



Martin Institute NEWS

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Encouraging Values Conducive to Conflict Resolution in the Classroom at UI

by Dale T. Graden

Until the 1960s, discussions about race relations and conflict played a minor role in the curriculum of North American universities. Since then students, professors, and administrators have questioned the extent to which discourse about race and gender should be included in a university curriculum. In the late 1990s, such debates have become a critical issue for a majority of academic, public and private institutions in the United States. This essay traces one instructor's quest to foster values which might contribute to a better understanding and lessening of racial division.

In teaching history one of my priorities is to encourage students to seek answers to their questions by moving across academic disciplines. For this reason, I purposely assign readings from various disciplines outside of history, such as anthropology and literature. Some historians hesitate to include historical fiction in a reading list. Yet, I have found that many well-researched fictional accounts do far more to gain students' attention and provoke their curiosity than other sources. Gabriel García Márquez, one of Latin America's many great writers, affirms such an approach to history through his fiction. His depiction of Simón Bolívar's attitudes toward race and war in *The General in His Labyrinth* offers an invaluable approach to understanding South America in the early 19th century and today. Similarly, the novels of the African-American author Toni Morrison share unique perspectives about race and culture in the United States during the past two centuries.

Critical thought merits cultivation by whatever means possible. One approach for achieving this goal is by offering interpretations of the past and present from differing perspectives. Most U.S. students have a minimal understanding of European exploration and subsequent settlement patterns in the New World. By presenting distinct viewpoints about European expansion and colonialism (such as Hans Koning, *Columbus: His Enterprise* and Kirkpatrick Sale, *The Conquest of Paradise*), one can comprehend the determination of native Americans to defend their threatened cultures, the reasons for an international slave trade from Africa to the New World (lasting from the 1520s to the 1860s), and the historical underpinnings of racial prejudice (as described in Winthrop D. Jordan, *White over Black: American Attitudes Toward the Negro, 1550-1812*). Similarly, providing a varied range of visual materials (videos, films, news coverage) from across the political spectrum enables students to determine the biases of owners and producers of the medium (see K. Sue Jewell, *From Mammy to Miss America and Beyond: Cultural Images and the Shaping of US Social Policy*).

Our teachers can achieve impressive results by promoting discussion. The renowned Brazilian educator Paulo Freire (*Pedagogy of the Oppressed*) has emphasized that instruction is enhanced by students sitting in a circle so that everyone can easily view and converse with each other. Freire believes that questions of race and gender are best ad-

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"We are forging new and creative international linkages in every field of human endeavor at an incredibly fast pace."

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dressed when participants feel comfortable and involved. For this reason, when possible I form circles in a classroom. Beyond that, I encourage questions and dialogue at every class meeting, so that never is a flow of information or a particular viewpoint moving only in one direction. I reserve specific class periods every semester to discuss a particular reading or film. My peak experiences in the classroom have been when individuals have felt that they have communicated openly with others. In a similar manner, differing views about race and ethnicity can be discussed and analyzed through informed discourse.

Universities can contribute to more effective communication by encouraging an openness to ethnohistory. We are forging new and creative international linkages in every field of human endeavor at an incredibly fast pace. An appreciation of various cultures will enhance this process. Readings devoted to the history of racial discrimination and non-violent responses to conflict are particularly helpful. Controversial issues such as affirmative action programs and immigration merit extended discussion. In a Modern Mexico course, for example, we devote several meetings to the way in which Mexican-born workers adapt to opportunities in the United States labor market and maintain ties to their communities of origin in Mexico.

One approach to the study of race relations is to emphasize the close relationship between economics and political outcomes. The term "political economy" has proven to be useful for pointing to such ties. Political economy implies that political structures and decisions often can be traced to economic variables. A clear sense of political economy can contribute to sound policy decisions by local and federal governments. For example, the fact that disproportionately many African-American males face incarceration can be traced to multiple causes. Inadequate educational opportunity, a lack of jobs, low incomes when jobs are available, and capital flight from U.S. cities are a few of the factors that have caused this crisis. If the classroom experience is to be relevant, universities must facilitate effective analysis of such pressing issues. The use of clear terminology and the

integration of disciplines are central to this process.

Effective educators tend to be sensitive to the fact that persons from differing racial or ethnic backgrounds might respond to situations in distinct ways. African-Americans from the inner city frequently avoid eye contact with other persons they meet on the street. Such a practice is a means of survival in often violent and racist environments. For some whites, a lack of directness or a demurring response by a black person can easily be interpreted as a gesture implying a lack of respect or personal diplomacy (see the writings of the African-American scholar William Julius Wilson in this regard). At a place like the University of Idaho, when individuals from a rural or suburban background commonly interact with African-Americans, many of whom were raised in cities, such nuances merit consideration.

An affirmation of cultural diversity is invaluable in terms of conflict resolution. For example, West Europeans and North Americans have been quick to label dark-skinned inhabitants of the Middle East as untrustworthy. Islamic fundamentalism has consistently been portrayed in the international press and Hollywood films as evil. Such opinions are formed based on a minimal grasp of complex histories. Secondary schools and universities in the U.S. offer few courses in Middle Eastern or Islamic history/culture that would enable our students (and our national leaders) better to understand reasons for political polarization and racial bias (see Samuel P. Huntington, *The Clash of Civilizations and the Remaking of the World Order*). A classroom at a rural university like the University of Idaho offers a unique opportunity to focus on such issues, particularly if students and scholarship representing distinct ethnic backgrounds can be included in the discourse.

Many students arrive at the University of Idaho (and universities across the Americas) unprepared for the demands of university classes. This presents important questions for professors. Do we remain locked in set patterns that fail to address the needs of such students? Have we become so close-minded as to fail to recognize that poorly prepared students are a reflection of many variables,

“Progressive educators create learning environments where questions about race, prejudice and language can be raised without fear.”

including curricula and schools that have not done enough to turn students on permanently to education, reading and critical thought? Do we have the capacity and willingness to relate to students with markedly different abilities in the same class period?

A pedagogy of inclusion requires constant experimentation with dialogue, readings and technique (as described in Lawrence W. Levine, *The Opening of the American Mind* and Peter N. Stearns, *Meaning over Memory: Recasting the Teaching of Culture and History*). It necessitates an openness to different approaches to learning. Progressive educators create learning environments where questions about race, prejudice and language can be raised without fear. It would seem worth-

while to contemplate a wide variety of methods that might enhance our teaching and capacity to relate with one another. A university classroom can provide the forum for a truly unforgettable learning experience. It can be a place, a decisive moment, for students to absorb the tools and attitudes necessary for effective conflict resolution.

Thanks to Raymond Dacey, Richard Slaughter and Daniel Zirker for reading and commenting on this essay.

Dale T. Graden is Assistant Professor of History, Director of the Latin American Studies Program at UI and a Fellow of the Martin Institute. He recently received two UI Alumni Association Awards for Faculty Excellence.

May ADR Institute to be Joint Project

The Martin Institute and the UI College of Law have teamed up to offer a week-long ADR (Alternative Dispute Resolution) Institute on May 19-23, 1997. The event will be held at the UI College of Law. Curt Brettin, Martin Institute ADR Coordinator, and Maureen Laflin, of the College of Law, are making plans to offer the highest quality training at a reasonable price.

The ADR Institute will offer three separate training tracks:

1. 40-hour basic mediation course (after 20 hours participants can either continue with the basic mediation or concentrate on introductory family mediation).

2. Advanced family mediation (for experienced family mediators only).
3. Multi-party mediation (facilitating agreements involving multiple parties).

The training will be conducted by Pepperdine University faculty experienced in ADR education. Fees are expected to be in the neighborhood of \$700.

The ADR Institute will be open to students and interested residents of the region. Participants will have the option of staying in campus residence halls. For information, contact the Martin Institute office at (208) 885-6527 or e-mail Curt Brettin at "brettin@uidaho.edu".

New Leadership at Martin Institute

In July 1996 the Martin Institute welcomed a new Director, as former Institute head Dr. Jack Vincent returned to full time teaching. Dr. Vincent, who had directed the Martin Institute since July of 1994, will remain the Borah Professor of International Relations in the Department of Political Science (a position he held half-time since 1994) and will also join the ranks of Institute Fellows. Dr. Vincent was instrumental in hiring a full-time ADR / Mediation Coordinator for the Institute and also established and organized its extensive collection of data on political, social and economic conditions around the world. He is an energetic spokesman for empirical research on peace-related issues internationally. We appreciate the time and effort he gave to the Institute in the past two years and wish him well in his new career focus.

Joining the Institute as Director is Dr. Richard Slaughter, who operates a private economic consulting business in Boise, Idaho and has been on the Institute's Advisory Board for several years. A UI alumnus and a native of Kimberly, Idaho, Dr. Slaughter earned a Ph.D degree in international law, or-

ganization and economics at the University of Denver and taught at the university level in Colorado and Georgia before returning to Idaho as Chief Economist for the State Division of Financial Management. In that capacity he built the economic and revenue forecasting models still used by the state, was heavily involved in tax policy, and in 1980 chaired the Census Bureau's federal-state cooperation program for population projections. In his public service life he serves as Director of the Boise Committee on Foreign Relations and Treasurer of the American Committees on Foreign Relations, Washington, D.C. He is continuing his economic consulting work part-time while leading the Martin Institute into a new phase of growth. See this issue's "Director's Corner" for information on new initiatives and his plans for the future.

The Martin Institute is located in the Continuing Education Building on the UI campus. We hope the University community and those living nearby will take time to come and welcome Dr. Slaughter back to the Palouse!



UI President Joins Martin Fellows

The Martin Institute Fellows extended a unanimous invitation this fall to new UI President Robert Hoover to join their ranks. Dr. Hoover, who has been at the University of Idaho since July, has accepted the invitation and will join the group in supporting the research and activities of the Martin Institute.

After completing his undergraduate and Master's degree work in political science at Arizona State University, Dr. Hoover earned his Ph.D in International Relations from the University of California, Santa Barbara. From 1979-84, he was Program Director of

the International Affairs Institute at Utah State University, and went on to become dean of their College of Humanities, Arts and Sciences before moving to University of Nevada, Reno as Academic Vice President in 1991.

We welcome Dr. Hoover's participation and involvement in the Martin Institute and look forward to working more closely with him.

"Nez Perce Peacemakers," New Martin Project

"Historically, Nez Perce 'peacemakers' helped resolve family and village disputes by advising disputants of the need for tribal unity"

The Fall of 1995 saw the start of a new project jointly managed by the Martin Institute and Idaho Legal Aid Services (ILAS). Its goal is to offer tribal members a more traditional, culturally appropriate method of resolving disputes.

Historically, Nez Perce "peacemakers" helped resolve family and village disputes by advising disputants of the need for tribal unity, and by guiding them to mutually agreeable resolutions. The Nez Perce Peacemaker Project trains law students and a number of tribal members to co-mediate disputes referred to them by the tribal court and various agencies. The tribal members help ensure that the process reflects Nez Perce cultural values.

The Martin Institute developed and implemented mediation workshops for interested tribal members and law students in October and November of 1995. Since then, the Institute has continued the training process by coaching co-mediation teams during actual mediations. The Institute also assists with program development by creating pro-

motional materials and meeting with tribal leaders and agencies to educate them about the Peacemaker Project.

1997 will be a transition year for this project, to prepare for the cessation of ILAS and Martin Institute involvement. Various steps are being taken to make it self-sustaining within the Nez Perce Tribe. A tribal mediator association is being created, to be responsible for long-range planning and growth of the project. This association will be a legitimate tribal organization capable of receiving direct funding from the tribe and other sources.

The Peacemaker Project has proved to be a welcome alternative to Tribal Court and has caught the eye of tribal leaders, agency managers and community members. Thirty-eight cases have been referred to date and there are six tribal mediators currently active. The Martin Institute hopes to see the Nez Perce Peacemaker Project become a useful and self-supporting institution for the Nez Perce tribe.

BLM Awards Contract to Martin Institute

The Boise Field Office of the Bureau of Land Management (BLM) has awarded the Martin Institute a contract to design and implement four public workshops to be held in Nampa, Idaho in May. BLM is developing a resource management plan for 1.3 million acres of public land in Owyhee County in southwest Idaho. They are sponsoring public workshops to gather input on four proposed alternatives and to explore additional alternatives. Following the workshops, the Institute will generate a report with recommendations to BLM.

The Martin Institute responded to a BLM Request for Quote to provide this service, which is integrally related to the Institute's mission. BLM indicated that Martin Institute's proposal met with high marks from all reviewers and was clearly their first

choice. The Bureau has great interest in a new data collection instrument that Curt Brettin, ADR Coordinator, will design for use in the workshops.

The Institute has contracted with Dr. Ed Krumpe, UI professor of Resource Recreation and Tourism in the UI College of Forestry, Wildlife, and Range Sciences, to provide technical assistance designing the workshops. Professor Krumpe will be lead facilitator for all workshops. In the past he has designed and implemented public participation for management plans such as Hell's Canyon and the Frank Church River-of-No-Return Wilderness Area.

The Institute expects that this contact will be only the beginning of a major dispute resolution service relating to public resource issues.

Director's Corner



I first became aware of the Martin Institute when Joel Hamilton became interim director, in 1991. I knew and had worked with Joel while I was with state government, and had contracted a study for a policy research effort chaired by former Governor Cecil Andrus. I had taken courses from Dean Martin when I was an undergraduate in the 1960s, and greatly admired him at that time. When Boyd asked me to join the Advisory Board in 1992, I enthusiastically accepted the opportunity.

My understanding of the Institute's mission as enunciated by Boyd Martin was and is research into the causes of human conflict on a global scale. That perspective was colored by my impressions of Dr. Martin's concerns, but reflects my own interests as well.

Over several years' service on the Institute's advisory board I sought ways to further realize the Institute's potential for work on the causes of global conflict. As director, my hope now is to solidify and extend the Institute's reach by focusing it on a distinct set of achievable and useful tasks.

The Martin Institute faces several near-term realities. The Boyd and Grace Martin and Richard & Margaret Larson endowments now total about \$1 million, providing approximately \$50,000 of operating funds each year. Substantial additional sums have been bequeathed to the Institute by several additional generous donors, including Boyd himself and John Chapman, the longtime chairman of the Advisory Board. Fortunately, we expect realization of those bequests to be some years into the future. It is my intent that by the time those gifts are realized, the Institute will be worthy of them. We thus expect to operate for some time at the current income level plus grants and support of our conflict resolution program.

The University contributes offices, overhead, and salaries for the half-time director, the mediation coordinator, and our secretary. From our resources we provide office space and secretarial support to the Borah Committee, for the annual Borah Symposium. Asso-

ciated with the Institute are approximately fifteen research Fellows from many disciplines on the UI campus and other academics from universities across the United States. Research of the Fellows and activities of the Associates are supported, in part, through the Martin operational budget.

Any organization must choose where it will expend its resources from among many attractive alternatives; the Martin Institute particularly so. My primary task for this year is to chart a focused course consistent with the Advisory Board's objectives, the University's needs, and available resources, including the talents of the several Fellows. We are working in three related areas:

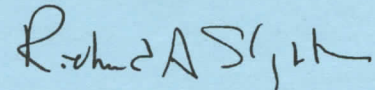
- 1) Research. The core of any institute must be its research activities. The Fellows, each of whom have their own research interests, are also coming together on a core research project involving the capacity of governments to deal with conflict. This effort reflects my long-held belief that conflict itself is not so much the problem as the inability of public institutions to create legitimate, accessible means for its resolution. More information on this project will be provided in the succeeding issues.
- 2) Education. The institute, beginning with the Fall of 1997, will have administrative responsibility for the International Studies major, a truly interdisciplinary program involving coursework from political science, economics, geography, foreign languages, and other disciplines. The major is designed with a strong analytical core and will provide students an opportunity to design a concentration of their choice. With the major in place, we will be able to also complete work on minors in peace studies and conflict resolution and promote the package to both existing and potential students (see story page 8).
- 3) Conflict Resolution. With Curtis Brettin providing most of the horsepower, we now have several initiatives underway. Curtis has for some time been building mediation capacity with the Nez Perce nation. That

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work continues apace. More recently, we plan a week long mediation training institute for May 19-23, 1997, in conjunction with the College of Law, the Idaho Mediation Association, and the Idaho Bar Association. We are now in planning for a major conflict management workshop in conjunction with Boise State University, J-U-B Engineers, the Bureau of Land Management, the Forest Service, and others. That workshop, which will focus natural resource management, will be facilitated in October by Lawrence Susskind, nationally known

for his work in this area, and author of *Breaking the Impasse*. Finally, we continue collaboration with the College of Education in conflict resolution curriculum development, and are negotiating with several public agencies to facilitate the public input portions of their planning processes.

The agenda is ambitious, but not more so than the hopes of Boyd and Grace Martin, whose effort and vision over many years are responsible for the Institute’s existence.



Institute Organizes Nuclear Waste Forums

During the month of October, at the request of UI President Robert Hoover, the Martin Institute facilitated four debate forums on the issues presented by Idaho ballot Proposition No. 3. Proposition 3 was the ballot initiative that would have required the Attorney General to seek abrogation of the agreement signed by the State of Idaho and the Department of Energy with regard to long term removal of nuclear waste from the Idaho National Engineering Laboratory.

Debates were held in Lewiston, at Lewis-Clark State College, Pocatello, at Idaho State University, Twin Falls at the College of Southern Idaho, and Boise, at Boise State University. Richard Slaughter, as MI director, facilitated the four debates. Two of these hour-long programs were also broadcast on cable access television channels.

John Peavey, a rancher from Carey and former minority leader in the Idaho Legislature, spoke in favor of Proposition 3 on behalf of the group that initiated the measure.

Sen. Peavey focused on the dangers of nuclear material stored at the Idaho National Engineering Laboratory and the shortcomings, in terms of guarantees, of the agreement negotiated by Governor Batt with the Department of Energy.

Speakers opposed to the initiative focused on the lack of any guarantees or enforceable requirements in Proposition 3, supporting the Governor’s agreement. They included Ms. Kathleen Trevor, a Deputy Attorney General when not debating constitutional issues; state Sen. Mark Stubbs in Twin Falls, and former Congressman Ralph Harding in Pocatello.

The debates were all lively, and very much worth doing. While it was not usually possible to come away from a debate with a clear impression of the right decision, those who attended were invariably better informed at the end of the evening than at the beginning.

“the (International Studies) major will offer students... a varied program of events ... strong advising... and linkages to the research and conflict resolution activities of the Institute.”

Martin Institute Acquires Academic Program

The Martin Institute has assumed administrative responsibility for a significant academic program related to the Institute's mission. The International Studies major, an interdisciplinary major previously housed in the office of the Dean of Letters and Science, will henceforth be administered by the Martin Institute.

International Studies currently is home to about 40 majors. The program offers a strong analytical core of economics and political science, with a foreign language requirement and required foreign experience. It also requires a methods course chosen from among those offered in social science disciplines, and a capstone course, designed to bring the students' skills to bear on analysis of current policy problems. As part of the Martin Institute the major will offer students an identity, a varied program of events and presentations

through the year, strong advising from the Institute Fellows, and linkages to the research and conflict resolution activities of the Institute. It will also provide a tie to the peace studies and conflict resolution minors, currently under consideration.

Housing the program with Martin is expected to raise the visibility of both for students across the campus and students considering the University of Idaho.

The program was initially developed by Dr. Shaikh Ghazanfar, chairman of the Department of Economics, and Dr. Alwyn Rouyer, a Martin Institute Fellow from the Department of Political Science. For the last several years it has been administered by the office of the Dean of Letters and Science. The major will be coordinated by Dr. Richard Slaughter, Martin Institute Director.

Statewide Training Planned in October

The Martin Institute is planning a statewide ADR training session for October 16-17, 1997. Since December 1996, groups in Boise, Moscow and Coeur d'Alene have been meeting by videoconference to organize a training workshop on the use of alternative dispute resolution processes to resolve environmental disputes. Currently involved are:

- ❖ The Martin Institute
- ❖ BSU Conflict Management Services
- ❖ J-U-B Engineers
- ❖ Bureau of Land Management
- ❖ Bureau of Reclamation
- ❖ Idaho Mediation Association
- ❖ Boise National Forest

An internationally recognized authority on environmental dispute resolution, Dr. Larry Susskind of Massachusetts Institute of Technology's Environmental Policy Group, has been retained as the featured trainer.

The October 1997 event will be Professor Susskind's second visit to Idaho. In October 1996 J-U-B Engineers, a major engineering consulting firm in Idaho and the Northwest, invited Professor Susskind to Boise to present a two-day workshop on Negotiating Environmental Agreements. The conference was very successful, creating interest state-wide in a follow-up.

The group expects that the Martin Institute and BSU Conflict Management Services will sponsor not only the October 1997 conference but future events as well. Additionally, they plan to hold a training session for high school students Saturday following the workshop.

Further details about time and location of these events will be available later this spring.

1997 Borah Symposium Focuses on China

The topic chosen for this year's Borah Symposium is China in Transition. Throughout the spring semester the William E. Borah Outlawry of War Foundation is hosting a three-part symposium and a number of related activities on the UI campus spotlighting the increasing political and economic prominence of China in today's world. The Symposium deals with human rights issues in China and the U.S., the impact of China on the world economy, and the role China will play in world politics today and in the next century.

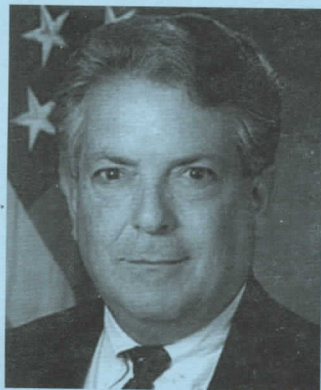
The first of the three programs was on Tuesday, February 4. UI President Robert Hoover gave an introduction to the general topic on China and explained the organization of the three-part symposium. The first featured speaker was Mr. Li Lu, one of the student organizers of the Tiananmen Square demonstrations, speaking about human rights issues in China. The film *Moving the Mountain*, about the Tiananmen demonstrations, was shown on January 27 in the Borah Theater.

On Monday, March 3 the Symposium continued with Dr. Nicholas Lardy, an econo-

mist from the Brookings Institution, and Mr. Douglas Van, a businessman and economic consultant from Hong Kong, discussing the Chinese economy and how it may impact other parts of the world in the near future.

The last part of the Symposium will consist of two evening programs, April 2 and 3. On April 2 Charles W. Freeman, a former Ambassador who served with the Embassy in China and was interpreter for President Nixon during his 1972 visit, will speak on the role China may play in world politics and culture as we approach the 21st century, while on the following evening, April 3, Minister Zhou Wenzhong of the Embassy of the People's Republic of China will explain how China sees its future, culturally and politically, in the modern world.

All three parts of the Symposium will be held in the Administration Auditorium on the UI campus and are scheduled to begin at 7:00 pm each evening. There is no charge for admission and students, faculty and the general public are welcome and encouraged to attend. For further details, contact the Borah Foundation at (208) 885-6527.



Charles W. Freeman, Jr.



Zhou Wenzhong

Habib Symposium Scheduled

In April the Martin Institute will be a co-sponsor of the inaugural Philip Habib Symposium on the Environment and World Peace, being organized by the UI College of Forestry, Wildlife and Range Sciences. The symposium, which is free and open to the public, will be held at 7:30 p.m. on April 24 in the College of Law Courtroom.

The symposium is named for former Ambassador Philip Habib, a 1942 graduate of the University of Idaho, who was an environmentalist as well as a peacemaker. He established an endowment for this purpose before his death in 1992.

The featured speaker will be Dr. Noel J. Brown, United Nations special representative on corporate and environmental affairs, who will speak on the topic, "Trend is not Destiny, and Doomsday is not Inevitable: Environment and the Politics of Hope." Dr.

Brown earned a Ph.D. in international law from Yale University, and a B.A. degree in political science and economics from Seattle University. He represented the United Nations Environment Programme (UNEP) at the 1992 Earth Summit in Rio de Janeiro and was a central figure in the 1987 Ozone Conference which resulted in the historic CFC limit being signed. Following Brown's talk, there will be brief responses by a panel including Ambassador Donald P. Gregg, followed by time for audience participation. Ambassador Gregg, a personal friend of Philip Habib, is chairman of the board of the Korea Society and was Ambassador to South Korea during the Bush administration.

For more information on this program, contact Dr. Sam Ham of the Dept. of Resource Recreation and Tourism, (208) 885-7911.



Dr. Noel J. Brown

ACKNOWLEDGEMENT OF DONORS

We would like to acknowledge and thank the many individuals who have made donations to the Martin Institute for Peace Studies & Conflict Resolution during the past year. Without their continuing support, the many activities mentioned in the issues of this newsletter would not be possible. Gifts acknowledged below are those received during the period July 1, 1995 to June 30, 1996.

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The Institute also wishes to thank the Ford Motor Company, which has supported the Martin Institute by matching the gifts of their employees.

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MISSION STATEMENT

The Martin Institute for Peace Studies and Conflict Resolution is a multi-disciplinary center at the University of Idaho, founded in the belief that war and violence are neither necessary nor inevitable. Its purposes are to encourage education and research to advance peace at all levels, and also to resolve local and regional conflicts with alternatives to confrontation and litigation. Institute scholars seek to understand the major causes of disputes and violence and to provide information, training and assistance for the resolution of conflicts. The institute brings together scholars, students and present and future leaders to develop the knowledge needed for the ongoing and new challenges of establishing peace as a basis for long-range social and economic progress.

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