

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

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The Arts at Eliot-Pearson: The Tradition Lives On

3 For decades, the arts at Eliot-Pearson have been valued and supported and often associated with Sylvia Feinburg, beloved teacher and colleague who, in retirement, still teaches her course, “Child Art.” Now the arts at Eliot-Pearson have a new leader in Kathleen Camara and a new initiative to develop a concentration that includes not only the traditional course offerings in the visual arts and movement but also offerings in music, drama, storytelling and research pertaining to the arts and children’s development.

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12 The tradition lives on but in new, exciting, and expanded ways.

“The arts in support of child development” has been the phrase defining the Eliot-Pearson approach.



Sylvia Feinburg and Kathleen Camara

Sylvia, Kathleen and Roberta Pasternak (creative movement) – all who teach and promote the arts at Eliot-Pearson – have an expanded view of the arts and the way the arts function in children’s lives. This view .. continued on next page



Antonia Biette and Emily Kao fingerpainting at the Eliot-Pearson Children's School.

places the arts at the center of good education and efforts to reform schools. From this view, the arts are about what Dewey referred to as meaningful, purposeful experiences that are essential for children's learning. From this view too, the arts are about what Robert Sternberg (scholar and our new Dean of Arts, Sciences and Engineering) referred to as balancing intelligence with creativity. The arts, then, are about supporting children's development beyond proficiency in a given domain, so that children become artists in their approach toward living. The aim here is expressed well in Elliot Eisner's words: "The highest accolade we can confer upon someone is to say

that he or she is an artist, whether a carpenter or a surgeon, a cook or an engineer, a physicist or a teacher."

Happily, this Eliot-Pearson view of the arts is based on more than mere rhetoric and on more even than years of teaching experience. It is also based on solid research. There are, currently, many large, well-funded, and carefully implemented research projects across the country that collectively show how engaging children in the arts, whether in schools or in after-school programs, has significant and positive correlates in virtually every academic domain – and this is especially true for children from

low income families. The picture painted by respected researchers such as Shirley Brice Heath, Dennie Palmer Wolf, and James Catterall, is a picture of the arts infusing both children and schools with a creative and positive spirit, one that may not be measured by MCAS or national exams, but one that is there nonetheless.

Expanding the Eliot-Pearson tradition in the arts also means taking advantage of Eliot-Pearson being situated in the arts-rich Boston area. Under Kathleen Camara's leadership, new ties are being made to the New England Conservatory, the Museum School at Boston's Museum of Fine Arts, and a

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host of less well known, but high-quality arts programs in and around Boston. And, of course, ties are being made to the many arts initiatives going on in and around Tufts, particularly initiatives found in the Tufts Music and Drama Departments. Eliot-Pearson students are, then, being given a wide range of opportunities, to not only learn how to use the arts for children's development, but also to test out possible career pathways.



The arts tradition at Eliot-Pearson is also being supported by the Feinburg Fund. When Sylvia retired, this fund was established in her honor. It has and will continue to support initiatives in the Eliot-Pearson arts program. For example, currently, Sylvia's considerable child art collection is about to be made into a digitalized child art library, a library that will provide a rich resource for teachers, students and researchers. Mary

Eisenberg, current director of the Evelyn Pitcher Curriculum Lab, is spearheading this project. The Feinburg Fund also is there to support special workshops, film projects, and lectures by distinguished national figures—any and all projects that keep Eliot-Pearson's Arts-For-Child-Development program on the cutting edge.

The arts, then, are indeed alive and well at Eliot-Pearson. The tradition lives on even as it finds new areas to explore and new ways to become itself a symbol of intelligence balanced with creativity. ■

Once again our Roundtable for Eliot-Pearson alumni/ae who are teaching children in classrooms has started meeting in the Pitcher Curriculum Laboratory on the first Friday afternoon of the month. First conceptualized as an opportunity for EP teacher education faculty to both learn from and support alumni/ae who are in their first year or two of teaching since graduation, more experienced teacher alums have now joined our monthly conversations. Last year several participants brought with them educator colleagues and friends, and they too will be welcomed this year. The group included over a dozen alumnae, many of whom returned monthly. Betty Allen and Marion Reynolds joined Mary Eisenberg as faculty hosts of this event, which is free and includes refreshments. Free parking is available during the Roundtable in the Eliot-Pearson parking lot.

The Roundtable discussions have focused on issues of teaching and learning as working teachers encounter them in their practices. We have combined informal conversations about the triumphs and challenges that have emerged for participants with more structured discussions based on evidence drawn from the activities of classroom life. Participants have been eager to share curriculum practices that they are finding effective.

Conversations have also led to consideration of the role of school policies and culture as they impact the lives of children and teachers. The Roundtables have been a source for deepening our understanding of the realities that our EP alumni/ae face when they leave Tufts, and they help us think critically about the preservice teacher education programs we provide.

Our Roundtable dates for this year are: Oct 7, Nov 4, Dec 2, 2005 and Jan 6, Feb 3, Mar 3, April 7 and May 5, 2006



Participants are welcome to attend any or all sessions. For more information, contact Mary Eisenberg at 617-627-3355 or mary.eisenberg@tufts.edu

The Chinatown Project

Long ago, educators discovered that even the best progressive ideas go for naught if teachers and schools do not accommodate cultural diversity. But how to accommodate – that still is the question. As a step toward answering this question, Becky New and her co-workers have been conducting research to understand the role of cultural values in children’s early learning – and how different cultures may have very different expectations about what education is for. One example of this research is a new study of home-school relations in a Head Start program in Boston’s Chinatown.

The Chinatown study has focused on finding out cultural differences in how parents and teachers understand “school readiness” and in how they interpret their own and each other’s roles in raising and educating preschoolers. Members of the research team include the following students from Eliot-Pearson: Clement Chau, Wendy Choi, Serena Fan, Carrie Lau, Lang Ma, Iris Ponte, and Kevin Staszowski. Susan Kirst, a doctoral student from Boston College, is also a member of the team. The fact that this team includes those with knowledge of Mandarin and Cantonese as well as knowledge of Chinese culture has been crucial for the success of the project.

This research project is at a preliminary stage of data analysis but already two main points have become clear. First, what may appear to be a relatively easy task, finding out what parents and teachers from different cultures think about school readiness and children’s development is, in

reality, far from easy. Second, parents who are recent immigrants and from a culture quite different from American culture often are anxious and ambivalent about their children having to adapt to American-style schooling.

The first point is evident in two examples of what can occur during an interview. “Often,” says Iris Ponte, “when a parent thought something was especially important, the parent would switch from speaking in English to speaking in Chinese.” The words recorded in the transcripts did not reveal this message about importance. The message was in the switch. Also, when parents were asked about potential conflicts between themselves and teachers, one had to know the cultural meaning given to conflict in order to understand parents’ responses. The main point here is clear. To discern what a different culture takes to be important and to

discern what someone from a particular culture means by a concept such as the concept of conflict, it often is crucial to speak the language, be accepted as an insider, and already have understanding of the culture – not easy to do.

The second point is evident in what parents said they wanted their children to learn in school – which often was quite different from what we expect from parents embedded in American culture. For example, it was not uncommon for the Chinese parents to put respect for teachers at or near the top of the list of what they wanted their children to learn. How different that priority is from those typically identified with American culture, priorities having to do with children’s individual achievements, their creativity, and their self-confidence and self-esteem.

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Becky New, Iris Ponte, Susan Kirst, Clement Chau, Kevin Staszowski and Serena Fan

The Bully Buster

ROBYN SILVERMAN, Ph.D., Child Development, G'04

by Robert Bochnak

One final note about what is emerging from this interesting study: Though many of the Head Start teachers are themselves immigrants from China, they seem to have appropriated a number of dominant American beliefs about children's early learning and about developmentally appropriate educational practice. They also place less emphasis, than do the parents, on the importance of the children retaining Chinese customs. The teachers, then, seem much more focused on how best to insure that the children will acquire those skills and knowledge essential to "being ready" for American schools.

However, in spite of these differences, both parents and teachers valued their collaborative relationship with each other. Subsequent data analysis will be directed at finding out areas where parents' and teachers' concerns overlap and provide common ground to further sustain these adult partnerships that are so essential to the children's being able to thrive.

Becky New and her co-workers are passionate about this work in Boston's Chinatown – because it gets at one of the central challenges for American educators. That challenge is to make education work for all children in our pluralistic society — not just children from one or two groups. ■

Robyn Silverman never saw it coming. She walked into her fifth grade classroom, took her seat, and waited patiently for her teacher to arrive. This particular day was different, though.

The classroom was oddly quiet and Silverman could feel the eyes of her classmates fixed upon her. A few moments later, the silence was shattered as the class broke into song. They bellowed out a tune, popularized by David Lee Roth, which featured the lyrics, 'I ain't got nobody. Nobody cares for me, nobody, nobody.' This impromptu concert would have been harmless, just kids being kids, if not for one detail. Robyn Silverman was the only person not singing. The song was directed at her.

"I remember that day because it was definitely one of the worst of my life," says Silverman, a 2004 Tufts Eliot-Pearson Department of Child Development graduate. "I have never felt so alone."

Robyn Silverman was bullied like this for most of that year, courtesy of a single girl who had organized the class against her. Even now, Silverman, who works as director of character development at EEMA Fitness and Martial Arts of Weymouth, Massachusetts, can remember coming home from school in tears each day and emptying countless boxes of Kleenex.

This longest of years eventually came to an end and Silverman proceeded with her education. After high school, the New Jersey native studied at



Robyn Silverman, Ph.D.,
Child Development, G'04

Washington University in St. Louis before returning to the northeast to pursue a doctoral degree at Tufts University. Along the way, she got married, opened EEMA with her husband, Jason, and moved forward with her career. But Silverman never forgot what it felt like to be bullied. This remembrance and her desire to help children led to the development of Bully Busters, a character development program meant to help children defeat bullies with words instead of fists.

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What is a bully?

It's 3:30 in the afternoon and a group of children sit in the center of a gymnasium at the Squantum Elementary School in Quincy, Massachusetts. Many of the children, who range in age from 6-11 years old, have already come face to face with bullies. But it's unlikely that they have been in the presence of someone like Robyn Silverman. Dressed in high heels, black pants, and a pink jacket, Silverman approaches the group and asks them what respect means and how they like to be treated. The talk soon turns to bullying.

"What is a bully?" Silverman asks. "Somebody who picks on you," one child responds. "[It] can be a boy or a girl," adds another. "[It] can be one of your friends," a voice calls out.

The session continues as Silverman picks a few volunteers to show the other children how a bully stands and what his or her facial expressions might look like. The volunteers exhibit frowns and folded arms, and seem to understand what a bully is. But, in reality, they have just scratched the surface. "We try to help kids understand that a bully isn't just a mean person," says Silverman, during a break. "But rather, a person who is just like them, who is maybe having trouble at home, who maybe doesn't have the social skills to become a friend. They might be angry. They might be sad. What we try to do is help them disarm the bully." One of the first steps in disarming a bully is to recognize all the players involved in a bullying situation. During the hour-long

session, the Squantum students learn more about how a victim might stand and the role that a bystander plays. "In order for children to understand how to cope with a bullying situation, they must first recognize and identify the roles of the bully, victim, and bystander," says Silverman.

"Reading facial and body language provides children with important clues and helps sharpen their empathy skills. These clues allow children to put a halt to a potentially dangerous or hurtful situation before it occurs, giving them more control over their classroom climate. It also helps to humanize the bully, which takes some of their perceived power away, and lets the victim and bystander know that they

self-assured."

Taking action

"You really stink at that!" "What are you doing?"

The words echo through the gym as Silverman attempts to bounce a ball.

"You're really bad!"

Silverman grabs the ball and faces the person who has been yelling at her. She stares at the bully, being played by EEMA staff member Moonhee Wood, for a moment before looking at something in the distance.

"Oh, hi teacher," she says. The bully turns around and Silverman runs in the opposite direction. When



can indeed stand up for what is right. Finally, it helps children see that small adjustments in their posture and facial expressions can be the difference between looking like an easy target and looking confident and

she returns, Silverman poses a question.

"What did I use?"

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“A trick,” one of the children replies. “Good. If you ever feel like you’re in danger, sometimes you can use a trick to find a friend or a teacher,” says Silverman.

The use of something as simple as a trick is one of the ways that the Bully Busters program works to defeat the bully without fighting. During her time at the school, Silverman introduces several other options. In each case, she finds herself being berated by the bully and is required to take action. These actions include walking away, trying to make friends with the bully, or using humor.

“We give children all these different tactics and if nothing else works, then they can tell an authority figure,” says Silverman.

A fighting chance

Bully Busters, like the other programs Robyn Silverman has developed, is run out of EEMA. Silverman and her husband launched the studio in July 2000 and strive to give kids the tools they need to excel as martial artists and people. “I was interested in having some kind of whole health institute where I could work with children while they were doing something physical, fun, and interesting for themselves,” says Silverman. “He [Silverman’s husband, Jason] wanted to have a martial arts academy that made a real impact on children. So it seemed like a natural fit to come together and bring those two sides in—the physical component being martial arts and the mental and social component being child development.”

This blending of disciplines is on full display as the Squantum School session wraps up. After Silverman completes

the last of the bullying scenarios, Wood comes forward to provide the children with instructions on how to perform a side kick. Once the tutorial is complete, the children gather into two lines. Silverman, kneeling, is several feet away and holds a cushioned kicking shield. Each child comes forward and kicks the shield, letting out a primal “Ke-ah!” Silverman absorbs each blow with a smile while yelling out words of encouragement like “Nice Job!” “Yeah!” and “Let me have it!”

Silverman will explain later that the martial arts session was used to break things up after the lengthy discussion on bullying. But, for now, her concentration is on the children as they approach with untied shoes and grinning faces. For Robyn Silverman, it’s all come full circle. She escaped an elementary school where she was bullied only to find herself in another one. But things are different now. Silverman is older and has a density of knowledge and experience to draw upon. And while she cannot resurrect her past and change it, she can give the children who come to her with stories of bullying something she never had.

A fighting chance. ■

Bully Busters is part of Dr. Robyn Silverman’s Powerful Words program. This program includes the Powerful Words Character Development ToolKit (www.powerfulwordsonline.com), which features items like the Powerful Word of the Month, letters to parents, and 6 volumes of character education workbooks for use in schools; PowerfulFamily.com (<http://www.powerfulfamily.com>), an initiative for busy parents who want to incorporate character education into their homes; the Peer Positives: Making Friends, Getting Rid of Bullies, and the Preserving a Healthy Classroom Environment initiative; the S.T.O.R.M (Special Team of Role Models) Leadership Program; and customized programs for schools and other programs. Silverman has also created, with colleague Kathleen Hassan, Extreme Dreams for Teens (<http://www.extremedreamsforteens.com/>), a web-based resource which helps teenage girls “develop their assets and achieve their dreams.” To learn more about Bully Busters or any of the other programs that Robyn Silverman is involved in, e-mail DrRobyn@eemaworld.com or call 781-335-0800.

This article originally appeared in the fall 2005 edition of Alma Matters, the newsletter for graduate alumni of Arts, Sciences, and Engineering.

Photos by Jodi Hilton



Justina M. Clayton

12 Years of Service

For the past twelve years, Justina Clayton has played an important role in the Eliot-Pearson Department of Child Development. Spending the first eight and a half years as the department staff assistant, Justina became familiar with the many personalities that help make the Department a unique environment. Her present position is that of Graduate Administrative Coordinator, in which she acts as the liaison between the Graduate School Office and the Department.

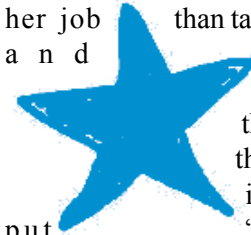


Beyond fulfilling her responsibilities within the Department, Justina takes great pleasure in working with her colleagues, whom she considers her extended family. She says that while she has seen many individuals come and go within the Department, the feelings of friendship and support have never been stronger. Like all families, there is a great deal of sharing among members including sharing thoughts about child-rearing. She has taken the many lessons and tips about raising a family to heart and with the help of her husband of twenty-two years, she has raised two sons. As she puts it, “My sons have turned out all right, so the advice that I have been receiving from various people in the Department has certainly been helpful.”

Along with spending time with her family, Justina enjoys reading fiction novels, crocheting, and quilting. It is her passion for quilting that has gained her many fans throughout the Department.

As she professes, “if you have a talent, use it,” and that she does. One example of her work hangs outside the Stevens Library in Eliot-Pearson, a quilt with vibrant reds and yellows. In past years, the Mixed-Aged Group classroom as well as the First-Second Grade classroom in the Eliot-Pearson Children’s School has asked Justina to share her expertise on quilting. Most recently, she worked with the Kindergarten at the Tufts Educational Day Care Center, showing them various pieces she has completed and answering questions about the quilting process. She is always available to help these children, taking their calls to confer about issues that may arise while they complete their own classroom quilt.

Justina finds no greater pleasure in her job than talking with current and past students, learning with them, and helping them with any issue. She loves to put “faces to the voices” that she speaks with so frequently on the phone, so next time you are in the Department, please stop by her office. Justina would enjoy nothing more than a visit from you. ■



Justina shares her expertise on quilting with the Kindergartners at the Tufts Educational Day Care Center

Student Associations

CDA

The Child Development Association is a group of undergraduate students who come together to form a bridge between the Eliot-Pearson Department, its faculty and Child Development majors. We are committed to bringing social and academic events to the department and its students as well as becoming involved in university-wide programs and opportunities all year long. During the fall semester we will be hosting social events with faculty members, such as a department tour and preregistration advising sessions. During the spring semester, we will be hosting our annual Meet and Greet, the Children's Media Award, participating in Student Presentation Day and many other events. We hope that any undergraduate student who is interested in becoming involved with the CDA will join us at our activities. If you have any questions before then, please feel free to email Maria.Mayoral@tufts.edu and/or Nicole.Shapiro@tufts.edu.

Thank you and we hope to see you at our upcoming events!
-CDA

The Child Development Graduate Student Association (CDGSA) is a group of many different graduate students who have come together to continue to make a difference in the Child Development Department. We are committed to bringing social, service, and academic events to the department as well as becoming involved in university-wide programs and opportunities. Coming up this semester we will be hosting social events for students, academic events with alumni speakers, service events to bring holiday gifts to local community members in need, and a wine and cheese party at the end of the semester to congratulate the midyear graduates. We are also hoping to start a mentoring program between current graduate students and prospective graduate students from Tufts. We hope that anyone interested will become involved and bring his or her own ideas to the CDGSA. Stay tuned for information on our next meeting! If you have any questions before then, please feel free to email us at jessica.saltz@tufts.edu or claire_t.brown@tufts.edu. Thank you and we hope to see you at our next meeting or some of the upcoming events!
-CDGSA

The tragedies of Hurricane Katrina affected the lives of millions of people from the Gulf Coast. In an effort to help those in need due to Hurricane Katrina's devastation, the Child Development Graduate Student Association and the Eliot-Pearson Department of Child Development co-sponsored a charity event on September 13 at Orleans restaurant in Davis Square to help raise funds to support American Red Cross' Hurricane 2005 Relief efforts. Many faculty members, staff, students, friends, and family of the department attended this event and generously donated to our charity funds. With generous contributions from local restaurants and shops supporting our raffle, we raised \$1,208 to donate to the American Red Cross.

Many thanks to everyone who generously contributed and participated in this event.



CDGSA

Faculty and Student News

Richard Lerner, Faculty, Eliot-Pearson Department of Child Development, has been traveling broadly from Portland to Washington to Philadelphia to Washington D.C. giving talks on conditions under which youth thrive. In the meantime, he continues to collaborate with both psychologists in the field and students in his lab to publish in major journals about both youth development in general and spirituality and youth development in particular.

This past September, **Lynn Meltzer, Faculty, Eliot-Pearson Department of Child Development**, and Bethany Roditi (E-P graduate) from the Research Institute for Learning and Development (Research ILD), in collaboration with FableVision, have published *ESSAY EXPRESS*,™ a new software program that focuses on teaching students strategies for writing essays in the test and school setting. This is a sequel to *Brain Cogs*® which focused on test taking strategies. For more information, visit www.fablevision.com/braincogs. The second edition of *Strategies for Success: Classroom Teaching Techniques for Students with Learning Differences* will be published in November 2005 by Pro-Ed. This book provides teachers with effective strategies for teaching students with learning differences in the classroom setting. Authors include **Lynn Meltzer**, Bethany Roditi, Joan Steinberg, Kathleen Rafter Biddle, Susan Taber, Kathleen Boyle Caron, and Leta Kniffin.

An exciting and new research study “Adoption and Development Project”, with **Ellen Pinderhughes, Faculty, Eliot-Pearson Department of Child Development**, as principal investigator has started. Ellen Pinderhughes and her research team that is composed of Eliot-Pearson graduate students Iris Ponte, Katie Golden, Neda Bebiroglu and Stephanie Chin are interested in learning more about the experience of 6 to 10 year old Chinese adopted children. They are seeking to understand how these children view aspects of their

adoption and their identity and how their families are raising them. Pilot interviews have already commenced and the team is excited to begin to recruit participants. If you would like to help in any way, please email adptufts@gmail.com for further information.

George Scarlett, Faculty, Eliot-Pearson Department of Child Development, has edited the “Encyclopedia of Religious and Spiritual Development,” soon to be published by Sage Publishers. The book covers religious and spiritual figures, traditions, places, practices, concepts, theories, supports, nature, art, and organizations.

Maryanne Wolf, Faculty, Eliot-Pearson Department of Child Development, is traveling from Seattle to Cambridge giving lectures about her new reading intervention program and about the reading brain. She has also just finished a book to be published by Harper Collins called “The Book Brain: How the Brain Learned to Read and What Happens when it Doesn’t.” Maryanne was part of a National Institute for Child Health and Human Development meeting with Native American Educational Leaders in August trying to figure out ways to address the needs of children on reservations.

Donald Wertlieb, Faculty, Eliot-Pearson Department of Child Development, was elected to the Board of Directors of Jewish Family and Children’s Services (JF&CS). JF&CS is a constituent agency of Combined Jewish Philanthropies and a beneficiary agency of the United Way, established more than 140 years ago, and currently serving over 30,000 clients each year in 83 communities across eastern Massachusetts. With a staff of more than 450 professionals and more than 1,500 volunteers, JF&CS provides a full range of non-sectarian social services for children and families, including early intervention and relationship support for young children and their families; residential,

home-based and support services for the elderly and people with disabilities; and pioneering programming in global humanitarian collaborations. See www.jcfsboston.org for more information. Wertlieb’s projects with the Mercaz Gil Technical Assistance Center in Haifa, Israel, and the Educational Resource Center for Children with Special Needs at the Bet Hana Teacher’s College in Dnepropetrovsk, Ukraine will be among the initiatives he elaborates in his new roles as a JF&CS Board Member.

Corianne Babonis, MA Applied 2006, and Bob Dowling, two teachers from the TEDCC, will be presenting at the 2005 NAEYC National Conference. The title of their presentation is: Including the Hard to Include: Working Towards Making Every Child’s School Experience Positive and Successful.

Laurel Felt, MA Thesis 2006, interned at WGBH on a new children’s television show produced by the creative team behind “Zoom.” Entitled “Fetch! with Ruff Ruffman,” this show depicts real kids tackling real challenges in the real world—while an animated canine host adds comic relief. “Fetch!” will air nationally on PBS in June 2006.

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Did you know that **over 5,400 alumni** are sharing their career experiences through the Tufts Career Network? Successful career management begins with networking. As a Tufts graduate, you have access to this network at

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- **Seek career guidance in your current field or a new field.**
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The network is only as strong as the alumni who join...so **please sign up for the Career Network at careers.tufts.edu/network**. Help Tufts Child Development graduates continue to forge connections and tap the collective experience of our alumni.

Kathleen (Mohrle) Babcock, G96 and Russell Babcock, G95, are having a wonderful time learning and growing with their new baby, Karina Rose. She was born on July 23, 2004. They live in Devon, PA. Russell is a Project Manager in the HR department of AstraZeneca, and Kathleen recently left her job to become a stay-at-home mom. They would love to hear from other E-P alums and can be reached at Krmohrle@aol.com

Jeri Schaal Freels Brower, J56, is living in Wellington, Florida and is up to her “eyeballs with cats, dogs, and horses”. She still gives riding lessons and coaches her clients with horses in her barn. A widower for 9 years now, she would love to hear from any of her classmates. She stays in close touch with her roommate, Jeanne Dunham Reith.

Vera Ryan Gregg, G88, has been a Compensated Validator for the NAEYC Academy for Early Childhood Program Accreditation since May 2004. She is proud to be an agent for raising and upholding the standards for early childhood education.

Elizabeth Hawthorne, J65, recently became Vice President for Academic Affairs at Daley College, one of the City Colleges of Chicago. She is excited to report that Daley College is actively seeking a faculty member in Child Development. Additionally, she, along with fellow colleagues, is hosting a spring-summer event in New York with Sylvia Feinburg. She is always happy to hear from fellow Eliot-Pearson alumnae, particularly so she can share pictures of her granddaughters!

Linda Horowitz, J65, and her husband have both retired and have moved to their condo in Puerto Vallarta, Mexico. They will make frequent trips back to Dallas to visit their children and grandchildren. If you are in the area, they would love for you to look them up!

Kelley (Cuffe) Howells, J89, and her husband David are pleased to announce

the birth of their daughter Charlotte MaryAnn on May 17, 2005. She was welcomed by siblings Eliza Grace age 5 and Daniel Walter age 2 ½. Kelley has taken a leave from teaching to raise their children. The Howells reside in Marblehead, MA.

Sonya Kurzweil, Ph.D., J71, and her daughter Amy Kurzweil have put together a book that is the product of a 10-year collaboration between mother and daughter and features 22 original poems paired with masterworks of art. It was printed in Italy with great attention to the reproductions and contains such famous works as Van Gogh's *The Starry Night*, Monet's *Water Lilies*, Klimt's *The Three Ages of Women*. The glossary of art movements introduces children to the different styles of art represented in the book (abstract, folk, surrealism, impressionism, etc.). *Forever Poems for Now and Then* is a lovely read for children and adults of all ages to share together. Sonya Kurzweil is a psychotherapist, developmental psychologist and an instructor in psychology at Children's Hospital and Harvard Medical School. Amy Kurzweil is a recent graduate of Milton Academy in Milton, MA and a freshman at Stanford University, CA. Sonya lives in the Boston area.

Jessica Lipschultz, J98, received her Masters in Education from Teachers College and has been teaching at P.S. 29 in Brooklyn, NY for the past four years. Her area of interest is on incorporating issues of social justice and social action into the curriculum. She teaches an after school course on these topics with some of her former students. She has been selected as a MetLife Fellow in Teachers Network Leadership Institute. She hopes to use this fellowship to conduct action research in her classroom surrounding such issues.

Rachel Luck, J04, is currently a 2nd year masters student at the University of Connecticut, pursuing her MA in Human Development and Family Studies with a concentration in Child/Adolescent Development. In early September, she traveled to Amsterdam, Holland for the

Society of Reproductive and Infant Psychology's annual conference. There she presented a paper entitled “Infant Arousal and Stimulation: A comparison of the Netherlands and the United States.” She is also interning at the Governor's Prevention Partnership in Hartford, CT, where she is helping to conduct an evaluation study that will look at the effects of mentoring program participation on school-based outcomes, such as grades and attendance.

Barbara Meyers, J66, is presently the Chair of the Department of Early Childhood Education at Georgia State University in Atlanta. She works with outstanding faculty who help students attain undergraduate, alternative certification, masters, education specialist, and doctoral degrees. She often thinks fondly about the great beginning to her career that Tufts and Eliot-Pearson provided for her.

Renee Palmer, J77, G81, is an attorney at Carolina Legal Assistance in Raleigh, North Carolina. The firm is a non-profit law project representing children and adults with mental disabilities, including children enrolled in public schools. She recently helped gain passage of a state statute protecting children from the inappropriate use of seclusion and restraint in public schools. She can be contacted at rfpcla@mindspring.com.

Robyn J.A. Silverman, G04, has developed an online resource center for families called POWERful Family which can be reached at www.powerfulfamily.com. Parents and parenting groups are able to access monthly tips, suggestions, and a fully systemized character education program to empower themselves and their children as well as to strengthen character among their young family members. Readers can check the website for upcoming teleseminars on topics that pertain to children and positive youth development. Aside from her work as a Child Development Specialist and professional speaker, Dr. Silverman is also a success coach for parents, adolescents,

Do you wish to add your e-mail address to the **alumni mailing list?**

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Do you have a recent publication you'd like to share with the Eliot-Pearson community? Send us the citation!

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Send to: Janie Orthey Rockett
Eliot-Pearson Department of Child Development, Tufts University,
105 College Ave., Medford, MA 02155
or e-mail: janie.orthey@tufts.edu

THANK YOU!

graduate students and executives who are looking to achieve their goals and improve their lives. She helps her clients target what they really want and assists in the creation of action plans to help them to get there. Groups and private coaching opportunities are available via telephone from the comfort of one's own home! Contact Robyn directly at drrobyn@powerfulwordsonline.com

Dr. Robyn Silverman is inviting parents and educators to the following teleseminars:

Bully Busters: Helping your Child to Defeat the Bully Without their Fists Thursday, Nov 17 at 9pm EST and Tuesday, Nov 22 at 12 noon, EST. Bullying is the assertion of power through aggression. Come learn about how to prepare your child for when bullying might arise at schools, camp, sports programs, or in the neighborhood. We will discuss strategies that can help keep your child out of harm's way. Opportunities to ask questions will be available. Go to www.powerfulfamily.com to sign up. Pre-registration required.

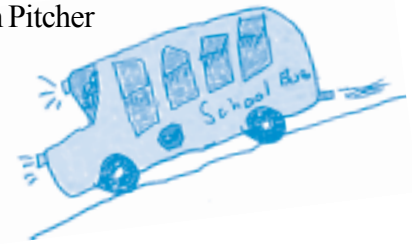
Diot-Riot! Eating for Health and Mental Wellness for Families Tuesday, Nov 29th at 9pm EST. Look around! There are 100s of ways to diet today! How is this phenomenon impacting your family? Parents of children of all ages, teens and educators are invited to delve into the issues of dieting in today's society, healthy eating, obesity, and overall body and self esteem. Child Development Specialist, Robyn J.A. Silverman, PhD and Christine Wood, MD, pediatrician and author of *How to Get Kids to Eat Great and Love it!* are presenting on physical and behavioral challenges around eating and weight as well as strategies for lifestyle improvements within families. Find out why it can be so challenging to ensure that your children (and yourselves!) are eating for optimal nutrition. Learn what to do now to ensure optimal nutrition and positive body esteem for your family in the future. Opportunities to ask questions will be available. Please write to drrobyn@powerfulwordsonline.com for more information or go to www.powerfulfamily.com to sign up. Pre-registration required.

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If you would like to add your name to our list, please contact Janie Orthey Rockett at **janie.orthey@tufts.edu**. Be sure to include your name, email address, class year and degree.

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