

T U F T S U N I V E R S I T Y

*Eliot-Pearson Department  
of Child Study*

NEWS

JULY, 1986



## SEMINAR DAY, 1986

"What it lacked in quantity, it made up for in quality." That was the unanimous opinion of the Eliot-Pearson Alumni Board about Seminar Day, 1986. Attendance was down somewhat this year — for reasons which the Board is still trying to assess — but the people who came gave rave notices of the day, April 9, 1986.

One possible reason for relatively low attendance may have been that the keynote speech was advertised as being held in the Cabot Center, and participants were to be transported there by bus. This was because there has sometimes been an S.R.O. audience for the keynote speech, when it has been held in the Eliot-Pearson library. The Cabot Center has ample room for people but not much room for cars. When it was determined that attendance was down this year, however, the Cabot arrangement was canceled. If, in the future, such a plan becomes necessary, do not fear. The Cabot Center is about a two-minute drive from Eliot-Pearson.

The theme of Seminar Day was "Cooperation and Conflict in Families." Dr. Kathleen Camara, associate professor in our own department and this year's keynoter, is well known for her research on the effects of separation and divorce on children. Her grant from the National Institute of Mental Health was one of the largest that the Eliot-Pearson Department has been awarded, and she has lectured on her subject throughout this country and in Europe. Dr. Camara's address was excellent — so good, in fact, that we are preparing a transcription of her talk, which you may purchase by sending \$3.00 to the Eliot-Pearson Alumni Association, Tufts University, Medford, MA 02155. Actually, the transcription has been updated since Seminar Day and includes some data which were not available at that time. Therefore some people may want to purchase the transcription even though they heard the original lecture.



Not only did Dr. Camara agree to serve as keynote speaker, but she also worked with the Board for several months of planning before Seminar Day. She suggested possible speakers, and she was instrumental in obtaining some of them.

The fact that there were fewer participants this year meant that the workshops which followed the keynote speech were small enough to allow a lot of discussion. There were four such workshops, all suggesting ways of helping children of conflict and divorce, and as the present writer made brief visits to each, all participants appeared to be having a lively, interesting time.

Dr. Donald Wertlieb, both alumnus and faculty member of the Eliot-Pearson Department, is also director of the Child Stress and Coping Project at the Institute for Health Research. He led a workshop entitled "How Can Mental Health Intervention Help?" A second workshop, "How Can Mediation Help?" was led by W. Patrick Phear, who is the director of Family Mediation Associates, Inc. and executive director of the Children's Judicial Resource Center. Gail S. Packer, a licensed social worker who is a probation officer at the Probate and Family Court in Suffolk County and a member of the Governor's Commission on Divorce, led a workshop entitled "How Can the Courts Help?" And the fourth workshop, "How Can the Schools Help?" was handled by Judith Marks, a school adjustment counselor, and Loretta Wieczner, a school speech pathologist.



Box supper at the Eliot-Pearson Children's School was the same kind of informal occasion that Seminar Day participants have enjoyed before. Nobody seemed to mind sitting on children-size chairs — or even the fact that Dining Services had neglected to include forks with which to eat the coleslaw. (We recovered by borrowing from the Children's School kitchen.) As a matter of fact, everyone seemed to be having such a good time in the attractive, informal atmosphere of the Children's School that we did not move to the Department library for the wrap-up session but stayed right there for a lively discussion of what had gone on earlier.



Seminar Day is a great deal of work on the part of a few people. It takes a tremendous amount of planning. Several meetings were held, and at one of those at least three of the participants were sick enough to have been at home in bed. Dr. Kathleen Camara, as we have said, was a great help, and Joyce Pastor did a fine job of coordinating everything and being flexible enough to adjust to changes. The chairs which had to be brought from the Children's School observation booths and carried back again were heavy!

Sometimes Seminar Day has raised a lot of money. It did not do that this year, but what it did do — and “in spades” — was to fulfill its other important function, which is to provide a stimulating day with professional speakers in the field of early childhood development. This year, as in the past, it was an enriching experience.

### FLOWERS THAT BLOOM IN THE SPRING

It reminded us of an era which we feared was gone. First of all, Anne Leslie Moore R61, who has done a great many generous things for the Department, sent a check to be used to enhance the attractiveness of the Manning Courtyard. Several of us talked it over and decided that some spring-flowering bulbs would be nice.

A few days later, Martha Pott, a Ph.D. student in the Department, volunteered to get a few of her fellow students together for a little horticulture party. She and Marjorie Manning looked at some bulb catalogues and chose kinds and colors. Martha purchased the bulbs and organized the workers.



On a Saturday morning in October, the bulbs were planted. It wasn't easy. Despite tools borrowed from the Buildings and Grounds Department, the business of digging into soil which, after the first few inches, is stoney, was hard work. The students did it, though, and then we all waited for winter to come — and go.

Spring was late this year and pretty cold, but the Manning Courtyard is sheltered on three sides. Ever since early spring, crocuses, tulips, daffodils, hyacinths and, at this writing, iris have bloomed together or in succession thanks to Mrs. Moore

and our students. Martha Pott told us recently that there is a plan afoot to get some railroad ties and to put in raised beds next year. And, if funds are available, some fall-flowering plants like chrysanthemums may be added.

### CAREER NIGHTS

by David Alexander

We have held two Career Nights this spring, and each left us breathless by the diversity of career opportunities that await our graduates at both the graduate and undergraduate degree levels. Our alumni have been eager to come back here to talk about the interesting professional careers they have either found or created for themselves. The range of opportunities “out there” is not always obvious until you get fourteen graduates to come for a Career Night presentation. Everybody seems to be doing something different and interesting. If they are doing similar things, like research or teaching, the content particulars are so different that each person's efforts appear distinct and unique.

At a Career Night, people talk about what they are doing as well as how they got the opportunity to do it. Almost all of the speakers found that it was a combination of circumstances that enabled their attainment of their present jobs. Sometimes those circumstances included knowing someone, being in the right place at the right time, knowing what is professionally fulfilling, and, in some cases, being willing to take risks and work at the extremes of a necessary and important but developing job competence.

One basic commodity that makes our alumni successful is that they are exceptionally intelligent individuals who take their professional place in the field of Child Study very seriously. They are what they are, however, for more reasons than luck and intelligence. They are well educated through their academic and applied experiences at the Eliot-Pearson Department of Child Study. Our faculty are exceptionally good teachers. Course work and content and the quality of the relationships a student has with faculty members are often cited, during Career Night presentations, as important factors in career success.

What follows are highlights of each presenter's current career position as they were shared at Career Nights this semester.

*Phyllis Groskin* is an assessor and evaluator of young children at the North Shore Children's Hospital. An internship, begun as a graduate student here, led to her current position.

*Carolyn Randolph* does clinical social work with a strong emphasis on securing the family's attention to supporting a child's well-being.

*Peter Cassidy*, after having had several teaching positions overseas, now teaches young children at Milton Academy.

*Gail Windmueller* realized, while doing research, that her real desire was and always had been teaching children. She does this now in the Carlisle Public Schools.

*Linda Mills'* commitment to corporate-supported child care has her in the public policy and advocacy arenas coordinating the establishment of new corporate child care centers.

*Susan Boltansky* expects to finish her graduate studies at Harvard and then decide either to teach or to pursue doctoral studies.

*Sarah Fujiwara*, after spending many years at Eliot-Pearson as a student and then as a teacher in the Children's School and several months analyzing how many people walk down Massachusetts Avenue, Cambridge, co-directs and owns The Children's Workshop, a toy and early childhood materials store near Porter Square on Mass. Ave.

*Ada Pollock* answered an ad in the *Boston Globe*, maintained her place in the professional networks, and is now a research assistant and early childhood specialist with the Massachusetts State Department of Education.

*Janet Milley* changed her focus from education to research and now coordinates research at the Joslin Diabetes Center. Her concern is with families who must cope with the onset of diabetes in adolescents.

*Cheryl Almeida*, knowing what she wanted from the very start, works with lawyers at the Massachusetts Advocacy Center for Children conducting research in the Boston Public Schools.

*Wendy Boynton* used her entrepreneurial spirit and her willingness to take risks and is now the educational coordinator for a firm creating video for children's viewing.

*Ann Benjamin* shaped the job she has to the skills she has and is now the director of education for a group that is writing curriculum, training teachers, and about to set up day care centers in this area.

*Kevin Brennan*, eager to work with a professional he greatly admired, and willing to tell him so, now finds himself in a clinical setting as part of a sexual abuse treatment and counseling team and is doing assessment procedures at the North Shore Children's Hospital.

*Carey Sherman*, feeling strongly the need to have professional access to academic resources, found a research, teaching, and curriculum development position with the Spectrum Project here in the Department.

We in the Eliot-Pearson Department feel truly proud of the students who pass through our program. They brought much, took much, and have much to bring to the enrichment of our field and to children and their families.

To: Martha H. Chandler Scholarship Committee  
Eliot-Pearson Department of Child Study  
Tufts University  
Medford, MA 02155

To help meet current scholarship needs in the Eliot-Pearson Children's School,

I enclose my check for \$ \_\_\_\_\_, payable to Martha H. Chandler Scholarship Fund.

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

### MARTHA H. CHANDLER SCHOLARSHIP FUND

It has been some time since we appealed for support for the Martha H. Chandler Scholarship Fund. As most alumni know, this is the fund which provides tuition assistance for some children in the Eliot-Pearson Children's School. Because of it, some children can attend the Children's School and gain great benefit from it, even though their parents could not otherwise send them here. The Chandler Fund also makes possible a school population from divergent socio-economic backgrounds, and this is an advantage for all children in the School and for students who are learning to teach children from a variety of kinds of families.

We feel certain that eventually we will be able to pay all scholarships from income generated by the Fund. This time has not come yet, however, and we welcome gifts to the Martha H. Chandler Scholarship Fund.

Alumni who knew Miss L. Beatrice Spaulding, a former member of our faculty who died in 1985 at the age of 97, will be touched by her final tribute to children and to Martha H. Chandler, of whom she was very fond. In her will, Miss Spaulding bequeathed \$15,000 to the Martha H. Chandler Scholarship Fund.

### BEATRICE SPAULDING MEMORIAL FUND

It is appropriate, here, to remind readers that the Department has also established a fund which will be used for special projects, programs or materials of a musical nature for children, teachers or parents. That fund is a memorial to Miss L. Beatrice Spaulding.

With her contributions to the Chandler Fund and the Spaulding Fund, Norma Cushman R48 wrote, "In unique and very special ways Martha and Bea epitomized the 'Old School Spirit.' With zest, compassion, knowledge, understanding, enthusiasm and skill in teaching, they lead students toward the subtle techniques and great delights of teaching very young children. . . Those of us fortunate enough to have known them surely had special and golden threads woven into the fabric of our training and experience."

To: The Beatrice Spaulding Fund  
Eliot-Pearson Department of Child Study  
Tufts University  
Medford, MA 02155

In memory of Miss L. Beatrice Spaulding, I enclose my check (payable to Eliot-Pearson Alumni Association) for the Beatrice Spaulding Fund.

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

## CLASS NOTES

1924

Our very first graduate, *Helen (Pfleghaar) Peterson*, retired from Green Acres Day School in June, 1985. Her lively interest in early childhood education endures.

1943

Widowed suddenly by an automobile accident a few years ago, *Mildred (Magat) Hesterman* lives in Pollock Pines, California, a small town in the Sierra foothills, where her family owns a membership resort and campground. She is doing volunteer teaching with first grade children.

1948

"Retired" since 1982, *Norma Cushman* has traveled all over the United States with *Fern Clark R57* and, most recently, has been a respite care worker for West Suburban Elder Services. "This means that I stay with frail elders for a few hours so that the families can have some time away — or 'respite'."

Exactly as *Mary G. Woodworth* wrote it, we pass this along to you. "I am sending this to you as I have no family to share it with and I feel Eliot-Pearson is probably in part responsible for it. 'Celebrate Literacy. International Reading Association and the South Shore Reading Council HONOR Mary Woodworth for services in the promotion of Literacy. May 2, 1984'."

1951

*Barbaranne (Bradley) Shepard* wrote, "My husband, Roger, and I are back at Stanford University after spending a great year at Cornell. I will be teaching a course entitled 'Children's Literature: a Psychological Perspective' winter quarter at Stanford."

1954

*Sylvia Haber*, at the age of 70, has taught in the Haddon Avenue Elementary School in Los Angeles for the last 30 years. "I plan to stay here until I'm 75, or as long as my health permits. . . I still love teaching, and I'm still making a creative contribution to education."

1955

*Mary Louise Cabbage*, newly elected President of the Eliot-Pearson Alumni Association, is the director of a new day care center under the sponsorship of the YMCA in Rehobeth, Massachusetts.

1956

*Judith Palais* is a doctoral student at Simmons College of Social Work.

1958

*Hazel (Tseng) Hsieh* recently visited China after 38 years in this country. She wrote, "I gave three presentations on Motivating and Enriching Learning of Basic Skills with Television when I shared details of Chinese New Year production and the Community Workers' Project I have done with first graders for many years. . . my Chinese was naturally quite rusty, necessitating an interpreter for my speeches at Beijing and Xian. It was exciting for me to be able to make my third presentation in Chinese in my native Sichuan dialect without an interpreter. By then, I began to know better what the Chinese teachers wanted to hear about, and my Chinese was coming back. . ."

1960

*Katharine (Kitty) Langdon* now lives in San Francisco and is studying in a Master's program for rehabilitation counseling at San Francisco State. She also paints, is a certified masseuse and a certified hypnoterapist.

1963

*Sister Mary Grace Higgins* is a director of the Robert F. Kennedy Child Study Center in Brooklyn, New York.

1964

*Lorraine Fine*, who is a member of the Eliot-Pearson Alumni Association Board and a former faculty member of the Department, was married on April 13, 1986 at the International Institute, Boston, to Mr. Kalman Glantz.

1966

When we heard from her, *Harriet (Schwartz) Glassman* had finished her Master's degree in Infant and Parent Development at Bank Street College and was developing and coordinating a program for parents of physically handicapped infants, toddlers and preschoolers at the Children's Rehabilitation Center of St. Agnes Hospital in White Plains, New York.

*Jean (Kaden) Lorch* sent two business cards — one advertising her own business, Very Special People Tutoring Service, and the other her part-time job as comptroller of J.L. Lunden, Ltd., a publishing company for artists in and around Bellevue, Washington. Jean earned a M.B.A. degree from Seattle University in June, 1985. She is the mother of 15-year-old twin boys and another son, age 13.

1974

*Marcie S. Hirsch* is the director of the Center for Women's Careers at Wellesley College. She is a doctoral candidate in management at the Harvard Graduate School of Education.

1977

A beautiful baby boy, Daniel Isaac Nosowitz, was born to *Ellen Horvitz* and Marty Nosowitz of King of Prussia, Pennsylvania, on January 17, 1986.

1978

Chief Psychologist in the Child Psychiatry Service Eating Disorders Unit at Massachusetts General Hospital is *Dr. Dennis Norman*.

1980

An excellent article about the only male early childhood educator in the Mount Washington Valley, New Hampshire, appeared in the *North Conway Reporter* on March 26, 1986. *Tom Julius* has taught the second grade students at the Brett School in Tamworth for the past three years. Before that he taught for three years at the Tufts Educational Day Care Center, where he was a dedicated and innovative teacher. Tom's present principal says of him, "He's in a special category because of his style and attitude. There's a certain air when you go into his class. Things are happening, but it's very low-key. Tom's strength is his sensitivity. He's got this quiet, polite method of teaching."

1981

*Sarah (Chisolm) Orlov* lives in Fort Benning, Georgia. She earned her Master's degree in Education of the Deaf at Gallaudet College in 1984 and is now teaching deaf and hearing impaired children in a first grade class.

*Susan Werner* is studying social work at Berkeley.

1983

*Laurie Erichson* has been doing research at the Harvard Graduate School of Education with Drs. Howard Gardner and David Feldman.

1984

*Ana Docal* was married in August, 1985, to another Tufts graduate, Ernesto Alvarez. They live in Key Biscayne, Florida, and Ana is a kindergarten teacher in Miami with a classroom of four year olds, most of them bi-lingual.

*Lisa Greenlees* lives in New York City, where she teaches kindergarten at the Lycée Français de New York.

1985

When heard from, *Julia Ashford* was a personnel assistant at the Concord, New Hampshire Savings Bank and was working on a teller training system there.

*Suzanne Balise* is a toddler teacher at the Radcliffe Child Care Center in Cambridge, Massachusetts.

*Dominique Francoise Baudry* has been teaching kindergarten at the Dalton School in New York and coaching high school volleyball.

When heard from, *Julie Benjamin* was writing for a nutrition magazine.

Almost a year ago, *Maria Calderon* wrote from Guaynabo, Puerto Rico,

"Presently I'm an assistant therapist for children with learning disabilities. It's a mainstreamed program where children go to the Special Education Center for their needs and to the regular school for the rest of their classes. After school hours, I give individual therapy to other children. I'm also getting my Master's degree in two years from New York University, Puerto Rico campus."

*Kathleen Canty* is teaching kindergarten in Arlington, Massachusetts.

*Elizabeth Clain* is working as a project analyst for an international aid and relief organization, Catholic Relief Services.

*Nancy Eidelman's* ambition is to become a talent agent for children either in Boston or in New York, and when heard from she was an assistant to a modeling and talent agent in Boston.

*Sandra Forg* is a teacher at the North Shore Special Education Consortium.

"*Jackie*" *Geldzahler* reported that she is a "case aid" at the Family Day Care Service, a part of the Jewish Child Care Association in Queens, New York.

*Karyn Ginsberg* is a teacher at the Concord therapeutic primary program in Concord, Massachusetts.

*Heidi Given* wrote an interesting letter about her experiences in the Peace Corp in Honduras, where she was taking hot and dusty bus rides to visit rural communities where the special education resource rooms are staffed with teachers who have had no special education training. "All of a sudden I have become a special education 'know-it-all,'" she wrote. "The scary part is that I don't know even half of it! But it is all relative. In comparison to what is available in Honduras, I know quite a bit and am a great resource."

## HERE'S NEWS

To: Editor, Eliot-Pearson News  
Eliot-Pearson Department of Child Study  
Tufts University  
Medford, Mass. 02155

From: .....

Class: .....

*Carol Hoffman* is in a doctoral program in Developmental Psychology at Boston University.

*John Marcus* has been studying for his Ed.M. at the Harvard Graduate School of Education.

*Caroline Mayone* has been teaching a full-day kindergarten at the Albany, New York, Catholic School.

*Peggy Neville* was married on October 12, 1985, and her name is Peggy Neville Tryon. She is an occupational therapist in the Cambridge Public School System.

*Margaret Perry* teaches third grade at the Woodland School in Weston, Massachusetts.

*Amy Sandstrom* became Mrs. Bruce Burk (Tufts, 1983) at Goddard Chapel, Tufts University, on August 4, 1985. She has been teaching at the Cambridge Friends School this year.

*Julia Twiname* has been working as a paid intern in the first grade at the Potomac School, which she attended as a child, in McLean, Virginia.

*Laura Seasholes* has been teaching second grade in White Plains, New York.

Back in Taiwan, after her graduation, *Chen Ping Wu* wrote to Dr. Sylvia Feinburg. She said "... Studying at Tufts gives me a chance to grow, to be mature, even it's not easy for me to overcome the problems I have encounter everyday. But I really cherish the period which I was in Boston. At last, I want to thank all the teachers at the Child Study Department.

From Denver, Colorado, *Margaret Wachtler* sent an interesting letter to David Alexander. She enclosed a newspaper article about the communications exhibit at the Children's Museum, of which she is Educational Coordinator. She wrote, "I can't tell you how much my experience at Eliot-Pearson supports the work I do here at the Museum. Probably one of the biggest pluses is that I have a meaningful language to express myself in and a strong theoretical understructure to work from. I feel myself so fortunate. Thanks."

*Mindy Waxman* is doing research and marketing for Childcraft International, Wakefield, Massachusetts. She is designing reading readiness programs for preschool and school age children.

## 1986

*Wendy Boynton* is Educational Coordinator at Video Research, Inc., a producer of children's educational videos.

*Cheryl (Burgoyne) Perreault* is working as a preschool special needs teacher at the Pilgrim Area Collaborative.

*Ada Pollock* is an early childhood specialist in the Massachusetts Department of Education.

## FACULTY AND STAFF

*M. Ann Easterbrooks, Ph.D.* joined the Eliot-Pearson Department in September, 1985. Dr. Easterbrooks earned her B.A. degree at the University of Washington, her M.S. at the University of Wisconsin, and her doctorate at the University of Michigan.

Joining the staff at the "front desk" this year is *Christine Emery*, who has some early childhood background and who prefers it to working in a bank.

If, sometime between October and December, you see advertised a television "special" on what experiences with gifted children teach us about all children, watch it. *Dr. David H. Feldman*, who is internationally recognized for his studies of giftedness, will be featured in the program which will be seen, in this area, on Channel 4.

Pinch-hitting for *Amy Squibb R68*, who was the scheduled speaker, *Marjorie G. Manning* of the Department staff was a speaker in a series of lectures held at Concord Academy in celebration of the 350th anniversary of Concord, Massachusetts. The series was entitled "Famous Educators of Concord;" the Manning lecture "Abigail Adams Eliot and the Rise of the Nursery School Movement."

We are pleased to report that *Dr. Evelyn G. Pitcher*, who had thought of retiring from teaching, has agreed to teach in the Department in the fall semester. As a matter of fact, far from giving up teaching, this summer she and *Dr. Sylvia Feinburg* will lead a week-long institute for teachers at the University of Southern Maine in Gorham. Focusing on developmental and curriculum issues, Drs. Pitcher and Feinburg plan to call upon resource people from Eliot-Pearson.

We are delighted to report that tenure was granted this year to two members of the Eliot-Pearson Department faculty, *Donald Wertlieb, Ph.D.* and *Maryanne Wolf, Ed.D.*

## ALUMNI DAY BRUNCH

Always — or for the past several years, at any rate — the Eliot-Pearson Alumni Association has held its annual meeting on the morning of Alumni Day at Tufts. Sometimes there is a speaker or a symposium.

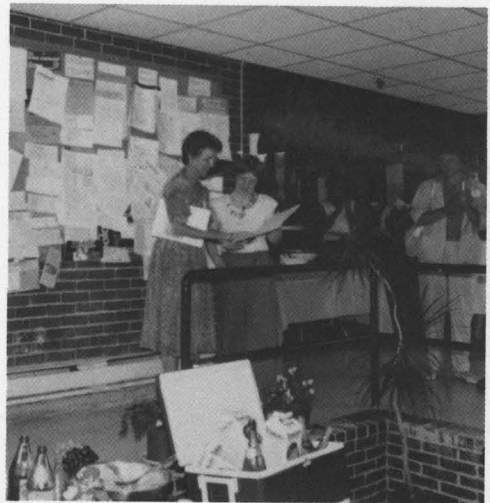
This year some of the graduate students, unaware of this custom, thought it would be fun to have a Saturday morning brunch for graduate students, graduating seniors and their families. They scheduled it for Saturday, May 17 — Tufts Alumni Day. Problem: two events at the same time. Solution: combine them.

Alumni were notified of the event in a notice sent with the annual ballot. Faculty, graduate students and seniors received an invitation by mail and were asked to bring along a donation of food. And they did! There were delicious croissants, coffee cakes, muffins, salads, quiches. The Alumni Association provided miniature bagels and two different mixtures of cream cheese and lox. The Department contributed money for such things as paper products, coffee and champagne.



Alumni had already voted by mail for the new officers, so receiving no nominations from the floor, President Ruth Weizenbaum asked for a motion that the Secretary cast one ballot for the suggested slate. Mary Louise (Adams) Cabbage R55 was elected President, and Janet (Fowle) McLanahan R60 was elected Vice-President. Judith (Gluck) Melzer R64 was reelected Treasurer, and Carol (Polk) Meenan R64 and Karen Pippin R82 became Members-at-Large.

Retiring President Ruth Weizenbaum announced that the Association Board had voted to give two gifts this year. One of these was a check for \$300, which was given to the Tufts Educational Day Care Center. To introduce the other gift, Ruth said that while arranging chairs in the library in preparation for Seminar Day, several alumni had commented on the poor condition of the furniture there. To help alleviate that situation, she presented to Department Chairman Sylvia G. Feinburg a check for \$2,000. And the final gift-giving was done by retiring Vice-President Faith (Hampton) Chase R52, who presented a gift to retiring President Ruth Weizenbaum.

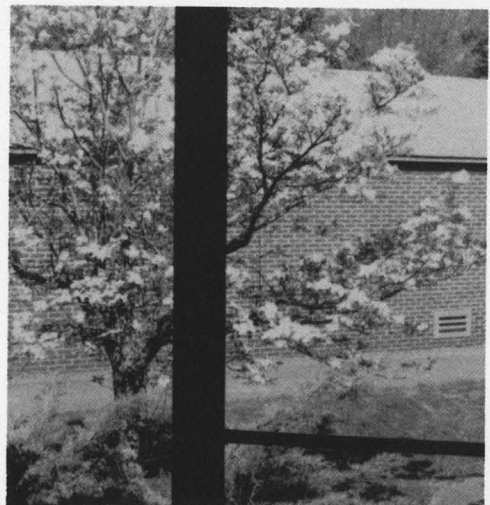


A highlight of Alumni Day is the presentation of the Eliot-Pearson Alumni Award. Sometimes, in the past, the recipient of this honor has been notified ahead of time in order to assure that she/he will attend the annual meeting. This year, however, since the recipient was a member of the committee that planned and ran the brunch, Dorothy G. Judd, unaware, sat calmly as Ruth Weizenbaum started to give a brief biography of the recipient. It was fun for those of us who knew what was coming to watch the realization come to Dorothy that it was she who was being honored. Dorothy's certificate reads:

“The Eliot-Pearson Department of Child Study of Tufts University presents the Alumni Award to Dorothy G. Judd for academic, professional and personal qualities which have made her a leader in the Eliot-Pearson Department, in Tufts University and in her chosen profession.

May, 1986”

Everyone was delighted with the entire occasion. Conceived by students, attended by nearly every member of the faculty, supported by alumni, it was a cooperative, unifying effort which left a warm impression. “This has *got* to be an annual event,” we heard several people say.





*Eliot-Pearson Department  
of Child Study*

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