

The Need for a Culture of Peace

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A time of crisis for civilization

Modern science has, for the first time in history, offered humankind the possibility of a life of comfort, free from hunger and cold, and free from the constant threat of death through infectious disease. At the same time, science has given humans the power to obliterate their civilization with nuclear weapons, or to make the earth uninhabitable through overpopulation and pollution. The question of which of these paths we choose is literally a matter of life or death for ourselves and our children.

Will we use the discoveries of modern science constructively, and thus choose the path leading towards life? Or will we use science to produce more and more lethal weapons, which sooner or later, through a technical or human failure, may result in a catastrophic nuclear war? Will we thoughtlessly destroy our beautiful planet through unlimited growth of population and industry? The choice among these alternatives is ours to make. We live at a critical moment of history - a moment of crisis for civilization.

The main problem that civilization faces today is a problem of contrasts in speed. Science and technology move forward with lightning-like speed, but our political and educational institutions are slow to change. When Albert Einstein heard the news of the tragic destruction of Hiroshima, he said "Everything has changed except our way of thinking." Expressing the same thought, but in more detail, the Nobel laureate biochemist Albert Szent-Györgyi once wrote:

"The story of man consists of two parts, divided by the appearance of modern science at the turn of the century. In the first period, man lived in the world in which his species was born and to which his senses were adapted. In the second, man stepped into a new, cosmic world to which he was a

complete stranger.... The forces at man's disposal were no longer terrestrial forces, of human dimension, but were cosmic forces, the forces which shaped the universe. The few hundred Fahrenheit degrees of our flimsy terrestrial fires were exchanged for the ten million degrees of the atomic reactions which heat the sun."

"This is but a beginning, with endless possibilities in both directions - a building of a human life of undreamt of wealth and dignity, or a sudden end in utmost misery. Man lives in a new cosmic world for which he was not made. His survival depends on how well and how fast he can adapt himself to it, rebuilding all his ideas, all his social and political institutions."

"...Modern science has abolished time and distance as factors separating nations. On our shrunken globe today, there is room for one group only - the family of man."

New ways of thinking are urgently required to deal with the threat of nuclear weapons. The need for new ways of thinking implies a need for new modes of education. An enormous task for the future will face the students now passing through our educational systems. Their great task for the future will be to eliminate the institution of war and to replace it by humane governance and an equitable system of laws at the global level.

Education for world citizenship

Besides a humane, democratic and just framework of international law and governance, we urgently need a new global ethic, - an ethic where loyalty to family, community and nation will be supplemented by a strong sense of the brotherhood of all humans, regardless of race, religion or nationality.

Educational reforms are urgently needed, particularly in the teaching of history. As it is taught today, history is a chronicle of power struggles and war, told from a biased national standpoint. Our own race or religion is superior; our own country is always heroic and in the right.

We urgently need to replace this indoctrination in chauvinism by a reformed view of history, where the slow development of human culture is described, giving adequate credit to all who have contributed. Our modern civilization is built on the achievements of many ancient cultures. China, Japan, India, Mesopotamia, Egypt, Greece, the Islamic world, Christian Europe, and the Jewish intellectual traditions all have contributed. Potatoes, corn, squash, vanilla, chocolate, chili peppers, pineapples, quinine, etc. are gifts from the American Indians. Human culture, gradually built up over

thousands of years by the patient work of millions of hands and minds, should be presented as a precious heritage - far too precious to be risked in a thermonuclear war.

The teaching of history should also focus on the times and places where good government and internal peace have been achieved, and the methods by which this has been accomplished. Students should be encouraged to think about what is needed if we are to apply the same methods to the world as a whole. In particular, the histories of successful federations should be studied, for example the Hanseatic League, the Universal Postal Union, the federal governments of Australia, Brazil, Germany, Switzerland, the United States, Canada, and so on. The recent history of the European Union provides another extremely important example. Not only the successes, but also the problems of federations should be studied in the light of the principle of subsidiarity. The essential features of federations should be clarified.

The education of economists and businessmen needs to face the problems of global poverty - the painful contrast between the affluence and wastefulness of the industrial North and the malnutrition, disease and illiteracy endemic in the South. Students of economics and business must look for the roots of poverty not only in population growth and war, but also in the history of colonialism and neocolonialism, and in defects in global financial institutions and trade agreements. They must be encouraged to formulate proposals for the correction of North-South economic inequality.

The economic impact of war and preparation for war should be included in the training of economists. Both the direct and indirect costs of war should be studied, for example the effect of unimaginably enormous military budgets in reducing the money available to solve pressing problems posed by the resurgence of infectious disease (e.g. AIDS, and drug-resistant forms of malaria and tuberculosis); the problem of population stabilization; food problems; loss of arable land; future energy problems; the problem of finding substitutes for vanishing nonrenewable resources, and so on. Many of these problems were discussed at a recent conference of economists in Copenhagen, but the fact that all such global emergencies could be adequately addressed with a fraction of the money wasted on military budgets was not discussed.

Finally, economics curricula should include the problems of converting war-related industries to peaceful ones - the problem of beating swords into plowshares. It is often said that our economies are dependent on arms industries. If this is so, it is an unhealthy dependence, analogous to drug addiction, since arms industries do not contribute to future-oriented infras-

tructure. The problem of conversion is an important one. It is the economic analog of the problem of ending a narcotics addiction, and it ought to be given proper weight in the education of economists.

Law students should be made aware of the importance of international law. They should be familiar with its history, starting with Grotius and the Law of the Sea. They should know the histories of the International Court of Justice and the Nüremberg Principles. They should study the United Nations Charter (especially the articles making war illegal) and the Universal Declaration of Human Rights, as well as the Rome Treaty and the foundation of the International Criminal Court. They should be made aware of a deficiency in the present United Nations - the lack of a legislature with the power to make laws that are binding on individuals.

Students of law should be familiar with all of the details of the World Court's historic Advisory Opinion on Nuclear Weapons, a decision that make the use or threat of use of nuclear weapons illegal. They should also study the Hague and Geneva Conventions, and the various international treaties related to nuclear, chemical and biological weapons. The relationship between the laws of the European Union and those of its member states should be given high importance. The decision by the British Parliament that the laws of the EU take precedence over British law should be a part of the curriculum.

Professors of theology should emphasize three absolutely central components of religious ethics: the duty to love and forgive one's enemies, the prohibition against killing, and the concept of universal human brotherhood. They should make their students conscious of a responsibility to give sermons that are relevant to the major political problems of the modern world, and especially to relate the three ethical principles just mentioned to the problem of war. Students of theology should be made conscious of their responsibility to soften the boundries between ethnic groups, to contribute to interreligious understanding, and to make marriage accross racial and religious boundries more easy and frequent.

In teaching science too, reforms are needed. Graduates in science and engineering should be conscious of their responsibilities. They must resolve never to use their education in the service of war, nor for the production of weapons, nor in any way that might be harmful to society or to the environment.

Science and engineering students ought to have some knowledge of the history and social impact of science. They could be given a course on the history of scientific ideas, and in connection with modern historical devel-

opments such as the industrial revolution, the global population explosion, the development of nuclear weapons, genetic engineering, and information technology, some discussion of social impact could be introduced. One might hope to build up in science and engineering students an understanding of the way in which their own work is related to the general welfare of humankind, and a sense of individual social and ethical responsibility. These elements are needed in science education if rapid technological progress is to be beneficial to society rather than harmful.

The changes just mentioned in the specialized university training of historians, economists, businessmen, lawyers, theologians, scientists and engineers should have a counterpart in elementary education. The basic facts about peace and war should be communicated to children in simple language, and related to the everyday experiences of children. Teachers' training colleges ought to discuss with their student-teachers the methods that can be used to make peace education a part of the curriculum at various levels, and how it can be related to familiar concepts. They should also discuss the degree to which the painful realities of war can be explained to children of various ages without creating an undesirable amount of anxiety.

Peace education can be made a part of the curriculum of elementary schools through (for example) theme days or theme weeks in which the whole school participates. This method has been used successfully in many European schools. During the theme days the children have been encouraged to produce essays, poems and drawings illustrating the difference between peace and war, and between negative peace and positive peace. Negative peace is merely the absence of war. In positive peace, neighboring nations are actively engaged in common projects of mutual benefit, in cultural exchanges, in trade, in exchanges of students and so on. Another activity has been to list words inspired by the concept "peace", rapidly and by free association, and to do the same for the concept "war". Drama has also been used successfully in elementary school peace education, and films have proved to be another useful teaching aid.

The problems of reducing global inequalities, of protecting human rights, and of achieving a war-free world can be introduced into grade school courses in history, geography, religion and civics. The curriculum of these courses is frequently revised, and advocates of peace education can take curriculum revisions as opportunities to introduce much-needed reforms that will make the students more international in their outlook. The argument (a true one) should be that changes in the direction of peace education will make students

better prepared for a future in which peace will be a central issue and in which they will interact with people of other nations to a much greater extent than was the case in previous generations. The same can be said for curriculum revisions at the university level.

UNESCO and the Culture of Peace

Advocates of education for peace can obtain important guidance and encouragement from UNESCO - the United Nations Educational, Scientific and Cultural Organization. The Constitution of UNESCO, was written immediately after the end of the Second World War, during which education had been misused (especially in Hitler's Germany) to indoctrinate students in such a way that they became uncritical and fanatical supporters of military dictatorships. The founders of the United Nations were anxious to correct this misuse, and to make education instead one of the foundations of a peaceful world. One can see this hope in the following paragraph from UNESCO's Constitution:

“The purpose of the Organization is to contribute to peace and security by promoting collaboration among nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.” In other words, UNESCO was given the task of promoting education for peace, and of promoting peace through international cooperation in education.

During the time when he was Secretary-General of UNESCO, Federico Mayor Zaragoza of Spain introduced the concept of a *Culture of Peace*. He felt, as many did, that civilization was entering a period of crisis. Federico Mayor believed this crisis to be as much spiritual as it was economic and political. It was necessary, he felt, to counteract our present power-worshipping culture of violence with a Culture of Peace, a new set of ethical and aesthetic values, habits and customs, attitudes towards others, forms of behavior and ways of life that express respect for life and for the dignity and human rights of individuals, as well as a rejection of violence. Mayor and UNESCO implemented this idea by designating the year 2000 as the International Year of the Culture of Peace.

In addition, Federico Mayor and UNESCO initiated a Campaign for the Children of the World, and this eventually developed into the International

Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010). In support of this work, the UN General Assembly drafted a Program of Action on a Culture of Peace (53rd Session, 2000). The Program of Action obliges its signatories to “ensure that children, from an early age, benefit from education on the values, attitudes, modes of behavior and ways of life to enable them to resolve any dispute peacefully and in a spirit of respect for human dignity and of tolerance and non-discrimination”, and to “encourage the revision of educational curricula, including textbooks...”

Just as this program was starting, the September 11 terrorist attacks gave an enormous present to the culture of violence and war, and almost silenced the voices speaking for a Culture of Peace. However, military solutions have never provided true security, even for the strongest countries. Expensive and technologically advanced weapons systems may enrich arms manufacturers and military lobbies, but they do not provide security - only an unbelievably expensive case of the jitters. By contrast, the Culture of Peace can give us hope for the future.

Use and misuse of the mass media

The rapid advance of science and technology gave civilization a life-threatening illness - nuclear weapons, but it also gave us the means by which the illness could be cured. If we only used them properly, our enormously powerful mass media could be a force for peace and global solidarity. The mass media must be recognized as an extremely important part of our total educational system. Their vast influence must be used in the service of peace. Today, unfortunately, the mass media are most often misused in the service of the institution of war.

In the mid-1950's, television became cheap enough so that ordinary people in the industrialized countries could afford to own sets. During the infancy of television, its power was underestimated. The great power of television is due to the fact that it grips two senses simultaneously, both vision and hearing. The viewer becomes an almost-hypnotized captive of the broadcast. In the 1950's, this enormous power, which can be used both for good and for ill, was not yet fully apparent. Thus insufficient attention was given to the role of television in education, in setting norms, and in establishing values. Television was not seen as an integral part of the total educational system.

Modern young people are totally surrounded by a world of television and film images, they accept this world as their own. Unfortunately the culture

of television, films and computer games is more often a culture of violence than a culture of peace.

Computer games designed for young boys often give the strongest imaginable support to our present culture of violence. For example, a game entitled "Full Spectrum Warrior" was recently reviewed in a Danish newspaper. According to the reviewer, "...An almost perfect combination of graphics, sound, band design, and gameplay makes it seem exactly like the film Black Hawk Down - with the player as the main character. This is not just a coincidence, because the game is based on an army training program. ... Full Spectrum Warrior is an extremely intense experience, and despite the advanced possibilities, the controls are simple enough so that young children can play it. ... The player is completely drawn into the screen, and remains there until the end of the mission." The reviewer gave the game six stars (the maximum).

If entertainment is evaluated only on the basis of popularity, what might be called "the pornography of violence" gets high marks. However, there is another way of looking at entertainment. It is a part, and a very important part, of our total educational system.

Today we are faced with the task of creating a new global ethic in which loyalty to family, religion and nation will be supplemented by a higher loyalty to humanity as a whole. In case of conflicts, loyalty to humanity as a whole must take precedence. In addition, our present culture of violence must be replaced by a culture of peace. To achieve these essential goals, we urgently need the cooperation of the mass media.

One is faced with a dilemma, because on the one hand artistic freedom is desirable and censorship undesirable, but on the other hand some degree of responsibility ought to be exercised by the mass media because of their enormous influence in creating norms and values. Even today, there exists some degree of self-restraint on the part of the entertainment industry. There is a self-imposed code according to which incitement to racial prejudice is not allowed. Today, when a figure of authority, for example a judge, is shown in a film or on a television program, the judge is likely to be a member of a minority group. One can hope for future restraint in the depiction of violence and war, and in the depiction of international conflicts.

Of course we cannot say to the entertainment industry, "From now on you must not show anything but David Attenborough and the life of Gandhi". However, it would be enormously helpful if every film or broadcast or computer game could be evaluated not only for its popularity and artistic merit, but also in terms of the good or harm that it does in the task of building a

peaceful world.

Why doesn't the United Nations have its own global television and radio network? Such a network could produce an unbiased version of the news. It could broadcast documentary programs on global problems. It could produce programs showing viewers the music, art and literature of other cultures than their own. It could broadcast programs on the history of ideas, in which the contributions of many societies were adequately recognized. At New Year, when people are in the mood to think of the past and the future, the Secretary General of the United Nations could broadcast a "State of the World" message, summarizing the events of the past year and looking forward to the new year, with its problems, and with his recommendations for their solution. A United Nations television and radio network would at least give viewers and listeners a choice between programs supporting militarism, and programs supporting a global culture of peace. At present they have little choice.

I would like to end by saying a few words about the internet. Because it is delocalized over many nodes and many computers, and because it is not centrally financed, the Internet is far more democratic than any other medium of communication. Governments and large corporations have succeeded in dominating most other media, either through direct political power or else through the power of money. Books, films, newspapers, magazines, television and schools, with only a few exceptions, all tend to reflect the point of view of the establishment. To find critical opinions or uncensored information, one must go to the Internet. Two especially heroic examples showing how the internet can be used in the service of peace are Jan Øberg's TFF website (www.transnational.org), and Holger Terp's Danish Peace Academy website (www.fredsakademiet.dk).