

MARGOLIN, L. M. (1994). *Goodness Personified: The Emergence of Gifted Children*. New York: Aldine De Gruyter, softcover, \$18.95, ISBN 0-202-30527-9, 181 pp.

Seeking to derive insight from *Goodness Personified* is roughly analogous to attempting to derive light from a lava lamp. While light may be associated with the curiously moving shapes of the lamp, it is not directly related to them, and the movement of the objects does not enhance the light. Arising from *Goodness Personified* are insightful questions. Yet the questions are not illuminated by either the logic of the book's arguments or the process by which it seems to have been written.

Margolin poses the question of what could possibly be gained from believing in the existence of gifted children. To answer his question, he attempts an examination of the etiology of the meaning of giftedness and the methods through which claims about gifted children have come to be accepted as true.

In capsule, the author seeks to demonstrate that (1) scholars constructed the notion of gifted children and sold their construction to a community of believers — including parents, teachers, psychologists, therapists, and the government, (2) the purpose of the notion of gifted children is maintenance of the power and privilege of the upper middle class, (3) over time, the scholars have attempted to make gifted child education more inclusive, but have done so really only as a means of masking racism and classism, (4) the scholars have variously crafted images of gifted children as vulnerable or as a national resource and then retrenched from use of those images as it no longer served the purpose of the gifted child movement to use them, (5) curriculum for gifted learners is virtually content free and seeks largely to train gifted youngsters to maintain upper middle class values, (6) the scholars reflect upon and are critical of their scholarship as a mode of protecting the core meaning of giftedness, (7) the concept of giftedness necessitates the downgrading of those not included in the category of gifted, and (8) acceptance of the construct of giftedness leads to attribution of characteristics of giftedness to virtually all arenas of life.

That the book raises difficult questions is neither new for the field of gifted education (although the author proposes that it is a field which has been little scrutinized) nor inappropriate. What makes the book frustrating is, first, the method by which it is constructed and, second, its often ill-informed arguments.

Method as Barrier to Meaning

An author has a right to put pen to paper in whatever fashion he deems appropriate. It is not, however, the case that all approaches yield written products which are equally

sound. To Margolin's credit, he does make evident his assumptions about his work. He notes that he makes no claim that his book is scientific (it is not) or that he is impartial (he is not). Further, he asserts that he will deliberately avoid dealing with the questions of whether there are gifted children or whether the methods used in their identification are empirically valid. Absent an examination of the validity of the concept of giftedness on psychometric, empirical, observational, or educational grounds, the book proceeds with the premise that therefore no such validity is possible — handy for the author, but awkward for a reader who might want to consider more than one side of a complex issue.

A second problem of method is a lack of stated criteria for selection of sources to be used as "evidence" for the author's various postulates. The only reference Margolin makes to research conducted for the book is use of the library of the Connie Belin Center for Gifted Education. It is not clear what range of materials was in the library, what proportion he used of what was available, or to what degree he attempted to understand vs. excerpt those materials.

In fact, the book reads as though the author began with the premise that the concept of giftedness must be the product of sinister and conspiratorial minds, selected passages (often out of context) from a melange of materials to support his belief, and attempted at all junctures to suppress dialogue representing alternative explanations. Many citations which he offers as evidence of what becomes a sort of grand conspiracy theory come from the first quarter of this century, without mention of the social or educational context in which they were written. While he does sometimes cite more contemporary sources to support his assertions, there appears little attempt to understand either the range of views expressed in the literature of gifted education — or the overarching pedagogical beliefs of individuals whom he cites.

A third key shortcoming of Margolin's method is his failure to define the group to which he refers as gifted child educators. — in essence the conspirators who have (for over seven decades) perpetrated a hoax on the public. It appears that gifted child educators are whoever writes something about gifted children. For example, he explains that Henry Goddard's specialty was research and writing about those referred to during the first part of this century as "the feeble-minded," he nonetheless includes his writing (from the 1920's) as evidence of the construction of the concept of giftedness by gifted child educators. Other "gifted child educators" include Alice Miller (a psychoanalyst), Arnold Gesell (a child developmentalist), Robert Sternberg (a psychologist), and Jodie Foster (an actress and director). In addition to overpopulating the category of gifted child educators substantially, Margolin also has

Goodness Personified The Emergence Of Gifted Children

Patrick Vollmar



Goodness Personified The Emergence Of Gifted Children:

Goodness Personified Leslie Margolin, In Goodness Personified Leslie Margolin challenges the most common assumptions underlying gifted education His analysis of the gifted child movement shows how scholars formed the concept of giftedness in their writings how they provided detailed documentation of the characteristics such children were thought to embody and how they managed to spread that vision to a community of believers In doing so he demonstrates that social assets as well as social problems can be viewed as social constructions the products of competing claims **Goodness Personified** L. Margolin,1994-01-01 *Academic Advocacy for Gifted Children* Barbara Gilman, M.S.,2020-01-01 Formerly titled Empowering Gifted Minds Educational Advocacy That Works this book is the definitive manual on gifted advocacy for gifted students The author tells parents and teachers how to document a child s abilities to provide reasonable educational options year by year This book provides imperative information on testing considerations curriculum successful programs and planning your child s education It is an essential guide **The New Heroines** Katheryn Wright,2016-03-21 This book explores how the next generation of teen and young adult heroines in popular culture are creating a new feminist ideal for the 21st century Representations of a teenage girl who is unique or special occur again and again in coming of age stories It s an irresistible concept the heroine who seems just like every other but under the surface she has the potential to change the world This book examines the cultural significance of teen and young adult female characters the New Heroines in popular culture The book addresses a wide range of examples primarily from the past two decades with several chapters focusing on a specific heroic figure in popular culture In addition the author offers a comparative analysis between the New Woman figure from the late 19th and early 20th century and the New Heroine in the 21st century Readers will understand how representations of teenage girls in fiction and nonfiction are positioned as heroic because of their ability to find out about themselves by connecting with other people their environment and technology **Troubling Children** Joel Best,2017-09-08 Increasingly sociologists have turned their attention to the social problems of children in particular of younger children This collection reflects those recent interest While most researchers have focused on social problems involving adolescents this volume offers instead original case studies of problems concerning preadolescent children The papers that Best has gathered here represent different theoretical and methodological approaches They report on social issues in Albania Kenya and Japan as well as in the United States The range of social problems they address is a wide one from broad societal crises to decision making within families Topics include the effects of economic and social crises in Africa and Eastern Europe concerns about crack use and other forms of fetal endangerment parental decisions about spanking toy choices and letting children listen to rock music schooling in day care and elementary and junior high schools and children s perceptions of environmental crises Troubling Children adds a new dimension to courses in social problems It also offers a different set of perspectives for those concerned with sociology of preadolescent children and their discontents **IBSS:**

Sociology: 1993 Vol 43 International Committee for Social Science Information and Documentation,1994 This bibliography lists the most important works published in sociology in 1993 Renowned for its international coverage and rigorous selection procedures the IBSS provides researchers and librarians with the most comprehensive and scholarly bibliographic service available in the social sciences The IBSS is compiled by the British Library of Political and Economic Science at the London School of Economics one of the world s leading social science institutions Published annually the IBSS is available in four subject areas anthropology economics political science and sociology

A Report to the Nation ,1999

WISC-IV Advanced Clinical Interpretation Lawrence G. Weiss,Donald H. Saklofske,Aurelio Prifitera,James A. Holdnack,2006-05-18 For both experienced psychologists and graduate students WISC IV Advanced Clinical Interpretation moves quickly through the essentials of WISC IV interpretation and onto an insightful analysis of the major cognitive domains assessed by WISC IV It is the intention of the editors to raise the standard of practice from a simplistic test label place model to a clinical model of assessing to understand and intervene In the first chapter the reader is presented with a comprehensive array of societal and home environment factors for which there is empirical evidence indicating their impact on the development of children s cognitive abilities and ultimately their scores on intelligence tests Subsequent chapters address issues related to the assessment of cognitive abilities that compose g with special emphasis on the clinical correlates of working memory and processing speed from both neuropsychological and cognitive information processing perspectives Each new chapter builds on material presented in previous chapters and progresses the reader purposefully through deeper levels of understanding of WISC IV and cognitive assessment in general Two chapters explicate the processing approach to interpretation that is the corner stone of the WISC IV Integrated A further chapter addresses the interpretation of WISC IV findings within the context of other instruments as part of a full psychological evaluation The final chapter provides an extensive case example of how to write psychological evaluation reports from a child centered rather than a score centered perspective that can have transforming impact on parents and teachers approach to the child Overall these four authors are the architects of a masterful new book on advanced WISC IV interpretation from a clinical perspective Together with the complimentary book WISC IV Clinical Assessment and Intervention Second Edition these books provide the complete spectrum of information needed by all psychologists who use the WISC IV in clinical practice The Wechsler scale is the most widely used assessment of children s intelligence Authored by assessment experts including Harcourt Assessment staff with exclusive data on the WISC IV Discusses interpretation of 4 index scores of WISC IV Examines the WISC IV in relation to other frequently used psychological tests Describes the importance of the WISC IV integrated in clinical assessment Predicts scholastic achievement based on WISC IV subtest scores Discusses modification of score interpretation based on culture SES other contextual factors

The Stupidity Epidemic Joel Best,2012-08-06 Critics often warn that American schools are failing and that our students are ill prepared for the challenges the future holds and may even be the dumbest generation We can

think of these claims as warning about a Stupidity Epidemic This essay begins by tracing the history of the idea of that American students teachers and schools are somehow getting worse the record shows that critics have been issuing such warnings for more than 150 years It then examines four sets of data that speak to whether educational deterioration is taking place First data on educational attainment show a clear trend more students are getting more education Second standardized test scores suggest that American students are performing somewhat better certainly most test scores do not indicate that students are getting worse Third measures of popular knowledge also show evidence of improvement Fourth there is clear evidence that IQ scores have been rising In other words the best available evidence fails to support claims about a Stupidity Epidemic The essay then turns to exploring several reasons why belief in educational decline is so common and concludes by suggesting some more useful ways to think about educational problems The goal of this new unique Series is to offer readable teachable thinking frames on today s social problems and social issues by leading scholars all in short 60 page or shorter formats and available for view on <http://routledge.customgateway.com/routledge/social/issues.html> For instructors teaching a wide range of courses in the social sciences the Routledge Social Issues Collection now offers the best of both worlds originally written short texts that provide overviews to important social issues as well as teachable excerpts from larger works previously published by Routledge and other presses

Closing the Opportunity Gap Prudence L.

Carter, Kevin G. Welner, 2013-04-26 Closing the Opportunity Gap offers accessible research based essays written by leading experts who highlight the disparities that exist in our public schools for the opportunity to learn instead of test scores and outcomes They focus on how policy decisions and broader circumstances conspire to cumulatively create the opportunity gap that leads inexorably to the academic achievement gaps that have become so stark

Handbook of Social Psychology Jan E. Stets, Karen A. Hegtvedt, Long Doan, 2025-09-26 This third edition of the highly successful handbook is presented for the first time in two volumes covering the field of social psychology more comprehensively than earlier including applying social psychology to different areas in sociology It showcases the dynamics of social psychological phenomena across the micro level Volume 1 and meso and macro levels of social reality Volume 2 The reader will see how social psychology can be leveraged at the interactive level within groups and larger units and across many aspects of society thus showing the expansiveness of social psychology in understanding social behavior social organization and social structures The emphasis in Volume 1 rests on theoretical frameworks for processes occurring within individuals and among interacting individuals The chapters span fundamental principles pertaining to the social construction of meaning identity emotions language and social cognition and the structure and dynamics unfolding in interactions characterized by status social exchange network linkages and justice A shorter chapter offering an empirical illustration complements each theoretically oriented chapter Together the two volumes provide the reader with theoretical tools useful in understanding the basics of individual behavior while highlighting how social psychological processes emerge in a variety of contexts The connections among micro meso

and macro levels through the lens of social psychology forge new pathways to understanding the various forms of inequality plaguing the social world *The Wrong Kind of Different* Antonia Randolph,2013 How can multiculturalism go wrong Through extensive interviews conducted in a large Midwestern district Antonia Randolph explores how teachers perceive students from diverse racial and ethnic backgrounds and the unintended consequences of a kind of colorblind multiculturalism She unearths a hierarchy of acceptance and legitimacy that excludes most poor Black students and favors certain immigrant minorities In addition she discovers how some teachers distinguish their support for certain forms of student diversity from curriculum diversity such as accommodating bilingual education which they find burdensome This provocative book challenges readers to look beyond the surface benefits of diversity and raises issues about American schools that need to be addressed including How school diversity policy has become detached from concerns about equity and social justice how teachers see diversity as a good thing as long as it doesn't inconvenience them or lower their schools scores on standardized tests how some immigrant children receive favorable treatment sanctioned by multicultural ideology and practice how many African American students and schools suffer racial penalties for being the wrong kind of different

Criminal Genius James C. Oleson,2016-09-06 This study provides some of the first empirical information about the self reported crimes of adults with genius level IQ scores The study combines quantitative data about 72 different offenses with qualitative data from 44 follow up interviews to describe nine different types of offending violent crime property crime sex crime drug crime white collar crime professional misconduct vehicular crime justice system crime and miscellaneous crime Provided by publisher **Animals at work** Lindsay Hamilton,Nik Taylor,2013-05-15 Animals at Work is founded upon a broad and unique variety of empirical research settings animal sanctuaries farms slaughter houses veterinary practices and behind the scenes of a natural history documentary film making team Hamilton and Taylor apply a breadth of post structural and post humanist theories to establish what happens when animal agents are brought into human networks and spaces of representation and the artful ways in which they become integral in shared human meaning making Interrogating the apparent boundaries of meaning between animals and humans by taking a close up view of those working with animals in a variety of occupational settings the book enjoys a rare and original range of empirical research contexts from British dairy farms to the jungles of Borneo **Acceleration for Gifted Learners, K-5** Joan Franklin Smutny,Sally Y. Walker,Elizabeth A. Meckstroth,2006-10-19 This valuable book dispels common myths about acceleration reviews social emotional considerations and provides tools for effectively determining the most appropriate learning options for gifted students

Culture in Mind Karen A. Cerulo,2013-05-13 What is thought and how does one come to study and understand it How does the mind work Does cognitive science explain all the mysteries of the brain This collection of fourteen original essays from some of the top sociologists in the country including Eviatar Zerubavel Diane Vaughan Paul Dimaggio and Gary Alan Fine among others opens a dialogue between cognitive science and cultural sociology encouraging a new network of

scientific collaboration and stimulating new lines of social scientific research Rather than considering thought as just an individual act Culture in Mind considers it in a social and cultural context Provocatively this suggests that our thoughts do not function in a vacuum our minds are not alone Covering such diverse topics as the nature of evil the process of storytelling defining mental illness and the conceptualizing of the premature baby these essays offer fresh insights into the functioning of the mind Leaving the MRI behind Culture in Mind will uncover the mysteries of how we think Introduction to Sociology George Ritzer,Wendy Wiedenhof Murphy,2019-07-30 Show students the relevance of sociology to their lives While providing a rock solid foundation Ritzer and Wiedenhof illuminate traditional sociological concepts and theories as well as some of the most compelling contemporary social phenomena globalization consumer culture the Internet and the McDonaldization of society **Playing to Win** Hilary Levey Friedman,2013-08-03 Many parents work more hours outside of the home and their lives are crowded with more obligations than ever before many children spend their evenings and weekends trying out for all star teams traveling to regional and national tournaments and eating dinner in the car while being shuttled between activities In this vivid ethnography based on almost 200 interviews with parents children coaches and teachers Hilary Levey probes the increase in children s participation in activities outside of the home structured and monitored by their parents when family time is so scarce As the parental second shift continues to grow alongside it a second shift for children has emerged especially among the middle and upper middle classes which is suffused with competition rather than mere participation What motivates these particular parents to get their children involved in competitive activities Parents primary concern is their children s access to high quality educational credentials the biggest bottleneck standing in the way of or facilitating entry into membership in the upper middle class Competitive activities like sports and the arts are seen as the essential proving ground that will clear their children s paths to the Ivy League or other similar institutions by helping them to develop a competitive habitus This belief motivated both by reality and by perception and shaped by gender and class affects how parents envision their children s futures it also shapes the structure of children s daily lives what the children themselves think about their lives and the competitive landscapes of the activities themselves *The New Pediatrics* Dorothy Pawluch,2017-07-05 When antibiotics became readily available in the 1950s the danger of life threatening infectious childhood diseases virtually disappeared In that era pediatricians broadened the core professional task of their specialty the prevention and treatment of such diseases to incorporate the behavioral and psychosocial problems of children and adolescents Pediatricians themselves began to refer to this changing emphasis as the new pediatrics and to see the trend as a natural progression of their specialty into new areas of care At the same time there arose widespread disaffection among practicing general pediatricians defection to other areas of practice and a decline in the popularity of pediatrics as a specialty choice In analyzing the emergence of the new pediatrics as a case study within medical sociology Pawluch shows how professional concerns and interests influence debate around social problems As sociologists began to take greater

interest in the problems of childhood and as children's lives became increasingly medicalized as some have argued it is at least in part because of pediatricians willingness to endorse medical definitions for certain social problems and to provide treatment for them Pawluch's underlying concern is that medical professionals have begun to make claims for authority in the definition of what constitutes the social problems of childhood Among the topics she examines are the dissatisfied pediatrician syndrome the potential for a crisis in oversupply of pediatricians and competing providers of services the push for expansion into new areas of care and possible future developments in this specialty Social Problems and Social Contexts in Adolescence Klaus Hurrelmann, Stephen F. Hamilton, This selection of previously published research papers presents the empirical and theoretical work on the similarities and differences in adolescent development in the U S and other countries Contributors are an international group of scholars assembled at the University of Bielefeld Their studies are designed to provide a unified source for comparative research on adolescence and to inform readers about adolescent phenomena and research in other parts of the world

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