



## March's Key to Character—2012

### Definitions

**Elementary:** Willingness to accept persons and opinions that are different from your own

**Secondary:** Sympathy, respect, or indulgence for beliefs or practices differing from one's own

### Related Words

multicultural	respect	beliefs
diversity	acceptance	culture
differences	stereotypes	fairness
understanding	intolerance	respect

### Tolerance in Action

Tolerance refers to an attitude of openness and respect for the differences that exist among people. Although originally used to refer to ethnic and religious differences, the concepts of diversity and tolerance can also be applied to gender, people with physical and intellectual disabilities, and other differences too.

Tolerance means respecting and learning from others, valuing differences, bridging cultural gaps, rejecting unfair stereotypes, discovering common ground, and creating new bonds. Tolerance, in many ways, is the opposite of prejudice.

Does tolerance mean that all behaviors have to be accepted? No, of course not; behaviors that disrespect or hurt others, like being mean or bullying, or behaviors that break social rules, like lying or stealing, should not be tolerated. Tolerance is about accepting people for who they are—not about accepting bad behavior. Tolerance also means treating others the way you would like to be treated.

### A Chinese Proverb

"If there is right in the soul, there will be beauty in the person; if there is beauty in the person, there will be harmony in the home; if there is harmony in the home, there will be peace in the world."

### What do tolerant people do and say?

*Looking at what tolerant people do and say helps us to be more tolerant in our daily actions. Tolerant people:*

1. Maintain a fair and objective attitude toward others.
2. Respect the opinions or beliefs of others without judgment and without compromising their own beliefs.
3. Withhold opinions until they have the facts or get to know someone.
4. Keep their emotions under control when someone challenges their beliefs or customs.
5. View differences as a way to learn about other cultures in the world.
6. Do not make or laugh at ethnic jokes.
7. Imagine themselves in the place of others and try to understand their feelings.
8. Don't judge a person on their first impression, which is usually based solely on appearances. They take time to learn more about that person beyond the surface.
9. Keep an open mind. It may be easier to spend time with people who seem just like them, but they can miss out on a lot of interesting experiences such as conversations, foods, books, music, art, sports, or religious ceremonies by isolating themselves. Getting to know people who seem different can be difficult at first, but then they probably find that they have a lot in common.
10. Are informed about what's happening in America and the world. They find out how they can contribute; they might volunteer for social services or human rights organizations.



*Partial Source: [www.kidshealth.org](http://www.kidshealth.org)*

*"Tolerance implies no lack of commitment to one's own beliefs. Rather it condemns the oppression or persecution of others."*

—John F. Kennedy



# Parent Corner



Teaching tolerance is important, not just because it is part of our American heritage, but because the person who learns to be open to differences will have more opportunities - in education, in business, and in so many other ways. In short, your child's success depends on it. Success in today's and tomorrow's world depends on being able to understand, appreciate, and work with others.

- ◇ Travel as much as possible and use the opportunity to help your children notice the similarities and differences of geographic regions. Make sure the discussion does not become biased. When traveling isn't possible, integrate educational television shows about different geographic regions and cultures.
- ◇ When watching television with your children, help them identify racial, ethnic and other stereotypes shown in commercials and in programs. Discuss what stereotypes are and how they can be hurtful to individuals and groups.
- ◇ Research the origin of your child's name. It may have a different cultural origin.
- ◇ Provide opportunities for your child to take part in activities with diverse groups (athletic teams, dance lessons, public library activities, YMCA, etc.)
- ◇ Take the family to an ethnic restaurant. Let each family member research to find out one fact about the ethnic group not related to the food.
- ◇ Participate in a Big Brother or Big Sister program.
- ◇ Read books with tolerance themes to your children.
- ◇ Establish a high "comfort level" for open dialogue about social issues. Let your children know that no subject is taboo.
- ◇ Play "action hero" with your children. Are the heroes all aggressive males? Help you children see the heroic qualities in those whose contributions often go unrecognized, such as nurses, bridge builders, or volunteers in homeless shelters.
- ◇ Invite someone with a different background to join your family for a meal or holiday.

Sources: [www.tolerance.org](http://www.tolerance.org), [www.kidshealth.org](http://www.kidshealth.org), and *The Values Book* by Pam Schiller and Tamera Bryant

## Web Resources

[www.mixitup.org](http://www.mixitup.org)—classroom and school-wide activities that break up cliques and create an atmosphere of tolerance in schools

[www.tolerance.org](http://www.tolerance.org)—ideas for school, community, home, and workplace

[www.kidshealth.org](http://www.kidshealth.org)—articles for parents, teens, and kids as well as research news

## FCAT Writing Tolerance Creates Patience

If children live with tolerance, they learn patience when they actively accept what is happening rather than grudgingly "putting up with it." When we accept the things we cannot change and decide to make the best of a bad situation rather than complaining, we may be surprised at the results. A positive attitude not only makes dealing with difficult situations more bearable, it can actually change the ultimate outcome. Below are some stories from kids who learned this lesson.

FCAT Prompt: Read a selected story and think about how tolerance, patience and a positive attitude are shown by the actions of the parent and child. What might have been different if they did not have a patient, positive attitude? Write a paragraph that describes the benefit of a positive attitude in your selected story.

### Keisha's Story

A few days before she was to start seventh grade, Keisha broke her leg. While all the other kids were reuniting after summer vacation, Keisha lay on the sofa at home with her leg in a cast.

Keisha had a choice about how to deal with her circumstances. She had every right to feel miserable, lonely, and impatient. On the other hand, she could choose to accept what had happened and respond to the situation creatively. With her Mom's help, Keisha decided to have a cast signing party. A few of her closest friends came over after school to decorate her cast, eat brownies, drink lemonade, and watch movies. By taking charge of an upsetting situation and deciding not to let it get the best of her, Keisha was able to turn it into a memorable time for herself and her friends.

Keisha learned that her friends were more tolerant of her inability to participate in the activities they previously enjoyed together since she had a positive attitude toward the situation.

### Eric's Story

On their way home, Dad and ten-year-old Eric found themselves stuck in a traffic jam. The cars were barely moving and, of course, some drivers were switching lanes, edging over to try to get an advantage.

"Why don't you cut in there, Dad? That lane's moving faster," Eric urged his father.

Dad tried to put their situation into perspective for his son. "It's not really worth changing lanes," he says. "Accidents happen that way. Nobody's going anywhere, so we might as well just relax." Eric learned to wait patiently when there was nothing he could do to change the situation and to be tolerant of other drivers who did not have such a positive attitude.

### Tommy's Story

Tommy's first-grade class was growing tomato plants at school. Every week, he gave his Mom a report on how tall the plants were, and who got to water them. One day Tommy reported enthusiastically, "We had to give the plants stakes today so they wouldn't fall over."

His mother listened politely, somewhat preoccupied with her to-do list, "When do you think they will get tomatoes?" she asked.

Tommy was surprised by her question, since he was focused on watching the plants grow. "When they're ready, I guess," he answered.

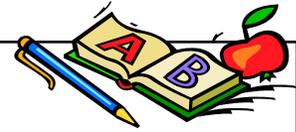
Almost immediately, Tommy's mother realized that in her preoccupation, she had skipped over the most important lesson. Tommy was excited about the gradual maturing of the plants and was noticing small changes along the way. He knew that tomatoes would emerge in due time, but that wasn't the goal for him. He was enjoying the life cycle of the plant.

"I think it's wonderful that you're learning all about how plants grow," his Mom said to him. "Isn't it exciting to see them change from day to day?" Tommy looked at his mother and smiled, happy that she understood.

Tommy was learning that growth is a process that takes patience.

Source: "Children Learn What They Live" by Dorothy Law Nolte

# Teacher's Corner



The following activities and short lessons will help to create an atmosphere of acceptance in the classroom and school.

- ◇ Teach students about the stages of anger and ask them to write down examples of when they were at each stage.
- ◇ Discuss the role of intolerance in our anger.
- ◇ Identify a group or school conflict and discuss it in light of "I/I" or "Win/Win" statements.
- ◇ Discuss how tolerant we are of persons with disabilities. How can we show acceptance of them? Students can gain empathy for the visually impaired by being blindfolded and feeling their way around or gain understanding of the deaf by watching TV with no sound. Have students write about their feelings.
- ◇ Discuss how our choices of entertainment influence our tolerance for others. Brainstorm with the class to list popular movies that show either violence or tolerance. Poll the students to see how many had seen each movie.
- ◇ Divide the students into groups to research and discuss potential problems in your community that relate to tolerance. Have them present the problem and a potential solution to the class. Provide current newspapers as a research base.
- ◇ Discuss the contributions made to our country by different ethnic groups. Lead students in identifying the different ethnic groups living in your community or county.
- ◇ Have children exchange lunch partners occasionally. This provides opportunities for them to experience many different personalities and maybe even customs. (Check out [www.mixitup.org](http://www.mixitup.org) for some great ideas for your class and school wide projects.)
- ◇ Incorporate classroom activities that focus on identifying similarities and differences. For example, ask questions like how many children have a missing tooth, how many like grapefruit, how many speak more than one language, how many were born in September, or how many are wearing red.

## Subject Integration Activities and Lesson Plan Ideas

### Language Arts:

Teachers from Park Day School used the internet to create a pen pal exchange with students at Friends Quaker School in Ramallah, Palestine. They created a magazine project so children could write and illustrate stories about themselves. Their objective was to expose the American children, who lived in relative peace and comfort, to others in another culture rife with conflict and danger. They hoped to build an understanding of tolerance and pluralism between the groups.

Pen pals are an excellent way to foster descriptive writing, patience, and tolerance. While many teachers find "twin" classrooms through various friends and organizations with world-wide ties to other schools, for a fee (\$5.00 per child), Amazing Kids!, a non-profit, all-volunteer, Washington-based organization, will pair classroom students with pen pals. Correspondence is completed by "snail-mail" to foster practice in writing and penmanship. Please visit [www.amazing-kids.org/get-involved/amazing-kids-penpals-program](http://www.amazing-kids.org/get-involved/amazing-kids-penpals-program) for more information.

Benefits of pen pals include:

1. Practice in both reading and writing skills and interest in world cultures.
2. Broadening of a student's understanding about the world around them. Giving them a different perspective.
3. Promotion of patience and delay-of-gratification.
4. Social skill development and enhancement.

### Social Studies:

- ◇ Choose a familiar folktale and read variations from different cultures. For example, "Little Red Riding Hood" is also known as "Lon Po Po;" the "Gingerbread Boy" is "Der Lebkuchenman" (Johnny Cake and the Little Cookie). Talk about the similarities and differences among the different versions of the story.
- ◇ Research the following and discuss how each relates to tolerance.
  1. Supreme Court decisions such as *Brown v. Board of Education* (1954), *Krematsu v. United States* (1944), *West Virginia Board of Education v. Barnette* (1943)
  2. United Nations
  3. U.S. Constitution
  4. Contributions made to America by different ethnic groups
- ◇ Classification: Divide a chalkboard in half. On one side write headings for classifications used to describe and discriminate against people (e.g. race, gender, age, social status, physical challenges, weight, and hair color). On the other side of the board brainstorm with the students to make headings that describe universal components that unite humanity (e.g. physical needs - food, clothing, shelter, medical care, love of family, emotional traits, athletics, travel). Discuss how the school, community and world would be a better place if people focused on the universal components of humanity rather than individual differences.

(Source: Building Character by Lori Bychinski)

### Math:

In order to teach her students about socioeconomic issues, Tamara J. Candis of Parsons Elementary School in Suwanee, GA, developed the "Making Sense of Money" unit.

Sometimes it is difficult for children, especially those from middle and upper middle income families to understand that not all children have the same things or opportunities they have. This lesson helps open students eyes to the buying power of money.

First, provide your class with menus from local restaurants, some modestly priced, others moderately priced. Ask the following questions:

- ◇ Who pays the check when you go out to dinner at a restaurant?
- ◇ Do you ever think about whether your parents have enough money to pay for what is ordered?

Using the menus provided, have students choose what they would like to eat and total the items. Then give the students zip-lock bags with play money totaling \$7.67 (2012 Florida minimum wage per hour). Have students look at the meal they selected and see if they have enough to purchase it. Have them review the menu to determine what items they could purchase for \$7.67.

Ask, "How many hours must a person making \$7.67 work to afford their meal?" This can generate deeper discussions about other purchases, cost of living, and needs vs. wants. You may also wish to continue this unit by looking for ways to reduce the overall bill, such as couponing, ordering water as a beverage or finding "early bird" specials. In addition, you can make the assignment more difficult for higher level students by researching and calculating: Payroll taxes, Social Security, Medicare, as well as tip, and adding in housing, groceries, etc. to create an entire budget.

If your class is comprised of mostly lower income families, you may wish to research what others are paid in poorer countries and use that as your basis for budgeting for wants and needs (clothing, shelter, food) in those countries. For example, a McDonald's Big Mac sandwich in China costs roughly \$2.44. However, a person living in rural China only makes \$935.00 per year or approximately \$78.00 per month. While many would consider a Big Mac to be inexpensive here, it would be considered pricey for many in China, and would constitute 3% of their average income for a month—that doesn't include fries or a drink. It would be like someone earning minimum wage here (\$7.67 per hour; \$1,227.20 per month) and spending almost \$37.00 on a Big Mac.

### Science:

Using the information given on the Rain Trust LTD. website ([www.raintrust.com](http://www.raintrust.com)) debate the issues related to the depletion of the rainforest. A topic might be: "Resolved: the Rainforest Must be Protected." Discuss how we must show a tolerant attitude toward those whose opinions may differ.





### Character Education: Bulletin Board Ideas Emphasizing Tolerance

- ◇ Draw a globe on a large poster paper. Circle the globe with cut-outs of "people figures" in different shapes and colors, with their arms or hands overlapping. Use the heading, "We're all the same on the inside."
- ◇ Write the word "peace" in large letters across the board. Ask students to draw or bring in symbols that represent peace.
- ◇ Cut out figures of sailing ships of different sizes and colors. If possible, put students' pictures on each of the ships. Use the heading, "The same wind lifts all sails."
- ◇ Divide the board in half. On one side, put figures of people who are all the same color, shape and size. (Choose a neutral color, like green or blue.) On the other side of the board, use figures of people in different colors, shapes and sizes. Use the header: "Who needs a monochrome world?"
- ◇ Divide a large graphic or shape which represents your class or your school into pieces (room number, school name, school mascot, etc.). Assign students to decorate these smaller pieces to reflect their individuality. Finally, reassemble the over-sized picture from all the decorated parts. It will be a visible reminder to students of the importance of a tolerant attitude toward our many differences.

### Sunshine State Standards

- HE.K.B.2.2/HE.1.B.2.2—Demonstrating listening skills to enhance health.
- SS.K.C.2.1—Demonstrate the characteristics of being a good citizen.
- SS.1.C.2.1—Describe the characteristics of responsible citizenship in the school community.
- HE.3.B.2.3—Demonstrate nonviolent strategies to manage or resolve conflict.
- HE.4.B.2.2—Identify refusal skills and negotiation skills that avoid or reduce health risks.
- HE.5.B.2.3—Illustrate effective conflict resolution strategies.
- HE.6.B.2.1/HE.7.B.2.1/HE.8.B.2.1—Determine strategies to improve effective verbal and nonverbal communication skills to enhance health.
- HE.6.B.3.3/HE.7.B.3.3/HE.8.B.3.3—Distinguish when individual or collaborative decision making is appropriate.
- HE.912.B.2.1—Explain skills needed to communicate effectively with family, peers and others to enhance health.
- HE.912.B.3.3—Assess whether individual or collaborative decision making is needed to make a healthy decision.



I Go to School: An Interactive Reading Book, by Joan Green. Designed to be used for pre-reading skills at many levels, including special education children—grades PreK-up.

Q is for Duck: An Alphabet Guessing Game, by Mary Etling. While learning some facts about animals, the reader is challenged to guess why A is for zoo, B is for dog, and C is for hen—ages 4–8.

Badness for Beginner's: A Little Wolf and Smellybreff Adventure, by Ian Whybrow. Little Wolf and his brother Smellybreff get a lesson in badness from Mom and Dad. Etiquette for children and teenagers. Ages 5-8.

Martin's Big Words: The Life of Dr. Martin Luther King, Jr., by Doreen Rappaport—Appropriate for all grade levels.

Coraline, by Neil Gaiman. Coraline ventures through a mysterious door into a world that is similar, yet different from her own. Supernatural—Ages 8 and up.

Mamy Wata and the Monster, by Veronique Tadjo. A beautiful, magical tale drawn from the richness of African culture and folklore, with rhythmic text and stunning, vibrant illustrations—Ages 8-17.

Horrible Harry and the Christmas Surprise, by Suzy Kline. When their teacher ends up in the hospital, the members of class 2B find a way to include her in their holiday celebration. Ages 10 and up.

Freedom on the Menu: The Greensboro Sit-Ins, by Carole Boston Weatherford. The 1960 civil rights sit-ins are seen through the eyes of a young Southern black girl—Ages 10 and up.

The Missing Chums, by Franklin W. Dixon. A series of bizarre events in their hometown lead the Hardy Boys on a trail of robbers and kidnapers.—Ages 10 and up.

A Sweet Smell of Roses, by Angela Johnson. A stirring glimpse of the youth involvement in the Civil Rights movement—ages 11-18.

The House on the Cliff, by Franklin W. Dixon. Teenage detectives Frank and Joe Hardy investigate a supposedly haunted house. Ages 11 and up.

I Have Feelings, Too!: An interactive Reading Book of Emotions for Teens, Adults, and Seniors, by Joan Green.

### Standards of Tolerance

What is the difference between tolerance and avoidance of conflict? This is an exercise to help you determine your own standards for speaking/acting out or remaining quiet. Below are situations that might tax your tolerance. Check those you believe you would tolerate and tell why. Then tweak each item slightly to help you explore your own standards in greater depth. For example, change the age or relationship used in the example to see if your reaction changes. Discuss your findings with others in the class.

- ◇ Your 75-year-old grandmother talks constantly about the "old days" and how today's youth show no respect for their elders.
- ◇ Your best friend tells you that she loves to take naps when baby-sitting.
- ◇ Your friend tailgates others while driving.
- ◇ Your sister or brother wears really ugly clothes.
- ◇ The couple behind you talks all through the movie.
- ◇ Your friend picks you up late, and you miss part of a concert.
- ◇ Your neighbor's dog barks constantly and keeps you awake.
- ◇ Your sister or brother constantly changes your music station in the car.
- ◇ Another driver cuts in front of you on the road.
- ◇ A friend uses a racial/cultural/gender slur.

## "Rushen Coatie—An English Tale"

www.darsie.net/tales

There was once a king and a queen; but the queen died, leaving only one bonny girl. She told her on her death-bed: "My dear, after I am gone, there will come to you a little red calf, and whenever you want anything, speak to it, and it will give it to you."

Now, after a while, the king married an ill-natured wife, with three ugly daughters of her own. They hated the king's daughter because she was so bonny. So they took all her fine clothes away from her, and gave her only a coat made of rushes. They called her Rushen Coatie, and made her sit in the kitchen nook, amid the ashes. When dinner-time came, the nasty stepmother sent her out a thimbleful of broth, a grain of barley, a thread of meat, and a crumb of bread. But when she had eaten all this, she was just as hungry as before, so she said to herself, "Oh! How I wish I had something to eat." Just then, who should come in but a little red calf, and he said to her, "Put your finger into my left ear." She did so, and found some nice bread. Then the calf told her to put her finger into its right ear, and she found there some cheese. She made a good meal of the bread and cheese and so it went on from day to day.

Now the king's wife thought Rushen Coatie would soon die from the scanty food she received, and she was surprised to see her as lively and healthy as ever. So she set one of her ugly daughters on watch at meal times to find out how Rushen Coatie got enough food to live on. The daughter soon found out that the red calf gave food to Rushen Coatie and told her mother. So her mother went to the king and told him she was longing to have a sweetbread from a red calf. The king sent for his butcher, and had the little red calf killed.

When Rushen Coatie heard of it, she sat down and wept by its side, but the dead calf said, "Take me up, bone by bone, And put me beneath yon grey stone. When there is aught you want; tell it me, and that I'll grant."

So she did so, but could not find the shank-bone of the calf.

Now the very next Sunday was Yuletide, and all the folk were going to church in their best clothes, so Rushen Coatie said, "Oh! I should like to go to church, too," but the three ugly sisters said, "What would you do at the church, you nasty thing? You must bide at home and make the dinner." And the king's wife said, "And this is what you must make the soup of, a thimbleful of water, a grain of barley, and a crumb of bread."

When they all went to church, Rushen Coatie sat down and wept, but looking up, who should she see coming in limping, with a shank wanting, but the dear red calf? And the red calf said to her, "Do not sit there weeping, but go, put on these clothes, and above all, put on this pair of glass slippers, and go on your way to church."

"What will become of the dinner?" asked Rushen Coatie.

"Oh, do not worry about that," said the red calf, "All you have to do is to say to the fire: 'Every peat make t'other burn, Every spit make t'other turn, Every pot make t'other play, Till I come from church this good Yuleday.' And be off to church with you. But mind you come home first."

So Rushen Coatie said this, and went off to church, and she was the grandest and finest lady there. There happened to be a young prince there, and he fell at once in love with her. But she came away before service was over and was home before the rest. She had off her fine clothes and on with her rushen coatie, then found the calf had covered the table, and the dinner was ready. Everything was in good order when the rest came home.

The three sisters said to Rushen Coatie, "Eh, lassie, if you had seen the bonny fine lady in church today that the young prince fell in love with!" Then she said, "Oh! I wish you would let me go with you to the church tomorrow," for they used to go three days together to church at Yuletide.

The sisters said, "What should the like of you do at church, nasty thing? The kitchen nook is good enough for you."

So the next day they all went to church, and Rushen Coatie was left behind, to make dinner out of a thimbleful of water, a grain of barley, a crumb of bread, and a thread of meat. But the red calf came to help her again, gave her finer clothes than before, and she went to church, where the entire world was looking at her, and wondering where such a grand lady came from. The prince fell more in love with her than ever, and tried to find out where she went to. As she was too quick for him, she got home long before the rest, and found that the red calf had the dinner all ready.

The next day the calf dressed her in even grander clothes than before, and she went to the church. The young prince was there again, and this time he put a guard at the door to keep her, but she took a hop and a run and jumped over their heads. As she did so, down fell one of her glass slippers. She didn't wait to pick it up, but ran home, put on the rushen coatie, and saw that the calf had all things ready.

Then the young prince put out a proclamation that whoever could put on the glass slipper should be his bride. All the ladies of his court tried to put on the slipper, but it was too small for them all. Then he ordered one of his ambassadors to mount a fleet horse and ride through the kingdom to find the owner of the glass shoe. Many a one tried to get it on that she might be the prince's bride; but no one could get on the bonny glass shoe. The ambassador rode on and on till he came at the very last to the house where there were the three ugly sisters. The first two tried it and it wouldn't do, and the queen, mad with spite, hacked off the toes and heels of the third sister, and she could then put the slipper on. The prince was brought to marry her, for he had to keep his promise. The ugly sister was dressed all in her best and was put up behind the prince on horseback, and off they rode in great gallantry. As they rode along a raven sang out of a bush—

"Hacked heels and pinched toes behind the young prince rides,

But pretty feet and little feet behind the cauldron bides."

"What's that the birdie sings?" said the young prince.

"Nasty, lying thing," said the step-sister, "Never mind what it says."

The prince looked down and saw the slipper dripping with blood, so he rode back and put the ugly sister down. Then he said, "There must be some one that the slipper has not been tried on."

"Oh, no," said they, "there's none but a dirty thing that sits in the kitchen nook and wears a rushen coatie."

The prince was determined to try it on Rushen Coatie, but she ran away to the grey stone, where the red calf dressed her in her bravest dress. She went to the prince and the slipper jumped out of his pocket onto her foot. The prince married her, and they lived happy ever after.



# Quotes About Tolerance



Week 1	Week 2	Week 3	Week 4
<p>“Prejudices, it is well known, are most difficult to eradicate from the heart whose soul has never been loosened or fertilized by education; they grow there, firm as weeds among stones.” —Charlotte Bronte</p> <p>“Tolerance is the positive and cordial effort to understand another’s beliefs, practices, and habits without necessarily sharing or accepting them.” —Joseph Liebman</p> <p>“The highest result of education is tolerance.” —Helen Keller</p> <p>“Never look down on anybody unless you’re helping him up.” —Jessie Jackson</p> <p>“Animals don’t hate, and we’re supposed to be better than them.” —Elvis Presley</p>	<p>“Toleration...is the greatest gift of the mind; it requires the same effort of the brain that it takes to balance oneself on a bicycle.” —Helen Keller</p> <p>“Civilizations should be measured by the degree of diversity attained and the degree of unity retained.” —W. H. Auden</p> <p>“Every man is to be respected as an absolute end in himself; and it is a crime against the dignity that belongs to him as a human being, to use him as a mere means for some external purpose.” —Immanuel Kant</p> <p>“The words you speak today should be soft and tender...for tomorrow you may have to eat them.” —Unknown</p> <p>“Tolerance is the only real test of civilization.” —Sir Arthur Helps</p>	<p>“I believe with all my heart that civilization has produced nothing finer than a man or woman who thinks and practices true tolerance.” —Frank Knox</p> <p>“Tolerance is the eternal virtue through which good conquers evil and truth vanquishes untruth.” —J. Edgar Hoover</p> <p>“Be quick to always spread a little cloak of tolerance on faults of other folk. Remember that if ALL the truth were known, a circus tent won’t cover up your own!” —Unknown</p> <p>“A friend is one who comes in when the whole world has gone out.” —Anonymous</p> <p>“Tolerance is the ability to let other people be happy in their own way.” —Unverified</p>	<p>“The only way to have a friend is to be one.” —Ralph W. Emerson</p> <p>“Speak kind words and you will hear kind echoes.” —Unverified</p> <p>“There is no better exercise for strengthening than reaching down and lifting people up.” —Anonymous</p> <p>“The more you give love and friendship away the more you get in return.” —Anonymous</p> <p>“The most lovable quality that any human being can possess is tolerance. Tolerance is the vision that enables one to see things from any other’s viewpoint. It is the generosity that concedes to others the right to their own opinion and their own peculiarities. It is the bigness that enables us to let people be happy in their own way instead of our own.” —Author Unknown</p>

## A Tribute to St. Patrick’s Day Daddy and the Leprechaun

Daddy was Magickal .... Not “magical” like a magician or an illusionist, but rather he possessed the “magick” of a true Irishman...

Many Irish people believe in The Little People (faeries, elves, leprechauns, pookas, etc), the Children of Danu who were driven underground after being defeated in battle by the Milesians (which seems to parallel the coming of Christianity in Ireland), and who became known in Irish legend as The Wee Folk. There are many descriptions in Celtic mythology and history of The Little People, but the descriptions I favor the most - and the ones that most represent my adorable father - are these: lightheartedness, a poetic/creative soul, a fun-loving manner, a great ability to “cast spells” on children & animals alike, a sense of adventure, the illusion of “never growing old”, a child-like faith, and overall “free-spirited” way of conducting themselves. My father was the absolute picture of those descriptions, and he created a wonderful sense of magick for all round him.

True to his Irish roots, he was an artist, a poet, and a great storyteller. Our house was always full of family and friends, sitting around the dining room or breakfast room tables, or in the den, laughing hysterically at Daddy’s stories. His childhood, his baseball-playing days, his WWII years, and his large & colorful family - any story he told was enchanting, wildly funny, and different each time he told it. “Full of blarney” was my mother’s description of him, but she too loved his stories - and him - dearly! His artwork was mesmerizing, as he created his water colors, his oils, his pen and inks, his acrylics, and such. His poetry was deep and rich, filled with beautiful phrasing, and a true display of his intelligence, tolerant nature, and of his great wit!

Daddy also loved leprechauns, and he loved spinning great adventure stories for me about the escapades of the Leprechauns, who are part of The Little People in Celtic folklore and mythology. There was nothing a good Leprechaun couldn’t do, and he could escape from any trap, given time. My favorite Leprechaun story was the ongoing one my Dad would tell each time we had

a rainstorm, sitting on the front porch of our house in the city, listening to the “leprechaun in the drain pipe.” You know the sound—the gentle “tap, tap, tap” of the water flowing through the pipes from the roof. Daddy would say to me, “Listen, Donna, there he is again; he’s trying to break outta that pipe. Let’s sit real still, be quiet, and wait to see him escape!”

For what seemed like a thousand minutes, I would sit quietly, listening to the tap-tap-tap, and wait to see the streak of green my Dad promised I would see, as the freed Leprechaun would run across our lawn. Anytime I would get distracted and start chattering away again in my childish prattle, Daddy would exclaim, “There he goes! Did you see him? He’s free!” .... Turning to look onto the lawn, I would miss that darned Leprechaun every time, but then Daddy would say, “Wait! ... I think I hear another one! ... Let’s get real still and quiet again, and see if we can see this one when he’s freed himself!” Again, I would sit quietly for a few minutes, but each time I would begin talking, and another sneaky Little One would free himself, scampering across our lawn, and seen only by Daddy! I sat on that front porch with my father a thousand times during rainstorms, and never once did I see any of those Leprechauns - Daddy did, but I didn’t!

As I grew older, I realized the Leprechauns were Daddy’s way of quieting a talkative little girl, but the magick of those moments remained in my heart. To this very day, I love sitting on my front porch during a rainstorm, and to this day, I still look for a steak of green, scampering across my lawn, another Leprechaun freed from the drain pipe!

Daddy died on St. Patrick’s Day in 1995, leaving behind a daughter who will cherish his stories - and him - for the rest of her life. He was magickal in every way, and, come to think of it now, with his shock of auburn red hair, the perpetual twinkle in his eyes, his penchant for green shirts, and his delightful giggle - maybe my Daddy was a Leprechaun?!? ... And maybe, just maybe, he DID see his little green-suited friends!

