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for Special Collections
The University of Toledo

Finding Aid

➤ **Betty A. Reardon Papers, 1960-2009** ◀

MSS-226

Size: 9 linear feet

Provenance: Betty A. Reardon, October, 2007

Access: Open

Related Collections: Mike Ferner Papers MSS-241

Collection Summary: College professor from Rye, New York (b. 1929). Contains various materials, including correspondence, manuscripts, publications, and organizational papers relevant to her work and activism for peace, disarmament, and gender equality.

Subject(s): [Civic Interests](#); [Education and Schools](#); [Politics and Government](#), [Social Welfare](#), [Women](#)

Processing Note: None

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Biographical Sketch

Betty A. Reardon, internationally acknowledged as a founder of peace education, was born on June 12, 1929. She was brought up in Rye, New York, near New York City. She attended Rye Grammar School and then Rye High School. She has spent her adult life as a resident of New York City, but is a citizen of the world. She holds a doctorate in education from Teachers College, Columbia University, a master's degree in history from New York University, and a B.A. in history from Wheaton College, Norton, MA.

World War II, and then later, the Vietnam War, the Civil Rights movement, and the Feminist movement were formative in the development of her world view. In the face of the horrors of world war, she believed in the fifth grade that there must be an alternative to war, and in the face of racism and sexism she pondered early on the limits and possibilities of justice. In these formative experiences were the seeds of her fundamental approach to peace, as both the elimination of violence *and* the establishment of justice. As she articulates it: "The conceptual core of peace education is violence, it's [*sic*] control, reduction, and elimination. The conceptual core of human rights education is human dignity, its recognition, fulfillment, and universalization. As I have argued elsewhere, human rights are most readily adaptable to the study of positive peace, the social, political and economic conditions most likely to provide the environment and process for social cohesion and non-violent conflict resolution."

She chose to be a teacher, believing that education was the key. In 1963, she began her work in peace education as Director of the Schools Program with the Institute of World Order. What intrigued and drove her was an interest in war, not as an isolated eruption in human affairs, but as a social system justified by particular ways of thinking. She had a hunch that not only the structures of society, but the structures of consciousness as well, could, and should be, transformed through a comprehensive education for and about peace.

Betty Reardon's life-long endeavor has been informed and shaped by this perspective and these formative experiences, which led her to prominent roles in the establishment and work of key institutions that define the field of peace studies and peace education. This work includes being:

- the founder and long-time director of the Peace Education Center and Program at Teachers College, Columbia University,
- the founder and director of the International Institute on Peace Education,
- General Coordinator, Feminist Scholar Activist Network on Demilitarization, Coordinator International Network of Peace Education Centers,
- Academic Coordinator, Peace Education Professional Development Certificate Program, Teachers College-Tokyo Campus, Japan,
- Academic Coordinator, Hague Appeal for Peace Global Campaign for Peace Education,
- Director, Peacemaking in Education Program, United Ministries in Education, Executive Secretary of the World Council for Curriculum and Instruction,
- School Program Director, Institute for World Order, New York, NY, and Associate Director, Leadership and World Society (LAWS).

In addition to her long time teaching in the Peace Education Program at Teachers College, Dr. Reardon has held a number of prestigious visiting professorships. She has been:

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- the Savage Chair, Distinguished Visiting professor of International Relations and Peace, University of Oregon,
- the A. Lindsay O'Connor Chair in American Institutions, Colgate University,
- Visiting Professor of Peace, Spark M. Matsunaga Institute for Peace, University of Hawaii at Manoa,
- Visiting Professor, Kanda University of International Studies, Chiba, Japan,
- Visiting Professor, Graduate School of International Cooperation Studies, Kobe University, Kobe, Japan,
- Visiting Professor, Department of International Relations, Ritsumeikan University, Kyoto, Japan, 2007.

Dr. Reardon has a distinguished record of service in professional and scholarly associations that define the field of peace studies and peace education. She has served as:

- Member of Executive Committee and Chairperson of the Consortium on Peace Research, Education and Development,
- Special advisor and consultant on peace education and Representative to the United Nations of the International Council for Adult Education,
- Founder and member of Council and Executive Committee of the International Peace Research Association's and its Peace Education Commission,
- Coordinator, Study Group on Women, Militarism and Disarmament and Representative to the United Nations.
- Member in the World Council for Curriculum and Instruction, International Studies Association, National Council for the Social Studies; World Confederation of Organizations of the Teaching Profession, Educators for Social Responsibility (founder ESR/Metro Chapter), Peace Studies Association and others.
- Consultant international organizations and initiatives, such as the People's Decade for Human Rights Education,
- CODECAL (peace and justice education program agency, Bogota, Colombia),
- World Policy Institute (formerly Institute for World Order), the United Nations and UNESCO,
- United Ministries in Education, Militarism, Peacemaking and Education Program, Philippine Global Community Education Project (a special project of the World council for Curriculum and Instruction) and
- National Education Association: for Bicentennial Program "Education for a Global Community."

In addition, to work as educator, activist, and consultant, Dr. Reardon is an accomplished scholar of peace and peace education. She has published numerous articles, books, book chapters, and reports, and has presented scholarly papers at numerous scholarly meetings. Her essential works include:

- *Comprehensive Peace Education* (Teachers College Press, 1988);
- *Educating for Global Responsibility* (Teachers College Press, 1988);
- *Women and Peace: Feminist Visions of Global Security* (State University of New York Press, 1993);
- *Educating for Human Dignity* (University of Pennsylvania Press, 1994);
- *Sex and the War System* (Syracuse University Press, 1996);

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- *Tolerance: The Threshold of Peace* (UNESCO, 1998);
- *Passport to Dignity: The Human Rights of Women* (PDHRE, 2001); and
- *Education for a Culture of Peace in a Gender Perspective* (UNESCO, 2001).

In recognition of work and scholarship, Dr. Reardon has received a number of prestigious nominations and awards including:

- 2009 Sean MacBride Peace Prize
- the Pomerance Award for contributions to disarmament efforts within the UN system,
- Nominated for UNESCO Peace Education Prize by ICAE, IPRA, WCCI,
- the American Association of University Women (AAUW) New York State Peace Award,
- Golden Balloon Award for Peace Education from World Children's Association (presented at the United Nations),
- the 1986 Book of the Year Award from the American Journal of Nursing for *Sexism and the War System*,
- the 1994 Peace Studies Award from the Peace Studies Association,
- the 1994 Academic Freedom Award of the New England Regional Council for the Social Studies,
- the 2000 Jane Adams Peace Activist Award,
- the 2001 UNESCO Prize for Peace Education, honorable mention,
- Distinguished Alumna Award from Teachers College Columbia University, 2004,
- Volvo Heroes nomination 2006, and
- the Nomination for the 2005 Nobel Peace Prize (among 1000 women nominated as a group).

Betty Reardon has been a tireless student, exponent, and practitioner of peace and peace education. She has mentored and inspired generations of educators, scholars, and activists through her teaching and scholarship. Betty continues to teach about peace education worldwide. She has been instrumental in the establishment of peace education institutions and programs around the world. Her work has defined the fields of peace studies and peace education. She has published numerous articles, books, book chapters, and reports, and has presented scholarly papers at numerous scholarly meetings. Her scholarly work includes such areas of inquiry as peace studies, peace education, human rights, gender studies, and ecology.

Scope and Content Note

The Collective Papers of Betty A. Reardon (referred to as BAR later in this finding aid) were donated to the Canady Center, October 2007. They include published and unpublished manuscripts, correspondence, curricula, policy documents, reports, presentations, projects, and notes. The Papers are organized by Type of Document, and are primarily chronologically organized. Topics within the collection include gender, environmentalism, disarmament, peace education, human rights, and faith. Each of these areas has a very specific and distinct focus, but serves as a component and or building blocks for peace education.

Biographical Materials consists of materials relevant to BAR's personal and professional life, such as a list of her publications and resume. *Correspondence* includes mainly professional correspondence, which in many cases contains substantive scholarly and educational commentary. *Educational Materials* include curricula, lesson plans, and classroom activities. *Events* has papers delivered at scholarly and professional associations as well as those delivered to various institutions and organizations. Press releases, financial and legal documents, and organizational documents make up *Miscellaneous Materials*. *Notes & Drafts* consists of annotated drafts and class notes and outlines, as well as informal written recordings of ideas, insights, thoughts, manuscript preparation, curricula, projects, reports, and presentations. *Papers & Publications* include articles, book chapters, books, and editorials. Various peace, human rights, gender, ecology, and peace education initiatives make up *Proposals & Projects*. Finally, *Reports & Studies* include a variety of reports concerning institutional and grant activity and initiatives. The contents range in date from the 1960s to the present.

Series List

S1	<p><i>Biographical Materials</i> (1970s-1999) – 4 folders</p> <p>An account of BAR's personal life and of her professional career. Contents include curriculum vitae, publications list, and honors.</p>
S2	<p><i>Correspondence</i> (1969-2001) – 1.25 linear feet</p> <p>The letters, memos, and emails in this series have been divided into three subseries: To BAR, From BAR, and Other, either when the sender or recipient was unidentifiable or the correspondence occurred between parties other than BAR. The materials are arranged chronologically within each subseries.</p>
S3	<p><i>Educational Materials</i> (1960s-2002) – 1.25 linear feet</p> <p>Because BAR is a teacher, much of the material in this collection has an educational intent. However, the files in this series seem to have been specifically geared towards the classroom. They are broken down into four subseries. Bibliographical Materials consists of various suggested reading lists. Handouts and activities booklets make up Course Activities and Exercises. Course Guides, Degree Programs, and Syllabi includes course descriptions, class offerings by semester, proposed and new degree programs, and syllabi. Finally, the fourth subseries is Curriculum Planning and Teaching Guides/Kits, which has materials that are intended to help teachers prepare lesson plans in peace education. Arranged alphabetically by material type within each subseries.</p>
S4	<p><i>Events</i> (1969-2008) – 1.25 linear feet</p> <p>BAR is/was an active member of several organizations and participated in many conferences, forums, and meetings. Contents in this series include event schedules, flyers, participant lists, presentations, speeches, and reports, divided into three subseries and arranged alphabetically by material type within each subseries.</p>
S5	<p><i>Miscellaneous Materials</i> (1972-2001) – 5 folders</p> <p>The files in this series are those that fail to fit in the other series of the collection, such as press releases, financial and legal files, and organizational materials. Arranged alphabetically by material type.</p>
S6	<p><i>Notes & Drafts</i> (1967-1996) – 1 linear foot</p> <p>Divided into two subseries, the first includes completed drafts of papers and articles that have been annotated. While many of the drafts are authored by BAR, some are the work of others. The second subseries included extensive notes, notebooks, and outlines of papers, presentations, and lessons. Arranged chronologically.</p>
S7	<p><i>Papers & Publications</i> (1963-2002) – 2.25 linear feet</p>

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	<p>This series consists of the various articles, papers, and books authored by BAR over the course of her career, as well as those by other scholars in the field and journalists. It is arranged into four subseries of unpublished work by BAR that includes final, unannotated drafts of work submitted for publication, published work by BAR, and unpublished and published work by others, including newspaper clippings. Arranged alphabetically by material type, such as books, reviews, journals, and newsletters, within each subseries.</p>
S8	<p><i>Projects & Proposals</i> (1968-2001) – .5 linear foot</p> <p>Primarily containing grant proposals, this series also has project summaries and program initiatives. Arranged alphabetically by material type.</p>
S9	<p><i>Reports & Studies</i> (1969-1999) – .75 linear foot</p> <p>This final series includes progress reports, annual reports, studies, and survey results. Arranged alphabetically by material type.</p>

Folder List

Box	Folder	Description
S1. Biographical Materials		
1	1	Biographical Information, 1984, n.d.
1	2	Curriculum Vitae, 1975-1994, n.d.
1	3	Honors, 1998-1999
1	4	Lists of BAR's Papers and Publications, 1970s-1991, n.d.
S2. Correspondence		
Subseries A. From BAR		
1	5	1969-1972
1	6	1973-1975
1	7	1976-1977
1	8	1978-1979
1	9	1980
1	10	January to April, 1981
1	11	May and June, 1981
1	12	July 1981
1	13	August to October, 1981
1	14	1982
1	15	1983
1	16	1984
1	17	January to May, 1985
1	18	June to December, 1985
1	19	1986
1	20	1987
1	21	1988
1	22	1989
1	23	1990
1	24	1991-1992
1	25	1993-1995
1	26	1996-1997
1	27	1998-2001, n.d.
Subseries B. To BAR		
2	1	1970-1973
2	2	1974-1975
2	3	1976-1978
2	4	1979-1981
2	5	1982-1984
2	6	1985
2	7	1986
2	8	1987-1988
2	9	1989
2	10	1990
2	11	1991-1994
2	12	1995-April, 1996

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2	13	1997-1999, n.d.
Subseries C. Other Correspondence		
2	14	1969-1970, 1973-1974
2	15	1975
2	16	1976
2	17	1977-1979
2	18	1980-1981
2	19	1982-1984
2	20	1985-1986
2	21	1987-1988
2	22	1989-1990, 1992-1994
2	23	1995-1998, n.d.
S3. Educational Materials		
Subseries A. Bibliographies and Resource Lists		
3	1	Bibliographies, general, 1960s, 1974, 1976, 1978, 1981, 1986, 1992, 1996, n.d.
3	2	Bibliographies, Guide to Collection of Commercially Available Published Peace Education Curricula, 1987
3	3	Bibliographies, Women and Peace, 1987, n.d.
3	4	Other Educational Resources, 1975, 1982, n.d.
Subseries B. Course Activities and Exercises		
3	5	Discussion questions, 1968, 1970, 1973, 1985, 1992, 1996, n.d.
3	6	Exercises, Earthship activity book, 1974 (2)
3	7	Exercises, handouts, 1970-1976, 1980, 1988, 1993
3	8	Exercises, handouts, n.d.
3	9	Scenarios, 1969-1974, 1982, 1990
3	10	Scenarios, n.d.
Subseries C. Course Guides, Degree Programs, and Syllabi		
3	11	Course descriptions and guides, 1971-1972, 1975, 1980-1983, 1985-1993, 1996, 1998-2002, n.d.
3	12	Course offerings, mid-80s, 1983, 1985-1986, 1988, 1991, 1996-1997, n.d.
3	13	Degree programs, 1973, 1981, 1985-1986, early 90s, n.d.
3	14	Schedules and syllabi, 1976, 1983, 1987, 1989-1992, 1994, 1996-1998, n.d.
Subseries D. Curriculum Planning and Teaching Guides/Kits		
3	15	Curriculum guides and planning, 1976, 1980, 1986-1992, n.d.
3	16	INTERdependence Curriculum Aid, n.d.
3	17	Peace Education: A K-12 Curriculum Guide, 1986
3	18	Learning objectives and lesson plans, 1970-1972, 1974, early 80s, 1988-1989, 1996
3	19	Learning objectives and lesson plans, n.d.
3	20	Miscellaneous teaching resources, 1968-1969, 1973, 1989, n.d.
3	21	Education for Global Responsibility: A Sampler Guide to Teacher Designed K-12 Curricula for Peace Education, n.d.
4	1	Study guides and teaching kits, 1971, 1973-1975, 1978, 1981, 1986-

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		1987, 1989-1990, 1993
4	2	Study guides and teaching kits, n.d.
4	3	Ways and Means, 1969-1978
4	4	Women and Peace: Development Education Kit #4, n.d.
S4. Events		
Subseries A. Agendas, Descriptions, and Promotions		
4	5	Agendas and schedules, 1969, 1974-1976, 1978-1982, 1986
4	6	Agendas and schedules, 1987-1991, 1995-1999, n.d.
4	7	Flyers and programs, 1969, 1972-1978, 1980-1982
4	8	Flyers and programs, 1983-1990
4	9	Flyers and programs, 1993, 1995, 1997-1999, 2001, 2008, n.d.
4	10	List of participants, 1975-1976, 1978, 1980-1981, 1983, 1986, n.d.
4	11	Miscellaneous event materials, 1969, 1976, 1980, 1982-1983, 1986, 1992, n.d.
Subseries B. Presentations and Speeches		
4	12	Addresses, remarks, and speeches, 1973-1977, 1981, 1983-1984, 1986-1988, n.d.
4	13	Declarations, objectives, and statements, 1975, 1980, 1983, 1994, 1997, n.d.
4	14	Papers and presentations, 1969, 1971, 1973-1974
4	15	Papers and presentations, 1975-1976, 1978-1979
4	16	Papers and presentations, 1980-1982
4	17	Papers and presentations, 1983
4	18	Papers and presentations, 1984-1985, 1987
4	19	Papers and presentations, 1987-1989
4	20	Papers and presentations, 1990, 1997-1998, n.d.
Subseries C. Reports		
5	1	Final conference reports, 1974, 1977-1978
5	2	Final conference reports, 1980-1981
5	3	Final conference reports, 1983
5	4	Final conference reports, 1985, 1987, 1996-1997, n.d.
5	5	Final conference reports, Teaching Human Rights, October 6-7, 1978
5	6	Meeting minutes and summaries, 1975-1981, 1983
5	7	Meeting minutes and summaries, 1985-1988, 1990, 1994-1995, 2000, n.d.
5	8	Partial reports and recommendations, 1973-1975, 1977-1979
5	9	Partial reports and recommendations, 1980, 1983, 1985, 1997, n.d.
S5. Miscellaneous Materials		
5	10	Announcements and Press Releases, 1974-1977, 1980, 1986-1988, n.d.
5	11	Award information and notifications, 1981, 1987, 1989, n.d.
5	12	Financial, 1975-1976, 1983-1989, 1991-1992, 1997, n.d.
5	13	Legal, 1980, 1983-1988, 1990, 1992, n.d.
5	14	Organizations, 1974-1976, 1980-1982, 1984, 1986-1997, n.d.
5	15	Other miscellaneous, 1972-1976, 1980-1983, 1985, 1988-2001, n.d.
S6. Notes & Drafts		

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Subseries A. Drafts		
5	16	1967, 1969-1971
5	17	1973-1976
5	18	1980, 1983-1984, 1987-1988
5	19	1990, 1996
6	1	No date
6	2	No date
Subseries B. Notes and Outlines		
6	3	1964, 1966-1968, 1970-1973, 1975-1976
6	4	1980-1983, 1988-1989
6	5	1993, 1995, 1997, 2007, n.d.
6	6	No date
S7. Papers and Publications		
Subseries A. By BAR, Published		
6	7	Books, 1982, 1993
6	8	Books, <i>Towards a Women's Agenda for a Culture of Peace</i> , 1999
6	9	Book chapters, 1970, 1973, 1978, 1980-1981, 1990s, n.d.
6	10	Book reviews, by and about BAR, 1977, 1980, 1984-1989, 1991, 1994-1995, 2002, n.d.
6	11	Journal articles, 1967-1969
6	12	Journal articles, 1970-1975
6	13	Journal articles, 1976-1979
6	14	Journal articles, 1980-1981, 1983-1984, 1986, 1988-1989
7	1	Journal articles, 1991-1992, 1996-1998, 2000, 2007, n.d.
7	2	Magazine and newsletter articles, 1969-1971, 1973-1977, 1979-1981, 1983, 1985, 1987-1988, 1990, 1998, n.d.
7	3	Miscellaneous publications, 1967, 1974-1975, 1980, 1988, 1990-1991, n.d.
Subseries B. By BAR, Unpublished		
7	4	1967-1971
7	5	1972-1973, 1975-1976
7	6	1977-1979
7	7	1981-February 1984
7	8	1984, 1988-1989
7	9	Booklet, 1984
7	10	1990, 1992, 1995-1996, 2001
7	11	No date
7	12	No date
7	13	No date
7	14	Sexism and the War System, n.d.
7	15	Dissertation, 1985
Subseries C: By Others, Published		
8	1	Book chapters, 1979, 1982, 1985, 1990s
8	2	Book reviews, 1963, 1974-1976, 1989, 1991, 1993, n.d.
8	3	Bulletins, clippings, magazines, and newsletters, 1968, 1970-1971, 1973-1974

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8	4	Bulletins, clippings, magazines, and newsletters, 1975-1976
8	5	Bulletins, clippings, magazines, and newsletters, 1978, 1980-1983, 1986
8	6	Bulletins, clippings, magazines, and newsletters, 1987-1989, 1993-1995, 1997, 1999, n.d.
8	7	Flyers, 1973-1975, 1977, 1983, 1986, n.d.
8	8	Journal articles, 1970, 1972-1975, 1980, 1985-1987, 1991-1992, 1996, n.d.
8	9	Miscellaneous publications, 1973-1977, 1981-1982, 1989, n.d.
Subseries D: By Others, Unpublished		
8	10	1968, 1970-1979
8	11	1982-1983, 1985, 1987, 1989-1990, 1996
8	12	No date
8	13	No date
S8. Projects & Proposals		
8	14	Goals, initiatives, and policy proposals, 1972, 1974-1976, 1980, 1982, 1985-1988
8	15	Goals, initiatives, and policy proposals, 1995, 1997-1999, 2001, n.d.
8	16	Grant proposals, 1974-1975, 1978-1979, 1983, 1986-1987, 1989
8	17	Grant proposals, 1990-1993, n.d.
8	18	Program proposals, 1968, 1972, 1974-1978, 1980
9	1	Program proposals, 1981-1992
9	2	Program proposals, n.d.
9	3	Project summaries, 1974, 1976, 1978, 1980-1981, 1985-1992, 1994, 1996, 1998-1999, 2001
9	4	Project summaries, n.d.
S9. Reports & Studies		
9	5	Annual reports, 1973-1974, 1980-1981, 1983-1984, 1986-1992, 1995-1996, 1998
9	6	Financial reports, 1975, 1983-1984, 1986, 1988
9	7	Interim/Progress reports, 1969-1970, 1974, 1976, 1985
9	8	Interim/Progress reports, 1986-1992, 1995, n.d.
9	9	Miscellaneous reports, 1970, 1973-1975, 1984-1985, 1988, 1999, n.d.
9	10	Program/Project reports, 1974-1975, 1978-1980, 1982, 1984, 1986-1988, 1992, 1997, n.d.
9	11	Studies, 1976-1977
9	12	Studies, 1978, n.d.
9	13	Study, Obstacles to, the Status of, and the Potential for Education for the Promotion of Disarmament, March 1977
9	14	Study reports, 1980, 1986
9	15	Surveys, polls, and questionnaires, 1976, 1980, 1984, 1989, n.d.