

BOOK REVIEWS

THE FUTURE OF EDUCATING FOR PEACE

D.C. SMITH & T.R. CARSON. *Educating for a Peaceful Future*. Toronto: Kagan and Woo Limited. (1998). 284 pp. \$40.(cloth). ISBN 0-921-099-07-X

Extremes characterize the absence of global peace in what Isaiah Berlin has termed the most violent century in recorded history. Within the first quarter of the twentieth century the world witnessed a world war followed by a major revolution in Russia. At mid century the experience included a world wide economic depression and yet another world war that ushered in the atomic era. By 1975 the world had oriented itself into two major ideological political camps (a democratic and liberal 'west' vs. a communist 'east') separated by a buffer of the politically non-aligned. The political war that raged was the 'Cold War'. The Cold War spawned many smaller regional wars. Due to mistrust and misunderstanding among the major players the world was brought perilously close to nuclear destruction. During the last quarter of the century the planet faced potential "mutually assured destruction", extending far out into space, that could erupt into star wars. The boiling point was reached at the Berlin Wall. The wall tumbled and a democratic flood swept away the Cold War almost overnight. The millennium is now ending with contentious regional wars that could ignite intensive struggles over who people are. While the century opened with genocide and ethnic cleansing of Armenians it is ending with the genocide and ethnic cleansing of Albanians. Just how far have we come? This brief review of the century's conflicts illustrates the power of the forces facing peace educators today.

David Smith and Terry Carson have produced a book that in part tells the peace educator's journey through the past century and helps to bring a form of sanity to the insane actions of 'this most violent of times.' The authors open their work by weaving together the role of,

attempts at, the differing conceptions of, and constructive approaches to 'teaching for peace'. They reinforce the need for a world mindedness with a conscious link between thinking globally and acting locally.

Part Two of the book demonstrates how the classroom teacher can infuse education for peace into the general curriculum (literature, second languages, history and civics, geography and economics, mathematics, science and technology, music, and art). Smith and Carson's coverage is solid and complete. I was particularly drawn to what the authors shared with us about "language and conflict" (p.55) and how we teachers can so easily use war and conflict metaphors and analogies in our sentence constructions. It certainly gives another meaning to the 'war of words.'

Smith and Carson could have stopped there with their suggestions for curriculum implementation. However, they did not. To add additional support to the curriculum infusion process they call upon the expertise of two internationally renowned peace educators, Graham Pike and David Selby, who offer twenty-six classroom activities for the peace-promoting classroom.

The last part of the book is focused on the implementation process. In part it responds to the reader who may well ask: "but, where do I begin?" It is not just the idea of educating for peace within the classroom that the authors are after. They support the notion of educating for peace impacting on the entire school. This necessitates an understanding of the ethos of the school. Once the teacher and the students have a better understanding of the culture of their own school then they can set about changing it in a positive direction. This book offers some meaningful choices.

I like and strongly endorse the message *Educating for a Peaceful Future* delivers to all of us. Educating for peace is a necessity for us; it has to be continually worked at, regardless of political extremes. Smith and Carson equip us with a realistic and effective route map to implement education for peace, leading us confidently into the next millennium.

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F. MICHAEL CONNELLY & D. JEAN CLANDININ, EDITORS. *Shaping a professional identity: Stories of educational practice*. London, ON: The Athlouse Press (1999). 192 pages. \$24.95 (paper) (ISBN: 0-920354-47-5).

My experience cannot directly become your experience. An event belonging to one stream of consciousness cannot be transferred as