**BOOKS**

**Educated in Whiteness: Good Intentions and Diversity in Schools**, by Angelina E. Castagno

In her new book, Hiding in Plain Sight, Castagno uses critical race and whiteness theories of education to improve while our schools overlook the fact that “nice and well-meaning” behaviors create pervasive erosion of better intentions. Additionally, she is set out to seek right wrongs. She cites white privilege and entrenched unwillingness as responsible for her findings on the question of why schools repeatedly—and often blindly—fail in attempts to improve.

*Off the Record, In Plain Sight*

Mr. Levitin's book applies to all domains, not just education, and provides tools that can be used to remain emotionally and intellectually grounded in the face of social and personal challenges. It is an excellent resource for anyone looking to develop a more organized mind and a better ability to think critically.

**The Organized Mind**, by Daniel Levitin

Levitin catalogs the ways in which our brains are wired for success in a world that rewards efficient multitasking. He shows how we can leverage the power of our brain’s design to work more effectively and efficiently. The book is a powerful reminder of the importance of our cognitive processes.

**Feedback, Triggers, You**

Sheila Heen’s book, Feedback, provides tools for readers to understand the dynamics and pitfalls of feedback conversations, which are essential for personal growth. The book is a valuable resource for anyone looking to improve their communication skills and interpersonal relationships.

**Myth Of The Spoiled Child**

Joy Hurd, The Buckley School, NY

Hurd’s book, The Myth of the Spoiled Child, argues that the concept of a spoiled child is outdated, and that positive parenting practices should be based on the unique needs of each child. The book offers practical advice for parents looking to create a healthy and balanced environment for their children.

**A Weapon for Readers, A Weapon for You**

Tim Parks

In A Weapon for Readers, A Weapon for You, Parks gives us this beautiful reflection on the strengths and liabilities of an American university. He shows how educators can learn from the college admissions process in China and the United States.

**What Students in China Have Taught Me About U.S. College Admissions**

Additionally, it ruminates on the “soft power” that American universities have at their disposal and how such power could potentially reshape the way Chinese high school students will opt to study in the United States this year. The article furthers this examination by comparing and contrasting what Chinese and American universities are offering and what limits they face.

**And Still Hiding in Plain Sight**

Kristof

Kristof’s five-part series “When Whites Don’t Get Race” was both timely and insightful, and his work on how perceptions of race in the United States can be misleading.

**The Five Myths of Race and Education**

However, Mullainathan’s summary of the effects of these studies is quite stunning, and they reveal the ways in which race can influence educational outcomes. Teachers looking to avoid discussions of race based on anecdote will find Mullainathan’s summary of these studies to be a valuable resource.

**The Myth Of The Spoiled Child**

Hurd, The Buckley School, NY

Hurd’s book, The Myth of the Spoiled Child, argues that the concept of a spoiled child is outdated, and that positive parenting practices should be based on the unique needs of each child. The book offers practical advice for parents looking to create a healthy and balanced environment for their children.

**Still Hiding in Plain Sight**

Mullainathan

Mullainathan summarizes an impressive body of empirical research that has raised.

**Hiding in Plain Sight**

Mullainathan

Mullainathan’s book, Still Hiding in Plain Sight, highlights the ways in which race can influence educational outcomes. Teachers looking to avoid discussions of race based on anecdote will find Mullainathan’s summary of these studies to be a valuable resource.

**The Myth Of The Spoiled Child**

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