

Peace and Nonviolence Curriculum

By Cecil Ramnaraine



Grades 1-6

Education for Peaceful Living

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Introduction

When one looks at the research on peace, it is evident that the time is right for teachers and school administrators to implement a curriculum for peaceful living. This means not just teaching about peace or providing information about peace problems. It means implementing the methods and means whereby peace can be practiced in the classroom.

Peace must be openly espoused and taught to our students. We cannot depend on subliminal, incidental learning, or a hidden curriculum. Peace must be actively pursued, both by teachers and students, in all parts of the educational system. Peace must be an interdisciplinary topic in order to become a part of our attitude and behavior.

Peace is defined here as far more than a personal calm in mind and body. Peace is defined here as racial equality rather than racial discrimination; equality among all peoples rather than a social and monetary hierarchy; cooperation rather than competition; sharing food and world resources than waste and hoarding; preserving nature than exploiting her; equality between the sexes rather than male dominance over females and minorities; self mastery and self understanding rather than control and power over others; and the use of skills and talents of every human being for the general care and love of all living things.

This is the peace that all educators, at all levels and throughout the world, should strive for. And it is time that we start the process in all earnestness. Here are some suggestions for our consideration:

PEACE MODE **Curriculum Ideas** **Grades 1 – 3**

1. Self Knowledge

Self: Name, address, telephone number

Family: Names of family members and extended family and their
Relationship to each other

Community: Names of neighbors and friends

Sharing: Tell a good story about your family.

How do you fit in your family?

What does your family do for hobbies, activities, and holidays?

2. Self-Help

What is the relationship of your family to the world of work? How does your family make a living? What does each family member do? What are your chores at home? How do you help your family each day? What are your duties at school? How do you help at school? What more could you do to help at home and at school?

3. Help to Others

Monitor the things you do at home and at school to help others.

Tell/List your kind deeds that help your brothers and/or sisters.

Tell/list your kind deeds that help your parents/grandparents.
Tell/list your kind deeds that help your neighbors/friends.

4. **Community Projects**

During holidays charitable organizations like UNICEF (the United Nations International Children's Emergency Fund) distribute boxes and envelopes to collect money for needs children all over the world. You can take part in projects to fill Thanksgiving baskets for poor children in your city or neighborhood. You can give toys and food to poor children at Christmas and other holidays. You can visit nursing homes with your class to talk with older people and make friends with them. You can join a choir to sing for your church. You can participate in family, school, church, and neighborhood activities and events. You can develop a spirit of cooperation by working with others as a group to do other useful programs. You can start to develop group skills like give and take, negotiation, and compromise. You can adopt an older person or handicapped person in your neighborhood and help care for him or her. You can develop a plan for peer mediation to settle disputes and problems in your school and community.

5. **Self-Esteem**

Tell/list what you know of your own strengths and weaknesses.

Tell/list what you know of your own worth and value to your family, school, friends, neighbors, and church.

How do you feel about all these people and groups?

How can you develop the ability to cooperate and work successfully with others in a group?

How can you develop a spirit of generosity and concern for others?

6. **Humanities**

Engage in peace songs, games, and art projects. Have a peace table in your classroom. Cultural diversity: Learn about each different culture represented in your school. Use materials to show cooperation. Study good role models and common human bonding.

PEACE MODE
Curriculum Ideas
Grades 4 – 6

1. **Self-Knowledge**

Do you know your place in your family? Construct a family tree to show your relationship to others in you family. Improve your skills – social, intellectual, and physical – by doing your best in school. Look at your evolution as a young person. What do you think of yourself? Who are you? What would you like to do? What do you like? What would you like to become? What kind of person would you like to be? Who are your heroes? Why are they heroes?

2. **Self-Help**

How do you learn to work at home and at school? What responsibilities do you have at home? Is homework a responsibility? What other jobs do you have at school? Read about people as role models. Try new experiences with family, friends, on vacations, etc. What did you learn? How did you grow?

Daily Checklist of Self-Improvement

Objectives

	Mon	Tues	Wed	Thu	Fri	Sat
Sun						
Was I on time?	_____	_____	_____	_____	_____	_____
Did I do _____ homework?	_____	_____	_____	_____	_____	_____
Did I do _____ chores?	_____	_____	_____	_____	_____	_____
Did I help _____ someone today?	_____	_____	_____	_____	_____	_____
Did I _____ behave?	_____	_____	_____	_____	_____	_____
Was I _____ good to my parents?	_____	_____	_____	_____	_____	_____
Was I _____ good to my teacher?	_____	_____	_____	_____	_____	_____
Was I _____ good to my classmates?	_____	_____	_____	_____	_____	_____
Was I a _____ loving person?	_____	_____	_____	_____	_____	_____

(Write some of your own questions for self-improvement.)

3. **Help to Others**

Tell/list your kind deeds to others. What are your chores at home to help your family? Do you have assigned tasks at school that help our classmates and teachers? Find out what kind of volunteer work you could do at school, in the neighborhood, etc. Offer to tutor or coach a classmate.

4. **Community Projects**

Halloween: Collect money in UNICEF boxes to help needy children. Help fill food baskets for the poor at Thanksgiving. Collect food to store in food shelves to help those who are hungry. At Christmas time raise money for food to give to the poor. Collect food baskets for the food shelves. Visit nursing homes and be a volunteer. Join a choir and sing at churches, hospitals, and nursing homes. Collect toys for needy tots. Work with charitable agencies such as the Salvation Army, Big Brother and Big Sister programs, Red Cross, etc. Help provide clothing, blankets and food for homeless people. Join the Scouts to develop skills of cooperation and working together to solve problems, participate in service projects. Be a summer camp advisor. Adopt an older person in a nursing home and visit him/her regularly. Develop a system of peer mediation.

5. **Self Esteem**

Know your value as a human being. Know your good points, and work to strengthen them. Know your bad characteristics and try to change them. Learn to listen and learn from teachers, parents, etc. Learn to love and respect your parents, teachers, friends, neighbors, in order to grow in wisdom and self-understanding. Engage in actions you are good at, to enhance your self-esteem. Engage in community projects to demonstrate love, caring, respect and regard for others. Who are your heroes? Why are they heroes? Read about good people and good role models.

6. **Humanities**

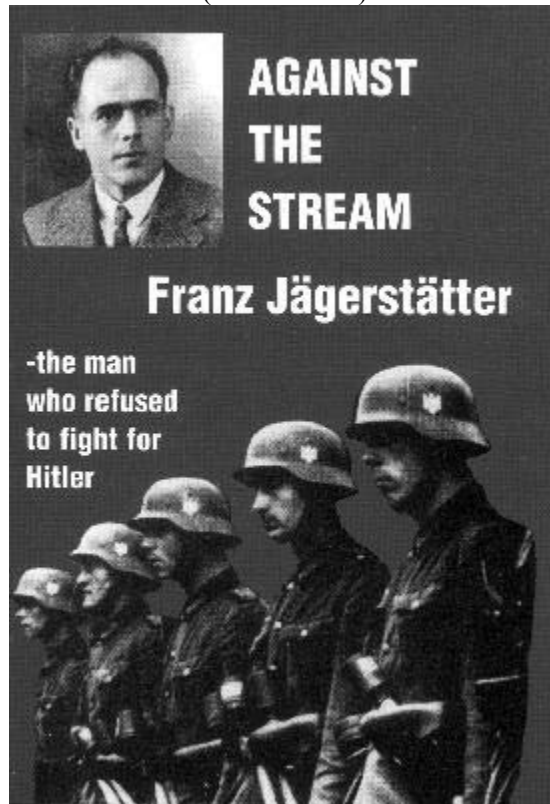
Have class discussions on books and materials reflecting role models, cooperative effort, friendship, sharing, and love and caring of human beings for one another. Learn peace songs, games, artwork, drama, etc. Learn about the different cultures represented in your school.

Books (fifth-grade level)

- Bender, David: *The Arms Race*.
 Bull, Angela: *Anne Frank*.
 Carr, Albert: *A Matter of Life and Death*.
 Finkelstein, N.: *Remember Not to Forget*.
 Forman, James: *That Made Game – War and the Changes for Peace*.
 Galt, Thomas: *The Story of Peace and War*.
 Haskins, James: *Resistance – Profiles in Non-Violence*.
 King, Martin Luther Jr.: *The Trumpet of Conscience*.
 Lawson, Don: *Ten Fighters for Peace*.
 Lieberman, Mark: *The Pacifists -- Soldiers Without Guns*.
 Mizumura, Kaul: *If I Build a Village*.
 Monjo, E.N.: *The Drinking Gourd*.
 Moressy, John: *The Humans of Ziax II*.
 Ramnaraine, Cecil C.: *Peace Makers – An Introduction to 12 Peacemakers of the 20th Century*.
 Sereby, Kate: *The Singing Tree*.
 Smith, Samantha: *Journey to the Soviet Union*.
 Spier, Peter: *People*.
 Suess, Dr.: *Horton Hears a Who. The Sneetches and Other Stories*.
 Thomas, Marlo: *Free To Be You and Me*.
 Wondriska, W.: *All the Animals Were Angry, John John, Turligger, Tomato Patch*.

Franz Jagerstatter

(1907 – 1943)



By

Cecil Ramnaraine

Franz Jagerstatter said no to Adolf Hitler. He refused to join the German Army. He refused to fight. He said it was wrong for one human being to kill another human being. He simply stated that his moral and religious training taught him the commandment “Thou shalt not kill,” and so he was obliged to obey the commandment rather than Hitler’s order to join the arm and fight in the war.

Almost everyone obeyed and supported Hitler, from church leaders and their parishioners to university professors and their students, from the important people to the common man. There were few exceptions. Jagerstatter was one. He preferred death, rather than joining an army in order to fight and kill others.

Franz was born in the village of St. Radegund in Austria in 1907. His family members were farmers, and so Franz worked on the farm after leaving school at the age of 14. He was considered to be a wild young man, and was forced to leave his village because of his bad behavior. When he later returned, though the villagers noticed a change. He married and settled down.

When Franz asked the bishop of his church for advice, he was told to obey Hitler’s orders and to join the army. All the leaders of the church and his friends and neighbors told him the same thing. He stood all alone in his decision not to join the military, and because he would not,

he was put in prison. Franz was a model prisoner, sharing his food and good feelings with the other prisoners.

Franz's wife and parish priest made one last attempt to save him. If he would sign the army papers, he would be released. But Franz refused. He said that he would rather die than do the wrong thing. He told his wife that his conscience was clear, that he was doing what God ordered and not what Hitler had ordered.

On August 9, the Nazi authorities in Berlin's Tegel Prison beheaded Franz Jagerstatter. His body was cremated, and an Austrian nun who had ministered to him at the prison recovered his ashes. This nun took the ashes to his birthplace in the village of St. Radegund, and Franz Jagerstatter's remains were buried in the churchyard in the country of Austria, the country he so dearly loved.

Martin Luther King, Jr. (1929 – 1968)



By Cecil Ramnaraine

In 1929, the year that Martin Luther King, Jr. was born, Mahatma Gandhi predicted that a person of African descent would teach the principles and methods of nonviolence to the world.

Those principles were 1) No hitting back; 2) Be willing to endure pain, suffering and even death for your cause; 3) Love and forgive the oppressor, even when he/she is beating you, and 4) Don't harm or humiliate your oppressor, but try to reconcile (settle) your differences.

Martin Luther King, Jr. came from a hard-working, honest and well-educated middle-class family. He attended Morehouse College, Crozier Theological Seminary and Boston University. He studied the writings of Mahatma Gandhi during his student days, and realized that Gandhi's methods of nonviolent resistance were the correct tools to use to gain civil rights for poor minorities. To those who accused him of causing trouble, King replied that the downtrodden and mistreated people could only get justice and peace by agitating – agitating nonviolently until their grievances were redressed (made up for).

The Montgomery Bus Boycott of 1955-1956 gave the Reverend King his first chance to practice nonviolent resistance to unjust laws. Rosa Parks, a black seamstress, refused to give up her seat in the bus to a white passenger, which was required by the law in the South at that time. For this she was arrested and summoned to court. The black citizens of Montgomery, Alabama decided to boycott (not use) the buses for one day. This boycott proved to be so successful that they continued it. They refused to ride the buses at all until they were given what they considered to be civil rights under the law. All they asked for was courteous treatment from the bus drivers, seating in the buses to follow an orderly pattern. That included white people in the front and blacks in the back of the bus, and jobs for black drivers, especially on the bus routes populated by minority citizens.

Dr. King was named the leader of this boycott. During the 382-day ordeal, he succeeded in getting his people to walk, ride mules or bikes, and to car-pool, but never to ride the bus to work, school or play. During this time, Dr King was harassed, imprisoned and humiliated. His home was even bombed, but he never retaliated (fought back) physically. He taught his followers to use peace, not violence, to win their battles. The highest court in the land, the Supreme Court,

finally heard the case, and decided that the cause was just. The buses of Montgomery were finally integrated.

Dr. King organized the Southern Christian Leadership Conference (SCLC). This was a group of non-white ministers from the southern states who worked for civil rights. He led sit-ins at lunch counters, until the owners integrated their business and served whites and blacks at the same counter. He tried to register black citizens so that they could vote. He boycotted businesses in various southern cities to force the owners to serve black people as well as white people. He opposed the Vietnam War. Many of the things he fought for were finally realized when Congress passed the Civil Rights Act in 1964 and the Voting Rights Bill in 1965.

For his nonviolent efforts to avoid an all-out race war in the United States, Dr. Martin Luther King, Jr. was awarded the Nobel Prize for Peace in 1964. But this great honor, and all the others that were bestowed upon Dr. King, did not stop an assassin from murdering this apostle of peace and nonviolence before he reached his 40th birthday.

Mother Teresa of Calcutta (1910 – 1997)



By Cecil Ramnaraine

Mother Teresa of Calcutta, India, was one small woman who helped thousands of poor people all over the world. Her name was Agnes Gouxha Bojaxhiu until it was changed to Teresa when she became a nun. She said, “When I was eighteen, I decided to leave my home and become a nun. It was the will of God.”

Upon completion of her training as a nun and a teacher, she was sent to work in a convent in Calcutta, India. After teaching there for 18 years, she decided to leave the convent and live and work among the poor in the slums of Calcutta. She believed that God had ordered her to go – “I was to leave the convent and help the poor while living among them. It was God’s will.”

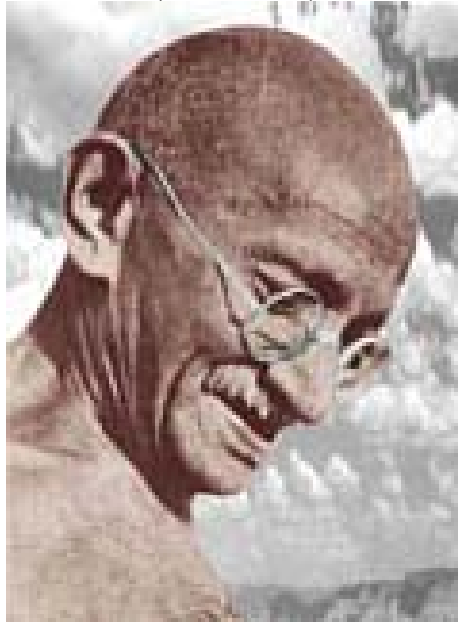
Mother Teresa dressed and lived in the same manner as the poor peasant women of India. She rented a tiny room for \$1.00 a month and started working and living with the poor. Using her mud floor as a blackboard, she started a school for the slum children. Her former students soon joined her in her work and became nuns. When their numbers increased to about 10 sisters, the Pope recognized them as a new order and granted them a charter and the name “The Missionary Sisters of Charity.”

Mother Teresa and her sisters swear to vows of poverty, chastity, obedience and free service to the poor. They are a hard-working group. They start at 4:30 in the morning with prayers and breakfast. Then they go out and work with the children, the sick, the dying and the needy in the slums. Work, and service do not stop until dinnertime at 6pm. Their faith and love help them do the lowest and dirtiest jobs with happiness.

Mother Teresa provides homes, food, care and medicine for the sick, dying, orphans, widows, lepers, homeless – anyone who needs help. After doing this work in Calcutta and in other cities in India, she sent her sisters out to other countries to perform similar services. Almost every country in the world now has “The Missionary Sisters of Charity,” who number in the thousands. Without fuss or show they do their good deeds. They are careful to treat everyone with love and respect, regardless of race, religion, or circumstance.

Because of her goodness and humanity to the poorest of the poor, and her help to the needy people all over the world, Mother Teresa was awarded a very high honor – the Nobel Prize for Peace in 1989. She lived in the motherhouse in Calcutta, but could be found almost anywhere her sisters were working. Mother Teresa died in September 1997.

Mohandas K. Gandhi
(1869 – 1948)



By Cecil Ramnaraine

Mahatma (“The Great Soul”) Mohandas Karamchand Gandhi was born in the poor city of Porbandar, in the state of Gujrat, Western India. His mother, Putlibai, was a deeply religious Hindu woman; his father, Kaba, was a very honest, conscientious civil servant. People of many religions lived in Porbandar. Many Christians, Jews, Moslems, Parsees, Sikhs and others were frequent guests in the Gandhi home. The tolerance, honesty and search for truth that Gandhi saw in his family greatly influenced him.

In 1889 Gandhi went to England to study law, and was graduated from the Inner Temple of London. While he was in England, a number of vegetarian friends who formed his support group persuaded Gandhi to study Indian religions and literature.

When he returned to India, however, he could not find a job; so he accepted an offer to go to South Africa. He was hired to serve as a lawyer to a rich Indian merchant who was badly mistreated by the white officials of the railway company because of his skin color. As a result of this incident, Gandhi began to think about the treatment of minorities and what could be done to improve the situation. In those days, apartheid, or racial segregation, was the law and policy of the government of South Africa. So after Gandhi settled his employer’s legal matters, he began to organize the Indian community to demand their civil rights.

During his 20 years in South Africa, Gandhi developed his principles of nonviolent resistance. He led this struggle in nonviolent confrontations with the government. The rules of nonviolent resistance that he laid down are: 1) No hitting back (no retaliation), 2) Endure personal pain and suffering, even death, 3) Express love and forgiveness toward the oppressor, and 4) Harbor no intent to harm or humiliate the oppressor, but rather a desire to settle (reconcile) differences.

After gaining many civil rights reforms, Gandhi left South Africa and returned to India in 1914. At first he traveled widely in the country to see for himself the conditions in which the poor lived, and to learn from them the ways in which he could help.

Then he began to protest the British government's rule over India. He supported the farmers of the Champaran district in their fight against the British landlords who were their oppressors. He won a fair settlement and a good price for the farmers' produce. He successfully mediated a labor dispute in the textile industry in the city of Ahmedabad. When the district of Bardoli refused to pay what they considered unfair taxes, Gandhi encouraged other districts to do the same in support, believing that this would overthrow the British government. However, when some of his supporters rioted and killed 22 policemen in Charu-Chara, Gandhi called off the rebellion. He felt personally responsible for the killings, and he did not want to kill the British to achieve peace and justice for his people. He believed that killing to get what you want was wrong, and he chose to fail, rather than achieve independence for India. He continued to stand by his principles of nonviolence, and earned the title of Mahatma – "The Great Soul."

During the Second World War, the Moslem League broke from Gandhi and demanded that India be divided into two countries – one mostly Moslem and one mostly Hindu. Since every city, town and village had mixed populations of many religions and sects, Gandhi did not agree with their position. He felt that this division would lead to war. In 1947, when the British divided the country into India and Pakistan, his prediction came true.

During this time of civil war, Gandhi resided in the state of Bengal, in Eastern India. He brought peace to that part of the country. He then went to Delhi and accomplished the same thing there, after which he planned to move to the newly created country of Pakistan and plead for peace. But on January 30, 1948, his peaceful mission ended. A fanatic he had helped free from British rule assassinated him.

Anwar Sadat

(1918 – 1981)



By Cecil Ramnaraine

Anwar Sadat, President of Egypt, was the first man to settle his country's long-standing dispute with Israel and to offer fair solutions to the Arab-Israeli conflict. If his ideas had been accepted, they would have brought peace, justice and prosperity to the countries of the Middle East. Sadat was able to bury the bloody past and work for a hopeful future.

Anwar was born in the village of Mit Abul Kum in the delta of the river Nile, on December 25, 1918. His family was poor but very close. They were spiritually and emotionally strong. Simple, peaceful farm life taught Anwar courage, confidence, tolerance and love. He wrote "Wherever I go, I always know that I have living roots there, deep down in the soil of my village, like the trees and the plants." Sadat received his early education in the village and frequently spent time there even after he became the President of Egypt.

Sadat attended the Egyptian Military Academy, and upon graduation, became an officer. He was one of the few others who dedicated their lives to freeing Egypt from British rule. During the Second World War, Sadat assisted a fellow officer in escaping from prison. The British learned about his involvement in the escape and had him arrested and imprisoned. From then on, Sadat led the resistance movement against the British government. He was caught and jailed again for 1½ year. In jail, Sadat read, educated himself in world affairs, and strengthened his resolve to oust the foreign rulers of his country.

After the war, Anwar Sadat rejoined his fellow revolutionary officers. Gamal Nasser became their leader. They succeeded in overthrowing the government in 1952, and appointed Nasser as Chairman. Sadat became a cabinet officer in the new government.

Nasser gradually took over all the power and became a dictator. His worst mistake was a war with Israel in 1967, a war that Egypt lost. Nasser died in 1970, and Anwar Sadat, who was the Vice President, took over the leadership of Egypt.

Sadat wasted no time in calling for peace negotiations with Israel. He was not taken seriously by Israel, nor by the United States, however, and concluded that he must stand up to Israel to gain their recognition and attention. Sadat led Egypt into a successful war against Israel, and in 1973, again asked for peace. He then took a bold step by personally going to Israel and

addressing the Israeli parliament. “I declare to the whole world that we accept to live with you in permanent peace, base on justice,” he said.

Peace talks were started, but little progress was made until the United States President, Jimmy Carter, invited Sadat and Israeli Prime Minister Begin to meet face to face in the U.S. to work out an agreement. Each of the leaders, together with their advisors and with much encouragement from the Americans, talked for two weeks at Camp David. Finally in 1979, Sadat and Begin signed a treaty called the “Camp David Accord.”

The treaty had two parts. The first part established peace between Egypt and Israel. Israel would withdraw from the Sinai region, and give it back to Egypt in return for Egypt’s full recognition of Israel as an independent country. The second part of the treaty called for the settlement of other disputed territories. It said that representatives of Jordan, Palestine, Egypt and Israel would negotiate the future of Gaza and the West Bank of the Jordan River, over a 5-year period, during which the Palestinian people would gradually become self-governing. At the same time Israel would withdraw its troops from the area.

The first part of the treaty has been fully implemented. Egypt and Israel now live together as peaceful neighbors. However, implementation of the second part of the treaty, particularly as it applied to the Palestine Liberation Organization (PLO) and Israel, was not immediately successful. For 15 years, since Sadat’s bold move, Neighbors in Palestine and Israel continued to kill each other. However, since 1994 both sides are finally decided to observe the second portion of the Camp David Accord.

Anwar Sadat lived for only three years following his historic role in reaching a peace treaty with Israel. Some fundamental religious Moslems, who did not like Sadat’s peaceful settlement with Israel or the democratic reforms he introduced, murdered him in 1981.

These words are displayed on his tombstone:

President

Mohammed Anwar El Sadat

Hero of War – Hero of Peace

Lived For Peace and Martyred For His Principles

1918 - 1981

Eleanor Roosevelt

(1884 – 1962)



By Cecil Ramnaraine

Eleanor Roosevelt was the wife of Franklin Delano Roosevelt, 32nd President of the United States, and the niece of Theodore Roosevelt, 26th President of the United States. In her book that tells her life story, she said that she was writing to show that "...anyone can live a full life, and a satisfying life, even though that person might not possess great gifts or talents."

Both of Eleanor's parents died before she was 10 years old, and her grandmother and aunts raised her. They used to take her to give out food to needy people on holidays. This developed in Eleanor a lifelong concern and sympathy for the poor and downtrodden.

After finishing high school and traveling in Europe, Eleanor returned to New York. There she met Franklin Roosevelt, a fifth cousin. Franklin courted her and eventually married her when she was 21 years old. Her Aunt Bye advised her not to worry about criticism as long as she was sure she was doing the right thing.

When Franklin finished law school at Columbia University, he was elected to the New York State Legislature. He and Eleanor moved to Albany, New York. From then on, Eleanor led a double life – a private life with her family and friends, and a public life with politics and politicians. She took both of these duties very seriously.

During the First World War, Eleanor accompanied her husband (who was appointed Secretary of the Navy by President Woodrow Wilson) on inspection tours all over the country. She also did volunteer work with the Red Cross and in military hospitals. She improved conditions for patients in these hospitals. When Franklin ran for the Vice-Presidency of the United States in 1920, Eleanor campaigned with him, and learned the skills necessary to become an effective politician.

In 1921 Franklin D. Roosevelt was crippled by poliomyelitis. In 1929 Eleanor encouraged his return to politics and championed F.D.R.'s successful bid for Governor of New York. Then in 1932 she helped him win the Presidency of the United States.

Mrs. Roosevelt introduced many new concepts to the country. She opposed lynching, fought against the poll tax, supported integration and civil rights for all, and she proposed a volunteer Peace Corps to help poor countries of the world achieve economic and democratic stability.

Mrs. Roosevelt served as the President's eyes and ears during his long 13-year presidency. In World War II she stood in for the President on the front line tours of inspection in Asia, Europe and the Pacific War Zones. She was a great inspiration and comfort to the American and Allied soldiers. What she saw as a result of war so disgusted her that she resolved to work for peace wherever and whenever she could.

Shortly after his fourth election to the Presidency, F.D.R. died and Harry S. Truman became President. Truman appointed Mrs. Roosevelt as a delegate to the United Nations. In this position she headed the United Nations Human Rights Commission. Through hard work and determination she succeeded in persuading the United Nations delegates (including the Russians) to adopt the Universal Declaration of Human Rights. This document spells out in detail the political, civil, economic, social and cultural rights of humankind. Thus every man, woman and child in every country of the world was entitled to freedom and happiness.

After her term in the United Nations expired, Mrs. Roosevelt continued to work for understanding and peace among the nations of the world. She traveled widely to many countries. She pointed out the similarities that all countries have in common, even though they might have different forms of government.

She tried to eliminate the gap between the democratic and communist ideas between the USA and the USSR, and between the rich and poor nations. She thus was referred to as "the first citizen of the world." She said, "Do not stop thinking of life as an adventure. You can live bravely, excitingly, and imaginatively." She worked for the betterment of all human beings until her death in November 1962.

Dag Hammarskjold (1905 – 1961)



By Cecil Ramnaraine

Dag Hammarskjold was Secretary-General of the United Nations from 1953 through 1961. In his oath of office the Secretary-General swore to work for the good of the United Nations, and not for any one government or organization. His task was to carry out the orders of the Security Council of the United Nations, and to bring any pressing world problems to their attention for their resolution.

Dag Hammarskjold was a person of great intelligence and integrity. He had high ethical and moral standards, and he had a deep desire to serve all the nations of the earth to the best of his abilities. He resisted pressure from the two superpowers – the United States and the Soviet Union (USSR), and did not yield to their influence. He worked for disarmament. He helped the poorer nations of the world achieve stability and better living conditions. Most importantly, he championed the cause of peace.

Dag Hammarskjold was educated at the University of Upsala, in Sweden, where he earned degrees in law, economics, and humanities. He had a talent for persuasion, and for setting differences. He served as Chairman of the Bank of Sweden, and after World War II he successfully led the conversion of Sweden to a peacetime plan. He later represented his country at the Organization of European Economic Cooperation.

Centuries ago, Sweden had given up any ambition to be a big world power or European power, and thus had no colonial possessions. Since 1710, Sweden had been a peaceful, neutral country. Thus national history and background prepared Dag Hammarskjold for the role as a peacemaker. He became an excellent Secretary-General and was impartial in negotiations between countries. He had no hidden motive.

Hammarskjold refused to allow the Federal Bureau of Investigation (under the U.S. Department of Justice) to conduct background checks on the employees of the United Nations, insisting that they be treated as international civil servants, independent of any one government.

In 1954, he successfully presented the case for the release of 11 U.S. airmen shot down over China. Hammarskjold represented them since the U.S. government had not yet recognized the People's Republic of China as a legitimate country.

In 1956, the Suez Canal crisis loomed. Britain, France and Israel invaded Egypt and took over the Suez Canal area. The United States President, Dwight Eisenhower, ordered an end of the fighting. The United Nations was charged with restoring peace in that area. Hammarskjold proposed creating a U.N. Emergency Force to keep the peace between Israel and Egypt. Such a Military Force required 1) the consent of the state in which the force is to be stationed, 2) impartiality and defensive service only, and 3) no change of existing physical boundaries.

During the Hungarian crisis of the same year, the United Nations was unable to assist, since it cannot compel any member country to do anything against its own wishes. The United Nations acts with the approval of its members.

Hammarskjold believed strongly in negotiations. He said, "It is not something immoral, but a responsible and sensible activity – a process of working out a mutually satisfactory arrangement with someone you have to live with." He also supported co-existence of all nations. The Five Principles of Peaceful Coexistence are 1) mutual respect for each other's territory, 2) mutual non-aggression, 3) mutual non-interference in internal affairs, 4) equality and mutual benefit, and 5) peaceful co-existence with each other.

The Secretary-General labored to keep Third World countries from becoming involved in the Cold War between the United States and the U.S.S.R. He wished to give these underdeveloped, smaller countries time and assistance to attain stability, and to maintain their independence.

Hammarskjold worked hard to achieve a nuclear test ban, which he hoped would eventually lead to total nuclear and conventional disarmament. This was a goal that he would not see attained since the larger world powers were not ready to embrace the idea.

A crisis in Africa, in a region called the Congo, occupied Hammarskjold's last years. A civil war broke out in the Congo following the departure of the Belgian colonial rulers. Hammarskjold tried to keep the Cold War issues out of this conflict, as he felt this would only increase the fighting. He managed to send in the United Nations Emergency Force to gain control of the situation, stop the killing and begin negotiations. When the two warring factions were close to a settlement, Hammarskjold arranged to personally travel to Africa to meet and work out the final details. On the way to meet with one of the tribal Chiefs, Hammarskjold's plane crashed, and he was killed. He gave his breath in the service of his fellow man and the cause of peace among nations.

Thomas Woodrow Wilson (1856 – 1924)



By Cecil Ramnaraine

Woodrow Wilson, 31st President of the United States, came from a family of Presbyterian ministers. They impressed upon him a respect for knowledge, the principles of justice and fair play, and the need for goodness and kindness. These qualities became ingrained in his personality at an early age, and remained with him his entire life.

Wilson was educated at Princeton University, the University of Virginia, and Johns Hopkins University. He was graduated with a law degree and a doctorate in Philosophy. He taught at Wesleyan University, and then at Princeton University. He became President of Princeton in 1908.

He was married to Louise Axson, daughter of a Presbyterian minister. She made him very happy throughout their 29 years of marriage. Louise died in 1916. Love from a woman was very important to Woodrow; he wrote, “Love unlocks everything within me.”

In 1920 Wilson was elected Governor of New Jersey. His work as governor made him the favorite of the Democratic Party, which nominated him for the Presidency of the United States in 1912. Wilson won the election and set about the task of restoring the people’s trust and respect for the government. Wilson was known for his work in breaking up large business monopolies that dominated industry at that time.

When war broke out in Europe in 1914, President Wilson declared the United States to be “neutral” and he patiently kept the country out of the struggle until 1917. He did not stand idle, however, during those three years. He worked as a mediator between the warring countries, urging them to reach a peaceful settlement.

Thousands of men died in the fighting of the First World War. In one battle alone, nearly half a million lost their lives in a few days in the miserable muddy trenches of Verdun. The strategy of “trench warfare” was simple. The two opposing armies dug trenches and took shelter in them. They would then come out to kill each other at close range with guns and bayonets.

Despite the President's early stand on remaining neutral the United States finally entered the war in April of 1917. The United States Congress, influenced by the powerful lobbies formed by the country's banks and businesses, voted for war following the German sinking of American ships.

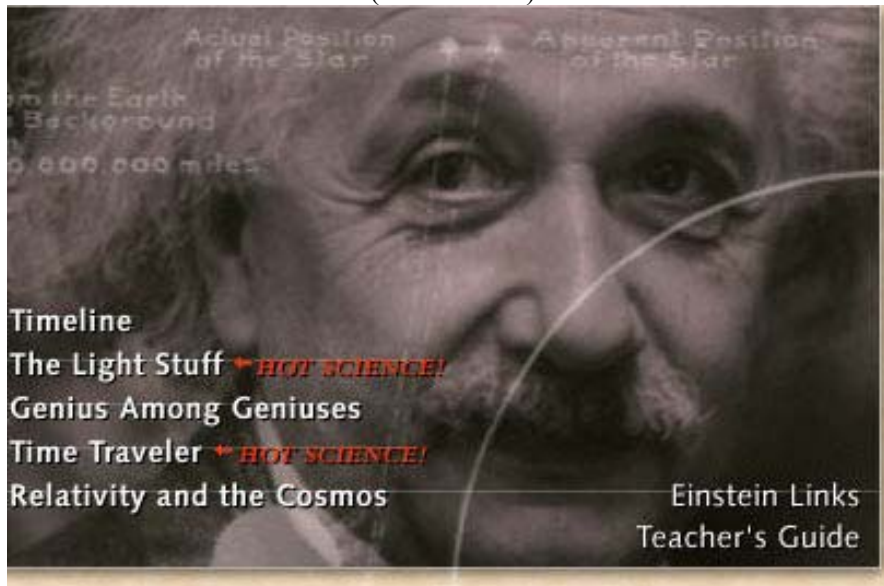
U.S. troops and war materials helped Britain and France defeat Germany by the following year, 1918. This was then called "The War to End All Wars."

Wilson was determined to put an end to wars because he felt that a nation could win the war, but lose the peace. He proposed his famous "Fourteen Points." He asked the countries of Europe to gradually withdraw from their colonial possessions and allow these countries to rule themselves. He asked that the countries reach a just peace settlement among themselves, establish free trade among nations, work toward complete disarmament, and form what would be called the League of Nations to negotiate disputes and work to keep the world peace.

But France and Britain were determined to punish Germany. They imposed harsh terms. Wilson tried to warn them that their vengeance would not lead to peace, but would set up conditions for another war. Wilson believed that the same rules and morality that govern individual behavior should also govern the behavior of countries. But his advice went unheeded. The stage was set for Hitler and World War II.

The Congress of the United States rejected Wilson's League of Nations and his other peace proposals. At the same time, Wilson became ill most probably with encephalitis, which affected his mental abilities. Thus, he was unable to work out a compromise with the Congress. In the 1920 election the Republican candidate defeated Woodrow Wilson, and he became a private citizen again. He continued in poor health until his death on a sunny Sunday morning, February 3, 1924.

Albert Einstein (1879 – 1955)



By Cecil Ramnaraine

Albert Einstein was probably the greatest genius who ever lived. He gave us a new understanding of our planet and the relationship of our solar system to the rest of the universe. His $E=mc^2$ formula helped scientists understand the process of how physical matter changes into energy, and energy back into matter. He rescued many Jews from Hitler's rule and pleaded for them before the world's leaders. He pushed for disarmament and on-world government. He worked for the rule of law and the restoration of world peace.

Einstein was a shy and sensitive student who dropped out of school, in part because of the common prejudice against Jews. However, he taught himself mathematics, physics and philosophy at home. Love, respect and discipline from his caring family, and his Jewish Heritage sustained him through difficult times. Communion with nature gave him inner strength and happiness.

After graduation from the Swiss Technical Institute and his marriage to Mileva Maric (a classmate), Einstein took a job at the patent office in Berne, Switzerland. There he developed a Special Theory of Relativity, which deals with the speed of light and its relationship to time. Simply stated, a clock that is taken on a speedy space flight (speed of 186,000 miles per second, which is the speed of light) will slow down, as compared with a clock left behind on earth. So, if your twin brother goes on this speedy space journey, and then returns to earth, he would appear younger than you, having been left behind on earth time.

Einstein's $E=mc^2$ formula explains how a small amount of physical matter (m) lost is equal to the energy (E) carried by radiation, divided by the square of the speed of light (c). So $m=E/C^2$ is the same as $E=mc^2$. This explains how the sun can generate such great amounts of heat and light for such a long period of time.

Next, Einstein proposed the General Theory of Relativity. This theory talks about the bend of light rays in an electrically charged (electro-magnetic) field. White light is made up of seven colors – red, orange, yellow, green, blue, violet and indigo (purplish-blue). The light from

our sun and other stars shows what is called a red shift, or bending. Einstein's theory explains that this means that physical matter in the universe is expanding out from the center (also called the Doppler Effect).

Einstein taught us that time is relative, not absolute; space is not empty, but occupied by gravity and magnetic charges; that heavenly bodies (stars, planets, etc.) are occupied by gravity and magnetic charges; that heavenly bodies (stars, planets, etc.) are moving away from each other as the universe continues to expand; that physical matter and energy are interchangeable (can be moved back and forth from one form to another) and that there is a simplicity and order to creation.

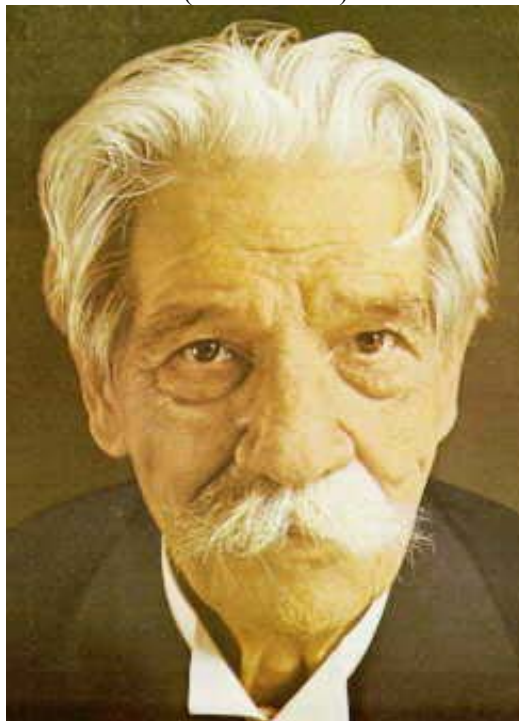
Einstein believed in nonviolence and opposed World War I. As he put it, "A moral attitude to life, love of justice and knowledge, and a desire for personal independence influenced me." Thus, he supported Jews and their desire for a homeland in Palestine, not as a political state, but as a place where Jews could develop their culture and share the land with their neighbors.

Since the Gestapo seized his home, and the Nazis persecuted the Jews in Germany, Einstein left Berlin in 1933 for Princeton University. There he worked in the Physics Department, researching the Unified Field Theory. He was a good teacher and a friendly citizen. He worked for disarmament and world peace, and he believed that nations would gradually mature to the point of giving up control over narrow interests and work for the broader interests of all humankind. Einstein believed that a sincere concern for the fate of the earth, and for the continuation of life on the planet, could save us from war and destruction of our species (the human race).

Einstein continued to work hard for all these causes until his death at the age of 76 in 1955.

Albert Schweitzer

(1875 – 1965)



By Cecil Ramnaraine

Albert Schweitzer was a very educated and talented man. He held doctorates in Music, Theology and Philosophy. When he decided to become a missionary in Africa he went back to school and earned a degree in medicine. His decision to practice medicine in the jungles of Africa was due to his belief that every person should sacrifice a part of her/his life in service to others.

Young Albert grew up in Kayserberg, a small town in the Alsace-Lorraine, a quiet and beautiful region on the border of France and Germany. He had to walk two miles to school. These walks in the peaceful hills and valleys created in him a love of nature and reverence for all living things. His parents, though poor, encouraged his love for all life.

Albert finished his formal education in 1913. With his own savings he bought medical supplies and set sail for Africa. He knew that the people of what was then called French Equatorial Africa (now known as Gabon) needed help desperately, and that was his destination. He chose to settle in Lambarene; a town in the tropical forest along the Ogowe River 250 miles from the west coast of Africa.

When Dr. Schweitzer arrived there, he cleaned up a chicken coop and set up his medical practice in it. People started to flock to the clinic. Soon he built a 16-bed hospital with a tin roof and wall, and a concrete floor. Most of the diseases he treated were caused by poor nutrition and the unsanitary conditions in which the natives live. The most common of these were malaria, dysentery, diarrhea, swamp fever, frambesia and festering sores. He worked as a doctor during the week and as a pastor on Sundays.

One of the doctor's patients, Joseph, was proof that, given half a chance, a black African could be as good a worker as his white brother. In return for his medical care, Joseph worked at the hospital. For services rendered, Dr. Schweitzer was paid in bananas, manioc (a tropical root used for food) or labor. No one was given free medical help. During his first months in Lambarene, Dr. Schweitzer treated over 2,000 patients.

As other doctors and nurses learned of Albert Schweitzer's work, they began to go to Africa to assist him. With this help, he was able to leave his hospital and make trips to Europe to raise money to buy more medicine and medical supplies. He raised money by giving concerts, and by selling books that he wrote.

Few Europeans were interested in truly helping the African natives, however. Most were interested in going to Africa as colonial masters, to live in wealth and luxury, while they exploited the land, resources and cheap labor. They also brought excess foreign goods, which they sold to the natives at great profit. This way of life and method of exploitation of undeveloped land is referred to as colonialism.

When Dr. Schweitzer returned to Africa, he found an ever-increasing number of people that needed medical care. With each increase, he built a bigger hospital. By 1927 his hospital was caring for 250 patients, and providing jobs for 700 people. Dr. Schweitzer was a tireless worker who continued to expand his services and his hospital year after year.

In 1959, Dr. Schweitzer returned to Lambarene from what was to be his last European trip. He remained in the village until his death on August 23, 1965. His daughter, Rhena Schweitzer, continued his work, managing a very large and successful medical complex that began with his chicken coop clinic.

Dr. Albert Schweitzer's life serves as a model to us all, as an example of the good that can come from work and sacrifice in the service of our fellow human beings.

Dietrich Bonhoeffer

(1906 – 1945)



By Cecil Ramnaraine

Dietrich Bonhoeffer was a priest and served as a double agent in the fight against Adolf Hitler. He was born on February 4, 1906 in Breslau, Germany and was executed by the Gestapo on April 9, 1945 at the Tegel prison in Berlin.

Bonhoeffer was a very sensitive youth whose young life was marred by sadness at the death of his older brothers in World War I. He was a bright student and graduated with honors from Berlin University. Hitler's followers who wore the swastika, and the soldiers known as the Brown Shirts greatly disgusted him. Bonhoeffer's family was also against the nation's war preparations.

Bonhoeffer took various jobs as a priest and as a teacher in Barcelona, New York, and finally in Berlin. He wanted to go to India to learn about Gandhi's nonviolent movement, but his lack of money prevented him from taking such a trip. This was truly unfortunate because, had he been able to go, he might have learned how to use Gandhi's peaceful methods to stop Hitler, thereby preventing the death of millions of people in World War II.

During this time Hitler was gradually gaining power. By March 1933, his Nazi Party held 44% of the vote, so Hitler decided to place himself as dictator over all of Germany. Most Germans at this time agreed with Hitler and his doctrine. They wished to establish their country of Germany as the sole power in all of Europe. They were eager for revenge for their defeat in World War I and for the harsh terms of the truce that they had to accept. Dietrich Bonhoeffer was one of the few people in Germany who disagreed with Hitler and actively opposed him.

Bonhoeffer did not agree with Hitler's Aryan Clause, which took jobs and civil rights away from the Jews. He also opposed Hitler's control over the German churches, so he founded the Confessional Church of Germany. This organization once had a membership of 21,000

pastors. The Gestapo arrested many of these pastors for working without the approval of the state. Dietrich could have left Germany for good in early 1939. In fact, friends got him a job in America, and he did leave, but only for one month. He did not wish to abandon his own family and countrymen to face the oncoming slaughter of World War II, so he returned to Berlin on the day that Hitler's army invaded Poland – September 1, 1939.

Bonhoeffer tried to enlist as a chaplain in an army hospital, but he was rejected because he was not a member of the military. So he continued his work as a pastor in the underground churches that refused to accept Hitler's supremacy over them. Many of the pastors in these underground churches were hunted down and forced to join the army. Eighty out of 150 of Bonhoeffer's former seminary students were killed in action. Bonhoeffer wrote letters to their families to offer them some comfort in their time of sorrow. He also formed an underground ring (organization) that smuggled Jews out of Germany.

In 1940 Bonhoeffer was made a member of the military intelligence called Abwehr. He acted as a double agent and attended meetings in Switzerland in the name of the German opposition that wanted to overthrow Hitler. But all attempts to do so, or to assassinate Hitler, failed.

Eventually the Gestapo arrested Bonhoeffer after they found papers that showed his involvement in treason against Hitler. He was put in jail in the Tegel Prison, where he spent two years reading, writing and ministering to fellow prisoners and prison guards. His writings, entitled "Letters and Papers from Prison," were published after the war. Bonhoeffer planned an escape with one of the prison guards, but decided against the attempt – he did not want to endanger his friends and family. He remained true to them, even though he knew he would most certainly be killed if he did not escape; he was willing to sacrifice his own life so that others might be saved.

The Nazis discovered more documents to use against Bonhoeffer, and the Gestapo finally hanged him in the prison on April 9, 1945 on direct orders from the top – from Himmler, or Hitler himself. Bonhoeffer's death occurred only a few weeks before the Allies captured Berlin and Hitler committed suicide. These vents came too late to save Bonhoeffer, a truly great German and a truly great human being.

Will Rogers

(1879 – 1935)



By Cecil Ramnaraine

Will Rogers represented all that was good about America. Growing up in a middle class family, he was used to the problems of working class people. Roger's truly reflected their honesty, integrity and sincerity. He was genuinely a good person.

Book learning was not of interest to Will. He would rather play with his lariat (rope) and ride his horse. But he later regretted his poor performance at school and said, "I never go through a day that I am not sorry for the idea I had, of how to go to school and not learn anything." Will became a cowboy and worked in Texas, California, South Africa and New Zealand. He also worked as an entertainer, doing pony tricks and roping horses on stage. He enjoyed foreign countries and people and said he never visited a country nor met a man he did not like.

Upon his return to the United States, Will worked as an entertainer with the Ziegfeld Follies. His act at that time was mostly telling jokes that he made up as he read the newspaper, telling the news to the crowd in an entertaining way. He also started writing for newspapers, telling funny stories about politicians, bankers, industrialist and other rich people.

Will Rogers was an actor in a few Hollywood shows and produced a few movies. His productions were a failure, though, and he spent the next several years paying off his debts.

After his years in Hollywood, Will returned to New York and resumed his act for the Follies. He also was hired as an after dinner speaker and comedian. He started writing a weekly humor column that was syndicated nationally and became part of the American history from 1923 until his death in 1935. In those writings he made fun of the greed, immortality and stupidity of those people who thought they were better than the average American. He wrote about disarmament, world politics, government policies, peace and justice. Many of his articles were routinely published in foreign countries; thus he became world famous for criticizing humankind's foolishness.

Will Rogers traveled to Europe and Asia. He spoke out for tolerance and understanding among nations. He became the conscience of the world. Everywhere he went he championed fairness, goodness, common sense and justice.

On August 9, 1935 Will Rogers was killed in a plane crash in Alaska.

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- Frasier, Debra. *On the Day You Were Born*, San Diego, California: Harcourt Brace; Jovanovich, 1991, (All ages) Personal, Environmental Peace. Earth beings celebrate arrival of baby.
- Gilliland, Judith Heide and Florence Parry Heide. *Sami and the Nine of Troubles*, Illustrated by Ted Lewin. New York: Clarion Books, 1992. (Grades 2-5) Realistic Picture Book. Personal. Interpersonal, Global, and Environmental Peace: A 10-year-old Lebanese boy goes to school, helps his mother with chores, plays with his friends, and lives with his family in a basement shelter when the bombings occur and -fighting begins on his street.
- Godwin, Patricia. *I Feel Orange Today*. New York; Firefly Books, 1993. (Preschool-Grade 1) Realistic and Poetic Picture Book. Personal, Interpersonal Peace: A child's "color mood" is determined by what he/she~ does and who he/she interacts with that day.
- Goldin, Barbara. *Cakes and Miracles*, New York, Puffin, 1991. (Grades 1-4) Jewish Purim Tale. Personal, Interpersonal, Global Peace- A blind child makes special contribution to the village holiday celebration of Purim. An explanation of Purim and a recipe for a pastry we provided.
- Grifalconi, Ann. *Osa's Pride*, Boston, Massachusetts: Little, Brown & Co., 1990. (Grades 1,3) Fictional Picture Book, Personal, Interpersonal and Global Peace: Osa's grandmother tells her a tale about the sin of pride and helps Osa gain a better perspective on what things are important.
- Groffe, Toni. *War Ad Peace*, New York, Child's Play, 1991. (Grades 2 and up) Realistic Fiction. Interpersonal, Global Peace: Encourages problem solving rather than fighting and wm
- Hallinan, F. K. *We're Very Good Friends, My Brother and I*. Nashville, Tennessee: Ideals Publishing Corporation, 1990, (Preschool-K) Fictional Picture Book. Personal and Interpersonal Peace: Shares the values of a close sibling relationship.
- Hallinan, P. K. *We're Very Good Friends, My Grandrna and I*. Nashville, Tennessee; Ideals Publishing Corp, 19 88. (Preschool-K) Fictional

- Picture Book. Personal and Interpersonal Peace. Shares the values of a close relationship between a boy and his grandmother.
- Hallinan, P. K. *We're Very Good Friends. My Grandpa and I*. Nashville, Tennessee: Ideals Publishing Corp, 1988. (Preschool-K) Fictional Picture Book. Personal and Interpersonal Peace: Shares the values of a close relationship between a boy and his grandfather.
- Hallinan, P. K. *We're Very Good Friends, My Sister and I*. Nashville, Tennessee: Ideals Publishing Corporation, 1989. (Preschool-K) Fictional Picture Book, Personal and Interpersonal Peace: Shares the values of a close sibling relationship.
- Havill, Juanita. *Jamaica Tag-Along*. Illustrated by Anne Sibley O'Brien. New-York: Scholastic, 1989, (Grades K-3) Realistic Picture Book, Personal and Interpersonal Peace When her older brother refuses to let her tag along with him, Jamaica goes off by herself and allows a younger child to play with her.
- Hazen, Barbara. *Even If I Did Something Awful*, New York- Aladdin Books, 1981. (Preschool-Grade 1) Realistic Fiction Picture Book. Personal, Interpersonal Peace: A little girl wonders if her mother will still love her when she breaks a favorite vase and her mother proves she will love her, no matter what
- Hoffman, Mary. *Amazing Grace*. Illustrated by Caroline Binch, New York. Dial Books for Young Readers, 199 1. (K-Grade 2) Fictional Picture Book. Personal, Interpersonal, and Global Peace: Although classmates say that she cannot play Peter Pat in the, school play because she is black and a girl, Grace discovers that she can do anything she sets her mind to do.
- Philip. *It's Our World, Too* Boston: Little, Brown & Co., 1993. Personal, Interpersonal, Global Environmental Peace: Profile of young people who are creating a better world.
- Hubbard, Woodleigh. *The Friendship Book*, San Francisco: Chronicle Books, 1993. (All ages) Picture Book. Interpersonal Peace: Beautiful and whimsical illustrations in celebration of the joy and many aspects of friendship.
- Hudson, Cheryl Willis and Berriette G. Fort. *Bright Eyes, Brown Skin*, Orange, New Jersey: Just Us Books, 1990. (Preschool-K) Realistic Fiction Book. Personal, Interpersonal Peace: Three African American children feel good about who they are and how they look.
- Hudson, Wade and Valerie Wilson Wesley. *Afro-Bets: Book of Black Heroes from A to Z*. New York: Scholastic, 1988. (Grades 2-5) Interpersonal, Global Peace: Introduces readers to black men and women who are contemporary and historical heroes, All children need to know about these important people.
- Irwin, Hadley. *Kim/Kimi*. New York Puffin Books, 1987, (Grades 5 and up) Fiction. Personal, Interpersonal, and Global Peace: Despite a warm relationship with her mother, stepfather, and half brother, 16-year-old Kim feels the need to Find answers about the Japanese American father she never knew,
- Jeffers, Susan. *Brother Eagle, Sister Sky*. New York: Dial, 1991. (All ages) Historical Picture Book. Personal, Interpersonal, Global, Environmental Peace: With the words of Chief Seattle, a moving testimony to the visionary spirit of Native Armenians is created,
- Johnston, Tony. *The Badger and the Magic Fan -A Japanese Folktale*. New York. Putnam, 1990, (Grades K-3) Picture Book. Interpersonal, Global Peace. Stealing the young goblin's magic fan, a badger makes a fortune after using the fan to make rich girl's nose grow.
- Joose, Barbara M. *Mama, Do You Love Me?* Jefferson City, Missouri- Scholastic, 1991. (Preschool -Grade 1) Picture Book (Big Book), Personal, Interpersonal, Global Peace: While focused on the Inuit culture of Alaska, this book conveys a universal message of parent/child love.
- Kent, Zachary. *The Story of the Peace Corps*, Chicago: Children's Press, 1990. (Grades 4 -and up) information. Personal, Interpersonal, Global, Environmental Peace: Examines the history of the American volunteer service whose young members assist people throughout the world.
- Kermit the Frog. For Every Child, *A Better World, A Muppet Press*, Golden Book. (All ages) Personal, Interpersonal, Global, Environmental Peace, Written in connection with the United Nations; deals with the rights of the world's children.
- Kimmel. Eric A. *Anansi and the Moss Covered Rock*. New York: Scholastic, 1988. Illustrated by Janet Stevens. (Grades-K-3) Traditional Tale Picture Book. Interpersonal, Global Peace; Anansi the Spider uses a strange moss-covered rock in the forest to trick all of the other animals, until Little Bush Dear decides he needs to learn a lesson. An African traditional tale.
- Kinchev, Jonni, *Psychology for Kids: 40 Fun Ways That Help You Learn About Yourself* Minneapolis, Minnesota. Free Spirit Publishing, 1990. (Grades 59) Information Book. Personal, Interpersonal, and Global Peace: Readers give themselves tests that help them learn about their own personalities and characters.
- Lalli, Judy. *Feelings Alphabet*. Rolling Hills Estates, California; Jalmar Press, 1984, (All ages) Personal, Interpersonal Peace. Pictures of different emotions.
- Larche, Douglas W, *Father Gander Nursery Rhymes*. Santa Barbara, California: Advocacy Press, 1995. (Preschool-Grade 1) Poetry, Personal, Interpersonal, Global, Environmental Peace. Without losing the charm, whimsy and melody of the originals, each of Father Gander's delightful rhymes provides a positive message in which both sexes, all races and ages, and people with a myriad of handicaps interact naturally and

- successfully, often with concern for the environment.
- Lattimore, Deborah. *The Flame of Peace: A Tale of the Aztecs*. New York: HarperCollins; Child Books, 1987; (Grades 1 and up) Folk Tale Picture Book. Personal, Interpersonal, Global Peace: To prevent the outbreak of war, a young Aztec boy must outwit nine evil lords of the night to obtain the flame of peace from the miming star.
- Leaf, Munro. *The Story of Ferdinand*. New York: Puffin, 1936. (Grades 1-3) Fiction. Personal, Interpersonal, Global Peace: Rather than fight a matador, Ferdinand prefers to smell the flowers in the women's hair.
- Le Ford, Bijou. *Peace on Earth*. New York: Doubleday. (AR ages) Anthology. Personal, Interpersonal ' Global, Environmental Peace. A book of prayers from around the world.
- Levine, Ellen. *If You Lived at the Time of Martin Luther King*. Illustrated by Beth Peck. New York: Scholastic, 1990, (Grades 2-5) Information Book.
- Levine, Ellen. *If You Traveled on the Underground Railroad*, Illustrated by Richard Williams. New York: Scholastic, 1990. (Grades 2-5) Information Book. Interpersonal, Global Peace: Focuses on the history of the underground railroad, which helped many slaves escape.
- Lewis, Barbara- *Kids With Courage*, Minneapolis, Minnesota, Free Spirit, 1992. (Grades 4 and up) Anthology of Biographies. Personal, Interpersonal, Global, Environmental Peace: True stories about young people making a difference.
- Little, Jean. *Mama's Going to Buy You a Mockingbird*. New York: Penguin Books. (Ages 3-6) Realistic Fiction Chapter Book. Personal, Interpersonal, Peace. When Jeremy learns his father is dying of cancer, he feels trapped between his own grief and the strength he must show to the outside world.
- Livingston, Myra Cohn. *Earth Songs*- New York: Holiday House, 1986 (Grades. 1-6) Information Presented Poetically. Environmental Peace: Promotes appreciation for and understanding of the earth. One of four books in a similar style by Livingston.
- Lobel, Arnold. *Frog and Toad Are Friends*. New York: HarperCollins, 1970 (Grade-K-3) Fiction, Personal, Interpersonal Peace. Frog and Toad always help each other out- as good friends should.
- Logan, Suzanne, *Kids Can Help*, New York: Putnam, 1992. (Grades 3 and up) Information. Personal, Interpersonal, Global, Environmental Peace: Kids can help turn the world around and make it a better place. Resources for projects with the homeless, hungry, elderly, sick or disabled, other kids in need, the planet, animals, etc.
- Loomans, Diane. *The Lovables in the Kingdom of Self Esteem*. Illustrated by Kim Howard. Tiburon, California: H. J. Kramer. Starseed Press, 1991, (Preschool-Grade 2) Poetry Picture Book. Personal and International Peace: Various animals in the Kingdom of Self-Esteem illustrate the different qualities that contribute to being lovable and having self-esteem
- Lord, Vernon. *The Giant Jam Sandwich*. Boston: Houghton Mifflin, 1972. (Preschool-Grade 3) Fiction Picture Book. Interpersonal Peace. Plagued by wasps, a village cooperates in making a house-sized loaf of bread and spreads it with jam to solve the problem.
- Lowry, Linda. *Martin Luther King Day*, New York: Scholastic, 1987. Illustrated by Hettty Mitchell. (Grades 1-4) Interpersonal Global Peace: Highlights the ways this holiday was first observed as it gives young readers insight into the man.
- Lowry, Lois. *Number the Stars*, New York; Dell, 1989 (Grades 4-8) Historical Fiction Chapter Book. Personal, Interpersonal, Global Peace: An inspiring story of a little Danish girl's bravery when Nazis threatened her best friend's safety.
- Lucas, Eileen. *Peace on the Playground*. New York: Franklin Watts, 1991. (Grades 4-6) Information Picture Book. Interpersonal Peace. Guidelines for resolving typical playground conflicts with nonviolent ways of problem solving.
- Ludwig, Warren. *Old Noah's Elephants: An Israeli Folktale*. New York: Putnam, 1991. (Grades K-2) Fiction. Interpersonal Peace: When the behavior of two elephants threatens the survival of the other animals, the solution is to tickle the hyena.
- MacDonald, Margaret Read, *Peace Tales: World Folktales to Talk About*. Hmden, Connecticut: Linnet Books, 1992. (All ages) Anthology. Personal, Interpersonal, Global, Environmental Peace: Several proverbs and 34 folktales from all over the world that get people to think and talk about choices that lead to war and to peace.
- MacLachlan, Patricia. *Through Grandpa's Eyes*. New York: HarperCollins, 1980. Illustrated by Deborah Kogan Ray. (Grades 1-3) Realistic Picture Book. Interpersonal Peace: A young boy learns from his blind grandfather a different way of seeing the world.
- Mandelbaum, Pili. *You Be Me: I'll Be You*. New York: Kanx Milling Book Publishers, 1990, (Grades K-2) Realistic Picture Book, Personal, Global and Interpersonal Peace. A brown-skinned daughter and her white father experiment to see what it would be like to have the other's skin color.
- Manes, Stephen. *Be a Perfect Person in Just 3 Days*. New York. Bantam Books, 1982. (Grades. 3-7) Realistic and Humorous Fiction Chapter Book. Personal and Interpersonal Peace: In search of perfection, Milo Crinkley earnestly tries to follow the loony instructions he finds in a book and learns that taking risks in life is more important than being absolutely perfect.
- Martin, Bill and John Archanbot. *Knots on a Counting Rope*. New York: Henry Holt, 1987. (Grades K-3) Realistic Fiction. Personal, Interpersonal, Global Peace: A Native American grandfather relays cultural tradition to a grandson.

- McKissack, Patricia C. *Jesse Jackson*, New York: Scholastic, 1989. (Grades 5-9) Biography Chapter Book. Interpersonal, Global Peace: Life story of the African American minister and civil rights leader who ran for the presidency in 1984 and 1988.
- Medearis, Angela Shelf. *Dancing With the Indians*. New York: Scholastic, 1991. Illustrated by Samuel Byrd (Grades K-3) Realistic Picture, Book. Interpersonal, Global Peace: A young girl in the 1920s joins her family on an outing to a Native American gathering They plan to dance with the Seminoles, whose ancestors rescued Grandpa from slavery and accepted him as their brother.
- Meltzer, Milton. *Rescue New York*: Harper and Row, 1988. (Grades 7 and up) Realistic Fiction. Interpersonal, Global Peace. The story of how Gentiles saved Jews in the Holocaust.
- Millman, Dan. *Secret of the Peaceful Warrior*. Tiburon, California: H J Cramer Starseed Press. Illustrated by T. Taylor Bruce. (Grades 3 and up) Fictional Picture Book. Personal and Interpersonal Peace: A story about courage and love.
- Morris, Ann. *Hats, Hats, Rats*. New York. Scholastic, 1999, Photographed by Ken Heyman. (Grades K-1) Information Picture Book (Big Book). Global Peace Introduces hats from all over the world.
- Morris, Ann. *On the Go*. New York: Scholastic, 1989. Photographed by Ken Heyman, (Preschool-Grade 1) Information Picture Book. Book. Global Peace: Conveys to young children the many ways people around the world travel from one place to another.
- Morris, Ann. *When Will the Fighting Stop?* New York: Atheneum, 1990. (Grades K-3) Realistic Fiction, Personal, Interpersonal, Global Peace: A child's view of Jerusalem.
- Most, Bernard. *The Cow That Went Oink*, San Diego, California, Harcourt Brace, Jovanovich, 1990. (Preschool-Grade 2) Fiction Picture Book. Personal Interpersonal, and Global Peace: A cow that oinks and a pig that moos are ridiculed by other barnyard animals until each teaches the others new sounds.
- Munsch, Robert. *Love You Forever*. Toronto, Ontario, Canada: Firefly Books, 1988, (Grades K-6) Realistic Fiction Picture Book, Personal, Interpersonal Peace, A little baby goes through the Stages of childhood and becomes a man. The enduring nature of parent-s, love crosses generations.
- Pearson, Mary Rose. *Three Cheers for Big Ears*, Wheaton, Illinois: Tyndale House Publishers, 1992. Illustrated by Julie Parks. (Grades 1-3) Fictional Picture Book. Personal and Interpersonal Peace: This book helps children to be thankful for who they are, and it reminds us all that God wants us to be kind to everyone - even those who are unkind to us.
- Pellegrini, Nina. *Families Are Different*. Jefferson City, Missouri: Scholastic, 1991. Realistic Picture Book (Big Book). Personal, Interpersonal, Global Peace: Sensitive exploration of different families - all bound together with "a special kind of glue called love?"
- Petty, Kate -and Charlotte Firmin. *Being Bullied*. New York, Barrons, 1991. (Grades K- 1) information Picture Book. Personal. Interpersonal Peace: Rita is bullied by another girl at school but finds relief for the problem.
- Petty, Kate and Charlotte Firmin. *Making Friends*. New York, Barron's, 1991. (Grades K-1) Information Picture Book. Personal, Interpersonal Peace: Jack does not Understand that friendship must be a two way street until he meets Richard,
- Petty, Kate and Charlotte Firmin. *Playing the Game*. New York: Barron's, 1991, (Grades K-1) Information Picture Book, Personal, Interpersonal Peace-, Joel learns why games, even made-up ones, need rules to make them fair.
- Piper, Watty. *Little Engine That Could*. New York: Putnam, 1930. (Preschool-Grade 1) Fiction Picture Book. Personal Peace: This book can encourage children to be like the engine who was not afraid to try.
- Polacco, Patricia. *Chicken Sunday*. New York; Philomel Books, 1992. (All ages) Realistic Picture Book. Personal, Interpersonal, Global Peace: A moving story of intercultural and intergenerational friendship, acceptance, trust and love.
- Polland, Cay. *Feelings: Inside You and Outloud Too*. Berkeley, California: Celestial Arts, 1975. (Preschool-Grade 2) information Picture Book with Photographs. Personal, Interpersonal Peace: Explores various feelings and discusses how to express and deal with them.
- Powell, Richard. *How to Deal With Friends*. Mahwah, New Jersey: Troll Associates, 1992. (Preschool - Grade 2) Information Picture Book. Personal, Interpersonal Peace: A practical guide to making and keeping friends and getting along with different types Of people.
- Quinlan, Patricia. *Planting Seeds*. Toronto, Ontario, Canada, Firefly Books, 1988, (Grades K-2) Realistic Fiction Picture Book. Personal, Interpersonal, Global, Environmental Peace: A child Wants to know why people build bombs and learns that it is important for people to take care of each other so the earth will not experience the bombs.
- Rose, Deborah Lee (Adapted), *The People Who Hugged Trees*. Miwot, Colorado: Roberts Rinehart Publishers, 1990. Illustrated by Brigitte Sallund. (Grades 2 and up) Environmental Folk Tale. Personal Interpersonal, Global and Environmental Peace: A young girl's love for trees give her the courage to stand up against the axmen who threaten to destroy them.
- Ryan, DyAnne DiSalvo. *Uncle Willie and the Soup Kitchen*. New York. Morrow Junior Books, 1991 (Grades 1-2) Fictional Picture Book. Personal and Interpersonal Peace. A boy spends the day with

- Uncle Willie at the soup kitchen where he works preparing and serving food for the hungry.
- Schenk de Regniers, Beatrice. *A Week in the Life of Best Friends*. New York: Macmillan, Atheneum, 1986. (Grades 1-6) Poetic Information Book. Personal and Interpersonal Peace. Explores many aspects of friendship.
- Schlein, Miriam. *The Year of the Panda*, New York. HarperCollins, 1990. (Grades 3-6) Realistic Fiction Chapter Book. Personal, Interpersonal, Global, Environmental Peace, A Chinese boy rescues a starving baby Panda and in the process, learns why Pandas are endangered and what the government is, doing to save them.
- Scholes, Katherine. *Peace Begins With You*. San Francisco, California: Sierra Club, 1989. Illustrated by Robert Ingpen. Fictional Picture Book. Personal, Interpersonal and Global Peace. Explains, in simple terms, the concept of peace, why conflicts occur, how they can be resolved in positive ways, and how to protect peace.
- Seeger, Pete. *Abiyoyo*. New York: Scholastic, 1963. Illustrations by Michael Hays. (Grades X-3) Traditional Tale Picture Book. Interpersonal, Global Peace: A story-song based on a South African lullaby. People work together to defeat a scary monster.
- Seuss, Dr. *The Butter Battle Book*, New York: Random House, 1984. (All ages) Fiction Picture Book. Interpersonal, Global, Environmental Peace: Engaged in a long-running battle, the Yooks and Zooks develop more sophisticated weaponry as they attempt to outdo each other. Great to stimulate discussion of causes and remedies of war.
- Seuss, Dr. *The Lorax*, New York, Random House, 1971, Fiction Picture Book, Personal, Interpersonal, Environmental Peace: The Once-ler describes the results of the local pollution problem.
- Seuss, Dr. *Oh, the Places You'll Go*. New York: Random House, 1900. (All ages) Picture Book. Personal Peace: Advice in rhyme for proceeding in life-, weathering fear, loneliness and confusion, and being in charge of your actions.
- Shannon, George. *Stories to Solve: Folktales from Around the World*, New York, Beech Tree Books, 1985, (Grades 3 and up) Short Stories with Illustrations. Personal, Interpersonal, Global Peace. 14 folktales that are short puzzles to be solved through cleverness, common sense or careful observation of details in the text, Tales are timeless and universal.
- Sharmat, Marjorie Weinman. *Gila Monsters Meet You at the Airport*. New York Aladdin Books, 1980. (All ages) Realistic Fiction Picture Book. Personal, Interpersonal, Global Peace: A New York City boys preconceived ideas of life in the West make him apprehensive about the family's move there. His real life experiences in the West eliminate his bias.
- Shelby, Anne. *Potluck*, New York Orchard Books, 1991. (Preschool-Grade 2) Multicultural Alphabet Book. Interpersonal, Global Peace: Children from around the globe cooperate in preparing a meal with foods from "A" to "Z."
- Shles, Larry, *Hugs and Shrugs*. Rolling Hills Estates, California: Jalmar Press, 1987. Personal Peace: Story of owl who finds the secret of inner peace.
- Simon, Norma. *I Was So Mad*. Morton Grove, Illinois: Albert Whitman, 1974. (Preschool-Grade 1) Information Picture Book. Personal, Interpersonal Peace: Text and pictures relate situations that sometimes result in such reactions as frustration, anxiety, humiliation, and loss of control.
- Sperry, Armstrong. *Call It Courage*. New York, Scholastic, 1940. (Grades 5-9) Fiction Chapter Book. Personal, Interpersonal, Global, Environmental Peace: A youth overcomes his fear of the Sea and proves his courage to himself and his people.
- Spier, Peter. *People*, New York, Doubleday, 1980, (All ages) Information Picture Book. Interpersonal, Global Peace. Emphasizes the *value of differences among* the four billion people on earth.
- Stain, R. Conrad. *The Story of the United Nations*, Chicago, Illinois, Children's Press, 1986. (Grades 3-5) Information. Global Peace. Describes the history, organization and functions of the UN.
- Steiner, Claude. *The Original Warm Fuzzy Tale*, Rolling Hills Estates: Jalmar Press, 1977. Illustrated by JoAnn Dick, (Grades 1 and up) Fictional Picture, Book. Personal and Interpersonal Peace, Children learn *about positive* and negative behavior toward others.
- Steptoe, John. *Mufaro's Beautiful Daughters - An African Tale*. New York: Scholastic, 1987, (Grades K-3) Fiction Picture Book. Interpersonal, Global Peace. Two daughters, one bad-tempered, one kind & sweet, go before the king, who is choosing a bride.
- Stinson, Kathy. *Mom and Dad Don't Live Together Any More*. Toronto, Ontario, Canada: Annick Press. 1984. (Preschool-Grade 1) Personal, Interpersonal Peace: A child learns that she is loved by her parents even though *they* are not together. Summers, Stanford. Wacky and the Fuddlejig. New York, Fuddlejigs, 1980. (All ages) Picture Book. Personal, Interpersonal, Global Peace: One of Santa's helpers invents a creative toy that puts the war toys division out of business.
- Super, Gretchen. *What Is a Family?* TFC Books: 1991. (Grades K-3) Information Picture Book. Personal. Interpersonal Peace: Examines the concept of family, the different kinds of families found in society, and the interpersonal relationships that make them functional.
- Surat, Michele Maria. *Angel Child, Dragon Child*. New York, Scholastic 1983. (Grades K-3) Realistic Fiction Picture Book, Personal, Interpersonal, Global Peace: Ut has just come to the USA from

- Vietnam, she does not like her new American school, and she *misses* her mother who is still in Vietnam. School people and community members work together and bring joy to Ut's life. .
- Taylor, Theodore. *The Trouble With Tuck*. New York: Avon, 198 1. (Grades 4-7) Personal, Interpersonal Peace. A. Young girl works against all odds to provide her blind dog with a guide dog of his own.
- Temes, Roberta, *The Empty Place: A Child's Guide Through Grief*. Far Hills, New Jersey: Small Horizons, 1992, (Preschool-Grade 1) Realistic Fiction. Personal, Interpersonal Peace: A third grader's big sister dies.
- Tomioka, Chiyoko. *Rise and Shine, Mariko-chan*. New York: Scholastic, 1986. Illustrated by Yoshiharu Tsuchida. (Preschool-Grade 1) Realistic Picture Book. Personal, Interpersonal, Global Peace: A child's parents are getting ready for work, siblings are getting ready for school, and little Mariko-chan is getting ready to leave her Japanese-American household for a day of preschool, too.
- Trent, John et al. *The Treasure Tree*. Dallas, Texas:Word Publishing, 1992 Illustrated by Judy Love. (Grades K-3) Fictional Picture Book. Personal and Interpersonal Peace: Four animal friends trying to get a treasure, find that their different personalities make each of them a valuable member of the search team and that the very best treasure is knowing how much they love and need each other.
- Udry, Janice May. *What Mary Jo Shared*. New York: Scholastic, 1966. Illustrated by Elizabeth Sayles. (Grades K-3) Realistic Picture Book. Personal, Interpersonal Peace- Mary Jo never participated in sharing time until she thought of something very special to share -her father.
- Viscott, David and Jonah Kalb. *What Every Kid Should Know*, Boston: Houghton Mifflin, 1974. (Grades 4 and up) Information. Personal, Interpersonal Peace; Advice for dealing with friends, parents and feelings.
- Van Allsburg, Chris. *The Wretched Stone*, Boston: Houghton Mifflin, 1991, (Grades 4 and up) Fiction Picture Book. Personal, Interpersonal Peace: Emphasizes the civilizing forces of storytelling, singing, and dancing.
- Waber, Bernard. *You Look Ridiculous Said the Rhinoceros to the Hippopotamus*, Glendale, California: Bowmar, 1966. (Preschool-Grade 2) Personal, Interpersonal Peace: Jungle friends cause a hippopotamus to feel ridiculous about her looks, but she learns to be proud of just what she is.
- Walter, Mildred Pitts. *Ty's One-Man Band*. New York: Scholastic, 1980. Illustrated by Margot Tomes. (Grades K-3) Information Book. Interpersonal, Global Peace- A young child, while playing by the pond, meets a one-legged one-man band who brings music to the community.
- Warner, Rachel. *Going Fishing - A Story Set in Bangladesh*. New York: Scholastic, 1990. Photographs by Prodeepta Das. (Preschool-Grade 3) Information Picture Book. Global Peace: When a boy and his father spend the day fishing, they catch many things -but no fish, The clever boy creates a Plan that saves the day.
- Westridge Young Writers Workshop. *Kida Explore America's Hispanic Heritage*. Santa Fe, New Mexico, John Muir, 1992. (Grades 3 and up) Information. Personal, Interpersonal, Global Peace: Written by kids for kids, this book is meant to help Americans enjoy and appreciate Hispanic culture including history, food, festivals, an, stories, and Language.
- Wilhelm, Hans. *I'll Always Love You*. New York: Random House, Crown Books, 1988. Realistic Picture book. Personal, Interpersonal Peace: As the young narrator grows taller, his beloved dog Elfie grows older, When the dog dies, the boy finds comfort in remembering that every night he told Elfie, "I 'll always love you."
- Williams, Vera. *A Chair for My Mother*. New York: Scholastic, 1982. (Grades K-3) Realistic Picture Book. Interpersonal Peace: A child, her waitress mother, and her grandmother save dimes to buy a comfortable armchair after all their furniture is lost in a fire.
- Wilson, Johnnie Marshall. *Oh Brother*. New York: Scholastic, 1988. (Grades 4-7) Chapter Book. Interpersonal Peace: Two brothers did not get along very well as it was; then they were forced to share a room so that their new sister had a place to live.
- Wood, Douglas, *Old Turtle*. Duluth, Minnesota Pfeifer-Hamilton, 1992. (All ages) Personal, Interpersonal, Global, Environmental Peace. Promotes understanding of self, others, and planet,
- Yep, Laurence. *Dragonwings*, New York; HarperCollins Child Books, 1975. (Grades 5-9) Fiction Chapter Book, Personal, Interpersonal, Global Peace: Portrays the rich traditions of the Chinese community as it made its way in a hostile America in the early 1900s.
- Yolen, Jane. *Encounter*. San Diego, California: Harcourt Brace Jovanovich, 1992. (All ages) Historical Fiction Picture Book, Interposal, Global Peace: The first meeting of Christopher Columbus in the new world is seen through the eyes of a Taino boy - an encounter that changed the way the world forever. The perspective of an indigenous Culture. is rarely portrayed in children's books, and Jane Yolen has done so.
- Yolen, Jane. *The Devil's Arithmetic*. New York: Puffin, 1988. (Grades 5-9) Historical Fiction Chapter Book. Personal, Interpersonal, Global Peace: Time travel about a young Jewish girl, Hanna, who goes back to Communist Poland, where she is taken to a death camp,
- Ziefert, Harriet. *A New Coat for Anna*. New York: Dragonfly Books 1986. (Grades 14) Picture Book, based on a true story. Personal, Interpersonal, Global Peace: In *this* World War II

story, Anna's mother decides she will make the few valuables she has left for the materials required to make Anna a badly needed winter coat

Zolotov, Charlotte. *The Hating Book*. New York: HarperCollins Child Books, 1969. (Age-, 4-8) The misunderstanding between two friends continues until they decide to talk to each other.