Thousands of “Thank You’s”


If you’ve ever wanted to thank your staff but didn’t know how, this is the book for you. It’s designed to help you recognize employees individually, within a building, or even within a district. Unsure of how to welcome your staff back from the summer, keep in touch with employees who are ill, or design a “Secret Santa” activity? Look no further. This book has it all!

The Roots of Rampage


Thirteen people killed; 23 injured. The Columbine shooting was the ninth since 1997 and brought questions about such violence in schools. In Rampage: The Social Roots of School Shootings, Katherine Newman and colleagues report the results of an extensive effort to uncover potential causes.

They based their research on the 1997 rampage of Michael Carneal, a high school student in Kentucky, and the 1999 rampage of Andrew Golden and Mitchell Johnson, middle school students in Arkansas. They spent a month in each community, conducting observations and in-depth interviews.

Newman’s detailed descriptions of both rampages include each shooter’s background and she uses this knowledge to explore why the shootings happened. In her view, rampage school shootings reflect unique features of adolescent culture.

“Adults magnify the trials and tribulations of adolescence and reinforce the status metrics that govern it,” she says, in explaining how adolescent culture leaves some students believing a better future does not exist, and others failing to identify possible threats.

Newman also examines the role of communities after a shooting. Each of the communities she studied went through a healing process of blame, forgiveness, and moving on that, ironically, first united and then divided it.

This background information provides clarity for Newman’s theory, which outlines five conditions for school rampages:

■ The shooter’s perception of himself as extremely marginal;
■ The shooter’s psychosocial problems that magnify the marginality;
■ Cultural scripts that promote an armed attack;
■ Failure of surveillance systems meant to identify troubled teens; and
■ Gun availability.

“Take away one of those elements, and the shootings…would not exist,” she says.

Newman uses an effective writing style and a wealth of information to outline techniques for prevention, intervention, and coping with school shootings that should be read by all school personnel.

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