

## CONTENTS

Foreword by E. Paul Torrance

Introduction by Dr. John C. Gowan

- 1: Familiar Tales 1
  - Ike 1
  - Mary 3
  - Jim 4
  - John 5
  - Teacher Power 7
  - Parent Power 9
  - Some Thoughts to Share 10
- 2: Changing Concepts of Intelligence 13
  - Binet and Intelligence 14
  - Stanford Binet 15
  - Wechsler and Intelligence 15
  - Intelligence as Many Abilities 15
  - Intelligence Measures Predicting School Achievement 16
  - Some Measures of Intelligence and Achievement 16
  - Structure of Intellect Model 17
  - Intelligence and Creativity 20
- 3: Some Measures of Creative Thinking Abilities 23
  - A Few Definitions of Creativity 23
  - Four Creative Thinking Abilities 24
  - Two Approaches to the Measurement of Creativity 28
  - Guilford's Creativity Tests for Children 28
  - Torrance Tests of Creative Thinking 35
  - Thinking Creatively with Sounds and Words 40

	Other Information About the Guilford and Torrance Measures	44
	List of Common, Unoriginal Responses to Demonstrator Form	45
4:	An Instrument for Parents and Teachers	49
	Something About Myself	51
	Criteria for Identification, Diagnosis, and Facilitation	53
	A Four-step Plan of Action	53
	Some Clues About Creative Perceptions	54
	An Instance of the Model at Work	56
5:	Some Activities to Stimulate Creative Thinking	61
	Stimulating the Creative Imagination	63
	Analogy	71
	Imagery	73
	Figures of Speech as Analogy Forms	74
	Figures of Speech in Analogies	76
	Using Analogy to Solve Problems	80
	Analogy and Creative Writing	82
6:	Some Problems of Creatively Gifted Children	85
	Adjustment of Creative Children	87
	Problems of Repressing Creative Needs	89
	Parent and Teacher as Counselor	91
	Some Ways to Prevent These Problems	92
7:	Creative Development of the Child	97
	Stages of Creative Development	97
	Development as Continuous	104
	Relationship Between the Two Approaches	106
	Counteracting Measures	106
8:	Parent and Teacher Hold the Key	109
	References	117