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# Letter from the publisher

## Marvelous May stuff

**M**ost parents have heard of Montessori Education, but we realized that very few of them knew why it was special and who exactly Maria Montessori was.

It was with that realization in mind that we began to focus in our May issue on educating people as to what defined Montessori, and how it came about that early childhood education was established way back when in Italy.

Another interesting fact about Maria is that in addition to being the innovator of early childhood theories, she was also the first woman doctor in Italy. Maria was a force to be reckoned with and a role model for women who followed, as well as for educators.



Now there are other methods and approaches to the developing minds of little kids, and many other names have added to the theories and the possibilities, but Montessori was the first.

Also in our May issue we focus on ARTS FOR

KIDS. Why? Because there is little doubt that early exposure to the arts, or art classes of some kind such as dance, music, drawing, theater, etc., is a positive developmental experience in every way. It opens the mind, the spirit, and the intellect of every person/child who gets involved and participates. It has been proven that children who are in the arts in some capacity are better students and more confident people.

Knowing that, we as parents have

a responsibility to provide our youngsters with the opportunity to develop their interests and their talents. Music should be played in the home, and all kinds of music. Children should be introduced to a variety of artistic skills that may or may not strike their interest and their fancy. Without the exposure and encouragement from the home, they are at the mercy of the schools. As we all know, many of the struggling schools have been forced to eliminate the arts due to budgets.

Parents should never be totally reliant on the schools for the education of our youngsters, no matter how good the school and how enriched the curriculum. Most education, appreciation and opportunity begins in the home and parents have the duty to provide the intro for the love of anything to take root.

My family's house has always been alive with all the arts. Visiting muse-

ums and attending performances of all kinds were a paramount part of my child's education, and mine as well. Music is never absent and our house was not a house where the TV was always on, but the sound system was. My daughter studied an instrument, took dance, and acted in plays. It made a difference and she is an appreciative young adult with a fine intellect and loads of other creative friends. They are all enhanced by the vast possibilities that being New York City kids have offered.

I'm always proud to present this issue. Thanks for reading and enjoy!

Susan Weiss-Voskidis,  
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# Gifts *from* mom

A few of the intangible ways a mother can help her children

BY KIKI BOCHI

**M**other's Day this month means mommies will hopefully get lots of kisses, cards, and maybe even breakfast in bed — which can be lovely. It's great for moms to get appreciation for all the things they contribute to keep the family functioning. But besides making lunches, helping with school projects, and doing their share of the laundry, there are many intangible gifts moms give their children. Here are just a few.

- **Confidence.** When you attend an end-of-year concert at school, cheer at a soccer game, or praise a picture your child drew, you are demonstrating that you appreciate your child's efforts. Your positive reinforcement gives him the confidence to take on the world.

- **The right to be wrong.** Children who feel pressure to please their parents with perfect performance and only the highest grades may shy away from challenges that could help them grow. Teach your children to try their best, but also to never to be afraid to stumble. No one is perfect. Be willing to acknowledge your own mistakes. This sends the powerful message that the key to reaching important goals is to accept that we sometimes need improvement and should keep trying.

- **Problem-solving skills.** Sometimes we are so busy telling our children what they need to do and how they should do it, we forget to listen to their ideas. When you ask your children for strategies to solve family issues, you teach them to think creatively. It could be something as simple as asking for their input on how to put the laundry away, how to carry in the groceries, or how to get organized in the morning. You might be surprised at how creative they can be. Be sure to seek their

opinion on how to solve bigger issues, as well.

- **Curiosity.** You don't have to have all the answers. Sometimes, having the questions is far more important. You demonstrate that when, as you go about your day, you ask aloud questions like, "I wonder how they do that?" or, "What would happen if...?" Observing the world and evaluating how things work are important life skills. Once your child starts to question things, take advantage of the library or internet to help your child discover answers.

- **Laughter.** The connection we create when we laugh with our children is beyond measure. Laughter also triggers healthy physical changes in the body, strengthening your immune system, boosting energy, and reducing stress. Allow yourself to be silly. Always be willing to find the lighter side of life. Create inside jokes you share with your child. Try to find the humor in even stressful situations. Whether it is a giggle or a guffaw, when you share laughter with your child, it creates intimacy and fun.

- **Patience.** Children have a way of getting on our last nerve. How we respond teaches them a lot about how to deal with stressful situations in their own lives — now and in the future. When you feel like you are ready to blow, walk away. Tell your child, "I need a minute." This models self-control, sets up healthy boundaries, and teaches your child that there's no payoff in pushing your buttons.

Now take some deep breaths. No one is perfect, but on this long road that is parenthood, we should seek moments of inner peace. Besides, our kids are watching.

*Kiki Bochi is a freelance writer and editor who keeps all the Mother's Day cards she has received tucked in a drawer.*



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# Equal arts for all

The mission of Marquis Studios is to bring an arts education to *all* NYC kids

BY ALLISON PLITT

**R**enowned master puppeteer David Marquis created a non-profit organization named Marquis Studios in 1977.

Marquis's goal was for his company to teach visual and performing arts to children in New York City public schools. Above all, he believed that each student should have an equal right to an arts education. In its first year of operation, Marquis was the company's only artist, who taught puppetry at a handful of the city's public schools.

Throughout the last 36 years, Marquis Studios has grown to where the organization currently boasts a staff of seven full-time employees and 40 teaching artists. They provide arts education services to more than 100 city public schools, either in the form of classes, professional development seminars for teachers, or parent and child workshops. Although it has also provided their services to parochial schools and summer camps in the five boroughs, Marquis Studios estimates that 95 percent of its work is done in public schools.

When a school contacts Marquis Studios to request art classes be taught there, a member of the administrative staff visits the school to meet with the principal and learn about curriculums and lesson plans. Sometimes the school requests that

Marquis Studios teach certain classes that are featured on the organization's website. After visiting the school, the staff member returns to Marquis Studio's main office in Brooklyn.

Reviewing the teachers' lesson plans, the staff decides on classes for each grade that are not only age appropriate, but also enhance the curriculum. Marquis Studios refers to each class as a "residency," where the teaching artist draws up his own lesson plan to visit the school once a week for 10 weeks to teach his craft.

For example, when a second grade class was studying India, the school requested Marquis Studios come up with a residency for Bhangra dance, a type of folk dance from the Punjab region of northern India that has been featured in films such as "Slumdog Millionaire." Fortunately, Marquis Studios had dance instructors who were already familiar with this type of dance and were able to design a 10-week residency. Bhangra dance is now one of the most popular classes the studio offers.

The residencies are a reflection of the creativity and diversity of the studio's teaching artists. Some of the visual arts classes include drawing, origami, architectural design, bookmaking, collage, painting, mask-making, printmaking, scientific illustration, sculpture, textile design, and quilt-making.

As for the performing arts, the

names of the residencies are imaginative as well as culturally specific, which can supplement a budding mind's knowledge of a specific geographic area: African dance, Bhangra dance, Brazilian hip hop and blues drumming, circus arts, dance on Broadway, Latin American percussion, Islamic visual arts and culture, Japanese taiko drumming, yoga, song writing, and puppetry. At the end of the residency, the class puts on a final performance in which teachers and parents are invited to attend.

According to Marquis Studio education liaison Chris Forte, the organization receives "dozens and dozens of resumes" from people interested in being teaching artists. The studio is very selective in its hiring process, and requires teachers to be experienced, have a deep background knowledge of their craft and, in some cases, have certain certifications.

One of most admired and beloved teaching artists at Marquis Studios is Galina Shishkin, who teaches puppetry and book-and-mask-making. She holds two degrees in theater — one she earned in Russia and the other she received in the U.S.

"Galina, like all the teaching artists, is very passionate about what she does," Forte commented. "She loves teaching the children and I think that permeates all the way through the organization, and David is the one who sets the tone."

Shishkin says she learned about puppetry from her husband, Nikolai Shishkin, who was the artistic director of the Moscow Puppet Theater. He was also managing director of Marquis Studios for 10 years. Although he passed away in 2009, his family's involvement with the organization continues — their son Vassili is the studio's financial manager.

The Shishkin family is an example of the familial approach to how Marquis views himself and treats his staff.

"There have been times when a school requests a class and there are no teaching artists available to teach the class," Forte recounted. "We will not go out on the street to






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## Founded 36 years ago, Marquis Studios now provide arts education services to more than 100 city public schools

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shows teaching professionals how to work with students on the autism spectrum or are developmentally delayed. The program is now in its sixth year and nearly 100 participants have already completed the program.

In order to function, Marquis Studios charges a fee for its services. In the schools of wealthier communities, principals can allocate part of their budgets to pay for this fee, or the Parents Associations can raise the funds. Many of these schools already have an art teacher who teaches students on a weekly basis, so the residencies are considered supplemental to the students' arts education.

In lower-income neighborhoods, many of the schools don't have enough money in their budgets for an art teacher. These schools will often call Marquis Studios requesting a residency that will fulfill the arts education requirements their students need. These residencies are usually funded by foundations through grants. Some of Marquis Studio's funding partners include Bloomberg, JP Morgan Chase, the New York State Council on the Arts, and the National Endowment for the Arts.

Forte describes his visits to observe these residencies where he needs to walk through three metal detectors to enter the school and four or five security guards are patrolling the hallways. What Forte finds most moving is observing the classrooms of District 75 students.

"It's sometimes sad to see, but, at other times, it was amazing to see how the children responded and what they were doing," he said. "It actually brought tears to my eyes to see how the teaching artists interacted with the students and how they were able to make things, and, in some cases, the artwork that some of these students created is just amazing."

*Allison Plitt is a freelance writer who lives in Queens with her husband and daughter. She is a frequent contributor to NY Parenting Media.*

find someone because we have no idea who that person is and they have no experience with us, so David will actually turn the school down. I've been instructed to simply say, 'Sorry, we can't help you.' We have lost business that way."

All of Marquis Studios's teaching artists have received training in New York City's Department of Education's Blueprint for Teaching and Learning in the Arts, which provides certain standards towards teaching the arts. They also attend training seminars at Marquis Studios, where they learn to create age-appropriate arts curriculum.

"Professional development workshops used to be a pretty decent size amount of work that we used to do. Unfortunately, it has really changed recently," explained Forte. "Very few schools do professional development with us anymore or with any outside organization, mainly because there are usually two or three or four days that are designated on the DOE's school calendar as professional development days."

Instead, there has been a surge in the number of parent and child workshops that Marquis Studios offers to schools.

"A lot of the schools want to get the parents more and more engaged and involved. The parent and child workshop is a great way to do that, so we're seeing a lot of growth with that," Forte observed. "We used to do maybe 10 or so workshops. Now we're doing over 100 workshops in a year."

Forte described one workshop he observed that was designed by a teaching artist called "Your Family Treasure Box." The class comprised of one teaching artist, 25 parents, and 25 students, who all showed up at the school at 9 am on a Saturday. The teaching artist, who brought all the art supplies and materials, taught the class for 90 minutes. The parents and children each created and decorated their own family treasure box where they could put information about their family and even stories about their family's immigration to the U.S.

The most remarkable aspect about Marquis Studios is its devoted commitment to its "beliefs and values" statement in which it states, "We believe ... that every child be taught equally ... and the values that guide us are (our) social responsibility to New York City and to each school

community in which we operate."

Seventy-five percent of the students who Marquis Studio teaches live below the poverty line, while 30 percent are in District 75, which, according to the DOE "is an organization within the DOE that provides citywide educational, vocational, and behavioral support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, sensory impaired, or multiply disabled."

Forte says the majority of the schools Marquis Studios works with are schools with free breakfast and lunch programs, as well as Title One schools, which receive federal funding, because of the economic conditions in the community where the school is situated. Many of these schools have District 75 students and the studio's teaching artists assigned to these schools have experience and are certified to work with children who have certain mental, physical, or emotional disabilities.

Marquis Studios also holds a professional development workshop called "Teaching Artist Training Institute." Developed in conjunction with PS 37 in Staten Island, the seminar

# Sweet baby, scary world

What does  
the future  
hold for my  
daughter?

BY TIM PERRINS

**T**he funny thing about your baby learning to walk is that, almost overnight, she becomes much better equipped to interact with the outside world.

If you set her down on the sidewalk, suddenly she can make good on her obsession with the Con Edison truck depot. And she'll stumble towards the open gate with impressive determination. In our case, my wife stopped her before she got too far, but frankly I was curious to see how they were going to handle her at the guard booth.

Now that she is beginning to set foot in the world, well, between the broken glass that I've started to notice everywhere on the sidewalk, and the things I hear on the news every day, I'm really wondering: what kind of world have we brought her into?

It's kind of a disaster, isn't it? We've made an awful mess of it in so many ways. Ours is a world that's been so severely polluted that the climate itself has turned against us. It's a place filled with so much unbridled rage and resentment that people are willing to set off bombs at a

marathon. A marathon — an event that brings together people from across the globe in celebration of positive achievement. What were we thinking, bringing a baby into this place?

I know, I shouldn't get hung up on just the bad things. There's so much more to the world. For one thing, in the face of mind-numbing atrocities there is an immediate and overwhelming response of caring, as people put themselves in the middle of harm's way to help others. And if we step further back,

we can see how much things have improved: our lives surely are better now than they would have been throughout most of human history, when violence, disease, and death were so thickly woven into the fabric of daily life that they weren't half as shocking as they are now.

How, then, can we comprehend the terrible things that still happen, and the awful state of this planet? Maybe the bottom line is that things are always becoming both better and worse.

While science and technology have brought great advances, they've also created entirely new ways to bring ruin upon ourselves. Something as mundane as plastic, for instance, has made our lives much easier. Nearly every item that I use to feed my baby, or to entertain her or keep her safe, is made of plastic. But at the same time, we're strangling the planet's wildlife with our thoughtless, disposable conveniences. We have even created an eighth continent in the middle of the Pacific Ocean composed entirely of floating plastic garbage.

It's a mess, and it leaves us confused and even angry. There are so many contradictions in this world that we spend a lot of our time looking for answers or trying to point fingers. We've even resorted to blaming babies for the ailments of the world. Yes, that's right, babies. You might think that babies are innocent, but you're wrong — babies are guilty! Isn't that why people baptize babies? To clean them of sin that they already carry as they enter this world?

At least that's what conventional wisdom tells us, although I can't quite get on board with it. Having been present at the birth of my daughter, I agree that when a baby is born, she definitely should be cleaned. But if a newborn has blood on her hands at birth, it's because being born is a brutal ordeal to suffer through — not because she's done anything wrong. Look, it's one thing to blame the baby for that ceramic salad bowl that you broke, but to pin all the sins of mankind on her? Well, there's just no excuse for

that. "Oh, these moral failings over here? That's the baby's fault. She's going to hear it from me — just wait 'til she's born!"

Indeed, it's a troubled world that sees us going to such desperate lengths to explain everything that's wrong. Focusing too much on feeling guilty or blaming others, however, won't solve anything. Neither will sitting around wondering if it was right to bring a baby into existence. Every generation inherits a world full of problems, and what matters is how we handle the problems that we're given.

At 15 months, my little baby is thrilled to be here. She stands up and bounces in her crib like a kangaroo. Right from under my nose she grabs my cellphone off the coffee table and runs towards the bathroom with it. When she's tired, she flops her head down onto my shoulder, and during all of these things she flashes a mischievous, gleeful grin that I didn't know could exist in this world before she was born. She will face difficulties in her life, but for now, at least, she seems more than happy with the world.

When I was a kid, my dad used to say, "Always leave a place better than you found it." Usually he was referring to a campsite or a hiking trail in the Adirondacks, but I've found those words to be an invaluable guide to living on this planet.

I wish I could solve all the problems I see before I hand the world off to her, but that's not a parent's job. My job is to teach her how to make good decisions; to navigate all of the ugliness that's interspersed with all the beauty; to not be infected by the anger and resentment that consumes some people. My job is not to worry about the world I'm giving her, but to provide her with the right tools, so that she can leave the place a little better than she found it.

*Tim is a part-time stay-at-home dad, who lives with his wife and their generally content baby in Park Slope, Brooklyn. More of his thoughts about babies and other things that confuse him can be found at [www.RevoltOfTheImbeciles.blogspot.com](http://www.RevoltOfTheImbeciles.blogspot.com).*



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# Making education fun

Sesame Street continues to lead the pack of edu-tainers

BY MEAGAN J. MEEHAN

**C**hildren are naturally curious about the world, and they learn new things every day — especially when learning is disguised as fun. Most textbooks and schools are lackluster in presenting educational messages that children actually enjoy engaging with.

Humans are always seeking new ways to communicate. Historically, children were taught by stories, then by books, radio, and television. Most recently, the internet has become an important source of information. As technology becomes more accessible, the concept of using entertainment to educate is growing faster than ever before. The phenomenon is known as “education-entertainment,” or “edu-tainment.”

The concept of edu-tainment focuses on the idea that certain media can be used to educate while it delights. For example, “Sesame Street” was the first children’s program that made learning a staple of the content by disguising lessons within humorously entertaining segments that could be enjoyed by children and adults alike.

Although it was unclear if “Sesame Street” would pass muster when it launched in November 1969, the show flourished. As of 2013, it’s still on-air and online. Furthermore, “Sesame Street” proved to be influential in style for future programs such as “Dora the Explorer,” which was created over 10 years ago, and the decade-long success of “Blue’s Clues” which added to the edu-tainment trend.

# fun

Among its most notable breakthroughs was the fact that “Sesame Street” was the first preschool television program to base its content on formative research done by serious academics. Specifically, the show’s creators turned to two education-oriented psychologists for advice and help in choosing content and subject matter, and adding such professional expertise into the fiber of the program made it more effective and enjoyable to viewers. Currently, the creators of programs like Disney’s “Doc McStuffins,” which fo-

cuses on a little girl dreaming of becoming a doctor, consult with medical professionals to ensure that the information is accurate.

Recently, children's shows have put emphasis on teaching youngsters real-world skills, such as how to manage money. In some instances, organizations like PNC Bank have made million-dollar investments in financial education focused on preschoolers, their parents, caregivers, and teachers for an early start to learning smart money-management skills.

"Sesame Street" has even tackled educating children about social-economic issues, such as hunger, and emotionally difficult topics, such as grief and bullying.

Edu-tainment can provide knowledge and laughter to children by encouraging critical thinking about science, math, technology, stories, feelings, and much more. Edu-tainment can be used to teach academic subjects and social norms. Children's television is also making use of the internet, which is starting to overshadow the show's original, televised medium.

Realizing that the latest generation is extremely comfortable with the internet and technology, most children's shows now offer websites and apps. For example, Sesamestreet.org is a successful website that features educational games and videos for users to enjoy anywhere, at any time (that they have internet access).

The website of "Sesame Street" is a treasure trove for fans of the show. Each character's page offers opportunities to learn more about their favorite muppet and to play educational games involving that character. Other areas of the site are dedicated to content. The Stories section augments readable Sesame Street stories with animated visuals and sound, which make the tales come alive. Art employs a program that allows kids to simulate painting by clicking and dragging colors. Music pages lead to Sesame Street Radio, a section of the website where kids can listen to "Sesame Street" songs.

The web site also offers comprehensive, organized, and well-researched parenting information, including topics like school, health, safety, and immunization. Recipes and articles about family vacations are also available, all with the purpose of outlining the

brand's mission to educate and entertain children and their families.

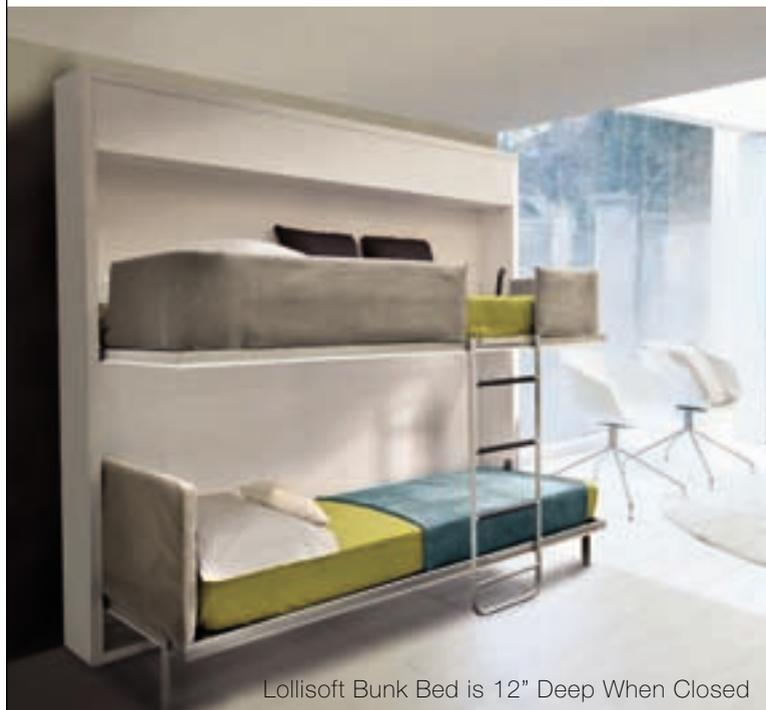
Many PBS Kids games can be played for free on iPhones, iPads, and computers, which opens the door to edu-tainment for children who are from different socio-economic backgrounds (as long as they have access to those devices). In many ways, the "Sesame Street" website has become a community of parents, children, educators, and creators that strives to be a highly enjoyable and educational experience.

The characters on children's shows model positive behavior for youngsters, and the connections that children feel to such characters can have a profound impact on their world view. As children grow, social presence concepts go from merely identifying with the characters to actual socialization. Media can influence social opportunities via online blogs and forums dedicated to "fan pages" of these programs, which also offer educational games and trivia. Thus, it is possible to create a virtual community of learning, which also serves as a place where kids with similar interests, from all over the world, can meet. Of course, in order to do this, children must be entertained by the programs.

The potential for edu-tainment is vast. Research has shown that this style of education is one of the most effective and enjoyable for children, which then leads to an increase in knowledge and a love of learning. The current generation is adept at using technology to collect information and answer questions. As technology grows, education and society will have to change along with it as public opinion is steadily shifting toward the widespread acceptance of technology-driven education. Positive adult responses are critical to the progress of edu-tainment, which then ultimately leads to the goal of having a well-educated population. Therefore, it is essential that adults find ways to incorporate knowledge with entertainment and infuse those concepts with technology.

*Meagan Meehan is a published author of poems, short stories, novels, and articles in numerous publications. She is also a cartoonist and an award-winning modern artist. She holds bachelors in English literature from New York Institute of Technology and a masters of communication from Marist College.*

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## GOOD SENSE EATING

CHRISTINE M. PALUMBO, RD

# How to detox your whole family's diet

**F**or some people, the urge to “spring clean” extends to their body. They embark on a juice cleanse — a diet composed of fruit and vegetable juice — to jump start weight loss or to purify their systems. Will a detox diet help you and your family?

### Benefits

- **Awareness.** The term “detox” can be used to describe the elimination of rich, sugary, fatty, empty calorie, and-or highly processed foods. Nobody will argue that by replacing these with whole fruits and vegetables, plus whole grains, your family is better off.

- **Weight loss.** We expect quick results. Detox diets can provide rapid weight loss because the regimen is so low in calories.

### Negatives

- **Extreme.** Detox diets tend to be extreme, depriving, and eliminate food



groups that provide important nutrients like protein and calories.

- **Safety questions.** It depends on how extreme the detox diet is, how long one stays on it, and the health status of the individual. Before putting oneself on a low-calorie detox diet with fewer than 1,200 calories,

first consult with a medical professional.

- **Typical low-calorie detox diets** are not safe for children. Their growing bodies need adequate nutrients and calories, especially at this critical stage. Naturally, expectant mothers should avoid low-calorie detox diets.

### Clean eating

- **Rather than drastic detox,** consider a switch to cleaner eating.

“Clean eating is a long-term lifestyle of choosing whole foods in their most natural state from all food groups,” says registered dietitian Michelle Dudash, author of “Clean Eating for Busy Families” and a Cordon Bleu-certified chef. “Clean eating also means choosing foods from as close to home as possible and eating with the seasons when it comes to fresh foods like fruits and vegetables.”

Keep the switch simple and safe with these tips:

- **Get ruthless.** “Identify the snacks made of refined grains and sugars and either toss them, take them to the office, or donate unopened packages,” Dudash says.

- **Keep a stash of new favorites on hand.** Tempt your family with whole pieces of fruit in a bowl on the counter. Stock nuts, dried fruit, and a few types of raw veggies with hummus for munching.

- **Keep the junk out.** Dudash suggests you save the “unclean” foods for special occasions, if you must serve them at all — if it's not in the house, your kids can't torment you with incessant begging!

Keep in mind, there are no good studies proving the benefits of a juice fast. Rather than a drastic detox, make the switch to cleaner eating.

*Christine M. Palumbo is a Naperville, Ill.-based nutritionist who is on the faculty of Benedictine University. Follow her on Twitter @PalumboRD, Facebook at Christine Palumbo Nutrition, or at Chris@ChristinePalumbo.com.*

## Pistachio & Whole-Grain Tortilla Crusted Tilapia with Chili Lime Sauce

Makes four servings (one large or two small pieces of tilapia each, with 1 tablespoon of sauce)

### INGREDIENTS:

1 large egg  
 1/4 cup finely chopped cilantro  
 1 teaspoon Dijon mustard  
 1/2 cup crushed whole-grain tortilla chips (from about 12 large whole chips)  
 1/4 cup finely chopped pistachios  
 1 teaspoon ground cumin  
 1/2 teaspoon garlic powder  
 1/4 teaspoon chili powder  
 1/4 teaspoon salt  
 1/4 teaspoon freshly ground black pepper  
 1 pound tilapia fillets, cut into at least 4 portions (or cod, haddock)

### FOR SAUCE:

1/4 cup light mayonnaise  
 1 teaspoon lime juice



1 pinch chili powder  
 1 pinch salt

**DIRECTIONS:** Preheat oven to 425°F. Line a large sheet pan with parch-

ment paper or a silicone baking mat.

Whisk egg, cilantro, mustard, and 1 teaspoon of water together in a shallow dish. In another dish, combine chips, pistachios, cumin, garlic powder, chili powder, salt, and pepper. Dip fish in egg mixture, coating on both sides, and then coat fish well in breading. Place fish on pan with rounded side up. Bake for 14 minutes until golden on the outside, and opaque and slightly firm in the center.

Blend all sauce ingredients. Serve the fish immediately with the sauce.

**NUTRITION FACTS:** 264 calories, 18 g total fat (2 g saturated fat), 25 g protein, 12 g carbohydrate, 2 g dietary fiber, 97 mg cholesterol.

Used with permission from “Clean Eating for Busy Families: Get Meals on the Table in Minutes with Simple and Satisfying Whole-Foods Recipes You and Your Kids Will Love,” by Michelle Dudash, RD (Fair Winds Press, 2013).



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# Leaping into the limelight

Dancer leaps onto world stage with help from family, teachers

BY TAMMY SCILEPPI

**T**here are many smart young people in our communities with promising futures. But every now and then, a resilient, gifted artist comes along who rises above and beyond — despite numerous hurdles. What sets them apart from the rest?

In the case of a special, 22-year-old man from Bedford-Stuyvesant, Brooklyn, it was a strong belief in his own abilities, a drive to succeed, a positive attitude, and encouragement from his family and mentors that enabled him to realize his life-long dream of becoming a great dancer. Jeroboam Bozeman was recently welcomed into the prestigious dance company Ailey II, and made his New York debut with that company in March.

“My first year with the company has been amazing; this experience has been a dream come true,” says Bozeman, who danced with Creative Outlet Dance Theatre of Brooklyn, Philadanco, and Spectrum Dance Theatre before joining Ailey II. “I’ve always dreamed of being a part of the Ailey organization, and I often pinch myself to see if it’s real.”

This season, he shows off his physical prowess and finesse in several lead roles demanding different personas. In “The External Knot” — a soulful, modern work by Troy Powell, Ailey II’s recently appointed artistic director — Bozeman describes his character as “a lonely guy, trying to find his way ... searching for love and yearning for attention, but often finding himself alone.”

Powell feels Bozeman is an asset to the company and brings depth



Brooklyn-born dancer Jeroboam Bozeman calls his mother his inspiration.

to its performances.

“It has been an honor to work with Jeroboam Bozeman over the past year,” says Powell. “When I hired him, he immediately embodied the spirit and energy of a young professional dancer. He has taken this experience and used it to help him grow as an artist. Not only does he have an incredible work ethic, he’s also very intelligent and grabs the attention of every audience he performs for. He’s a great asset to the Ailey II family.”

In everything he does, Bozeman never forgets his guiding lights.

“My mother is my inspiration. She raised seven children in Brooklyn and didn’t lose one of us to the streets...that’s commendable,” says Bozeman. “She never came to a performance until my last season with Philadanco, and it was a very

emotional experience for me. She gave me a hug and said, ‘I’m very proud of you. You are anointed with a gift from God. Continue to push, baby, this is only the beginning!’ Those words filled my heart and I hold onto them.”

## Growing up

Bozeman’s childhood honed skills he needed to navigate the competitive dance world, and his mentor gave him the courage to try.

“My home was always busy. Whether there were arguments about video games, or who watched television first, or the bathroom ... it was intense and very competitive.”

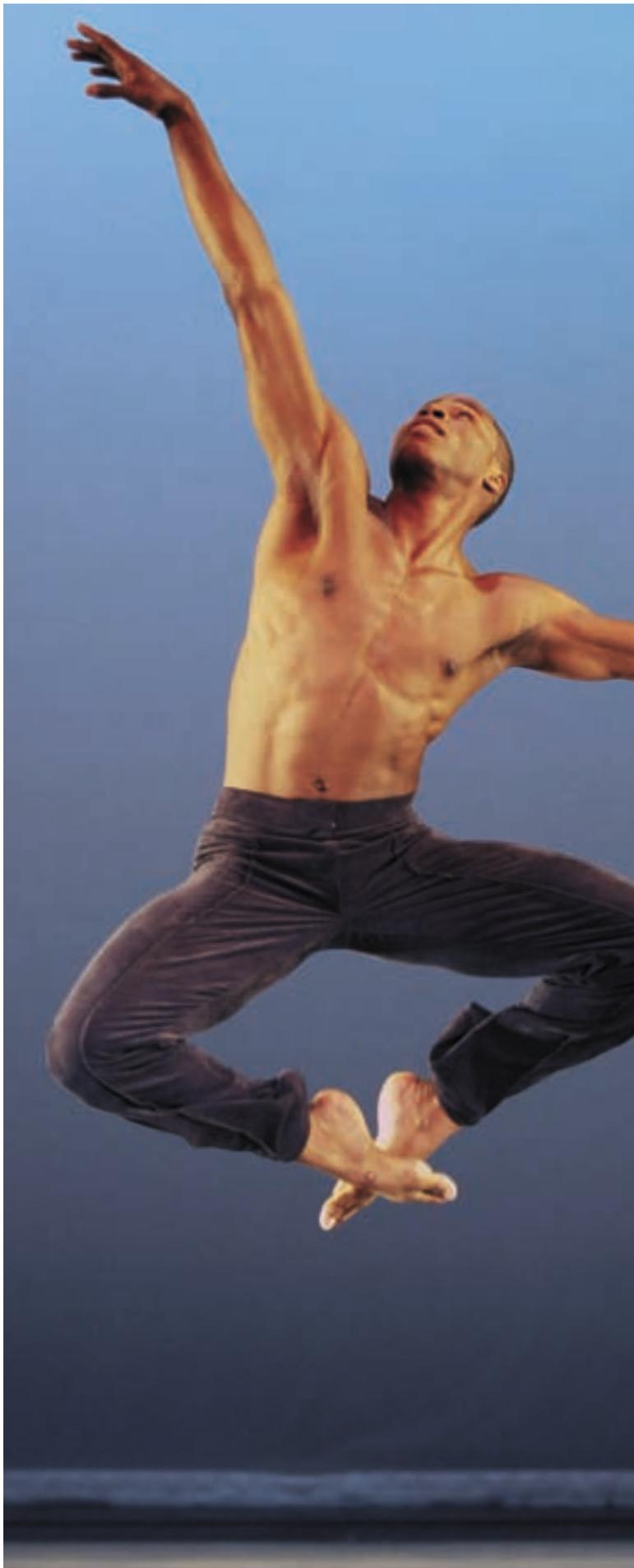
A quiet child who always had good grades, he says he was often teased at his elementary school, PS 44 in Bedford-Stuyvesant. Later, at JHS 113, he joined the cheerleading squad, “where I fell in love with dance under the instruction of Ruth Sistaire, an amazing teacher.”

Middle school is difficult for many children, and it wasn’t any easier for Bozeman. He recalls trying to fit in and find himself as a dancer, but says he always felt like an outcast, because he was awkward and didn’t talk much.

“I remember when I didn’t want to dance, because I was tired of being teased and picked on — the boys called me names and the girls made fun of me,” recalled Bozeman. “But Ms. Sistaire was like a mother to me. She was so embracing and understanding.”

And luckily, his sister was supportive, too.

“She would just talk to me. It was the best feeling ... I could be myself around her. She was an



Eduardo Párrino

amazing support system for me — always encouraged me to follow my dreams, regardless of what anyone said, and told me I was destined for greatness. She taught me to ignore what people had to say and remain focused on my goals — to achieve them.”

After attending the Joffrey Ballet and Dance Theatre of Harlem summer program on a full scholarship at age 15, Bozeman says he was intimidated by all the dancers and their beautiful bodies.

“I was caught up with all the things I didn’t have, so I stopped dancing, because I thought I would never be as good as they were.”

### Getting out

Later, Bozeman did find the courage to dance again.

“I didn’t come from a privileged background, and people I

attended school with got involved with drugs, gangs, or became incarcerated. I knew I didn’t want to be like that, that I deserved better,” said Bozeman. “I knew that dance was my way out.”

And get out he did.

“I moved out of Brooklyn at 19 and thought I would never move back. It was sometimes scary growing up there. When it got dark out, we had to come inside and parents were afraid of losing their children to the streets.”

Bozeman says the gang violence and crime rate was probably at its highest then.

“There were a lot of killings and robberies, and there was a time when you could get into a fight or killed if you had on the wrong color; it was intense.

“People I knew and attended school with were vanishing — they were either in jail or passed away at a young age. There were a few that made it out of Brooklyn,” says Bozeman, adding, “Brooklyn is a lot cleaner and safer now, and looking back at how much the environment has changed, it’s impressive.”

Recently moving back to New York City from Philadelphia, Bozeman says he loves “what the neigh-

borhood has shifted to — it’s diverse and well-rounded. The energy of the community seems to be a lot calmer.”

### On the road

Telling a story with ethereal movement and lush partnering, “Rusty,” a contemporary piece by Paris-born choreographer Benoit-Swan Pouffer, seems to echo Bozeman’s own life as a budding dancer, for it explores the experiences of young artists — the challenges they face and the relationships they build as performers.

“In this ballet, I think of my character as the too-cool-for-school kind of guy,” Bozeman explains. “He meets a girl he likes, and she makes him all gooey inside, but he doesn’t want anyone to know...so he can keep his image.”

Bozeman also performed in Judith Jamison’s “Divining.” A choreographer for the Alvin Ailey American Dance Theater, her striking, pulsating modern dance work builds on African dance idioms and is set to a score of North African, Central African, and Latin rhythms. Bozeman played a tribe leader guiding his people to a new destination.

He travels frequently with Ailey II — the company recently toured France for about four weeks.

“It was amazing, and this time I studied the language,” says Bozeman. “It’s always refreshing to realize how much dance is a universal language.

“Dancers are often perfectionists, we always want to execute everything correctly. Working with Mr. Powell has taught me that life isn’t about being perfect,” says Bozeman. “We don’t always have great performances, but if you go out there and you’re honest, that’s what the audience appreciates most.”

The up-and-coming dancer says he never had the opportunity to work with Alvin Ailey himself, but says Powell often shares stories from his time as a dancer with the company, and would describe the famous choreographer’s vision.

“It was all about giving back, and that speaks volumes to me,” says Bozeman. “As an artist, we have to remember that art is not all about ourselves, but the ability to share and give back.”



DEAR  
DR. KARYN  
DR. KARYN GORDON

# Family & technology

## What's the number one rule for all parents?

**Dear Dr. Karyn,**

I'm feeling really conflicted about technology and raising my teens. My kids act like it's their right to have technology and social media, and as a parent, I don't know how I should respond. What are the basic rules we should teach our kids?

**Dear Parent,**

Should parents embrace technology or fight it? As a parenting expert who has specialized with Generation Y (13 to 32 year olds) for the last 17 years — this is one of the most common questions I'm asked when

all their friends (as they see it) may have this gift of social media — it doesn't change the fact that technology is a privilege.

I love using metaphors, and I often find that comparing technology to driving is a great illustration of this principle for kids.

Driving a car is a privilege, not an automatic right. We need to be a certain age, be properly trained, and follow the rules of the road, or that privilege will be taken away. The difference here is that with driving there is a test (written and road), a training manual, strict rules, and speed limits that are all established for us. With technology, the rules are left to the parents to decide and teach. It's unfair for parents to assume that kids know what the rules are if we are not clearly telling them in advance. They can't read our minds. Parents need to explain to their kids what the consequences will be if they step outside those limits!

So let's keep it simple. What are three great tips and rules that kids need to follow to keep this privilege? Here are my top three:

**Use it only for positive or neutral comments**

While I love technology as a communication tool, I strongly believe that it should only be used for positive or neutral comments. Discussing or criticizing others with the intent to harm them (ie. cyber-bullying) should be a zero-tolerance item. In addition, if people have a disagreement, technology is not the best tool to use when trying to resolve it, because it limits our use of non-verbal cues and body language, which make up 93 percent of our communication! This often results in posted comments being misunderstood or misinterpreted. For resolving disagreements, I still recommend face-to-face communication!

**Talk only to those you know**

Most of us already know this tip, but it is a critical one from a safety perspective. Teach your kids that they should only connect online with people that they already know. This one just makes sense, and it also en-

courages our kids to use technology as a tool to enhance current communication instead of being the only form of communication they have with others.

**Do random check-ups**

While some parents may snoop or read their kids social media without permission (which can impact their trust levels) — I recommend that parents let their kids know in advance that occasionally you will be reading their tweets, Facebook posts, etc. This way you are being honest with what you are doing (extremely important in a healthy parenting relationship) while making sure your kids are staying within the guidelines. I compare it to driving and speeding. We all know what the speed limits are (or least we ought to), but knowing that the police may show up at any time on the road helps to make sure we are staying within those boundaries. Knowing that these random check-ins may happen at any time will help our kids in their decision-making!

Recently, I went for lunch with my best friend from high school, who has now started a social media business helping small companies to embrace technology. A parent of two teens, she shared with me how she established a one-year training period for her daughters. She let them know that she would be regularly reading their posts to make sure they were appropriate. She was also very clear that if they stepped outside of their boundaries, they would lose the privilege for one week.

I find teens extremely reasonable when adults are clear with expectations and any consequences. The key is that we need to teach our kids HOW to use this tool. And if they are being responsible with it, let's reward them!

*Dr. Karyn is a best-selling author of "Dr. Karyn's Guide To The Teen Years" (Harper Collins), motivational speaker, parenting expert specializing in Gen Y (13 to 32 year olds), TV personality, and founder of dk Leadership. Visit [www.dkleadership.org](http://www.dkleadership.org) and follow @DrKaryn-Gordon on Twitter.*



speaking at various parenting conferences across the country. So what is the number one rule for all parents? Teach our kids that technology is a privilege, not a right.

Overall, I'm a big fan of technology! It's an amazing tool that, when used responsibly, allows families to connect more efficiently and more often. (Just today, I spoke to 500 high school students, and one teen said he tweets with his grandpa, his mentor, every day!)

I don't think it should totally replace face-to-face communication, which is a skill that I recommend parents ensure they still teach their kids. The key is to regard ourselves as their technology teachers, and instruct our kids that even though



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# Art & soul

## Helping kids express themselves through art

BY ALLISON PLITT

**V**alerie Plasmati's daughter enrolled in fourth grade at a Flushing elementary school in 2010. Her daughter participated in organized afterschool activities, but Plasmati was unable to find anything in her neighborhood

where her daughter could express herself more freely. As a result, Plasmati decided to create an art studio in the basement of her home where her daughter could explore a variety of art media.

"My daughter was doing all kinds of structured activities, such as swimming and piano lessons. I was looking for something where she was completely free to be herself and express herself," Plasmati recalls. "I didn't want to go into Manhattan, and locally, I couldn't find what I was looking for, so I started the studio myself with the types of classes that I was interested in for my daughter."

Teaching out of her basement with two other artists since 2010, Plasmati has created a children's art program called "The Art Studio for Kids."

Queens is full of adult artists, and the public support of them is apparent by the various exhibits throughout the borough. What is also apparent, however, is the pressure children feel to excel academically in schools and, consequently, put extracurricular courses aside such as art and music.

"Many parents are foregoing art and focusing only on academics," Plasmati observed. "Academics is and should be of primary importance, but a high grade point average does not guarantee success in life. Children need other skills to succeed later in life in a work environment. A lot of children today are in school programs after

school and on weekends — the programs are regimented, structured, and lack creativity."

### Better students through art

Plasmati's observations are quite similar to research findings published this year by the National Endowment for the Arts. Using data gathered during the last 20 years from the U.S. Department of Education and the U.S. Department of Labor, researchers have repeatedly found that young adults and teenagers studying an art-intensive curriculum are generally better students than those with a course load lacking in the arts.

"Over the past four decades, budget pressures and an increasing focus on just reading and math have crowded the arts out of too many school days," says Rocco Landesman chairman of the organization. "What's lost? The chance for a child to express himself, the chance for the idiosyncratic child who has not yet succeeded elsewhere to shine. A sense of play, of fun, of discovery."

Landesman's comments reflect the research data that discovered, in comparison to the students who did not have an arts enriched education, that arts-oriented students had higher grade point averages, were more likely to enroll in and succeed at competitive colleges, and pursue graduate or professional degrees.

### Better citizens through art

One of the authors of the research findings is James Catterall, who is a professor at the University of California Los Angeles's Center



for Culture, Brain, and Development. For more than two decades, Catterall has been researching children's cognitive development in the context of learning the arts, and last year, he founded the Centers for Research on Creativity, which he describes as "a new organization dedicated to inquiry into human creativity."

Catterall published a book titled "Doing Well and Doing Good by Doing Art: A 12-Year Study of Arts Education" in 2009. Employing similar statistics that the National Endowment for the Arts relied upon for its report, Catterall, moreover, found that arts-oriented students in the eighth through 12th grades later became more actively engaged and civic-minded citizens.

Unfortunately, the available research follows these students'

---

"These are not just classes but a playground of creativity. It's very pleasing to see him bring home new surprises every week — projects that are truly amazing and precious."

---

lives only up until they turned 26, but their behavioral tendencies show that they were more likely to vote, volunteer, and become involved in local politics than the students whose studies were not focused on the arts. The study also indicates that these students were more likely to read newspapers,

visit libraries, and pursue professions in teaching and healthcare. In addition, it was more probable that their career paths would ascend to the executive and managerial levels.

### **Coping skills developed**

These research findings correlate to Plasmati's thinking that art students inevitably learn lifelong coping techniques as they progress in their classes.

"These kids unwittingly gain invaluable skills," she described. "They don't even realize that they're learning how to prob-

lem solve creatively. They're using critical thinking, decision making. They're learning to collaborate with other children and these are things they use throughout life."

During her three years teaching, Plasmati has also had parents approach her and tell her the positive effects her art classes have had upon their children.

For example, one parent told her that her child became more patient, while another parent admitted that her energetic child had finally found an outlet into which he could direct his energy positively.

"My son is a very active boy, and through art, he channels his energy in a positive way," the parent confessed. "These are not just classes but a playground of creativity. It's very pleasing to see him bring home new surprises every week — projects that are truly amazing and precious."

Another parent who spoke with Plasmati expressed her disappointment in her daughter's art program at school. Consequently, the family needed to search beyond the academic classroom and find an environment where she would be able to express herself more creatively.

"Our daughter has always enjoyed the creative arts, but her middle school does not offer a dedicated program," the mother explained. "Therefore, we feel very fortunate to have found a program providing access to talented instructors just around the corner. We are thrilled that she's learning a variety of techniques, has the opportunity to solve creative challenges, and is building an impressive and varied portfolio at the same time."

Like the parents of her students, Plasmati enjoys seeing her students benefit from their hard work.

"You really can't fail at art," she mused. "I see it all the time. Children derive immense gratification from their artwork and really take pleasure in feedback from adults and their peers."

*Allison Plitt is a contributing writer for NY Parenting Media and lives in Queens with her husband and 6-year-old daughter.*





## MOMMY 101

ANGELICA SEREDA

# When family is too close for comfort

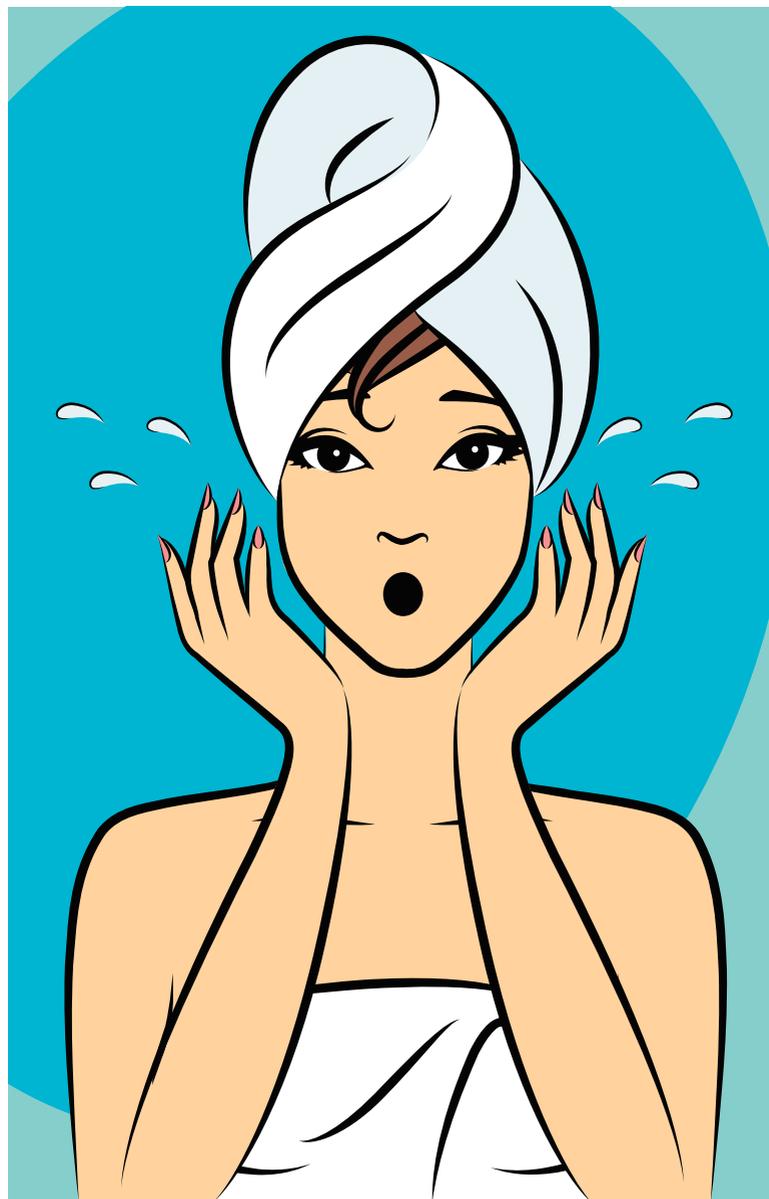
**N**ot too long ago, I read an article on a woman complaining that she couldn't do anything alone anymore, because her kids were always there. When she wanted to read, they climbed onto her lap. When she drank her morning coffee, there they were. Even a trip to the bathroom was accompanied by her little ones. So, I had to laugh and sympathize, when recently, as I was taking a shower, I, too, was interrupted by some uninvited guests.

My shower has become my sacred, personal time of the day that I look forward to. For those 20 minutes, it's my spa, my "me" time, and it should be mine alone. My husband knows this, because every time he decides to say "hello," sneak a peek, or worse — shout questions to me from the kitchen about where something is — I get annoyed. And, yet, here they were — my husband, daughter, and pets — joining me in the bathroom while I took a shower and tried to get a little break.

First, my husband walked in, then my daughter. I looked at my husband, and said, "What, the animals are busy?" Then they came in, too; first the dog, then the cat. Everyone was in the bathroom while I was taking a shower. My daughter literally pulled up a chair and sat as if she were watching a show.

Jill Smokler's new book, "Motherhood Comes Naturally (And Other Vicious Lies)," has received criticism from parents stating that she is complaining about being a mother and that she should've just "gotten a potted plant." Harsh criticism for someone who is just telling it like it is? I think so. (However, I have not read the book.)

I remember a conversation I had with a fellow new mom a few months after I had Olivia. She was frustrated and felt guilty about being depressed with her new baby. I felt such relief hearing her say that. Fortunately, I didn't go through



postpartum depression, but I could certainly relate to feeling down at times. But most moms won't talk about that. A tip that I found helpful from another mom, who confessed to feeling overwhelmed and stressed, was taking a timeout for herself. She would go into her bathroom and sit there for five minutes while she cooled off. It didn't make

her a bad mom, it helped her deal better with parenthood.

But what if your bathroom, like mine, lacks the privacy you need? Well, children have to sleep sometime. That's usually when I pour myself a glass of wine (or apple juice, if we're out of wine), try to relax, and sneak into her room to admire a beautiful sleeping baby.

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# Music with buzz

How an app is introducing children to classical music

BY TAMMY SCILEPPI

**L**ike most New York City moms, piano teacher and Apple developer Donna Weng Friedman will be celebrating and enjoying Mother's Day with her family.

"We have a tradition in the morning. My husband prepares me breakfast in bed, and the kids present me with cards and gifts — no flowers, I have terrible allergies during the spring!"

The energetic, creative Upper West Sider has come up with two new kid's apps, and says this Mother's Day may turn out to be an extra special one. Friedman says she has been watching some of her piano students play beautifully during auditions for an upcoming competition.

"The winners will perform at Carnegie Hall on May 12. In the past, I have had students win this competition, and of course, I go to the winner's concert to support them."

During the writing of this article, one of her students may have already been chosen to perform, and Friedman said she will be attending the afternoon concert on Mother's Day, and then meet her family for dinner at a restaurant of her choosing, on the Upper West Side.

Like many multitasking moms,

Friedman says she's busy going to the baseball games of her 14-year-old son Scotty on Randall's Island and keeping up with her active teenage daughter, Mickey.

## Her inspiration

Friedman's love of classical music informs her new app designs and fuels the creative power behind her innovative ideas.

"As a classical pianist I have always loved classical music, and I hope that my apps will teach children how to listen to and understand the storyline that is inherent in classical music, via a platform that kids today are familiar with. I am also grateful to my many piano students who have enjoyed playing with my apps."

Friedman teaches piano privately, but is also on the faculty of the Mannes College of Music, Preparatory Division, in Manhattan.

## The app revolution

A decade ago, most parents could never imagine that one day preschoolers would be using an electronic device called an iPad and learning about the world around them with apps, turning screen pages and interacting with make-believe characters — their chubby little fingers nimbly touching, dragging, and moving images around.

These days, apps are widely used as educational tools by parents and teachers to stimulate kids' imagination and introduce children of all ages to new concepts, as they get ready for a wonderful, challenging, and complicated technology-driven world.

For today's tech-savvy kids, a cute, self-directed and interactive iPad app, loaded with bright, colorful cartoons means hours of learning fun and a chance for parents to unwind.

There have been studies done supporting the fact that music is like manna for a developing brain, and essential for a well-rounded education. For instance, did you know that a nightly dose of good old Mozart tunes can help your child develop a

strong mathematical ability?

It seems what's lacking is that all-important fun factor to win 'em over. So Creative Apple developer Donna Friedman decided to feature a wise, charismatic bumble bee as the main character in her first new app called "Flight of the Bumble Bee," and discovered that even kids ages 4 to 6, as well as third and fourth graders, were riveted by the music, and couldn't get enough of the whole fun-filled experience.

Friedman's imaginative, out-of-the-box approach equals an experience that feels less like learning and more like just having fun for fun's sake.

"What a great way to bring great music performed by world-class musicians to children, their families and schools."

## A family affair

Creating apps and becoming a registered Apple developer isn't an easy feat, so Friedman called upon her family for support.

"My son, Scotty is into video games and was the one who suggested that I have a 'game' option in my bee app. He thought that the app was improved with the maze game, and was helpful in testing the app for bugs. Thanks to Scotty's eagle eye, we discovered early on that the timer was not accurate and had it fixed immediately."

The concept for Friedman's bumble bee app was jump-started by her and her hubby Craig's addiction to Looney Tunes cartoons on TV.

"The cartoons in the good ol' days had Bugs Bunny and friends frolicking to music by Wagner and Mendelssohn, to mention just a few. I don't think the kids today have that, so in a way my apps are inspired by those cartoons of yesteryear."

Four years ago daughter Mickey, 16, who loved to draw for fun, teamed up with her mom and designed the spider web maze for the bee app, where the little bumble bee is stuck in the center and the user has to help get the bee out of the web back to the beehive.

"She used to play the piano, so she





Paulina, age 6, plays with the app.

feels the music and could also understand how the stories unfolded," Friedman recalled. "She and I discussed how the spider in the story should not look too scary, or little kids would be afraid. It was her idea to make the bumble bee drawings cartoony, with exaggerated eyes and big head to fit the fast-paced music."

Mickey was also involved in creating her mom's second app, "The Swan."

Friedman says Mickey was into fashion design for a while, and went to Manhattan's Fashion Institute of Technology and Parsons School of Design for summer courses.

"She also loves to write poetry; with her musical ear, her writing is almost lyrical — she writes for the sound of words, as well as their meaning. She won a Scholastic Gold key for her poems in eighth grade, and has co-authored one of the stories with me, which we will produce next year."

## The music bee club apps

The bee club is a unique, interactive musical concept featuring the world's most beloved short classical compositions — with a twist. Each piece of music is accompanied by an actor's rendition of an engaging and original story, whose characters are brilliantly illustrated and come alive when tapped or touched. The stories themselves are designed both to

reflect the inspiration behind each piece and to fit in perfectly with its musical twists and turns.

Designed for children between the ages of 2 and 8, these apps are the perfect way to introduce any child to the beauty and brilliance of great classical music, combining the appeal of a favorite bedtime story with the enjoyment and thrill of an exciting musical performance.

Promoting creative, open-style play that stimulates imagination and gets your child ready for computers and a tech-filled world, your children will love listening to these spirited, imaginative tales of impatient bees, lonely little moons, and self-important swans — and at the same time, they'll be learning some of the most beautiful musical compositions in the classical canon, played by some of America's finest musicians — all while having a lot of fun!

Grown-ups, don't be surprised if you find that these stories set to music give you a whole new perspective on classical music, too!

## Workshops

"Giving app workshops at schools has been an incredible experience for me; connecting with so many children and hearing their joyfully enthusiastic responses to my apps is like winning the lottery for me," says Friedman. "It makes it all worthwhile."

In March, Friedman led a workshop

on her bee app, at the Bronx Charter School for Excellence.

"The kids loved listening to the music; they made up their own stories, and cheered while playing with the bumble bee maze. They loved creating their own animations and paintings to go with the piece," she said.

Experts in child growth and development agree that learning to appreciate and understand the "language of music" helps children flourish, intellectually and emotionally.

- A recent study at Brigham Young University found that children as young as 5 months old could distinguish "sad" songs from "happy" ones.

- A University of Toronto study found that 6-year-olds who studied piano for six months raised their IQs by several points, on average.

Another study of Los Angeles preschoolers found that lessons in singing, rhythm, and keyboard playing boosted their spatial reasoning significantly.

- Other studies have found that music activates the parts of the brain that are essential to emotion and memory, and that it also promotes communication between the right and left hemispheres.

"It has been a long road — researching, learning and making mistakes along the way. But I have enjoyed every minute of this process. At 53, I am exploring an exciting new world of technology and setting a good example for my children: that you are never too old to learn and accomplish new things. Most importantly, I'm sharing my love of classical music," says Friedman.

"I have known so many talented people in my life, from my college days to the present — friends, students, colleagues, and of course, my family — but to have so many of them working with me, or cheering me on, makes me feel like the luckiest person on the Upper West Side."

Friedman says she will be advertising her apps on YouTube clips, and on various blogs. Her daughter is designing her website.

## The back story

Friedman, 53, grew up in Forest Hills in Queens, but has been living on the Upper West Side since 1981.

"When I was very little, I would make up stories to the piano pieces I was playing. When my kids were little, I would play classical music to them before bedtime; make up stories to the music, and they would fall asleep listening to classical music," says Friedman, who decided to make CDs of her stories set to music about four years ago. "I asked a Princeton classmate of mine, Royce Flippin, a talented writer, to help me put down on paper the stories that I had in my head."

So, she narrated stories to the music she played on the piano and made a sample recording.

"Then I called a Juilliard colleague, David Frost, the Grammy award-winning producer. He listened to the recording and thought the stories-to-music concept was quite good. So we recorded the music with top-tier musicians — the first step to making a professional CD of my stories to music."

Around that time, Friedman says her daughter, who was about 12, started drawing pictures of the characters in "The Flight of the Bumble Bee" app.

"They were so cute that I decided to make a picture book to go with the CD. Mickey drew the father bee with glasses and a goofy face, to resemble her own dad when he makes his goofy face," she says. "My husband Craig, who is a mathematician and reads about technology, suggested I look into the app world, which at that time was still relatively new."

So with his help, Friedman started in a new direction, studying apps and learning about what was out there, and the process of making apps. Next, she was able to find a digital artist to make her daughter's hand-drawn pictures into digital cartoons.

Friedman says she has plans to create two or three more apps this year.

"I really enjoy collaborating with my daughter. She has now co-authored one of my stories to music, and I look forward to creating that app with her next year," she says.

"*The Flight of the Bumble Bee*" may already be available on iTunes for iPad and iPad mini at the App Store (approx. \$1.99). "*The Swan*" will be available in June. For best sound quality, headphones or ear buds are recommended. Both apps are for iPad and iPad mini. iPad users can go to the App Store and look for "*The Flight of the Bumble Bee*," and download it straight to their iPad.



## JUST WRITE MOM

DANIELLE SULLIVAN

# A mother's message

**T**he month of May makes all of us think about how what it means to be a mother. I truly believe that there is no greater privilege, and through all the angst, frustration, work, and mess, I would not trade my three babies for anything in this world. Everything I know about being a mom I have learned from my own mother — who not always made me feel special, but always let me know I could do anything I put my mind to. It is only now as an adult that I realize what an uphill battle that must have been as a single mom.

From Monday through Friday, she schlepped from our Windsor Terrace home to Spanish Harlem, where she worked as a nurse at New York Metropolitan Hospital. She would turn off her alarm a few minutes before 5 am, always waking up on her own, and would be

out the door before my sister and I went to school. It was a five-train hustle each day to get there and a five-train bustle to get back home.

Before I was old enough to go to school, I'd often get up while it was still dark out and sit at the kitchen table while she ran around getting ready for work. I'd spring out of bed and drag my red terry cloth robe along the cold, linoleum floor, so I'd have some time with her before she left. It wasn't quality time, but even seeing her color on her Cover Girl eyebrows and bright pink lipstick made me happy. Once the bathroom became a cloud of VO5 hairspray, I knew she was ready to leave.

Sometimes, while she was getting ready, I'd make her a sloppy sandwich on thin bread. Two slices of bread, one slice of cheese (any more would be in excess of our budget) and a smidgen of mayonnaise or mustard, sometimes both. We had a square plastic sandwich container, so we didn't have to waste tin foil, and I'd place the messy bread in it and surprise mom with lunch.

When she'd get home from work, she'd always tell me that it was the absolute best thing she had eaten all day. She'd say that she could never make a sandwich like that, which made my 5-year-old self feel nothing but proud.

I had the best role model a girl can have: a mother who told me I could be anything, and one who was also strong enough to show me just how to do it. On any given day, my mother would work, take care of her mother, our dogs and cats, and us, and still help elderly neighbors who were sick or just needed a sympathetic ear. Working two jobs (sometimes seven days a week), she managed to

clean the house incessantly when "off" from work, and went above and beyond what was expected of her both at work and at home. Somehow, she was always grateful to have a job, no matter how much it drained her.

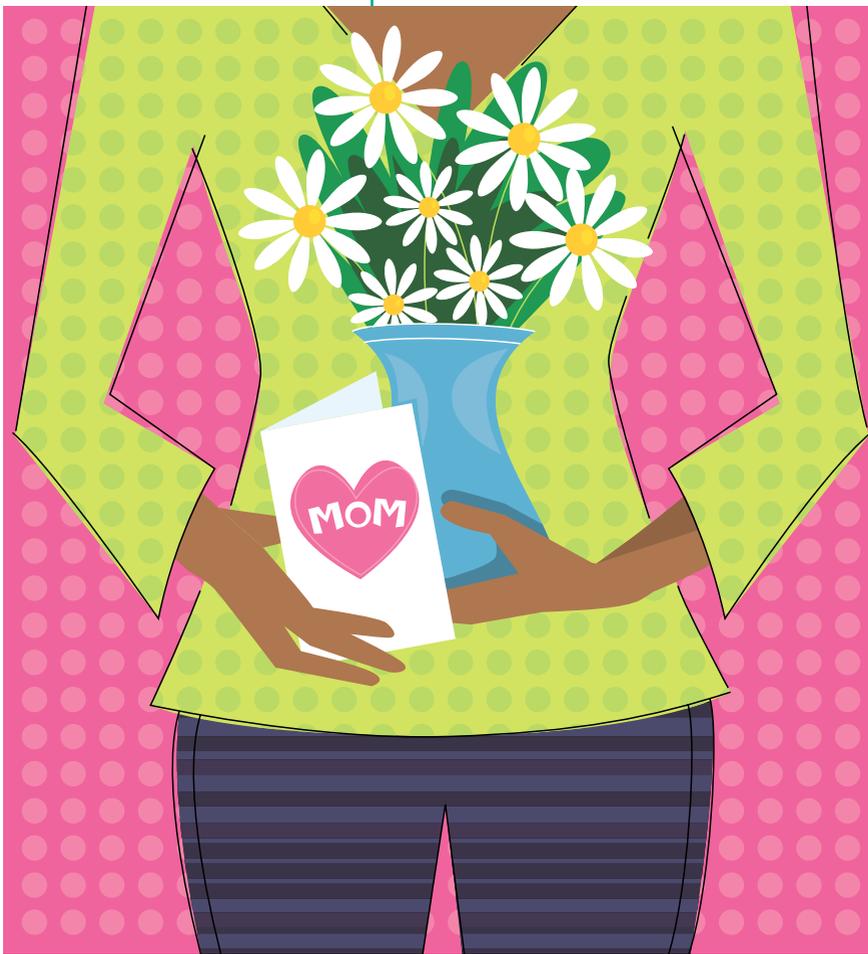
Today, I see women like my mom everywhere; those that are doing their best each and every day to raise their kids the finest way they know how given their circumstances, those who put their personal turmoil aside for the sake of their kids, and those who are insanely brave in the face of harrowing health conditions and financial constraints. I have friends and colleagues who, like me, and you, are struggling daily to make good, yet often, tough decisions for our families. Sometimes, we fail because we are human, but we keep getting up and trying, because we remember (like my mother still says), "children are only young once," and we want to give them a happy and loving childhood.

Yet, all of our efforts are certainly not in vain.

Many times, I have been driven mad by my kids, overwhelmed by various mothering situations, and have felt desperate with no answers in this parenting game. But I have then been lifted up by my family, friends, and fellow moms — just enough so I can take a breath and look at my kids and remember what an exceptional honor it is to not only be sharing my life with them, but also helping them grow in theirs. It's something that all of us mothers know deep within ourselves, that we have been graced with an incredible gift, and we know we will do what it takes to make it through.

I salute — and feel both pride and solidarity with — today's moms, and wish each and every one of you a very happy Mother's Day!

*Danielle Sullivan, a mom of three, has worked as a writer and editor in the parenting world for more than 10 years. Sullivan also writes about pets and parenting for Disney's Babble.com. Find her on Facebook and Twitter @DaniSullWriter, or on her blog, Just Write (Pet) Mom.*



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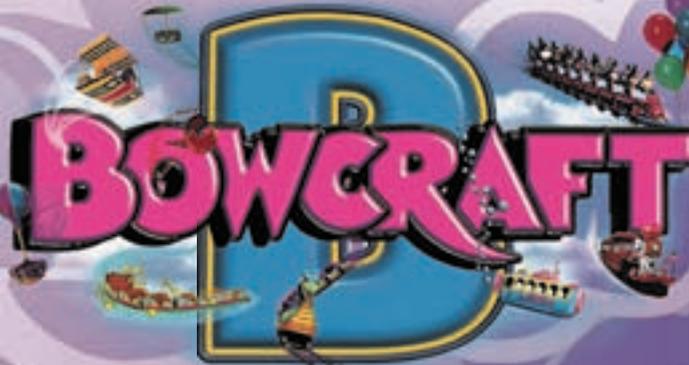


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# A Montessori mind

## Understanding Montessori learning in the 21st century

BY MICHELE ELDON

**D**r. Maria Montessori formulated her ideas for working with and teaching children more than 100 years ago. Can those ideas still be effective in working with children today? International Montessori teacher trainer M. Shannon Helfrich references current brain research to demonstrate an analytical explanation of Montessori's philosophy in the book "Montessori Learning in the 21st Century."

Helfrich says that in the mid 1990s, neuroscientists came to several conclusions that are scientific proof confirming Montessori's empirical findings on education:

- Brain development is a combination of genes and experiences.
- Early experiences have a decisive impact on the way the brain is "wired," and its adult capacities.
- There are prime times for the brain to acquire different types of knowledge.

Educational psychologists define intelligence as more than simply knowledge recorded and organized

in the brain. Intelligence is also the ability to learn from experience, to adapt to the surrounding environment, and make distinctions when interpreting data.

Montessori believed that while gathering data is one of the mind's tasks, the real work of intelligence is in making distinctions in the interpretation of the data.

The organization and progression of the sensorial materials and activities in the Montessori classroom leads to a systematic and in-depth exploration of the elements of the physical world. The richness of the Montessori environment supports and nurtures the student far beyond what he might experience randomly or spontaneously in the world. The clarity of the experience allows for a keenly refined abstraction.

Current child development research verifies the Montessori physical approach to mathematics. The abstract concepts built upon the physical sensory experiences are much stronger and more usable concepts.

Montessori believes the mathematical mind is not merely the capacity to remember math operations and formulas but the orderly mind that organizes data into usable patterns.

When a child can explore activities where the order is dismantled and then recreated, he learns strategies for creating order. Later, the student will call on these strategies to interpret numbers and math operations. These strategies eventually form the foundation for critical thinking, logic, and the understanding of cause and effect.

Based on observations of children throughout the world, Montessori developed her theory of the planes of development.

### First plane: Infancy 0-6 – the absorbent mind

This is a time of dramatic growth that builds a foundation of skills and abilities. During these years, when provided with experiences that expose them to the richness of the world, children develop a love of learning, the capacity to make choices, and independence. Conducting the self-con-

structive process, practicing skills, and learning from their mistakes creates a solid foundation for the next plane of development.

### Second plane: Childhood 6-12 – The powers of abstraction and imagination

Students in this plane enjoy working with peers and begin developing collaboration skills. They experiment with the roles of teamwork and division of labor, recognizing their strengths and building confidence in the ability to offer their skills to the problem-solving process. Sharing their insights with others gives them the opportunity to practice their logical thinking and judgment skills.

### Third plane: Adolescence 12-18 – Human tendencies

Montessori views this plane of development as the birth of the social being. Adolescents are experiencing dramatic physical and emotional changes and need time and space for contemplation and reflection, as well as avenues for self-expression.

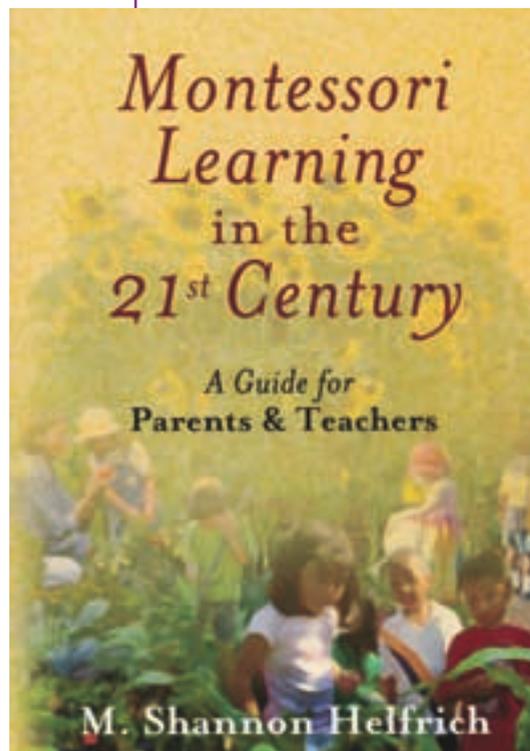
Adolescents seek to develop emotional and economic independence and a sense of self as a member of society. Participating in extended trips away from home, community service, and small business projects creates opportunities for adolescents to develop their independence in the larger world.

### The future and its rewards

The student becomes a fully developed young adult at the completion of all planes of development. At this point he has learned life skills that allow for independence and is a self-motivated, competent, and confident young adult. He has compassion toward others and empathy for individual situations and capacities.

Children who are supported toward optimal fulfillment of their natural development acquire skills and attitudes that impact how they think about themselves and their responsibilities as a member of humanity.

*Michele Eldon is the director of communications at Brooklyn Heights Montessori School.*



# Montessori

## DIRECTORY

### Finger Painted Hands Preschool

126 West 83rd Street, NYC, 212-595-5200 or [www.fingerpaintedhands.net](http://www.fingerpaintedhands.net)

Finger Painted Hands Preschool's mission is to provide early childhood education by nurturing each child's emerging talents in a Montessori environment. The Montessori Method supports children as natural learners with a wide array of artistic tools, musical experiences, and vast opportunities for creative play. Through a creative approach, our arts program is designed to enhance social and emotional development. Children learn by playing, exploring, making mistakes, and getting messy. At Finger Painted Hands, our environment helps children reach their individual potential by providing materials that are engaging. Our structured setting provides children with freedom to develop physically, mentally, and emotionally. Our teachers observe and respect each child's choices and learning styles, and works to provide the best personal experiences. Finger Painted Hands is committed to encouraging self-confidence and self-esteem where the focus is the whole child.

### The Montessori School of New York International

347 E. 55th St., Sutton Place, Manhattan  
212-223-4630 or [www.montessorischoolny.com](http://www.montessorischoolny.com)

In a lovingly and carefully prepared environment, early learners are encouraged to explore individual activities, each at his/her own pace, and to grow in self esteem and independence. The open classroom with mixed age groups is more like life, and children learn to do better each day competing with themselves rather than responding to the pressures of competing with others their age. A unique summer program offers a balance of continued learning and outdoor activities ranging from educational theme-based field trips

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### Twin Parks Montessori Schools

**Central Park Montessori School**  
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**Park West Montessori**  
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212-678-6072

**Riverside Montessori**  
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212-665-1600 or [www.twinparks.org](http://www.twinparks.org)

Twin Parks Montessori Schools (TPMS) are accredited by the American Montessori Society, the Middle States Commission and are affiliates schools of Columbia University. TPMS provide nurturing, child-centered settings for children ages 3 months-6 years. TPMS are committed to fostering a community of lifelong learners using proven Montessori methodology. Problem solving and creativity are emphasized along with age-appropriate academic subjects. TPMS are among Manhattan's most spacious preschools, offering rich and varied environments—from individual activity tables to open floor areas promoting group interaction, from the quiet areas for independent interests to the abundance of the Schools' glorious backyards: Central and Riverside Parks. Each of these environments invites exploration, discovery and fully meets the developmental needs of young children.

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— PARENT WORKSHOPS —

May 9th

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— FAMILY EVENTS —

May 4th

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FPH Open House dates:

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January 15 • March 19 • April 1  
6-7pm

\*Please RSVP\* to  
[info@fingerpaintedhands.net](mailto:info@fingerpaintedhands.net)

126 West 83rd Street New York, NY 10024 (entrance @ firehouse side)  
TEL 212.595.5200 EMAIL [info@fingerpaintedhands.net](mailto:info@fingerpaintedhands.net)  
WEB [www.fingerpaintedhands.net](http://www.fingerpaintedhands.net)

Please inquire about openings for the 2013-2014 school year.

## Twin Parks Montessori Schools

### Central Park

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Phone: (212) 595-2000  
Fax: (212) 595-0101

### Park West

435 Central Park West  
New York, NY 10025  
Phone: (212) 678-6072  
Fax: (212) 678-1998

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## THE BOOK WORM

TERRI SCHLICHENMEYER

## An arresting story

**D**o you have a little one who dreams of being a police officer, loves horses, or can't get enough of the lights and sights of Times Square? Then "Finnegan and Fox: The Ten-Foot Cop" by Helen L. Wilbur is the perfect read.

You've got to be calm and cool to be a New York City cop. It takes nerves of steel and months of training, because anything can happen on a busy city street.

Nobody knows that more than 10-year-old, 1,256-pound Finnegan the horse. He and his human partner, Tyrone Jefferson Fox (or T.J., for short) work the Times Square beat, a place where visitors and tourists like to go. It's always crowded there.

Every morning, Finnegan and Fox start their day by checking the neighborhood. They say "hello" to Hussan with his fruit-and-vegetable cart. Officer Serafina Ruiz always gives T.J. a big smile. Food-Cart Tony gives T.J. his morning coffee and pats Finnegan on the nose, because really, who doesn't like a horse?

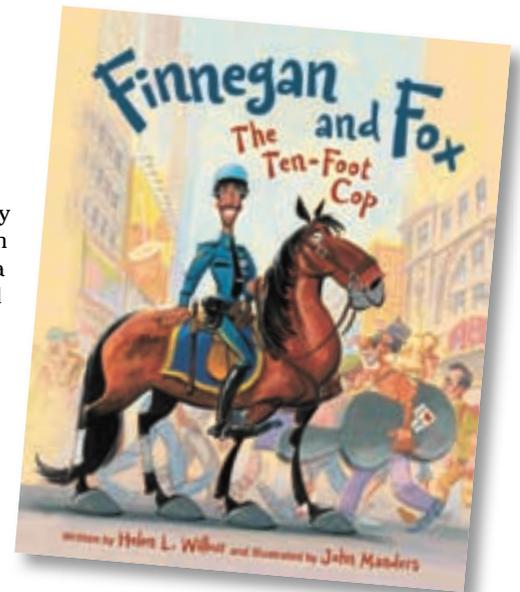
For sure, everybody in Times Square did every day, but one day, lots

of people stopped to say hello to Officers Finnegan and Fox. That included a group of kids on a school visit from Cheyenne, Wyo. One of them, a little girl named Maggie who loved horses, really fell in love with Finnegan. Finnegan liked her, too.

But much as he would have liked to be hugged all day, Finnegan had to get back to work with his partner. There were tourists to help, traffic to direct, and tickets to write. It was another busy day in Times Square with lots to do, including looking for a lost little girl.

Most kids might think that horses and big cities don't go together. They probably think that horses belong in grassy corrals, not crowded streets. Which is why most kids will be delighted with "Finnegan and Fox."

Wilbur's story will surely make future law officers want to join the mounted patrol. Heck, after reading this story, I wanted a horse like Finnegan — partly because Wilbur

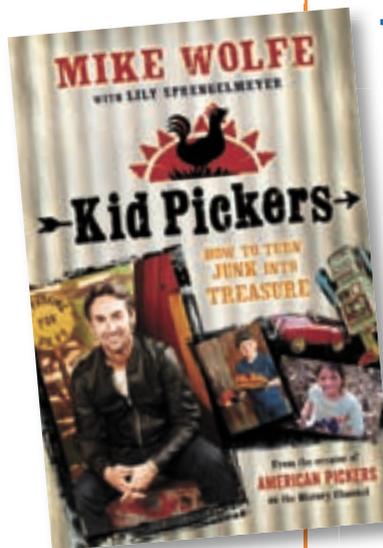


gave him a winning personality, and partly because artist John Manders made Finnegan almost human in his illustrations.

If your 3- to 6-year-old is an animal lover, dreams of becoming a police officer, or "hearts" New York, then this adorable book is one they'll ask you to read again and again.

For them, "Finnegan and Fox: The Ten-Foot Cop" will be quite arresting.

*"Finnegan and Fox: The Ten-Foot Cop" by Helen L. Wilbur [32 pages, 2013, \$16.95].*



## Young treasure seekers

**M**ost people might describe an old bottle as garbage. But to your young treasure seeker, it's a fantastic find. And in the new book "Kid Pickers," by Mike Wolfe (with Lily Sprenghelmeyer), he'll meet folks who would agree.

When Wolfe, from the History channel show "American Pickers," was young, he loved nothing more than "picking through junk." His room, he says, was filled with "rusty gold." He especially loved bikes and old comic books.

"I never thought of it as junk," he says. "To me, this was treasure."

Picking is fun, and becoming a Kid Picker is easy: having this book is a good start, and the tools children need are in their heads. Luckily for young treasure seekers, they shouldn't even need a lot of money, because some of the best finds are free or cheap. All they have to do is start looking for

things that interest them.

Neighborhood garage sales are great places to pick. They're also great places to practice using bargaining skills, so kids can learn how to negotiate. Don't be afraid to bargain down, because it never hurts to ask, right?

A Kid Picker will find a lot of great stuff at auctions, but that takes practice, lots of caution, and an adult's help. He'll need to keep his eyes open and know what he's bidding on, or he could end up with something he'd never want in a million years!

Thrift shops are a picker's paradise. Antique stores have tons of treasures. Flea markets don't have real fleas, but they do have lots of goodies. He might also have good luck picking within his own family's attic or barn. Then, no matter where he finds his prize, he should try to find out more about it. Who owned it? Where did it come from? Is it worth lots of money, or is it just cool?

And finally ... what are you going

to do with it?

Remember thinking you might strike it rich with something you dug out of a barn, a box, or a bucket of dirt when you were your child's age? Give your kid those dreaming possibilities, too, by giving him "Kid Pickers" to read.

Wolfe speaks to the hearts of junkyard pups with a bit of biography and even more useful hints. I liked the encouragement that kids get here — including advice on picking their family history — and I loved the pictures. I also think the profiles of other young pickers are just plain fun.

Alas, the words "ask permission" are somewhat lacking here, so, before you send your kids out with this book, be sure to repeat them a few times. With that reminder fresh in their heads, 7-to-12-year-olds will find "Kid Pickers" to be a gold mine.

*"Kid Pickers: How to Turn Junk into Treasure" by Mike Wolfe with Lily Sprenghelmeyer. [114 pages, 2013, \$12.99].*

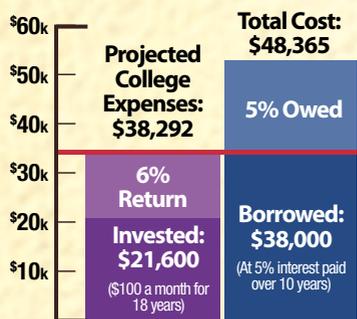
*Terri Schlichenmeyer has been reading since she was 3 years old, and she never goes anywhere without a book. She lives on a hill with two dogs and 12,000 books.*

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## FABULYSS FINDS

LYSS STERN

# Just the two of us

**M**arriage is not easy. It can be messy and tense, and there are a lot of things to remember and consider when trying for a happy, healthy marriage and family life.

I realized on a recent trip to Jamaica with my husband that 17 years together — 12 married — is something to be really proud of. Someone asked me yesterday how to cope with being too hard on oneself when it comes to parenting, and I responded by saying how important the little things are, from making dinner once a week with your kids, to making time for an after-school-after-work ice cream run.

Well, I think the same goes for being a good wife or husband. That's why my husband and I decided to

leave the kids at home and escape to the tropical island. I've already been home for an entire week, but it still hasn't set in that I'm not in Jamaica anymore. I still feel like I am at the island's spa in my mind, float-

ing in the pool with no idea where my cellphone is.

Brian and I had a laugh to ourselves while walking on the beach.

"We're actually holding hands," he said to me. "When's the last time we held hands?"

We laughed at the sweet and awkward first-date nature of our hand-holding and I really felt so happy and close to him. Right then and there, we made a pact to hold hands at least once a day when we got back to New York. Yesterday we totally forgot, but right before our heads hit our pillows, he squeezed my hand. We laughed and called it a successful day. We are trying and accepting and laughing when we can, and that's what matters.

Back in August, I told the New York Times why I thought a childless vacation was therapeutic and necessary, and I stand by it to this day. I'm

living proof. Brian and I had such a gorgeous vacation and got along so beautifully.

I had only been in Jamaica for 30 hours when I emailed my assistant telling her I was undoubtedly "moving down here with the boys ASAP!" I completely understood, upon arrival, why people choose or highly consider moving somewhere tropical and totally stress-free. They get the common responses: "It's unrealistic." "You're running away." But why not? You only have one life to live, and Bob (Marley) said you should live the life you love and love the life you live, right?

Brian and I are going to try and touch base a couple times a day — whether it be a text, phone call, or email — about something other than our businesses or children. I'm thinking of sending him a little "meet me at the pool" or "order me a pina colada, be there in second" text while he's at work today. What do you think? A marriage without inside jokes and a little dry humor is bound to be hard — if you can't poke fun at your husband for all his gray hairs coming in before yours, and if he can't respond by jokingly pointing out your multiple trips to the hair salon a month to make that so, then what are you doing?

I think any DivaMom would agree, however, that it's a lot easier to work on anything — especially your marriage — after a good ol' spa day. The Spa at Round Hill is an oasis of relaxation and pampering, set amidst 10 acres of beautiful oceanfront property. It offers a vast array of treatments, sure to soothe away your stress, and leave you feeling refreshed and invigorated. Many treatments feature the exclusive Elemis line of products, while others infuse local Jamaican ingredients to provide you with a truly authentic spa experience. The spa experience was something I just truly would not have been able to find anywhere in New York City.

Round Hill was conceived by well-connected, Jamaican-born entrepreneur John Pringle, whose mother was a social fixture and owned the former Sunset Lodge Hotel in Montego Bay. The 100-acre peninsula

was part of Lord Monson's huge Round Hill Estate, which was first a sugar plantation and later grew coconuts, pimento, and allspice. The peninsular bluff was also home to pineapple groves, which are now represented in the signature logo of this prominent Montego Bay resort. Pringle's vision was to take the boutique concept onto another level and into a new domain. The plan comprised the design and development of a luxury cottage complex in Montego Bay — an early boutique hotel — which, based on Pringle's own revolutionary business model, would offer those who purchased a cottage a share in hotel profits.

In other words, he had the idea of creating a resort that would appeal to the very rich who wanted to have a cottage in the West Indies without the problem of absentee ownership. Pringle was dedicated to his dreams and worked tirelessly to turn them into reality. In 1953 the ever-renowned and celebrated Round Hill opened its doors to the world of fame, wealth, and creative talent — with Noel Coward as its first shareholder! Prominent American and European socialites, literati, and artists were invited to build cottages and to invest in the hotel.

Today, the wood-paneled bar is lined with black-and-white photographs of the owners and their stylish guests enjoying Round Hill's beach and nightlife, which was so fun and interesting for Brian to look at while enjoying our much-needed array of tropical "grown-up drinks."

There is truly nothing I failed to do on this trip; I took advantage of all the amazing things Round Hill had to offer and was transformed into the most relaxed version of myself for my entire stay. I sat on the beach and read for pleasure, snorkeled in clear blue water, did outdoor yoga multiple times a day (the instructor told me I have to do yoga every day from now on because, strangely enough, I hold all my tension in my legs), ate cleanly, healthily, and dellyssiously, dined on the beach, and enjoyed our absolutely gorgeous, private villa.

Could I have asked for anything more from a vacation (besides another month or two)?



Round Hill in Jamaica

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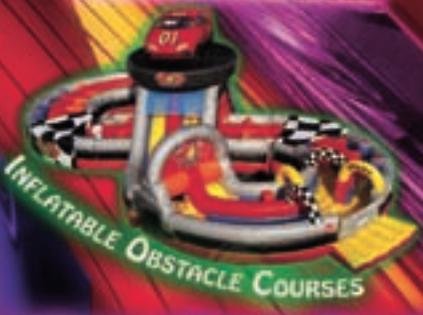
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**DIVORCE & SEPARATION**

LEE CHABIN, ESQ.

# Dads & divorce II

## Kids still need a father's love and attention

**T**his month, my column continues exploring the importance of having fathers involved in their children's lives and focuses on how to make this goal a reality with some additional insight from Melissa Kester, founder of Madison Marriage and Family Therapy.

Here are some dos and don'ts, especially for mothers and fathers:

**Dads:** Recognize that your kids need you, regardless of what anyone else says. Only you can play this vital role. Don't believe it? Take a parenting class. Find a support group for fathers. Read a book like Edward Teyber's "Helping Children Cope with Divorce." Stay away from people who tell you that fathers don't matter.

"Know the things you like to do with the children, and try to make the days you are with them special," says Kester. "Having this valuable time with them is important; children can carry that with them throughout the week. But don't avoid parenting responsibilities and discipline to have fun, even though time with the children may be limited."

Kester encourages parents to "use technology" to be in contact, and go low-tech as well. (For example, put a note in a lunch bag.) Kester says, "Find ways to be with your kids, even when not physically present." She notes that "living close to each other can allow children to see more of each parent, which can be nice for the entire family."

**Moms:** Let your ex know that despite anger you may have toward him, you welcome his involvement as the children's father. Maybe he failed as a husband; but that's over. Being a father is an entirely separate, lifelong job, and one that he can succeed at.

Acknowledge that your ex probably has some strengths and interests to offer that you don't. Maybe he loves sports, camping, and astronomy, all of which put you to sleep. Encourage him to share what he loves, and help your children get the best from both of you.

Remember that "different" doesn't always mean "bad." Does dad give the kids dinner and a bath at a different



time than you do? Or put them to bed later? If so, how much does it matter? Consistency is good for children, but don't underestimate their adaptability. Kids have different rules at school than at home, and still others when playing with friends. If the differences between you and your ex aren't really a problem, don't make them one.

See to it that dad gets his parenting time, and let your kids know that you, as their mother, support him as a parent.

**Moms and dads:** Work together to figure out how to be the best parents you can be. When you have a problem with your ex, deal directly with him or her and don't involve the children.

Is communication between you two very poor? Be open to outside assistance: a mediator or therapist can help you listen to and understand each other.

**Grandparents, friends, and others:** Play a constructive role, if you can, to foster a role for dad. Like mom, you don't have to like him to do so. If you can't be helpful, butt out.

**For everyone to keep in mind:** See it all from the kids' level. Young children operate on a purely primitive biological level, Kester says, and their responses are based on survival needs. Even as adults, part of us remains at this level. Kids feel

very threatened by divorce.

While very young children may not remember it, "kids in that moment of divorce do have an awareness of something shifting that later could develop emotional triggers that set in and stay," explains Kester. Having difficulty committing to an adult relationship, for instance, could be caused by a fear of abandonment stemming from a father's departure in early childhood.

Children need fathers as well as mothers. When both parents can keep their kids' best interests in mind, they can work together and make divorce as painless as possible for their children.

Contact Melissa Kester at (917) 488-6364, or on her website at [www.madisonmft.com/contact.html](http://www.madisonmft.com/contact.html). Read her blog, Towards Healing, at <http://towardshealing.net/tag/melissa-kester>.

*New York City- and Long Island-based divorce mediator and collaborative divorce lawyer Lee Chabin, Esq., helps clients end their relationships respectfully and without going to court. Contact him at [lee\\_chabin@lc-mediate.com](mailto:lee_chabin@lc-mediate.com) or (718) 229-6149, or go to <http://lc-mediate.com/home>.*

Disclaimer: All material is for informational purposes only and does not constitute legal advice. Discuss your particular circumstances with a legal professional before making important decisions is strongly encouraged.



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# Calendar

MAY



## Kindie merry, musical journey

**K**indie rocker Oren Etkin steps out and about, leading children on a merry musical journey in “Timbalooloo” on May 11 at the Tribeca Performing Arts Center.

Etkin presents a lively jazz concert created especially for the under 12 set, featuring Clara the Clarinet, Big Mama Tuba, and all

his other musical friends on a trip through Harlem, Cuba, France, New Orleans, and beyond.

Oren Etkin’s Timbalooloo on May 11 performance at 1:30 pm. Tickets are \$25.

*BMCC Tribeca Performing Arts Center [199 Chambers St. at West Street in Tribeca, (212) 220-1459, [www.tribecapac.org](http://www.tribecapac.org)].*

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## WED, MAY 1

**Babies and Your Marriage:** 92nd Street Y, 1395 Lexington Ave. at E. 91st Street; (212) 415-5500; [www.92y.org](http://www.92y.org); 10:30 am–noon; \$10/session.

New parents share experiences, learn from one another and make friends.

## THURS, MAY 2

**Cross-Stitch Circle:** New York Historical Society, 170 Central Park West at 77th Street; (212) 873-3400; [nyhistory.org](http://nyhistory.org); 3:30–5:30 pm; \$15 admission, children ages 5–13, \$5.

Beginning cross stitchers learn the basic stitch and create a bookmark with their new skill.

## FRI, MAY 3

**Shababa Fridays:** 92Y Tribeca, 200 Hudson St. at Vestry Street; (212) 601-1000; [www.92y.org](http://www.92y.org); 9:30am; \$10; children free.

Families get ready for Shabbat with an intergenerational experience filled with music and dance.

**Shababa Bakery:** 92nd Street Y, 1395 Lexington Ave. at E. 91st Street; (212) 415-5500; [www.92y.org](http://www.92y.org); 10:15–11 am; \$15.

Children squish, roll and braid their very own challah and take it home to bake.

**Breastfeeding Support Group:** 92nd Street Y, 1395 Lexington Ave. at E. 91st Street; (212) 415-5500; [www.92y.org](http://www.92y.org); 11:15 am–12:30 pm; \$20/session.

Moms meet with lactation specialist to discuss various issues.

### American Legends Stroller

**Tours:** Whitney Museum of American Art, 945 Madison Ave. between E. 74th and 74th streets; (212) 671-1846; [whitney.org](http://whitney.org); Noon–1 pm; \$25 per adult.

Parents explore the American Legends collection with their babies. Registration is required.

**Little New Yorkers:** New York Historical Society, 170 Central Park West at



Photo by Isabel M. Figueroa

## Art-smart program brightens talent

**L**earning Through Art places professional teaching artists in New York City public elementary schools, where they collaborate with teachers to develop art projects that teach children art skills and techniques. At the end of the term, selected students' works are exhibited at the Guggenheim Museum.

"A Year with Children 2013" runs from May 3 to June 19.

Approximately 1,500 students have participated in the 20-week program, led by 13 Learning Through Art teaching artists, and including PS 28 and PS 42 in Manhattan, PS 86 in the Bronx, PS 48

77th Street; (212) 873-3400; [nyhistory.org](http://nyhistory.org); 3:30–4:15 pm; \$15 admission, kids ages 5–13, \$5.

Little New Yorkers learn all about New York and American history, with age-appropriate themes and hands-on activities, including story readings, play time with historic toys, and a related craft project.

**The Firework Maker's Daughter:** The New Victory Theater, 209 W 42nd St. between 7th and 8th avenues; (646) 223-3010; [www.newvictory.org](http://www.newvictory.org); 7pm;

in Staten Island, PS 88, PS 144, and PS 151 in Queens, and PS 8, PS 9 and PS 676 in Brooklyn.

The exhibit includes works of art in all disciplines from drawings, handmade clothes, prints, photographs, and sculptures.

"A Year with Children 2013" will be on display at the Museum from May 3 through June 19, from 10 am to 5 pm. It's free with general admission of \$22 for adults, \$18 for seniors and students, and free for children under 12.

*The Solomon R. Guggenheim Museum [1071 Fifth Ave. at 89th Street on the Upper East Side, (212) 423-3500; [www.guggenheim.org](http://www.guggenheim.org)]*

\$14–\$38.

Based on the novel by author Philip Pullman, this new opera tells the story of one girl's quest to become a firework maker.

## SAT, MAY 4

**StoryHour Special:** Bank Street Bookstore, 610 West 112 St. at 112th Street and Broadway; (212) 687-1654; [bankstreetbooks.com](http://bankstreetbooks.com); 10:30 am; Free.

Story hour for children 2 to 5 years

old with Randall de Seve, followed by a fun-filled Q&A with attending children and a book signing.

**Shababa Saturdays with Karina and Coco:** 92nd Street Y, 1395 Lexington Ave. at E. 91st Street; (212) 415-5500; [www.92y.org](http://www.92y.org); 10:30 am–12:30 pm; Free.

This Shabbat celebratory experience for the whole family with newborns–5 years old features instruments, arts and crafts, puppets and movement. Karina Zilberman and her puppet pal Coco offer a multigenerational, interactive and dynamic Shabbat experience.

**Whitney Wees:** Whitney Museum of American Art, 945 Madison Ave. between E. 74th and 74th streets; (212) 671-1846; [whitney.org](http://whitney.org); 10:30am–11:30am; \$10 per family.

Participants learn how artists Stuart Davis and Joseph Stella used bold shapes, vivid colors, and dynamic lines as they explore work on view in American Legends: From Calder to O'Keeffe.

**Family Fun With O'Keeffe and DeFeo:** Whitney Museum of American Art, 945 Madison Ave. between E. 74th and 74th streets; (212) 671-1846; [whitney.org](http://whitney.org); 10:30am–11:30am; \$10 per family.

Children examine how the artists portrayed nature and then create their own artworks.

**Animation Creations:** SONY Wonder Technology Lab, 550 Madison Avenue at 56th St; (212) 833-8100; [www.sonywondertechlab.com](http://www.sonywondertechlab.com); 11 am–1 pm; \$5.

Children learn the basic techniques behind stop-motion animation. Then they create a digital animation, edit their work, and add final touches before burning a copy of a short movie to take home.

**Go, Diego, Go Double Feature:** SONY Wonder Technology Lab, 550 Madison Ave. at 56th Street; (212) 833-8100; [www.sonywondertechlab.com](http://www.sonywondertechlab.com); 11 am; Free with admission.

Hop aboard the Giant Panda Express to help Diego and Baby Jaguar. Second movie features the episode "Leaping Lemurs."

**Families and Folk Art:** American Folk Art Museum, 2 Lincoln Square (between Columbus Avenue and 66th Street); (212) 265-1040; [www.folkartmuseum.org](http://www.folkartmuseum.org); 1–2 pm; Free.

The program introduces children ages 4 to 12 and their accompanying adults to folk art through discussion-based tours in the galleries followed by hands-on art making activities inspired by objects in the museum.

**Puppet Theatre:** Bank Street Bookstore, 610 West 112 St. at 112th Street

*Continued on page 40*

# Calendar

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and Broadway; (212) 687-1654; bankstreetbooks.com; 1 pm; Free.

This improvisational audience participation puppet show for children ages 1-5, features live music and classic tales retold with a twist of comedy.

**Calder's Mobiles:** Whitney Museum of American Art, 945 Madison Ave. between E. 74th and 74th streets; (212) 671-1846; whitney.org; 2-4 pm; \$18 admission fee; under age 18 free.

Children learn about how Alexander Calder created mobiles—sculptures that dance and sway in the air, and then create their own moveable artwork using wire, string, beads, and other materials inspired by Calder's work on view in American Legends: From Calder to O'Keeffe.

**The Firework Maker's Daughter:** 2 and 7 pm. The New Victory Theater. See Friday, May 3.

**"Ol' Mama Squirrel" Read-Aloud with David Ezra Stein:** Bank Street Bookstore, 610 West 112 St. at 112th Street and Broadway; (212) 687-1654; bankstreetbooks.com; 2:30 pm; Free.

Caldecott Honor winning illustrator David Ezra Stein reads from his story "Ol' Mama Squirrel", a feisty tale which will have kids and fierce mamas everywhere applauding.

## SUN, MAY 5

**Cinco de Mayo:** New-York Historical Society DiMenna Children's History Museum, 170 Central Park West at 77th Street; (212) 873-3400; nyhistory.org; 11:30 am; \$15 admission, kids ages 7-13, \$10.

In this Sunday Story Time, children ages 4 - 7 celebrate Mexican independence and heritage by listening to "Dear Primo: A Letter to My Cousin" by Duncan Tonatiuh and "Cinco de Mouse-o" by Judy Cox.

**David Grover Sings the Standards:** New-York Historical Society DiMenna Children's History Museum, 170 Central Park West at 77th Street; (212) 873-3400; nyhistory.org; 1:30 pm; \$15 admission, kids ages 7-13, \$10.

Folk singer and children's musician David Grover entertains participants, young and old, in this concert.

**Save The Planet Brigade:** Bank Street Bookstore, 610 West 112 St. at 112th Street and Broadway; (212) 687-1654; bankstreetbooks.com; 2 pm; Free.

Endangered animals, climate change, recycling, the rain forest, environmental justice and pollution are among the topics explored in this series of free hands-on workshops.

**The Firework Maker's Daughter:** 3 pm. The New Victory Theater. See Friday, May 3.



Courtesy of American Folk Art Museum

## 'Strike a Pose' and create a masterpiece

Let your imagination move you boys and girls, and strike a pose at the American Folk Art Museum on May 4.

Strike a Pose-Gesture in Portraiture is the perfect program for children 4 to 12 years old.

Participants explore Artist and Visionary: William Matthew Prior Revealed and Women's Studies, and then create a folk art mas-

terpiece inspired by objects in the museum. This fun, interactive, and discussion-based tour is free.

Strike a Pose-Gesture in Portraiture is offered on May 4 from 1 to 2 pm.

*American Folk Art Museum [2 Lincoln Square, Columbus Avenue at 66th Street at Central Park West, (212) 265-1040; www.folkartmuseum.org]*

## TUES, MAY 7

**PlayWorks Circle Time:** Children's Museum of Manhattan, 212 W. 83rd St. between Amsterdam and Broadway; (212) 721-1223; www.cmom.org; 11:30 am & 4 pm; \$11 admission fee.

Children, ages 4 and younger, sing, move your body and use your listening ears to hear special stories.

## WED, MAY 8

**Shababa Bakery:** 10:15-11 am. 92nd Street Y. See Friday, May 3.

**Baby Blues:** 92nd Street Y, 1395 Lexington Ave. at E. 91st Street; (212) 415-5500; www.92y.org; 10:30 am-noon; \$10/session.

New parents share their experiences, learn from one another, and make friends.

**Miracle Project Presents "East Side Glory":** Scholastic Auditorium, 557 Broadway between Prince and Spring streets; (212) 415-5500; www.92y.org/eastsideglory; 7:30 pm;

\$25+.

Written and performed by teens and young adults with autism and special needs, who are part of Miracle Project @ 92Y. The production tells the tale of a dramatic theater troupe and a group of tough kids who have to find a way to get along.

## THURS, MAY 9

**"Hatched":** The Ailey Studio Theater, 405 W. 55th St. at 9th Avenue; (212) 715-1914; www.treehouseshakkers.com; 11 am; \$20.

The story of a newborn chick emerging from her shell to a strange and busy world. Suitable for children up to age six.

**Mural Wall Painting:** Children's Museum of Manhattan, 212 W. 83rd St. between Amsterdam and Broadway; (212) 721-1223; www.cmom.org; Noon and 12:30 pm; \$11 admission fee.

Children, ages 4 and younger, mix paint on the PlayWorks Mural Wall.

**Cross-Stitch Circle:** 3:30 - 5:30 pm. New York Historical Society. See Thurs-

day, May 2.

## FRI, MAY 10

**Shababa Fridays:** 9:30am. 92Y Tribeca. See Friday, May 3.

**"Hatched":** 11 am. The Ailey Studio Theater. See Thursday, May 9.

**Breastfeeding Support Group:** 11:15 am-12:30 pm. 92nd Street Y. See Friday, May 3.

**Little New Yorkers:** New York Historical Society, 170 Central Park West at 77th Street; (212) 873-3400; nyhistory.org; 3:30 - 4:15 pm; \$15 admission, kids ages 5-13, \$5.

Little discover the history of New York and America with age-appropriate themes and hands-on activities. Class includes story readings, play with historic toys, and a related craft project.

**The Firework Maker's Daughter:** 7 pm. The New Victory Theater. See Friday, May 3.

## SAT, MAY 11

**Create Mother's Day Cards:** Skyscraper Museum, 39 Battery Place; (212) 968-1961; www.skyscraper.org; 10:30 - 11:45 am; \$5.

Children of all ages create masterpieces for their moms.

**Shababa Saturdays with Karina and Coco:** 10:30 am-12:30 pm. 92nd Street Y. See Saturday, May 4.

**Whitney Wees:** 10:30am- 11:30am. Whitney Museum of American Art. See Saturday, May 4.

**Family Fun With O'Keeffe and DeFeo:** 10:30am- 11:30am and 1:30pm- 3:30pm. Whitney Museum of American Art. See Saturday, May 4.

**"Elmo's Shape Adventure":** SONY Wonder Technology Lab., 550 Madison Ave. at 56th Street; (212) 833-8100; www.sonywondertechlab.com; 11 am; Free with admission.

The Shape O Bots try to create a rhombus for the King of Diamonds and Elmo searches far and wide for an octagon in order to help his friend. Featuring guest appearances from actors Andy Samberg, James Blunt and the Pilobolus dance group.

**Kid Zone:** New York Transit Museum, 87 E. 42nd St. at Park Avenue; (718) 694-1792; www.mta.info/mta/museum; 11 am-4 pm; Free with Museum admission.

Join in for fun and games at Vanderbilt Hall at Grand Central Station to say Happy Birthday.

**Mother's Day Family Workshop:** SONY Wonder Technology Lab, 550 Madison Avenue at 56th St; (212) 833-

8100; [www.sonywondertechlab.com](http://www.sonywondertechlab.com); Noon–1 pm; \$5.

Children explore fun shapes and fantastic colors as they make beads out of modeling clay then make mom a unique bracelet or necklace for Mother's Day.

**Identification Day:** American Museum of Natural History, Central Park West at 79th Street; (212) 769-5200; [www.amnh.org](http://www.amnh.org); Noon–4 pm; Suggested admission \$19, \$10.50 children, \$14.50 seniors and students.

Bring your shells, rocks, insects, feathers, bones, and artifacts to the Museum's annual Identification Day. Scientists will attempt to identify your discoveries while showing you some specimens from their own collections.

**Children's Reading Series:** 92nd Street Y, 1395 Lexington Ave. at E. 91st Street; (212) 415-5500; [www.92y.org](http://www.92y.org); 12:30 pm; \$10+.

Children, ages 8 to 10 years old enjoy Jack Gantos's "Dead End in Norvelt".

**Puppet Theatre:** 1 pm. Bank Street Bookstore. See Saturday, May 4.

**Oren Etkin's Timbalooloo!:** BMCC Tribeca Performing Arts Center, 199 Chambers St. at West Street; (212) 220-1459; [www.tribecapac.org](http://www.tribecapac.org); 1:30 pm; \$25.

Music guru Oran Etkin presents a show created just for kids and parents, featuring Clara the Clarinet, Big Mama Tuba, and all their musical friends on a journey to Harlem, Cuba, France, New Orleans, and beyond.

**Hablemos de la Historia Del Arte:** New-York Historical Society DiMenna Children's History Museum, 170 Central Park West at 77th Street; (212) 873-3400; [nyhistory.org](http://nyhistory.org); 2 pm; \$5.

Families with children ages 4 to 10 years old, look, discuss, and create in this Spanish-language monthly family program, combining time in the galleries with art-making in the studios.

**Close Your Eyes and Discover Mr. Morgan's Library:** The Morgan Library & Museum, 225 Madison Ave. between West 36th and West 37th streets; (212) 685-0008; [www.themorgan.org](http://www.themorgan.org); 2–4 pm; \$6, \$2 children.

Children 6 to 12 years old close their eyes, give a listen, and—best of all—touch!

**The Firework Maker's Daughter:** 2 and 7 pm. The New Victory Theater. See Friday, May 3.

**"Finnegan and Fox" Reading with Local Author Helen Wilbur:** Bank Street Bookstore, 610 West 112 St. at 112th Street and Broadway; (212) 687-1654; [bankstreetbooks.com](http://bankstreetbooks.com); 2:30 pm; Free.

Helen Wilbur reads and signs copies of "Finnegan and Fox: The Ten-Foot Cop."



Photo by Christopher Duggan

## Egg-citing presentation

**"Hatched"** cracks its shell at the Ailey Studio Theater on May 9, 10, 16, 17, and 19.

A newly hatched chick is met by a feisty old rooster, a wobbly calf learning to walk, dancing chicks, a lamb, and a host of baby birds.

Written and directed by Mara McEwin and performed by the Treehouse Shakers, "Hatched" is the story of an infant critter emerging from the shell at sunrise to discover the strange and busy world of life on an American family farm.

Children from infant to six years old will enjoy this endear-

ing tale that is told through movement, handcrafted puppets, visuals, and music.

Staged in an intimate setting, young audience members are encouraged to interact with the newborn animals—toddlers imitate their favorite farm animal, babies enjoy the animal sounds and textures, and preschoolers and older children delight in learning about farm life, storytelling, lively music, and dance.

"Hatched" on May 9, 10, 16, 17 and 19 at 11 am. Tickets are \$20.

*The Ailey Studio Theater [405 W. 55th St. at Ninth Avenue in Midtown, (212) 715-1914, [www.treehouseshakers.com](http://www.treehouseshakers.com)].*

### SUN, MAY 12

**Second Sunday Family Tours:** Solomon R. Guggenheim Museum, 1071 Fifth Ave. at 89th Street; (212) 423-3500; [www.guggenheim.org](http://www.guggenheim.org); 10:30 am; \$15.

Families with children 4 to 12 years old explore the Guggenheim's spring exhibitions through family-oriented tours including creative hands-on activities.

**Mother's Day:** New-York Historical Society DiMenna Children's History Museum, 170 Central Park West at 77th Street; (212) 873-3400; [nyhistory.org](http://nyhistory.org); 11:30 am; \$15 admission, kids ages

7–13, \$10.

Children ages 4 to 7 years old hear the story of little Bear who lost his mama in the middle of New York City in "When You Meet a Bear on Broadway" by Amy Hest.

**Mother's Day Workshop:** Children's Museum of Manhattan, 212 W. 83rd St. between Amsterdam and Broadway; (212) 721-1223; [www.cmom.org](http://www.cmom.org); Noon, 2, 3 and 4 pm; \$11 admission fee.

In Mix n' Make: Sweet Smelling Body Scrub, children ages 5 years and older pamper their mother or someone they love by making them a special all natural

exfoliant—a textured scrub used to keep the skin smooth and healthy.

**Flowers For Mother:** Central Park, 14 E. 60th St. at Madison Avenue; (212) 310-6600; [www.centralparknyc.org](http://www.centralparknyc.org); Noon–1 pm; Free.

Storyteller Tammy Hall celebrates moms with a special tale, followed by children planting a flower pot to bring home.

**Mother's Day Brunch Cruise:** World Yacht Cruises, Pier 81, West 41 Street and 12th Avenue; (212) 630-8100; [www.worldyacht.com](http://www.worldyacht.com); Noon–2 pm; \$50, \$25 children.

Treat mom to a meal with the skyline as the setting. Tickets include a private table, brunch buffet and a complimentary mimosa. Mom will enjoy the relaxing tunes and balladsmusic performed on piano. Board at 11:30am, set sail from noon–2 pm.

**Save The Planet Brigade:** 2 pm. Bank Street Bookstore. See Sunday, May 5.

**The Firework Maker's Daughter:** 3 pm. The New Victory Theater. See Friday, May 3.

### TUES, MAY 14

**Shaving Cream Finger Painting:** Children's Museum of Manhattan, 212 W. 83rd St. between Amsterdam and Broadway; (212) 721-1223; [www.cmom.org](http://www.cmom.org); 10 am & 1 pm; \$11 admission fee.

Children, ages 4 and younger, mix fluffy shaving cream and goopy finger paint to experiment with texture and color.

**Little New Yorkers:** New York Historical Society, 170 Central Park West at 77th Street; (212) 873-3400; [nyhistory.org](http://nyhistory.org); 3:30–4:15 pm; \$15 admission, kids ages 5–13, \$5.

Little New Yorkers learn about the history of New York and America with age-appropriate themes and hands-on activities. Class includes story readings, play with historic toys, and a related craft project.

### WED, MAY 15

**Introducing Solids:** 92nd Street Y, 1395 Lexington Ave. at E. 91st Street; (212) 415-5500; [www.92y.org](http://www.92y.org); 10:30 am–noon; \$10/session.

New parents share experiences, learn from one another and make friends.

### THURS, MAY 16

**"Hatched":** 11 am. The Ailey Studio Theater. See Thursday, May 9.

**Mural Wall Painting:** Noon and 12:30 pm. Children's Museum of Man-

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# Calendar

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hattan. See Thursday, May 9.

**Cross-Stitch Circle:** 3:30 – 5:30 pm. New York Historical Society. See Thursday, May 2.

## FRI, MAY 17

**"Hatched":** 11 am. The Ailey Studio Theater. See Thursday, May 9.

**Breastfeeding Support Group:** 11:15 am–12:30 pm. 92nd Street Y. See Friday, May 3.

**I, You, We Stroller Tours:** Whitney Museum of American Art, 945 Madison Ave. between E. 74th and 74th streets; (212) 671-1846; whitney.org; Noon–1 pm; \$25 per adult.

Parents explore museum collections with their babies. Registration is required.

**Little New Yorkers:** New York Historical Society, 170 Central Park West at 77th Street; (212) 873-3400; nyhistory.org; 3:30 – 4:15 pm; \$15 admission, kids ages 5–13, \$5.

Little New Yorkers learn about the history of New York and America with age-appropriate themes and hands-on activities. Class includes story readings, play with historic toys, and a related craft project.

**A Night at the Museum! Sleepover Program:** American Museum of Natural History, Central Park West at 79th Street; (212) 769-5200; www.amnh.org; 6 pm–9 am on 5/18; \$129 per person.

In this popular program, guests explore the halls of the Museum, including the Spitzer Hall of Human Origins, Cullman Hall of the Universe, and the Hall of Saurischian Dinosaurs, where they will find the 65-million-year-old T. rex. Then they settle down beneath the 94-foot-long blue whale in the Milstein Hall of Ocean Life, around the African elephants

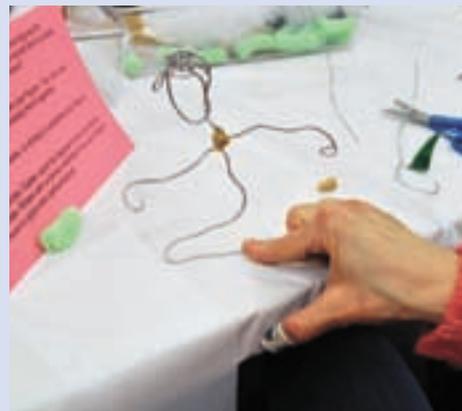
## Action sculptures

**"T**he mobile has actual movement in itself," says moveable sculpture Alexander Calder. The works of the artist are on display at the Whitney Museum of American Art, with an Open Studio workshop on May 4.

Alexander Calder's mobile-sculptures dance and sway in the air, and children can create their own moveable artwork using wire, string, beads, and other materials inspired by his work on view in the American Legends exhibit.

The workshop on May 4 from 2 to 4 pm is free with general museum admission. Registration is not required.

*Whitney Museum of American Art [945 Madison Ave. at E. 75th Street on the Upper East Side, (212) 570-3614; www.whitney.org].*



in the Akeley Hall of African Mammals, or at the base of a volcano in the Gottesman Hall of Planet Earth.

## SAT, MAY 18

**Shababa Saturdays with Karina and Coco:** 10:30 am–12:30 pm. 92nd Street Y. See Saturday, May 4.

**"Ni-Hao, Kai-Lan":** SONY Wonder Technology Lab., 550 Madison Ave. at 56th Street; (212) 833-8100; www.sonywonderlab.com; 11 am; Free with admission.

This special double features two movies from Nick Jr.'s "Ni-Hao, Kai-Lan."

**Learning to Like the World Class:** Aesthetic Realism Foundation, 141 Greene St. between Prince and E. Houston streets; (212) 777-4490; Aesthetic-Realism.org; 11 am–12:15 pm; \$8.

Children 5 to 12 years old show the world that sports is more exciting than they ever imagined.

**Family Saturdays:** New York City Ballet David H. Koch Theater, West 63rd St. and Columbus Avenue; 212-496-0600; www.nycballet.com; 11 am; \$20

per person.

Saturday morning one-hour presentations designed especially for family audiences featuring short works and excerpts from New York City Ballet's diverse repertory.

**Hands-On Nano Demos:** SONY Wonder Technology Lab, 550 Madison Avenue at 56th St; (212) 833-8100; www.sonywonderlab.com; 1–3 pm; Free with admission.

Children, ages 7 and up, uncover the fascinating world of nanoscience and nanotechnology and participate in hands-on activities that explore the properties, structures, materials and scale of this field of science.

**Puppet Theatre:** 1 pm. Bank Street Bookstore. See Saturday, May 4.

**"In A Queer Voice" with Author Michael Sadowski:** Bank Street Bookstore, 610 West 112 St. at 112th Street and Broadway; (212) 687-1654; bankstreetbooks.com; 2:30 pm; Free.

Michael Sadowski brings the voices of LGBTQ youth out in to the open in his poignant book, "In a Queer Voice: Journeys of Resilience from Adolescence to

Adulthood". Sadowski signs and reads from his book which chronicles how queer teens who were "silenced" in school now approach adulthood with a strong, queer voice.

## SUN, MAY 19

**Sunday Science Spectacular:** 92nd Street Y, 1395 Lexington Ave. at E. 91st Street; (212) 415-5500; www.92y.org; 10 am–noon; \$40 adult; \$20 child.

Celebrate Earth Day by learning how plants and animals depend on each other to survive. Study endangered species and dissect owl pellets.

**Milstein Science Series Whales:** American Museum of Natural History, Central Park West at 79th Street; (212) 769-5200; www.amnh.org; 11 am–4 pm; Suggested admission \$19, \$10.50 children, \$14.50 seniors and students.

Go inside a 45-foot, life-size replica of a humpback whale; explore hands-on activities; meet scientists, and more, in this family program.

**"Hatched":** 11 am. The Ailey Studio Theater. See Thursday, May 9.

**Little Red's Hood:** St. Catherine's Park, 1245 First Ave. at E. 67th Street; www.cityparksfoundation.org; 12 and 2 pm; Free.

Puppet Mobile presents the retelling of the classic Little Red Riding Hood with an updated twist. In this modern version, Little Red is smart, savvy and a city slicker who is too focused on her smart phone to worry about that mean old Wulfric the wolf who is just a misunderstood lupine with a sweet tooth.

**Mostly Magic With Matt Wayne:** New-York Historical Society DiMenna Children's History Museum, 170 Central Park West at 77th Street; (212) 873-3400; nyhistory.org; 1–3:30 pm; \$20 per child.

Join celebrity magician Matt Wayne as he breaks down tricks ranging from card-based to mind reading. Children,



## Take the challenge

**T**ake the Young Adult Institute Central Park Challenge on June 1. Show your support for a world that embraces differences by participating in the 5K Competitive Run, the 3K Fund-raising Walk, or the children's races. Little ones may participate in the Junior All-American 50-yard dash and are welcome to enjoy activities in the play area, including face painting, sand art, dancing, live music, games, and more.

Registration takes place on the day of the event, and includes access to the play area and a 2013 Central Park Challenge T-shirt (\$10).

All the fun begins at the Naumburg Bandshell on June 1 from 9 am to noon. Registration is \$30.

*Central Park—The Naumburg Bandshell [72nd St. and Central Park West on the Upper West Side, (877) YAI-WALK (924-9255), www.yai.org/cpc].*

# Calendar

ages 8–14, will get hands-on practice. RSVP required.

**Save The Planet Brigade:** 2 pm. Bank Street Bookstore. See Sunday, May 5.

**Yoga in the Classroom with Gail Bentley Walsh:** Bank Street Bookstore, 610 West 112 St. at 112th Street and Broadway; (212) 687-1654; bankstreetbooks.com; 2:30 pm; Free.

Enjoy yoga fun with Gail Bentley Walsh, instructor and author of *Yoga in the Classroom*, a lively, step-by-step illustrated yoga manual for children in grades K through 12.

## TUES, MAY 21

**Little New Yorkers:** New York Historical Society, 170 Central Park West at 77th Street; (212) 873-3400; nyhistory.org; 3:30 – 4:15 pm; \$15 admission, kids ages 5–13, \$5.

Little New Yorkers learn about the history of New York and America with age-appropriate themes and hands-on activities. Class includes story readings, play with historic toys, and a related craft project.

## WED, MAY 22

**Dad's Essential Role:** 92nd Street Y, 1395 Lexington Ave. at E. 91st Street; (212) 415-5500; www.92y.org; 10:30 am–noon; \$10/session.

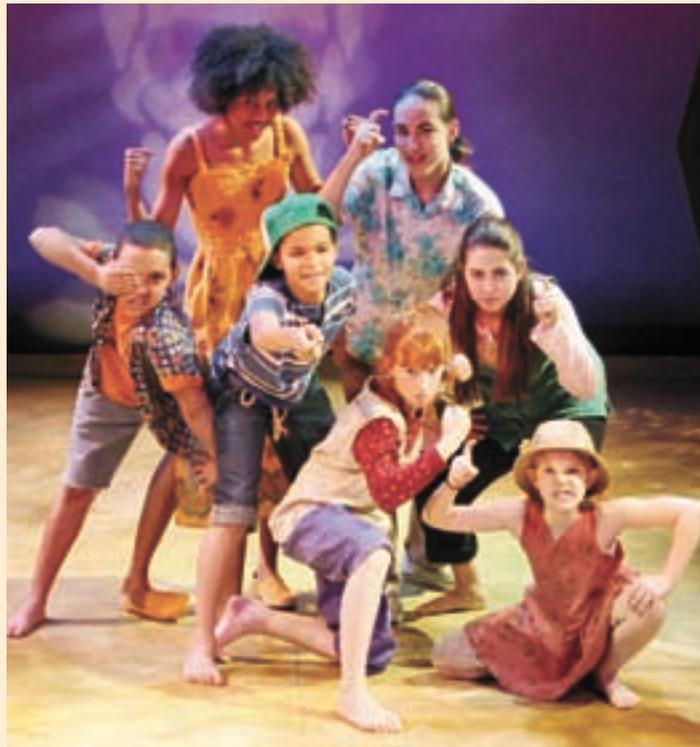
New parents share experiences, learn from one another and make friends.

**Come Sing-a-long with Little Pim and Sonia de los Santos from Dan Zanes:** New-York Historical Society DiMenna Children's History Museum, 170 Central Park West at 77th Street; (212) 873-3400; nyhistory.org; 3:30 pm; \$15 admission, kids ages 5–13, \$5.

This is a fun filled event features Spanish songs from Little Pim followed by book reading of Little Pim Animals and Little Pim Numbers books and a coloring activity. Children will sing, dance, enjoy story time and learn some Spanish, too!

**Lyme –Aid Benefit Event:** Toyota of Manhattan Rooftop, 645 11th Ave. between 47th and 48th streets; lymeaid.eventbrite.com; 7–10 pm; \$25 at the door, \$20 in advance.

Help celebrate Lyme Disease Awareness Month, and kick off a night of awareness for people and pet parents, and raise money for two non-profits: the LymeDisease.org and Stray From the Heart, a local NYC pet charity. Event is open to both people and dogs, and features entertainment, silent auction, prizes, and more. Arrive with you or your pet wearing lime green and receive one free raffle ticket.



## Discover the world of Ezra Jack Keats

Come take a magical journey and enjoy a performance of the “Adventures of Ezra Jack Keats” at TADA Youth Theater, now through May 19.

Apt. 3 is a dance theater, where the sounds of saxophone music somewhere behind closed doors sends Sam and Ben on a snooping mission. Part two has Maggie, along with friends, her sister, a pet cricket, and a pirate finding a note of surprise along their super fabulous journey.

The original musical is based on the works of children's scribe Ezra Jack Keats and is presented in two parts — Apt. 3, and Maggie and the Pirate.

Adventures from Ezra Jack Keats on Saturdays and Sundays, now through May 19 at 2 and 4 pm. Tickets are \$20 for adults, and \$8 for children.

*TADA Youth Theater [15 W. 28th St. between Broadway and Fifth Avenue in Midtown, (212) 252-1619; www.tadatheater.com].*

## THURS, MAY 23

**Cross-Stitch Circle:** 3:30 – 5:30 pm. New York Historical Society. See Thursday, May 2.

## FRI, MAY 24

**Shababa Fridays:** 9:30am. 92YTribeCa. See Friday, May 3.

**Breastfeeding Support Group:** 11:15 am–12:30 pm. 92nd Street Y. See Friday, May 3.

**Little New Yorkers:** New York Historical Society, 170 Central Park West at 77th Street; (212) 873-3400; nyhistory.org; 3:30 – 4:15 pm; \$15 admission, kids ages 5–13, \$5.

Little New Yorkers learn about the history of New York and America with age-appropriate themes and hands-on activities. Class includes story readings, play with historic toys, and a related craft project.

## SAT, MAY 25

**Shababa Saturdays with Karina**

**and Coco:** 10:30 am–12:30 pm. 92nd Street Y. See Saturday, May 4.

**“The Backyardigans” Double Feature:** SONY Wonder Technology Lab, 550 Madison Ave. at 56th Street; (212) 833-8100; www.sonywondertechlab.com; 11 am; Free with admission.

Screenings of “Follow the Feather” and “Dragon Express”.

**Tech for Tots:** SONY Wonder Technology Lab, 550 Madison Avenue at 56th St; (212) 833-8100; www.sonywondertechlab.com; Noon–1 pm; Free.

Children explore the basic functions of a digital camera and practice their picture taking talent.

**Puppet Theatre:** 1 pm. Bank Street Bookstore. See Saturday, May 4.

## SUN, MAY 26

**Memorial Day:** New-York Historical Society DiMenna Children's History Museum, 170 Central Park West at 77th Street; (212) 873-3400; nyhistory.org; 11:30 am; \$15 admission, kids ages 7–13, \$10.

Children ages 4 to 7 years old enjoy “Memorial Day Surprise” by Theresa Golding.

**Save The Planet Brigade:** 2 pm. Bank Street Bookstore. See Sunday, May 5.

## TUES, MAY 28

**Little New Yorkers:** New York Historical Society, 170 Central Park West at 77th Street; (212) 873-3400; nyhistory.org; 3:30 – 4:15 pm; \$15 admission, kids ages 5–13, \$5.

Little New Yorkers learn about the history of New York and America with age-appropriate themes and hands-on activities. Class includes story readings, time with historic toys, and a related craft project.

## WED, MAY 29

**Gender Expectations:** 92nd Street Y, 1395 Lexington Ave. at E. 91st Street; (212) 415-5500; www.92y.org; 10:30 am–noon; \$10/session.

New parents share experiences, learn from one another and make friends.

## THURS, MAY 30

**Cross-Stitch Circle:** 3:30 – 5:30 pm. New York Historical Society. See Thursday, May 2.

## FRI, MAY 31

**Breastfeeding Support Group:** 11:15 am–12:30 pm. 92nd Street Y. See Friday, May 3.

*Continued on page 44*

# Calendar

Continued from page 43

**Little New Yorkers:** New York Historical Society, 170 Central Park West at 77th Street; (212) 873-3400; nyhistory.org; 3:30 – 4:15 pm; \$15 admission, kids ages 5–13, \$5.

Little New Yorkers learn about the history of New York and America with age-appropriate themes and hands-on activities. Class includes story readings, play with historic toys, and a related craft project.

**A Night at the Museum! Sleeper Program:** 6 pm–9 am on 6/1. American Museum of Natural History. See Friday, May 17.

## SAT, JUNE 1

**YAI's Central Park Challenge:** Central Park, The Naumburg Bandshell, 72nd Street; (877) YAI-WALK; yai.org/cpc; 9am–noon; Race is \$20 if register before May 5th; after May 5, \$30.

Join the movement —5K competitive run, 3K fundraising walk, children's play area and races —and show your support for a world that embraces differences. Children can participate in the Jr. All-American 50 yard dash and all are welcome to enjoy the Play Area, complete with face painting, sand art, dancing, live music, games and more. Registration takes place at the event and includes access to Play Area and 2013 Central Park Challenge t-shirt for \$10.

## LONG-RUNNING

**Exhibition:** Hava Nagila: A Song for the People: Museum of Jewish Heritage—A Living Memorial to the Holocaust, 36 Battery Place; (646) 437-4202; www.mjhnyc.org; \$10, \$7 children 10 and under.

This exhibition transports listeners through memories of celebrations across generations. It features vibrant modular carpets, donated by FLOR, that are used for wall treatments and flooring. Some of the tiles are embedded with photographs, artifacts, and video screens, while others are laser engraved with graphics and text. Through spring 2013.

**WWII & NYC:** New Exhibition: New York Historical Society, 170 Central Park West at 77th Street; (212) 873-3400; nyhistory.org; \$15 admission, kids ages 5–13, \$5.

WWII & NYC explores the impact of the war on the metropolis, which played a critical role in the national war effort, and how the city was forever changed. Runs through May 27, 2013.

**Everett Exploration:** New York Botanical Garden, 200th St. and Kazimiroff Blvd.; (718) 817-8700; www.nybg.org; Tuesdays – Fridays, 1:30–5:30 pm, Saturdays and Sundays, 10 am–5:30 pm, Now – Sat, May 25; Free with regular admission.



## Young YouTube sensation

**W**hat I'm Failing to Learn at the 13th Street Repertory Company from May 15 to June 15.

Talented and precocious Schuyler Iona Press, the 14-year-old YouTube singing sensation, captivates her audience with simple melodies and introspective lyrics. This perfor-

mance "What I'm Failing to Learn" is her most ambitious project to date, and is billed as a "musical experience of inspired adolescent confusion." The combination musical theater and concert features the talented songstress — a big hit at musical festivals and cafes — plus a cast of musicians and dancers.

Tickets for "What I'm Failing to Learn" range from \$18 to \$30. Performances are on Wednesdays at 7 pm and Saturdays at 3 pm, from May 15 to June 15.

*13th Street Repertory Company [50 W. 13th St. between Fifth and Sixth avenues in the West Village, (866) 811-4111; www.13thstreetrep.org].*

Explore nature and plant science through seasonally changing programs, themed galleries and hands-on activities.

**The Butterfly Conservatory:** American Museum of Natural History, Central Park West at 79th Street; (212) 769-5200; awang@amnh.org; www.amnh.org; Daily, 10 am–5:45 pm; Now – Mon, May 27; Suggested admission \$19, \$10.50 children, \$14.50 seniors and students.

The annual exhibition, "Tropical Butterflies Alive in Winter" returns and celebrates its 15th year.

**"Pippi":** Swedish Cottage Marionette Theater, 79th & West Dr; (212) 988-9093; Tuesdays, Thursdays and Fridays, 10:30am and noon, Wednesdays, 10:30am, noon, and 2:30 pm, Saturdays and Sundays, 1 pm, Now – Sun, June 23; \$8, \$5 children under 12.

This family production features nearly two dozen, hand-made marionettes crafted by the expert puppeteers.

**Adventures from Ezra Jack Keats:** TADA! Youth Theater, 15 West 28th St. between Broadway and Fifth Avenue; (212) 252-1619 X4; www.tadatheater.com; Saturdays and Sundays, 2 and 4 pm, Now – Sun, May 19; \$20; \$8 for children.

Apt. 3 is a dance theater piece where the sound of a saxophone music somewhere behind closed doors sends Sam and Ben snooping through their tenement halls. Part two is Maggie and the Pirate, the story of Maggie, her friends, her sister, her pet cricket and a pirate.

**A Year with Children 2013:** Solomon R. Guggenheim Museum, 1071 Fifth Ave. at 89th Street; (212) 423-3500; www.guggenheim.org; Free with museum admission.

This annual exhibition showcases select artworks by students in grades two through six from ten public schools who participated in LTA during the 2012–13 school year, representing New York City's five boroughs. Approximately one hundred creative and imaginative works, including assemblage, collages, drawings, paintings, prints, photographs, and sculptures, will be on display during this six-week installation.

**What I'm Failing To Learn:** 13th Street Repertory Company 50 W. 13th St. between 5th and 6th avenues; (866) 811-4111; www.13thstreetrep.org; Wednesdays, 7 pm, Saturdays, 3 pm, Wed, May 15 – Sat, June 15; \$18–\$30.

As 14-year-old singer-songwriter Schuyler Iona Press learns that truth holds both comedy and tragedy, but most importantly, truth holds hope.

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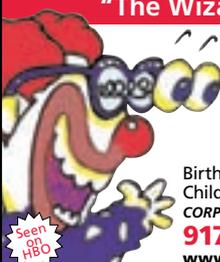
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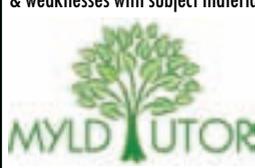
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# Getting a handle on non-probate assets

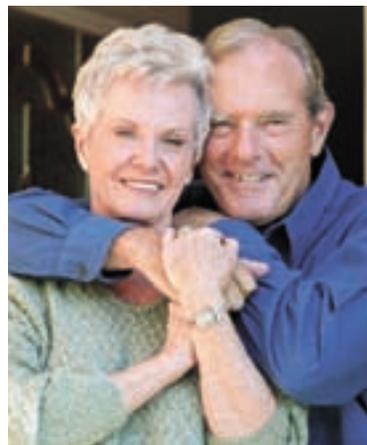
*My parents have all of their assets in joint accounts. Both of their names are on the deed to their apartment. The rest of their assets are in retirement accounts. Do they need a will?*

**T**here are two basic types of assets when someone dies: probate and non-probate. Probate assets are those that are distributed in accordance with the terms of a will, if any, or under the laws of intestacy. Non-probate assets are those that pass by operation of law to a designated beneficiary or a surviving joint tenant, regardless of what is stated in a will.

Non-probate property include bank accounts held jointly with rights of survivorship; “in trust for” accounts; “payable on death” accounts; most IRA, 401(k), and 403(b) accounts; any asset held in a revocable or irrevocable trust; and any jointly held real property.

Structuring your assets as non-probate can sometimes allow money to be distributed to a beneficiary without waiting for the probate process, but such assets can cause conflict and litigation if not properly structured. Usually bank accounts are opened or modified following a routine exchange with a bank employee and not an attorney. Depositors are presented with a dense packet of materials that they “acknowledge” they read, but few do.

Contrary to popular opinion, joint accounts are not immune from challenge by someone who can show the account was not a “true” joint account, but rather a “convenience account.” A “convenience account” is one where deposits are made for the convenience of the depositor, which do not affect title, are not deemed a gift of one-half of the deposit or any additions or accruals, and do not confer a right of survivorship.



The establishment of joint accounts can transform otherwise straightforward estate administrations into complicated messes. So, for example, assume a mother has a joint account with her daughter, in which most of mom’s assets are deposited. Mom dies. A second child challenges the joint account, arguing that the sister was put on the account solely for convenience purposes to help mom with bill paying and other financial tasks. If proven, the presumption would be rebutted and the remaining funds in the joint account would pass to mom’s estate (to be distributed by her will) and not to the surviving joint tenant.

### In trust for accounts

In contrast to a joint account, an in trust for account is essentially a revocable trust created by deposit. Deposits in an in trust for account are not completed gifts, and the depositor can modify, amend, or revoke the account, or change or delete the beneficiary, during his lifetime, or in a will.

The account may be revoked by the depositor’s withdrawal of the account proceeds, in an acknowledged writing naming the beneficiary and the banking institution delivered to the

bank during his lifetime, or in a will also identifying the account, banking institution, and change of beneficiary. Although in trust for account designations to a former spouse are automatically revoked by divorce or annulment, account holders should certainly take steps to re-title the account or change the beneficiary to avoid any potential disputes.

Another thing to consider when dealing with joint accounts are the tax consequences. The Internal Revenue Service presumes that 100 percent of a joint account between unmarried persons is includible in the estate of the first person to die.

In the example of the mother holding a joint account with her daughter, assume that the daughter dies first, but the account consists entirely of mom’s funds. The full amount of the account will be taxable in the daughter’s estate.

Another dilemma is presented when an asset passes outside of probate, but the estate owes estate tax as a result of the non-probate distribution. Sometimes, a non-probate beneficiary is unwilling to voluntarily contribute his fair share of the tax liability. This could require the executor to have to chase down the joint account holder to get a proportionate contribution of the estate tax liability, which would impose an additional cost on the estate. The executor or person acting as executor may be held liable for unpaid estate tax if he distributes assets to a beneficiary of the estate before payment of the New York State estate tax.

Non-probate assets are often created for convenience, but prove to be anything but convenient when disputes arise. Take care to ensure that the existence of non-probate assets is consistent with your intentions for how you want your estate to be distributed.

Disclaimer: This column is provided by the Law Offices of Alison Arden Besunder P.C. and New York Parenting Media as a public service to inform readers of legal issues. It is not intended to advise. Since legal issues vary with an individual’s situation and needs, one should consult with an attorney. It is impossible to cover all aspects of the law in an article. Please be advised that the laws are constantly changing. The content in this article reflects the current law. Nothing contained in this article is intended as advice and does not create an attorney-client relationship between the reader and the firm. Individual consultation with an attorney is required to determine the specific facts and circumstances of any particular situation. A written retainer agreement between you and the firm is required before any attorney-client relationship may be created. Circular 230 Disclosure Notice: To ensure compliance with Treasury Department rules governing tax practice, we inform you that any advice contained herein (including in any attachment) (1) was not written and is not intended to be used, and cannot be used, for the purpose of avoiding any federal tax penalty that may be imposed on the taxpayer, and (2) may not be used in connection with promoting, marketing or recommending to another person any transaction or matter addressed herein.

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