

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

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SAVE THE DATE

October 25, 2014

Alumni from all over and faculty will celebrate **Eliot-Pearson's 50th Anniversary** as a department. More information will follow in the spring.

ECE at Eliot-Pearson:

Embracing Our Roots, Renewing Our Vision

In 2008, innovation fueled a wide-ranging reexamination of Eliot-Pearson's vision of early childhood education. Eliot-Pearson faculty identified three priorities: equity in education, strengthened collaborations with local community-based institutions and schools, and teacher preparation designed to give Tufts' students the tools they will need to succeed as educators in diverse urban communities. This re-envisioning process culminated in the hire of a new Director of Early Childhood Education, Dr. Christy McWayne, in Spring 2010, who shared a commitment to addressing these three issues.

These new priorities are highly consistent with the department's roots. Abigail Eliot and Elizabeth Pearson's 1922 founding of a community-based nursery school to serve children living in poverty in Roxbury, Massachusetts launched a tradition of dedication to the well-being of children, families, and their communities that is still alive and well at the department that bears their names. EP faculty are committed to reinvigorating this original mission and embracing our roots while engaging with the very real and complex needs of today's urban public school students and teachers. "The newly envisioned ECE programs are predicated on the belief that, although it is essential to recognize the challenges that urban-residing children and families face, exclusive focus on barriers to learning blinds us to the assets that children and their families bring to the educational process and inhibits us from developing appropriate means for understanding and engaging children's learning," states Christy McWayne.



L-R Marina Bers, Cindy Ballenger, Jayanthi Mistry, Christy McWayne and Bruce Johnson (not present: Chip Gidney and Hanna Gebretensae)

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ECE @ E-P

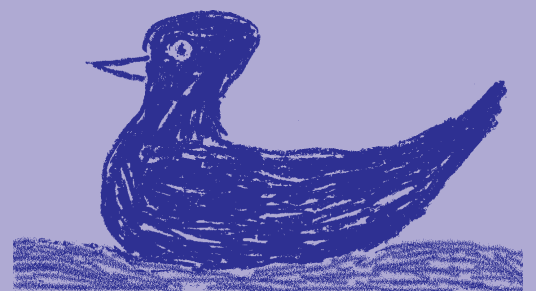
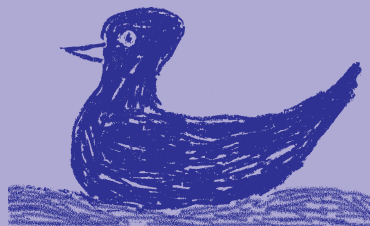
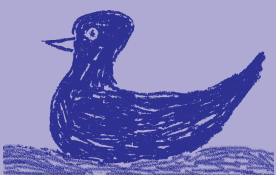
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In Fall of 2012, two new colleagues joined the ECE Faculty- Dr. Cynthia (Cindy) Ballenger and Dr. Bruce Johnson. This year, we have also welcomed Dr. Hanna Gebretensae as the new Director of the Eliot-Pearson Children’s School. Together and with the steady contributions of a number of key faculty, including Dr. Jayanthi Mistry, Dr. Calvin Gidney, and Dr. Marina Bers, this team is now implementing a new vision for the ECE program.

Cindy is currently leading the teacher-licensing program at Eliot-Pearson as the Professional Development Coordinator. Based on her experiences as a teacher, reading specialist, and teacher educator in urban schools, she describes herself as a teacher researcher. “Although it may appear that some children have more information to draw on, or understand more quickly than others,” she is quick to point out that at the core of her form of teacher research is the belief that all children are thinking and making sense of their world. Thus, the task of teachers, really in all teaching according to Ballenger, is one of “researching the thinking of their students,” and in particular the thinking of the children who are not doing well. “Teachers have many assumptions about what thinking sounds like or what is a good answer. We become wedded to the kind of sense we make or have been taught to make. A truly democratic classroom, however, is one where these assumptions, these habitual ways of seeing, are open to question and investigation. It is the students who are not doing well who have the most to teach us about thinking in general and, often, about what we are teaching, by helping us to see what we assume.” Preparing novice teachers to understand these dynamics and bring this knowledge and perspective into their working life is for Cindy a central piece of teacher preparation at Eliot-Pearson.

The research that is being done within the ECE program also relies heavily on the surrounding community, with ample involvement from parents and educators who live and work in our surrounding urban settings. This is one of the most crucial lessons that Christy McWayne passes on to the students who work with her on her research — “You can’t take shortcuts when building relationships, and you need those relationships to understand how your own research can have value beyond an academic audience or the pages of an academic journal.” Christy says with confidence that the partnership-based nature of her work is what makes her work meaningful and, hopefully, relevant to the lived experiences of urban-residing, low-income children and families. “When I’m talking with teachers and families who are living the realities of the research,” she says, “that’s when I know I’m on the right track and that the work we’re doing is having a positive impact.”

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Students in the teacher-licensing program also find valuable support to improve their work at the Evelyn G. Pitcher Curriculum Resource Lab. After twenty years as a preschool teacher and director in Boston and then twelve years working in Istanbul Turkey, Bruce Johnson assumed leadership of the Curriculum Lab in Fall 2012. Carrying forward the department's tradition as a focal point for curricular development and support, Bruce views the lab as a space for the design, production, documentation, critique, refinement and dissemination of early childhood curriculum. The lab is "a gathering site – both in a real world and virtual sense – where Tufts students, alumni and teachers from local communities work together, finding not only a repository of resources but also collegial and institutional support for the production and dissemination of effective strategies and materials for working with culturally and linguistically diverse young children in urban settings." Along with informal drop-in times for both novice and veteran early childhood educators, the Curriculum Lab hosts professional development workshops and seminars that not only build from the expertise of resident faculty and educators but that also bring expertise from local educators to Tufts.

Since its inception Eliot-Pearson has been committed to collaboration and connection with the community. For example, Eliot-Pearson faculty and students join monthly with early childhood teachers at the Healey Elementary School in Somerville in a preservice-inservice application of professional development. Next door in the Mystic Housing Development, students and faculty from the department are working in collaboration with Head Start and out-of-school programs as well as immigrant and parent advocacy groups. In these and other projects, EP students gain practical, hands-on experience in working collaboratively and respectfully within urban neighborhoods and schools. In Bruce's view, "While we believe that the communities and schools benefit from these collaborations, I have no doubt that the Tufts students benefit as much if not more from the knowledge and expertise of the people they meet out in the community."

Christy, Cindy, and Bruce each came with different perspectives, passions, and ideas, but they now work as a powerful team alongside the other ECE faculty and share the same goal of promoting this new and much needed vision for the ECE program at Eliot-Pearson and, indeed, for early childhood education in general. As Christy stated, "We strive for Eliot-Pearson's teacher preparation programs to become known as the premiere and most highly selective programs in this metro area for early childhood educators working in urban settings, as we highlight our new dual focus: equity in early care and education and research-practice integration (RPI) grounded in child development theory. This point in our history represents a propitious moment and important opportunity both to build upon a distinctive aspect of Eliot-Pearson's tradition and to help bring about transformative change in our surrounding urban communities – based on knowledge-generation in partnership with urban educators and the children and families they serve." Fundamentally, this kind of partnership is about cultivating collaboration and leadership—about creating and sustaining educational partnerships that will equip practitioners and researchers to be change agents for children in urban schools for decades to come.

The ECE program is grateful for the support given to our Ellen Cohen Urban Education Scholars and for the support given from the following: NIH, ACF, NSF, and the Brady Education Foundation.

Article collaboratively written by the ECE Faculty and Jean Alper.

Hanna Gebretensae Becomes the New EPCS Director

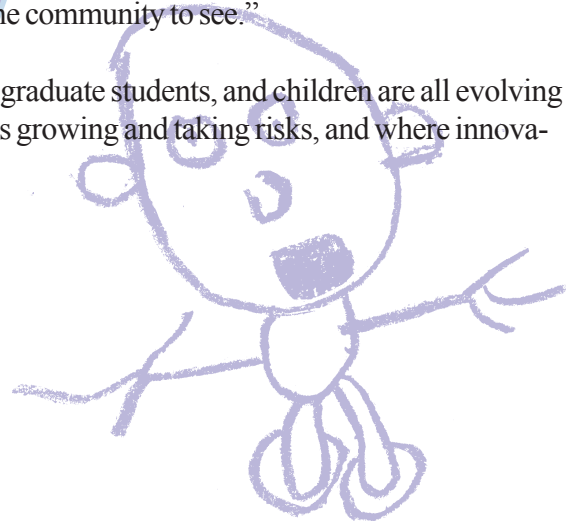
In the summer of 2013, Dr. Hanna Gebretensae became the new director of the Eliot-Pearson Children's School. Before becoming director, Hanna worked extensively as an educator, program director, administrator, mentor, and policy reformer. She began her work in Ethiopia, where she grew up in a diverse community with over 200 different ethnic groups. Being surrounded by a variety of languages, customs, and cultures has made diversity a natural occurrence for her, and it allows her to approach her work as director with a special sensitivity and appreciation of culture. She says Eliot-Pearson captures this aspect of her work, as the department is "grounded in social justice, anti-bias, and inclusion." For Hanna, the position at the Children's School exemplified all that typically draws her to any job—"the possibilities of actually innovating and bringing in new ideas and taking risks but at the same time, allowing what really works to expand and branch out in different ways."

This is what Hanna has begun to do in the short time that she has been director of the Children's School. Hanna has managed to generate change while getting to know a new setting and new teaching team. She admits that it has been a challenge, but a positive one. She is grateful to the early childhood education team for being incredibly welcoming and supportive. Hanna wants to "develop programs and new ideas and take risks." At Eliot-Pearson, she finds "this is a place where the team really supports that."

A crucial first step for Hanna was to reach out to the Tufts community and see what resources were there for her to utilize. She went on a tour of the campus, conducted extensive online research, and attended the Tufts Community Day to learn which departments might connect with her work at the Children's School. Hanna has since formed relationships with the Center for Engineering Education and Outreach, the Occupational Therapy Department, and the DevTech research group. With the help of these newly formed relationships, Hanna organized a Family Science Day at the Children's School, where Tufts students were able to give demonstrations on LEGO and robotics engineering. She has also invited a doctoral student to come to the Children's School twice a week to teach robotics and engineering.

Hanna has initiated new programs not only for the children at the Children's School but also for the graduate Teaching Assistants. She and her colleagues have designed a new online forum for TAs, where they will be able to discuss topics such as the challenges they face, methods that work well for them, and what excites them most in their teaching. With the forum, TAs will be able to learn and grow in a new, more synergetic way. In the future, Hanna plans to establish a way for TAs to capture their work in some form of documentation at the end of each semester. She says this will serve as "a way for them to self reflect and exhibit their learning in a tangible way but also for the community to see."

Hanna envisions the Children's School as a place where teachers, families, graduate students, and children are all evolving together through the educational process—an "ideal place where learning is growing and taking risks, and where innovations are really part of what we do."



Debbie LeeKeenan Retires

This past June, Debbie LeeKeenan retired after seventeen years as Director of the Eliot-Pearson Children's School. When Debbie hired me twelve years ago, she gave me a key to the school. Doing so was both symbolic and practical. It was part of her personality to invite all of us into the learning community at Eliot-Pearson, but it was also one small example of how Debbie purposefully and carefully thinks about the ways in which people make connections with one another and become members of a group. I don't remember her exact words, but I imagine they were something like: "Here's your key, David." Of course it wasn't literally a key that unlocked the Children's School, but rather Debbie's thoughtful, inclusive way of building a community. It was Debbie's way of saying, "Welcome, and now please add your voice to ours."



Debbie in her office being interviewed by children

Over the years I witnessed how Debbie supported and connected people with one another by valuing individual relationships in order to construct a strong group experience. Debbie enrolled children and families, hired staff and college students that represented diverse voices, and embraced the notion of strength-in-diversity at Eliot-Pearson. Promoting difference was difficult work and needed ongoing maintenance because a community of diversity can sometimes have conflicting values. But Debbie always respected the varying differences by providing time and space for everyone's voice to be heard. She believed that our community could only be strengthened through the hard work of promoting anti-bias education.

For instance, on one memorable occasion, Debbie supported the decision to host the *Love Makes a Family* photo exhibit at EPCS. This exhibit displayed all types of families and was a difficult exhibit for some of our families to view or to explain to their children. Nevertheless, these families felt welcome and safe to express their own thoughts even when their beliefs may have conflicted with the majority opinion at the school.

Debbie has an ability to work with multiple constituents in various contexts. I watched as she worked with young children, parents who were worried about their newborn baby's development, a teacher who was interested in doing a classroom project exploring the concept of beliefs, college students conducting research studies, and great grandparents who visited and wanted to know what the children are learning. Debbie knew how to speak to this range of learners in ways that were meaningful to each person.

Other memorable moments are Debbie's 4:00 am emails sent to Head Teachers, reflecting on the implications of teaching preschoolers about the 1955 Montgomery Bus Boycott or the implications of posting a photo of Barack Obama in the school. We all remember her stepping in at crucial moments: to help with a diaper, to rake and jump into piles of leaves with children, to lead a sing-a-long and then run up to teach a course in the department. In all these ways, large and small, Debbie consistently built a caring community at Eliot-Pearson and led the way in teaching and modeling inclusiveness.

*Written by David Robinson
Head Teacher
Eliot-Pearson Children's School*

Nancy Terres: Helping Infants Thrive

On October 24, Eliot-Pearson alumna Dr. Nancy M. Terres returned to Eliot-Pearson to present current research and explain medical risks in infancy. Nancy is a clinical associate professor in nursing at the MGH Institute of Health Professions where she teaches advanced pediatrics nurse practitioner students and at Massachusetts General Hospital where she teaches pediatric psychiatry residents. She is a specialist in caring for those infants who for one reason or another are at risk for developmental disabilities. Her talk covered a wide range of topics, including premature births, maternal substance abuse, the rise in elective C-sections, and advancements in neonatal intensive care units (NICU). Nancy's career epitomizes Eliot-Pearson's goal for its students, faculty, and alumni to become expert at integrating research and practice.

Prior to her applying to EP's doctoral program, Nancy had worked at the Institute of Health Professions doing research and teaching – but she came to realize that without a Ph.D. she would always be limited in the studies she could conduct and the funding she could receive. And so she looked for a doctoral program that would open up new opportunities. At the time, Eliot-Pearson was nowhere on her radar. “I was looking at Harvard's program, at Clark, at Brandeis,” she admits. “I never even thought to look at Tufts because I thought the Tufts program was for school teachers. I didn't think that it would suit *me*.”

It was one day in the midst of her search, when Nancy was trying to find something in a drawer and came across an old EP newsletter. What caught her eye was a list of the different areas of study offered by the department, one having to do with infancy and another having to do with child illness and disability. It was the only program she found that focused on both of these areas. And when Nancy came to Tufts to learn more about the program, she found everything she wanted was at Eliot-Pearson.



Nancy Terres

Nancy recalls starting her time at Eliot-Pearson with a clear focus on infancy, writing her first qualifying paper on how infants respond to consistent caregivers versus inconsistent caregivers. She found that infants under 32 weeks gestation had a different arousal level than infants over 32 weeks, and so she planned to do her dissertation on the infants over 32 weeks.

But then Nancy discovered that the infants over 32 weeks were being discharged from the hospital before they could be studied. It turned out to be a lucky discovery because it pushed her in new directions. “I decided to expand my horizons,” she says proudly. That expansion led to her becoming an expert in care for the at-risk infant.

Nancy's list of accomplishments since her days as a doctoral student is impressive. Besides being a clinical associate professor at one of the world's most prestigious teaching hospitals, she is the founder and current director of the Parent-Child Research Collective, which provides research expertise to organizations that do not have the capacity to conduct research on their own. Her many publications include one that received an award from the Society of Pediatric Psychologists. Through the years, her work has been both dynamic and varied, and she now refuses to limit herself to only one path of research and teaching.

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Nancy began teaching in 1984, expecting to do be done with teaching in three years. Now almost thirty years later, she still finds teaching incredibly exciting. In the beginning, she expected teaching would serve as a stop-gap to give her time to figure out what she really wanted to do. She thought, “*What have I got to lose?*” She now admits that teaching at the Institute has given her more than she ever could have imagined. “It was the first and only job I’ve ever had where it’s sort of like a platform, and you get off and go in all these different directions,” she says. “It’s not like a single job; it’s multiple jobs.”

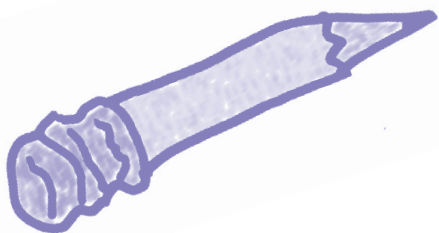
Aside from teaching, Nancy’s current work involves research on babies with neonatal abstinence syndrome. She and her research group are collaborating with a neonatologist at MGH to develop an intervention study on the mothers of these babies. Nancy is also working on revisions for another one of her studies, which looks at the psychological issues in breast-feeding mothers.

Nancy’s research has taken her into unmapped territory. For example, early on, she studied newborns’ responses to being held outside of isolettes, not only because no one had done this study but also because it was thought to be quite dangerous. The results of her study surprised a great many. “Not only did the babies tolerate it,” Nancy describes with excitement, “but the babies who were held did significantly better on a number of parameters than babies who weren’t held.” Nancy admits that there are many frustrations in trying to do things that haven’t been done before, but this is the kind of work that is most rewarding to her.

Nancy was not always certain that she wanted to work with children. She came to her pediatric rotation with an image in her mind of the “difficult sick kid.” It came as a shock to her how much she enjoyed this work. The children were stronger and more affectionate than she had anticipated, and staff were open and willing to let her try new things. “It was so unlike the rigid protocols in treating adults,” Nancy explains. “It really suited my personality more to be in a field that allowed that kind of creativity and flexibility. That’s when I decided I wanted to work with children.”

One of the things Nancy appreciates most about her time at Eliot-Pearson is that it broadened her interests and knowledge far more than she had anticipated. “I came in as an infancy person,” she says, “and I went out looking at issues of disability in a more expansive way, such as looking at policy issues differently, and essentially stretching my mind much more than I had expected to do.” She finds that the knowledge she gained at Eliot-Pearson is still growing and developing. “It’s not something that you lose when you leave here. It’s a dynamic process.”

Nancy still makes sure to visit Eliot-Pearson as often as she can, sometimes to give talks to students, sometimes just to say hello. During her last visit, she sat in one of the Eliot-Pearson classrooms and reflected on her time at Tufts. “It just felt right,” she said. “It felt right the whole time I was here.” If they could, there are, no doubt, a great many newborns and infants who would agree and feel grateful.



Dorene Lees Lengyel: Memoir from the Class of '57

I enthusiastically entered as a freshman in the fall of 1954. I believe my tuition was \$350 per semester. It increased some over the next years, but I was able to pay for my entire 4 years by waitressing in the summers. I took liberal arts classes at Tufts and took the T into Boston to The Nursery Training School on Marlborough Street for education classes in a lovely old brownstone with at least three floors. This is where girls attended for years, but it was the last year in Boston. The School moved to the Tufts campus in 1954 having become affiliated with Tufts in 1951.

The NTS had purchased a house on the Tufts campus where the first few (maybe 10) four-year students could live if needed. Being a Medford girl, I commuted for three years until my senior year. We went to orientation meetings at this house. Women began entering after junior college, which helped fill the ranks.

The school bought an old WW11 Quonset hut next to Cousin's Gym for on-campus classes. We had our music classes there with white haired Miss Beatrice Spaulding who had us dancing with scarves and tambourines, making up songs and learning the core of her collected nursery school songs. I sang them for years in school and to my own children and still remember many. The boys on their way to the gym would peek in the windows and get a laugh out of our performances.

One spring day Miss Spaulding thought it a good idea to take us all to the Stoneham Zoo with another music teacher, Tony Salatan, who was a co-host on WGBH Channel 2 with Mary Lou Adams (EPS) on the 1955 children's program "Come and See." The idea was to play instruments and sing to the animals and see what their reaction might be. I have some movies of that day and remember only a lot of silliness on our parts!

One year at the end of classes the whole school had a picnic at Wingaersheek Beach in Gloucester. I remember elderly Miss Chandler, our curriculum teacher, daring to roll down her stockings to get a tan while sitting in the sand.

I made friends in both schools but was not allowed to rush a sorority. Everything else was open for us as far as I know, and I became a cheerleader for four years.

Because the Korean War was just ending, the school brought a Korean girl (Sook Kim) who spoke no English, to study with our small class. The poor girl was so homesick and timid. She would anxiously hold onto whoever was walking with her to class. We all helped her with English. She did not graduate with us, and I think she must have dropped out her sophomore year, but I don't remember. I wonder what happened to her.

In my freshman and sophomore years, we observed in many nursery and kindergarten classrooms, both private and public, to get a feel for the many differences in teaching styles and curricula. Fortunately I had a car so I could drive myself and others to various schools. In our junior and senior years we had a different student teacher assignment for each semester, five days a week. This was absolutely invaluable!

In 1954 Tufts became a university. There was a movie made called "How One College Educates" for prospective students. I had a small cameo in it! Dr. Cockerell became our director, and in 1955, the name was changed to Eliot-Pearson.

In my senior year I lived on campus at Wyeth House. We had a dear housemother Mrs. Ester Karlson, who made sure we kept our curfews and had no boys beyond our front room. I remember having to get special permission to meet my boyfriend after the curfew one night, as he was coming home from a navy assignment for our senior prom. We had one telephone in a booth on the first floor for all the girls. We'd take turns answering it and yelling up the stairs for whomever it was for. We had a kitchen in our dorm and sometimes got communal meals there, but most often we'd drive to Cambridge to a buffet restaurant right off Massachusetts Ave. where we would get a 3 course meal for 99 cents.

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In my Eliot-Pearson Handbook from 1956 I note we had a strict dress code. “Bermuda shorts or slacks and jeans may be worn in the dorms but not on Tufts Campus and not in Boston Proper,” reads one admonition. There were many rules for “overnight absences”, “signing out”, calling hours for men callers, times for being out evenings, and quiet time for study hours.

After graduation, my first job was in Syosset, Long Island, NY teaching public kindergarten for \$4,200. I had 36 children in the morning and 36 in the afternoon, with no aide. After that, I started a private pre-school, St. Paul’s Church Day School, in Peabody, Ma. I was director and kindergarten teacher there, was director for 10 years of a large pre school in Lynnfield, Ma, earned my Master’s at Lesley College, and became a Lynnfield public school kindergarten teacher for 10 years. I did a great deal of private tutoring, was one of the early members of the Whole Language Association, taught English as a Second Language, and taught in the Resource Room in Lynnfield Public Schools.

My years at Tufts and Eliot-Pearson were some of my happiest. I had wonderful hands-on, creative training and used what I learned for years. I continue many friendships made then.



Dorene Lees Lengyel

Eliot-Pearson Community Updates

Faculty and Alumni News

Faculty News

Ann Easterbrooks and her colleagues continue to publish and present papers having to do with best practices for supporting infants, teen mothers and fathers, resilience, and, most recently, an article in *Pediatrics* on home visiting, maternal depression, and child maltreatment. She and her research group, Massachusetts Healthy Families, have launched a longitudinal follow-up of the same families they saw in the first three years of their study, which began in 2008.

David Henry Feldman gave a Keynote Address in Muenster Germany last Fall at the International Meeting of the European Council for High Ability Studies. He also gave an invited speech in April at Grand Rounds at the NYU Medical School's Child Study Center. While there, Professor Feldman was a guest on the show "Radio Docs." Finally, Professor Feldman was a guest on a Huffington Post video program. The talks and media events were all on recent work on the study of child prodigies.

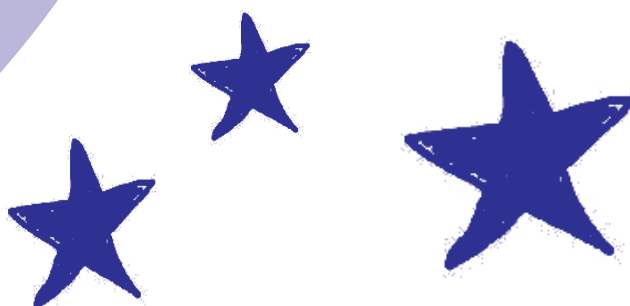
Richard Lerner: On October 1, Princeton University and the Brookings Institution released the latest issue of *The Future of Children*, edited by COL (Ret.) Stephen J. Cozza, M.D. and Richard M. Lerner. The volume was developed in collaboration with the Military Child Education Coalition, a world-wide non-profit organization whose mission is to ensure quality educational opportunities for all military children affected by mobility, family separation, and transition. As a companion piece to the journal, Dr. Cozza, Dr. Ron Haskins of Brookings, and Lerner released a policy brief about maintaining the health of military and veteran families and children. Lerner and his team at the Institute for Applied Research in Youth Development (IARYD) recently obtained a one-year planning grant to assess the feasibility of conducting a longitudinal study of character at the United States Military Academy (USMA), also known as West Point.

Tama Leventhal has received three new grants with colleagues outside of Tufts, all having to do with housing, families, and children's development.

Ellen Pinderhughes delivered a keynote address at the Fourth International Conference on Adoption Research, Bilbao Spain. In collaboration with the Donaldson Adoption Institute and Jessica Matthews, she completed a report on intercountry adoption that was picked up by USA Today and the LA Times. She also was a member of the Institute of Medicine Committee on Child Maltreatment that recently issues a comprehensive report addressing research and service related to child maltreatment.

George Scarlett is finishing up a two-year encyclopedia project on classroom management (creating good learning environments).

Maryanne Wolf presented her work on Global Literacy to the Vatican Academy of Science's Bread and Brain meeting, and recently, President Monaco presented her with the Christopher Columbus Award for Discovery — for the Global Literacy work.



Alumni News

Virginia Haviland Schaal, now Jeri Freels Brower, (1956) stays active on her farm in Wellington, Florida – with 2 horses, five dogs, and nine cats which, during the winter months, she shares with her youngest daughter and her granddaughter. Her oldest daughter manages another stable, and she remains active in staying in touch with friends.

Barbara Daytz Proctor (1957) writes that after 13 years as a volunteer coordinator for Meals-on-Wheels, she started her own companion business for seniors who no longer drive. She has also become a Booklegger, a volunteer who reads to children in the public schools and interests them in making use of the library. Her 8 grandkids call her GG (stands for Gorgeous Granny).

After 21 years in the Applewild School in Fitchburg, MA, **Nancy Forrest** (1960) is retired and working as a community volunteer, a member of a short story discussion group, and a world traveler.

Jane Hochman (1963) lives in Princeton and last May organized a gathering of her classmates for their 50th reunion. She stays in touch with many of her classmates and now, after retiring from professional work in Early Intervention administration, policy, and practice, is using her expertise to help care for her grandchildren.

After teaching for 32 years and raising two sons, **Linda Welt Horowitz** (1965) and her husband, Ira, retired to Puerto Vallarta, Mexico where they live in a condo on the beach. They enjoy a busy life with other ExPats and well as local friends – and with friends and relatives in the States who often visit. In the summer, they can be found in their condo in Dallas where they spend a lot of time with their three grandchildren.

On January 1, 2013, the first day of legal same-gender marriages in Maryland and on the 23rd anniversary of the couple's commitment, **John Kyle** (1967) married Peter Satten, in Baltimore. John and Peter had advocated for the change in law and for the statewide referendum that made that change possible. John is retired from the National League of Cities where he worked to support programs for children and families.

Judy Meltzer (1964) shared the news of Ruth Davies' passing. Ruth Davies served as president of the Board of Trustees on the Nursery Training School of Boston until it became the Eliot-Pearson School.

Treasure Cohen (1969), after teaching kindergarten and later directing a department of Jewish family education in New Jersey, has for seven years been an adjunct professor of child development at Montclair State University. Her youngest daughter has both a bachelor's and master's degree from Tufts and Eliot-Pearson, and she now awaits the time when her two year old grandson, who lives in Somerville, goes to the Children's School.

Bob Blumenthal (1973) retired from teaching and now spends time reading literary fiction and composing music. He recently started doing sound design for a local theatre in Seattle.

Alison Corner (1978) finished her formal career as an urban elementary school principal in Lowell, MA and now lives in Southwest Florida 7 months of the year while working with Florida Gulf Coast University teacher interns and with children and adults at Naples Equestrian Challenge. Back in Massachusetts, she runs a French pastry business and sells at a local farmer's market. She writes, "Educators never retire."

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E-P Community Updates

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Alumni News

Sloan d'Autremont (1978) continues to work as an inner city pediatrician in Minneapolis, MN. He writes, "I am continually grateful for the wonderful education I received at Eliot-Pearson. I have tried to impart that knowledge to residents and trainees as well as parents and families. It has also come in handy raising 12 triplets with ADHD and multiple learning differences. "

Laurie Leventhal-Belfer (1979) has a new book out, "Who Needs Friends?" an intervention program that helps children on the autism spectrum/Asperger's Disorder and their parents.

For the past 26 years, **Deborah Slater** (1979) has worked as an Assistant United States Attorney focusing primarily on investigating and prosecuting crimes against children. She lives in West Hartford, CT. and is eager to hear from other EP alums.

Bonnie Brown Flanzer (1980) is teaching 3 year olds just north of Chicago – in the "little blue school". She writes, "I often think back to my days at Eliot-Pearson and the many inspiring professors I had there."

Cheryl Robinson Baity (1981), after working for Pitney Bowes for 29 years and with hospitalized children, returned to Tufts in August with her son, a high school senior, who is considering applying to Tufts.

Alice Hanscam (1983), after being a stay-at-home mom and then preschool teacher and center director, became a Certified Parent Coach through the Parent Coaching Institute and Seattle Pacific University. "As a coach I partner with parents to help them navigate challenging times." Her Facebook page ([denaliparentcoaching](https://www.facebook.com/denaliparentcoaching)) provides guidance for parents.

Hilary Laing (1984/1987) after teaching in a variety of settings (public, private, psychiatric hospital) now teaches kindergarten ("Beginners") at Shady Hill School in Cambridge.

David Abel (1987) is a high-risk obstetrician living in Portland, Oregon with his wife, Alison, and his 12-year-old son, Asher. He also is part owner of a N.Y. Jewish Deli and Mexican restaurant. He writes that Drs. Wolf, Camara, and Wertlieb were significant influences and that he is grateful he had great experiences at EP.

Judie Landon Alpert (1988) has for over 40 years been a professor at NYU – serving there as Co-Director of the School Psychology Programs as well as Co-Director of the Trauma and Violence Transdisciplinary Studies Program. She also has been teaching in the Postdoctoral Program in Psychotherapy and Psychoanalysis while continuing her private practice as a psychoanalyst. She writes that she would "love to hear from my fellow classmates and old friends."

Scheherazade Tillet is executive director of A Long Walk Home, Inc., a non-profit agency in Chicago that uses the arts to document, educate, and bring about social change and promote healing from trauma.

Deke Sharon (1991) writes that, as a father, "kids don't come with an instruction manual, but my degree has proven an effective 'cheat sheet.'" He recently hosted the PT Barnum Awards in Los Angeles, received a Gold Record for his work on Pitch Perfect, finished Season 4 of the Sing Off (NBC), and continues to tour with his professional a capella group, The House Jacks.

... continued

Marla Kolman Antebi (1991) is the Education Director at the Chochmat HaLev (Wisdom of the Heart) synagogues in Berkeley, CA. She runs a family school (K-6th and their families) and a Bar/Bat Mitzvah program. She also teaches Jewish meditation to adults.

Deborah Dobbin Catton (1992) graduated from Brooklyn Law School, clerked for a U.S. bankruptcy judge, and has been practicing law for the past 17 years. She writes, “It all started when I majored in child study with an interest in child advocacy and social policy!). She is married and has 2 children.

Jennifer Beth Fisher (1991) got her first jobs as a teacher in Boston and at the same time completed a master’s degree to become a reading specialist. She then moved to the suburbs of Paris to live with her French husband, and worked at a French-American bilingual school – teaching grades from K through 5th grade. Students at the school spend half the day using French and half using English. In addition, Jennifer teaches Zumba classes to both adults and children – a great way to exercise and have fun at the same time. She has two bilingual children attending French public school.

Megan Wiston (1992) writes that she is a quality management specialist at the Children’s Home Society of Florida, Palm Beach Division.

Lisa King Coleman (1995) has for the past 16 years been a school counselor in Marietta, GA author for three books (Youthlight Publishing).

Maia Heyck-Merlin (1999) has written a new book, “The Together Teacher”, and launched a new company, “The Together Group”. She lives in the DC area with her husband (and fellow jumbo) and their two young children.

Dan Lord (2004) has an article “Adult Play with Clay” in the upcoming winter issue of Montessori Life. Dan directs the Extended Day program for Harborlight-Stoneridge Montessori.

Becky Vogel (2007) is now Program Director for the Posse Foundation in Boston. The foundation identifies public high school students with extraordinary academic and leadership potential who may be overlooked by traditional college selection processes.

Sonja Rivera (2011) received a Nurse Advocacy award for her work with the Massachusetts Nurses Association. She now is Project Coordinator of Infection Control for Harvard Vanguard – helping with preventative work for both pediatric and adult patients.

Jennica Allen (2011) went from Tufts to get her MPH and now does policy work around chronic disease at the Massachusetts Department of Public Health.

Molly Newman (2011) works as a kindergarten teacher in a charter school in San Jose, CA. She recently married Andrew Dinh, a fellow elementary school teacher.

This past year, **Tucker Delaney-Winn** (2012) worked on WGBH’s children’s television series, “Martha Speaks”, and relocated to Cape Cod where he performed at the Cape Rep Theatre. This September he moved to New York City to pursue a career in theater production and management – interning for 321 Theatrical Management, which manages “Wicked, Peter, and the Starcatcher” and several other Broadway shows. Tucker is also working with a composer to create the score for his musical, “Hamlet, the Hip-Hopera.”

E-P 50th Anniversary

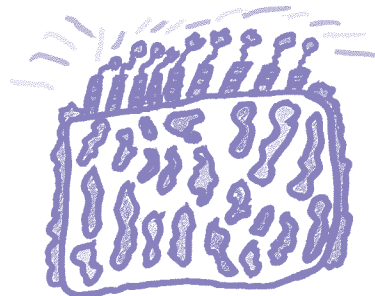
SAVE THE DATE

October 25, 2014

Alumni from all over and faculty will celebrate Eliot-Pearson's 50th anniversary as a department. Lots is being planned, including a keynote address by Howard Gardner, time set aside for alumni group discussions, a film about Eliot-Pearson's history, a surprise award for someone loved by children everywhere, words from President Monaco, and, of course a wonderful dinner.

Eliot-Pearson's 50th Anniversary

More information will follow in the spring.



Thank you in advance for your support!

If you would like to donate to the

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Please take this opportunity to contribute by considering a donation to one or more of the following funds:

- Eliot-Pearson Department of Child Development General Fund
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- Evelyn Pitcher Curriculum Lab Resource Fund
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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 Mary Ellen at maryellen.santangelo@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:
George Scarlett
Eliot-Pearson Department of Child Development
Tufts University
105 College Avenue
Medford, MA 02155
or email george.scarlett@tufts.edu

Please include your name, email, class year and degree(s).

TUFTS UNIVERSITY

Eliot-Pearson

Fall 2009

news

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