

# WAR AND PEACE: STUDYING CONFLICT AND CONFLICT RESOLUTION

by Leonard S. Kenworthy

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Many schools today are introducing pupils to the study of conflict and conflict resolution, especially in terms of interpersonal and intergroup tensions. But despite the fact that global conflict, or war, is our overriding world problem, students have few opportunities to wrestle with the issue which may well determine whether the human species survives on our planet.

True, our textbooks are filled with descriptions of the wars of the past, as if they had been the major activity of human beings throughout the ages. The shelves of our school and public libraries often bulge with books about international conflicts, from the days of the rivalry between Athens and Sparta to the recent debacle in Viet Nam.

But where are the books on the easing of personal, intergroup, and international tensions? On the history of international cooperation? On the champions of reconciliation and peace? An interesting and perhaps revealing activity would be to count the volumes in your school and/or local library to determine the proportion between books on conflict and those on conflict resolution, or between war and peace. The ratio will probably run at least 10 to 1 in favor of conflicts.

The purpose of this bibliographic essay is to survey the books, booklets, and other resources on conflicts and conflict resolution—on war and peace—that will help to raise students' awareness of the problem in both elementary and secondary classrooms. Most of the resources cited are materials published in the 1970s, although a few noteworthy books and pamphlets printed before this decade will be mentioned. Furthermore, we will be concerned primarily with materials on the broad search for peace, rather than on more specialized publications on such important and related subjects as hunger and food, prejudice and human rights, economic inequalities and the search for a new international economic order.

### Materials for Teachers and Librarians

Over the last few years several helpful materials for teachers, librarians, and curriculum planners have appeared. Perhaps the most helpful single reference is a paperback by Robert Pickus and Robert Woito, **To End War: An Introduction to the Ideas, Books, Organizations and Work That Can Help**. As the title indicates, this is a compact and yet comprehensive compendium of useful information published in 1970 by the World Without War Council (1730 Grove St., Berkeley, CA 94709) and sold for \$1.95. A revised edition will be available this year.

Probably the most provocative publication on this broad topic is the yearbook of the Association for Supervision and Curriculum Development, **Education for Peace: Focus on Mankind** (1973, 233 pp., \$7.50), edited by George Henderson. It contains more original material than any other publication available today. Several of the writers stress the underlying violence in people, although they all maintain that it is culture-related, not inborn. Audrye Haan makes an especially strong case for this viewpoint. Deeply disturbing is Julia Busterman's report on the various perceptions of peace as recounted by students of various ages and summarized in her chapter, "Let's Listen to Our Children and Youth." Elsewhere in this volume Theresa Held calls for the politicalization of students in "The Heart of the Matter"; James M. Becker reports on "International and Cross-Cultural Experiences"; and Sibylle K. Escalona discusses "Children and the Threat of Nuclear War."

Two publications by William Nesbitt should be of special interest to teachers. His earlier volume, **Teaching About War and War Prevention** (Foreign Policy Association, 1971, 166 pp., \$1.40) is most useful, dealing with the causes and nature of war, war and the

international system, various proposals for preventing World War III, and several curricular approaches to teaching about war and peace. The book is philosophical yet practical as a teaching resource.

Nesbitt's other publication is a pamphlet which he co-edited with Norman Abramowitz and Charles Bloomstein for the National Council for the Social Studies, **Teaching Youth About Conflict and War** (1973, 101 pp., \$3.00). The opening chapter, written by Abramowitz, is a good account of the causes of war. The second, by Nesbitt, deals with "The Meaning and Control of Conflict; From Playground Fights to Doomsday War." In the third chapter he describes the intriguing "Robbers Cave Experiment," in which 11- and 12-year-old boys provided an innovative study in intergroup conflict and cooperation. Nesbitt's fourth chapter offers "Suggested Units on War/Peace Topics," and the fifth is an account of "The Oil Islands Dispute," a classroom game on conflict and cooperation. Charles Bloomstein's final chapter is a useful compendium of sources and resources on war and peace.

Three publications on war and peace have been issued in recent years by the Women's International League for Peace and Freedom (1213 Race St., Philadelphia, PA 19107). **Building Blocks for Peace** (1973, 18 pp., \$2.00), compiled by Margaret Comstock, aims to help kindergarten teachers develop the basic attitudes in young children which will result in better human relations. It is a useful booklet but needs a clearer statement of the rationale for the suggested activities as they pertain to conflict resolution.

Similar, although naturally more extensive, is the WIL booklet called **Peace In Our Hands** (1974, 92 pp., \$5.00), by Grace C. Adams and Fran C. Schmidt, with activities and resources for kindergarten through grade 6. This very useful publication includes the concepts which the authors think are central to promoting peace.

The third production of the WIL is **Learning Peace** (1974, 50 pp., \$3.00), also by Adams and Schmidt. This pamphlet for grades 7-12 provides a major objective and one or two concepts to stress in each section. Yet one wonders why the booklet is so brief compared to the elementary school guide, when even more on this topic can be accomplished at the secondary level.

Studies of children's attitudes on war and peace are so rare that teachers and parents should welcome Howard Tolley Jr.'s **Children and War: Political Socialization to International Conflict** (Teachers College Press, 1973, 196 pp., \$9.50 Hard Cover; \$4.95 Paperback.) Two of the four questions, posed to children from 7 to 15 years old, were on the war in Viet Nam and therefore of limited interest. But the other two questions were more general and of more lasting value. Curiously, the pupils in grades 5 and 6 showed

more opposition to war than those above or below them. Attitudes seemed to be influenced most by the age of the pupils, outspoken parents, and schools.

A brief but highly useful publication is the seven-page statement of the Association for Childhood Education International on **Children and War**, issued as a reprint in 1973 and available for 35¢ a copy or 10 copies for \$3.00 from the ACEI (3615 Massachusetts Ave., Washington, DC 20016). In it Norma R. Law summarizes the research on the attitudes of children to war, from the classic study by Anna Freud and Dorothy Burlingame in 1943 to more recent studies by Hess, Torney, Tolley, and others. She suggests some implications for adults and quickly but cogently outlines some activities for teachers.

Especially helpful to classroom teachers, college instructors, and others working with children and teachers is **The Friendly Classroom for a Small Planet: Handbook of the Children's Creative Response to Conflict Program** (1977, 109 pp., \$5.00). Available from the Quaker Project on Community Conflict (15 Rutherford Pl., New York, NY 10003), it is edited by Priscilla Prutzman and others. Now in its third edition, this publication is filled with practical, well-tested suggestions for personal conflict resolution and the creation of a friendly classroom environment. There are getting-acquainted exercises, "loosening-up activities," and conflict scenarios. In fact, the editors could broaden the publication's appeal by indicating that these ideas could be effective in summer camps, youth organizations, and Sunday school classes. Helpful, too, is the long list of supplementary readings for adults.

Two fine publications of a more specialized nature are Matthew Melko's **52 Peaceful Societies** (Canadian Peace Research Institute, Oakville, Ontario, Canada, 1973, 223 pp., \$4.00), which draws examples from the entire span of history and emphasizes the origins of such societies, and **Peace Education in Catholic Schools** (1976, 133 pp., \$3.50) which reports on peace studies in Catholic high schools but contains information which can help specialists in public education as well. It is available from the National Catholic Education Association (One DuPont Circle NW, Suite 350, Washington, DC 20036).

Many teachers will want to use simulation games as a highly desirable means of encouraging students to think deeply about international conflicts. Among the best available are four sold by Simile II (Box 1023, La Jolla, CA 92037). They are **Crisis, Guns or Butter, Plans, and Star Power**. From Science Research Associates (259 E. Erie St., Chicago, IL 60611) one can purchase **Inter-Nation Simulation**. **Conflict** is produced by the Institute for World Order (1140 Avenue of the Americas, New York, NY 10036). **Dangerous Parallel** is available from Scott, Foresman

(1900 E. Lake Ave., Glenview, IL 60025) and **Resources and Arms** from Sociological Resources for the Social Studies (503 First National Building, Ann Arbor, MI 48106).

Readers interested in films will find Lucy Dougall's **War/Peace Film Guide** helpful even though published in 1973. It is available for \$1.50 from the World Without War Council (1730 Grove St., Berkeley, CA 94709). No comparable list has been published since.

### For Adults and Good High School Readers

Probably the most useful publication in this field for teachers and good high school readers is Barbara Stanford's **Peace Making: A Guide to Conflict Resolution for Individuals, Groups, and Nations** (Bantam, 1976, 500 pp., \$1.95). The title makes it sound like an overly ambitious project but it is well put together, comprehensive, and inexpensive. There are many well-chosen excerpts from books and other sources, such as Martin Luther King Jr.'s "Letter From Birmingham Jail," Rollo May's "Ecstasy and Violence," and Ruth Benedict's comments on "Synergy." In addition, there are several questionnaires and other means of involving readers, including Theodore Lentz's "Human Loyalty Expressionnaire."

A more specialized recent paperback is Gerald and Patricia Mische's **Toward a Human World Order: Beyond the National Security Straitjacket** (Paulist Press, 1977, 399 pp., \$8.95). The authors make much of the sense of despair and hopelessness on the part of many American citizens, but they do not leave readers without hope for the future. Their main themes are the restrictive nature of the present world system of national security and the possibilities for the creation of a world order. Among the several interesting chapters are those on "The Soviet Security System," "The Powerlessness of Heads of State," and the examination of the six departments of U.S. national security.

Each issue of **Intercom**, the quarterly journal of the Center for Global Perspectives (formerly the Center for War/Peace Studies), contains much related material, with especially innovative ideas for teaching in elementary and secondary schools. This quarterly is \$6.00 a year and may be purchased from the Center (218 E. 18th St., New York, NY 10003).

The best single source for a wide variety of materials is the **World Without War Council** (67 E. Madison St., Chicago, IL 60603, or its branches in Berkeley, CA, Portland, OR, and New York, NY).

On the history and analysis of wars, there is still nothing to compare with Quincy Wright's monumental book, **A Study of War** (University of Chicago Press, 1964, 461 pp.). The regular edition was 1000 pages in length and very expensive but this abridged edition is

in paperback at only \$3.45.

Some readers may also want to consult Herman Kahn's **On Thermonuclear War** (Free Press, 1969, 668 pp., \$3.95 Paperback). Unfortunately nothing comparable has been published on atomic warfare in recent years.

The debate continues on whether individuals are born with aggressive tendencies which inevitably lead to war, with two outstanding paperbacks issued in the late 1960s. One is Jerome Frank's **Sanity and Survival: Psychological Aspects of War and Peace** (Vintage, 1968, 370 pp.). The other is Konrad Lorenz's **On Aggression** (Bantam, 1969, 306 pp., \$1.35). The book by Frank is out of print but is available in many libraries.

More recent is Alexander Alland Jr.'s **The Human Imperative** (Columbia University Press, 1972, 185 pp., \$2.95). Alland describes himself as an anthropologist and a Darwinian, and his comments constitute an attempt to reply to what he considers simplistic approaches to human behavior and to defend Darwinian principles in both biology and social sciences. It is not an easy book to read, but it is provocative and a good antidote to the writings of Lorenz, Ardrey, Morris, and others.

Many readers should welcome two recent books by Ashley Montagu. The first is **The Nature of Human Aggression** (Oxford University Press, 1976, 381 pp., \$10.95 Hard Cover, \$3.95 Paperback). The second is his very recent **Learning Non-Aggression: The Experience of Non-Literate Societies** (Oxford University Press, 1978, 235 pp., \$10.95). In the first volume Montagu writes in a powerful, persuasive, and popular vein, attacking the idea of the inherent aggression of human beings. Although he admits we do not know why people behave as they do, he marshalls a large amount of evidence from many disciplines against the idea of genetic, instinctive aggression. As editor of **Learning Non-Aggression**, he and seven colleagues report in a fascinating manner on groups who lead non-aggressive lives, including the aborigines in Australia, the Kung of the Kalahari desert in Africa, two Canadian tribes, and others. This is an extension of previous writings in the field and a major contribution in this area.

On the pressing problem of arms control, more materials are available than on most aspects of the broad field of war and peace, and the materials are also more recent.

At the top of the list is Alva Myrdal's **The Game of Disarmament: How the United States and Russia Run the Arms Race** (Pantheon, 1976, 397 pp., \$15.00). Dr. Myrdal brings to the writing of this seminal volume a long and illustrious career in world affairs, including 12 years on the UN Disarmament Commission, several of them as chairperson. She



writes with tremendous expertise and, at times, with passion about what she calls "the major intellectual and moral dilemma of our time." This book grew out of her near despair, yet it is highly reasonable and readable, packed with inside information, insights, and many specific suggestions as to what can be done. The book is outstanding but intended primarily for adults well versed in international politics.

Less difficult is **Arms, Defense Policy, and Arms Control**, edited by Franklin A. Long and George W. Rathjens (Norton, 1976, 222 pp., \$8.95 Hard Cover, \$3.95 Paperback). In it the editors and 12 other specialists concentrate on developments in this field for the 15 years prior to 1976, with chapters on such topics as "Strategic Arms Limitation After Salt I" and "The Defense Budget and Foreign Policy." Their main theses are that the key issues remain largely the same as before, although arms control and disarmament appear to be politically more complex, whereas the technical aspects appear somewhat less complicated.

An even more concise and readable account is a paperback on **Controlling the Conventional Arms Race** (United Nations Association, 1976, 87 pp., \$2.00). It is the work of a task force selected by the UN Association of the USA, with comments, reservations, and dissent by some members as a concluding chapter.

Available free in single copies is a pamphlet by Robert C. Johansen on **The Disarmament Process: Where to Begin** (Institute for World Order). It might be a good starting point for persons not familiar with the intricacies of this highly important issue.

Many librarians, curriculum workers, and teachers will want to purchase the **World Disarmament Kit**, prepared by the World Without War Council (67 E. Madison, Chicago, IL 60603), as background for the 1978 special session of the UN General Assembly on disarmament. It costs \$2.50, with 40% off for five or more copies.

Available free is a kit from The Rockefeller Foundation (1133 Avenue of the Americas, New York, NY 10036). It includes a pamphlet on **World Military and Social Expenditures—1977** and a teachers guide to accompany it, plus other valuable materials.

Persons wishing to pursue the religious dimensions of war and peace might consult the voluminous **Gospel of Peace and Justice** by Joseph Gremillion (Paulist Press, 1976, 623 pp., \$15.00 Hard Cover, \$8.95 Paperback) or **The Friends Peace Testimony** by Leonard S. Kenworthy (Friends United Press, 101 Quaker Hill Dr., Richmond, IN 47374, 1975, 25 pp., 15¢ each plus postage or \$1.50 per dozen plus postage), a succinct and up-to-date statement of the Quaker position on war. Those interested in the pacifist positions of many denominations should write for a catalog from the **Fellowship of Reconciliation** (Box 271, Nyack, NY 10960).

## For Secondary School Students

In addition to the books and booklets mentioned in the previous section, there are several publications which are especially suitable for secondary school students. Some are general in nature, others are on specific aspects of conflicts and conflict resolution.

The volume most suitable for use as a text with students in grades 9-12 is Joseph and Roberta Moore's **War and War Prevention** (Hayden, 1974, 141 pp., \$3.72 Paperback) from their *American Values Series*. The background material is interesting and the methodology superb, with short sketches from a variety of viewpoints on the causes and consequences of war and questions for students to answer. Also included are five scenarios on the future with accompanying questions. Illustrations would have enhanced the value of the booklet but no doubt would have raised the price.

A pamphlet which consists largely of readings on world order is **Let Us Examine Our Attitude Toward Peace**, edited by Priscilla Griffith and others (Institute for World Order, 1968, 47 pp., 50¢). The readings are brief and provocative and include Jerome Frank's "Sanity and Survival," Kenneth Boulding's "The Prevention of World War III," and Pope John XXIII's "Pacem in Terris."

In her book on **America's Wars—Why?** (McDougal, Littell, 1974, 223 pp., \$5.79), Elinor Goettel makes a start on a critical appraisal of the wars in which the United States has engaged. She is especially disapproving of our part in The Philippine Insurrection. Her analyses are not as rigorous as they might be, but her book is rare in challenging the assumption that we were always right in our conflict participations or in our peace settlements. The book is marked by vivid writing and some excellent quotations.

In their volume on **Persuasion and Propaganda in War and Peace** (McDougal, Littell, 1974, 213 pp., \$4.64 Paperback) Gladys and Marcella Thum have collected many pertinent and provocative examples of propaganda over a long period of history, from the American Revolution through the Korean and Vietnam episodes. Several black and white illustrations add much to the attractiveness of this volume.

Two booklets in the **Headline Series** of the Foreign Policy Association (345 E. 46th St., New York, NY 10017) are compact yet comprehensive and highly effective with secondary school pupils. One is **The Debate Over Detente**, by Charles and Toby Gati (1977, 63 pp., \$1.40). The other is **Walter Slocombe's Controlling Strategic Nuclear Weapons** (1975, 63 pp., \$1.40). Comments by three authorities in the field help to give a wider view of this controversial topic.

Another approach to international conflicts and war is through biography, as in Don Lawson's **Ten**

**Fighters for Peace: An Anthology** (Lothrop, Lee and Shepard, 1971, 155 pp., \$4.95). It contains brief excerpts from the writings of Leo Tolstoy, Abraham Lincoln, Mark Twain, Belle and Fola LaFollette, Jeanette Rankin, Ronald Benedict, Lawrence Warner, Tom Drive, Joan Baez, and Charles Wyzanski Jr.

More recent is Edith Patterson Meyer's **In Search of Peace: The Winners of the Nobel Peace Prize, 1901-1975** (Abingdon, 1978, 208 pp., \$7.95). Although the accounts are brief and the illustrations poor, the book can be used profitably as a reference to introduce personalities whose biographies might well be included in social studies and literature courses.

In their studies of war and peace many teachers may also want to use such well known volumes as John Hersey's **Hiroshima** (Bantam), Anne Frank's **The Diary of Anne Frank** (Doubleday), Neville Shute's **On the Beach** (Apollo), and Desmond Morris' **The Naked Ape** and **The Human Zoo** (both Delta).

### For Elementary School Children

Several books for children on conflict and conflict resolution which appeared before the 1970s deserve mention in this roundup of materials. Six are cited here, arranged alphabetically by author's last name. The omission of price on three of them means they are out of print, although available in many libraries.

Betty Baker's **The Pig War** (Harper, 1969, 64 pp.) tells about an incident in 1859 between the United States and Canada which began with an intrusive pig and almost escalated into a full scale war.

The classic by Lorraine and Jerrold Beim, **Two Is a Team** (Harcourt, 1945, 61 pp.), tells the story of two boys, one black and one white, and the way they discover that only through cooperative work and play can they accomplish what they want to do.

A third volume is Louise Fitzhugh and Sandra Scopetone's **Bang Bang You're Dead** (Harper, 1969, 32 pp., \$3.95). It deals in words and black and white illustrations with the increasingly violent actions of children who began merely by playing war.

Anita Lobel's **Potatoes, Potatoes** (Harper, 1967, 40 pp., \$4.09) is an allegory of two brothers who fight on opposing sides in a war on their own potato patch and about their mother who arranges a peace settlement between the two sides.

Janice M. Udry's **Let's Be Enemies** (Harper, 1961, 32 pp., \$2.50) is a delightful tale about two boys who discover the futility of arguing, negotiate their differences, and become friends.

Finally, William Wondriska's **The Tomato Patch** (Holt, 1964, 34 pp.) shows how the people of two mythical kingdoms turn from aggressive action against each other to agriculture as a more profitable way of life. Bright, clear illustrations enhance this volume.

In addition to such earlier volumes, there are a few of more recent vintage which deal with conflict resolution or discuss obliquely the disastrous results of war. Six of them, published in the 1970s, will be mentioned here, again in alphabetical order by authors.

The first is Beverly Breton's **A Gun Is Not a Toy** (Stop and Grow Book Nook, Columbia, MA 21044, 1975, 20 pp., \$1.25), a simple but effective presentation of the title's message.

Eleanor Coerr's **Sandako and the Thousand Cranes** (Putnam, 1977, 64 pp., \$1.95) is a true and moving story about a 12-year-old girl in Hiroshima who contracted leukemia as a result of the radiation from the atom bomb and who believed the Japanese legend that if anyone folded 1000 paper cranes, his or her health would be restored.

David Crippen's **Two Sides of the River** (Abingdon, 1976, 32 pp., \$4.25) tells of two groups of boys in Kenya and the hostility between their tribes. Nevertheless, in an emergency, a lad from one tribe saves the life of a boy from the opposing group.

Ruth Hooker's **Kennaquhair** (Abingdon, 1976, 159 pp., \$5.95) is an intriguing story of a group of boys and girls who are stranded in an inaccessible valley and who gradually learn to live there and cooperate with each other, guided for a time by an old man who befriended them.

Then there is Bernice Myer's **The Apple War** (Parents' Magazine Press, 1973, 38 pp., \$4.50), which describes the conflict between King Oscar and King Sam over the ownership of apples from a tree on the border of their two kingdoms. Striking four-color illustrations add to this simple but interesting story.

A remarkable book for children (and adults) is **My Shalom, My Peace: Paintings and Poems by Jewish and Arab Children** (McGraw-Hill, 1975, 96 pp., \$9.95) by Jacob Zim, Uriel Ofek, and Dov Vardi. The poems, all about peace in the Middle East, are incredibly mature and poignant, and the illustrations are colorful and attractive. This volume is especially recommended.

Many librarians and teachers may want to avail themselves of the offer of the Information Center on Children's Cultures (US Committee for UNICEF, 331 E. 38th St., New York, NY 10016) to send a copy of Anne Pellowski's **Personal, Selective Bibliography of 50 Books That Generally Bring Out Peaceful and Understanding Feelings in Children**. Send a large, stamped, self-addressed envelope for this list.

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