The Digital Filing Cabinet

**Conquering InfoClutter: Timesaving Technology Solutions for Teachers.**

After centuries of using paper, most of us are still struggling with how to keep from being buried by it. Now, as principals, we face huge amounts of digital information and no one has taught us how to deal with this brand-new monster. To make matters worse, teachers are looking at us, as instructional leaders, to help them cope!

This book provides help for both principals and their staffs. The author’s major contribution is a demonstration of how to organize material on the computer. Using the appropriate analogy of a “digital filing cabinet,” Ormiston walks us through how and where to store digital information. We also learn how to back up our information so we don’t lose it all when our hard drive bites the dust. The end result is that we have a system we can trust—and when we can trust our digital system, we move past the need to print paper copies of everything.

The author challenges us to rethink the ways we communicate. She shows us practical ways to use e-mail and the Internet to communicate within the district, within the school, and with parents. Throughout the book, the information is practical and easily understandable, even by those of us with limited technology skills.

This book is an excellent choice for principals seeking some practical technology professional development for their faculties. A companion Web site allows the content to stay current in an area where technology information is often out of date.

As the new school year begins, you may want to tear up that requisition for more filing cabinets and purchase this book instead.

Frank Buck, Principal
Graham School
Talladega, Alabama
buck@mail.talladega.cs.net

---

Staring at the Clock


In *Genius Denied: How to Stop Wasting Our Brightest Young Minds*, the authors argue that our public educational system is a “dumbed-down” enterprise in which the brightest students are unchallenged in classrooms where they stare at the clock, waiting for their classmates to catch up. For Jan and Bob Davidson, who have established an institute “to recognize, nurture, and support profoundly intelligent young people,”

**Genius Denied** provides an extension of their belief that highly gifted students are “the population that traditional schools serve the least.”

Arguing that only “isolated bright spots” exist across America, *Genius Denied* paints a vivid picture of child after child being denied the opportunity to engage their intellect. The authors build the case that our educational system is anti-intellectual, devoted to slower-learning children at the expense of bright ones. Noting that there are no federal requirements for gifted education and few allocated funds, the authors suggest that equalization is impossible without sweeping intervention by educators, politicians, and parents.

It is here that *Genius Denied* falters. Although many of their assertions about gifted children are true, the authors’ attack on schools overwhelms its message. References to educators as “exhibiting acts of mental cruelty,” “shortchanging intellect,” and “providing lessons that make dust patterns on the floor more interesting” paint an overly grim picture of teachers and administrators.

Undoubtedly, the authors build an extremely convincing case for not wasting the time, talent, and potential of gifted children. Their suggestions to cure an ailing system are solid, practical, and compelling. Sadly, though, through its incessant belittling of our education systems and the professionals who serve in them, *Genius Denied* alienates the very people who could help achieve its goal.

Christopher Peal, Principal
Guest Elementary School
Walled Lake, Michigan
peal@walledlake.k12.mi.us