

Now to improve the connecting link between psychology and institutions, viz., the inventor or researcher.

[600] First we need a maximum supply of good inventors, physicists, chemists, and metallurgists. So it were logical to go into the colleges and high schools, and make sure that all potential talent receive the proper education for it. All sorts of other leaders and highly trained people are needed also, their education is partly interchangeable and to some extent may be left to their own choosing. But a youth's powers of choice are limited to what courses are offered that he has heard about, at a place he can afford to attend, so there is a vast deal that needs providing. And not only graduate education, colleges, and high schools—we know that character, personality, interests, and an inclination toward a type of career, say to be a scientist, a salesman, or an athlete, are formed largely in elementary school and family. So there is need to go even into these to insure that the precious seeds of scientific genius are saved and directed toward appropriate higher education, not crushed, stultified as so often happens. Our elementary teachers and parents may wish to help, but do not know enough, particularly for a creative child. He is *different*, he doubts, neglects, or dislikes things that to others are the obvious good, outdoor sports perhaps; so teachers, playmates, and even family unite to repress his oddities and homogenize him (§ 608,9). "New ideas generally come from people who don't realize that the obvious is obvious." ¹⁹³

[601] But could we pick out the potential inventors, discoverers, and other creative people at such an early age? Some say that we are seeking children who when adult will ably use a well stored mind, and you cannot determine this until their mind is well stored. Yet there may be some traits of a future innovator which appear in early years, or even before his birth, given his parentage. Anne Roe,⁵⁷⁰ a student of the psychology of occupations, especially artists and scientists, was struck by the low correlations, only about 0.3, found between interests and aptitudes, and concluded that our occupational choices are determined more by our interests than by our aptitudes, though of course both enter.⁵⁷¹ Aptitudes are largely inborn, but interests depend on experience, she thinks, especially on how the child was treated in his family, determining whether he will be more interested in things and ideas, or in *people* as friends and opponents. A creative physical scientist or inventor must be interested in *things and ideas*, rather than people. This division, however, resembles that of introvert versus extravert, which in turn has been found to be connected with bodily build, usually the tall and lean versus the short and round, doubtless determined at birth. The Abraham Lincoln somatotype was once found highly correlated with higher scholastic success, and there should certainly be studies made, though we have found none, on the physical build of the leaders in technical creativity. Perhaps they would be found to be especially of the tall, thin type, but many of the middle, athletic somatotype ⁵⁷² (§ 484).

[602] According to Roe's data and hypothesis the type interested in people is called forth by parents who are emotionally concentrated on the child, perhaps overprotective or overdemanding, evoking love or defensive reactions, while the thing- or idea-minded mind comes from a home where he is accepted casually or even avoided. This fits