
An Introduction to the Special Issue: A Tribute to E. Paul Torrance

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E. Paul Torrance (1915–2003) needs no introduction to the audience of this journal. Torrance was known around the world as the “Father of Creativity” and author of the world’s most popular creativity tests. Indeed, it is hard to know where to begin in trying to describe what he meant for creativity research, education, and psychology. A prolific and tremendously influential author and test developer, Torrance was also remarkably beloved. Those who were lucky enough to know him speak of a kind and generous man who could change lives in a handful of meetings. His students are now professors, and their students are now making contributions to the field.

One of us (James) knew Torrance as a small child; James’s parents worked at the University of Georgia. As a graduate student, James wrote to Torrance and re-introduced himself; he was delighted to begin a correspondence that lasted until Torrance’s death. When editing a special issue of *Research in the Schools*, James was honored to publish what would end up being one of Torrance’s last works. This issue is much deserved and long overdue. We are again honored to present these articles written in honor of Dr. Torrance.

Like the research and writing of E. Paul Torrance, the articles in this special issue range widely. Some focus on specific aspects of Torrance’s legacy, especially his impact on creativity testing. Two writers assess the current use and validity of the Torrance Tests of Creative Thinking (TTCT): Kim reviews a large body of research on the validity of the TTCT Figural form, and Wechsler reports a study of the validity of the TTCT in Brazilian culture. Several other articles use the TTCT, or similar measures inspired by them, as primary re-

search tools. Chávez-Eakle, Lara, and Cruz-Fuentes use the TTCT in an investigation of the relationship among creativity, personality, and psychopathology; Healey and Runco use the TTCT in their exploration of the relationship between creativity and insomnia; Nogueira reports on the impact of a Portuguese creativity enrichment program that used the TTCT as a primary evaluation tool; and Plucker, Runco, and Lim use open-ended, divergent-thinking tests similar to ones developed by Torrance in an effort to relate ideational behavior, divergent thinking, and time on task.

Other contributors discuss work that was inspired by Torrance or that extends his work. Oral discusses creativity among prospective teachers in Turkey and the importance of Torrance’s conception of creativity in developing ways to select and train more creative teachers. Ambrose uses Torrance’s insights as “lenses” that can help us understand large-scale contextual influences on creativity in different disciplines. Sternberg reports on his investment theory of creativity and the propulsion model of creative contributions. Kaufman and Baer suggest ways to combine the “intelligent testing” concept of Alan S. Kaufman with Torrance’s methods of creativity testing as a possible way to advance the field of creativity assessment.

Finally, two of the articles—one by M. K. Raina, the other by Marilyn Fryer, who were both long-time friends and colleagues of E. Paul Torrance—are essen-

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tially reflections on Torrance's life and his many contributions to our understanding of creativity. These two authors highlight different aspects of the work of this many-faceted genius, a man whose life and work touched so many: some quite directly as colleagues, students, and friends, and millions more through the

impact of his research, his tests, and his ever-evolving conceptions of creativity, as well as through the inspiration he provided to so many through his diverse, often passionate, and always insightful writings.