At Eliot-Pearson, a number of faculty and students are dedicating themselves to finding answers to the questions. They believe that the zero to three age period has special meaning for its being the foundation for future development. In a recent conversation, Professor Ann Easterbrooks said, “While early development is not deterministic, and while there are multiple important

... continued on next page

A baby is found to be deaf, and the parents are at a loss for what to do. A fifteen year old is struggling to be a mother and at the same time, a freshman in high school. A working couple with a six month old is confused by all the conflicting advice being given by experts and relatives. These and other situations suggest that providing the right care for infants has become more complicated recently. There are so many questions.

At Eliot-Pearson, a number of faculty and students are dedicating themselves to finding answers to the questions. They believe that the zero to three age period has special meaning for its being the foundation for future development. In a recent conversation, Professor Ann Easterbrooks said, “While early development is not deterministic, and while there are multiple important
periods, there is a special role that infancy plays in our development. Just to give an example, our data show that maternal depression during infancy has a much greater impact on children’s depressive symptoms during middle childhood and adolescence than does maternal depression during childhood and adolescence.” Laying the right foundation is, then, the theme running throughout the zero to three work being done at Eliot-Pearson.

That theme is apparent in a number of research and applied projects. Joined by hard working students, Professors Easterbrooks, Jacobs, and Mistry have been carrying out an intensive evaluation of the Massachusetts “Healthy Families” project – a state-funded initiative providing teenage mothers and their infants with added supports to help insure quality parenting and to lessen the likelihood of repeat early pregnancies. Their research provides much-needed data for legislators to make wise decisions about funding this program. It also provides information to dispel long-held myths about teen mothering – such as the myth that the fathers are largely absent and not involved in parenting.

On another front, Dr. Terrell Clark is providing leadership needed with the advent of universal screening for infants. For the first time in history, it is possible to identify congenital hearing loss in infants as young as a few weeks old. Once identified, the question usually becomes, “What to do?” Dr. Clark and her students have been organizing conferences and rallying scholars to find ways to use sign language to foster better communication between parents and infants who are deaf. She says, “For infants born deaf, access to signing affords crucial access to language – even when infants are given cochlear implants.”

Research and advocacy are not all there is to Eliot-Pearson’s focus on zero to three. Coursework too figures prominently. For over a decade, Professor Sellers has trained students, mostly graduate students, to become skilled in assessing infants and toddlers. Some of her students have gone on to important jobs where assessing infants is central – such as jobs with the famed Brazelton Institute at the Boston Children’s Hospital. Two of her former students have returned to Eliot-Pearson to teach assessment in the summer. Professor Sellers makes no apologies for having a special place in her heart for toddlers, and so her assessment course and research offer opportunities for students to gain knowledge and skill when evaluating and working with toddlers.

Finally, with respect to all that is going on at Eliot-Pearson having to do with infants and toddlers, the Department has recently instituted a new concentration for graduate students, a concentration in early intervention. This new concentration helps students take advantage of the opportunities provided by recent legislation, opportunities for working with infants and toddlers and their families. It also provides a foundation for anyone contemplating specializing in research with infants and toddlers.

There is, then, a good deal going on at Eliot-Pearson with respect to infants and toddlers. This should come as no surprise since Eliot-Pearson’s roots have always been in early childhood. The work is new but the tradition is old – the tradition of finding the biggest numbers in the smallest.

Thanks to Claire Brown for her support in writing this article.
Eliot-Pearson prides itself on its carefully selected and supervised internships and teaching practica – so it might come as a surprise to hear that one of Eliot-Pearson’s most famous alumnae, Tiffany Field, got her start at Eliot-Pearson by babysitting! However, the baby she “sat” for was Anita Olds’ baby – making it less puzzling how this experience helped start such an impressive career. Anita Olds, Laura Joseph and other Eliot-Pearson faculty at that time got Tiffany interested in both babies and daycare – and after graduating from Eliot-Pearson, Tiffany went on to build and direct five university daycare centers. For most, that would be a career in itself, but now Tiffany Field is known internationally for her research on infant and maternal care.

Over the last three decades, Tiffany Field’s research has taught us much about babies and what makes for good maternal care. Her work on maternal depression and on the emotional lives of babies has made significant contributions to our understanding of early social-emotional development. However, it is her more recent work on massage therapy with infants and pregnant mothers that has been making the news.

Tiffany Field is founder of Touch Research Institutes, which has five centers worldwide devoted to the scientific study of how touch affects health. Her focus has been on babies, especially on premature babies. Having had a premature baby herself, she became interested in possible relationships between stimulation and health measures in babies, such as weight gain and babies being more attentive. Her research developed into applied research as she created and evaluated massage programs for pregnant mothers, for premature infants, and for babies in general. Her careful and scientific research has made clear the benefits of massage for helping babies and mothers. Furthermore, like any good research, it gives us explanations for exactly how these benefits occur – explanations that pinpoint the biological reactions to touch and massage that lead to babies becoming healthier.

In many ways, then, Tiffany Field is an Eliot-Pearson exemplar. Early on, she made a significant contribution to developing programs that care for young children and that serve as laboratories where scientists and students can understand more about children. Later, she established herself as a first-rate researcher in applied areas already defined by the field. More recently, she became a leader and developer of a new field. Her career, then, has touched each facet of what Eliot-Pearson preaches about integrating research and practice. In Tiffany Field’s case, then, touch indeed takes on new meaning.
“Herding cats.” That is the metaphor often given to describe what it is like to chair an academic department. The metaphor has a bit of sarcasm about it, but mostly it captures the fact that a department’s strengths make for added challenges. Put any group of smart and passionate scholars in the position of having to make important decisions together, and that is what it is bound to feel like: herding cats.

But as chair and leader of the Eliot-Pearson community these past three years, Fred Rothbaum has herded cats very well. It shows in how the community continues to grow and change even while it maintains its special tradition as one of the nation’s few interdisciplinary scholarly communities devoted solely to serving children, youth, and families.

Under Professor Rothbaum’s leadership, the community has survived two demanding years of strategic planning and emerged with a much clearer understanding of its vision and the new challenges it needs to take on in order to become an even more powerful force for improving the lives of children. This may well be the main legacy of Professor Rothbaum’s tenure as chair – the crystallizing of a new community vision and a commitment to take on new challenges. Measuring the Rothbaum years will, then, come in the future – when the challenges are met and the vision is realized. When that time comes, there undoubtedly will still be cats to herd, but by then the cats may be lions.

Whatever the future, all of the present day cats – which include faculty, staff, and students – have a special affection and feeling of gratitude for Fred and what he has accomplished. From all of us, then, we say “Thank You!”

Mental Health in Early Intervention

A New Book Written by EP Alum: Jane (Finneman) Hochman, J63

Because of recent legislation, infants and toddlers with special needs now receive much needed services from early intervention specialists – many of whom have backgrounds in physical and occupational therapy, early childhood education, and child development. However, this new field has never quite integrated another long-standing tradition, namely, mental health. To remedy this situation, Eliot-Pearson Alumnus Jane (Finneman) Hochman (‘63) and her colleague, Gilbert Foley, have edited a new book, Mental Health in Early Intervention: Achieving Unity in Principles and Practice (Brookes Publishing) that precisely addresses this need to integrate EI and mental health. The book includes some of the leading figures in both EI and infant mental health, and the topics range from models of integration to practice, as well as training and policies for promoting better integration. This is a much-needed book, and we are proud that an Eliot-Pearson alum has written it. Congratulations to Jane Hochman.
On April 21st, faculty, students and friends of children’s media from near and far away gathered for the 3rd Eliot-Pearson Awards for Excellence in Children’s Media – otherwise known as “the Abby’s.” “This year we have selected three television shows pitched at three different developmental groups,” announced Julie Dobrow, Director of the Communications & Media Studies Program and Lecturer in Child Development. “‘Dora the Explorer’ is aimed at preschoolers, ‘Maya & Miguel’ at 6-11 year olds, and ‘Nick News for Kids’ at the ill-defined ‘tween set.’ However, all three shows have a few things in common,” she added. “Each show depicts children within richly sensitive and varied cultural contexts. Each show presents non-stereotypical images of gender. Each show attempts to open up a child’s world to a world that is larger, richly textured, not always easy, but ultimately rewarding. And, importantly, each show is written with intelligence, grace and humor.”

Department Chair Fred Rothbaum stated that in addition, the criteria for selection for an Eliot-Pearson Award includes demonstration of peaceful conflict resolution, different perspectives on family, and a show’s being widely available to children. “Dora” and “Nick News” are both shown on Nickelodeon. “Maya & Miguel” is aired on PBS.

Producer Cathy Galeota accepted the award for “Dora.” She spoke of the formative research that goes into producing every episode. The show is designed to actively engage preschoolers, to observe situations and to solve problems. Young viewers learn basic Spanish words and phrases, math skills, music and physical coordination through Dora’s modeling and through the encouragement children are given to talk back to the television.

Deborah Forte, Executive Producer of “Maya & Miguel,” discussed many of the ways in which her show utilizes research in assessing its effectiveness. By depicting the adventures and misadventures of 10-year-old twins within a diverse community of their extended family and friends, “Maya & Miguel” provides many positive associations with bilingualism.

“Nick News for Kids” is now in its 15th year on the air. Executive Producer Mark Lyons acknowledged that one reason for the program’s staying power has been that it does not talk down to kids and never shies away from difficult topics. “Nick News,” which is hosted by veteran news correspondent Linda Ellerbee, has aired shows on topics ranging from AIDS to bullying to the investigation of President Clinton’s relationship with Monica Lewinsky to homelessness in America. It broadcast a special about terrorism days after the 9/11 attacks and aired a program about Hurricane Katrina shortly after that disaster struck the Gulf Coast.

Julie Dobrow concluded the awards’ ceremonies by saying that each of the three shows is an outstanding example of children’s programming because each is so well produced that parents want to watch along with children – a hallmark of media literacy.
On display at Tisch (formerly Wessel) Library this spring is an exhibit of children's artwork and photos of the children at work creating the art. The work was created by children ages 5 to 9 from the Medford and Somerville Public Schools, as part of a community outreach arts program of the Eliot-Pearson Department of Child Development, Evelyn G. Pitcher Curriculum Resource Laboratory. The arts program took place on Saturday afternoons during the winter of 2006 and was co-taught by MAT student Margaret Beneke, Eliot-Pearson Children’s School teacher Yvonne Liu-Constant, and Pitcher Curriculum Lab Director Mary Eisenberg. Besides the service of providing a community outreach arts program to children whose school art programs are beleaguered by public school budget cuts, this project provided an opportunity for a coalition of Eliot-Pearson constituencies from the EPCS, the MAT program, and a Child Development faculty member to work together and explore issues of teachers’ reflective practice and the role of the arts in child development and learning.

This community arts program attracted a lot of interest in the greater Medford and Somerville community, and the children enjoyed a range of arts activities, including such challenges as painting group murals using long handled painting tools while moving to music; witnessing a demonstration of authentic Indonesian shadow puppets and then creating and trying out their own shadow puppets; and creating roads with strips of black paper and paint on big sheets of paper for journeys of matchbox cars.

In April and May, children from the Medford and Somerville communities have been experiencing a unique form of storytelling—story theater! Each week a different literary character from a popular children’s book comes “alive” before a group of children ages 5-7. The characters, enacted by Tufts undergraduates who have interests in both drama and child development, work with Professor Kathleen Camara, director of the project, and Brie Graber, student director, to develop the story and prepare to engage children in conversations about the characters’ lives and adventures, as well as in music, drama and art activities.

The idea for the StoryLive! program emerged in Professor Camara’s new course, Story Theater, taught in the fall, 2005. Sixteen undergraduates and one graduate student (Lih-An Li, ’07) are involved in the StoryLive! program. Dr. Camara explains, “This type of theater for children is typically done with historical figures, such as Emily Dickinson, Benjamin Franklin or Beethoven. As a result of a final project completed by Brie Graber, we decided to bring to life characters from children’s stories. Participating children are delighted to engage in conversations with the characters. At every session you will hear such questions, ‘Why did your Mom and Dad not spend more time with you, Mary?’ ‘What’s it like to be a pirate-king’s daughter, Pippi?’ or hear the children offer their own ideas about how a character can solve a problem or set right one of his/her misadventures! This allows children to interact with the stories in ways that are creative and original, and all of the children have asked their parents to read and re-read the stories before and after the StoryLive! sessions so we know they are engaged.”
How does a new generation of incoming freshman get introduced to the whole new world of the university? In the past, the answers were limited to meetings and handbooks and lectures. But now, the answers are coming from technology – and Eliot-Pearson is playing its part. Led by Prof. Marina Bers, the Developmental Technologies Research Group at Eliot-Pearson, in collaboration with the University College of Citizenship and Public Service (UCCPS), organized an innovative pre-orientation program for a group of incoming freshman. The program had to do with more than orienting the students to the Tufts campus. It also had to do with priming students to make active contributions to improving campus life. All this was to help students adopt a central value at Tufts, namely, the value of being an active citizen.

To stimulate their visions of ideal college life, two groups of incoming freshmen used different forms of technology to create their ideal college campus. Half of the students programmed a website to present what their campus offered, while the other half used the Zora computer simulation software designed by Prof. Bers to virtually design a campus. While designing their campuses, students considered various aspects of campus life, such as admissions policy, housing arrangements, and course and career selection. As a closing activity, students used video-making software to create video advertisements for their “campuses of the future.” Other than learning about technology, about Tufts, and about how they might become active citizens on campus (working to make their ideal campus real), students in the program also made new friends. Friendship and citizenship – not your usual associations with the uses of technology — but that is the point being made by this research group – that technology isn’t just for the aims of math and science. It is for social and emotional aims as well.

Clement Chau is a second year MA/PhD student at the Eliot-Pearson Department of Child Development, and is a member of the DevTech Research Group led by Prof. Bers.

Ashima Mathur, also a member of the DevTech Research Group, is finishing her last year as a senior majoring in Biology and Child Development.

Note: In the next issue of the EP News, the feature article will be on technology and Eliot-Pearson. It will discuss in more detail work being done by Prof. Bers and her students.
The Child Development Association (CDA) is a group of undergraduate students who come together to form a bridge between the Eliot-Pearson Department, its faculty and Child Development majors. We are committed to bringing social and academic events to the department and its students as well as becoming involved in university-wide programs and opportunities all year long. During the fall semester, we host social events with faculty members, such as a department tour and preregistration advising sessions. During the spring semester, we host our annual Meet and Greet, the Children’s Media Award, and participate in Student Presentation Day as well as many other events. We hope that any undergraduate student who is interested in becoming involved with the CDA will join us at our activities. If you have any questions before then, please feel free to email Maria.Mayoral@tufts.edu and/or Nicole.Shapiro@tufts.edu.

Thank you and we hope to see you at our upcoming events!

-CDA

Happy Spring everyone! The Child Development Graduate Student Association (CD GSA) is happy to announce another successful year filled with social, service and academic events. Our holiday Wish on a Star toy drive collected over 130 toys and clothing to donate to Rosie’s Place, a homeless shelter for women and children. Thank you for all your donations. Many graduate students and faculty members attended the Winter Wine and Cheese Party to celebrate the end of the first semester and those who graduated mid-year with some food and drinks. This spring the Child Development Department hosted the 13th annual Student Presentation Day. Many posters were displayed throughout the department connector to start off the morning. Following a warm welcome by Professor Rothbaum to the faculty, students and prospective students of the department, fourteen students or groups of students presented projects they have been working on in the department. The topics spanned a wide range from best teaching practices, to technology and children, to parenting practicing, and program evaluations. Thank you to all the presenters for your enthusiasm and professionalism in sharing your work with the community. We want to wish everyone luck with the rest of the semester and lots of future success to those who are graduating. The GSA will be looking for new co-presidents next year, so if you want to make a difference in the Child Development Department through service, social, and academic events, join us as the first GSA meeting next fall!

Sincerely,
Jessica Saltz and Claire Brown
CD GSA co-presidents

MA students Kim Lucas, Katie Rollins and Leah Jacobs
Faculty and Student News

Eliot-Pearson was well represented at the annual meeting of the American Educational Research Association in San Francisco, April 7-11, 2006. EP students and faculty presented work on the following topics:

Iris Chin Ponte, doctoral student, Serena Fan, undergraduate, Rebecca S. New, faculty: Teacher Beliefs Regarding the Role of Chinese-Immigrant Parents in School Readiness. Rebecca S. New, faculty, discussant: The Ethics and Pragmatics of Doing Research in Early Care and Education. Mary Eisenberg, faculty: The Use of Videodocumentation and Collaborative Inquiry to Facilitate Critical Thinking in Preservice Teacher Education. Ila Deshmukh Towery, doctoral student, Calvin Gidney, faculty: Fostering a Gender Equitable School Culture: The Role of Teacher Training. (Additional researchers from EP in this project were Jessica Goldberg and Rachel Oliveri, [both doctoral students]).


The Eliot-Pearson Department of Child Development Faculty and Staff would like to celebrate with Aida Balsano, PhD06, Steinunn Gestsdottir, PhD06, Robin Ortiz, PhD06, Jana Chaudhur, PhD06, and Jess Goldberg, PhD06, Sarah SIlve Davila, PhD06, Yulika Forman, PhD06, Heping Hao, PhD06, and Sophie Naudeau, PhD06, for receiving their PhDs this spring. This is the largest class ever of PhD graduates from Eliot-Pearson. Congratulations and best of luck to all!

Marina Bers, Faculty, received the Jan Hawkins Award which is given for Early Career Contributions to Humanistic Research and Scholarship in Learning Technologies by the American Educational Research Association (AERA). In honor of this award, she gave a presentation titled “Developmental Technologies vs. Educational Technologies: Designing and studying learning experiences in complex contexts.”

Prof. Bers organized and chaired a symposium titled “Networked technologies to foster positive youth development” at the American Psychological Association (APA) Annual Convention on June 21, 2005 in Washington, DC.

Prof. Bers was a keynote speaker for the conference “Internet como espacio educativo” organized by the Argentine Ministry of Education.

Prof. Bers, along with members of the Tufts Computer Science Department, received funding from the National Science Foundation to support their project, “Tufts Computing Undergraduates Scholars Program (CUSP) — to encourage a Broader Participation in Computing.”

Kathleen Camara, Faculty, and Masami Stampf, M.A.’03, Director of the Violin Studies and Learning Through Music Program at the Conservatory Lab Charter School in Brighton, MA were in Ireland from March 13-23 gathering data in Dublin and Limerick areas on children’s musical learning. They met with representatives from the World Centre for the Arts at the University of Limerick, with the national coordinators for the newly revised Early Childhood Music Program, and with teachers and children in elementary schools to learn more about musical learning and development. This trip is part of a research project directed by Professor Camara, ARTS in the Lives of Children. Camara and Stampf have also been invited to speak at the European Council of International Schools Conference in Nice, France in November, 2006 on their study of children’s musical learning and development in U.S., Ireland and London schools. Camara and Stampf will also report on this research at the Jean Piaget Society Conference in Baltimore, MD in June in a paper (written with coauthors Dr. George Scarlett and Anne Perkins, J.D. from the Maryland Institute College of Art) titled The Arts in Support of Children’s Development: Changing Meaning With Changing Theories.

Ann Easterbrooks, Faculty, has been busy presenting at conferences around the world. She gave a “master lecture” to the Jewish Family & Children’s Services providers, based in Waltham, MA, as well as led a colloquium at the Center for Research on Children, Youth, and Families at Brown University in RI. With Jana Chaudhuri, PhD06, and Cynthia Davis, PhD09, she presented at the meetings of the Society for Research
Kristen Fay, current doctoral student, recently was awarded an Academy for Eating Disorders/National Institute of Mental Health Junior Investigator Travel Fellowship. This award enables her to participate in the International Conference on Eating Disorders in Barcelona, Spain in June, including a Research Training Day conducted by NIMH.

In February 2006, Debbie LeeKeenan, Maryann O’Brien, David Robinson, Heidi Given, Yvonne Liu-Constant, and Becky Merino from the Eliot-Pearson Children’s School and Rebecca New from the Department of Child Development attended the 2006 International Winter Institute in Reggio Emilia, Italy as part of the Professors and Student Study Group. During this study tour, the group visited the infant toddler and preschools in Reggio Emilia as well as participated in lectures and discussions with educators from around the world. Upon return the group gave a public presentation: “Reflections from Reggio Emilia” on April 3, 2006. Funding for this endeavor came from the Tufts University Arts and Science Diversity Fund and the Eliot-Pearson Department of Child Development.

Do you wish to add your e-mail address to the alumni mailing list?

Name: __________________________
E-mail address: __________________
Degree and year of graduation: ____________

SEND US YOUR NEWS!

We want to hear from you! Let friends, faculty, and classmates know what you are up to these days.

Do you have a recent publication you’d like to share with the Eliot-Pearson community? Send us the citation!

Update or Citation:

Send to: Janie Orthey Rockett
Eliot-Pearson Department of Child Development, Tufts University,
105 College Ave., Medford, MA 02155
or e-mail: janie.orthey@tufts.edu

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Please let us know if your name should be included in this list, but does not appear.
ALUMNI DINNER AT ELIOT-PEARSON

On April 4th, pixie dust and a little help from Tufts catering transformed the Evelyn Pitcher Curriculum Lab into an elegant restaurant – complete with linen tablecloths, candles, and floral arrangements. The occasion was a dinner for EP alumni in the Boston area. Four decades of graduates were represented, and the talk ranged from reminiscing about Sylvia’s classes and discussions with Evelyn to working with Penny Hauser-Cram to participating in the new developments occurring at Eliot-Pearson during the past six years. However, the evening’s spotlight fell on noted educator and guest speaker, Carolyn Wyatt.

Dr. Wyatt spoke to the group about the “No Child Left Behind” legislation and what it has meant to children and schools. She gave a much more hopeful perspective than is usually given when NCLB is discussed in the media. In particular, she explained how it is possible for the accountability and goal setting mandated in NCLB to still allow for a progressive, well-rounded education for diverse groups of children. Furthermore, she suggested that because Massachusetts is so rich in innovative educators, the state is becoming a leader in showing others how best to implement NCLB.

With this hopeful message on everyone’s mind, the evening ended on a high note and with promises of more alumni events to come.

Dr. Carolyn Dobbs Wyatt, Assistant Superintendent of Curriculum for Newton Public Schools and guest speaker.

Rebecca Turkel, Anne Bentley Waddoups, Sarah Santaro and Frederica Ponce, Eliot-Pearson Alums

Anselm King, Eliot-Pearson Alum and George Scarlett, Department Deputy Chair

Fred Rothbaum, Department Chair, with Eliot-Pearson Alums

Dr. Carolyn Dobbs Wyatt, Assistant Superintendent of Curriculum for Newton Public Schools and Lynn R. Schade, Program Director, Center for Applied Child Development

Wendy Sur and Jennifer LaCava, Eliot-Pearson Alums
Alumni Event in New York City

TO ALL ELIOT-PEARSON ALUMNI WITHIN SHOUTING DISTANCE:
CANCEL ALL PLANS, PACK YOUR BAGS, MARK YOUR CALENDARS & HOLD THESE DATES....
FRIDAY EVENING, JUNE 9 & SATURDAY AFTERNOON, JUNE 10, 2006

Join us and spend time with one of our favorite Eliot-Pearson professors – **DR. SYLVIA FEINBURG!!!**
– Sylvia will be joining us for a great weekend of fun and a chance to catch up with other alumni. An evening reception, a lunch, and a museum tour are all part of this weekend’s activities.

**Friday, June 9** - Evening reception hosted by Barbara Kagan Littman, J64, featuring good fellowship, food, and drink.

**Saturday, June 10** - Brunch hosted by Barbara Kagan Littman, J64, a guided tour of the Museum of Modern Art with Sylvia, and a farewell wine toast.

**Cost:**
- Friday - $35 per person (includes food and wine)
- Saturday - $20 per person for MOMA tour (unless you are a MOMA member)
  $25 per person for brunch

**MORE INFORMATION:** For more information or to RSVP, please contact Janie Orthey Rockett of the Eliot-Pearson Department of Child Development at [janie.orthey@tufts.edu](mailto:janie.orthey@tufts.edu) or (617) 627-2078. Space is limited so please respond ASAP if you wish to attend.
Alice Cooper, J66, I can’t believe it but I am still living in Riverdale, NY and am still teaching at the Fieldston School (as a learning specialist). I have been here for a long time but continue to love my work with students, faculty and parents. My husband, Marty, is an attorney in Manhattan and my son, David, has been working for non profit science agencies in Wash DC, and is now in law school at U Michigan, working “harder than he has ever worked before.” Since I have been thinking about reconnecting with old friends I am especially looking forward to the Eliot Pearson reunion in N.Y.!!

Linda Snow Dockser, J80, still appreciates her E-P orientation to education and she is even now using it. After Tufts, she worked at North Shore Children’s Hospital in Salem, MA as a Child Care Counselor on their Inpatient Mental Health Unit. After that, she earned her Ph.D. in Education from the University of Pennsylvania, doing her dissertation research in Children’s Museums. From there, she did work in the evaluation of educational programs and museum environments and worked with the PERG Group at Lesley College. She married Mark Dockser, also of the Tufts class of 1980, and took time ‘off’ to have three children and a dog, work towards School Overrides in her community, and volunteer in her local schools. Currently, she writes a column in her local newspaper about the Reading Public Schools, co-leads a girl scout troop, and have designed, implemented, and run a Character Education Program at J.W. Killam Elementary School in Reading, MA. David Alexander, Anita Olds, David Elkind, David Henry Feldman, Sylvia Feinburg, Marion Marecek, and many other students, supervisors, and faculty opened up new words for her and at E-P and she is forever grateful.

Patricia Garcia, J99, graduated from Stanford University in September of 2005, receiving her PhD. After graduation, she began work as a Research Associate at WestEd’s Center for Child and Family Studies in Sausalito, CA.

Just Holm, G82, is acting pre-school manager for the Department of Human Services Programs in the City of Cambridge, MA. Her knowledge and commitment to early education has been continuously expanded during her 30-year career, which spans from working as an assistant teacher in an orphanage, to preschool, special education and music teacher, to ECE college professor and program administrator. Knowing how many hats people wear daily in their work, while running as a candidate for the BAECYC Governing Board, 2005, she highlighted two areas of particular interest. These were workforce development and supporting staff in their continuous education to meet the standards and guidelines as set forth by the DOE, and supporting families and children with diverse needs, including developing inclusive programs to meet these needs.

Karen Snow Johnson, J77, is co-director and Pre K teacher at a small private preschool in Hockessin, DE. She has been in the field of early care and education since her graduation from Tufts, working at a Title XX day care center in Philadelphia, PA, a church-based preschool in Columbus, OH, as a family child care provider in Newark, DE, and since 1995, at Children First Preschool in DE. This Hockessin, DE preschool has received a Governor’s Award for Excellence twice, and, as a teacher, she has also received the award. She was a member of the Advisory Work Group for the state Department of Education that drafted the Delaware Early Learning Foundations for School Success. Children First Preschool hosts student teachers from the University of DE, Delaware Technical and Community College, and Wilmington College. The school is accredited by NAEYC.

John E. Kyle, A67, after 18 years of service with the National League of Cities (NLC), is retiring on January 11, 2006 as Program Director for Outreach and Strategic Planning of the YEF Institute. He helped begin NLC’s work on YEF issues in 1987. Since then, the effort has grown into a national resource for thousands of municipal officials and other community leaders. John has dedicated his career to working on behalf of children and youth, and, according to Michael Karpman of the NLC, his outstanding commitment will be missed. He now looks forward to going home and doing pretty much whatever he wants. His email is kyle@nlc.org.

Hillary Sullivan Laing, J84, G87, returned to teaching after having spent several years at home with her 3 children. She is an inclusion teacher at the Fayerweather School in Cambridge, MA, in a combined 1st/2nd grade classroom. As a parent and teacher, she continues to be very grateful for the training and guidance she received from her professors at Eliot-Pearson!
Rachel Luck, J04, recently became engaged to Seth Leiboh, A04 (chemical engineering), on February 23, 2006. They first met when they were freshman at Tufts and have been dating for almost four and a half years. Rachel is currently finishing up her masters degree in Human Development and Family Studies at the University of Connecticut. She would love to see any fellow members of the Eliot-Pearson family at the ISSBD Conference this July in Australia. Seth is an Applications Engineer for US Filter, a Siemens Company. Rachel and Seth plan on having an October 2007 wedding in Saratoga Springs, NY.

Rebecca Stoltz, G02, is currently working at Outside the Classroom, having found her niche with online health curriculum development. She credits Prof. Donald Wertlieb’s class assignment entitled Pediatrics in Cyberspace as making a large difference in pointing her towards this career. Her work provides her with a lot of autonomy, becoming involved with content development, student focus groups on campuses, and media which included partaking in voice overs and directing a video shoot for an upcoming course. She is working a lot but absolutely loving it! She will also be finishing up her MPH this spring and then looking forward to becoming a first time aunt a few weeks later. Further, along with previous Eliot-Pearson project managers at Children’s Hospital, Janet Hafler, Lori Rutman, and Sabrina Cimino, the curriculum unit they had been developing has been published. It can be viewed at http://www.springerpub.com/prod.aspx?prod_id=27258.

If you would like to donate to the Eliot-Pearson Department of Child Development...

Please take this opportunity to contribute to the Eliot-Pearson Department of Child Development by considering one of the following:

I am enclosing a donation to the:

- Eliot-Pearson Children’s School Scholarship Fund for Children
- Sydney Scholarship Fund (for graduate students)
- Feinburg Fund for the Arts in Child Development

Please make checks payable to Trustees of Tufts University and in the memo section of your check indicate the name of the fund to which your gift should be designated. If unspecified, your gift will go to our general fund.

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Send to: Janie Orthey Rockett, Eliot-Pearson Department of Child Development, Tufts University
105 College Ave., Medford, MA 02155
Eliot-Pearson maintains an alumni elist. Our periodic email messages include information on Department news and events or career and fellowship opportunities. If you would like to add your name to our list, please contact Janie Orthey Rockett at janie.orthey@tufts.edu. Be sure to include your name, email address, class year and degree.