

# 30th ANNIVERSARY ISSUE

# peacedevelopments

fall 2011

## EMPOWERING YOUTH FROM GENERATION TO GENERATION

FROM **peacedevelopments** SPRING 1990

### “Education vs. Racism”

Racism is imbedded in our society. The increasing diversity of America’s schools proves that proximity alone will not help children deal with the complexities of living together. There is an enormous need today for strong and imaginative anti-racism programs. Through its Teaching Peace project, the Peace Development Fund is helping to meet that need.

Anti-racism training is morally right – and on that basis alone it should be a part of our educational system – but it also has pragmatic educational and social benefits. The environment of learning and sharing is enhanced when students learn to value the contributions of their differing backgrounds. As a recent pamphlet by the PDF-funded group **Clergy and Laity Concerned** of Lane County, Oregon, puts it, “Racism . . . has denied our society its wholeness and the fullness of our common humanity.” When schools become environments where racism cannot flourish, children of all cultures and backgrounds will begin to model a healthy society.

The participation of teachers and administrators is vital to the success of in-school anti-racism programs. With help from PDF, the Center for Teaching Peace of Washington, DC is training educators who will be teaching a school board-mandated course on alternatives to violence as a way to counterbalance the traditional emphasis on the history of war and its heroes.

Other programs focus on extracurricular anti-racism training. In Richmond, VA, for example, the **Peace Education Center** conducted a 16-session summer program that helped African American youth from the impoverished Hillside-Blackwell community overcome internalized oppression by developing self-awareness and pride in their culture. In Georgia, the **Southern Association of Black Educators** has developed a black youth leadership training program that reaches out to communities in the entire Southeast region.

Racism is perhaps the most deeply rooted evil in our culture, and installing anti-racism programs in schools is often a difficult and controversial process. But, as growing numbers of teachers are pointing out, if we don’t intervene against racism, we reinforce it. ■



“PEACE IS AS IMPORTANT AS MATH AND READING,” said **Save Our Sons and Daughters (SOSAD)** founder, Clementine Barfield, in a 2008 PBS “Pennsylvania Inside Out” interview. SOSAD began in 1986 when Ms. Barfield’s son was shot in a Detroit gang incident. PDF was an early funder of SOSAD with its Teaching Peace grants, noting that this grant would allow SOSAD to extend its Peace Program beyond the schools and reach recreation centers across Detroit. Eventually, SOSAD would broaden this program to churches, playgrounds and prisons. In this way, PDF hoped, the efforts of SOSAD and many other Teaching Peace grantees would ripple outwards, touching hundreds, then thousands of persons seeking a path out of the violence that surrounds so many children.

Over three decades, PDF has kept its focus on youth and promoting peace from generation to generation. With hundreds of small grants, PDF sought to bring peace and nonviolence training to all corners of the U.S. It has taken the form of anti-racism work, supporting Native American communities and classroom curricula. PDF has funded summer camp programs, art programs, veteran’s programs and social enterprise programs like **Bikes 4 Life (ONE FAM)**. “We have always known that working with children is essential for achieving long-term, fundamental change,” PDF wrote in the spring of 1989.

This anniversary issue of *Peace Developments* looks both to PDF’s past and future. We turn our gaze back to some of the grantees who tried to bring peace into classrooms, community centers and into children’s daily lives. We look forward to the present day, and current grantees struggling with many of the same issues.

It hasn’t been easy, admitted Ms. Barfield (pictured below, top) looking back, and it sometimes felt like she was swimming upstream. “Children are not the problem,” she said. “Adults are the problem. We’ve passed on a legacy of violence to them.”

Trying to undo that legacy of violence and move to a place of peace, with justice for all, is the enduring work of the Peace Development Fund. ■

#### JOIN US FOR

#### Lighting the Way

CELEBRATING THE

**Peace Development Fund’s 30th anniversary**

WORKING FOR **peace and social justice**

**Sunday, September 25, 2011**

6:00 p.m. to 7:15 p.m.

**Reception at the PDF Center for Peace and Social Justice**

44 N. Prospect Street, Amherst, MA

Meet and talk with the honorees while enjoying wine, cider and hors d’oeuvres.

7:30 p.m.

**Film program**  
“Passing the Torch”

at the Amherst Cinema,  
28 Amity Street, Amherst, MA

A special screening of “Passing the Torch to America’s Youth” will be followed by a Q&A with noted civil rights leader, Dr. Bernard LaFayette, Jr. and a presentation to honor Rev. Dr. Andrea Ayzajian with the Peace Development Award.

Film program/general admission tickets are \$25 per person (\$20 seniors, \$10 students). Tickets are available at Amherst Cinema or on-line at [amherstcinema.org](http://amherstcinema.org).

Supporter tickets are \$55 per person (includes reception and film program, seating is limited and reserved). To purchase Supporter tickets, please go online to [peacedevelopmentfund.org/donate](http://peacedevelopmentfund.org/donate).

Program greetings for the 30th anniversary commemorative program are available, starting at \$25

Questions?  
Email [kathys@peacefund.org](mailto:kathys@peacefund.org).



# TEACHING PEACE

## Making a Difference in the Lives of Young People

PDF's Teaching Peace program, from 1987 to 1994, was a natural outgrowth of the

many energetic and effective organizations PDF came across in the course of its work since 1981. The **Memphis Peace and Justice Center**, the **Vermont Children's Art Exchange**, **Portland Educators for Social Responsibility**, **Project Crossroads**, the **Veterans Education Project**, **Ironbound Community Development Corporation** — these were just a few of the outstanding projects working with youth that PDF supported and followed.

The W. Alton Jones Foundation was a generous supporter of Teaching Peace, which funded 222 groups during the life of the program. In a final report to the foundation, PDF described the lessons learned developing a classroom curriculum for teaching peace. Initially educators tended to focus on the dangers of war and violence. Over time, and especially after the collapse of the Soviet Union, teachers shifted to encouraging young people to explore the true meaning of peace and peacemaking. This approach, PDF found, was more engaging for the students and more broadly useful than a political focus.

In the early years of the program, teachers tended to present information. By 1991, educators were involving youth, using participatory learning projects and hands-on experiences in their own communities. Students developed an ability to think critically about human and local relations. Students learned about methods of peaceful conflict resolution so that war could be avoided.

PDF is proud that Teaching Peace was a key reason that creative curricula teaching peace, conflict resolution, and respect for diversity was developed in this country. PDF helped educators and activists nationwide integrate peace education into their teaching and organizing. ■



FROM **peacedevelopments** SPRING 1992

A 1991 report by the National Center for Health Statistics dryly examined the nightmare of violence faced by many young people in the U.S.: "The homicide rate for young males 15-24 years of age in the U.S. is 4 to 70 times the homicide rates in 21 other industrialized nations. In 1988 alone, 17,249 firearm deaths occurred among persons 1-34 years of age. This represents 15 percent of all deaths in that age group."

Statistics may muffle the gunshots and cries of grief that attended each of those 17,249 deaths, but they do convey the horrifying extent of the violence confronting youth. Our young people find themselves at the center of increasingly deadly chaos.

The violence is not confined to the U.S. In war-torn venues across the world — in the Bantustans of South Africa and the divided communities of Northern Ireland, in the slums surrounding Sao Paulo and on the landfills of Manila — children are the primary victims of class, ethnic and racial strife.

The roots of this disorder go deep. Children are among the most easily marginalized group in any culture. We may imagine ourselves innocent of the horrors of 19<sup>th</sup> century industrial expansion, with its ragged, filthy children tending jacquard looms or digging coal. But are we so much better? The food that appears in our markets as though by magic is grown or processed by exploited children here and abroad; our clothing is made in sweatshops by Asian girls; our overseas military installations have pocked the globe with micro-economies based on child prostitution.

In the U.S., the nation's response to the violence and oppression among young people has failed. And we've failed most miserably in precisely the area that requires our best efforts: for many of America's young people, the educational system leads almost inevitably to anger and a lack of self-esteem.

This is especially true for black and Latino children. In his important new book, *Savage Inequalities: Children in America's Schools*, Jonathan Kozol remarks on the "amazing degree of racial segregation that persists almost everywhere. ... The dual society, at least in public education, seems in general to be unquestioned." Certainly, the distribution of resources to schools attended by white students and those in black or Latino neighborhoods is tellingly unequal. Yes, children are astonishingly resilient: even in the most impoverished inner-city schools, writes Kozol, they commence their education with "faith and optimism, and they often seem to thrive during the first few years." The "savage inequality" of the system, however, with its presumption of failure and lack of opportunity, quickly leads young people to despair and, frequently, violence. "The path," Kozol writes, "is direct and swift."

Is there a solution when the problems of violence by and against youth seem so intractable? Part of the answer, of course, lies in a more humane and equitable educational system. We must commit our best resources to the creation of such a system. But there are other avenues open to us as well, avenues which will help to bring about the changes in attitude that are needed if we're to reduce the level of violence and conflict among our society's youth. Teaching Peace, the Peace Development Fund's educational grantmaking program for young people, directly and effectively addresses that need. Some of the projects reach hundreds of children, a small number when one considers the immensity of the problem. But the programs are often models for others.

Highly committed young people, parents, and educators are undertaking this work. Their efforts will ripple outwards, touching hundreds, then thousands of persons seeking a path out of the violence that surrounds so many children. We hope you will join us, and them, in this important work. ■





## COMMUNITY PARTNERSHIPS

- Consider a PDF Donor Advised Fund if
- ▶ You want to recommend grants to social change organizations of your choice
  - ▶ You need a year-end tax deduction, but want to give grants over time
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For more information on Donor Advised Funds, call Ray Santiago, at 800-424-3557 x101 or email him, [ray@peacefund.org](mailto:ray@peacefund.org).

# Developing a Hate Free Zone

## Youth Confront Racism and Violence

**One would think that the census of 2010 would paint a very different picture for our youth than 1980, the year before PDF was founded.**

Population grew by 36% over 30 years. The U.S. became more densely settled and more urban. Latinos made great gains in population and Asians were the fastest growing ethnic group from 2000 to 2010. Yet despite increased racial and ethnic diversity, American neighborhoods continue to be segregated, and some of the progress made toward integration since 1980 came to a halt in the last decade according to a report by Brown University sociologist John Logan.

While people are getting poorer and more divided, PDF grantees continue to organize and work to adapt, rebuild and turn this around.

**Journey Camp** (pictured above, left), a project of the Discovery Center for Peacebuilding in Shelburne Falls, MA addresses the problems of disrespect for youth, power, violence and estrangement from the natural world. "We want our campers to learn specific ways to structure communities and communication so that all voices are heard and respected," they say. Their program of Youth Leadership Training for resilient youth dealing with trauma specifically includes unlearning racism work as well as conflict resolution skill-building. They teach how to be an active bystander when youth witness exclusion or other harm. A larger goal is that for the rest of their lives, participants will feel that they can take part in building a world that is just, feeling they are part of mending the web of life.

In 1990, PDF wrote about grantee **Clergy and Laity Concerned** of Lane County, OR. Twenty five years after the freedom rides, the Ku Klux Klan was hosting camps where young people were taught weapons handling and the tenets of white supremacy. Growing numbers of teenagers were attracted to the "skinhead" lifestyle and allied themselves with the racist ideology of traditional neo-Nazi groups. The police departments of major U.S. cities had anti-bias squads which spent much of their time investigating hate crimes involving youth. Anti-Black, homophobic and anti-Semitic incidents increased sharply among young people, and recent immigrants from Southeast Asia and Latin America were suffering greater attacks.

In response, this local chapter of Clergy and Laity Concerned developed the Racism Free Zone to encourage children of all cultures to flourish. A clear stand against racism by teachers, administrators and students resulted in a specific declaration — a written pledge — that each school class helped to formulate. A ceremony inaugurated the Racism Free Zone, and the declaration was incorporated into the life and curriculum of the school. Clergy and Laity Concerned became the Community Alliance of Lane County, still active today and still addressing many of the same issues that have defined it for decades: the struggle for racial justice, immigrant rights, economic justice and educational equity, and opposing heterosexism, anti-Semitism and other isms.

Like PDF, **Coleman Advocates for Children and Youth** (pictured above, right) has worked to improve the lives of San Francisco's children, youth and families for over 30 years. They have developed a pioneering hybrid model of policy advocacy and grassroots organizing, with the leadership development of young people and parents at the center. They organize families as a unit, as opposed to youth on one hand and parents on the other. A recent focus is the public school system. "Improving the quality of the public schools and affordable family housing are key to keeping working families in the city, and is central to ensuring that the thousands of low income young people of color living in San Francisco today become the next generation of working people, homeowners and civic leaders." Coleman notes that an ongoing challenge for their group is a demographic shift—a dramatic decrease in African American residents and an increase in Asian American residents. The makeup of their target neighborhoods and schools is changing, and they must consider how to move forward with a new base.

It is no longer unusual to find in a values statement such as Coleman's: "We believe that the rights and dignity of all people should be respected and affirmed, including people of different ages, races, ethnic and national backgrounds, religions, sexual orientations, immigration status, native languages, disability levels and economic backgrounds." Anti-racism training, which PDF pioneered through many programs, including the Exchange Project and Teaching Peace, created the models followed by community organizations today. ■

## Mission Statement

The Peace Development Fund works to build the capacity of community-based organizations through grants, training, and other resources as partners in the human rights and social justice movements. As a public foundation, we nourish, foster, and encourage the diverse, self-sustaining and economically viable communities that are essential to building a peaceful, just and equitable world.

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## Reflections from Our Readers

My relationship with the Peace Development Fund began in the early 1990s when I was the Executive Director with the **Seattle Young People's Project** (SYPP). SYPP was a brand new organization at the time working on youth empowerment issues. At the time, we felt like the concept of genuine youth empowerment was not something being practiced by most other youth organizations. Because our concept was a novel one, we found it unusually difficult to find funding from grantmaking organizations. PDF was one of the few foundations that supported us at the outset. I remember well the profound sense of gratitude that I felt from having PDF on our side as it was a real feather in our cap to be able to tell others in the progressive funding community that we had received PDF's support.

SYPP is still going strong today, in no small part because of the early support of PDF.

Today, my relationship with PDF continues as my family collectively supports their efforts. From my perspective, I continue to support PDF for many of the same reasons that I was so grateful to them for their work with SYPP 20 years ago. I appreciate the fact that PDF supports those organizations that are doing such critical work often in a kind of financial and technical support vacuum. There are amazing people out there doing incredibly vital work on behalf of so many. The obstacles to doing that work are many. Organizations like the Peace Development Fund help to knock down some of those barriers in part by making donors such as myself aware of the work these fine organizations are doing.

Happy Birthday PDF. . .and may your work continue far into the future.

Flip Rosenberry  
Amherst, MA

**IN THIS ISSUE**

**PDF CELEBRATES 30 YEARS**

*Empowering Youth*

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**Peace through Justice**

**FROM THE PLAINS TO THE PRAIRIES**

**“Let us put our heads together and see what life we will make for our children.”**

**Tatanka Iotanka (Sitting Bull), Lakota leader**

FROM **peacedevelopments**, SPRING 1992

“NATIVE AMERICAN ORGANIZERS BATTLE a unique historical legacy that has left young people, in particular, confused about where they fit into mainstream society,” PDF noted in its *2000 Annual Report*. Oppression, poverty, alienation and alcoholism are recurring themes. Especially in urban communities, kids may have little exposure to Native culture and spiritual practices. Traditional organizing techniques that have worked in other marginalized communities have not always proved successful.

Through three decades of funding Native American communities, PDF grantees have tried a number of new and innovative organizing methods to encourage the next generation. As the **Native American Youth Association** in Portland, OR told PDF, “We are always reaching to kids to pull them along.”

The **Great Plains Restoration Council** (GPRC), profiled by PDF in the Fall 2004 issue of *Peace Developments*, described a group composed of Plains Indians and Plains urban youth organizing specifically where the areas of environment, human health, human rights and animal protection intersect with social change. “I’ve noticed that in the national media, people think that all of us in the red states, especially Texas, don’t care about the environment, social change, health and other causes, which some would label as progressive, but we call basic survival,” GPRC’s Executive Director, Jarid Manos (pictured right, middle) told PDF. “GPRC is proof that this is not true. There are no moral values without protecting the environment and people’s health.”

The youth were learning interpersonal relations, community organizing, environmental awareness, team skills-building, verbal communication, public speaking, proactive health action, computer technology, and much more in a progressive, supportive environment with mentors and counselors. “These are many of the skills the Plains youth need to survive in today’s uncertain world and make a leadership contribution for the present and future,” said GPRC, whose headquarters are in Houston, TX.

GPRC’s new campaign, Restoration Not Incarceration, speaks to the disproportionately increasing number of Native youth in jails and prisons. It is a three-tiered environmental justice initiative targeting the restoration of Greater Houston’s prairies, bayous, wetlands and Gulf Coast shore in conjunction with recovery, rehabilitation and recidivism reduction for young adults and juveniles in the Harris County Corrections System. This initiative is being designed for replication in other locations. GPRC’s ecological work currently takes place in Fort Worth Prairie Park (Fort Worth, TX), Oglala Prairie Preserve (expansion of Badlands National Park, SD), Katy Prairie and Coastal Bayous Restoration (Houston Coastal Prairie, TX), Southern High Plains Preserve (Northeastern New Mexico), and Saltwater Country: Bringing Wild Buffalo Back to the Beach (Texas Gulf Coast), a future project.

“Lakota Youth Focus on Social Change” PDF reported in its *2006 Annual Report*. The Pine Ridge Indian Reservation of South Dakota is one of the poorest places in the U.S., with an unemployment rate of 70%, a high school dropout rate of 64% and rampant diabetes and alcoholism. “But our focus is not social service, it is social change,” said the **Lakota Action Network** (LAN). “We are interested in what we as young people can do for our people.”

Partnering with the Thunder Valley Tiospaye, LAN built a community house for



Great Plains Restoration Council

ceremonies, meetings and gatherings, seeking to provide a positive environment for Lakota youth. “In the summer of 2006 we had a vision of building a community house here on the reservation; a multi-purpose building that would be a living cultural empowerment center and the foundation for our future work.”

One year later, in late summer 2007, they completed the 1,750 square foot Thunder Valley Community House. The project was completely volunteer-built by local people from the community. It contains an 1,100 square feet community gathering space, two bathrooms and large community kitchen. Today it is used at least five days a week for ceremonies and community gatherings.

“Building the Community House was an amazing accomplishment for us as a community and an organization,” the youth reported. They are now part of the Thunder Valley Community Development Corporation, with a Youth Leadership Program that empowers them by learning more about Lakota culture, environmental justice, history, political education, treaty rights, community organizing, healthy lifestyles and sacred sites. “Most importantly, this program will strengthen the cultural identity of young people, giving them a solid spiritual foundation from which to grow and learn.”

“The success of the Thunder Valley Community House has set a precedent for us and it will be the foundation that we will grow from,” say the organizers. Using multiple tactics, and organizing “outside the box,” has been a mainstay for Native American youth, and one PDF has encouraged and funded for 30 years. ■

