

cies in advanced problem solving, but these deficiencies differ in kind from those found among persons with true neurological pathology."

Hard data on the effectiveness of IQ training are still incomplete, but an intriguing intuitive argument for the existence of a large, untapped potential is offered by Kenneth S. Goodman, Director of Reading Miscue Research at Wayne State University. Parents are sometimes told their child is not smart enough to learn how to read—yet the child usually knows how to talk. This achievement, Goodman says, already shows the presence of enough mental ability to master a complex task, that of learning a language. He concludes: "I think we have to ask seriously why, if children learn to talk *without* our help, they don't learn to read *with* our help." (He also offers some pungent comments about the way reading is taught in today's schools.)

A few university programs now consciously try to help their students learn to think better, in the "balanced" sense Parnes talks about. The largest national programs, however, continue to place emphasis on early childhood training, where considerable success has recently been reported (SN: 3/5/77, p. 151). In one of the most spectacular and best documented of these programs, the so-called Milwaukee Project, the IQ of seemingly retarded children reared in the city's worst slums was increased by an average of 33 points (SN: 7/10/76, p. 21).

In the last analysis then, the insights gained from creativity research and the successes of the creativity movement have far-reaching implications in both psychology and education. A serious attempt is finally being made to shed new light on an important area of human endeavor long obscured by myth and snobbery. Also, those most intimately involved in the effort have freely borrowed lessons and techniques from branches of psychology that have too long been considered mutually exclusive.

The most devastating effects of this work with creativity are likely to be felt by the education establishment. Even if only a part of the promise of being able to increase creative capacity is eventually fulfilled, an uproar is likely to follow over alleged suppression of the creative drive by traditional schools. Indeed, if IQ research eventually shows that millions of children have simply been labeled incurably "dumb" instead of being *taught* how to think, society itself will have a heavy burden of guilt to bear.

Nevertheless, the news from creativity work is basically hopeful, for the average person and for humanity. It tells of untapped individual potential and points toward new methods for self-improvement. Survival in an increasingly technical age may eventually depend on society's ability to marshal this genius of everyman. □

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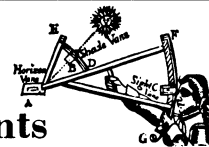
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