

## THE PERCEPTIVE AND SILENCED MINORITIES

Paul Henrickson, Ph.D. © 1970

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**There is an indication from recent studies {Lying, Dogmatic, and Creative Persons, Paul Robert Henrickson, Department of Art, University of Northern Iowa, May 18, 1970) conducted at The University of Northern Iowa that there may exist 4% of the untrained, uneducated and unsophisticated judging population which may be as perceptive as experts in a field.**

**It is not unreasonable to expect a small percentage of any population to be more perceptive than the rest. In what other way might we account for the germination of so many kinds of interests, pursuits and mental activities? Someone, somewhere at some time had to be more perceptive than others in some manner or other, or leaders in any field could not have been identified...nor, indeed, could the field itself exist for the existence of different fields presupposes divergent points of view.**

**Consider the idea that 4% of the population might be the number appropriately destined to lead a society out of the sterile contentment toward the edge of awareness. Such a view supports the idea that there are decisions which can be better made by the very few, than by the many. An oligarchic think tank may be appropriate after all even within a largely “democratic” system. If it were not so, what role should democracy play in, for example, aesthetics, or in the establishment of truth? Should we then accept the idea that beauty and truth are a matter of majority opinion? If consensus could establish truth and point out the beautiful there would then be no reason for the loftier concerns of rarer persons.**

**The 4% to which I have special reference earned a grade-point average somewhat below a 2.2 at The University of Northern Iowa. Because of this and an administrative decision not to allow students who earned a GPA less than 2.2. to register for practice teaching – a requirement for graduation within the program for teacher preparation – these students will not be expected to enter the teaching field. I imagine that other institutions have similar requirements. This particular 4% indicated that their perceptions in a field for which they had no special training were the equivalent to those of trained specialists. Thus it may be that there are throughout the country thousands**

of perceptive college students enrolled in institutions of teacher preparation who will never see a public school classroom and gby not being there will be impoverishing the educational system and depriving the nation of enlightened leadership.

It is not my intention to suggest that a grade-point average has no bearing on the individual's effectiveness as a teacher although, at this institution, it is the deciding one. However, it may be important to point out the possibility that it may be a difference in values- a difference in kind –as well as a difference in degree of conformity to expectations- which determines the amount of energy an individual may be willing to use in meeting preset, system-determined goals. In the research identified above it was indicated that some of those who will not be allowed to teach our young are among the most perceptive in matters of aesthetic judgment. If it seems reasonable that we provide sensitive and perceptive persons the opportunity to fill positions where their special abilities could be most effectively utilized why is it that a significant percentage of such people are excluded? Not to use them where and when they can be helpful in providing the young with higher order insights in these times is wasteful, negligent and criminal.

It might be helpful to describe the setting from which the awareness of this perceptive 4% was made. There are 120 “art products” ...actually, designs or pictures made in response to a creativity task called The Creativity Design Test (CDT)...judged by 69 inexperienced non-art majors and seven art faculty from this University. The top 10% in agreement with their peers and the lowest 10% in agreement with their peers on the matter of aesthetic judgments of these works as determined by a value scale of from 1-5 on a continuum of like-dislike were compared with the art faculty on this variable. Two of the seven in best agreement with their peers agreed statistically significantly with the art faculty at the .05 level of significance. The five remaining did not. Three of the seven in lowest peer agreement agreed significantly with the art faculty at THE .005 LEVEL OF SIGNIFICANCE. The remaining four did not agree significantly with the faculty. See Table I.

**TABLE I**

**Means, Standard Deviations of the Inexperienced and Experienced Judges' Averages and Coefficients of correlation with the 7 judges in Highest and 7JNudges in lowest Agreement with the Inexperienced and Experienced Judges**

**Experienced Judges: Mean=1,92, S.D.=0.52**

**High 1 High2 High3 High4 High5 High6 High7**

0.05 0.16\* 0.16\* 0.14 0.05 0.09 0.01

Inexperienced Judges: Mean=2.71, S.D.=0.56

High 1 High2 High3 High4 High5 High6 High7

0.64\*\*\*0.61\*\*\*0.67\*\*\*0.57\*\*\*0.66\*\*\*0.60\*\*\*0.65\*\*\*

Experienced Judges :

Low1 Low2 Low3 Low4 low5 Low6 Low7

0.37\*\*\*0.25\*\*\*0.10 0.11..... 0.10.....0.30\*\*\* 0.13

Inexperienced Judges:

Low1 Low2 Low3 Low4 Low5 Low 6 Low7

0.33\*\*\*0.21\* 0.19 0.32\*\*\*0.27\*\*\*0.46\*\*\*-0.14

• • sig.@.05 LEVEL

\*\*\* sig..005 LEVEL

Although the statistics do not deal with this problem directly I suspect that there may be operating between the consistently lower academic ratings {In both High School and college the GPA of the high agree-ers was approximately one grade point higher than for the low agree-ers.) achieved by the high agree-ers, and the factor of agreement between the low agree-ers and the experts is a matter of a two-edged perception. On the one hand, the perceptive individual is capable of responding, intuitively perhaps, but still effectively, and with insight, on a level of excellence comparable to the specialist.

On the other hand, he is, in most academic situations, required to respond on a level of excellence set by non-specialists (teachers) operating on

**assumptions they may not care to test, while ignoring the pertinence and sophistication of unscheduled data.**

**Is there any wonder that the perceptive person would lose interest in what must surely appear to him to be inept and misguided procrustean exercises which, whether by design or not, effectively reduces intelligent behavior while it encourages mindless intellection and the conforming of thought processes?**

**The situation presented to the low agree-ers might be described as some kind of dilemma. On the one hand the low agree-er achieves a level of excellence comparable to that of the experts, perhaps because his expressed responses are genuinely his own, rather than the offspring of consensus. On the other hand his GPA remained lower than that of his consensus-bound colleagues because he, perceiving more accurately, more clearly, and with greater interest than his peers, finds that there are consequently fewer persons with whom he might establish consensual validity, which, understandably, might restrict one's risking revealing them to peers who may even be unaware of their existence. Sensitive to the pressures of conformity he might not assert the superiority of his perceptions. By not asserting their pertinency he could retain some of the security offered by agreement with the majority. It could be hypothesized that a significant percentage of persons who are perceptive in specialized ways are correspondingly unaware of what is required to protect themselves from the actions of the mindless majority. One might vainly wish that the majority was not so sensitive about differences, but, that is why they are the majority.**

**The balance sought between openness of expression about sensual perception on the one hand and blind sensual exclusivity on the other and formal hierarchal expression on the other could well describe a situation in which anxiety about the validity of one's perceptions comes into conflict with the need for companionship and the reassurances obtained through agreement. If most of the people around cannot, or will not, see the world as a more perceptive person sees it, the more perceptive person is required to adjust to the less adequate perceptions of the majority or suffer the risk of social and psychological alienation. In such a world one becomes aware that functional reality is a matter of opinion, and that, in general, the most persuasive opinion is that one held by the majority...at the level where the greatest number of sense data are held in common by the greatest number of persons.**

**The low agree-ers may perceive more expertly than do their chronological peers or even their program-bound teachers, but in an environment dominated by the inexpert their voice will have little effect and even matters of art will be determined by consensus. In such a situation one might expect the perpetuation of practices on the part of teachers who have consistently been rewarded for behavior which encourages mediocre, unsure, and inept, but safe, conforming and expected responses.**

**We might also consider the possibility that GPA can as readily be determined by the expertise of the student in assessing and adapting to the level of group awareness—merely as a function of the normal attraction toward the mean awareness—although it may be interpreted to imply excellence within the discipline. The continuance of practices which reward agreement and, at best, ignore, or worse, punish insight might be the unexpected result of determining suitability to teach largely by means of a GPA.**

**There are limitations in the present data. To many, the major insufficiency lies in the amount of statistical support which might otherwise allow statements of a really conclusive nature. At this time I merely wish to take advantage of the temptation to probe the implications of the data presently available. Current plans at The University of Northern Iowa include a program of testing for 1970-1971 across several disciplines to assist in the determination of whether or not some kind of low-achieving but highly perceptive percentage of the student body exists.**

**In the course of formal analysis as well as in moments of informal preoccupation with the data. An auxiliary idea developed that suggested that both peer and authority pressures may operate to define the limits of group awareness and beliefs. In brief, the group exerts pressure on the individual to conform, not only behaviorally in terms of how he acts. But also sensually, in terms of how he admits sensual data into his personal analytical system. In short, there may be ways in which the reality to which the group will admit is defined by the group. Anyone more perceptive than the limits allowed by the group may find that truth is also a matter of opinion and that the punishment of being aware of more than what the group will authorize may range from mild forms of social isolation to the more aggressive declarations of insanity. For very**

**enlightening discussion on the role of peer and family pressures and the importance of consensual validation the reader is referred to the works of R.D. Laing, especially “Sanity, Madness and the Family”.**

**We are not involved here with the psychotic expressions of a personal “otherness” but only with the milder forms of difference in perception to which “non-abnormally” persons are subject. These persons may also be aware of the differences in which they perceive things from the way others perceive them. They may be able to live with this knowledge either by sublimating their responses to their environment and by agreeing, superficially at any rate, to see the world as others see it, or they may decide to let their more sensitive perceptions be examined in greater isolation. This last choice may have its dangers in the form of diminished human contact as well as its rewards in richer sensual experiences.**

**In any event, some light on this matter may have been shed by the Guilford=Zimmerman Temperament Survey (GZTS) which was administered to the judges. Our original intention in administering this analytical tool was based on the hypothesis that possibly certain judges would select the works of certain artists because of some personality responsiveness to which there might have been some subliminal evidence in the work of art. Very little of this sort of indicated. What we did learn, however, was that there are some indications –although statistically non-significant –that low agree-ers and high agree-ers have somewhat different patterns of “lying”. The term “lying” is used here as the authors of the survey used it in describing the scale devised to assess misrepresentation. The three “lie” scales are individually designated as :careless-deviancy (CD), Gross Falsification (GF) and Subtle Falsification (SF).**

**It was observed that the GF and SF were larger for the high agree-ers than for the low agree-ers. The GF means for the high agree-ers and the low agree-ers were 14.00 and 11.43 respectively. The difference was less for the means for the SF were found. For the high agree-ers it was 5.86 and for the low agree-ers it was 5.57. The means for the CD scale differed somewhat between the high agree-ers and the low agree-ers with the low agree-ers achieving a somewhat higher mean (2.71) than the high agree-ers (1.86). As it was the low agree-ers who obtained a somewhat high mean on the CD scale than did the High agree-ers we concluded that this might simply reflect that those who seem unconcerned about agreeing with their peers take greater risks, or, to put it another way. Those persons concerned with**

image make sure that they are not careless in their responses. It is, therefore, of interest to observe that carelessness is not characteristic of those desiring to conform. A conformist might be expected to be alert to the “correctness” of his behavior. If one wished to conform to recognize and accept the values of the group he would be scrupulous about attending to what they were. Fewer errors would be made as a result of carelessness. On the other hand, one might also expect a person desiring to conform to make some effort to achieve the appearance of this conformity. It may be that the differences in both the GF and the SF reflect this.

Another statistical analysis revealed that for the high agree-ers the process of subtle falsification played a greater role in the total falsification score than it did for the low agree-ers suggesting that the high agree-ers were additionally careful that their deceit, in so far as peer agreement is concerned, would not be detected. For the low agree-ers it is the CD which does so which suggests that low agree-ers are more interested in communicating what they perceive than they are in what others may think.

The following table may be of help in understanding the structure of falsification between the high and the low agree-ers.

TABLE II

INTERCORRELATIONS FROM THE FALSIFICATION SCALES OF THE GZTS FOR THE SEVEN HIGH AND THE SEVEN LOW AGREE-ERS.

	CD	GF	SF	TOTAL
High Agree-ers	CD	-0.29	-0.69*	-0.17
	GF	0.70*	0.9698***	
	SF		0.72*	
Low Agree-ers	CD	-0.58	-0.79**	-0.69
	GF	0.08	0.97***	
	SF		0.28	

• • **SIGIFICANT AT THE .05 LEVEL**

**\*\* SIGNIFICANT AT THE .01 LEVEL**

**\*\*\* SIGNIFICANT AT THE .005 LEVEL**

**From this one might be tempted to conclude, as I do, that for the high agree-ers, that is, those whose aesthetic judgments were similar to those of others in the group that intentional falsification in the reporting of their responses, an intentional misleading of those around them as to how they truly responded is an expression of a desire to avoid the insecurity brought on by the individuality of expression, or an effort, to resign the responsibility for their perceptions out of terror of exclusion.**

**If this interpretation is correct, it suggests that the psychologically healthy persons are those whose modes of adjustments have not including denying the evidence of their senses in an effort to achieve that false security held out by consensus and still have been able to withstand the fears of uncertainty and the pressures of isolation.**

**It might appear that the low agree-ers care less about such matters as the uniformity of awareness. Being, perhaps, more sure of their singularity as opposed to an uniformity of perception, they may not even fully r4alise that bodies of beliefs about things exist.**

**See Tables III and IV for a comparison of patterns of inter-agreement among high agree-ers and among low agree-ers.**

**TABLE III**

**COEFFICIENTS OF CORRELATION AMONG 7 HIGH AGREE-ERS  
FROM THE GROUP OF INEXPERIENCED JUDGES**

	1	2	3	4	5	6	7		
1	1			0.50***	0.39***	0.35***	0.60***	0.51***	0.30***
2		2		0.35***	0.28***	0.41***	0.31***	0.33***	
3			3	0.35***	0.41***	0.43***	0.33***		
4				4	0.22**	0.24**	0.35***		
5					5	0.58***	0.29***		
6						6	0.35***		
7							7		

\*\* Significant at.01 level

\*\*\* Significant at .005 level

**TABLE IV**

**COEFFICIENTS OF CORRELATION AMONG 7 LOW-AGEE-ERS  
FROM THE GROUP OF INEXPERIENCED JUDGES**

	1	2	3	4	5	6	7
1	1	0.13	0.26***	0.13	0.24**	0.23**	0.14
2		2	0.08	0.05	0.07.	0.32***	0.02
3			3	0.17*	-0.02	0.14	0.13
4				4	-0.12	-0.08	-0.04
5					5	0.15	0.13

6 6

-0.07

7 7

**\*\* Significant at .01 level**

**\*\*\* Significant at .005 level**

**The Low Agree-ers consistently gave evidence of their greater involvement in the judging process by assigning many more adjectives to the works they judged. See TABLE IV**

**TABLE V**

**MEANS AND STANDARD DEVIATIONS OF THE MELANCHOLIC, PHLEGMATIC, CHOLERIC AND SANGUINE SCORES FOR THE 7 HIGH AND THE 7 LOW AGREE-ERS**

	<b>HIGH AGREE-ERS</b>		<b>LOW AGREE-ERS</b>	
	<b>Means</b>	<b>S.D.</b>	<b>Means</b>	<b>S.D.</b>
<b>Melancholic</b>	<b>27.37</b>	<b>12.84</b>	<b>39.14</b>	<b>13.77</b>
<b>Phlegmatic</b>	<b>23.71</b>	<b>9.69</b>	<b>31.00</b>	<b>8.54</b>
<b>Choleric</b>	<b>30.14</b>	<b>19.51</b>	<b>38.57</b>	<b>13.56</b>
<b>Sanguine</b>	<b>26.86</b>	<b>13.69</b>	<b>29.29</b>	<b>7.65</b>

**It may be that the Low Agree-ers have more to react to and are more willing to react because they are simply more aware and more sensitive over a broader area of sense data than are the High Agree-ers. The High Agree-ers may, in a very real way, need sensory assistance,**

something like some people need a hearing aid and others need glasses. It should also be noted that there is nearly total inter agreement among the High Agree-ers than there is among the Low Agree-ers. High Agree-ers evidently do feel secure in the assurance of consensual validation and Low Agree-ers seem indifferent to it. Low Agree-ers may be more tolerant of differences in opinion as the above coefficients of correlations indicate.

**Insight into the ways aesthetic judgments are made by experienced and inexperienced judges was gained when coefficients of correlation were obtained between the aesthetic scores assigned by the judges and the selection of one or several adjectives from a list of 32 from the Eysenck Personality Adjective Check List which had been presented to the judges in random order. These adjectives were available for selection to describe the designs. The Judges were ignorant of the particular significance of these adjectives. They were not told, for example, that the list of adjectives had anything to do with personality assessment. It is possible that they may have observed some patterning in the selection, however, I believe that possibility to be slight.**

**The personality characteristics under study were extroversion, introversion, stable, unstable, melancholic, choleric, sanguine, and phlegmatic attitudes. The inexperienced judges' aesthetic average mean was 1.93 with a standard deviation of 0.52. Coefficients of correlation for each of the personality variables were as indicated in the table below.**

**TABLE VI**

**INDICATING THE COEFFICIENTS OF CORRELATION BETWEEN THE  
AESTHETIC JUDGMENTS FOR BOTH EXPERIENCED AND  
INEXPERIENCED JUDGES IN RELATION TO ASSIGNED  
PERSONALITY CHARACTERISTICS**

	<b>Inexperienced Judges</b>	<b>Experienced Judges</b>
<b>Introvert</b>	<b>0.08</b>	<b>-0.06</b>
<b>Extrovert</b>	<b>0.20*</b>	<b>0.10</b>
<b>Stable</b>	<b>0.60***</b>	<b>-0.05</b>
<b>Unstable</b>	<b>-0.34***</b>	<b>0.12</b>
<b>Melancholic</b>	<b>-0.35***</b>	<b>-0.01</b>
<b>Choleric</b>	<b>-0.08</b>	<b>0.12</b>
<b>Sanguine</b>	<b>0.45***</b>	<b>0.02</b>
<b>Phlegmatic</b>	<b>0.36***</b>	<b>-0.07</b>

- • \* Significant at the .05 level
- • \*\*\* Significant at the .005 level

There are some indications that the Low-Agree-ing inexperienced judges were more similar to the Experienced Judges in the pattern of their adjective assignments than were the High Agree-ing Judges see TABLE VI. However, from the above Table it can be observed that the Experienced Judges seemed to avoid making adjective assignments to the designs which might indicate that the Experienced Judges were making formal, i.e., judgments made on the basis of organization of design elements as opposed, as in the group of inexperienced judges, to making judgments based on affective responses. This may simply reinforce the idea that a professional knows what to do to achieve the results he wants and the naïve subject is merely seduced.

**TABLE VII**

**Coefficients of correlation for the 7 high agree-ers and the 7 low agree-ers on the four personality variables (melancholic, phlegmatic, choleric, sanguine) associated with the Eysenck personality circle.**

		Melancholic	Phlegmatic	Choleric	Sanguine
<b>High Agree-ers</b>	<b>M</b>	<b>1.00</b>	<b>0.95***</b>	<b>0.93***</b>	<b>0.95***</b>
	<b>P</b>			<b>0.95***</b>	<b>0.95***</b>
	<b>C</b>				<b>0.90***</b>
<b>Low Agree-ers</b>	<b>M</b>	<b>1.00</b>	<b>0.43</b>	<b>0.76**</b>	<b>0.56</b>
				<b>0.77**</b>	<b>0.91***</b>
					<b>0.73*</b>

- • \* Significant at .05 level
- • \*\* Significant at .01 level
- • \*\*\*Significant at .005 level

**Note: Although both high and low groups revealed a level of internal agreement the low group revealed a tendency to be more discriminating in their method of making judgments in terms of the adjectives supplied them.**

**Incidentally, the coefficient of correlation between the aesthetic average of the inexperienced judges and the experienced judges was 0.19 and was significant at the .05 level.**

**These coefficients of correlation indicate that the inexperienced judges made aesthetic judgments which correlated, for the most part, with high levels of significance with the way they assigned descriptive adjectives. This, by indirection, may be seen as a kind of personality assessment. It can be observed that what the inexperienced judges said they liked aesthetically they would likely describe as being sanguine or phlegmatic, or, in terms of Eysenk's Personality Circle (see figure 1) "stable" What they disliked strongly were products they described as melancholic and/or unstable. We may be justified in concluding from this that the inexperienced judge does not distinguish between personality assessments and aesthetic judgments, or, that he is prejudiced in favor of those which he interprets as "stable". It may also be seen that the aesthetic judgments of experienced judges remain unrelated to personality assessments as determined by these means.**

**The matter of aesthetic preferences remain an entirely nagging matter. If we take, for example, only the role of "stability" as it can be evidenced in graphic work and see its representation in "symmetry" it is something quite different from what one might call "dynamic symmetry". This might be a visual assembly essentially asymmetrical which has its conflicts of balance resolved by the cooperative interaction of the sensitive observer with the work of art. In such an experience, as probably in all essentially aesthetic experiences the work of art, as an aesthetic experience, achieves its completion in the response of the observer. It is in this way, then, that both the creation of a work of art for the creator and its perception on the part of the observer provide a platform to achieve, at least symbolically, a psychological balance and so both the creation and the perception of works of art become a therapeutic process.**

**These findings raise certain other additional questions. One of the first of these concerns an oft-repeated but incompletely understood claim that “artists express their feelings” or their “emotions” or their “personalities”. While, in a very general way, the statement points to a truth its acceptance among the general population produces some revulsion among professionals...and shoddy work from among those artists who want to ride free something like the kid who makes up as an old person and uses a cane in order not to have to pay the trolley fare. And they get away with it because of the willingness of observers to believe. This real process degenerates the value of a culture.**

**As it happened the Eysenck Short Test for neuroticism and extroversion (Forms A & B) were administered to the untutored artists. The function of the Eysenck Test is not as complex as were the “personality” judgments made by the 69 inexperienced and 7 experienced judges but both tools seem to be concerned with similar matters. It would not, I think, be unreasonable to suppose that, indeed, an artist does “communicate his feelings” that a small but still significant degree of correlation might exist between what the artist intended and what the observer perceived. Our research did not strongly suggest that this was so. It remains very much a matter of belief.**

**Since conforming people must decide to conform, albeit, perhaps, with some reluctance, it is reasonable to expect that such a decision is rooted in some evidence. Perhaps, out of fear, they seek guideposts to behavior and given the opportunity to recognize uncertainty in others some may develop the talent to subject and to coerce others for their own purposes, or, given that they are compassionate and caring will offer what aid is possible.**

**If, as this data does suggest, that there are some, in fact, the majority of people who will sacrifice their ability to observe independently in order not to have to face life alone there are those other braver souls who manage to maintain their independence of perception and describe events the way they see them. This takes considerable courage and probably not a little sacrifice in terms of social security.**

**In summary, then, we not only have a segment of the population that is more creative than the majority but we have as well, a small group who have not been professionally trained who demonstrate the ability to make professional level judgments and that this more perceptive group consistently achieve a grade -point average one grade point lower than the majority, that they are denied access to the teacher preparation program, that they tell fewer lies than the majority and that they are the ones, one might suppose, consistently over-looked for advancements within the field. This is a society, then, that is ruled by the non-creative lying conformist. My Gosh! What a prospect!**

The above report has been adapted (in 2008) from that of 1970.

The designs are based on aesthetic principles thoroughly described in many places elsewhere (design theory and psychology of vision).

Also, in contrast to the traditional puzzle which usually provides an image against which the player might check the correctness of his behavior, they also severely limit the choices available to the player by the rather complex configuration all of which supports the value of obedience to another's vision. It is this last which seems to be the more outstanding value of The Creativity Puzzles, that is, the encouragement of the individual to make his own assessments....and errors, which

he corrects. While the traditional puzzle offers the player, one choice per piece, the total choices offered the player in The Creativity Puzzles is over 600.

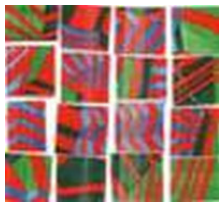
I hope this explanation helps.

Regards,

Paul Henrickson

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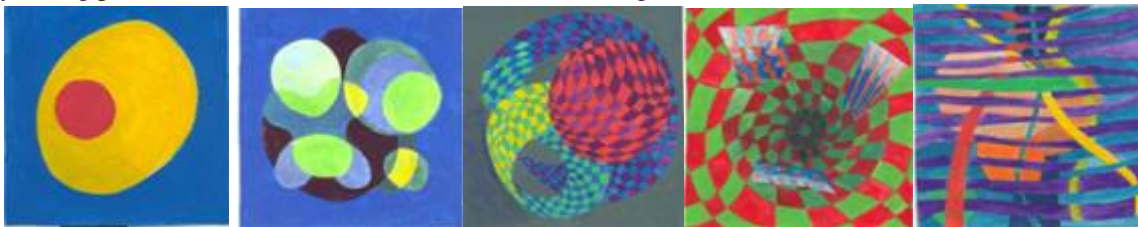
CREATIVE REALIZATION....art, psychology ...truth and aesthetic judgment



Paul Henrickson, Ph.D. tm. © 2009

I sometimes have doubts about my own vision, but I generally return to the expectation that through the manipulation of plastic and other graphic symbols a world is created.

That is one very fixed perception I have about the value of the unconventionally designed, non-objectively imaged puzzles I have created. They were developed over a period of years beginning about 30 years ago and, seemingly, only during periods of mental rest....a kind of mind-wandering state.



But it is in such a state, it seems, much of creative imagination takes place. I am certain that this particular mental process was a result of experiences I had had with adult perceptions, contemporary school practices, and much of the seemingly politically oriented push in modern art criticism.

[http://guam.mvarietynews.com/index.php?view=article&id=6030%3Aflights-creative-outsiders&option=com\\_content](http://guam.mvarietynews.com/index.php?view=article&id=6030%3Aflights-creative-outsiders&option=com_content) Marianas Variety notice

Not everyone agrees.

There are, or were, at least two California school systems which have hired as “webmasters” technically trained, to some extent or another, individuals who have more unwarranted ego than judgment and, I would assume no insight whatever as the needs of an educational environment and perform as cherished virtues what are in fact mortal wounds to the highest held ideals of a humanistic education, that is, the sanctity of the individual’s insight.

These webmasters claim that in order to cut down on “spam” they will automatically exclude any email address that is unknown to them. More xenophobic behavior one can hardly imagine. Even on the mundane level, the most ordinary minds realize that there is still a great deal to learn out there from individuals one has never ever heard of and maybe a slightly fewer number will grudgingly admit that having graduated from teacher’s college and, in addition, been accredited by some organizational staff, does not mean the end to mental growth...but such considerations are not admitted into the reality of such webmasters as those who were in San Jose and Berkeley. There is a certain hubris among those whose sense of success is attached to predetermined goals such as  $1+1=2$ . Surprisingly some never seem to be surprised or pleased or even recognize when and that they may have discovered something on their own. Nevertheless, “*I didn’t know I did that!!!*” is still sometimes heard.



Click <http://www.tcp.com.mt/video.wmd> to view experimental video showing how the creativity packet puzzles are used.

There are several other rather odd manifestations which one encounters as one proceeds through the many, but not enough, of the websites dealing with educational matters. On the other hand, there are, sometimes, too many websites, depending upon the view point of the searcher and the quality of the website but, by and large, it is one of the histories more important inventions and it renews the struggle between the sophisticated and naïve where the naïve have an energy-enriched chance to become sophisticated and to, at the very least, protect themselves from the fraudulent. This is another area in which the puzzles are helpful for they provide the experience of testing one’s own judgments against results whereas the traditional puzzle tells you what to do, how to do it and then applauds your obedience.

Certainly, one of the impressions a searcher can get while looking around this territory is the difference in vocabulary in referring to those who teach is the relative standing of those who have decided how a website should appear. Many sites join both faculty and staff under one heading and fail to separate them but arrange them

alphabetically according to the name and some with even no further designation "Staff" a term, which, in The United States, generally refers to secretarial, maintenance, or administrative assistants...not generally, referring to people of ideas, theories or more complicated technical expertise. One supposes that this may have something to do with the overflowing of "democratic" concepts into areas where existing differences may imply some systemic elitism. This situation which is quite real in certain areas of the world and most notably in my experience in Malta where excellence is recognized only among the Maltese which, statistically speaking, in a population of only 400 thousand might suggest, even to the casual observer, a rather narrow range of accomplishment. The results bear this out. An interesting development in association with this, seemingly, national characteristic, is that individuals recognizing their limitations have attempted to compensate for these by successfully developing the façade of interpersonal relationships based on intimidation. Where, in some areas and with some people, excellence is often accompanied by a remarkable degree of humility whereas, in others, where the primary actor recognizes in himself the absence of excellence (and the presence of a hopefully gullible audience) he assumes the cloak of bravado and immense self-pride which tends to silence others who may be ignorant, and the doubtful.

### AN EXPERIMENT FOR YOU:



If you, the reader, will take the top most image , enlarge it, print it out, cut out and separate the pieces and **THEN** attempt to assemble them in such a fashion as for the end result to make total sense to you **THEN** you may begin to understand the relationship between perceptive thought and truth-telling and, as a result, understand why, as the experiment conducted at The University of Northern Iowa in 1969 revealed, the relationship between lying about one's perceptions , including one's self, was related to academic success , and as result the education system there, then in force was allowing **only** uncreative liars to become the teachers of our young. It is true that I do not, at present, know how or whether this correlation between social lying and unsophisticated aesthetic judgment will hold up, statistically, but, certainly from many decades of observation we know that this relationship exists. If indeed it does exist then the implications for the **vast majority of educational principles now in practice** is that they **are an enemy of the educational ideals we have publicly espoused.**

As someone recently observed to me "the SIGNIFICANCE (of the lie) gets lost in the deception. The liar believes the lie." and consequently does not know he's lying because he is supported by the majority in his environment. The participants may not be aware of their roles in this process, but certainly the social architects are.

Those of you who may be interested in pursuing this matter further are free to contact me at: [prh@tcp.com.mt](mailto:prh@tcp.com.mt) .