



# LIBRARIES

UNIVERSITY OF WISCONSIN-MADISON

## **Interracial books for children bulletin: special double issue on militarism. Volume 13, Nos. 6-7 1982**

New York, NY: The Council on Interracial Books for Children, Inc.,  
1982

<https://digital.library.wisc.edu/1711.dl/MXXKMT2BKLFTB84>

This material may be protected by copyright law (e.g., Title 17, US Code). For information on re-use see: <http://digital.library.wisc.edu/1711.dl/Copyright>

The libraries provide public access to a wide range of material, including online exhibits, digitized collections, archival finding aids, our catalog, online articles, and a growing range of materials in many media.

When possible, we provide rights information in catalog records, finding aids, and other metadata that accompanies collections or items. However, it is always the user's obligation to evaluate copyright and rights issues in light of their own use.



Cooperative Children's Book Center  
4290 Helen C. White Hall  
600 North Park Street  
Madison, Wisconsin 53706

**INTERRACIAL BOOKS FOR CHILDREN**

# **BULLETIN**

VOLUME 13, NUMBERS 6 & 7, 1982

ISSN 0146-5562



## **Militarism and Education**

## **Racism, Sexism and Militarism: The Links**



# BULLETIN

VOLUME 13, NUMBERS 6 & 7

1982

SPECIAL DOUBLE ISSUE ON MILITARISM

GUEST EDITORS: LYLA HOFFMAN AND PATRICE WAGNER

## ARTICLES

Helping Children Deal with the Nuclear Threat	4
Feminist Education—A Key to Peace	6
Racism and Militarism: Exploring the Links	9
Martin Luther King Jr.—Still a Voice to Heed	13
Militarism in Textbooks: An Analysis	15
Militarism in Juvenile Fiction	18
The Military/Educational Complex	21
Uncle Sam Wants <i>Them</i> : Help Your Students Make an Informed Choice	22
A Lesson Plan for Elementary Schools: Alternatives to Aggression	24
Video Games: Mindless, Macho, Militaristic	26
Needed: New Values for the Nuclear Age	28
The Social Costs of the Arms Race	30
But What about the Russians?	32
Resources	33

## DEPARTMENTS

Editorial	3
Bulletin Board	37
Bookshelf	38
Media Monitor	43
Hits & Misses	44

Indexed in  
*Alternative Press Index*  
*Education Index*  
ERIC IRCD

The *Bulletin* is available in microform from University Microfilms International at 300 North Zeeb Road, Ann Arbor, Mich. 48106 or 18 Bedford Row, London, WC1R 4EJ, England. (Single back copies should, however, be ordered from the Council.)

INTERRACIAL BOOKS FOR CHILDREN BULLETIN is published eight times a year by the Council on Interracial Books for Children, 1841 Broadway, New York, N.Y. 10023. © 1982 by the Council on Interracial Books for Children, Inc. Institutional and contributing subscriptions are \$18 a year; individual subscriptions are \$12 a year; single copies are \$2.25 each for regular issues, \$3 each for special double issues plus 50¢ handling; bulk rates available upon request. A subscription form appears on the back cover.

**Bradford Chambers**  
Editor

**Ruth Charnes**  
Managing Editor

**Sonia Chin**  
Proofreader

**Leonidas Guzman**  
Secretary

**Lyla Hoffman**  
Bookshelf

**Robert B. Moore**  
Director, CIBC Racism and Sexism  
Resource Center for Educators

**Elsa Velazquez Sein**  
Subscriptions

## EDITORIAL ADVISORY BOARD

**Rodolfo Acuña**  
Chicano Studies Department  
California State University, Northridge

**Beryle Banfield**  
Curriculum Specialist

**James Banks**  
College of Education  
University of Washington, Seattle

**Sanford Berman**  
Hennepin County Library  
Edina, Minn.

**Mary Lou Byler**  
Association on American Indian Affairs

**Luis Nieves Falcón**  
Sociology Department  
University of Puerto Rico

**June Jordan**  
Poet-Author  
Department of English  
S.U.N.Y. at Stony Brook

**Donnae MacCann**  
Columnist, *Wilson Library Bulletin*

**Ruth S. Meyers**  
Educational Psychologist

**Franklin Odo**  
Ethnic Studies Program  
University of Hawaii at Manoa

**Alvin Poussaint**  
Harvard Medical School

**Porfirio Sanchez**  
Department of Mexican American Studies  
California State College, Dominguez Hills

**Barbara A. Schram**  
School of Education  
Northeastern University

**Albert V. Schwartz**  
Division of Educational Studies  
College of Staten Island, C.U.N.Y.

**Geraldine L. Wilson**  
Early Childhood Specialist and Consultant



## Education for Survival

It has long been true that the way children are educated and the role models that adults provide determine the direction in which the world evolves. This, of course, is why the Council on Interracial Books for Children has urged educators to strive for the elimination of racism, sexism and other anti-human "isms" from children's learning materials.

What has *not* always been true is that education and adult role models may well determine *if* the world continues to evolve. Today, world survival requires urgent adult action toward nuclear disarmament, and it requires that children be educated away from militaristic mind sets, values and behaviors.

This is not to say that the Council's concern about racism and sexism is now secondary to concern about militarism. Rather, we believe that sexism and racism are firmly linked to militarism. This *Bulletin* tries to make some of those connections, and future *Bulletins* will continue to explore the linkage and interrelatedness of these issues. Equality and social justice cannot be achieved in a world immersed in a nuclear arms contest.

The following letter speaks eloquently to educators' responsibility to children.

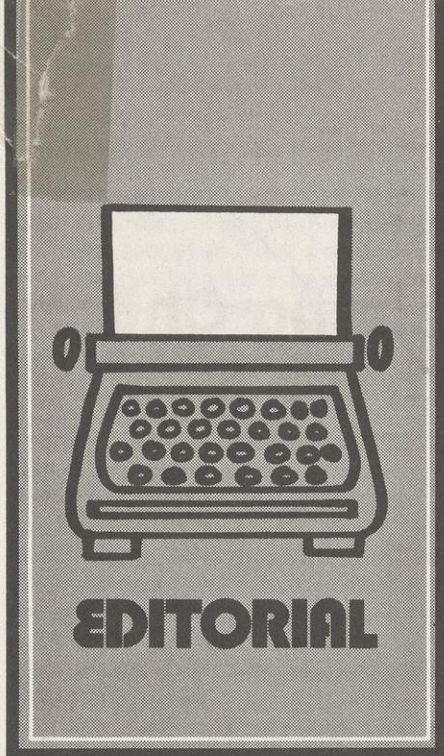
Dear Ms. Snow:

I am an eighth grader and I'm very scared about nuclear war. When I'm older I would like to be a psychiatrist or a pet store owner. But how can you expect kids to live normal lives when we could be blown up to smithereens in a minute?

My teachers say we cannot study about nuclear weapons or what to do because it is not part of American history or biology, math or English. Anyway, the principal decides what kids learn. I asked the principal and he said that I should ask my parents or learn about it in church. My mom thinks we should have a course in school because it affects us so much. But my father thinks teachers should not be interested in politics and I should learn more enjoyable subjects.

So do you have information that could teach me and my friends about nuclear war? My teachers might listen to you. But please help us quick. Next year we'll be in high school and it's about time we got educated.

Sincerely,  
Karen



We are aware that young people today face peacetime draft registration, extension of ROTC training to junior high levels, growing numbers of military toys and casual preparations for nuclear holocaust. And we are the adults who must offer responsible guidance.

We can no longer separate our roles as educators, parents and citizens — if indeed we ever could. In all these roles our commitment to children calls on us to act decisively for disarmament, peace and social justice. What can we do? We can develop awareness of these concerns among children, beginning with the very youngest. We can let children know that war is *not* inevitable, that there are alternative methods to solve global problems. We can help children question the neces-

In 1981 the Cambridge, Mass., City Council took an initiative that has been followed by many other cities. They voted to halt the dissemination of a nuclear evacuation plan for Cambridge, judging it useless or even harmful, and voted that the Cambridge Civil Defense put out a new booklet describing the effects of a nuclear attack on the city and pointing out that the only defense is disarmament. This booklet went to every household in the city and to every teacher in the Cambridge Public Schools.

sity and morality of past wars, as well as current and future wars. And we can help to dispel children's feelings of helplessness (along with our own) by showing them that there *are* responsible adults whom they can emulate or join in building the movement for peace and social justice. Writers and editors of children's books and school textbooks can play a major role in this effort.

As individuals we can initiate dialog with children, suggest books and films and provide information. We can guide children to analyze the content of comics, toys, TV, story books, video games and textbooks to expose militarist bias. We can stress the global dimensions of true national security, pointing out that real security requires the U.S. to strive for the elimination of poverty, illiteracy and repressive militarism at home and abroad.

We can work as members of groups to turn around the government's militarist policies. Some peace organizations — for students, parents and educators — are listed on page 33. Of special interest to *Bulletin* readers is Educators for Social Responsibility (ESR). This fast-growing group is patterned after the anti-nuclear Physicians for Social Responsibility and already has formed chapters in 40 states. ESR has suggested October 25, 1982, as a National Day of Dialogue on nuclear war. (The date is also the first day of World Disarmament Week and marks the opening of the UN World Disarmament Campaign.) We urge readers to consider programs that will launch the dialog.

The timing of this *Bulletin* was prompted by two considerations. First, to provide readers with a tool for the National Day of Dialogue just referred to, and, second, to coincide with the official announcement of the formation of CAN (Citizens Against Nuclear War). CAN is a coalition of unions that includes national women's groups and civil rights groups, as well as religious, environmental and business groups. We urge readers to press their own organizations to join CAN. For information, write CAN at 1201 16th St., N.W., Washington, D.C. 20036.

This is a time to show our commitment to children and their future.



*Even very young children are aware of the nuclear threat; adults can help them cope with their fears*

## Helping Children Deal with the Nuclear Threat

By Peggy Schirmer

The following article is directed primarily at teachers. The points made will, however, certainly be of concern to parents and others concerned about the effects of the nuclear arms race on children.

"You know there's a fire-bomb in [Washington] and it's scary. We're going to write letters to the mailman and if he stops it we're going to give him flowers cos they're lovely. But it's scary." — A three-year-old

"In Boston there's going to be a war and there's going to be fire coming to earth and from the sky a bomb is coming to earth and the earth is going to split open and fire is going to come down to earth." — A third grader

More and more children, even the very youngest, are aware of the nuclear arms race. As soon as they can watch TV and read or catch even glimpses of the news, children know that there is something very dangerous out there. They are worried and frightened.

Teachers feel a responsibility to deal with these fears, yet they often do not know how to begin. They may be overwhelmed by anxiety themselves and afraid to admit this to children. As one teacher put it, "We feel *obligated* to deal with their fears and yet we don't have any answers to offer, any tried and true approaches." Yet it is vital to let children know we share their fears; otherwise we leave them to struggle with these fears alone. Many adults feel that is just what happened when they were growing up in the '60s. They had civil defense drills at school, but these were conducted with the same mechanical mindlessness as fire drills. In general, no one at school or at home talked about the destructive potential of the new weapon. Now, many

adults are determined not to repeat the same mistake.

Some teachers hold back from writing a peace curriculum for younger children because early childhood educators have been strongly influenced by theories of open education, by a belief in an organic curriculum which grows out of children's experiences in the classroom. These teachers feel that introducing a peace curriculum would be to impose material that has little relevance to the first-hand experiences of children in the U.S. Yet it is possible for teachers to develop materials upon which they can draw when it does become relevant. And with increasing awareness and media coverage of the nuclear threat, such opportunities will undoubtedly occur more and more often. As the quotes that open this article indicate, very young children are already expressing concern about war. Teachers also need to consider ways in which to set the stage for these opportunities.

Children's books offer a very positive way to open up the area for discussion. *The Stranger* by Kjell Ringi and *Sadako and the Thousand Paper Cranes* by Eleanor Coerr are two books that have been used with success. *The Stranger* can be used to open up discussion about what makes people afraid of those who are different (in this case very big and giant-like) and how a common danger brings people together. In one class the book led to a discussion about prejudice, foreigners and who is an enemy. *Sadako and the Thousand Paper Cranes* is an appealing story; children identify with the fact that Sadako was an ordinary child who ran races and was not always polite. Some teachers have read this book in a regular story hour, and one teacher followed the reading by having the class make paper cranes and write letters to Japanese children. The class also wrote letters to Hibakusha, victims of the bombing of

Hiroshima, Sadako's home town. (See pages 35-36 for other suggested titles.)

There are more direct approaches. In a Cambridge, Mass., fourth and fifth grade class a parent regularly came in to lead a current events discussion. One week he brought in a newspaper clipping — a letter from the wife of the mayor of the town to which the Cambridge citizens would in theory evacuate in the event of a nuclear attack. The woman wrote that she hoped that the town would be able to take care of the people from Cambridge, but that she was worried about the numbers of people that would arrive and particularly whether there would be adequate toilet facilities. The children became very concerned with such practical details. For instance, safety was to be assured by covering cellar hatchways with dirt. "Who," asked one child, "would put the last shovelful of dirt on the hatchway and what would happen to that child?" The class agreed to write letters to President Reagan, but they refused to write *Dear Mr. President*, only *Mr. President*. They clearly took the question very much to heart and in fact the teacher said that following these discussions she sensed a certain pulling back from her, a temporary distancing in a usually close relationship. This teacher was sensitive and realized that the subject was difficult for children, that they had gone far enough for now and that she should wait until the children indicated a desire for more information. The class attention turned from the danger of war to ways of securing peace and international understanding. They wrote and illustrated a book about their lives and interests, and a school volunteer shared this book with children in Russia when she visited that country. The Cambridge class was delighted when the volunteer returned with letters and drawings by Russian children.



Other schools in Cambridge, both public and private, participated in a reception for the Peace Walkers as they came through Boston on their way to the New York anti-war demonstration earlier this year. Several classrooms made beautiful banners. The Cambridge Friends School made 1,000 cranes which they passed out at the reception and presented to a Japanese Buddhist monk who visited their school, bringing tears to his eyes. This was an energizing experience for teachers, parents and children alike.

Teachers can also utilize the peace curriculums that are now being developed, especially for high school and college students. A list of resource materials including lesson plans begins on page 33. Unfortunately, most existing peace curriculums deal only with long-range methods for achieving peace: international understanding and cooperation, more equal distribution of the world's goods, conflict resolution and so on. Important and necessary as these are, I am disturbed by the lack of emphasis given to the immediate nuclear danger and by the fact that most materials also ignore the U.S. bombings of Hiroshima and Nagasaki and the frightful consequences of those acts.

The curriculums that are the most direct in their relevance to today's dangerous situation are those produced by the Hiroshima Institute for Peace Education of Japan. It is of course not surprising that the country which has already suffered from atomic bombings should provide the most vital and concerned peace education materials. The plans are organized according to grade level — K, elementary, junior high and secondary. Each of seven levels starts with (1) a brief purpose, (2) how to achieve it in the fields of social science, language, physical science, art and physical education, (3) methods of carrying it out and (4) resource and reference materials. The materials reflect a respect for life, human dignity and strong opposition to war and injustice.

The plans for the younger grades emphasize relations of love and trust, respect for life and peace and the joy of working together, but they also deal with the brutality of war. In the third and fourth grades, children study local history, the effects of the atomic blasts in Japan and what students might do to promote peace. Older grades read material written by victims of Hiroshima and Nagasaki and study incidents of militarism by Japan as well as other nations. It is interesting to note that in

To assess the concerns of young people living in the nuclear age, the American Psychiatric Association Task Force on the Psychosocial Impact of Nuclear Advances questioned adolescents in the Boston area in 1978, 1980 and 1981. The Task Force found that the young people showed a steadily increasing preoccupation with the threat to their lives posed by the arms race. This observation is supported by interviews with young people conducted by the *Boston Globe* (October 29, 1981). Dominant themes reported by the Task Force and in *Boston Globe* interviews were (1) feelings of helplessness, (2) loss of confidence in the political process, (3) alienation from the adult world that would subject them to the threat of annihilation and (4) a general turning inward.

these plans the terrible consequences of war are introduced to kindergarten children; this is something that U.S. educators hesitate to do and that Japanese educators are themselves still debating.

In order to deepen our understanding of what is appropriate, anecdotal records of classroom discussions of peace and war are being collected by an Educators for Social Responsibility group headed by Brenda Engel of Lesley College. She hopes to put together a source book for teachers on "Educating for Responsibility in a Nuclear Age" which will be suggestive rather than prescriptive. She welcomes information from *Bulletin* readers, who are asked to write to her at 17 Hilliard St., Cambridge, MA 02138.

No matter what approach they use, teachers should also involve parents, particularly when dealing with young children. This is important because, as one teacher put it, "Parents have to deal with children's fears at night." Teachers might, for instance, share their concerns about the nuclear arms race with parents and talk about ways in which they plan to discuss this topic in school. Teachers might also plan a discussion on "Talking with Children about the Nuclear Danger" for a PTA meeting.

Teachers might also work with the groups of parents and other concerned individuals who have organized in California, Massachusetts, New York and other states. The Nuclear Education Project (26 Granite St., #3, Summerville, MA 02143), for example, is putting together a handbook for parents, and members are

happy to speak to teachers' groups. Teachers can reach out to existing groups, and where such groups do not yet exist, they might find parents ready to initiate one.

A valuable article on the ways in which children of different ages deal with their fears about nuclear war has been written by Sibylle K. Escalona.\* It can be useful to those struggling to help children deal with this topic.

The fears of pre-school children often reflect inner emotions they are trying to control, Escalona notes. They rely on people close to them, especially their parents, to help them. They still believe their parents are all-powerful, so it is the assurance of parents' love and protection that is most effective in calming young children's fears of nuclear, or any other, danger. Even pre-schoolers realize that bombs are meant to hurt, and older children also need assurance. (The mother of an eight-year-old had not discussed nuclear war with her daughter because she wanted to spare her, but she was confronted with: "Mommy, where will you be when the bomb drops because I want to be with you?" It helps to answer children's questions briefly with the assurance that parents and other adults are trying to do something about the threat of war. One teacher told her class she was going to New York to participate in the anti-war march. The class became very involved and wanted to know all about it; rather than being fearful, they were infused with hope on hearing of the numbers of people involved along with their teacher.

It is also important and beneficial for adults to involve children in their anti-war efforts in ways appropriate to their age. The three-year-old quoted at the beginning of this article had attended a Mother's Day Peace Demonstration with her family. Her parents had shared their fears with her and managed to give her a positive approach, which she had interpreted with typical three-year-old magical thinking. Similar thinking was reflected in a first-grade conversation. One child: "Is there going to be World War III?" Second child: "No, because I met the peace-walkers last night." Children learning to control their own anger can understand that nations also must control theirs. (A three-and-a-half-year-old

\*"Children and the Threat of War" by Sibylle K. Escalona in *Education for Peace*, Focus on Mankind, edited by George Henderson (ASCD Yearbook Committee 1973, Washington, DC).

Continued on page 29



# Feminist Education—A Key to Peace

By Lyla Hoffman

"Feminism is crucial to disarmament because we must dismantle mental — as well as military — weapons. The nuclear arms race is not simply madness — it is socially imposed *manliness* taken to its extreme." — Donna Warnock, *WIN* (Workshop in Non-Violence) Magazine, April 19, 1982

All educators committed to their profession hold visions of a better future, and then try to help attain that future by working with young people. Feminist educators generally envision a world in which people's social, political and economic roles will not be determined by their sex. They try to undo traditional sex-role socialization in order to develop more assertive, risk-taking, competent, self-assured females and more caring, cooperative, considerate males.

Some feminist educators feel a responsibility to challenge more than prescribed gender roles. They also challenge other oppressions faced by *particular* groups of women and men. These feminist educators try to shape the future by helping children overcome not only sexism, but also racism, handicapism, ageism, classism and homophobia. They envision a world free of *all* anti-human biases.

Militarism and the arms race have yet to be widely addressed as basic "women's issues," although feminists are increasingly aware that militarism is really an extreme form of sexism. It is dependent upon sexism for its existence, and it is destructive to all feminist aspirations and ideals. This article will explore militarism in that theoretical framework before addressing the role of educators (of either sex) who believe in feminist principles.

Militarism — as I define it — is a system institutionalizing the use of technol-

ogy and force to control society. It is justified by the concept that the "human nature" (of men) is intrinsically aggressive and competitive. If one accepts this concept, it follows that organized military strength is required to control society, to regulate nations and to defend one's homeland. It is necessary to defend the interests of "us" — the civilized "good-guys" — against "them" — the aggressive "bad-guys." A similar concept of "human nature" — in expanded form — is also the justification for patriarchy.

Patriarchy is a worldwide system institutionalizing a hierarchy of male control over females, children and the economic, social and political order. While ultimate control rests in the hands of a small, elite group of men, patriarchy supports the power of individual men in their private spheres of influence. Like militarism, it is based on the concept that the "human nature" of males is aggressive and competitive. Moreover, patriarchy posits that innate "masculine" gender characteristics include dominance, strength and superior intellectual abilities, while innate "feminine" gender characteristics include weakness, passivity and nurturance. Thus militarism and patriarchy both perceive biology as destiny. Both are based on the glorification of so-called "masculine" traits and on contempt for so-called "feminine" traits. Both *require* sexist socialization of each generation to justify and maintain their existence. "Masculine" males are needed to compete, fight and rule. "Feminine" females are needed to support and cheer their males and to nurture the next generation of soldiers, workers and cheerleaders.

Think about the socialization of young boys. Training to be tough, strong and competitive — not a crybaby or a sissy,

not like a girl — is part of it. Striving to be *the* strongest, *the* winner — whatever the cost — is another part. Male-dominated sports, businesses, politics and wars are conducted by these "masculine" principles. Education prepares males to participate in all those games, and prepares females to cheer them on. Males who *don't* play by the "masculine" rules are belittled as cowards or "losers." They might just as well have been born female and are often mocked in that manner. The male role models on TV, in comics, in movies, in history books are all powerful — cops, superthings, generals — ever ready to kill, maim or destroy for a righteous cause. Next best to being The Number One Hero is to be his loyal follower. The winner and his cronies always deserve the spoils — respect, power, beautiful and admiring women, the turf or country in question. The messages we give our children are that righteousness, strength and victory go hand in hand (and the rare exceptions merely prove the rule).

If socialization of *both* sexes stressed cooperation, kindness, nurturance, respect for human feelings and for human differences, patriarchy — as well as militarism — would be doomed. Neither could exist without sexist ideology. Patriarchy could not exist without the threat of force and violence to keep rebellious women and non-elite men in their place. Wars would not be fought by people who believed in the non-violent resolution of conflicts.

Patriarchy, militarism and sexism are all interwoven. Young people need to understand that social justice/equality issues and peace issues are related, and their links need to be underscored to make the most effective education possible.



More complex corollaries between these two "isms" were pointed out by Betty Reardon in a pioneering article titled, "Militarism and Sexism, Influences on Education for War" (*United Ministries for Education Connexion*, Fall, 1981). Reardon stresses that, "All education and socialization are conditioned by social values, and a strong case can be made that contemporary social values produce a predisposition to war." Those social values, she argues, are militarism and sexism. She points out that both are based on the concept of human nature as a "fixed order" and depend on maintaining conformity to that "fixed order." Reardon also offers some interesting comparisons between women and soldiers, that is, the ordinary G.I. who follows orders and leaders, not generals or commanders. She states:

The most admirable virtues of the unknown soldier to whose heroism so many nations have dedicated elaborate monuments — anonymous service and sacrifice for the sake of others — are as well the virtues of the archetypal wife and mother. What the soldier has done for the nation or the warrior for the tribe through centuries of doing what was expected of him, woman has done for the family. She has been, since time immemorial, trained to sublimate her own needs to the service of others. Soldiers and mothers have days on which society offer thanks for their sacrifices by reminding them that for such they were born and by such they will continue to be identified and find meaning; for war and domesticity are in the natural order of things, as are the fixed roles of soldiers and mothers within that order.

The military chain of command, while more complex, is conceptually close to the patriarchal family, both being essentially hierarchical organizations. Small wonder the famous generals often become "father figures" to their countries and are frequently called upon to save their nations from "childish" civil disorder. The nation, like the troops, like wives and children, submits more readily to the dominance of a military patriarchy, *i.e.*, the "masculine," than to a weaker civil state, *i.e.*, the "feminine." Acceptance of conditions of dominance and submission as the price tag of "security" are characteristics of both patriarchy (sexist society) and of military dictatorship.

Obedience to authority is the cornerstone of an effective military machine and the fundamental principle of the patriarchal family. . . . Militarism and sexism require that service and sacrifice be performed without reflection. Freedom and equality, to the contrary, require the full development of the reflective and analytic capacities of all citizens.

While we promote children's analytic capacities to question female obedience

to male authority, let us also question the "masculine" military hero or "loyal soldier" stereotypes. Further, if Reardon's thesis is valid, let us as feminist educators act as peace educators — actively opposing militaristic values and ventures. To not consider militarism as a "woman's issue" weakens the struggle against patriarchal values. Militaristic rulers cannot afford challenges to behaviors and values based on gender roles. Their credibility is at stake, as is their ability to control. As feminists challenge militaristic/patriarchal values and beliefs, they can help lead to the end of militarism.

Some feminists do not oppose militarism because they fear they would reinforce the stereotype of women as "earth mother" and nurturer — a "natural" protector of life — and thus weaken feminist arguments against biology as destiny. But feminists have always argued that socialization, not biology, is destiny; females are *trained* to nurture. Why shouldn't feminists promote the training of *all* human beings to be nurturing "earth parents" — with *everyone* protecting human life and our environment? Feminists strive to convince men to share nurturing roles in the home and family; why not strive for men and women to nurture life in the world at large?

Today humankind is witnessing the ultimate power play of militaristic, patriarchal rulers. These rulers have usurped the power of Nature (or God or Goddess, as you believe) to decide if, and how, life on Earth will continue. How can feminists stand aside without taking action? How can educators ignore this threat to existence?

In "The Equal Opportunity Trap" (*Loaded Questions: Women in the Military*, Transnational Institute, 1981), Jennifer Tiffany offers some answers:

There are many reasons why some feminists limit their focus to winning women's rights within society as it is, and hence within the military. . . . organizations which toe the line and go along with pro-military policies, or which are at least not too loud and direct in their opposition, win more mainstream credibility and prestige. These organizations may thereby secure short-term immunity to political harassment. . . . it is all too easy for quite well-meaning feminist organizations to direct their efforts to securing women a better position within the system, and to leave the huge task of dismantling the military until "later." . . . Instead of falling into the trap of seeking "equal opportunity" within a system rooted in oppression, women can redefine the terms of the struggle. We can un-

dermine the power of men over women by undermining and resisting the structures that make men powerful. When militaries promise women "equal opportunity" we must respond by questioning the idea of opportunity within a military state — the opportunity to do *what*? Opposition to all forms of militarism must be a vital part of the feminist movement. In a nuclear age, all of our lives depend on it.

Militarism has also been defined as a "male-bonding institution of specialists in violence." Violence — or the threat of violence — is directly or indirectly used to control women, people of color, poor people and other nations. Many feminists believe that violence is *never* justified, not even in the service of a revolution for liberation from oppression. Many call for inventive alternatives to violence and war. Other feminists in the peace movement deplore all violence but believe that oppressed people must themselves decide upon the methods for achieving their freedom. (Violence may not be the method of *choice* in such cases, but it may be the means of last resort, particularly in the face of the organized violence of a despotic state.) Whatever our opinions on revolutionary violence or on total non-violence, we can address militarism as part of patriarchal institutions.

### Militarism vs. Feminism

Militarism directly contradicts a number of feminist goals:

1. *Feminists are concerned about nurturing and caring.* Soldiers are trained to kill without caring. The feminist educator's goal is to develop nurturing skills in both sexes, as well as the skill to develop warm, open, equal relationships between people. Military training does the opposite.

2. *Feminists are concerned about "choice"* — the right to choose if, how and when to bear a child; the right to choose any vocation or life style; the right to choose the type of medical care one considers best; the right to choose life over death. What mockery *any* war, let alone nuclear war, makes of these choices. Even the use of "peaceful" nuclear power, decided upon by a small group of men, poses special radiation danger to women and children of this and future generations. The feminist educator's goal is to encourage young people to recognize and choose among many life options. War rules out such choices. Even government budgets reflecting an arms race rules out many life options.

3. *Feminists are concerned about shared decision-making.* Decisions about



developing, stockpiling and deploying arms — and about foreign policy — are made by males in Congress and the Pentagon (or their counterparts in other nations). The occasional appearance of a Margaret Thatcher — or some other female who plays by “masculine” values and rules and is totally surrounded by male advisors — does not alter the fact that military decisions are made by male “experts.” And feminists have ample reason to distrust so-called “experts” in all fields, who use technology and expertise to mystify and monopolize authority. (And who have consistently lied to us on nuclear issues.)

Feminist educators strive to teach by using non-authoritarian processes and to build upon respect for each student's experience and differences while developing their abilities for responsible deci-

sion-making. Militarism, which teaches unquestioning obedience, has contrary processes and goals.

4. *Feminists are concerned about violence, particularly against women and children.* Nothing does greater violence than war — except nuclear war. Feminist educators strive to assist children's developmental and physical health and to teach non-violence.

5. *Feminists are concerned about women and children living in poverty.* Money is being withheld from programs for the poor and used to increase the military budget. Consider the effect of such decisions on the 81 per cent of welfare families with children that are headed by women (a disproportionate share of them women of color). Consider the effects on the nation's poor — 70 per cent of whom are women, with a high

percentage of them women of color, older women, disabled women. Internationally, money spent by Third World countries on military arms is one reason money is not directed to alleviate women and children's illiteracy, hunger and poor health. Such spending is contrary to feminist educators' goal of equal educational and life opportunities for all girls and women.

6. *Feminists are concerned with sex-role socialization.* They do not want either sex to become violent, aggressive or dominant. Militarism demands those qualities (in males).

Feminist educators have heretofore concentrated on changing the sex-role socialization of girls. They now might consider shifting their present emphasis from what girls and women — as well as boys and men — can do to what boys and men — as well as girls and women — must do. And what boys and men must do is to learn nurturance and non-violence. Can't *all* young people be helped to understand that the traditional way that boys reach manhood contributes to the appeal of militarism — and towards militarism's ultimate battle, nuclear war?

Just as feminist educators have devised imaginative ways to challenge sexism in language arts, history, math, music — all school curriculums — so can they devise effective ways of challenging militarism in curriculums. We can become more assertive in promoting “feminine” values. Peaceful conflict resolution and peace education can be developed and introduced at all grade levels. New courses can be designed and popularized. Parental support, as well as administrative support, can be mobilized. New concepts of patriotism, of security, of nationalism, of heroism can be developed. An understanding of global interdependence is also required. Visions of a peaceful world need to be developed so that children (and we adults) do not despair.

Militarism in a nuclear world *can* be confronted. Educators have a special responsibility to do so, thus ensuring the survival of future generations. □

In addition to the people quoted in this article, I wish to thank others for helpful criticism. . . . Mim Kalber, Ruth S. Meyers, Donnarae MacCann, Ruth Charnes and Amy Swedlow.—L.H.

#### About the Author

LYLA HOFFMAN is a veteran of a 45-year search for peace and justice, the last nine of which have been spent at CIBC.

### Militarism and Handicapism

Militarism and handicapism are both elitist, hierarchical ideologies which value strength over human qualities and deny the equal worth of nations and individuals. Militarism is based on the view that the nation's greatness lies in its strength and military technology and that weaker nations are less deserving than stronger ones; these weaker nations are allowed only dependent, powerless status and few economic rewards. Handicapism accepts that physically and mentally disabled people are less deserving than “normal” ones and relegates disabled people to dependent, powerless roles, offering them few economic rewards.

Both militarism and handicapism reflect the Darwinian notion of “survival of the fittest,” and both reinforce the belief that the strongest are the “fittest” and the most deserving. They are both antithetical to value systems that promote caring, sharing, nurturing, cooperation and respect for individual differences or perspectives.

Under the Reagan administration, the budgets for social services — including programs for people with disabilities — have been drastically slashed, while the military budget is slated to double in the next five years, leading to expenditures of 1.5 trillion dollars in this time. These funds are desperately needed elsewhere. To take just one example, the cost of one Polaris missile is 1.71 billion dollars; this is more than four times the amount needed to make the New York City public transportation system accessible, thus providing people with disabilities with the freedom and right to travel independently. Fourteen Polaris missiles are currently on the drawing board. The cost of only a few of these missiles would make this entire country barrier-free. It is agonizing to disabled activists to see that our military budget has gone out of control at a time when we already have the capacity to destroy the world 40 times over — and a time that human needs are so pressing.

Two further ironies should be mentioned. In all of the so-called evacuation plans for a nuclear plant accident or nuclear holocaust, not one mentions the difficulties that will be faced by disabled people, who are denied access to transportation at the best of times. It is clear that even if these ludicrously unrealistic plans manage to save a few people, no disabled people would be among the living. Considering the agonies to be faced by survivors, perhaps it is best that we don't complain about that little oversight.

The second irony is that militarism itself creates vast numbers of disabled people. War, the result of militarism, swells our ranks with vast numbers of physically and mentally disabled soldiers and civilians. Once these people are disabled, neither the armed forces nor the government cares about them or accepts full responsibility for their welfare. — Kipp Watson and Emily Strauss Watson, president and member, respectively, of Disabled in Action of Metropolitan New York



*A discussion of how racism and militarism support and reinforce each other*

## Racism and Militarism: Exploring the Links

By Greg Williams

**CIBC:** What definitions of militarism and racism will you be using during this discussion?

**Williams:** Let's use *Webster's Third New International*. Among its definitions of militarism is this: "Subordination of the civil ideals or policies of a government to the military" and "A policy of aggressive military preparedness."

The definitions of racism include, "The assumption that psychocultural traits and capacities are determined by biological race, and that races differ decisively from one another — which is usually coupled with a belief in the inherent superiority of a particular race and its right to domination over others." The dictionary also says it is a "political or social system founded on racism."

It strikes me as sad that the U.S. government is clearly a "system founded on racism" and is clearly following "a policy of aggressive military preparedness."

**CIBC:** Are there links between racism and militarism?

**Williams:** Racism and militarism are two negatives that reinforce one another. Militarism supports racism. Without the threat of physical force and violence, racist domination and oppression would be impossible to maintain. Whenever people of color have been subjugated, it is armed force, in the final analysis, that allows the dominating group to exercise power and control over them. Throughout history racist ideology has been used as a convenient justification for militarism — excusing military adventures to acquire the land or to control the resources belonging to people of color. If a group of people can be deemed less than human, if they can be relegated to a status of little more than animal, then their conquest and/or enslavement and

the bloodshed that accomplishes these become less objectionable and more palatable to those doing the "civilizing" or "humanizing." The violent extermination of Native American peoples was carried out with the tacit belief among white colonists that "Indians" were nothing more than savages and heathens. One African was equal to three-fifths of a human being, justification for the violent, brutal treatment of African slaves. (Of course, militarism has also been used against rival nations of the same color, against particular classes and against religious groups.)



*A protest against the billions spent to support militarism. (Photo: Dennis Scarla)*

So while racism is often used as justification for militarism, militarism — in one form or another — is *always* used to maintain racism. After all, no people will voluntarily remain in an unequal and oppressed condition.

Racism and militarism are both hierarchical systems resulting in the abuse of entire segments of the population. In both instances there exists a feeling of superiority and a lack of respect for others. Both racism and militarism are used to give one group of people power and privilege over other groups.

Because of the links between racism and militarism, the Black community has always been divided on the question of participation in the wars of the U.S. There were those who felt that they would be given freedom and equality at home for spilling their blood abroad. Others didn't need to hear the following, sung by some white soldiers during the Civil War, to know that any fight of the white man was not their fight:

In battles wild commotion  
I won't at all object  
If a nigger should stop a bullet  
Coming for me direct.  
A nigger's just an ape-thing,  
A thing of no respect  
If he should stop a Minie ball  
I shan't at all object.

Speaking at an Independence Day celebration in 1852, Frederick Douglass told his white audience: "This fourth of July is yours, not mine. You may rejoice, I must mourn." Today this perspective is regaining adherents among people of color.

Blacks who served in the U.S. military in Korea and Vietnam came face to face with U.S. racist ideology where the enemy were Asian "chinks and gooks." Asian Americans who fought were called the same when they came back to the



streets at home, and Blacks were "niggers" again. The military and the media will downplay or ignore racial incidents within the military, but any veteran of color will have his (or her) stories. Those who head up our military, from the Commander in Chief on down, worry about a volunteer army swelled by people of color unable to find employment elsewhere. They worry about loyalty. Will people of color fight in Africa or Asia or Latin America against other oppressed people of color? Will they fight in the ghettos of New York, Boston or Los Angeles? Those who head our military, with its limited advancement for people of color, with its stockades filled with black and brown faces, would do well to worry. The Fourth of July is not our day.

**CIBC:** How does the arms race affect people of color in the U.S.?

**Williams:** No matter how much peanut butter you put on a missile, you can't eat it. The guns versus butter controversy is heating up. With the massive budget

shift away from human services and into military spending, more and more people of color are realizing that their economic survival is threatened by militaristic priorities. Unemployment has increased and real income has decreased for the U.S. as a whole, but disproportionately for people of color.

Marion Anderson has pulled together an excellent resource, "Bombs or Bread," which analyzes Black unemployment under the Reagan budget (see resources, p. 33). This study states: "There are two key questions which must be answered in analyzing the impact of military spending upon Blacks. First: What is the impact upon Black people working on civilian goods and services? Does the military budget increase or decrease their job opportunities? Second: How many Blacks are working on military contracts and as members of the armed forces? Do the jobs gained there equal the jobs lost to Blacks in civilian employment through high military spending? This study found that high military

spending has a seriously depressant effect upon job opportunities for Blacks nationwide. During the period 1970-1978, when the annual average of military spending was \$85 billion, it cost the jobs of 109,000 Black Americans each year. Every time the military budget went up \$1 billion, they lost 1,300 jobs. They lost 483,000 jobs in durable and non-durable goods production, construction, services, state and local government. This number was far greater than the 84,000 jobs gained from military contracts even when combined with the jobs of the 290,000 Blacks who were members of the armed forces."

The Anderson study points out that the skills required for defense jobs are not the skills possessed by most Blacks. Skilled or not, whites lose jobs, too. As another study conducted for the Machinist's Union reported, military spending provides far fewer jobs than civilian spending for the total population, regardless of color.

For young Blacks the job picture has long been dismal. With the cuts being made in education, the picture is disastrous. The military budget literally cements generations of young people of color to the bottom of society.

With so much documentation available about the economic consequences of the arms race for people of color, it is surprising that national civil rights groups have yet to oppose the military outlays. It is imperative now that these organizations analyze the impact of the budget shifts on their constituencies and make this information available so that people can take informed political action. Of course, more than our *economic* survival is at stake. Those bombs won't discriminate against people of color.

**CIBC:** As a result of the arms race, do you foresee intensified domestic control of people of color by the police?

**Williams:** While I don't want to make a sweeping condemnation of police departments across the country, I feel obliged to answer, "Yes." Police departments serve as the first line of defense for a deteriorating economic system and are influenced by the atmosphere created by the hawkish military posture of the U.S. government. Growing numbers of people, who face a bleak future without employment to pay for escalating food, utility and health care costs, will likely explode with anger and resentment. We can expect that major actions will be taken by police departments across the country to quell legitimate citizen unrest.

[If a 15 megaton nuclear weapon exploded,] 15 megatons is 1,200 Hiroshima explosions at the same moment in the same place, and there is simply nothing in human experience that serves as a precedent for such immense destruction.

In the seconds following detonation, the bomb would create a huge fireball with temperatures of 20-30 million degrees Fahrenheit. Anyone even glancing at the fireball—from as far away as 35 miles—would be blinded by retinal burning. Tens of thousands of people . . . would suffer third degree burns.

The shock wave created by the explosion would cause skull fractures, ruptured lungs and crushing injuries to the chest. There would be broken backs, deep lacerations from flying debris and massive hemorrhaging. Even at 11 or 12 miles from ground zero, the overpressure would be great enough to turn an ordinary window into a lethal weapon as thousands of pieces of glass exploded at 100 miles per hour.

These injuries do not include the many who would be killed by random spontaneous fires fueled by gasoline stations, natural gas lines and oil storage tanks. These fires could coalesce into a firestorm burning [a city] and its surroundings for 6 to 8 hours. With temperatures as great as 1,600 degrees Fahrenheit, anyone in a shelter would be dry roasted, as in a crematorium. Others would be asphyxiated as the fire sucked the oxygen out of their shelters. In our limited experience of firestorms, as in Hamburg and Dresden during World War II, the only people who survived were those who were able to flee.

In an attack . . . the injured could expect little by way of medical care. The number of burn victims in just one city would exceed by many times the number of intensive care beds in all of the United States. Many of the area's doctors and nurses would be among the dead and injured, and most of the hospitals would be destroyed or extensively damaged. An attack . . . would imply a general war with hundreds of nuclear detonations elsewhere. No help would be coming in from outside.

. . . the social fabric of the United States would be so badly ruptured that recovery would be extremely difficult if not impossible.—Dr. H. Jack Geiger, Logan Professor of Community Medicine at the City College of New York and a spokesman for Physicians for Social Responsibility.

(The U.S. and the Soviet Union now have nearly 50,000 nuclear warheads; 16,000 of these are strategic intercontinental bombs and missiles—just one of which could kill 2 million people.)



During the '60s, law enforcement agencies were unprepared for the violent unrest that took place. Racist attitudes and practices of the police themselves precipitated much of the violence. Today, more and more police are beginning to see themselves as a military unit fighting a domestic war. Many police departments have paramilitary units like Special Weapons and Tactics (SWAT). These units were developed by an ex-Marine and the first SWAT teams were trained by Marines at Camp Pendleton.

Today, police are increasing their presence in Black and Hispanic communities. Tactics of harassment and intimidation by police are also on the rise. According to the National Minority Advisory Council on Criminal Justice (1980), "The police use of excessive force, and particularly deadly force, is a major problem in minority communities across the nation. . . . Evidence also suggests that police abuse of minority citizens comes close to being an organized practice in some departments. . . . [B]etween 1950 and 1973 Blacks represented more than 45 per cent of over 6,000 killings by police. Hispanics were most probably counted as white in these statistics."

Two other areas demand our scrutiny. First are attempts by Congress to rewrite the Federal Criminal Code adding provisions that could possibly be used to stifle many forms of dissent that we now take for granted. Second is the unleashing of intelligence agencies into the domestic sector. These actions will spell trouble for activists — particularly Third World activists — who seek to raise a progressive and peaceful voice in protest.

**CIBC:** Are there links between our nation's racist history and its foreign policy towards the Third World?

**Williams:** This nation is not alone in its chauvinistic treatment of people of color. Europe trained us well. The British, in the mid-1850's, were willing to consider independence for their white colonies but resisted India's efforts for another century. Seven European nations carved up Africa and cast themselves in the role of "civilizers" nobly bearing "the White Man's burden." Non-whites were seen as less than human. White domination of people of color around the globe has been maintained primarily through the use of military force.

The first Europeans to stumble across the Americas set the tone for a foreign policy that has been sanitized over time,



*Military spending decreases job opportunities, particularly for people of color; above, an unemployment line in Detroit. The decrease in human services caused by increased military spending also affects people of color disproportionately.*

but basically remains unchanged. Starting with the extermination of the Arawaks by Columbus, on to the genocidal treatment of North American Indian nations, to the slave traders who brought Africans chained to each other in coffin-sized spaces to a "land of freedom," to the takeover of Mexican lands and resources, it was always the superior weapons of whites that gave them the edge — an edge used for racist self-aggrandizement.

Hiroshima stands out among the recent examples. The U.S. had broken the Japanese secret code, and we know today what President Truman knew in August 1945 — that the Japanese military leaders had been seeking ways to surrender. Why then did the U.S. drop an atomic bomb on a civilian population? And repeat the atrocity three days later, before Japan had time to react to the first bomb? Why were U.S. citizens of Japanese ancestry herded into concentration camps, their property virtually stolen? A similar fate did not await those of German or Italian heritage. Why?

Our racist ideology justifies these sins of the past, and it justifies corresponding sins in the 1980's. The U.S. allows pesticides, drugs and other products banned from the U.S. marketplace to be sold to Third World countries. The U.S. befriends apartheid in South Africa and is helping to develop its nuclear industry against international sanctions. The U.S. feels free to militarily intervene in the Third World, using the threat of communism as an excuse. It is because of racism that these interventions are left unchallenged by most Americans.

It is ironic that Martin Luther King,

Jr. was palatable to U.S. leaders until he linked racism at home to militarism abroad in his speech "Beyond Vietnam." He was murdered exactly one year after that speech. And I am reminded of his words in reference to the Poor People's March: "We have to go to Washington because they have declared an armistice in the war on poverty, while squandering billions to expand a cruel and unjust war in Vietnam."

I, too, can see little difference between this nation's foreign and domestic policies. If we could truly eliminate racism at home by tomorrow morning, then by tomorrow afternoon there would be a dramatic shift in our nation's foreign policy.

**CIBC:** What is the effect of the arms race on the Third World?

**Williams:** Instead of harnessing human ingenuity to help solve the problems of economic development, a large percentage of the world's time, resources and skills is used to prepare for war. Thousands of people who could be saved by altered priorities die daily from hunger and disease. Both the U.S. and the USSR sell arms to Third World countries to buy the support of their ruling governments. Very often those governments use the arms to repress their own peoples or to attack their neighbors.

Today, the governments of 54 nations in the Third World are dominated by armed forces. Globally, arms budgets add up to \$550 billion per year, which is more than the annual income of the poorer half of the world's population. What a cruel misuse of resources! Moreover, the



money spent on arms does not create jobs or aid in development; instead, it results in higher unemployment. Given the distressing statistics on poverty, hunger, disease and illiteracy in the world, it is totally immoral for the superpowers to push arms sales.

I recommend Ruth L. Sivard's annual edition of *World Military and Social Expenditures* (see resources, p. 33) for a useful summation of comparative statistics on each country. I also suggest that we get in touch with our Congressional representatives to influence their votes on foreign aid. Of course, those of us who are educators should raise these issues with our students and colleagues.

**CIBC:** That leads to the last question. How can educators help students and other educators understand these issues?

**Williams:** Educators have an important role to play. They can help students who will be future decision-makers grasp all sides of issues that could touch their lives daily — directly and indirectly.

We can fight militarism by providing students with an understanding of how

racism has influenced our history — including our military history. I believe that understanding racism will make students more critical of militarism. Isn't critical questioning what education is all about? But in order to question and analyze values and actions — whether of individuals, institutions or societies — students need to know about a wide variety of opinions and perspectives, not just those of the few who dominate our society today.

This means that educators must expand their own store of opinions and perspectives. Read and learn more about U.S. history from Third World viewpoints. Go beyond the textbooks, so that your students can intelligently begin to clarify and develop their own values and viewpoints. It is the responsibility of concerned educators to search out and supply supplementary classroom materials geared to the grade level of their students. One resource I would recommend to every educator is Howard Zinn's *A People's History of the United States* (Harper & Row, 1980). Taking the time to understand different facets of our his-

tory will help us avoid the pitfalls of generations past and give us an honest sense of how we got to where we are today.

I would like to see educators provide students with the skills to identify racism in their books and in the wider world — and to identify textbook bias that promotes militarism. I would urge concerned educators to discuss these issues with their colleagues and to share positive classroom experiences with them. Try to plan school activities around issues of racism and militarism.

When possible, teachers should open their classes to outside speakers. I have had a number of positive classroom experiences. Basically, what I tell students in these situations is that "we all receive a concept of our world and society from narrow sources." I ask them to think about what I have to say and test it against what they already know. If they hear a conflicting message, they owe it to themselves to search out a truth that has meaning for them.

**CIBC:** Would you like to add anything further?

**Williams:** Yes. Blacks and other people of color grow up in two cultures and have to deal with the impact of racism daily. As members of the dominant national culture, whites can ignore racism. I think it is important for Black, white and other educators to explore racial issues together. Let us all begin to look at the world in a different light. As a Black I have stopped using the term minority when referring to people of color. We are part of the oppressed global majority. People like David Rockefeller and Ronald Reagan are part of the global oppressing minority.

If we take a world view of our situation, individuals who are working for a just society are all members of the oppressed majority. While we should not pretend to be color blind, I think race is often used as an excuse for not dealing with one another. Reaganomics is color blind. It affects, in a destructive way, all people who are not numbered among the wealthy few. I think that includes most of us. If we don't work together and find positive ways to explore and support each other's issues — issues such as racism, sexism, ageism, handicapism, militarism — then we won't survive. I intend to survive. Do you? □

#### About the Author

GREG WILLIAMS is a perennial activist working on community development issues in the Cambridge-Boston area.

### Megabombs (and Other Goodies) = Megabucks

[The] arguments against massive military spending are compelling if we assume that the function of the market economy is to serve the needs of taxpayers, consumers, and workers rather than the interests of those who own the economy. But once we admit that the market economy has needs of its own relating to profit and investment, then the arguments in support of military spending cuts become irrelevant, for the truth is that military spending is vital to corporate America. It is vital for these reasons:

*First*, the armaments market does not compete with the consumer market (from the investor's perspective), for it creates a whole new and evergrowing area of demand and investment, producing products that have a built-in obsolescence. Most weapons systems have a brief life span, often becoming technologically obsolete not long after they roll off the production line.

*Second*, the taxpayer's money underwrites all the risks and most of the costs of weapons development and sales. Unlike automobile manufacturers, who must worry about selling the cars they produce, weapons manufacturers have a contracted market complete with cost overrun guarantees of 300 to 700 per cent.

*Third*, with noncompetitive bids on defense contracts, a company can submit almost any inflated price and get the contract. Indeed, the *higher* the negotiated bid, the more welcome it is, since both the contractor and the military are interested in mounting the largest operation possible.

*Fourth*, all research and development costs are met by the government, as are most operational costs, so the contracting firm risks relatively little capital of its own.

*Fifth*, what all this adds up to is that the weapons industry is the most lucrative business there is, with profits many times higher than any to be obtained in the civilian sector. The General Accounting Office reports that profits before taxes—and the major companies pay relatively little in taxes—were 56 per cent for defense contractors, with some companies reaping more than 200 per cent.

Excerpted from "More Bucks from the Bang" by Michael Parenti, *The Progressive*, July 28, 1980. Copies of this article (and many others) are available from Promoting Enduring Peace, PO Box 103, Woodmont, CT 06460. Free except for postage; write for their catalogue.



*King's 1967 speech, "Beyond Vietnam," is startlingly relevant for our times*

## Martin Luther King, Jr.— Still a Voice to Heed

By Martin Luther King, Jr.

Martin Luther King drew the links between the struggle against racism and the anti-war movement in his historic speech, "Beyond Vietnam," delivered at Riverside Church, New York City, April 4th, 1967. King was widely rebuked for connecting the issues of racism and militarism. The speech has particular relevance today as the links are being increasingly recognized. Excerpts from his speech appear below. (The complete speech, accompanied by other pieces, is available for \$1.50 from Clergy and Laity Concerned, 198 Broadway, New York, NY 10038.)

. . . [A]s I have moved to break the betrayal of my own silences and to speak from the burnings of my own heart, as I have called for radical departures from the destruction of Vietnam, many persons have questioned me about the wisdom of my path. At the heart of their concerns this query has often loomed large and loud: Why are *you* speaking about the war, Dr. King? Why are *you* joining the voices of dissent? Peace and civil rights don't mix, they say. Aren't you hurting the cause of your people, they ask? And when I hear them, though I often understand the sources of their concern, I am nevertheless greatly saddened, for such questions mean that the inquirers have not really known me, my commitment or my calling. Indeed, their questions suggest that they do not know the world in which they live. . . .

Since I am a preacher by trade, I suppose it is not surprising that I have several reasons for bringing Vietnam into the field of my moral vision. There is at the outset a very obvious and almost facile connection between the war in Vietnam and the struggle I, and others, have been waging in America. A few years ago

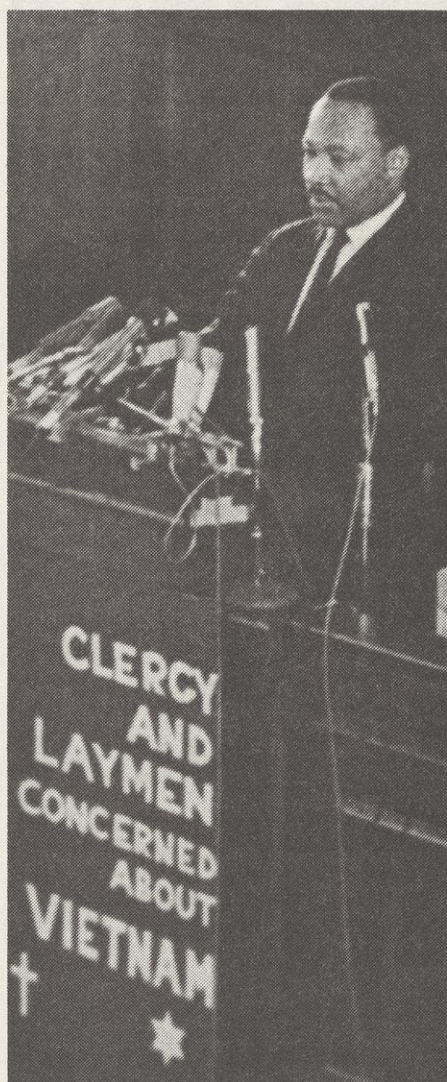


Photo: Singleton Studios

there was a shining moment in that struggle. It seemed as if there was a real promise of hope for the poor—both Black and white—through the Poverty Prog-

ram. There were experiments, hopes, new beginnings. Then came the build-up in Vietnam and I watched the program broken and eviscerated as if it were some idle political plaything of a society gone mad on war, and I knew that America would never invest the necessary funds or energies in rehabilitation of its poor so long as adventures like Vietnam continued to draw men and skills and money like some demoniacal destructive suction tube. So I was increasingly compelled to see the war as an enemy of the poor and to attack it as such.

Perhaps the more tragic recognition of reality took place when it became clear to me that the war was doing far more than devastating the hopes of the poor at home. It was sending their sons and their brothers and their husbands to fight and to die in extraordinarily high proportions relative to the rest of the population. We were taking the Black young men who had been crippled by our society and sending them 8,000 miles away to guarantee liberties in Southeast Asia which they had not found in Southwest Georgia and East Harlem. So we have been repeatedly faced with the cruel irony of watching Negro and white boys on TV screens as they kill and die together for a nation that has been unable to seat them together in the same schools. So we watch them in brutal solidarity burning the huts of a poor village but we realize that they would never live on the same block in Detroit. I could not be silent in the face of such cruel manipulation of the poor.

My third reason moves to an even deeper level of awareness, for it grows out of my experience in the ghettos of the north over the last three years—especially the last three summers. As I have walked among the desperate, rejected



I believe we can create a new movement in America. Not just a new freedom movement or a new peace movement, but a movement that will join together everything that was the freedom movement and all that grew out of it. The peace movement, women's movement, youth movement, not to speak of brown power, black power, gray power and red power, are each waiting to act, to be merged, joined together and made whole.

President Ronald Reagan has given us the means to properly organize the nation and the world. Reagan has given us the handle that will bring all thoughtful Americans together—the military budget, the nuclear blast, the defiance of reason. And he has done this in order to maintain a colonial economic order that can no longer be maintained by conventional means, one that budgets at least one and one-half trillion dollars for military material rather than for the needs of the American people. We have the rationale for reaching the nation and the world. Already fellow sufferers like ourselves on every continent are outraged by our audacity to act out the American Cowboy scene on the world stage, simply because we have a Hollywood product and a cowboy mentality.

Reagan has created the conditions, but we must learn from Martin [Luther King Jr.]. If you are not willing to struggle for what you want, you will get what you deserve. Therefore we must take the initiative and we must take it now. That means action. For it has become clear to all of us that there is no truth without action. It is in the action that we begin to understand who we really are, what we can do, what we can become. It is not enough to mouth truths, it is our action that causes a nation to think.—Rev. C. T. Vivian, *National Anti-Klan Network*

and angry young men I have told them that Molotov cocktails and rifles would not solve their problems. I have tried to offer them my deepest compassion while maintaining my conviction that social change comes most meaningfully through non-violent action. But they asked—and rightly so—what about Vietnam? They asked if our nation wasn't using massive doses of violence to solve its problems, to bring about the changes it wanted. Their questions hit home, and I knew that I could never again raise my voice against the violence of the oppressed in the ghettos without having first spoken clearly to the greatest purveyor of violence in the world today—my own government. For the sake of those boys, for the sake of this government, for the sake of the hundreds of thousands trembling under our violence, I cannot be silent. . . .

. . . The war in Vietnam is but a symptom of a far deeper malady within the American spirit, and if we ignore this sobering reality we will find ourselves organizing Clergy and Laymen Concerned committees for the next generation. They will be concerned about Guatemala and Peru. They will be concerned about Thailand and Cambodia. They will be concerned about Mozambique and South Africa. We will be marching for these and a dozen other names and attending rallies without end unless there is a significant and profound change in American life and policy.

In 1957 a sensitive American official overseas said that it seemed to him that our nation was on the wrong side of a world revolution. During the past ten years we have seen emerge a pattern of suppression which now has justified the presence of U.S. military "advisors" in Venezuela. This need to maintain social stability for our investments accounts for the counter-revolutionary action of American forces in Guatemala. It tells why American helicopters are being used against guerrillas in Colombia and why American napalm and green beret forces have already been active against rebels in Peru. It is with such activity in mind that the words of the late John F. Kennedy come back to haunt us. Five years ago he said, "Those who make peaceful revolution impossible will make violent revolution inevitable." . . .

I am convinced that if we are to get on the right side of the world revolution, we as a nation must undergo a radical revolution of values. We must rapidly begin the shift from a "thing-oriented" society

Neither Ronald Reagan nor Leonid Brezhnev would push the button. However, there have been 151 false alerts here in the last 18 months. When will an alert not be stopped before the bombs are under way?—William Sloan Coffin, Jr.

to a "person-oriented" society. When machines and computers, profit motives and property rights are considered more important than people, the giant triplets of racism, materialism and militarism are incapable of being conquered.

True revolution of value will soon cause us to question the fairness and justice of many of our past and present policies. . . . A true revolution of values will soon look uneasily on the glaring contrast of poverty and wealth. With righteous indignation, it will look across the seas and see individual capitalists of the West investing huge sums of money in Asia, Africa and South America, only to take the profits out with no concern for the social betterment of the countries, and say: "This is not just." It will look at our alliance with the landed gentry of Latin America and say: "This is not just." The Western arrogance of feeling that it has everything to teach others and nothing to learn from them is not just. A true revolution of values will lay hands on the world order and say of war: "This way of settling differences is not just." . . . A nation that continues year after year to spend more money on military defense than on programs of social uplift is approaching spiritual death. . . .

### Revolutionary Times

These are revolutionary times. All over the globe men are revolting against old systems of exploitation and oppression. . . . We in the West must support these revolutions. It is a sad fact that, because of comfort, complacency, a morbid fear of Communism, and our proneness to adjust to injustice, the Western nations that initiated so much of the revolutionary spirit of the modern world have now become the arch anti-revolutionaries. . . . Our only hope today lies in our ability to recapture the revolutionary spirit and go out into a sometime hostile world declaring eternal hostility to poverty, racism and militarism. . . .

A genuine revolution of values means in the final analysis that our loyalties must become ecumenical rather than sectional. Every nation must now develop an overriding loyalty to mankind as a whole in order to preserve the best in their individual societies. . . .

. . . Over the bleached bones and jumbled residue of numerous civilizations are written the pathetic words: "Too late." . . . We still have a choice today: non-violent co-existence or violent co-annihilation. □



# Militarism in Textbooks: An Analysis

By Sharon Wigutoff and Sergiu Herscovici

One sign of a good history teacher is the ability to make students aware of the connections between what happened *then*, what is happening *now* and what is *yet to come*. Today's students have more cause than ever to be concerned about the lessons of history since the destruction of the earth by nuclear war has become an ominous possibility.

Since most junior high and high school history teachers rely on standard textbooks, it is essential to ask how current texts present information about militarism, war, previous uses of nuclear weapons and related topics. A research team composed of the authors of this article and Council staff members analyzed the content of 11 widely used junior high and high school history texts. One text was published in 1979; the rest have been published since 1980. A list of titles examined appears at the end of this report.

The researchers first compiled a list of significant terms (disarmament, Hiroshima, SALT, etc.) and checked index entries to see how each book treated these subjects. In addition, a series of questions was formulated to determine the texts' coverage of issues crucial to an understanding of peace education. The findings of the study follow.

## CONVENTIONAL WAR

**Do texts challenge the legitimacy of war as a way of resolving disputes? No.** Not one of the 11 textbooks raised philosophical questions about the acceptability of war. While statistics are cited to show the costs in lives and money, there is no attempt to show the extent of human suffering; the costs are not weighed against the results, nor are the possibilities of alternative measures presented. Some texts do raise serious ques-

tions about the U.S. role in *particular* wars, such as the invasion of Cuba, the Philippines or Vietnam, but war — *as a social institution* — goes unchallenged. This helps to perpetuate the notion that war is inevitable and a reasonable way of solving conflicts.

**Do texts suggest that public funds spent on arms reduce funds for human needs (guns vs. butter)?** Seven texts report on criticism of the high costs of the Vietnam war. The one text that questions the U.S. priority given to military expenditures refers to a previous decade, not the present. Consider this statement:

There was in the 1960s an alarming imbalance between huge sums devoted to military projects and the relatively meager amounts devoted to domestic problems and the needs of underdeveloped nations.

This is a worthwhile assertion, but it should be followed by some explanation for the imbalance. The text fails to do that; it also fails to relate the problem to the situation today, so that students are left with the impression that an imbalance no longer exists. It would be useful for students to explore the actual proportions of the federal budget that are spent on military expenditures vs. social services. The inclusion of the kind of information that appears in the annually published *World Military and Social Expenditures* (see resources, p. 33) would help students understand this issue. For example, the information that the U.S. is first in military outlays but only seventh in social expenditures might provoke some critical thinking.

**Do texts glamorize acts of war and U.S. war leaders?** The texts do not glamorize war — overtly, that is. Loss of life and damage suffered are reported for the major wars. However, in the detail given to military strategy, in the adjectives used to describe particular wars

and in the ways U.S. war leaders are extolled, the texts do little to counter militarist values. The choice of value-laden descriptors conveys the authors' perhaps unconscious admiration for military power — for example, "heroic," "courageous," "terrific," "powerful," "mighty." Consider the image of war presented to children from a declarative statement like this:

The greatest war [World War II] in history was over. — *The Americans: The History of a People and a Nation*, 1982

Other texts present only the most essential factual information, clearly avoiding glorification. However, in these texts the avoidance of all value judgments by simply reporting "the facts" results in books that miss the opportunity to stimulate critical thinking.

**Does the text explain the military-industrial complex? If so, how is it portrayed?** Seven texts use the term "military-industrial complex." Two of these quote from Eisenhower's Farewell Address, but not one analyzes the term or explains why Eisenhower believed the alliance dangerous. Teachers might well read *The Iron Triangle* by Gordon Adams (Council on Economic Priorities, New York, N.Y.) for information about the vast influence of the complex on U.S. policies.

## NUCLEAR WAR

**Do texts convey the devastating effects of the Hiroshima and Nagasaki bombings?** The findings show a broad range, from no mention at all of the effects, except that the bombings led to U.S. victory (*The New Exploring American History*, 1981) to a very moving account of the suffering as told by a ten-year-old victim (*Let Freedom Ring*,



1980). Ten texts dismiss the effects of the bombings in two sentences or less. Nine texts omit mention of radiation sickness and genetic damage. Five offer pictorial illustrations of either Hiroshima or Nagasaki after the bombing. Only one text shows people, and those people are not visibly marked by the blast. By showing how property was damaged but failing to portray human victims, the graphics minimize, if not negate, the phenomenal human suffering which statistics alone cannot convey. Over and over again in our survey, we found texts presenting nuclear developments as "facts" to be learned, rather than as policies to be pondered, if not questioned.

**Do texts comment on the fact that the first use of the atomic bomb was against**

**people of color?** No. This is not discussed in any of the textbooks. One text raises the question of why the bomb was dropped on Japan and not on Germany or Italy, but it gives no information for student use to answer the query. (A related issue is the internment of Japanese Americans during World War II. All 11 texts express disapproval of this action but none notes the racist implications of singling out people of color and not Germans and Italians for wartime internment. For a discussion of some connections between racism and militarism, see the article, "Racism and Militarism: Exploring the Links," page 9.)

**Do the texts justify the bombing of Hiroshima and Nagasaki?** In every text examined, Truman's decision is said to

have been based on the assumption that if the bombs had not been dropped, U.S. soldiers would have had to invade Japan, causing great loss of lives. No text questions this assumption, nor do any include the serious reservations about the use of the bomb that were expressed by Einstein, Oppenheimer and other scientists instrumental in its development. Also omitted is the information that the U.S. had broken the Japanese code and that Truman knew that Japanese military leaders were discussing surrender before the bombs were dropped. Textbooks should also note that the developers of the bomb urged Truman to try to convince the Japanese leaders of the bomb's devastating power by dropping it on a less populated region.

Study questions at the end of the chapter in some texts ask students to consider whether Truman made the right decision about using the atomic bomb. However, the limited information supplied by the texts precludes informed student opinion. (See Howard Zinn's alternative history book, *A People's History of the United States*, Harper, 1980, for much useful information.)

**Do texts report on and question U.S. threats to use the nuclear bomb in the years since Hiroshima?** Four texts refer to the policy of "brinkmanship" of the Eisenhower administration and to Kennedy's "unspoken threat" of a nuclear war at the time of the Cuban missile crisis. Not one text raises questions about these threats. Consider this statement in a fifth text:

Shortly after his election, Eisenhower went to Korea. As President he threatened to use the atomic bomb to end the deadlock if the [peace] talks did not make headway. By July, 1953, a peace settlement was reached.  
— *The Free and the Brave*, 1980

Won't this statement lead children to believe that nuclear might can and should be used in foreign policy negotiations?

**Is the buildup of nuclear overkill arsenals by the U.S. and the USSR presented?** No. The texts do not present statistics on nuclear weapons or their capabilities. Four texts mention overkill, and each of them does so in one sentence. What is uniformly missing is a comprehensive discussion of the post-1945 buildup of nuclear arsenals by a growing number of nations. Students are left to deduce that the nuclear arms race is a problem from scattered references to such things as the Eisenhower disarmament proposals in 1955, the 1963 Nuclear Test Ban Treaty and SALT I and II. Once again, no philosophical or moral

In conjunction with the June 12 Disarmament march in New York City, I decided to do a unit on disarmament with my fourth and fifth grade class. I contacted the local Mobilization for Survival (MFS) and looked through the public library. There was enough material to teach a semester course.

I started by telling the class about Hiroshima, reading from the survivors' diaries and giving very basic facts about the power of nuclear weapons and the possible effects of such a war. The initial presentation/discussion unleashed many interesting questions and comments about war in general, violence, the USSR, the Vietnam War and what can be done to change things.

Perhaps the most successful activity was involving the class in a writing/poster contest on "World without Weapons" that a local peace education group was sponsoring. The students were to write or draw about issues relating to a world without weapons: non-violence, disarmament, conflict resolution, etc. After the boys were directed away from writing about a "last war" which would destroy the whole world, a number of students wrote fine essays. They later read the writing to a guest speaker from MFS. The best submissions to the contest were also displayed in the city art museum.

We saw the MFS filmstrip, *The Last Slide Show*, which provoked such questions as, "Why didn't we drop the bomb on Vietnam so we would have won the war?" This led to a short history of the Vietnam War. The question of "How does it work?" led to some detailed physics and a small group discussion on atomic structure.

Throughout the discussions I tried to stress two things. First, that this issue, like other social issues we had studied — African American and Native American history, disability rights, women's issues — can be affected by social movements and protest. And the exciting thing is that there *is* a social movement, one that youngsters are involved in. The second important point is that despite the threats of horrendous destruction made possible by these bombs, a mass peace movement does hold out the potential of changing the world. It is growing, it is getting stronger and, like the anti-war movement, it may win.

A month after school closed for the summer, I asked the parent of a student who had written a thoughtful essay if the student could testify in front of a City Council Committee on the Jobs and Peace Referendum question. The parent approved and the student was delighted. She enlisted a friend and they both gave testimony that got on all three TV stations. The MFS people were so impressed that one child was asked to speak at the Hiroshima memorial service.

These children helped organize a group called Children for Peace, and they are planning a city-wide meeting for this fall. Those interested in corresponding with the Children for Peace group in Milwaukee can contact them through me at 3340 N. Pierce Street, Milwaukee, WI 53212. — Bob Peterson



questioning of the right of a few men to control the fate of many millions of humans is presented to students for their deliberation.

**Is the nuclear buildup connected to increasing threats of nuclear war?** One book has a section on the arms race and the increased reliance on nuclear weapons. The author states:

Soon the United States and the Soviet Union had enough weapons to destroy each other several times over. Each government was spending nearly half of its budget on arms. And scientists were warning that a nuclear war might wipe out all life on earth.

— *The Free and the Brave*, 1980

This short paragraph represents the best information provided by any of the texts on the possibilities and the consequences of nuclear war. In general, the texts disperse references to nuclear arms and do not clearly identify the steady buildup of massive nuclear arsenals as *government policy*. In this way the danger and consequences of nuclear war are not apparent to readers. Neither nuclear proliferation nor the spiralling nuclear arms race is linked to increasing destructive capability and threats to life.

**Do the texts discuss arms limitation agreements?** Yes. All texts contain cursory references to the Geneva Summit, the Nuclear Test Ban Treaty, SALT I and II. However, not one text points out that arms limitation (like current freeze proposals) is hardly insurance against nuclear war. Not one textbook points out that arms limitation merely selects which weapons would be used in a nuclear war.

## ANTI-WAR AND ANTI-NUCLEAR MOVEMENTS

**Are the anti-war and anti-nuclear protest movements presented in the text?** Protest movements receive mixed coverage. At the most conservative end (*America's Heritage*, 1982) the anti-Vietnam war protesters are depicted as loud and unruly, while the "silent majority" are described as decent, law-abiding Americans. At the other end of the spectrum the strong opposition to the Vietnam war is seen as a significant political force resulting in Johnson's decision not to seek reelection. Only four texts mention the Administration's violent response to the protest movement, such as the police brutality at the 1968 Democratic Convention and the killings at Kent and Jackson State.

The message offered in nine texts is that the anti-war movement was restricted to young college students, in-

stead of the actual wide-ranging coalition that crossed age, class, race and socio-economic lines. It is important that textbooks inform young people of the positive role that protest movements can play in effecting social change. (A somber note: Frances FitzGerald in *America Revisited*, Little, Brown, 1979, has observed that new editions of textbooks are giving less and less space to the anti-Vietnam war movement.)

It is an unfortunate truth that history texts continue to give pages of coverage to war efforts and only minimal reference to peace efforts. Texts stress the names of military leaders, campaigns and battle sites, but ignore those who oppose military solutions. As a result, students are well informed about a Douglas MacArthur but know nothing about an anti-war activist like the first Congresswoman, Jeannette Rankin, who is not described in any of the 11 textbooks.

If mentioned at all, the anti-nuclear movement is dismissed in a sentence or two about critics who question the safety of nuclear power plants. Anti-nuke spokespersons like Dr. Helen Caldecott and William Sloan Coffin are totally ignored. Not one of the 11 texts refers to the movement against nuclear weapons. The implication in all texts is that the critics are few in number and without political importance. In every case, these protest movements are presented in a limited if not negative fashion, rather than as the most recent examples of healthy and necessary critical inquiry into U.S. policies.

## RECOMMENDATIONS

After examining the newest editions of these 11 widely-used history textbooks, we have concluded that the information they present about nuclear weapons and the dangers of nuclear war is inadequate, misleading and irresponsible. At worst, texts avoid reference to nuclear arms completely and concentrate on the use of nuclear power as an energy source. At best, they acknowledge the existence of an arms race and a need for arms limitation, but they uniformly fail to provide the background necessary for informed discussion about the consequences of the arms race, nor do they ever make clear that limiting arms does not eliminate the threat of nuclear war.

We believe textbooks can — and must — do better. We recommend that textbooks:

- Include past and current criticism of wars as legitimate tools for conflict resolu-

tion, as well as criticism of particular wars.

- Include information on the growth and power of the military-industrial complex.

- Include comparative expenditures on armaments and social services.

- Include information about the ideas and activities of important peace activists.

- Include substantive information about nuclear-related issues.

- Convey to students the grave consequences of war in the nuclear age.

- Challenge students to think critically about nuclear issues.

We recognize that no textbook, no matter how ideal, can ensure world peace. Nevertheless, we believe that education can contribute to the possibility of that peace by keeping students well informed and by encouraging analytic thinking about issues of critical importance to their lives. Such thinking will never be stimulated by today's standard textbooks. □

### Textbooks in Study

*A People and a Nation* by Clarence Ver Steeg and Robert Hoffstadter. Harper & Row, 1981.

*American History* by Jack Abramowitz. Follett Publishing Co., 1979.

*American History* by John A. Garraty et al. Harcourt Brace Jovanovich, 1982.

*The Americans: The History of a People and a Nation* by Winthrop Jordan et al. Science Research Associates, 1982.

*America's Heritage* by Margaret S. Branson. Ginn and Co. (Xerox), 1982.

*The Free and the Brave: The Story of the American People* by Henry F. Graff. Rand McNally & Co., 1980.

*History of a Free People* by Henry W. Bragdon and Samuel P. McCutchen. Macmillan, 1981.

*Let Freedom Ring: A United States History* by Richard C. Brown et al. Silver Burdett Co., 1980.

*The National Experience: A History of the U.S.* by John M. Blum et al. Harcourt Brace Jovanovich, 1981.

*The New Exploring American History* by Melvin Schwartz and John R. O'Connor. Globe Book Co., 1981.

*Rise of the American Nation* by Lewis Paul Todd and Merle Curti. Harcourt Brace Jovanovich, 1982.

### About the Authors

SHARON WIGUTOFF is author of the annotated bibliographies of non-sexist and non-racist books, *Books for Today's Children* and *Books for Today's Young Readers*, both published by the Feminist Press. SERGIU HERSCOVICI conducts research in political science at the Graduate School and University Center of the City University of New York.



# Militarism in Juvenile Fiction

By Donnarae MacCann

Among its many uses, children's literature provides a road map for cultural historians — a means of measuring society's basic assumptions. Prevailing ideas tend to be mirrored in children's books, and the books then reinforce the ideas.

One way to see how this phenomenon operates is to consider children's fiction about war. It was not until the 1950s that the simplistic patriotism that appeared in early works was somewhat rectified, although many books still contain a nostalgic dimension which obscures the real horrors of war. Some aspects of this cultural history have been more thoroughly examined than others, but the record so far shows the persistence of militaristic codes, untempered nationalism and nostalgic visions of suffering and triumph.

In *The Dark Mirror: War Ethos in Juvenile Fiction, 1865-1919*, Peter A. Soderbergh shows that reconciliation characterized post-Civil War novels, and books tended to stress the rightness and reasonableness of both contenders in that war. After 1898, however, Theodore Roosevelt's notion that war was a "great adventure" predominated. "It is no exaggeration," writes Professor Soderbergh, "to say that, by 1918, the cheery adolescent of 1895 had been transformed by the writers into a war-crazed instrument of national policy."<sup>1</sup> He pinpoints a growing militarism and notes the influence of imperialistic novels by British journalist George Henty, who aimed to cover in juvenile fiction "all the wars, great and little" since 1688. Widely available in the U.S., his 70-odd titles included *With Clive in India* and *With Lee in Virginia*.

Edward Stratemeyer modeled his Spanish American War stories (*Under Dewey in Manila*, *Fighting in Cuban Waters*, etc.) after Henty's works, and ended his career in 1930 with more than 700 titles, a stable of writers and some 60 pseudonyms. By the end of World War I, Stratemeyer protagonists had become

wholesale slaughterers; they did not hesitate, for example, to gleefully let floundering German soldiers sink with their ships. ("What a relief," notes one character, "that more of the loathsome beasts have been removed from a decent world.")<sup>2</sup>

Similar themes appeared in series books by Percy Keese Fitzhugh, inventor of the noble slum kid, Tom Slade. Tom is given up for lost in flaming planes and troop ships; he is in and out of prison camps; he revives his collapsing French sweetheart by describing the hardiness of U.S. Camp Fire Girls:

"... they don't scream when they get into a boat, and they ain't afraid of the woods, and they don't care if it rains, and they ain't a-scared of noises and all like that. You got to be one of them tonight. . . ."

"No more am I afraid. I will be zis fiery camp girl — So!"<sup>3</sup>

Since Fitzhugh was endorsed by the Boy Scouts of America, it is not surprising that Tom continuously demonstrates the beauty of Boy Scout training: he can break barbed wire by coating it with sal ammoniac, locate enemy cannon by finding a splinter of bark on a dud shell and identifying the type of tree, and calculate his position by the timbre of a locomotive whistle.<sup>4</sup> Nonetheless, as in the Stratemeyer works, the Hun's "brutality," "loathsomeness," "murderous disposition" and propensity for bombing hospitals are vividly portrayed.

Heroes from earlier pulp novels were recruited in the literary World War I war effort. For instance, in *Tarzan the Untamed*, Tarzan puts his pet lion on a starvation diet and then feeds it German captives for dinner.<sup>5</sup> In the more genteel publications for children, characterization and setting are more naturalistic, but plots are just as propagandistic. In one *St. Nicholas Magazine* story, the crew of an armored tank named Little Cutey go into "the scrap" with "grins wrapped round their faces," hailing

"with delight" the approaching battle. The Yanks get captured in this "scrap" (a euphemism for grim trench warfare), but no matter: "All the lost ground was recovered, and most of the prisoners the Germans had made were rescued" the next day.<sup>6</sup>

The publishers of these early works were quite clear about their motives. As one advertisement read: "There is no better way to instill patriotism in the coming generation than by placing in the hands of juvenile readers books in which a romantic atmosphere is thrown around the boys in the army. . . ."<sup>7</sup>

Similar works appeared in Britain as children's literature supported "national interests." In the decade prior to World War I, Germany was singled out as the enemy in much popular English fiction, and in fact William Le Queux, author of *Invasion of 1910*, collaborated with a British Field Marshall in working out details of an imagined German invasion. In order to increase readership and profits, Lord Northcliffe, who serialized the story in the *Daily Mail*, changed the tale's military strategy so the German troops march through all the English towns! Similar "invasion stories" were printed in *Boys' Friend*, *Boys' Herald*, *Magnet* and in Northcliffe's popular boys' papers, *Gem* and *Marvel*. According to Cadogan and Craig, "If by 1914 the boys of Britain and the empire were not raring to go and have a crack at the Kaiser it was certainly not the fault of Lord Northcliffe or his authors."<sup>8</sup>

## Racism in Early Works

The myth of white superiority has been an element in children's fiction throughout U.S. history. Novels about war often reinforce this theme; in the earlier works in particular, a character's appearance is usually enough to induce quick sympathy or repulsion (assuming of course that the reader was a proper, white,



Anglo-Saxon child).

A black skin inevitably signaled a villain. In *The Battleship Boys' First Step Upward* (1911) two Hawaiian crewmen who desert ship are referred to as "niggers," as "those black-faced fellows from the other side of the world," whose "black goes all the way through; I'll bet they're black clear to the bone."<sup>9</sup> (It is interesting to note that the U.S. "annexed" Hawaii in 1898.)

Countries dominated by the U.S. after its war with Spain were often treated paternalistically in fiction — the indigenous population portrayed as childlike and needing a Great Protector. For instance, a Mexican is described as a "stupid-looking, undersized man, evidently of the peon class" (*The Boy Scouts of the Air in the Lone Star Patrol*, 1914).<sup>10</sup>

The early novels also reflected the ideology of this country's "manifest destiny" on this continent, glorifying the U.S. cavalry's role in the conquest of Indian lands. U.S. policies toward the indigenous population were justified by depicting Native Americans in inhuman terms.

The Chinese were consistently stereotyped as ominous opium peddlers and as coolies "just like horses; it's hard to realize that they are really human beings."<sup>11</sup> Until World War II, the Japanese generally fared better — they were sometimes even considered the "Yanks of the East."

"Half-breeds" and white people who fraternize with people of color were also often singled out for special condemnation. White men in a Philippine bar have "sunk so low they are no longer any part of a white man," and the hero's underworld contact is a hideous creature with "all the bloods of the Far East in his veins" (*Dave Dawson in Singapore*, 1942).<sup>12</sup>

### Sexism in Early Works

In general, the images of girls and women in these early works reflect the sexism of the times. Typically the protagonists wring their hands and cry "Oh, if I could just put on a uniform, and take up a gun and — and — go after those awful Huns!"<sup>13</sup> There are, however, some exceptions to the "passive female." For example, girls are allowed to outwit spies and even land in France in *Red Cross Girls*.

In the U.S., as in other countries, there has been a tendency for novels — and other media — to reinforce the movement of women into public spheres during wartimes and a counter-campaign

"to bring them home" when the wars ended. (See, for example, the Cadogan and Craig study of British novels and Betty Friedan's *The Feminine Mystique*.)

### Expanding Themes, Uneven Quality

Following World War I, jingoistic novels continued to circulate through mass market channels, but serious, unmelodramatic children's novels about World War I were not numerous. People were beginning to share Ernest Hemingway's perspective: ". . . there is nothing sweet nor fitting in your dying [for your country]. You will die like a dog for no good reason."<sup>14</sup>

As the U.S. became involved in World War II, portrayals of Germans shifted slightly in pulp fiction. In his study, "The Foreigner' in Juvenile Series Fiction," J. Frederick MacDonald notes that whereas Germans had been brutally inhuman in World War I novels, they became "cunningly inhuman" in World War II. Brutality was shifted to "those dirty brown devils," those "throat-slitting sons of Nippon" (*Dave Dawson with the Pacific Fleet*, 1942).<sup>15</sup>

*Snow Treasure* by Marie McSwigan (Dutton, 1942) and *Twenty and Ten* by Claire Huchet Bishop (Viking, 1952) were among the few serious examples of U.S. war fiction during the 1940s and early 1950s. They were both based on factual events, the first describing how gold was smuggled from Norway, and the second giving an account of how ten Jewish children were rescued. By the late 1950s books of European origin began to appear in U.S. editions, and the traditional war ethos began to change slightly.

Before considering some typical books of this period, it is worth noting an outstanding anti-war allegory published in 1958: *Tistou of the Green Thumbs* by Maurice Druon (Scribner, 1958).<sup>16</sup> Tistou can instantly produce flowers with his magical thumbs and manages to halt an impending war: "What could be done with rifles that flowered, with bayonets that you couldn't poke. . . ?" His clear-headed logic annoys his elders when he comments on the war:

If I've understood properly, the Go-its and the Get-outs are going to fight a war for oil because oil is an essential material for fighting wars. . . . Well, it's stupid. . . .

Among the many novels in a realistic style for children is Ian Serrailier's *The Silver Sword* (Criterion, 1959, reissued as *Escape from Warsaw*, School Book Service, 1972), which depicts refugees struggling to reach Switzerland. It

breaks with conventional war narratives by including a sympathetic portrait of a German family whose son is in the army and it shows how children had to fight starvation (a theme treated in even starker terms in Erik Haugaard's *The Little Fishes*, Houghton Mifflin, 1969). Female protagonists have relatively strong roles in *The Silver Sword* and in another novel based on fact, *Ceremony of Innocence* by James Forman (Hawthorne, 1970), which chronicles Sophie and Hans Scholl's martyrdom after they become anti-Nazi pamphleteers at their German university.

*Friedrich* by Hans Peter Richter appeared in German in 1961; it was published in this country in 1970 (Holt, Rinehart & Winston) and won the American Library Association's Mildred Batchelder Award. A detailed treatment of the Nazi harassment of German Jews, *Friedrich* is written with exceptional skill.

*Summer of My German Soldier* by Bette Green (Dial, 1973) also departs from the conventional works by presenting a sympathetic portrayal of an "enemy soldier," but the book is marred by racism. The fat Black "mammy" who works for the protagonist's family is a singing, Scripture-quoting caricature with a minstrel dialect ("I ain't nevah 'fore cast me no 'spersions on the other folks' folks").

*Rifles for Watie* by Harold Keith (Crowell, 1957), which won the Newbery Prize, is similarly bigoted, and it should be noted that the racist images are presented as author perceptions, not character perceptions (a very crucial distinction):

A Negro woman, huge and billowy, her shining, blue-black hair bound in a red handkerchief, waddled into the room, wheezing heavily at every step. . . .

Rolling her eyes in fear, she wrapped her heavy black arms nervously in her blue apron. . . .

*Cross-Fire* by Gail B. Graham (Pantheon, 1972) is one of the few children's books about the Vietnam War. It is a biased story of a U.S. soldier who encounters four Vietnamese children outside their bombed-out village. Some degree of trust develops between the soldier and a thirteen-year-old girl, but eventually the baby dies, the soldier dies trying to protect another child and the rest of the family is shot by U.S. troops mistaking them for the enemy.

The author makes it clear that everything could have turned out differently if all the men of the village had not gone off to Saigon to enrich themselves with U.S.



dollars, and if the remaining elderly man — a Communist — had not brainwashed the children.

*My Brother Sam Is Dead* (Four Winds Press, 1974), an ALA Newbery honor book, appears to have been inspired by the anti-war movement of the 70s, although the book is about the American Revolution. Young Timothy cannot decide whether to be a "Patriot" like his beloved brother or a Tory like his beloved father. In the climactic incident, Timothy's brother, Sam, a dedicated member of the Continental army, is suddenly executed by his own commanding general because of an alleged theft. Authors Christopher and James Lincoln Collier seem to be trying to stun the reader with a triple-layered irony: Sam's arrest for a crime he didn't commit, his indictment for literally stealing from himself and his death at the hands of his compatriots. The unrealistic plot complications reduce credibility, and the book comes close to what Albert Guérard has defined as propaganda: A book that "tries to snatch an intellectual decision by means of a sentimental appeal."<sup>17</sup>

In children's books death typically occurs "off stage" or happens only to minor characters. Because children tend to think of life as part of a conscious benevolent design — a scheme that means punishment for villains and rewards for the righteous — authors usually keep tragedy at a distance. They indicate that war leads to psychological adjustment in a protagonist or a new level of maturity. Unfortunately, this can give war a certain glamor. When young protagonists are depicted as growing up overnight and shouldering responsibilities far beyond their usual capacity, children find the whole idea appealing. They would like to be the fifteen-year-old shepherd who rescues 20 kidnapped children from an Albanian camp and brings them back to Greece despite the incredible hardships and Greek Communist guerrillas (the book's predictable villains), as occurs in *Ring the Judas Bell* by James Forman (Farrar, 1965).

In Margaret J. Anderson's *Searching for Shona* (Knopf, 1978) two girls trade identification tags during World War II. This enables one girl to escape to Canada, where she becomes thoroughly unscrupulous. The girl who suffers the experiences of war becomes an exemplary person. Wartime stress — like poverty — is often presented as a character-builder, thus glossing over the realities of war.

It should be noted that almost all chil-

dren's books about World War II published in the U.S. are misleading for another reason. Because most of these books focus on European experiences, they deal with a war free of nuclear attacks. Thus they are concerned with a war that fits neatly into a novelistic framework — a war with a beginning, middle and end. In Japan, on the other hand, the effects of the nuclear bombing of Hiroshima and Nagasaki are without end. Children need to learn about this dimension of nuclear war.

### Critics and Antiquated Guidelines

Novelists are still, according to Cadogan and Craig, attracted to "an extraordinary amalgam of insecurity and exhilaration" about the war years, and critics seem to be trapped in the same nostalgia. In *The Tragic Mode in Children's Literature*, Carolyn T. Kingston maintains that children's war novels have a cathartic effect. She becomes positively rapturous, stating that war within a narrative welds "generally disassociated groups into a marvelous unity, a state of mind prolific of acts of self-sacrifice for the common cause. Emotional pitches of mystical ecstasy are reached." Kingston adds that when books give insights into this "ecstasy," "the results are worth climbing bomb-devastated ruins."<sup>18</sup> Ruth Kearney Carlson praises the "heroic image" a book can give to childhood, and cites "deeds of prowess" in medieval legends as a way to stimulate it.<sup>19</sup>

A better critical approach would be a program of research that focuses on links between cultural history and children's books. As for example: George Orwell's discoveries about a 1910 worldview in boys' magazines of 1939,<sup>20</sup> Nicholas Johnson's study of war comics,<sup>21</sup> a study of George Henty's imperialistic novels by G.D. Killan,<sup>22</sup> and a study of English novels, comics and newspapers by Ann Dummett.<sup>23</sup>

A sensitivity to what is historically authentic is at the same time a sensitivity to the art of the novel. The good writer sustains the links between real human experience and the invention of fiction. Irish novelist Elizabeth Bowen writes: "The novel lies in saying that something happened that did not. It must, therefore, contain uncontradictable truth, to warrant the original lie" — the original lie being the fabricated characters' situations and locales. Finding an "uncontradictable truth" presupposes a concern with many aspects of the human scene.

In war fiction it presupposes a quest for the knowledge that will disarm bigotry, militaristic biases and nostalgic delusions. □

### FOOTNOTES

1. Peter A. Soderbergh. "The Dark Mirror: War Ethos in Juvenile Fiction, 1865-1919" in *The University of Dayton Review*, Vol. 10, #1 (Summer, 1973), p. 14.
2. *Ibid.*, p. 20.
3. Arthur Prager. *Rascals at Large, or, The Clue in the Old Nostalgia* (Doubleday, 1971), p. 178.
4. *Ibid.*, pp. 173, 175.
5. Prager, p. 184.
6. C.H. Claudy. "A Match for His Captors" in *The Second St. Nicholas Anthology*, edited by Henry Steele Commager (Random, 1950), pp. 405, 411.
7. Soderbergh, p. 17.
8. Mary Cadogan and Patricia Craig. *Women and Children First: The Fiction of Two World Wars* (London: Victor Gollancz Ltd., 1978), pp. 27-31.
9. J. Frederick MacDonald. "The Foreigner" in Juvenile Series Fiction, 1900-1945" in *The Journal of Popular Culture*, Vol. VIII, #3 (Winter, 1974), p. 535.
10. *Ibid.*, pp. 535, 537.
11. *Ibid.*, p. 543.
12. *Ibid.*
13. Soderbergh, p. 18.
14. Ernest Hemingway. Quoted in *Esquire*, September, 1935.
15. MacDonald, p. 539.
16. This book is a modern French classic, available in four editions in France, but now out of print in English.
17. Albert Guérard. *Art for Art's Sake* (Lothrop, 1936).
18. Carolyn T. Kingston. *The Tragic Mode in Children's Literature* (Teachers College Press, Teachers College, Columbia University, 1974), pp. 94, 98.
19. Ruth Kearney Carlson. "Ten Values of Children's Literature" in *Children and Literature* edited by Jane H. Catterson (International Reading Association, 1970), p. 33.
20. George Orwell. "Boys' Weeklies" in *The Collected Essays, Journalism and Letters of George Orwell: An Age like This, 1920-1940* (Harcourt, 1968).
21. Nicholas Johnson. "What Do Children Learn from War Comics?" in *Suitable for Children? Controversies in Children's Literature* edited and introduced by Nicholas Tucker (University of California Press, 1976).
22. G.D. Killan. *Africa in English Fiction, 1874-1939* (Ibadan University Press, 1968).
23. Ann Dummett. *A Portrait of English Racism* (Penguin, 1973).

### About the Author

DONNARAE MacCANN, a member of the Bulletin advisory board and a contributor to The Arbutnot Anthology of Children's Literature, is a columnist for Wilson Library Bulletin.



# The Military/Educational Complex

By Bill Christofferson

Military research is a booming business on U.S. university and college campuses these days.

Skyrocketing Pentagon budgets have made Department of Defense research grants one of the fastest-growing and most reliable sources of income for the country's institutions of higher learning. And, at a time when money for other programs and research is being reduced or eliminated, few campus administrators are questioning whether they should accept the Pentagon megabucks. Most, in fact, are clamoring for more.

In the last three years, while student loan programs, grants and other forms of federal and state support for higher education have been drying up, the Pentagon budget for campus-based military research has increased by 70 per cent. The Reagan administration has proposed even sharper increases, from \$632 million in the 1982 fiscal year to more than \$736 million in fiscal 1983. At Princeton University, Pentagon-funded research has reached such proportions that more than 160 of its employees—including the president and the provost—now hold security clearances. At Massachusetts Institute of Technology, which ranks second (behind Johns Hopkins) in the amount of military research money received last year, more than half of the research money received since World War II has been from the military.

Major chunks of the Pentagon money go to MIT, to Johns Hopkins and to other schools that have long been on the Pentagon's payroll: Harvard, Stanford, Columbia, the University of California. But, as money for other research gets tighter, the Department of Defense (DOD) is finding itself more welcome on campuses where it had lost favor in the 1960s—

places like Wisconsin, Michigan, Berkeley.

The anti-war protests of the 1960s and 1970s didn't stop military research on campus, but it did lead to some restrictions and force the Pentagon to lower its visibility. In many cases, the restrictions were easily sidestepped. A ban on classified research can be avoided by faculty members going off-campus to work for private research firms as consultants, for example.

These days, the Pentagon is not asking the universities or their faculty members to develop specific weapons systems, as they did prior to the war in Vietnam. Instead, the DOD money now flows onto the campuses in the form of grants for so-called "basic" research which may have no readily identifiable connection to warfare at all.

What's wrong with that? What difference does the source of the funding make, if the research is unclassified and potentially useful for non-military as well as military purposes? There are several serious objections to having university researchers on the Pentagon payroll:

- Scientists are most likely to study problems for which grant money is available. The DOD's dangling of funds for its areas of interest may set the pattern for research. A byproduct is a distortion of curricula as schools try to hire faculty members who know, do and teach the things for which money is available.

- There is the danger that scientists will be co-opted by the Pentagon and will become reluctant to speak out on defense issues if they are working under a DOD contract or hope to get one. In the past, their testimony and work have helped stop unnecessary or wasteful expenditures on weapons systems.

- Putting some of the nation's best academic brainpower to work on military-selected projects means that brainpower is being diverted from other research it might pursue, whether that be solar energy, transportation or other pressing national needs.

- Military research and presence on campuses must have a chilling effect on academic freedom, the free exchange of ideas and the unrestrained pursuit of truth.

- Finally, however innocuous and "basic" the research may seem on its face, the likelihood remains that the research somehow will become a part of the Pentagon's new high-tech war machine, which fuels the nuclear arms race. A university's business, to steal a phrase from Nobel Laureate George Wald, should be with life, not death.

In response to the growing campus militarism of the 1980s, a network of new or reactivated organizations is beginning to grow across the country—at Michigan, at Rutgers, at Wisconsin, at Iowa State, at Berkeley, at Washington and at dozens of other schools. Concerned students, faculty members and citizens have begun to ask if academia's increasing reliance on the Pentagon's pocketbook will eventually put academia into the Pentagon's pocket. Nukewatch, a non-profit educational organization, sponsored a conference on campus militarism in late 1981 and is serving as a clearinghouse for information on the issue. For information, write Nukewatch Project on Campus Militarism, 315 W. Gorham, Madison, WI 53703. □

## About the Author

*BILL CHRISTOFFERSON is Executive Director of Nukewatch.*



*Draft-age students are faced with an important decision; they need information about alternatives*

# Uncle Sam Wants Them: Help Your Students Make an Informed Choice

By Patrice Wagner

General, your tank is a mighty vehicle.  
It shatters the forest and crushes a hundred men.

But it has one defect:  
It needs drivers.

General, your bomber is awesome.  
It flies faster than a hurricane and bears more than an elephant.  
But it has one defect:  
It needs mechanics.

General, a man is quite expendable.  
He can fly, he can kill.  
But he has one defect:  
He can think.

Bertolt Brecht  
(translation by Boykin Reynolds from  
*Gedichte*, Volume 4)

The armed services are major features—and reinforcers—of militarism. In 1982, the U.S. armed services employed more than two million men and women, more than any other government agency and all private companies.

An all-volunteer army has been in existence since 1973, but in 1980 Congress approved a bill requiring all males to register for a possible draft upon reaching their eighteenth birthday. Young men must make a decision that will affect them for the rest of their lives. Deciding whether to register or not, deciding whether to enlist—and in what branch of the service—are momentous decisions, but most young people do not have anywhere near enough information to make an intelligent decision. In addition, many minority youth and women will enlist without an understanding of what they are getting into.

The militarization of children begins at an early age. Television, schools, books, movies, games and toys instill in children an acceptance of war and of violence as a solution to conflicts. By junior

high school and high school, they are ripe for recruitment efforts, a fact the Pentagon has not overlooked. The military usually has ready and easy access to the schools. It is estimated that there is one recruiter for every 330 high school seniors in the U.S. and there are often recruitment offices on school property. The law allowing recruiters into the schools varies from state to state; some require that military recruiters receive equal access if civilian recruiters discuss career options. In addition, the Junior ROTC (Reserve Officers Training Corps), usually taught by retired military officers, brings military training and establishes military units in public high schools.

The armed forces also recruit through school faculties, primarily through guidance counselors. An army advertising firm stated:

The importance of civilian influence to the success of the volunteer army mission has been recognized. Among the most important influences are . . . guidance counselors at various educational levels. Strengthening the army's relationship with this group, therefore, is essential in continuing to attract quality enlistments.

Many counselors are asked to register young men for Selective Service although they are usually not required by law to do so. Counselors are also often asked for lists of senior class members.

The record-level military authorization bill just passed by Congress sustains two provisions which link schools more closely with the military. First, beginning next year, students who have not registered for the draft will be denied federal financial aid. (A legal challenge is likely.) Second, the Secretary of Defense is authorized to collect and compile, for recruiting purposes, "directory information" on high school students. Schools,

however, may choose not to release the information.

"Be all that you can be, keep on growing, keep on growing. Be all that you can be, 'cause we need you in the army" goes a current jingle. Jingles such as these are part of a massive advertising and recruitment campaign that the Pentagon embarked on when the all-volunteer army was instituted. The Pentagon spends as much as \$590 million per year on active and reserve recruitment.

Recruiters offer the promise of obtaining a skill, of receiving a college education, of travelling to faraway, exotic places. Young people are told they will have the opportunity to find out who they "really are." They are not told that the military is a completely different society with its own laws (the Uniform Code of Military Justice) and code of behavior. They are not told that they cannot quit, as one would a job, without facing repercussions. They are not told about the tremendous sacrifice, obedience, loyalty and regimentation required. They are not told that 80 per cent of the jobs in the military have counterparts in only 10 per cent of the civilian job market.

## Racism in the Military

Racism in the military is never mentioned. A 1981 Department of Defense study entitled "A Functional Assessment of Military Equality Opportunity Staffs" showed that Klan activity in the military was increasing, that Black soldiers were not promoted as fast as others and that equal opportunity programs were not helpful to women. Forty per cent of all people in military prisons are Black, and Black people received 48 per cent of all "bad conduct" discharges. "Racial Factors in the Army's Justice and Discharge



Systems," a 1980 Army study, showed that Blacks receive non-judicial punishment (restriction to base or quarters, forfeiture of pay and other punishments decided by the commanding officer) at a higher rate than Hispanics and whites, and that they are overrepresented in all types of court-martials.

For minorities, economic conscription has replaced the draft. A faltering economy and the resulting lack of jobs has forced Black and Hispanic youth into the armed services in such large numbers that it raises serious military and social questions. A 1982 Brookings Institute study said that a disproportionate number of Blacks would be killed and wounded in a future war because they are concentrated in ground combat forces. The study states "the deployment of troops that share a racial or ethnic bond with an adversary poses difficulties. . . . Suspicions that Black troops might be unwilling to carry out their assignments in certain *domestic situations* [emphasis added] . . . cannot be dismissed out of hand." A *New York Times* article stated that since the U.S. may be confronted with a conflict in Latin America, similar questions might arise with regard to Hispanic Americans, an increasingly large number of whom are in the military.

### Arbitrary Draft Unfair

There are those who say that an arbitrary draft is more equitable than the all-volunteer army. History, however, has not proven this to be true. Studies show that during the Korean War, men from poor neighborhoods in Detroit were three times as likely to die or to be missing in action than those from well-to-do neighborhoods. Then, as later in Vietnam, Blacks, other minorities and poor people were disproportionately represented in combat troops and on the front lines. Those with the right background, money and connections managed to escape the draft through an elaborate structure of deferments, exemptions, legal technicalities and non-combatant military alternatives. Those with access to doctors, lawyers and counseling services used these to their advantage. Student deferments favored the white middle-class youth who could afford to go to college. At the beginning of the Vietnam War, Black people made up 31 per cent of all combat troops, such a large figure that the Pentagon undertook a concerted effort to reduce minorities' share of fighting. Despite this, one out of every four people killed in Vietnam was Black.

## Before You Register

Before you register, think about what it means. This could be the most important decision of your life. Contact people you trust to help you think through your options. You can do one or more of the following:

- **Register** at the officially designated registration site nearest you. Your name, address, birthdate and social security number will be entered in a computer bank for future use. Registration has traditionally been followed by classification, a lottery and inductions.

- **Register as an objector to war.** "The draft law exempts from military service all those whose consciences, spurred by deeply held moral, ethical, or religious beliefs, would give them no rest or peace if they allowed themselves to become a part of an instrument of war" (U.S. vs. Welsh, 1970). If you consider yourself a conscientious objector (CO), write immediately to the Central Committee for Conscientious Objectors (see below) to obtain a card to sign declaring your objection to war. These cards have no legal status but will help in proving a CO claim. Because the Selective Service has not provided for registering conscientious objection at this time, you may want to write on its registration card, "I register as a conscientious objector and expect to be so classified if drafted." Make a photocopy of the card to keep as a permanent record before turning it in. Write the Fellowship of Reconciliation (see below) for "How to develop a CO file."

- **Stay at home and not register.** It has been estimated that at least half a million men did not register or report for induction during the Vietnam War. Many were never identified. If identified, you may be treated as a "late registrant" and given another chance to register. Or, you could be arrested and prosecuted (see penalties in next paragraph).

- **Resist** in the tradition of non-violent civil disobedience. Any act of open resistance implies willingness to risk jail for one's convictions. Some see this risk as less serious than the consequences of going against one's conscience by cooperating in a system that teaches young people to kill. Submit a letter in advance or at the registration site or simply appear and state your refusal to cooperate. Nothing may happen right away. But later you will probably be arrested. Maximum penalty for failure to comply with Selective Service law is five years in jail and/or \$10,000 fine.

- **Speak out against the draft.** Although we have been told that registration does not necessarily mean the draft, the Joint Chiefs of Staff, the President and members of Congress are rapidly moving in this direction. Write to the President and your Congressional representatives stating your opposition to the draft. Start or join a local anti-draft group.

For more information, contact the groups listed below; include a stamped, self-addressed envelope.

American Friends Service Committee (AFSC), 1501 Cherry St., Philadelphia, PA 19102; (215) 241-7000.

Central Committee for Conscientious Objectors (CCCO), Box 15796, Philadelphia, PA 19103; (215) 545-4626 or 1251 Second Ave., San Francisco, CA 94122; (415) 566-0500.

Committee Against Registration and the Draft (CARD), 245 Second St. NE, Washington, DC 20002; (202) 547-4334.

Fellowship of Reconciliation (FOR), Box 271, Nyack, NY 10960; (914) 358-4601.

National Interreligious Service Board for Conscientious Objectors (NISBCO), 550 Washington Bldg., 15th St. & New York Ave. NW, Washington, DC 20005; (202) 393-4868.

War Resisters League (WRL), 339 Lafayette St., New York, NY 10012; (212) 228-0450.

From the mid 1940s to the early '70s, women made up less than two per cent of armed services personnel. They were confined primarily to health and administrative operations. In 1973, faced with a possible loss of male volunteers and under pressure from the women's

movement, the Pentagon decided to expand women's participation. Their studies showed that women in the military had a greater tendency to respect authority and were easier to discipline, that they were less likely to disobey orders or

Continued on page 46



# A Lesson Plan for Elementary Schools: Alternatives to Aggression

By Beryle Banfield

**Time Needed:** Two class periods.

**Grade Level:** Grades four-six (may be adapted for other levels).

## DAY ONE

### Goals:

1. To make students aware that individual conflicts may be settled by non-violent means.
2. To help students understand that wars can be eliminated if people become determined to use other means of settling conflicts.

### Cognitive Objectives:

Students will:

1. Describe three ways in which a conflict may be settled by peaceful means;
2. Describe in their own terms the relationship between conflicts between individuals and conflicts between countries;
3. Describe the results of failure to settle conflicts peacefully for individuals, for nations;
4. Explain in their own words why it is better to settle a conflict by peaceful means.

### Affective Objectives:

Students will demonstrate:

1. Greater willingness to settle conflicts non-violently;
2. Greater understanding of the relationship between the acceptance of violence as a means of settling individual conflicts and acceptance of war as a means of settling conflict between nations.

### Social Action Skills:

Students will identify:

1. Ways in which society suggests that violence is the means of settling conflict;
2. Ways in which they can make their feelings known to the proper persons and institutions;

3. Ways in which they, as individuals and as a class, can work for peaceful solutions to conflict.

### Procedure:

- *Divide* the class into two groups, being sure that boys and girls are evenly distributed. Each group will perform a role play, while the other group acts as observers.

- *Discuss* responsibilities of observers with class (watch actions of role-players closely, note responses to specific actions or statements, be prepared to discuss responses and actions of role players).

- *Distribute* a role play to each group and *discuss* scenario with each group. *Have* students select the particular roles they wish to play. *Ask* students to prepare and then put on a dramatization of the scenario (5-10 minutes).

- *Discuss* each role play immediately after its enactment. (Suggested questions for discussion follow each scenario.)

### Role Play I: Scenario

Edna's team and Randy's team are arguing over which group should use the more spacious side of the school playground at lunchtime. Edna's group feels that they have a right to it since they have been using that part of the playground since the beginning of the term. Today, they need that section to practice for the relays for the school field day. Randy's team also wants to practice for the school field day. They feel that they have as much right to that side of the playground since they are all students at the same school. Edna's team forms a line to block Randy's team from coming over to that side of the playground. It looks as though a fight is going to start. Just then, Ms. S., a popular teacher, comes into the yard. She listens to what both teams have to say. Both teams talk the situation over; at the suggestion of Ms. S., they agree to share the use of the larger side of the playground. Each team will

use the larger side for 25 minutes, then switch to the other side.

- *Discuss* role play with students using the following suggestions:

- Elicit* from students other ways in which the dispute might have been settled (by fighting, by coming to an agreement among themselves).

- Ask* students to consider the possible results of settling the conflict by fighting (injury to one or more students, punishment for breaking school rules, unfriendliness between the two teams might lead to other conflicts).

- Ask* students to compare the non-violent and violent methods of settling the dispute.

- Discuss* the skills and attitudes needed to settle the conflict by non-violent means (willingness to listen to both sides, ability to present own side of matter without getting angry, willingness to give in on some demands).

- Discuss* possible reasons the teacher was able to help both teams come to a decision (both teams knew and respected the teacher, the teacher understood the problem of both teams, the teacher's only interest was in settling the dispute without violence).

### Role Play II: Scenario

The land of TARK is located between the countries of OTARK and ATARK. The country of OTARK wants the land of TARK. There is no one living in TARK and the people of OTARK need more land to grow food for their people and to give some of their people a place to live. The country of ATARK says it needs TARK because TARK is on the sea and ships can dock there with supplies for the people of ATARK. The government of OTARK decides to move some of its people and soldiers to TARK.

- *Discuss* role play with students using the following suggestions:

- Draw parallel* between reasons for dis-



pute between Randy's and Edna's teams and between OTARK and ATARK (both disputes were about the use of space).

Ask children to consider possible consequences of OTARK's action. What could happen if there was a war?

Discuss alternative ways in which dispute might have been solved (coming to an agreement after conferences, use of a third party to settle dispute).

● Discuss TV and movie westerns with students. Consider the ways in which problems are solved in these films. Ask them to consider the actions of heroes that usually cause admiration and applause ("fast draw" of gun, ability to fight and win). Discuss how pictures such as these may make one believe that it is praiseworthy to settle affairs by violent means. Ask students to identify toys which might make children think that war and violent games are acceptable (guns, soldiers, cannons, tanks, video arcade games). Discuss how such attitudes may be harmful to students as children, as adults.

#### Follow-Up Activities:

1. Ask students to expand role plays into dramatic sketches.
2. Make posters on "Choosing Peace" or similar themes.
3. Write to organizations for information on actions students can take to help promote peace (see resources, page 33).
4. Write letters to manufacturers of war toys (see "Suggestions for Non-Biased Gift-Giving," Volume 12, No. 6).
5. Monitor TV commercials for advertisements of war toys.

#### DAY TWO

##### Goals:

1. To make students aware of the dangers of nuclear warfare.
2. To help students understand that there are actions that may be taken to prevent such a catastrophe.

##### Cognitive Objectives:

Students will:

1. Give reasons why people should take action against all nuclear weapons.

##### Affective Objectives:

Students will demonstrate:

1. Increased understanding of the danger of nuclear weapons.
2. Increased desire to work for the elimination of nuclear weapons.

##### Social Action Skills:

Students will identify:

1. Groups that are actively working

for the disposal of nuclear weapons.

2. Sources of information concerning the dangers of nuclear warfare.
3. Actions that they may take to help avert nuclear war.

#### Procedure

● Obtain and display picture of a "mushroom cloud" atomic bomb explosion. Tell class that this is an atomic bomb exploding and that such a bomb was dropped on Hiroshima, Japan, on August 6, 1945. Write "Effects of Atomic Bomb" on chalkboard: over 260,000 people died from the effects of the explosion; countless others died later from the bomb's radiation. Tell students that the bomb had a force equal to 15,000 metric tons of TNT.

● Discuss with students the meaning of this huge loss of life; discuss the effect of the bombing on people who survived.

● Develop a chronology of nuclear arms with students, using the following information:

August 6, 1945: U.S. drops first atom bomb on Hiroshima, Japan.

August 9, 1945: U.S. drops a larger atomic bomb on Nagasaki, Japan. 95 per cent of the population hurt by either blast or radioactive fallout.

## Teaching about Nuclear Issues

If we want to be seen and appreciated as vital social institutions which need preserving and support, then we as teachers must play a key role in the lives of children and their families. Teaching about the issues of nuclear disarmament, helping our students develop their own framework for decision-making in the nuclear age, will not only help our students, but will enhance the schools as an important social institution.

Related to the issue of preserving the school as a significant institution is the question of helping ourselves as teachers to feel empowered at a time when society is clearly signaling that it doesn't place too high a value on teaching. Nothing can help us more in this regard than to deal effectively with an issue which affects the survival of our civilization. Teaching about the nuclear age will give us a deep sense of helping to preserve the human race.

From a personal point of view, engaging in this valuable effort, in this crusade to preserve our planet will help us as individuals to deal with our sense of denial or our sense of anger which we feel when we read the newspapers or listen to television or radio and consider the priorities of our government.

The nation's publishers devote little attention to this subject. They are afraid that if they include material that is controversial, or which offends a group of individuals, they will not get their book accepted.

My own sense as an educator tells me that if a subject is avoided, [if] it is too controversial, then that is all the more reason why it should be included in the experiences of learners. As educators we have a responsibility to deal with controversy, for it is out of conflict and disequilibrium that real learning takes place. We cannot allow others to take away our right to think critically about vital materials.

Educators have a responsibility to serve as adult role models for their students. As educators we have a responsibility to teach our students content about nuclear issues to help our students make intelligent choices, to help them think about a critical issue and to give them a useful outlet for their thoughts and their feelings.—Dr. Robert Sperber, Superintendent of Brookline (Mass.) Public Schools

September 23, 1949: U.S.S.R. tests an atom bomb.

October 3, 1952: Atom bomb exploded by Great Britain.

November 1, 1952: First hydrogen bomb exploded by U.S.

1958: Explosion of nuclear waste plant in Ural Mountains in Russia; people are made ill by radiation; land is poisoned.

February 13, 1960: France explodes its first atomic bomb.

October 30, 1961: U.S.S.R. explodes an even larger bomb.

October 16, 1964: China explodes its first atomic bomb.

May 18, 1974: India explodes its first nuclear bomb.

September 22, 1979: Israel, with assistance from South Africa, is reported to have exploded an atomic bomb off the coast of Africa.

August 9, 1981: U.S. announces decision to build neutron bombs which would "save" buildings but destroy life.

August 13, 1981: U.S.S.R. announces plans to develop a neutron bomb.

● Using the time line, discuss with students the increasing number of nations with nuclear bombs and the increase in nuclear activity between 1960 and 1981. Provide students with the fol-

Continued on page 46



# Video Games: Mindless, Macho, Militaristic

By Adeline Naiman

There is a powerful learning environment that is indoctrinating our children with militaristic values. Educators have nothing to do with this educational process. Most parents have little control over it.

Electronic games and video arcades are the new teachers. In a presentation by many major game developers at a conference on educational computing at the Harvard Graduate School of Education last year, the audience repeatedly asked commercial manufacturers and designers, "Do you involve educators or cognitive experts in your development process? Do you have *educational* goals?" The speakers responded, "No, we try to make games attractive and interesting so that we can sell more of them. We are not in the business of education." The audience knew better.

Home video games sometimes pay respect to educational goals, even if it is a token respect. Arcade games rarely do, and they are more dazzling and compelling because the equipment can accommodate more elaborate graphics and much faster response time. You get precious little time for your arcade quarter, but the intensity of the experience outweighs anything a home microcomputer game can offer.

Home games and arcade games alike are designed with common assumptions about what attracts players. They all use music and sophisticated graphics to dramatize the action, which is usually violent or competitive. They are either straight-out shoot-em-up war games (or space-war games) or games in which intense competition is the motivating force.

This article will not distinguish between home and arcade games, since the same philosophy, "pedagogy" and

explicit and subliminal messages inform both. What is central to our concern is that both types of video games are sexist and militaristic. They are also exciting and hypnotic. They present a challenge to players and a greater challenge to those of us who want an equitable, peaceful and livable world.

Electronic games generally reinforce traditional stereotypes of male behavior, male fantasies and conventional ideas of "masculinity." That girls also play electronic games does not affect the nature of those games. At the Harvard conference referred to earlier, a member of the audience questioned the game-making panel: "Do you design games for females as well as males?" The answer from one panelist was instantaneous: "Are you kidding? Why should we exclude 51 per cent of the market? Of course we design games for everybody — girls, boys, grandpas and grandmas." Yet current home video games show very little that is aimed at females, and arcade games are quintessentially male-oriented — that is, they perpetuate what is *supposed to be* attractive to males. Moreover, another panelist said something that contradicted the first response but had the ring of truth: "The fathers buy the big toys, the expensive games. The mothers buy the little presents." Is it any wonder that the game departments of stores look like male sanctums — with fathers indulging their children — and themselves.

For many students, the video arcade is what they wish school would be — a place where you can not bother your head with books and have an exciting time. In a recent letter to *The New York Times*, an engineer pleaded, "I challenge educators (and game makers) to tap the 'magnetic pull' of video games and lure our children into the classroom with the same attrac-

tion that lures them to the arcade."

Is that really what we want? Unlike classroom computer games that really put children in charge of their own learning, video games control children. Let's take a look at a video arcade as learning center. In a darkened room, invitingly open to passers-by, 10 or 20 upright electronic sarcophagi blink brilliant samples of their wares. The games are always in motion, giving the illusion of a continuous fantasy in which you may — for only a quarter or a token — take part. The mesmerized players are isolated zombies. Occasionally a pair of players compete, or a friend watches the game, but essentially this is solitary stuff.

Most of the players are male, ranging from primary grades to high schoolers. A few older males drop in from time to time — people who work near the arcade wasting their lunchtime, travellers killing time and tension, addicts away from their home video screens. Occasionally, you will see a solitary female lost in the masculine fantasy of the game.

Most of the games *are* masculine fantasies. This is understandable. The males who own the technology design the games, and history has conditioned boys to pursue machines, girls to avoid them. Most games — not just the electronic variety — are competitive and simulate the acts and strategies of warfare. Even chess mimics war strategies; it is peopled by knights and footsoldiers, and pieces are "captured." *Go* is a Japanese board game in which players contend to capture territory, and most strategic board games are dramatic applications of *go* to military battles. Team sports have been called the training ground for real wars and are considered an essential part of the rite of passage to "manhood" in western society. War games are simulations



of warfare. To kill or capture is the goal of warfare; always there is an enemy.

What the arcade games do is shrink the violent universe of warfare to a manageable, safe battlefield, in which each individual faces exciting, brief duels with a two-dimensional enemy. It is a little like nightmares which you know you can wake up from — all the terror and palpitations are there, but you are in charge.

The majority of the arcade games are mock battles. In most of them, the player controls a weapon that shoots without reloading, is incredibly fast and sends death rays at invading space ships, centipedes, space stations, monsters, tanks, darting or buzzing shapes, flapping birds or whatever. If you don't hit the enemy, you are wiped out by spooky killers that materialize unexpectedly or attack so fast that you cannot avoid them. Everything happens at a fast pace, and you are keyed up to a high pitch for the brief duration of the game. When you lose, you feel bad, so you put in another quarter and start over. Instant warfare. An adrenal-in fix.

It is no wonder that young boys on the verge of manhood become addicted to the feeling of power that video game controls impart. They grew up playing with guns, too. The sexual symbolism is blatant. What is harder to see is why girls like Space Invaders or Centipede. Are they trying to buy into the male world of power? Does mindless killing make them feel free and independent? Does smashing a tiny invader get rid of those hampering "caring" attributes females are said to be heir to?

Five popular games are not overtly warfare games, but they seem to teach the same kinds of skills, reflexes and attributes. Pac-Man is currently most popular; Ms. Pac-Man is a "feminine" version of the same game. (Girls seem to play both, as boys do.) In either version, the player controls the greedy mouth, which eats up everything in sight and never grows fatter or full. Pac-Man's angry voraciousness is scary — go, go, go, eat, eat, eat, kill, kill, kill. . . . Some very primitive feelings are being elicited.

In Donkey Kong, another favorite, a male hero climbs an obstacle course, with shifting and disappearing ladders, to reach a captive princess who has been captured by a gorilla. If the hero gets to the top, the whole frame changes and the game gets harder. In its Grimm simplicity, the plot is sexist and the action stereotypical.

Froggie is similar; the player tries to

As if mindless militarism were not bad enough, X-rated video games will soon be available. Worst of the lot is likely to be "Custer's Revenge," in which a naked male figure crosses a desert obstacle to "ravish" an Indian woman.

A spokesman for the manufacturer, American Multiple Industries, has stated, "We imagine we may hear something from women's groups or Indian groups. But we want to stress that this doesn't appeal to prurient interests. It's strictly for fun. . . . It's not doing violence to women. The only thing that might be construed as violent is tying an Indian maiden to a post and ravishing her, but he doesn't beat her first."

Women's groups, Indian groups and others wishing to protest this "game" are urged to write American Multiple Industries, 1899 Nordhoff St., Northridge, CA 91324.

get a frog up to what looks like froggie heaven, dodging obstacles and piggybacking on what look like passing cigarettes. The pressure to beat the obstacle course is great.

Qix is an electronic go-like game, in which the player doodles rectangles which fill in when inscribed. If you fill in 75 per cent of the surface, you win, but you must fight off slashing lines of force which can destroy you.

Then there are automobile race games, in which you drive at breakneck speeds along a highway, avoiding or not avoiding violent crashes.

What do these games teach their avid players? First, they teach automatic responses. With almost no accompanying text or instruction, they lead the player into responding to a stimulus, like a mouse repeatedly pressing the pleasure button. The player hasn't time to think, only to respond. You develop eye-hand reflexes that are amazingly quick. This is useful in warfare, doubtless. So is automatic obedience.

Second, they make killing, smashing or winning the goal. Hardly anyone wins, but you don't stop striving. To win, you must obliterate every enemy or obstacle in sight. Do we really want children to learn the habit of smashing for gratification?

Third, they are mindless. You have no time to think or even to relate what you are doing in this world of glorious graphics to anything else you do. They are obsessive. Their challenge is to the reflexes and to some hidden places in the psyche.

Games reflect society. If games teach us to shoot on sight, to regard everything that appears as an enemy, to feel without

thinking and to indulge hateful feelings, to strive to be "men," they are perpetuating values that exist in this society. It is important to note, however, that they are reflecting only a portion of the society we live in and distorting the complex world we must preserve. Anger, competitiveness, violence, oppression are not universal male aspirations. They certainly are not female — or feminist — aspirations. In a review of Carol Gilligan's *In a Different Voice*, Carol Tavris noted:

Boys . . . typically play games in which rules dominate . . . . Pity the poor girls who loll around playing hopscotch and jumping rope. Yet Gilligan observes that in these girls' games, one child's success does not necessarily imply another's failure. . . . (The New York Times, May 2, 1982)

Obviously, arcade games do not belong in the classroom, nor do their attractive features guarantee good instruction. In a valuable report, *What Makes Things Fun to Learn? A Study of Intrinsically Motivating Computer Games* (Xerox Palo Alto Research Center, 1980), Dr. Thomas W. Malone delves into the hidden curriculum of computer (and other) games in an effort to find the motivating principles that might be applied to learning materials. He concludes that the same principles that work for computer games can work for instruction: challenge, fantasy and curiosity. (The same fantasies do not appeal to both girls and boys; in one case, girls were not attracted to a game in which darts break balloons. Malone speculates that it is the aggressive component of some fantasies that alienates girls since girls and boys respond comparably to other major components.)

Malone goes on to make recommendations for the design of instructional materials that can motivate students. He ends with this statement, which speaks to all our concerns:

I have tried to point the way . . . toward a humane and productive use of this new educational technology that avoids the dangers of soulless drudgery on the one hand and mind-numbing entertainment on the other.

To which we would add, "and that excludes militaristic and sexist content, style and values." Perhaps then we can use the wonderful new potential of computer games to serve genuinely educational goals. □

#### About the Author

ADELINE NAIMAN, until recently Managing Director of Technical Education Research Center (TERC), is now Director of Software for Human Relations Media, Pleasantville, New York.



## Needed: New Values for the Nuclear Age

By Patricia Mische

The development of a more human world order is not an end in itself — not some kind of art for art's sake or intellectual exercise in utopian model building. The starting point, end point and each step along the way in the journey toward a more human world order is directed toward one integral goal: *the securing of the human*.

It is my premise that at least four activities should be recognized as criminal acts of the greatest magnitude, namely activities which:

1. threaten the sovereignty, dignity and rights of the human person;
2. deny persons or societies the right to food, shelter, a safe environment and other means to full human development;
3. threaten the existence or well-being of diverse cultures;
4. ultimately threaten the human species with extinction.

In this context of very real dangers to human survival, rights and freedoms, efforts for a more just world order are the ultimate realism. The realist knows that there is a shadow side to human nature and that we must secure ourselves against our own follies and tragic flaws.

The world community — out of the pragmatic necessity of ensuring its own survival — needs to develop adequate means to deal with crimes against the human. These means include sound analysis, spiritual awareness, moral sanctions, early-warning systems and strengthened international legal and juridical systems.

In his book on animal behavior, *King Solomon's Ring*, Konrad Lorenz provides a prototype for the tasks ahead. His final chapter, entitled "Morals and Weapons," describes the instinctive safeguards that wolves have evolved as a check against abuse of their destructive powers.

The fangs of a wolf provide means to food and sustenance. But they are also deadly weapons in a contest for power with another wolf. In the unchecked use of these "weapons" against others of their species, wolves could bring about their own extinction. However, nature has provided a safeguard. If two wolves are in a teeth-bared battle and one wolf wishes to end the conflict, it exposes its jugular vein to the attacking opponent. At this signal, the other wolf will cease fighting — even if its teeth have been ready to sink into the throat of its opponent.

Lorenz goes on to describe how many other predators who have biologically evolved destructive weapons — whether these are teeth, beaks, claws or poisonous fangs — have also evolved a parallel "social inhibition to prevent a usage of these weapons in ways which could endanger the existence of the species." In other words, the weapons these predators have evolved in their bodies have been conjointly molded by nature with a commensurate and carefully computed set of inhibitions and impulses to self-regulate their use for the sake of the species survival.

It is as if wolves and other predators "know" their destructive capacity and have learned to hold it in check. They have learned how to "secure the wolf." They instinctively know how to protect themselves from species destruction by preventing application of their weapons against themselves.

And what of humans? We are at that point when we have developed tremendous destructive capacity. Our weapons are capable not only of destroying our entire species but of destroying the life-sustaining capacities of the planet. We have manifest our capacity for participation

in or allowing the genocidal destruction of whole cultures and millions of people in violations of human rights. We have unprecedented powers over life and death. But, unlike the wolf, we have not developed mechanisms and inhibitions to hold it in check. We have not learned how to "secure the human."

Lorenz describes human vulnerability this way:

... We did not receive our weapons from nature. We made them ourselves, of our own free will. Which is going to be easier for us in the future, the production of the weapons or the engendering of the feeling of responsibility that should go along with them, the inhibitions without which our race must perish by virtue of its own creations? We must build up these inhibitions purposefully for we cannot rely upon our instincts.

How might we "purposefully develop inhibitions against the destructive uses of human power"?

Our weapons are not created by nature but are inventions of our own minds and hearts turned against ourselves. The social inhibitions we evolve can come from the same source. We can also invent — through re-awakened and deepened minds and hearts — the spiritual, moral and legal inhibitions necessary to ensure human survival and fuller human realization.

We are creatures of free choice. We are capable of imagining and computing the alternatives before us. We can choose species annihilation or species survival and enhancement. If we have not developed instinctively or genetically the necessary inhibitions for safeguarding life, we can develop them by choice.

We are capable of empathy. We can feel with the other — even another we have never seen — the pain of torture, deprivation, hunger and fear. We are



capable of the compassion necessary to reverse or inhibit the behavior, whether on the part of individuals or nations, that produces this pain.

We have inner eyes. We are capable of seeing our own shadow side. And, having seen, we can create in ourselves and in the global community the necessary insight, moral sanctions and legal structures to secure the human against victimization and extinction. We can create a context in which fuller humanization can flourish.

We must not only decry violations of the human by governments against their citizenry and crimes of individuals or groups against humanity or the planet. We must also undertake an exploration of spiritual, philosophic, moral, educational and pragmatic legal and juridical steps to securing the human.

We must move from common working assumptions that in an era of increasing global interdependence where international tensions are mounting over resources and fragile economies — and with increasingly dangerous and far-reaching weapons available to governments, terrorists or madmen — traditional claims of national sovereignty or heavy investments in territorial defense systems offer little or no real protection.

We are entering the adult phase of human existence. With new powers over life and death, a new maturity is demanded of us — a maturity of vision and a maturity of individual and planetary behavior.

We are entering a global age, when old national visions and systems erected for a bygone era are no longer adequate for the new global interdependencies, multinational economics and survival imperatives. We are at that point in our

evolutionary journey when we need a *global public sector*, a participatory form of global governance: one that is spiritually informed and guided by a new image of the human and adequately empowered under a checks and balances system with accountability to the world's people.

Whether or not we can secure and advance the human may well depend on whether we are prepared to undertake that next heroic step in our evolutionary journey — a journey that necessarily involves a new image of the human and a new, more just world order. Herman Wouk said it well in his foreword to *War and Remembrance*. He was speaking about war, but we can extend the insight to include also human rights, environmental protection, just distribution of the earth's resources and other facets of an active, just and sustainable peace. For peace is not a negative virtue, not the absence of conflict. It is rather the active virtue of just relationships between peoples and nations.

Either war is finished or we are . . . war is an old habit of thought, an old frame of mind, an old political technique, that must now pass as human sacrifice and human slavery have passed. I have faith that the human spirit will prove equal to the long heavy task of ending war.

We are all challenged by Wouk's words. He invites us to take a heroic step forward in vision and in bold initiatives for securing and advancing the human. □

#### About the Author

PATRICIA MISCHÉ, co-founder of Global Education Associates of East Orange, N.J., is editor of *The Whole Earth Papers*, co-author of *Toward a Human World Order* and author of numerous articles.

## Children/Nuclear Threat

Continued from page 5

watched a Patriots Day reenactment program in Lexington which included very realistic fighting. "Why don't they use words?" he asked his parents.)

School-age children (six-twelve) know they must depend on themselves, which often makes them anxious. They protect themselves by learning "the facts," what to expect and what is expected of them. Helpful as it may be before a hospital stay, "fore-warned is fore-armed" fails with regard to the nuclear danger. Some protection is available to children, Escalona points out, in the sense that when they think about disasters they often feel that they will escape them. This is exemplified by a composition written by an eight-year-old after reading *Sadako and the Thousand Paper Cranes*:

Today at lunch break Anna and I played that we were two little girls (about our age) walking home and the bomb dropped just as we were about to go inside. We went to our grandmother's house for help. She let us live with her and we had a nice time.

Most important is the reassurance children receive from knowing what parents and teachers are doing to prevent the danger. Participating in anti-war activities with adults or on their own can also lessen children's fears.

Educating children for peace requires that we recognize and deal with the anxieties that the thought of nuclear war provokes. It is also of primary importance that we provide role models by participating in the movement to end the nuclear danger — and that we teach children that they too can have a role in stopping this madness. In the very process of taking action ourselves we become more able to talk to children and more valuable role models. Allied with us they can find their own appropriate forms of action.

I would like to suggest that we face the nuclear danger on two levels. First we must act as if we had not a moment to lose. As adults we must say "Stop!" in every way we know how. Yet, let us also work as if we had all the time in the world — to help children grow up as peaceful citizens in a peaceful world. □

#### About the Author

PEGGY SCHIRMER has taught pre-school and day care; she was education coordinator for Cambridge Headstart, directed the Radcliffe Child Care Center and taught classes in child development. She is currently active in several peace education groups.

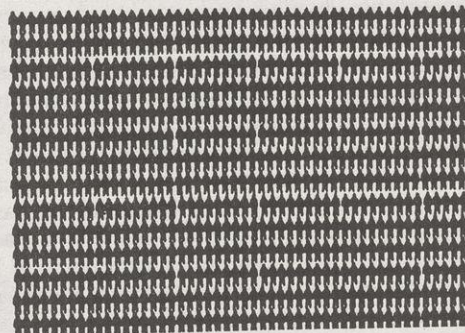
### U.S. War Deaths Past and Future (↑ = 200,000 people)

#### In past wars

Civil War ↑↑  
WW I ↑  
WW II ↑↑  
Korea —  
Vietnam —

1,000,000

#### Estimated U.S. Deaths in a Nuclear War\*



140,000,000

\*Estimate by U.S. National Security Council, *Presidential Review Memorandum* #10, June, 1977.



*The huge sums spent to support militarism are being drawn from programs that meet human needs*

## The Social Costs of the Arms Race

The government has launched the largest peace-time military build-up in U.S. history, planning to spend more than one trillion dollars on defense in the next five years.

Massive cuts are being made in social programs in order to pump billions of dollars into the war machine. These cuts will have their most severe impact on the most vulnerable in our society—the poor, women, older people, minorities, people with disabilities and children. Programs specifically designed to help the poor make up only 15 per cent of the federal budget, according to a *New York Times* article, but they have sustained more than 60 per cent of the budget cuts. The figures below reflect cuts that went into effect last year. Further cuts have been proposed for the 1983 budget, but they have not yet been approved by Congress at the time this issue goes to press. While the figures below do not cover all aspects of militarism's cost, they illustrate the severe impact of distorted government priorities.

### The Military Budget

- The defense budget was \$140,200,000,000 in 1980; \$222,200,000,000 is being proposed for 1983. (Many funds allocated for militaristic purposes are not even included in these figures.) Pentagon expenditures included:

- Air Force F-16 aircraft (120 planes) . . . . \$2.3 billion
- Air Force eagle F-15 (42 planes) . . . . \$1.2 billion
- Navy Hornets (84 planes) . . . . \$2.6 billion
- Army M-1 tanks (776 tanks) . . . . \$1.7 billion
- MX missile program . . . . \$1.9 billion
- B-1 bomber . . . . \$2 billion

- U.S. government spending for research and development between 1970-1980:

- Military . . . \$117 billion
- Space (most of this is for military purposes) . . . \$36 billion
- Civilian . . . \$79 billion

- The annual budget for U.S. military bands is larger than the federal budget for all civilian arts programs, including music, dance, painting and drama. The \$121 million it costs to build two KC-10A cargo planes would have saved the National Endowment for the Arts and Humanities from a cut of \$113 million.

- The Pentagon spends \$3.3 million a year to provide veterinary care for pets owned by members of the armed services.

- Subsidies for "military morale" and recreation facilities: \$1 billion.

- Military spending on air transport for non-military purposes: \$1.4 billion.

### The Cost to Human Services

- Food Stamps: Cut 19 per cent (\$1.6 billion). Last year 2 million people (900,000 of them women) lost all aid. 80 per cent of recipients are elderly, disabled, children or single parents. 30 per cent of all Black people receive food stamps.

- Child Nutrition: Cut 30 per cent (\$1.5 billion). 15,000 schools and 3 million children were cut from the school lunch program.

- Aid to Families with Dependent Children: Cut 13 per cent (\$1.2 billion). 400,000 families were eliminated from the rolls; an additional 260,000 received lower aid. Nearly one in five Black families received AFDC.

- Low Income Housing: Cut 33 per cent (over \$10 billion), the largest cut of all federal programs. One-third of all families living in federally subsidized housing are headed by women.

- Legal Services: Cut 50 per cent; elimination proposed in fiscal year 83. In 1980, 99 per cent of Legal Services' cases were family problems, housing, government benefit rulings or consumer finance.

- Medicaid: Cut by 10 per cent (\$920 million).

- The \$2.1 billion it costs to build one CVN-71 Nuclear Carrier would have restored full funding for Medicaid and Aid to Families with Dependent Children.

- \$5 billion (one-thirteenth of the 1982 military spending increase over 1981 levels) would have restored funding for food stamps, child nutrition and unemployment benefits (cut \$1.7 billion).

### The Effect of Militarism in Employment

- Military spending generates unemployment as federal money is transferred from labor intensive civilian programs such as housing, health care and public transportation to highly automated, capital intensive military spending, which uses expensive equipment and technology instead of labor. To take just one example, a business consulting firm found that a five-year housing program costing the same amount as the B-1 bomber would produce 30,000 more jobs than the Pentagon project.

- Hardest hit by the shift in priorities are fields with a large proportion of Blacks, Hispanics and women workers—services, state and local governments, construction and durable goods.

- Each time the military budget goes up \$1 billion:

- Blacks lose 1,300 jobs

- Women lose 9,500 jobs

- Teachers lose 2,600 jobs



## Federal Education Programs — Funding Summary

(in millions of dollars)

	FY 1980	FY 1981	FY 1982 (current level)	FY 1983 (Reagan proposal)	FY 1980-83 Percentage Reductions Adjusted for inflation
Title I/Chapter 1 (compensatory ed.)	\$ 3585	\$ 3104	\$ 3034	\$1942	-57%
Block Grant (Chapter 2, ECIA)	526*	537*	484	432	-38%
Impact Aid	825	757	446	287	-72%
Native American Education	76	82	78	51	-47%
Disabled Education	982	1025	1068	846	-32%
Vocational and Adult Education	1123	782	740	500	-65%
Bilingual Education	172	161	138	95	-56%
Student Financial Aid	3455	3801	3352	1800	-59%
Guaranteed Student Loans	1609	2535	3078	2485	+23%
Special Programs for Disadvantaged Students (higher education)	148	157	150	82	-56%
Office for Civil Rights	46	47	45	45	-22%
Total Education Department	\$14487	\$14808	\$14685	\$9951	-45%

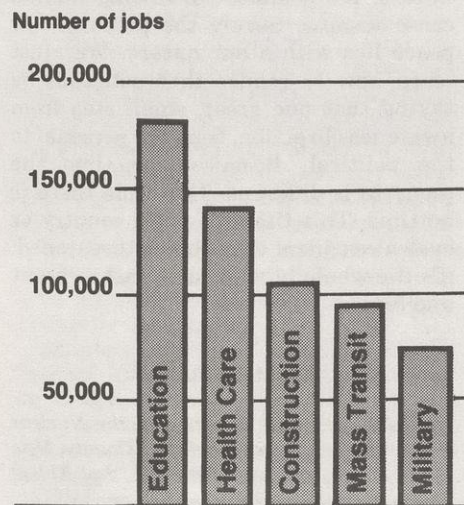
This chart is based on Congressional Budget Office calculations.

\*Represents total funding for programs merged into block grant as of FY 1982.

Most of the cuts in federal education programs could be restored by cancelling the B-1 Bomber program, authorized at \$4.9 billion in FY 1983.

### How Many Jobs Can \$1 Billion Create?

Dollars spent on the military create fewer jobs than dollars spent in other areas, as indicated, in the chart below.



### Winning a War against Illiteracy

We have been winning a war against illiteracy in the United States.

Now there is a shift away from this policy. This shift is not simply a shift from spending to not spending. It is a shift from spending on education, health and social welfare to spending on weapons and instruments of warfare. . . .

I believe we must recognize and oppose this shift in national priorities, not only for the good of American society, but also for the good of the world. It is an irony that the countries with the highest rates of illiteracy in the world have great difficulty getting American aid for their schools but no difficulty getting tanks and planes and bombers which often wind up being used to suppress their own desperate, restless people. If we want to keep the Nicaraguans friendly to our interests we would do better to support their literacy campaign than to destabilize their society.

This is what I recently had the opportunity to tell an Appropriations subcommittee of the U.S. Congress:

. . . [T]he war against illiteracy is relatively inexpensive. We can teach a lot of children to read for what one tank costs. We can run big city school systems for a year for what a bomber costs. We could totally fund all the necessary research on literacy we would ever need for far less than a nuclear submarine costs.

If, as our President says, we must choose between bombs and books because we cannot afford both, then the choice is clear to me. We cannot pay for military hardware with the hopes of our children.—Kenneth S. Goodman, President, International Reading Association



## But What about the Russians?

By Irving Lerner

**Q. If we agree to a mutual nuclear-weapons freeze with the Soviet Union aren't we assuring its continued superiority in the nuclear arms race?**

President Reagan claims that the Russians are ahead of us in that race, but our own Department of Defense, in its current annual report, states that the "U.S. and the USSR have achieved a rough parity in strategic nuclear power." The Soviet Union has more and bigger land-based missiles than we have, but in all other strategic systems — bombers, submarines and cruise missiles — we are ahead of them. We also have the edge in total number of nuclear warheads and our technology is generally superior. And U.S. weapons are less vulnerable than the Soviets', because so many are on submarines or planes, whereas theirs are nearly all land-based. On May 11, 1982, General John W. Vessey, Jr., Chair of the Joint Chiefs of Staff, was asked if he would trade military might with the Soviet Union. "Not on your life!" was his response.

**Q. Given our superior resources and technology, why should we be satisfied with "rough parity"? Why shouldn't we get ahead of them and once again become No. 1?**

The history of the arms race shows that neither country remains No. 1 for long. For example, we developed the H-bomb in 1954; the Russians built one in 1955. They launched Sputnik in 1957; we orbited our first space satellite the following year. They deployed the ABM in 1972; we got it in 1973. We built MIRV in 1970; they perfected theirs in 1975. And so it goes. No matter what we do or develop, the Soviets seem to be able to catch up. They may have fewer resources, but they are able to concentrate them on the arms race.

**Q. That's just the point. Why don't we concentrate our resources, put**

**the Russians in their place and keep them there?**

If the U.S. decides to outbuild the Russians, and if they feel they cannot keep pace, who can tell whether they might be pushed to try a pre-emptive first strike? Indeed, who can say what we would do under the same circumstances? Are we really willing to risk a nuclear war and the possible destruction of the world in order to beat the Russians or anyone else? Why do we need 30,000 nuclear warheads and the Russians 20,000, when just 200 can wipe out the other country? Suppose the Soviet Union were able to eliminate every missile in every silo in the United States with a first strike. Just one of our relatively invulnerable Poseidon submarines could deliver enough nuclear warheads to destroy every large- and medium-size city in the Soviet Union. Small wonder that Gen. Douglas MacArthur said of nuclear war: "Even if you win, you lose."

**Q. But aren't we risking our way of life if we allow the Russians to get ahead?**

The \$1 trillion defense budget that President Reagan seeks for the next four years will do more to undermine our democratic values and standard of living than anything the Russians can do. We can already see the effects of our defense budget on our way of life.

**Q. But how can we trust the Russians? How can we be sure they won't cheat?**

We can trust them as much as they can trust us. Our Defense Department has stated that the Soviet Union has an excellent record of compliance with the arms-control agreements we have made with them up until now. The freeze campaign insists on mutual verification. We must develop and negotiate the necessary inspection procedures so that adequate verification is possible. We have the technology for it. Security must

be guaranteed for both sides; otherwise there will be security for neither.

We must act soon because Reagan is now developing super-sophisticated, first-strike weaponry that no one can detect. When the USSR matches *those* weapons, where will we be?

**Q. After the freeze, then what?**

A review of the arms race since World War II shows that peace initiatives are possible. During the early 1960's, a policy of "mutual example" to reduce international tensions was tried and worked until the war in Vietnam took over. For instance, in June 1963 President Kennedy announced that the United States would no longer conduct nuclear tests in the atmosphere unless other countries did so. The Russians went along, and in August 1963, the Test Ban Treaty was signed by both powers. Unfortunately, it did not go far enough. But for a few brief years it was followed by unilateral defense budget cuts that the other country then matched.

**Q. What's the use? There have always been wars. You can't change human nature.**

It isn't a matter of changing human nature. It's a matter of raising human consciousness. Surely the potential for peace lies within our nature. We must learn how to realize that potential by taking that one great, small step from awareness to action, from the personal to the political. Because this time the scenario is different. This time there is no time. This time it's not a country or even a continent that's being threatened; it's the whole human race, past, present and future.

### About the Author

*IRVING LERNER is active in the Nuclear Freeze Campaign in Westchester County, New York. He is President of the Board of Abbott House, a child care agency.*



# Resources

## Organizations

Center for Defense Information (CDI), 122 Maryland Ave. NE, Washington, DC 20002; (202) 543-0400. Conducts research and education on U.S. defense policies. Their monthly newsletter is full of information. Their film *War without Winners* is a school favorite, and a *Nuclear War Prevention Kit* has actions that a citizen can take (single copy: \$1). Send for more information.

Center for Peace Studies, The University of Akron, Akron, OH 44325; (216) 375-7008. Oriented to college-level programs. However, their Spring, 1979, newsletter is for the elementary and secondary level. This newsletter gives an excellent overview of the four general approaches to peace education. AV and other resources are listed and a "how to get peace studies going in your schools" section offers practical advice to teachers. Ask for Vol. 8, No. 3 (first copy free—additional copies, \$.15 each).

Children's Creative Response to Conflict (CCRC), Box 271, Nyack, NY 10960; (914) 358-4601. Established in 1972 to teach conflict-solving techniques in the classroom. Provides workshops and individual training. A newsletter, *Sharing Peace*, keeps teachers up-to-date and shares new ideas and techniques (\$3 a year). *The Friendly Classroom for a Small Planet*, a handbook, is \$6.95 plus \$1 postage.

Coalition for a New Foreign and Military Policy, 120 Maryland Ave. NE, Washington, DC 20002; (202) 546-8400. Publishes inexpensive background resources and legislative updates on disarmament and other foreign policy issues. Regularly contacts a nationwide grassroots network via action alerts on important upcoming votes in Congress. Quarterly newsletters: *Close-Up* and *Close-Up Extra*; monthly: *Budget Bulletin*. Good material on the arms race cutback on funds for human needs. Literature lists available.

Consortium on Peace Research, Education and Development (COPRED), Center for Peaceful Change, Kent State University, Kent, OH 44242; (216) 672-3143. Organized into six different networks with their own projects and lines of communication. The Peace Education Network (PEN) contains 15 programs for developing and disseminating elementary and secondary level curriculum material on peace studies and global education. Conferences, newsletters, research and many useful resources. Write PEN at above address for free catalog.

Educators for Social Responsibility (ESR), National Office, 639 Massachusetts Ave., Cambridge, MA 02139; (617) 492-1764. ESR was established in 1981 to encourage educators and parents to support nuclear disarmament and peace education. By July, 1982, chapters were established in 26 states.

They conduct conferences and are coordinating a "National Day of Dialogue" in schools on Oct. 25th, 1982. ESR offers bibliographies, readings and curriculums. Check on how to set up your own local branch by writing to the national office.

Federation of American Scientists, 307 Massachusetts Ave. NE, Washington, DC 20002; (202) 546-3300. A lobbying organization of scientists concerned about the use of nuclear weapons. Speakers are available. Their newsletter, *Countdown*, is an excellent resource. Also available is a syllabus packet containing course outlines for colleges and universities, which high school teachers may find useful (\$10). A reader, *The Threat of Nuclear War*, to be ready in the fall of 1982, is geared to college level, but is also suitable for advanced high school. Send for publication lists.

Global Education Associates, 522 Park Ave., East Orange, NJ 07017. International education network for peace and social justice. Conducts research and runs programs, including workshops, consulting, speakers, resource library. Excellent publications, newsletter and magazine. A *Global Education Resource Guide* is \$4. Send for free publication list.

The Institute for Peace and Justice, 2913 Locust, St. Louis, MO 63103; (314) 533-4445. The Institute for Peace and Justice creates resources and provides experiences in peace and justice education for schools, religious institutions, families and family life leaders. Program areas on militarism, racism, sexism, hunger and global economic injustice, parenting for peace and justice, multiculturalizing education, non-violent conflict resolution and cooperation in schools, and integrating spirituality/ministry with social justice. Excellent materials are available for purchase.

Institute for World Order, 777 UN Plaza, New York, NY 10017. Founded in 1961 to formulate alternatives to war, poverty, social injustice and ecological damage. Book list suitable for college courses. Free catalog also lists some audio-visual materials.

Intercommunity Center for Justice and Peace, 20 Washington Square, New York, NY 10011; (212) 757-7518. Catholic organization oriented to Peace Education in parochial schools with resources applicable to all schools. Their newsletter, *Justice in the Schools*, contains suggestions for administrators and teachers. It announces the latest peace "events," reviews new films, educational material and teacher courses on peace issues. Provides "Infusion Workshops for Teachers" for minimal fee.

National Action/Research on the Military Industrial Complex (NARMIC), American Friends Service Committee, 1501 Cherry St., Philadelphia, PA 19102. Has an excellent resource list of slidefilms, fact sheets, pamphlets

and a U.S. map series—"The Military Industrial Atlas of the United States" tells where nuclear accidents have occurred, where nuclear weapons are manufactured, etc. Send for complete list, free.

Nuclear Information and Resource Service (NIRS), 1536 16th St. NW, Washington, DC 20036; (202) 483-0045. A national information center and coordinating office for individuals and groups actively organizing for a non-nuclear future. NIRS provides a reliable up-to-date information service about energy and nuclear power and serves as a national clearinghouse and network to facilitate planning, outreach, skills development and the sharing of resources and news. NIRS is compiling a Teachers Resource Kit on Nuclear Issues, \$5, available in late 1982. Newsletters and AV resources. Write for information.

Parents and Friends for Children's Survival, c/o Carl Stein, 20 West 20 St., New York, NY 10011. The group works to reduce nuclear confrontation, with a special emphasis on children's issues.

Physicians for Social Responsibility (PSR), P.O. Box 144, Watertown, MA 02172; (617) 924-3468. Materials aimed at adults. Speakers available. Its concentration on health effects of nuclear war is essential. PSR publishes books, pamphlets and audio-visual aids. Film, *The Last Epidemic*, available for rent, and excellent book, *The Final Epidemic*, is for sale. Contact PSR for a free resource list.

SANE (Citizens' Organization for a Sane World), 711 G St. SE, Washington, DC 20003; (202) 546-7100. A membership organization with chapters around the country. Many educational materials covering such issues as jobs and the economic effects of the arms race, dangers of radiation, etc. Send for a free resource list.

Student/Teacher Organization to Prevent Nuclear War, Box 232, Northfield, MA 01360; (413) 498-5311, ext. 418. A new organization of high school teachers and students to (1) educate high school age students and their communities on the dangers of the arms race and the imminent threat of nuclear war; (2) motivate young people to resist the arms race through positive, educational means. Local chapters are developing rapidly. Offers student/teacher input via a newsletter for action. Good for school involvement. Membership is \$7 per student, and \$15 per adult. Members receive *S.T.O.P. News* six times during the academic year.

United Nations Children's Fund, 866 UN Plaza, New York, NY 10011; (212) 754-2193. Offers many wonderful resources including games, displays, leaflet guides for use with UNICEF films, 30-slide series with teacher's notes, background information, and a *Development Education Papers* series on a variety of subjects. The list is free. Of special interest is *Kit #6: An Approach to Peace Educa-*



tion, designed for ages nine-thirteen; \$5 plus \$1.50 postage.

Wilmington College Peace Resource Center, Hiroshima/Nagasaki Memorial Collection, Pyle Center, Box 1183, Wilmington, OH 45177; (513) 382-5338. This college and museum has an impressive collection of teaching resources with special emphasis on books, films and other materials on the bombing of Hiroshima and Nagasaki. Many of the books offer children's accounts of what happened to them when the bombs fell and how they felt about it. Send a stamped, self-addressed envelope to obtain a free copy of their catalogue, *Peace Education Resources*.

Women's International League for Peace and Freedom (WILPF) and The Jane Addams Peace Association, 1213 Race Street, Philadelphia, PA 19107; (215) 563-7110. Speakers available, as are petitions and much useful literature. Publications are specifically designed for use in kindergarten, grades 1-6, 7-12, senior high and college. Audio-visual resources, buttons, T-shirts and posters. For a copy of their resource list, send a stamped self-addressed, long envelope.

World without War Council, 67 E. Madison, Suite 1417, Chicago, IL 60603; (312) 236-7459. Publishes many resources for teachers. Send for free resource list.

## Adult and Instructional Materials

*An Approach to Peace Education #6*, National Committee for UNICEF (331 E. 38 St., New York, NY 10016), \$6. Teacher kit has 5 units on the world, its people/cultures; world military spending; arms race and human rights; activities; posters; visual aids. Excellent quality, useful in classrooms for grades four-eight.

*Bombs or Bread: Black Unemployment and the Pentagon Budget; Empty Porkbarrel: Unemployment and the Pentagon Budget and Women's Unemployment and the Pentagon Budget*, all by Marion Anderson, Employment Research Associates (400 South Washington Ave., Lansing, MI 48933), all 1982, \$1.50 each single copy, less in bulk. The studies detail the impact of military spending.

*Chance and Circumstance: The Draft, the War and the Vietnam Generation* by Lawrence M. Baskir and William A. Strauss (Vintage, 1978), \$3.95 paper. Looks at who paid the costs of the Vietnam war and discusses how war adds an increased burden on the poor and minorities.

*Children and War* by Norma Rilaw, a Position Paper for The Association for Childhood Education International (3615 Wiseman Ave., NW, Washington, DC 20016), 1973, 35¢. Excellent summation of the need for peace education and the teachers' approaches that are required.

*Children and War: Political Socialization to International Conflict* by Howard Tolley, Teachers College Press, 1973, \$7.95. Good background reading on how children's attitudes toward war are formed. There are definite implications for parents and teachers.

*Common Security: A Blueprint for Survival* by the Independent Commission on Disarmament and Security Issues (Simon & Schuster, 1982), \$5.95 paper. Seventeen experts from U.S., USSR, NATO and Eastern bloc nations, chaired by former Swedish Prime Minister Olaf Palme, held lengthy meetings which produced this report outlining the facts and suggesting steps leading to disarmament.

*Crossroads—Quality of Life in a Nuclear World*, Jobs with Peace Education Task Force (10 West St., Boston, MA 02111), 1982, \$2 each curriculum or \$5 for the set of three. Three curriculums on social studies, English and science for high school students. Each contains five days worth of suggestions and information for classroom activities on the nuclear arms race.

*Darkening Valley: A Biblical Perspective on Nuclear War* by Dale Ankerman (Seabury Press, 1981), \$8.95 paper. The best summary of Christian religious perspective on this subject.

*The Day before Doomsday* by Sidney Lens, Beacon Press, 1977, \$5. A history of U.S. nuclear arms from Hiroshima to the administration of Gerald Ford. Details those occasions in which the U.S. government has considered the use of nuclear weapons since Hiroshima/Nagasaki and calls for popular mobilization to reverse the drift towards doomsday.

*Decision-Making in a Nuclear Age*, ESR (639 Massachusetts Ave., Cambridge, MA 02139), 1982, \$10. Developed in the Brookline, Mass., schools, the junior-senior high school curriculum includes a range of materials on nuclear war policy appropriate for many reading levels, with fiction, scientific explanations, cartoons, charts, simulation games, debates, case studies, etc. It does not begin with descriptions of nuclear holocaust, but rather explores the "neutrality of technology and the ethical choices of humans."

*Educating for Peace and Justice: A Manual*

## Who's in the Nuclear Club?

### Current Members

United States (1945)  
Soviet Union (1949)  
Great Britain (1952)  
France (1960)  
China (1964)  
India (1974)  
Israel\*  
South Africa\*

\*highly suspected, but government refuses to confirm

### Could Join in 10 Years or Less

Iraq  
Libya  
Pakistan  
Argentina  
Brazil  
South Korea  
Taiwan

for Teachers in 4 volumes: I. National Dimensions, II. Global Dimensions, III. Religious Dimensions, IV. Teacher Background Readings. The Institute for Peace and Justice (414 Lidell Blvd., St. Louis, MO 63108), I-III, \$9, IV, \$5. Curriculum units contain teaching strategies for elementary, secondary and college levels, action possibilities, student readings, case studies, bibliographies. Highly recommended.

*The Effects of Nuclear War—Summary*, Congress of the US/Office of Technology Assessment (Washington, DC 20510), 1980. Government assessment of the short- and long-term effects of nuclear war, social and economic as well as physical. Avoids consideration of military effects but does examine full range of nuclear attacks from single weapon to full scale. Considers effect on US and USSR. Factual attempt to consider minimum effects. Powerful because it is a US government study.

*The Fate of the Earth* by Jonathan Schell, Knopf, 1982, \$11.95. This eloquent essay on nuclear weapons and their implications for the future of the planet is a best-seller. Schell ends by stating, "We will break through the layers of our denials, put aside our faint-hearted excuses, and rise up to cleanse the earth of nuclear weapons."

*The Friendly Classroom for a Small Planet*, Fellowship of Reconciliation (Box 271, Nyack, NY 10960), \$7.95. A thorough resource on successful techniques for peace education for elementary schools. Focuses on building self-concept, building community, communication and conflict resolution as well as suggestions on using the activities.

*Let Peace Begin With Me* by Mary Lou Knownacki, OSB (Pax Christi, 3000 N. Mango Ave., Chicago, IL 60634), teacher's guide, \$1, student material, 50¢. Excellent lesson unit for elementary grades. The theme is simple: why war should be eliminated and "how to become a peacemaker." The few references to religion can be omitted; the message will remain.

*A Manual on Nonviolence and Children* by Stephanie Judson, Nonviolence and Children Program (Friends Peace Committee, 1515 Cherry St., Philadelphia, PA 19102), \$5.50. Provides detailed theory and activities for teaching peacemaking skills, concepts and values to young children. Accounts from teachers who have used the approach are a useful feature.

*MAPS*, U.S. Arms Control and Disarmament Agency (Washington, DC 20451), free. Maps of 92 American cities (8 1/2 x 11") with the effects of a one-megaton nuclear explosion superimposed. Also, 26-page report, "Effects of Nuclear War."

*Militarization, Security, and Peace Education: A Guide for Concerned Citizens* by Betty Reardon, United Ministries in Education (Valley Forge, PA 19481), \$4.50, supplementary packets, \$8.50. A new resource study/action curriculum intended to help people study about and work on ways in which peace and justice concerns can be included in the ongoing activity in the classroom. Supplementary packet is a super-bargain of useful mate-



rials containing 4 books and 17 brochures and booklets.

*Monitor*, Center for Defense Information (122 Maryland Ave. NE, Washington, DC 20002). A periodical which contains detailed factual analysis of current military issues, often contradicting popular impressions. Excellent resource for secondary current events.

*Nuclear Madness—What You Can Do* by Helen Caldicott, Autumn Press (1318 Beacon St., Brookline, MA 02146), 1978, \$3.95. Simple and powerful introduction to the topic by a passionate opponent of nuclear power and weapons.

*The Price of Defense: A New Strategy for Military Spending* by the Boston Study Group (George Sommaripa, 17 Bishop Allen Dr., Cambridge, MA 02139), \$7. An excellent resource that answers questions about the military "strength" of the U.S. vs. the Soviet Union's.

*Protest and Survive* by Dan Smith and E.P. Thompson, Monthly Review Press, 1981, \$4.95. A broad spectrum of opinion and information on the dangers inherent in U.S. military and foreign policy and the nuclear confrontation between Washington and Moscow that threatens all of us. Must reading.

*A Race to Nowhere* edited by Mary Lou Knownacki, OSB, Pax Christi—USA (3000 N. Mango Ave., Chicago, IL 60634), 1981, \$3. An excellent teacher's manual for Catholic high school teachers and other teachers, too. It covers 26 questions and answers, along with reflection exercises, divided into six sections: the problem of the Soviet threat, the cost at home, the cost abroad, the faith dimension and alternatives to the arms race.

*A Repertoire of Peacemaking Skills*, Susan Carpenter, COPRED (Kent State University, Kent, OH 44242), 1977, \$4.25. Basic for curriculum development in peace education. The listing of skills is an excellent starting place for developing course objectives. Suggestions for teaching peacemaking skills.

*Restoring American Power in a Dangerous Decade* by Richard Barnett, Simon and Schuster, 1981, \$4.95. An outstanding discussion of the philosophy and use of nuclear weapons as part of our foreign policy. Addresses the meaning of real security in a nuclear age. Concise, can be effective in high school teaching.

*The Riverside Church Disarmament Reader*, The Riverside Church Disarmament Program (490 Riverside Dr., New York, NY 10027), \$15 plus 15 per cent postage. A 13-week course developed for college level but also adaptable for high school students.

*Soldiers in Revolt* by David Cortright (Anchor Press/Doubleday, 1975), \$7.95. The little-told story of soldiers in protest during the Vietnam War with a particular emphasis on the role of Black soldiers.

*Toward a Dependable Peace: A Proposal for an Appropriate Security System* by Robert C. Johansen, Institute for World Order (777 UN Plaza, New York, NY 10017), 1978, \$2. A fresh approach to security analysis showing how arms control policies fail to provide security or to moderate arms races. Presents feasible steps for establishing a demilitarized

It all took place during a Boy Scout national jamboree. Over 30,000 Scouts and Scouters had come to camp for a week, to hike, to learn new skills, to face new challenges, to develop a sense of themselves. I was there as a Scouter and a chaplain — sharing the experience and seeking to foster such ideals as a commitment to living together in peace and with respect for the wide-ranging diversity of the human family.

A highlight of the jamboree was a "fly-by," in which U.S. fighter pilots demonstrated precision flying skills. Jamboree organizers felt that the Air Force maneuvers would capture the imagination of so many young people. Again and again, men of violence, not people of peace, were held up as examples to emulate. Was force, I wondered, the foremost language to be learned?

Mine was an educational task: education for acceptance of differences and for world peace. But all around me another kind of education was taking place: education into seeing the military as an accepted part of life and the military mind-set as normative. So I began to view other aspects of our life together through critical eyes. How was it, I asked, that the whole experience placed heavy emphasis on being a good American but almost entirely overlooked what it means to be a good world citizen?

Do I stand today in opposition to Scouting? By no means. But I do believe that our society educates — socializes, if you will — in a great variety of ways. Some of them are very subtle. We may be doing our most effective teaching when we don't think we're teaching. And what we teach unconsciously may be highly dangerous to an open, bias-free future. Dangerous for children and youth, and therefore for adults. Dangerous for the U.S. and for the world. — Ward L. Kaiser, Executive Director of Friendship Press, Division of Education and Ministry, National Council of Churches

global security system.

*War Criminals, War Victims*, COPRED (Kent State University, Kent, OH 44242), \$1.50. Explores the problem of individual responsibility through a set of landmark cases (Andersonville, Nuremberg, My Lai, etc.).

*World Military and Social Expenditures* by Ruth Leger Sivard, Institute for World Order (777 UN Plaza, New York, NY 10017), 1981, \$4. A superlative source of data on expenditures for military forces, health care, educational establishments, international peace-keeping, foreign aid and related information for 141 countries. Includes a three-page fold-out chart locating nuclear power plants and strategic arsenals worldwide. An *Educator's Guide* to this title by Betty Reardon is available for \$1.50. It is a teaching unit for secondary school and university instructors on world military and social expenditures with a focus on teaching about nuclear war. (A free copy of the book plus a study guide is available to teachers from The Educational Publishing Program, Rockefeller Foundation, 1133 6th Ave., New York, NY 10036.)

## Books for Young Readers

*A Gun Is Not a Toy* by Beverly Breton, Stop and Grow Book Nook (Wilde Lake Interfaith Center, Columbia, MD 21044), 1975, \$1.75, grades p.s.-4. A boy decides to stop playing with his toy guns at the suggestion of a police officer, who says emphatically that "Guns are not toys." Simplistic story with sexist overtones, but it does deal with the issue of peer pressure and provides a good avenue for discussion of the use of toy guns.

*Hiroshima* by John Hersey, Bantam, 1946, \$2.50, grades 8-up. A classic account of the dropping of the A-bomb on Hiroshima and the

events which followed, told in terms of the daily lives of the survivors.

*Hiroshima No Pika* by Toshi Maruki, Lothrop, Lee & Shepard, 1982, \$12.50, grades 2-6. A poignant story of the effects of the bombing of Hiroshima, especially on one family. A good way to help children understand in some detail what happens when cities are bombed. Shattering and magnificent art. Best read to individual child or small group, not to large class, or discuss with child before and after book is read. (See review, p. 39)

*In the Sky over Nagasaki: An A-Bomb Reader for Children* by the Nagasaki Prefecture Hibakusha Teachers' Association, Peace Resource Center (Box 1183, Wilmington College, Wilmington, OH 45177), \$3.50 (booklet), grades 5-8. Effects of the bombing of Nagasaki. Sensitive story of what happened to the children; should be used where informed parents or teachers can help students understand and lead a discussion.

*Let's Be Enemies* by Janice May Udry, illustrated by Maurice Sendak, Harper & Row, 1961, \$8.95 (hardcover), Scholastic, \$9.95 (paper), grades p.s.-2. Begins, "James used to be my friend. But today he is my enemy." Cause of problem is essentially a power struggle, which is resolved. Humorous, real child-problems which reflect similar adult ones.

*Let's Cry for Peace* by the Hiroshima A-Bombed Teachers Association, Peace Resource Center (Box 1183, Wilmington College, Wilmington, OH 45177), \$5.00, grades 2-4. Personal stories of two children. Brief history of peace movement. Moving poems and songs appealing for peace.

*Living beneath the Atomic Cloud: Testimony of the Children of Nagasaki* edited by Tokyo San-Yu-Sha, Peace Resource Center (Box 1183, Wilmington College, Wilmington,



OH 45177), \$3.25 (booklet), grades 5-8. In 1949 Dr. Nagai collected the stories of Japanese children who wrote of their experiences on August 9, 1945. Vivid and moving descriptions by children who were from five to twelve years old at the time.

*Overkill* by John Cox, T.Y. Crowell, 1978, \$7.95, grades 7-up. An excellent starting point for any study of the question of arms control. Politically realistic and factual, including information on the military-industrial complex. A glossary and bibliography are included.

*Peacemaking* edited by Barbara Stanford, Bantam, 1976, o.p., grades 8-up. A compendium of articles and excerpts from literature, with many useful exercises. More on personal conflict resolution than on political action or historical knowledge, but a good starting place to stimulate thinking.

*Potatoes, Potatoes* by Anita Lobel, Harper & Row, 1967, \$7.89, grades k-3. 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.

*The Problem of War: A Global Issue* by Roberta and Joseph Moore, Hayden Books (50 Essex Street, Rochelle Park, NY 07662), 1980, \$6, grades 9-12. Explores the effects of war, the human and structural causes of war and a variety of ways to prevent war; contains a short chapter on "You and War." Excellent.

*Sadako and the Thousand Paper Cranes* by Eleanor Coerr, Putnam, \$7.95 (hardcover), 1977, Dell Yearling, \$1.25 (paper), grades 1-5. Fiction based on a true story. In 1954 eleven-year-old Sadako is found to have leukemia because she was exposed to radiation from the Hiroshima explosion. In the hospital she folds paper cranes so "the gods will grant her wish and make her healthy again." Sadako dies from her illness, but other children continue to make the paper cranes. Making paper cranes has become a peace symbol, especially for children.

*Save the Earth! An Ecology Handbook for Kids* by Betty Miles, illustrated by Claire A. Nivola, Knopf, 1974, \$6.99 (hardcover), \$2.50 (paper), grades 2-up. Why the earth should be kept healthy; lots of project ideas.

*The Story of Ferdinand* by Munro Leaf, illustrated by Robert Lawson, Viking, 1938, \$8.95, grades p.s.-3. Classic story of the bull who refuses to fight. Good discussion starter.

*The Stranger* by Kjell Ringi, Random House, 1968, \$5.39, grades p.s.-3. The reactions of a village to a stranger who is so tall his face can't be seen, but who becomes friends with the villagers. Useful for discussing differences between people, enemies, stereotypes, aggression, war, peace and communication.

*Wacky and His Fuddlejig* by Stanford Summers, illustrated by Mireille Wieland, Fuddlejigs (Box 837, Times Square Station, New York, NY 10036), revised edition, 1980, grades 2-6. A wonderful story about a worker in a toy factory who quits rather than continue to produce military toys. He then puts his creative energies to use making a new toy, the fuddlejig. The story line is imaginative as well as thought-provoking.

## AV Materials

Unless otherwise noted, the materials below are suitable for senior high-up.

"Acceptable Risk? The Nuclear Age in the United States"; 30 min., slideshow with 160 slides; 1980; NARMIC, 1501 Cherry St., Philadelphia, PA 19102; \$15 rental. Explores the link between nuclear weapons and nuclear power, giving testimony from experts and victims who document the risks and propose alternatives. Challenges its audience to consider whether the risks of the atomic age are acceptable and proposes that alternatives are possible.

"Are You a Conscientious Objector? Resisting War in the '80s"; 17 min., slideshow; produced by Ellie Buckley; 1981; Central Committee for Conscientious Objectors, 2208 South St., Philadelphia, PA 19146; \$15. Introduces an audience of draft age to the concepts of war resistance, conscientious objection and the draft. It touches on the history of war objection and addresses problems surrounding military service. The slideshow stresses that different people reach different decisions in their response to war and the draft. A Christian-oriented slideshow on the same theme, designed for religious audiences, is "Every Heart Beats True," available from Packard Manse Media Project, Box 450, Stoughton, MA 02072 for \$12.

"The Big If"; 9 min., color, 16 mm; animated by Bretislav Pojar for the United Nations; 1981; Journal Films, 930 Pitner, Evanston, IL 60202; \$205 purchase, \$25 rental; grades 5-adult. This colorful film poses the question: What would happen if we turned our tanks into tractors, our grenades into chickens and our uniforms into dresses and shoes? Although it is a children's fantasy with elements of nonsense, the question is serious and the film can be used as a short before longer films for adults.

"Boom"; 11 min., color, 16 mm; animated by Bretislav Pojar for the United Nations; 1979; Journal Films, 930 Pitner, Evanston, IL 60202; \$185 purchase; grades 5-adult. An animated look at the history of aggression and the theory that might makes right. It carries us into the age of atomic missiles and postulates various scenarios for planetary self-destruction, both planned and accidental. "Boom" uses only sound effects and music to ask, "Is this the end?"

"Children of Hiroshima"; 10 min., slideshow; Concerned Educators Allied for a Safe Environment (CEASE), c/o Peggy Schirmer, 17 Gerry St., Cambridge, MA 02138; \$37 purchase, \$12 rental. Excerpts of reminiscences of those who were four and five years old when the Bomb was dropped. Accompanied by art done by survivors.

"Don't Waste America"; 20 min., slideshow with 80 slides and cassette, with script; narration by John Houseman; NIRS, 1536 16 St. NW, Washington, DC 20036; \$45 purchase, \$15 rental. Explains the dangers of nuclear wastes, their present placement and actions citizens can take about the issue.

"Grow in Peace"; 10 min., color, 16mm, 3/4"

video, VHS or Beta, produced by Children's Peace Parade Committee; 1982; Ron Taylor, 1502 Columbine St., Boulder, CO 80302; \$20 rental; grades 4-12. Documentary of children's peace parade in Boulder with interviews with children and adults.

"Hiroshima-Nagasaki, 1945"; 16 min., black and white, 16mm; directed by Akira Iwasaki; 1945; The American Friends Service Committee, 1501 Cherry St., Philadelphia, PA 19102; \$15. Photographed by Japanese cameramen during the first weeks after the bombs fell on Hiroshima and Nagasaki, the footage in this film was seized by the U.S. government and kept secret for over 20 years. In stark black and white, with sparse, eloquent narration, the film portrays the bombs' aftermath in the two cities. Its last words remind us that the bombs we have now are many times more powerful than those dropped on Japan.

"The Last Epidemic"; 35 min., 16mm, 3/4" or 1/2" videotape; 1981; Physicians for Social Responsibility, P.O. Box 144, Watertown, MA 02172; \$45 (video), \$75 (film). A symposium held in San Francisco in 1979 by Physicians for Social Responsibility (PSR) and the Council for a Livable World. Prominent physicians and others concerned with arms control describe what would happen if a modern bomb were dropped on San Francisco, and the catastrophes that would follow a nuclear war. They discuss the impracticalities of civil defense, the destructive capacities of the nuclear weapons and other aspects of nuclear arms. Footage from U.S. films and from Hiroshima brings home the awesome effects of nuclear war and the steps we are taking to make it more likely. In addition to renting the film, PSR makes "The Last Epidemic" available as a videotape through all its local chapters. Local PSR chapters will also provide free speakers on the subject.

"Nuclear Power: War and Profit"; 22 min., color, 16mm, 1/2" or 3/4" video-cassette; 1982; Parallel Films, 314 W. 91 St., New York, NY 10024; \$325 purchase, \$60 plus \$5 shipping for rental (film), \$215 purchase, \$40 plus \$5 shipping for rental (video-cassette). The realities of the nuclear nightmare in the U.S., its continuing everpresent hazards, its connection to our military and the international arms race.

"The Race Nobody Wins"; 15 min., color, slideshow; narrated by Tony Randall; 1981; SANE, 514 C St. NE, Washington, DC 20002; \$10. Lays out the dangers and costs of the arms race. Taped quotes from Eisenhower and others supplement well-documented information about the funds spent on nuclear arms, the destructive capabilities of both super-powers, the increase in nations with nuclear weapons and other aspects of the arms race. Study and action guides plus a bibliography on the arms race are provided.

"Thinking Twice about Nuclear War"; 30 min., color, 3/4" videotape, produced for the Public Interest Video Network; 1981; Skye Pictures, 1460 Church St., Washington, DC

Continued on page 46



## Consultation on Racism in the Media

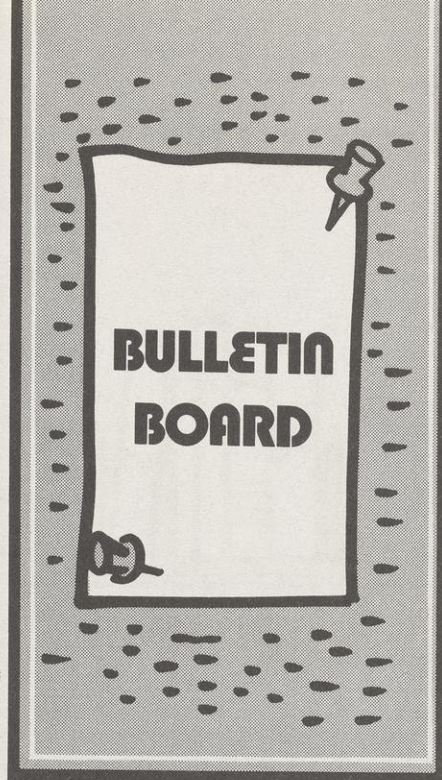
The struggle by people of color to be full participants in the U.S. and in the world is now being waged on a new front: who will control media and what will be portrayed about racial and ethnic minority people. That was the theme of a "Third World Consultation on Racism in the Media" held in New York City July 14 and 15. Jointly sponsored by the Department of Racial Justice of the National Council of Churches, the Council on Interracial Books for Children, the Young Women's Christian Association, and the Program to Combat Racism of the World Council of Churches, the meeting drew about 75 media specialists, most of them Black, Hispanic or Asian American.

"The media are potentially one of the greatest threats to the survival of Third World people, outside of the nuclear arms race," declared Kenyon Burke, executive of the National Council of Churches Division of Church and Society, in welcoming participants to the meeting. He deplored the stereotypic portrayals of people of color in the media but said those presentations were not the only problem. Omissions are equally significant, he pointed out: "One way you can say something is unimportant is to say nothing about it at all."

Other speakers addressed aspects of media control. "The moneyed interests in this country have gotten together to keep down the aspirations of the Blacks, the white people of good will, the poor whites," said Eldridge Spearman, press assistant to Congressman Walter Fauntleroy (D., DC). "Attempts to diminish Black political power are being carried out by media not telling about or misrepresenting the actions of Black leaders." He documented this charge by describing the media's reaction to the 1982 budget proposal put forward by the Black Congressional Caucus—although the proposal would have lowered the deficit while providing tax relief and a fair level of public service, it was largely ignored.

Speaking at lunch on the first day was New York TV producer Gil Noble, author of *Black Is the Color of My TV Tube* (Lyle Stuart, 1981). "Perhaps," he began, "we are guilty of some naiveté in presuming that media's reason to exist is to be fair. Media, throughout history, were developed to corroborate the power of those in power." That reason has not changed, he said.

"The U.S. is using all kinds of false im-



ages to disorient Third World people," Noble said, "to turn us against each other. It is happening in our own communities. The need to rise up and struggle against our oppressors has been put to sleep, and one of the major devices for doing this has been the onslaught of news and entertainment." He was especially critical of the effects of the media, particularly television, on young people. "The media have put out images that have rendered our young people unable to respect themselves, their parents and communities or to organize to do battle against the forces that enslave us," Noble said. "The same kind of poisoning effect that is happening to American young people is happening now on the global scene. The media are giving the world population false images about Third World people in the U.S."

Speaking the next morning, media consultant Valerie Bradley picked up on Noble's global theme. Too often, she noted, the New World Information Order—an effort to break the U.S. and Western European domination of the media—is said to be an issue between the capitalist West and the communist East.

### Notice to Subscribers

Due to increased costs, the *Bulletin* must raise its subscription rates. New rates appear on the back cover. **Renewals** received before November 15, 1982, will, however, be accepted at the old rate: \$10/year for individuals (please, personal check only), \$15 for institutions.

"I would suggest that it is not the East-West dimension of this problem that's important, but rather it is the North-South dimension," she said. "We must see the call for this order as part of the decolonization process. The Third World," she continued, "is calling for the right to be able to participate in the process, to communicate about itself to the rest of the world" and to have access to and a share in the control of the increasingly sophisticated communications technology.

Workshops identified and analyzed areas of stereotypes and bias in radio, cable and TV, film, textbooks and news reporting. Action For Children's Television released a study documenting the stereotypical treatment of women and Third World people in children's TV programs (see p. 43). While they did not have authority to legislate action, the workshop participants were charged with drawing up recommendations for an action program for church denominations, the YWCA and CIBC.

For a copy of the recommendations approved at the final plenary meeting and for information about a follow-up conference, write to Tyrone Pitts, Division of Church and Society, NCC, 475 Riverside Drive, New York, NY 10115.

## CIBC Receives NEA Award

The CIBC is the recipient of the 1982 Human and Civil Rights Award of the National Education Association (NEA). It shared the award with the Connecticut Education Association for "effectively responding to the danger of the Klan resurgence by producing the curriculum package, *Violence, the Ku Klux Klan and the Struggle for Equality* (see Vol. 12, Nos. 4 & 5, p. 32).

The award was presented at the NEA award banquet in Los Angeles on July 4. In accepting the bronze plaque, CIBC President Beryle Banfield said: "This is a high point in the Council's 17 years of fighting racism and sexism in children's learning materials. But there is a new threat on the horizon. There are those who seek to destroy whatever gains we have made in securing adequate and accurate representation of women and minorities in books."

Banfield called on NEA and its affiliates to work together with the Council to combat this new threat to academic freedom. The NEA has affiliates in every state and a membership of 1.7 million teachers.



In the BOOKSHELF, a regular *Bulletin* feature, all books that relate to minority themes are evaluated by members of the minority group depicted.—Editors.

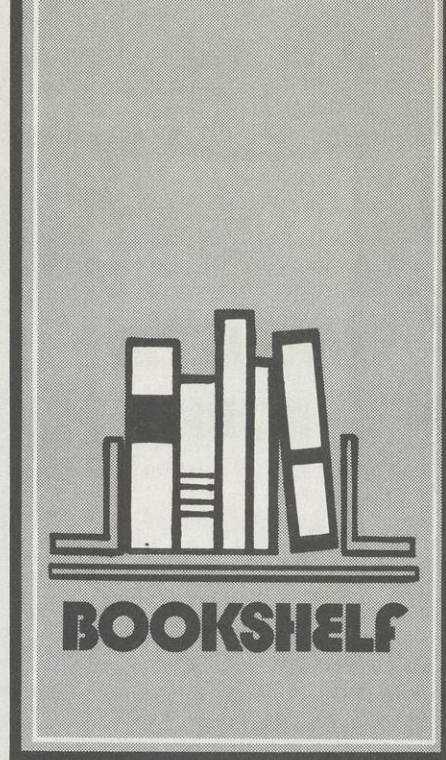
## Breakthrough: Women in Writing

by Diana Gleasner.  
Walker, 1980,  
\$9.95, 159 pages, grades 10-up

Some of the best books for young people about women in athletics have been by Diana Gleasner, who presents real pictures of the women and their sports. She brings this same ability to her new book, *Breakthrough: Women in Writing*, part of a series on women in the professions. The book features interviews with five prominent women writers — Judy Blume, Erma Bombeck, Erica Jong, Jessamyn West and Phyllis Whitney. There is also a sixth writer whose story is told — the author herself. Gleasner's Introduction about her own struggles — and those of women writers in general — provides the context for the profiles that follow. The Introduction also gives a brief historical overview and a summary of sexism in language and how it oppresses us.

The five profiles combine information on the writers' personal and professional lives, and they help us understand some of the struggles and joys of the "woman as writer." We learn about the extraordinary discipline that writing requires and about the large role that rejection (by publishers, by critics and by the public) plays in a writer's life. We learn how writing can give a woman the courage — and financial independence — to leave a bad marriage (as it did for Erica Jong and Phyllis Whitney), but also how some marriages can survive and even prosper, as did Erma Bombeck's. Most of all we learn what it takes to write and at what cost.

The writers are all respected artists who work as novelists, short story writers, poets, columnists, adult and juvenile writers. The selection has a major flaw, however; not one woman of color is included. This is a serious omission, especially considering contemporary writers of the stature of Toni Morrison, Maxine Hong Kingston, Toni Cade Bambara and



others. Even with this flaw, the book is well worth reading. I found myself turning to the authors' works, and fortunately, a bibliography of each woman's work is included. [Patricia B. Campbell]

## The Banza

by Diane Wolkstein,  
illustrated by Marc Brown.  
Dial, 1981,  
\$8.95, unpagged, grades p.s.-2

This re-telling of a Haitian folktale preserves the spirit and style of storytelling which, in Haiti, is passed from generation to generation through oral tradition. (It is a pleasure to find that in this version, the little goat who bravely outwits four hungry tigers is female!)

Cabree the goat becomes friends with a young tiger named Teegra (the author evidently heard the Creole for tiger and goat, *Tigue ak Cabrit*, and wrote the names phonetically as Teegra and Cabree). Teegra gives Cabree a "banza" (an old African instrument something like a banjo), which belonged to his uncle, for protection. When Cabree is surrounded by ten hungry tigers, she plays the banza, mobilizing her own resources to frighten the tigers away.

Most Haitian folktales are woven around song. In this book a song is sung but the music is not included. This is unfortunate because the music is another dimension of the tradition. (*The Magic*

*Orange and Other Haitian Folktales*, collected by Diane Wolkstein [Knopf, 1978], includes a section of songs in English and Creole with the music to accompany some of the stories in the collection.)

The illustrator made a noble attempt to transmit the essence of Haitian art in his brightly colored pictures. They are quite good, although a Haitian illustrator would probably have chosen to paint the palm trees more accurately. [Gerard Richard and Sheli Wortis]

## Where the Deer and the Cantaloupe Play

by T. Ernesto Bethancourt.  
Oak Tree Publications (11175  
Flintkote Ave., San Diego,  
CA 92121), 1981,  
\$7.95, 144 pages, grades 9-up

Teddy Machado is a street-wise New York City Puerto Rican adolescent. When Teddy's paternal great grandfather, Benito Machado, comes to New York, the two quickly develop a deep and lasting bond.

Benito Machado tells stories of a romanticized U.S. West and frontier days. Young Teddy (and the reader) learn from these stories about the stereotypes and myths conveyed by the media and children's books. They learn, for example, that cowboys were also Hispanic and Black. The relationship gives Teddy intense pleasure until the day his father Lorenzo asks the older man to leave. Benito goes away, giving Teddy a beautiful and expensive cowboy suit and an ancient .45 revolver. His departure encourages Teddy's retreat into a fantasy world of an urban western drama, and he quickly becomes an object of ridicule.

When Benito dies, the family inherits his home in California. After they move to the West Coast, Teddy's fantasy begins to be realized when he meets an Hispanic man who is the World Champion of the Fast Draw. With the help of his new friend, Teddy develops self-respect as he acquires skill in the fast draw. Teddy's relationship with his father also improves as he demonstrates his new-found skills and budding maturity. On the West Coast Teddy and his family find the fulfillment and financial security that had eluded them in the East.



This book is about Latino family relationships, about the Latino influence in the U.S. West, and about the inner struggle of a young Latino growing up and coping with a hostile society.

Although considerable research obviously went into the novel, there are several significant flaws. The women characters are one-dimensional, and in addition to sexist stereotypes, there are racist references to Native Americans and Mexicans as well. Readers are left with the impression that U.S. racism is acceptable when it is directed at Mexicans or other Third World people but not when it is focused on assimilated citizens, like the hero and his family. The racism and sexism—and the author's militarism—are particularly galling given his complaint about other omissions and distortions.

It is embarrassing to find a Hispanic writer using the same type of stereotypes and distortions used by Anglo writers as he attempts to correct the image of Puerto Ricans. An explanation lies perhaps in the author's self-concept. He is proud of some aspects of his culture and heritage, but purchases that pride, as many Anglos do, at the expense of all those who are not the same as himself—at the expense, that is, of women, Native Americans, older Hispanics, Mexicans and Chicanos. Some of his characters don't speak very well for Puerto Ricans either.

The negatives outweigh the positives in this novel. [Jamila Gastón Colón]

## ✓ The Paper Bag Princess

by Robert N. Munsch,  
illustrated by Michael Martchenko.  
Firefly Books (3520 Pharmacy Ave.,  
Unit 1-C, Scarborough,  
Ontario, M1W 2T8, or Annick Press  
Ltd., Toronto, Canada), 1981,  
\$4.95 (paper), unpagged, grades k-4, adult

This is a delightfully funny fairy tale in which a princess outwits a fire-breathing dragon who burns up all her "expensive clothes." Then she saves the handsome prince. And then. . . . No! We won't give away the ending. But we will confess that children find this book lovable—and that adults lucky enough to read it will delight in its witty illustrations and wry humor. [Lyla Hoffman]

## Hiroshima No Pika

written and illustrated  
by Toshi Maruki.  
Lothrop, Lee & Shepard, 1982,  
\$12, 48 pages, grades 2-up

Based on a true story, this book tells of a Japanese girl who was seven years old when The Bomb fell on Hiroshima. The blast, fire, shock, devastation and death she witnessed are described. Years later, the girl lights candles for an annual remembrance ceremony. She lights one for her dead father and one for a swallow she remembers hopping along after its wings were singed by the flames.

The impressionistic paintings are both delicate and powerful, haunting in their imagery of death and suffering. (The book won a prestigious artistic award in Japan.) The text is barely needed, except for the final sentence: "It can't happen again," she said, "if no one drops the bomb."

The publisher suggests that the book is suitable for twelve-year-olds and up, but twelve-year-olds do not read picture books on their own. I would use this book with grades two and up, and it could also be used with even younger children. I told my five-year-old granddaughter—a veteran of many "No-Nuke" demonstrations—that I had a very sad book about what happened when our country dropped an atomic bomb on Japan many years ago. I told her the book was too sad for me to read to her, but that she might want to look at the pictures by herself. Later, she very solemnly reported, "There were so many dead people. Those bombs were very bad." She will remember this book the next time she joins a peace demonstration, and she will bet-



ter understand the importance of the protest. (And no, she did not have any nightmares.)

Other adults who have read the book to eight-year-olds also report no nightmares, just feelings of deep sorrow. I would not suggest reading the book to large groups of children, however, unless there was a great deal of prior discussion and mood-setting. Many of the people shown, both alive and dead, are nude, and some children might react by giggling. [Lyla Hoffman]

## The Wave

by Morton Rhue.  
Delacorte, 1981,  
\$10.95, 142 pages, grades 7-up

*The Wave* offers a chilling look at the dangers of conforming to peer pressure without thinking. Based on an actual incident and adapted from a TV docudrama, *The Wave* traces the transformation of a California high school into a Nazi-like atmosphere. *The Wave* grew out of a 1969 experiment by a high school history teacher whose students were having difficulty understanding how Hitler could have attracted many supporters for his brutal oppression and destruction of others. The teacher decides to explain Hitler's rise to power by giving his students a first-hand experience.

Teacher Ben Ross forms a class group (The Wave) and equips it with armbands and a motto, "Strength through Discipline." The class becomes very regimented and unified and Ross emerges as leader. At first, Ross feels the experiment is successful. Quickly, however, The Wave gains momentum and spreads throughout the school. Through solidarity meetings and pep rallies, The Wave becomes stronger—too strong. Opposition is ridiculed and crushed; friendships and relationships are destroyed as students must side with or against the cult. Ross ultimately crushes The Wave by showing the students a movie about Nazi youth. As Hitler's face comes on the screen, Ross yells, "There is your leader . . . you would all have made good Nazis." The students are stunned.

The book explores the susceptibility of teenagers to fit in, even if it means compromising one's own ideals. It explores reasons for joining a cult—insecurity, de-



sire for power, idealism. Though the book sometimes resembles a soap opera and lacks actual facts about the real incident, its points are well made. The reader is left with much to think about.

Given these difficult economic times and the increased scape-goating of minority groups, the book makes an important contribution to teenage literature and will definitely stimulate much discussion. [Jan M. Goodman]

## Cat Man's Daughter

by Barbara Abercrombie.

Harper & Row, 1981,

\$9.50, 154 pages, grades 6-9

*Cat Man's Daughter* is a lively, humorous story about divorce told from a child's viewpoint. Unfortunately, this upbeat story is marred by an atypical setting, shallow characterizations and an escapist ending that defies credibility.

Thirteen-year-old Kate wants a "normal" family, but she is stuck with a famous father who lives in Beverly Hills and stars in a hit TV series and a mother who is an interior decorator on the Upper East Side of New York City. Her parents have not spoken since their divorce, and Kate is bounced back and forth between them, living with her mother during the school year and spending holidays and summer vacations with her father.

Few children will identify with Kate's privileged status, but some may relate to Kate's "ping pong ball" feeling and the divided loyalties that can result from a divorce. Kate hopes to find the perfect stepparents, figuring that two sort-of-normal families might add up to one normal family. Instead she has to contend with Jessica, the latest of her father's young girlfriends, who insists on taking her to all the tourist attractions in Los Angeles (she's been to Disneyland 38 times). Jessica is a stereotypic Hollywood groupie, who seems to spend most of her time sitting by the swimming pool and applying suntan oil. As Kate quips, her father has "Barbie doll taste in girlfriends."

The only family member Kate identifies with is her grandmother Riley, who runs a business giving birthday parties for children. Riley's household contains an unlikely cast of characters—a retired sea cook who makes the birthday cakes,

a reclusive artist who paints in the attic and photographs the parties, a former governess who had a nervous breakdown, and an abandoned five-year-old. Riley is a strong and interesting character, an older woman who is active and independent, but her efforts to help Kate make her appear eccentric and somewhat irresponsible: Riley secretly kidnaps Kate as a ploy to bring Kate's mother and father together. Kate realizes that she feels loved and secure in her grandmother's home and wants to stay with her. In the somewhat unrealistic ending, Kate's mother and father find her and quickly agree to let her live with her grandmother.

Divorce is a serious and real issue for many young people. It would better serve their interests to give them stories that portray the complexities involved rather than to rely on pat solutions. [Lauri Johnson]

## Perfect Crane

by Anne Laurin,

illustrated by Charles Mikolaycak.

Harper & Row, 1981,

\$8.95, 32 pages, grades 1-4

Gami is a lonely magician who discovers that he can breathe life into the objects that he folds out of paper. He brings to life a perfect crane who becomes his companion. The crane also attracts the attention of the town's people, who soon come to be Gami's friends also. When winter approaches, the crane says it must leave to follow the sun; Gami protests but knows that he has no choice. However, the magician is not left alone. His neighbors continue to visit him and Gami helps them with their problems. One day in spring, the crane returns. Gami and the crane share their news; and, when summer is over, the crane prepares to leave again.

Basically, the story is about freedom in a relationship and it makes its point nicely. However, the illustrations present several problems. First of all, although there is no specific mention of setting or period in the text, the illustrations depict Gami as Japanese, living in an earlier age (the drawings appear to be based on 18th or 19th century Japanese art). Young readers could easily assume that *Perfect Crane* is a Japanese folktale. It is not. In

fact, Gami is not a Japanese name, nor is it even a Japanese word.

If this story is used with young readers, it should be pointed out that contemporary Japanese people do not dress in the style of the drawings — nor do Japanese Americans. Furthermore women are pictured in very passive roles; the stereotype of passive Asian women is easily reinforced by this book. *Perfect Crane* should certainly not be used for teaching about Japan. If used because of its message about friendship, it must be used with caution. [Gloria L. Kumagai]

## In Christina's Toolbox

by Dianne Homan,

illustrations by Mary Heine.

Lollipop Power (P.O. Box 1171, Chapel Hill, NC 27514), 1981,

\$2.50, 28 pages, grades p.s.-3

There has been a spate of recent books designed to inspire women (older and very young) to learn about and to use tools (see below). This, one of the better "inspirational" for young children, introduces us to Christina, a young Black girl, and her tools. We learn about the tools, how they are used, what tasks they can accomplish and how to care for them. For the most part, the tasks are simple ones that could be done by a child; unfortunately, however, the directions on how to perform them are vague and incomplete so that a child would need much supplementary instruction to accomplish any of the tasks. This is definitely not a "how to" book; it is, however, an excellent introduction to tools. The illustrations are clear and show Christina using the tools correctly. The last illustration is particularly nice; it shows Christina putting her toolbox next to her mother's. Both mother and child are pictured in their overalls and workshoes, smiling at each other, next to their toolboxes.

My co-reviewer, Kathryn Campbell-Kibler, age four, likes the book very much and wants a toolbox so that she too can "make things, build things and fix things." She also felt that the addition of a brother who could share the toolbox and work with Christina would improve the book. Kathryn would have the children work together, complete a project and be praised for their "nice cooperation." Maybe some day there will be such



a book; meanwhile, get *In Christina's Toolbox!* [Patricia B. Campbell]

## I Can Use Tools

by Judi R. Kesselman and Franklynn Peterson,  
illustrated by Tomas Gonzales.  
Elsevier/Nelson Books, 1981,  
\$3.50, 30 pages, grades 2-5

*I Can Use Tools* is not really a story, not really a "how to" book; using the background of building a birdhouse, it discusses various tools and how they are used. Another of the many recent books on tools (see above), this title was printed in a limited edition and is now out of print.

The book has several positive features: the two main characters—a young girl and a young boy—are equally involved and, more important, equally competent, although the boy is the one who does the task that takes "strong muscles." The drawings are clear and easy to understand, as are the descriptions of how each tool is used. Otherwise, it is uninteresting and at times confusing. Four pages, for example, are devoted to diagrams and plans for putting the birdhouse together, yet these plans are not mentioned in the text. Some of the tool uses discussed are part of the building of the birdhouse, others are not, and there is no explanation of which is which or why.

I have read the book four times and have not found it better upon repetition. It has been read and reread because my four-year-old daughter, Kathryn, likes the book very much and has requested it for a bedtime story for three nights running. What can I say? There must be something that I missed. Maybe you can find it. In the meantime, it looks as if Kathryn and I are going to learn how to use tools and build a birdhouse. [Patricia B. Campbell]

## First of All

by Joan McCullough.  
Holt, Rinehart and Winston, 1980,  
\$5.95, 172 pages, grades 6-up

*First of All* presents brief informational sketches about the achievements of women "pioneers" in the armed services, arts and entertainment, aviation, busi-

ness and finance, education, politics, religion, science, sports. Though the book is interesting and contains some relatively obscure information, it is very limited.

One significant limitation is that the majority of the achievers are white women. In over 160 entries, only 11 Black women are mentioned. Few or no Hispanic, Asian or Native American women appear. Ironically, the only reference to a Native American is about the first white "Indian chief"! Other minority groups—lesbians, Jewish women, disabled women—are also practically invisible in this book.

Further, the categories reflect traditional "achievements" in our society (*i.e.*, the military, business and politics) and do not include civil rights leaders and other pioneers for social change, union organizers or inventors, among others.

The book is a collection of interesting tidbits, but a very limited resource with serious omissions. [Jan M. Goodman]

## Particular Passions: Talks with Women Who Have Shaped Our Lives

by Lynn Gilbert and Gaylen Moore,  
photos by Lynn Gilbert.  
Crown, 1981,  
\$9.95 (paper), 340 pages, grades 8-up

Here are photographs and profiles of 46 women with strong commitments to art, justice, science or *something* of significance to our lives. Both portraits and interviews convey the unique personalities, perspectives and passions of these particular people. Of the women interviewed, eight are Black, one Chinese American and at least six are Jewish, though none is recognizably Hispanic. While all the women are not avowed feminists (and some might be considered anti-feminist), together they teach us much about sexism and about our recent history. Despite a few astonishingly inappropriate uses of male pronouns and "male" nouns, this book would be an excellent gift for any high school student and a welcome addition to any school library.

My favorite entry is about eighty-four-year-old Dr. Helen Taussig, who was not admitted to Harvard Medical School in 1922 because of her sex. (She's now a full



professor there, but she achieved that because outside recognition of her work embarrassed Harvard into promoting her.) Says Taussig: "Pediatrics is a natural field for women because they have more understanding of the mother's problem. They don't ask the impossible, whereas many male pediatricians think the woman has nothing to do but take care of a child all day." What a burden of guilt that outlook would have lifted from the mothers of my bygone era! [Lyla Hoffman]

## Wonder Women of Sports

by Betty Millsaps Jones,  
illustrated with photos.  
Random House, 1981,  
\$3.95, 69 pages, grades 2-5

It's rare to find a high interest, easy-to-read book about women. *Wonder Women of Sports* presents 12 vignettes about such sports superstars as Diana Nyad, Babe Didrikson and Wilma Rudolph, as well as about such lesser-known figures as mountain climber Annie Peck and champion softball pitcher Joan Joyce. Many different sports are represented, and there are two Black athletes and one disabled woman (Kathy O'Neill, a race car driver and stuntwoman who is deaf).

The book suggests that anyone can



excel in sports with talent and hard work; this unrealistic, inaccurate view of the sports world doesn't highlight the barriers faced by women athletes and their struggle for recognition. Competition between male and female athletes is trivialized by a piece on the exhibition match between Billy Jean King and Bobby Riggs, which reduces King's long and outstanding tennis career to this single stunt. The author also gives a sexist description of the young Sonja Henie—"she looked like a doll on ice," reads the text.

Good action photographs of each athlete present strong, competent images of women and help to maintain interest in the limited story line, but the controlled vocabulary that is characteristic of this genre results in choppy and stilted prose. [Lauri Johnson]

## My Mom Travels a Lot

by Caroline Fallor Bauer,  
illustrated by Nancy Winslow Parker.  
Frederick Warne, 1981,  
\$8.95, unpagged, grades p.s.-3

Mothers who travel a lot on business are in the minority, and books that help our children understand why we do it and that we still love them when we are not home are needed. Unfortunately, *My Mom Travels a Lot* just doesn't do the job. The book details the joys and pains of not having Mom home. The pains presented are real — being lonely, having Mom miss some important events. The joys, however, are somewhat trivial and very materialistic: getting presents, postcards and long distance phone calls. (It is hard enough to get children out of the "What did you bring me?" stage without having books that confirm that parents are supposed to bring children presents when they return from a trip.) Having Mommy gone also means that Daddy takes you out to dinner and lets you stay up late, according to this tale. There are good parts about mothers being gone, but these center more on fathers and children developing closer relationships and on both learning more about taking care of each other and of the home.

The illustrations are charming, but let's hope that the next book on this topic is a lot better. [Patricia B. Campbell]

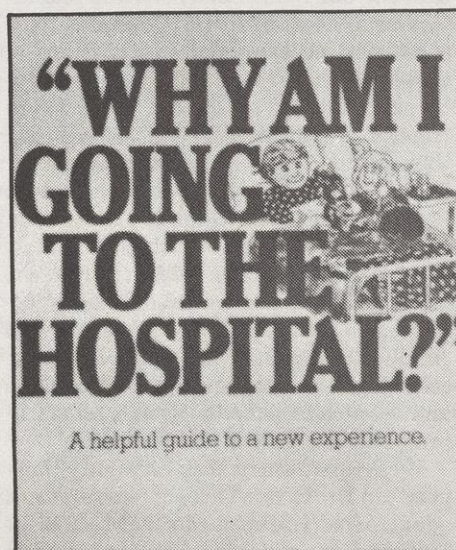
## Why Am I Going to the Hospital?

by Claire Ciliotta and Carole Livingston,  
illustrated by Dick Wilson.  
Lyle Stuart, 1981,  
\$10, 43 pages, grades p.s.-up

Nobody likes to go to a hospital, but the experience can be particularly terrifying for children. Some knowledge about hospitals and hospital procedures can allay fears; this picture book provides young children with helpful information.

The many reasons for hospitalization—acute illness, accident, chronic problems and difficult-to-diagnose symptoms—are explored. The rationale behind annoying, irritating and dehumanizing routines such as intensive interviews, intensive examinations, hospital gowns that expose as much as they cover, needles and foul-tasting medicine are described with upbeat language and charming illustrations. "O-Day—The Day of Your Operation" is run down from initial sedation to awakening in the recovery room (I wish someone had taken the edge off that frightful experience before I was first hospitalized; half a century later, I have not forgotten about it.) The book also describes the "star" treatment children can expect from parents, friends and staff when they are not busy caring for other sick people.

The illustrations are an asset and depict a hospital population that includes people of color and doctors and nurses of both genders. [Ruth S. Meyers]



## The Hospital Book

by James Howe,  
photographs by Mal Warshaw.  
Crown, 1981,  
\$4.95 (paper), \$10.95 (cloth), 95 pages,  
grades 1-6

Excellent black-and-white photographs and a sound text make an excellent book for children who will undergo a hospital experience. The book lays the groundwork by explaining what is likely to happen and why. Potential psychological, emotional and physical problems are covered, and the book explains the different roles of hospital personnel and the functions of hospital machinery. Highly recommended. [Katie Hoffman, R.N.]

## A Day in the Life of an Emergency Room Nurse

by Margot Witty,  
photographs by Sarah Lewis.  
Troll Associates (320 Route 17,  
Mahwah, NJ 07430), 1980,  
\$5.89 (paper), 32 pages, grades 2-5

This book could have been written by a doctor—a doctor who considers nurses to be assistants rather than active contributors of services which are vital to holistic health care. Emergency room nurses are called upon to do professional decision-making as well as nurturing and soothing. Both activities are essential, but this book emphasizes the latter, thus minimizing an important aspect of nurses' work.

While young readers will get a flavor of emergency room activities and of a nurse's work, they will also meet a number of doctors, all of whom are male, and a number of nurses, all of whom are female. The principal nurse is Black. After a hard day's work she returns home to sew her own clothes. Later she drives past a very neat looking suburban house she plans to buy; she is on her way to college for a graduate class (she already has her four-year B.S.N. degree).

The color photography is fine, but information about important realities—like relative pay scales—is missing. [Katie Hoffman, R.N.]



## Study Reveals Racism, Sexism on TV

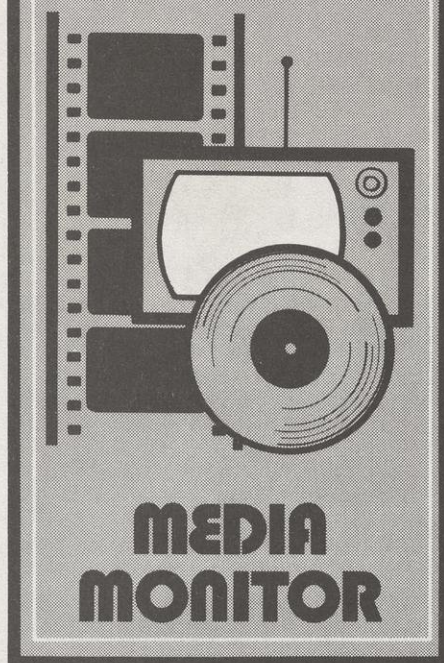
According to a study by Action for Children's Television (ACT), children's TV presents a smaller percentage of minority and female characters than adult television, and both groups are portrayed in a more stereotyped manner in children's programming than in prime-time programming. The research, which was released at a consultation on racism (see p. 37), also shows that many children's programs provide an unrealistic and stereotyped view of family life.

The new study, *Representations of Life on Children's Television*, has three parts: "Sex Roles and Behaviors," "Portrayals of Minorities" and "Family and Kinship Portrayals." Funded by the Ford Foundation and Carnegie Corporation of New York, the study was commissioned by ACT and conducted by F. Earle Barcus, Ph.D., Professor of Communications Research, School of Public Communication, Boston University. Barcus's findings are based on an analysis of 38 hours of commercial programming targeted to children and aired in the Boston area during January, 1981. The study examines all programs directed to children during one weekend and one sample weekday on six commercial stations.

The study reports that out of a total of 1145 TV characters, 42 were Black and 47 belonged to other minority groups. More specifically, only 3.7 per cent of the characters in the program sample were Black, 3.1 per cent were Hispanic and 0.8 per cent were Asian. Native Americans were represented solely by the character Tonto from "The Tarzan/Lone Ranger Adventure Hour." These percentages in no way reflect the actual population of this country. Current census figures show that the U.S. population of 226.5 million is at least 11.8 per cent Black, 6.4 per cent Hispanic, 1.5 per cent Asian, and 0.6 per cent Native American.

Although several positive characterizations of minorities were identified (for example, Blacks are more likely to be cast as heroes than villains on children's television), the study points out that these examples of respect are offset by the infrequency of minority portrayals.

The study also found that Blacks and other minorities are less frequently portrayed as employed than are white characters. (When shown as employed both Black and white characters are most often shown in professional and managerial jobs, whereas other minorities are more likely to be por-



trayed as craftsmen, laborers or service workers.) In addition, minority characters are less likely to use violence to accomplish goals, but are more apt to depend on others, use personal charm, or accomplish goals through luck or circumstance.

Cartoon comedy programs contain the most blatant stereotypes. While these programs often avoid the portrayal of Black characters, they frequently provide cruel stereotypes of other minorities. (Cartoon comedy alone amounts to nearly one-half of all program time on children's TV.)

Commercial children's television tends to avoid racial messages rather than to deal with them adequately or realistically. Race and nationality themes, for example, represented only three per cent of 352 major and minor subject classifications. According to the study, "commercial children's television can only be seen as a major barrier in the battle for recognition and respect for minorities in this country."

The study also reveals considerable sexism in children's TV programming. Only 16 per cent of all dramatic characters in the program sample were female, and females were portrayed as younger than males and more likely to be married. They were less often shown as employed, and when employed, were shown primarily as professional entertainers, clerical or household workers. Females were almost completely unrepresented in other occupations.

Female characters, usually portrayed in traditional sex-role patterns, tended to uphold traditional values. They were found to be significantly less assertive and active than males, had lower self-concepts and less achievement-related

behaviors. (In attempting to achieve their goals, females relied on personal charm and dependence on others to a much greater extent than did males.) Females also demonstrated much greater concern for social relationships and exhibited slightly greater anxiety.

Although there are female "superheroes," the overall representations of males and females were found to be quite traditional and stereotyped. Moreover, the study notes, "in spite of the efforts by many groups to improve the status of women in society and the efforts to influence the portrayals of the sexes on television, the research over the past decade has shown that they are not changing in children's programming."

Said Kim Hays, executive director of ACT: "What this study tells us is that the programs specifically targeted to our children present a world peopled almost exclusively by white Anglo Saxon males, a world where people with accents are villains, where fathers work and have adventures while mothers stay home and clean house. In the world of children's TV, there is one Smurfette amid a host of Smurfs. Is this really the view of life we want to give our children?"

Founded in 1968, ACT is a national non-profit child advocacy group working to improve children's experiences with television. For more information on the study or the group, contact ACT, 46 Austin Street, Newtonville, MA 02160.

## On Sex Roles

**It's Up to You;** sound-color filmstrip with cassette; 15 minutes; \$5.75; developed by Lynn Stuve, Center for Studies of the Person; distributed by Women's Educational Act Publishing Center, EDC, 55 Chapel St., Newton, Mass. 02160.

This simplistic but attractive filmstrip on sex-role stereotypes features space creatures who comment on the sex roles they observe on earth. It can be used as an opening wedge for elementary students questioning "the way things are." Although the strip is billed as "thought-provoking" for parents and teachers in "awareness training sessions," we would hate to think that adults do not already have this level of awareness. However, if you want a presentation guaranteed not to step on anyone's toes, this is an appealing package. The filmstrip does not have any accompanying print materials, not even a script, at this time. However, such materials are in preparation and will be sold separately at a later date.



## The Joy of Cataloging: Essays, Letters, Reviews, and Other Explosions

by Sanford Berman.

Oryx Press (2214 N. Central at Encanto, Phoenix, AZ 85004), 1981, \$18.50 paper, 249 pages

Sanford Berman [a member of the *Bulletin's* Advisory Board] is a tireless and relentless one-man juggernaut of library catalog reform. I think it is safe to say that most of us who attended library school find the required cataloging class one of the less, uh—*stimulating* to be had; the general objective of most library science students is to survive the course in a condition approaching sanity, not to actually profit from it. I studied cataloging at one of the country's best library schools, but the instructor showed not a hint of interest in the fact that library cataloging exists to provide access to library users, not to offer librarians an exclusive territory for the futile exercise of jargon and in-group arcana. The 15-week course was, consequently, a term of 3x5 misery.

Berman's is the complete antithesis to this approach. He operates from the Hennepin County (Minnesota) Library, and for years has done more than any ten librarians put together to turn the card catalog into an easily-opened door to the library for the ordinary person. His *HCL Cataloging Bulletin* is the chief organ for his vendetta against the obtuseness, obscurantism, insensitivity and anachronism that too often characterize U.S. Library of Congress cataloging practices. (For those not initiated to libraryland, the Library of Congress, usually known to us pros as "L.C.," is the major source of cataloging information in this country. As L.C. goes, right or wrong, so tend to go most of the nation's libraries.) Many of the items in this collection are from the [*HCL*] *Bulletin*; others come from articles and letters published in *Library Journal*, letters to L.C., papers presented at conventions and from other sources. Two of the questions from the book's section on "Access/Equity" can stand for Berman's guiding ideals: (1) "How can the language of the catalog, especially the subject vocabulary, be made more accurate, precise, and nonjudgmental?" and (2) "How can library materials be made easier to find through the catalog?"

Berman is adamant about treating all national and racial groups fairly when



naming them in the catalog and about being current with terminology (L.C. did not use "Rock Music" or "Ragtime Music" as subject headings until 1972, didn't use "Gospel Music" until 1975, a good century after the form was established). Berman consistently identifies both subtle and blatant examples of white European, Christian bias in catalog headings, e.g., L.C.'s quaintly offensive subheading "Discovery and Exploration," applied freely to all areas of the globe where Europeans are not the indigenous people—as though, say, no one had "discovered" West Africa before the Europeans showed up.

Clearly the subject catalog is a place where librarians impose their perceptions of the world, and in so doing manipulate the way others have access to and views of the world. Berman wants to minimize this manipulation. His is not a unique attitude among catalogers, but it is unusual—unusual, lively and valuable, especially for people in the profession who suffered as I did through a dreary cataloging course and swore to have as little as possible to do with the subject in the future.

The book is quite readable besides being impassioned; Berman has a good sense of humor, not a quality always found in reformers. All librarians should spend some time with *The Joy of Cataloging*—it will be bound to newly open their eyes to this fundamental act of library organization.

Extra praise: the book has a *superb* index. Berman really does want us to find what we're looking for! [Grant Burns]

Reprinted by permission from *New*

*Pages: News & Reviews of the Progressive Book Trade*, Vol. 2, # 1 (Spring, 1982). *New Pages* provides access to alternatives in print. Subscriptions are \$10/year (quarterly) from NP, 4426 S. Belsay Rd., Grand Blanc, Mich. 48439.

## The Classroom Climate: A Chilly One for Women?

Project on the Status and Education of Women (AAC, 1818 R St. N.W., Washington, DC 20009), 1982, \$3, 22 pages

An excellent 22-page (small type) report on teacher behaviors that militate against women. While geared to college classrooms, most of the points made are equally applicable to upper elementary and secondary classrooms. It is the subtleties of discrimination that are identified, the unconscious behaviors. The booklet includes a questionnaire for assessing discrimination, recommendations for women students, suggestions for research, and much more. Valuable for all educators who are concerned with equity.

## Women in American History: A Series

by Beverly Sanders and the American Federation of Teachers.

WEEA Publishing Center (55 Chapel St., Newton, MA 02160), 1979, \$10 for a set of four books, 56-92 pages each (paper), grades 9-up

This is an excellent teacher resource for supplemental use in teaching U.S. history or women's studies. However, it can not be recommended for student use because the legibility and the visual appeal are very poor. (The text is reproduced from typewriter copy with single-spaced long lines.)

A few other criticisms. Book One is called *Women in the Colonial Era and the Early American Republic*, which is insensitive to Native American women because it implies that the history of women in this country starts with whites. (Native Americans are included in the text, but they are primarily those well known and recorded by white male historians because they served the interests of whites rather than the interests of their own people.) While many Black women are included, there is too



much emphasis on their role as victims and not quite enough on their roles as fighters, artists and political activists. The story of the demise of the Industrial Workers of the World is a bit of "blaming the victim" instead of blaming those who persecuted the group, just as all effective organizations of the oppressed have been persecuted.

Despite these criticisms, these books, which were produced under a grant from the Women's Educational Equity program of the U.S. Department of Education, are recommended as a teacher resource. The bibliography will prove most useful for classroom reading assignments.

## Hey, Miss! You Got a Book for Me?: A Model Multicultural Resource Collection/Annotated Bibliography

by Joanna Fountain Chambers.  
Austin Bilingual Language Editions  
(P.O. Box 3864, Austin,  
TX 78764), 1981 (second edition),  
\$12.95, 91 pages

This resource for teachers and librarians lists over 350 books and audio-visual titles. It combines annotations, information of language and interest level, and binding and copyright status. It also suggests Dewey classifications. The emphasis is on materials in Spanish, but it also includes a number of items in Vietnamese, Chinese, French, Native American languages and others. A unique feature of the bibliography is that it includes alternative titles.

The problem is that one is never quite sure what criteria were used in selection. There are a few titles that focus on Black Americans and on stories from several nations in Africa. Why these titles and not others? Certainly the criteria had little or nothing to do with the issues of racism or sexism, for several books sharply criticized by the Council are included. For example, *Yo Soy Una Niña (I Am a Girl)* is described as "a delightfully illustrated portrait of a little girl doing 'girl' things." This lack of analysis of materials which might be ordered by teachers and librarians because they are included in a bibliography which purports to be "multicultural" makes this resource questionable at best. In addition, it is

over-priced for a soft-cover book with only 350 annotations. [Sonia Nieto]

## Changing Words in a Changing World

by Alleen Pace Nilsen.  
WEEA Publishing Center (55 Chapel St.,  
Newton, MA 02160), 1980,  
student material: \$1.75 (paper),  
70 pages, grades 11-up  
teacher's guide: \$1.50 (paper), 32 pages

Designed for high school or beginning college courses in language arts, composition, linguistics or communication and produced under a grant from the Women's Educational Equity Act, this book provides a sprightly, non-threatening introduction to sexism in language. Four linguistic principles are presented: 1) language reflects the culture and values of its speakers; 2) language forms reflect the viewpoint of the majority or the powerful groups in a society; 3) exaggeration is an integral part of the communication process; and 4) language changes continually, but in different ways with different speakers. Within each of the four principles, some history, custom and examples of sexism are deftly interwoven. Conclusions and field assignments are presented for each section as well.

Professor Nilsen has used a light touch, making this curriculum usable in classrooms where students may be entrenched traditionalists or where a teacher might be criticized for straying from "basics." Not included in this curriculum are the topics of racism in the English language or how language reinforces societal oppression. Nevertheless, this mini-curriculum provides a useful and entertaining tool for first-stage consciousness-raising. The teacher's guide is well presented and well written.

## Sex Education Books for Young Adults 1892-1979

by Patricia J. Campbell.  
R.R. Bowker, 1979,  
\$15.95, 169 pages

This critical analysis of popular books on sex for adolescents examines the books chronologically and by the sex for whom they were intended. The author summarizes the way that the books—and society—have viewed such topics as masturba-

tion, petting, virginity and nocturnal emissions. With an extensive use of quotes, Campbell takes the reader through the myths and horrors that were taught to adolescents in the name of "sex education." For example, the turn-of-the-century *What a Young Boy Ought to Know* revealed that "the practice [of masturbation] leads to 'idiocy and even death.' His mind fails, his health declines and early death ensues. 'Boys often have to be put in a straitjacket or their hands tied to the bedposts or to rings in the wall.'"

Also examined is the way that sex education books have trained U.S. youth in "appropriate" sex roles and how passivity and virginity for girls and manliness and non-masturbation for boys have been continuously stressed—even in the 1970's. Only very recently have such sex education books shown a more open approach to sex for adolescents and incorporated the research done by such people as Kinsey and Masters and Johnson.

The book is an interesting study of the mores and rites of social passages, showing both the homophobia of our society and the development of the "dating game." Extensive research and the inclusion of many quotes make the book both interesting and informative.

The book is not intended for young children. While adolescents might find it interesting from an historical perspective, adults are most apt to profit from this study. Reading this book will jog many memories, and parents, at least this parent, are reminded of the need to provide kinder, more accurate sex education for today's children. Luckily, the annotated bibliography of current sex education books in the last chapter suggests resources to do just that.

There is a danger of seeing this book as an historical document and congratulating ourselves on how far we have come. However, a look at the *New York Post's* Dear Meg advice column for July 1, 1980 reminds us that we have not come so far. Answering a teen-age girl complaining about the sexual double standard, Meg says, "Girls are eager for true love, boys are thinking about making out and this is only natural. It is as much a part of the male mystique as is the girls' unrealistic attitude about love."

We may no longer believe that masturbation causes insanity, but in spite of the progress that this book chronicles, Meg's advice reminds us that we still have a long way to go. *Sex Education Books for Young Adults 1892-1979* can help us in our efforts. [Patricia B. Campbell]



## Students/Recruitment

Continued from page 23

go AWOL and that they caused fewer disciplinary problems. Cost-per-pound studies by the Army indicated that they were cheaper to transport, clothe and feed. Women now make up approximately 7 per cent of the armed forces; in 1980, 83 per cent of them were concentrated in the four lowest pay grades. Six out of ten were in job categories traditionally reserved for women—health care and clerical work. Another 10 per cent are service and supply handlers, work that men find menial or undesirable. Women suffer from discrimination in job placements, promotions and pay. Sexual harassment and abuse are not uncommon.

### Information Needed

It is important to educate all young people about militarism. Those affected by the draft—particularly minorities—and women considering enlistment must fully understand their options and the alternatives available to them. Those planning to go into the service must be given a realistic understanding of what life in the armed services is like. They must also be given to understand that verbal promises made by recruiters are not binding, and that there have been cases where written contracts have been violated. What can adults do to help young people? Providing information about the military—and about alternatives—is crucial.

- Share the information in this article and in the accompanying box with students.

- Write to the organizations listed in the accompanying box for materials to distribute to students. CCCO has excellent training brochures on the military and job training and on Blacks in the military.

- Find out where draft counseling is available in your community and encourage students to visit a counselor prior to their eighteenth birthday.

- Discuss militarism and the economic and social costs of war in the classroom.

- Arrange library and bulletin board displays on militarism.

- If an armed services recruiter is invited to your school, arrange to have another speaker, such as a veteran, offer students another perspective. □

### About the Author

*PATRICE WAGNER is an assistant editor of the Village Voice. She has served as a draft counselor and has long been active in the movement for human and civil rights.*

## Lesson Plan

Continued from page 25

lowing information concerning nuclear weapons and their dangers:

One megaton bomb equals 1 million tons of TNT.

During all of World War II, a total of three megatons were exploded.

A nuclear attack on a population center would probably now involve the use of large bombs of 5, 20 or 25 megatons.

In a "small" nuclear war, more than two million people would be killed in the U.S. (one million from the U.S. were killed in the Civil War, World Wars I and II, Korea and Vietnam Wars combined.) Casualties in a "large" war would be even more (see p. 29).

Food and water would be contaminated.

There would not be treatment available for people suffering from severe burns.

Radiation illness would cause loss of hair, ulcerated skin, inability to withstand infection and various forms of cancer.

Lack of housing and transportation.

Continuing radiation fallout.

- Discuss implications of this information. Ask children to consider what life would be like after a nuclear attack.

- Ask students to suggest alternatives (diversion of military expenditures to education and social services, planning for a peaceful society in which humanitarian needs are placed first).

- Decide on appropriate actions that they may take to stop nuclear arms race (see follow-up activities below).

### Follow-Up Activities:

1. Research eyewitness accounts of bombing of Hiroshima and Nagasaki.

2. Obtain information on legislators who support and those who do not support the nuclear freeze.

3. Discuss the information on page 30 on the cost of military expenditures and the amounts allocated for education, health and social services.

4. Write letters to local, state and national representatives, urging support of the nuclear freeze and explaining why it is more important to support increases for education, health and social services, rather than military expenditures.

5. Create posters supporting nuclear freeze.

### About the Author

*BERYLE BANFIELD is president of the Council on Interracial Books for Children.*

## Resources

Continued from page 36

20055; \$40. A middle-class U.S. family comes to grips with the realities of the nuclear arms race and its implications for their personal security. Like most Americans, the family knew little about the arms race or nuclear war. Together, they view television programs and attend a public forum on the issue. They have dinner with a Hiroshima survivor, tour a nuclear-armed ship and picnic with an expatriate Russian family. Each family member responds differently to this new knowledge and perspective on the implications of the arms race.

"The Threat of Nuclear War"; 21 min., 60 slides; 1981; Nuclear War Graphics Project, 100 Nevada St., Northfield, MN 55057. An excellent introduction to a discussion of nuclear war.

"Whose Budget Is It Anyway?"; 20 min., color, slideshow; 1982; NARMIC, 1501 Cherry St., Philadelphia, PA 19102; \$15. Links a multitude of social issues in describing the current cutbacks in domestic spending while the military budget soars. It breaks down how much of our tax money goes to military spending, compares military and civilian employment, addresses myths about Soviet superiority and explains how weapons production fuels inflation. The presentation urges neighborhood groups to get involved and demand that government funds go to meeting basic needs rather than building up the war machine that threatens our existence.

"Who's in Charge Here?"; 15 min., color, 16mm; produced by Herb Coro; narrated by Eli Wallach; 1980; World Order, 777 UN Plaza, New York, NY 10017; \$20. Looks at the impact U.S. military spending has on our economy from a human, personal viewpoint. Argues that adequate security is possible without escalating the arms race or military spending. By rethinking our priorities, we can move toward job security and economic stability.

## Bibliographies of AV Materials

*Disarmament: A Select Film Bibliography*, Riverside Church Disarmament Program (490 Riverside Dr., New York, NY 10027), 1982 (periodically updated), free. Lists approximately 50 inexpensive films and slideshows with very brief non-evaluative descriptions.

*Nuclear War Film List* by John Dowling (available from the author; Department of Physics, Mansfield State College, Mansfield, PA 16933), \$2. Synopses and ratings of 100 films plus ordering information.

*War Peace Film Guide* by John Dowling, World without War Publication (67 E. Madison St., Suite 1417, Chicago, IL 60603), \$5. Lists nearly 300 films with descriptive and evaluative information.

Thanks to Kathleen McGinniss, Bess Polin, Evelyn Weiss and Faye Lander for their assistance in compiling the above list of resources.



## Curriculum on Race and Sex Discrimination

# WINNING "JUSTICE FOR ALL"



"Well developed. The designers have assimilated a tremendous amount of material and have compiled it in a form easily handled by teacher and upper elementary students. The unit could be presented in the thirty-five 'main ideas' or easily expanded into a longer course of study using some of the additional resources suggested. The program could be used with students in grades four to eight without difficulty." — *School Media Quarterly*

"Winning 'Justice for All' may be the first elementary-level guide to troublemaking — the kind of troublemaking that has already contributed much of value to American history and promises much more." — A TABS Selection

This supplementary curriculum focuses on stereotypes and sex/race discrimination in U.S. history, in children's books, on TV and in employment. The lesson plans and exciting activities can easily be integrated into the school curriculum. Geared to grades 5-6, the materials are also recommended for classroom teachers, Title IX and E.E.O. coordinators, curriculum developers and teacher trainers.

The unit contains (1) a 114-page Teacher's Handbook with background readings, glossary, annotated bibliographies and 35 detailed lesson plans; (2) a 145-page Student Workbook with readings, questions and activities, and (3) three sound-color filmstrips:

- **The Secret of Goodasme:** Space creatures discuss stereotypes with a white girl, Black boy and

Cherokee boy, convincing them that stereotypes are not true, cause harm and are used to justify discrimination. (Can be used with grades 4-6)

- **An Equal Chance:** Shows that the odds are stacked in favor of white males who grow up to earn more money and have more power than babies born female or dark skinned. Reasons for inequality and solutions are discussed. (Grades 5-8)

- **Fighting Discrimination:** A boy dreams that Sojourner Truth visits his older sister's high school. Tactics for winning justice are presented. (Grades 5-9)

Entire unit (contains one of each item listed below including all three filmstrips): \$70

Teacher handbook: \$10

Student handbook: \$3.25 each, 1-29 copies;  
\$2.50 each, 30 or more

Filmstrips: \$27.50 each

Send check or purchase order to  
The Council on Interracial Books for Children  
1841 Broadway, New York, NY 10023



## SUBSCRIBERS—PLEASE NOTE!

Will you help us save the expense of renewal mailings? It is really very easy. Unlike many periodicals which have long, puzzling codes on the first line of your address label, ours is simple. The single number near your name indicates both the volume (first two figures) and the issue number (last figure) that ends your subscription. Thus, if the number is 138, your subscription ends with Volume 13, Number 8.

You are now reading Volume 13, Numbers 6 & 7. If your mailing label shows 136 or 137, your subscription expires with this issue; please renew as soon as possible to avoid missing any issues. If your mailing label shows 138 or 141, renewing now will prevent interruption of service. (If you renewed very recently, your present mailing label may not yet reflect the change of expiration date. Please be patient; the next one will.)

Please note that the *Bulletin* is not published monthly; if you write to us about a particular issue, please indicate the relevant volume and issue number.

## SUBSCRIBE TO THE BULLETIN!

Interracial Books for Children Bulletin  
1841 Broadway, New York, NY 10023

13/6 & 7  
8 ISSUES A YEAR

( ) New ( ) Renewal

1 yr. 2 yrs. 3 yrs.  
INSTITUTIONS ( ) \$18 ( ) \$32 ( ) \$42  
Please enclose payment if possible; we will bill you only if a purchase order is enclosed or upon request.

INDIVIDUALS ( ) \$12 ( ) \$20 ( ) \$30  
Personal subscriptions must be paid for with a personal check. Please enclose payment; the cost of billing individual subscriptions has become prohibitive.

( ) I am pleased to enclose a contribution of \$ \_\_\_\_\_  
All contributions are tax deductible.

NAME \_\_\_\_\_  
ORGANIZATION \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

**Bulk rates** for subscriptions or single copies are available on request.  
**Foreign subscriptions** (excluding Canada) should, if possible, be paid by international money order or by a check payable through a U.S. bank. Otherwise, please add \$5 to the rates given above. Subscriptions outside the U.S. will be sent via surface mail; if air mail is preferred add \$15 per year to the subscription cost and check the following box.  
☐

Council on Interracial Books for Children, Inc.

1841 Broadway  
New York, NY 10023

ADDRESS CORRECTION REQUESTED

NON-PROFIT ORG.  
U. S. POSTAGE  
**PAID**  
NEW YORK, N.Y.  
PERMIT No. 5090

Cooperative Children's Book Ctr. 138R  
Ginny Moore Kruse  
600 No. Park St.  
Madison, WI 53706

## WHAT IS THE COUNCIL ON INTERRACIAL BOOKS FOR CHILDREN?

CIBC is a non-profit organization founded by writers, librarians, teachers and parents in 1966. It promotes anti-racist and anti-sexist children's literature and teaching materials in the following ways: 1) by publishing the *Bulletin*, which regularly analyzes children's books and other learning materials for human and anti-human messages; 2) by operating the Racism and Sexism Resource Center for Educators, which publishes reference books, monographs, lesson plans and audio-visual material designed to develop pluralism in schools and in society; 3) by conducting workshops on racism and sexism for librarians, teachers and parents; and 4) by initiating programs that bring to public attention the unrecognized talents of Third World writers and artists. For more information about CIBC and a free catalog of its Resource Center materials, write us at 1841 Broadway, New York, NY 10023.

Cooperative Children's Book Center  
4290 Helen C. White Hall  
600 North Park Street  
Madison, Wisconsin 53706