

## Abstract

The purposes of this study were to: (a) compare the curriculum of traditional kindergartens (T) and multiple intelligences kindergartens (MI) and, (b) examine the effect of the curriculum types on kindergarteners' performances in the linguistic and music domains. Results of the study contradict the hypothesis in that preschoolers from traditional kindergartens had significantly better performances ( $p < .05$ ) in three out of the four tests in both domains. Observations made during the school visits and tests administration were used to explain why preschoolers from the multiple intelligences school failed to excel in the expected tasks. Flaws in the multiple intelligences theory itself, and the difficulties in incorporating the theory into Hong Kong's exam-driven education system are also discussed.