually on different subjects in their own learning style
2. It will be helpful to prepare for sermons in church
3. Catechism classes/sessions in schools, churches can be prepared and conducted using Multiple Intelligences based activities
4. Syllabus in Bible/Theological Colleges can be framed based on Multiple Intelligences to make them use their intellect to its fullest potential
5. It ignites a spark in the student's ability by helping them to relate and learn with provided resources
6. Multiple Intelligences can be used to make (form) biblical activities for Sunday school kids
7. It will be useful for religious educators to address gatherings of various age groups

#### **V. Conclusion**

In conclusion, the study gives an overall insight that Multiple Intelligences is very much present in the Bible by analyzing the verses, incidents and characters. The advantages listed indicates how effectively this theory can help students in different fields. If implemented along with curriculum it will definitely create a positive impact by increasing the learner outcomes and achievements.

#### **References**

- Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books, 1993.
- Carey, Grant E. *The Multiple Intelligences as Holistic Spiritual Formation in Youth*

## RESEARCH JOURNAL OF ENGLISH (RJOE)

[www.rjoe.org.in](http://www.rjoe.org.in) | Oray's Publications | ISSN: 2456-2696

*An International Approved Peer-Reviewed and Refereed English Journal*

**Impact Factor: 8.373 (SJIF) | Vol. 10, Issue 3 (July, August& September;2025)**

---

Ministry. Doctor of Ministry paper, George Fox University, 2014. Digital Commons @ George Fox University, <https://digitalcommons.georgefox.edu/dmin/90>

Campbell, Linda, Bruce Campbell, and Dee Dickinson. Teaching and Learning through Multiple Intelligences. 3rd ed., Allyn & Bacon, 2003.