



# New books

**Wesley, P.W., & V. Buisse. 2010. *The Quest for Quality: Promising Innovations for Early Childhood Programs*. Baltimore, MD: Brookes. 224 pp. ISBN 9781598570861. \$39.95.**

The authors argue that the early childhood field is at a defining moment in its long-term efforts to address one of its most pervasive challenges—improving program quality. The book brings the best thinking of researchers and policy scholars to provide a detailed examination of what we know about quality today. The authors document the progress made in understanding the indicators of quality and each component of the early care and education system that affects quality, such as early learning standards and professional development. The text presents an honest appraisal of measurement systems and current quality improvement initiatives, such as the Quality Rating and Improvement Systems (QRIS) developed by states to assess, improve, and communicate the level of quality to parents and consumers.

The authors identify the key obstacles to progress that begin with a definition of program quality, which must continually evolve to reflect changing demographics but thus is difficult to regulate and improve. A surprising finding is that little evidence exists in the research literature that preservice and in-service professional development affects teacher practices in ways that improve child outcomes.

This volume presents new ideas for advancing quality improvement efforts that include standards, measures, and methods for achieving quality and needed new research. These innovations would fundamentally change the way the field conceptualizes and supports program quality.

**Zigler, E., & S.J. Styfco. 2010. *The Hidden History of Head Start*. New York: Oxford University Press. 384 pp. ISBN 9780195393767. \$39.95.**

This narrative account offers fascinating details into how Head Start became one of the foremost social programs in U.S. history. From the program's early planning stages to President Barack Obama's 2010 increase in the Head Start and Early Head Start budget (as the book was going to press), the authors trace the conceptual and political issues that have determined the direction of Head Start. This living history is Zigler's own story. As a Washington insider, the first director of the new agency created to oversee Head Start, and later as an academic researcher and child advocate back at Yale, he has continued his involvement and unwavering support for the Head Start program for almost half a century.

Zigler's personal anecdotes take the reader behind the scenes to understand what really happened before key events and meetings. He relates the views and positions of key players, such as Head Start parents, researchers, early childhood educators, members of the U.S. Congress and federal agencies, child development scholars, civil rights activists, and nine presidents who shaped the course of Head Start for better or for worse. Even if Zigler really steps back from Head Start (as he states in closing) and this is his last book on the subject, he bequeaths to the early childhood field a remarkable and lucid documentation of a key part of the early childhood heritage.

**Woodward, S., & D.C. Hurley. 2010. *The Home Visitor's Manual: Tools and Strategies for Effective Interactions with Family Child Care Providers*. St. Paul, MN: Redleaf. 183 pp. ISBN 9781605540160. \$49.95.**

This handbook is for any professional who visits homes where licensed child care takes place, including licensers, social workers, early intervention professionals, food program monitors, family child care system representatives, Head Start and CDA monitors, and accreditation and environmental rating scale observers. Thirteen modules help home visitors learn important skills, such as good communication techniques, time management, and efficient documentation.

The authors introduce principles of adult learning, provide guidance on how to motivate others, and offer strategies for developing a personal style of relating that balances respect and sensitivity to the family child care provider with firmness in discussing the provider's role to protect and care for the children. They address the practicality of developing plans for your own personal safety. Each module includes case studies that demonstrate specific skills applied in real-life examples. Useful checklists help the home visitor prepare for and follow up on home visits.

The authors draw from their extensive experience in licensing family child care providers and conducting training for providers, parents, and home visitors to highlight areas often overlooked in similar handbooks for home visitors—those parts of the job that are especially difficult and challenging.

**Katz, L.G., & S.J. Katz. 2009. *Intellectual Emergencies: Some Reflections on Mothering and Teaching—And a Family Album CD*. Lewisville, NC: KPress. 95 pp. ISBN 9780880766883. \$24.95.**

Lilian Katz takes the reader on a brief autobiographical journey to places where her role as a mother provoked her thinking as a teacher of teachers. Throughout her long and noted career as college professor, author, and worldwide presenter to teachers of young children, she often shared fundamental principles that would arise in situations while raising her son Stephen. He frequently challenged her requests, causing her to justify her reasoning on the spot—*intellectual emergencies*. In the first part of this book, Katz describes these principles to help guide teachers of young children who, like mothers, must make spontaneous decisions about children throughout their day. The principles are also drawn from her practice of summarizing her ideas about teaching and curriculum and young children for her early childhood students on their last class meeting of the semester.

The second part of this slim volume introduces another side of Lilian. A short autobiography and a collection of family photographs, poems, and music includes memorable family events and poignant recollections of her husband Boris. The CD accompanying the book is a collection of musical pieces about the family, composed by her son Stephen, an accomplished cellist, guitarist, vocalist, and composer. This is a valuable resource, especially for new teachers, and an experience to savor for the many Lilian Katz admirers.

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 at

[www.naeyc.org/yc/columns](http://www.naeyc.org/yc/columns).

Vecchi, V. 2010. *Art and Creativity in Reggio Emilia: Exploring the Role and Potential of Ateliers in Early Childhood Education*. Contesting Early Childhood series. New York: Routledge. 195 pp. ISBN 9780415468787. \$41.36.

One of the first *atelieristas* (staff member with an artistic background) in the Reggio Emilia schools describes how she introduces poetic languages into the learning processes at the school and discusses the critical role of the aesthetics in early education. Poetic languages are forms of expression in which children use different symbol systems and aesthetic media, like visual arts, music, or photography, to represent and communicate their thinking. Vecchi calls these languages the many fonts of knowledge and explains the process through which aesthetics becomes a key activator of learning.

Vecchi describes the atelier (the arts workshop in the school)—the physical environment and materials, children’s projects, and the atelier culture that invites children, teachers, and families to dialogue about different ways of thinking in the projects. Other topics include the atelier’s relationship to teachers and families, the social and political community, and the organization of the school, such as evolving forms of documentation like research notebooks.

Interviews with *pedagogistas*, teachers, architects, graphic artists, and administrators contribute to the rich content of the book. Beautiful black and white images of children’s work and photographs of children in action and physical environments help illustrate the powerful and complex ideas in this book.

Kellogg, E.T. 2010. *David Hawkins and the Pond Study, Book One. Includes David and Frances Hawkins and the Mountain View Center for Environmental Education, Book Two*. XLibris. 273 pp. ISBN 9781450031127. \$19.99. [www.xlibris.com/order](http://www.xlibris.com/order)

David Hawkins was a mathematician, scientist, and educational philosopher with a wealth of understanding about education and the unique ability to inspire the early childhood teachers, university students, and young children with whom he worked to engage with complex math and science problems. Elizabeth Kellogg is an accomplished photo documentarian and early childhood educator who worked with David. In April 2010, at the age of 90, she authored this book.

Kellogg’s wonderful collection of photographs and selected texts portray young children’s mathematical and scientific thinking and the possibilities for teaching and an innovative professional development program. Book one and book two are bound together in one volume. The first follows a class of second-graders, their teachers, and David on lively explorations of a pond. With their sciencemobile—a wagon with various science tools—they bring plant and small pond animals to their classroom and eagerly continue their study.

The second book takes readers to the teacher center founded by David and his wife Frances Hawkins. It provides innovative, hands-on workshops for teachers and college students. The participants explore materials, create curriculum, and build classroom equipment in the math, plant life, and arts and crafts rooms with the support of a multidisciplinary staff. The book includes descriptions of Frances Hawkins’s work with preschoolers and the continuing exploration of their ideas through the Hawkins Centers of Learning ([www.hawkinscenters.org](http://www.hawkinscenters.org)), initiated by Ellen Hall at the Boulder Journey School in Boulder, Colorado.

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## Four new articles from Voices of Practitioners, Teacher Research in Early Childhood Education



“Narrative Inquiry and Stories—The Value for Early Childhood Teacher Research,” by Daniel Meier and Andy Stremmel, shows how to use stories and narrative writing as a way of gaining insight into what they are doing and why they are doing it and as a format for communicating their teacher research.

“Supporting Struggling Readers: Using Interactive Read-Alouds and Graphic Organizers,” by Jennifer Barrett-Mynes, with Mary Jane Moran and Deborah Tegano. This teacher research article shows what happens when children themselves take on the role of inquirers and create their own graphics to organize their ideas about the story.

“Exploring the Forest: Wild Places in Childhood,” by Anna Golden, is a teacher research article that uses the narrative lenses of stories, her own childhood memories, photographs, and artwork from the children and herself to show the critical role of play in untamed space for young children.

“Shaping New Models for Early Childhood Teacher Education,” by Frances O’Connell Rust, offers teacher educators an exciting new vision of professional preparation that involves rethinking university-practice-research relationships, redefining teacher education, and moving forward through inquiry communities.

Coming this summer!

“Early Childhood Teacher Research Initiatives” is the first of an ongoing collection of summaries of teacher research projects across the United States highlighting the diverse nature of teacher research.

IT’S FROM naeyc, IT’S ONLINE, AND IT’S FREE AT [www.naeyc.org/publications/vop](http://www.naeyc.org/publications/vop).