WHAT ARE YOU CURRENTLY READING? Octavia Butler's *Wild Seed*.

WHAT DREW YOU TO IT? Octavia Butler is everything. I have read many of her books, but somehow missed the *Patternist* set. Butler was a genius at storytelling, centering blackness, and offering both a deep critique of society and systems of oppression and painting a vision for the possibility of a new world. She was my first introduction to good science fiction and to Afro-futurism. I also have always admired not only her skill and wisdom as a writer, but also her profound strength as a black woman. I read an article about her once where they published a list she made for herself of everything she wanted to achieve. Everything on that list, written in her handwriting on a lined piece of paper, she made happen. If I were a novelist, I would want to write with her spirit. If I were living my best life, I would live with her strength.

FAVORITE BOOK FROM CHILDHOOD? Gosh. That is an almost impossible question. I was a voracious reader. A treat in my house was a trip to the bookstore. Some favorites are anything Nancy Drew (I was into mysteries), most things Judy Blume, *The Baby-Sitters Club* (I was into coming of age stories, too), *A Wrinkle in Time*, *Anne of Green Gables*, *I Know Why the Caged Bird Sings*, and Archie and Veronica comics. (Do they still make those?!)

FAVORITE BOOK YOU READ TO YOUR STUDENTS WHEN YOU TAUGHT? I loved reading to my kids as an elementary school teacher. We read aloud every day. I truly believe in it as a way to engage young people in the power of books and storytelling. I think the best way to answer the question, though, is not what I liked to read to them, but what they liked to hear. Some of my kids’ favorites were *Bud, Not Buddy; The Skin I’m In; The BFG*; and *The Lion, the Witch, and the Wardrobe*.

WHAT BOOK HAVE YOU ASSIGNED TO YOUR HGSE STUDENTS THAT ALL EDUCATORS SHOULD READ? Carla Shalaby’s *Troublemakers*. Shalaby, Ed.M.’09, Ed.D.’14, does an amazing job reminding us that this work — education — is human work. It is fundamentally about humans (teachers and adults) trying to connect with and learn alongside other humans (young people). If we think really hard on that, then we might have some other important conversations in education, like the ones she raises about love, relationships, care, and walking alongside people in the struggle.

FAVORITE SPOT TO CURL UP WITH A BOOK? By myself: in my bed, wrapped in my blanket. With my niece: anywhere when she says it is a good time to read.

NEXT UP: *Wild Seed* is the first book in a series, so I am in that one for the long, amazing ride! After that, Bettina Love’s *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*.

For many years, JOANNE GRADY HUSKEY, ED.M.’78, and Holly Rodgers Wescott have been working with young women through the leadership training organization they started, Live2Lead. This book is based on the training curriculum they developed and share with young women at their summits. However, as they write, the book is meant to help not just the young women they have already worked with, but also young women around the world who want to learn the skills necessary to articulate and execute the ideas they have as they try to make change in their communities.

In his latest book, Lecturer TODD ROSE, Ed.M.’01, Ed.D.’07, faculty director of the Mind, Brain, and Education Program, and Ed School visiting scholar Ogi Ogas, look at women and men who have achieved great success despite being, as the title points out, dark horses — the winners nobody saw coming. Some of these dark horses did poorly in school or dropped out at various stages. Some did well but switched careers and followed an unorthodox path to success. What they found was that there wasn’t one defining character trait they all shared, such as a desire to prove themselves to the world. Instead, the one common thread they did discover: Dark horses are fulfilled.
Aaliyah El-Amin, Ed.M.’13, Lecturer

In her chapter, “This book offers an anti-deficit, anti-essentialist perspective of black males’ performance in schools and gives nuance to the stark realities that young men face — some thriving, some struggling, some making progress, others seeking a place to be recognized for their full human potential.”

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“WE DARE SAY LOVE”
Jarvis Givens, Na’ilah Suad Nasir, and Christopher Chatmon

In this collection of essays, the editors, including Assistant Professor Jarvis Givens, look at what it means to educate black male students in a large urban district. Specifically, they look at the African American Male Achievement Initiative in the Oakland Unified School District in California, a program that is rooted in love and success for black males. “We are not all the same!” one author writes in his chapter. “This book offers an anti-deficit, anti-essentialist perspective of black males’ performance in schools and gives nuance to the stark realities that young men face — some thriving, some struggling, some making progress, others seeking a place to be recognized for their full human potential.”

WHO STOLE MY CHILD?
Carl Pickhardt

With more than 15 books on parenting, author and psychologist CARL PICKHARDT, ED.M.’66, has tackled everything from screaming to boomerang kids to why good kids act cruelly. In his latest, Who Stole My Child?, Pickhardt wrestles another thorny topic: adolescence. With easy-to-follow language, Pickhardt navigates parents, caretakers, and teachers through the often confusing stages of that age. Being prepared and knowing what developmental changes to anticipate during this period in a kid’s life (roughly ages 8 to 18) can help significantly during what Pickhardt calls “the harder half of parenting.”

GHOSTS IN THE SCHOOLYARD
Eve Ewing

EVE EWING, ED.M.’13, ED.D.’16, knows Chicago. She grew up there. She taught there. Now she’s back as an assistant professor at the University of Chicago. So in 2013, when Mayor Rahm Emanuel announced that the city was going to close 40 schools in an effort to combat massive debt, sagging enrollments, and schools with low test scores, and the move was met with fierce opposition, Ewing wondered, “If the schools were so terrible, why did people fight for them so adamantly?” In her new book, Ghosts in the Schoolyard, Ewing explores that question and encourages any district considering closures to ask additional questions such as: What does this institution mean to the community? Who gets to make the decisions? And how do race, power, and identity inform what happens?