

Feminists and Bureaucrats is a meticulous book, the work of a scholar fascinated with administrative procedure. The reader may not be as equally absorbed by details, but Fletcher uses each one to build a case which seems irrefutable: that the Endowed Schools Act was an important piece of legislation for women's education that, until now, has passed unexamined.

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Cavallo, Dominick, *Muscles and Morals: Organized Playgrounds and Urban Reform, 1880-1920*. Philadelphia: University of Pennsylvania Press, 1981. xv + 188 pp. \$21.50(U.S.)

Americans have always been suspicious of leisure activities and of people unlike themselves. If the people happen to be both foreign and young, the urge to control their activities — their play — could prove irresistible. Throughout our history children's play has been a matter for serious attention by adults, but no group of adults took a more serious or purposeful view of play than the earnest middle class reformers who made up "the movement to organize children's play" in the period from 1880 to 1920. They mounted a holy mission to bring air, light, organization, and control to the young denizens of the foreign quarters of large American cities. They did so secure in the belief that the best psychological minds of the day applauded their efforts and had lent them the scientific knowledge which both justified their crusade and armed them for their combat with the forces of darkness who commanded the bastions of theaters, dance halls, unsupervised streets and the impenetrable mysteries of foreign languages and cultures. They would save the children from the evils of the great city, liberate them from the dank ghettos, train their minds and give them a new moral sense by means of rigorous physical activity and supervised team sports. The result of their efforts would be a city dotted with playgrounds and peopled with clear-eyed, right-thinking Americans who understood the need for both individual initiative and team sports and who found the excesses of unfettered capitalism and imported collectivism equally repugnant. No other reform effort captured the essence of progressivism in quite the same way.

In *Muscles and Morals* Professor Cavallo might have been content to describe this movement, interpret its meaning in terms of sociological theory and leave it to gather dust alongside other works in the social control school of progressive historiography, but he is after bigger game. Why, he asks, did these reformers take the peculiar course they did and why did the leaders of the movement and the leading child psychologists work together so closely? What, the question becomes, was the central meaning of play in American culture in the Progressive Era?

We learn in a neat and efficient manner who the leaders of the play movement were, what their basic attitudes were (but in a broad general way, only Jane Addams receives a detailed treatment because "surviving members of the Gulick and Lee families informed the author that material relating to their adolescent years had either been destroyed or was 'too personal' for perusal by others.") Jane Addams was a typical progressive because she, like other reformers of that period, had "an acute masculine-feminine role confusion." This resulted in part from the breakdown of the "separate spheres" doctrine which had delineated gender roles for urban middle class families in nineteenth-century American and in part from the cultural ambivalence and idiosyncratic nature of childhood. She resolved this crisis by founding Hull House, becoming involved in the play movement and thereby synthesizing "feminine and masculine ethical strains into a new and dynamic moral vision of urban America." We also find brief sketches of the leading child psychologists (G. Stanley Hall, James Mark Baldwin, William James, John Dewey, and Edward L. Thorndike) and an explanation of why some of their ideas proved so useful to the evangelists of organized play.

What is missing from Cavallo's account is a sense of how the movement actually worked. Photographs scattered throughout the text hint at what it might have been like to be a child playing on one of the supervised playgrounds, but we do not know how the children or their parents regarded these innovations or what the local political costs for establishing them were. Nevertheless Cavallo makes an important contribution to the history of social reform and to our understanding of one of the many currents of progressivism. He also adds a new dimension to the picture of the development of child psychology in the United States by describing the use the leaders of the play movement made of the ideas of the leading child psychologists of the early twentieth century. *Muscles and Morals* is a fine example of what used to be called social and intellectual history. Thus its virtues are also its defects. We do not learn enough about the local aspects of the movement of organized play to make this acceptable social history and the ideas of the leaders are not analyzed in a broad intellectual context. Still Cavallo

is faithful to his announced purposes and has produced a clear, concise, highly readable account. We wish for more information and a broader context. These are the characteristics of a successful work.

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W.B. Barbe and J.S. Renzulli (ed.) *Psychology and Education of the Gifted* (Third Edition). New York: Irvington Publishers, 1981. xi + 519 pp. \$16.95

This is a revised edition of earlier volumes edited by Barbe. The majority of the 48 articles it contains differ from those included previously, with considerable advantage in being more up to date. Also Renzulli, whose work on gifted children is widely known, has become coeditor. Perhaps he pushes his own approaches to the topic somewhat unduly; he is sole or part author of 8 articles. Even Torrance has only 3. The organization of the contents into 8 well-defined sections is an improvement. But in other respects the editing is rather careless. Many of the articles refer to Figures which are missing; frequently too, the whole or part of the lists of references is omitted.

Views will naturally differ widely on what sort of contribution should or should not be included. Generally the volume as a whole gives quite a good survey of the whole area at the present time, which would be useful, not as a textbook, but as a book of supplementary readings in courses for teachers of the gifted. Just half the articles in the book seem to me worth reading. Most of the other half are harmless but have little new to contribute, and the rest are representative of the kind of 'waffle' that is all too common when teachers and psychologists talk or write about gifted children and creativity.

First there are five articles which might be called classics, dating from 1954-1962; a summary by Terman of his life's work on gifted children, Guilford on Structure of Intellect, Roe on eminent scientists, MacKinnon mainly on architects, and Virgil Ward's analysis of the basic concepts in identification and treatment. H.B. Robinson, Roedell and Jackson describe a long-term follow-up, at the University of Washington, of very bright children, identified at 5 years or earlier. Treffinger, Renzulli and Feldhusen give a useful discussion of the difficulties in identification; and Renzulli, Hartman and Callahan describe the Scale for Rating Behavioral Characteristics of Superior Students (SRBCSS). However no evidence is supplied that teachers are more accurate in using this than in their ordinary nominations.

R.L. Ellison *et al.* report on the value of biographical inventories for selecting artistically talented; and Kreitner and Engini classify the available tests and other methods for assessing musical talent. Julian Stanley's Study of Mathematically Precocious Youth (SMPY) is the longest and 'meatiest' chapter in the book. He makes a strong case for acceleration rather than the enrichment of such students.

In the section on treatment, Treffinger gives some practical rules on stimulating self-directed learning. J.C. Gowan's analysis of the nature of creativity is interesting; and Treffinger and Gowan list a large number of published programmes for stimulating creativity in the classroom, for all children, not just the most gifted. Later, Feldhusen and Treffinger outline their 1977 book on useful programmes. An article by R.A. Goodale describes useful measures for handling gifted children in the ordinary classroom. Callahan and Renzulli's article is the only one to provide some evidence of the beneficial effects of brain-storming and other divergent thinking techniques. J.B. Nelson and D.L. Cleland's discussion of the desirable characteristics for teachers of the gifted is one of the most original; and W.E. Bishop's reports an empirical investigation into the abilities and personality traits which differentiate teachers recommended by gifted students from those not recommended. The results are sometimes surprising, and certainly useful.

In an article first published in 1964, Torrance gives an outline of his views on encouraging creativity, including 21 hints to teachers. M.J. Fine provides much useful guidance for parents, and Callahan summarizes the differences between gifted girls and boys, and the difficulties of the former in combining intellectual aspirations with conventional marital adjustment.

What sort of an overall picture does the book give of giftedness and creativity in the 1970s? Though much research has been published since the early 60s, it does not seem to have produced any considerable advances in our understanding of the topic. Fortunately, perhaps, there is less emphasis nowadays on divergent thinking tests. But we still have to rely on rather unsatisfactory methods of identification — intelligence tests, teacher nominations (or better, behavioral ratings), and information from the parents and the child himself or herself. No progress has been reported in discovering children from disadvantaged backgrounds who are potentially highly