

*Peace  
Educators  
Allied for  
Children  
Everywhere*



*P.E.A.C.E. NEWS Vol. 36: Spring 2015  
Previously CEASE*

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## CHANGE



*“When you see things that need changing (like we did during the Vietnam War),  
we have to act to make that change.”*

Bonnie Raines

# Peace Awards 2014

## CEASE 2014 Peace Award to Tony Palomba

### *A Critical, Behind the Scenes Supporter of All We Do*

Tony, your peace activism goes back to when CEASE began or before. Your help launched the important possibility of larger donations and supported Peggy Schirmer as she set CEASE on a firm financial footing. Over the years you have stepped in when troubles threatened. Now, as we grow and change, your support is more important than ever. You and the Survival Education Fund truly provide an umbrella protecting us from the storm of errors we might commit. Our gratitude to you for your commitment to all we do and the effort you expend as our invisible, essential partner in the work for a more peaceful world for children.



## CEASE 2014 Peace Award to Geralyn Bywater McLaughlin

### *An Advocate for Creating the World Children Deserve*

We honor Geralyn for her total commitment to providing children with the childhood they deserve. As a teacher, a parent, an activist and a creator, she focuses on children's needs to play, to have the freedom to explore and to live without the constant pressures of commercial culture and excessive screen time. Her website for parents, Empowered by Play, is currently featuring the magical, nature-based playground she has inspired for her Boston preschool class. The organization, Defending the Early Years, is growing under her leadership into a strong voice for teacher activism: pushing back against education reforms which threaten developmentally appropriate classes for young children. Geralyn walks the talk, approaching her work with the peaceful values we all advocate. Thank you for all the important work you do for children.



## Defending the Early Years Update

Alliance for Childhood and Defending the Early Years have collaborated to write and distribute the report, *Reading Instruction in Kindergarten: Little to Gain and Much to Lose*. This forceful report presents the research which counters the goals of recent reforms encouraging and even mandating that young children learn to read in Kindergarten. It documents the ineffectiveness of this practice for children's future success in learning, and presents the studies of early childhood education which demonstrate all that is lost for young children with these misguided pressures. An understanding of early developmental needs of young learners points to a very different set of goals for kindergarten: a play-based curriculum, social interaction, language development through real world experiences, hands-on activities with three dimen-

sional materials, and lots of whole-body physical activity. Relationships with caring, attentive adults provide the foundation for successful early learning. Research shows that children who have such rich experiences early are more successful later when reading is the appropriate challenge.

The report concludes with strong recommendations for action to resist the current trends and support parents, teachers and children.

You can download this report at [www.DEYproject.org](http://www.DEYproject.org) or [www.allianceforchildhood.org](http://www.allianceforchildhood.org)

And look for a continuation of this work in an upcoming report on math in the early years.

## Editorial

# CEASE Changes to P.E.A.C.E.: A New Name, Sharpened Focus and Activities

At our Summer Retreat in the Sierra foothills we did some soul-searching and listening to each other, which resulted in an amazing consensus that CEASE needed to come into the 21st Century with a new name, a new formulation of our purposes, and a new set of activities to focus our scattered efforts. Over the years, since we were founded by Peggy Schirmer and friends in 1979, we had taken on many issues that were important at the time but had lost their claims on our time and attention, often because other organizations stepped up to take the lead on them. We decided collectively to support those other organizations in their efforts, but to focus our own initiatives on the essential elements of why we were members of CEASE. A signal of those core values was the name of our website, chosen during the infancy of the Internet by Alice Wadden, [www.peaceeducators.org](http://www.peaceeducators.org).

Working with young children and their families, we all value the efforts to prevent violence from emerging as a pattern of response to challenging events in the early years. Our focus is the basics of peace education and getting along with others. We know that these efforts alone are not enough, and that we need to work with adults to eliminate the culture of violence that is far too pervasive and the politics that lead to war and other violence in society at large. Only with a wholesome and complete dedication to nonviolence and respect for everyone and our environment can we succeed in teaching peace to young children. So we decided peace education is the essence of our work.

We changed our purposes to reflect this focus, and we narrowed the many calls to action on our Website's Take Action! Page. We will concentrate our efforts where they are most productive. In the process, we decided to change our name to Peace Educators Allied for Children Everywhere (P.E.A.C.E.). All these decisions happened by group consensus. These changes were accepted by a consensus decision in November through a mail ballot and at our annual meeting during the NAEYC Conference. In addition, to complete the process, we amended our By-laws to bring them up to date.

## Take Action!

1. Tell our leaders to use their words, not their weapons, and to put the weapon money to use in helping young children grow.

Call (202) 224-3121 for Congress, or (202) 456-1111 for the President.

2. With a donation, please help the US Committee for UNICEF to help the far too many young children who are victims of war. **Go to** <http://www.unicef.usa.org/donate>.

3. A new report demonstrates conclusively that the common core standards harm children's learning in Kindergarten.

**Please contact your State and local educational officials, as well as local media, and urge them to restore a developmentally appropriate Kindergarten curriculum.**

Please go to [www.peaceeducators.org](http://www.peaceeducators.org) home page for the changing action messages and click on the Take Action pages for more on the work of P.E.A.C.E.

Since 2004 CEASE has been part of an Interest Forum of NAEYC, called CEASE/Violence in the Lives of Children Interest Forum. Membership in this Forum is open to any NAEYC member. The Forum is independent of P.E.A.C.E., but we facilitate its work and it sponsors sessions of interest to us. It offers, as well, public exposure to NAEYC members generally, through NAEYC's website and its Annual Conferences. In recognition of our name change we applied to NAEYC to change the name of the Interest Forum to Peace Educators Interest Forum. The NAEYC Governing Board approved this name change on January 27, 2015.

So now we have a new public face and a new focus. All we need is fresh energy generated by this new structure to bring peace to even more young children and adults. That's up to each of us.

Reported by John Surr, Bethesda MD

# Beginnings of Peace Education



*One boy has a toy, other boy is mad*



*First boy won't give up toy*



*Then he gives him toy*

With the changes in CEASE to P.E.A.C.E., I have been going over in my mind about “What exactly is Peace Education (especially for very young children)?” This is after 40 years as a pacifist and a teacher. The other question is “When do we start teaching it?”

A way to think about these questions for me is this story about a boy a few months past two who entered our program and had never been in a child care center. He was what might be called a little wild. At the time our classrooms were mixed age groups – babies as young as three weeks with toddlers as old as 33 months. This boy exploded the minute he arrived. He pulled out toys from the shelves, grabbed things from children, hoarded everything he played with, and knocked down block towers. He did lots of fighting, biting and pushing. But when he first saw the baby in the classroom he was completely enchanted. He was touching her, he pinched her, and he grabbed her neck. He really didn’t know what to do with this little, living being.

We adults had to be patient. It wasn’t easy. We had to slow him down, to show him how to touch gently. He soon brought the baby toys and was holding her hand. He tried not to fall on her. Soon he fell in love with the baby (and the baby with him). We were excited to tell his pregnant mom because he was now trained to be a brother.

In a more recent story, last week I was greeting the children in the early morning. Harry \* had been out of school for several days because of sickness and snow delays. He didn’t want for his mom to leave. He flopped himself down in the hallway screaming. When Mom brought him in the room he kicked her several times. He threw toys from the table onto the floor and overturned two chairs. I gathered him up -struggling so his Mom could

*Beginnings of Peace Education continued on page 5*



## *Beginnings of Peace Education continued from page 4*



*First boy is mad he gave up toy. Other boy is working to put toy together*



*First boy gives up, other boy is figuring it out*



*How's that!*

say goodbye and go to work. His body was angry and tense. He was crying and screaming. I was talking to him, "You are angry because your Mom is going to work. You have been home so many days. You don't want to leave her." He was still crying. Then I said, "There is Sophia\* in her chair watching you. She is wondering why you are so mad." Sophia is a 6 month old. He turned to her. His body completely relaxed. He watched her, then got up to sit next to her. After that his morning went well.

This is peace education to me these days. Children learning to love, learning to share themselves, learning to put anger aside, learning to put their issues aside for others and to be empathic. I'm not sure of what my role is: I'm part cheerleader, observer, processor, and maybe the one that holds out hope and a vision. In these stories not only the toddler, but also the baby, are recipients of the peace education. This work starts pretty young. We teachers have to look for the opportunities to support the children.

Craig Simpson, Somerville MA

\*The names have been changed.



*Both boys play together. Conflict resolved, with no adult intervention!*

# Bonnie Raines, Activist and Early Childhood Educator

“Teachers and educators must always be activists,” said Peggy Schirmer, co-founder of CEASE, now P.E.A.C.E. Peggy once entered Otis Air Force Base on Cape Cod with another teacher and distributed leaflets warning parents at the child care center about the threats of nuclear war. Peggy never met Bonnie Raines but she would fit into Peggy’s vision of the educator and activist.

Bonnie started out in education as a parent in her children’s co-op preschool. The master teacher there was a great role model about how to work with young children. Working at the parent’s coop led her to seek a MA degree in early childhood education at Temple University. Her friends asked “What? Not elementary education? There is no money in that? Why are you wasting your time?” But she saw the high standards needed in working with young children. She established a child care center at La Salle University for children of employees and families in Germantown, PA, a racially and economically, diverse community. *All this while raising her four children and waiting for the FBI to uncover her participation in the largest heist of FBI documents.* She directed a wonderful place for children 18 months to five years, a place where parents could be trained on parenting as well. These centers also became training sites for many future teachers. Our own Karel Kilimnik, a recent recipient of the CEASE Peace Award and, also, from Germantown, worked for Bonnie. Karel said, “She was always open to new ideas and was very supportive of her teachers.” Bonnie also started an infant care center at the Children’s Hospital in Philadelphia. In the ‘80s she helped design and convert spaces for child care centers and helped family child care providers. She did all this until the late 80s while raising her children and working 60 hours a week.

Meanwhile, she and her husband lived with the possibility that the FBI would uncover their participation in the largest theft of government documents at the time, 1971. Calling themselves ‘The Citizens’ Commission to Investigate the FBI’, she, her husband and six others were determined to show how the FBI was spying on activists groups in the civil rights and peace movements. One day Bonnie tied her hair in a bun put on big glasses and gloves and walked into the FBI office in Media, PA disguised as a Swarthmore College student. Her purpose was to learn the layout of the offices. After that the ‘Citizens’ met in the attic of her home to plan the heist. They left the FBI office with suitcases bulging with confidential files. As they carefully reviewed the stolen documents they found more than they bargained for. The FBI was not only spying on organizations but had targeted private citizens, members of Congress, and celebrities. The FBI spread

rumors and routinely disrupted free speech. The group copied documents and sent them to Congress as well as to major newspapers. Censors at several newspapers stopped the publication but the Washington Post started publishing their findings.

The impact was immediate and powerful. J. Edgar Hoover, director of the FBI, sent hundreds of agents into the field attempting to search for the “burglars”. Their Media, PA action preceded the distribution of the Pentagon Papers by Daniel Ellsberg, the Watergate burglary reported by Bob Woodward and Carl Bernstein, and the Congressional Church Commission’s investigation of covert actions by both the FBI and CIA.

No one knew who these eight were. They took a huge risk. If caught they would spend years in jail for a federal felony. They stayed anonymous, known only as the ‘Citizens’ Commission to Investigate the FBI’. That was until a year ago when their friend and journalist Betty Medsgar told their story in a book, *The Burglary*. Karel Kilimnik said, “We were so surprised to see Bonnie’s picture on the front page of the Philadelphia newspaper.”

Now, in the book, in a documentary film, and in numerous articles much has been presented about the Media action and the lives of the eight. Here is a woman deeply involved in the antiwar movement during the Vietnam war- going to demonstrations, counseling GIs how to get out of the military, in addition to breaking into draft boards and destroying files, and meeting each evening in her attic to plan a break-in of the small FBI office in a suburb of Philadelphia. Although her direct peace movement activity slowed after March, 1971, her involvement in early childhood education gave her daily contact with families. She lived as an activist and an educator instilling values of community, compassion, empathy and humanity. In reflection she says teachers and caregivers of young children have a role and responsibility to create a joyful classroom, with critical thinking, and creativity, to nurture and support diversity and inclusion. This woman, like many early childhood activists, has done so much for children, families, communities, and the world. Changing diapers and reading to young children can lead to taking responsibility for the planet. Bonnie says it better, “When you see things that need changing (like we did during the Vietnam War), we have to act to make that change.” Peggy would have agreed.

Craig Simpson, Somerville, MA

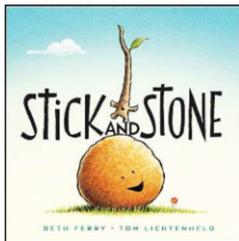


# Book Review

## “Stick and Stone”

by author Beth Ferry,  
illustrated by Tom Lichtenheld.  
Houghton Mifflin,  
available April 7, 2015

This engaging new book may seem simple, but it has a powerful message about an unlikely friendship.



they rescue each other and become friends who ‘stick up for each other’.

This is Ms. Ferry’s debut picture book and she has imbedded a subtle anti-bullying message for young children.

The images are bold, whimsical, and charming.

Mr. Lichtenheld illustrated the award winning book “Duck! Rabbit!”

Check out his free activity guides at <http://www.tomlichtenheld.com>

Karen Kosko, Cambridge MA

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This revised Statement of Purpose was adopted at the CEASE Annual Meeting November 7, 2014.

### Statement of Purpose

**P.E.A.C.E. is a network of parents, teachers, and other concerned individuals dedicated to helping young children and their caregivers develop and thrive in peace and well being.**

#### To these ends we are:

- Working to create a nonviolent, just, inclusive, and respectful world,
- Striving to prioritize human services and environmental sustainability in government budget and policy decisions; and
- Advocating for government commitments to improve and expand high quality child care and child development programs accessible to all children.

#### For all these purposes, we are:

- Sharing information with the early childhood community through periodic publications, workshops, and other peace education materials;
- Providing a supportive network for teachers and parents who share our concerns; and
- Supporting other organizations and individuals in efforts to achieve our shared goals.

**We work to develop the attitudes, understandings, and methods of nonviolent action needed to build peace, caring, justice and mutual respect within ourselves, others, and in our environments.**

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**Please continue your membership in the Network, which is now P.E.A.C.E.**

Your name \_\_\_\_\_ Date \_\_\_\_\_

Your mailing address \_\_\_\_\_

Yes  No  Do you want to receive our Newsletter, Fall Packet and notices by e-mail?

Your e-mail address \_\_\_\_\_

*P.E.A.C.E. will not share you e-mail address*

Yes  No  Do you prefer to continue receiving paper mailings at the address above?

***You must make this request to continue receiving paper mailings after 2015!***

Please add my name to the **Act 4 Peace** list serve. Your e-mail, (if not above) \_\_\_\_\_

**Help us grow!** Please give us name(s) of friends or colleagues to add to our list, *on a separate sheet.*

We no longer have an annual membership fee, but we hope for tax-deductible donations to support our continuing work: Make checks payable to **SEF/PEACE** \$ \_\_\_\_\_

Send to P.E.A.C.E c/o Lucy Stroock, 55 Frost St. Cambridge MA 02140

P.E.A.C.E. is a project of the Survival Education Fund, Inc (SEF) a 501c3 public charity.



Diane Levin, well known for her work in Early Childhood Education throughout the US and around the world has been part of CEASE, now P.E.A.C.E., since the early days. Diane is a Professor of Early Childhood Education at Wheelock College, and author or co-author of nine books including, most recently, [Beyond Remote-Controlled Childhood](#). She spoke to me about her earliest days getting to know CEASE founder, Peggy Schirmer, and the organization, CEASE. “I was upset about the increased production of war toys and working with Nancy Carlsson-Paige on [The War Play Dilemma](#). This was probably 1984 or 1985. Peggy and CEASE organized a demonstration in downtown Boston about war toys. Nancy was there along with health advocate

and leader, Deborah Prothrow-Stith, and others. Its timing, around Christmas, focused attention on the buying season for toys. This launched a movement which included war toy turn-ins at toy stores and action to raise awareness against toy guns.

When we finished [The War Play Dilemma](#) Nancy and I were talking about the many negative effects for children of the deregulation of the toy industry and children’s TV. Peggy had us speaking at CEASE workshops at NAEYC Conferences. Meeting Susan Hopkins, Sunny Wallick and Chris Lamm from California led to our speaking at their colleges. The activism spanned the continent!”

Craig Simpson, Somerville MA

A postscript to Diane’s memories: The activism she describes in the 80s grew into T.R.U.C.E. (Teachers Resisting Unhealthy Children’s Entertainment) in the 90s. T.R.U.C.E. has celebrated its 20th birthday and grown into a national movement to support parents and teachers resist-

ing the evermore seductive power of screens in children’s lives. Their creative resources for adults and children offer toys and activities to encourage lives beyond screens. All T.R.U.C.E. materials can be downloaded from their website: [www.truceteachers.org](http://www.truceteachers.org)

