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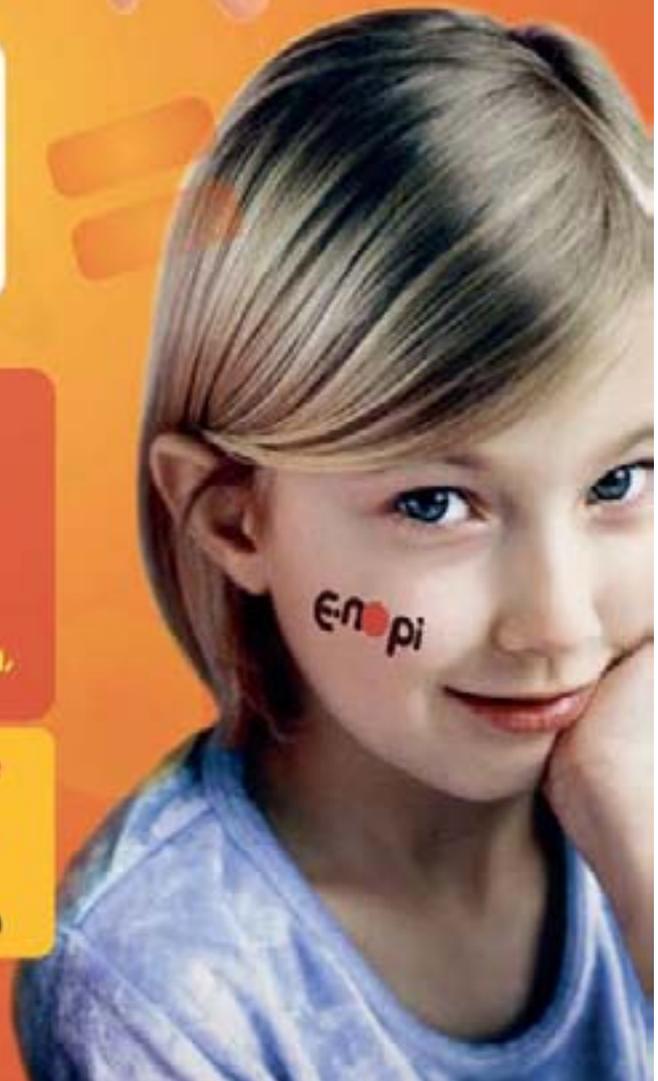
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FEATURES

- 6 Seen and not heard?**
Managing toddler etiquette in public
BY RISA C. DOHERTY
- 12 Value of Catholic schools**
Why parents choose this effective alternative
BY CANDI SPARKS
- 15 Keeping the peace**
Teens' Model UN experience becomes a documentary
BY KRISTINA JOSEPH, SHERLANA ROOPLAL
AND SYMONE SIMON
- 16 Learning from Asian-Americans**
Lessons in being better students — and educators
BY ALLISON PLITT
- 18 Past meets present**
Historical Society opens a children's museum
BY TAMMY SCILEPPI
- 24 Discover a 'Snowy Day' inside**
Illustrator Ezra Jack Keats at the Jewish Museum
BY LAURA VAROSCAK-DEINNOCENTIIS
- 34 Failure of gifted education**
Resources are in need of major improvement
BY NATASCHA M. SANTOS, MA, MS

COLUMNS

- 8 Healthy Living**
BY DANIELLE SULLIVAN
- 20 Divorce & Separation**
BY LEE CHABIN, ESQ.
- 22 Mommy 101**
BY ANGELICA SERADOVA
- 36 A Teen's Take**
BY AGLAIA HO
- 38 The Book Worm**
BY TERRI SCHLICHENMEYER
- 46 New & Noteworthy**
The hottest new products

CALENDAR OF EVENTS

- 41 Going Places**
Find out what's going on in your town

SPECIAL SECTIONS

- 26 Activity Directory**
- 30 Party Directory**



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Letter from the publisher

A parent for always

Someone recently remarked to me that when they think of parents, they think of someone with little kids, not pre-teens, or teens, or young adults. I disagree. I think being a parent is for always, and in fact, gets more challenging and often more interesting as the years go by.

Sometimes there is role reversal and that's a part of it too. When one is very old the roles can shift and the caregiver of yesterday is the now the needy recipient of today's loving care. I've been thinking a lot about the economics of our time and the reemergence, often due to necessity, of the multi-generational houses; something more reminiscent of the



40's or 50's than more recent decades.

Society now experiences the dilemma of young people, fresh out of college, heavily loaded with student loan debt and no jobs to be had. Many are opting to live at home with

parents rather than take on extra burdens of household overhead. Many have no choice. The jobs they trained for aren't hiring and the jobs they can get are not paying enough to support independent living.

Then there is the phenomenon of even older adults, mature aged men and women who have lost their jobs, homes and self-esteem, who are moving in with very aged and mature parents who probably thought

their days of living with their kids were far behind them. It's a new phenomenon, or rather, an old one. Kids used to stay at home until they got married and even then, in many cultures, after being married, still went on living with other members of an extended family, maybe bachelor uncles, or unmarried aunts, and in-laws.

I grew up with a large extended family all living together. For me, it was normal, and mine was not the only house like that. There were many others. This was when marriage came earlier in the life cycle than it does now and was prior to the welcome liberation of women and women's rights to equal education and equal job opportunities, all of which has largely changed the landscape.

I'm happy my daughter is still at

home living with me. There are times I'm not happy, but for the most part, I cherish the days she is still there close by for me to enjoy, observe, and experience. This morning, I went to her room to see if she was awake, and she looked just like the little girl she used to be. She yawned and that yawn was the same yawn that newborn baby had 20 years ago. We change, but we are always the same. We are always ourselves, and our children are always our children no matter how tall they get, or how powerful. The responsibility and joy is always there.

Thanks for reading. Happy New Year!

Susan Weiss-Voskidis, Publisher

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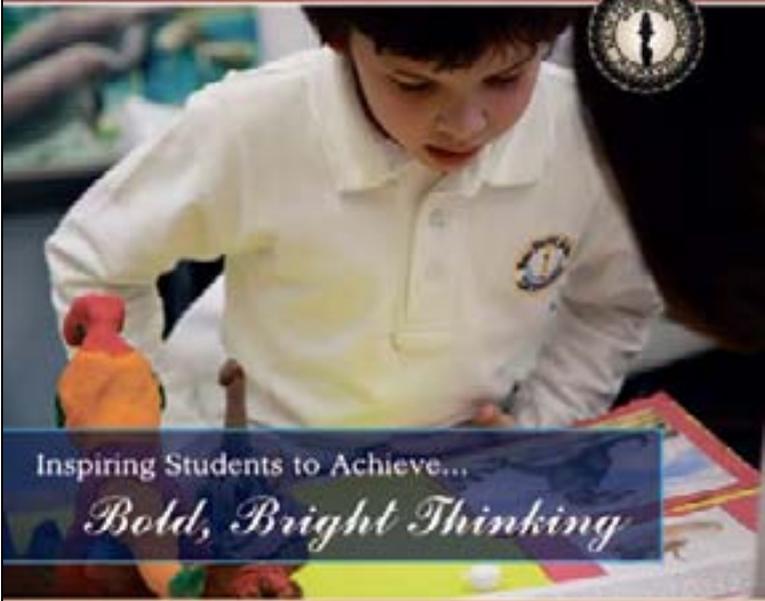
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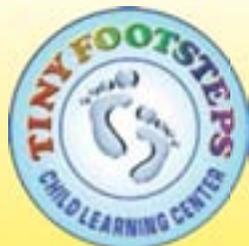
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Seen and not heard?

Managing toddler etiquette in public

BY RISA C. DOHERTY

When my children were toddlers and elderly neighbors would greet us in the elevator, my son would confidently answer “hello” with a smile. My daughter was the one who would grab onto me before responding timidly. Granted, some children are more reserved, but I always thought it was important that my children knew how to interact socially at a young age. Little did I realize that the skills I was teaching them, starting at the age of 2, would be invaluable life tools.

Children often follow a parent’s lead. Savvy parents are aware of that, and as they greet neighbors, relatives or friends, they model this skill for uninitiated toddlers. Still, not all toddlers are willing to conform. When a child hesitates to greet someone she knows, I give more credit to the parent who tries desperately to goad the recalcitrant child into responding civilly than to the parent who cavalierly gives up and accepts the child’s refusal to respond, quickly dismissing the child’s silence with an excuse.

Once these children are old enough to walk around unaccompanied, they are often the ones who stare at you blankly when you greet them in passing, knowing full well who you are.

Lyudmila Bloch, international etiquette expert and author of “The Golden Rules of Etiquette at The Plaza,” is not accepting of parental apologies. She believes that toddlers should be capable of a civil greeting, despite their parents’ claims that the child is tired, in a bad mood, or painfully shy. She told me that it is a matter of “self-regulation,” and that even a very shy child can overcome his shyness.

She does not believe that it is ever the child’s fault for failing to respond

to a greeting, stating that “the parents are 100 percent responsible for their child’s behavior: there are no ‘bad children.’”

Helayne Cohen, director of the Early Childhood Center at Temple Beth Shalom in Roslyn Heights, Long Island, holds a master’s degree in Early Childhood Leadership and Advocacy, and takes issue with the word “shy” to describe a 2 year old, questioning whether or not a 2 year old can actually be shy. She believes that it is “a matter of temperament” and that “sometimes the parents need to wait a little.” Still, she says she would encourage parents to model proper behavior for their child, be aware that “there is a readiness factor,” and work with a child, once he is ready.

“[Learning] proper manners starts at home,” she says. She agrees that teaching young children how to properly interact in social situations is an important and valuable life skill, and that even 2 year olds can learn to properly greet others. “[They] are so impressionable, [and can often learn this skill] if the directions are stated [simply], using a two word command.”

Restaurant manners

When my relatives came to New York with their young child, they were wary about heading into a restaurant, lest their active son disturb others. Unfortunately, this awareness and consideration for others is not shared by all parents. I assured my cousins that I would select a family-friendly venue, and my insightful cousin knew to bring small toys as a distraction for her son. It is important to know your child and know how long he can remain somewhat subdued in a public setting.

That is not to say that young children need to remain totally silent in public at all times. A friend of mine used to comment the moment a young child let out a yelp in public, as if the parents should have been incarcerated immediately for permitting any noise. That friend had long forgotten what it was like to be the parent of a young child.

Still, many diners can probably recall the not-unfamiliar sight of parents engrossed in adult conversation while their toddlers continue to scream at an unbelievably high decibel level. Some mothers seem so desperate to engage in adult conversation that they tune out their children, as they are tired of being interrupted, and crave adult socialization. At the same time, their children are desperately vying for their attention and creating an unpleasant dining experience for everyone else.

Both Bloch and Cohen stress the importance of preparing children for a restaurant experience. This may involve working with your child so that he is ready for the experience.

“[Young children] cannot share a public space if you did not teach them about [proper] behavior,” explains Bloch. She recommends doing a rehearsal at home, purchasing little utensils and seating your child at a small table where he can eat and rehearse good table manners. As the child progresses, he can practice at the big table with adults.

Bloch reminds parents to praise the child as he learns to hold and use each utensil properly and manage his cup and napkin. The teachers in



Cohen's Early Childhood Center have the children practice using "restaurant voices" when they eat lunch at school. She tells me that a lot of positive modeling takes place in preschool, as well.

Bloch points out that the parent's physical proximity to the toddler in the restaurant is key and that preparedness includes providing diversions to keep your toddler "as busy as possible." Cohen advises parents to bring "an arsenal of stuff."

I, personally, always went to restaurants with a bag full of surprises, from a tabletop puppet stage with a wide array of puppets, to a small, snap-together train track, and a wind-up plastic train.

Of course, experts agree that if all else fails, and the child's behavior continues to be disruptive to other diners, then the parent needs to remove the child from the environment.

Shopping etiquette

Young children have always demanded instant gratification. Stores provide them with lots of stimulation, and they are often vocal about things they want. Many parents prefer not to disappoint their little darling by saying "no," so they appease their demands and rip open everything from

Hot Wheels to Cheez Doodles, leaving food remnants and toy parts in their wake on the way to the register.

Not only does Bloch warn that opening merchandise before paying is modeling poor behavior, but these parents are depriving their children of some critical skills. These children are not learning any coping skills, nor understanding that they sometimes need to wait. According to Bloch, these children are used to getting whatever they want, and as they get older, it becomes problematic when their demands are not immediately satisfied.

Even near the register, impulse items beckon the youngest shoppers. Cohen advises parents that use the opportunity to teach their young children about choices, instead of acquiescing to every plea, perhaps even causing the parent to buy something she would not otherwise buy. She also believes that parents should enter stores armed with small treats and toys, in case their toddler gets hungry or bored.

Life skills

Bloch told me that the social skills needed to properly interact with others and navigate the world are "taught in incremental steps from [age] 2 to 22." Basic skills, including coping skills and patience, taught by creating boundaries for young children, will serve these children well throughout their lives.

"Once [they] know the rules, [they] develop confidence and self-esteem," she adds. We are, in essence, empowering them by acquainting them with basic social conventions and fostering the creation of essential interpersonal communication skills.

Parenting requires a certain amount of work. Bloch says "[it's] all about effort" and insisting on good behavior. Although some children need more attention and guidance than others, a minimum amount of effort is necessary to teach them how to interact in our world. It is a parent's job to prepare them for eventual adulthood, and teach them proper manners and social skills from the time they are young, as an investment in their future.

Risa C. Doherty is an attorney and freelance writer. She was honored in 2011 with a Silver Investigative Reporting Award from Parenting Publications of America (now known as Parenting Media Association).



HEALTHY LIVING

DANIELLE SULLIVAN

Want some cereal with your sugar?

How much sugar does your child eat on a daily basis? Would you ever let her have dessert for her first meal of the day? You may be doing just that, if you feed her certain cereals.

We all know that popular kids' cereals can be loaded with sugar. The words "frosted," "maple," and "honey" often tend to masquerade for sugar, sugar, sugar. So, many of us buy cereals that contain oats and bran, but that doesn't necessarily guarantee a healthy breakfast.

In fact, according to the Environmental Working Group, a nonprofit research and advocacy organization, the amount of sugar in most cereals nearly assures that your child might be eating the equivalent of a sugary dessert each morning.

When children eat cereal for breakfast, many are getting considerably more sugar than the daily-recommended amount. The American Heart Association recommends that children consume less than three teaspoons of sugar per day — which is much less than what is found in some single servings of these cereals.

"I was really surprised when I read the EWG report," says Jean Sanderson, a mom of three from Chelsea in Manhattan. "I think I am being very careful when I shop, and I learned that two of the cereals that I regularly buy are on the list. Ironically, every time my kids ask for a box of cookies, I say no, but then let them eat cereal. Who knew?"

The worst offenders are Kellogg's Honey Smacks, Post Golden Crisp, and General Mills Wheaties Fuel. Each contains approximately 20 grams of sugar (five teaspoons). This amount is actually more than one Hostess Twinkie. In addition, three Chips Ahoy cookies (11 grams) have less sugar than one serving of Honey Nut Cheerios (12 grams).

However, there is no need for parents to stop buying cereal altogether, because many good-tasting cereals



do meet federal guidelines for nutritional health. Among the top healthiest cereals are Kellogg's Mini-Wheats: Unfrosted Bite-Size, Frosted Big Bite, Frosted Bite-Size, Frosted Little Bite, General Mills Cheerios Original, and General Mills Kix Original.

Just remember, supermarkets know that kids will naturally gravitate toward the brightly colored sugary cereals, so they place those boxes on the lower shelves at just the right level to catch a child's eye. You just have to be one step ahead.

"Parents have to be investigative

and make sure that what their kids are eating is of good value, because the companies and stores certainly aren't doing it," says Sanderson.

To read the Environmental Working Group report in its entirety, visit www.ewg.org.

Danielle Sullivan, a Brooklyn-born mom of three, has worked as a writer and editor in the parenting world for more than 10 years, and was recently honored with a Gold award for her health column by the Parenting Media Association. She also writes for Babble.com.

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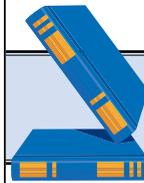
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BY CANDI SPARKS

At a time when the New York City public school system is under so much criticism and revision, working families have found an alternative in the Catholic school system. These schools have historically been the ones to reach out to and support communities in need.

Years ago, hundreds of thousands of immigrants came to the New World to have a fresh start. They put in long hours at low-level jobs, striving for greater opportunity and a better life for their children. It was a financial sacrifice for these immigrants to send their children to Catholic schools, rather than through the public school system, but to them, it was well worth it.

The public schools in their working-class neighborhoods were largely overcrowded and not necessarily providing top-notch education. In order to be more assured that their children would be taught their values — including discipline, which was a rigorous part of their children's life at home — they decided to send their children through a parochial school system, even if it meant struggling to find the extra money to pay for it.

In the early days of the immigration wave, it was primarily Irish and Italian immigrants that sent their children to Catholic parochial schools. As the years went by and new immigrants came from more



countries and continents, the demographic shifted and one didn't necessarily have to be Catholic to choose this educational option. As a result, many Catholic schools throughout the city have continued as an integral part of our citywide school landscape.

Currently, Catholic schools serve more than 160 nationalities. With each wave of immigration — Hispanic, Asian, Slavic and many others — Catholic schools offer diversity. These schools are not just racially diverse; there is also religious diversity in the Catholic school system. In fact, non-Catholics comprise about one quarter of the student body.

"Catholic schools are not just meant for the faithful. We are here to grow faith by building community and reaching out to those in need," says Tom O'Brien, of the Brooklyn Diocese, which is involved in raising scholarship funds to help families offset tuition. "But not every Catholic school family is in great economic need. Our demographic is changing. We have seen an influx of middle income families who choose Catholic school because of the class size, excellence in education, and for a safer environment than what most par-

ents think the neighborhood public school would offer."

Patty, a public school teacher from the Bronx, sends her son Ronald to a Catholic elementary school.

"The environment stresses academics and doing the right thing," she says. "The teachers set high standards for the children. They are expected to do well and they rise to the occasion."

Many Catholic school students are the first ones in their families to graduate from college. In low-income neighborhoods, this means that the school is providing the lion's share of educational support for children who do not have access to private tutoring or help at home.

There is a 99 percent graduation rate for Catholic high schools, followed by a 97 percent college graduation rate for those who graduated Catholic high school. Compared to the 41 percent public high school graduation rate, Catholic school students have a better success rate. They are guided up the ladder of growth and achievement, making a real difference for present and future generations. Overall, Catholic school seems to outperform public school and is a viable, less-expensive sys-

tem of education in the private sector.

In fact, the only two private schools in New York State that were designated by the U.S. Department of Education as Blue Ribbon — a program that honors public and private elementary, middle, and high schools whose students achieve at very high levels, or schools that make significant progress in closing the achievement gap — in 2011 were both Catholic schools in the Archdiocese of New York. The honorees were St. Ignatius Loyola School on E. 84th Street in Manhattan and St. Ignatius on Mott Street in Manhattan. This year's honorees show the excellence in education and the diverse population served by Catholic schools. The incentives for getting a Catholic school education are different than what they used to be, and this is changing the demographics of Catholic school students.

"Families that don't have money don't usually have many choices. We needed to find a school with the right mix for Benny. He really wanted to play baseball. The only school that we could find to bridge the gap was a Catholic school. We are all very happy with the switch," says Elizabeth, a Brooklyn mother of two, who chose to send her son to a Catholic school with solid academics and a baseball program.

Likewise, Patty, of East Harlem, sends her daughter Amber to a bilingual Catholic school.

"My daughter goes to a school that gives her [education] in both languages," says Patty. "Sure, they speak the same languages in the public school around the corner, but it is unofficial. The public school does not have the same structure." Amber's Catholic school is also closely related to other parish activities and offers bilingual masses, events and service projects for the community. This makes the Catholic school a great way for Patty and Amber to meet people of similar backgrounds and build a community. Parochial schools celebrate the tradition of faith, family and community.

Unfortunately, keeping these schools open has become a challenge. The Catholic school sector is no different than any other, and closings have been publicized. In response, Catholic schools are researching and developing new educational business models. Some Catholic schools have closed their

doors, only to reopen as academies. For example, in South Ozone Park, the Nativity of the Blessed Virgin Mary School and St. Stanislaus Bishop and Martyr School closed their doors, only to be succeeded by the Divine Mercy Catholic Academy. Because the school involves more than one parish, the school is called an academy to differentiate it from a single-parish school. Since 2005, the Brooklyn Diocese has opened many Catholic academies in Brooklyn and Queens.

The Brooklyn Diocese has also implemented the program "Preserving the Vision." The name means exactly what it says: preserving what has always been an integral part of Catholic life: the education of children. This vision includes developing schools that will be better able to meet the diverse and changing needs of students and parents, and providing competitive compensation and benefits to teachers and staff.

Even though two schools in the Archdiocese of New York have won the 2011 Blue Ribbon Award, the organization is still committed to improving. The Archdiocese has initiated the "Pathways to Excellence" program, aimed at professional development for principals, teachers and staff at schools that already do outstanding work. Because of the diverse population, there is still more than can be done to close the achievement gap. The program is aimed at raising standardized test scores and providing teachers with new classroom tools, such as the digital teaching program for fourth and fifth grade math, "Time to Know," which provides online learning, data collection and feedback for the school.

Personally, I am proud to share that my fondest childhood memories revolve around a humble beginning, in a humble neighborhood. My siblings and I attended a Catholic elementary school, Our Lady of Victory, for eight years. I am pleased that Catholic schools are committed to remaining vibrant institutions for generations to come.

Candi Sparks is the author of children's books about money including "Can I Have Some Money? Educating Children About Money," "Max Gets It!" and "Nacho Money." She is a Brooklyn mother of two and is on Facebook (Candi Sparks, author) and Twitter (Candi Sparks, author). Her website is www.candisparks.com.

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Keeping the peace

Queens teens' Model UN experience becomes a documentary

BY KRISTINA JOSEPH, SHERLANA ROOPLAL AND SYMONE SIMON

Sixteen Model United Nations students from John Adams High School got the thrill of a lifetime when they were chosen to be in a documentary produced by National Geographic.

The students in Michael Budhu's role-playing class — which simulates the work of the United Nations, while honing the students' public speaking and research skills — were picked out of 140 schools from around the world to appear in the film "Decorum: A Model UN Documentary Series." The students represented Sudan, Guatemala and India during the May Model UN conference at the Grand Hyatt Hotel in Manhattan where the documentary was filmed.

On Oct. 5, the students from the Queens school returned to the hotel to attend a screening of the film. They were greeted by hotel representatives, reporters, and the direc-



tor of the film, Matthew Bardocz. They were also informed that the documentary would be shown on the Times Square Jumbotron, as well as on the small screens inside taxis for the following three weeks.

More rewarding than their 15 minutes of fame, however, was the students' sense of pride.

"I felt important. I felt as if people out there wanted to hear from us. It's wonderful knowing that we come from a local school here in Queens, and now, so many people outside of our own community can become aware of all of the hard work that we put in," said Model UN student Anil Drepaul, 17, who was interviewed in the documentary.

Megan Aguirre, 17, another student appearing in the film, said she gained much more out of the experience than she expected to.

"From the conference, I was able to demonstrate the ability to stand up and speak my mind. I used to be scared of what

people thought about me and what I had to say. But the conference boosted my confidence, and it gave me a sense of what life will really be like as I get older. I now feel so much more comfortable to express my thoughts."

Student Ayah Innab, 15, who earned an "Honorable Mention" award during the May conference, agreed.

"I was ecstatic and surprised. I felt that there was such a high level of competition. This was, indeed, a significant accomplishment."

When the students returned to the school after viewing the documentary, they were pleasantly surprised to find that numerous teachers were showing their students the video clips of the "Decorum" stars; in fact, many of the Model UN students said they were approached by teachers and students who complimented and applauded them.

"It's a great tribute to them. It shows that students can do anything, if they put their minds to it," Principal Grace Zwillenberg said of the students. "They have gained important skills in life that they can keep and build on when they enter into college."

To watch the first three episodes of the documentary, visit the website of the United Nations Association of the United States of America, www.unausa.org/decorum.



The class had a great time when they went to the Model UN Conference last May.

Learning from Asian-Americans

What can be learned from immigrant families about being better students — and educators

BY ALLISON PLITT

Asians have moved to the U.S. to own homes, enroll in American schools, and take jobs in the U.S. work force, and their presence is quiet and understated, yet competitive and high achieving. At impressively high rates, Asian students are entering gifted and talented classes in elementary schools and advanced placement classes in high schools. Many go on to attend Ivy League universities, receive advanced degrees, and easily find work at international companies that rely upon Asia for manufacturing needs, purchasing power and lending credit.

Clearly, Asian-Americans have a lot to be proud of and their fellow Americans — especially parents and educators — should take the time to get to know them and learn what they're doing right when it comes to the educational arena.

In 2009, students from 65 countries participated in an international standardized test for reading, math and science given by the Organization for Economic Co-operation and Development. Called the "Programme for International Student Assessment," the exam is given every three years to 15-year-olds in the leading industrialized nations to evaluate the knowledge they have acquired throughout their schooling.

When the test results were announced in December 2010, U.S. educators were shocked at the findings — students in Shanghai had the highest scores in all three categories, while the United States placed 17th in reading, 31st in math and 23rd in science.

Despite the high academic marks from Chinese schools and the robust economy in China, more Asians than ever are coming to the United States to live, study and work. As indicated by data from the 2010 U.S. census, Asians are the ethnic group with the largest population increase in the U.S. within the past decade. From 2000 to

2010, the population of Asians (which includes more than 20 different countries, including China, Japan, Korea, India, Pakistan and the Philippines) has grown 43.3 percent in the U.S. and now comprises 4.8 percent of the country's population.

One such Chinese immigrant is 29-year-old Ming, who was born, raised and educated in Shanghai. Brought up by parents who believed education would open doors to her future, Ming respects the values her family instilled in her.

"Because we were not very wealthy, I was told by my parents, 'Don't ever compete with others [over] shoes, the digital gadgets, the beautiful hair or whatever. Compare with that person your test score. Which college would you go to? Like, who laughs in the end?'"

Although her parents ingrained in Ming a competitiveness that gave her "that fire and desire," she doesn't regret the impact this mentality has had on her life.

"It can be very devastating for kids, but also it's very practical. It teaches us how to be competitive in the future in the work force," she said matter-of-factly. "If you look at the work force nowadays, Asians and Chinese are doing very well, and the reason they are doing very well is because they are very educated — most of them."

Ming moved to the U.S. two years ago with her American husband. At the time, she was teaching Chinese at an international school in Shanghai that was run by Americans. Although Ming and her husband both had good jobs there, they ultimately decided to move to New York City at the urging of her husband's family, who missed their only son. She is now a teacher at a New York City private school

Mastery of test-taking skills

Since Ming has been a teacher

and student in China and the U.S., she is familiar with the educational systems in both countries. According to Ming, Chinese students are well-versed in test taking, as it is what they have been taught to do since elementary school. She attributes Shanghai's high 2009 test scores to the Chinese educational focus on standardized tests.

In the U.S., however, there has been a recent backlash toward standardized testing after, in 2001, Congress passed the "No Child Left Behind Act," which requires all public schools to administer state-wide standardized tests. If the test scores are low at a particular school, it receives less federal funding than a higher-performing school. Consequently, many U.S. teachers and school administrators now feel they spend so much time preparing their students to take this test, there is less classroom time for students to engage in more creatively stimulating tasks.

"Taking [a standardized] test is a skill. It doesn't really necessarily test how smart you are, how innovative you are," Ming remarked. "It's a lot about your skills. Could you sit there for half an hour or concentrate for half an hour taking that test? We started getting that discipline when we were very young."

Ming believes so strongly in her current students' ability to pass standardized tests that she is now teaching a club at her school called "Test Prep."

"Many times, it's not really about the content," she noted. "I think if you give any American kid extra time, they can finish it. They can do a very good job, but they just can't do it in a testing setting — like in a classroom — quiet, taking the test by yourself, independent. [American students] just can't do that."

Within the past five years in New York City, there has been a proliferation of tutoring centers for math, reading and writing, such as E.nopi and Kumon, which are based on the Asian philosophy of repetitive exercise until a student achieves a perfect score and can advance to the next level.

Although E.nopi is a Korean company and Kumon is Japanese, Ming sees both instructional approaches as "very Chinese. It's just repetitive. You just do that within five minutes, within 10 minutes, just again, again,

Focus on Asia
PART 1



Illustration by Alina Ananyeva, 13, from Brooklyn

again, again. Just, practice makes perfect. It's based on that philosophy."

Respectful behavior in classroom

Ming, who is currently enrolled in a master's degree program in bilingual education, said that the main topic discussed in her classes is classroom management, which she believes is the most apparent difference between Chinese and American schools.

"We have to discourage [American students] from moving too much, and we have to sort of let them know that 'this is a class. We're not going to be talking about something that has nothing to do with what we're talking about,'" Ming said. "So I always tell the students like, 'You know, in China we have 70 kids or 60 kids in one class, and no one would talk back to an adult, let alone a teacher, just someone who is older than them.'"

While Ming thinks the U.S. students are too restless and outspoken in the classroom, she also feels that Chinese students are too reserved.

"Like, our side is too quiet. We have to encourage [the Chinese students] to answer questions, encourage them to be active, be moving around."

As an educator, Ming is always trying to find a compromise between Western and Eastern teaching philosophies.

"I feel like both are a little to the extremes," she reflected. "Like the Asians are always doing homework. [The Americans are] always on play-date. They should just come to the middle. The kids would benefit from it."

Ming ascribes the difference in the students' attitude to the level of respect teachers receive in China.

"In China, teachers make the same [amount of money] as a brain surgeon. We have the highest social status. We're the top of the food chain. Parents, faculty — everyone — respects you, because you're the educator. The same in Korea, the same in Japan, the same in many Asian countries."

On the other hand, Ming thinks Americans view teaching as a second option to other professions.

"I feel like, here, it's sort of like, 'I don't want to do other jobs.' I mean, for sure there are a lot of amazing, good teachers. There are so many, but I don't feel [U.S. teachers] are being respected by the society, and the unfortunate part of it is, parents don't show that respect, so they pass that to the kids," Ming stated. "When

Her parents told her, "Don't ever compete with others over shoes, the digital gadgets, the beautiful hair or whatever. Compare with that person your test score. Which college would you go to? Like, who laughs in the end?"

any student doesn't respect his teacher, how could they respect the content the teacher is teaching?"

Ming credits the respect teachers receive in China to their "very hierarch[ical] type of society."

"As long as that person is older, you need to show the respect... you should not be challenging that person even though, probably, you know whatever he's saying is wrong or is not truthful. You should find a private moment, not challenge him or her in public."

Importance of assertiveness

This tendency for Asians to be reticent and withholding in public has proved difficult for them in America, where citizens are more openly outspoken about their views. Ming describes the Chinese as being "not very confrontational," and when they are placed in compromising situations, she says they tend to internalize their feelings, instead of vocalizing them. When others recognize that Asians are less apt to express their grievances, Asians sometimes find themselves being taken advantage of.

For example, at the international school in Shanghai where Ming taught, the American administrators paid the French and Spanish teachers more than the Chinese teachers. Ming spoke of another instance when a Chinese teacher in the U.S. was given more work than her non-Asian co-workers, because her boss told her she was "highly qualified."

Why immigration boom

Ming thinks there are three moti-

vating factors for Chinese to immigrate to the United States, despite the booming economy back home. First, she thinks the Chinese have always felt themselves "inferior" to Americans and Europeans after many years of lagging behind the economies and technologies of the Westernized world.

Second, Ming says many Chinese are still very poor and have a glamorized view of the United States.

"Because of all these penetrating shows, movies, celebrities, beautiful people, it gives the poor country back in China this false image like, 'everything there is better than us. Health care is better than us. Education is better than us,' instead of thinking, 'maybe it's not for everyone.'"

Lastly, Ming thinks that the majority of the Chinese who immigrate to the United States are wealthy and view the United States as a place where they can safely put their money into banks without the fear that the communist Chinese government will take it away from them.

Noticing that many of these Chinese immigrants frequently return to China to visit their families, Ming thinks they don't see the U.S. as a "home," but simply a place to secure their assets and educate their children.

For her part, Ming wants one day feel like she can call the U.S. her "home," yet there are times when she, as an Asian immigrant, senses she is being excluded from the culture around her.

"I want to be more included. I notice in many work places or schools, you tend to see Asian kids together, you tend to see Chinese kids together, Chinese co-workers together," observed Ming. "For example, like the [American] co-workers, when they're having lunch, they close the door. Maybe they have four or five in there, and they would never say, 'You want to come and join us?' And we're not going to knock on the door, because you already closed the door."

Allison Plitt is a contributing writer for New York Parenting Media and a mother living in Queens with a 5-year-old daughter. If you have any ideas you would like to share with her about topics for articles or resources for families, please feel free to contact her at allisonplitt@hotmail.com.



Past meets present

The New York Historical Society opens a children's museum

BY TAMMY SCILEPPI

New York City is a fascinating place with a rich history. To start your child on the path to learning about his hometown, there's no better spot than the newly renovated New-York Historical Society's mini museum, the DiMenna Children's History Museum, on Manhattan's Upper West Side.

In November, the groundbreaking museum opened its doors and welcomed curious young visitors and their families. The first ever of its kind, the museum provides a unique, multi-dimensional experience, aimed at kids ages 7 to 13. It's where youngsters can learn about history in a non-traditional, fun way.

It takes parents of younger children to come up with such an innovative concept. The museum is the brainchild of Diana DiMenna and her husband, Joseph, who have two little ones. They helped fund its construction. Their main goal: they didn't want kids thinking history was just about a bunch of old men.

Through interactive games, a virtual time machine, and a myriad of surprise adventures, kids who

visit the museum — which is on the lower level of the New-York Historical Society — can find a connection with children who lived, played, and sometimes worked in New York City a couple of hundred years ago, or more. Here, kids' imaginations can soar as they enter and explore an amazing new world like no other.

"We have seen grown-ups and children 'digging' into the exhibition together. Some are longtime fans of the Historical Society who are happy to have a place to go for their children to learn about history, and some are first-time visitors looking for a new experience," said Alice Stevenson, director of the museum. "Overall, they really appreciate the hands-on design of the museum — it keeps children of different ages and interests engaged, and brings the past to life."

As visitors enter the museum, they immediately get a sense — thanks to bright graphics — that this is a child- and family-friendly place. The characters on the stairs will lead you back through time — beginning in the Great Hall with recent history, passing such well-known New Yorkers as Arthur Ashe and the Marx

Brothers — and ending at the base of the stairs in a recreated environment devoted to the Lenape people, who lived in the New York area before Europeans arrived.

Families are then welcomed by a dramatic but fanciful recreation of the New-York Historical Society's new façade, linking this experience to the Historical Society as a whole.

The History Detectives kiosk introduces questions that visitors may never have considered, or may have answered for themselves in a very limited way: How do historians work? How do they draw meaning from the surviving remnants of earlier times? How do we know what we know about the past? This prepares kids and their families to think about the characters they'll encounter in the museum.

For instance, at the Historical Viewfinder kiosk, visitors can compare current images of neighborhoods in the five boroughs with photographs from the past, and can experience being a part of history at the American Dreamers kiosk, where photographs of New Yorkers from the past and present flash by with their names, birthdates and



Your kids will have a blast at the DiMenna Children's History Museum.

occupations. Kids can then take their own photos and add what they wish to be when they grow up. Their picture will then join the photo stream, where they can see themselves as part of the narrative of history. That's pretty powerful stuff!

Your child might ask, "What does it feel like to participate in a democracy?" Future voters can check out the Cast Your Vote and First Presidential pavilions, and find out how voting rights have changed over time; they may also wish to recite the presidential oath of office. (You never know.)

When your kids experience the narrative pavilions, they'll surely begin to wonder if there are similarities between their everyday lives and those of kids from long ago. The pavilions delve into interesting backgrounds of historical figures, like Alexander Hamilton, who came here from the Caribbean as an orphan around 1700, and who would become the Secretary of the Treasury; a Dutch girl, Cornelia van Varick, who was the daughter of a 17th century textile worker. Her wooden linen chest is an antique treasure trove of artifacts she collected during her childhood, and kids can sift through her stuff to get a sense of how life was during that period of time.

Then there's James McCune Smith, who became an abolitionist and America's first African-American doctor; Esteban Bellán, a Cuban immigrant, who grew up to become the first Latino to play pro baseball; and what was it like to be a child on the Orphan Train?

What did these children wear? How did they learn? What might life have been like for the newsies,

kids who sold newspapers for a penny on city street corners? Why didn't they go to school? Why were they allowed to work?

"In particular, Orphan Train riders and newsies have had a real resonance with visitors," Stevenson said. "At the end of their visit, when we have asked children 'which was your favorite?' inevitably, it is one of those two pavilions, and the students can recount the stories with great detail. The idea of childhood throughout the centuries has really emerged as a dominant theme for our visitors."

Finally, at the adjacent Barbara K. Lipman Children's Library, children can explore the printed world of New York. Digital images of four rare texts — "Sander's Pictorial Primer," "The Story of Dam Trot and her Comical Cat," the "New York Gazette & Weekly Mercury" newspaper, and the "Hieroglyphic Mother Goose" — are on display, as well as an interactive atlas, maps of old New York, books, and drawers full of artifacts. Plus, every Sunday at 11:30 am, the Lipman Library hosts a free story hour, where kids can hear the stories of New York.

Don't miss this special adventure that takes place on the lower level of the New-York Historical Society.

DiMenna Children's History Museum at New-York Historical Society [170 Central Park West at 77th Street in Manhattan, (212) 873-3400]. Open Tuesday through Thursday and Saturday, 10 am-6 pm; Friday 10 am-8 pm; Sunday 11 am-5 pm; closed Monday. Adults, \$15; seniors and educators, \$12; students, \$10; kids (7-13) \$5; children under 7, free. Admission is pay-as-you-wish on Fridays, from 6 to 8 pm. For more, visit www.nyhistory.org/childrens-museum.

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Transitioning your child to a new home

Divorce is hard on adults and children alike. But, unlike adults, children have little or no say in what happens. Even if you were not the one to initiate the divorce, undoubtably there are many decisions you will make, perhaps including whether to remain at your current job, and which neighborhood you will live in. Our kids, on the other hand, will live and attend school where we (or a judge) decides.

None of us likes to feel out of control, and where we can, it is wise

to grant our children the power to make their own decisions — up to a point.

Let's take the example of a new home.

Pretend that you have agreed to move from the marital home. As the adult, where you live has to be up to you. It is your job to know your finances — or to get help in understanding them if you don't. What neighborhoods can you afford? Will you rent a home, or buy one? How close to work or public transportation do you need to be? Where are the schools, doctors, and houses of worship that you deem best for your family? The list of considerations can be lengthy.

Then there are other matters — ones that children (depending upon their ages) can decide, within the boundaries that you define.

Here are some of the things that I did to help my daughter (then 6) feel that the new home we were moving into was hers, and not just mine:

Before actually moving in, I asked my daughter if she wanted to see the apartment before furniture arrived. Not only did she say "yes," but her mother joined us for the initial visit, implicitly giving our daughter a message of support regarding our new home.

My daughter led us around the apartment, showing us the different rooms. She wanted to play hide-and-peek, and the premises being safe, we did. She asked if a particular closet could be used as our "art closet" — a home for markers, crayons, and construction paper — and I enthusiastically agreed; seven years later, it continues to serve that purpose.

I gave my daughter the opportunity to choose the color for the carpet in her room, and she was happy to do so.

(She would have chosen for the entire apartment, but that was too much for me.)

She decided on the bed she wanted, again, because she wanted to do so. My daughter also helped to make decisions on what pictures and posters would adorn the walls of her room, our refrigerator, and the inside of the front door. We picked up a shower curtain that she liked — colorful and fun with an aquatic theme, another imprint of hers on our new home.

The games and books that remained at her mother's house stayed there for the most part, because those were the ones she chose to keep there; the ones she wanted by us, we brought.

Additional factors eased the transition. The then-new apartment was in the same neighborhood as the old; in fact, only a block away. My daughter was able to go to the same school, keep the same friends, and continue to visit her grandparents frequently. If something is forgotten or wanted from the other home, a phone call and a short walk take care of the problem. Being Sabbath observers, the close proximity of our daughter's two homes allows her to be with both Mom and Dad on the same Saturday, and on other religious holidays, when we don't drive.

We are all individuals, and our children are unique. The steps that I took might not be possible or desirable in your situation. Still, the bottom line is that we, as parents, can do a great deal to make the transition from living in one home to two homes more comfortable and less scary for our children. Part of this unquestionably difficult experience can even be fun and empowering for them, if we are thoughtful and creative, and plan well.

Lee Chabin, Esq., a divorce mediator and collaborative divorce lawyer, helps clients end their relationships respectfully and without going to court. Contact him at lee_chabin@lc-mediate.com, by phone at (718) 229-6149, or go to <http://lc-mediate.com/home>.



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MOMMY 101

ANGELICA SERADOVA

Finding your new mom confidence

Being a mom is supposed to come naturally, right? Maybe, but for me, the first couple of weeks as a new mom had me feeling like a freshman on the first day of high school. I felt lost, awkward and terrified that this tiny person depended solely on me for her survival. Wouldn't that terrify any new mom?

I remember my first outing with my daughter, Olivia. She had her first pediatrician appointment about a week after she was born, and it was the first time I had left the house with her. Saying that I was a nervous wreck is an understatement. I couldn't remember the last time I felt so apprehensive.

To help calm my "first-day jitters," I gave myself three hours to prepare. A simple 15-minute drive had now become a production of epic proportions. I had to prepare the baby bag, dress myself and dress an infant. This was a huge task. I've always been a bit anxious, but on this occasion, leaving the house was about to give me a major meltdown.

Then I started the dreaded "What If" game. What if I drop her going down the stairs? What if I forget something? What if we get into a car accident? All these thoughts flooded my mind and made me doubt myself as a mother. This must be normal, I thought to myself. It has to get easier. But all I could do was worry.

Pulling up to the doctor's office in one piece was a relief and also felt like a huge accomplishment. Arriving to the doctor unscathed: check!

But just as I celebrated our milestone, something happened that made me doubt myself again. As I sat in the waiting room and prayed that my little one wouldn't start crying, I noticed that I was sitting next to an obviously well-controlled Super Mom. I wondered if I could ever be like her, and felt like such an amateur sitting next to her.

As I fantasized about ever having my own Super Mom qualities, I



realized she was once in my shoes — a clueless new mom who slowly learned how to care for a baby and finally got it together. Just like everything else in life, I'm sure parenting takes practice. Besides, I must be doing something right. Olivia and I made it through her first doctor's appointment and more importantly, she got a clean bill of health.

When I look back at those first few weeks as a new mom, I feel like a completely different person. Nowadays, it doesn't take so much of a production to get out of the house. I know what to pack, try to prepare as much as I

can the night before, and can manage to get both me and my daughter ready and out of the house in a decent amount of time. I don't get as flustered as I did in the beginning. Thankfully, Olivia and I have celebrated plenty of milestones together, no matter how small, because not only is she learning and developing, but I am, too. And with each milestone we achieve, comes a boost of motherly confidence.

Angelica Sereda is a working mother and freelance writer covering career and parenting issues. She is the proud mom of a happy little baby girl.

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Discover a 'Snowy Day' in a museum

Renowned
illustrator Ezra
Jack Keats is
on display at
the Jewish
Museum

BY LAURA VAROSCAK-
DEINNOCENTIIS

Now that the holidays are over, and the streets of Manhattan are less congested, there is no excuse to miss "The Snowy Day and the Art of Ezra Jack Keats," which runs through Jan. 29 at the Jewish Museum. The exhibition celebrates the 50th anniversary of Keats' beloved Caldecott Medal-winner, "The Snowy Day," and pays tribute to a pioneer in children's literature.

Curated by Claudia Nahson, the show highlights the iconic picture book and features more than 80 original works by the artist. Visitors will enjoy viewing Keats' preliminary sketches, storyboards and dummy books, as well as final illustrations

and paintings. Letters and photographs also provide insight into Keats' life and art. Before the end of the exhibit, readers — young and old — can settle down in a Keats-inspired urban landscape and browse through his many books.

Jacob "Jack" Ezra Katz was born in Brooklyn in 1916. His parents, Eastern European Jewish immigrants, were poor, and the family lived in an East New York tenement for most of Keats' childhood. Exposed to poverty and anti-Semitism, Keats developed an early sympathy for others suffering from deprivation and prejudice. He understood what it felt like to be an outsider, and this social isolation became a common theme in his work. As a young boy, he used art as a means of escape and learned that his talent could help

Ezra Jack Keats' work expresses the hope, joy and beauty that exist even in an impoverished, dilapidated world.

him overcome obstacles in life.

Primarily self-taught, Keats spent his early years drawing and painting. He doodled at home, and his mother supported his artistic talent. His father discouraged it. It wasn't until Keats sold a painted sign to a store for 25 cents that his father accepted that his son might make a living doing what he loved.

During the 1930s, Keats worked as a comic book artist and a mural painter for the Works Progress Administration. While serving in World War II, he reacted to anti-Semitism by legally changing his name to Ezra Jack Keats. He spent a brief, but productive, period studying painting in Paris in 1949, and in the next decade, worked as an illustrator for several publications including Reader's Digest, the New York Times Book Review and Colliers.

Keats co-authored his first book, "My Dog is Lost," in 1960. This story features a youngster named Juanito who searches for his lost dog in the streets of New York. In his memoirs, Keats mentions a 9-year-old Puerto Rican boy who he spent time with in the 1950s. The main character is based on this boy, although when the story was written, multiculturalism in children's books was not mainstream.

Two years later, "The Snowy Day," was published. This full-color pic-



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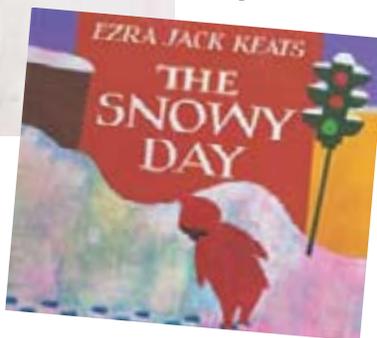
An illustration for "Penny Tunes and Princesses," by Myron Levoy, 1972



You can see Ezra Jack Keats' artwork (including illustrations for "A Letter to Amy," above and groundbreaking "The Snowy Day," left) at the Jewish Museum's "The Snowy Day and the Art of Ezra Jack Keats."



a child, one of his drawings spared him a confrontation with an older boy who was impressed by his work. The author called "Goggles!" a "triumph of brains over brawn."



Keats described his next book, "Apt. 3" (1971), as "closest to me in personal experience and one of the most important things I have ever done." This book, along with "Dreams" (1974), a mood piece, is based on his memories of tenement living.

Between 1975 and 1981, Keats wrote a series of picture books with another African-American protagonist named Louie ("Louie," 1975; "The Trip," 1978; "Louie's Search," 1980; "Regards to the Man in the Moon," 1981). Louie struggles with feelings of isolation and invisibility — as did Keats early in his life. The four stories are modeled after Keats' own experiences, as well as significant people in his childhood. Despite the deep connection between Keats' life and work, his art transcends the personal and reflects the universal concerns of children.

By the end of his life in 1983, Keats had illustrated more than 85 books (and authored 22), most of them for children. His work expresses the hope, joy and beauty that exist even in an impoverished, dilapidated world. Keats' memories also helped to shape his view of humanity.

"If we could really see ('see' as perceive, understand, discover) each other exactly as the other is, this would be a different world," he said.

Indeed, Keats has influenced the way many see by sharing his inner world and talent with readers all over the globe.

"The Snowy Day and the Art of Ezra Jack Keats" at the Jewish Museum [1109 Fifth Ave. at 92nd Street in Manhattan, (212) 423-3200] is on display through Jan. 29. For more, visit thejewishmuseum.org.

Teacher and freelance writer Laura Varoscak-DelInnocenti is a regular contributor to New York Parenting Media. She has won numerous editorial awards from the Parenting Media Association. She holds master's degrees in fiction writing, education and psychology. She lives in Bay Ridge, Brooklyn, and is the proud mom of two sons, Henry and Charlie. Visit her webpage (www.examiner.com/parenting-in-new-york/laura-varoscak) for more articles on parenting.

ture book came out at the height of America's civil rights movement, and depicted an African-American boy named Peter enjoying the snow for the first time.

In 1962, picture books featuring minority children were still rare. Other than a few publications that were not widely distributed, African Americans were mostly represented in racist caricatures. Keats' gritty urban settings were also new to picture books.

Despite the overall groundbreaking success of "The Snowy Day," Keats' book also received criticism. In a 1965 essay in *The Saturday Review*, Nancy Larrick described Peter's mother as a stereotypical mammy and attacked Keats for not addressing Peter's race in the text. The author responded to Larrick's comments with a sarcastic remark at the end of his letter: "Might I suggest armbands?" Keats achieved his goal

of representing a black character equally to a white one and did not feel the need to apologize for his work.

Overall, "The Snowy Day" was widely embraced by the public. Since its publication, it has been translated into 10 languages and has sold millions of copies. (A letter of praise from Langston Hughes is on display at the museum.) Every child, regardless of race, ethnicity or social background can relate to the character of Peter, and readers celebrated this.

Keats masterfully used his personal experiences to tell powerful stories through the use of simple language and rich, vivid illustrations inspired by haiku poetry and Asian art. In "Goggles!" (1969), Keats' first autobiographical book, he drew on his run-ins with bullies. When he was

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Continued from page 26

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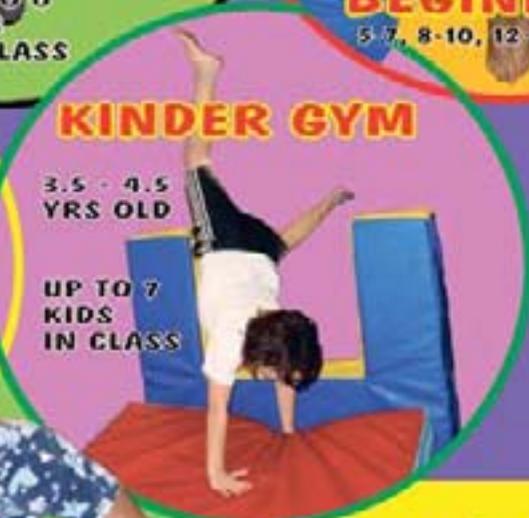
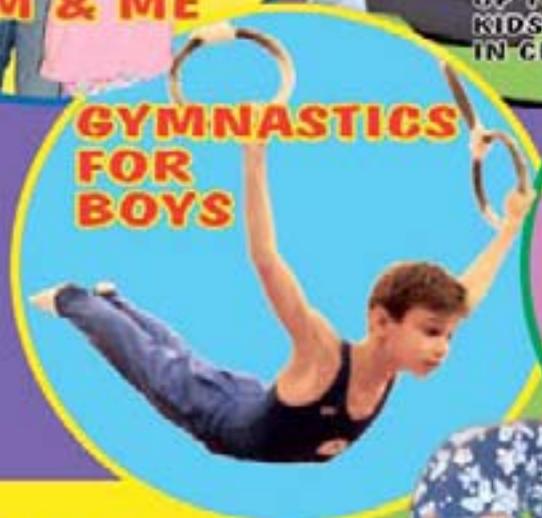
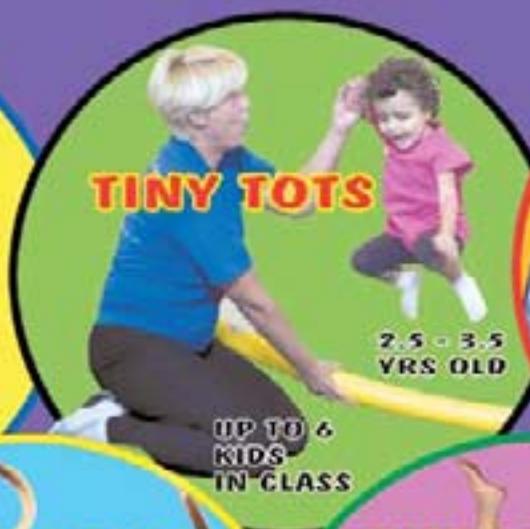
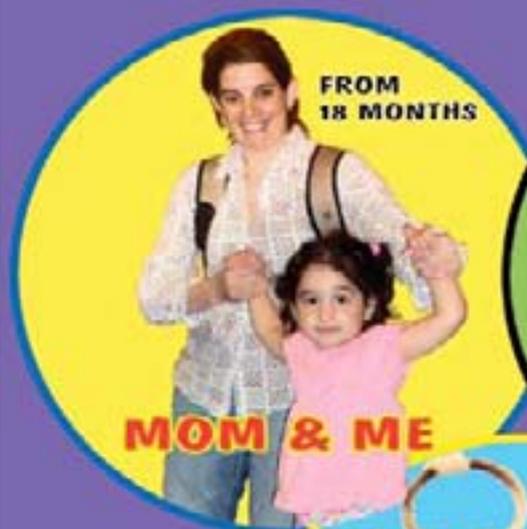
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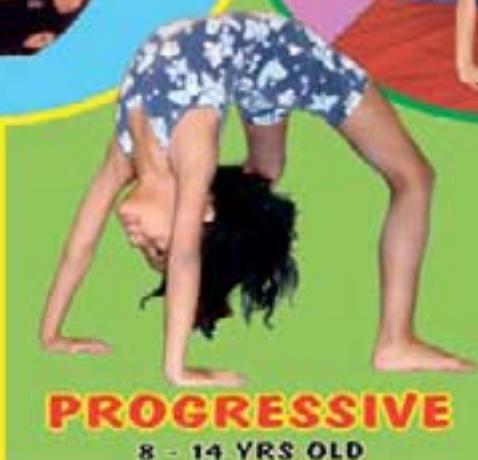
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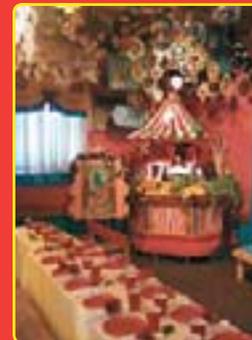
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Continued on page 32

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Continued from page 30

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A failing grade for nation's gifted education

Resources are in need of major improvement

BY NATASCHA M. SANTOS, MA, MS

The report card is out on the nation's gifted education classes, and it is not good. The National Association for Gifted Children published its annual State of the Nation in Gifted Education report for 2010-2011. Poignantly subtitled, "A Lack of Commitment to Talent Development," the data shows a lack of dedication and attention given to our nation's brightest students.

Accountability

- Gifted and talented programs are not monitored in 20 states.
- Fourteen states do not collect information on gifted and talented students.
- Fourteen states have reduced

their funding for gifted programs since the Association's previous report.

- While 12 states require districts to have administrators for gifted education, only four states require them to have gifted and talented certification.

Grade: Poor

Teacher Preparation

- Only six states require all teachers to receive pre-service training in gifted and talented education.

- Twenty-four states do not require credentials in gifted and talented education for teachers in these programs.

- Only five states require professional development for these teachers.

Grade: Poor

Summary: Gifted education in the United States is in need of

major improvement.

• • •

Research has shown that gifted programs are associated with a myriad of benefits. Students identified as gifted and talented adolescents who received services through the secondary level pursued doctoral degrees at more than 50 times the base rate expectations. (The base rate is only 1 percent for the general population, according to Lubinski, Webb, Morelock, & Benbow in their article for the Journal of Applied Psychology.) Further, gifted students' involvement in their interests, along with their creative productive work, continued well after college and graduate school, according to K.L. Westberg in the Association's Creativity and Curriculum Division Newsletter.

The United States Department of

The focus in our educational system has veered away from gifted education, in part, because the system is primarily focused on special education.

Education regarded it as a “quiet crisis,” and it is right in doing so. With so many cuts to school funding, it is understandable that administrators view some areas as more dispensable than others.

What isn't understandable, however, is the historical lack of accountability and funding given to gifted and talented education. The focus in our educational system has veered away from gifted education, in part, because the system is primarily focused on special education.

Federal legislation, such as the Individuals with Disabilities Education Act of 2004 mandates that special education services be given to all students with a disability at no cost to parents. While the act provides funds to state and local agencies for students with a disability, to date, there is no federal mandate for gifted education.

Giftedness is local. What does this mean? This means the definition of giftedness is highly idiosyncratic, and that along with funding, can be decided on at the state and local level. A student may be defined as gifted in one district or state and not another. In New York State, for example, information is not collected on gifted students and zero funding has been provided for gifted programs as far back as 2006. The identification of gifted students is not mandated nor is the provision of services for gifted and talented education. In other words, there is no legislation such as the Individuals with Disabilities Education Act that requires districts or schools to seek out and identify students who may be gifted and place them in gifted programs. Despite the lack of federal accountability, the NYC Department of Education does aim to identify and place students in gifted programs if they meet eligi-

bility requirements. While the city offers this, suburban schools, such as in Long Island, have fewer opportunities available. Parents may need to relocate or travel further to place their child in a district or school with a gifted program.

So, imagine the bell curve. Mainstream education targets the majority of students which fall within the bell. The left, outermost portion of the bell is two standard deviations below the mean. These are students who may require special education for reasons such as autism or learning disabilities, which is provided via the disabilities act.

What about those students that fall in the right, outermost portion of the bell? At two standard deviations above the mean, these are the exceptionally bright students. They are the future Steve Jobs and Bill Gates of the world. Would we have denied these now, ever so prominent figures enrichment opportunities if we knew of their potential? Probably not.

While it is of obvious importance to provide educational curricula for students who need additional support, we cannot forget about those who are exceptionally bright. In doing so, we may be letting the best and the brightest our nation has to offer get lost in the bell.

Parents interested in having their child tested can visit the New York City Department of Education website at <http://schools.nyc.gov/Academics/GiftedandTalented/default.htm> for more information. Gifted and talented testing will take place between Jan. 3 and Feb. 10.

Natascha M. Santos is a certified, bilingual school psychologist finishing her doctoral dissertation on the disproportionality in gifted education. She has also been an adjunct instructor of psychology on Long Island for several years and a behavior therapist at the BioBehavioral Institute, where she specializes in the treatment of mood and anxiety disorders. Her blog is www.nataschasantos.com.

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	7:00 PM	3:00 PM	5:00 PM

JAN. 12 - 16



Thu.	Fri.	Sat.	Sun.	Mon.
JAN. 12	JAN. 13	JAN. 14	JAN. 15	JAN. 16
7:30 PM*	7:30 PM	1:00 PM	2:00 PM	1:00 PM
		5:00 PM		

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A TEEN'S TAKE

AGLAIA HO

My first date with Facebook

Social networking sites have become a phenomenon with teens since websites like Facebook came online — and having a presence on them has become a must for most teenagers. Well, except me. Until now.

I recently got my Facebook account — after choosing not to have

ents, and together we decided that if I used good judgment, Facebook would help me stay in the loop.

I created my account, and because I was just about the last person in my school to be on Facebook, the deluge began.

I was bombarded with friend requests. As I scanned the page, I noticed that half of the people were mere acquaintances. Some were just kids who went to my school, though we shared none of the same classes. One of my friends even teased, “OMG, you actually exist!”

To add to my headache, many people were hiding behind various pseudonyms and monikers (obviously, “Harvard Lightning” and “CeeJ” aren’t actual names). The anonymity of identities give teenagers the liberty to fantasize about the perfect person. Still, it is particularly confusing — and dangerous.

Screening through friend requests was time-consuming.

After an hour, I was still filtering requests. Much care is needed in order to connect with the right people, not those with villainous motives.

If I thought “friending” people was rocket science, I was faced with a whole new challenge when I began to explore the site further. All users have their own profile, which they can edit to express their likes, dislikes, and even personal information. As I skimmed the profiles of my friends, I learned that Facebook was like a sounding board. My friends continuously posted random quotes, complaints, and exclamations on their profile “wall.” Some were nearly as trivial as “[name] flop like a fish,” and “why am I the fish?” I couldn’t help but cringe at the pure stupidity of it.

Still, I found that Facebook had practical benefits, despite my ini-

tial shock. For one, the site allows students to discuss class lessons and homework. I found a group of students from my house with whom I could discuss math homework and the discussions were mostly productive. Rather than just posting the answer, some students explained the solutions.

Facebook also provides an outlet for students to collaborate on group projects. Passing around documents and discussing how to organize the work is much easier over the Internet. Messaging one another makes each exchange more informative and resourceful.

Facebook makes it much easier to plan events. I’ve learned that hosting large events is an arduous chore. Making individual phone calls leaves you without a voice, and mass e-mails often go unread. However, discussing details for a get-together is more convenient on Facebook. RVSPs are built into the system, so no one has to pull teeth to get a response. This is a great feature for teenagers, because getting out and about is a big part of our lives.

Overall, I would say that having self-control is the key to utilizing Facebook to its potential without sacrificing time and safety. Keep a private account free from personal information and connect with people you actually know. Join class groups to understand lessons and homework. Ignore any rude and pointless comments. And don’t be afraid to let your parent being involved in your online life.

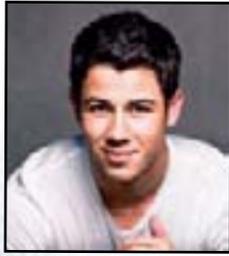
Even after realizing the benefits of Facebook, I still believe that it is not the center of our lives! What’s wrong with face-to-face communication? Our society lacks many real-life experiences because technology is so deeply ingrained in our world. An instant message will never have the same emotional or memorable capacity as a direct conversation or even a hand-written letter. Real life is on the line, but not online!

Aglaia Ho is a 16-year-old student from Queens who enjoys writing. Her work has been published in Creative Kids, Skipping Stones, Daily News-Children’s Pressline, and The State of the Wild.



one for years — because it was the only way I could access one of my teacher’s notes that she began posting online. Still, my decision to do so wasn’t an easy one: I was well aware of the consequences of overuse. I have friends who are obsessed with updating their status. I also know friends who have been cyber-bullied. I didn’t want to become a victim of the social network.

So I talked it over with my par-



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TERRI SCHLICHENMEYER

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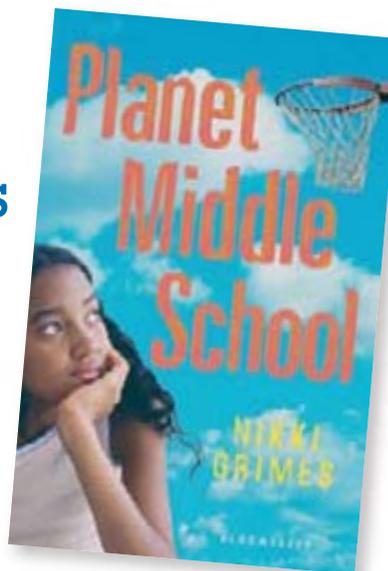
Imagine that you are 12 years old, and aliens have kidnapped your best friend.

At least that's what it seems like. The two of you used to do things together all the time. You'd hang out, watch TV, shoot hoops, or climb trees. You liked the same activities, and you knew each other's secrets.

But now, sometimes, you feel like you barely know her any more. She never wants to do the things you used to do and everything's different. It's almost like your best friend got kidnapped and replaced with someone who just looks like her.

In the new book, "Planet Middle School," by Nikki Grimes, 12-year-old Joylin knows the feeling. Both of her best friends are acting weird.

Joylin really hates it when people call her a tomboy. But what else can be said? She dresses in navy, baggy jeans, she's got a killer jump shot, and she hates girly things. Her dad is secretly happy about it all. Her mother just rolls her eyes.



Although Joylin despises the tomboy moniker, she doesn't mind when her best friend KeeLee teases her about sports and her lack of fashion sense. They've been BFs since they were nine, and they've always done everything together...until middle school started.

When Joylin tried out for the basketball team, KeeLee joined the school choir. They don't have the same classes very often. Sometimes, they don't sit together in the lunchroom any more, and that makes Joylin sad.

It makes her even sadder when KeeLee starts boy-watching.

And speaking of boys, even Jake, Joylin's best male friend, is acting

weird now that they're all in middle school. He treats Joylin like a girl, instead of the way he used to when he didn't notice things like the bumps on her chest. And those bumps interfere with her jump shots, too!

Then a new boy, Santiago, shows up on the court one day. He smiles at Joylin and things change even more. How can she get Santiago to see her? Would a skirt and heels make him notice? Would make-up make a difference? And would Jake stop being such a jerk about this whole thing?

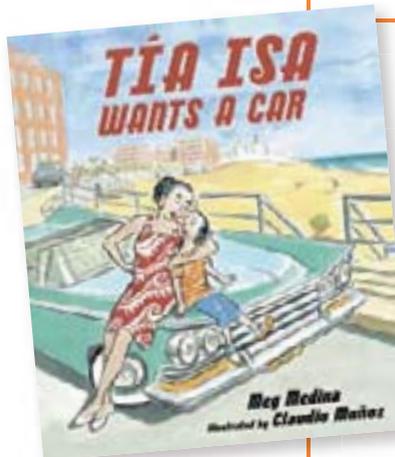
Why can't things just go back to the way they were?

Remember how hard it was to stand with one foot in childhood and one foot in "Grown-up Land?" Author Grimes brings all that confusion and those mixed feelings to life in this perfect little novel.

Using free-form story-poems of different lengths, Grimes gives voice to a smart, young character who is also wise beyond her years.

There's no reason a boy can't read this book, but I think 11-14-year-old girls will think "Planet Middle School" is out of this world.

"Planet Middle School" by Nikki Grimes [155 pages, Bloomsbury Kids, 2011, \$15.99] is recommended for girls ages 11-14.



Teach kids how to save

The other day, while your child was playing outside, he found something small on the ground. It wasn't much, just a penny.

There's not a lot he can do with a penny anymore. It's not enough to buy candy or gum, and it takes bunches of them to buy a toy. Even more for a new video game.

But his Abuelita (Spanish for "Grandmother") always says he should save his money for a rainy day, and since a penny is money, he puts it away. (He has always wondered what rain has to do with anything, but, oh, well.)

In the new book, "Tía Isa Wants a Car," by Meg Medina, illustrated by Claudio Muñoz, a little girl learns that her pennies can take her anywhere, no matter what the weather.

More than anything, her aunt, Tía Isa, wants a car.

She says so after work, when she gets home from the bakery. It should

be a green car, the color of foamy water on the beach. That color would remind Tía Isa of the ocean that lapped outside her bedroom window when she was a little girl. Maybe she should get a car with wings in the back, like sea gulls.

But Tío ("Uncle") Andrés laughs at her. The family's not rich, he reminds her. Besides, she's got more to worry about, like cooking dinner for him. Tía Isa tries to ignore him, but she knows that cars are expensive and that most of her money must be sent back home to Mami and Papi.

Yet, Tía Isa wants a car and her mind's made up. She speaks to the man who sells cars, but he tells her that she doesn't have enough cash. She says they'll have some soon, but "soon" can take forever.

Still, there are always other ways. Señor Leo might have a few odd jobs he'd pay to finish. La vieja ("elderly") Maria might need someone to help feed her windowsill cats. Miss Amy at la biblioteca ("the library") has been asking

for español ("Spanish") lessons.

Tía Isa wants a car, but she's getting sad. Why does saving money take so long? Will she ever have enough to "vamos" on her own four wheels?

She might — with just a little help.

Like most of us, kids enjoy getting new possessions. And, like many of us, they have a hard time saving up for a big want. What they'll see in this book just might inspire them.

"Tía Isa Wants a Car" tells the cute story of doing something difficult to make a dream come true, even though it takes a long time. I loved the way Medina gives her little heroine a can-do attitude in helping her Tía, along with the satisfaction of seeing her efforts make a difference. Muñoz's illustrations are wonderfully expressive, further allowing the love between Tía and her niece to shine through.

Little spendthrifts, ages 3 to 7, will want to save time to hear this story read aloud. For them, "Tía Isa Wants a Car" is a good book, rain or shine.

"Tía Isa Wants a Car" by Meg Medina, illustrated by Claudio Muñoz [32 pages, Candlewick Press, 2011, \$15.99] is recommended for children ages 3-7.

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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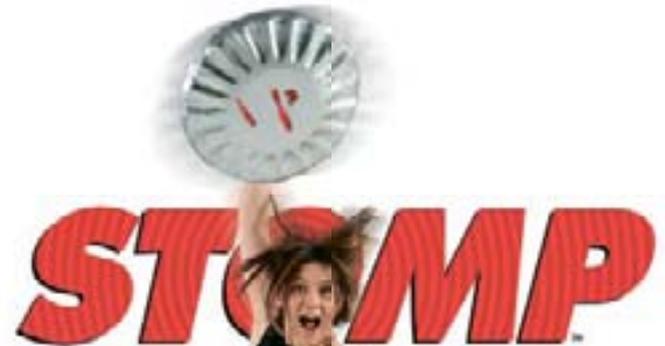
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Going Places

LONG-RUNNING

Christmas Show: Radio City Music Hall, 1260 Ave. of the Americas between 50th and 51st streets; (212) 247-4777; www.radiocity.com; Daily, check for times, Now – Mon, Jan. 2, 2012; \$45-\$125.

The world famous Rockettes, new music, dazzling new costumes and state-of-the-art technology make this year's show the greatest ever. And of course a visit from the jolly old elf himself, Saint Nick.

"Peter Pan": The Theater at Madison Square Garden, 2 Pennsylvania Plaza; (866) 858-0008; www.theateratmsg.com; Daily, check for times, Now – Fri, Dec. 30; \$35-\$99.

Pixie dust, captain hook and Wendy. Cathy Rigby as the boy that doesn't want to grow up flies through the air and creates magical moments that delight young and old.

Dinosaur display: American Museum of Natural History, Central Park W. at 79th Street; (212) 769-5000; www.amnh.org; Daily, 10 am–5:30 pm, Now – Mon, Jan. 2, 2012; \$24 (\$18 students, \$14 children).

Children learn about the largest dinos, the long-tailed sauropods by examining the innovative model.

Big Apple Circus: Lincoln Center, 62nd St. between Amsterdam and Columbus avenues; (888) 541-3750; www.bigapplecircus.org; Sundays and Mondays, 10 am–6 pm, Tuesdays – Saturdays, 10 am–8 pm, Now – Sun, Jan. 8, 2012; \$15-\$95.

The Big Top returns featuring the Flying Cortes, magician Scott Nelson and Muriel Brugman, aerialist Anna Volodko and the mistress of the horses Jenny Vidbel on her fiery Arabian and pet pooches.

Gingerbread Adventure: New York Botanical Garden, 200th St. and Kazimiroff Blvd. (718) 817-8700; www.nybg.org; Daily, 10 am–6 pm, Now – Mon, Jan. 16, 2012; \$20 (\$18 seniors and students; \$10 children).

Children explore the spices that make up a classic gingerbread recipe.

What animals really think: New York Hall of Science, 47-01 111th St., between Avenue of Science; (718) 699-0005 X353; www.nyscience.org; Tuesdays – Thursdays, 9:30 am–2 pm, Fridays, 9:30 am–5 pm, Saturdays and



Photo by John E. Barrett.

Even more muppets

If you thought you missed your chance to learn about the magic of Jim Henson and all his muppets at the Museum of the Moving Image's, think again: "Jim Henson's Fantastic World" is now running through March 4.

The show features more than 120 artifacts including drawings, storyboards and props, the magical world of Miss Piggy, Kermit the Frog, and Bert and Ernie spans creator Henson's entire career.

Children enjoy screenings, hands-on workshops, and guided tours. Tours are offered on Saturdays and Sundays at 2 pm and

Sundays, 10 am–6 pm, Now – Sun, Jan. 15, 2012; Free with museum admission.

Children discover the amazing abilities of animals. Participants take the numbers memory test and even see a plastinated human brain.

Holiday train show: New York Botanical Garden, 200th St. and Kazimiroff Blvd. (718) 817-8700; www.nybg.org; Tuesdays – Sundays, 10 am–6 pm, Now – Mon, Jan. 16, 2012; \$20 (\$18 seniors

and students; \$10 children).

last about 30 minutes. "Inside the Sesame Street Vault" is presented on Jan. 2 at 1 pm and is 83 minutes long.

The museum is open Tuesdays through Thursdays, from 10:30 am to 5 pm, Fridays, from 10:30 am to 8 pm, and Saturdays and Sundays, from 10:30 am to 7 pm. General admission is \$12 for adults; \$9 for senior citizens and students with valid ID; \$6 for children, ages 3-18; free for members and children under 3.

The Museum of the Moving Image [36-01 35th Avenue in Astoria, (718) 777-6888]. For info, visit www.movingimage.us.

and students; \$10 children).

The annual event features model trains that zip over bridges and past replicas of New York landmarks.

"The Amazing Max and the Box of Interesting Things": The MMAC Theater, 248 W. 60th St. between Amsterdam and West End avenues; (212) 239-6200; www.telecharge.com; Tuesday, Dec. 27, 11 am; Saturday, Dec. 31, 4:30 pm; Saturday, Jan. 7, 4:30 pm;

Submit a listing

Going Places is dedicated to bringing our readers the most comprehensive events calendar in your area. But to do so, we need your help!

All you have to do is send your listing request to calendar@cnglocal.com — and we'll take care of the rest. Please e-mail requests more than three weeks prior to the event to ensure we have enough time to get it in. And best of all, it's FREE!

Sunday, Jan. 8, 4:30 pm; Saturday, Jan. 14, 4:30 pm; Sunday, Jan. 15, 4:30 pm; Saturday, Jan. 21, 4:30 pm; Saturday, Jan. 28, 4:30 pm; \$29.50 (\$49.50 VIP seating).

The magic show with a mind of its own. Magician Max Darwin makes objects appear out of thin air.

The Yak Packers: Rubin Museum of Art, 150 West 17 Street, between 6th and 7th avenues; (212) 620-5000 X 344. www.rmanyc.org; Thursdays, 10:30–11:30 am, Now – Thurs, Dec. 29; \$10 child and parent (\$5 members).

Children 2–4 accompanied by an adult touch, explore and create projects inspired by Himalayan art.

Wild Ocean: New York Hall of Science, 47-01 111th St., between Avenue of Science; (718) 699-0005 X353; www.nyscience.org; Fridays, 3:30 pm, Saturdays and Sundays, 1:30 and 3:30 pm, Now – Sat, March 31, 2012; \$6, (\$5 children, students and seniors, plus museum admission).

Science themed 3-D show about the ocean and ecosystem. The movie is approximately 30 minutes long and is suitable for children 6 years and older.

Arts and crafts: Lakeshore Learning Store, 2079 Hillside Ave. at Marcus Avenue; (516) 616-9360; mgermain@lakeshorelearning.com; www.lakeshorelearning.com; Saturdays, 11 am – 3 pm, Free.

Children three and up create fun projects.

Story time: Barnes and Noble, 23-80 Bell Blvd. (718) 224-1083; www.barnesandnoble.com; Mondays, 11 am, Mon, Jan. 2 – Wed, March 28, 2012; Free.

Children enjoy a different story and

Continued on page 42

Going Places

Continued from page 41
activity each week.

Thomas and Friends: New York Botanical Garden, 200th St. and Kazimiroff Blvd. (718) 817-8700; www.nybg.org; Daily, 11 am, 1:30, 3:30 and 5:30 pm; Mon, Jan. 2 – Mon, Jan. 16, 2012; \$20 (\$18 students/seniors; \$10 child).

Join Thomas and Driver Sam on a fun filled sing along mini performance.

Homework help: Lefrak City Library, 98-30 57th Ave. (718) 592-7677; www.queenslibrary.org; Monday, Jan. 2, 4 pm; Tuesday, Jan. 3, 4 pm; Wednesday, Jan. 4, 4 pm; Thursday, Jan. 5, 4 pm; Monday, Jan. 9, 4 pm; Tuesday, Jan. 10, 4 pm; Wednesday, Jan. 11, 4 pm; Thursday, Jan. 12, 4 pm; Tuesday, Jan. 17, 4 pm; Thursday, Jan. 19, 4 pm; Monday, Jan. 23, 4 pm; Tuesday, Jan. 24, 4 pm; Wednesday, Jan. 25, 4 pm; Thursday, Jan. 26, 4 pm; Monday, Jan. 30, 4 pm; Tuesday, Jan. 31, 4 pm; Free.

Teens help each other with school projects.

Snow Puddle Pals: Long Island Children's Museum, 11 Davis Avenue; (516) 224-5800; www.licm.org; Tuesdays – Fridays, 2:30–4 pm, Tues, Jan. 3 – Tues, Jan. 31, 2012; Free with museum admission.

Stop by the lobby and create your own snow puddle pal. For all ages.

Laptops for students: Laurelton Public Library, 134-26 225th St. at Merrick Boulevard; (718) 528-2822; www.queenslibrary.org; Mondays – Thursdays, 3–5 pm, Tues, Jan. 3 – Thurs, Jan. 26, 2012; Free.

Teens and children use library computers; first come, first served basis.

Storytime: Barnes & Noble, 176-60 Union TPKE. (718) 380-7077; Wednesdays and Saturdays, 11 am, beginning Wed, Jan. 4; Free.

Children listen to a different author and theme each week.

Family story time: Auburndale Public Library, 24-55 Francis Lewis Blvd. at 24th Road; (718) 352-2027; www.queenslibrary.org; Weekdays, 4 pm, Thurs, Jan. 5 – Tues, Jan. 31, 2012; Free. For children 5-12.

Craft day: Charles A. Dana Discovery Center, Central Park; (212) 860-1370; www.nycgovparks.org; Fridays, 3–4:30 pm, Fri, Jan. 6 – Fri, March 30, 2012; Free.

Create a different nature inspired masterpiece every week. Families only, no groups.

Spies!: Three Village Historical Society, 93 N. Country Rd. (631) 751-3730; www.tvhs.org; Sundays, 1–4 pm, beginning Sun, Jan. 8; \$5 (\$3 children and members).

Docent led, interactive exhibit with hands-on activities and computer games



Beautiful 'Wild Minds'

Be a Dr. Doolittle and talk with the animals — and discover just how amazing animals really are — at the New York Hall of Science's latest exhibit, "Wild Minds: What Animals Really Think," now through Jan. 15.

Children will learn that many animals are a lot smarter than we think. Some animals can use tools, some are able to communicate with each other, and some can even solve problems. Students learn all about the impressive skills of a variety of animals through hands-on activities, take the numbers memory test, and even see a plastinated human brain, where the organ has been preserved using a

plastic embedding.

Children then take what they have learned from the exhibit and continue the experience by going home and observing their own pets, or animals at the local zoo or aquarium.

The exhibit runs through Jan. 15, and is free with general museum admission: \$11 for adults; \$8 for children 2 to 17, students with valid ID, and seniors 62 and older. The Hall is open Tuesday through Thursday, from 9:30 am to 2 pm; Friday, from 9:30 am to 5 pm; and Saturday and Sunday, from 10 am to 6 pm.

New York Hall of Science [47-01 111th St. at Avenue of Science in Corona, (718) 699-0005 ext. 353]. For info, visit www.nyscience.org.

about the Revolutionary War.

Action Racket Theater: Auburndale Public Library, 24-55 Francis Lewis Blvd. at 24th Road; (718) 352-2027; www.queenslibrary.org; Weekdays, 4 pm, Thurs, Jan. 12 – Tues, Jan. 31, 2012.

Children learn about voice, movement and presentation.

Poetry workshop: Barnes & Noble, 176-60 Union TPKE. (718) 380-7077; Mondays, 7:30 pm, beginning Mon, Jan. 16; Free.

Budding poets perfect the craft with Bob Trabold and Amanda Konstantine Perlmutter.

"Little Miss Muffet's Monster Sitting Service": The Swedish Cottage Marionette Theatre, West Dr. at 79th Street Transverse; (212) 988-9093; cityparksfoundation.org/swedishcottage.html; Tuesdays, 10:30 am and

Noon, Wednesdays, 10:30 am, noon and 2:30 pm, Thursdays and Fridays, 10:30 am and noon, Saturdays and Sundays, 1 pm, Tues, Jan. 17 – Sun, Feb. 19, 2012; \$8 (\$5 children under 12).

Fifty-minute play based on the nursery rhyme.

SUN, JAN. 1

Inside the Sesame Street Vault: Museum of the Moving Image, 36-01 35th Ave. (718) 777-6888; www.movingimage.us; 1 pm; Free with museum admission.

The screening is 83 minutes and highlights the early years of Jim Henson and the show.

MON, JAN. 2

Inside the Sesame Street Vault: 1

pm. Museum of the Moving Image. See Sunday, Jan. 1.

TUES, JAN. 3

Arts and crafts: Auburndale Public Library, 24-55 Francis Lewis Blvd. at 24th Road; (718) 352-2027; www.queenslibrary.org; 4 pm; Free.

Hands-on activities to create seasonal decorations; for children 5-12.

WED, JAN. 4

Play gym: Central Queens YM & YWHA, 67-09 108th St., between 67th Avenue; (718) 268-5011; www.centralqueensy.org; 10–11:45 am; Free.

Open house - for children 6 months to 3 years old. Pre-registration required.

THURS, JAN. 5

Workshop: Children's Museum of the Arts, 103 Charlton St. at Hudson Street; (212) 274-0986; www.cmany.org; 3:30, 4:30 and 5 pm; \$10.

Children 7-14 focus on painting and color mixing.

Chinese celebration: Howard Beach Public Library, 92-06 145th Ave. at 111th Avenue; (718) 641-7086; www.queenspubliclibrary.org; 4 pm; Free.

Chinese Theatre works presents traditional dancing, storytelling, sing-a-long and children's face painting. For children 6-12.

Winter wonderland: Seaside Public Library, 116-15 Rockaway Blvd. (718) 634-1876; www.queenslibrary.org; 4 pm; Free.

Create your own winter scene with paint and crayons. For children 9-12.

"Mickey and Minnie's Magical Journey": Nassau Veterans Memorial Coliseum, 1255 Hempstead Tpk. (800) 745-3000; www.nassaucoliseum.com; 7 pm; \$28.50-\$153.50.

Presented by Disney on Ice.

FRI, JAN. 6

"Mickey and Minnie's Magical Journey": 10:30 am and 7 pm. Nassau Veterans Memorial Coliseum. See Thursday, Jan. 5.

Kwanzaa celebration: Central Library, 89-11 Merrick Blvd. (718) 990-0700; www.queenslibrary.org; 4 pm; Free.

Enjoy a day with Bob "Bobaloo" Basey; For children 6-12.

The America's Young Reformers Group: Laurelton Public Library, 134-26 225th St. at Merrick Boulevard; (718) 528-2822; www.queenslibrary.org; 4 pm; Free.

"Rumple-tiltskin": The Duke Theatre, 229 W. 42nd St. at Seventh Av-

Going Places

enue; (646) 223-3010; 7 pm; \$25 (\$17 members).

Enchanting fantasy classic with storytelling and music. For children 8 years old and up.

"1984": John H. Hessel Hall, 336 Woodmere Blvd. at W. Broadway; (516) 374-5559; 7 pm; \$15 (\$12 children).

Presented by the students in the LWA Upper School Drama Department. Suitable for middle school aged children.

SAT, JAN. 7

"Aga-Boom": Peter Jay Sharp Theatre, 155 W. 65th St. at West End Avenue; (212) 864-5400; www.symphonyspace.org; 11 am and 2 pm; \$25 (\$21 members; \$15 children; \$13 member).

Clowning around with slapstick, physical comedy and outrageous zaniness.

"Mickey and Minnie's Magical Journey": 11 am, 3 pm and 7 pm. Nassau Veterans Memorial Coliseum. See Thursday, Jan. 5.

"Winnie the Pooh's Winter Tail": The Show Place, 222 Pettit Ave. (516) 599-6870; 11 am; \$10.

Winnie, Christopher Robin and the whole gang in the 100-Acre Wood.

Workshop: 11 am–5 pm. Children's Museum of the Arts. See Thursday, Jan. 5.

Workshop: Children's Museum of the Arts, 103 Charlton St. at Hudson Street; (212) 274-0986; www.cmany.org; 11:30 am, 12:30, 2:30, 3:30 and 4:30 pm; \$10.

Children 6 and older focus on large scale drawings using a variety of distress drawing techniques.

"My Baby is a Hero": Repertorio Espanol, 138 E. 27th St. between Lexington and Third avenues; (212) 225-9999; www.repertorio.org; Noon; \$12; (free for parents).

Bi-lingual puppet show for children ages 3–8.

Classical concert: Flushing Public Library, 41-17 Main St. at Parsons Boulevard; (718) 661-1200; www.queenslibrary.org; 2 pm; Free.

Piano pieces for Tchaikovsky and Liszt performed by Dr. Albert Zak and Andriy Legkyy.

"The Patchwork Girl of Oz": Long Island Children's Museum, 11 Davis Avenue; (516) 224-5800; www.licm.org; 2 pm; \$4 with museum admission (\$3 members) \$8 theater only.

Louise Reichlin and Dancers present this modern day fable of the adventures of Ojo.

"Rumple-Stiltskin": 2 and 7 pm. The Duke Theater. See Friday, Jan. 6.

Pinkalicious: BayWay Arts Center, 265 E. Main St. at Yockel Place; (631)



Time to think 'Pink'

Pinkalicious loves pink and wants everything in her life to be pink. The beloved children's storybook character comes to the stage at the BayWay Arts Center on Saturdays, from Jan. 7 through Feb. 4. Children take a romp with Pinkalicious through all her adventures and enjoy a Princess Tea Party at 3:30 pm after each performance. The tea party offers tea or juice, cake and tea

sandwiches. But beware! Space is extremely limited and reservations must be made in advance.

Performance time for all dates is 2 pm. Admission is \$10 for the show, \$22 per person for the Tea Party Package. Group rates are also available.

The BayWay Arts Center [265 E. Main Street at Yockel Place in East Islip, (631) 581-2700]. For info, visit www.broadhollow.org.

581-2700; www.broadhollow.org; 2 pm; \$10 (\$22 tea party package).

Pinkalicious loves pink; children follow the beloved character through a musical romp of adventures. The Princes Tea Party, at 3:30 pm after the show offers juice, cake and tea sandwiches for the very pink at heart.

"1984": 7 pm. John H. Hessel Hall. See Friday, Jan. 6.

SUN, JAN. 8

Workshop: 11 am–5 pm. Children's Museum of the Arts. See Thursday, Jan. 5.

Workshop: Children's Museum of the Arts, 103 Charlton St. at Hudson Street; (212) 274-0986; www.cmany.org; 11:30 am, 12:30, 2:30, 3:30 and 4:30 pm; \$10.

Children 6 and older study color mixing through weaving.

"Rumple-Stiltskin": Noon and 5 pm. The Duke Theater. See Friday, Jan. 6.

"Blues Clues": John H. Hessel Hall, 336 Woodmere Blvd. at W. Broadway; (516) 374-5559; 1 pm; \$10.

pm; Free.

Teens play with their friends.

Arts and crafts: Auburndale Public Library, 24-55 Francis Lewis Blvd. at 24th Road; (718) 352-2027; www.queenslibrary.org; 4 pm; Free.

Hands-on activities to create seasonal decorations; for children 5–12.

WED, JAN. 11

Go Green: Sunnyside Public Library, 43-06 Greenpoint Ave. and 43rd Avenue; (718) 784-3033; www.queenslibrary.org; 11 am; Free.

Preschoolers learn about ecology and use instruments made from re-used materials. For children 2-6. Pre-registration required.

Knit and crochet: South Ozone Park Library, 128-16 Rockaway Blvd. at 128th Street; (718) 529-1660; www.queenslibrary.org; 1 pm; Free.

For beginners. Bring your own needles and one skein of yarn.

THURS, JAN. 12

Workshop: 11 am–5 pm. Children's Museum of the Arts. See Thursday, Jan. 5.

Workshop: Children's Museum of the Arts, 103 Charlton St. at Hudson Street; (212) 274-0986; www.cmany.org; 3:30, 4:30 and 5 pm; \$10.

Children 7–14 create self-portrait.

FRI, JAN. 13

Go Green: Steinway Public Library, 21-45 31 St. at 21st Avenue; (718) 728-1965; www.queenslibrary.org; 10:30 am; Free.

Preschoolers learn about ecology from BAsh the Trash and use instruments made from re-used materials. For children 2–6. Pre-registration required.

Go Green: Woodside Library, 54-22 Skillman Ave. (718) 429-4700; www.queenslibrary.org; 3 pm; Free.

Preschoolers learn about ecology and use instruments made from re-used materials. For children 2-6. Pre-registration required.

The America's Young Reformers Group: 4 pm. Laurelton Public Library. See Friday, Dec. 30.

"Miss Ophelia": The Duke Theater, 229 W. 42nd St. at Seventh Avenue; (646) 223-3010; 7 pm; \$25 (\$17 members).

Stage adaptation of "Ophelia's Shadow Theatre" by Michael Ende. For children 6 and up.

SAT, JAN. 14

Key Wilde and Mr Clarke: Leonard
Continued on page 44

Going Places

Continued from page 43

Nimoy Thalia, 2537 Broadway at W. 94th Street; (212) 316-4962; www.symphonyspace.org; 11 am and 2 pm; \$20 (\$17 members; \$13 children, \$11 member children).

The duo performs quirky tunes against a backdrop of animations filled with dogs, and frogs and fish that fly. Fun for all ages.

"Winnie the Pooh's Winter Tail":

11 am. The Show Place. See Saturday, Jan. 7.

Workshop: Children's Museum of the Arts, 103 Charlton St. at Hudson Street; (212) 274-0986; www.cmany.org; 11:30 am, 12:30, 2:30, 3:30 and 4:30 pm; \$10.

Children 6 and older create artworks that portray emotion using hands as the medium.

"Miss Ophelia": Noon and 5 pm.

The Duke Theater. See Friday, Jan. 13.

Classical concert: Flushing Public Library, 41-17 Main St. at Parsons Boulevard; (718) 661-1200; www.queenslibrary.org; 2 pm; Free.

Performed by Con Brio Ensemble; works for violin, oboe and piano.

Pinkalicious: 2 pm. BayWay Arts Center. See Saturday, Jan. 7.

SUN, JAN. 15

Workshop: Children's Museum of the Arts, 103 Charlton St. at Hudson Street; (212) 274-0986; www.cmany.org; 11:30 am, 12:30, 2:30, 3:30 and 4:30 pm; \$10.

Children 6 and up make 3D wire sculptures using plants as the theme.

"Miss Ophelia": Noon and 5 pm.

The Duke Theater. See Friday, Jan. 13.

MON, JAN. 16

"Winnie the Pooh's Winter Tail":

11 am. The Show Place. See Saturday, Jan. 7.

TUES, JAN. 17

Jeopardy challenge: Flushing Public Library, 41-17 Main St. at Parsons Boulevard; (718) 661-1200; www.queenslibrary.org; 4 pm; Free.

Teens face off against each other.

Arts and crafts: Auburndale Public Library, 24-55 Francis Lewis Blvd. at 24th Road; (718) 352-2027; www.queenslibrary.org; 4 pm; Free.

Hands-on activities to create seasonal decorations; for children 5-12.

WED, JAN. 18

Knit and crochet: 1 pm. South Ozone Park Library. See Wednesday, Jan. 11.



A beary good show

Everyone's favorite bear, Winnie the Pooh, is coming to the Showplace at Bellmore Movies for live performances on Jan. 7, 14, 16, 21 and 28 at 11 am.

"Pooh's Winter 'Tail,'" presented by Plaza Theatrical, has the whole gang in the hundred acre wood, discovering the magic

of winter and learning that the best gift of all is friendship.

The hour-long musical performance is followed by a meet-and-greet with the entire cast.

Tickets are \$10.

The Showplace at Bellmore Movies [222 Pettit Ave. in Bellmore], (516) 599-6870. For info, visit www.plazatheatrical.com.

Science workshop: Broadway Library, 40-20 Broadway; (718) 721-2462; www.queenslibrary.org; 3:30 pm; Free.

Students learn why roses are red; what is a plant; what are tropisms and why do genetics affect plants.

Movie maker club: Flushing Public Library, 41-17 Main St. at Parsons Boulevard; (718) 661-1200; www.queenslibrary.org; 4 pm; Free.

Teens learn how to create a mini-flick.

THURS, JAN. 19

Arts and crafts: Howard Beach Public Library, 92-06 145th Ave. at 111th Avenue; (718) 641-7086; www.queenslibrary.org; 3:30 pm; Free.

Children 4-12 create a project.

Workshop: Children's Museum of the Arts, 103 Charlton St. at Hudson Street; (212) 274-0986; www.cmany.org; 3:30, 4:30 and 5 pm; \$10.

Students 7-14 mix colors and then paint still life as accurately as possible.

Family story time: Auburndale Public Library, 24-55 Francis Lewis Blvd. at 24th Road; (718) 352-2027; www.queenslibrary.org; 4 pm; Free.

For children 5 through 12 with their parent or caregiver.

Internet safety: Cambria Heights Public Library, 218-13 Linden Blvd. between 218th and 219th streets; (718) 528-3535; www.queenslibrary.org; 4 pm; Free.

Teens learn how to avoid cyber-bullying and navigating threats and suspicious online communications.

SAT, JAN. 21

Sci-fi marathon: Flushing Public Library, 41-17 Main St. at Parsons Boulevard; (718) 661-1200; www.queenslibrary.org; 10:15 am; Free.

Watch all your fav space sagas.

"Hands Up": The New 42nd Street Studios, 229 W. 42nd St. at Seventh Avenue; (646) 223-3010; 10:30 am, 12:30 and 2:30 pm; \$20 (\$14 members).

With an animated soundtrack, these hilarious hand puppets form a finger-munching monster, a high strung pianist and other funny friends. For children 3-6 years old.

American folk rock: Leonard Nimoy Thalia, 2537 Broadway at W. 94th Street; (212) 316-4962; www.symphonyspace.org; 11 am; \$20 (\$17 members; \$13 children, \$11 member children).

Rani Arbo and Daisy Mayhem play original music as well as traditional tunes

that span 200 years of Americana.

Bully workshop: Barnes and Noble, 23-80 Bell Blvd. (718) 224-1083; www.barnesandnoble.com; 11 am; Free.

Children learn how to cope with bullying.

"Winnie the Pooh's Winter Tail":

11 am. The Show Place. See Saturday, Jan. 7.

Workshop: Children's Museum of the Arts, 103 Charlton St. at Hudson Street; (212) 274-0986; www.cmany.org; 11:30 am, 12:30, 2:30, 3:30 and 4:30 pm; \$10.

Children 6 and older define cross section and use it as a tool to create works.

Concert: The Morgan Library and Museum, 225 Madison Ave. at 36th Street; (212) 685-0008; www.themorgan.org; 2-3 pm; \$15 (\$10 members; \$10 children).

Amir Vahab and his ensemble perform traditional Persian and Turkish music.

Pinkalicious: 2 pm. BayWay Arts Center. See Saturday, Jan. 7.

SUN, JAN. 22

"Hands Up": 10:30 am, 12:30 and 2:30 pm. The New 42nd Street Studios. See Saturday, Jan. 21.

Workshop: Children's Museum of the Arts, 103 Charlton St. at Hudson Street; (212) 274-0986; www.cmany.org; 11:30 am, 12:30, 2:30, 3:30 and 4:30 pm; \$10.

Children 6 and older create their own mini-quilts.

MON, JAN. 23

Ecology arts and crafts: Broadway Public Library, 40-20 Broadway at Steinway Street; (718) 721-2462; www.queenslibrary.org; 4 pm; Free.

Join with artist Vincent Smythe and create an environmentally themed painting with recycled tree branches. For children 8 and up.

TUES, JAN. 24

Pictionary time: Flushing Public Library, 41-17 Main St. at Parsons Boulevard; (718) 661-1200; www.queenslibrary.org; 4 pm; Free.

Teens play the classic party game.

Arts and crafts: Auburndale Public Library, 24-55 Francis Lewis Blvd. at 24th Road; (718) 352-2027; www.queenslibrary.org; 4 pm; Free.

Hands-on activities to create seasonal decorations; for children 5-12.

WED, JAN. 25

Korean dance: Flushing Town Hall, 137-35 Northern Boulevard; (718) 463-7700; www.flushingtownhall.org; 10

Going Places

and 11:30 am; \$6.50.

Traditional Korean music and dance. Reservations required.

Knit and crochet: 1 pm. South Ozone Park Library. See Wednesday, Jan. 11.

Ecology arts and crafts: Maspeth Public Library, 69-70 Grand Ave. (718) 639-5228; www.queenslibrary.org; 4 pm; Free.

Artist Vincent Smythe creates an environmentally themed painting with recycled tree branches. For kids 8 and up.

THURS, JAN. 26

Workshop: Children's Museum of the Arts, 103 Charlton St. at Hudson Street; (212) 274-0986; www.cmany.org; 3:30, 4:30 and 5 pm; \$10.

Students 7-14 make their own color optical illusions.

Winter arts and crafts: Queens Village Public Library, 94-11 217 St. at 94th Avenue; (718) 776-6800; www.queenslibrary.org; 4 pm; Free.

Create a cool project to take home.

Open mic: East Elmhurst Public Library, 95-06 Astoria Blvd. at 95th Street; (718) 424-2619; www.queenslibrary.org; 6 pm; Free.

Performs share their talents in a five-minute presentation; poets, writers, comedians, spoken words and more.

FRI, JAN. 27

Winter arts and crafts: Broad Channel Public Library, 16-26 Cross Bay Blvd. (718) 318-4943; www.queenslibrary.org; 3:30 pm; Free.

Children create a cool project to take home.

The America's Young Reformers Group: 4 pm. Laurelton Public Library.

Ready to 'Laugh'?

Laugh yourself silly at the Peter Jay Sharp Theater when the Paper Bag Players come to town on Jan. 28 and 29 to perform "Laugh, Laugh, Laugh."

Children ages 4 to 8 will enjoy this show of non-stop funny stories, amazing paper bag sets and costumes, and dance. Parents will hold their sides and feet will tap to the merry mix of new music and standards. Be prepared to be tickled pink, stretch your imagination and smile from ear to ear.

The Paper Bag Players perform "Laugh, Laugh, Laugh" on Jan. 28 at 11 am and Jan. 29 at 3 pm. Tickets are \$15-\$30 (\$11-\$26 for members).

The Peter Jay Sharp Theater [155 W. 65th St. at West End Avenue on



Photo by Gerry Goodstein

the Upper West Side, Manhattan; (212)-864-5400]. For info, visit www.symphonyspace.org.

See Friday, Dec. 30.

SAT, JAN. 28

Camp fair: Church of St. Paul the Apostle, Columbus Ave. at W. 60th Street; (212) 677-4650 X34; www.resourcesnyc.org; 11 am-3 pm; Free.

Representatives from more than 60 summer programs serving children and teens with special needs will be present to answer questions. Presented by Resources for Children with Special Needs. Visitors receive copy of Camps 2011-12 director. Pre-registration required.

Bullying storytime: Barnes & Noble, 176-60 Union TPKE. (718) 380-7077; 11

am; Free.

Children learn how to cope with bullying.

The Paper Bag Players: Peter Jay Sharp Theatre, 155 W. 65th St. at West End Avenue; (212) 864-5400; www.symphonyspace.org; 11 am; \$30-\$15 (\$26-\$11 members).

Laugh, Laugh, Laugh is funny stories, thrilling paper bag sets and costumes with dances from around the world. For children 4 through 8 years old.

"Winnie the Poo's Winter Tail": 11 am. The Show Place. See Saturday, Jan. 7.

Workshop: Children's Museum of the

Arts, 103 Charlton St. at Hudson Street; (212) 274-0986; www.cmany.org; 11:30 am, 12:30, 2:30, 3:30 and 4:30 pm; \$10.

Children 6 and older create art project using straws.

Pinkalicious: 2 pm. BayWay Arts Center. See Saturday, Jan. 7.

SUN, JAN. 29

Workshop: Children's Museum of the Arts, 103 Charlton St. at Hudson Street; (212) 274-0986; www.cmany.org; 11:30 am, 12:30, 2:30, 3:30 and 4:30 pm; \$10.

Children 6 and older use various braiding and layering techniques with fabrics to create unique jewelry designs.

The Paper Bag Players: 3 pm. Peter Jay Sharp Theatre. See Saturday, Jan. 28.

MON, JAN. 30

Ecology arts and crafts: Broadway Public Library, 40-20 Broadway at Steinway Street; (718) 721-2462; www.queenslibrary.org; 4 pm; Free.

Join with artist Vincent Smythe and create an environmentally themed painting with recycled tree branches. For children 8 and up.

Motivational workshop: 6 pm. Laurelton Public Library. See Thursday, Jan. 26.

TUES, JAN. 31

Arts and crafts: Auburndale Public Library, 24-55 Francis Lewis Blvd. at 24th Road; (718) 352-2027; www.queenslibrary.org; 4 pm; Free.

Hands-on activities to create seasonal decorations; for children 5-12.

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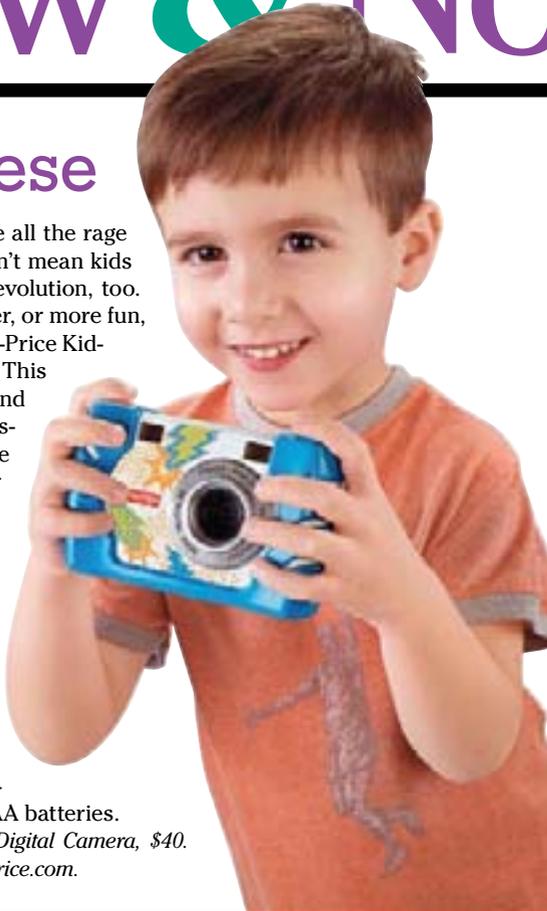
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New & Noteworthy

Say cheese

Electronic gadgets are all the rage for adults, but that doesn't mean kids can't enjoy the digital revolution, too. And it's never been easier, or more fun, than with the new Fisher-Price Kid-Tough Digital Camera! This camera is built to withstand some serious roughhousing, and has a two-eye view to make it easier for children to peek through the viewfinder. It's got extra-big buttons for tiny fingertips, and dual-hand grips to keep the camera steady and focused while your amateur photographer explores her new hobby. Plus, it comes in a variety of colors, has a four-time zoom, and takes AAA batteries.

Fisher-Price Kid-Tough Digital Camera, \$40. For info, visit www.fisher-price.com.



The power of three

There's nothing cooler than a set of wheels — even if you're 15 years shy of actually getting a driver's license. That's where the new Harley Davidson Motorcycles Lights and Sounds Trike comes in. Perfect for toddlers, ages 2-6, this heavy-metal tricycle sports real-life motorcycle sounds, flashing blinkers, rock 'n' roll music and walkie-talkie phrases. Your child will want to hit the open road in no time. And because this trike has easy-grip handlebars; slip-resistant pedals; a wide, stable wheel base; and oversized

front wheel for faster pedaling, the experience of riding will be a smooth one for your tot, and a worry-free one for you!

The Harley Davidson Motorcycles Lights and Sounds Trike from Fisher-Price, \$50. For info, visit www.fisher-price.com.



New kid on the blocks

Alphabet blocks are an essential toy for any baby, whether yours is a newborn or a teetering toddler. These blocks, with letters and numbers applied on each side, encourage recognition of these characters — all while your child has a blast building structures of all shapes and sizes. But who says blocks have to be stiff, heavy and made of wood? Not Mary of Lovin' Ewe, an online

boutique shop that sells hand-sewn, plush alphabet blocks that are made to order based on color, texture and pattern preferences. Each block is 4-inches by 4-inches, and includes one side coated in chenille, to make your baby's blocks extra soft.

Lovin' Ewe baby blocks, \$5 per block up to first seven, then \$3 for each additional block. To order, visit www.etsy.com/shop/LovinEweToo.

Whoo's got style?

A new mother wanted to decorate her daughter's nursery, and her goals were to make it an extra warm, loving and friendly place — so she decided to make her own stuffed animals to keep her new baby company.



Lucky for you, she turned her expertly crafted and adorable stuffed woodland creatures — including owls, lovebirds, raccoons and other forest critters — into an online business so other moms and dads can

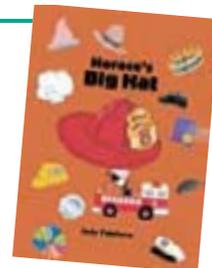
enjoy these soft, beautiful toys. The creatures come in a wide array of colors and shapes, and because each is made specially to order, customers are encouraged to specify color schemes and patterns. There's no better

way to decorate a child's room than with a unique, homemade toy, even if you're not the crafty type!

Bellamina plush owl stuffed animals, prices vary. For info, visit www.etsy.com/shop/karensagez.

Dressing up

The hero of Judy Palaferro's latest book, "Horace's Big Hat" (Umbrage), actually wears many different hats. And each transports him — along with his imagination, of course — to a new, lavishly illustrated environment. While there are the hats you would expect — like a firefighter's helmet or chef's toque — Horace also sports a turban while riding a majestic elephant in India and an astronaut's helmet while floating



in space. Parents can make story time more engaging for their 2- to 5-year-old tots by encouraging them to choose and learn the

names of the many objects in these dense, vibrant pictures. Hats off to Palaferro for a fun read!

"Horace's Big Hat" by Judy Palaferro, \$16.95. For info, visit www.umbragebooks.com.

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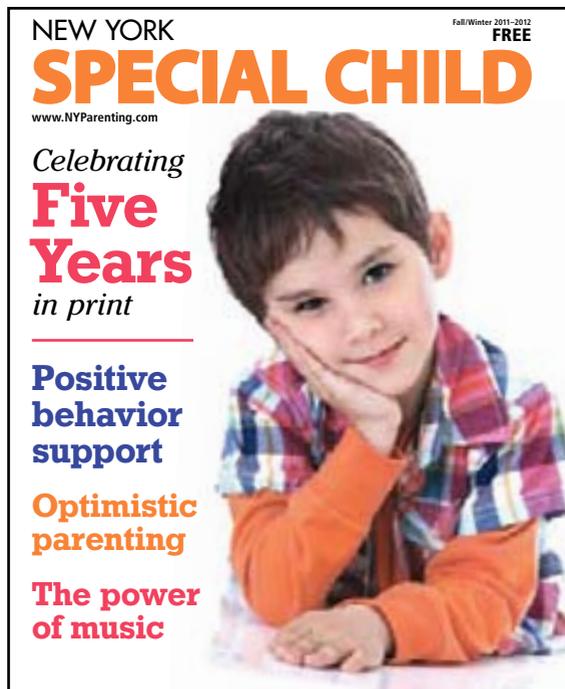
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