

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

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Tama Leventhal: Neighborhoods for Children

Like a professional photographer, Tama Leventhal has carefully chosen a particular lens to provide us with important pictures of children's development. Most who focus on children's development choose either a close-up lens to capture how children behave or a standard, 50 mm. lens to capture family and school relationships. Tama chooses a wide angle lens to capture how neighborhoods influence children and their development. Her research shows clearly that when it comes to neighborhoods and how they influence development, no single picture suffices.

Take, for example, the question of whether and how neighborhoods safeguard against adolescents getting into trouble. While Tama's research shows what others have shown, namely, that adolescents from poor neighborhoods are more apt to get into trouble with the law and experience unwanted pregnancies, her more focused pictures show us something far more complicated and nuanced.



Assistant Professor Tama Leventhal

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Foreword

Eliot-Pearson Building Neighborhoods and Communities

Families, schools, and children themselves -- these are the usual topics when we ask questions about what's best for children. However, each of us knows from experience that families, schools, and children exist within a larger context, in particular, within the context of the neighborhood and surrounding community. Furthermore, each of us knows from experience that the well-being of a neighborhood and community deeply effects our children's own well-being. And so it is not surprising to find at Eliot-Pearson a growing interest in the neighborhood and in helping entire communities.

This issue of the EP News is dedicated to that Eliot-Pearson effort to contribute to neighborhood and community building.

For example, when she focused on families who participated in a housing program and were given the opportunity to move from poor to less poor neighborhoods, Tama found that girls were helped considerably by the move -- in part, she explains, because the girls moved to neighborhoods where they were less likely to be sexually harassed.

However, in this same housing program, many of the boys who moved actually did worse -- for reasons that have yet to be fully understood. Findings such as these teach us that the relationship between neighborhoods and development is complex indeed. Equally important, Tama's pictures show us some of the ways that neighborhoods can have a positive influence on children and adolescents. For example, her research shows that it is important that adults within a given neighborhood monitor the behavior not only of their offspring but also of others' offspring as well. In other words, Tama's work shows that it takes a collective, neighborhood effort to raise children and adolescents.

One of the most important finding of Tama's research is that despite the significant influences that neighborhoods can have on children and adolescents' development, the family's influence is much greater. There are plenty of examples of families providing the necessary supports (or "protective factors" -- as researchers like to call them) for children living in troubled neighborhoods to not only cope, but thrive. In short, neighborhood need not mean destiny.

This is Tama Leventhal's second year on the faculty at Eliot-Pearson, and all the signs point to her work being a perfect fit with Eliot-Pearson's overall approach to understanding and serving children and families. As she points out, the field of neighborhood research is an interdisciplinary field -- and so Eliot-Pearson's interdisciplinary approach makes her feel right at home. Furthermore, her research is applied research meant to influence real-world decisions and to have a positive effect on the lives of children -- making her work fit naturally with Eliot-Pearson's overall commitment to applied research and to making a difference in the lives of children, youth, and families. Finally, Tama's research is yet another expression of Eliot-Pearson's commitment to equity issues and to lending a hand to those most in need.



Back to Nature for the E-P Children's School

The Eliot-Pearson Children's School has plans to build a new and "natural playground," a playground quite different from what most of us think of when we think of playgrounds. Natural playgrounds give children something of the experience of play in the woods – re-routing streams, digging in dirt, building forts from tree branches and so forth. But they also give something from the farm – growing plants and raising animals. They are, then, a return to a previous era when indoor play with computers was non-existent and when unsupervised outdoors play was the rule.

At the same time, natural playgrounds provide a break with the past – with traditional playgrounds and their separate slides, swing-sets, and seesaws fixed in concrete and with more contemporary playgrounds with their linked ramps, tunnels, and tire bridges. Unlike these playgrounds, natural playgrounds put the major emphasis on children exploring, discovering, and building.



Director Debbie LeeKeenan with Rusty Keeler of Planet Earth Playscapes



There aren't many natural playgrounds to imitate, and those that exist often don't provide a model because of their expense. Therefore, the Children's School is taking time to collectively design and invent in collaboration with Rusty Keeler of Planet Earth Playscapes and those from Tufts who will actually build the playground.

Rusty Keeler is a talented designer of natural playgrounds and someone the Eliot-Pearson Children's School is excited to have found. In his own words, his aim is to build play environments "for the soul." To anyone wishing to do the same, his recommendations are remarkable simple and straightforward: "Build hills. Plant trees and shrubs in clusters. Plant herbs everywhere. Plant for all seasons." The list goes on. Though Rusty knows the wisdom in being simple and straightforward, he also knows the needs and wishes of children. Debbie and her co-workers are certain they have found the right man for the job.

... continued on page four

Natural Playground

continued from page three

All this started some time ago when Debbie Lee Keenan, the director of the Eliot-Pearson Children’s School, and her staff realized that the current playground for the older children was out of code and needed to be replaced, and when there were beginning conversations at conferences and in the literature about the possibilities for natural playgrounds. These conversations stimulated interest because they matched what Debbie and the teachers wanted most from a playground – a place that, in Debbie’s words, “provides open ended exploration, an appreciation for nature by being immersed in it, experiences caring for plants and creatures, and moments of wonder – while also stimulating curiosity and the desire to investigate.”

The goal is to have a natural playground in place by the end of next summer, one that, in Debbie’s words, “brings a new kind of outdoor classroom to Eliot-Pearson and to the Tufts community — a place for children, teachers, families, researchers, landscape architects – all those interested in great spaces for children — to play and work in rich and satisfying ways.”



Director Debbie Lee Keenan, Designer Rusty Keeler, E-P Children’s School Teacher David Robinson, and their fellow playground planners



Editor’s Note: If you would like to contribute to the fund raising campaign for the new playground, please do so by sending your contribution to the address listed at the end of the EP News and make the specification accordingly

Shireen (Boulos) Riley, Ph.D. 2005: Addressing Inequities and Building Community



Shireen (Boulos) Riley (Ph.D. 2005)

In Worcester Massachusetts recently, Head Start leaders from all over the state gathered to learn about a new obesity prevention program called “I am Moving. I am Learning”. The program is designed not just for children but for parents, teachers, and administrators as well. It is especially important for communities such as the Head Start community, where poverty and obesity often go hand-in-hand. Cheap fatty foods and fewer spaces and opportunities for exercise help explain this ironic combo.

To win the attendees over to this new program, Shireen Riley took the stage and began dancing. Soon everyone joined in. Dancing wasn’t part of the job description of the Head Start Region I “Director of Technical Assistance”, but it got the job done in Worcester.

Getting jobs done to fight poverty and inequity has become a trademark of Shireen Riley’s young career. As an undergraduate at Harvard, on her own initiative, Shireen made her way to Romania – to care for seven

children who had been warehoused in one of Romania’s infamous orphanages. More recently as a regional manager for federally funded programs (first with Head Start technical assistance and presently with the Child Care and Development Fund), Shireen continues to work in areas where children have been denied the most basic opportunities and rights.

Shireen’s community perspective on child development evolved from her experience as a classroom teacher in Harlem. While teachers there were making a positive difference in the lives of the children, Shireen was impressed by how their influence was constantly being limited by the problems in the larger community. For example, children showed up in class not ready to learn because they were hungry or preoccupied by the psychic pain of having a parent in prison. That experience led her to take on the larger community problems that often accompany poverty. Shireen’s graduate career at Eliot-Pearson was devoted mostly to developing her community perspective on children’s development and to her developing the mind of a scholar to tackle the problems imposed on many from poor communities.

Now Shireen’s work focuses on developing the New England community of administrators working for the federally funded Child Care and Development Fund which, through block grants to states, provides financial assistance to low-income parents seeking child care while they are working or in training. The fund also provides support for states to improve the quality of child care programs. In many ways, then, Shireen Riley embodies Eliot-Pearson’s mission and approach. That mission and approach calls for subtle, complex thinking to tackle big problems effecting children and families. But it also calls for a commitment to getting the job done by whatever positive means necessary, including getting us all to dance.

Upbeat about YouthBEAT



What does learning to play the Gnarls Barkley song “Crazy” have to do with youth development? It turns out, “A lot” – because the majority of today’s youth are “plugged” into listening to music coming from groups such as Gnarls Barkley — and for many hours each day. With the support of Berklee College of Music, hundreds of talented youth (ages 10-18) from underserved communities throughout Boston and the U.S. are learning to play contemporary music, and the YouthBEAT program at Eliot-Pearson has become an important partner.



YouthBEAT, directed by Associate Professor Kathleen Camara and carried out by 16 undergraduates and four graduate students, is a five-year collaboration with the Berklee City Music Program. The program is designed to explore the relationship of music participation to achievement in music plus other academic areas – as well as to the development of leadership and social skills among an ethnically, culturally, and racially diverse group of youth. YouthBeat is funded by the Boston Foundation, Berklee College of Music and Tufts University. The results from the YouthBEAT project will contribute to the growing body of research linking music participation to positive youth development.



Associate Professor Kathleen Camara and the YouthBEAT team

Open Position in the Department

Associate/Full Professor in Early Childhood Education

The Eliot-Pearson Department of Child Development is seeking applicants for a faculty position in early childhood education (age range 0-8) to begin September 2009. Appointment can be at the associate professor or full professor level depending on the successful candidate's qualifications, experience, and record of scholarship.

A primary responsibility for this faculty position is to provide vision and collaborative leadership in developing and overseeing academic programs in early childhood education, working in conjunction with colleagues in the Department of Child Development and associated ECE laboratory sites, and in collaboration with a community-based organization in the Greater Boston area.

The position also includes teaching two to three courses in the field of early care and education; maintaining an active and highly productive research program; guiding undergraduate and graduate students in early care and education; and participating in departmental and university committees. While the specific area of scholarship within early childhood is open, we are especially interested in candidates with scholarly and professional expertise in one or more of the following: equity issues in early childhood education, language and literacy, early care and education policy, arts in early education, digital technology and early learners, teacher inquiry, curriculum development, and special education.

REQUIREMENTS: University-level teaching experience, doctorate in early childhood education or related field, and record of scholarly productivity and grantsmanship. Background and experience to provide leadership in both scholarship and practice. Interest in understanding the role of large, urban community organizations in the education and care of young children is necessary.

To apply, send cover letter, CV, sample publications, and names of three references to Jayanthi Mistry, Ph.D., Chair, Early Childhood Education Search Committee, Eliot-Pearson Department of Child Development, Tufts University, Medford, MA 02155. Review of applications will begin November 1, 2008 and will continue until the position is filled. Tufts University is an Affirmative Action/Equal Opportunity employer. We are committed to increasing the diversity of our faculty. Members of underrepresented groups are strongly encouraged to apply.



Child's Right to Thrive

CRT

Child's Right to Thrive (CRT) is a newly founded Child Development student group at Tufts University, advocating for the positive development of children living in institutional care. CRT currently has three active projects running in China, Ukraine and India, which foster relationships between local community members, child development specialists and children.

As part of their mission to raise awareness and funding, the group hosted a day long event on October 2, 2008, which included a film screening of the Academy Award-winning documentary "Born into Brothels" followed by a Q&A session with Rebecca Burton, the Executive Director of the non-profit Kids with Cameras, and Avijit, one of the leading children in this film. The event also included a photographic exhibition at the Slater Concourse Gallery portraying "One Day" in the lives of children in Chinese and Ukrainian orphanages. The images, portraying children in their daily activities and settings, compelled viewers to explore both the beauty and the complexity of childhood in the modern world. This day-long campus event was supported by the Eliot Pearson Department of Child Development, Arts and Sciences Development and the Graduate School of Arts and Sciences, among many other generous affiliated sponsors. Approximately 200 people participated in this special day.

Editor's Note: For inquires and contributions please contact Maryna Vashchenko (maryna.vashchenko@tufts.edu)



*CRT Members with Tufts President (from left to right):
Jodi Waddell, Dmytro Say, Ashley Everette, President Larry Bacow,
Sarah Frederiksen, Iris Chin Ponte, & Maryna Vashchenko*

Student Organizations

C D A

The Child Development Association (CDA) is a group of undergraduate students who come together to form a bridge between the Eliot-Pearson Department of Child Development 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. 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 Mary.Von_Rueden@tufts.edu.

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

G S A

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 Eliot-Pearson Department of Child Development. We are committed to bringing social, service, and academic events to the department as well as becoming involved in university-wide programs and opportunities. We have already carried out a number of small social events for CD graduate students this semester, such as bowling and a pub trivia night. We also recently held a department-wide Pumpkin Carving event in celebration of the fall season. Coming up we will be hosting our annual fund raiser Wish-Upon-A-Star, in which the whole department becomes involved in bringing holiday gifts to local community members in need. We will be culminating the end of the semester with a wine and cheese party to congratulate the mid-year graduates. We hope that anyone interested will get involved. If you have any questions or ideas, please feel free to email us at Rebecca.Phillips@tufts.edu or Kristina.Schmid@tufts.edu.

Thank you and we hope to see you at our next meeting or some of the upcoming events!
-CDGSA



bowling for fun



carving pumpkins

Faculty, Student, Alumni, & Department News

Lianne Carahasen Attar J98(alum) spent two years after graduating in Takaoka, Japan helping Japanese teachers teach English to Japanese junior high students on the JET (Japan Exchange and Teaching Program). She then spent 4 years teaching 4th grade in Durham, NC. Lianne went back to grad school at The Ohio State University graduating in March of 2006 with a focus on Elementary Science education. In August 2006, and she began teaching Kindergarten at Adams Elementary in Norman, OK and is active in the district's Math Advisory as a member of the State Department of Education's "Master Teacher" program.

Elizabeth Bauer (alum) is the Site Manager for Jumpstart Boston at Tufts University.

Patricia Garcia (alum) graduated from Tufts with a B.A. in Child Development in 1999. Since then, she has completed a Ph.D. in Education with a specialty in Child Development from Stanford University. She now works for the Ounce of Prevention Fund in Chicago, IL.

Calvin "Chip" Gidney (faculty) was the winner of the *Lerman-Neubauer Prize*, voted annually by graduating seniors to a faculty member who had a profound impact on them intellectually, in or out of the classroom.

Laurie Leventhal-Belfer J79 (alum) most recent book is *Why do I have to? A Book for Children Who Find Themselves Frustrated by Everyday Rules*. Illustrated by Luisa Montaini-Klov Dahl. (2008) London: Jessica Kingsley Press. See <http://www.jkp.com/catalogue/book.php/isbn/9781843108917> or visit amazon.com for reviews and commentary.

Tama Leventhal (faculty) recently has had a number of research papers published – all having to do with neighborhood influences on adolescent development, especially influences related to poverty. In addition, she has presented papers on her research at the last meeting of the Society for Research on Adolescence and at an interdisciplinary gathering at Duke University.

Mark Rosen (visiting scholar) was featured in the *Milwaukee Jewish Chronicle*, September 25, 2008, in an article describing his research on the state of early parent services in Jewish communities across the nation. Milwaukee was identified as one of the most sophisticated and innovative communities, and welcomed Rosen's critique as a basis for expanding services and enhancing quality in that city's faith-based early childhood services. Rosen's work exemplifies a much needed effort to generate a research base for continued strivings to make early childhood programs more culturally competent and responsive.

Nancy Terres (alum) graduated with a doctoral degree in 1999. She is the co-founder and director of The Parent-Child Research Collective (PCRC) which provides research services to the community on issues involving parents and children. The group consists of Ph.D level faculty, clinicians, and researchers across a spectrum of specialties, and they operate out of the MGH Institute of Health Professions. While most projects have had a healthcare focus, they have also been involved in projects concerning child development issues, and parent support factors that affect the health and development of young children and is now venturing into international work.

The prestigious *Journal of Pediatric Psychology* just issued its list of the top 50 "Classics" in the field, articles published in the last 33 years, ranked in order of frequency of citation, an indication of the study's scientific impact. The landmark studies of child and family adaptation to diabetes, conducted by Professor **Donald Wertlieb (faculty)** and his colleagues at Harvard Medical School ranked twice - one article number 7 and the other number 22. **Janet Milley (alum)** was also a member of the research team, and a co-author on both classics. **David Pellegrini (alum)** was co-author on the article ranked number 25 on the list. A fine showing for the deep tradition of research on children's health at Eliot-Pearson!

Maryanne Wolf (faculty) has given Keynote Addresses to groups in Hawaii, New Jersey, and Colorado this fall. And her book, *Proust and the Squid: The Story and Science of the Reading Brain* has now been translated into eight languages and is being made as part of a documentary, *Why Reading Matters*. Courtesy of the BBC, Maryanne was flown to England for the filming at St. Bartholomew's Cathedral in England.

Institute for Applied Research in Youth Development News

The Institute for Applied Research in Youth Development is pleased to announce 2 new manuscripts.

- **Academic Competence for Adolescents who Bully and who are Bullied: Findings from the 4-H Study of Positive Youth Development**, authored by Lang Ma, Erin Phelps, Jacqueline V. Lerner and Richard M. Lerner has been accepted to the *Journal of Early Adolescence*

- **More than Child's Play: Variable- and Pattern-Centered Approaches for Examining the Effects of Sports Participation on Youth Development**, authored by Nicole Zarrett, Kristen Fay, Jennifer Carrano, Yibing Li, Erin Phelps, and Richard M. Lerner has been accepted by *Developmental Psychology*.

Eliot-Pearson Department of Child Development at NAEYC, Dallas TX, November 6-8, 2008

The Eliot-Pearson Department of Child Development held a reception to celebrate early childhood educators and alums on Thursday, November 6, 2008. Department Chair **Ellen Pinderhughes (faculty)**, Director of the Eliot-Pearson Children's School **Debbie LeeKeenan (faculty)**, and Acting Director of Early Childhood Education **Moncrieff Cochran** were there to discuss Eliot-Pearson's early childhood education program and its new focus on equity in early childhood education.



L-R: Becky New, EPCS Teacher Heidi Given, Chair Ellen Pinderhughes, Former EPCS Director Dorothy Marsden, EPCS Director Debbie LeeKeenan, EPCS Teacher Lisa Kuh

From power play to powerful play: Transforming superheroes
Presenters: **Robert Rivera-Dowling, Elizabeth Exton, Aimee Ellingwood (Tufts Educational Day Care Center staff)**

Strategies To Shift Diversity Into The Center Of Your Program's Dialogue And Action: Stories From Two Early Childhood Directors Faced With The Need For Change
Presenters: **John Nimmo**, from University of New Hampshire, and **Debbie LeeKeenan (Tufts University Eliot-Pearson Department of Child Development)**

Teacher Inquiry From The Trenches: Challenges And Benefits Of Doing School Wide Inquiry To Improve Teaching And Learning Among Children And Adults
Presenters: **Debbie LeeKeenan, Heidi Given, Lisa Kuh (Eliot-Pearson Children's School staff)**

Eliot-Pearson Children's School News

The Eliot-Pearson Children's School is excited to announce that the newly revised *Developmentally Appropriate Guidelines*, third edition, was released at the NAEYC conference and the new DVD that accompanies the book, includes highlights of the E-P Children's School classrooms, specifically former Kindergarten teacher, **Ben Mardell's** Boston Marathon curriculum. **Heidi Given** and **Debbie LeeKeenan** were also interviewed and videotaped in Dallas for the purpose of providing professional development materials to be used nationwide. In addition, the cover of the December issue of the new journal, "Teaching Young Children" will feature, **David Robinson**, lead preschool teacher at the Children's School.

Center for Applied Child Development News

Martha Heller Winokur and **Marcia Urestsky** have written a book, called *Fourth Grade Readers: Units of Study to Help Students Internalize and Apply Strategies*, which is now available from Heinemann. This is the first book by CACD staff which captures the spirit and pedagogy that we have been sharing with thousands of teachers all over New England for the past decade.

Presentations:

God Forbid Teachers Talk About God: The Risks Of Including (And Excluding) Conversations About Spiritual Beliefs From Early Childhood Classrooms

Presenters: **Ben Mardell**, faculty at Lesley University and former Eliot-Pearson Children's School Kindergarten Teacher, and **Mona Abo-Zena (doctoral student)**



L-R: Alum Jie-Qi Chen, EPCS Teacher Lisa Kuh, Alum Jason Sachs, ECE Acting Director Mon Cochran, Former EPCS Teacher Ben Mardell

In Memoriam



Alum Joanna (Henshaw) Rotberg

Joanna (Henshaw) Rotberg

By Stephanie M. Peters, Boston Globe Correspondent / July 29, 2008

Joanna (Henshaw) Rotberg had bested the odds by surviving amyotrophic lateral sclerosis, or Lou Gehrig's disease, for 16 years when the life expectancy after diagnosis is typically three to five years. Then, in 2006, she received the even-rarer diagnosis of mesothelioma, a form of lung cancer.

Rather than lose her will, her friends and colleagues said, the retired special-education teacher approached the seemingly overwhelming dual challenges by adopting the approach she had used with her students: Focus on what you can do.

Mrs. Rotberg, who taught in Lexington public schools for 21 years, died Saturday [July 26, 2008] at her summer home in Madison, N.H. She was 73 and had lived in Cambridge and Lexington for 48 years.

Mrs. Rotberg, who retained the use of her fingers during her illness, focused much of her energy on typing her memoirs. First, she detailed her childhood in London and the complex life of her mother, child psychiatrist Edna Oakeshott, in "Intrepid Woman: My Mother," a book published in 2004. In the last two years of her life,

despite increased pain and frailty, she worked feverishly to complete the story of her own adult experiences for her grandchildren.

"She wanted to give the grandchildren an acquaintance with moral, as well as practical choices," said her husband, Robert, who will print copies of the 100-page work for each grandchild.

Joanna Hermione Henshaw was born in Manchester, England, and raised in the Hampstead section of London. After high school, she tended the queen's rose gardens in London for a time, according to her husband. On a ski trip in Austria with 60 or so members of Oxford-Cambridge's ski group, she met Robert Rotberg at the top of one of the mountains.

In 1960, she joined Rotberg in Cambridge, Mass., where he was a professor at Harvard University, and in the spring of 1961 they were married in England.

When she first arrived in Cambridge, the experienced horticulturalist worked in the botanical labs at Harvard. But after the couple started a family, she decided she would rather work with troubled children.

Mrs. Rotberg earned master's of education degrees from both Tufts University and Lesley University. In 1976, she began teaching at the Gifford School in Weston, which specializes in learning, behavioral, and emotional issues. Two years later, she joined the Lexington system, first working with troubled 6- to 8-year-olds at Bridge Elementary and later Hastings Elementary.

"She was always attracted to the toughest jobs," her husband said. "She loved working with the most difficult children because she could provide the most value added. They were the ones that, without her or someone else, would have sunk to the bottom of the pool and vanished."

When Mrs. Rotberg started in Lexington, her students were isolated from the general student population, but before long she was advocating for integration. Together with a kindergarten teacher and her longtime friend Lockwood, a first- and second-grade teacher, Mrs. Rotberg developed a system for easing her students into the mainstream, Lockwood said.

"She tried to make the expectations for the children she was working with realistic," Lockwood said.

Part of doing so was not overwhelming a special-needs student into a mainstream classroom, but "structuring it so that some of the children from my classroom would go work in Joanna's, in small groups with her children," she said.

Mrs. Rotberg got a thrill out of the times when she would run into a former student or hear that one had successfully adjusted to young adulthood, her husband said.

She was forced into retirement in 1999, when she began to lose her speaking ability to ALS. It was then that she began her career as a memoirist.

During her ALS treatment, she befriended Dr. Robert Brown, a specialist on the disease at Massachusetts General Hospital. Early in her final year, Mrs. Rotberg decided she would donate her body to Brown to help further ALS research, her husband said.

In addition to her husband, Mrs. Rotberg leaves three daughters, Rebecca Gattey and Nicola, both of Portland, Ore., and Fiona of Vallentuna, Sweden; and six grandchildren.

Source: http://www.boston.com/bostonglobe/obituaries/articles/2008/07/29/joanna_rotberg_at_73_fought_als_while_focusing_on_teaching/



Alum Virginia Margaret (Keefe) Locke

Virginia Margaret (Keefe) Locke

A devoted and very much loved mother, grandmother, great-grandmother, teacher and friend to all who knew her, Virginia Locke passed away peacefully on October 5, 2008, in San Rafael, California. She was 88 years of age.

She was born on October 30, 1919, in Cambridge, Massachusetts, the third of four children of Stephen and Agnes Keefe. Virginia grew up in a loving family with parents strong in their faith in God, supportive of their children and devoted to each other. She was Valedictorian of her Arlington High School class and Editor-in-Chief of the school newspaper. She later graduated from the Eliot-Pearson School of Early Childhood Education at Tufts University.

Virginia and her husband of 42 years, the late Kermit A. Locke, raised three children in Harvard, Massachusetts, where she served for more than 20 years as Director and Head Teacher at the Harvard Nursery School and Kindergarten. She also served two terms as a member of the Harvard School Committee, and

was active in many programs for children, including the Girl Scouts, the Cub Scouts, the Massachusetts Society for the Prevention of Cruelty to Children, and the Massachusetts Office for Children.

During retirement following her husband's death, Virginia became a member of the Saint Francis of Peace Fraternity of the Secular Franciscan Order of the Catholic Church. She remained active until recent years in programs for children and the needy. Throughout her life, she continued her love, devotion and support for her children, grandchildren, great-grandchildren and friends.

She is survived by two daughters, Martha J. Totaro of Rocklin, California, and Carole A. Dollar of Eufaula, Oklahoma; a son, Christopher Locke of San Anselmo, California; a brother, Stephen T. Keefe, Jr., of Prescott, Arizona; six grandchildren, and ten great-grandchildren. She will be missed by all, but will live in our hearts and minds forever.

Thank you donors!

January 2008 - September 2008

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