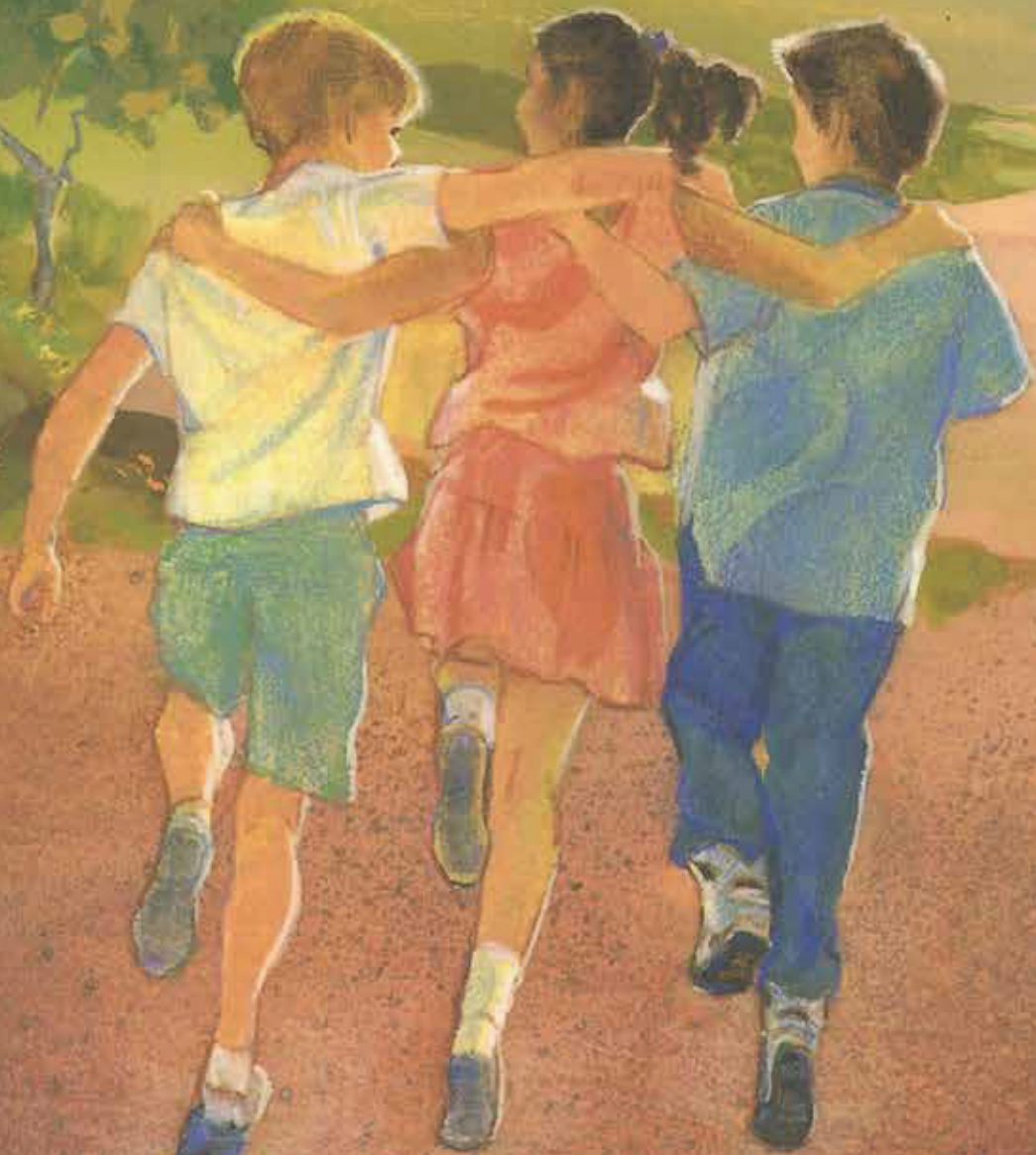


Learn to Live Peacefully



ATRIUM SOCIETY PREMIER PROGRAMS FOR UNDERSTANDING THE CAUSE OF HUMAN CONFLICT

FROM THE PLAYGROUND TO THE BATTLEFIELD – INDIVIDUALLY AND SOCIALLY –

In order bring about an understanding of conflict created by prejudicial conditioned thinking emanating from the primitive biological brain one has to have the resources that give people, especially young people, the ability to intellectually and realistically grasp what this root of conflict is. This means to be able to look at conflict, at violence, as it is without any glorification of it or by resisting it by promoting idealistic sentimentalized views of “peace”. What we generally have in regards to “peace educating books” and curricula to “teach peace” are idealistic, romanticized versions of what we think peaceful behavior should be. Or on the other hand we glorify violence by promoting books, comic books, video games and movies that encourage violence as a heroic cultural ideal, one that is regarded as patriotic and noble. Rarely do we promote resources that look directly at violent behavior, at conflict, without any judgment.

The particular Premier Programs that follow best represent the intent of Atrium Society Youth Peace Literacy in understanding the cause of prejudicial conditioned thinking emanating from the primitive biological brain. The illustrations on the flyers and in the books are realistic graphic representations of hostility as it is so one can see what is and not what should or should not be. In this way one can inquire directly into the cause of violence they illustrate and hence end it in that direct conscious awareness.

The last Premier Program in this series represents a unique school that addressed the conditioning that is the basis of the three programs that precede it. It was called the Atrium School created by Jean Webster-Doyle in 1989 in Ojai, California. The Premier Programs and all the peace-educating resources within this web page are an extension of this original school now online for all to enjoy.

<https://www.atrumsoc.org/about-video.php>

The Youth Peace Literacy resources and training is free of charge due to grants from generous donors.

All resources written by Dr. Terrence Webster-Doyle.

EDUCATION FOR PEACE PRIMARY RESOURCES

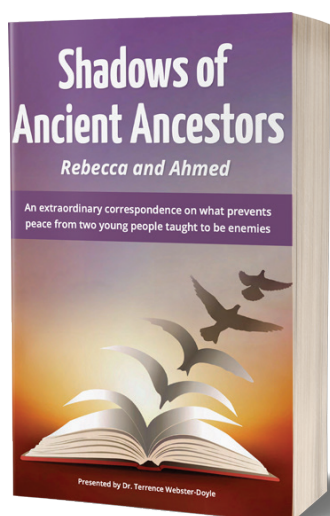
Download resources at atriumsoc.org/efp

Peace - What Prevents It?

UNDERSTANDING THE CONDITIONED MIND

Peace - What Creates It?

THE AWAKENING OF INTELLIGENCE



Shadows of Ancient Ancestors

REBECCA AND AHMED

An extraordinary correspondence on what prevents peace from two young people taught to be enemies.

Our main intent in publishing this book of these personal letters is to encourage everyone to look at what prevents peace ~ and therefore, what creates conflict. This is the fundamental concern for the future of humanity. For if we refuse to look at the underlying factors that prevent peace, we will forever be creating conflict.

The foundation of a humane and intelligent society is open-minded, enlightened free inquiry, that is, the freedom to think without any restrictions or pressure due to fear or coercion of any kind.

In this way people can intelligently question the underlying conditioning that creates this fragmentation.

Can Teaching Peace Education Prevent Peace?

CAN WE LOOK AT HOW WE APPROACH "SOLVING THE PROBLEM" OF CONFLICT CONVENTIONALLY SO WE CAN SEE IF THIS IS POSSIBLY THE VERY THING THAT PREVENTS IT?

HOW TO DEFEAT THE BULLY WITHOUT FIGHTING

Conflict Education Program

Based on the internationally acclaimed, award winning book
Why Is Everybody Always Picking On Me? A Guide to Handling Bullying



WHY IS EVERYBODY ALWAYS PICKING ON ME — cited by the Omega New Age Directory as one of the Ten Best Books, for its “atmosphere of universal benevolence and practical application”

RESOURCES

Why Is Everybody Always Picking On Me?

A MINI-CURRICULUM FOR INSTRUCTORS TO TALK ABOUT BULLIES AND VICTIMS

Ages 8-12

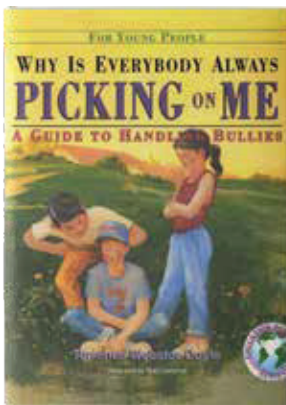
Why Is Everybody Always Picking On Me?

WORKBOOK

Companion workbook for children for the accompanying book and curricula sharing the same title, *Why Is Everybody Always Picking on Me?*

Master Bullying Curriculum

FOR YOUNG PEOPLE AGES 13 AND UP



RECIPIENT OF
THE SILVER
BENJAMIN
FRANKLIN
AWARD

NAMED ONE OF THE 10
BEST BOOKS BY THE
OMEGA NEW AGE
DIRECTORY

Why Is Everybody Always Picking On Me?

A GUIDE TO HANDLING BULLIES

Lively color illustrations, exciting stories, and practical tips and role-playing exercises help give children the tools to avoid being victimized.

- Cope with the "Schoolyard Bully"!
- Stop bullies by using the "School of No Sword"!
- Gain the confidence to win without fighting!

This book is also for adults searching for constructive ways to help young people peacefully confront hostile aggression. Illustrated by award-winning artist, Rod Cameron.

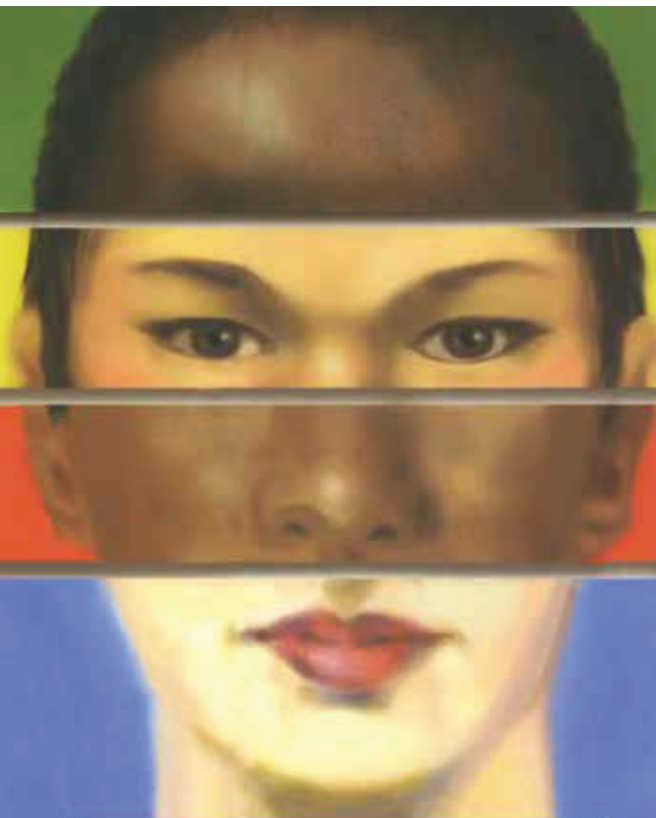
"Helps young people deal with conflict and violence by describing practical skills for peace." - Holistic Education Review presented at the 1995 UNESCO-sponsored International Educators for Peace Congress

Learn more at atriumsoc.org/efp

WHY IS EVERYBODY ALWAYS PICKING ON US?

Are We Born Prejudiced? Are We Born to Bully?

Yale University's Centre for Infant Cognition studies show infants learn social stratification as early as nine months.



"It's the genetic factors that underlie the tendency to behave in a certain way that explains how the group reacts to the child and then rejects and victimizes the child."

This program presents an innovative insight into the innate root cause of prejudicial bullying in order to prevent this individual and social disorder from occurring since there is the possibility that this inborn genetic heritage could by design set in motion bullying on the battlefield.

<http://prejudice.bravenewchild.org>

RESOURCES

Why Is Everybody Always Picking On Us?

WORKBOOK

Companion workbook for children for the accompanying book and curricula of the same title, *Why Is Everybody Always Picking On Us?*.

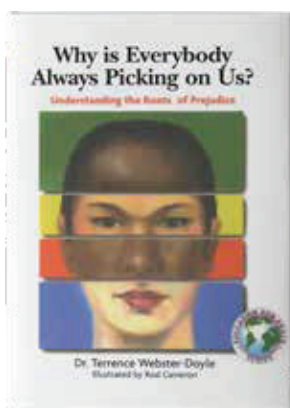
Master Prejudice Curriculum

FOR YOUNG PEOPLE AGES 13 AND UP

Why Is Everybody Always Picking On Us?

A SPECIAL CURRICULUM FOR AGES 8-12

Companion workbook for children for the accompanying book and curricula of the same title, *Why Is Everybody Always Picking On Us?*.



Why Is Everybody Always Picking On Us?

UNDERSTANDING THE ROOTS OF PREJUDICE

The first book of its kind to explore the roots of prejudice. For young people ages 8-14 who are interested in understanding how prejudice is created, through conditioned thinking. This book offers:

- Insights into what motivates prejudice
- Insights to understand prejudice and its consequences
- Ways to help young people free themselves of prejudice

This book is also for adults to help young people see how conditioning and prejudice affect us all.

Illustrated by Award-winning artist, Rod Cameron.

"This book, 'Why is Everybody Always Picking on Us?' explores the roots of prejudice. I don't think I've seen another book like it. This book looks at stereotypes, bigotry, discrimination, scapegoating, racism, and more. How wonderful if this book could be used in one's social studies classroom!"
- American Pride Through Education

¿POR QUÉ ESTÁN SIEMPRE METIÉNDOSE CON NOSOTROS?

ENTENDIENDO LAS RAÍCES DEL PREJUICIO

Learn more at atriumsoc.org/efp

Are babies born bullies? Are we born prejudiced?

Also the University of British Columbia Centre for Infant Cognition studies show infants learn social stratification as early as nine month.

Babies today are all about blankies, bottles and ... bullying?

A new University of British Columbia study done by the Centre for Infant Cognition suggests naptime may be the new frontier in the war on bullying.

Bullied children may bring exclusion on themselves with gene-linked behavior, study says.

The episodes of bullying that mar early grade school years for hundreds of children may be a partial result of the victim's DNA, a new study suggested Wednesday.

The behaviors that most often lead to exclusion and victimization in the classroom or schoolyard have their roots in a student's genes, the study said, arguing that children's genetic makeup has a direct impact on the quality of the interactions they enjoy with their peers.

The findings were published on the website of the journal Child Development.

Michel Boivin, lead researcher and psychology professor at Laval University, said a child's genes will often dictate the way they act, which will in turn shape their experiences both in and out of the classroom.

In experiments conducted by UBC psychology professor Kiley Hamlin, babies aged nine to 14 months were found to take pleasure in the bullying of individuals they saw as different from themselves.

The study, in a terrifying preview of the social minefield that is the high school cafeteria, offered the infants a choice between a snack of graham crackers or green beans. The children were then shown a video of two puppets. In the video, one puppet favored the same snack as the child while the other puppet made a food faux pas by choosing the snack the child had passed on.

The children, when asked which of the puppets was their favorite, selected the puppet with similar tastes.

The experiment takes a slightly sinister turn when the children are shown videos of the puppets bullying each other. Not only did the children not mind when their favorite puppet picked on the puppet who chose differently from them, they also showed favoritism to new puppets who bullied the puppet that liked different snacks from the infant.

While the study's findings could inform future anti-bullying strategies, for now they are a mere chilling peek-a-boo into the world of baby bullies, and how infants learn to make their way in the world.

[Via the Vancouver Province]

Bullied children may bring exclusion on themselves with gene-linked behaviour, study says Canadian Press 1/17/13

Michel Boivin, lead researcher and psychology professor at Laval University, said a child's genes will often dictate the way they act, which will in turn shape their experiences both in and out of the classroom.

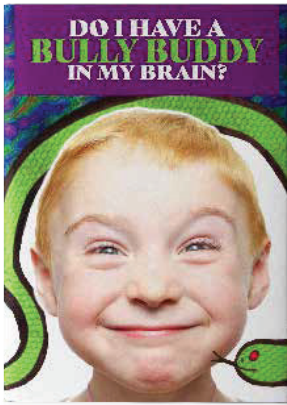
"We know that it's behavior that drives the peer difficulties," Boivin said in a telephone interview from Quebec.

"It's the genetic factors that underlie the tendency to behave in a certain way that explain how the group reacts to the child and then rejects and victimizes the child."

Boivin said a child's genetic makeup lies at the root of certain behaviors that are more likely leave children on the social sidelines.

Limiting social ostracism would have innumerable educational and mental health benefits for the five to 10 per cent of students who report feeling marginalized in school, he said.



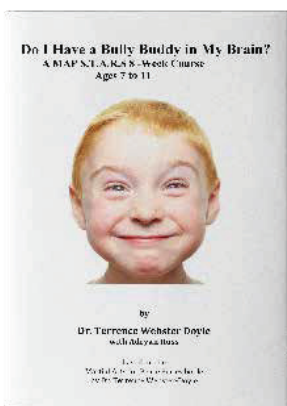


Do I Have a Bully Buddy in My Brain? Book

The intent of this book is to help young people to creatively avoid and resolve conflict from a potential threat before it becomes physical using mental self-defense. The intent of this book is also to create an intelligent understanding of the fight or flight survival instinct of the primitive reptilian brain in coping with human conflict so it can through this insightful awareness not react offensively when the threat is only an imaginary one.

Letter to the **New Mexico Holocaust & Intolerance Museum Board of Directors**, dated August 6, 2008, by the Museum's Director Harold Foley *"These people are truly extraordinary and their thoughts should be considered as we design the new exhibits. Their message is in part that all creatures have a "flight or fight" instinct that is set in place instantly by frightening experiences. This is in turn perpetuated by exposure, actual or imagined, to any creature that even resembles the object of their fear. The actions of others, and propaganda, strengthen these responses. I talked with these people about their successes in Liberia rehabilitating child "soldiers"."*

"The term "reptilian" refers to our primitive, instinctive brain function that is shared by all reptiles and mammals, including humans. It is the most powerful and oldest of our coping brain functions since without it we would not be alive."



Do I Have a Bully Buddy in My Brain?

A MAP S.T.A.R.S. 8-WEEK COURSE FOR AGES 7 TO 11

The intent of this curriculum and book is to bring insight to the structure of the primitive biological brain so it can, along with the emotional and cognitive parts of the brain, act intelligently when one is aggressed upon physically and not react when the threat is only an imaginary one. As it says in the book and the curriculum "These days, in a world with lots of threats – sometimes the threats we experience are imagined! They may not be real at all! They are only images but we may think they are real and become afraid and want to protect ourselves. It's important to be able to tell a real threat from an imagined threat."

LIFE SKILL RESOURCES

Respect: The Martial Arts Code of Conduct

BOOK

Teaches young people ages 6 to 9 about Respect, one of the most important goals of the Martial Arts Code of Conduct.

12 Ways to Act With Respect

CURRICULUM

Helps young people aged 9-14 learn practical life skills and how to respect themselves and others.

12 Ways to Walk Away with Confidence

CURRICULUM

Helps young people aged 9-14 learn how to non-violently respond to a bullying situation.

Download resources at atriumsoc.org/efp

ARE WE BORN HARDWIRED FOR WAR?

Is Combat in Our DNA?

This program does not present an anti-war or pacifist argument – instead, it brings an understanding of the inborn hardwired genetic instinct that creates conflict – from the playground to the battlefield.

“Most honest combat vets will tell you, perhaps not eloquently but in their own way, ! the same thing: essentially that combat is in our human DNA and demands to be exercised...The question is, “Can we humans evolve peacefully, or will we succumb to instincts we can’t transcend?”

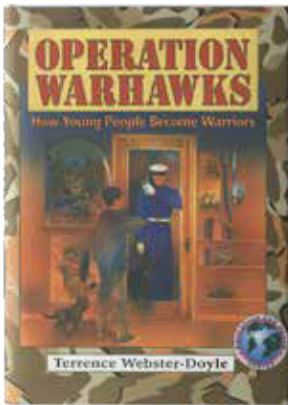
– Quote from a former Marine Corp helicopter pilot in Vietnam

Learn more at atriumsoc.org/efp



RESOURCES

Download resources at atriumsoc.org/efp

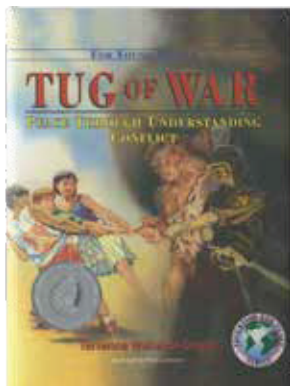


Operation Warhawks

HOW YOUNG PEOPLE BECOME WARRIORS

This book helps young people to understand what creates war and to see that being a warrior is not a humane and healthy way to resolve conflict. Operation Warhawks is full of information about how to create a more intelligent and peaceful world.

A powerful book designed to help young people understand the conditioning employed by the armed services to psychologically shape and influence their recruits. The book does not present an anti-war or pacifist argument--instead, it raises critical questions of free will and intelligent living. Full-color illustrations.



Tug of War

PEACE THROUGH UNDERSTANDING CONFLICT

This book is for all children interested in a peaceful world - and in understanding the forces that cause conflict, both in personal relationships and across the globe. Tug of War describes ...

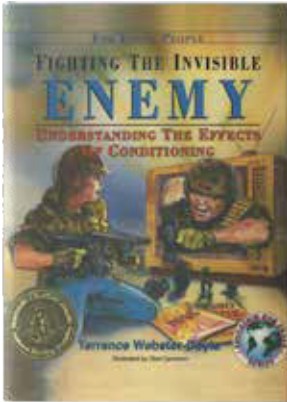
- What the roots of war are.
- How we create "The Enemy".
- A new way to handle violence.



RECIPIENT OF
THE SILVER
BENJAMIN
FRANKLIN
AWARD

This book is also for adults to help young people gain the skills to successfully cope with individual and global violence.

Illustrated by award-winning artist, Rod Cameron.



RECIPIENT
OF THE GOLD
BENJAMIN
FRANKLIN
AWARD

Fighting the Invisible Enemy

UNDERSTANDING THE EFFECTS OF CONDITIONING

This book helps young people see how preconditioned thinking and actions - behavior influenced by war toys, violent television, gender stereotypes, racial prejudice, peer pressure and more - can lead to division and violence. This book explores:

- What conditioning is and how it can make you act like a robot!
- What made the boy think he could fly like Superman!
- How war is created by the way we think.
- Creative, nonviolent alternatives to fighting.

This book is also for adults concerned about the psychological welfare of young people.

Illustrated by award-winning artist, Rod Cameron.

Fighting the Invisible Enemy - Understanding the Effects of Conditioning was translated into Russian and serialized into the leading Russian teacher's magazine and distributed to all schools in that country.

Why Are We Always Picking On Each Other?

A SPECIAL MINI CURRICULUM TO HELP YOUNG PEOPLE UNDERSTAND GLOBAL CONFLICT

Ages 8-12

The Case of the Conditioned Mind

CURRICULUM

For questioning minds. Ages 9-14.

Are We Born Hardwired for War?

MINI CURRICULUM

Help students understand what creates conflict. Do we need to fight to survive? Is "the enemy" an illusion? Peace can happen in an instant!

CORE RESOURCES

Are We Born Hardwired for War?

CURRICULUM

A special curriculum for young people to help them understand their war-like feeling.

Are We Born Hardwired for War?

WORKBOOK

A companion workbook to the Hardwired for War curriculum to help students understand what prevents peace. 20 helpful and creative lessons.

Why Is Everybody Always Picking On Us?

MINI CURRICULUM

A mini-curriculum for instructors on understanding the roots of prejudice. Ages 8-12.

Are We Born to Bully?

WORKBOOK

An individual workbook for young people to help them understand what prevents peace and creates war.

Peace - What Prevents It?

UNDERSTANDING THE CONDITIONED MIND

The future of humanity depends on understanding what creates conflict – what prevents peace.

Peace - What Creates It?

THE AWAKENING OF INTELLIGENCE

The world is fragmented, divided and, hence, in conflict. What is the root of this conflict?

What Creates this Pain in my Brain?

The Three Brains – With Dr. David Bohm

First of all there has been a view of the three brains: the reptilian, the mammalian and the new brain –the neocortex. Now the neocortex appeared rather suddenly. The reptilian and mammalian brains came into equilibrium with their surroundings and were more or less suited to them. Then suddenly the neocortex appeared. The mammalian brain with its emotional response responded to the environment and it worked.

But now it's surrounded by the new brain. The new brain can produce images, which are very convincing to the old brain. The old brain does not actually see these objects but the whole body still responds in a way, which corresponds to the object. The old brain knows how to get correspondingly stirred up in response to a lion and it says, "run". Or something nice appears and it says, "Go there".

The new brain, however, can produce images, which means not just pictures but stirring up the whole system as if there were that thing present. The old brain doesn't look out to see whether it's there or not. It can't. It just gets stirred up. So therefore it can say those images are irresistible. Either it says I want them or they frighten me or they make me enraged or whatever. However, the new brain is functioning in the environment of the old brain. Namely, all the neurochemicals and so on come from there. All the desire and all the energy to do something come from there. The new brain has no reason to do anything by itself. Therefore, when it gets all stirred up, it's confused and it doesn't work right. It's not integrated. When these neurochemicals are too strong, they confuse the new brain.

Let's take an elementary case. Suppose a certain thing disturbs or frightens you. Your mother comes along and says don't worry about it; she lulls you into a sense of security. What happens is that that thought liberates just as simply as a nice situation would; it liberates what are called endorphins which coat the nerves that produce pain or fear, which then produce an effect rather like morphine: they're named after morphine. Then when the situation suddenly changes or you think differently, the endorphins are removed. Eventually you're hooked on them. Why? Because the old brain demands that you think again in such a way as to reproduce those endorphins; it demands this of the new brain. Therefore it demands false thoughts that will lull you into a nice sense of security, like being identified with a group.

Now who is providing you with the false thoughts? The new brain. It is simply a machine that provides whatever thoughts will satisfy what's going on in the old brain. The old brain makes a demand. Let's say it needs food; food comes in, it stops. It needs a nice thought that says everything will be all right. When it comes in it says, "O.K. It doesn't bother me anymore." The new brain gets hooked; it gets habituated into providing the old brain with the thoughts that will lull it into a good feeling.

The new brain has to do what the old brain wants – that's the way the system presently works. The desire, the energy, the intention fundamentally come from the spinal column. The new brain cannot see any reason to do anything. It's sort of an analytical function. The new brain cannot control the old brain. Functionally that's an illusion or delusion. But society and culture said, "Let the new brain control the old brain. Being virtuous consists of doing that." The old brain is dealing with survival, but then it also sent signals that the new brain picked up as suggesting that it could help with survival. Therefore, the new brain found out that it could help the old brain in the struggle for survival by all sorts of methods to insure its security.

We could say therefore, considering this confusion in the brain, that practically all the problems of the human race are due to the fact that thought is not proprioceptive*, aware of what it's doing. Due to this confusion thought is constantly creating problems and then trying to solve them. But as it tries to solve them, it gets worse because it doesn't notice that it's creating them, and the more it thinks, the more problems it creates – because it's not proprioceptive of what it's doing.

The challenge to humanity is this: How is humanity going to get these two brains to work together? Some new movement is needed which cannot start in either brain. It must start in another way. More creatively ("Empirical observation"**)

**Proprioceptive learning is an innate capacity for psychological self-correction. This faculty is self-operating in that it sees that which is unhealthy in the thinking process and in the moment of intelligent awareness it nullifies the effect of the conditioned thinking thus making it ineffective. One doesn't need to do anything, for proprioceptive learning is self-corrective in and of itself. **

**Empirical observation – being derived from or relating to direct first hand observation rather than theory, speculation, dogma or ideals i.e. looking at what is factual, actually without any interpretation or reference to any authority.*

Quantum Physicist David was an American quantum physicist who contributed to theoretical physics, philosophy of mind, and neuropsychology. Bohm is widely considered one of the best quantum physicists of all time. He was greatly interested in how conditioned thinking, emanating from the primitive reptilian brain, created and sustained conflict.

PEACE - WHAT PREVENTS IT?

Understanding the Conditioned Mind



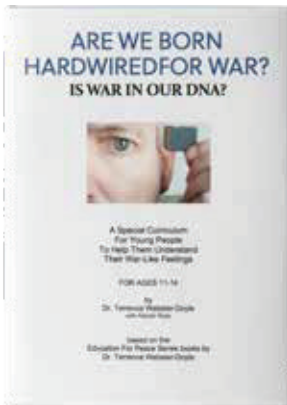
Most honest combat vets will tell you, perhaps not eloquently but in their own way, the same thing: essentially that combat is in our human DNA and demands to be exercised... The question is, can we humans evolve peacefully, or will we succumb to instincts we can't transcend?"

– Quote from a former Marine Corp helicopter pilot in Vietnam

A presentation on how conditioned, prejudicial thinking emanating from the primitive biological brain creates conflict – how it impacts the human brain mentally, emotionally and physically, and how it extends from the playground to the battlefield.

Learn more at atriumsoc.org/efp

RESOURCES

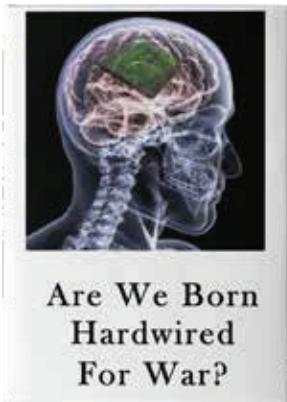


Are We Born Hardwired for War?

IS WAR IN OUR DNA?

A Special Curriculum For Young People To Help Them Understand Their War-Like Feelings.

"Most honest combat vets will tell you, perhaps not eloquently but in their own way, the same thing: essentially that combat is in our human DNA and demands to be exercised...The question is, Can we humans evolve peacefully, or will we succumb to instincts we can't transcend?" - Quote from a former Marine Corp helicopter pilot in Vietnam

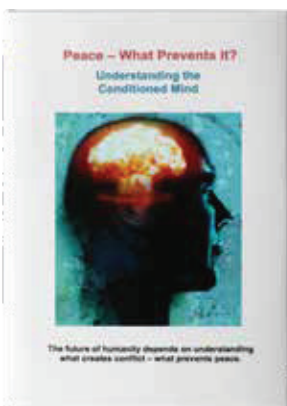


Are We Born Hardwired for War?

IS COMBAT IN OUR DNA?

Is it possible that a genetically generated, misplaced biological drive for survival incites people to conflict? Is it possible that survival is a faulty instinctual compulsion?

Are we being controlled by this genetically generated, misplaced biological drive for survival, to the extent that no amount of knowledge can free us from it? In fact, is knowledge the cause of the conflict rather than the cure?



Peace - What Prevents It?

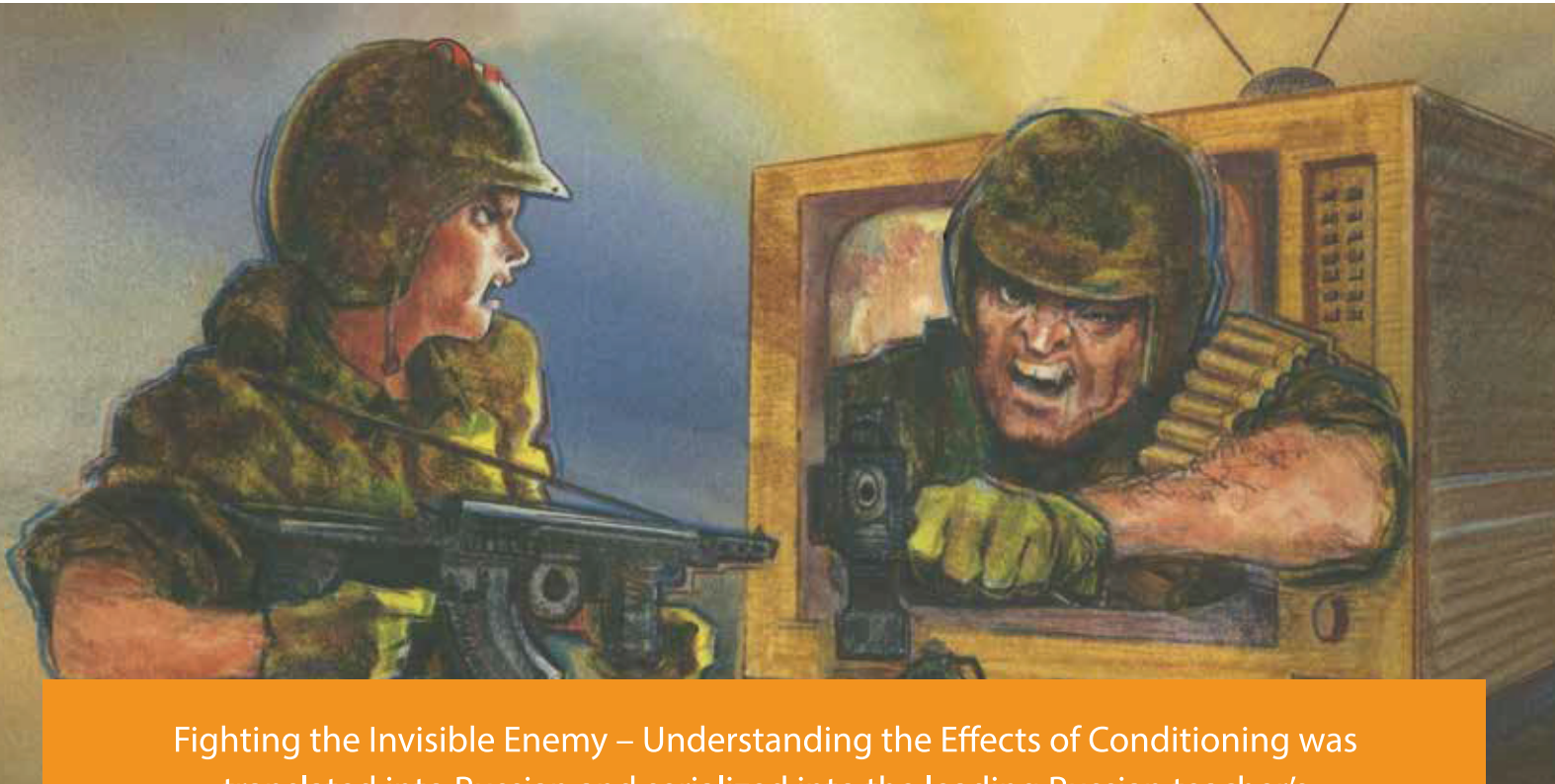
UNDERSTANDING THE CONDITIONED MIND?

The future of humanity depends on understanding what creates conflict – what prevents peace.

"Every publication from the pen of this author should make a significant contribution to peace within and without. Highly recommended!" - New Age Publishers and Retailers Alliance Trade Journal.

CHILD WARRIORS:

Are We Priming Our Children's Brains for Violence?



Fighting the Invisible Enemy – Understanding the Effects of Conditioning was translated into Russian and serialized into the leading Russian teacher's magazine and distributed to all schools in that country.

Are children being exposed to violence on TV and through playing violent video games, setting up an environment that physically changes the brain by making it good at thinking and acting violently?

Can this then increase the possibility that the next generation of children will inherit a brain adapted physically to warlike behavior?

This program will offer insights to help young people and their parents and teachers to see the danger of watching violent videos and to understand the value of intelligent viewing to help them live a healthy and sane life.

Child Warriors: Are We Priming Our Children's Brains for Violence?

Excerpt from *Free The Children: Conflict Education for Strong Peaceful Minds* by Susan Gingras Fittell

Are we, by allowing our children to be exposed to violence on TV, setting up an environment that physically changes the brain by making it 'good at' thinking violently? In doing so, are we also increasing the possibility that the next generation of children will inherit a brain adapted physically to warlike thinking?

Carlson-Paige and Levin write that "at no other time in history have children daily exposure to so many images removed from direct experience, many of which focus on violence." How might this exposure to violence affect the physical structure of the brain?

According to Jane Healy (1990), neuroscientists understand that "...what children do every day, the ways in which they think and respond to the world, what they learn, and the stimuli to which they pay attention...shape their brains. Not only does it change the ways in which the brain is used (functional change), but it also causes physically alterations (structural change) in neural wiring systems."

Healy refers to the work of E. James Potchen, who has studied 18,000 brains: "Dr. Potchen tells of both animal and human brains that have restructured themselves significantly on the basis of learning experiences." If the average child spends 24 hours a week watching TV and Power Ranger-type videos, it would follow that this type of activity becomes part of his/her learning experience.

Says Marian Diamond, professor of neuroanatomy at the University of California, Berkeley: "There is absolutely no doubt in my mind that children's brains are changing. Whatever they're learning, as those nerve cells are getting input, they are sending out dendritic branches. As long as stimuli come in to a certain area, you get more branching; if you lose the stimuli, they stop branching," (Healy).

This contention is backed up by Michael D. Chafetz in his book *Smart for Life*: "Whenever brain cells are activated by seeing, speaking, or solving problems, they begin to change. They take in more chemical energy and remodel nerve endings and receptors. They form new connections."

New scientific studies and advanced technology have taken our understanding of how the environment affects us beyond the psychological foundations of conditioning: "People, including children, tend to develop a taste for what they are conditioned to. There is no indication that in the 1950's boys enjoyed TV less because it was less violent...It is an acquired taste that the media have played an important role in developing."

The National Institute of Mental Health published a report in 1982 that confirms that “children who watch a lot of violence on television may come to accept violence as normal behavior” (Miedzian, 1991).



If one takes these concepts to a logical conclusion, one might deduce that not only are children who have violent media input as part of their experience being psychologically conditioned to think in violent ways, but also their brains are developing the neural connections and dendritic branching for violent thinking. Psychological conditioning physically changes the brain. Violence in the media is creating a psychological and physical predisposition for violence in our children.

As parents or educators, what can we do? According to Terrence Webster- Doyle (1989), “being conscious of the influence of advertising and of programming that is unhealthy is of utmost importance since media has a tremendous effect on the brain.” We need to stop denying the impact the media are having on our children and to be aware of the effects.

Scientific evidence indicates that television viewing creates passive learners unable to think: “If our society wants citizens who can reflect as well as respond, who can come up with solutions to the problems of a complex world, it must teach its children to stop, listen, and think as well as react” (Healy). Violence is a pervasive problem in our complex world! In order for our children to be able to deal effectively with conflict and violence, they need to be able to stop, think, talk through problems, plan ahead, and act rather than react impulsively.

Some suggestions for parents and teachers:

- Place firm limits on television and video viewing. Address what children should watch and how long they should watch.
- Participate with children whenever possible. Talk with them about television content, methods of audience manipulation, point of view, etc.
- Give substitute caregivers strict guidelines regarding TV and video use. Violence in the media is a problem with devastating consequences. Not only are our children being conditioned to think in terms of combat, to think of it as entertainment, and to accept it as normal, but also there is also strong evidence indicating that it physically alters the brain. However, we are not without hope. As parents and educators, we must take action. It's up to us to make a difference.

RESOURCES

Master War Curriculum

FOR YOUNG PEOPLE AGES 13 AND UP

Are We Born Hardwired for War?

A MINI-CURRICULUM FOR INSTRUCTORS TO HELP STUDENTS UNDERSTAND WHAT CREATES CONFLICT

Ages 8-12

Are We Born Hardwired for War? Is War in Our DNA?

MASTER CURRICULUM

A special curriculum for young people to help them understand their war-like feelings.

Why Are We Always Picking On Each Other?

A SPECIAL MINI CURRICULUM TO HELP YOUNG PEOPLE UNDERSTAND GLOBAL CONFLICT

Ages 8-12

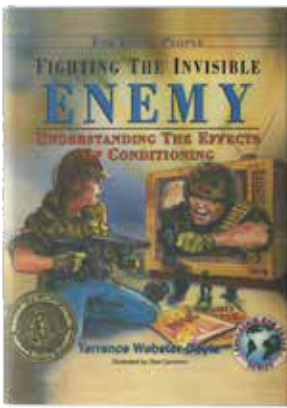
Are We Born Hardwired for War? Is War in Our DNA?

WORKBOOK

A companion workbook to the Hardwired for War curriculum to help students understand what prevents peace. 20 helpful and creative lessons.

"As the eagle was killed by the arrow winged with his own feather, so the hand of the world is wounded by its own skill" - Helen Keller Quote – from the introduction to the Hardwired for War workbook.

MORE RESOURCES 



RECIPIENT
OF THE GOLD
BENJAMIN
FRANKLIN
AWARD

Fighting the Invisible Enemy

UNDERSTANDING THE EFFECTS OF CONDITIONING

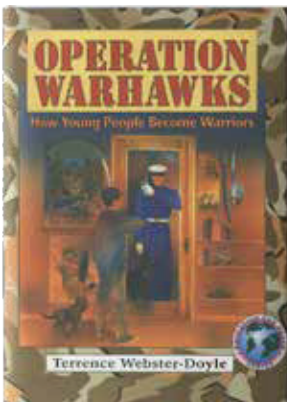
This book helps young people see how preconditioned thinking and actions - behavior influenced by war toys, violent television, gender stereotypes, racial prejudice, peer pressure and more - can lead to division and violence. This book explores:

- What conditioning is and how it can make you act like a robot!
- What made the boy think he could fly like Superman!
- How war is created by the way we think.
- Creative, nonviolent alternatives to fighting.

This book is also for adults concerned about the psychological welfare of young people.

Illustrated by award-winning artist, Rod Cameron.

Fighting the Invisible Enemy - Understanding the Effects of Conditioning was translated into Russian and serialized into the leading Russian teacher's magazine and distributed to all schools in that country.



Operation Warhawks

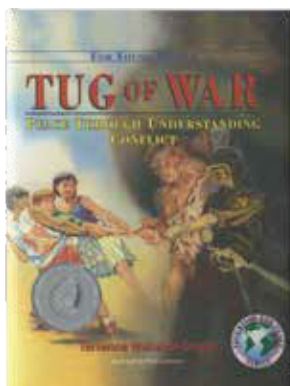
HOW YOUNG PEOPLE BECOME WARRIORS

This book helps young people to understand what creates war and to see that being a warrior is not a humane and healthy way to resolve conflict. Operation Warhawks is full of information about how to create a more intelligent and peaceful world.

A powerful book designed to help young people understand the conditioning employed by the armed services to psychologically shape and influence their recruits. The book does not present an anti-war or pacifist argument--instead, it raises critical questions of free will and intelligent living. Full-color illustrations.

"Hello Dr. Webster-Doyle, I am a school principal, a parent and martial artist. I just wanted to thank you for this incredible book about how young people become conditioned to be warriors. This is the most unusual book that I have ever bought for my children! And perhaps the most important! I want to tell people that if you are concerned about war and what you can do to help your children understand what creates it then get this book. You could save their lives. Again many thanks for this intelligent peace-educating book."

- Dr. Phillip Ramos



RECIPIENT OF
THE SILVER
BENJAMIN
FRANKLIN
AWARD

Tug of War

PEACE THROUGH UNDERSTANDING CONFLICT

This book is for all children interested in a peaceful world - and in understanding the forces that cause conflict, both in personal relationships and across the globe. Tug of War describes ...

- What the roots of war are.
- How we create "The Enemy".
- A new way to handle violence.

This book is also for adults to help young people gain the skills to successfully cope with individual and global violence.

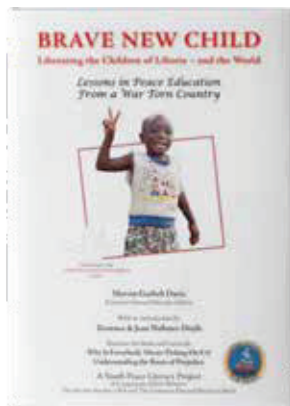
Illustrated by award-winning artist, Rod Cameron.

"The book excels at helping children understand how conflict works within themselves. Tug of War offers engaging exercises that enhance a child's ability to understand the world. These exercises inspire self-observation, and the drawings of award-winning illustrator Rod Cameron enliven the book." - FORUM - Newsletter of Educators for Social Responsibility, Cambridge, Massachusetts, USA

"I realize Tug of War's urgency for every child and adult—especially at this moment of unrest. My daughter couldn't stop reading it!" - Marina Dubrovskaya, Assistant Director, Department of Sociology, Library of Foreign Literature, Moscow

Fighting the Invisible Enemy and *Tug of War* recommended by the Elementary School Library Collection as "fine contributions to materials for children"; both books also chosen by the British Commonwealth Collection - A Selection of Books and Journals on Nonviolence and Social Change

Learn more at atriumsoc.org/efp



Brave New Child

LIBERATING THE CHILDREN OF LIBERIA AND THE WORLD (BASED ON THE WHY IS EVERYBODY PICKING ON US? PROGRAM)

"There have been many theories put forward as causes of the Liberian civil war — including unemployment, abuse of human rights, political patronage, illiteracy, lack of development and tribalism, among others. While it is true that all of these factors may have contributed, at the heart of the Liberian conflict — as with all global conflicts — is psychological conditioning emanating from the primitive biological brain, the fundamental cause of human conflict." - **From the book Brave New Child - Liberating the Children of Liberia - and the World**

Through working with Liberian children of war it was discovered that the source of human conflict underlying the divisive nature of conditioned thinking that creates self-protective, segregated ethnocentric ideologies emanates from the biological primitive brain. In other words, the prejudicial preservation instinct to protect one's own ethnic group and to defend against those who present a threat to its security is genetically hardwired in the lower brain for survival. From this initial discovery with Liberian children of war it was then ascertained from further investigation that in general this biological instinctual drive has understandably been rooted for eons in the primitive human brain of all human beings being hardwired for war as a genetically programmed survival instinct – that combat is in our DNA and demands to be exercised.

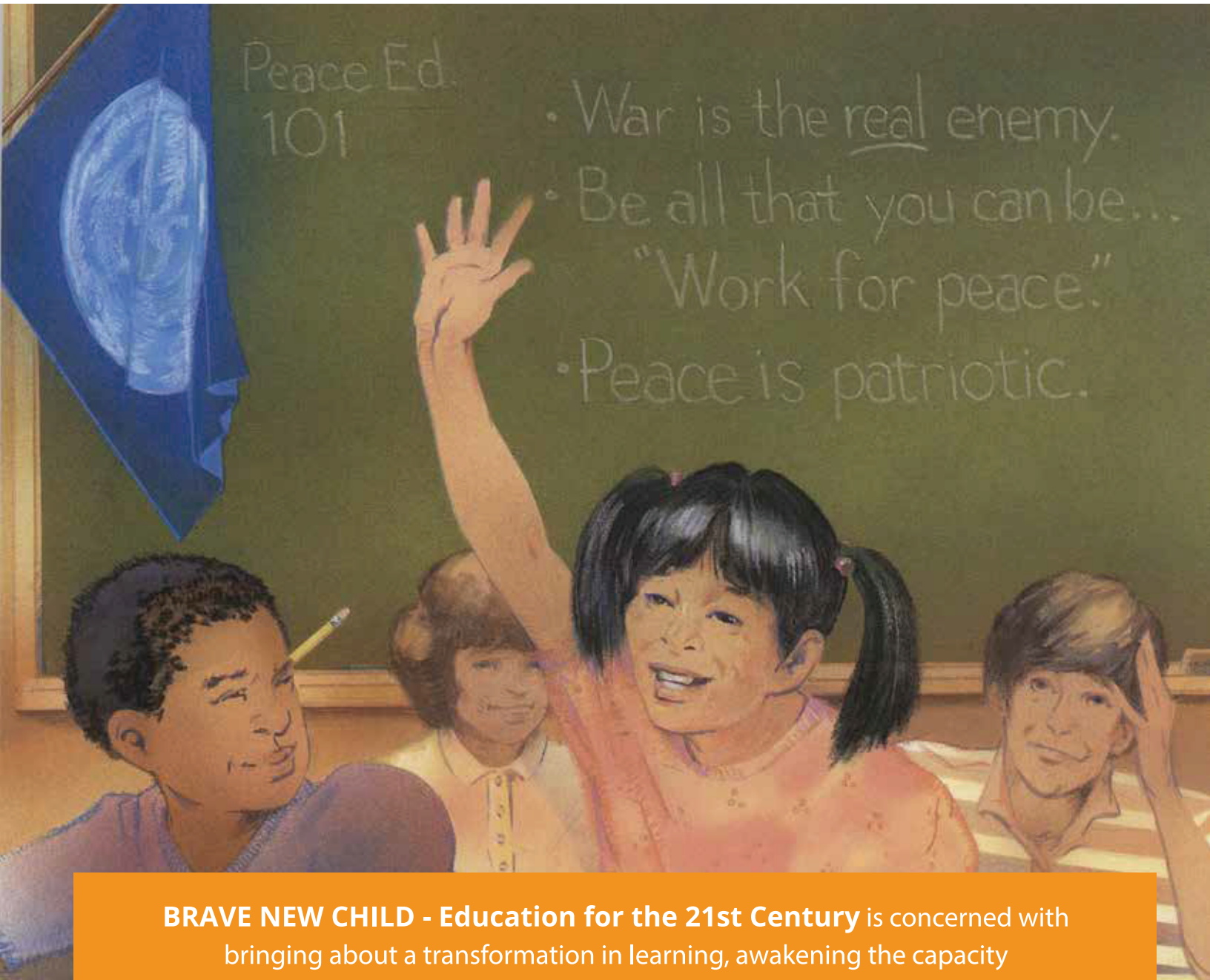
But it is erroneous for it is programmed to only insure survival for the individual segregated ethnocentric group and hence it is therefore preventing survival for the whole within which the individual group is an integral part of and thus it is destructive for all. It was determined then that the extreme outcome of this genetically erroneous hardwired compulsion for racial self-protection, due to the genetically driven divisively destructive nature of ethnocentric superiority, could be called "genetic genocide."

It is the desire of the Atrium Society, that by bringing to light this insight into our deeper nature, that we can be free of this destructive erroneous biological instinct, thus allowing us to act from a more conscious way of living.

Learn more at www.bravenewchild.org/exhibits/brave-new-child

BRAVE NEW CHILD

Education for the 21st Century



BRAVE NEW CHILD - Education for the 21st Century is concerned with bringing about a transformation in learning, awakening the capacity of intelligence to bring about a sense of order and integrity in thinking and action.

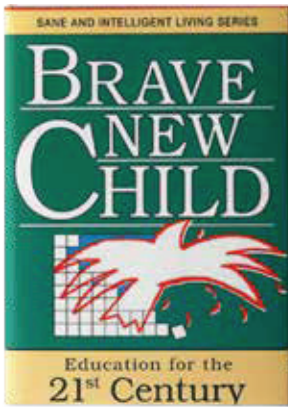


Brave New Child explores a radically new approach to education that lays the foundation for wholly new ways of living and learning. High Recommended!" -

BOOKWATCH/MIDWEST BOOK REVIEW

RESOURCES

Learn more at atriumsoc.org/efp



Brave New Child

CAN THERE BE A PROFOUND LEARNING THAT OPENS A CHILD'S MIND TO VIEW THE FUNDAMENTAL CAUSES OF CONFLICT?

"Education is much more than learning how to read and write; it has to do with understanding ourselves in relationship."

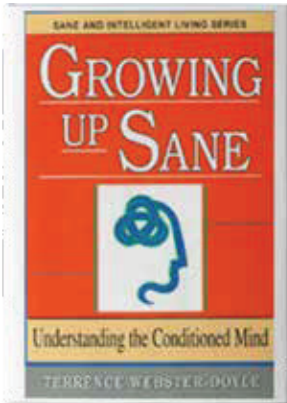
"Perhaps the most important intention in educating young people is to provide an environment that is free from fear. Fear generates hate and violence, and therefore prevents understanding. The nature and structure of fear must be explored within this new school if young people are to be free of conflict."

"In this new school, children will be encouraged to understand what intelligence is; that is, that capacity that can understand conflict in relationship. Children will need to understand that sentiment and emotionalism can be destructive . . . the playing of national anthems and the political frenzy generated by melodramatic displays of patriotism are forces that destroy intelligence and only contribute to more conflict."

"Can we help the child understand the whole of thinking: technological knowledge as well as knowledge that has entered the field of relationship . . . knowledge that has created social ills, knowledge that has created conflicting solutions to solve the problems knowledge has created?"

BRAVE NEW CHILD – Education for the 21st Century is concerned with bringing about a psychological transformation in learning, awakening the capacity of intelligence that understands the destructive influences of psychological conditioning.

BRAVE NEW CHILD explores a fundamentally different perspective in education that lays the foundation for a completely original way of learning and living.



Growing Up Sane

UNDERSTANDING THE CONDITIONED MIND
ARE WE DRIVING OURSELVES CRAZY TRYING TO BE
SANE?

"The traditional approach to solving the problems of relationship, because it is based on trying to live according to what we think life should be, is the cause of suffering and not the cure."

"The action we think will free us from conflict is the very action that keeps us in bondage."

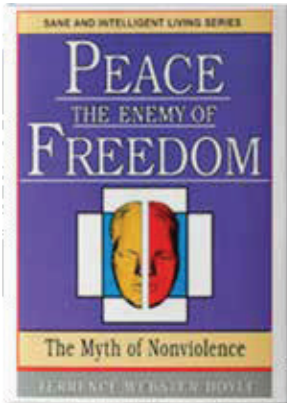
"The act of nonviolence that is based on the ideal is itself violence."

From GROWING UP SANE – Understanding the Conditioned Mind

GROWING UP SANE is concerned with bringing about a sense of order and integrity in thinking and action through creating insight into what cultivates intelligent and ethical behavior.

GROWING UP SANE looks at our relationships and the social institutions we have produced that mold behavior to see what influence these structures have had on the development of the young person. Going beyond these structures, this book examines the Myth of the Individual, delving into the roots of our disorder to look at the fundamental source of conflict – the paradoxical "knot" – within the psyche itself.

This book is not only for the parent or teacher concerned with the education of the young person, but is also for anyone seriously interested in understanding what it means to live a sane and intelligent life.



Peace – The Enemy of Freedom

CAN WE BRING ABOUT PEACE BY PRETENDING TO BE NONVIOLENT?

The intent of this book is to bring about peace through understanding what prevents it.

The world is fragmented, divided, and, hence, in conflict. My country versus your country, my religion versus your religion, my beliefs versus your beliefs. This fragmentary way of living is destroying us! Person against person, nation against nation – the world is being torn apart by conflict. What is the root of this conflict? Through enquiring into the nature and structure of conflict, can we come into direct contact with all that which prevents peace?

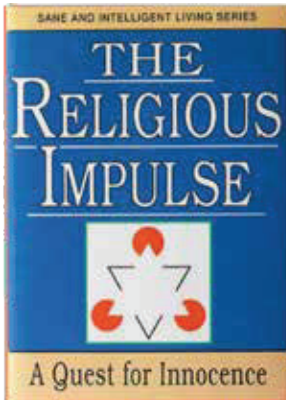
“Can peace be brought about through political reform, or the aggressive assertions of opposing ideologies, or through one Utopian theory dominating another?”

“Do we create conflict and prevent peace by conditioning our children to pledge their allegiance, obey, and defend their country without question?”

“Can peace come about through conventional religious belief and practice, belief that divides and separates people into sects and denominations, each asserting that theirs is the chosen way and their God the True God?”

“Can the patriot, our paragon of national virtue, bring about peace? Or is he or she, by the very fact of his or her commitment to and identification with the fragmented nationalistic view, paradoxically the enemy of peace?”

PEACE – THE ENEMY OF FREEDOM does not offer solutions, methods, conclusions, or hopes about peace. It does not advocate any political, philosophical, economic, or religious reform to solve the problem of war. This book raises essential questions concerning what prevents peace and, by so doing, evokes insight into that which creates conflict, individually and globally.



The Religious Impulse

CAN WE BRING ABOUT AN ETHICAL UNDERSTANDING, A MIND THAT IS A VIRTUOUS, INNOCENT, UNTOUCHED BY CONVENTIONAL MORALISTIC THINKING?

"Do we suffer because we are a divided human race, isolated from each other in beliefs and in primitive tribal associations formed around those beliefs?"

"Isn't seeking the Divine really seeking our own projected wishes?"

"Why do religions promise a life in the hereafter, free of sorrow and suffering? Is it because we don't know what to do with our problems now?"

"Is the process of trying to end suffering through religion, through idealistic thinking, actually creating and sustaining suffering?"

Can we observe our minds and see the fact that thought has created all of this, thought that has been formulated into beliefs, traditions, and unquestioningly conditioned into the brain?" - from **THE RELIGIOUS IMPULSE - A Quest for Innocence**

Religious Impulse – A Quest for Innocence is concerned with the development of ethical and responsible behavior. This book questions the traditional religious process of becoming good, and examines how this process paradoxically cultivates irresponsible and immoral behavior through the inculcation of conventional theological beliefs.

"This book raises essential questions ... The author has extensive backgrounds in education, philosophy, psychology, and the martial arts, and the book is a series of highly-charged aphorisms, designed to make the reader plunge deeply into these important issues."

THE DIRECTORS OF EDUCATION FOR PEACE

Dr. Terrence Webster-Doyle

In 1984, Dr. Webster-Doyle became Director of Education of the Atrium Society. Dr. Webster-Doyle and Jean's educational direction the Atrium Society ran a pilot middle/high school from 1985-1989 in Ojai, California to investigate ways to implement the Atrium Society's curricula on psychological conditioning to educate young people about the roots of conflict. From 1990 until present the Atrium Society has devoted its energies to creating and promoting its Education for Peace Program. The Education for Peace program liberates young people from the conditioned, divisive thinking at the root of bullying, racism, and war.

Dr. Webster-Doyle's Benjamin Franklin Gold Medal Award winner *Fighting the Invisible Enemy – Understanding the Effects of Conditioning* was published in Russian by Detskaya Maya, the leading Russian teacher's magazine and **serialized to all the teachers in 70,000 schools throughout Russia** in 1988.

Jean Webster-Doyle

Jean Webster-Doyle, APET, MAPTT is the President of the Atrium Society and was the co-founder of the Atrium School. Jean Webster-Doyle was educated at Sarah Lawrence College, New York University and University of Madrid. She has traveled worldwide educating people about the causes of conflict in the conditioned way we think and has co-created numerous books and programs on the subject. She is a Master Teacher and Trainer in Youth Peace Literacy and Martial Art for Peace Mental Self-Defense. Jean Webster-Doyle is also a Yoga teacher and the creator of Metamorphosis Training Seminars and Harmonious Mind Yoga. She was a teacher of Prenatal Therapy for mentally handicapped children and the Creator and Editor of the Taking Time Newsletter about understanding the conditioned mind. She was also the Director of the Rainy Mountain Outdoor Education School and Co-Director of the Atrium School, a unique educational environment based on the necessity to understand psychological, prejudicial conditioned thinking as the basis for an intelligent life.

ATRIUM RESOURCES ARCHIVED

Dr. Webster-Doyle's books are archived in perpetuity at the University of Connecticut's Northeast Children's Literature Collection, Swarthmore College Peace Collection and the University of Southern Mississippi's de Grummond Children's Literature Collection.

The work is also on permanent display in the International Museum of Peace and Solidarity in Samarkind, Uzbekistan, the Commonwealth of Independent States, at the Hiroshima Peace Memorial Museum, Hiroshima Japan and at the Samara State Academy of Culture and Arts, Samara Russia.

His books are also archived in perpetuity at No Gun Ri International Peace Foundation, South Korea. They were also chosen as a focus, and highly praised at the International Congress for Teachers for Peace, Paris, France.

ATRIUM ACCLAIMS

- "For the many years of our collaboration you gave us useful knowledge and many lessons of peace-experience for hundreds of Samara students. Samara Society for Cultural Studies had declared you as The Personality of Culture of Peace in 2020." [**Diploma - Vladimir I. Ionesov Professor, Founder and Chairperson, Samara Society for Cultural Studies, Samara, Russia**](#)
- *Fighting the Invisible Enemy – Understanding the Effects of Conditioning* was translated into Russian and serialized into the leading Russian teacher's magazine and distributed to all schools in that country.
- Ten time Winner of the [**Benjamin Franklin Awards for Excellence in Independent Publishing**](#).
- *"Hello Dr. Webster-Doyle, I am a school principal, a parent and martial artist. I just wanted to thank you for this incredible book about how young people become conditioned to be warriors. This is the most unusual book that I have ever bought for my children! And perhaps the most important! I want to tell people that if you are concerned about war and what you can do to help your children understand what creates it then get this book. You could save their lives. Again many thanks for this intelligent peace-educating book."* - [**Dr. Phillip Ramos \(Operation Warhawks\)**](#)
- The book, *"Why is Everybody Always Picking on Us?"* explores the roots of prejudice. I don't think I've seen another book like it. How wonderful if this book could be used in one's social studies classroom! I have learned where prejudice begins, how it is created, how it is perpetuated, and how it can be resolved. This book looks at stereotypes, bigotry, discrimination, scapegoating,

racism, and more. It is a wonderfully comprehensive manual for young people and adults alike on understanding our conditioning and the root of prejudice. - **American Pride Through Education**

- **Letter to the New Mexico Holocaust & Intolerance Museum Board of Directors, dated August 6, 2008, by the Museum's Director Harold Foley** *"These people are truly extraordinary and their thoughts should be considered as we design the new exhibits. Their message is in part that all creatures have a "flight or fight" instinct that is set in place instantly by frightening experiences. This is in turn perpetuated by exposure, actual or imagined, to any creature that even resembles the object of their fear. The actions of others, and propaganda, strengthen these responses. I talked with these people about their successes in Liberia rehabilitating child "soldiers."*
- *We have just completed training our Israeli and Palestinian Karate Instructors in your "Character for Kids" program and are using your book "Fighting the Invisible Enemy" to teach our young brown and black belts about understanding the effects of conditioning. Some of our instructors actually risk their lives to teach this peace enhancing material, as the bullies in our region are real terrorists ...the ones you only read about. There is no doubt that this is tremendous step for such a violent region where hatred, violence and distrust is the norm."* - **Sensei Danny Hakim – Founder – Chief Instructor of Budo for Peace, Israel – working with Israeli and Palestinian children of war teaching them martial arts that are for peace.**
- Awarded the **Robert Burns Medal for Literature** by Austria's **Albert Schweitzer Society**, for "outstanding merits in the field of peace-promotion"
- Invited to the Soviet Union in 1989 by Mrs. Gorbachev and the Soviet Peace fund
- Acclaimed at the **Soviet Peace Fund Conference** in Moscow and published in Russia by **Moscow's Library of Foreign Literature and Magistr Publications**
- Selected by the **International Association of Educators for World Peace** for their Central American peace education project in Panama and El Salvador
- The **Youth Peace literacy books** are archived in perpetuity at No Gun Ri International Peace Foundation, South Korea
- Archived at the Samara State Academy of Culture and Arts, Samara Russia
- On permanent display at the **International Museum of Peace and Solidarity** in Samarkind, Uzbekistan, the Commonwealth of Independent States.
- ***Are We Born Hardwired for War? Is War in our DNA?*** presented at International Conference of Museums of Peace in South Korea sponsored by the No Gun Ri International Peace Foundation.
- *Dr. Webster-Doyle's work on peace promotion and solving conflict nonviolently, especially for young audiences, is ground breaking and brilliant!* **Dr. Michael D. Knox, Chair, US Peace Memorial Foundation**

- Were chosen as a focus, and highly praised at the International **Congress for Teachers for Peace**, Paris, France.
- Selected by the **National PTA** as a recommended resource for parents
- Endorsed by **Scouting Magazine** and Sports Illustrated for Kids
- *WHY IS EVERYBODY ALWAYS PICKING ON ME*—cited by the **Omega New Age Directory** as one of the **Ten Best Books**, for its “atmosphere of universal benevolence and practical application”
- *Fighting the Invisible Enemy* and *Tug of War* recommended by **the Elementary School Library Collection** as “fine contributions to materials for children”; both books also chosen by the **British Commonwealth Collection - A Selection of Books and Journals on Nonviolence and Social Change**
- Approved by the **New York City Board of Education**
- Selected by the **American Booksellers Association** for its resource listing of “Children’s Books About Peace”
- *“These topics are excellent and highly relevant. If each of the major countries of the world were to have ten Drs. Webster-Doyle, world peace is guaranteed to be achieved over a period of just one generation.” - Dr. Charles Mercieca, Executive Vice President, International Association of Educators for World Peace, NGO, United Nations (ECOSOC), UNICEF & UNESCO*
- *“Every publication from the pen of this author should make a significant contribution to peace within and without. Highly recommended!” - New Age Publishers and Retailers Alliance Trade Journal*
- **The Center for Applied Psychology, Inc.** cites Dr. Terrence Webster-Doyle as an “eloquent leader of the movement to combine principles of education, psychology, and the martial arts to teach young people to resolve conflict peacefully.”
- *“Webster-Doyle’s insight is that by recognizing, understanding, and accepting our violent tendencies, we can avoid acting them out. These new books ... are good for teachers and parents of elementary school children who need appropriate language and activities to help children deal with their feelings and the violence-provoking parts of the environment. To this reviewer, they are realistic and practical.” - Young Children (Magazine of the National Association for the Education of Young Children)*
- *“We use his books and thoroughly endorse the usefulness of his methods which have high potential in schools.” - Stewart W. Twemlow, M.D. Psychiatry and Psychoanalysis, Menninger Clinic, Martial Arts School owner*
- *“The books of Dr. Webster-Doyle are the first attempt I have seen to explain to young people and adults the concept of martial arts as a peaceful, nonviolent ‘way of life’ and to give students the tools to accomplish this goal.” - Linda Lee Cadwell*

- *"Helps young people deal with conflict and violence by describing practical skills for peace."* - **Holistic Education Review** Presented at the 1995 UNESCO-sponsored International Educators for Peace Congress
- *"I realize Why Is Everybody Always Picking On Me? urgency for every child and adult ... My daughter couldn't stop reading it!"* - **Marina Dubrovskaya, Assistant Director, Dept. of Sociology, Lenin Library, Moscow, Russia**
- *"Your book (Why Is Everybody Always Picking On Me?) has really helped me ignore the bullies; and in a way stop bullying others."* - **4th grader**
- Presented the **National Conference on Peacemaking & Conflict Resolution**
- *"The materials were very helpful to the facilitators who conducted the workshop on bullying strategies."* - **New Jersey State Bar Foundation**
- **Instructor of Budo for Peace, Israel – working with Israeli and Palestinian children of war teaching them martial arts that are for peace.**

... to name only a few.

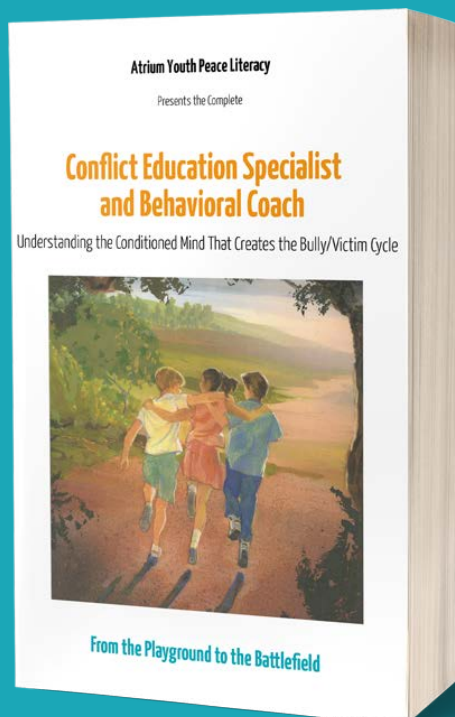
About the Atrium Society

www.atriumsoc.org/about

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atriumsociety@gmail.com



Career Opportunities

Discover how you can use these resources as a career and help others.

www.atriumsoc.org/careers