

Illustration in Children Book Can Promote 'Cultural Integration' and 'Peace'

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Area of the Study –

Children (Age group): 3 to 8 years

Period: Modern Times

Experimental Area: Zonal division (Urban and Rural)

"The pictures are the gateway to the story."

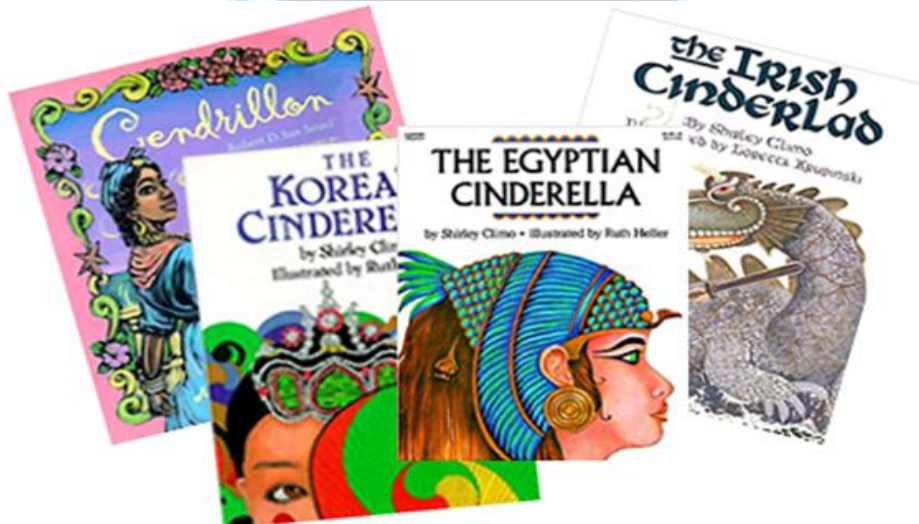
Emily Arnold Mc Cully

INTRODUCTION

Illustrations familiarize and introduce a child to symbols, and traditions of different cultural heritages shared among the people around them. The instant appealing folk- illustration, traditionally rich folk lore, Panchtatra, mythological legends, fairy-tales, the ancient Persian masterpiece '*The Arabian Nights*' and epics, are retold and translated from ages. They bear various conceptions, and are being illustrated, in numerous perceptions. They tell the story of magical power, god, demons, flying angels, king, queens, and minister. The interesting elements to be noted in these tales are the element of fantasy, miracles, humor and finally victory of good against the evil. Let's take the example of, the wordless books serves as truly great teaching aids which are strongly cultivated with full realization, so that their silence may speak their objectives, making us forget about heavy electronic world, and acts as better encouraging tools for all struggling reader or the child who has been exposed little to books.

ILLUSTRATION PROMOTES 'CULTURAL INTEGRATION'

Visual expression posse's Universal quittance, which means a visual image, has no bondage or limitation of any spoken language. Here illustrators' creativity is his soul language of his creation which is meant to be understood, to all races, all over the world. Through the work of illustration, a child reunites to enjoy traditional culture, beauty of landscape, customs, relationship, friendship, and love from all over the world.



Especially with the collections of the story books such as the beautiful presentation set of the cultural take on new storyline perspective over the '*classic Cinderella story*'. Here, the book includes, '*Cendrillon*': A Caribbean Cinderella story' by **Robert D. San Souci** (Author), **Brian Pinkney** (Illustrator) , '*The Egyptian Cinderella Paperback*' by **Shirley Climo** (Author), **Ruth Heller** (Illustrator) , '*The Irish Cinderlad*' by **Shirley Climo** (Author), **Loretta Krupinski** (Illustrator) , '*Yeh-Shen*': A Cinderella Story from China' by **Ai-Ling Louie** (Author) , '*The Korean Cinderella*' by **Shirley Climo** (Author), **Ruth Heller** (Illustrator).

All of **These books masterfully retold different yet interesting version of Cinderella presents in different dramatic characterization with, brightly colored illustrations.** Here, these series opens a great source and opportunities for comparing , to each other, as these books illustrates great examples of different rituals including to the smallest clothing details to the styles of headdress, hairstyles, patterns to different emplacements . Addition to this, the Irish version among them, has a special twist because the Cinderella character, is being depicted here as a boy, hence the title '*Cinderlad*' is about a boy who fights giants and dragons and saves a princess.

Apart from them, few other books that could be reviewed as an eye opener books, to promote cultural integration, among them we could include, the **emotional** book for a 6-10 year old the '*Oranges in No Man's Land*' by **Elizabeth Laird** that is based on, real-life event, about refugees in the Lebanon war. This artful book,tells the engaging story of ten-year-old Ayesha's challenge in finding medicine for her sick grandmother, during Beirut's war-torn years. Hence, the book shows the plight of hostile war territory and how we come across good and kind, people on both the sides of warring Nations.

Continuation On this context, '**Something Beautiful**' is yet another captivating book, written by **Sharon Dennis Wyeth, and illustrated by, Chris K. Soentpiet.** This luminously lifelike picture book revolves around a query of a little girl, as her teacher writes the word 'beautiful' on the blackboard; she decides to look for 'something beautiful' in her neighbourhood. But everyone has a different definition of the word "beautiful". For some, fried fish- sandwich at the diner is most "beautiful" moment, for other 'something beautiful' could be a fruit store, or some else could find, any precious stone lucky and beautiful. Hence, the girl understood, probably the Beautiful means "something that when you have it, your heart is happy," and with this she also experiences the beauty of friendship and the power of hope.

ILLUSTRATION PROMOTES 'PEACE'

'Peace' for little learners, is having caring, loving, understanding and safe living family. Peace is also to get enough food to eat, clean water to drink and a clean warm bed to sleep and dream. We may feel peace having fun together with playing, sharing toys, watering the plants being kind to animals and birds. ***Understanding 'Peace' is could be singing together and feeling music in our hearts.*** Illustrative story books may incorporate in to homely and classroom environment depicting imageries of peaceful situation contrasting to non-peaceful situation, identifying compassion, kindness, gratitude and healthy happy environment.

Imagination is a core source that adds colors to our thoughts and beliefs; it brings numerous stories from mythology to legend and from legend to life. Thus, the perception of the ideals is created from ages in form of painting, sculpture or illustration. Let's unfold the story of '**Gautama Buddha**', who is known to be, the charity king and the great messenger of peace. The personified image is commonly characterized through half open meditative eyes, ever listening elongated ears and with a calm responding smile. His right hand is shown raised as if to bless the eternal peace and prosperity.

While the harmonious encircling line of aura behind his forehead, continuing again with the drapery folds of his long robe, seems to deliver the vibrations, enlightening his great spirituality. Though the interpretation of "Buddha" has emerged in many more spectrums from 18th century to the most contemporary through world famous paintings and sculptural imageries, but the appeal lays the same and that is to spread mental peace. With the similar context, exposure to the story books like "***What does Peace Feel Like***", (4-8 years) by **Vladimir Radunsky, that** charming reveals children's quarries on the concept of peace, relating to the five senses of human being. The book visually elaborates what does peace feel like, taste like, sound like, smell like, and look like? This beautiful book also features the word "peace" represented in almost 200 different languages.



Another favourite artful book for many educators is the ‘*Wangari’s Tree of Peace; A True Story from Africa*’” by **Jeanette Winter**. This lovely illustrated book, tells the inspiring story of Kenyan environmentalist and Nobel Peace Prize winner **Wangari Maathai**. When Wangari returns back home, after studying from the US, she felt shocked and unfortunate to see the whole forests being cut down. Hence, she starts planting trees and soon inspires great change. Here, educating for peace is helping students to be aware of interdependence, compassion, patience and sensitivity for the needs of others.

Reviewing few more books that includes “*The Carrot Seed*” written by Ruth Krauss and illustrated by **Crockett Johnson**, or “*Be patient, Petunia*” by **Erin Butler**, explains beautifully, that good things come to those who patiently opts to waits, as depicted, the small boy discovers, when he plants a ‘carrot seed’ and then watches and waits for it to sprout. And similarly ‘Petunia’, see so many good things when she learns to wait and be patient. These simple stories of success could help students to enjoy the environment, to value the relationship of man and environment, the vision towards a peaceful, loving world.

Whether it is the visual perception of seascape, landscape, flora and fauna the gratification rejoices to bridge between the viewers and imitating the eternal natural world as the greatest creator and the ultimate source of peace and tranquillity. Visual documentation of stories of peace and patience provides a child to be considerate while resolving the problems and make wiser decisions, further strengthening a child’s positive attitude holistically. Moreover, when the children gets disturbed and concerned with war, mass shootings or domestic violence, books with the concepts of ‘peace’, ‘patients’ and ‘understanding’, could surely help them, ease their fears. These beautiful books also ensure them that there are peaceful, and helpful, people everywhere. And, exposure to such books nurtures and develops the innate goodness of the child, by developing the basic universal values of: Love, Truth, Peace, tolerance, patience and responsibility.

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