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### 1. Recent Events and Psychologists for Peace Activities

The last couple of months have been busy ones for PFP, with members around Australia celebrating the International Day of Peace and Global Ceasefire on September 21st, the APS Annual Conference (held jointly with the New Zealand Psychological Society), and other conferences and activities that our members have been involved in.

#### 2006 Peace Project Award Winner

This year there were 8 applicants for the Peace Project Award offered by the APS Psychologists for Peace interest group. As stipulated in the guidelines, selection of a winner was undertaken by a panel of three judges from different states in Australia.

We are pleased to announce that this year's winner was Peggy Koutsos from the School of Psychological Science at La Trobe University. Her Postgraduate diploma research entitled "Paths to interpersonal forgiveness: The role of personality, dispositional forgiveness and situational forgiveness" is supervised by Professor Eleanor Wertheim. Congratulations Peggy, and thanks to all applicants for your research efforts in topics relevant to Peace.

#### About Peggy's Research:

**Paths to interpersonal forgiveness: The role of personality, dispositional forgiveness and situational forgiveness**

While the topic of forgiveness has seen a surge of interest from various psychological disciplines over the past two decades, little research has explored the predictive and mediating relationships among a set of key determinants of forgiveness as posited by theory and research.

My study examined these relationships in a series of theoretical models by exploring the factors that promote forgiveness of others in a specific situation, as well as the factors that predict a person's disposition to forgive, with the aim of determining which factors explain unique variance in predicting forgiveness following a transgression.

In total, 128 respondents from Australia and New Zealand between the ages of 18 to 71, completed self-report measures and selected a significant other person to also report on similar characteristics of the respondent.

In path models, three factors independently predicted a greater willingness to forgive following a transgression, namely the offended party's disposition to forgive, the value they placed on the relationship with the transgressor and their expectation of the transgressor repeating the offence in the future. Findings also supported the idea that individuals who exhibit pro-social personality traits such as agreeableness and lower neuroticism, and those who consider themselves to be spiritual may have a greater disposition to forgive.

These findings may have implications for the development of conflict resolution strategies and counselling aimed at rebuilding relationships, by enhancing pro-social personality attributes, raising people's awareness of how much they may value these relationships and fostering positive expectations of other's future actions.

Honourable mention goes to Sowmya Devaraj from the University of New South Wales for a strong second place standing. Sowmya's BPsych thesis is "Application of the elaboration likelihood model to understand biases in credibility judgments made about Aboriginal individuals" and she is supervised by Associate Professor Jane Goodman-Delahunty.

### **Congratulations to the ERIS project – winners of the Robin Winkler Award for 2006.**

We are very pleased to congratulate Margot Trinder and Eleanor Wertheim and the ERIS project for winning the 2006 Robin Winkler Award. This award was established by the APS College of Community Psychologists to honour the work of Robin Winkler in the field of community psychology. It is intended to recognise excellence in a project in applied community psychology.

The Enhancing Relationships in School Communities (ERIS) project is a collaboration initiated by Psychologists for Peace (PFP, and Interest Group of the APS), and involving the University of Melbourne and La Trobe University, and was designed to provide support to primary schools for creating school communities that could resolve conflicts productively, address issues of cultural diversity positively, and enhance relationships among teachers, children and parents in the school community.

The project comprised an 18 month multi-component intervention in conflict resolution (CR) and cultural diversity (CD) and involved core teams from 12 schools. Project components included: 1) a professional development program for core staff teams from participating schools including teacher professional development program, and associated reflective activities to provide time for staff to thoroughly learn the skills of conflict resolution and reflect on cultural diversity issues; 2) consultant site visits to support school implementation and address the specific needs and issues of the individual school's students and community; 3) curriculum resources in conflict resolution and cultural diversity; and 4) resources for core teams to deliver on-site professional development to their school staff.

### **Killing Me Softly: The Conflict Resolution Conference – Preventing, Negotiating and Resolving Conflict in Your Community Organisation.**

Early in September in Melbourne, the Our Community organisation held a conflict resolution conference. Assoc Professor Eleanor Wertheim (former National Convenor of PFP) presented an excellent keynote address to the 200+ delegates from all over Australia. Dr Susie Burke facilitated a workshop session on collaborative problem solving, and Administrator Catherine Ryan staffed the PFP display stand where we presented and sold our posters and books. Between us all, it seemed from our many conversations with delegates that the material presented and our resources were a welcome input and support to the work of the schools and groups represented there.

### **Resource Price Rise**

Speaking of our posters and book resources, the time has unfortunately come where we need to have a price increase. We still believe these new prices compare well to other similar materials around, and have tried to keep the rise to a minimum. The Wise Ways to Win Book will now retail for \$15, and posters will be sold at \$12 each.

### **International Day of Peace and Global Ceasefire.**

State groups around Australia celebrated the day in a variety of ways. The South Australian Group marked International Day of Peace with 2 events. On the 21st, they met with members of other local peace groups and interested individuals, including representatives from the United Nations Group, the Grahame Smith Peace Foundation, Psychologists for Peace, and others for what was the first of a now-planned annual gathering. Over 70 organisations were invited, and the group hope that the event will become a regular way of sharing plans, actions and inspiration. On the following weekend, SA PFP shared a stall with MAPW and the Grahame Smith Peace Foundation, at a Celebration Fair for International Day of Peace in the Adelaide CBD, run by the Youth Hostels. Posters and badges were sold, conversations had and the music, food and info stalls made for a successful day.

The SA group also have a copy of the excellent DVD "Peace One Day" available for loan. To borrow it, please phone Liz Alpers on 08 8379 4493.

As co-convenor of the QLD group, Don Tugby attended a multicultural peace concert in the Brisbane City Hall and afterwards helped staff a Quakers for Peace stall in King George Square in the centre of Brisbane. He hopes to organise a Psychologists for Peace stall for next year

## Dr Alexander Surmava Tour

Visiting Russian Psychologist, Dr Alexander (Sascha) Surmava, was hosted by both the WA and SA groups, as part of an international tour organised by the Victorian Peace Network. He gave presentations about psychology in the history and future of Russia, and his visit provided an opportunity to hear a first hand account of life in the USSR in the Brezhnev and Gorbachev days, and Russian psychologists' efforts to keep alive the current of psychology which has been working in Russia since the 1920s in isolation from the West. Dr Surmava is now an Assistant professor, and holds the Chair of theory and history of psychology at the Vygotsky Institute of Psychology (led by Elena Kravtsova - Vygotsky's granddaughter), The Russian State University for the Humanities, Moscow, Russia.

## Psychologists for Peace Annual General Meeting 2006 Minutes

Held at the joint APS/NZPsS Conference, Auckland, NZ.

On 26<sup>th</sup> September 2006.

Present: Eleanor Wertheim (Chair), Christine Wood, Bill Pappas, Peter Gladman, Neil Horbury, Tony Thompson, Lyn Littlefield, Julie Robinson, Ron Ngata, Helen Winefield (minutes).

Apologies: Susie Burke, John Davidson, Manita Beskow, Spiro Anthony

National Report: Regular audioconferences are being held among state convenors, and national office holders. Eleanor asked for state group reports and filled in on states where a representative was not present (see below).

Treasurer's Report:

EW reported that about \$39k is left from the \$100k bequest. Half the projects supported are income-generating and regular national audioconferences are held for consultations with state coordinators regarding use of the funds

### State reports

**SA.** Last year the CPLA was awarded and it will be held again in 2007. The Wise Ways to Win play has been shown in several schools including an indigenous school. It was very well received and it was suggested that it could perhaps be presented in more schools, if more support and funding were made available. At present the group is preparing for the visit by Alex Surmava co-sponsored by the VPN (Oct 2-3 2006).

The meeting agreed with the SA suggestion that some attractive brochures about PfP that could be given away free at peace fairs and events, would be a good investment

**Tas.** Christine described a possible project for PfP that would involve evaluating the benefits for children of providing training in PET to teachers and social workers. It was agreed that this would be discussed further by the PfP national committee.

**Vic.** Eleanor described the Enhancing Relationships in School Communities national project which was a result of PfP's Peace Education coordinator, Margot Trinder, forming a team project involving running between 2 and 7 workshops plus school visits for twelve schools with the aim of developing conflict resolution skills and curriculum for students, teachers and parents. A cultural diversity component has also been included in the program. Funding from Scanlon Foundation has supported the project to date. The project finished in May and has been evaluated; more funds (\$30k) has been received

from Scanlon for the project to form Lighthouse Schools and develop the cultural diversity work further, and a Linkage grant application is being prepared with Scanlon and hopefully the APS (pending national approval) as partners. PFP has offered further cash and in kind funds towards this project. Further funds from Morawetz Social Justice Fund have also been received (\$10,000).

**Peace Project Award:** Tony reported there were 8 applications this year, and 3 judges from different states, who agreed on a winner, a fourth year student from La Trobe University, Peggy Koutsos, supervised by Eleanor Wertheim. She is exploring a model of forgiveness processes including personality, trait forgiveness and situational factors.

**WA:** ran their annual peace art prize for school children this year and is making plans for the upcoming year. The group have also been hosting Alex Surmava

**Qld:** have been liaising with MAPW.

**NSW:** has been involved in some activities including peace events and liaising with other peace groups.

As the meeting time had run out, discussions continued after the meeting between Eleanor, Chris and Ron about peace activities for psychologists in NZ and their wish for closer connections with PFP.

## 2. Australian Journal of Peace Studies

The first edition of the "Australian Journal of Peace Studies" is now available online.

<http://www.poa.org.au/journal.html>

Contributors include The Hon. Justice Michael Kirby AC CMG and Dr Sue Wareham OAM. Issues covered include nuclear disarmament, Indigenous conflict resolution and post-conflict reconstruction. Please distribute widely.

## 3. Christmas is coming! – What about a storybook for the young and young at heart in your lives?

Wise Ways to Win, an engaging picture book available for \$15.

Go to our order form at <http://www.groups.psychology.org.au/pfp/resources/posters/>

## 4. Making human rights real: Equalinrights' interactive database of resource persons.

Equalinrights invites organisations to look at and register for free login at

<http://www.equalinrights.org/content/partners.html>

#### What is the database about?

Equalinrights created the database as a response to a serious gap in knowledge and understanding of the human rights-based approach (HRBA). By creating a database of skilled resource persons who have a profound knowledge of human rights, poverty issues and human rights-based strategies, equalinrights aims to support NGOs and civil society groups that could make use of this expertise through trainings, consultancies, the development of training material and much more. By gathering highly skilled experts on a personal basis, equalinrights has made a selection of resource persons, predominantly from the South and with good grassroots experience that could make a great contribution to your struggle for a more just and equal society.

#### Join, why?

Equalinrights profoundly believes in upstream efforts. The main goal of the database consists of the support for grassroots organizations, NGOs and civil society groups that could advance their struggle against poverty by applying a human rights framework in their strategies. By searching the database, resource persons can be found on their areas of expertise and their geographical focuses. With knowledge of local cultures and languages, equalinrights will provide you with experts that can truly contribute to your efforts. Even when the person you are looking for is not listed in the database, equalinrights will be at your service to personally find the support you need. Furthermore, equalinrights can provide support in the covering of financial needs for the use of resource persons, trainings and consultancies through different means.

#### Join, how?

As equalinrights pays a high value to confidentiality and quality, the database is only available by login. If you are interested in joining, please send an email to [info@equalinrights.org](mailto:info@equalinrights.org) with the name, contact details and a short description of your organisation. Login codes will be provided on a personal basis.

#### About Equalinrights

Equalinrights is an independent, global resource centre and support network on human rights-based strategies. They are based in the Netherlands Institute of Human Rights (SIM). Contact us for more information about our activities and the different forms of support they provide. (Source: IPPN Forum).

## **5. Working for Peace: A Handbook of Practical Psychology and Other Tools**

Edited by Rachel M MacNair in collaboration with Psychologists for Social Responsibility.

The most complete guidebook yet to social activism. Forty active peace workers -- psychologists, social workers, communication specialists and other professionals -- offer detailed practical guidance on getting yourself together, maintaining an effective group of volunteers, and getting the word out to the larger community.



Thirty-two information-packed chapters include: Cultivating Inner Peace; Overcoming Anger and Anxiety; Overcoming Helplessness and Discouragement; Overcoming Burnout; Motivating Others; Effective Group Meetings and Decision Making; Using Conflict Creatively; Promoting Peaceful Interaction; Nonviolent Communication; Conflict Transformation Skills; From Anger to Peace; Preparing for Nonviolent Confrontations; Effective Media Communication; Techniques of Behaviour Change; Humour for Peace.

Now available for purchase from the publisher:

[http://www.impactpublishers.com/books/Working\\_for\\_Peace.html](http://www.impactpublishers.com/books/Working_for_Peace.html)

## 6. Saving the World, One Video Game at a Time

By Clive Thompson, New York Times, July 23, 2006

Last week, in an effort to solve the Israeli-Palestinian crisis, I withdrew settlements in the Gaza Strip. But then a suicide bomber struck in Jerusalem, the P.L.O. leader called my actions "condescending," and the Knesset demanded a stern response. Desperate to retain control, I launched a missile strike against Hamas militants.

I was playing Peacemaker, a video game in which players assume the role of either the Israeli prime minister or the Palestinian president. Will you pull down the containment wall? Will you beg the United States to pressure your enemy? You make the calls and live with the results the computer generates. Just as in real life, actions that please one side tend to anger the other, making a resolution fiendishly tricky. You can play it over again and again until you get it right, or until the entire region explodes in violence.

"When they hear about Peacemaker, people sometimes go, 'What? A computer game about the Middle East?' " admits Asi Burak, the Israeli-born graduate student who developed it with a team at Carnegie Mellon University in Pittsburgh. "But people get very engaged. They really try very hard to get a solution. Even after one hour or two hours, they'd come to me and say, you know, I know more about the conflict than when I've read newspapers for 10 years."

Video games have long entertained users by immersing them in fantasy worlds full of dragons or spaceships. But Peacemaker is part of a new generation: games that immerse people in the real world, full of real-time political crises. And the games' designers aren't just selling a voyeuristic thrill. Games, they argue, can be more than just mindless fun, they can be a medium for change.

The proposition may strike some as dubious, but the "serious games" movement has some serious brainpower behind it. It is a partnership between advocates and nonprofit groups that are searching for new ways to reach young people, and tech-savvy academics keen to explore video games' educational potential.

Together they have found some seriously high-powered backers. Last year the MacArthur Foundation began issuing grants to develop persuasive games, including a \$1.5 million joint gift to James Paul Gee, a professor of educational psychology at the University of

Wisconsin, and GameLab, a New York firm that designs games. Meanwhile the United Nations has released *Food Force*, a game that helps people understand the difficulties of dispensing aid to war zones. Ivan Marovic, co-founder of Otpor (Resistance) - the Serbian youth movement widely credited with helping to oust Slobodan Milosevic - helped produce *A Force More Powerful*, a game that teaches the principles of nonviolent strategy. And the third annual Games for Change conference in New York, held earlier this month, attracted academics and nonprofit executives, including several from the World Bank and the United Nations.

"What everyone's realizing is that games are really good at illustrating complex situations," said Suzanne Seggerman, one of the organizers of the conference. "And we have so many world conflicts that are at a standstill. Why not try something new? Especially where it concerns young people, you have to reach them on their own turf. You think you'll get their attention reading a newspaper or watching a newscast? No way."

Henry Jenkins, an M.I.T. professor who studies games and learning, said the medium has matured along with the young people who were raised on it. "The generation that grew up with Super Mario is entering the workplace, entering politics, so they see games as just another good tool to use to communicate," he added. "If games are going to be a mature medium, they're going to serve a variety of functions. It's like with film. We think first of using it for entertainment, but then also for education and advertising and politics and all that stuff."

Given away free, they have found astonishingly large audiences. The United Nations game, *Food Force*, has been downloaded by four million players, a number to rival chart-busting commercial hits like *Halo* or *Grand Theft Auto*. In May, MTV'S college channel released an online game called *Darfur is Dying* in which players escape the Janjaweed while foraging for water to support their village: despite its cartoonish graphics, a strangely powerful experience. In the first month alone 700,000 people played it. Of those, tens of thousands entered an "action" area of the game - political action, that is - where they can send e-mail messages to politicians and demand action on Darfur.

*A Force More Powerful* is considerably more complex. Players must make dozens of decisions as they try to foment democratic uprisings, but each action brings unexpected consequences. A huge demonstration may get your leaders arrested by the police; a boycott is safer but less effective, and so on.

"The beauty of the game is that players can teach themselves by trying things out," Mr. Marovic said. The game includes a disclaimer pointing out that not all tactics will work as well in the real world. But "people will learn certain principles," he said, "like why to start with gentler tactics first and move to more aggressive ones only after you have popular support."

This is the central conceit behind all these efforts: that games are uniquely good at teaching people how complex systems work. "You could have some big theory about society, but these days it's like, sorry, people aren't going to read your white paper on it," said Ian Bogost, an assistant professor at the George Institute of Technology, whose



book on serious games will be published next spring by M.I.T. Press. "Put it in a game, and they'll discover what you're talking about themselves."

Professor Bogost has put that theory in action. In 2003 the Howard Dean campaign hired his company, Persuasive Games, to make a game that showed volunteers how the Iowa primary work was organized. Then the Illinois Republicans paid him to devise four games illustrating their major election planks. In one, you have to ferry sick patients through city streets to hospitals until you discover that the hospitals have become overcrowded. The only way to free more money and space is, hilariously, to enact anti-malpractice-suit legislation. In essence the game takes a cherished bit of Republican ideology and renders it into gameplay.

Douglas Thomas, a professor at the Annenberg School for Communications, is developing a redistricting game in which players try to gerrymander different states. "The election system is rigged to keep incumbents in, but nobody understands it," he said. His game is intended "to show them how easy it is to game the system. You'll be able to give it to a first-grade class and let them fix Texas. Then you can say, hey, a 6-year-old can do a more fair job."

Video games, serious-games advocates say, also possess a persuasive element that is missing from books or movies: They let the player become a different person (at least for an hour or two), and see the world from a new perspective. When Mr. Burak first showed Peacemaker to Israelis and Palestinians, he found that they were most interested in playing as their own "side." But when he pushed them to switch positions they developed a more nuanced sense of why the other side acted as it did. In Qatar several people told him that "they kind of understood more the pressures the Israeli prime minister has."

Not everyone agrees with Peacemaker's basic assumption: that both Palestinians and Israelis want peace. I discovered I could get to a ceasefire by removing settlements while assassinating Hamas militants, a strategy I doubt Israeli hawks would approve of. Mr. Burak said Israeli players complained about the bulldozing of Arab villages; Palestinians felt the game ought to more clearly reward the use of "subtle" measures. Still, he said, Peacemaker (which was designed before Hamas's electoral victory or the recent Mideast eruption) inspires an unusual kind of debate: an argument about how rule changes can affect society. "That sort of complex thing is precisely what you can do with a game," Mr. Burak said.

But do these games actually work? Even proponents admit that it's still difficult to say. "These things are just at the prototype level," Professor Jenkins said. "We've just got one classroom here, one classroom there, where we've documented some benefits." And without more studies documenting the effectiveness of the games, he said, "oxygen's going to be sucked out of this."

Ben Sawyer, co-founder of the Serious Games Initiative - a group devoted to promoting the creation of persuasive games - worries that with so many nonprofit organizations rushing to get in on the action, some of the results are simply "bad games ones that are just boring," he said. "There are a ton of them in this space." Designing a fun game is hard enough; making it fun and politically nuanced is really tough.

This is why, as Professor Gee put it, some of today's serious games reflect a simplistic point of view - like America's Army, the military's hit game that puts players in a soldier's boots, or Under Ash, a Syrian-made game that has you play as a Palestinian fighter. "Building morally ambiguous worlds, that's a lot harder," he noted. "We've won the hype wars. People accept that games can be good for talking about issues. But now we need a killer app."

When the United States invaded Iraq in 2003, Gonzalo Frasca, a game designer and professor at the University of Copenhagen, felt it was an awful mission that would further destabilize the Middle East. But instead of writing a furious blog entry about it, he banded together with like-minded designers to create September 12, which presents the argument in a game.

September 12 is played in a single, simple screen. You load it up in your browser and see a gang of terrorists wandering through a tightly packed Arab market, all drawn in a colourful cartoon style. You try to bomb them, but every explosion is so overpowered that it accidentally kills innocent bystanders. Relatives are driven by grief and anger to become terrorists themselves. The more you bomb, the more terrorists you create, until the screen is overrun with them. Thus the game presents its argument: Bombing is no way to win the war on terror.

"I don't really agree with the game on a political level," said Mr. Frasca, "but it was a way to get people to discuss it."

September 12, however, does not behave like a regular video game. It does not try to grab you; it's not even particularly enjoyable. It exists purely to intrigue you long enough so you poke around and figure out the underlying argument: an op-ed composed not of words but of action.

When Mr. Frasca's September 12 first went online, players sent hate mail accusing him of being soft on terrorists. Even more controversial was the release in April 2005 of Super Columbine Massacre RPG!, in which players become the killers. The designer, Danny Ledonne, had high ideas about it: he chose low-fi effects to avoid gratuitous gore and included actual dialogue from the teenagers to give insight into their troubled minds. But when it was released, in April 2005, it caused a storm of outrage. Families of the victims said it was disrespectful; a Miami Herald writer called it a "monstrosity."

The game confronts the questions that lurk behind all serious games: Can video games be art? Can they grapple with disturbing issues, or does the act of playing a game inherently trivialize things?

Mr. Frasca suspects the outcry against such games is generational. Many older people find video games so uninteresting that they cannot appreciate the valuable function they might serve. "There is a taboo with playing with fire," he said. "It's very strong in our culture. We've been told not to play with serious things."

When MTV released its Darfur game, some Sudanese peace advocates were uneasy. "The question is, does this trivialize Darfur?" said Susanna Ruiz, who helped create the game. "Well, I say that doing nothing or saying nothing about the death of people trivializes it

even more. It is a simplification of it? Of course it's a vast simplification. But there's an audience that can approach this and think about Darfur that would never pick up a newspaper article on it."

Or as Professor Bogost pointed out: "It's like what Adorno said, the idea that it's barbaric to write poetry after Auschwitz. But you saw this around film too, when it first started: 'The medium isn't serious enough to allow for serious discourse.' I find it somewhat contradictory because people criticize games for saying there's nothing good in them, nothing serious. But when games try to talk about a serious issue, they say, 'You can't talk about that in a game.' "

Mr. Ledonne noted that he had been contacted by a few survivors of the Columbine massacre, and only one disapproved of the project. Richard Castaldo, a student paralyzed from the chest down in the attacks, said in an interview posted at the gaming blog Kotaku that he had played the game himself. While he found it "a mixed message at best," he also thought that "it gets people talking about Columbine in a unique perspective, which is probably a good thing."

"Ultimately, a video game is just another medium for artistic expression," he concluded. "Which is why I like this game in a weird way, because if you are going to play games, why not learn something important in the process?"

Source: IPPN Web Forum

## **7. Can We Change Our Thinking? Keynote address at the 3<sup>rd</sup> Global Citizens' Assembly to Eliminate Nuclear Weapons**

by David Krieger, October 26, 2006

It is a privilege to return to Nagasaki for this third Global Citizens' Assembly to Eliminate Nuclear Weapons. I am convinced that it is only by the actions and initiatives of citizens leading leaders that humanity shall bring nuclear weapons, its most deadly invention, under control.

I want to return to what may seem an old theme, but one that remains critically important. More than fifty years ago, Albert Einstein warned, "The splitting of the atom has changed everything save our modes of thinking, and thus we drift toward unparalleled catastrophe." I would like to explore what Einstein meant in reference to changing our "modes of thinking."

I believe Einstein was referring to humankind's continued reliance on force as a means of settling differences as the old way of thinking. He believed that in the Nuclear Age reliance on force was pushing us toward catastrophe. Einstein's warning was a recognition that with the advent of nuclear weapons, the use of force - a long-standing currency in the international system - placed not only countries but civilization and even humanity itself at risk, making force as a means of resolving disputes between nations too dangerous to be acceptable. If we are to move away from reliance on force to resolve conflicts, we must substitute something else in its place. What must take the place of

threat or use of force is honest diplomacy, a willingness to engage in continuous dialogue with the goal of resolving even major differences between nations. That was the purpose for which the United Nations was created in June 1945, less than a month before the first test of an atomic weapon by the United States.

The United Nations sought to "end the scourge of war." To achieve this, the UN Charter prohibits the use of force except in the limited circumstance of self-defense, and then only until the United Nations can take control of the situation, or when authorized by the Security Council under Chapter VII of the UN Charter.

Unfortunately, the United Nations has not been very effective in prohibiting the threat or use of force. This is largely due to its structure, which gives special power to the five permanent members of the Security Council. These states can cast a veto on actions that would subject their behavior to appropriate scrutiny and control. Despite the bold opening words of the UN Charter, "We, the Peoples," the UN is not a Peoples Parliament. Rather, it is a club of nation-states, and its most powerful members play by a different set of rules than do the other members.

The United Nations has been used cynically by the most powerful states to gain advantage rather than to seriously engage in problem solving about the world's most pressing dangers. If we wish to move toward non-violent solutions to conflict, we must reform and strengthen the United Nations to truly become a House of Dialogue and a Parliament of Humanity.

One aspect of changed thinking that is needed is recognition of the importance of citizen participation in efforts to change the world. The world's problems are too grave and dangerous to be left to governments without the active participation of citizens. Citizens must take responsibility for the actions of their governments as if their very lives depended upon those actions, as indeed they do. In the Nuclear Age, the actions of nuclear-armed states affect the future of all citizens on the planet. If citizens remain ignorant, apathetic and in denial, it is likely that governments will blunder into wars, inevitably including nuclear war.

Another aspect of the changed thinking that is needed is the disassociation of nuclear weapons with security both as a concept and as a national policy. Nuclear weapons do not make a country more secure. These weapons can be used to threaten retaliation, but they cannot provide actual physical security. Deterrence is a theory that requires rationality on all sides and effective communications. If there is one thing we know about humans, especially in the context of crises, they are not always rational and they do not communicate perfectly. This was one of the important findings of the meetings of key decision makers in the Cuban Missile Crisis. They came to understand that many of the assumptions they had made about the other participants in the crisis were incorrect and they were very fortunate to have averted nuclear war.

Still another aspect of thinking in which change is needed is the complacency of the rich within the two-tier structure of rich and poor nations. It is unlikely that wars will be eliminated while the economic divide is great and many people in the world live in deep poverty with all its disadvantages, while a minority lives in superabundance. Modern

communications make the have-nots aware of what goes on behind the high walls of the rich, exacerbating the tensions.

This two-tier structure of rich and poor nations is also mirrored in our world of nuclear haves and have-nots. The world cannot go on indefinitely with bastions of the rich thinking they are protected by nuclear and other arms, while the majority of the world's population lives in abject poverty. Nor can the world safely continue to be divided along religious and ideological fault lines.

Nuclear weapons, like other weapons, are part of the currency of power in a divided world. If there were widespread recognition of the essential oneness of humanity and the miracle of life that all humans share, it would be far more difficult to justify resort to arms and, in particular, to continue to threaten the indiscriminate mass destruction that is inherent in the use of nuclear weapons.

David Krieger is president of the Nuclear Age Peace Foundation ([www.wagingpeace.org](http://www.wagingpeace.org)). He is a leader in the global effort for a world free of nuclear weapons.

Source: IPPN Web Forum

## 8. New 'Doll Test' Produces Ugly Results"

by Hazel Trice Edney, Wilmington Journal, August 16, 2006

The reassuring female voice asks the child a question: "Can you show me the doll that looks bad?"

The child, a preschool-aged Black girl, quickly picks up and shows the Black doll over a White one that is identical in every respect except complexion.

"And why does that look bad?"

"Because she's Black," the little girl answers emphatically.

"And why is this the nice doll?" the voice continues.

"Because she's White."

"And can you give me the doll that looks like you?"

The little girl hesitates for a split second before handing over the Black doll that she has just designated as the uglier one.

This was not the 1954 doll test used by pioneering psychologist Kenneth B. Clark to help make the case for desegregation in the landmark *Brown v. Board of Education* Supreme Court decision outlawing segregated public schools. Rather, it was a doll test duplicated in Harlem, N. Y., last year, more than a half-century after *Brown*. To the chagrin of parents and psychologists across the nation, the results were unchanged.

The test is again in the news because of an 8-minute documentary produced by 17-year-old film student Kiri Davis of Manhattan's Urban Academy who participates in the Reel Works Teen Filmmaking program, a free after school program supported by HBO.

The video taped doll test resulted from a collection of writings Davis had compiled on issues of importance to Black girls in her high school. In that writing, she noticed that complexion was a recurring theme.

"I knew what my friends were going through. These standards of beauty just kept coming up," Davis said in an interview with the NNPA News Service.

"I thought it was an issue that needed to be exposed more, although at times it seemed too taboo to talk about. But I thought a film would just put it all out there and cause discussion."

In realizing that so many dark-skinned girls have been told that lighter or whiter skin is more beautiful, Davis decided to drive home her point by conducting the doll study.

"You could tell these people about the standards of beauty that are forced on young girls all you want to. But they won't get it until you show them," she said.

And that, she did.

The children are from a Harlem Day Care Center. And 15 of the 21 children surveyed preferred the White doll over the Black one, a results that has astounded many.

Clark and his wife Mamie Phipps Clark, also a psychologist, conducted the doll study in 1950 that showed how racial segregation destroyed the self-esteem of Black children. The Clarendon County, S. C. experiment involved 16 Black children, ages 6 to 9. They asked the children their perception of a White doll and a Black doll. Eleven of the students said the Black doll looked "bad" and nine said the White doll looked "nice".

The test results influenced the U. S. Supreme Court to hold school segregation to be unconstitutional in the 1954 *Brown v. Board of Education of Topeka, Kans.* case. Arguing against the separate-but-equal doctrine in 1952, Thurgood Marshall, then an attorney for the NAACP Legal Defense and Educational Fund, cited Clark's work as proof of the doctrine's damage to the self-image of Black children.

On May 17, 1954, Supreme Court Chief Justice Earl Warren announced the court's decision to desegregate schools in *Brown v. Board of Education*. Clark's doll test was one of his citations as proof of the psychological damage on Black children.

The Davis test shows that psychology has not changed very much at all.

"I'm really not shocked, I am sad to say," says Julia Hare, a San Francisco psychologist.

"If you keep doing what you've always done, you're going to keep getting what you've always had. Our children are bombarded with images every day that they see on

television screens and on coffee tables either the light-skinned female that everybody is pushing or they give preference to the closest to White images."

Davis' film also features brief interviews with four teens who object to having been stereotyped as less intelligent or uglier simply because they do not meet the expectations of advertisers' perceived standards of beauty.

That White-is-right image is also projected through music.

"Look at our rap artists and entertainers, and not just the Lil' Kims and the Beyonces," says Hare.

"Their skin is getting lighter and lighter and they're getting blonder and blonder."

Gail Wyatt, a professor of clinical psychiatry at the University of California at Los Angeles, says she would recommend to any parent to instill racial pride into their children well before pre-school.

"Youngsters come into their homes making disparaging remarks about being brown or African-descended or about nappy hair," says Wyatt.

"It is a definite concern of any parent. We want to know how our children can grow up in their own skin. We can't leave that part of a child's development to the school system or the neighbourhood."

Children should be socialized between the ages of 2-4 to understand culture and skin color, Wyatt says. "They should be taught a concept of beauty and a context of ancestry."

Kiri's mother, Ursula Davis, an education consultant, says educating her daughter and instilling pride about her heritage was a high priority around the home.

She says that when Kiri was in pre-kindergarten, enjoying the tales of Cinderella and Snow White, she once said out loud at school that she wanted to be a princess, too.

A little friend, a Hispanic boy, quickly dispelled her dream. He told her she couldn't be a princess because she was Black and that only White girls were princesses.

For a while, Kiri believed her little friend - but not for long.

"She grew up with African art around her. We took her to an exhibit in the Smithsonian about Black women in Washington, D.C.," Davis recalls.

"She began to read voraciously about Black heritage and African-American studies...She has immersed herself since she was very young and we've immersed her in the celebration of who she is."

And it has obviously paid off as Kiri looks forward to a future in filmmaking that will also instill pride.



"I almost accepted it at first," says the teenager, recalling the childhood exchange. "Now I only want to make films that are about issues that are of importance to me, films that don't show the stereotypes."

Some parents say their children are bombarded with countless negative images each day and that it takes a special effort to compete with those images.

"I make sure I know what they see and what they watch on television. And many times we are watching things together," says Alethea Holland, a Washington, D.C. mother of three daughters ages 7, 9 and 15.

"And I give them each a mirror and I try to make them look in the mirror and appreciate their beauty and I make sure that they hear what I say; not what other people say - especially at school."

Sandra Cox, director of the Coalition of Mental Health Professionals in Los Angeles and a past president of the Association of Black Psychologists, says the short film clip may have understated the problem.

"I believe if any of us out here [on the West Coast] were to do the same study, it would be still worse," she says.

"Hollywood created the standard."

Source: IPPN Web Forum

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A Few Sample Quotes ...

### VISIONS OF PEACE

*We shall find peace. We shall hear angels, we shall see the sky sparkling with diamonds.*

Anton Chekhov

Russian playwright

*Peace comes within the souls of men when they realize their oneness with the universe.*

Black Elk

Oglala Sioux spiritual leader

*When the power of love overcomes the love of power, the world will know peace.*

Jimi Hendrix

American musician, guitarist, singer and songwriter

*No more wars, no more bloodshed. Peace unto you. Shalom, salaam, forever.*

Menachem Begin

Former prime minister of Israel and winner of the Nobel Peace Prize

### INNER PEACE

*If there is to be peace in the world,*

*There must be peace in the nations.*

*If there is to be peace in the nations,*

*There must be peace in the cities.*

*If there is to be peace in the cities,*

*There must be peace between neighbors.*

*If there is to be peace between neighbors,*

*There must be peace in the home.*

*If there is to be peace in the home,*

*There must be peace in the heart.*

Lao-tse

Chinese Philosopher, 6th Century BC

*The Art of Peace is medicine for a sick world. There is evil and disorder in the world because people have forgotten that all things emanate from one source. Return to that source and leave behind all self-centered thoughts, petty desires, and anger. Those who are possessed by nothing possess everything.*

Morihei Ueshiba

Japanese martial arts expert and founder of Aikido

### PROACTIVE PEACE

*Compassion and love are not mere luxuries. As the source of both inner and external peace, they are fundamental to the continued survival of our species.*

The Dalai Lama

Tibetan Buddhist spiritual and temporal leader and winner of the Nobel Peace Prize

*Shall I tell you what acts are better than fasting, charity and prayers? Making peace between enemies are such acts; For enmity and malice tear up the heavenly rewards by the roots.*

Prayer from the Islamic tradition

*Peace is not the product of terror or fear. Peace is not the silence of cemeteries. Peace is not the silent result of violent repression. Peace is the generous, tranquil contribution of all to the good of all. Peace is dynamism. Peace is generosity. It is right and it is duty.*

Oscar Romero

Martyred Archbishop of El Salvador

### PEACE & JUSTICE

*Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.*

Preamble, Universal Declaration of Human Rights

*You can't separate peace from freedom because no one can be at peace unless he has his freedom*

Malcolm X

African-American nationalist and Muslim leader

*Earth provides enough to satisfy every man's need, but not every man's greed.*

Mahatma Gandhi

(Mohandas K. Gandhi) Indian leader and peace activist

*I have the audacity to believe that peoples everywhere can have three meals a day for their bodies, education and culture of their minds, and dignity, equality, and freedom for their spirits. I believe that what self-centered men have torn down, men other-centered can build up. I still believe that one day mankind will bow before the altars of God and be crowned triumphant over war and bloodshed, and nonviolent redemptive goodwill will proclaim the rule of the land.*

Martin Luther King, Jr.

American clergyman, civil rights leader and Nobel Peace Prize winner

## BARRIERS TO PEACE

*Everybody today seems to be in such a terrible rush; anxious for greater developments and greater wishes and so on; so that children have very little time for their parents; parents have very little time for each other; and the home begins the disruption of the peace of the world.*

Mother Teresa

Albanian Christian missionary in India and winner of the Nobel Peace Prize

*And so, to the end of history, murder shall breed murder,  
always in the name of right and honor and peace,  
until the gods are tired of blood  
and create a race that can understand.*

George Bernard Shaw

Irish playwright and essayist

*Every gun that is made, every warship launched, every rocket fired signifies in the final sense, a theft from those who hunger and are not fed, those who are cold and are not clothed. This world in arms is not spending money alone. It is spending the sweat of its laborers, the genius of its scientists, the hopes of its children. This is not a way of life at all in any true sense. Under the clouds of war, it is humanity hanging on a cross of iron.*

Dwight David Eisenhower

34th president of the United States

*Over the bleached bones and jumbled residues of numerous civilizations are written the pathetic words, "Too late." There is an invisible book of life that faithfully records our vigilance or our neglect. "The moving finger writes, and having writ moves on..." We still have a choice today: nonviolent coexistence or violent co-annihilation. This may well be mankind's last chance to choose between chaos and community.*

Martin Luther King, Jr.

American clergyman, civil rights leader and Nobel Peace Prize winner

## PEACEFUL SOLUTIONS

*I am not here as a public official, but as a citizen of a troubled world who finds hope in a growing consensus that the generally accepted goals of society are peace, freedom, human rights, environmental quality, the alleviation of suffering and the rule of law.*

James Earl Carter

39th president of the United States and winner of the Nobel Peace Prize

*We who know the art of prayer can change the vibration and magnetic psyche of the Earth.*

*We can transform the wave of destruction into an ocean of peace through our prayer and through our meditation.*

Yogi BhaJan

Global leader in both the Sikh and interfaith communities and a master of Kundalini Yoga

*Living out a witness to peace has to do with everyday choices about the work we do, the relationships we build, what part we take in politics, what we buy, how we raise our*

*children. It is a matter of fostering relationships and structures—from personal to international—which are strong and healthy enough to contain conflict when it arises and allow its creative resolution.*

Mary Lou Leavitt

American Quaker writer and peace advocate

*The best way to destroy an enemy is to make him a friend.*

Abraham Lincoln

16th president of the United States

*To love another person is to see the face of God.*

Victor Hugo

French writer