

**Carini, P.F., & M. Himley, with C. Christine, C. Espinosa, & J. Fournier. 2010. *Jenny's Story: Taking the Long View of the Child—Prospect's Philosophy in Action*. New York: Teachers College Press. 197 pp. ISBN 9780807750513. \$27.95.**

This compelling story of one child's journey through elementary school highlights a philosophy and a powerful movement in education that challenges conventional thinking about students, schooling, and teaching. Readers learn firsthand about the descriptive documentation review process created by staff at Prospect School in Vermont to help teachers know each student as a person, a learner, and a thinker. The collected portfolio of work, observations, and dialogue at collaborative inquiry meetings over five years by Jenny's teachers, her mother, her principal, and Jenny herself brings this unique process to life. The authors show how the process produces deep insight into one child and a wide repertoire of ideas for nurturing her learning. They demonstrate how it influences our thinking about all children as new ideas emerge about what it means to be a teacher.

The book's inspiring essays explore a vision of education and schooling that is grounded in 40 years of experience addressing the challenges of teachers, children, and schools. This resource will stimulate important dialogues among educators at conferences and in college classrooms, and with colleagues and families wherever they meet to talk about helping children learn.

**Mooney, C.G. 2010. *Theories of Attachment: An Introduction to Bowlby, Ainsworth, Gerber, Brazelton, Kennell, and Klaus*. St. Paul, MN: Redleaf. 150 pp. ISBN 9781933653389. \$24.95.**

How much should a baby be held? How can we provide the best care for infants in child care? Theories and approaches to attachment are a central issue in good infant care. This book provides relevant information in an engaging style and with ideas for state-of-the-art application. Mooney describes the major concepts and debates about attachment, and the implications for teachers in infant child care programs. Short narratives about six founding and contemporary theorists include biographical sketches and discussions about how they formed their ideas and their impact on the care of babies during their time.

In the remaining chapters (most of the book), the author shows how this information relates to what teachers and parents consider the biggest challenges in their interactions with babies: the birthing process and starting child care; separation and stranger anxiety; feeding, sleeping, and holding practices; and how attachment relates to the baby's confidence and competence. This text makes a significant contribution to professional development, administration, and teaching.

**Sprung, B., M. Froschl, & N. Gropper, with N.S. Anderson, B. Hinitz, D.A.M. Wright, & A. Zaman. 2010. *Supporting Boys' Learning: Strategies for Teacher Practice, Pre-K – Grade 3*. New York: Teachers College Press. 120 pp. ISBN 9780807751046. \$23.95.**

This book addresses serious concerns raised in a growing body of research about the numbers of boys disengaging from school in the early years and performing poorly on tests of literacy skills. A 10-year project brought together teachers, researchers, teacher educators, and parents to learn how educators perceive boys' learning in school and to explore strate-

gies for addressing this crisis. The authors provide detailed accounts for helping teachers understand the causes and conditions leading to boys' classroom behavior. They describe strategies preschool and primary teachers can use to meet boys' needs, respond positively to the energy boys bring to the classroom, and promote successful school experiences.

Chapters cover topics such as the early roots of sex-role socialization and techniques to uncover the sometimes subtle ways gender influences young children's interactions with their peers and adults. This comprehensive text fills a gap in early childhood literature and provides an essential resource for teachers, teacher educators, and administrators.

**Hirschy, S.T., & E. Wilkinson. 2010. *Protecting Our Children: Understanding and Preventing Abuse and Neglect in Early Childhood*. Belmont, CA: Cengage Learning/Wadsworth. 270 pp. ISBN 9781428361249. \$34.99.**

This guide is designed to help teachers and administrators, social service workers, and parent educators in school and child care settings understand and respond to situations of abuse and neglect of children in their care. The authors describe what constitutes abuse and how to identify, assess, and report suspected abuse and work with children and families to prevent abuse.

Examples from early childhood settings help illustrate practical strategies for coping with difficult issues, such as working with at risk or potentially abusive parents and discussing sensitive topics like appropriate touching. The authors share techniques teachers can use to identify and address potentially problematic conditions in the classroom or in teacher attitudes toward children that may put them at risk for emotional abuse of children. The authors' keen sensitivity to the needs of teachers, families, and children helps make this book a welcome resource for schools and for professional development.

**Paley, V.G. 2010. *The Boy on the Beach: Building Community through Play*. Chicago, IL: University of Chicago. 90 pp. ISBN 9780226645032. HC. \$17.00.**

Of the many books in our field on the critical role of play in the lives of young children, those with Paley's unique voice and insight stand out. In delightful vignettes, this accomplished teacher/author and teacher/mentor extraordinaire displays her time-honored method of attending to children as they play and recording their stories, which they then act out. Through analyses of play episodes with teachers she visited in preschools and kindergartens across the country and abroad, she shows how children use play and their own narration of what their play is about to organize and make sense of their complicated lives. The children's stories create meaningful curricula that teachers can use to support children's developing logic as they contemplate serious issues like exclusion and morality.

The text is an intimate look at how children use play to establish friendships and build a collaborative community. Paley offers an innovative form of professional development as she continues her dialogue with the teachers through a series of letters that discuss new play events for constructing new understandings. This book nourishes our teaching souls.

Titles are selected from the many new books received by NAEYC. Educator **Gail Perry** writes the brief annotations. The books are available from the publishers listed, your local bookstore, or online retailers.

**New Books** is available in an online archive: [www.naeyc.org/yc/columns](http://www.naeyc.org/yc/columns).