

North Shore Children Families

FREE!

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www.northshorefamilies.com

The online and print forum promoting the development of children, families and the parents who care for them.



APRIL 2013

Family & Friends

BIG Announcement: Something Special Just for YOU!

by Suzanne Provencher, Publisher

Hello again, dear readers! I am very excited to share some big news with all of you: **We have a new and improved website!** (www.northshorefamilies.com)

Our new site features many of the things you enjoyed on our “old” site – but with new features designed to further help you and your North Shore family thrive and develop into all that you can be – as individuals of all ages, interests and needs – and as evolving family units.

Our site now features **Ask Dr. Mike**, an interactive feature where you can ask our Editor, Michael F. Mascolo, PhD, a parenting, education, family or development question you may have. Do you need to know why your child behaves as he/she does? Do you need

a way to bring your family unit back together in more meaningful ways? Are you struggling as a parent with your own development questions? Well, **Ask Dr. Mike!** It's free and family friendly – and designed for you, our dear readers.

We've also improved our online **Calendar** – so you can keep informed about local, North Shore area events that are free, family-friendly and open to all. You'll find listings for story hours at local independent schools and libraries, seminars for parents, ideas for family outings and more. And if you have a listing to share with us for an upcoming free and family-friendly event, please submit your listings directly via our website by the 15th of each month prior to the issue or

month you hope to appear in. Our print Calendar is limited in space, and priority is given to those events that are free, family-friendly, open to all – and those that benefit local children and families, like fundraisers. Our new online Calendar will also offer paid listings for those events and programs that charge a fee. **The final deadline to submit your Calendar listings for May events is noon, Tues., April 23.** Please submit all listings via our website.

For the next few months and during our new website build phase, we will be doing lots of SEO (search engine optimization), which will bring many more visitors to our pages. We also have a “Search” feature, where you can look for information on a specific parenting, education, development or

family topic that we have covered in past issues. And if you don't get a print copy of our monthly publication in time – you can always see our current issue online.

We invite you to “Like” our Facebook page and follow us on Twitter and You Tube! Future plans include sharing videos on our new site – with everything from a webinar on a parenting, education, development or family topic – to tours of our independent schools and other advertisers. And the best part? All of this vital information is FREE for you and your family!

If you would like to explore online advertising and print advertising options, please contact Suzanne@northshorefamilies.com.

Continued on page 4



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Making Learning Fun

by **Michael F. Mascolo, PhD**

There have been some interesting Op-Ed pieces in the *New York Times* recently about the process of learning. Here are two opposing positions on our recent penchant for “making learning fun”.

In *Building Self-Control, The American Way* (New York Times, February 17, 2013), Sandra Aamodt and Sam Wang respond to recent books that offer a critique of American styles of teaching, learning and parenting. For example, *Battle Hymn of the Tiger Mother* (Chau, 2011) provided an unapologetic defense of Chinese parenting; Druckerman's (2012) *Bringing Up Bébé* extols the virtues of French parenting. Both books argue for a more “strict” approach to parenting, teaching and learning than is often the case in the United States. In their Op-Ed article, Aamodt and Wang suggest that Americans have their “own way” of instilling self-control in children, and that it is every bit as good, if not better, than those employed in other countries. In specific, they write:

Effective approaches for building self-control combine fun with progressively increasing challenges. Rather than force activities onto an unwilling child, take advantage of his or her individual tendencies. When children develop self-control through their own pursuit of happiness, no parental hovering is required. Find something that the child is crazy about but that requires active effort.

Whether it's compiling baseball statistics or making (but not passively watching) YouTube videos, passionate hobbies build mental staying power that can also be used for math homework.

For the past 50 years, there has been a steady increase – now beginning to change – in the idea that learning is something that ought to be fun. This comes, in part, from the individualism of our culture. In the United States, we prize independence and autonomy. We want children who show that they are able to do things on their own and from their own initiative. We fear that if we pressure our children, they will fail to develop individual initiative. As a result, in order to motivate children, we believe that we should build teaching and learning around children's interests in order to “make learning fun”. This is why Aamodt and Wang are able to say something as ridiculous as, “When children develop self-control through their own pursuit of happiness, no parental hovering is required.”

Well, when children build self-control, no parental hovering is involved. The question is, of course, do children build self-control “through their own pursuit of happiness”? The answer is a resounding *no*. Hundreds of studies have shown that the capacity for self-control moves from “other-regulation” to “self-regulation”. In order to develop self-control, parents first regulate their children's behavior and emotions. As parents exert control over their children's behavior, they are showing children how to regulate their own thoughts, feelings and actions. Over time, children become able to regulate their own actions and emotions.

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North Shore Children & Families



www.northshorefamilies.com
P.O. Box 150
Nahant, MA 01908-0150
781.584.4569

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Suzanne M. Provencher
Publisher/Co-Founder/Managing Partner
suzanne@northshorefamilies.com

Michael F. Mascolo, PhD
Editor/Co-Founder/Partner
michael@northshorefamilies.com

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for our upcoming deadlines.

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Family & Friends

Continued from page 2

The deadline to advertise in our May print publication, which features Part 3 of 4 in our 6th Annual Summer Camps & Programs Showcase Series, is noon, Wed., April 17, if you require our ad production assistance (no charge for our advertisers!). Your ad materials are also due by this deadline. If you will be supplying a completed ad, based on our sizes and production specifications, simply secure your ad space by noon, Fri., April 19 – then submit your completed ad by noon, Tues., April 23.

Do you need ideas for your kids or grandkids this summer? **Check out Part 2 of 4 in our 6th Annual Summer Camps & Programs Showcase Series in this issue!** We have the largest camp showcases in print on the North Shore – with lots of great ideas for kids this summer. You can also visit our Camp page online and link directly to the websites for the camps and summer

programs you may wish to explore further. Many camps offer early-booking discounts – so the time to explore your options is now! **And if you have summer camps or programs and you need to reach local, North Shore MOMS – with children of all ages and interests and needs – as well as families and households with needs – I hope you'll consider joining us in our May print publication and 3rd Showcase for this season!** Our moms and dads are looking now – as they seek options for summer for their children. To advertise, please see the deadlines for our May print issue to the left and in our Calendar.

We welcome you to visit our new site – to engage with us on Facebook and Twitter – to share your stories about parenting or families or development with us for editorial consideration – and to suggest a story or idea about something you'd like to see in our pages and on our website. All that we do – we do for you, our North Shore family of readers! So tell us what you'd like to see and what you'd like

to learn more about. Engage with us and all of our readers and online visitors. Participate in or share a blog. We invite you and your family to grow with us! And if you like us, we hope you'll share us with other parents and families and help us spread our good words.

While *North Shore Children & Families* is a free publication, as a regular reader – you know that we are not like other freebies in any way, shape or form. We share “need to know information” that helps local families thrive and develop into all that they can be. We don't just share “nice to know” information or fluff that is rehashed from another source. Our core editorial is custom and unique and written by a local, North Shore PhD, development specialist, college psychology professor and parent. Our pages will never be filled with articles on the best toys for kids – or what kids will be wearing for Halloween. We share tools and important information that help local families, adults and kids of all ages develop into their fullest potential.

So as soon as you finish reading this

issue, please visit us online. Please “Like” us on Facebook and follow us on Twitter. We have so much more to share with you and your family! And we want your input, too – so that we can thrive and develop into all that we can be. Together, we can make a difference in the lives of North Shore children and families.

As always, thanks so much for spending some time with us again this month! We welcome you to visit us online so you can further engage with us and our sponsors, who make this free publication possible for you and your family.

**Until Next Time ~
Suzanne**

P.S. Don't miss our April contest on page 3! Enter for a chance to win a pass (good for 2 tickets) to see any musical at North Shore Music Theatre this season, courtesy of North Shore Children & Families and in partnership with select sponsors! See our back cover for this season's line-up of shows, presented by Bill Hanney's North Shore Music Theatre; tickets and subscriptions are available now.



Photo - Danny Clark

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Dr. Brown is a research professor at the University of Houston Graduate College of Social Work, TED Talks speaker, and author of the #1 *New York Times* bestseller *Daring Greatly: How the Courage to be Vulnerable Transforms the Way We Live, Love, Parent, and Lead*. Brené is also the author of *The Gifts of Imperfection*.

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Making Learning fun

Continued from page 3

For example, imagine that a parent asks her four year-old to clean up her toys. Many children resist such everyday requests; they often become upset and frustrated as they embark upon their difficult assignment. Parents assist their children by breaking the task down (“Pick up your doll and put it on the shelf there”), by managing frustration and difficult emotion (“Yes, cleaning is hard work! It’s time to put on our ‘hard work hats!’”), and by ultimately guiding the child to success. Over time, little by little, children develop the skills for doing on their own what they could only previously do with the help of their mom or dad.

What would happen if we were to wait around until our four year-old were motivated to clean her room as she “pursued her own happiness”? You can try it – but don’t hold your breath.

Of course, to say that self-control moves from “control by others to control by the self” is not to say that parents have to be coercive or authoritarian. To regulate a child’s behavior and emotions does not simply involve ordering children around. The best parental guidance is sensitive and nurturing guidance. Sensitive guidance requires us to “see things from the view of the child” when we direct, support and scaffold our children’s behavior. It occurs when parents attempt to build bridges between the skills that children already have and the skills that parents want them to have.



More recently, in *Reading, Writing and Video Games* (New York Times, March 15, 2013), Pamela Paul observed how our notions of “work” and “play” seem to have become inverted:

The concepts of work and play have become farcically reversed: schoolwork is meant to be super fun; play, like homework, is meant to teach. There’s an underlying fear that if we don’t add interactive elements to lower school curriculums, children won’t be able to handle fractions or develop scientific hypotheses — concepts children learned quite well in school before television.

Continued on page 18

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Learning and Development

The Noble Craft of Self-Perfection: *It's Not Perfectionism!*

Always dream and shoot higher than you know you can do. Do not bother just to be better than your contemporaries or predecessors. Try to be better than yourself. — William Faulkner

Understanding the difference between healthy striving and perfectionism is critical to laying down the shield and picking up your life. Research shows that perfectionism hampers success. In fact, it's often the path to depression, anxiety, addiction and life paralysis. — Brené Brown

At its root, perfectionism isn't really about a deep love of being meticulous. It's about fear. Fear of making a mistake. Fear of disappointing others. Fear of failure. Fear of success. — Michael Law

The process of self-perfection is noble and good. Perfectionism is not. What's the difference?

Self-perfection asks the question: Who should I be? What type of person should I become? What is a good person? How can I become a better person? Perfectionism is different. Perfectionism doesn't ask anything; it simply demands: "Be the best in all things, or else you are nothing." The quotation by Michael Law is correct. Perfectionism is about fear. I fear that unless I am the best, I am no one.

The Quest for Self-Improvement

There are two parts to the process of cultivating a more perfect self. The first is embodied in the quotation from Faulkner (above). It is about *self-improvement*. It is about cultivating oneself – about being a better or increasingly virtuous person over time. It is *not* about competition, praise, adulation or doing better than the other guy. It's about trying to be a better person today than I was yesterday.

Now, in order to become a better person, a better father, a better citizen, a better baseball player, a better anything, we must have some idea of what is *good*. The simple fact of the matter is that we always measure *where we currently are* by comparing it to our imagined *destination*. We compare our current state to some ideal or perfect state. If I want to become a *better* basketball player, I must have some idea of what an *ideal* basketball player is like. I know that she has to be able to dribble, shoot, share the ball and so forth. And this follows for anything: If I want to become a better father, I must have some idea of what an *ideal* father is like. If I want to become a better citizen, I must have some idea of what an *ideal* citizen is like. We can't have *progress* unless we have some sense – however vague – of what we are progressing *toward*. Our sense of what is ideal or perfect in some area defines our target. It orients us. It tells us which direction to go. So, *perfect* is not a four-letter word.

So, self-perfection asks the question: "What can I do today to be a more perfect person?" But it does so fully aware that *perfection is not possible*. Nothing is perfect. No one is perfect.

But if this is true, isn't the quest for self-perfection doomed to fail? Won't the quest for the impossible ultimately kill me – or at least be exhausting?

Appreciating the Present Moment

This is where the second part of the process of self-perfection comes in. The first part of self-perfection involves attempting to become a more perfect person – *striving for self-improvement*. The second part of self-perfection is as important as the first: it involves *appreciating where we are in the moment*.

It is good and noble to strive to become a better person. The reality, of course, is that we can never be perfect. No matter how good we become, we can always do better. Our ideals are only guideposts – they tell us which direction to go in order to improve. But that does not mean that who we are now is *not* good. The second essential component of self-cultivation is appreciating where we are right now in our lives. And by right now, I mean right now – this very moment.

Ask yourself: What can I *appreciate* about the present moment? *What do I have to be grateful for?* What is good about who I am now? What good can I find in this very moment?

And this is the difference between the slow and gentle process of cultivating a more perfect self and the demanding and damning immediacy of perfectionism. Perfectionism cannot rest until it attains the impossible. But the process to become a *more* perfect self is a life-long one that involves both continuous cultivation and appreciation.

The Twin Processes of Cultivating and Appreciating

We can never be perfect persons. But we can be more perfect persons. Paradoxically, the process of becoming *more perfect* is exactly the opposite of being *perfectionistic*. Perfectionists don't make mistakes. How could they? They're perfect! People who work toward self-perfection are humble. They

know that they are imperfect and cannot be otherwise! They not only make mistakes, but they are aware that they can only become more perfect by being willing to take risks and make mistakes. We can only become more perfect by being willing to be imperfect. This sentiment is echoed in the quotation from Brené Brown that was shared at the beginning of this article.

Cultivating a more perfect self requires humility, not bravado. The process of appreciating the moment is part of this humility. If I know that I cannot be perfect, I have two choices: I can lament my imperfections, or I can appreciate my progress and what is good about my present circumstances. Cultivation and appreciation go hand in hand.

Do you know the children's song, "Oats, Peas, Beans and Barley Grow"? It is a lesson in cultivation and appreciation. The farmer knows how oats, peas, beans and barley grow. They grow by dint of hard work. But then, after planting the seeds, the farmer "takes his ease/stamps his feet and claps his hands/and turns around to view his land".

Oats, Peas, Beans and Barley Grow

Oats, peas, beans and barley grow
Oats, peas, beans and barley grow
Do you, or I, or anyone know
How oats, peas, beans and barley grow?

Then the farmer waters the ground
Watches the sun shine all around
Stamps his feet and claps his hands
And turns around to view his land

First the farmer plants the seed
Stands up tall and takes his ease
Stamps his feet and claps his hands
And turns around to view his land

After weeks of sun and air
The farmer picks the crops right there
Stamps his feet and claps his hands
And turns around to view his land

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Education

Why "A" is a Bad Grade

Actually, "A" is a wonderful grade – perfection! But maybe it should be reserved for, well, perfect performance. But how often does that happen?

Jack is one of my gym buddies. We have gotten into the habit of giving grades to our workouts. Jack will say, "Well, how did you do today?" I might say, "Oh, today was only a C+." Jack might reply, "Okay, well there's always tomorrow."

One day, in response to Jack's caring query, I said, "Well, today was a B+." Jack replied jokingly, "Oooh. You almost made it! What happened to those last few points?" After I left, I thought about Jack's joking. I realized, however, that if I gave myself an "A", well, I would be cheating myself. Why?

gymnastics events are rated on an open-ended scale, taking into account level of difficulty and other factors. This has effectively eliminated the 10 point rating system, much to the dismay of some Olympic athletes.

So, no "Perfect 10s" before Comăneci – 85 after her. What happened? Did the athletes get better? Perhaps. If so, they didn't rise en masse to such a level that athletes were able to reach perfection. What changed? Most likely the standards that raters used to define a "Perfect 10".

This is not to take anything away from the Olympians who scored the "Perfect 10s". I'm sure that they were great and certainly greater than I could ever hope to be. The point is: They simply weren't perfect.

And the proliferation of perfect scores has an effect: *It cheapens the "Perfect 10"*. It not only cheapens the "Perfect 10", it also cheapens the sport itself. How does it do this? It cheapens the sport by making perfection something that is more-or-less expected. When this happens, our attention is directed not toward the beauty and toil of the struggle to be better, it is directed toward whether or not the athlete succeeded or failed – whether she performed perfectly or not.

In fact, one of the reasons why the International Olympics Federation changed their rating system had to do with an incident in which pressure from fans prompted Olympic judges to change the score assigned to Alexei Nemov, a Russian gymnast. Fans expressed displeasure when Nemov was given a score on the Men's Horizontal Bar that they felt was too low. The fans' reaction caused a 15 minute halt in the games. As a result, the judges raised Nemov's score. The crowd remained displeased until Nemov made an appeal to the fans to allow the competition to proceed.



The "Perfect 10"

If you are as old as I am, you might remember Nadia Comăneci. She was the first gymnast in history to be awarded a "Perfect 10" in Olympic competition. Comăneci won a total of seven "Perfect 10s" during the 1976 Olympic games. Including Comăneci, since 1976, 36 Olympians have now scored at least one "Perfect 10" in gymnastics, a total of at least 85 "Perfect 10s" in all. In 2006, the International Olympics Federation changed the rules so that different

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Alumni Credit Cape Ann Waldorf School for a Lifelong Love of Learning



BEVERLY – When **Bronte McGarrah** left Cape Ann Waldorf School and went on to Pingree School, one of the first things she noticed was how much her teachers appreciated her learning style.

“I actually found my artistic and holistic approach to learning was really valued by my teachers,” said Bronte. “It was very different from my peers, and my teachers told me that my approach, my interpretations of books and any historical events we were studying, and in a lot of other subjects, including my approach to mathematics, was unique. They told me they enjoyed my love of learning.”

That love for learning, fostered and encouraged by her teachers and fellow students at Cape Ann Waldorf School, continues to help her as she pursues a degree at Connecticut College.

Designed to resonate with a child’s social, emotional, physical, and intellectual development, a Waldorf education integrates the arts, sciences, and humanities in a way that truly cultivates a love of learning. Teachers and staff encourage students to think for themselves, to explore the details of subject matter, and to do so in a way that ignites an eternal joy of absorbing all that interests and inspires them.

“Parents often ask me about the long-range view,” says Admissions Director Kelly Hiselman. “They want a sense of successful transitions. They ask me



how students do when they leave Cape Ann Waldorf School; they want to know if the students can handle the rigors of our area high schools, public and private. I think people just need to hear from our alums.”

Joseph Bell matriculated from Cape Ann Waldorf School in 2008 to the Thatcher School and is now

at the University of Mississippi at Oxford.

“Waldorf just let me be open to everything: singing, art, dancing, and music,” said Joseph. “I always look back upon my time at Cape Ann and realize I was never that good at singing or playing instruments, but they were things I was exposed to, and they were things I grew to love, and they are things that now I appreciate so much, and I appreciate the people who do them so much.”

Now in its 27th year, Cape Ann Waldorf School offers an integrated approach to education designed to produce creative, secure, free-thinking individuals who can one day take a responsible place in adult society. The Waldorf curriculum corresponds to the natural stages of a child’s development so that form and content parallel the child’s own growth.



“The way you learn to dig deep here, the depth of education, and of going into your subjects in a way that really sticks in you for your life, that is something that isn’t found in other settings, so your desire to dig deeply into subject

matter impresses your teachers, they’re interested in that, and that allows you to stand out,” said **Andrew McGarrah**, who graduated from Pingree and is now a junior at Trinity College.

Cape Ann Waldorf School is one of more than a hundred schools teaching the Waldorf method in the United States today. The school serves more than 130 children enrolled in grades 1-8, and also offers parent/child classes as well as nursery and kindergarten programs.



“I was always respected for who I was and my views and what I was excited about,” said **Carrie Cohen**, now a junior at Lafayette College. “And

that taught me to be confident in my abilities, in my intuition, in my skills, in all sorts of areas. That’s invaluable to me and impacts, every day, the way I treat other people.”



Marisa Kobus works for Vistaprint in Lexington. A 2011 graduate of Elon University in North Carolina, Marisa holds a dual degree in Spanish and International Studies. She earned her high school diploma at

Manchester-Essex Regional High School and got her start at Cape Ann Waldorf School.

“It was so fun to develop my creative side through the curriculum at Cape Ann Waldorf School,” she says. “I didn’t even know I was doing it. I learned who King Midas was before I knew I was actually learning math operations. This kind of teaching through stories is what I feel helps the child hold on to what they learn. Play is so important, and I love how much that is valued at CAWS. You can’t help but be inspired to learn more once you have learned the Waldorf way.”

Cape Ann Waldorf School, Marisa said, will always be an important part of her life. “They helped me become the person I am today. I’m so thankful for that.”

Situated in Beverly, just off Route 128 on the historic Moraine Farm, the school currently serves students from Amesbury, Andover, Beverly, Boxford, Byfield, Danvers, Essex, Georgetown, Gloucester, Hamilton, Haverhill, Ipswich, Lynn, Magnolia, Manchester-by-the-Sea, Marblehead, Middleton, Newbury, Newburyport, North Reading, Reading, Rockport, Rowley, Salem, Saugus, Stoneham, Swampscott, Topsfield, Wakefield, Wenham, and also from southern New Hampshire.

For more information or to visit, call 978-927-1936 or go to www.capeannwaldorf.org.

The information contained in this education feature was submitted by Cape Ann Waldorf School, and published in partnership with North Shore Children & Families; www.northshorefamilies.com.

Why “A” is a Bad Grade

Continued from page 8

The Humility of the Quest of Self-Perfection

The problem, of course, is that perfection, by definition, is something that can never actually be attained. No one is perfect. Nothing is perfect. Perfection is an *ideal* – it exists only in our individual and collective *minds*. Think of the perfect basketball player, the perfect essay, the perfect meal, the perfect society or the perfect spouse. They don’t exist – and they can’t exist. Perfection is something that we *strive for*, knowing that we can *never fully attain it*.

Some might ask, “If perfection is unattainable, then what’s the point? Isn’t the point to be the best we can be? If we always fall short, then why bother?”

Yes, the point *is* to be the best that we can be in whatever activity we are pursuing. Being the best we can be means being better than we were

before. And although we can never be perfect, we need some *idea* of perfection in order to determine how well we have performed! If I have performed a better dance routine today than I did yesterday, I *know* this because I have moved *closer* to what I consider to be an *ideal* dance routine – the perfect dance routine. As a result, I am *proud* of my dance routine, even though I know that I have not reached perfection. Since I know that I cannot reach perfection, I am not just proud, I am also *humble*. My humility comes from my awareness that I have not yet reached perfection; I can still become more perfect. The game isn’t over. *There is still more to strive for*.

Appreciating the Moment on the Path of Self-Perfection

If I give myself an “A” on my workout, I have robbed myself of the opportunity to do better next time. The “Perfect 10” should either be unattainable or given only in the rarest of circumstances. Of course,



I’m not talking only about sports and fitness here. The same logic applies to anything that we do – especially our educational pursuits. What would happen if perfect grades – “A”s – were a true rarity. What would it mean if we all knew that our child at his or her near best could at best expect a B+ or an A-. What if every time we received that B+ we knew that we had done well – perhaps even exceptionally well – but the fact that we didn’t get the highest and most coveted grade meant that there is always room for improvement? What

would happen if, when someone actually did receive the “Perfect A”, we were able to recognize it as a stellar achievement? What if we could celebrate that person’s achievement, and see it not as something that diminishes us but instead as an inspiration?

An unattainable “Perfect 10” reminds us that we can always be better, and that the nobility is in the progress that we make through our struggle and hard work. Each step that we make toward perfection is an occasion both for celebration and humility.



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I Hate Multiple-Choice

I hate multiple-choice tests. And tests that involve matching, fill in the blanks and all other such silliness. To be honest, I'm not a big fan of tests at all. That's because tests are generally not designed with genuine *learning* in mind. If they were, our tests would look very different. And we would rarely, if ever, use tests of the multiple-choice variety.

So, why do I hate multiple-choice tests? Let me count the ways.

Objection 1: Most Multiple-Choice Tests Tell Us Very Little About What Students Actually Know

Teachers give multiple-choice tests in order to find out *what students know*. But let's explore this idea a bit. Here is a sample multiple-choice question for a high school class in United States history:

One of the principal reasons the “noble experiment” of Prohibition failed was that it led to an enormous increase in:

- (a) Drinking among minors
- (b) Absenteeism among factory workers
- (c) The divorce rate
- (d) Child abuse
- (e) Law enforcement costs



Now this seems like a good question. As far as multiple-choice questions go, it is a rather typical one. So, what's wrong with this?

The main problem is that it requires so little on the part of the student. All the student has to do is to link “prohibition” in some way with “increased law enforcement costs”. What does a correct answer to the question tell us about what the student knows about “Prohibition”? If asked, which of the following might the student say?

1. I didn't know the answer; I guessed.
2. The first four answers don't seem right; it's probably the last one.
3. Prohibition increased law enforcement costs.
4. I don't really know about the consequences of prohibition. But I do know

Continued on page 17

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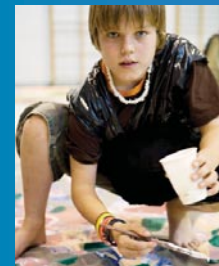
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that prohibition outlawed alcohol, and that the “experiment” was a failure. If it outlawed alcohol, then there must have been law enforcement costs. So (e) must be the best answer.

5. The term “prohibition” is used to refer to an era in American history that followed the ratification of the 18th Amendment to the Constitution. That amendment made it against the law to manufacture, transport or sell “intoxicating liquors”. The 18th Amendment was the result of the temperance movement, which began in the early part of the 19th century as a religious movement devoted to the moral perfection of the American people. This is why “prohibition” is referred to as “the noble experiment”. The 18th Amendment was difficult to enforce, and led to the proliferation of speakeasies, illegal production and trade of alcohol, organized crime and spiraling law enforcement costs. In 1933, Congress passed the 21st Amendment which repealed the 18th Amendment.

Given a correct answer to the multiple-choice question, which of these statements best describes what the student knows about “Prohibition”? The answer, of course, is that **we don’t know**. It could be **any** of the answers. As an assessment of **what students know**, this question tells us very little.

Let’s ask a different question: What is the *minimal knowledge* that the student requires in order to answer the question? (The minimal knowledge, of course, is knowing that *guessing* has a chance of producing a correct answer. But let’s not consider that.) Besides guessing, the minimum that a student needs to know to answer this question correctly is answer (2). Most typically, a student who answers this question correctly is likely to do so by knowing answers (2), (3) or (4).

Objection 2: Most Multiple-Choice Tests Don’t Require Integration of Knowledge

But wait! Is this what we want our students to know about Prohibition? No! We don’t want our children simply to be able to recognize and answer with minimal knowledge. We want our children to understand *relations between ideas*. Actually, we don’t even just want our children to be able to *understand* relations between ideas, but we want them to be able to *produce* that knowledge – in speech or in writing – when asked. Multiple-choice tests don’t tend to do this. They don’t require that students actively integrate – bring ideas together. And that is what we really want our children to be able to do.

If we asked a student about Prohibition, we want the child to be able to produce for him or herself something like answer (5) above. That is what we mean by knowledge. Knowledge isn’t simply being able to recognize answers or make loose connections between ideas. Knowledge refers to the capacity to do something – to *explain* something; to *write* about some particular topic or content area; to present specific ideas to others clearly. How can this be done?

Objection 3: Students Don’t Learn by Taking (and Preparing for) Multiple-Choice Tests

We learn by *doing*, and, most often, by doing things with more accomplished others. If you would like to know what a person is *learning*, find out what she is *doing*. If a student is *taking* multiple-choice tests, then he will *learn* multiple-choice tests. If a child is sitting in a lecture *listening*, she will learn to sit in the lecture and *listen*. If a person is taking notes from a lecture, her learning will

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Making Learning Fun

Continued from page 5

Paul is writing about the use of technology in the schools. She is lamenting the knee jerk impulse toward the mass use of computer games (formerly called video games) as learning technologies for young children. She notes that the primary argument for the use of video – uh, computer games in the schools is an expression of the idea that learning needs to be fun in order to be effective.

Paul also notes some irony in the ways in which we think about video games at home. Many parents are uncomfortable with their children spending long periods of time playing video games without educational themes. If our children are going to be playing video games, well, why can't they be *educational* video games? And so, we seem to have switched the roles of work and play. The work of school should be fun, but the play of home should be work!

Where did we get the idea that learning was supposed to be fun? I think it comes from confusing the outcomes of development for the starting points of development. We want our children to turn out to be independent and self-reliant. Those are developmental outcomes. However, we make a mistake when we think that the way to cultivate independence and self-reliance is, well, to simply let children pursue their own independent goals. This, of course, is a formula for disaster. If we want independent, self-reliant children who are able to direct their own lives, we need to give our children the tools and knowledge that they need to do this. That requires challenge and loving direction. It also requires the understanding that learning will not always be fun. Learning can be difficult and even painful. The truly independent and self-reliant child is one who has learned to cope with this reality.

I Hate Multiple-Choice

Continued from page 17

only be as good as what she is *able to do* with the lecture; that is, her learning will only be as good as the *notes that she takes*.

Optimally, a test should not simply test. A test should also *teach*. When students take multiple-choice tests, they don't tend to learn from the taking of the test. And further, if they are assessed with multiple-choice tests, they will direct their efforts to lean toward passing and doing well on those tests! However, in many circumstances, the skills and knowledge that are required to pass a multiple-choice test may not be the skills and knowledge that we want our students to develop! I believe that we want our children to aspire to something more than this form of learning.

If children (and adults) learn what they do, then the best way to teach is to ask them to do. If we want students to know what Prohibition was, why it came about and why it failed, we must ask them to research this issue; write about it; present and explain it to others; and so forth. The best learning experiences are projects. When we perform a project, we are forced to bring many forms of knowledge and skills together in one place. When we write, for example, we are forced to identify the ideas we want to write about and bring them together in a way that is understandable to others. When we make a multi-media presentation, we are forced not only to bring ideas together, but the many skills that go into making the presentation itself. That's real learning.

And that's real *testing* too. If we want to test someone, find out what they are able to *do*. If a person creates a project, the project is their product. The quality of the product reflects the quality of the learning. When we "test" by assessing someone's product, the test not only tests, it teaches.

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Reader Contribution

Find Yourself by Giving: Host an International Student Child this Summer

by Kate Schwartz

As a mother of five kids living on the North Shore, working part time is a challenge...to say the least! In a recent job interview, the 'young' woman opposite me asked if I knew how to "multi-task". I think I raised one eyebrow before politely replying.

I applied for this particular part time job because it was with a non-profit. As a British born and bred transplant with a husband from Beverly, I thought I would be able to identify with the 'customer': teenage kids from abroad travelling to the USA. Well, I got the job! I am now multi-tasking with a bevy of Russian and Spanish teenagers as they spend three weeks during the summer in the greater Beverly area.

Growing up in Europe, it was a given that every summer for at least a couple of weeks, some stranger's child – someone who didn't speak our language very well – would move into our house and stay. Sometimes it would be more than one. Every summer, it would be a mystery. Who would they would be? What would they look like? Would they "fit in"? As a result of hosting these mysteries, I have friends all over Europe and Australia. Now *my* kids are beginning to travel and spend time with *their* kids.

One time, we got a girl from Germany whose hair was bright pink. She had a tattoo – something that was very wrong back then. She is now married to

one of my best friends, living in London! Another boy came from Spain and loved to spend time with the pretty girls. He ate everything in sight. He is now a CEO of a very successful corporation in Madrid. I am hoping that my oldest daughter will be working in an internship over the summer. Another girl was from Sweden. Back then, she captivated my older brother. Now she is a well-known politician and women's rights advocate.

Every experience was unique. We adapted to every personality, and every personality adapted to us. I wouldn't change a single one – except, perhaps the boy who snored like a paratrooper!

So many American families find that hosting a child is an experience that really matters. Many have never hosted before. They're sometimes nervous. Some worry that hosting a new child will rock their summer boats or their

Continued on page 20

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Host an International Student

Continued from page 19



intricately planned summers. They sometimes feel as if their own kids will not adjust, or that their Fourth of July parties might be “difficult” with a new teen involved. Empty nesters worry that their four bedroom house isn’t big enough. “Well, maybe next year.” “We don’t know any Russian!” “How do I talk to a ‘foreign’ kid?”

I’ve heard all the fears and worries. However, the worries fade quickly and the excitement of the give and

take of hosting a teen from another culture takes over.

For example, Mary is 73 years old and lives alone in Marblehead. She is a cancer survivor. Last year, because of a conversation with someone at a Farmer’s Market, Mary made a big decision. She decided to host a Chinese girl for our three-week program. She has a modest two-bedroom house. In the middle of the first weekend, her Chinese student came home and politely asked if she could bring a friend for dinner. Delighted that the girl felt comfortable enough to ask, Mary quickly agreed. Mary could not have anticipated what would happen during the friend’s visit. During a cup of tea, the girl burst into tears. Her “host family” did not feed her. They sent her by

herself to get a sandwich each night. She had to pay herself, despite the fact that the program pays the family to host.

Mary immediately took action. She called the supervisor who was in the midst of trying to place another girl who was allergic to dogs. Mary took a deep breath: “I will take them all”, she said. Mary ended up with three Chinese girls for three weeks. When Mary’s birthday came, the three girls cooked a traditional Chinese meal for her. Mary now has a standing invitation to visit three homes in China! Mary’s son does business in China and on his last trip he visited their families. This year, Mary signed on to host three more girls – this time from Russia and Spain. Mary tells me that she simply can’t wait. Although she was tired by the end of her three weeks, she nonetheless “had the time of her life”. She came to love her summer “grandchildren”.

I am looking forward to introducing a new crop of teens to the richness of American culture, to our endless North Shore history and to the warmth and generosity of American homes. They will love our beaches and bask in our sunshine. And they will give at least as much as they receive.

Our teens are from Russia and Spain, and are between 12-18 years old. The program lasts from June 23 through July 27, 2013. They will be busy every day (8am to 6pm) studying at Endicott College and going on excursions. We will bus the teens to and from Endicott each day. All we ask is that you bring them to our nearest bus stop. All families receive a stipend to cover costs. Families can host up to four students. We ask that you provide meals (breakfast, pack lunch and dinner). They bring their own spending money. You can earn a \$250 gift certificate to any EF program. Your kids can earn community service hours – and gain much more by participating in our programs.

To learn more, please contact Kate Schwartz, Education First Travel Program; Kate.schwartz@ef.com or 978.500.9555.

Wish you could give the person who has everything something they don't have?

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Samples available.



Happy Spring!



Community Calendar

To Submit to our Community Calendar:

Please visit us at www.northshorefamilies.com and submit your listings directly through our website. From our **Home Page** – click on **Calendar** – then click on **Submit** and our form will open for you to complete and submit your listings.

While we will make every attempt to post all appropriate listings in our **Community Calendar**, space is limited – and priority will be given to those events that are free and family-friendly – and those submitted by our advertising partners & sponsors.

Calendar listings are generally due by the 15th of each month prior and must be submitted through our website. If you need to guarantee that your listing will be posted – please contact Suzanne to advertise. **See our current Calendar for our upcoming issue deadlines.**

To advertise, please contact Suzanne at suzanne@northshorefamilies.com or 781.584.4569.

For complete listing accuracy, we recommend that you call ahead or check the websites listed. Featured listings do not constitute an endorsement from this publisher and we encourage our readers to always do their own research.

APRIL is the month for: Humor, Guitars, Keeping America Beautiful, Lawns & Gardens, Poetry, Pecans, Welding, Records & Information Management, Stress Awareness, Sexual Assault Awareness, Autism Awareness

ATTENTION SUMMER CAMPS & PROGRAMS:

Secure your ad space in the **largest summer camps & programs showcase series in print on the North Shore!** See pages 12 – 16 in this issue; reserve your ad space by noon, Wed., April 17, to appear in our May Showcase! Contact suzanne@northshorefamilies.com for special showcase rates, sizes & to secure your camp showcase ad space!

UNIQUE GIFT IDEA/WORDS FOR SPECIAL OCCASIONS:

Personalized Poems & Prose by Suzanne – the perfect words to enhance any special occasion. Personalized poems as gifts (holidays, birthdays, weddings, retirements, showers, etc.); clever verses for invitations, speeches, toasts, roasts and poignant eulogies. **See ad on page 20!**

GRAND OPENING APRIL 26-28:

Walpole Outdoors is now open at Jordan's Furniture in Reading! Join them on the weekend of April 26-28 for their Grand Opening celebration and some family fun! Swing by to try out their outdoor playsets; see ad on page 8 to learn more and save \$250 off the purchase of any playset! www.walpolewoodworkers.com

SIGN UP TODAY:

It's time to start making plans for your kids this summer (and take advantage of early registration discounts)! **Check out our 6th Annual Summer Camps & Programs Showcase, Part 2 of 4, that starts on page 12 in this issue! To advertise your camp or summer program in our May showcase, Part 3 of 4, see page 16 and contact Suzanne by noon, April 17th!**

Fall 2013 enrollment is now underway for Gordon College Children's Choir, Wenham. See ad on page 6 and visit www.gordon.edu/childrenschoir for more information. (See April 8 & 22 listings for enrollment appointments.)

Weekly Kid-Fit Exercise Classes at Beverly Children's Learning Center! See ad on page 17; www.bclckids.org.

Parent-Child Playgroups at Harborlight-Stoneridge Montessori School, 243 Essex St., Beverly; 9-10:30am on April 6 & 27; preschool group for children 3-5 yrs. w/caregiver. Free and open to all, but space is limited; RSVP to 978.922.1008.

Parent & Child Program for parents/caregivers with children ages 10 months – 3.5 years; at Cape Ann Waldorf School, Moraine Farm, Rte. 97, Beverly. "Morning Glory" & "Bachelor's Button" classes feature a community of parents and children enjoying play, bread making, circle games, snack and conversation. Space is limited; call 978.927.1936 to register.

Host an International Student this Summer! See ad on page 5 and article on page 19 to learn more. www.ef.com/host/beverly

STORYTIMES (Toddlers, Pre-K-K):

Join Amesbury Public Library (Children's Room) for songs, activities, crafts & stories – through

April 11th. Select your child's age appropriate time (must attend w/caregiver): 2 year olds join us Tuesdays at 10:30am; 3-5 year olds join us Thursdays at 10:30am. Free program, no reg. required. www.amesburylibrary.org

GET TICKETS NOW:

Brookwood School's 4 to 14 Speaker Series: Parenting Elementary School Kids, with Brené Brown, PhD, author of *The Gifts of Imperfect Parenting*. On April 8 at 7pm at Brookwood School, Manchester; seating is limited, \$10/person. See ad on page 4. www.brookwood.edu

Boston Ballet presents *The Sleeping Beauty*, through April 7, at The Boston Opera House. Also *Chroma*, May 2-12; *Coppelia*, May 16-26. Tickets from \$29; groups of 10+ can save up to 50%. www.bostonballet.org

Bill Hanney presents North Shore Music Theatre, Beverly; tickets & subscriptions on sale now for: *Sound of Music* (June 11-23), *The Wizard of Oz* (July 16-28); *Cats* (Aug. 20-Sept. 1); *La Cage Aux Folles* (Sept. 24-Oct. 6); *Miss Saigon* (Nov. 5-17). 2013 shows for children

include *Charlotte's Web* (April 6, 11am), *Hansel and Gretel* (April 20, 11am); *Hansel & Gretel* (April 20, 11am); *Snow White* (June 28, 10am & 1pm); *Cinderella's Wedding* (July 5, 10am & 1pm); *Beauty & the Beast* (July 26, 10am & 1pm); *Aladdin* (Aug. 2, 10am & 1pm); *Alice in Wonderland* (Aug. 9, 10am & 1pm); see the back cover for full line-up. **New in 2013 – Family Fridays:** kids save 50% on the 1st Friday evening of all musicals. See ad on back cover to learn more. www.nsmmt.org

Concerts & Comedy at North Shore Music Theatre: Engelbert Humperdinck, April 9; *Legends of Las Vegas*, April 13; *America*, April 14; *Wicked Funny Comedy Tour*, April 27; *Loretta LaRoche*, May 5; *Voices of Hope* presents *Jesus Christ Superstar*, May 11; *Happy Together Tour*, June 29; *Harvey Robbins' Royalty of Rock 'N Roll & Superstars of Motown*, Aug. 10; *Barbra & Frank, The Concert that Never Was*, Oct. 12; *Harvey Robbins' Doo-Wopp Hall of Fame of America*, Oct. 20. www.nsmmt.org

Big Apple Circus presents *Legendarium*, all new show! Through May 12 at City Hall Plaza, Boston. www.bigapplecircus.org

Continued on page 22

North Shore Children & Families is available for free each month at over 450 family-frequented locations throughout the North Shore!

Attention Advertisers: Ask us about our ...

- ... "Try Us!" program for new advertisers
- ... Annual advertising frequency programs
- ... The Annual Planner for Schools program
- ... Annual Summer Camps & Programs Showcase series

Target your message to North Shore parents.

We've got the North Shore covered!

2013 PUBLISHING SCHEDULE

Issue	Ad Space Deadline (Noon)	Ads Due (Noon)
May	Fri., April 19	Tues., April 23
Summer (June/July)	Fri., May 17	Tues., May 21
August	Fri., July 19	Tues., July 23

To explore your advertising options or to secure your space, please contact Suzanne at 781.584.4569 or suzanne@northshorefamilies.com. To learn more, please visit www.northshorefamilies.com.



Community Calendar

Continued from page 21

GET TICKETS NOW:

Broadway in Boston presents: *Tuck Everlasting* (July 28-Aug. 18) at Citi Performing Arts Center Emerson Colonial Theatre, Boston.
www.broadwayinboston.com

Cathy Rigby is *Peter Pan*, April 23-28, at Citi Performing Arts Center Wang Theatre, Boston; appropriate for ages 7+.
www.citicenter.org

Cory Booker, Mayor of Newark, NJ, April 7, 3pm, at The Lynn Auditorium, Lynn; part of Salem State University's Speaker Series.
www.salemstateseriestickets.com

Live at The Lynn Auditorium, Lynn: Brit Floyd, April 5; Cory Booker, April 7; *One Night of Queen*, April 18; *Roomful of Blues*, May 3; Clint Black, May 9; *Agganis Movie Premiere*, May 16; Cesar Millan Live (*Dog Whisperer*), July 11; *The Amazing Kreskin*, Oct. 30. www.lynnauditorium.com

Concerts from Rockport Music at Shalin Liu Performance Center, Rockport: *Livingston Taylor*, April 12 & 13; *Michael Dutra & The Frank Sinatra Orchestra*, April 14. www.rockportmusic.org

Live Entertainment at Blue Ocean Music Hall, Salisbury Beach, MA: April 26, *Ronnie Earl & The Broadcasters*; April 27, *Comedian Bob Marley*; May 24, *Toots & the Maytals*; July 26, *4th Annual Buffet Beach Blast*; July 27, *The Stompers*; August 23, *Farrenheit*. www.blueoceanhall.com

Late Nite Catechism at The Larcom Theatre, Beverly, April 23-May 5. For tickets: www.latenitecatechismshow.com.

HELPING LOCAL CHILDREN:

The MA Coalition for the Homeless needs help for their "A Bed for Every Child" program. Help provide a mattress, box spring & linens to MA children who do not have a bed of their own. To see how you, your group/team/troop/class can help and to donate or for more info., please visit www.mahomeless.org/programs or contact Alycia Dell'Orfano at 781.595.7570 ext. 23.

APRIL 1:

April Fool's Day; International Fun at Work Day

APRIL 2:

Children's Book Day; Reconciliation Day

APRIL 2 – 11:

Essex Elementary School PTO's 4th Annual Online Auction; from 3pm, April 2 through 9pm, April 11. Proceeds benefit the children of Essex Elementary School. www.essexpto.com

APRIL 3:

Deadline to register & parent info. night for Middle School Peacemakers' Camp (held April 17 & 18); \$25 for 6-8th graders, includes meals & materials. Kids as Peacemakers is a regional non-profit based in Newburyport. Parent info. & reg. night at Central Congregational Church, Newburyport. 2 day/overnight program offers a secular curricula, open to children of all backgrounds. Students explore the concepts of peace and their own potential for leadership in a meaningful way. Offered in partnership with Newburyport Youth Services & the Commission on Diversity & Tolerance. www.newburyportyouthservices.com

APRIL 4:

Hug a Newsperson Day; School Librarian Day

APRIL 5:

National Walk to Work Day

APRIL 6:

Parent-Child Playgroups at Harborlight-Stoneridge Montessori School, 243 Essex St., Beverly; 9-10:30am on April 6 & 27; preschool group for children 3-5 yrs. w/caregiver. Free and open to all, but space is limited; RSVP to 978.922.1008.

Spring Sale of Gently Used Children's Items, 9:30am; \$1 admission, under 14 years free. Sponsored by MA Mothers of Twins, Founding Chapter. At Winchester High School, 80 Skillings Road; cash & carry only. www.mmota-founding.org

Family Spring Planting Event, 9:30-11:30am; free for all, ages 5+. At Glen Urquhart School, 74 Hart St., Beverly. Usher in spring with Women in Action by helping The Food Project start seedlings in the greenhouse at GUS. Women in Action is dedicated to increasing access

to nutritious food & physical activity for underserved children. Free, but RSVP is required: clippie@nsuw.org.

Learn As You Sow at the Flower Fields, 10-11:30am, at Long Hill, Beverly; free but pre-register at www.thetrustees.org as space is limited.

APRIL 6 & 7:

Sensational India! Festival returns to Peabody Essex Museum, Salem. www.pem.org

APRIL 7:

No Housework Day; World Health Day

Lynnfield Community Connections, 1-4pm, free for all ages; at Main & Summer Sts., Lynnfield. A carnival-style affair and fun-filled event designed to connect community members of all ages & abilities. Games, face painting, balloon artist & bouncy houses for the kids; entertainment by locals. Rain location is at the Lynnfield Middle School, 505 Main St.

APRIL 8:

Brookwood School's 4 to 14 Speaker Series: Parenting Elementary School Kids, with Brené Brown, PhD, author of *The Gifts of Imperfect Parenting*. 7pm at Brookwood School, Manchester; seating is limited, \$10/person. See ad on page 4. www.brookwood.edu

Gordon College Children's Choir Fall Enrollment Appointments, 4-6:40pm (5 min. appts. avail.); for grades 1-8. At Phillips Music Center, Gordon College, Wenham. Visit www.gordon.edu/childrenschoir to schedule an enrollment appointment. See ad on page 6.

APRIL 10:

National Siblings' Day; Golfers' Day

APRIL 11:

Open House at Tower School, Marblehead; 9-11am. www.towerschool.org

APRIL 15:

Patriot's Day

Online auction opens for 1st Annual Hats Off to Education fundraiser (event is on May 3). Proceeds benefit the Salem Education Foundation & all public schools in Salem. Online auction is available through May 4. www.salemeducationfoundation.org

APRIL 16:

National Librarian Day; National Stress Awareness Day

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978.979.8745

APRIL 17 (NOON):

AD DEADLINE: If you need to advertise in our **MAY** issue (for regular display ads & camp/summer program showcase ads), and if you need our ad production assistance, please confirm your ad size and submit your ad materials by **NOON TODAY!** You can see our display ad rates, sizes, available discounts & more at www.northshorefamilies.com or contact suzanne@northshorefamilies.com.

Do you have a summer camp or program? Do you need more enrollments this year? See pages 12-16 for part 2 of 4 in our 6th Annual Summer Camps & Programs Showcase Series – the largest in print (also appears online) on the North Shore! Series continues in our May issue – reserve your ad space and reach more North Shore parents with children of all ages, interests and needs! **May showcase ad space must be reserved by noon, today.** Contact suzanne@northshorefamilies.com for camp showcase ad rates, sizes, available discounts & to secure your space and your summer!

APRIL 18:

Newspaper Columnists' Day

APRIL 19 (NOON):

AD DEADLINE: FINAL Advertising Space Reservation DEADLINE at NOON for ALL COMPLETED ADS (that do NOT require ad production assistance) in our **MAY** issue! To advertise, contact suzanne@northshorefamilies.com! **If you need our ad production assistance, please confirm your ad size and submit your ad materials by noon, Wed., April 17!** You can see our regular display ad rates, sizes, available discounts & more at www.northshorefamilies.com.

APRIL 20:

Volunteer Recognition Day

APRIL 21:

Happy Birthday, Tiara!

Kindergarten Day

APRIL 22:

Earth Day; Girl Scout Leaders' Day

Gordon College Children's Choir Fall Enrollment Appointments, 4:30-6:30pm (5 min. appts. avail.); for grades 1-8. At Phillips Music Center, Gordon College, Wenham. Visit www.gordon.edu/childrenschoir to schedule an enrollment appointment. See ad on page 6.

APRIL 23 (NOON):

Community Calendar listings' DEADLINE at NOON for our **MAY** issue! **Please submit your listings for MAY events directly through our website** (see beg. of this Calendar for details).

APRIL 24:

Administrative Professionals' Day

Open House at Shore Country Day School, Beverly; 9-11:15am. www.discovershore.org

Open House at Harborlight-Stoneridge Montessori School, Beverly; 9-11am. www.h-sms.org

APRIL 25:

Full Moon; Take Your Daughter to Work Day

APRIL 26:

Arbor Day

GRAND OPENING APRIL 26-28:

Walpole Outdoors is now open at Jordan's Furniture in Reading! Join them on the weekend of April 26-28 for their Grand Opening celebration and some family fun! Swing by to try out their outdoor playsets; see ad on page 8 to learn more and save \$250 off the purchase of any playset! www.walpolewoodworkers.com

APRIL 27:

Tell a Story Day

Parent-Child Playgroups at Harborlight-Stoneridge Montessori School, 243 Essex St., Beverly; 9-10:30am; preschool group for children 3-5 yrs. w/caregiver. Free and open to all, but space is limited; RSVP to 978.922.1008.

APRIL 28:

International Astronomy Day; Great Poetry Reading Day; Kiss Your Mate Day

Daffodil Day at Long Hill's Sedgwick Garden, Beverly; 11am-1pm. Free; celebrate spring's arrival, visit our carpets of bulbs in bloom, take a daffodil walk, visit the Children's Garden. www.thetrustees.org

APRIL 29:

Greenery Day

APRIL 30:

DEADLINE to Enter for a Chance to Win a pass (good for 2 tickets) to a North Shore Music Theatre musical!

See how to enter on page 3; to buy tickets, see the back cover!

National Honesty Day; Hairstyle Appreciation Day

MAY 3:

1st Annual Hats Off to Education, 7:30-11:30pm, at the Hawthorne Hotel, Salem. Proceeds benefit the Salem Education Foundation & all public schools in Salem. Features live auction, \$5,000 reverse raffle, great food, live music, WOW (Wall of Wine). Online auction opens April 15 – May 4. www.salemeducationfoundation.org

MAY 4:

Education Day in Downtown Salem. Experience virtual classrooms, workshops, presentations, live performances, hands-on activities & entertainment for adults & students of all ages. www.salemeducationfoundation.org

MAY 4 & 5:

The North Shore Rock & Mineral Club's 50th Annual New England Gem & Mineral Show! Lots of family fun at Topsfield Fairgrounds; \$5/person, \$3/seniors, kids under 12/free. See ad on page 2 to save on 2 admissions. www.nahant.com/nsrmmc

MAY 11:

Adult, Infant & Child CPR Certification Class, 9am-1pm; for ages 11+. \$50/person includes certification card valid for 2 years. At The Community House of Hamilton & Wenham. www.communityhouse.org

April is the month for Autism Awareness.

Check Out Our NEW Website!

www.northshorefamilies.com



We invite you & your family to engage with us more online and in print each month!

Share your suggestions, submit a story or calendar listing, Ask Dr. Mike a question, search our archives for a topic you need help with, enter our contests for a chance to win great prizes & more!

To advertise in print & online, contact Suzanne today!

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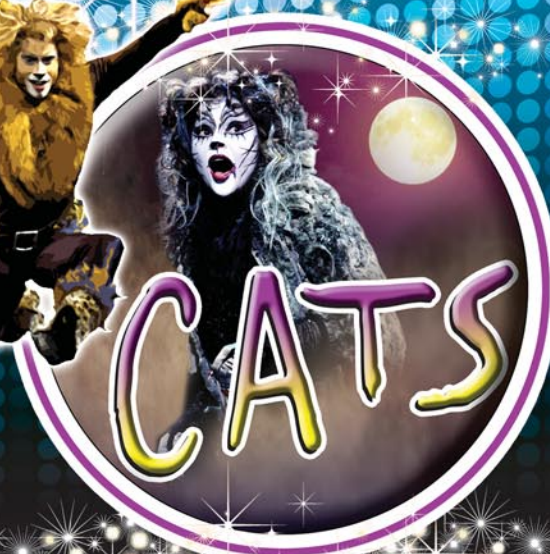
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JUNE 11 - 23



JULY 16 - 28



AUG 20 - SEPT 1



APRIL 20 • 11AM



JUNE 28 • 10AM & 1PM



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AUGUST 2 • 10AM & 1PM



AUGUST 9 • 10AM & 1PM

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