



Alternatives to Violence Project Newsletter

the Transformer

for AVP Workshop Leaders
Fall 1993

WHAT'S NEW IN AVP



AVP in Moscow

by John A. Shuford

Rere Hassett and I recently spent two weeks in Russia at the invitation of Golubka, a Russian Training group. We facilitated two weekend basic workshops and played tourist the rest of the time. Our intention was to determine if AVP was culturally appropriate for Russians.

Our overall experience was extremely positive; one we will remember for quite some time. I had felt most of my life that the Russians must be similar to us, otherwise, why would we be such enemies. I was absolutely right; the Russians I met were very much like us. They were intelligent, well read, funny and courteous. They have a long history of Christianity going back more than a thousand years.

We facilitated two workshops, one with 16 participants and one with 28. There were a variety of participants, including teachers, students (PhD), a laborer, engineers, computer software programmers a nuclear engineer, and a TV journalist. Both workshops were 15 1/2 hours in length and the amount of material we could cover was reduced in half due to translation. Even with

these limitations, both workshops were very powerful and well received.

Some comments from workshop participants were:

"I have seen another shade of the Russian Soul."

"When I look into the mirror, I see my eyes, when I look into my partner's eyes, I see God."

The Golubka people were experienced trainers in empowerment type of workshops and that made a major difference. They were able to explain difficult concepts and help the participants process what they were experiencing. As has been my experience before, the AVP model is excellent for the situation in which we found ourselves, i.e., two experienced trainers who had not worked together before in a country with a culture and language totally new to them working with people with whom they had had no previous contact.

An example of the problem that can happen with translation happened to a friend of mine while teaching irrigation techniques and discussing how an "hydraulic ram" was used in the process. *continued next page*

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The people seemed confused and couldn't get the concept. Finally one of them asked if he could explain the "water goat" again. This literal translation shows problems that arise when using slang or colloquialisms, especially with a translator who is not familiar with the specific terminology used in the training program. It is also helpful to have two translators, so that they could break for each other and so one of us could participate in the exercise while the other person led.

I would like to share comments and evaluations made by the participants which will indicate the level of awareness and sophistication of the Russians in the workshops.

"AVP is the most developed and well organized of all the nonviolent workshops we've experienced. It is the first time we have had the same number of participants at the end as in the beginning, and that includes world class trainers (who have presented here)."
"Transforming Power is something that I've been feeling intuitively."

*"This is more than a group,
a flower bud –
a very special wonderful thing."*

The importance of thinking about your partner in communication; the techniques of expressing one's feelings in transforming conflict; role plays, concentric circles, I messages and six point problem solving were very popular because "these things contribute to better openness and understanding and trust," and they "can be used in everyday communication with people and teaching.

"I love this group because of the communication I may never experience again." "I felt I was in a circle of close friends."

"Thanks for those rare moments of spiritual development I've experienced." "We are internally ready to solve conflicts."

"When I accept my opponent, solutions are easy." "Now I have some experience of effective work in a collective on the basis of trust and cooperation."

"The program is organized in such a way that everyone has a chance to speak and be heard which makes people feel they are personalities whose opinions (are) important to others."

"Personally for me the most valuable was the presence of wise and sensitive people (the participants) who are very rich and strong spiritually. Without them it would not have been possible."

"The mere fact that such workshops and groups still exist proves that not everything is lost yet. There's still hope that those 'lonely voices' will sometime become the spiritual basis of the society."

My experience with AVP in Russia was similar to my experience in Israel. In both countries the model was very well received, showing promise of further development if a sponsoring organization could be found. It was truly a powerful experience relating to Russians through an AVP workshop.

AROUND AVP

AVP-USA Moves Forward in Denver

Over Labor Day, twenty eight AVPers enjoyed the warm hospitality of the New Foundations AVP group in Colorado. Members came from Alaska to Connecticut to meet at beautiful and rustic Camp Rosalie nestled among the pines on the slopes of 14,000 foot Mount Evans. The goal of the meeting was to turn the dream of a national organization into a reality. At the same time there was a chance to network, share experiences and renew our energy.

The ground rules for the weekend included:

- Are we open to the guidance of Transforming Power?
- This is the place to address conflicts, not avoid them.
- We will assume that others' contributions are meant positively.
- We will endeavor to have fun.
- We will trust the process.

During the weekend, AVPers worked together to establish a permanent governing board, approve the by-laws, develop a policy statement and proceed with committee work.

Incorporation – AVP-USA is now incorporated and the application for non-profit status (501 C-3) has been made. –

Site and Staff – Although the office site at Homewood Meeting in Baltimore did not work out, a Lutheran Church in Baltimore has offered space to AVP at no charge. The major goal is to raise the funds so we can hire a part-time person by July 1994 and have a full-time director by 1995.

Board Structure – Eleven AVP regions were established and each region will appoint a

member to the AVP-USA Board.

AVP-USA officers were appointed:

Chairperson: Candace Powlick

Vice-Chairperson: John Shuford

Recording Secretary: Debby Wood

Corresponding Secretary: Donn Williams

In addition, eight at large members approved as follows: Larry Apsey, Robert Martin, Joe McIntyre, Jerry Nemnich, Terry Pendleton, Candace Powlick, John Shuford and Leon Ray.

Policy Statement – The major focus of the weekend was to develop a broad policy statement expressing the values and principles of AVP along with procedures for AVP groups around the country. A copy of the draft may be found in this issue.

International Conference Committee – The next International Conference will be held in either June of August 1994. A committee is working hard to arrange the site and program. The Philadelphia Area was recommended. If you wish to become involved, please contact Debby Wood.

AVP-USA Board to Meet in New York

A meeting of the AVP-USA board will be held on January 15 and 16, 1994 just north of New York City at Purchase Friends Meeting in Westchester County, New York. Items on the agenda will include approval of the policy statement along with discussion of site and staff, fundraising and organizational issues. The meeting is open to all AVP trainers. Contact Debby Wood for directions.

AROUND AVP

Sharing a Gift *by Steve Angell*

I usually start my part of the opening talk in a workshop by saying that I have come to share a gift which has been given to me which I hope will be helpful to others. I then follow this by sharing how through AVP I have learned a lot about myself and how to deal creatively with the violence I found inside myself.

It is this desire to share the gift given to me with others that has prompted me to travel as widely as possible telling people about AVP and offering workshops. This has been one of the most satisfying and enjoyable times of my life. I encourage others, as circumstances permit, to do likewise. The whole world needs to know about AVP. Thanks to good health and a new time in my life when I don't have to be concerned with earning a living or caring for a family, I am free to travel. Quakers are a worldwide family and this has been a tremendous blessing. They have taken me in, housed and fed me, transported me around, obtained access for me to their prisons and prison officials and cared for me when I was ill. In addition, I have seen some beautiful parts of this country and other countries. I have made many new friends and have been exposed to a variety of rich cultures.

During this past summer, I made two extensive trips, one to the South and South Central U.S. and the other to the Midwest and Northwest. In both of these trips, I was often joined by AVPers from the locality in which I was visiting to work together in offering an AVP workshop. This was also enriching because I find that we have so much to learn from one another as we pursue this work. Sometimes there was

neither time or personnel to do a workshop, so I would do a one or two hour presentation on what AVP was all about. Universally the response was one of great enthusiasm and a desire to know more. Such a presentation in Nashville produced two participants who traveled to Little Rock for a Basic Workshop being conducted there. This later translated into a request by Nashville Meeting for a workshop of their own so that they could get started with AVP in Tennessee.

In Shreveport, LA, where we have a wonderfully enthusiastic group of AVPers, we were able to do a Basic, have two video appearances and address the North Central Louisiana Association for Training and Development. From there it was on to San Antonio, TX where we we did another Basic with the assistance of AVPers in Texas and then on to Dallas for a presentation on AVP at the Peace Center. They had a Basic scheduled a few weeks hence. Next it was on to Stillwater, OK where we first did a Community Basic and then an overflowing Basic (we had to turn people away) at the annual gathering of Friends General Conference.

My next trip west was interspersed by an AVP interest group at the Triennial Sessions of Friends United Meeting at Hamilton College, NY. My first stop west was Laramie, WY where there was a gathering of Wyoming AVPers. We had a very fruitful evening together sharing ideas, problems and solutions. From there it was on to Missoula, MT, with a brief stop at Yellowstone National Park on the way.

In Missoula we did their first Second Level and also got out to the prison to talk about
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AVP and get arrangements setup for their first prison workshop. They will have someone coming from the State of Washington to help them with this. It is marvelous now the support resources that AVP has all around the nation. From Missoula, it was back east, via Glacier Park where I had a brush with a bear, to Bismarck, ND where I did an AVP presentation. We had a 9 year old boy in the group, who after I had demonstrated Big Wind Blows wanted to do more L & Ls, so he taught us Duck, Duck, Goose (a version of Howdy, Howdy, Howdy). It was a great evening and they want to pursue the program further with well trained AVPers in South Dakota.

My next stop on this trip was in St. Paul, MN where we did another Second Level. They have an enthusiastic group there as well who are trying to build up the strength to start with prison workshops. Then my travels took me south to St. Louis where with the help of Gertrude Marshall from Columbia,

MO we gave St. Louisans their first Basic. The growth of the program there should help a good deal to strengthen the program in Missouri. Denver beckoned next for the Annual Meeting of AVP-USA where we had s most successful meeting putting the National Organization another step on its way. From there it was a marathon drive home in 48 hours with a restover in St. Louis on the way.

As a result of requests that came my way while attending a Quaker gathering in Ciudad Victoria, Mexico, my next trip will be to Mexico and Central America in early 1994. It will be a great source of comfort on this trip to have Mary Gray Legg as a traveling companion. We expect to be doing AVP workshops in Mexico City, Managua, Nicaragua, and possibly in Guatemala, location yet to be decided. In 1995, I may be traveling to Africa for the Ninth UN Crime Congress on on to Kenya and maybe the Union of South Africa.

Football Light & Lively by Steven Gielbeda, Sing Sing Correctional Facility

Purpose: To develop a spirit of cooperation in the group.

Materials: Two tennis balls for each team

Object: For each team to move as many tennis balls as possible across the finish line.

Procedure: Divide into teams of four. Each team of four will include three players and one ball placer. Draw a finish line on the floor about 10 or 12 feet from one wall using chalk or masking tape. Divide the area between the wall and the finish line into lanes, one lane for each team. The three players will then line up with their backs to the wall holding each other by the shoulders.

Give two tennis balls to each ball placer. The placer puts a tennis ball on the floor between the feet of the middle player and the two outside players.

The players must walk from the starting line to the finish line in step keeping the ball between the feet of the outside players and the middle player. To move the ball, players must move their feet in unison (like a three-legged race). If the players lose the ball, they must stop and the ball placer puts the ball between their feet again. After crossing the finish line, repeat the process. The team that gets the most balls across the finish line in five minutes wins.

AROUND AVP

News from New Zealand **AVP-Aotearoa**

by Phyl Short, AVP Aotearoa

In their first Annual Meeting on Labor Day (which is celebrated October 22-25 in New Zealand), AVPers from both the North and South Island gathered to plan the expanding program and discuss issues. Training more outside leaders is the first priority. Six regional subcommittees have been set up. Important issues are: maintaining voluntary attendance by inmates and an evaluation of the AVP program which is being done by Department of Justice psychologists.

AVP – Pennsylvania

by C. Lloyd Bailey, AVP Pennsylvania

Starting with one workshop on October 4, 1991, more than 40 AVP workshops have been held in Pennsylvania. The program has focused on two areas, prison inmates and drug rehab residents.

At Graterford Prison, monthly workshops have been held with excellent cooperation of the prison administration. Over 100 inmates have taken the training and 14 have become Inmate Trainers. Monthly AVP support groups have recently been established. The prison program is expected to expand as more trainers become available.

A pioneering AVP program has been established at "One Day at a Time" (ODAAT), a drug and alcohol treatment center in North Philadelphia with more than 700 residents. Organized by Sister Margaret McKenna and with the help of trainers from New York AVP, more than 20 workshops have been held. The AVP program has been integrated

into the rehabilitation process and a core of resident facilitators has been trained.

Three community workshops have also been held and AVP Pennsylvania appreciates the sponsorship of Gwynedd Monthly Friends Meeting and the Criminal Justice Committee of Philadelphia Yearly Meeting.

News from Peace Between People **AVP-Washington State**

by Lynn FitzHugh

Last year, the Peace Between People group conducted 17 AVP workshops. The program focuses on two prisons, the Washington State Reformatory and Twin Rivers, a correctional facility for sex offenders.

Peace Between People finds that there are requests for workshops from more prisons than ever and they need more trainers to meet the opportunities.

The Washington State group finds Advanced Workshops a special challenge and they have frequently developed new exercises to meet the themes chosen by the participants. Half a dozen of these exercises have been published in the Transformer.

Since Peace Between People no longer has paid staff, volunteers now handle all administration. Workshops are organized on an annual schedule. One person puts together all the teams for the year and the other handles all liaison with the prisons.

AVP – Montana

After 1 1/2 years of work by Tom Javins, Steve Angell and others, the first AVP workshop was held at Montana State Prison on October 15 to 17. A continuing program at the prison is planned.

AVP FORUM

How to Halt Process

from Marge Schlitt, AVP New York

1. Treat all views expressed as possessing equal weight
2. Do not discriminate between facts and beliefs. Allow no criticism of anyone's beliefs. Criticism is intended to get you to change your mind and you have a right to keep on thinking as you please.
3. Guilt is essential to group cohesiveness. Be sure that individuals understand that their concerns must give way to the needs of the community.
4. Be sure to compliment and attack at the same time. Double-binds buy you friends who will seek only your "kindness" and confound your enemies who'll be desperate as they try to deny your good intentions.
5. Never participate in any discussions except for process discussions and then set rules which prevent people from talking about uncomfortable subjects. Always be the mediator.
6. When the going gets rough, change the subject. Never come back to it.
7. When someone shows insensitivity to another, tell the victim that the attacker "did not know that would hurt you."
6. Always insist that the teller of uncomfortable truths make the apology.
9. If someone leaves the group out of frustration, blame it on her/him. get on with what you wanted to talk about.
10. Never allow appeals to common sense, compassion or good manners. Analyze conflict using popular psychology instead. "Venting" is always an excuse for boorish behavior.
11. Remember that you are doing this for the good of the group.
12. Deny that you use these rules.

AVP Quiz on Violence

1. Where would you have the greatest chance of being murdered?

<input type="checkbox"/> Northern Ireland	<input type="checkbox"/> Italy
<input type="checkbox"/> U.S.A.	<input type="checkbox"/> Australia
2. Where do you have the least chance of being murdered?

<input type="checkbox"/> Atlanta	<input type="checkbox"/> New York
<input type="checkbox"/> Washington D.C.	<input type="checkbox"/> Detroit
3. Who is more likely to murder you?

<input type="checkbox"/> Family members	<input type="checkbox"/> Co-workers
<input type="checkbox"/> Friends	<input type="checkbox"/> Strangers
4. If you are an African American man, what is your chance of being murdered before you are 20 years old?

<input type="checkbox"/> One in 1,000	<input type="checkbox"/> One in 20
<input type="checkbox"/> One in 100	<input type="checkbox"/> One in 12
5. If you are a woman living in the United States, what is your chance of being raped in your lifetime?

<input type="checkbox"/> One in 1,000	<input type="checkbox"/> One in 20
<input type="checkbox"/> One in 100	<input type="checkbox"/> One in 12
6. How many high school seniors in the USA have been in a conflict where someone was injured seriously enough to need medical treatment.

<input type="checkbox"/> 1%	<input type="checkbox"/> 7%
<input type="checkbox"/> 3%	<input type="checkbox"/> 11%
7. How many high school seniors in the USA have ever hit a teacher?

<input type="checkbox"/> 0.2%	<input type="checkbox"/> 1.9%
<input type="checkbox"/> 0.5%	<input type="checkbox"/> 3.1%
8. The number of state and federal prison inmates in the United States is equal to the population of which city?

<input type="checkbox"/> Baltimore	<input type="checkbox"/> Denver
<input type="checkbox"/> Minneapolis	<input type="checkbox"/> Seattle

Answers on page 11

AVP FORUM

A Voice From Australia

Trainers Should not be Paid

by Jan de Voogd, AVP New South Wales

First and foremost, any trainer presenting and AVP workshop in a prison should clearly be identified as being an "outsider." This means someone completely free from and outside the prison system. I believe it is the fact that we are non partisan (and our coming as volunteers underlines that) which establishes our credentials and our trustworthiness.

If we were paid, we would be expected to be under control of the person or institution

that paid us. Our motives for coming would become confused and our motivation to teach nonviolence and Transforming Power less clear to inmates and prison staff. The inmates might well be excused for thinking "Oh, they are doing it for the money" or "the money comes from the government." If that happens we would be seen as "part of the system" and our effectiveness would be severely compromised.

Another voice in the continuing debate on payment of trainers

Why AVP Should Consider Paying Trainers

by James Forgione, Inside Coordinator at Sing Sing

Fundamentalism exists in all walks of life. Those who cling to the "American College Dictionary's" definition of a volunteer, or the world's view of the term are not looking at the big picture. A volunteer is so much more than a definition. For anyone who makes a difference in the life of another cannot have their worth placed in a definition.

A stipend is a viable means of enabling qualified trainers do workshops. A comparison can be made with athletics where an amateur is able to compete because of a stipend while retaining their amateur status. Who in AVP has the right to tell a qualified trainer who wants to use their gifts in facilitating a workshop that the quality of the workshop would suffer because a stipend is provided? What

about the mother who needs the stipend to pay for a baby-sitter in order for her to do a workshop? What about the Trainer who has to take off from work without pay to do a workshop? Or the ex-inmate who can't work their second job because of a workshop? It becomes obvious that there are legitimate needs for a stipend, and the issue should not be dismissed without further review.

I believe that a stipend would not change a caring, qualified trainer anymore than being reimbursed for expenses currently does, that is to say, that it would not alter that individual. Let's take a look at the stipend issue, and perhaps institute a pilot program that offers a stipend on a case by case basis. Let's be flexible in cases of financial need.

 AVP FORUM

Some Thoughts on Shared Leadership

by Jan de Voogd, AVP New South Wales, Australia

When we were planning the first workshop in NSW (New South Wales) by the newly trained AVP Sydney AVP trainers, Jerome asked me whether I would be the lead trainer. I quickly decided to decline because that being in a leadership position brings out the worst in me. I knew I would accept too much responsibility and thereby take too much control and authority. This would, in turn, stifle the potential of the other team members.

I also knew shared leadership would lead to more personal growth and better team dynamics. So far, we have run all our workshops in NSW without lead trainers. However, shared leadership does not work automatically and only works when all the members of the team respect and trust each other, support each other and work cooperatively. Awareness and acceptance of basic leadership tasks seemed to be essential so I put them down on paper for our group.

Much of my inspiration comes from Katrina Shields' book "In the Tiger's Mouth." She puts it so well so I must acknowledge her wisdom. "Leadership is a willingness to think about the group as a whole and to offer some direction and influence in helping the group to meet its goals."

A "Quaker" or Friend would include in leadership "the ability to read the meeting" or to know the sense of the meeting. Leadership includes "gifts" e.g., the gift of discernment or the ability to hear what

people are really saying and to know where they are coming from.

Leadership can be seen as a number of tasks, which are vital to good group functioning and reaching set goals.

Some group maintenance and awareness functions are:

1. Process and planning
2. Sharing skills and knowledge of procedures
3. Following up, corresponding, keeping accounts
4. Record keeper/note taker
5. Keeping meetings within time constraints
6. Monitoring emotions and feelings
7. Monitoring participation
8. Supporting, encouraging and motivating
9. Clarifying
10. Questioning and critically appraising
11. Anticipating problems and difficulties
12. Mediation and listening skills.
13. Appreciating the objectives and culture of the group
14. Summing up decisions/confirming agreements
15. Celebration of achievement
16. Welcoming newcomers and maintaining an inclusive culture

The "Shared Leadership" process is new to NSW and Jan de Voogd would appreciate your comments. You may send comments or your experiences to: Jan de Voogt, c/o Friends Meeting House, 119 Devonshire St. Surry Hills, NSW 2010, AUSTRALIA

AVP EXERCISE

Exploring Anger and its Roots

by Nic Fine, AVP United Kingdom

"I have usually learnt about anger in a terrible way. Here I have learnt in a supportive way... and even had a few laughs."

"When I don't let my feelings out violently, the pain is still there. All the pent up feelings, the anger is still there."

"We show anger as part of our defense. To show other emotions makes us vulnerable."

These comments were made by participants in the recent Advanced Workshop in Grendon Prison. The "Roots of Anger Exercise" was particularly helpful. We divided it into three parts which were facilitated in different sessions of the workshop. First, we explored anger in general, then we looked at our own anger, and finally the anger we face from others. It was good spreading the intensity of the exercise and allowing time for reflection.

Roots 1 We started with a brainstorm. In small groups participants put their immediate responses to the word "anger" down on a large sheet. All together we then compared lists looking for similarities and differences, and for responses which related anger in terms of feelings, situations and actions. We then drew a tree trunk at the top of a clean sheet. This represented "anger." We asked participants to identify the main roots that feed the "anger." We drew these different roots with words or phrases describing each root.

Roots 2 The key question we explored in this part was: What lies at the root of our own anger? We approached this in four

stages. We asked each participant to think of a situation about which they were feeling angry. If they could not think of a current situation, they could choose one from the past. On index cards they wrote down their responses, for example: "I felt angry when my contribution at the meeting was ignored." We shared the idea that anger and hurt are often two sides of the same coin.

We asked participants to write a further response to their situation, for example: "I felt hurt because it seemed that nobody valued my opinion."

We asked everybody to try and identify an unmet need that lies beneath the hurt they experienced, for example: "I need to be respected by my colleagues." We asked if they could identify a hidden fear alongside their need, for example: "I feared that they would never respect me." (Participants could write whole sentences, key words or they could quietly reflect on the above questions).

We then shared our responses in pairs, with partners helping each other answer any of the questions they may have found difficult. All together we reflected on the experience of the exercise. It helped us to discover the hurt, needs and fears underlying a personal experience of anger. This was an important step in facing the anger of others and to understand what lies beneath our own anger. We could respond to the hurt, needs and fears of another person rather than focusing on their anger. In the third part of this exercise we had an opportunity to practice communicating in this way.

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AVP EXERCISE

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Roots 3 The key question here was: What lies at the root of the anger we receive from others? We asked participants to think of a time they faced someone else's anger. We then asked them to imagine what the hurt, the unmet needs and fears of the other person might have been. Participants shared in

small groups. In our groups we then practiced the things we could say in these situations to de-escalate the tension and to let the other person know we want to understand the feelings behind the anger. We supported and encouraged each other to find responses which would communicate with compassion when tempers are running high.

Answers to Quiz

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1. You have the greatest chance of being murdered in the U.S.A. The homicide rate in the U.S. is 9.4 per hundred thousand people, nearly twice the rate of Northern Ireland.
2. New York City is the safest place with a homicide rate of 31 per hundred thousand, lowest of the cities listed. Washington D.C. has the highest rate with 77 per hundred thousand. Atlanta is 59 and Detroit is 57.
3. Approximately forty percent of homicides are committed by family members.
4. An African American man has one chance in twenty of being murdered before the age of twenty.
5. A woman in the United States with a life expectancy of 79.2 years, has one chance in twenty of being raped in her lifetime.
6. In a federal survey, 11.1% of high school seniors said that they had been in a conflict in which someone was injured seriously enough to need medical treatment.
7. In the national survey, 1.9% of high school seniors said that they had hit a teacher.
8. The number of prison inmates in the United States is 738,894 and the population of the city of Baltimore is 736,000. All the other cities listed are smaller than Baltimore.

Letter to Trainers

Dear AVP Trainer,

We are asking for your help in order to continue publishing the Transformer. Only one third of AVP trainers have subscribed. Transformer subscriptions are the only source of income for AVP-USA.

AVP volunteers joyfully spend many hours in putting on workshops, as well as doing administrative work normally done by paid staff. However, the post office will not trade hours of mail sorting for mailing 1,000 Transformers. Nor will our copy center accept training of its staff in conflict resolution in exchange for printing 1,000 copies.

We need a \$15.00 contribution from you. If you can't afford \$15.00, perhaps you can send \$5.00 or \$10.00. Perhaps you could send \$25.00 or \$30.00 to help send the Transformer to someone else including the inmates who receive the Transformer free. However you decide to help, your contribution is a statement that you support AVP and want it to continue.

Peace,

Deborah Wood
AVP-USA Board

Please make checks payable to AVP and send to:
Fred Feucht, 88 Mountain Rd., Pleasantville, NY 10570

AVP FORUM

Book Review

Deadly Consequences:

A Professional View on the Dynamics of Violence

"Deadly Consequences" by Deborah Prothrow-Stith, MD, Harper Doubleday, 1991

Traditionally, violence has been seen as a problem of morality, law and criminal justice. Today, violence is increasingly being seen as a public health problem. Public health officials are looking at the psychological, social, economic and educational causes. This is a totally new way of looking at violence.

Dr. Deborah Prothrow-Stith presents the dynamics of violence in an especially vivid and comprehensive way. Dr. Prothrow-Stith, an African-American woman specializing in adolescent medicine who practiced in low income neighborhoods in Boston, has seen violence first hand and dealt with the victims of violence. This led her to develop innovative youth violence prevention programs. Serving two years as the Massachusetts Commissioner of Public Health gave her a broad view on the complexity of the social problem of violence. Dr. Prothrow-Stith is now Assistant Dean at the Harvard School of Public Health.

Among the topics that her book covers are:

Free-Floating Anger

The background of free-floating anger resulting from racism, poverty and lack of opportunity that pervade our urban ghettos. This underlying anger serves as the breeding ground for the explosive violence we encounter today.

The Gun Culture

The American tragedy of the gun culture is resulting in the untimely death of a generation young black males. The easy availability of handguns in the U.S is only part of the cause. In Switzerland where all adult males under 50 are in the military reserves, there is a gun in nearly every household, yet there were only 31 handgun deaths in 1985. In the United States there were 8,092 handgun deaths in the same year. In Great Britain there were eight!

Violence in the Media

Social learning theory shows how aggression has become learned behavior in our society. Violence is modeled in the family and by peers starting at a pre-school age. The media play an increasing larger role in child development as TV replaces the parent. Studies show how violence in the media affect the values of children. The mechanisms of disinhibition fostered by exposure to violence in the media work to desensitize our young children to violence in their lives.

Adolescent Development

The normal process of adolescent development makes teenagers especially vulnerable to violent behavior.

1. Separating from the Family – Normal individuation and separation often lend themselves to the rejection of all authority.
 2. Forging a Sexual Identity – The need to develop a sexual identity and adolescent
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AVP FORUM

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narcissism often combine in a "macho" code of sexual behavior. This blocks feelings of empathy and leads young men to treat the women as objects.

3. Preparing for the Future – Growing up in an environment with a lack of education and opportunity, the healthy step of developing a sense of a personal future is often replaced by living for instant gratification.

4. Developing a Moral Value System – The normal three stage development of a moral value system is often blocked. The teenage feelings of immortality and risk taking combine to create deadly consequences in terms of teen pregnancy, drug use, AIDS and homicide.

Joblessness, poverty and drugs often interact to make young Black men an endangered species.

Gangs, Drugs and Violence

Teen gangs fill the adolescent needs for identity. Understanding the types of gangs is important in developing interventions:

Scavenger Gangs that are informal groups that develop from young men hanging out. They generally lack of structure or goals.

Territorial Gangs that are concerned primarily with turf and are highly organized. Initiation ceremonies and "colors" help to insure loyalty. Fighting rival gangs is their major activity. They may or may not be involved in drug traffic.

Corporate Gangs exist to do business at a maximum profit, usually in the distribution of drugs. They are often wholesalers who use Scavenger Gangs and Territorial gangs as retailers. They are usually highly dis-

ciplined, well organized, secretive and punishment is frequently ruthless.

The Public Health Approach

Public health officials offer a multi-tiered strategy of violence prevention using methods borrowed from disease control:

Primary prevention strategies are designed to reduce health problems in the general population.

Secondary intervention strategies are aimed at people who are at risk.

Tertiary prevention strategies focus on preventing those that are already ill from becoming sicker.

Dr. Prothrow-Stith's book offers insight about the problems of violence which can be helpful to every AVP trainer, and as AVP grows it may provide a guide for future program development.

Keeping in Touch

We all seem to need a regular diet of awareness of the good things that happen in AVP workshops, and what it's all about. The New York AVP Newsletter, with human interest stories along these lines, has long been published to fill that bill. Today, as AVP grows there are with multiple newsletters like this, including one from the U.S. West Coast, one from Canada and one from England. So share your inspired moments and help other by writing of an "I was there" type of story for the newsletter that serves you. If there is not a more local newsletter serving you, ask to be put on the mailing list for the original AVP Newsletter, by contacting Jim Richards, c/o the AVP-New York office, 3049 E. Genesee St., Syracuse, NY 13224.

AVP VIEWPOINT

Some Thoughts on Power and Authority

by Christine Malmgreen, AVP New York

Power, it would seem many agree, is neutral. It is a source of strength, an energy that does work. The use, nature and preposition employed with the word "power," can make it not neutral, but rather politically charged.

Power over implies an imbalance of power, with the one on top being more, the other on the bottom being less powerful. Being on the bottom of the situation, we often call up power against some foe, hence power becomes an opposing force, or opposing forces in tension with each other. It may also be a liberating force when power becomes the strength to over-come. If we join forces with others, we combine our own power with others and use it for something.

Gaining power through someone or to do something indicates an empowering process. The end result is an individual, or group, enabled to perform a desired action or maintain a lifeway. For example, "through on-the-job training, I was able to increase my skills and keep my job when automation came in." or "through my relationship with my counselor, I have learned to deal better with life's problems and stay off drugs." A group might say, "through conscious-raising work, we increase our social power."

Power in or by, as in "by the power vested in me I now pronounce you...", implies authority. That authority may be derived from special knowledge, skills, or social standing. Authority, then, is different from power. It is rather, based on a social right or privilege.

Historically, the title and/or position of father in our culture has borne within itself, the privilege, responsibility and expectation

of authority. The role has power vested, ascribed and socially bound in it. Fathers have power over their offspring. In a patriarchal culture, fathers have power over their spouses, servants, slaves and concubines. They own land and control resources that they must defend. Inherent in patriarchal culture is a prevalence of power-over strategies used for decision making. This is reinforced by and embodied in the social values, "might makes right," "majority rules" and "may the best man win." Competition is the primary modus operandi.

Alternatives exist to patriarchal decision-making strategies (such as Robert's Rules). One is a Feminist process (Chin & Wheeler, 1989) which includes alternative social mores, values and mechanisms that attempt to create power with. Feminist process has embraced, among other caring strategies, the use of consensus for corporate decision-making. Collaboration is a characteristic that describes Feminist process. Cooperative action, based on what the community considers its best interest, is the operating principle. What is in the best interests of the community may be at odds with what is best for the individual.

An attempt is made to incorporate the needs of each member when considering a course of action. Decisions are made in sensitivity to real and tangible needs, not wants. The process preserves the integrity of the individual as it provides a place for feelings to be expressed. Each member is nurtured. All are encouraged to distinguish opinion from emotion in relationship to decisions under consideration. *continued on next page*

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Strategies designed to assist in this discernment process are learned and developed by group members. For example, it is the responsibility of each member to learn the role of the convenor. Brainstorming is a technique designed to distance an idea from an emotional attachment in the suggester to that idea, and soften the later judgment of evaluation of the idea. Checking-in reminds the group that we are subject to influences from the environment.

Compared with the patriarchal model, the concept of authority is radically different in the Feminist process. In Feminist process, authority is that which is Known. Authority is based on the premise that each of us knows intuitively what is best for ourselves. We are, therefore, individual authorities on our own needs, wants and desires and how to best get them met. We come together for the common good and struggle together for the authority to act cooperatively. I can only determine what I Know, and can speak authoritatively on what I need and will accept or give to others.

In a Feminist process framework, authority is derived from the individual rather than from society. Each one determines what authority to cede to others in matters of her own person. For example, each of us has a right to decide on what is an optimal state of well-being, on an adequate health care source and provider, or who is an appropriate teacher for us; we determine what to do with our own bodies. The law exists to protect and preserve that right. Rules become re-distributive rather than retributive. This is perhaps the most sub-

versive concept (to patriarchal structures) in Feminist process. Feminist process is not a new idea. It is centuries old. It has been kept alive in some form by people who value a balance between individual freedom and corporate responsibility. Developing Knowing in a Feminist context involves unlayering un-Knowing. Un-Knowing is a heritage of years, centuries of oppression under patriarchal rule.

Authority, then, has two sources or aspects: an internal or personal, an external or societal. In our culture, this dynamic tension gives rise to ambivalence about authority. The father is a primary symbol of authority in our culture. Treatises have been written about this, for example, Freud's "Civilization and its Discontents." Understanding Authority – the sources from which it derives, the symbols and myths about it embedded in the culture we swim in, the power it represents and our individual and unique responses to it – will go a long way in our struggle to transform its grip on us.

Reference: "Peace and Power: A Handbook of Feminist Process" by Peggy Chin and Charlene Wheeler

For a different perspective on power, see the talk outlined on page F-14 of the Advanced Manual covering six levels of power:

1. *Exploitive Power: Power over*
2. *Manipulative Power: Power over*
3. *Competitive Power: Power against*
4. *Nutrient Power: Power for*
5. *Shared Power: Power with*
6. *Transforming Power: Power that acts through*

If you have other viewpoints on the issue of power, please send you comments to the editor for publication in future issues.

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