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NEWSLETTER

Winter 2002 VOLUME 7 NUMBER 1

Why Does Everyone Hate America?...

by Jon Western, Ph.D.

September 11 -- What possibly could have motivated someone to commit such despicable acts? Even in light of increasing global terrorism and the 2,500-year history of recorded warfare, September 11 was a particularly egregious day -- more than 3,000 human beings dead in less than two hours.

In the wake of these events, Americans all around the country are asking themselves: "Why?" "How could anyone do this?" As our struggle for understanding the events of September 11 and its aftermath leads to self-reflection, one question in particular seems to have captivated public discourse and commentary: "Why do so many people, especially those in the Islamic world, hate the United States?"

It is important to remember that September 11 was not caused by some universally-held hatred of all Muslims towards the United States. Despite the occasional television pictures of young men in Islamic parts of the world celebrating the deaths of American citizens, burning American flags and beating effigies of American leaders, we must be careful not to infer broad generalizations from a few television pictures or to exaggerate the degree of anti-American hatred. There are more than 6 billion people in the world, including more than one billion Muslims, and the vast majority of them have not participated in these demonstrations or other anti-American activities.

About this issue...

This is not the issue we expected to produce at this time. The tragic events of September 11th changed our plans. The delayed issue will be sent in the spring.

Jon Western (page 1) starts us thinking about the possible causes of what happened on that day by asking "Why Does Everyone Hate America?" This opinion piece sets the tone for the issue.

Abigail Deutsch, a senior at Stuyvesant High School, located near *ground zero* in New York City describes events as they unfolded from her "front row" seat (page 4). She focuses on the school's administrators and how they dealt with an event they never could have anticipated.

Stephanie Kempf, author of *Finding Solutions to Hunger: Kids Can Make A Difference*, suggests how the book can be used to help students find answers to tough questions (page 7). This article is so important that it's also available on our web site.

Finally, Noreen Springstead challenges us to move from charity to change (page 10). A concept whose time might have come.

We hope this issue challenges you and provokes questions and comments. Let us hear from you, as we are interested in knowing what you think.

Peace,

Based on widely disseminated information, we can conclude that September 11 almost certainly was orchestrated by

(Continued on page 2)

(Continued from page 1)

Osama bin Laden. Bin Laden, who was born in Saudi Arabia, has sought to portray his organization as an ardent defender of Islam in the face of U.S. imperialism. However, his agenda appears to be more political than theological,

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more pragmatic than ideological. His principal goal is to eject the United States from Saudi Arabia, not for the protection of the Islam, but more parochially to destabilize King Fahd's regime and to take control of Saudi Arabia himself.

Prior to September 11, this cause did not inspire a widespread following. With the hundreds of millions of dollars that he inherited from his father's construction empire in Saudi Arabia and a decade of recruiting young men into his terrorist network, bin Laden had only been able to mobilize somewhere between 5,000 and 8,000 people to his cause.

More worrisome for the United States in the long run, however, is whether or not future terrorists will find a greater source of support around the world for attacking the United States. While we must be careful not to overstate the degree of *hatred* directed toward the United States and draw categorical conclusions about groups of people, we also should not gloss over the increasing sources of anti-American *resentment* that exist in the world, and in the Middle East in particular. Increasingly people around the world resent American policies that appear overly self-centered and indifferent to the plight of many. It is this resentment that eventually could lead to more overt hatred and, ultimately, to more direct violent attacks on the United States.

Perhaps the greatest source of resentment toward the United States is American indifference to the vast inequality in the distribution of the world's wealth and consumption of the world's resources. A recent United Nations report noted that more than three-fourths of the world's population live in poverty. More than half of the world's population – just over 3 billion people – live on less than \$2 a day. Furthermore, despite having less than 5% of the world's

population, the United States consumes roughly one-third of the world's resources. These disparities do not go unnoticed around the world.

Another source of increasing resentment towards the United States is the seeming callousness of American military policy. The United States produces and sells more than half of the world's military equipment – much of which is used by corrupt dictatorial regimes (with American complicity) to draft young men and children into their armies to control dissent within their own borders. For example, in Egypt, which is the second largest recipient of U.S. assistance in the world, the United States gives the regime \$1.3 billion per year, with roughly two-thirds of that in military assistance. In a country with widespread poverty and hunger, the United States sends more guns than food. The U.S. has similar military assistance programs propping up non-democratic regimes in Saudi Arabia, Kuwait and elsewhere.

The United States also continues to provide Israel – the largest recipient of U.S. aid -- with massive amounts of military assistance. When systematic violence breaks out between Israelis and Palestinians, rightly or wrongly American weapons are seen by many in the Islamic world as the source of Israeli power and ultimately the repression of the Palestinians.

So what can the United States do to reduce resentment towards itself? First, we must never forget that the United

(Continued on page 3)

(Continued from page 2)

States has great things to offer the world. The American (albeit imperfect) experiment of social tolerance and inclusiveness is still a profound advancement in the evolution of human interaction. For all of its faults, New York City, perhaps more than any other city in the world, represents that experiment. Buddhists, Christians, Jews, Muslims, as well as countless racially, ethnically, and culturally diverse groups interact as neighbors and build democratic communities of shared values and mutual respect.

Second, we must never forget that the world has great things to offer us. We should redouble our efforts to learn more about this planet's vast diversity of peoples, cultures, and values. Too often we conceptualize the world through a lens that does not allow us to fully appreciate and understand events in the world around us. There are many opportunities for us all to learn more. We can establish letter writing exchange programs with other schools elsewhere in the world to gain other people's perspectives. We can travel throughout the world via internet, or better yet travel, study, and live in another country for awhile. We can also learn a great deal about the world from our own diverse communities of immigrants by volunteering in community organizations and helping a neighbor.

Third, we all must encourage our leaders and other Americans to implement a foreign policy consistent with the values of democracy and respect for human rights – the core principles embedded in the U.S. Constitution and the Bill of Rights. Too often, however, American foreign policy is too self-centered in the pursuit of American interests. This only adds to global resentment towards the United States. We have seen that when the United States commits itself to the promotion of genuine human rights and democracy, it can be a powerful force for progress in global society.

Finally, we must also remember that within the United States, people – including kids — can make a difference. The relative openness of our government institutions and society give us all kinds of opportunities to exert influence. For example, non-governmental advocacy organizations play a more significant role in U.S. and international policy than ever before. Amnesty International, a leading international human rights organization, celebrated its fortieth birthday this year. The organization, which now commands respect from virtually every country in the world, began with a small group of friends organizing a small letter-writing project to encourage corrupt regimes to release political prisoners. The effort gained momentum and arguably has transformed fundamentally the way the world – including the United States government — understands human rights. There is no reason to think that with more of us caring about the world and demanding more consistency to the values of true democracy and human rights that we can't transform American foreign policy, reduce anti-Americanism around the world, and make the world safer for all of us.

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An Administration in Crisis...

by Abigal Deutsch

They were told the towers wouldn't fall.

Principal Stanley Teitel was sitting at his desk at 8:48am on Tuesday, September 11, when he heard a bang and felt the school tremble. He saw that the north tower of the World Trade Center was in flames and called the superintendent's office.

"[The deputy superintendent] said, 'Is anyone in danger?' and I said '[There's] no danger to us,'" Teitel said. "She said, 'Then keep everyone in the building and they'll be safe.'" And that's what we did. Until about ten minutes later."

The second plane struck the south tower at 9:03am, jamming communications and leaving the administration without further guidance from the Board of Education. But the F.B.I. and Secret Service agents who appeared in Teitel's office on the first floor wanting to use it as a command center had some information to offer, the principal said.

"I looked over to [the agent in charge], and all I said was, 'I have just one question. What are the chances of the towers coming down?' He looked at me and said, 'No chance.' Based on that, I made my decision."

Teitel announced that students were to stay in the building.

"You need to understand that at this moment there are no trains and no buses in Lower Manhattan," Teitel said over the loudspeaker. "So leaving the building, you can't go home. There's nowhere to go, and I think it's dangerous in the street because of falling debris. Stay in the building. Stay away from the windows on the south side of the building. Those are the windows near the Statue of Liberty."

"We have security in the building and federal agents," Teitel continued. "If anyone asks for ID, please, just present your ID or your program card so we know you belong in the building. Whatever you do, just stay calm. Try to go to class. If you stay in the hallways we just don't have enough room for walking. If you have a free period and you want to sit quietly, you're welcome to come to the theater. I will try to come on the PA before 10:30 and give you more information. Thank you."

Several days later Teitel said he could not recall making the announcement.

A little while later, Assistant Principal of Student Services Eugene Blaufarb announced over the loudspeaker that students were to report to homeroom; he soon announced he was extending homeroom until further notice.

"The federal officials were talking around me, saying they didn't know whether the planes were part of an overall plot," said Blaufarb in a later interview. "It could have been a larger plot, with people on the ground, coming out of covert places. One of my concerns was closing the perimeters, keeping the students inside the building; that's why everyone was sent to homeroom."

They were told the towers wouldn't fall. But they did. At 9:50am the south tower collapsed, sounding a great boom and sending a shock wave through the school.

"And we realized the guy who told me we were safe had no clue," Teitel said. "No clue."

(Continued on page 5)

(Continued from page 4)

“A federal official came to me and told me the north building was in danger of falling, and it could hit us—which it couldn’t,” Blaufarb said. “But the shock wave, if it came at us, could bring our building down.”

Teitel huddled with other members of the administration and after “just a few minutes” they devised a new plan. Blaufarb announced over the loudspeaker that students were to evacuate the building from the north side, slowly and calmly.

“My main concern was panic,” Blaufarb said. “Many students were crying and getting scared, and for good reason. I wanted everyone out of the building as quickly as possible, but as safely as possible.”

To that end, Blaufarb said, he had to appear calm. “It was important to say, ‘Okay, there’s no danger,’ even though the danger was tremendous.”

He added, “It’s my job even when I’m scared. I have to keep in mind what my duty is.”

Teitel and Blaufarb positioned themselves in the lobby, Teitel near the security desk, Blaufarb standing on a chair, instructing students “to keep moving slowly, exit the building, and move north towards Chelsea Piers,” Teitel said. “We just wanted to get you north.”

We were trying to evacuate 3,500 people through two doors,” Blaufarb said. “I’d let 200 through the door, wait 15 seconds, and let the next 200 through.”

Teitel said he thought the evacuation went very smoothly; the student body was quieter than he’d ever heard it.

At 10:30am, as students were filing out, the north tower came down.

After the students left, Teitel went into I.S. 89, the intermediate school across Chambers Street from Stuyvesant, to see if he could help them evacuate safely.

But I.S. 89 had already been evacuated, so Teitel re-entered Stuyvesant to make sure it was empty too. Then he walked north to Chelsea Piers, where he and several teachers organized younger students into groups for transportation home. Other teachers came upon students walking home and took them under their wing, helping them find their way.

“Teachers walked students across the Brooklyn Bridge, the 59th Street Bridge; others went up to the East Side, the West Side,” Teitel said. “Another teacher gave students his home phone number in case there were any problems.”

(Continued on page 6)



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(Continued from page 5)

Teitel then proceeded north to Superintendent Tony Sawyer's office, located in Martin Luther King, Jr. High School on 66th Street and Amsterdam Avenue. The superintendent was waiting to hear from Teitel "so he could tell the Board what the status was of student safety in all the schools of that area," Teitel said. "Much earlier, his deputy had told me to sit tight. He had no way of knowing what had ensued from that point. As soon as I got there I went right into his office."

"So I gave him the report; I said as far as I knew, Stuyvesant School was evacuated, that no one had been hurt in any way—physically, of course—that everyone was now being walked by faculty members to other boroughs."

And now that it's over, how do the administrators feel? "I'm still very affected, still very troubled by what happened," Blaufarb said.

Teitel's take was slightly different. "I think having the responsibility of 3,000 students, 200-plus adults, everything I've had to do in the last eight, nine days, I haven't had time to sit down and think about what I've witnessed as an individual," Teitel said. "I've just been too busy."

Abigail Deutsch is a Senior at Stuyvesant High School. This article appeared in the school newspaper, The Spectator, on October 2, 2001 and was reprinted with their permission. This issue of The Spectator was provided to readers of The New York Times by the Newspaper in Education program of the newspaper. You can order a reprint of this issue of The Spectator by sending \$3 to: The Spectator, 345 Chamber Street, New York, NY, 10282

About Stuyvesant High School..

Stuyvesant High School has been synonymous with excellence in Public Education since the beginning of the century. Part of the New York Public School system, Stuyvesant was the first site to be recognized by the President's Commission on Excellence as one of the best schools in the country.

This high school's curricula are among the most challenging in the United States. While Stuyvesant specializes in mathematics, the physical and biological sciences and technology, it is also recognized for excellence in the humanities and the social sciences. Each semester there are approximately 55 advanced placement courses offered in all disciplines.

Stuyvesant High School students are among the most hardworking and committed in the New York City Public School system. Students are admitted by competitive examination. They represent every ethnic, racial, economic and cultural group in the city. Virtually all graduates go on to college and an extraordinary number are accepted into the most competitive universities and colleges in the nation.

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September 11th: Finding Answers to Tough Questions..

By Stephanie Kempf

On September 14, 2001, I had a long-distance conversation with my five-year-old nephew, Tek. He was demanding to know why the terrorists hate Americans so much. Of course, like most adults in the country that day, I had no idea what to say. I stuttered and stammered and tried my best to make him feel safe, but he would have none of it.

"I don't get it," he said impatiently. "Do they want what we have?"

"I honestly don't know, Tek," I told him. "But over the next several days we'll learn more, and I promise you I'll discuss it with you."

I hung up and sat in my chair a little shell-shocked - not so much that I couldn't give Tek a decent answer - he was far too young to understand the complexity of the attacks. What astounded me was that a five-year-old was asking these questions at all.

As time went on I struggled to explain things to Tek, but I probably learned more from him. His questions and eagerness to know reminded me that it's never too early to encourage children to ask why.

As parents and teachers we should be guided by our children's needs, by their desire to understand. We should protect them, but we shouldn't evade tough issues because we don't understand them, or because we think children won't understand them or will be unsettled by them. It is our responsibility to encourage the development of our children's skills and talents, but more than anything else we need to raise children who care deeply about the world's problems and who want to do something about them.

In a recent lecture at Columbia University, Marion Wright Edelman, the founder and president of the Children's Defense Fund, called on teachers to play a more serious role in training a new generation of leaders. "We must build a world in which light shines over darkness and tolerance drives out hatred and bigotry."

Pick up any newspaper today. All the old problems are still there - war; refugees; global hunger and poverty; political oppression; religious, ethnic and social prejudices; the neglect and abuse of children and females - but since September 11th America's children are asking hard questions. We have to help them find the answers.

At Larry's urging I went back to the teachers' guide to choose a few lessons that might help middle and upper school students re-view some of the issues in light of recent events. One way to begin is with a brainstorming session in which students feel free to ask all the questions they have about what they read and see (or don't see) in the news. Choose some of these questions to guide readings, discussion, research, projects, and interviews with members of the community.

1. For me, the story that addresses many of these problems is "Maria's Dream" in Lesson 5. Twelve-year-old Maria watches as her homeland is destroyed by civil war and drought. Being female, she is not allowed to attend school, work outside the home or even walk alone. She is responsible for finding and preparing food for her family. Maria loses one brother to starvation and another to the rebels' army. She is keenly aware of the inequities regarding power and resources in her village. By the time she reaches a refugee camp outside her country she is exhausted and starving. In spite of all this, Maria dreams of finding her way home and helping to rebuild her village and make her people strong again.

(Continued on page 8)

(Continued from page 7)

After the story have students bring in newspaper articles in which they see connections between Maria's situation and that of the children in Afghanistan and other war-torn regions. The people of Afghanistan had been suffering long before the media shined a spotlight on them. What were some of the causes of their suffering? What impact does war have on an already poor country?

For a more in-depth discussion of war consider *If the Mango Tree Could Speak: A Documentary About Children and War in Central America* by Pat Goudvis (58 min.) from Teaching for Change 800/763-9131 or www.teachingforchange.org.

The Long Road Home by Andrea E. Leland offers a look inside a refugee camp. This 30-minute documentary follows a 19 year-old Guatemalan refugee from his home in Chicago to a camp in Mexico. From *New Day Films*, 888/367-9154 or e-mail orders@newday.com.

On the subject of females see *Scarves of Many Colors: Muslim Women and the Veil*. This audiotape and curriculum contain first-person stories and a role-play which urge students to re-think the stereotype of the covered Islamic woman. The audiotape is by Jane Bohorfoush and Diana Dickerson. The curriculum is by Bill Bigelow, Sandra Childs, Norm Diamond, Diana Dickerson and Jon Haaken. From Teaching for Change (see first video above).

A Matter of Honor. This video from an ABC 20/20 segment exposes how girls in Pakistan are killed by fathers and brothers for rebelling against oppressive traditions. 1-800-CALL-ABC.

Close this unit with information from Lesson 13: *The Importance of Female Education*. What role does educating girls and women play in eliminating poverty?

2. For an engaging discussion of how the vastly unequal distribution of the world's wealth can spark resentment and violence and destroy the bonds that hold humanity together see Lesson 9: *One Planet, Two Worlds*. In this classroom simulation students discover that most of the world's people live in developing nations while most of the world's "wealth" is delivered to industrialized nations. When that wealth includes basic resources such as food, clean water, shelter, and medicine, how do students in the developing groups feel towards those students in the industrialized groups where wealth also means mansions, automobiles, VCRs, microwaves and computers? Remind students that many of the world's natural resources and labor go toward creating goods and conveniences for industrialized countries.

A good way to expose how child labor in third world countries is used to make clothes sold in U. S. stores such as Gap, Eddie Bauer and Walmart is the video *Zoned for Slavery: The Child Behind the Label* (23 mins.). From the National Labor Committee, New York NY 212/242-3002 or www.nlcnet.org.

Another excellent resource for this lesson (and for younger children as well) is *The Universal Declaration of Human Rights* by Ruth Rocha and Octavio Roth, United Nations Publications, N. Y. This small book is an adaptation for children and can be read aloud in class. Use it to stimulate discussion.

For a class project, divide a bulletin board in half - or better yet, a school hallway. On one side have students post images they find in current news reports of people and places in the developing world that expose a lack of basic resources. On the other half place images from magazines, including ads, that depict life in the industrialized world. (NOTE: The previous half might also include images of deprived areas in the U.S.) Write the location of each image on the picture before posting it and title your exhibit: One Planet, Two Worlds.

Once the exhibit comes together make a list of the consequences of this growing imbalance -not just on countries like Afghanistan, but on the U.S. as well.

Encourage students to teach others in their school about their project. (See Lesson 14: *Hunger Hurts Us All* for related questions and activities as well as some ways students and their families can live more closely to the kind of

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whole and just world they would like to create.)

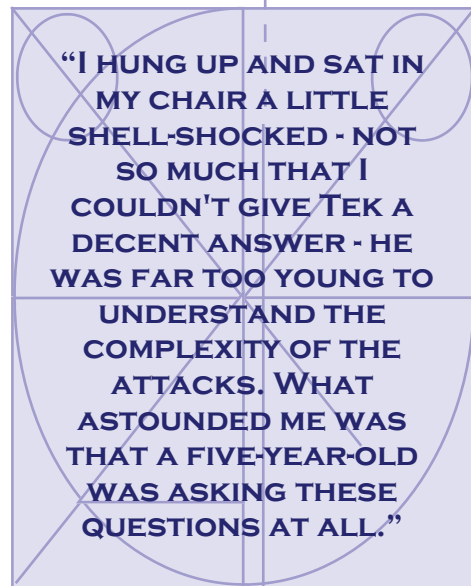
3. To help students understand some of the forces within countries that contribute to hunger and undermine self-reliance see Lesson 7: If There Is Enough Food, Why Are People Hungry? Using information cards for Russia, Rwanda, South Africa, the U.S., India and Haiti students work in small groups to determine whether there is enough food in their country, if people are chronically hungry and, if so, why?

Have students create a card for Afghanistan (or other countries of interest) using the most recent information found in the following web sites <http://www.unicef.org>, <http://www.wfp.org>, and www.unhcr.org.

Close your study with a group project that leaves students with a feeling of hope, of having made a difference. The Heifer Project International sends farm animals as well as llamas and honeybees to hungry villages in developing areas so people have an on-going food supply and livelihood. 1-800-422-0474 or www.heifer.org. (See page 229 of the teacher guide of ideas on student fundraisers.)

There are an endless number of interesting ways to combine lessons using current events and other resources. The key to choosing the ones that will stimulate further thought and action can be found in the questions students ask during your initial brainstorming session.

*Stephanie Kempf has taught in public and private schools in New York City. She is the author of **Finding Solutions to Hunger: Kids Can Make A Difference** and is a member of the **KIDS Advisory Board**.*



Hot topics...

1. **Hope's Edge: The Next Diet for a Small Planet** by Frances Moore Lappe' and Anna Lappe' published by Tarcher/Putnam will be published this month. Frances Moore Lappe' is the author of the groundbreaking book, *Diet for a Small Planet*. In *Hope's Edge*, the authors traveled to five continents, searching for answers to understand why we as societies have created the very inequalities and environmental devastation that, as individuals, we abhor. And trying to find paths we each can walk to create lives with meaning and a more just world in tune with nature. Through this journey, they met people whose movements and struggles help us see these paths are possible. They help us understand what's behind our globe's predicament and see solutions right in front of our noses. For further information, please go to www.dietforasmallplanet.com.
2. **U.S. Conference of Mayors Annual Survey** is available at www.usmayors.org. This report released last December reports that on average, requests for emergency food assistance and emergency shelter increased in the 27 U.S. cities surveyed last year. In addition, the report deals with the causes of hunger and homelessness, demographics of those facing these problems, model programs that are addressing these issues and the outlook for the future. A hard copy of the complete report can be obtained by calling (202) 293-7880.

From Charity to Change...

by Noreen Springstead

The traditional response offered to people in times of need is to dispense charity. Emergency, in your face problems spring us into action because they require solutions with immediate results. For example, we all feel a sense of gratification when we give a hungry person a meal. Substituting charity for sound public policy is shortsighted and cripples our ability to tackle entrenched problems. Our dependency on charity to solve hunger in the United States shirks our greater responsibility and dumps it onto the backs of workers at food banks, soup kitchens, shelters, and pantries. As the demand for emergency food increases, charities are expected to respond in a heroic fashion. It is unacceptable that millions of people are dependent on emergency sources of food to meet their basic needs.

About WHY:

WHY's work since its inception has been to expose the deep inequities in our society that result in hunger, poverty and injustice.

With a specific focus on hunger, and a deeper understanding that poverty and economic injustice are hunger's main causes, WHY has worked tirelessly over the years to impact these problems that concern us all. WHY's mission is to attack the root causes of hunger and poverty by promoting effective community-based solutions that create self-reliance, economic justice and food security.

Our country's response to increased hunger is to start more pantries, kitchens, and shelters. In the short-term this band-aid does nothing but create a revolving door. The emergency response must be coupled with social investments that break the cycle of dependency and empower people to make their own choices. We can bring about meaningful change through an integrated approach that includes sound public policies, strategic partnerships, community investments, and a common understanding of the intricacies of social problems. WHY has made a long-term commitment to the process of social change because we understand that a quick fix, like the perpetuation and the institutionalization of an emergency feeding system, will never solve the greater inequities of poverty. To create a more just society we must move from charity to change.

Solutions that empower people are at the core of WHY's work. We believe that replicating effective ideas, shaping policy based on proven methods, investing in local solutions, and inspiring people to make a difference will greatly impact the scale of the problem. Each of WHY's programs focuses on long-term solutions with proven results. With that in mind, we believe that charity alone will not solve the problems of hunger and poverty, but rather work that embodies social

change will.

Powerful examples of community-based organizations that work holistically on community problems exist throughout the world. The power of these organizations is defined by their ability to touch and transform the lives of the people that seek their assistance. Their dynamic approach to intrinsic social problems invests in people and builds communities. Problems like hunger, illiteracy, low skills, lack of day care, no health care, poor transportation, soaring housing costs, and poverty are complex and a quick fix will not get at their root causes. To achieve change these organizations work with their clients one-on-one giving them skills as well as the dignity and respect they need to tap their own power to be self-reliant. To empower disenfranchised people these organizations build self-esteem, teach life skills, develop basic skills, provide health care, create affordable housing, empower entrepreneurs, educate, enrich after school programs, and train people for jobs. The positive results are hopeful and embody social change, but these organizations and individuals cannot do it alone. These efforts will prove meaningless unless government and the private sector wake up to the reality that in order to bring workers out of poverty jobs needs to pay a living wage.

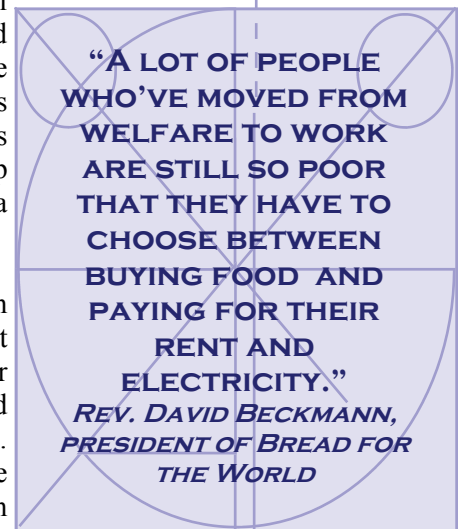
The current state of the economy provides us with a new opportunity for government, business and individuals to support fundamental social change by forming partnerships with effective local organizations so they can flourish.

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A strong government safety net is also crucial to the equation for successful change. Strategic alliances between government, the private sector, and community-based organizations could enhance the widespread replication of the most innovative of these local programs on a national scale and move thousands of people out of poverty and into meaningful work. The grassroots also offers us many practical lessons that have implications for policy. If we develop comprehensive policies and implement them on a broad scale, we could create a thriving society.

September 11th was a defining moment in our nation's history that had an immediate impact. Since then, there is a second wave of people who have not lost their lives, but have lost jobs or income, including those affected by our current recession. Many people are struggling to meet their basic food and housing needs and are in need of the grassroots programs that WHY promotes. Because of this, the success of WHY's work to achieve long-term solutions to the problems of hunger and poverty is critical, and our purpose and resolve remain strong. WHY's programs continue to support community-based solutions that empower people and build self-reliance. Our country has proven that united communities accomplish the extraordinary, and together can build a better world. As we begin to reconcile the difference between charity and change, we will awaken not only our individual responsibility but also our greater societal responsibility to engage and act to build communities of purpose.



Noreen Springstead is program director for World Hunger Year (WHY). She may be contacted at noreen@worldhungeryear.org.

Enduring Terrors...

“There were two “Reigns of Terror”, if we could but remember and consider it; the one wrought murder in hot passions, the other in heartless cold blood; the one lasted mere months, the other had lasted a thousand years; the one inflicted death upon a thousand persons, the other upon a hundred million; but our shudders are all for the “horrors” of the ... momentary Terror, so to speak; whereas, what is the horror of swift death by the axe compared with lifelong death from hunger, cold, insult, cruelty and heartbreak? A city cemetery could contain the coffins filled by that brief Terror which we have all been so diligently taught to shiver at and mourn over; but all of France could hardly contain the coffins filled by that older and real Terror—that unspeakable bitter and awful Terror which none of us has been taught to see in its vastness or pity as it deserves”

Mark Twain, writing about the French Revolution in A Connecticut Yankee in King Arthur's Court.

- Number of people who died of hunger on September 11, 2001 _____ **24,000**
- Number of children killed by diarrhea on September 11, 2001 _____ **6,020**
- Number of children killed by measles on September 11, 2001 _____ **2,700**

- Number of malnourished children in developing countries _____ **149 million**
- Number of people without access to safe drinking water _____ **1,100 million**
- Number of people without access to adequate sanitation _____ **2,400 million**
- Number of people living on less than one dollar a day _____ **1,200 million**
- Number of African children under 15 living with HIV _____ **1.1 million**
- Number of women who die each year in pregnancy and childbirth _____ **515, 000**

Source: *New Internationalist* magazine # 340, November 2001

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