

news

from the Eliot-Pearson Department of
Child Development at Tufts University

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DAVID ELKIND RETIRES



Photo by Melody Ko for Tufts University Photo

David Elkind with some of his colleagues

David Elkind is trim, fit, and hardly looking like a man about to retire. But that is what will happen in May. No doubt David's career of writing and public speaking will continue, so that retirement, for David, will mean more like putting on new tires than tiring. Nevertheless, the retirement is real and momentous. It calls for an account of his illustrious career and his tremendous contributions to Tufts and Eliot-Pearson.

David Elkind has been known for research inspired by the work of Piaget. What is not generally known is that it took a Freudian psychiatrist, David Rappaport, to talk David into looking

closely at what Piaget had to say. When he did look closely, David realized the power of Piagetian theory for understanding children. This happened toward the beginning of David's career, in his days as a clinician and researcher at the famed Austin Riggs Center in western Massachusetts. It was there that David turned his attention from adults to children and began his research that would bring him a national reputation within his field of developmental psychology. That research also won him an invitation to work with Piaget in Switzerland.

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David Elkind Retires

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David Elkind tells good stories, ones with humor, and among his best is the one about when he almost did away with Piaget – a story about an emergency brake and a parked car on the side of a mountain. Besides its humor, the story reveals something of what Piaget meant to David personally. Later, just after Piaget died, David showed his emotions for Piaget in his presidential address to thousands gathered at the National Association for the Education of Young Children – an address that moved each and every person in attendance.

Like many illustrious careers, David’s career has been marked by coincidence and unexpected opportunity. Perhaps the greatest coincidence occurred in 1978, when David was scheduled to interview for a position at Brandeis University. The great blizzard of ‘78 intervened, and David instead ended up at Eliot-Pearson.

His other unplanned coincidence and opportunity developed out of his earlier writings for newspapers – which caught one publisher’s eye and resulted eventually in *The Hurried Child*, a book that brought out David’s true genius for combining the scholar’s perspective with wisdom. As a scholar doing Piagetian research, David could explain better than anyone or at least as well as the best, how children’s minds are qualitatively different from the minds of adults. But no one had combined this kind of understanding with wisdom and clear prose about what children need in times of rapid social change.

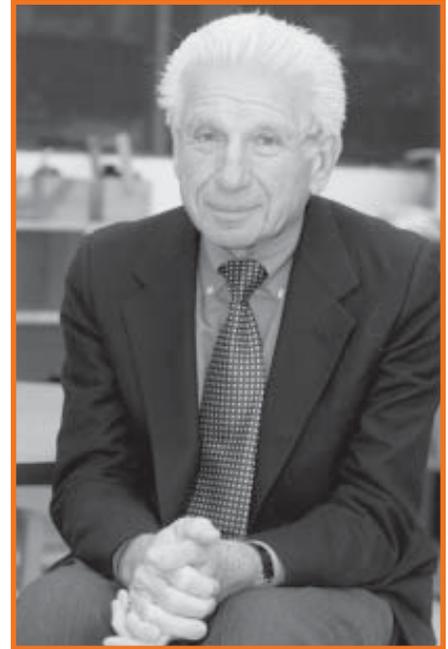


Photo by Melody Ko for Tufts University Photo

David Elkind, Ph..D.

The great social upheavals of the 1960’s and 1970’s had changed the landscape for raising and educating children – in ways that were not always healthy for children. In particular, what Piaget had once referred to as “the American question,” namely, “How do we speed up stages of development?” had become a question taken all too seriously by parents and educators. David’s work in the 1980’s attacked that question by combining research and wisdom – all for the purpose of demonstrating that there is an enduring child amidst social change, a child with specific needs. Eventually, key concepts such as developmentally and individually appropriate practice came to be associated with David Elkind’s name, and by the end of the 1980’s, David was one of the nation’s most trusted child development experts.

David has written on many subjects, including young children, older children, adolescents, parenting, grand parenting, religious development, cognitive development, and education. His most recent book is on one of his favorite subjects, namely, children’s play. Freud once said that love and work constitute the aim of development. To Freud’s list, David Elkind adds play. Why play? – David argues that it is because play conceived broadly is something natural and human, something rooted not simply in childhood but in evolution and in the human condition. His focus on play is, therefore, but a variation on the theme of what endures.

It is not coincidental, then, that David’s hobbies include activities that seem both natural and ancient. David is a potter, a sailor, and a gardener. He describes his experience of being engaged in all three with images of being focused, of losing track of time, and of being connected to what is natural and ancient. The images expand David’s view of children to include all of us as well, because they are images about us enduring humans.

This May, the Department will hold a festschrift to honor David at the time of his retirement. There will be scholars giving short talks and colleagues and friends giving warm toasts. And no doubt there will be smiles at some of David’s stories. Later on, the Department hopes to put together a publication to honor David’s long and illustrious career. However, the main purpose of the festschrift is neither about scholarly talks nor publications. It is simply about saying thanks to David for all he has given over the years.

Memorable Quotes:

E-P Faculty share their thoughts on David Elkind

“In many ways I owe everything in my life at Tufts to a Chinese dinner with David Elkind in Concord. It was after a talk he gave at Brandeis where I was teaching. We had a wonderfully animated conversation about brain development (!), and he asked me to come give a talk at Eliot-Pearson. Shortly after, he worked to create a position for me, which was anything but simple to do. Looking back, I still can not believe how much faith he had in his "young faculty" and how much we wanted to give back to justify that faith. I am forever indebted to David for his vision, his ability to take risks for that vision, and for the inimitable way he brought Tufts to the broader worlds he inhabited. The Department continues to be shaped in immeasurable ways by this vision.” ~Maryanne Wolf

“Sylvia Feinburg and I were on the University wide Search Committee that brought David to Tufts in 1978. I remember driving him to Tufts from the airport and choosing a route that would avoid some of the more run down parts of our neighborhood. Only to find out later that David had a sister living just across the river in Medford! Fortunately, he was impressed enough with Tufts (and Medford) to accept our offer. And the rest, as they say, is history.” ~David Henry Feldman



“David formed our Nation's ideas about child development for the better part of a century, and will inform them for a century to come.” ~Janet Zeller

“David has been a friend to the Eliot-Pearson Children's School for as long as I can remember. He has been a guest reader in our classrooms and children have visited him in his office. He has given talks to our families and teachers. His books are checked out of our parent resource library on a regular basis. He has always taken the time to share his expertise and person with us whenever he could. Thank you David. We will miss you!” ~Debbie LeeKeenan

“David's empathetic approach to childhood is well documented in his many books, but it sometimes takes small gestures to make virtues hit home. It happened to me when my family visited David's home and my oldest son, then, six, complained loudly to everyone that the salsa was not hot enough. With respectful concern, David came over, tasted the salsa, and announced to the gathering that my son was right - ‘the salsa was too mild.’” ~George Scarlett

“When I first joined our department, some faculty warned me - ‘You might need to spend some time with David Elkind....he is not very welcoming of using new technologies for teaching children, he is pretty much against it.’ So, one of the first things I did back in 2001 was to ask David to go out for lunch with me, so we could talk. I was a little bit scared because he is such a big name in the field. However, to my surprise, David was a big supporter of the potential of new technologies for learning... but not all kinds technologies and not the mainstream use of educational technologies. We were pretty much on the same page. I agreed with him on what he did not like and was eager to criticise. Over the years, I think about that first warning from some of my colleagues in the department and laugh. But I am thankful because it pushed me to get to know David early on and engage with him over the years in many wonderful conversations about children and technology.” ~Marina Bers

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“The personal attribute of David's that I most admire is his humility. As someone who directed early childhood programs and analyzed child and family policy, and who was a parent of young and then not-so-young children, of course I had known of David's work before I arrived at Tufts in the mid-1980's. He was one of the handful of developmental psychologists in the 1960's and 1970's who thought about development in policy-friendly ways; he also had a reputation for being wise, sensible, and down-to-earth. And I certainly experienced him as such from the first day I met him. Years later, when I was taking my turn as department chair, I remember receiving a phone call from him, in the moments after a new computer had been delivered to his office. He was delighted to have it, couldn't imagine how I had maneuvered to make this happen, and was so appreciative of my efforts on his behalf. Now the truth was that I had done nothing to make that computer materialize; he had been in the regular faculty queue to receive a replacement, his turn had come up, and all I had done was sign the invoice. Even after my admitting this to him, however, he insisted on taking me to lunch, because he couldn't quite believe that I hadn't gone out of my way for him, and he wanted to thank me for it. I hadn't, but who wouldn't have?” ~Fran Jacobs

David Elkind Festschrift Details

The Eliot-Pearson Department of Child Development is marking Professor David Elkind's imminent retirement (June 2007) with a set of activities, including a festschrift celebration in early May 2007. [A festschrift is a "celebration publication" that is meant as a tribute to an esteemed colleague and scholar; its format is often a volume of learned articles or essays by students, colleagues, and admirers.] Professor Elkind's publication, currently being prepared by Eliot-Pearson faculty and other scholars, will focus on early childhood education, parenting, and social cognition - three aspects of applied child development at the core of his research and teaching over the past 50 years. The Department is also hosting an afternoon and evening of lectures, panel discussions, personal reminiscences, and tributes on May 9th, 2007, from 3:00pm - 9:00pm at Tufts Hillel. Seating is limited, so please contact Sarah Jung at sarah.jung@tufts.edu if you are interested in attending.

In 1993, 15 college students became mentors to 15 Head Start children, and the reading and school readiness program known as Jumpstart was off and running. Today, Jumpstart serves over 12,000 children nationwide and trains over 6,000 college students annually to become “corps members” who serve as mentors. To the original one-on-one mentoring program, Jumpstart has added programs for families, older mentors (over 55), school wide activities, and, most recently, a program giving opportunities for previous Jumpstart corps members to teach young children for two years.

Why this phenomenal growth of Jumpstart – growth not only in numbers and in innovative programs but also in quality? The answers are several, but one answer is the leadership of Eliot-Pearson alumni. Over the past decade, some of the best and brightest child development majors and graduate students have gone on to become leaders in Jumpstart and to help make Jumpstart into the program it is today.

For example, in her role as Vice President of Education and Research, **Kim Davenport (M.A. 1995)** is now a member of Jumpstart's senior management. In addition to overseeing the development and assessment of Jumpstart's curriculum, Kim oversees the development of the new Pearson fellows program that sponsors former Jumpstart corps members in early childhood teaching positions – for up to two years, after which they decide whether to continue to teach or go on to some other child-related career.

give Jumpstart a Jumpstart

Erin Cox Weinberg (B.A. 2000) is the executive director of Jumpstart's Northeast Region. As Jumpstart's director of evaluation, **Dean Elson (M.A. 1999)** acts as a bridge between Jumpstart's evaluation studies and Jumpstart's national board and regional executive and program staff. **Susan Werley (M.A. 2006)** manages five different programs in Jumpstart's Northeast Region, and **Rebecca O'Malley (B.A. 1997)** oversees the Jumpstart program at Tufts (which, happily, is housed and hosted by Tisch College). These five are but a few of the many former Eliot-Pearson students who have made a difference at Jumpstart. Furthermore, the difference they have made has all the markings of an Eliot-Pearson education.



Kim Davenport and Dean Elson show their Eliot-Pearson education in their commitment to program evaluation and program development. Kim says, "Eliot-Pearson courses and discourses created a framework for how to think and apply knowledge: take research, look at data, observe closely, reflect and then apply knowledge to try something new...and repeat. Continuous improvement is a hallmark of learning that EP grads internalize. It is something that I and other EP grads have brought to Jumpstart, and it pulsates across the organization." Erin Cox Weinberg shows her Eliot-Pearson education in several ways, including her work helping to create better ways for colleges to help students integrate field experience and academic learning. She says of her CD major, "The courses exposed me to the importance of access to high-quality early education for all children, as well as the sobering facts about how many children were lacking such experiences in their lives, and how detrimental this typically was to their future success in school and in life." Sue Werley draws the connection between her past and present with references to theory, "Watching the theories I studied at Eliot-Pearson come alive not just for the children we work with, but also for the college students is an incredible experience."



Dean Elson, Erin Cox Weinberg, Kim Davenport

Eliot-Pearson also shows itself at Jumpstart in the special bonds between alumni. As Kim Davenport put it, "It is striking to see the immediate connection people have when they learn that they are from Eliot-Pearson. Eliot-Pearson is quite fondly remembered, and there is an unspoken agreement about how we can work together on behalf of children and families."

However, perhaps the most telling sign of an Eliot-Pearson education for alumni working at Jumpstart is the undeniable passion of this group for using education to address inequities in our society and for serving children and families in general. It seems to be what fuels their leadership.

Mary Ellen Santangelo: Managing Sweetness

Reminiscent of Juliette Binoche’s chocolate shop in the movie *Chocolat*, Mary Ellen Santangelo’s new bakery, *Sweet Santangelo’s* is all about family, friends, and community. However, in Mary Ellen’s case, the culture is Italian, not French, and the focus is on making perfect “pizzelles.”



An assortment of cookies, including *My Pizzelles* in the center

For years, Mary Ellen and her husband Ray had been talking about starting a baking business, but they did not act until after their New Year’s Eve resolution in 2005, when one of them said, “Let’s do it!”

Mary Ellen’s love of cookies started at ten years old, when she helped her mother with her family’s holiday baking. She was the official “pizzelle” maker. A “pizzelle” is a traditional, flat cookie. By thirteen, she was making the recipe all on her own. From there her cookie expertise evolved to encompass the many recipes of her “nonni” (translation: grandmother), mother and aunts.

Mary Ellen’s strong ties to her family are reflected in her cookies, as each one is named for the family member who created the recipe. There are *Nonni’s Almond Biscotti*, *Auntie Rosie’s Anise Frosted*, *Ma Leone’s Hermits* and, of course, *My Pizzelles*. Through her cookies, Mary Ellen shares her experiences growing up in an extended family where family mattered. As Mary Ellen explains, “Starting the business would have been different without all our family ties.”

Mary Ellen and Ray are looking to the future as they hope to someday open a *Sweet Santangelo’s* café to welcome, converse, and build their own community with customers. Even now, they enjoy business with regular customers at different times of the year, usually around holidays and celebrations. “It’s nice. It makes people happy,” and she adds with a wink and a smile, “Oh, and my cookies – they are not fattening at all.”

If this story is ever made into a movie, maybe Johnny Depp will play Ray.



Mary Ellen Santangelo

Mary Ellen Santangelo has been the department manager extraordinaire (or is it rather, magnifico) at the Eliot-Pearson Department of Child Development for the past 5 years. Her husband, Ray Santangelo, also works at Tufts, as a senior construction project manager. For more information on Sweet Santangelo’s, please visit their website at <http://sweetsantangelos.com/>.

Miriam Lasher Retires



Miriam Lasher
(M.Ed. 1966, B.S. 1956)

For decades, Miriam Lasher has been the guiding force and leader for early intervention programs serving Cambridge and Somerville – so much so that it is hard for many to think of her as having retired. Last November, perhaps to make the retirement real for them, her friends and colleagues gave her a celebration party – and the Cambridge Guidance Center awarded her their Guiding Star Award. For many years, Miriam was the director of the Guidance Center’s infant-toddler services – and more recently, she served as the Guidance Center’s program planner. Her colleague at the Guidance Center, Russ Lyman, provided one example of Miriam’s influence on others, “Amazingly sharp and precise, she often reminded me of things I might do to realize my dreams for infants and young children.”

Miriam’s roots are in Eliot-Pearson. She got her B.S. and M.Ed. from Tufts and Eliot-Pearson and served for four years as director of the Children’s School. Later on, she was a lecturer at Eliot-Pearson and co-authored several publications with Eliot-Pearson faculty. Most of all, Miriam has been and continues to be Eliot-Pearson’s long-time friend. We wish her nothing but happiness in her retirement.

Emmy-Award winning actor visits Tufts to raise awareness of the impact of mental illness on families

Child Development professor Richard Lerner’s friendship with actor Joe Pantoliano (*The Sopranos*, *The Matrix* and *Memento*) started at a Penn State football game last fall where they learned that they had a shared interest - the effects of mental illness on families. This fortuitous meeting led to Pantoliano’s decision to screen his new film *Canvas* at Tufts earlier this year. *Canvas* tells the poignant and compelling story of a family dealing with the mother’s decline into mental illness and Lerner felt that screening this film corresponded with Tufts mission to, “be a good citizen, an active citizen within the community,” he said.

Elizabeth Childs, the Commissioner of Mental Health of Massachusetts, gave the inspirational opening remarks to over 400 students, faculty and mental health experts from the surrounding area. The audience was very moved by the semi-autobiographical film based on the writer/director, Joseph Greco’s experience dealing with his own mother’s battle with schizophrenia.

A panel discussion followed the screening where Pantoliano, Greco, Devon Gearhart, the 10 year-old star, and Ellen Pinderhughes, the chair of the Child Development Department, as well as other Tufts professors all discussed the importance of using media to both provide hope to those dealing with mental illness in their families, as well as to help destigmatize mental illness in the wider community.



From left to right in the photo: Gina Kuperberg, Lisa Shin, Paul Summergrad, Joe Greco, Devon Gearhart, Richard Lerner, Margaret Lazarus, Joe Pantoliano, Julie Dobrow, Ellen Pinderhughes

Pantoliano, co-president of the Creative Coalition (a nonprofit, nonpartisan social and political advocacy organization of the entertainment industry) commented about coming to Tufts, “After learning how Tufts University has impressive strengths in psychiatry, psychology and child development, I thought it would be an appropriate place to hold an advanced screening and to lead a discussion about the important message of this film.”

For more information about the film go to: www.canvasthefilm.com

Eliot-Pearson in New Orleans

It has been over a year and half since Hurricane Katrina and salt water from the 630 square mile Lake Pontchartrain devastated New Orleans and the surrounding area. A year and a half might seem a long time, plenty of time to recover, but any visitor to that area will be immediately struck by the fact that Katrina comes up daily and in almost everyone's conversations – because the effects are still being felt on a daily basis and will likely be felt for years, perhaps decades to come.



Ellen Pinderhughes and Betty Allen

The reasons for the slow recovery are many – but one reason is that besides the devastation to houses (87,000 housing units lost), the area lost much in the way of infrastructure – those systems we take for granted but depend on for functioning reasonably well in our culture and society. One such infrastructure was the day care system that provided care for young children while parents were working. Of the 270 New Orleans day care centers that were operating pre-Katrina, only 76 have re-opened. The shortage of construction workers, the fact that licenses were taken away from day care operators (to protect children who might otherwise have been returned to mold-infested buildings), and the inexperience of operators in dealing with contractors, these and other challenges

have all contributed to making the re-building of this infrastructure slow to say the least.

The good news has been that many are helping, including several from the Eliot-Pearson community. The process was started by Lisa Schlakman, a graduate student in the Department working closely with Fran Jacobs. Lisa initiated planning with Carol Wise, a founding member of the United Way of New Orleans' Women's Leadership Initiative and with Todd Batiste, the director of the United Way's "Success by Six" program. Lisa's planning eventually led to Ellen Pinderhughes, chair of the Department, Betty Allen, a central figure in the Department's early childhood education program, and Debbie LeeKeenan, director of the Eliot-Pearson Children's School, traveling to New Orleans last January to begin planning for ways Eliot-Pearson will help in the rebuilding process.



Lisa Schlakman and Debbie LeeKeenan

Besides offering ongoing training to directors and teachers, there are plans for EP students to get involved with helping rebuild playgrounds and organize drives to send books and supplies. For the children in the Children's School and Tufts Educational Day Care Center, there may be new pen pals (or perhaps picture and pen pals). There may even be exchanges that send students and teachers to get direct field experience. In addition, says Ellen Pinderhughes, "We're hoping that we'll be able to help students get a rich understanding of New Orleans culture, with its language, cuisine, and music, so that students not only make a contribution, but also take away an appreciation for that community and culture." Sounding a similar theme, Debbie LeeKeenan said, "We're looking for a learning experience for everyone, for the people we work with there as well as for ourselves."

Already, a learning from New Orleans is that we should not take so much for granted. To witness, first hand, the mile upon mile of abandoned houses in the ninth district, to see the watermarks everywhere on sides of houses, and, most of all, to hear the stress in the voices of so many who still confront unresolved problems having to do with missing infrastructure is to show all of us how much we have in the way of supports that give us our ability to function – a humbling experience indeed.

The hopeful message here is in the resilience of those doing the rebuilding. Before Katrina, Todd Batiste was working hard to have more and more New Orleans centers raise their standards by going through the National Association for the Education of Young Children's accreditation process. Now he is committed more than ever to supporting this push to become NAEYC accredited, because when Katrina wiped out an old system, in some ways it made it easier to build a new and better one. That will likely happen, but it will take a very long time. Eliot-Pearson is doing what it can to shorten the time or at least to insure that the time is well spent in building a new and better system.

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Faculty and Student News

Kathleen Camara (Faculty) and **Masami Stampf, J01, G03**, gave an invited

address to the International Conference of the European Council of International Schools in Nice, France in November 2006. Their paper, *Learning Through Music: What Songs, Violins, Fiddles, Accordions, Keyboards, Recorders and Tin Whistles Have to Do With Children's Development and*

Achievement, was based on data gathered in schools in Ireland, England and the U.S., and included videotaped segments of children singing and playing at the South Bank International School in London, a country school in Palais Green, Ireland, and the Conservatory Lab Charter School in Brighton, MA. The presentation was well received and they have been invited back to present at the next ECIS conference in Madrid this year. Masami is currently the Director of the Violin Studies and Learning Through Music Program at the Conservatory Lab Charter School.

In November 2006, Dr. Camara was an invited delegate to a meeting of the ERASMUS-SOKRATES group on music education in the European Union held at the Prince Claus Conservatoire in Groningen, Netherlands where she met with faculty and administrators who develop programs for the mentorship of young musicians and work on reforms in music education throughout Europe.

In January 2007, Dr. Camara met with Eliot-Pearson graduate **Lauren Ostrow, A03** in New York City. Lauren has recently been promoted to Junior Publicist at the Sesame Workshop office at Lincoln Center where she has been



Kathleen Camara and her friend Elmo

working for the past three years.

Lauren works with international and product publicity for Sesame Workshop. She writes: "What an amazing experience it's been to learn the culture and politics of each region and promote our work within. It's a 24/7 job, there are always language barriers and variations in experience, and the job has forced me to practice my skills when

working with contacts with different beliefs and opinions, such as working with a Serbian research consultant and Albanian PR consultant on the ground in Kosovo. I couldn't love it more!"

In April, Dr. Camara will be serving as the Faculty Host for a alumni group participating in the Global Volunteers Program. They will be working with Italian teachers, children and community members in the town of Ostuni, Italy to develop English language skills. She plans to implement a variety of innovative approaches to enhancing the learning of English, including the use of music, story and drama to promote language learning.

David Elkind (Faculty) was recently notified that he has been awarded the annual BRIO Prize offered by the BRIO Toy Company. David and his wife, Debbie will fly to Sweden in April where they will visit the factory, the toy museum, and he will deliver an address at the University of Stockholm at the prize ceremony. This award is particularly special since BRIO makes the kind of toys he celebrates in his new book *The Power of Play*.

David Henry Feldman (Faculty)

was recently quoted in the forbes.com article "Whiz Kids" by Lacey Rose. Dr. Feldman, commenting on child prodigies, said "You find, not unlike in other fields, a full range [of explanations]. It's very difficult to make an argument, especially in the extremes, that biology and genetic endowment have nothing to do with it."

Martha Julia Garcia-Sellers (Faculty) was recognized as an honorary member of the Guatemalan Association of Psychology (AGP) in October at the Fifth National Congress of Psychology held in Guatemala City. In conferring the award, the president of the Association, Lic. Cesar W. Lopez, mentioned Dr. Garcia-Sellers' contribution to understanding and improving childhood in Guatemala.

Thanks to the enthusiasm and support from **Rebecca New (Faculty)**, **Debbie LeeKeenan (Faculty)**, **Mary Eisenberg (Faculty)**, and **Ellen Pinderhughes (Faculty & Chair)**, we will have three Norwegian students visiting the Department and doing field work in the Eliot-Pearson Children's School during the month of March. These three young women are students of **Ase Nylenna Akslen**, the visiting scholar from Norway who was at the Department two years ago. Their visit represents the first of what we hope will become a regular faculty-student exchange.

Rebecca New (Faculty) announces with pleasure and indescribable relief that *The Early Childhood*

Education: International Encyclopedia, a project four years in the making, is now published! She thanks everyone who contributed.



Laura Blackwell, Sarah Conroy & Ben Mardell at the Eliot-Pearson Children's School

Benjamin Mardell (Eliot-Pearson Children's School Teacher), Sarah Conroy (M.A. Candidate), and Laura Blackwell (M.A. Candidate) will participate in the Tufts President Marathon Challenge for the Boston Marathon on April 16th. All money raised on their behalf will go to the Eliot-Pearson Children's School scholarship fund. To date, they have raised over \$3000. If you would like to contribute, please go to the President Marathon Challenge web site (www.tuftsmarathonchallenge.com) and look up either Ben, Sarah, or Laura.

Donald Wertlieb (Faculty) represented the American Psychological Association (APA) at the Nov 15, 2006 planning meeting on "Children's Mental Health Services: The Role of the Primary Care Provider" at the National Research Council/Institute of Medicine. Along with APA, delegates represented the Board of Pediatrics, American Academy of Pediatrics, and the American Academy of Child and Adolescent Psychiatry and launched the process for a series of workshops and/or studies addressing the pressing needs of

children and families for accessible and effective mental health services.

In December 2006, Dr. Wertlieb was selected for the Fulbright Senior Specialist Program, and will take his initial grant assignment working with the Mohyla Public Humanitarian University in Ukraine, advancing their child development program with an emphasis upon teacher preparation and research-practice integration.

The Board of Directors of the Society of Pediatric Psychology (SPP) unanimously voted to award Dr. Wertlieb the 2007 Lee Salk Distinguished Service Award. The Salk Award recognizes outstanding contributions to the field of pediatric psychology and is named in honor of Dr. Lee Salk, a prominent psychologist whose work on behalf of children and families was very well known both within the psychological community and through his work with the media. The Awards Committee and the Board were particularly impressed with the breadth of Dr. Wertlieb's activities across research, teaching and service and the regional, state, national and international impact of his work. Congratulations to Dr. Wertlieb on this well deserved honor!

Brian Wright (Ph.D. 2007) was chosen among over 100 applicants as a Social Context Research Fellow for the American Educational Research Association's (AERA) Division G, Social Context of Education. Brian received a one-time stipend and the project officially began in Fall 2006 and will continue through Spring 2010.

The newly developed Arts and Child Development concentration for the M.A. and Ph.D. programs is off to a strong start at Eliot-Pearson! **Mara Stahl, G07**, is the first student to have completed the concentration in December 2006. Other graduate students in the program include **Lih-an Lee (M.A. candidate)** and **Jeffrey Rawitsch (M.A. program)** and newly entering Ph.D. student, **Rachel Edelman**. As part of the concentration, students are required to enroll in at least two studio experiences where they may continue their own development as artists. Mara continued her study of voice throughout her program; Lih-an has been taking jazz piano lessons at Tufts to expand her repertoire of piano study from classical music to other genres. For more information about the Arts and Child Development concentration, please contact Dr. Camara at kathleen.camara@tufts.edu.

The Graduate School of Arts and Sciences and the School of Engineering recently announced the Fall 2006 recipients of Graduate Research Grants-in-Aid. The winners were as follows:

Karen Craddock, Child Development, *Profiles of Psychological Resistance in Black Young Mothers*
Sonia Issac, Child Development, *Asian Indian Identity Development in a Globalizing World*
Kimberly Lucas, Child Development/Urban and Environmental Policy and Planning, *Navigating Multiple Cultural Worlds: Queer Perspectives on Identity, Community, and Culture*

Alumni Event in New York City



Greater New York Alumni Gathering in June

A group of alumni in the greater New York area plan to reunite in what will be an enjoyable, informal opportunity to reconnect after last June's Sylvia Feinburg event. They will be enjoying dinner and networking with friends on Friday, June 8th at 7:00pm at the Columbia/Princeton Club at 15 East 43rd Street (between 5th & 6th Avenues) in Manhattan. For more information or if you are interested in attending, please contact:

Jane Finneman Hochman, J63
JDHochman@patmedia.net or 609-430-1591

Barbara Kagan Littman, J64
blittman@aol.com or 732-310-6527

Judy Moss Zimmerman, J65
jmzimmer@aol.com or 609-683-5133

In Memoriam

The Eliot-Pearson Department of Child Development would like to acknowledge the passing of Mary A. (Sullivan) McCabe. Mary's lifetime of service, her gratitude to the Tufts Educational Day Care Center for caring for her grandchildren, and her mile long list of loved ones made her special. On January 27, 2007, at the age of 83, Mary died peacefully at home surrounded by her loving family.

Martha Brochin received a masters degree from the Eliot-Pearson Department of Child Development in 1983 and went on to the Yale University School of Medicine where in her fourth year, she was awarded the Yale Pediatric Prize. The inscription reads: "Awarded to that member of the graduating class entering pediatrics who, in the opinion of peers and faculty best exemplifies those qualities one looks for in a pediatrician. A competent caring good homored person whom I would want to take care of my children."

When Martha was a toddler, I would share the songs and games from the classes at Eliot-Pearson. I can't help but think that her exposure to EP as a baby and as an adult contributed to her outstanding abilities as a pediatrician.

Martha passed away in January 2004. A father of one of her young patients wrote, "Dr. Brochin was our pediatrician for 10 years. Her professionalism and knowledge coupled with the calming effect she bestowed upon us gave my children and me comfort during our many office visits."

The Department would like to thank Linda Weil Margolies, J63, for this account.

Alumni Event on campus

Please join us April 26th!

The Eliot-Pearson Second Annual Alumni Dinner with honored speaker Jane (Finneman) Hochman, J63

Join alumni, staff, students, and faculty on the Tufts Medford campus as we welcome back Eliot-Pearson alumna, Jane (Finneman) Hochman, Ed.D. She will deliver the dinner keynote address based on her years of work as a leader in early intervention and her recent book on integrating the fields of mental health and early intervention.

Date: Thursday, April 26, 2007

Topic: Early Intervention and Infant Mental Health: A Historical Perspective
5:30 - 6:15 pm - Drinks, appetizers, and reconnecting with old friends
6:30 - 8:00 pm - Dinner, speaker, and after-dinner discussion

Location: Eliot-Pearson Department of Child Development
Evelyn Pitcher Curriculum Lab

105 College Avenue, Medford/Somerville campus

To help defray costs, a donation of \$10 (or however much you might want to give) would be much appreciated. Please make checks payable to: Trustees of Tufts University and mail to: Sarah E. Jung, Department of Child Development, Tufts University, 105 College Avenue, Medford, MA 02155, or you may bring your check to the dinner.

Please RSVP by April 12th to sarah.jung@tufts.edu or 617-627-2078.



David E. Abel, M.D., G87, lives with his wife Alison and six-year old son Asher in Portland, Oregon. He practices maternal-fetal medicine (high-risk obstetrics). His web site is northwestperinatal.com. He read with great interest last issue's article on Professor Wolf, and remembers how she as well as Dr. Camara and Dr. Wertleib significantly contributed to his experience at Tufts as a child development major. He would love to hear from any alums or professors at dabel@whallc.com.

Russell Babcock, G95, and **Kathleen (Mohrle) Babcock, G96**, recently moved from Devon, Pennsylvania to Randolph, New Jersey. Their second child, Ryan Ming, was born on October 20, 2006. His older sister, Karina Rose, is two and a half years old. Kathleen is a stay-at-home mom, and Russell is thoroughly enjoying his new job in the Learning and Development Department at State Farm Insurance.

Janet Frank, G53, is now living in Waltham in a beautiful condo complex. She and her family are keeping busy with new ventures, children and grandchildren. In the Spring of 2005, she started an on-line tea business. She had been looking for something new to do from home, and while visiting her step-daughter in Chapel Hill, North Carolina, she read an article in Southern Living Magazine about a woman from Greensboro, North Carolina who had a tea business for custom blended loose tea. Janet became her first distributor. Please visit www.jansteapot.com for more information.

After many years in the adult mental health field, **Nancy Garlock, J79**, has come full circle and is evaluating and coordinating special education services for preschoolers in the Greenfield, Massachusetts school system. She is loving being back working with young children.

Joel Grossbard, G01, is currently working on a Ph.D. in clinical psychology at the University of Washington in Seattle, Washington.

Akira Gutierrez, A06, is currently working on a research study regarding pregnant and post-partum women who are in a substance abuse residential treatment facility. Her tasks involve evaluating the program and doing assessments on the women and children. Findings and original data are reported to the Center for Substance Abuse. The 3-year study's ultimate goal is to collect data regarding the efficiency of services provided to recovering women and their families, and to present the findings to Congress in hopes for more funding.

After moving to Baton Rouge, Louisiana, in Fall 1999 to teach fourth grade as a Teach For America corps member, **Maia Heyck-Merlin, J99**, continued to teach in under-resourced elementary schools for three years. She then joined the staff of Teach For America, where she has been for the past five years in various capacities, including development, teacher preparation and support, and most recently, leading the operations for their five summer training institutes. Maia is based in Brooklyn and would love to hear from classmates at maia_heyckmerlin@alumni.tufts.edu

Christine (Goffio) May, J72, hopes to graduate this May with a Doctorate of Ministry from Gordon-Conwell Seminary, and her daughter **Eva May (B.A. candidate)** hopes to graduate from Eliot-Pearson as well. It is also Chris's 35 year reunion at Tufts, so she will hopefully be able to pass a candle to Eva. Chris continues to work part time as the in house counselor at Lexington Christian Academy. She states, "It is challenging to help teenagers access their 'innards' but rewarding as well."

Elizabeth Shvetz, A03, is currently working at West Side Montessori School on the upper west side of Manhattan.

Robyn Silverman, G90, was recently interviewed by Prevention Magazine with regard to martial arts and bullying. The article was published in the February 2007 issue and you can find a copy on their website at: <http://www.prevention.com/article/0,5778,s1-6-73-87-7667-1,00.html>. A shortened version of the article was also featured on the front page of msn.com. Robyn is now a columnist for Bay State Parent Magazine, an award winning magazine that reaches 84,000 families in Massachusetts. She is also continuing to write her Powerful Words Character Curriculum for over 300 after-school programs around the world. And aside from writing character curriculum for martial arts academies, they have recently expanded into the gymnastics market. Finally, in her coaching practice, she works with talented clients who are interested in achieving specific financial, personal, or family-related goals. For more information, please visit <http://www.DrRobynSilverman.com>

In addition to being full time in the Graduate Program in Nursing at the MGH Institute of Health Professions (IHP), **Nancy Terres, G99**, is now on the faculty of the MGH/McLeans Pediatric Psychiatric residency program. She teaches their units on Infant Psychiatry. Nancy is also the Director of the Parent-Child Research Collective (PCRC) at the IHP. They provide research services to people and community agencies that are interested in either researching a topic, or have a research question on various pediatric and parent related topics, and need people with research skills to help them. The PCRC combines research with community service. Nancy is in the process of preparing an article for publication on the PCRC on what inspired it, how it works, and a thumbnail of what projects we have completed or have in process. On a personal note, those girls of hers who were so young when she was at Tufts are now grown. Dana graduates from Macalester College in May, and Kira (who was 3 when she started at Tufts) graduates from Sudbury Valley School in June. They traveled to Italy to visit Dana last March in her study abroad program in Tuscany. Dana now speaks Italian better than Spanish, even after 7 years of Spanish in school. Nancy states, "I am warning you all, the kids don't wait until we are ready to be grown and gone!"

Check out up-to-date news at
[http://ase.tufts.edu/epcd/.](http://ase.tufts.edu/epcd/)

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 a donation to one of the following:

- Eliot-Pearson Department of Child Development General Fund
- Eliot-Pearson Children's School Scholarship Fund for Children
- Evelyn Pitcher Curriculum Lab Resource Fund
- Feinburg Fund for the Arts in Child Development
- Mitchell Green Acres Fund

Please make checks payable to "The Trustees of Tufts University" and indicate in the Memo section 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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Degree and year of graduation: _____

Send to:
 Sarah E. Jung
 Eliot-Pearson Department of Child Development
 Tufts University
 105 College Avenue
 Medford, MA 02155

KEEP IN TOUCH!

Our periodic email messages include information on Department news & events as well as career & fellowship opportunities.

If you would like to add your name or confirm you are on our alumni email list, please email Sarah E. Jung at sarah.jung@tufts.edu.

SEND US YOUR NEWS!

Let friends, faculty, and classmates know what you are up to these days, or do you have a recent publication you'd like to share with the Eliot-Pearson community? Send us the citation!

Send to:
Sarah E. Jung
Eliot-Pearson Department of Child Development
Tufts University
105 College Avenue
Medford, MA 02155
or email sarah.jung@tufts.edu

Be sure to include your name, email, class year and degree(s).

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Eliot-Pearson

Spring 2007

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