Studying “Deadly Quarrels”

Lewis Fry Richardson was an English mathematician, physicist, meteorologist and pacifist who pioneered modern mathematical techniques of weather forecasting, and the application of similar techniques to studying the causes of wars and how to prevent them. Richardson was a conscientious objector during WWI, instead serving in the ambulance corps from 1916-1919. This close-up look at the costs of war helped motivate his lifelong research on patterns of deaths due to warfare, posthumously published in his book *Statistics of Deadly Quarrels* (1960). His work on understanding Arms Races helped launch the Peace and Conflict Studies field.

**BORN:** 1881  
**DIED:** 1953

“Why are so many nations reluctantly, but steadily, increasing their armaments, as if they were mechanically compelled to do so? Because, I say, they follow their traditions, which are fixtures, and their instincts, which are mechanical and because they have not yet made a sufficiently strenuous intellectual and moral effort to control the situation”
"I prefer to define peace positively. By contrast with the absence of overt strife, a peaceful relationship would, on a personal scale, mean friendship and an understanding sufficiently strong to overcome any differences that might occur..." (Making Peace, p.15)

Adam Curle was the founding Professor of the Department of Peace Studies launched in 1974 at the University of Bradford in the UK. He developed a theory and practice of peacemaking drawing on psychology, anthropology and development theory. His peace practice was based on his experiences intervening in large scale conflict in the Nigerian Civil War and the India Pakistan conflict in the 1960s and 1970s, and later in South Africa, Northern Ireland, Sri Lanka, Bosnia and Croatia. His work was distinguished by his use of non-official or track two mediation as a complement to formal diplomacy in such conflicts. He is the author of Making Peace (1971), Education for Liberation (1973) and In the Middle (1986).

**BORN: 1916**  
**DIED: 2006**

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Bayard Rustin was an American leader in social movements for civil rights, socialism, nonviolence, and gay rights. He was a leading activist of the early Civil Rights Movement, helping to initiate a 1947 Freedom Ride to challenge, with civil disobedience, the racial segregation issue related to interstate busing. He recognized Martin Luther King, Jr.'s leadership and helped to organize the Southern Christian Leadership Conference in support. He was the chief organizer of the 1963 March on Washington for Jobs and Freedom.

**BORN: 1912**

**DIED: 1987**

"My activism did not spring from my being gay, or, for that matter, from my being black. Rather, it is rooted fundamentally in my Quaker upbringing and the values that were instilled in me by my grandparents who reared me."
“I became aware that there were these international networks that had a presence in local communities, but really were international/transnational networks. I woke up to the NGO phenomenon...”

Elise M. Boulding, a former chair of the Women’s International League for Peace and Freedom, helped create the academic discipline of Peace and Conflict Studies. As a sociologist, her written works range from discussions of family as a foundation for peace, to Quaker spirituality to reinventing the international “global culture” via networks of Non-Governmental Organizations. Particularly of note is her emphasis on women and family in the peace process and her work helping groups actually envision a peaceful future. She was the author of *The Underside of History: A View of Women Through Time* (1976), *Building a Global Civic Culture* (1988), and *Cultures of Peace: The Hidden Side of History* (2000).

**BORN: 1920**

**DIED: 2010**
“It is a fundamental axiom of my philosophy that anything that exists, is possible.”


BORN: 1910
DIED: 1993
“A teacher is a peacemaker. It’s part of the job. Perhaps you and I never thought of ourselves as quite that; perhaps we’re not even sure what peacemaking means. But conflicts occur in our classrooms, and we are expected to respond to them and restore peace, or at least order. That makes us peacemakers.”

An elementary school teacher turned author and trainer, William J. Kreidler wrote books such as *Elementary Perspectives: Teaching Concepts of Peace and Conflict* (1990) and *Teaching Conflict Resolution Through Children’s Literature* (1994). He was active with the Boston Area Educators for Social Responsibility from it’s beginnings and had a regular column “The Caring Classroom” that appeared monthly in *Instructor* magazine. His conflict resolution curriculum materials were reportedly in use in more than 50,000 classrooms by the time of his passing in 2000.
JENNIFER BEER

Promoting Neighborhood Peacemaking

Jennifer Beer is a university teacher, mediator, and anthropologist who guides organizations and communities in negotiating conflicts and cross-cultural issues. In the late 1970's she worked with the Philadelphia-area Friends Suburban Project to develop an early and influential community mediation project described in her book *Peacemaking in Your Neighborhood* (1986). Jennifer is also co-author of the popular and accessible *The Mediator’s Handbook*, now in its 4th edition, in print for over 30 years.

“We called the book *Peacemaking in Your Neighborhood* because ultimately it is not the particular tool of mediation but the interplay of conciliation & confrontation which interests us. Whether a mediator takes on quarreling neighbors, warring gangs, or hostile nations, the goal is a cooperative one of searching for some common ground for new directions.”

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“We have found that children learn openness, sharing, positive self-concepts, and cooperation not by being told about them but by becoming part of a community in which these attributes are the norm.”

Priscilla Prutzman is co-author of Friendly Classroom for a Small Planet: A Handbook on Creative Approaches to Living and Problem Solving for Children. She was a cofounder in 1972 of the Children’s Creative Response to Conflict project that grew out of the New York Quaker Project on Community Conflict. The organization, now known simply as Creative Response to Conflict, developed a practical and theoretical framework for teaching nonviolence through character and social skills development, using an innovative experiential approach. CCRC’s themes of cooperation, communication, affirmation and conflict resolution directly influenced the design of the adult-oriented Alternatives to Violence Project now active in 33 States and 45 countries.
“If one-off protests could produce major changes in society we would simply focus on that, but I know of no country that has undergone major change (including ours) through one-off protests. Contesting with opponents to win major demands requires more staying power than protests provide.”

GEORGE LAKEY

Training for Change

George Lakey, a lifelong Quaker activist and educator, has been a founder of numerous nonviolent action projects, including A Quaker Action Group, Movement for a New Society and Training for Change. Most recently he co-founded Earth Quaker Action Group which won its five-year campaign to force a major U.S. bank to give up financing mountaintop removal coal mining. Along with college teaching he has led 1,500 workshops on five continents and led activist projects on local, national, and international levels. He has refined the practice of experiential training for activists which he calls “Direct Education.” He is the co-author with Daniel Hunter of Opening Space for Democracy: Curriculum and Manual for Training for Third Party Nonviolent Intervention (2004).

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“Our fundamental belief is that there is a power for peace and good in everyone, and that this power has the ability to transform violence.”