E. Paul Torrance: The Father of Creativity and a Beyonder (Jilting pursuit) learning how to identify and develop creative potential

**What is a BEYONDER?**

1. A specific ability of the human mind to think of new ideas or to do something in a new way.

2. In the workplace we call them "INNOVATORS".

3. In creative achievement: "BEYONDER-STRETCH THE TYPICAL NORM." An individual who can be an artist or invent devices, write, or engage in the arts in a new way.

The BEYONDER Checklist – was developed to help understand what makes Beyonderers who they are.


**Longitudinal Study**

The study began in 1989 at a high school noted for enrolling a large number of creative students. The students were given the Beyonder Achievement Test and a 5 item sociometric test asking for nominations of the best students at the school. The following characteristics were measured:

- Fluency (most ideas)
- Originality (least similarity)
- Flexibility (new situations as the situations change)
- Elaboration (details)
- Independence (working in groups vs. alone)

Students participating in the test were followed up with 30 years after the completion of the study.

**Beyonder Skills**

- Become Child and Professor of Educational Psychology Dept., College of Education of the University of Georgia in 1963.
- Published the Torrance Test of Creative Thinking in 1948 (a series of instruments designed to measure creativity).
- Founded the Torrance Center for the Creative Child at the University of Georgia in 1969.
- Published The Creative Child and Adult Quarterly, 8(1)
- Bensenville, IL: Scholastics.
- Published The Creative Child and Adult Quarterly, 8(6).
- Buffalo, NY: Creative Education Foundation.
- E. Paul Torrance: Creativity man- an
- E. Paul Torrance, 1972 Research

**The Importance of Falling in Love with Something**

- One of the most powerful wellsprings of creative energy, when you are accomplish something, and fall in love with being in love with what you are doing... (Torrance, 1983, p73)

- It is to strive to fulfill the expectations of others when they are in conflict with your dreams and visions of the future. Yourself without being certain-can you make people aware that their expectations are unrealistic, or at least have to change.

- To be gifted young people who never find the courage to walk away from their teachers and parents and say, when they are not "good," (Torrance, 1983, p54)

- As a result of his longitudinal study, he developed a manifest for children

**Torrance’s Manifesto for Adults**

- By E. Paul Torrance and Garmel Miller

- In summary, the main thing is to be a Beyonder! Be so innovative and creative that when people go, going beyond where you have been before, and experiencing the new things, they will say "You’re not the same person!" The Beyonder takes delight in deep thinking, they say "It all makes sense." To be Beyonderers:

1. Put your ideas in context.
2. Highlight the Essence
3. Sponsors the annual E. Paul Torrance Lecture [a person of national or international acclaim]...
4. Inducted into the Hall of Fame National Association of Creative Children and Adults of the White House Conference on Children in 1970.
5. Appointed by the U.S. President to be the Forum Chairman of Early Childhood Group designed to measure creativity.
6. Published his first book - Elaboration (details)
7. Received awards for academic scholarships at elementary, junior high, and high school levels from 1934-88.
9. Received Master of Arts with a major in Educational Psychology in 1944.
10. Received the Merck Fellowship, Creasy Award in Clinical Research in 1979.
11. Received the American Psychological Association’s Award for Scientific Contributions to Psychology in 1988.
12. Appointed by the U.S. President to his Forum Chairman of Early Childhood Group designed to measure creativity.
13. Bereaved brother of Art with a major in Educational Psychology in 1944.
14. Awarded the position of Director of Counseling Bureau and Professor of Psychology at St. Mary’s College in 1934.

**E. Paul Torrance, a seminal thinker in the field of creativity conducted**

**Research in Teaching Children and Adults to Think Creatively (1986) - Torrance**

**Objectives**

- To observe changes and trends from the initial 1972 study and benchmark insight with college/adult learners 1956- Study.

- Concluded that 14 studies at the elementary/secondary school level from 1972-1983 and 71 at the college/ adult level dealing with the teaching of creativity. Three additional instructional approaches were included for a total of 47 instructional approaches.

- By E. Paul Torrance and Garmel Miller

- Evaluate the impacts of various instructional approaches (e.g. divergent thinking vs. convergent thinking) on children and adults.
- It is to strive to fulfill the expectations of others when they are in conflict with your dreams and visions of the future.
- Your ideas and your ways of thinking might not be the same as others.
- More Emphasis in Cognitive Theory (e.g. information processing, the structure of problems, elements in problem solving, perceptions (self evaluation, satisfaction, attitudes etc.) can be more effective than psychometric measures alone
- The Creative Arts and Media-Oriented programs offered a good level of success while the balance were moderate to not promising. Motivation alone is not powerful enough to make a difference in test scores
- The Creative Child & Adult Quarterly, 13(1), 133-139

**REFERENCES**

- The Creative Child & Adult Quarterly, 10(2), 115-122.
- Handbook of Creative Thinking (p72)