

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

# NEWS

*Eliot-Pearson Department  
of Child Study*

JUNE, 1985



## A CELEBRATION

On a beautiful afternoon, May 10, 1985, alumni, faculty, staff and friends celebrated the culmination of a long period of work and anticipation. The new building which we have all been working toward—and, in fact, which we have been using for the past several months—was officially dedicated. A crowd far larger than one would expect on a Friday afternoon in May attended the celebration.

Actually there were two ceremonies. The first of these, attended only by invitation, was the dedication of the Deane Foltz Rotunda. People in the Greater Boston area will recall the tragic death of Deane Foltz R73, who was shot by a deranged patient in the mental health center where she was a psychologist. Her family, including her parents, brother and identical twin sister, attended the ceremony, as did several close friends, Tufts administrators and faculty and staff of the Eliot-Pearson Child Study Center. The rotunda—or foyer—is the impressive entrance to the Center. A skylight dome and a glass front wall with flowering (and they were performing beautifully on May 10) trees outside give an almost outdoor feeling to the room.



Tufts President Jean Mayer served as master of ceremonies and introduced Dr. Sylvia G. Feinburg, Chairman of the Eliot-Pearson Department. Dr. Feinburg had known Deane Foltz as a student and as a friend. Using her personal knowledge of Deane's character and personality, as well as excerpts from some of Deane's letters and other writing, Dr. Feinburg turned what could have been a maudlin occasion into a celebration of a life. She opened her remarks this way.

"She was an extraordinary young woman. That was apparent to all of us here at Eliot-Pearson who had the privilege of working closely with her. She was exceptional in many ways. She was intellectually gifted with an un-

canny capacity to capture the essentials of a given issue. She was creative and generative, quickly able to find connections amongst ideas and to express herself with facility. She possessed a tremendous sense of humor and utilized it in the best possible ways...for putting others at ease and for helping herself to keep her perspective when things seemed overwhelming and too complex to deal with. What was perhaps of the greatest significance was her sense of humanity. She really cared deeply about people and how they behaved and had an insatiable intellectual curiosity about the whole process of human development."

Dr. Feinburg quoted from Deane Foltz's student teaching self-evaluation.

*"In Which I Am Introduced to the Real Thing.* Recently a friend of mine, Allison, had her first baby. When she called to tell me I noticed after several moments that there was an element of surprise in her words, surprise at having an actual baby. Afterwards I wondered how she could possibly be surprised, having planned and talked of little else but the baby for months beforehand. Yet it occurred to me that her reaction to the actual physical presence of the baby was analogous in many ways to my own reaction to walking into a classroom of children for the first time. All of my first semester we talked about children, observed children, and thought about children. All this was done, of course, with the promise and the plan of someday coming across the real thing.

"So feeling theoretically fortified and physically refreshed after Christmas vacation, I strolled into Ellie Miller's class of five and six year olds to meet the real thing.

"The real thing was a surprise to me. I was useless. I am sure my reaction was not unlike Allison's—now that I've got them, what do I do with them? They, the children, struck me as terribly little, terrifyingly mobile, and wonderfully alive. But what did I know about being with children? Nothing, and my mental notetaking was not helping to ease the paralysis I felt in this first confrontation with the real thing. Soon after I arrived Mrs. Miller introduced me to one blonde little girl and left us together. The little girl promptly took the initiative to inform me that she was from Denmark. I had barely the wit to reply lamely, 'Oh, where's that?' She walked away.

"For the rest of the day I had thankfully the good grace and sense to allow whatever remained of my bravado to crumble around me and to acknowledge to myself that theory or no theory, I was starting from scratch in the business of being with children in a classroom.

"So my first day I had my first lesson which was this: That too much theory by itself is not a good thing. Too much theory is going to make Allison panic the first time her baby cries for food an hour ahead of schedule. Too much theory made me tremble the first time my good solid theoretically-backed suggestion was refused by a child who I learned was also an individual. Too much theory made me forget that a child is indeed a child. So that my first task was, in a manner of speaking, to begin to fit the book to the baby instead of fitting the baby to the book.

*"In Which I Discover That Everyone Has to Be Somewhere.* Although recognizing that theory had to be brought together with practice was a great intellectual leap, it gave me no clue whatsoever about how to begin doing it. So, as I remember, during those first few days I spent an in-

ordinate amount of time washing the paint brushes. The trick was, it seemed to me, to look as busy as possible, to smile at the children and Mrs. Miller a great deal, and if all else failed to go to the kitchen for more crackers and juice. In short, it seemed a good idea to pretend that I knew exactly what I was doing and felt perfectly comfortable in a classroom, comfortable enough in fact to ignore the children altogether.

"During this time my mind was never idle. While I cleaned and re-cleaned the brushes, I took the opportunity to look around the classroom. There were, I noted with satisfaction, a good number of things which were familiar to me—many blocks, a water table, several tables with art and math materials arranged within easy reach, a rug with nothing on it, a science display of birds' nests, plus a wealth of the children's various productions on the walls...I also looked very hard at Mrs. Miller—how she moved through the room, her gestures, how she spoke to the children, and what she said to them.

"And so while I was trying to be as unawkward as possible and also give the appearance of doing something, I was at the same time very busy orienting myself to the classroom and gaining hints from Mrs. Miller about how to begin the business of being with children. And it was in this way that I learned my second lesson which was: Everyone has to be somewhere, but not me with the paintbrushes every day. Beginning means beginning somewhere. Which is what I did.

"*In Which I Succumb to Creeping Bravadoism And Am Promptly Humbled.* Bravado is a funny thing. It crumbles easily but has remarkable resilience. Creeping bravado refers to that kind of bravado which comes where it doesn't belong and can get you into trouble. It got me into a great deal of trouble.

"About the end of my second week of teaching, after I had done perhaps two math activities, read one story at group time, consoled a child or two, I began to think that while Mrs. Miller was good, I could do better. What I focused on was the fact that Mrs. Miller initiated at most one activity a day and a minimum of material. I thought this was skimpy and that every table should be overflowing with materials and projects. So for the next three weeks Mrs. Miller was ill and it was up to the other student teacher and myself.

"We loaded every table.

"One Friday we planned a group meeting at the beginning of the day to discuss rules of the classroom. This was to be followed by a paper mâché project. Before the children arrived we put out the materials for paper mâché which included balloons. The children arrived and immediately dove for the balloons. Every balloon was gone before the meeting began. Sally and I discussed rules of the classroom while balloons soared and popped and children soared and popped after them. Because there were no balloons, there was no paper mâché project. In what must have been mindless panic peppered with lingering 'more is better' philosophy, we cleared the table and reloaded it with shaving cream. The shaving cream tore the lid off Pandora's Box and let loose in our class all chaos and evil for the remainder of the morning.

"We were quick learners. From the debris we salvaged a respect for Mrs. Miller and her knowledge of her class. Also we began to realize that there are different methods

of presenting activities and that behind even the simplest display of Mrs. Miller's, there lay a great deal of thought and planning...

"*In Which I Learn My Small Letters.* By the time I moved into Hilda's room, I was embarked on a mission to teach with a capital T. A broken cookie was a chance to do fractions, a cold was the time to count kleenex, and anyone would have thought that blue and yellow never made green without me. One day, feeling the full weight of being a Teacher, I was involved in a game of Lotto with a three year old boy. We turned over the picture of an Anteater. I told him it was an Anteater and asked smugly, 'What do you suppose an Anteater eats?'

"With the unshakable assurance of three he said, 'Pancakes.'

"It was about this time I began to learn my small letters. That is, I began to realize that if I were going to allow room for the kind of response this little boy gave me, I would also have to give myself room to respond not only as a TEACHER but as a human being, a personality, an individual. I felt my value lay in developing what I already was and learning to use all of myself as a kind of tool in the classroom, rather than acting out what was then in my mind the correct but limited and rigid role of TEACHER...

"*In Which I Learn That No Is Also An Answer.* However, group management was never one of my natural strengths and I had my moments of wondering whether what I already knew was in fact adequate to cover this area. One day at the end of outdoor time I informed several boys that it was time to come inside. As if by signal they scrambled in unison up the tire structure and informed me that they were not coming in. It really had not occurred to me that five year olds could stage an effective sit-in and I was astounded by this uncanny alternative to yes which was no. Luckily there was one boy among them who I knew would comply if I asked him nicely and added a little squeeze on the arm. This tactic was successful, and the rest followed one by one so that I was spared a more dramatic solution.

"But in that moment of pure astonishment I learned a number of things. First, that no is also an answer and that five year olds will use it. Second, that somewhere inside me I knew they were coming off of that structure and this was somehow conveyed to them. Otherwise they might still be up there. Third, that choice in an open school is a double-edged sword. If children are encouraged to be independent, to choose their own activities, to explore, it is unreasonable to expect that their independence and exploration will always occur within the limits that are most gratifying to teachers and in such a way that makes life easier to bear. It seems more likely that development of the ability to make livable choice necessarily includes some unlivable choices along the way and that independence carries initially some defiance and testing of limits...

"*In Which Progress Is Made.* When I first entered a classroom I was intellectually aware of many of the issues which confronted me over the course of the semester. But it is one thing to say there are different noise levels in a classroom and another to recognize them. It is easy to realize that children need limits and much more difficult to set limits when the time comes. You can say balance is needed to ride a bicycle but it is not until you actually get

on the bike that you feel inside you what balance means, and more important, learn how to ride the bike.

"I do not mean to minimize the usefulness, indeed necessity, for a theoretical framework. Rather I am suggesting that the actual business of teaching children is not an academic experience for the teacher. It is rather an intense experience in interpersonal relationships which are developed and fostered with the goal of sharing information, values, attitudes, and feelings. Being able to do this and do it well requires more courage, more self-awareness, and more confidence than I ever dreamed of before I started. The single most valuable thing I have learned is that teaching is a profession.



Dorothy Foltz Gray

"There are still days when I look wistfully at the paintbrushes and even sneak a few to the sink on the Q.T. And days when I am convinced that clean up would never work in my classroom. At times I swear I will never zipper another little boot. But what is certain is that the little beings who were lions in January are undeniably four and five year old human beings now, and the arena has become

### THE DEANE FOLTZ MEMORIAL ROTUNDA

THE CENTRAL ISSUE IN MY LIFE IS ONE OF  
GOING POSITIVELY TOWARD A GOAL, TOWARD  
MAKING A CONTRIBUTION AS AN INDIVIDUAL  
...I WANT TO LEARN AND I ASK YOU TO HELP  
ME.

DEANE FOLTZ  
FROM HER APPLICATION TO  
THE ELIOT-PEARSON  
DEPARTMENT OF CHILD STUDY, 1971

a space for collaborative effort. In short, progress has been made."

There were other quotes from Deane Foltz's work. Dr. Feinburg managed to maintain a fine balance between poignancy and humor. It was an emotional experience for people who had known Deane to watch her identical twin sister, Dorothy Foltz Gray, obviously deeply moved but also laughing at Deane's humor.

Dr. Feinburg informed those present that a painting by James Coombs is in progress and will be placed in the Foltz Rotunda. The bronze plaque is already in place there.



President Jean Mayer

Following the Foltz dedication, there was a second celebration, that of the official opening of the new building. This ceremony took place in the lovely, open courtyard which lies between the Evelyn G. Pitcher Curriculum Resource Laboratory and the new building. Dr. Mary Ella Feinleib, Dean of the College of Liberal Arts and Jackson College, opened the ceremony with a brief history of the Eliot-Pearson Department of Child Study. She introduced President Mayer, who spoke glowingly of the Department and who emphasized the fact that there is no more important work than work with children.

The next speaker was Dr. Evelyn G. Pitcher, who was Director of the Eliot-Pearson School from 1959 to 1964 and Chairman of the Eliot-Pearson Department from 1964 to 1978. It was during Dr. Pitcher's tenure as head of the institution that the Eliot-Pearson Child Study Center buildings were constructed. Mr. Robert B. Pitcher, who has chaired several fund-raising committees over the past 25 years, then spoke of the work that has been done and the contributions of Alumni and Friends of Eliot-Pearson. He spoke specifically of Dr. Abigail Adams Eliot, founder of this institution, who was present. The audience gave Dr. Eliot a standing ovation.

Both of the Pitchers spoke not only of the opening of the new building *per se* but also of the courtyard where the celebration was taking place. The courtyard has been



*Dr. Evelyn G. Pitcher*



*Mr. Robert B. Pitcher*

named the Marjorie Gott Manning Courtyard, and a bronze plaque has been placed beside the door leading to it. Editorial prerogative permits the editor of the *News*, who is Marjorie Gott Manning, to refrain from elucidating further about the nice things that were said about her. Suffice it to say that Mrs. Manning responded to the great honor accorded her, acknowledged the presence of her family, thanked Dr. Eliot and the Pitchers for the privilege of working with them for nearly 25 years and the hundreds of other alumni and friends who are also responsible for what, in anyone's estimation, has to be an impressive

achievement. And she thanked everyone "for building these beautiful buildings in such a way as to leave a courtyard in the middle."



*Marjorie Gott Manning and Ruth Weizenbaum*

Ruth Weizenbaum, President of the Eliot-Pearson Alumni Association, was the final speaker. She informed the audience that the Alumni Association has purchased an eight-foot redwood bench to complement the Manning Courtyard. She then made the presentation which is traditionally made on Alumni Day but which was combined with the May 10 celebration this year. She presented the Alumni Award, the recipient of which is selected by the Eliot-Pearson faculty. This is the twenty-fourth year of this award, and this year it was presented to Suzanne Bonneville Balise R85. Her certificate reads:

"The Eliot-Pearson Department of Child Study of Tufts University presents the Alumni Award to Suzanne Bonneville Balise 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, 1985"

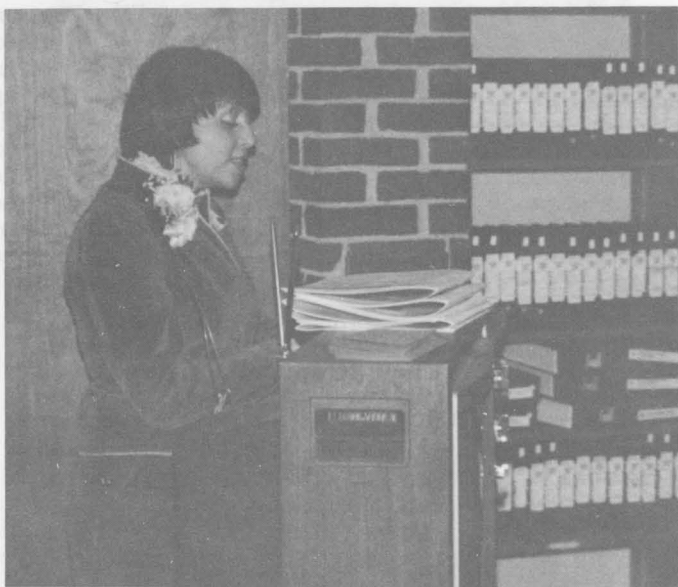


*Suzanne Bonneville Balise*

Ruth Weizenbaum also announced that the Alumni Association is presenting three checks: 1) \$1000 to the Martha H. Chandler Scholarship Fund, 2) \$200 to the L. Beatrice Spaulding Memorial Fund, and 3) \$300 to the Tufts Educational Day Care Center. The following people have been elected to the Alumni Association Board: Secretary, Lorraine Fine; Program Chairpersons, Mary-Louise (Adams) Cabbage and Joyce (Field) Pastor; Nominating Chairperson, Nancy (Kelleher) Forrest; and Members-at-Large, Amy Bamforth, Karen Economopoulos, Constance Reiffen and Michelle (Marrapese) Tommasino.

### SEMINAR DAY

"It was one of the best." That was an opinion voiced by many people who attended the eleventh annual Seminar Day presented by the Eliot-Pearson Alumni Association on Wednesday, April 3, 1985. Not only did our own alumni attend in large numbers but also many people came who are not associated with the Department but who have been to other Seminar Days or have heard about the event from other people. In fact the Alumni Association Board is considering the possibility of having the keynote speech in a larger hall somewhere on the campus and then offering several seminars in the Eliot-Pearson Child Study Center so that individual seminars will not be overcrowded.



After a pleasant period of conversation and refreshment, the keynote speaker, Dr. Crystal Kaiser, who is Director of Special Needs in the Eliot-Pearson Department, spoke to a crowd that overflowed the library and spilled into the hall. Her subject was "Social Change and the Hidden Contributions of Handicapped Children." Dr. Kaiser showed color videotapes from the *Young and Special* series, for which she is widely known.

The two seminars which followed—although rather over-populated—were excellent. William J. Kriedler, author of the book, *Creative Conflict Resolution*, offered some innovative alternatives to the imitative violence and destruction which children often use in their play. And Mary-Louise Cabbage, who presented another workshop in the same time block, introduced participants to some



ethnic foods which some of them had never before tasted (a delicious roll with seaweed and raw fish as two of the ingredients, for example) but which, when introduced to children, can expand their horizons.

Next came supper in the Eliot-Pearson Children's School. This is always a pleasant interlude of good conversation, a good—and more than adequate—box supper and a chance to see the Children's School.

Finally, participants had a choice of two other workshops. David Alexander, Director of the Evelyn G. Pitcher Curriculum Laboratory, presented a workshop designed to show how certain activities which can be enjoyed by one person alone are enhanced when another person joins. And, simultaneously, Sally Braun presented a very interesting session on bibliotherapy, the use of books to help children deal with "normal" developmental issues like fears, sibling rivalry and nightmares as well as the more traumatic experiences of modern life such as divorce, working mothers and special needs.

All in all, this year's Seminar Day, like those in the past, was a great success. Already the Association Board is beginning to think about the *twelfth* annual Seminar Day.

### HOUSTON CHILD GUIDANCE CENTER

For the benefit of our alumni in the Houston area, we have been asked to announce that there will be a two-day workshop on October 27 and 28 entitled "Beyond Institutions: Constructing Viable Clinical and Economic Alternatives for Children and Adolescents in the 1990's." The workshop will address clinical as well as economic issues for alternatives to hospitalization. Total cost will be \$185. For information and registration materials, please contact Nancy Martin (713) 526-3232.

# THANK YOU!

Seven hundred and fifty-nine people (more than that, since we counted joint gifts from couples only once) contributed to the Eliot-Pearson Building Fund. Among these generous donors were people who gave two, three or more times. We would like to publish all 759 names, but space simply will not permit it. Instead, we publish here the names of people who have contributed *since* we last published the list of donors. The new building which all of you made possible is a wonderful addition, and we thank you!

<b>1932</b> Norah Clancy	<b>1951</b> Dorothy (Gilman) Askenazy Julia First Eleanor (Franz) Hansen	<b>1961</b> Deborah Cornwell Tay (Mooradian) Traut	<b>1971</b> Linda (Lamborghini) Faste Alice C. Harrington
<b>1936</b> Mary (Grasso) Merrill Annah L. Tucker Georgina (Hare) Werner	<b>1952</b> Faith (Hampton) Chase Mary M. Cochrane Phyllis Praeger Nancy (Colcord) Tucker	<b>1962</b> Judith Helmund Hilda (Fleishman) Simon Elizabeth (Walsh) Wolfe	<b>1972</b> Karen L. Krause Carolyn Tighe Wendy (Stanton) Westwood
<b>1940</b> Anne (Sanborn) Lasell		<b>1963</b> Linda (Caplan) Mills Linda (Weiner) Weil	<b>1973</b> Judith Hanselman
<b>1941</b> Sally (Pushee) Appel	<b>1953</b> Mary (Edgarton) Lanman		<b>1975</b> Carol Strickland Amy Winnick
<b>1943</b> Barbara Boardley Bertha Grondin Hermine (Bazirgan) Jones Constance (Brown) Lovell	<b>1954</b> Norma (DiMassimo) Connor Gretchen (Elliott) Viall	<b>1964</b> Elizabeth (Lembergler) Freier Judith (Druckman) Gruskay Barbara (Olans) Herman Joan (Maclaurin) Kearsley Susan (Manning) Marobella Carol (Polk) Meenan Marsha (Seigle) Sehler	<b>1976</b> Susan Diamantopoulos Terrell (Nash) Mann
<b>1944</b> Flora Arnold	<b>1955</b> Mary Louise (Adams) Cabbage Priscilla (Cutter) Lynch Barbara Sexton		<b>1979</b> Janice Lisi Michelle (Marrapese) Tommasino
<b>1945</b> Jane (Hobbie) Bacon Judith (Epstein) Banks Selma Shafiroff Katherine (Driscoll) Withington	<b>1956</b> Mary (Riddle) Atkeson Marjorie (Canter) Chester Anne (Batchelor) DeGrazia Laura Wallace Carolyn (Hatch) Wilde	<b>1965</b> Elaine (Halper) Cahn Linda (Welt) Horowitz Yoma (Hall) Ingraham Leslie (Wilkoﬀ) Kleinman Ilona (Jacques) Teich Betsy Jane Tregar	<b>1980</b> Marla Altschuler Kathleen Powers
<b>1947</b> Priscilla (Hallett) Burke Dorothy Gallagher	<b>1957</b> Rona (Long) Meizler Mary (Hickey) Tighe Louise (Dunn) Yarvis	<b>1966</b> Janet (Levine) Blumenthal Harriet (Schwartz) Glassman Barbara (Polin) Meyers Elizabeth (Ridley) Mills Ruth (Weinshanker) Pollock Robin (Strauss) Shapiro	<b>1981</b> Dolores Barbato Jill Kristal
<b>1948</b> Sylvia (Francis) Garnett Mary (Hollister) Hoxsie Anne Moore Louise (Pope) Southwick	<b>1958</b> Mary Lou (Gigante) Bracciotti Barbara (Michelet) Watson		<b>1983</b> Kevin Brennan
<b>1949</b> Marcia (Tirrell) Larsen Ruth (Hermann) Stebbins Mary Lou (Foss) Wynne	<b>1959</b> Constance (Viani) Allen Ann (Zetes) Katsarakas	<b>1967</b> Carol (Mason) Geoffrey Julie (Gromfine) Ibson Carol (Rovner) Miller Ellen (Tim) Shields	<b>Friends of Eliot-Pearson</b> Dr. and Mrs. Peter Banks Mr. and Mrs. Edwin J. Foltz
<b>1950</b> Beverly (Dutton) Treibs Mary (Maxon) Winquist	<b>1960</b> Elizabeth McClain Maxine (Keller) McDonald	<b>1969</b> Mary (Anderson) Johnson	

## MARTHA H. CHANDLER SCHOLARSHIP FUND

The Eliot-Pearson Building Fund has had to take priority, and we have not had an appeal for the Martha H. Chandler Scholarship Fund for some time. We do have applications for assistance, however, and we do need your help. This is an appeal!

As most of you know, the Martha H. Chandler Scholarship Fund provides assistance for some families who cannot afford to send their children to the Eliot-Pearson Children's School but whose children need what a very fine preschool can provide. In addition, the Martha H. Chandler Scholarship Fund makes it possible for the Children's School to maintain a population of children from a variety of socio-economic backgrounds. This helps our students, who are learning to work with children and families, and it also is of benefit to *all* of the children in the School.

On Wednesday, May 1, Dr. Sylvia Feinburg, Chairman of the Department, Dr. Penny Hauser-Cram, Director of the Eliot-Pearson Children's School, and Marjorie Manning, Chairman of the Martha H. Chandler Scholarship Committee, had lunch with a delightful lady from Winchester who claims to be 87 years of age. Mrs. William E. Spaulding has been interested in Eliot-Pearson from before it *became* Eliot-Pearson, when it was the Nursery Training School of Boston. She was on the Corporation Board of the Nursery Training School and the Eliot-Pearson School, was very active at the time when the School moved to Tufts, knew and admired both Martha Chandler and Abigail Eliot.

Mrs. Spaulding was invited to visit and observe in the Children's School and to have lunch in the Faculty Dining Room as a small way of thanking her not only for her generosity in the past but also for the fact that she has recently created a trust in her will, by the terms of which \$49,800 will go to the Martha H. Chandler Scholarship Fund, endowment account. Eventually this will mean that by adding Caroline Spaulding's generous gift to the amount already accrued in the endowment account, we will be able to pay our scholarships out of income from that account. It is an enviable achievement and one that is made possible by the generosity of Mrs. Spaulding and others.

At this time, however, we must think about scholarship applications for next year. At the dedication on May 10, Ruth Weizenbaum, President of the Eliot-Pearson Alumni Association, announced the Association's gift of \$1000 to the Martha H. Chandler Scholarship Fund. This will help a great deal, but we still need your assistance, and we thank you in advance.

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: \_\_\_\_\_

## L. BEATRICE SPAULDING

The very youngest alumni will not have known her, but many, many others will remember her well, because her life was long and active. Miss Beatrice Spaulding, who taught music at the Nursery Training School of Boston (later the Eliot-Pearson School) for many years, died this past winter at the age of 97.

Miss Spaulding was a very much admired teacher and an unusual one. She believed that music is important even for very young children. She believed that every nursery school teacher can do something to help children develop their musical sense, and she wrote and adapted music that was appropriate for that purpose. Her energy and her enthusiasm were contagious. When she was in her late eighties, she put together a little book called *Nothing Easier for Rhythmic Movement*, which the Eliot-Pearson Alumni Association produced under her meticulous direction and which has been sold ever since. She did not drive a car—probably never had one—but she often traveled from Roslindale to Tufts by public transportation and, in her nineties, took a nutrition course at Tufts.

As a living memorial to Miss Spaulding, Dr. Eliot and Dr. Feinburg have evolved a plan to establish a fund which will pay for the services of various consultants who could be called in to do demonstrations, workshops or lectures in curriculum or other classes and who could do special projects or programs of a musical nature for children, teachers and parents in the Eliot-Pearson Children's School, or for alumni. (One person has suggested a mini-course.) A pilot letter was sent in January to a few people who knew Miss Spaulding well. One person wrote, in reply, "Ninety-seven years is a glorious lifetime! Thank you for your news. We sang a little louder and danced a little higher in our kindergarten after I received your letter. We are sure those happy movements drifted to Miss Spaulding, that they were absorbed and nourished by that most wonderful spirit—a spirit which will continue to be with us all who knew her and shared her enthusiasm...My love for Eliot-Pearson—for teaching children—was nurtured by Miss Spaulding..."

Memorial gifts may be made payable to the Eliot-Pearson Alumni Association and marked for the Beatrice Spaulding Fund.

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: \_\_\_\_\_



## CHILDREN'S SCHOOL PARENTS ORGANIZATION

There are 176 children presently enrolled in the Eliot-Pearson Children's School. Of these, 68% come from the immediate area of Somerville and Medford. About 50% of the mothers work, at least part time. But despite the fact that their lives are very full, the families of children in the School rally to a cause!

Prime mover of the tremendous activity in the Parents Organization is Mrs. Brian (Mary Kaye) Smith, Parent Coordinator. Mary Kaye is indeed a coordinator and an organizer. Under her leadership, and with the support of an excellent advisory committee, the Parents Organization has raised a substantial amount of money which will provide new playground equipment for the School.

During the year there have been informative meetings for parents, and there have been purely fun times, like the skating party in January. There have also been money-raising activities. There have been several raffles of articles made and/or contributed; there was a large rummage sale, and there was a bake sale. Before the December holidays there was a book fair. As an introduction to that, there was an evening meeting for parents at which Dr. Evelyn G. Pitcher, Dr. Miriam Maracek and Mrs. Linda Beardsley, a teacher in the Children's School, reviewed and evaluated some of the current and choice books for children. Books were displayed, orders taken, deliveries made for holiday giving.

In May there was a fair. Parents worked for weeks beforehand planning, making, sewing all sorts of craft items. They met while their children attended Children's School, and they took turns caring for the younger siblings who came along. On Sunday, May 5, the fair was held in the playground of the Children's School. There were many games for children, simple but fun games where, somehow, everybody managed to win. There was the sale of handmade craft items. There was a cake walk. There were many raffle items, and there was an auction. There was food to buy and eat at the fair and food to take home. There were balloons and opportunities for children to play on existing slides, swings and climbing structures. It was a wonderful occasion for all, and it added considerably to the playground fund.



Making money is only part of the benefit derived from the hard work of the Parents Organization, though. As mothers—and fathers, too—work together for a common cause, they get acquainted more than they would otherwise. The advantages that accrue for parents, for children and for the School are remarkable.

## CHOICE

CHOICE is a public school program expedited through a collaboration of the Eliot-Pearson Department, Tufts University and the Somerville Public Schools. Four grades in three classrooms housed in the Healey School comprise this alternative public school program that draws its curriculum and instructional expertise from Ann Benjamin, a doctoral student in the Department, Margaret Kennedy, head teacher in the kindergarten class at the Eliot-Pearson Children's School, and David Alexander, Director of the Evelyn G. Pitcher Curriculum Resource Laboratory. The consultants advise on issues of classroom discipline, curriculum development and classroom environment; observe in classrooms to determine program needs; assist teachers in developing curriculum ideas; teach in small group sessions, meet with parents, and generally are of service in many other capacities.

One of the original objectives, when the Curriculum Resource Laboratory was proposed, was to bridge the gap between the University and the surrounding community. CHOICE has been sufficiently successful to inspire the Medford Public School System to enter into a similar alliance. Medford parents have already solicited the advice of the Eliot-Pearson Department in this regard.

## CERTIFICATION AUDIT

Preparations began last summer for an audit of the Eliot-Pearson teacher education programs by the Massachusetts Department of Education. In order for such programs to be certified, they must be reviewed every five years by the State Department.

The Eliot-Pearson Department was actually not due for an audit until 1986. However, since the Tufts Education Department was being audited this year, it was decided to do the Eliot-Pearson review a year early. After months of preparation, during which a lengthy report was written, a sizable group of auditors arrived on April 1. Most of the visitors reviewed programs in the Department of Education, while two people audited the regular and special education programs at Eliot-Pearson.

State Department representatives were on the campus for three days. On the final day, their report was presented to Tufts administrators and the chairmen of the two departments involved. Happily, but as we anticipated, certifications of the Eliot-Pearson programs were renewed.

## CLASS NOTES

1940

*Theodora (Smith) Bury* retired from full-time teaching in 1982 but has continued working part time in the admissions department of the Brearley School in New York City, observing kindergarten and first grade candidates.

1944

*Miriam (Emery) Howbert* is still very much involved with the Ruth Washburn Cooperative Nursery School, which she founded in 1961 in Colorado Springs, and is a member of the board of trustees. She sent an interesting article from the Colorado Springs *Sun* which sounds as though the philosophy of her school is much like that of Eliot-Pearson.

1948

*Jeanette (Gedroucz) Souza* has retired after fourteen years as a nursery school teacher at a private church-related school. She is still involved with children—teaching Sunday school.

1953

We liked the card sent recently by *Geraldine (Caron) Wynne*. It was a picture post card, and the message was, "Dear Friends, Greetings to all and best wishes for continued success in the 'new wing.' I think I can, I think I can, I think I can." On the reverse side, an old picture of the "Maritime Express. Inter-Colonial Railway, Wentworth Valley, N.S." The picture shows an old steam engine pulling a train up a hill.

1954

*Dr. Patricia Schindler*, Director of the Newcomb Children's Center, co-chaired a day-long symposium, "Who Cares for the Children?" at Tulane University last November.

1955

In the Connector on the morning of May 17, Alumni Day, we met *Barbara Bassett* and *Marjorie (Hueston) Allain*, here for their 30th reunion. Barbara and Marge were the first two people to be graduated from Tufts after N.T.S. came to the campus. Although Barbara lives in Philadelphia and Marjorie on Cape Cod, they continue the close friendship begun when they were freshmen. We talked for some time as they admired the physical plant and asked about people they knew—Dr. Eliot in particular. Each bought a copy of Dr. Eliot's memoirs.

1958

*Hazel Hsieh* wrote, "I feel such a sense of loss to hear of Miss Chandler's passing. It was she who turned my life around; it was her faith in me and her guidance that made my years at Eliot-Pearson end successfully. She has a great deal to do to making me into the kind of teacher I am today." Hazel also described a presentation she made at the Westchester Social Studies Conference on her Community Workers Project. In this project, first graders pick persons to study from a class-evolved list of people important to them. They interview their subjects, get information from many sources and present their written report to their parents and peers.

1959

From her home in Hamilton, Ontario, *Brenda Morris* wrote especially to make a tribute to Miss Martha Chandler. "During the year that she was Acting Director of the school, I was one of the small group of graduate students. We were quite an international collection—one from India, one from South Africa, two from Canada and others from various parts of the United States...Miss Chandler demonstrated a personal concern for each one of us so that we could attain our various goals and make the most of our time at Eliot-Pearson. Her warmth and kindness were greatly appreciated and will not be forgotten."

More recently Brenda Morris wrote to Marjorie Manning, who transcribed and edited the memoirs of Abigail Eliot, *A Heart of Grateful Trust*. She said, "This letter is to express my appreciation for all that has been preserved for Eliot-Pearson graduates and others interested in Early Childhood Education in (the book). I felt very privileged to know Miss Eliot when I was at the school in 1958-59...The book has helped me to know her better. Thank you so much..."

One of the people to whom Dr. Crystal Kaiser wrote before going to India in March (see Faculty Notes) was *Chinna (Chacko) Oomen*, who lives in Madras. Chinna responded, "...I am very happy to get your letter. I hope you will take some time to visit south India. I can arrange for you to visit two schools...You are welcome to stay with me in our home...At present I am working in a school." [She is headmistress.] "We have from nursery class to high school. In fact I have recommended one of my teachers to Eliot-Pearson, and I understand that she is accepted. [Saloni Advani will be here in September.]

And *Rose Visuvasam* wrote from Bangalore to say that she had registered for the conference at which Dr. Kaiser spoke but had developed pneumonitis and was forced to stay in bed.

1960

Via the *News*, *Judith (Biller) Rosenthal* returns the "hello" that *Kitty Langdon* sent in the last issue. Judy wrote that she is coordinator of the learning disability program at Newton North High School and that her daughter is a member of the class of 1987 at Tufts. Judy's husband, Dr. David Rosenthal, is Chief of Clinical Hematology at Brigham and Women's Hospital in Boston.

1961

*Vijaya Kalyankar* replied to Dr. Kaiser's letter. [See Faculty Notes.] "...It would have been a pleasure to meet you, but I am not very much familiar about Delhi which is over 2000 Km away from Bangalore. If you are likely to come to South, we will have an opportunity of meeting, and I may be able to fix some programme for you..."

1962

*Dr. Joan (Margosian) Bergstrom*, Chairman of the Department of Professional Studies in Early Childhood at Wheelock College, is author of a new book, *School's Out—Now What?* In answer to the fact that school-age children spend 80% of their waking time out of school, Joan Bergstrom suggests that parents need a resource that focuses on the quality of the time out of school and the enormous opportunities that time presents. Published by Ten Speed Press, Berkeley, California, the book sells for \$9.95.

1965

Having completed her Master's degree in social work, *Susan (Beck) Champlin* has been working as social work coordinator for a Headstart center. She and her husband, Jim (Tufts '63) have two teen-age children, Michael and Julie.

*Liz (Mirkin) Hawthorne*, here for her 20th reunion, dropped in on May 16 for a visit and to ask to be remembered to old friends. Liz expects to finish her doctoral dissertation this summer.

1966

*Valerie (Barnes) Jordan, Ph.D.* is a licensed psychologist in private practice in Los Angeles. She is also an assistant professor of psychology and director of the Counseling Center at the University of La Verne, near Los Angeles. She also has two children, David and Amy, 6 and 4.

1971

*Barbara (Smith) Witterhagen* spent a year teaching child development at Concord-Carlisle High School. When the teacher whose job she was filling returned from maternity leave, Barbara became an instructor at Northern Essex Community College.

1972

*Wendy (Stanton) Westwood* is education coordinator for Access to the Arts Gallery in Dunkirk, New York. She has organized a program of classes for all ages, preschool through adult, and has taught the preschool classes herself. In addition she has organized a child care co-op of fifteen families, sharing baby-sitting without exchanging money, and creative movement classes for toddlers and preschoolers. She and her husband have founded a new Unitarian-Universalist Society in their area. Their daughter, Adrienne, is four years old.

1975

*Stanley Kuziel* is executive director of the Prospect Hill Parents' and Children's Center in Waltham, Mass.

*Carly Moreno* is Director of Admissions at the Harvard Graduate School of Education.

1977

Last October, *Karen (Snowe) Johnson* wrote about her baby, Brian Staton Johnson, born May 15, 1984. Karen's husband teaches metallurgical engineering at The Ohio State University, and Karen teaches three afternoons a week in a 3-year-old classroom at the First Community Weekday School.

1978

*Susan (Weil) Hackett* and husband, Peter, are the proud parents of twins, Paul Allen and Daniel John, born October 27, 1984.

1979

Early last fall, *Ann (Handman) Seigle* visited with seven-week-old Joshua Handman Seigle.

## 1980

*Jane Brawerman* graduated from J. L. Kellogg Graduate School of Management in June, 1984. Since then she has been employed as an analyst for the Commonwealth of Massachusetts.

*Jan Kaplan* must now have finished her first year in a Master's program in Health Policy and Administration at the School of Public Health at the University of North Carolina. "Hopefully..." she wrote, "I will be able to use my skills to develop programs and policy in the field of maternal and child health."

*Laura Maier* is Principal of the North Uxbridge School in Uxbridge, Mass.

*Sally (Goodspeed) Riley* and husband, Arch (A79), an attorney, live in Wheeling, West Virginia and have a daughter, Anne Jerome, one year old. Sally is a teacher and education program director at the King's Daughters Child Care Centers, Inc. in Wheeling.

## 1981

*Ruth (Wisnieff) Truax*, who lives in Fairfield, Conn., wrote in October to say that she received her Master's degree in early childhood in August, 1984, and that she was expecting her first child.

## 1982

*Debbie (Greenberg) Solomon* has been teaching at the Children's Corner at Newton-Wellesley Hospital.

A long letter came from *Deborah Maclin* in February, and we wish there were room to publish all of it. In brief, after graduation, Deborah worked for the youth department of the Zionist Organization of America, youth leading, selling Israel summer tours to parents, screening and training tour leaders. In April she went to Israel to participate in a program for people who wanted to work on a *kibbutz* and learn Hebrew simultaneously. She worked in the cotton fields, extracted honey from combs, prepared food, cleaned etc. In June she left the *kibbutz* for a summer job co-leading 40 American 17-year-olds on a leadership training tour. In the fall, after travelling in the Sinai, she returned to the *kibbutz*. By this time she was sufficiently fluent in Hebrew to be allowed to work with children. After two months at the *kibbutz*, she left Israel for England, where she had opportunities to observe in an English school where most of the children had immigrated recently from India. When heard from, she was doing substitute teaching and seeking a permanent job in this country.

## 1984

A letter to Mrs. Levine from *Nancy Dickstein* brings the news of Nancy's great year at the Christ Church Child Center in Washington. Pursuing her interest in parent-child work, Nancy plans to attend Catholic University full time to study for a Master's degree in social work.

## FACULTY NOTES

*David Alexander*, Director of the Evelyn G. Pitcher Curriculum Resource Laboratory, will present a paper at the N.A.E.Y.C. Convention in New Orleans in November. The paper will report the results of his two-year study of children's computer drawings and their development.

David Alexander wishes to remind alumni to send him any ideas they may have about curriculum activities that encourage children to collaborate over problem solving components in an activity. The Curriculum Resource Laboratory is collecting all kinds of social collaboration activity ideas for kindergarten through third grade classrooms. The hope is that these can eventually be published in booklet or card file form and made available to interested alumni.

Among recent presentations by *Dr. Kathleen Camara* were these: two papers (1) "Interparental Cooperation Following Divorce" and (2) "Social Knowledge and Social Behavior of Children in Mother Custody, Father Custody and Two-Parent Households," presented at the American Orthopsychiatric Association Annual Conference in New York in April; "Play Patterns of Children in One and Two-Parent Households," presented with *Janet Milley*, R84, at the Society for Research in Child Development Biennial Conference in Toronto, also in April, and in May the keynote speech at a conference entitled "Divorce, Single-Parenting and Step-Parenting," held at the National Institutes of Health in Washington. At the Washington conference, Dr. Camara reported on the findings of her N.I.M.H.-funded study on the effects of family relations in divorced and two-parent households on children's behavior. Her paper was entitled "Family Interaction and Social Competence of Children."

Dr. Camara's big news is that she has received tenure and has been promoted to associate professor. However one may feel about the tenure system, for those who receive it, it is a great reward, and Dr. Camara is to be congratulated.

In early spring, *Dr. David Dickinson* participated in a three-day seminar held in Chicago and sponsored by the National Council of Researchers in English. The purpose of the seminar was to establish research priorities in English and the language arts. The seminar was devoted to discussion of twelve invited papers, of which Dr. Dickinson's was one. His paper dealt with the relationships between oral language, reading, writing and the response to literature. In the American Educational Research Association's annual meeting, which followed the seminar, Dr. Dickinson also presented a paper about collaborative writing at the computer.

*Dr. David Elkind* is to be President-Elect of the National Association for the Education of Young Children. Effective October 1, 1985, Dr. Elkind will be President-Elect for one year, followed by a two-year term as President and a one-year term as Past President.

*Dr. William Fowler*, who has been research scientist in the Eliot-Pearson Department since 1981 and who taught the *Infancy* course one semester, has purchased a piece of property in Cambridge to develop a combined research and family service center. The center will include a day care component and a variety of parenting and related family evaluation and psychoeducational services, coupled with ongoing research activities on early learning and development. A number of research and teaching internships will be available. The center, tentatively entitled "Center for Early Learning and Child Care" (a non-profit corporation), will start operations during the coming months.

*Dr. Crystal Kaiser* traveled to New Delhi, India, in March to present a paper and to participate in a panel discussion at the Seventh World Congress of the International Association for the Scientific Study of Mental Deficiency. Before she left the United States, Dr. Kaiser wrote to several of our alumnae in India, telling them that she would be in New Delhi and inviting them to contact her either at the conference or at her hotel. Three of them replied, and we include news of them under their individual class notes.

From April 29 to May 3, Dr. Kaiser was in San Juan, Puerto Rico, where she made a presentation of her *Young and Special* series at the Twelfth Annual National Head Start Child Development and Family Training Conference. Due to the interest evidenced at the San Juan meetings, *Young and Special* is being translated into Spanish and will be widely distributed in Puerto Rico in the coming months.

*Dr. Katherine Paget* will leave the Department after she teaches her summer school course and will take a position doing marketing research. We will miss Dr. Paget, who is not only a brilliant teacher but also a good friend. Faculty, staff and students wish her well.

*Dr. Donald Wertlieb* presented a position paper at the National Conference on Training of Clinical Child Psychologists held at Hilton Head, South Carolina, on May 16, 1985. The title of his presentation was "Clinical Child Psychology as an Applied Developmental Psychology: Toward a Redefinition of Mission and Training." On October 19, 1985, Dr. Wertlieb will present another paper, "Marital Disruption and Childhood Stress," at the New England Psychological Association Conference in New Haven.

## FORMER FACULTY

*Linda Braun*, who taught here from 1965 to 1974, is co-author, with Jennifer Kane Coplon and Phyllis Cokin Sonnenschein, of a book, *Helping Parents in Groups: a leader's handbook*, published by Human Services Development. The book is designed for all types of parent groups in all types of settings and includes usable sample materials such as inventories, games, problem situations and scripts.

Alumni who knew her as an instructor here will be saddened to hear of the death, on July 2, 1985, of *Rose Shapiro*. A dynamic and sensitive person with excellent interpersonal skills, Mrs. Shapiro had expert knowledge of both theoretical and practical aspects of her field. At the request of the family, memorial contributions may be made to the Chairman's Discretionary Fund, Eliot-Pearson Department of Child Study, Tufts University, Medford, Mass. 02155.

HERE'S NEWS

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



*The picture is old, and the quality is less than perfect, but many of you can identify three of the most important people in the history of Eliot-Pearson. The picture was sent to us by another important person, Helen Wiley.*

From: .....

Class: .....

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