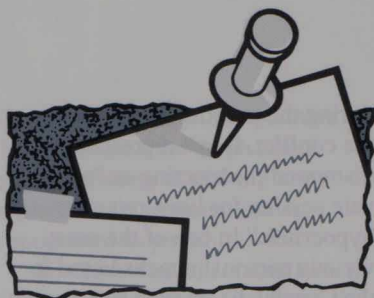


## NEWS FROM THE INSTITUTE



■ “Encouraging public discussion” about issues of international peace and security is a major part of the mandate of the Institute, and indeed, the justification for a good deal of its work. Publications, relations with the media, joint projects with other organizations, all fall within that general rubric. One audience receives particular attention – high school teachers and students – from one staff member – **Bradley Feasey**.

In early 1987, the Institute brought together a group of teachers, trustees, officials and members of non-governmental organizations, all of whom were involved in education, to discuss the demands which were being placed on the education system with regard to peace and security issues. What emerged from the discussion was a consensus that there was an increasing requirement for teachers to deal with these issues, and yet a corresponding lack of materials designed with young people and students in mind.

Because the Institute has expertise on many of these matters, it seemed logical to try to fill the gap. We were, and are, conscious that, as a federal Crown Corporation, we should not become involved in curriculum development: what we could do, however, was look at existing provincial curriculum guidelines, and within them, produce materials which would be useful for students and teachers. The nature of our areas of expertise – arms control, disarmament, defence and conflict resolution – suggested a concentration at the high school level.

Bradley Feasey, a staff member at the Institute, began this work and has brought to it both an understanding of the issues and

an ability to communicate, on paper and orally, with high school teachers and their students. A fortunate coincidence brought us in touch with **Geoff Irvine**, a history teacher in the Carleton school board and author of an Ontario sociology text and whom we were able to engage on contract.

Together they wrote the *Teachers' Handbook on Peace and Security*. The primary goal of the book is to provide students with a base of knowledge in the field of international peace and security which will help them to understand and interpret the many disparate pieces of information to which they are exposed. To do this, the information and lessons in the book are organized around three broad categories: foreign policy, security and international conflict. In each case, the authors have tried to impress upon the readers that the subjects are often contentious and that there are varying points of view on them. They have also sought to illustrate that the policies pursued in Canada and elsewhere are the result of decisions influenced by perception, priorities and values.

Because history and social studies – the courses where the subject matter of the *Handbook* is most appropriate – are not compulsory in all jurisdictions after a first course in high school, the authors geared the book to that level.

The *Handbook* is written with the needs of busy teachers in mind. Each topic is accompanied by strategies for the teacher as to how the topics might be introduced, presented, discussed and evaluated. The format allows it to be used as a whole, or in portions, selected by concept, individual topics or readings.

The first draft of the *Handbook* was written during 1987. It was field tested in a number of schools, and introduced to a group of teachers at a conference at the Ontario Institute for Studies in Education in the spring of 1988. A selected group of field testers met at the Institute in June 1989, and final revisions were completed in the following months. The present document is dated June 1990, with a French language version to be available in 1991.

The loose-leaf format allows

### The Teachers' Handbook on Peace and Security

*“there was an increasing requirement for teachers to deal with these issues, and a corresponding lack of materials designed with young people and students in mind”*

#### Peace and Security Competitions Fund Procedures and Deadlines

■ For the semi-annual competitions with deadlines of 30 June and 30 November, 1991 and 30 June, 1992 the Fund will be interested in receiving applications to support projects that would make thoughtful contributions to issues related to international peace and security on the 125th anniversary of Confederation in 1992. It is our understanding that Canadians will be invited by Parliament to reflect in their various fields on the record of opportunity and achievement in that record and on challenges for the future.

30 June for an October decision

30 November for a March decision

Peace and Security Competitions Fund  
360 Albert, Suite 900  
Ottawa, Ontario K1R 7X7

#### Back issues of P&S on microform

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