

mysticism need not be so conceived that some ontological teleology is essential to their viewpoints. It is sufficient if a deeply cultivated sense of the mystery of existence provides a corrective to any dogma of the total intelligibility of the universe, an intelligibility to be finally revealed by science or any other means.

MURON K. MURTZ

*Department of Philosophy,
New York University*

Federal Budget and Fiscal Policy, 1789-1958. Lewis H. Kimmel. Brookings Institution, Washington, D.C., 1959. x + 387 pp. \$5.

This highly readable volume has a somewhat misleading title. Kimmel has not written a comprehensive history of federal budgeting and fiscal policy but has concentrated on the evolution of attitudes toward the balanced budget and public debt. The volume starts with Washington and Hamilton and ends with Eisenhower and Anderson. Economic events, the viewpoints of government officials, and the contemporary prescriptions and theories of economists are interrelated in each phase of fiscal history. The author has a light touch throughout and does not attempt a technical treatment. The book is apparently addressed to the general reader and to the practitioner. Although there is reference to such matters of fiscal economics as the balanced budget multiplier, the author does not attempt to break new theoretical ground.

The great change that has occurred in this 170-year period lies in the role and responsibility of the national government for the aggregate level of income and employment. This change has necessitated an abandonment of rigid notions of budget-balancing and at least some diminution in fears about the horrors of the national debt. Kimmel's history of the emergence of what is commonly called "a positive fiscal policy" or "fiscal policy for growth and stability" points out that attitudes toward balanced budgets and the national debt had become stereotyped by the end of the 1920's. Adherence to fiscal orthodoxy was a traditional article of faith, and the march of events had not forced a rethinking of the issues. The attack on the conservative creed first came in the writings of economists, in the immediate pre-Keynesian period, from 1930 to 1936. The transformation in popular

attitudes toward the national debt and deficits did not emerge until World War II, when it became completely evident that very large deficits and a rapid rise in the national debt were accompanied, not by bankruptcy and ruin, but by unprecedented increases in national output and an unprecedented rise in levels of material well-being.

Kimmel finds that, in the postwar period, the obsessive belief in the efficacy of a balanced budget has all but vanished, and that there are no important differences between the major political parties on this point. The philosophy of the Employment Act prevails, and budget policy will be adapted to the requirements of economic stabilization.

It is not possible to dissent from this conclusion. Certainly there is a predominant view that, in the event of a serious recession, federal taxes will be reduced and expenditures will be increased, let the deficits fall where they may. But there remains a curious lag in thinking in some quarters. Kimmel quotes a 1957 statement by Senator Goldwater, which appeared in the *Congressional Record*: "Where is the finely drawn line between freedom and slavery when, under the present deficit, every baby born in this country has a \$1,675 first mortgage tag hanging around its neck?" Perhaps it is the senator who should read this book.

JESSE BURKHHEAD

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Index Kewensis Plantarum Phanerogamarum. Supplement 12. George Taylor, Ed. Oxford University Press, New York, 1959. 162 pp. \$12.

The appearance of a new supplement to the *Kew Index* has been eagerly anticipated by taxonomists who work with the flowering plants, for this continuing publication, perhaps more than any other single work, makes possible the orderly progress of plant taxonomy. The 12th supplement of the work (first published in 1895) covers the years 1951 to 1955 inclusive. An estimate indicates that between 17,000 and 18,000 binomials are included in this supplement; most of these are names of new species or new combinations published during the 5-year period, but some are names published earlier and overlooked in prior supplements. Like the other re-

cent supplements, the 12th carries a separate listing of newly described (or previously overlooked) genera. There are 472 names in this list.

This is the first supplement that has appeared under the nominal editorship of George Taylor, the new director of the Royal Botanic Gardens at Kew. In his foreword Taylor gives credit to M. I. Skan for the preparation of the supplement. Botanists in all fields owe a debt of gratitude to both Skan and Taylor, and to the Royal Botanic Gardens, for the preparation and sponsorship of this indispensable work. In its format and in the excellence of its printing, the 12th supplement is a worthy addition to a distinguished series of botanical reference works.

A. C. SMITH

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Smithsonian Institution*

The Gifted Group at Mid-Life. Thirty-five years' follow-up of the superior child, vol. 5 of *Genetic Studies of Genius*, Lewis M. Terman and Melita H. Oden. Stanford University Press, Stanford, Calif., 1959. xiii + 187 pp. \$4.50.

If we were to identify a large group of 11-year-olds with IQ's that place them within the highest 1 percent of the school population and follow their careers for 35 years, what would we find? Few biographers have the pertinacity to wait for an answer. It is our good fortune that Terman has undertaken such a study—and of no less than 1500 individuals. Unfortunately Terman's death occurred before he could witness the ground swell of interest in exceptional talent which followed the scientific events of 1957.

The book is concerned primarily with the status of the gifted subjects in 1955, when their average age was 44. Careful comparisons have been made of the incidence of death, suicide, mental illness, sexual maladjustment, schooling, occupational rank, income, and fecundity in the gifted group and in the general population. The authors have been remarkably successful in bringing together statistics that are scattered over many fields. The analysis shows that the gifted subjects continue to be superior in nearly every respect. We learn that the present birth rate of 2.4 children per mother among the gifted women and the wives of gifted men is insufficient to "maintain the

The Gifted Group At Mid Life Thirty Five Years Follow Up Of The Superior Child

Michael L. Jaffe



The Gifted Group At Mid Life Thirty Five Years Follow Up Of The Superior Child:

Genetic Studies of Genius ...: The gifted group at mid-life; thirty-five years' follow-up of the superior child, by L. M. Terman and M. H. Oden ,1959 The Gifted Group at Mid-life Lewis Madison Terman,1967 *The Gifted Group at Middle-life* Lewis Madison Terman,Melita H. Oden,1959 How to Build Your Baby's Brain Gail Gross,2019-09-03 Winner of the 2019 National Parenting Product Award Ranked 1 by BookAuthority for 2019 Best New Parenting Books Your child s DNA is not destiny you are at the helm guiding their course The truth is nature and nurture are in a delicate dance if one goes too fast the other one falls Science tells us that early childhood experiences have the capacity to structure and alter the brain That means you didn t just supply your child s DNA you re still shaping it And it s only by wielding this power that your child will activate their full potential You are truly a gene therapist manipulating and guiding your child s genetic makeup based on the experiences you create for them Contrary to what modern parenting trends have told us parenting is much simpler than we dared to imagine Great parenting comes down to one mission to be prepped and present for the windows of your child s development so that you can take full advantage of them and help your child become a smart successful self sufficient adult It doesn t require formal training or a fancy degree all it takes is getting involved Once parents learn how to flip the right gene switches they can expand the limits of their child s potential and lay the emotional and intellectual groundwork that allows them to seize opportunities for success fearlessly naturally and enthusiastically With a PhD in education and a second in psychology and forty years of experience as an educator Dr Gross combines an understanding of childhood development with practical and realistic tools to teach parents how to best take advantage of their child s developmental windows *How to Build Your Baby s Brain* translates the results from scientific studies about expanding consciousness and performance into day to day interaction between parents and children **'Gifted Children' in Britain and the World** Jennifer Crane,2025-02-13 This is an open access title available under the terms of a CC BY NC ND 4 0 International licence It is free to read on Oxford Academic and offered as a free PDF download from OUP and selected open access locations The idea that a child is intellectually gifted has a social and cultural history This book analyses that social history at multiple scales and makes the voices of the gifted young themselves central through examination of their poetry letters and life writing In daily encounters those labelled gifted sometimes loved this label and felt special in comparison to peers at school and siblings at home For others gifted was a silly or embarrassing label and many questioned the idea of separating off young people in terms of intelligence as well as the specific forms of testing being used Ideas of the gifted child also reshaped family lives parents dedicated time to providing special leisure spaces for those thought of as gifted running them in their own homes and taking their children significant distances to spend time with others that were also gifted Voluntary organisations were critical here as the network through which young people and adults encountered the term gifted and lived and created it relationally through interactions with one another Voluntary organisations looking to

gain attention and visibility also critically shaped the idea that the gifted young were elites of the future central to answering challenges of economic decline global warfare or humanitarian aid The hopes placed on gifted children between the 1960s and the 1990s were often sky high yet many gifted young still felt that the community wasted their talents and did not support them This book then provides new perspectives on the tensions between elitism and equality in modern Britain It also offers vivid stories of optimism hope disappointment and criticism in which young people themselves play a central role

Statistics of Land-grant Colleges and Universities United States. Office of Education,1963 **Talent, a State's Resource, a State's Responsibility** J. Ned Bryan,1963 **Educational Research in Norway in the Twentieth Century** Johannes Sandven,1963 *Bulletin* United States. Office of Education,1963 Intellectual Giftedness in Young Children Joanne Rand Whitmore,1986 This exciting book challenges old assumptions and offers promising new insights into the nature and special needs of gifted children in the early years Leaders in gifted education blend their professional experiences with the latest research and theories to provide parents and teachers with the practical information they need in order to recognize and nurture the development of gifted children from birth to age eight Clearly and concisely written this book is invaluable as a resource for enhancing parenting and teaching skills and developing new programs and services Read *Intellectual Giftedness in Young Children* and Discover proven methods of recognizing intellectual giftedness in young children including the handicapped the economically disadvantages and the culturally different Learn to select or develop effective preschool and K 3 educational programs that provide for the special educational needs of gifted students Gain a more accurate understanding of the nature of giftedness including specific vulnerabilities present in early childhood Enhance your understanding of the psychological conflict experienced by gifted children that can foster academic underachievement and problem behavior in school *Research in Education* ,1969 *Resources in Education* ,1969 **Explorations in the History of Psychology in the United States** Josef Brožek,1984 This collection of monographs traces the development of psychology in the United States from the 1630s to the present describing and explaining the influence of European and indigenous doctrines and methods and chronicling the process from meager beginnings to world leadership in the field Illustrated *Handbook for Counselors Serving Students With Gifts and Talents* Tracy L. Cross,Jennifer Riedl Cross,2021-09-30 The second edition of *Handbook for Counselors Serving Students With Gifts and Talents* provides the definitive overview of research on the general knowledge that has been amassed regarding the psychology of gifted students This book Introduces the reader to the varied conceptions of giftedness Covers issues specific to gifted children and various intervention methods Describes programs designed to fulfill the need these children have for challenge Is updated and expanded addressing contemporary issues Reflects the latest research on giftedness With chapters authored by leading experts in the field *Handbook for Counselors Serving Students With Gifts and Talents* is a resource professionals can turn to for answers to a wide variety of questions about gifted children Middle Adulthood Sherry L. Willis,Mike

Martin,2005-06-23 This book is unique because of the focus on longitudinal studies and international perspectives There is no other book like it This book will be useful both as an advanced undergraduate or graduate course text and as a resource for scholars Rosemary Blieszner Virginia Polytechnic Institute and State University A very strong volume T his book will clearly be a must have for scholars interested in midlife Michael Marsiske University of Florida Midlife is no longer an uncharted territory in human development A group of outstanding researchers from different countries focuses on this peak period in the life span Various views including historical cultural and socio structural perspectives are adopted C omprehensive reviews of studies on almost all relevant domains of human development are given and provide a colorful picture of what midlife in these days may be all about Sigrun Heide Filipp University of Trier Germany Middle adulthood is a critical period of the life course How we develop in middle age the central period of our lives can influence how well we cope in our later years Middle Adulthood A Lifespan Perspective explores these issues by bringing together a distinguished group of international contributors associated with a range of prestigious longitudinal studies Key Features Presents a much needed longitudinal lifespan perspective on middle age Provides a multicultural perspective to determine universal normative patterns of midlife development Addresses a broad scope of topics including historical perspectives on the emergence of middle age as a normative developmental period in the life course change and stability in personality and cognitive development and decline Middle Adulthood is designed for scholars researchers and practitioners in the field of adult development and aging It is an excellent text for advanced undergraduate and graduate students studying midlife development in the departments of Developmental Psychology Human Development and Family Studies Gerontology Family Diversity and Health

Intelligence Testing and Minority Students Richard R. Valencia,Lisa A. Suzuki,2000-09-19 At last a book that is comprehensive balanced and sensitive in its approach to the intellectual assessment of minority children This book will quickly become a standard text in courses on assessment and diversity Jonathan Sandoval University of California Davis Congratulations to Richard Valencia and Lisa Suzuki for producing a long overdue comprehensive and balanced treatment of cognitive assessment for minority children This volume should prove to be a great value for practitioners and researchers alike Terry Gutkin University of Nebraska Lincoln I believe that Intelligence Testing and Minority Students is absolutely outstanding Valencia and Suzuki demonstrate unusually rich research based theoretical practical and clinical foundations for treating the important and thorough set of topics covered by the book Their underlying compassion is also evident throughout the book I recommend this book to everyone in the field of assessment it is must reading for anyone who tests minority students Alan S Kaufman Yale University School of Medicine This book should be required reading for those who work in this field either in a research or clinical capacity but is especially important for those who have reservations about the use of standardized tests for intellectual assessment It is a highly valuable reference Robert Rueda University of Southern California This is a very rich resource on the history of intelligence testing and it s application

to diverse ethnic groups Theoretical and applied topics are well integrated in the discussions Most important is the inclusion of the record of white supremacy ideology the issues of cultural salience in measurement and the issues of usage I know of no other reference on this topic that is as comprehensive as is this one Asa G Hilliard III Georgia State University What roles do socioeconomic status home intellectual environment test bias and heredity play in explaining measured intellectual performance between and within racial ethnic groups Intelligence Testing and Minority Students provides a fresh opportunity to reexamine the construct of intelligence as well as its strengths and weaknesses Viewed as a psychometric tour de force this work provides a concrete argument for prioritizing the nation s testing needs as well as the multicultural perspectives of intelligence Psychometricians and practitioners alike will find this book to be a useful reference in understanding assessment tests and their relationship with minority students With the rising necessity for better and more comprehensive testing it has become of the utmost of importance to respond fairly and validly to the diversity of this nation s citizens The authors have acknowledged this need by including a thorough discussion of cognitive testing issues as well as an exploration of future movements From the historical views of testing to the future direction of nondiscriminatory assessment no professional should be without this must have reference About the Authors Richard R Valencia Ph D is Professor in the Department of Educational Psychology College of Education at The University of Texas at Austin Dr Valencia s research and scholarly interests include the intellectual and academic development of racial ethnic minority students historical social and psychological status Lisa A Suzuki Ph D is Assistant Professor in the Department of Applied Psychology School of Education at New York University Dr Suzuki previously worked as a school counselor and psychological examiner for the Department of Education in the state of Hawaii Over the years she has administered over 300 intelligence tests to diverse populations Her observations sparked an interest in pursuing a greater understanding of the cognitive abilities and intelligence of diverse racial ethnic populations

Half a Brain is Enough Antonio M. Battro, 2006-11-02 Half A Brain Is Enough is the moving and extraordinary story of Nico a little boy who at the age of three was given a right hemispherectomy to control intractable epilepsy Antonio Battro a distinguished neuroscientist and educationalist charts what he calls Nico s neuroeducation with humor and compassion in an intriguing book which is part case history part meditation on the nature of consciousness and the brain and part manifesto Battro combines the highest standards of scientific scholarship with warmth and humanity in his exploration of the brain and consciousness

Gentlemen's Disagreement Peter Hegarty, 2024-05-31 What is the relationship between intelligence and sex In recent decades studies of the controversial histories of both intelligence testing and of human sexuality in the United States have been increasingly common and hotly debated But rarely have the intersections of these histories been examined In Gentlemen s Disagreement Peter Hegarty enters this historical debate by recalling the debate between Lewis Terman the intellect who championed the testing of intelligence and pioneering sex researcher Alfred Kinsey and shows how intelligence and sexuality have interacted in American psychology Through a fluent

discussion of intellectually gifted onanists unhappily married men queer geniuses lonely frontiersmen religious ascetics and the two scholars themselves Hegarty traces the origins of Terman's complaints about Kinsey's work to show how the intelligence testing movement was much more concerned with sexuality than we might remember And drawing on Foucault Hegarty reconciles these legendary figures by showing how intelligence and sexuality in early American psychology and sexology were intertwined then and remain so to this day

Adolescence Michael L. Jaffe, 1998 Young people are educable Young people are worth educating Upon their wise handling depend the issues of ultimate harmony or conflict in the home in workshop or factory and among thenations Many current methods of treatment find however their justification only in the somewhat mythical descriptions of past centuries For most of these there is little support in the more careful studies of recent years

A Tale of Two Schools Richard Donato, G. Richard Tucker, 2010 This volume documents a sixteen year longitudinal study of two elementary schools in which Spanish and Japanese foreign language programs were implemented and evaluated Evaluation of the programs involved documenting children's language development assessing the attitudes of various constituents and examining critical issues related to the introduction and successful operation of a well articulated sequential foreign language program in schools The volume concludes with a discussion of possible reasons why over time certain sequential foreign language programs flourish and grow while other programs are reduced or eliminated from the school's curriculum Parallels with the theory and practice of environmental sustainable development are used as a framework for this analysis This book will be invaluable to educators and parents needing practical and accessible research based advice on developing implementing and evaluating foreign language learning programs in elementary and middle schools Merrill Swain University of Toronto Canada Using the contrastive stories of two early foreign language programs the authors provide longitudinal research based evidence of program practices and outcomes that focus attention on the critical questions of students ability to achieve language competence and cultural understanding and on program sustainability The authors provide implications for future research and invaluable recommendations for enhancing the sustainability of both new and on going early foreign language programs Marcia Rosenbusch Iowa State University USA

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