



**mugwump
journal**

By JOEY KILFOIL

It's going to be short and sweet again this week, folks. You guessed it, our m.e. is still ill. Anyways, without further ado..

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In my four years at UNB I cannot remember one single event which has sparked as much controversy and genuine interest on the part of the students as the SUB referendum issue. In fact, it has actually prompted a letter from SRC administrator Dave Campbell.

Big deal, you say. Well, contemplate this: because the position of an administrator is one of an advisory nature, Mr. Campbell has never seen it appropriate to write letters on student concerns. In fact, he has never written a letter to the Bruns editor before, except possibly to clarify errors in a story or something. But Dave told me when he submitted the letter that he was so mad about all the misinformation that has been floating around that he felt compelled to write.

In short, people, you know there's going to be another referendum. Read everything you can about the issue--carefully. Ask questions. And for God's sake, vote.

Letters to the editor have been coming in fast and furious lately. Now while I think this is a great way for students and others to state opinions and raise questions, I sometimes wonder if the privilege is occasionally being abused. Contemplate this: the soundoff section of this paper is supposed to be a serious forum. A quick glance at this week's section shows this is not the case. I have always had a policy in the past of printing all letters I get within the space available. Now I wonder if it's such a good idea, but if I started cutting letters people would begin screaming censorship. Oh well, nobody ever said it was going to be easy.

soundoff

More on MENSA and tests

Sir:

Professor Rhinelander (October 23rd) has made very valid points. In considering intelligence we have to agree with Alice Heim (Intelligence and Personality 1970) that "psychologists are generous to a fault with definitions of intelligence." However, he goes too far in writing off test scores altogether. There are a few measures which have stood the test of time and are established as predictors of likely success if taken in the context of other relevant information. I always tell my own students

"You are driving along the road. There is a turning on your right. A car is approaching you with his turning light flashing. A strong possibility is that he is going to let you go past and then turn. But it is only a possibility. He may be reckless and likely to cut in front of you. He may change his mind. The possibilities are endless. It is the same with a score on a respectable test (and by no means are all tests respectable). It presents a strong possibility."

More that this we cannot say about tests and I certainly welcome Professor Rhinelander's comments on the excessively uncritical attitude to test scores that is shown in too many areas.

I welcome Professor Rhinelander's emphasis on creativity although I would dispute very strongly that creativity is the greatest intelligence of all. Professor Rhinelander is not a psychologist. He is obviously endowed with a good measure of intellectual integrity and perhaps he will accept that scientific research does demonstrate that the two are inextricably related. Too many professionals emphasize intelligence and ignore creativity.

Where I must take issue with Professor Rhinelander is in his implied contention that at University creativity and intelligence can flourish anyway. This is not borne out by the facts. There are two problem areas in intelligence and creativity - the very much above average (IQ 130+) and the very much below average (IQ below 70). However, while a great deal is done for the

very much below average we tend not to realize that the very much above average has a problem. Professor Robb of York University has coined the phrase the handicap of brilliance. In Associations for the Gifted and Talented the world over we are flooded with cases of children who demonstrated superior intelligence early in life by test scores and achievements but have failed to reach their potential. I have been following up twenty creativity gifted people since 1970 from several universities (including this one). Eleven changed their program at least once. Nine of them switched from science to arts. Nine have changed their career orientation at least once. Lowenstein (1981) draws attention to the fact 41% of American youth who were rated in the top 1% of the ability scale either did not enter University or failed to graduate. Less than 2% of those who have the ability to gain Ph.D's either attempt to do so or succeed in doing so. Heist (1967) found that in seven American Universities between 50 and 80% of creatively gifted students either dropped out or transferred. The minority who did complete their program come to the end of it frustrated and intensely dissatisfied. Snyder (1967) investigated "excited imaginative and concerned students" at M.I.T. Among these students the drop out rate was three times higher than the national average. The British Department of Employment examined university dropout through failure at examinations. I was involved in this. The majority should not have gone to University in the first place. They just had not the intelligence to handle it; shown by test scores and biographical information. However, a sizeable proportion (11%) were in the top 2% of the intelligence bracket demonstrated by test scores and achievements prior to entering University. Of my sample (too small to draw conclusions but I do claim to have shown that the problem merits, if not demands, investigation) four felt they had gained something from University but this was not from the program. They attributed the benefits they had gained to contact and personal discussion with an individual professor whose door was open to

students and who took a personal interest in them. Wright State University are at present looking into the increasing problem of suicide among gifted students. A number of researchers on adolescence have drawn attention to the anti-scholarship climate. Academic excellence is not socially acceptable among students. I have said in my own book (1980) that the creatively gifted minority are among the most likely to be frustrated beyond endurance at University and often do less well than people of more normal intelligence. If only it were true, as Professor Rhinelander contends, "intelligence is as intelligence does". Of course, it ought to be true at University but something has gone seriously and terribly wrong.

MENSA has been in existence for two decades and has done nothing towards a solution of any of these pressing problems. It has merely gathered together people exhibiting a certain type of test proficiency. I am too busy researching creativity to have the time to support them even if I had the inclination. There is a need but MENSA will not meet it.

While writing would you spare me the space to emit loud and hearty applause in response to Kathy McHugh. At concerts, at the theatre, even in Church things are spoiled for us by people who are concerned only to indulge a passionate love affair with the sound of their own voice. Such verbal dihorrea can only be symptomatic of chronic mental constipation. Thank you Kathy. I agree 100%.

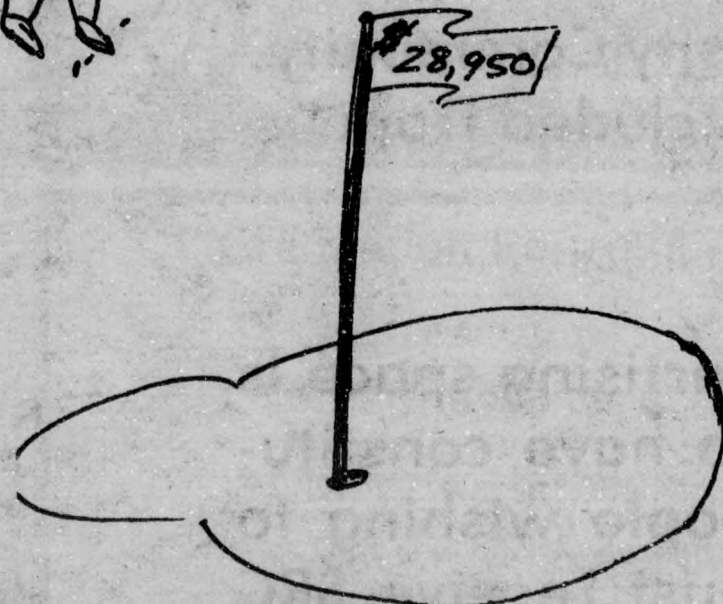
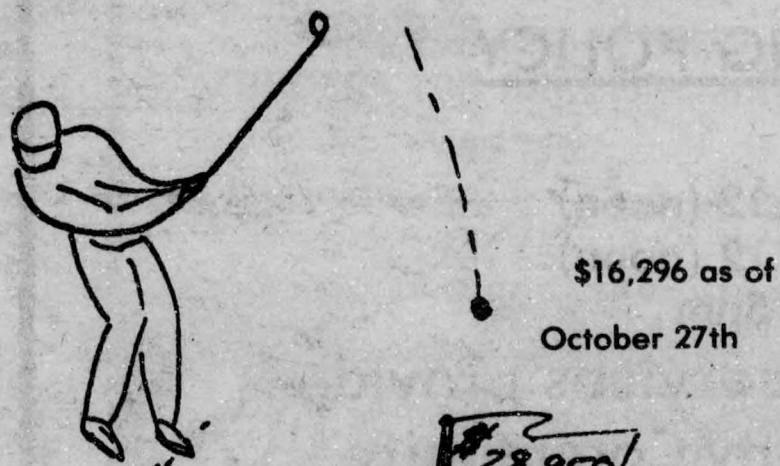
David Williams

Doggone shame

Dear Mr. Editor:

All I can say is it's a doggone shame that Rupert didn't win the election. And if the student union wasn't a joke before, it certainly is now. We've just elected a clown as president.

Signed,
Ralph the Wonder Llama



United Way

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