

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

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Photo courtesy of Laura Beals

Eliot-Pearson Department of Child Development

Early Childhood Education and Eliot-Pearson: Updating the Vision

From its very beginnings, Eliot-Pearson has been synonymous with excellence in early childhood education. The high quality of its teacher preparation programs and lab school have always drawn high praise — as have so many of its leaders on the faculty, such as Sylvia Feinburg, Sam Meisels, Miriam Lasher, and, of course, Abigail Eliot herself. Excellence, then, has been and continues to be the tradition.

However, like all traditions, excellence needs to be continually redefined as the times demand, and so Eliot-Pearson faculty have recently undertaken a full-scale reexamination of its early childhood education program. This reexamination was stimulated, in part, by the availability of two vacant positions in the Program, by major shifts around the country in how students are now being prepared to teach, and by the evolution of Eliot-Pearson into a major applied research community.

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EP's Early Childhood Education Vision

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Under the leadership of Ellen Pinderhughes, the reexamination began in 2007 and included focus groups with EP alums working in early childhood education, interviews with national ECE experts, in-depth interviews with key EP faculty (both present and past), and a series of faculty retreats. The result has been a renewed commitment to early childhood education as a major focus within the Department. The following characteristics of a reenvisioned early childhood education program were endorsed by the faculty at its Spring, 2008 retreat:

- * An overall interdisciplinary focus on equity in early childhood education, with initial emphasis on the areas of 1) language and other literacies and 2) cultural and family influences. The specific focus will be on ways that early childhood education programs might better reduce societal inequities and on ways to distribute high quality ECE programming more equitably.
- * A plan to develop a close working collaboration with one or more major community-based institutions in the Boston metropolitan area (Boston Public School System, Region I Head Start, etc.). The purpose of such collaboration would include carrying out high quality research especially on urban issues in early education, and on making significant contributions to early education programming. This plan follows naturally from the Department's emphasis on the integration of research with practice, both in collaborations between EP faculty and community-based practitioners and in teaching Tufts students.
- * A restructured teacher preparation program that will prepare students for initial licensure. The Department will work to establish a well-publicized pipeline through which a steady flow of Tufts undergraduates and graduates will be prepared to care for and teach preschool children. In addition, we are working to develop other professional preparation programs, some of which likely will lead to professional licensure.

To insure that this reenvisioned early childhood program succeeds, the Department is currently engaged in a national search for an established scholar to lead the reenvisioned ECE program, someone who will bring both a well-established research agenda and a demonstrated capacity to collaborate with community-based partners

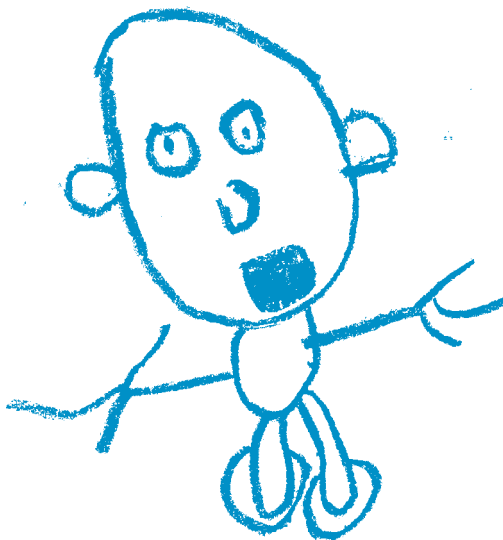
In the meantime we are moving EP early childhood education forward on several different fronts. A team of faculty is exploring the possibility of crafting a set of culturally appropriate prekindergarten curricular materials based on cutting-edge research in literacy, math readiness, technology, and family-school relations. These curricular materials will be especially needed for working with immigrant children and their families. Discussions are also under way with colleagues in Medford, Somerville, and Boston to explore the possibility of establishing a major university-community collaboration designed to strengthen the research, teaching, and service missions of EP. Finally, we are sponsoring a colloquium series to expand our understanding of the numerous ways that equity is manifest in the lives of young children and in the ECE services they receive.



With respect to the larger, national developments in Early Childhood Education, the future looks bright and full of opportunity. Early childhood education is front and center in the Education Plan put forward by the Obama administration. In the most recent Stimulus Package, there is an additional \$1 billion for Head Start, \$1.1 billion for Early Head Start, \$2 billion for the Child Care and Development Block Grant, and \$500 million for IDEA Infants and Families Programs (special education services to infants and toddlers with disabilities and their families). President Obama's proposed budget for the upcoming fiscal year 2010 also creates the Nurse Home Visitation program, which will fund home visits by trained nurses to first-time low-income mothers and mothers-to-be.

This, then, is an exciting time for early childhood education at Eliot-Pearson. We have come to the end of a two year process of re-envisioning EP's early childhood education program, and we are now excited by the promise of new emphases combined with old traditions, all to effect a better match between Eliot-Pearson and the larger early childhood community across the nation. We are excited too by the prospect of securing a new leader whose talents are well matched to Eliot-Pearson's new, re-envisioned early childhood education program. And we look forward to the new opportunities made possible by the rapid changes occurring in the nation's politics and economy, changes that have coincidentally made our new, reenvisioned early childhood program more likely to succeed. Put another way, we have updated the vision to keep excellence as the trademark of early childhood education at Eliot-Pearson.

*Special Thanks to
Moncrieff Cochran,
Interim Director of Early
Childhood Education,
Tufts University
and
Professor Emeritus,
Department of Human
Development,
Cornell University,
for providing this article*



Foreword

No program within the EP community has been more closely identified with Eliot-Pearson than has its early childhood education program.

This issue of the EP News features the “re-envisioning” of Eliot-Pearson’s early childhood education program and outlines plans for insuring that early childhood education at EP will have an exciting future.

Learning from Two Trailblazers:

Karen Craddock, Ph.D. and Brian Wright, Ph.D.

The May, 2007 Commencement marked a significant milestone in Eliot-Pearson's history. Karen Craddock and Brian Wright became the first African Americans to receive Ph.D.'s from the department's doctoral program. At the graduation ceremonies, their accomplishment was announced by the department's first tenured African American professor, Chip Gidney, and they received their diplomas from the department's first African American chair, Ellen Pinderhughes. As the standing-room only tent rose to offer applause and recognition for the significance of Brian and Karen's accomplishments, many reflected on the complex and sometimes difficult process they experienced.

Brian and Karen each had entered the department with excitement about the interdisciplinary nature of the program and the related opportunities to work with and study children and adolescents. Moreover, they both had had successful educational and professional experiences and looked forward to building on these foundations in developing expertise in their respective areas of interest. As it turned out, for each, this was a journey of faith, determination, and reliance on family and friends as they faced experiences of isolation, material in some courses that problematized race, sometimes unintended, insensitive comments, and limited opportunities for research assistantships on campus and for avenues to publish.

Karen Craddock, Ph.D.

Karen started the doctoral program at Eliot-Pearson after completing her B.A. at Wesleyan and M.Ed. at Harvard, and after varied professional experiences related to teaching, research and administration. Reflecting on the doctoral journey, Karen recently noted, "If you endeavor the Ph.D. journey, it will change you. The individuals in your life become huge, and you need individuals to value you and care about you." To this end, her family and faith community were prominent in her journey. As she prepared to enter the program and as the mother of two young sons, Karen looked to cultivate supports early on in her program. Unfortunately, she faced a major loss when the faculty member with whom she had planned to work was no longer at Tufts. Karen's transition to studying at Tufts was further complicated by a lack of diversity among the student body, which was dramatically different from the previous educational settings where she had studied. This lack of diversity contributed to her feelings of isolation and lack of support.

Through the years, Karen did find support among faculty members, most notably Jayanthi Mistry who, with Ann Easterbrooks and Fran Jacobs funded her work as a member of a team of ethnographers who had developed specific protocols and gathered data for their Massachusetts Healthy Families Evaluation Project (MHFE) for several years. She also found support from Ellen Pinderhughes, who became her primary advisor in 2003, when Ellen joined the department. Karen instantly connected with Ellen on a number of different levels – being a black woman, a scholar, and a mother. It was through this connection and Ellen's mentorship through the dissertation process that Karen was able to develop and conduct her doctoral research on how young Black mothers contend with societal marginalization linked to gender, race and socioeconomic status. For her dissertation, Karen innovatively drew from MHFE data that she had collected as an ethnographer and had extended with new questions that she had conceptualized, collected and analyzed.

Often for students of color, having support outside one's department can be essential. For Karen, the support ("enormous" support, according to Karen) came from the late Gerald Gill, an African American professor in the history department who was a beloved teacher on campus. Through his simple recognitions of her presence on the campus to his more formal advocacy, she came to feel less invisible and through his verbal encouragement to "Hang in there", she continued to be persistent in her goal to complete the program.

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*Ellen Pinderhughes, Karen Craddock, Brian Wright, Calvin "Chip" Gidney
2007 Commencement Ceremonies*



*Ellen, Karen, Brian, and Chip sharing a laugh
2007 Commencement Ceremonies*

Karen's story continued...

Today, two years after completing her degree, Karen is an Administrative Fellow at the Harvard School of Public Health, where she is working with the HORIZON center and directing the Community and Research Empowerment (CARE) study which focuses on exploring motives and barriers to engagement in research among urban residents while exploring the impact of health knowledge dissemination and the role of coalition involvement in efforts to reduce health disparities. Karen is also a Visiting Scholar at Brandeis, where she continues her work on mothering examining the constructs of mentoring relationships, creative expression and spirituality as factors in resisting marginalization and promoting wellness.

Brian Wright, Ph.D.

Having completed his B.S. at Norfolk State University, a historically black university, and his M.A. at NYU, Brian entered the doctoral program with experience as an elementary teacher and was impressed by the Eliot-Pearson Children's School and Tufts Educational Day Care Center. Based on his prior educational experiences at Norfolk State and NYU, experiences of being intellectually challenged and personally affirmed, Brian anticipated receiving supports in the department that would help him with his doctoral journey. At Eliot-Pearson, however, Brian found himself to be the only African-American male and one of only two males in the doctoral program. This lack of gender and race diversity left him with few peers with whom he felt he could connect, leading to a sense of isolation and discomfort.

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Two Trailblazers

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Brian's story continued...

Just as supports outside a department are essential to students of color, experiences in the broader community outside the university can provide a powerful context for the pursuit of the doctorate. For Brian, a native Virginian, the search for housing near Tufts provided the sting of discrimination, further complicating his transition into the doctoral program. In order to find a supportive community, he moved to Roxbury, which, though affirming for him, posed transportation challenges.

Brian did find support in his friendship with Karen, with whom he bonded like siblings. They could freely discuss the feelings of marginalization and shared frustrations and disappointments over limited research opportunities. They both benefited from finding someone who understood their experiences as people of color. Brian's grounding at Norfolk and support from his mother, father, grandmother and other family members also were key. They understood what it meant to be in this environment as an African-American and gave him the emotional support he needed.

For Brian, the dissertation was more than simply a piece of research; he saw it as an important professional socialization experience. Thus, he chose Chip Gidney as his advisor as he conducted research on the academic achievement of African-Americans in an urban high school despite the risks they faced. Brian's work on his dissertation was funded in part by a prestigious 2005 American Psychological Association Dissertation Research Award. His dissertation work also led to his involvement on The Social Context of Education Research Project of the American Educational Research Association (AERA), which features a collaboration of young and senior scholars in the field examining issues of race, class, gender, and difference in education.

Brian found that the coursework at Eliot-Pearson generally provided students with a solid academic background. He noted, "Some classes made you think. Some helped you learn what to do." But he also noted, "Some classes helped you learn what not to do." In his current position on the faculty at UMass Boston, Brian pulls from his Eliot-Pearson classroom interactions and reflects, connects, and seeks to be sensitive as he challenges himself to deliver information in ways that inspire his students, similar to the ways in which he was inspired during his undergraduate years. Brian was recently selected as a Post-Doctoral Fellow in Education within the Education Research Collaborative (ERC) at TERC in Cambridge, MA. This is a two-year residential fellowship that he will begin in July 2009. During this fellowship he will extend his current research agenda on high achieving young African-American males specifically in the areas of math and science in urban schools.

Through their journeys, Karen's and Brian's experiences have offered important lessons not only for them, but especially for the department. Although we now celebrate their accomplishments and our contributions to their success, as a community committed to promoting the success of students from diverse backgrounds, we also now understand their burdens and challenges and the ways that we may have unfortunately heightened the impact on them. In short, we realize our own growth and development as a community comes not only through the ways that we help students succeed, but also from our learning about the ways that we need to be more supportive of all of our students.

The experiences of students like Brian and Karen have motivated our community to start a process to look more carefully at the experiences of our diverse students as they move through our programs, whether doctoral, masters or undergraduate. We have initiated this process with the goal of understanding what we do that facilitates and what we do that hinders student progress. As this process evolves, we plan to use what we learn to develop a system of supports that can benefit all of our students. In many ways, then, we owe a great deal to Karen and Brian.

Ellen Pinderhughes: Department Chair 2006-2009



Ellen Pinderhughes, Chair, 2006-2009

In June, Ellen Pinderhughes will end her three-year term as the department's chair. She does so with a mixture of feelings characteristic of those who have accomplished a lot. Her most positive feelings are reserved for the accomplishments the Department has made around reenvisioning the early childhood education program and possibilities that are being explored for new directions with that program in the near future (stay tuned for an update in upcoming EP News issues). She is particularly pleased with the values made explicit in the goals for the ECE program. In her own words, "Where we are headed is developing a

program that will address issues of equity in early childhood education – designing programs and training to reduce the inequities in children's life experiences, and the inequities in the delivery of early childhood services."

Ellen is also pleased to have been chair during a time when many meaningful and successful projects were carried out, projects requiring the support of the chair. Included in the list of projects are two projects initiated by students: the New Orleans Exchange Project to help rebuild childcare in New Orleans and the Child's Right to Thrive Project to bring support to children orphaned or with disabilities and living in institutions in countries where they are not getting proper care. These and other new EP projects are tangible expressions of Ellen's leadership to feature issues of equity.

As for the negatives in her mixture of feelings, Ellen now wishes there had been more time to for her to provide leadership to help continue the work initiated by the Diversity Committee. She says, "We have been working to use a model of institutional diversity to look at ways in which we proactively and reactively meet the needs of our diverse students. With the myriad and critical issues that have needed the chair's attention, I have not moved the process along as far as I had wanted. But doing so is now in the "To do" bin that I have started for the next chair."

Though Ellen cannot herself say this, it is nevertheless true that her legacy also includes her warm and respectful leadership style, a style that has fostered a better community. The Eliot-Pearson community is special for being so interdisciplinary and for its members being involved in such strikingly different projects and programs – from running schools to overseeing large research labs to developing new career pathways for students. It takes enormous effort and sensibility to keep the orchestra playing the same piece in ways that make for beauty, not for sour tones. Ellen has done that for sure — a fitting note to end on.

Joan Bergstrom:

To be honored at May 2009 Commencement



Joan Bergstrom

For her lifetime of service to children, families, and Eliot-Pearson, Joan Bergstrom will be honored at this May's Eliot-Pearson commencement. Dr. Bergstrom is an Eliot-Pearson alumna, a former trustee of Tufts, and a long-time professor and Director of the Center for International Education, Leadership, and Innovation at Wheelock College. Her many achievements in diverse areas related to early childhood development include authoring books and articles for parents, teachers, and education leaders, establishing emergency backup centers and dependent care programs, creating ways for school-age children to develop hobbies that become lifelong pursuits, developing degree programs for early childhood educators in Southeast Asia, providing support for science museum work with young children, and serving as a board member on major institutions effecting the lives of children, including the Museum of Science in Boston, the Robert Wood Johnson Medical School, and the Board of Overseers for the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy at Tufts University. At Eliot-Pearson, Dr. Bergstrom has been central to the development of the Institute of Applied Research in Youth Development under the direction of Richard M. Lerner who holds the Bergstrom Chair in Applied Developmental Science.



Dmytro Say: Receives Presidential Award



Photo by Alonso Nichols/Tufts University

Dmytro Say at a Child's Right to Thrive Event in Cambridge, MA

This Spring, Dmytro Say, a masters student at Eliot-Pearson and a Fulbright scholar from Ukraine, received the prestigious Presidential Award for Citizenship and Public service. He was the only graduate student from Arts and Sciences to do so. The award is given to a select few who demonstrate “extraordinary community leadership, public service and/or civic engagement”.

Dmytro received the Presidential award in part for his work in Ukraine for institutionalized children with disabilities. At Petro Mohyla University in Mykolayiv, Ukraine, Dmytro master-minded several community service projects that sent groups of students to local institutions caring for children with disabilities and a summer program for children in orphanages, not a common practice in his country. Also at Petro Mohyla, he organized an exhibition of the children’s arts and crafts work in the University Gallery – then capped off that awareness-building breakthrough by actually bringing groups of these “forgotten” and “hidden” children out of their institution and to the exhibition on a field trip – an act one visiting scholar described as “unprecedented”.



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Dmytro Say:

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Photo courtesy of Dmytro Say

Dmytro with friends at one of the summer camps for children living in orphanages

While at Eliot-Pearson on a Fulbright scholarship, Dmytro has been one of the student leaders who launched the new Child's Right to Thrive organization, a cross-departmental, interdisciplinary group developing resources for children in state care in Ukraine, China and India. (see <http://childsrighetto thrive.org/>). He has also participated in the design and implementation of summer programs 2007, 08, and 09 with an International Outreach NGO <http://www.iocoalition.org/>, bringing groups of U.S. and eastern European high school and college students together for summer service work in Armenia and Ukraine.

Though it is not an outward accomplishment such as establishing new programs for children with disabilities, Dmytro's leadership style still bears mentioning. Everyone who knows Dmytro is impressed by the quiet and unassuming way Dmytro leads. As a leader, he is something of a "horse whisperer" – never shouting or commanding, but still getting the job done by quietly helping others move themselves. It is a remarkable style that keeps the focus where it should be – on some worthy mission and on the children being served. The Presidential Award for Citizenship and Public Service is a "loud" award in that it is heard across several campuses and beyond Tufts. Nice to see, then, that sometimes whispering is loud enough – or maybe it is that the whispers of a few such as Dmytro make us stop to listen more carefully to what matters most.

Our sincerest appreciation to our devoted donors

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in this list but does not appear.
We apologize in advance
for any oversight.*

Faculty, Student, Alumni, & Department News

Sandra Bishop-Josef (alum) was elected President of Division 37 (Society for Child and Family Policy and Practice) of the American Psychological Association. She will serve as President-Elect until she begins her position as President in 2010.



Julie Dobrow (faculty)'s Children and Mass Media class hosted an event on April 3, 2009 to celebrate the 40th anniversary of "Sesame Street." Traveling Treasure Trunk performed for the EP Children's School and Professor Joe Blatt came from Harvard to share stories about the research behind the show. Screenings of the show included footage produced by **Tufts Alums Lauren Ostrow A 03, Lisa Lax and Nancy Stern J 84. Rachel Schechter (doctoral student)** led sing-a-longs of "Sesame Street" favorites.

Kristen Fay (doctoral student) has been awarded the prestigious and highly competitive Horton-Hallowell Fellowship for graduate study from Wellesley College. The fellowship will support her doctoral research during the next academic year.

David Henry Feldman (faculty) returned to Carnegie Hall on April 30th for a second meeting of a steering group that is helping the Weill Music Institute (the educational arm of Carnegie Hall) create a strategic plan to guide the Institute. The planning group of about ten people is charged with contributing to a vision for the future that will sustain and enhance Carnegie Hall's unique place in the world of music and the world at large. Although **Dr. Feldman** has no musical training, his work on creativity and musical prodigies provides expertise of use to the effort.

Christina Jordan (alum) joined the National Center on Family Homelessness in Newton, MA in November, where she manages the Campaign to End Child Homelessness. Over the past few months, she has been working on the release of a new report—America's Youngest Outcasts: State Report Card on Child Homelessness—and is working via the Campaign to increase public awareness, inform federal and state policy, and improve program design and service delivery for children who are homeless and their families. For more information, go to www.HomelessChildrenAmerica.org and www.familyhomelessness.org.

Rich M. Lerner (faculty) appeared on "The Today Show" twice in March. He was also awarded the Distinguished Scholar Award from Tufts and will receive it this May.

Linda W. Maldonado (alum) graduated in 2005 with a MA in Child Development. She was recently promoted as the new Family-Centered Care Coordinator at the Bristol-Myers Squibb Children's Hospital at Robert Wood Johnson University Hospital in New Brunswick, NJ.

Shara Marrero (alum) graduated from Tufts in 2005. Having worked in NYC as a case manager for children with special needs and then as a research coordinator in mother-infant research, she now pursues her Psy.D. in Clinical Psychology at Rutgers University. In addition, she works at the Douglass Developmental Disabilities Center, where she provides behavioral consultation for teachers of students with autism and welcomes networking opportunities in the Greater NYC Area.

Kimberly Nguyen (alum) graduated from Tufts in 2005. Since then, she went on to get her MPH at TUSM and her PhD in Epidemiology at UMass School of Public Health. She now works as an epidemiologist for the Connecticut Dept. of Public Health, where she analyzes asthma data from CDC's Behavior Risk Factor Surveillance Survey.

Lisa Richtmann (alum) graduated from Tufts in 1987. Since then, she, along with several other Tufts alumni, has continued serving on the committee for The Tufts Foster Children's Holiday Party. Currently, she teaches French at The Children's Own Montessori School in Winchester, MA and a French class for young children through the Arlington, MA Recreation Department.

George Scarlett (faculty) co-authored a book with **Iris Chin Ponte (post doctoral associate)** and **Jay P. Singh (alum)** called "Approaches to Behavior and Classroom Management" which came out in November. **Laura Beals (doctoral student)** and **Yibing Li (doctoral student)** also made contributions. Another one of **Dr. Scarlett's** books, "The Baseball Starter" will come out in print any minute now.



Robyn Silverman (alum) was asked to be the Child Development Expert for the Irish Step Dancing industry in America and was interviewed about infant separation anxiety for an article in Parents Magazine's July issue. She will also serve as a consultant in an "Ask Dr. Robyn" section for an 8 book educational series for preteen girls called the "Strong, Beautiful Girls Series." She will provide advice and tips to the girls and help to interpret how certain situations pertain to them.

Jennifer Brown Urban (alum) graduated from Tufts in 2001 and went on to receive her Ph.D. in Human Development from Cornell University in August 2008, the same month she got married. Currently, as a SRCF Science Policy Fellow, Urban works at the National Institutes of Health (NIH) in the Office of Behavioral and Social Sciences Research (OBSSR). In September, she will begin her appointment as Assistant Professor at Montclair State University in the Department of Family and Child Studies.

Donald Wertlieb (faculty) was selected as the recipient of the 2009 Nicholas Hobbs Award. The Hobbs Award was established in 1983 and is presented annually to a psychologist who exemplifies the ideals and devotion to child advocacy and policy characterized by Dr. Hobbs. Dr. Wertlieb, like Dr. Hobbs, has dedicated his career to advocating for public policies based on the best available science that fosters growth promoting experiences for children at the state, national and international level. He has been an effective, cogent, and resolute voice for science-based public policies that invest early in young children, promote children's social and emotional development, and treat child mental health as primary care. His creative and positive messages to the public, its policy makers, and civic leaders are done with scientific precision and in language that can be understood to effect change. As one of his nomination letters stated, he is a role model through his writing, teaching and mentoring inspiring a new generation of psychologists-turned-child advocates. The compassion, humility, enthusiasm, and humor with which he infuses in his work are a model for all! To see a list of past winners, please visit <http://www.apa.org/about/division/div37awdcnha.html> (You'll also notice Professor Emeritus David Elkind was awarded this honor in 1991.)

With two years of planning, the National Summit on Children's Mental Health convened in Denver, CO, on April 1, 2009. **Dr. Wertlieb**, member of the planning committee and panel chairman presented recent advances in communication science as guidance for enhancing efforts of mental health scientists to disseminate research evidence and advocate for children and their families. In August, at the American Psychological Association convention in Toronto he will be awarded the Nicholas Hobbs Award for Advocacy by the Society for Child and Family Programs and Policies. During his sabbatical he enjoyed presentations and consultations at the World Bank in Washington and at his projects in Haifa, Israel, and Dnipropetrovsk, Ukraine.

Maryanne Wolf (faculty) was featured on "Chronicle" on the reading brain in a digital age in January.

Institute for Applied Research in Youth Development News

Nicole Zarrett, Kristen Fay, Yibing Li, Jennifer Carrano, Erin Phelps, and Richard M. Lerner had a paper published in *Developmental Psychology* entitled "More Than Child's Play: Variable- and Pattern-Centered Approaches for Examining Effects of Sports Participation on Youth Development."

Tufts Community News

Three Eliot-Pearson students were selected to present at the Graduate Student Symposium at Tufts on the 28th of March. **Mirit Barzillai (doctoral student)** presented - How knowing about a 'bear' bears on reading and comprehension: Exploring the complexity of vocabulary knowledge and its relation to reading. **Alicia Doyle Lynch (doctoral student)** presented - Examining the Differential Influences of Coursemates and Friends in Adolescent Academic Achievement, and **Dmytro Say (masters student)** presented - Phoenix—a student-run program for underprivileged children. Congratulations to all who were chosen to present, and a special congratulations to **Dmytro** for winning third place!

Tufts Literacy Corps (TLC) News

TLC has been providing tutoring services to students in the Medford and Somerville community since 1997. TLC tutors are a diverse group of Tufts graduate and undergraduate students, who come from all walks of university life. All, however, share a love of children and keen desire to help them thrive.

This year's TLC includes 90 student members, who visit six community-based sites in Medford and Somerville, and work with roughly 300 children. Eighty-seven children have been paired with one-on-one tutors and about 200 children work with TLC members in their classrooms, homework centers, through BookMatch and in an after school drama club. Their mission is to help all children succeed in school and gain a lifelong love of learning.

All TLC tutors, therefore, participate in one of three mandatory supervisory programs, which meet throughout the Tufts academic year. The TLC training program is led by Dr. Cynthia Krug, a reading and learning specialist and the TLC Program Director. For inquires and contributions please contact Cynthia Krug (cynthia.krug@tufts.edu) or visit <http://ase.tufts.edu/epcd/tlc/>

Eliot-Pearson and the Web

Did you know you can stay in touch with Tufts online?

Join the online community for alumni at <http://www.alumniconnections.com/tufts/>
Here is a list of things you can do once you register online:

Community Features: We're pleased to offer alumni a suite of free internet services to help foster connections among friends old and new, as well as between alumni and Tufts. Become a member to take advantage of these great features:

Alumni directory: Find friends, update your contact information, network with alumni from around the globe. Add a picture to your profile!

Career Center: Whether you're looking or looking to hire, it's the place to go! Post your resume and search career opportunities submitted by fellow alumni, or post job openings and browse resumes for the perfect Tufts candidate.

Library Databases: Get access to the same databases you used as a student:

ABI/Inform (business), Expanded Academic (scholarly/trade), and Ovid MEDLINE (medical).

@alumni.tufts.edu: Get a Tufts forwarding address. No need to notify everyone the next time your email address changes. Update your alumni email account, they'll always be able to reach you.

Classnotes: Share your news or catch up with classmates online. Post photos too!

Social Networking: Showcase and link up with your circle of friends.

Discussion Groups: Share ideas and get advice from fellow alumni.

Alumni Webpages: Classes, clubs, and other alumni

chapters can create and maintain their own websites with easy to use templates and tools.

Yellow Pages: A great place for business owners to promote their services and for alumni to seek out alumni-owned businesses in their area.

Please visit Eliot-Pearson online!

For departmental news, events and updates, please visit our Eliot-Pearson Department of Child Development website at <http://ase.tufts.edu/epcd>

Eliot-Pearson's 4th Annual Alumni Dinner

On Monday, May 4th, we hosted our 4th annual Eliot-Pearson Alumni Dinner from 5-7pm in the Evelyn Pitcher Curriculum Lab, with honored speaker Associate Professor Kathleen Camara, Ph.D.

Dr. Camara discussed "Art, Heart and Mind: The Role of Music and the Arts in Children's Development - What the Arts Teach," and she will share her work from her "YouthBEAT" project on music and arts participation among children and teenagers from underserved communities - to demonstrate ways that music and the arts support development and learning.

For more details on future Alumni events, please check out our website at <http://ase.tufts.edu/epcd/news.asp>

Thank you in advance for your support

If you would like to donate to the

ELIOT-PEARSON DEPARTMENT of CHILD DEVELOPMENT

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

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

**Please make checks payable to
"The Trustees of Tufts University"**

Please indicate which fund to donate to in the MEMO section on your check.

If unspecified, your gift will go to the Department General Fund.

Name: _____

Degree and year of graduation: _____

Send to:
Mary Ellen Santangelo
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 Mary Ellen Santangelo 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:

Mary Ellen Santangelo
Eliot-Pearson Department of Child Development
Tufts University
105 College Avenue
Medford, MA 02155
or email maryellen.santangelo@tufts.edu

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

TUFTS UNIVERSITY

Eliot-Pearson

Spring 2009

news

The Eliot-Pearson Department of Child Development at Tufts University

105 College Avenue
Medford, MA 02155

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