

# IS CREATIVITY SUPPRESSED BY KNOWLEDGE

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## *Answer Key*

### Comprehension I

1. Kie Ho.
2. In a school in America.
3. Creativity.
4. c. / avoid misunderstanding resulting from mere guessing.
5. a better sense of orientation.
6. practical.
7. Laguna Beach Museum of Art.
8. He had experienced it / he had studied in one.
9. c. / both creativity and knowledge are essential.
10. A map drawn by his son of the route to his school.

## Comprehension II

1. Schools in America, unlike in Indonesia, provide children with a number of opportunities to discover their talents, their potential, and to come up with new ideas. Students are always involved in activities, competitions and exhibitions that are connected with their classes at school. This is what Ho observed in his son's school. His own experience, on the other hand, had left him disappointed. He had to memorize things and to acquire as much knowledge as he could from books which he believed suppresses creativity. Moreover, practical knowledge, which can be gained from the American system of education, is far more useful than the knowledge that can be had by learning by heart the names of cities and rivers. Ho admires the approach of his son's school and believes it to be superior to his own school's approach.

## Comprehension III

I agree with Sophia Skoufaki who argues that a combination of both creativity and knowledge should be developed by schools so that students get the benefits that the two can provide to them.

In a system which focuses more on creativity, like in the American schools Kie Ho speaks of, children would be able to do amazing things like transforming paper bags into a waterfall with flying fish or drawing a map of the route he/she travels to get to school, because their classes are activity-based, where the focus is on using the imagination. However, this approach of gaining knowledge can have negative consequences. The only thing that the students would gain would be a lot of dispersed, unorganized, and superficial information, without being able to understand why things happened the way they did.

On the other hand, if children merely memorized facts they would indeed be unable to discover for themselves what they may be good at because the schools have not provided them with challenges and competitions essential for self expression and innovation. Skoufaki believes that knowledge gained through learning History, Geography and Literature through memorization would not only sharpen the mind and expand points of view, but also enable students to face life in a more global way.