

## QUESTIONS FOR, TOM CLYNES

### “HOW TO RAISE A GENIUS” *NATURE* 2016

p. 1: From the outset, “Genius” (which appears in the title of the article) and “Precocious” are equated with

- a. exceptional visual imagination
- b. independent thought and outsider status
- c. high test scores in math

p. 2: Framing the discussion of nature vs. nurture, the fact that “the precociously gifted outweigh the rest of society in their influence” suggests that the capacity to “outweigh the rest of society” in STEM fields is a result of

p. 2: The list of “celebrity” figures named here (actually geniuses by any measure), contains one stunning surprise who is not associated with a STEM field. Who is it?

- a. Barack Obama
- b. Donald Trump
- c. Lady Gaga
- d. Billie Eilish

p. 2: “Cognitive ability” here is being equated with

p. 2: Again in the title of this article appears the word “Genius”. In your opinion are “Fortune 500 CEOs and federal judges, senators and billionaires” geniuses?

a. yes

b. no, they are simply successful, but they don’t change the world

c. depends on how you define genius

p. 3: Again, in this discussion, genius is measured by performance in

- a. politics
- b. STEM fields
- c. the arts
- d. the humanities

p. 4: The reference here is to Anders Ericsson’s “10,000 hours of focused practice” theory conveyed by Malcomb Gladwell. The opinion posited here by Clyne is

- a. in agreement with Ericsson
- b. is opposed to Ericsson

p. 4: What should be the aim of educational assistance programs, in your opinion if the aim of society is to progress (choose one or the other)

- a. to help the struggling
- b. to foster excellence among the gifted

p. 4: In your opinion, should we have “gifted” programs at all?

- a. yes
- b. no

p. 4: Why might categorizing someone as gifted be an advantage in the “race of life”?

pp. 1-5: The researchers discussed here all see to center, whether at Johns Hopkins or Vanderbilt, in which department

- a. math
- b. computer science
- c. psychology

p. 5: The discussion here implies that the questions on an SAT test are different from, and a more reliable measure of, quantitative reasoning. Is any evidence given here to support that claim?

- a. yes
- b. no

p. 5: According to Camilla Benbow, “setting out to raise a genius is the last thing we’d advise any parent to do.” Why might that be the case?

- a. it can lead to all sorts of social and emotional problems
- b. it can't be done
- c. parents actually have little influence on how children develop

p. 5: Following all of the “do’s” at the bottom of the page here, would

a. mitigate against falling into the “prodigy trap” (a condition resulting in “social and emotional problems”)

b. make it more likely that parents and children would fall into the “prodigy trap”

p. 6: In 1976 Stanley expanded testing the reasoning capacity of young people in which direction

- a. from math to verbal
- b. from spatial to verbal
- c. from math to spatial

p. 6: How is later influence being measured here?

- a. Pulitzer Prizes won
- b. number of patents and peer-refereed publications
- c. Nobel Prizes won

p. 6: Here the authors associate spatial-temporal reasoning ability with

- a. productivity
- b. creativity
- c. longevity
- d. lucidity

p. 6: At the moment, which seems to be the direction of gifted programs around the world

- a. Asian countries support them while support in Western countries is being undermined
- b. Western countries support them while support in Asian countries is being undermined

[Using your own outside reading: Are U.S. colleges and universities relying more and more on SAT scores, or less and less? What does this say about the current direction of the old “nature vs. nurture” argument?]

p. 7: True or false: The educators uniformly think that it is not a good idea to deny children early access to materials equal to their intellectual level. True False

p. 7: [How would you solve this question: “to slip a grade or not to skip a grade”?]

p. 7-8: “Intelligence won’t account for all the differences between people” Which one is a likely enabler of genius NOT named here: a. motivation b. hard work c. self-confidence

p. 8: Begins to get repetitive: there is a correlation between cognitive gifts in math and the number of Ph.D’s earned.

p. 8: mentions once again, the important work of Carol Dweck at Stanford who advocates for “a growth mindset”

p. 9: returns to the following issue: should the gifted receive attention commensurate with their abilities or should the emphasis be placed on getting everyone to an equal start line.

p. 9: Interesting question, why does the U.S. obsess over great athletes but not great mathematicians?

This article started with the discussion of Joseph Bates. (In the title there is the word “Genius” and in the first sentence is the name Joseph Bates.) Look up Joseph Bates. Can you find him? Do you think he is a genius? What do you conclude about this article? (each answer is possibly correct).

- a. Yes, Bates is a genius
- b. No, Bates was simply a prodigy
- c. difficult to answer because “genius” is not defined in this article