

This week's readings were interesting both in terms of their applications to counseling and in terms of their relevance to my role as a mother in encouraging and supporting creativity in my child [I am extremely happy to hear this from you!](#). Implications of the research for community counselors include the need to recognize suppressed creativity as a possible explanation for psychological problems of adjustment and inattention. The research shows that creativity is often stifled by environmental conditions either at home or in the schools, or both. Because of a high need to engage in the active exploration of topics and in the development and articulation of innovative ideas, the creative student often exhibits behaviors that are viewed as disruptive by parents and teachers alike. Furthermore, this student frequently has problems with social interaction because of the heightened emotional sensitivity shown to accompany creative faculties. It may be beneficial for counselors working with children and adolescents to explore the extent to which suppressed creativity might be contributing to the problems they bring to counseling [I hope you are aware of your clients' or your daughter's creativity continuously](#). A strengths-based counseling perspective would suggest that identifying and supporting the development of this possible strength (if it exists in the individual) might be an appropriate goal for therapy. In addition it may lead to a lessening of psychological difficulties in severity. Recognizing creative potential in clients might be particularly important in work with clients who have been traditionally underrepresented in the "gifted" population; the development of creativity in some low-income and minority families may be restricted by social/cultural or environmental constraints, such as having parents who are overworked/overstressed and or attending an impoverished school with limited resources for addressing the needs of its students. By recognizing a client's creative potential, counselors may be able to assist him/her in determining how best to use it, thus diminishing some of the stress created by its suppression [This](#)

is an excellent thought! Also interesting in these readings were the comments regarding the prevalence of “hyperactivity” or “inattention” in creative individuals. It seems to me that practitioners are quick to diagnose “problem kids” with ADD/ADHD (which I don’t agree with),

and I am wondering how a healthy balance between providing structure in our educational system and fostering creativity can be achieved in the real worldThis is what we should

discuss in class. Thank you for the topic! Thank you for your insightful reflection!

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Kimberly Brush

February 17, 2009

The reading on Confucianism was fascinating. It was particularly relevant for me as I have been offered a job for a man from China who is known for being devoted to his job, seemingly above all else, and expecting the same from his students How long has he been here? He sounds like me. I know that I expect too much from my students. Please let me know how your job goes. His style makes so much more sense to me now, but I am not relieved. Will he respect that I am juggling three children, a husband, a home, graduate school, and this part-time job I think so? Or will he expect me to devote myself to the job above all else? I have three days to decide if I can do it. This article could not have come at a better time. Thanks! I am glad that it helps. More to the point, the articles were very interesting. I've worked with a few children in special education who were actually gifted students, but as the articles said, they were disruptive. Under the guise of ADD and ADHD, these students came to receive services. After reading these articles, I'm glad they were with us. At least they were able to move around in our room, lay on the floor to work, or even run a lap around the track if they needed a break. Imagine if they had been forced to sit in their classrooms all day I am so happy that now you can understand and help them better! While at the time the other resource teachers and I resented the frequent visits from these students, who came in at odd times and interrupted sessions with other students; in hindsight, I'm so glad we could offer a reprieve, even if only for a little while. How about your children? Are you encouraging them to be creative?

I am still confused as to what “gifted” actually means. I understand that it does not only mean a high IQ or intelligence but it is somehow linked with creativity. Are there other things that distinguish a gifted student from a student who is just creative Yes.? Are there levels of giftedness or can you be gifted in one area and not in others Yes.? Is talent linked to giftedness There are related, but they are different? Is creativity passed down biologically or is it something you can develop over time Yes, both.? These are all questions I came up with as I was relating this topic to my own family.

I first started thinking about whether creativity was passed down biologically. I believe that everyone is born with creativity and at a young age it is either encouraged to blossom or it is squashed This is exactly what Dr. Torrance said. My whole extended family is very creative. We were all encouraged in different ways to express our creativity, and you can see that degree of encouragement in how we uniquely developed. In each of the five families we have musicians, singers, artists, writers, photographers, designers etc Wow! That is amazing! Everyone has his or her own unique role. However, through thinking about my own family and the ideas of gifted, creative, talented, and intellectual, I am still confused as to how they all relate. I know that my family is creative, they have many talents, and are intellectual, but I do not know that I would define that as gifted Yes, you can.

I do have one cousin however who might fit into the gifted category. He has dealt with many of the serious side effects gifted students face in school, not being challenged, disliked by teachers, depression, etc. He ended up dropping out of high school and later getting his GED. He now attends community college but is not motivated to finish. He is VERY smart and yet cannot apply himself to school. Would he be considered gifted gifted underachiever!? I see him as gifted but more when it comes to intelligence and not necessarily linking that to creativity. I think I am

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still just very confused as to the definition of giftedness We can talk about this in class. Thank you for giving me a discussion topic.

Alex Coppelman
Human Growth and Development
Feb. 18, 2009
Reflection on Creativity

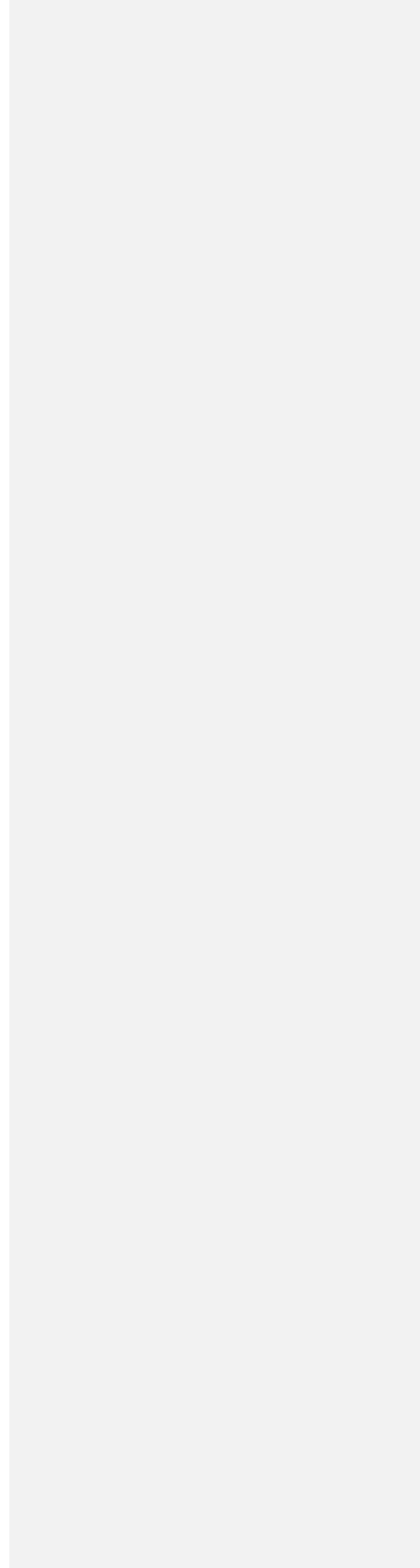
Before reading the creativity articles, I never really thought about the fact that creativity could actually hinder a student's academic progress or home life. Considering the statistics referenced in the article, the population of creative underachievers is large, and seems to be one that could benefit from counseling services Yes. A lot of researchers who are interested in creativity are the ones in the counseling field!. Creative people are often overly sensitive to criticism. Unfortunately, in a traditional classroom environment tends to reward student conformity and discipline, rather than independent thinking. The creative student's independent thinking is criticized and the student may be labeled as a troublemaker. As these students are already more sensitive to criticism, they often cope by becoming apathetic towards schoolwork, which leads to underachieving. Additionally, they may attempt to repress their natural creative tendencies, which can lead to anxiety or depression.

As a future counselor, I look forward to working with this population. The creative person is often emotionally aware, responsive, and independent. Their distress tends to be reaction to their environment, rather than an internal emotional disorder I agree with you. These types of clients have great potential to benefit from counseling. It is our job as counselors to foster a therapeutic environment that is different from the creative person's academic setting.

The essential counselor traits of flexibility and tolerance of ambiguity take a heightened importance during these sessions Yes, these are very important traits that counselors should develop!. By providing an open and unstructured therapeutic relationship, the clients can explore their creativity safely, without fear of criticism or social ridicule. Through this process, the counselor can help creative students cope with their current situation. Additionally,

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counselors can provide hope for the future, when the student has more of a choice to attend a college or work in a setting that encourages independent and creative thought. [Thank you for your insightful reflection!](#)



Amanda Deverich

I experience the creative process as Wallas' defines it in stages of preparation, incubation, illumination and verification. Csikszentmihaly's notion that incubation is a subconscious amalgamation until it "thrusts itself into consciousness." This notion grabbed me because I become addicted to the illumination process, gathering information, generating ideas, discussing and morphing, generating more, considering and morphing,... Like a rat in the infamous addiction experiment, I will repeat this loop until I am exhausted and I have worn out those around me. The incubation piece is illuminating. At times, I have woken up with an "epiphany" on a problem or question I had asked the just before falling asleep. Even though I have experienced the incubation phase, I do not exploit it. Going forward, I will try an experiment on myself, working harder in the preparation phase, then scheduling an incubation period and observe the results. (I wonder if this will help me in the upcoming exam preparation. Is learning the product of the creativity process? Is it creative if I "discover" knowledge buried by professors for me to find?)

The idea that creativity can be taught seems to be limited only to the preparation phase. Teaching (raising the measured IQ) can offer new perspectives and tools for producing information. It has been successful and seems to me very much like my above question about discovering knowledge. Once everyone has been taught baking soda, flour and sugar can make a cake or a cookie, it is only a few who will think to make play-doh. True organic creation may always remain unique to the person who is gifted. This come closer to understanding why oftentime very intelligent people are not creative. Further, once everyone receives the creativity training, the norms for our creativity measurements will move. Will we consider everyone "creative" or will there still remain as small percentage of outliers? My guess is the latter, just as it is with more ubiquitous education. It is still only a small percentage who rank as gifted in IQ.

Kim (2006) highlights the need to develop a multi-faceted approach in identifying gifted-learners. Specifically, it is stated that the vast majority of students recommended for gifted-education programs are referred based on intelligence rather than creativity. Kim (2006) discusses the need to give credence to an individual's creative ability in addition to intelligence. Youth that have high levels of creative ability are often seen as non-conforming and behavior that is interpreted as disrespectful. This study brings to mind the issue of leadership and the characteristics necessary for youth to be identified as leaders. The University of Florida 4-H Leadership Curriculum highlights the importance for youth to identify leadership styles. Youth leaders can be described as task leaders or social leaders. Task leaders are leaders that are very well organized and focus on the successful completion of an objective. Social leaders focus on communication and group camaraderie. Most people identify leaders as goal-oriented toward completing a task. When selecting a leader, I would argue that most teachers and educators overlook the student that is a social leader. Social leaders may be viewed as talkative and disruptive, while task leaders may be viewed as focused and committed. This sounds like creative students versus intelligent students or divergent thinkers versus convergent thinkers. Social leaders display qualities that are important in leadership. Social leaders have the ability to bring a large group of people together to work toward a common cause. Social leaders have communication skills that increase understanding among the group. I believe that social individuals are often overlooked when leadership positions are assigned just in the way that those with high levels of creativity are overlooked in gifted-

programming I am amazed by the fact that you can connect social individuals to creative individuals. Thank you for your insightful reflection!

Shannon Leary

February 16, 2009

Reading Log 4 – Creativity Readings

I found all three of these readings remarkably interesting. I first read the chapter on creating creativity in gifted and talented students. Next, I read the article on underachievement and creativity and lastly, I read the publication on Confucianism. The reason I remark on the order I read the articles is because I think the ordering has influenced my feelings on creativity. I just finished reading the final piece and I am sitting with a sense of just how different the cultures throughout the world are and I am noticing how I want to judge the cultures that were compared in the readings. Some particular aspects of each culture really stand out for me.

The primary reaction I had when reading the first two articles is “Wow”, I wonder how many children are medicated for being creative. I was stunned at the similarities between creative individuals and those that are currently diagnosed with ADD. A question that repeatedly came up for me is whether our children are being punished for their creativity Yes, this is a big issue recently. It seems that in the classroom there is a desire for a more Confucian-based learning and behaviors. I wonder if our society really began to encourage creativity through free thought, emotional expression, and rejection of conformity and then once we got a glimpse of what this would ultimately mean in the classroom we began to retract these freedoms. Those individuals who are able to express, or are unable to repress, their creativity are unable to adapt to the changing environment. All of this raises so many philosophical and developmental questions that just can't possibly be addressed here. Suffice it to say these two readings were

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very interesting to me and now I find myself questioning our education system and its goals, teaching training, and I am now looking at my parenting role with curiosity.

I must take a moment to remark on the Confucianism article. I found myself very judgmental of this way of living. However, I must remind myself that no one way is the right way. Confucianism is working for the Five Dragons. That is evident in the economic prosperity and family unity of the country, as this article seems to emphasize these social characteristics as indicators of success. Yes, according to the Asian norm. I look at the U.S. and see just how incredibly different we are. Silent classrooms? I would be outraged if anyone suggested my child sit in a silent classroom in this country. But these are my values and I can't forget that. I value creativity and freedom of expression for my children. I am happy that you values these, and these aren't things that every family wants, even in this country. So, when I read that piece my reaction is less about how creativity is stifled than about how interesting it is to look at other ways of being. There is a saying that "the grass is always greener on the other side" and this saying fits with this article. Creativity is important and is debatably nourished in this country. It isn't in the Five Dragons. And in the end, it's all a matter of what's important in a particular county and finding ways to make that work. I think both the U.S and the Five Dragons have done this. A drastic change in either country's education or belief system would make that country something it isn't and I am sure that is not the goal. You seem to have thought about the reading in depth. Thank you,

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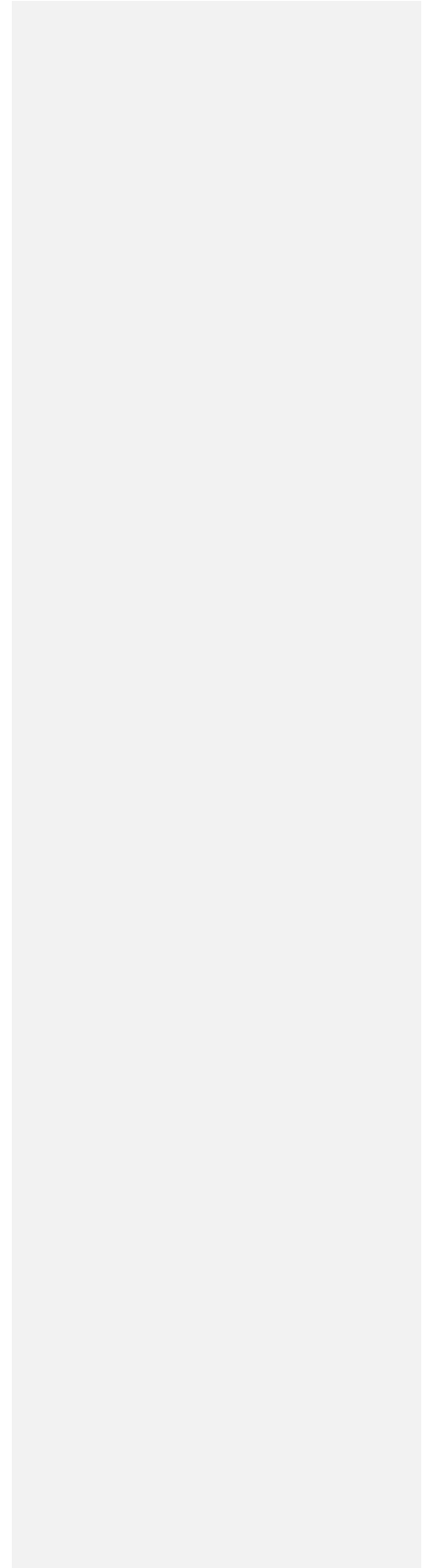
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I was reading the other file that you have submitted and realized that it is not complete. The professor I work for through my graduate assistantship works in the field of gifted education and she teaches and researches topics of creativity. Through my work with her I have picked up on some of the people in the field and some concepts that are involved. Even though I doubt I will interact with issues of creativity No. A lot of researchers who are interested in creativity are the ones in the counseling field! while in my profession of counseling adults who have mental health issues or substance abuse problems, I am still excited to learn more about the topic and see if I can recognize influential people who are referenced and concepts that are discussed. In the first article on developing creativity in gifted and talented students I enjoyed learning about the 4 P's of creativity. I had not heard about them before. I found person to be the most interesting. I had not thought about personalogical traits before, especially that creative persons tend to have **a sense of humor, a childlike approach to problems, and need privacy and alone time** These are essential traits of creative people. I already knew that teachers prefer students who exhibit traits that make them easy to manage in the classroom but had not heard of the term 'creatively handicapped' before. I feel it is sad that it for some student their creativity creates a situation that makes achievement in most classrooms extremely difficult. The second article about exploring the interactions between Asian culture and creativity opened my eyes to how the four principles of Confucianism can inhibit creativity. I know it was mentioned in the article we read in the beginning of the semester in the comparison of Eastern and Western school systems but I did not fully understand the extent to which the four principles block, decrease, and stifle creativity. The third

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article about underachievement and creativity gave me a new perspective on how some highly creative underachievers do not do well in traditional school environments and need different models in order to succeed Yes, these students need good counselors who can understand their needs.



Hannah Bayne
Reading Response 4
2/17/09

In response to the article on measures of creativity, I agree wholeheartedly with the implications of using tests of creativity for the same or similar purposes as IQ tests. I have always felt that IQ tests leave too much out and therefore neglect equally valid methods of reasoning and conceptualization. Tests of IQ seem, for the most part, to measure acquired knowledge and concrete logic, and therefore seem to relate more to the ability to retain and recall information and concepts, rather than the ability to invent or create. I believe that retention and recall is an important factor in measuring intelligence, but I have long resented that it is the only method for determining the intelligence of a person. I believe that “street smarts” among children raised in violent areas show a great amount of sensitivity to the environment, and require great skill in identifying and navigating social rules. Emotional intelligence is another skill not included in intelligence testing, but which some individuals are “gifted” in possessing. Creativity, likewise, is a skill seldom acknowledged and seldom given value in our society when measuring “giftedness” or intelligence.

My performance on intelligence and standardized testing has never, I feel, been an accurate predictor of my capabilities. I was placed in “average” classes in middle school based on testing results I cannot believe this!. However, when my English teacher read my poetry and short stories, she You must have a wonderful teacher who could recognize your potential. immediately had me transferred to advanced classes, including math and science. Since then I have been a top performer in every class, receiving high grades and honors. I believe that my scores on tests would increase greatly if I was tested on creativity and

other measures. Likewise, I agree with the article that many students may be similarly overlooked for gifted programs due to the limited applicability of intelligence testing. Including creativity measures would open programs up to gifted students who would otherwise go unnoticed. Our culture's definition of "intelligence" is exclusionary and should be expanded to include multiple dimensions of personal strengths I agree with you.

By the way, the reflection was supposed be for the three articles for creativity. Did you know that? It is okay. You can do that for the next reflection then, right?

Andy Osborn

Creativity Journal

The first article made me think of approaching a kid who is acting out differently. Say, the family comes in for therapy because the son is acting out in school and getting in trouble with the teacher. This study brings to light the idea that perhaps the child is acting out because his creativity and intelligence are not being challenged, versus the child having ADHD or conduct problems. I am very happy that you can think of this. Additionally, I can see how a teacher would rate approval of this type of child lower because of the behavior displayed.

The idea above was explored more in the second article. I liked the comment about how children can only be creative when they feel that they are in a safe, supportive, nurturing environment, i.e. if a teacher is not supportive of thinking that is “outside of the box,” the child will probably not feel like they can be expressive again in the future. Thus, limiting creativity Yes, this is very true!

Something else to consider in doing counseling with children and families from Asia might be the role of play time. From the article it sounds like this is not encouraged and thus might limit creativity so perhaps having children play at young ages might help to increase creativity and expression. Also encouraging playtime for clients who are not from Asia to nurture creativity seems like it would be effective. I enjoyed the fourth Confucian principle about benevolence and how it leads to conformity and the suppression of emotions. I think this one is very clear about how it can limit creativity. Knowing all of these theories and hypothesis, has the education system changed there to be more supportive and encouraging of creativity?

In the last article, the statistic at the beginning is shocking; 25-30% of dropouts may be gifted and creative individuals. The article gave me something else to consider if I was seeing a

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client that had dropped out of school or was kicked out. It may not have been the acting out behavior, but that the child was highly creative and they were not allowed to express their potential in a creative way That is my hypothesis.

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I think overall these articles have provided valuable insight into East Asian cultures which can help to understand them as clients in psychotherapy (i.e. family structure, role of parents, role of children in the family I am happy that you thought about this). I was not trying to talk about East Asian cultures though. Rather, I wanted you to understand what creativity looks like.

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Benjamin Newman
Life Span Development
February 17, 2009

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Preparation Assignment:
Three Articles on Creativity

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I have thought about what “giftedness” means for a long time. I would agree with the ideas suggested in chapter four that highlight that “giftedness” is not a person’s I.Q. I prefer to think of a person that is gifted as some who is able to utilize all four of the P’s, person, process, product and press. A person that is truly gifted is more able than others to excel in all four categories or hyper excel in one category. Often time the traditional measures of “giftedness” praise individuals that are able to excel in the classroom but not in other environments.

The second article highlights the intersection between cultural influence and creativity. This article made me think about the things in America to encourage creativity and to discourage it. The article suggests that in some Asian cultures the idea of benevolence acts to hold back creativity. In America do we have ideas such as this that are holding back our creativity? What do we need to do as a society to foster creativity and to remain successful?

The third article talks about underachievement and creativity. I am going to attempt to loop this final article to counseling. I am frequently sitting in a counseling session with very creative and talented clients. **What has happened to bring these clients to counseling is a product of their environments not their talents** This is an excellent point! As counselors it is our job, depending on theoretical orientation, to emphasize our client’s talents and help them move towards their potential. After reading the third article this is an underlying theme that can be pulled out and applied to counseling and working with clients Can we talk about this further in class? How can we do this?

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Stephanie Phelps
2/18/09
Reflection 4

In reading the articles this week, it made me reflect on creativity and its importance in our society. I never considered myself a very creative person because I couldn't draw or paint artistically, but now I see creativity as much more expansive than that Yes!. When I was younger I was very interested in music and played the flute and piano for years What a wonderful experience!, but I gave that up and studied Psychology in college. **I feel that enhancing children's creativity and giving them a space to expand on their interests is very healthy for development** I totally agree with you!. **That is one of the reasons I want to become certified in art therapy and play therapy** I love this!. I feel that children can utilize these creative methods of expressing themselves much easier than expressing it verbally, especially in cases where children were abused. **During my practicum I counseled a young boy who would not talk, however after much persuading I was able to get him to draw a picture of his favorite activity** This is an excellent example!. **This experience allowed me to bond with him, and helped him realize that he does not have to talk in order to express his feelings** Excellent!.

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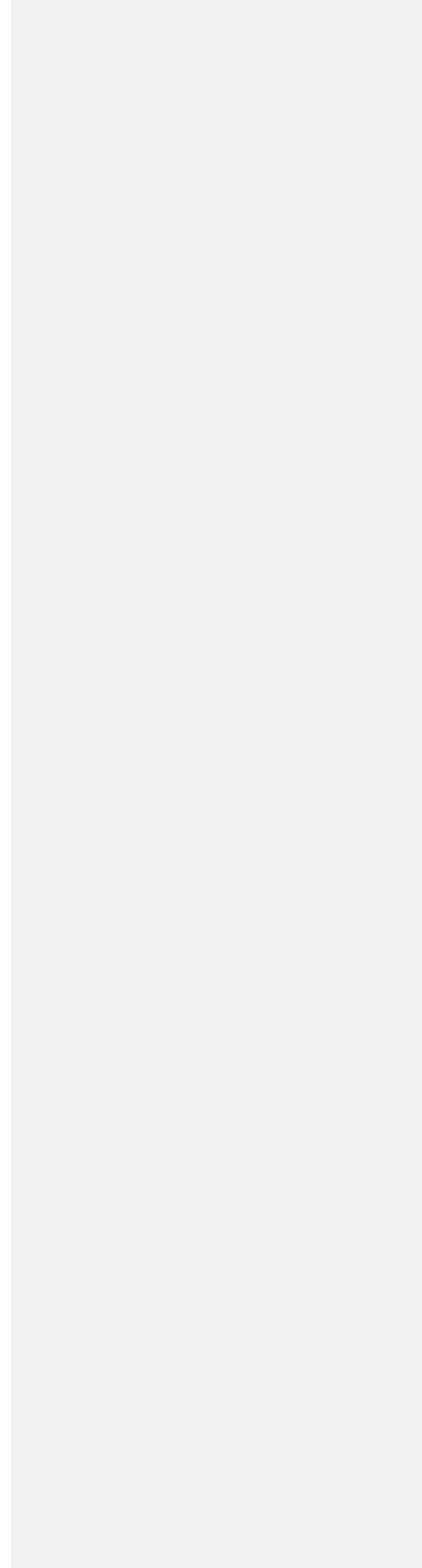
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These articles taught me a lot about Eastern cultures, and how different they are than what I've experienced. I am currently trying to learn as much as possible about different cultures, in order to be an effective counselor. If an Asian family came to me for counseling several months ago I would feel nervous and inadequate in counseling them. However after reading all of this literature, I think that I now have a better understanding of East Asian cultures, the importance of Confucianism and its tenets, as well as filial piety and other aspects that make Eastern cultures unique to ours. **I will continue to expand my knowledge on other cultures, and understand the importance constructs that each has, in order to be an effective**

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multicultural counselor I am 100% for sure that you will be a wonderful counselor in the future!



Despite being in a field of education, and studying psychology for so many years, I have never really done a lot of reading on creativity and the factors that play within it. From this novice perspective I would have thought it would be relatively difficult to define/identify what creativity is. Yet in these articles, creativity has been clearly defined, and been operationalized. It has been defined in such a way that there are even personality traits that fit into what makes a creative person. I suppose I had never thought of creativity being so concrete. I am glad that you are learning something new.

One of the most interesting pieces I found with creativity is the link to healthy emotional expression. I never had thought about the two being even relevant to one another, let alone so clearly linked. This comes as a surprise to me as well because of my own personal upbringing. I have always been told I am creative, and have participated in things such as OM, and hold a great deal of the characteristics of a “creative person.” Yet, I grew up in a family that had very rigid boundaries, and there was absolutely no healthy emotional expression within our family structure. Guaranteed, there are a plethora of variables that go into development of creativity, but considering that emotional expression seems to be of great importance, **I found it an odd paradox that I became who I am** I am wondering how you see yourself?

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The whole concept of multicultural counseling applies with creativity as well, which surprised me. I had never really thought of the interplay of creativity and counseling. Actually, a lot of researchers who are interested in creativity are the ones in the counseling field!

Specifically in addictions counseling, often clients are asked to come up with their own personal meaning of addiction, and usually draw a picture, or have a creative expression for what it means This is amazing! Could you talk about this in class? For people of an eastern or Confucianism culture, this simple technique might not be as well received, or thought to be as

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appropriate. It creates the awareness for me that when working with particular clients, even in relation to creative therapeutic approaches, I have to be culturally sensitive. Thank you for your insightful reflection!

Heather Sutton

Spring 2009

EDUC F09, Dr. Kyung-Hee Kim

Reading Log- Creativity

As I read the four creativity articles this afternoon, the thing that stood out most for me were the inconsistencies in the definitions. Both “creativity” and “giftedness” seem to have completely subjective definitions depending on the environment. When I was growing up, one certainly could not have been considered “gifted” unless they had BOTH a high IQ and a high level of creativity Are you sure that they really considered creativity as one of the criteria for indentifying a gifted? Yet, it would appear that some cultures would exclude the necessity of a high IQ and some would consider only possessing an extremely high IQ merit enough for “giftedness.” I tend to identify more with Torrance’s, more explicit, definition of creativity. It would be easy to interpret almost anything as “creative” through the right eyes if one did not have some form of guidelines.

I had a very strong reaction to the “gifted” topic. My brother is Learning Disabled and I was always considered the “smart one,” so this article made me start to think that it might be possible that any creativity that I might have had could have been suppressed by my parents or overshadowed by my brother. A lot of times I feel “overly obedient” (Underachievement & Creativity, pg. 238), and the sentences about a “wavering sense of being predictable” or “loneliness is a serious problem” really resonated within me. I’ve never thought of myself as “gifted,” and my brother was always the “creative” one... that’s just the way it was, but if some abilities I might have had were suppressed, it could explain a lot of things for me. I have always tried to have some form of creative outlet; writing, theatre, crafts... but that was never considered “creative” to my family in comparison to my brothers awesome art talents. This

would be something to explore for me!Wow! I LOVE your reflection here! You have a special gift to analyze things. Your critical and analytical thinking abilities will definitely help you succeed as a Ph. D. student later.

Deborah S. Wood
Student # 17
Reflection on Creativity articles

Because of my varied interests, I am often asked if I compose music or write – two things I have never done. In reading these articles I realized why it might be that while I am a highly intelligent person in terms of IQ scores, test results, and academic performance, I have never been or considered myself to be very creative. **I could relate in particular, even as a Westerner, to the article on Confucianism because my upbringing in the Deep South in the 60's with regard to the education system and my constant involvement in the Southern Baptist church encompassed those same principles though certainly to a lesser degree** That is why we two could be connected, ☺ – which raises the question: “To what extent do these principles have to be in force in order to stifle creativity?” I also wonder if any studies have ever been done to ascertain different levels of creativity in different parts of the country in different time periods As far as I know, there is none. However, I could do that using different religions and areas. It would be interesting to me to see if my experience in the Deep South in that time period was the norm in terms of creativity.

In addition, because of traumas in my early childhood and adolescence, I suppressed emotional expression and developed ego defenses very early which, according to the article, then “resist and corrupt the development and subsequent exercise of creative behavior”. In addition it seems that the earlier these defenses develop, the more likely they are to destroy a child’s developing creativity. Perhaps I have found my answer...

Unfortunately, it is probably too late to reverse the damage No, absolutely not! It is not too late!

I love Torrance’s Manifesto for Children! Without having any knowledge of Torrance, that is the way I raised my children, except for an emphasis on being well-

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rounded. I still think that is an important quality, and as they were growing up the exposure to many things helped each to determine what their passion was. He did encourage children to be exposed to many things so that they can find what their passion is. However, when he talked about “well- rounded,” he was trying to tell the children not to focus on everything, rather, he encouraged them to focus on something that they are good at or they are passionate about. I wish someone had guided me in my youth with those principles. Much would have been different... Remember? We are beginning another new life?