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That proposal, notes Huan, a Visiting Fellow from China at the U.S. Atlantic Council, would allow the KMT in Taipei to "maintain its social and economic system, its armed forces, and its unofficial ties with foreign countries." In return, Taipei must surrender its claim to represent all of China and agree to become a "special administrative region." Since signing a similar agreement in 1984 with Britain on Hong Kong's future, Deng has been eager to try this arrangement with Taipei; he has proposed the free exchange of mail, travel, goods, commercial investments, and natural resources (mainly oil).

But Taipei does not trust Beijing and firmly maintains its policy of "Three No's": no contacts, no negotiations, and no compromises. It is also wary of the United States, whose trade last year with Red China reached \$6 billion. Hundreds of American banks and corporations now do business in the PRC. And nearly 14,000 Chinese students attend U.S. colleges and universities. Naturally, Taiwan finds this threatening—especially since Washington has refused to sell Taipei the FX fighter planes that it requested.

In response to the PRC's pressure, says Huan, Taiwan's regime has several options. It can re-emphasize its (illusory) goal of returning to the mainland and ousting the Communists, which would mean rejecting trade with Beijing, weakening U.S. ties, and risking war. It could officially claim independence, but that would jeopardize foreign trade and investment, tempt Beijing to attack, and isolate the island republic. Or, the KMT leaders could accept Beijing's reunification proposals, which would cause a domestic uproar.

Huan contends that the most prudent course of action would be for Taiwan's rulers to stop thinking about recovering the mainland, open trade, and start informal talks on peaceful coexistence with the People's Republic of China.

### *Project Intelligence In Venezuela*

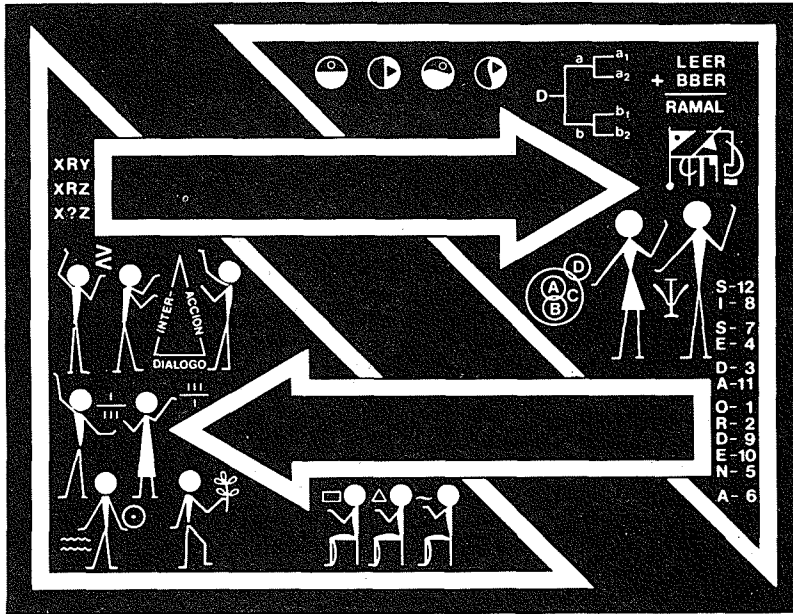
"A Country That's Trying To Be More Intelligent" by Marc Levinson, in *Across the Board* (June 1985), 845 Third Ave., New York, N.Y. 10022.

Intelligence—an elusive, virtually undefinable human quality—is a strange fruit for any government to try to cultivate. And yet, reports Levinson, a contributor to *Across the Board*, the Venezuelan Ministry of Education is trying to do just that.

Through academic programs and lectures in factories, the Venezuelan government has been striving, since 1979, to raise the level of intelligence in the population. This project began as a grand experiment. But now, contends Levinson, intelligence-building has become a permanent feature of the Venezuelan school curriculum.

"Project Intelligence," for example, stresses concepts. Junior high school students in five Venezuelan cities solve verbal problems ("What are the essential characteristics of a tree?") to increase their agility with abstractions. Another program called "Learn to Think" focuses on

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A Project Intelligence workbook, which teaches students to reason logically using symbols and geometric figures.

methods of problem solving. Students evaluate political dilemmas, discuss options, and arrive at conclusions. Designed by British psychologist Edward De Bono (who argued that intelligence is a teachable skill rather than a genetic inheritance), Learn to Think is offered daily to 1.3 million schoolchildren, workers in government-owned steel and aluminum factories, and employees of General Motors de Venezuela.

This national project was the brainchild of Luis Alberto Machado, a Venezuelan sociologist and Cabinet member. In 1975, his book *The Revolution of Intelligence* (which supported De Bono's theories) stirred a national debate on education and caught the eye of Luis Herrera Campins, leader of the Social-Christian party (COPEI). In 1979, Campins swept into power and named Machado Minister of the Development of Intelligence. Machado then imported top cognitive psychologists to help him develop the program. His consultants believe that reasoning powers develop in stages and that proper guidance, especially with infants and schoolchildren, can affect mental progress.

No one has shown conclusively that the special classes increase "intelligence," but early studies do find that pupils completing Project Intelligence score higher on standardized tests than those without the training. Is the experiment worth continuing? Machado thinks so. In a democracy, he says, the "distribution of intelligence is the most important of distributions."