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The Klingenstein Center for Independent School
 Leadership provides graduate programs and
 professional development for independent school
 educators throughout their careers.

An Educational Philosopher Who Has Kept Us Fully Awake

Website: *The Maxine Greene Foundation Website*

Maxine Greene, philosopher, imaginer, inquirer and renowned Professor Emerita at Teachers College, Columbia University--a revered favorite among many TC students--has enough books, talks, articles, videos and salon conversations stored from her 90+ years of fully wide awake life that we could use a small library to house them. The Maxine Greene Foundation website serves the purpose, connecting the reader to her many works and offering resources for including Greene's wisdom in professional development sessions on creativity, pedagogy, the arts and essential truths about learning. This web resource brings Dr. Greene and her unique passion for education into the room. It is, as she says herself, a passion that comes "through being alive, awake, curious, and often furious." In a moment when, once again, the conventional wisdoms have failed, Dr. Greene's always unconventional wisdom springs eternal.

Elizabeth Morley
 Child Study Institute, University of Toronto, Canada

ARTICLES, BLOGS, AND OTHER MEDIA



A Talk from 2006 is Even More Relevant After the Fall

Fueling Educational Entrepreneurship: Addressing the Human Capital Challenge, Frederick M. Hess and Bryan C. Hassel

This article, the transcript of a talk, addresses the issue of promoting entrepreneurial talent in our schools by examining the obstacles--systemic, financial, and communicative--to attracting that talent. The article then continues to explore strategies for "priming the pump." The fact that Hess directs Educational Policy in this conservative think tank (American Enterprise Institute, you may recall, is neo-con ground zero with a free market bias) should not distract readers, many of whom will share the more centrist positions of most independent school faculty, from the essential wisdom of the piece. Studies in entrepreneurship will, if anything, prevail even more in the new administration. Independent schools, despite or because of the relative autonomy they prize, stand to gain from studying how the values of entrepreneurship stimulate creative growth in sometimes risk-averse institutions.

Peter Herzberg, Coordinating Editor, Klingbrief

American Enterprise Institute and Harvard College Conference, 2006



Independent School Teens Navigate Class Distinctions in a Recession

The Frugal Teenager, Ready or Not, Jan Hoffman

Exploring issues of class privilege is increasingly becoming an ever-present topic of discussion in our schools and at our professional conferences--given a new twist in the current economic downturn. This contributor's school was recently featured in a New York Times article on the ways in which the ailing economy has impacted upper division students who hail from a wide range of socio-economic backgrounds and families in a diverse school. As part of the online feature of the article, the New York Times also created a video that features interviews of students, an economics teacher, and an upper division principal. Both these resources might provide starting points for our schools' inclusion and diversity initiatives as we engage in discussions about money and class, resources and access, the economy, as well as personal and family finance.

Ileana Jimenez, Little Red School House & Elisabeth Irwin High School (LREI) NY

New York Times Magazine, October 12, 2008



Addressing Nature Deficit Disorder: Playing for Keeps

Playing it Smart, Erica Gies

Part of the green movement includes new attention paid to the loss of children's playtime in an over structured and more urban world. This article, by a freelance writer from the Bay Area, reviews the rationale and strategies for why nature is the best place for children to play, even in urban parks, as a way of developing resilience, environmental awareness, capacity for improvisation, and so forth. Even lawmakers in this country are now sponsoring bills to get our kids outdoors and away from video games. This timely, under the radar article is a good reminder of this positive trend as our schools look to outdoor education and "green" programs to counter other less healthy affinities.

Peter Herzberg, Coordinating Editor

The Trust for Public Land Newsletter, Fall/Winter 2008



Caveat Nominator!

Congratulations! You Are Nominated! It's an Honor. (It's a Sales Pitch)

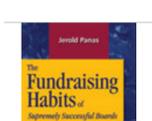
Diana Jean Schemo

Organizations like The Congressional Youth Leadership Council that pitch leadership workshops to high school students are coming under increasing scrutiny. It is not that such programs are scams--the article shows that most students gain something--but because the hyperbole of their sales pitch and promise of prestige don't quite add up, and because they make significant profit without offering financial aid to underserved students. In other words, this meticulously researched and written article is particularly salient to readers of Klingbrief, many of whom (like this writer) will recall having been solicited to nominate students for NYLC, since affluent students are the primary market for these organizations. Let the buyer (nominator?) beware, the article admonishes, in a multi-dimensional study of the rising trend in leadership training and organizations where profit and noble mission coexist uncomfortably.

Peter Herzberg, Coordinating Editor

New York Times Magazine, April 19, 2009

BOOKS



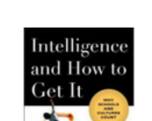
Taking the Miracle Out of Fundraising

The Fundraising Habits of Supremely Successful Boards, Jerold Panas

In this age of economic challenge, fundraising has taken on an even more important role than usual. This short and direct treatise, written by Jerold Panas, Chief Executive Officer of one of the nation's premier and largest firms in the field of campaign services and financial resource development, helps to solidify the basic fundamentals of fundraising for schools. This short book, written in a jaunty and accessible style, is full of excellent reminders and common sense strategies that promote best practices in support of non-profit institutions' fundraising efforts.

Eric Temple, The Carey School, CA

Emerson & Church Publishers, 2008, ISBN 1-889102-26-1



Re-educating the IQ

Intelligence and How to Get It: Why Schools and Culture Count, Richard E. Nisbett

Nisbett, a prominent cognitive psychologist at the University of Michigan, presents recent research to critique the hereditarian view of intelligence. In a penetrating look at nature and nurture, he marshals recent research evidence for the importance of non-hereditary factors in determining IQ. In what Nisbett calls the new environmentalism, there is room for neuroscience, genetics, educational interventions and parenting to have roles in determining IQ. Of particular note, Nisbett does not hesitate to take on controversial material involving race and adoption. Readers of the last two months' Klingbriefs might also see useful connections between this text, Malcolm Gladwell, and Carol Dweck.

[Book review in the March 29, 2009 New York Times](#)

Multiple Contributors

W.W. Norton and Company, February 2009



Gain Without Pain--a Vision of Supervision

The Three Minute Classroom Walk Through, Carolyn J. Downey, Betty E. Steffy, Fenwick W. English, Larry E. Frase, and Dr. William K. Poston

The supervision of classroom teachers is typically conducted infrequently and/or ineffectively across the public-independent school spectrum. Worse still, many teachers report on the misdirected and sometimes injurious experience of evaluation; school leaders rarely see a decent rate of return on their investments, and teachers who receive feedback once or twice a year are unlikely to make changes to their practice. The authors of *The Three Minute Classroom Observation* espouse a model which is designed to promote collegial relationships and ongoing reflective discourse among professionals. In spite of its focus on the public school sphere, the values underpinning this walk-through approach resonate closely with the independent school ethos, and given that teacher supervision is a murky, tentative animal in independent schools, and that accountability for student achievement is even murkier, this book might well give the administrators, department heads, and teacher-leaders some much needed guidance.

Stephen Buck, Prospect Hill Academy Charter School, MA

Corwin Press, 2004



What Enlivens Academic Writing in School?

They Say/I Say: The Moves that Matter in Academic Writing, Gerald Graff and Cathy Birkenstein

Gerald Graff and Cathy Birkenstein's slim volume, *They Say/I Say*, reminds us that the academic paper is a conversation between student and text in which students must develop their own ideas in dialogue with many points of view. The authors offer a range of basic generative templates to demystify and prompt students' academic reading and writing. All too often, we do not share techniques for strategies to teach writing across the curriculum, especially in research; to this end, *They Say/I Say* is very handy. With a clever amalgamation of comics, direct prose, and thoughtful models, the book is an asset for teaching many aspects of academic writing, particularly the ones we as teachers know intuitively but which our students don't.

Rika Drea, Crossroads School, CA

Norton Publishers 2006, ISBN 13: 978-0-393-92409-1



Not Just for Parents' Eyes Only

The Parents We Mean to Be: How Well-Intentioned Adults Undermine Children's Moral and Social Development, Richard Weissbourd

Harvard psychologist Richard Weissbourd's *The Parents We Mean to Be* isn't just for parents' eyes only. Rather, its subtle aptly points toward a broader relevant audience for his important insights about how well-intentioned adults undermine children's moral and emotional development. There is as much here for educators as parents, in other words. We all have a stake--as well as crucial, complementary roles to play--in facilitating our students' ethical and social-emotional development. An important contribution to a burgeoning field, the book takes on the pressures that the achievement craze places on kids, their teachers and parents. And he documents how our culture's fetishizing of happiness often deprives both children and adults of the opportunity to learn from adversity and develop resilience.

Mike Pardee, Kinkaid School, TX

Houghton Mifflin Harcourt Publishing Co., 2009, ISBN 978-0-618-62617-5



Coming of Age, Coming Out

Mama's Boy, Preacher's Son, Kevin Jennings

In his memoir, *Mama's Boy, Preacher's Son*, Teachers College Alumnus Kevin Jennings recounts both his coming of age and his coming out process. Through touching, humorous, and deeply personal reflection, Jennings shares his struggles and successes-- from recognizing his emerging homosexuality as a teenager, to his public coming out as an independent school teacher in New England. Jennings details his involvement in the founding of the nation's first high school Gay Straight Alliance, ultimately leading to his founding of GLSEN, the Gay, Lesbian, Straight Education Network with which many of our readers are familiar-- a national resource in supporting education about LGBTQ issues in our schools. Equally compelling as Jennings' commentary on sexual orientation are his observations on both race and social class provided through his recollections of growing up in a trailer home in Appalachian Tennessee and transitioning to his undergraduate experience at an elite Ivy League institution. Jennings provides a firm yet accessible reminder of the ongoing need to expand our efforts in making our schools safe for all students and all faculty.

James J. Greenwood, Northfield Mount Hermon School, MA

Beacon Press, 2007

To submit comments or suggestions, or to request that the newsletter be sent to a colleague, contact Adele Tonge, Communications Manager at kingbrief@tc.columbia.edu.

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