



BEYOND WAR™

**Communicator's
Guide**

Communicator's Guide

FORWARD

The human species and, perhaps, life itself face total extinction if the nuclear arsenals of the superpowers are ever unleashed. The Beyond War movement is a response to this sobering reality. Our survival requires that we see the imperative of ending the use of war to resolve our conflicts and that we begin the process of building a world beyond war.

This epochal change requires a fundamental transformation in the thinking of individual human beings. It requires a fundamental transformation in the decision-making process and the policies of nation-states. These changes will not take place overnight; they will not be easily implemented. But they can and must occur.

The short-term goal of the Beyond War movement is to promote this "new mode of thinking" so that it will begin to influence the decision-making process in the United States, especially in the critical year of 1988. A core of 100,000 individuals who are committed, articulate, and personally congruent with the message can be a powerful catalyst in reaching this goal.

How do individuals from across the country and from all walks of life arrive at this point? No single presentation, no charismatic speaker, no dramatic television program alone will do it. It takes *time* and *involvement* to build personal conviction and to develop the ability to communicate that conviction to others. The purpose of the Beyond War educational effort is to provide the environment in which this process can take place.

The crisis we face is enormous. But so is the possibility. We can change. We are changing. If each of us involved in this movement can find four other people each year between now and 1988, and if each of those we introduce to Beyond War and help train to become effective communicators will do the same, we will have 100,000 articulate, committed, congruent individuals.

And the course of history will be changed.

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PREFACE

Working together to build a world beyond war requires that each of us be an able communicator. Our challenge is to embed in society a new way of thinking about war and the world in which we live. It is a challenge that will be met by creating opportunities for dialogue and for sharing new knowledge.

Some of us will choose to educate by talking to friends, neighbors and colleagues in an informal way. Others of us will want to be involved in the more structured Introductory and Orientation presentations. All of us need to become familiar and secure with the basic philosophy of *Beyond War* and the most essential facts regarding this nuclear age. This *Communicator's Guide* can aid all of us in whatever method of communication we choose.

Helping people to gain understanding about a world beyond war involves a process of moving from early awareness and questioning into deeper understanding and commitment to act. This *Communicator's Guide* provides you with the basic structure for involving people in this educational process. It includes the curricula for Introductory talks and group presentations, varied formats for the *Beyond War* Orientation, and some practical guidelines for hosts and leaders. It also includes suggestions for ongoing involvement with participants.

In preparing to lead an Introductory presentation or Orientation, it is important to read and understand the two booklets, *Beyond War: Selected Resources* and *Beyond War: A New Way of Thinking*. Effective communication does not require that you "have all the answers" or develop a memorized presentation. What is needed is a basic understanding of the concepts, your own conviction about their importance, and a sincere desire to share them. Without changing any of the basic elements of the *Beyond War* philosophy, you will then be able to adapt your presentation in ways that are most meaningful for you.

Working in groups to master the ideas and to practice the presentation is advisable whenever possible. Your group may want to divide the responsibilities and have each person prepare to do just one part of a meeting or program in your first experience. The following are some questions you may want to think through as part of your preparation:

What are the two or three *most* important points I want to make in the talk I am going to give (or the meeting I am going to lead)?

How will I respond to different points of view or to those with a "closed" mind?

How will I handle the questions that will arise?

There is no substitute for direct experience. Each time you take an opportunity to communicate you will learn more and gain additional confidence. And you will also discover more about how and under what conditions learning takes place.

Introductory Presentation To A World Beyond War

The following material outlines two presentations, each an "Introduction to a World Beyond War." One format is for a 2 1/2 hour meeting in a small group; the other for a talk. The content of each is the same.

STRATEGY OF THE INTRODUCTORY PRESENTATION

The Introduction is a key step in the process of building a world beyond war because it is the first substantive educational event an individual attends. It is intended to generate further interest in Beyond War. An Introductory Presentation communicates two major points:

1. The crisis: A person must be convinced of the magnitude of the problem before he or she will be motivated to work on the solution.
2. The solution: A possibility for change exists when the individual takes action. The focus of Beyond War is on the solution to our present crisis.

This presentation is designed to introduce knowledge in these areas. In the case of the "small group" format, discussion is a vital element, so allow plenty of time for questions and answers.

The interest sparked in participants to continue in this process depends not only on the content of this presentation, but also on the enthusiasm and conviction of the leaders.

RESOURCE MATERIALS

Included with the outline for each presentation is a list of resources available to help communicate concepts and enhance discussion. Resource papers are included in this booklet. Videotapes and recommended charts with instructions for use can be obtained from Beyond War Distribution, 222 High Street, Palo Alto, California 94301, (415) 328-7756.

SMALL GROUP FORMAT

SUGGESTED MATERIALS:

Picture of Earth

Charts: Einstein quotation

Illusions Chart

Dot Chart

Presidential Threats Chart

BBs

Beyond War Resource I (Videotape):

“Nuclear Winter” by Carl Sagan (7 min.)

“The Last Epidemic” with Dr. Jack Geiger (11 min.)

Beyond War Resource II (Videotape):

“Craig Ritchey: KRON-TV Spacebridge” (12 min).

Resource Papers: The Beyond War Movement

Proliferation and Technological March

Nuclear Winter

Star Wars

False Alarms

The Process of Change

GOAL OF MEETING

The goal of this meeting is to interest people in the Beyond War movement and motivate them to investigate it further. The strategy for doing this is twofold: to present both the crisis we face and a vision of hope. It is important to note that a balanced presentation of both the crisis and the hope is essential and both should be introduced as clearly and powerfully as possible.

I. WELCOME AND INTRODUCTION

A. Welcome participants. Introduce yourself, other leaders, and hosts. Give a brief context statement which describes the purpose of the presentation. It is important for each presenter to make this material his or her own.

Example: Beyond War is a movement which formed in response to the possibility of extinction. We are motivated by a deep concern for the future of life on earth. If human beings do not change radically, the species will perish. Tonight we will present both a statement of the crisis we face and the possibility of building a world beyond war.

B. Have people introduce themselves by giving their name, where they are from, their job, family, etc., and their prior involvement in this issue. Leaders can begin with themselves.

II. BEYOND WAR: THE MOVEMENT

A. Goal of the movement: The goal of this movement is to build a world beyond war. The goal requires changing the mind-set of this nation about war.

B. History of the movement: Give a *brief* history of the movement based on the attached resource paper. Present what is meaningful to you and your audience.

III. PREMISE OF BEYOND WAR

A. The premise of Beyond War is a statement made by Albert Einstein in 1946:

**"The unleashed power of the atom
has changed everything
save our modes of thinking
and we thus drift
toward unparalleled catastrophe."**

**Albert Einstein
1946**

Einstein realized that the splitting of the atom changed our world completely. Because our thinking has not caught up with that reality, we have drifted to the brink of extinction. The way we think is the root cause of the problem. If we eliminated the weapons tomorrow, we would have bought some time, but we would not have solved the problem. We will always know how to build nuclear weapons. We will always be able to discover other weapons of extinction. The only permanent solution is to change our thinking to see that war is no longer an acceptable method for resolving conflict.

B. Implicit in Einstein's statement is a new mode of thinking, one that will lead to continued life rather than "unparalleled catastrophe." The Beyond War movement is based on the knowledge that human beings have the capacity to change. The change required of us now, if we are to survive, is to adopt a new mode of thinking.

C. This part of the presentation will focus on one aspect of the statement: drift. Where are we? What is our situation? How did we get here? We drift because we have the following illusions:

1. The human species can continue to war and survive.
2. "They" won't let it happen.
3. One person cannot make a difference.

IV. THE CRISIS

A. Restate the first illusion: The human species can continue to war and survive. The reality is that war means extinction. (The following resources will support the point. You will have time for one or two.)

1. Dot Chart (Resource paper)
2. BBs Experience (Resource paper)
3. "Nuclear Winter" videotape (7 minutes)
4. "The Last Epidemic" videotape (11 minutes)

Ask for response and questions.

Conclusion: *If the world's vast arsenal of nuclear weapons, or only a very small percentage of it, is used, war means extinction.*

B. Restate the second illusion: "They" won't let nuclear war happen. The reality is that nuclear war will happen if we do not change the way we think. (The following resources will support the point. You have time for one or two.)

1. Proliferation and Technological March (Resource paper)
2. False Alarms (Resource paper)
3. Star Wars (Resource paper)
4. Presidential Threats Chart
5. Current articles and publications

Ask for response and questions.

Conclusion: *Nuclear war is inevitable if we continue in the old mode of thinking.*

V. THE SOLUTION

A. The only way to stop the drift and prevent the unparalleled catastrophe is to change our mode of thinking. The current (or old) mode of thinking prevalent today is one in which individuals and nations see themselves as separate and isolated from one another. The result is fear, threats, and the continued reliance on war as the ultimate way to resolve conflict.

B. Restate the third illusion: One person cannot make a difference. The reality is that the individual does make a significant difference. The solution to our present crisis lies in understanding that reality. Use one or two of the following questions to stimulate a discussion:

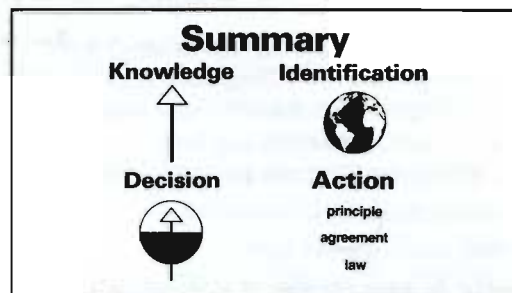
1. Where has someone made a difference in your life?
2. Where have you made a difference and/or seen someone else make a difference?
3. Can you think of an example in history where an individual has made a difference? Describe.

Conclusion: *The individual does make a difference. The most significant changes in history began with individuals who had a greater vision and acted upon it. For example, individuals were responsible for the civil rights movement, the abolition of slavery, women's suffrage, the environmental movement, etc. (See "Process of Change" resource paper.) Without the repeated, sustained efforts of many individuals, these movements would never have succeeded.*

C. What is needed for individuals to take responsibility for making changes? You have to have *knowledge*, make a *decision* and take *action*.

- **Knowledge**
- **Decision**
- **Action**

D. Give a brief overview of the key concepts of the Beyond War movement using the following chart:



(Resource paper: Overview: Knowledge, Decision, Action)

E. How many individuals are required to affect a change? Studies done at Stanford University tell us that when just 5% of a society adopts a new idea, it is "embedded." When 20% adopt the idea, it is "unstoppable." The studies also show that it normally requires 50% of the population to be *aware* of the idea in order to reach the 5% who will adopt it. (Reference: Professor Everett M. Rogers, *Diffusion of Innovations*, Macmillan Free Press, 1983)

F. In this movement the "Beyond War Spacebridge" was an example of individual initiative and large-scale cooperative effort. You may want to show the first six minutes of the "Craig Ritchey: KRON-TV Spacebridge" from Resource II (Videotape), not including the interview.

Ask for response and questions.

VI. CLOSE

A. Make an appeal for those in the room to see themselves as individuals who will make a difference in determining the fate of our species and all life. Each person is *needed*.

B. Invite participants to:

1. Attend a Beyond War Orientation.
2. Bring someone to the next Introductory Presentation.
3. Purchase materials: *Beyond War: Selected Resources*, and *Beyond War: A New Way of Thinking*.
4. Make a tax-deductible donation to support this movement. (Give them a newsletter order form).

C. Thank people for coming.

INTRODUCTORY TALK FORMAT

(Suggested time: 45 to 60 minutes, including questions)

SUGGESTED MATERIALS:

Picture of Earth

Charts: Einstein quotation

Illusions Chart

Submarine Targeting Chart

BBs

Beyond War Resource I (Videotape):

“Nuclear Winter” by Carl Sagan (7 min.)

“The Last Epidemic” with Dr. Jack Geiger (11 min.)

Facts slides

Resource Papers: The Beyond War Movement

Proliferation and Technological March

False Alarms

Star Wars

Nuclear Winter

The Process of Change

GOAL OF MEETING

The goal of this meeting is to motivate and interest people in the Beyond War movement so that they will want to investigate it further. The strategy for doing this is twofold: to present both the crisis we face and a vision of hope. It is important to note that a balanced presentation of both the crisis and the hope is essential and both should be introduced as clearly and powerfully as possible.

I. WELCOME AND INTRODUCTION

II. GOAL OF THE BEYOND WAR MOVEMENT

To build a world beyond war by changing the mind-set of this nation about war.

III. GOAL OF THE PRESENTATION

To motivate the audience to participate in the Beyond War movement.

IV. PREMISE OF BEYOND WAR: Einstein Quote.

A. “Unparalleled catastrophe.” Extinction.

B. Drift has to do with three illusions:

1. The human species can continue to war and survive.
2. “They” won’t let nuclear war happen.
3. One person cannot make a difference.

V. PRESENTATION OF CRISIS

A. Illusion: The human species can continue to war and survive.
Reality: War means extinction. (You will have time for one or two of the following:)

1. Dot Chart (Resource paper)
2. BBs Experience (Resource paper)
3. "Nuclear Winter" (Resource I - videotape)
4. "The Last Epidemic" (Resource I - videotape)
5. Submarine Targeting Chart

Conclusion: *If the world's vast arsenal of nuclear weapons, or even a very small percentage of it, is used, war means extinction.*

B. Illusion: "They" won't let it happen. Reality: Nuclear war *will* happen if we do not change the way we think. (You will have time for one or two of the following:)

1. Proliferation and Technological March (Resource paper)
2. False Alarms (Resource paper)
3. Star Wars (Resource paper)
4. Presidential Threats Chart
5. Current articles and periodicals

Conclusion: *Nuclear war is inevitable if we continue in the old mode of thinking.*

VI. THE SOLUTION

A. The current (or old) mode of thinking prevalent today is one in which individuals and nations see themselves as separate and isolated from one another. The result is fear, threats, and the continued reliance on war as the ultimate way to resolve conflict.

Our new knowledge, the picture of the earth from space, is the basis for the new mode of thinking. We must recognize that we are all part of one interconnected, interdependent life-support system. What happens to one, happens to all. It is in this context that we see that war is obsolete, not winnable, not survivable and not usable.

B. Illusion: One person cannot make a difference. The reality is that the individual is the only thing that will make a difference.

C. Most significant changes in history have begun with individuals. (Resource paper: "The Process Of Change")

1. Abolition of slavery
2. Change in opinion toward Vietnam War
3. Environmental movement
4. Women's suffrage
5. Civil rights movement

D. How many individuals are required to affect a change? Studies done at Stanford University tell us that when just 5% of a society adopts a new idea, it is "embedded." When 20% adopt the idea, it is "unstoppable." The studies also show that it normally requires 50% of the population to be *aware* of the idea in order to reach the 5% who will adopt it. (Reference: Professor Everett M. Rogers, *Diffusion of Innovations*, Macmillan Free Press, 1983)

VII. CLOSE

A. Make an appeal to the audience to see themselves as individuals who will make a difference in determining the fate of our species and of all life.

B. Invite participants to:

1. Attend a Beyond War Orientation.
2. Bring someone to the next Introductory Presentation.
3. Purchase materials: *Beyond War: Selected Resources* and *Beyond War: A New Way Of Thinking*.
4. Make a tax-deductible contribution to support this movement.

C. Thank people for coming.

Orientation To A World Beyond War

AN ORIENTATION TO A WORLD BEYOND WAR

Three-Meeting Format

INFORMATION FOR LEADERS

The following material presents an outline for a three-part course called *An Orientation to a World Beyond War*. The suggested format is three 2-1/2 hour meetings. People attending an Orientation should be open to hearing about the new mode of thinking and interested in building a world beyond war. This means they would have attended an introductory event where they would have experienced both the imperative to build a world beyond war as well as a sense of the possibility to build that world.

In order to understand the role of the Orientation, it is important to see it in relationship to the overall goal of the Beyond War movement.

GOAL OF BEYOND WAR

The goal of this movement is to build a world beyond war. The goal requires changing the mind-set of this nation about war. This will occur as a person builds conviction that:

1. War is Obsolete: If we continue to war the extinction of humanity is inevitable.
2. We Are One: By changing to the new mode of thinking and by identifying with the whole system we will ensure our survival.

GOAL OF THE ORIENTATION

The goal of the Orientation is for participants to acknowledge that war is obsolete, and that we are one, and to begin the process of educating themselves and others to build a world beyond war.

STRATEGY OF THE ORIENTATION

The strategy of the Orientation is to involve the participants in active dialogue about the content of the Beyond War Statement. The Orientation has been designed in the sequence of the Beyond War Statement. This Statement contains the philosophical basis of Beyond War. By discussing this material in depth, participants will have the opportunity to develop more understanding of the total concept. Your role as leader is to facilitate the discussion and to provide an atmosphere for dialogue. You do not need to have all the answers.

WEEKLY ASSIGNMENTS

Assignments are given at the conclusion of each meeting and are designed to provide people the opportunity to discuss the meeting's material outside the Orientation group. This will increase the ability of a person to validate the Beyond War idea. It is necessary for leaders to stress the importance of these assignments and to allow enough time to present them well. Also, leaders should take time in the subsequent meeting to discuss the experiences participants may have had while doing the assignment.

RESOURCE MATERIAL

Along with the outline for each meeting is a list of resources available to enhance discussions and help communicate concepts. These include videotape selections, Orientation charts, and booklets. These materials can be obtained from Beyond War Distribution, 222 High Street, Palo Alto, CA 94301, (415) 328-7756.

You will also need a video cassette recorder (VCR), a television set, an easel, a large newsprint pad, felt pens, and name tags. In preparation for leading the Orientation, leaders are encouraged to read thoroughly the *Beyond War: Selected Resources* booklet and the *Beyond War: A New Way Of Thinking* booklet. This will deepen your own understanding and increase your ability to communicate to others. Your reference to these materials throughout the Orientation will also encourage participants' interest in reading them.

MEETING #1: WAR IS OBSOLETE

SUGGESTED MATERIALS:

Beyond War Statements

Beyond War Orientation Charts

Beyond War: A New Way of Thinking booklet

Beyond War: Selected Resources booklet

Picture of Earth

Beyond War Resource I (Videotape):

“Arming The Earth” by Bill Moyers (28 min.)

“Nuclear Winter” by Carl Sagan (7 min.)

“The Last Epidemic” with Dr. J. Geiger (11 min.)

GOAL OF MEETING #1:

The goal of this meeting is to build conviction that all war is obsolete. This meeting is designed to help people decide for themselves that this is true.

I. WELCOME AND PURPOSE OF ORIENTATION

A. Welcome participants. Introduce yourself, other leaders, and hosts. Explain their roles. Acknowledge that we have all come together out of a common concern.

B. State the purpose of the Orientation. The next three weeks are designed to:

1. Build conviction about the magnitude of the crisis and that a new mode of thinking is the only solution.
2. Give an intellectual understanding of the Beyond War concepts and goals.
3. Provide an opportunity to participate in building a world beyond war.

II. INTRODUCTIONS

A. Have participants introduce themselves by giving their names, where they live and work, and something about their family. As part of the introductions, ask them how they have been involved in this issue, what concerns them most about it, and what motivated them to come to the Orientation. (Share personally your own motivation. The sharing takes time, but it is important to get a sense of the group at the outset, as well as to dispel uneasiness by getting to know each other.)

Their responses give you a sense of what people think and what you need to address to build conviction that war is obsolete. Acknowledge the sharing and common concerns. Affirm the different levels of experience and knowledge.

III. OVERVIEW OF THE PROCESS OF BUILDING A WORLD BEYOND WAR

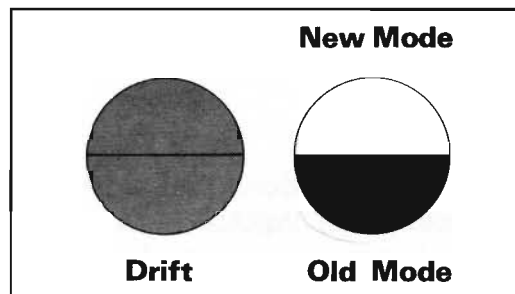
A. Summarize the Beyond War movement if needed. (See resource paper).

B. The premise of Beyond War is a statement made by Albert Einstein in 1946.

**"The unleashed power of the atom
has changed everything
save our modes of thinking
and we thus drift
toward unparalleled catastrophe."**

**Albert Einstein
1946**

1. Modern technology has made war obsolete as a means of resolving conflict because of its potential to eliminate life on the planet. To ensure survival in the nuclear age and move beyond war, we must adopt a new mode of thinking. Since we have not yet done so as a species, we continue to drift toward "unparalleled catastrophe."



2. Drift is a function of an old mode of thinking, which we can see now, 40 years later, is in the direction of extinction. Einstein states by implication that there is a *new mode of thinking* that leads to life. Our job is to face the drift and to define the new mode of thinking. And having done that, we then ask the question, "How do we get from the old to the new?"

- **Knowledge**
- **Decision**
- **Action**

3. In order to move out of drift, we need knowledge upon which to base our decisions, and then we will take relevant action. Therefore, this Orientation addresses Knowledge, Decision and Action.

IV. KNOWLEDGE: WAR IS OBSOLETE

A. As a basis for discussion we will be using the Beyond War Statement. This document contains the philosophical basis for the movement. It was developed over a period of months, revised many times, and represents the input of over 1000 people across this country. We spoke with friends, neighbors and colleagues, knowledgeable experts, business leaders, elected representatives, and individuals serving in the federal government, including current and former officials in the State and Defense Departments.

B. Begin by reading the top section of the paper. (Leaders may want to read to provide participants freedom to concentrate on the content.)

“The unleashed power of the atom has changed everything save our modes of thinking and we thus drift toward unparalleled catastrophe”.

Albert Einstein, 1946

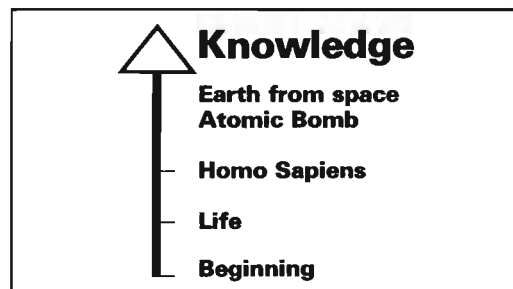
The development, deployment and use of nuclear weapons have forever altered our environment. For the first time, a species has the capability of destroying itself and its life support system. Our thinking, however, has not yet caught up with that reality. In order to survive, we must change our mode of thinking. This change requires knowledge, decision and action.

Divide the group into small sections and work with the following questions which you have previously written on a newsprint pad.

1. What does “has changed everything” mean? What caused the change? What happens when “an environment is forever altered”?
2. If we eliminated all nuclear weapons would the environment return to the way it was?
3. What are the manifestations of the “drift” that Einstein referred to?

Have the group re-convene and share the small groups’ thinking on the questions. Clarify if necessary.

C. Summary



Principles

- **Survival is the goal of all life.**
- **The future belongs to those with the fitness for change.**
- **The environment dictates the nature of the change required.**

What knowledge do we need to assure our survival? As a life form we have a long history of survival. That success is due to a dynamic relationship with our environment. Let us look at the success story.

There was a beginning. After eons of time, life emerged and spread across the land and the sea and filled the whole earth. As life progressed it revealed certain principles that are enduring. (State the principles and give examples.) Later came homo sapiens and the birth of consciousness. From that point on, changes in the environment were influenced by the mental dimension. (Give examples.)

A dramatic change in the environment occurred in 1945 with the detonation of the atomic bomb. That event changed our environment forever. As Einstein said, "*everything has changed save our modes of thinking....*" War has become obsolete, but our thinking has not caught up with that reality.

D. War is Obsolete (Read through paper aloud).

I. KNOWLEDGE.

A. War is Obsolete

Throughout recorded history, war has been used to acquire, to defend, to expand, to impose, to preserve. War has been the ultimate arbiter of differences between nations. War and the preparation for war have become intrinsic to human culture. Now we must accept the reality that war has become obsolete.

We cannot fight a full-scale nuclear war. A full-scale nuclear war would destroy civilization as we know it and would threaten life itself.

We cannot fight a limited nuclear war. Detonation of even a small percentage of the world's nuclear arsenals could trigger a "nuclear winter" and cause the extinction of humanity. It is also highly probable that a limited nuclear war would escalate to a full-scale nuclear war.

We cannot fight a conventional war among the superpowers. Such a war would likely escalate to a nuclear war.

We cannot fight a conventional war among the non-superpowers without potentially involving the superpowers. The growing interdependence of nations has produced a network of "vital interests" that the superpowers have pledged to defend. This defense could, in turn, escalate through conventional war to nuclear war.

Today, because war has become obsolete, we must learn to resolve conflict without violence.

SUGGESTED QUESTIONS

(You will probably have time for one question.)

1. Do you agree with the conclusion of this statement? Discuss.
2. Do you believe that *all* war is obsolete? Why?
3. Do you think that escalation would be inevitable? Why?

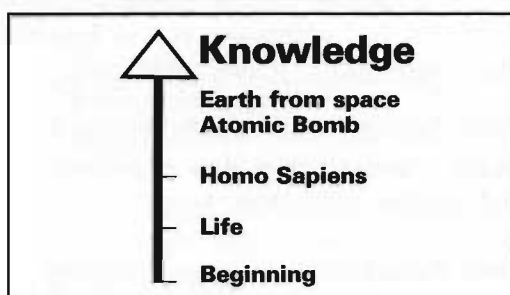
SUGGESTED EXPERIENCES

(You will have time for only one or two of these.)

1. Show "Arming of the Earth." Discuss.
2. Show "Nuclear Winter." Discuss implications for arms control and deterrence.
3. Show "The Last Epidemic." Discuss.

IV. CONCLUSION

A. (Refer to Chart). To complete our study of this "time line" we note that there is another extraordinary event that gave us new perspective on our environment. In 1969, when we stepped onto the moon and looked back to see our earth from space, we confirmed the unity and interconnection of our fragile planet. This understanding adds to our fundamental knowledge and constitutes the basis for the new mode of thinking. We will explore that in the next meeting.



B. Make a strong statement about the inevitability of extinction unless we radically change our thinking. Everyone must be involved in the process of that change. Challenge participants to ask themselves if they are doing all they can. Involvement (time, money, talents, resources, etc.) will be different for each person, but each person must do everything he or she can. This includes:

1. Rearranging our priorities
2. Training ourselves to contribute to the solution
3. Enlisting allies in the effort

V. ASSIGNMENT

1. Generate attention by wearing the pin and putting the decal on your car.
2. Build interest in *Beyond War* by talking to people about their concerns about living in this nuclear age. Propose that participants decide how many people they will talk to this week. Ask them to be prepared to discuss their experience at the next meeting.
3. Read the *WAR IS OBSOLETE* section of the *Beyond War: Selected Resources* booklet and/or *Beyond War: A New Way Of Thinking* booklet.

MEETING #2: WE ARE ONE, THE NEW MODE OF THINKING

SUGGESTED MATERIALS:

Picture of Earth from space

Beyond War Orientation Charts

Beyond War: A New Way Of Thinking booklet

Beyond War: Selected Resources booklet

Beyond War Statements

Beyond War Resource I (Videotape):

Cosmos, "Who Speaks for Earth" Carl Sagan, (20 min. excerpt)

"No Frames. No Boundaries." (Schweickart, 7 min.)

GOAL OF MEETING #2

The goal of this meeting is to open the participants' minds and expand their view of the concepts of We Are One and Identification with the whole. The nature of the discussion in this meeting is very different from Meeting #1 or Meeting #3 where the leader is trying to have participants *close* on a point. Here the goal is to have them *open* to new meaning and possibility.

I. DISCUSSION OF ASSIGNMENT

A. Discuss the participants' experiences of talking with people. Hear from each person. How did it go? How did people respond? Did you meet your goal in the number of people you talked to? Did you feel capable of answering their questions? What questions were difficult to answer? (Have the group help answer those questions.)

B. Ask if there are any questions or comments about the reading material.

II. KNOWLEDGE: WE ARE ONE, THE NEW MODE OF THINKING

A. Set a context for the discussion by reviewing conclusions of the previous week (refer to Knowledge/Decision/Action chart). Stress the inevitability of extinction unless we totally change our mode of thinking. We now *know* war is obsolete. (Refer to picture of the Earth.) The perspective of our earth from space has given new meaning to the word "one." We live on one planet, and the survival of all humanity, all life, is totally interdependent. The possibility for the future is a mode of thinking built upon this reality.

B. Read aloud the WE ARE ONE section of the Statement.

B. We Are One

"Once a photograph of the earth, taken from the outside, is available... a new idea as powerful as any in history will let loose."

Sir Fred Hoyle, 1948

The view of the earth from space is a symbol of the interconnectedness of all life. This symbol of oneness is validated by a variety of scientific discoveries of the last century.

Physics demonstrates that nothing exists in isolation. All of matter, from sub-atomic particles to the galaxies in space, is part of an intricate web of relationships in a unified whole.

Ecology provides the understanding that all parts of a living system are interconnected and that greater stability results from increased diversity.

Biology reveals that, in a totally interrelated system, the principle of survival of the fittest has new meaning. The "fittest" is now seen as that species which best contributes to the well-being of the whole system.

Psychology explains the projection of the dark side of the personality upon an "enemy." That knowledge gives us new tools to understand conflict and to improve relationships between individuals and between nations.

Together these discoveries reveal in a new way the meaning of "One." We are one interconnected, interdependent life-system, living on one planet.

SUGGESTED QUESTIONS

You will probably only have time for two questions. It's helpful to write these questions in advance on a newsprint pad. Give people five to ten minutes to think and write first. Then break into small groups to discuss.

1. What does "We are one" mean?
 - a) Who is the "we"?
 - b) What is "one"?
2. Where do people act as one? Why? Where do they not act as one? Why?
3. Where are we interconnected? Where are we not interconnected? Why? How does this relate to the obsolescence of war?
4. Why is diversity a source of stability? How does this work in ecology? How does it apply in a cultural or ideological context?
5. Discuss the new view of the "survival of the fittest." What are the implications of this principle for human beings today?

Have group re-convene to discuss questions. Ask what was the most significant idea in their discussion.

C. Read aloud the NEW MODE OF THINKING section of the Statement.

C. The New Mode of Thinking

The knowledge that war is obsolete and that we are one is the foundation of the new mode of thinking. Our mode of thinking is what we identify with. It determines our values, our attitudes, our motivation, and our actions.

Until recently, we had not experienced the earth as one integrated system. We had limited experience of other peoples and other cultures. Therefore, our primary loyalty has been limited to our family, tribe, race, religion, ideology, or nation. Our identification has been restricted, and we have often seen those beyond that identification as enemies.

In the nuclear age this limited identification threatens all of humanity. We can no longer be preoccupied with enemies. We can no longer see ourselves as separate. Modern transportation, communication systems and the discoveries of science have increased tremendously our direct and indirect experience of the world. We now see that all of life is interdependent, that we share a common destiny, that our individual well-being depends on the well-being of the whole system. We must now identify with all humanity, all life, the whole earth. This expanded identification is the new mode of thinking.

It may be that we will never eliminate conflict between individuals or between nations. There will always be different perspectives, different ideas and different approaches to problems. However, an overriding identification with the whole earth will enable us to resolve conflicts by discovering solutions that benefit all. Diversity will no longer be a cause of war. When we change our mode of thinking, diverse points of view will become a source of creative solutions.

The human species has repeatedly demonstrated the ability to change its mode of thinking. As we have matured and acquired new knowledge, we have expanded our identification beyond the tribe, the clan and the city-state. As we began to expand our identification beyond race, we abolished the institution of slavery. Now, by expanding our identification to the whole earth and all humanity, we will build a world beyond war.

"The Age of Nations is past. The task before us now, if we would not perish, is to shake off our ancient prejudices, and to build the earth."

Pierre Teilhard de Chardin, 1936

SUGGESTED QUESTIONS

1. Are you convinced that human beings can change? Why?
2. How does our identification determine our values, our attitudes, and our motivation? What is an example of this?
3. How do I feel about those who do not identify with the same things that I do?
4. Do you think it is really possible to find solutions that "benefit all"?

D. Summary

Identification			
Whole	humanity	earth	truth
Collective	race	nation	ideology
	clan	state	philosophy
	family	city	religion
Personal	body	property	ideas

(Use the following section as a guide to explain this chart, but put it into your own words and use your own examples.)

A mode is a method of measurement. A mode of thinking measures the broadness and the inclusiveness of our thinking. Our mode of thinking includes our values, attitudes, and motivation, and it determines our behavior. Our mode of thinking forms our identity.

What we identify with begins on a personal level. We identify with our physical body. When it is threatened we react to defend it. We identify with our property. If our possessions are criticized or praised, we may feel hurt or elated. We identify with our ideas, often objecting when they are challenged.

We also identify on the collective level. The identification with family, clan and race are extensions of our identification with our body. The city, state and nation become extensions of our identification with our property. The philosophy, religion and ideology of a person are extensions of the individual's ideas. (Give examples.)

Identification at personal and collective levels is a natural process, but we cannot stop there. If our sphere of identification is limited, then anything outside of that is a potential enemy. We may feel threatened and react to defend ourselves. *When the enemy is perceived as too threatening, we justify the kill.* Wars have resulted from identification that is limited to the collective level, and to the individual level.

To survive, we must change our identification to include the whole earth and all of life. If we do this, we see that there is no enemy: we are all part of the same system, we all inhabit the same small planet, and we will live together or we will die together.

We know that it is possible to expand our identification. On a personal level, we see the child move through these phases as it matures. On the collective level, historically, we have demonstrated the human capacity to change by moving beyond slavery. In more recent years, we have seen the civil rights movement effect changes in our attitudes and laws. Another example is the People's Republic of China. We now have a friendly relationship with this nation, whereas that would have been unthinkable only a few years ago.

(When finished with your explanation, ask participants for a response.)

SUGGESTED QUESTIONS

1. Do you agree that a total shift in identification is necessary for survival?
2. Is this possible? How?
3. Do you think it is possible to find solutions that benefit all?
4. Think of an instance where you have had to shift from a restricted view to an expanded view. What did you give up? What did you gain?

III. ASSIGNMENT

A. It is through people that this tremendous shift in thinking will occur. Therefore, we need to educate ourselves and those around us. We also know that when people begin to participate by talking with other people, it helps them build personal conviction and the ability to communicate these concepts.

Ask participants to host an Introductory event or have the group set a date (e.g., "two weeks from tonight") to bring people to an Introductory evening. Ask them how many people they can be counted on to bring. Encourage them to begin inviting people and to bring their names to next week's meeting.

B. Read the WE ARE ONE and NEW MODE OF THINKING sections of the *Beyond War: Selected Resources* booklet and *Beyond War: A New Way Of Thinking* booklet.

IV. CONCLUSION

Suggestions for closing:

A. Cosmos, "Who Speaks for Earth?" videotape. (or)

B. "No Frames. No Boundaries." videotape with Apollo astronaut Russell Schweickart.

MEETING #3: DECISION AND ACTION

SUGGESTED MATERIALS:

Beyond War Orientation Charts

Beyond War Statements

Beyond War: A New Way Of Thinking booklet

Beyond War: Selected Resources booklet

Beyond War Resource II (videotape):

“Craig Ritchey: KRON-TV Spacebridge” (12 min.)

“Beyond War: A New Way of Thinking” (21 min.)

GOAL OF MEETING

The goal of this meeting is to see that decision is key to change. Once a person decides to adopt the new mode of thinking, building agreement is the action needed to build a world beyond war. Each person's participation is crucial.

I. DISCUSSION OF ASSIGNMENT

A. Review plans for the scheduled Introductory event. Finalize date. Hear from each person: Whom do they have coming?

B. Ask for questions or comments about the reading material.

II. DECISION

A. Set a context for the meeting's discussion by reviewing the conclusions of the last two weeks. (Refer to Knowledge/Decision/Action Chart). We now have the knowledge of both the obsolescence of war and the reality that we are one human species living on one planet. We know our survival depends upon changing our mode of thinking by identifying with the whole system of which we are a part.

How do we move from the old mode of thinking to the new? How do we expand our identification to include the whole? How do we help others to understand this? Decision and action are needed.

B. Read aloud the DECISION section of the Statement.

II. DECISION

The process of building a world beyond war begins with the acknowledgement that war is obsolete and that we are one. Change, then, requires a decision to reject totally the obsolete and to commit totally to build upon the new identification.

Decision means "to cut" (-cision) "away from" (de-), to reject forever an option, to close the door to an existing possibility. Without a decision it is impossible to discover the new. There is always peril in moving into the unknown. We cannot preview all that will happen. We must draw upon our individual and collective experience of making such "leaps" in the past.

The decision to change our mode of thinking must be made on an individual basis. Individuals are the basic elements of societies. Without individual change, societal change cannot occur. Each of us must decide to adopt the new mode of thinking as the basis of his or her life.

"To compromise in this matter is to decide; to postpone and evade decision is to decide; to hide the matter is to decide... There are a thousand ways of saying no; one way of saying yes; and no way of saying anything else."

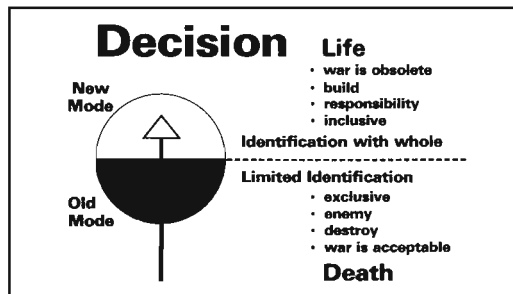
Gregory Vlastos, 1934

SUGGESTED QUESTIONS

1. Think of a major decision you've made. How has decision worked in your life? Explain.
2. Do you agree that societal change cannot occur without individual change coming first? Why?

C. Summary

We have seen that decision is binary. It is both "no" and "yes." We cut with the old and move to the new. We do not know what will unfold after we make the decision. With this issue, people often ask "What about the Russians? What about arms control? What about Central America?," etc. Most of us want specific solutions before deciding and committing to action, but that is not how decision works. First we decide to adopt a new mode of thinking. Then we work together to discover the solution.



(Use the following section as a guide to explain the chart, but put it into your own words.)

In making this decision and adopting the new identification, we clarify that there are two modes of thinking. The old mode of thinking is based on a limited identification and is exclusive. In the old mode, anything outside that restricted identification is a potential enemy, a focus for our fear and hate. When something goes wrong, we blame our perceived enemy, thereby preventing a creative response and justifying destruction. This can lead to war; and in the nuclear age, the outcome could be the end of life.

Survival demands a new mode of thinking. In this inclusive mode, we identify with the whole. We see ourselves as part of one human family, dependent on one life-support system. When we are inclusive, there are no outsiders to blame. We take responsibility for resolving conflict without resorting to violence and seek ways to cooperate for the good of the whole. War is recognized as obsolete. The outcome of this new mode of thinking is life for the whole system, symbolized by the visual image of the earth as seen from space.

(Ask for questions and response.)

D. Personal Implications

The decision to adopt the new mode of thinking presents implications for our personal life. They are:

- **I will resolve conflict. I will not use violence.**
- **I will maintain a spirit of good will. I will not preoccupy myself with an enemy.**
- **I will work together with others to build a world beyond war.**

Discuss the reasons for each. These implications represent an unprecedented shift in human behavior, matched only by the unprecedented threat to our survival. By living these personal implications, the goals and the means of the Beyond War movement will be congruent. When enough of us live in this manner, we will have societal "agreement" about how to conduct our human affairs.

III. ACTION

A. Read aloud the ACTION: BUILDING AGREEMENT section of the Statement.

III ACTION: BUILDING AGREEMENT

Societies generate their own vision of what is possible and draw their behavior from those visions. This nation must renew its commitment to the vision upon which it was founded and build agreement about the implications of that vision in the contemporary world.

"We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness; that, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."

Declaration of Independence, 1776

We have not always lived up to the highest expression of our founding principles. For example, the principle that "all men are created equal" originally meant only white, tax-paying, property-owning males. Clearer understanding of these principles has resulted in creative change. When enough of us agreed that "all men are created equal" meant black and white, we abolished slavery. When enough of us agreed that it meant women and men, we instituted women's suffrage. When enough of us agreed that it meant more than "separate but equal," we recognized civil rights.

When new agreements about principles are reached, laws, treaties and policies are developed to implement them. That is the only sequence of lasting change: agreement about principle, then law. Law cannot effectively precede agreement. Agreement must spring from new understanding of principles. The action through which agreement is built is education.

Today education must be based upon the knowledge that war is obsolete and that we are one. We now know that the principle "all men are created equal" applies to every human being on the planet. We now know that the unalienable right to life, liberty and the pursuit of happiness cannot be secured by war. We must now work together to build agreement based on that knowledge throughout our society.

Power comes from individuals who are connected to universal principles and who are working together to build new agreements. The power of this nation has come from the involvement of the people in the unfolding of our founding principles. We have always agreed that such involvement is not the exclusive right of the elite. Truth is self-evident: it is available to all. Power flows not from the top, but from the *consent of the governed*. Our Great Seal says it clearly: "E Pluribus Unum — Out of Many, One."

We have become a demonstration of that statement on our Great Seal. The possibility that resulted from the process of involving people in the pursuit of truth has been unfolding for 200 years. This process has served as a beacon of hope and inspiration to people around the world. It has drawn the largest diversity of people ever assembled in one nation. We have gathered the "Many" — the religions, the races, the nationalities — working for the well-being of the "One," the Whole, the United States of America.

To fulfill the purpose and vision upon which this nation was founded, we must change our understanding of the principle "Out of Many, One" to include the whole earth and all life. We must now work together to build a world beyond war.

"I know of no safe repository of the ultimate power of society but the people. And if we think them not enlightened enough, the remedy is not to take the power from them, but to inform them by education."

Thomas Jefferson, 1820

Break into small groups and discuss this section of the Statement. Re-convene and share in large group.

B. Summary

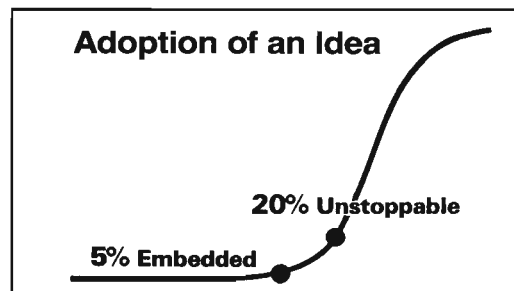
- **Principle**
- **Agreement**
- **Law**

The process of building agreement which produces lasting societal change begins with the understanding of principle. Then agreement based upon principle is built through education. When enough agreement is reached, laws will be passed which reflect this agreement. Prohibition is an example of a law which was passed when there was not enough agreement within the society.

In building a world beyond war:

1. We understand the *principle* "We Are One" and adopt the new mode of thinking.
2. We build *agreement* that war is obsolete and that our survival demands identification with the whole. The action is to educate others on this new reality. *Education is the crucial action!*
3. *Laws*, policies, treaties, elections, etc., will be the outcome when agreement has been built.

C. Adoption of an idea



Studies done at Stanford University tell us that when just 5% of the society accepts a new idea, it is "embedded." When 20% adopt the idea, it is "unstoppable." The studies also show that it normally requires 50% of the population to be "aware" of the idea in order to reach the 5% who will adopt it. (Reference: Professor Everett M. Rogers, *Diffusion of Innovations*, Macmillan Free Press, 1983)

Ask for questions or comments.

IV. CONCLUSION

A. Make a strong appeal! Your participation is essential to build agreement that war is obsolete and that a new mode of thinking is possible.

1. Continue your own education. Participate in a follow-up training group to learn how to communicate the Beyond War concepts.
2. Initiate an introductory event at work, school, neighborhood, temple or church group, or professional organization.
3. Contribute funds. We cannot build a world beyond war without substantial financial support. Every dollar makes a difference. Those who contribute *at least* \$25 will receive the Beyond War newsletter for a year.
4. Participate in an Introductory Presentation. (Suggest that the group could return to further plan the meeting and to train to present material if they wish.) Hear from everyone. Ask each person what they have decided and specifically how they see themselves participating.

B. Close

Optional: Show the video; "Beyond War: A New Way of Thinking," (22 min.) or "Craig Ritchey: KRON-TV Spacebridge" (6 min.) from the Resource II (videotape).

AN ORIENTATION TO A WORLD BEYOND WAR

Two-Meeting or All-Day Format

INFORMATION FOR LEADERS

In some areas it is difficult to guarantee attendance for a three-week Orientation series. For that reason the following outline has been prepared which can be adapted to either a two-meeting format or a 9:30 am to 4:00 pm all-day. The two-meeting series could be either two 2 1/2 hour meetings on consecutive days, or they could be a week apart. The three-meeting Orientation is the preferable format because it provides the optimum opportunity to educate the participants. Where that is not practical, the following outline works very well.

In order to understand the role of the Orientation it is important to see it in relationship to the overall goal of the Beyond War movement.

GOAL OF BEYOND WAR

The goal of this movement is to build a world beyond war. The goal requires changing the mind-set of this nation about war. This will occur as a person builds conviction that:

1. War is Obsolete: If we continue to war, the extinction of humanity is inevitable.
2. We Are One: By changing to the new mode of thinking and by identifying with the whole system, we will ensure our survival.

GOAL OF THE ORIENTATION

The goal of the Orientation is for participants to acknowledge that war is obsolete and that we are one, and to begin the process of educating themselves and others to build a world beyond war.

STRATEGY OF THE ORIENTATION

The strategy of the Orientation is to involve the participants in active dialogue over the content of the Beyond War Statement. The Orientation has been designed in the sequence of the Beyond War Statement. This Statement contains the philosophical basis of Beyond War. By discussing this material in depth, participants will have the opportunity to develop more understanding of the total concept. Your role as a leader is to facilitate the discussion and to provide an atmosphere for dialogue. You do not need to have all the answers.

RESOURCE MATERIAL

Along with the outline for each meeting is a list of resources available to enhance discussions and help communicate concepts. These include videotape selections and Orientation charts. These materials can be obtained from Beyond War Distribution, 222 High Street, Palo Alto, CA 94301, (415) 328-7756.

You will also need a video cassette recorder (VCR), a television set, an easel, a large newsprint pad, felt pens, and name tags. It is important to preview the videotape selections before using them.

In preparation for leading the Orientation, it is most important to read thoroughly the *Beyond War: Selected Resources* booklet. Also read the *Beyond War: A New Way of Thinking* booklet and answer the Study Questions in the back of this booklet. This will deepen your own understanding and increase your ability to communicate to others. Your reference to these materials throughout the Orientation will encourage participants to read the material themselves.

AN ORIENTATION TO A WORLD BEYOND WAR

Two-Meeting or All-Day Format

SUGGESTED MATERIALS:

Beyond War Statements

Beyond War Orientation Charts

Beyond War: A New Way of Thinking booklet

Beyond War: Selected Resources booklet

Picture of Earth

Beyond War Resource II (Videotape):

“Arming The Earth” by Bill Moyers (28 min.)

I. WELCOME AND PURPOSE OF ORIENTATION

A. Welcome participants. Introduce yourself, other leaders and hosts. Explain their roles. Acknowledge that we have all come together out of a common concern.

B. State purpose of the Orientation which is to:

1. Build conviction about the magnitude of the crisis we face and that a new mode of thinking is the only solution.
2. Give an intellectual understanding of the Beyond War philosophy.
3. Provide an opportunity to participate in building a world beyond war.

II. INTRODUCTIONS

Have participants introduce themselves by giving their names, where they live and work, something about their family. You might also have them include how they have been involved in this issue, what concerns them most about it, and what motivated them to come to the Orientation. (Share personally your own motivation.) The sharing takes time, but it is important to get a sense of the group at the outset, as well as to dispel uneasiness by getting to know each other.

III. BACKGROUND OF BEYOND WAR

If needed, give a brief background of the Beyond War movement. (See Resource paper.)

IV. BASIC PRINCIPLES OF BEYOND WAR

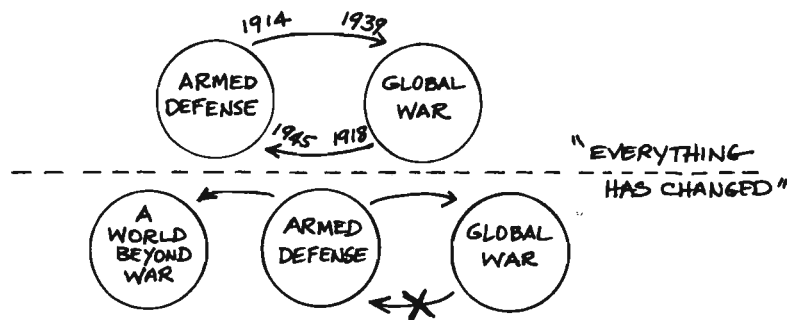
A. The premise of Beyond War is a statement made by Albert Einstein in 1946:

**"The unleashed power of the atom
has changed everything
save our modes of thinking
and we thus drift
toward unparalleled catastrophe."**

**Albert Einstein
1946**

B. When Einstein said "everything has changed," he meant that there is something new for us to learn. In these meetings (or this meeting if you are doing an all-day), we are going to talk about that new knowledge and what it means to say that "everything has changed." Then we will discuss the response required of each of us in light of this new knowledge and what decision and what actions are required.

C. One way to demonstrate that everything has changed is to represent this graphically. Diagram on newsprint pad:



Briefly discuss the diagram and its implications. Everything has changed. We can never again "return" as we have been able to after war in the past. Therefore, we must now move to a world beyond war if we are to survive. (Reference: Martin E. Hellman, *On The Inevitability and Prevention of Nuclear War*, The Stanford Engineer, 1985)

D. One part of what Einstein meant when he said that "everything has changed" is that *war is now obsolete*. That's new! The advent of nuclear weapons has forever changed our environment. Once war meant winners and losers; now war means extinction. When we emphasize that we must change our mode of thinking, we are saying we must change the attitudes, values and motivations which have brought our generation to the brink of extinction.

We are going to watch a video tape which powerfully illustrates how our thinking process has brought us to this point:

Introduce and show *Arming The Earth* videotape (28 minutes).

After showing, ask for responses. Then ask: "If we eliminated all nuclear weapons, would we be beyond war?" Discuss.

E. In order to move out of the "drift" of which Einstein spoke, we need knowledge upon which to base our decisions, and then we will take relevant action. Therefore, this Orientation addresses Knowledge, Decision and Action.

- **Knowledge**
- **Decision**
- **Action**

V. KNOWLEDGE: WAR IS OBSOLETE

A. As a basis for discussion we will be using the Beyond War Statement. This document contains the philosophical basis for the movement. It was developed over a period of months, revised many times, and represents the input of over 1000 people across this country. We spoke with friends, neighbors, and colleagues, knowledgeable experts, business leaders, elected representatives, and individuals serving in the federal government, including current and former officials in the State and Defense Departments.

B. Read aloud the first section and the WAR IS OBSOLETE section of the paper. (Leaders may want to read to provide participants freedom to concentrate on the content.)

"The unleashed power of the atom has changed everything save our modes of thinking and we thus drift toward unparalleled catastrophe".

Albert Einstein, 1946

The development, deployment and use of nuclear weapons have forever altered our environment. For the first time, a species has the capability of destroying itself and its life support system. Our thinking, however, has not yet caught up with that reality. In order to survive, we must change our mode of thinking. This change requires knowledge, decision and action.

I. KNOWLEDGE.

A. War is Obsolete

Throughout recorded history, war has been used to acquire, to defend, to expand, to impose, to preserve. War has been the ultimate arbiter of differences between nations. War and the preparation for war have become intrinsic to human culture. Now we must accept the reality that war has become obsolete.

We cannot fight a full-scale nuclear war. A full-scale nuclear war would destroy civilization as we know it and would threaten life itself.

We cannot fight a limited nuclear war. Detonation of even a small percentage of the world's nuclear arsenals could trigger a "nuclear winter" and cause the extinction of humanity. It is also highly probable that a limited nuclear war would escalate to a full-scale nuclear war.

We cannot fight a conventional war among the superpowers. Such a war would likely escalate to a nuclear war.

We cannot fight a conventional war among the non-superpowers without potentially involving the superpowers. The growing interdependence of nations has produced a network of "vital interests" that the superpowers have pledged to defend. This defense could, in turn, escalate through conventional war to nuclear war.

Today, because war has become obsolete, we must learn to resolve conflict without violence.

SUGGESTED QUESTIONS:

1. What does it mean to say that something is "obsolete"?
2. Do you agree that *all* war is obsolete? (That includes "just" wars, wars of liberation, etc.)

C. Draw conclusions from this section of the meeting, emphasizing that nuclear war is inevitable with the old mode of thinking and that if we war, or continue to prepare for war, we will become extinct.

VI. KNOWLEDGE: WE ARE ONE, THE NEW MODE OF THINKING

A. Just as in this age we must come to understand that war is obsolete, so we also must come to understand that we are one.

Show the picture of the earth from space.

One of the most profound consequences of the space program is this picture of the earth taken from space that is now so familiar to us. This picture communicates better than words the reality of our inter-relatedness and our interconnectedness. We are one species living within one organic whole, and an organism at war with itself cannot survive. The profound communication of this picture is that people must come to recognize the totality of our interdependence and act accordingly or we will not survive.

B. Read aloud the WE ARE ONE section of the statement.

B. We Are One

"Once a photograph of the earth, taken from the outside, is available... a new idea as powerful as any in history will let loose."

Sir Fred Hoyle, 1948

The view of the earth from space is a symbol of the interconnectedness of all life. This symbol of oneness is validated by a variety of scientific discoveries of the last century.

Physics demonstrates that nothing exists in isolation. All of matter, from sub-atomic particles to the galaxies in space, is part of an intricate web of relationships in a unified whole.

Ecology provides the understanding that all parts of a living system are interconnected and that greater stability results from increased diversity.

Biology reveals that, in a totally interrelated system, the principle of survival of the fittest has new meaning. The "fittest" is now seen as that species which best contributes to the well-being of the whole system.

Psychology explains the projection of the dark side of the personality upon an "enemy." That knowledge gives us new tools to understand conflict and to improve relationships between individuals and between nations.

Together these discoveries reveal in a new way the meaning of "One." We are one interconnected, inter-dependent life-system, living on one planet.

Give the group five minutes to write to the following questions which have been written on a newsprint pad:

1. What is "one"?
2. Where do people act as one? Why? Where do people not act as one? Why?
3. Where is diversity a source of stability? Divide into groups of three to five people to work with the questions for 20 minutes. Re-convene and hear from each group.

C. The New Mode of Thinking: The new mode of thinking implied in the Einstein quote involves a total shift in identification. When we come to understand that war is obsolete and that we are one, a whole new way of relating to the world and to each other emerges.

Use the Identification chart to illustrate what you mean:

Identification			
Whole	humanity	earth	truth
Collective	race clan family	nation state city	ideology philosophy religion
Personal	body	property, ideas	

(Use this section as a guide to explain the chart, but use your own words and your own examples.)

A mode is a method of measurement. A mode of thinking measures the broadness and the inclusiveness of our thinking. Our mode of thinking includes our values, attitudes and motivation and it determines our behavior. Our mode of thinking forms our identity.

What we identify with begins on a personal level. When we identify with our physical body, we react to defend it when it is threatened. When we identify with our property, we may feel hurt or elated if our possessions are criticized or praised. When we identify with our ideas, we object when they are challenged.

We also identify on the collective level. The identification with family, clan and race are extensions of our identification with our body. The city, state and nation become extensions of our identification with our property. The philosophy, religion and ideology of a person are extensions of the individual's ideas. (Give examples.)

Identification at personal and collective levels is a natural process, but we cannot stop there. If our sphere of identification is limited, then anything outside of that is a potential enemy. We may feel threatened and react to defend ourselves. *When the enemy is perceived as too threatening, we justify the kill.* Wars have resulted from identification that is limited to the collective level, and to the individual level.

To survive, we must change our identification to include the whole earth and all of life. If we do this, we see that there is no enemy. We are all part of the same system. We all inhabit the same small planet. And we will live together or we will die together.

We know that it is possible to change our identification and, thereby, change our mode of thinking. On a personal level, we see the child move through these phases as it matures. On the collective level, historically, we have demonstrated the human capacity to change by moving beyond slavery. In more recent years, we have seen the civil rights movement effect changes in our attitudes and laws. We now have a relationship with the People's Republic of China, whereas that would have been unthinkable only a few years ago.

(When finished with your explanation, ask participants for a response.)

SUGGESTED QUESTIONS FOR DISCUSSION:

1. Do you agree that a total shift in identification is necessary for survival?
2. Is this possible?
3. Do you think it is possible to find solutions that benefit all?
4. Think of an instance where you have had to move from a restricted view to an expanded view. What did you give up? What did you gain?

D. Summarize this part of the Orientation by reading THE NEW MODE OF THINKING section of the paper.

C. The New Mode of Thinking

The knowledge that war is obsolete and that we are one is the foundation of the new mode of thinking. Our mode of thinking is what we identify with. It determines our values, our attitudes, our motivation, and our actions.

Until recently, we had not experienced the earth as one integrated system. We had limited experience of other peoples and other cultures. Therefore, our primary loyalty has been limited to our family, tribe, race, religion, ideology, or nation. Our identification has been restricted, and we have often seen those beyond that identification as enemies.

In the nuclear age this limited identification threatens all of humanity. We can no longer be preoccupied with enemies. We can no longer see ourselves as separate. Modern transportation, communication systems and the discoveries of science have increased tremendously our direct and indirect experience of the world. We now see that all of life is interdependent, that we share a common destiny, that our individual well-being depends on the well-being of the whole system. We must now identify with all humanity, all life, the whole earth. This expanded identification is the new mode of thinking.

It may be that we will never eliminate conflict between individuals or between nations. There will always be different perspectives, different ideas and different approaches to problems. However, an overriding identification with the whole earth will enable us to resolve conflicts by discovering solutions that benefit all. Diversity will no longer be a cause of war. When we change our mode of thinking, diverse points of view will become a source of creative solutions.

The human species has repeatedly demonstrated the ability to change its mode of thinking. As we have matured and acquired new knowledge, we have expanded our identification beyond the tribe, the clan and the city-state. As we began to expand our identification beyond race, we abolished the institution of slavery. Now, by expanding our identification to the whole earth and all humanity, we will build a world beyond war.

"The Age of Nations is past. The task before us now, if we would not perish, is to shake off our ancient prejudices, and to build the earth."

Pierre Teilhard de Chardin, 1936

Note: In the case of an all-day format, this would normally be time for the lunch break. If you have not been able to complete the previous section, you may wish to have the people continue their discussion over lunch.

If you are using the two-meeting format, give the following questions as an assignment:

1. Read the entire Beyond War Statement.
 2. Read the *Beyond War: A New Way of Thinking* booklet.
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VII. DISCUSSION OF ASSIGNMENT

A. If you are using a two-meeting format and if the group did the assignment, you may want to provide an opportunity for people to discuss their thoughts about what they read.

B. Have people ask all the questions that they still have. List the questions on a newsprint pad and tell them they will be answered either during the course of the meeting or at the close.

VIII. REVIEW MEETING I (or morning if using all-day format.)

We talked last meeting (this morning) about the required change in our mode of thinking. We said that the process of change required knowledge, decision and action. The new knowledge we have gained is that war is obsolete and we are one. Taken together, this new knowledge is the basis for a new mode of thinking and a total shift in the way people identify themselves. To recognize that we are one is to understand that the interest of the whole earth and all its people is primary.

IX. DECISION

A. Once we have new knowledge of anything, a decision and then an action is implied. For example, if we learn that our child is sick, a decision and an action are required based on that new knowledge. It is the same with what we are talking about. In the face of the new knowledge of the obsolescence of war and our interrelatedness, a decision and an action are crucial. Suggested question: What is the required decision?

B. Read the DECISION section of the Statement.

II. DECISION

The process of building a world beyond war begins with the acknowledgement that war is obsolete and that we are one. Change, then, requires a decision to reject totally the obsolete and to commit totally to build upon the new identification.

Decision means "to cut" (-cision) "away from" (de-), to reject forever an option, to close the door to an existing possibility. Without a decision it is impossible to discover the new. There is always peril in moving into the unknown. We cannot preview all that will happen. We must draw upon our individual and collective experience of making such "leaps" in the past.

The decision to change our mode of thinking must be made on an individual basis. Individuals are the basic elements of societies. Without individual change, societal change cannot occur. Each of us must decide to adopt the new mode of thinking as the basis of his or her life.

"To compromise in this matter is to decide; to postpone and evade decision is to decide; to hide the matter is to decide... There are a thousand ways of saying no; one way of saying yes; and no way of saying anything else."

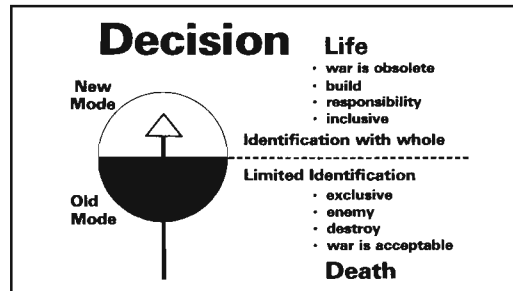
Gregory Vlastos, 1934

SUGGESTED QUESTIONS

1. Think of a major decision you've made. How has "decision" worked in your life? Explain.
2. Do you agree that societal change cannot occur without individual change coming first? Why?

C. Summary

We have seen that decision is binary. It is both "no" and "yes." We cut with the old and move to the new. We do not know what will unfold after we make the decision. With this issue, people often ask, "What about the Russians? What about arms control? What about Central America?", etc. Most of us want specific solutions before deciding and committing to action, but that is not how decision works. First we decide to adopt a new mode of thinking. Then we work together to discover the solution.



(Use the following section as a guide to explain the chart, but put it into your own words.)

In making this decision and adopting the new identification, we clarify that there are two modes of thinking. The old mode of thinking is based on a limited identification and is exclusive. The result is posing anything outside that restricted identification as an enemy, a focus for our fear and hate. When something goes wrong, we blame our perceived enemy, thereby preventing a creative response and justifying destruction. This can lead to war; and in the nuclear age, the outcome could be the end of life.

Survival demands a new mode of thinking. In this inclusive mode, we identify with the whole. We see ourselves as part of one human family, dependent on one life support system. When we are inclusive, there are no outsiders to blame. We take responsibility for resolving conflict without resorting to violence and seek ways to cooperate for the good of the whole. War is recognized as obsolete. The outcome of this new mode of thinking is life for the whole system, symbolized by the visual image of the earth as seen from space.

(Ask for questions and response.)

X. PERSONAL IMPLICATIONS

The decision to adopt the new mode of thinking presents implications for our personal life. They are:

- **I will resolve conflict. I will not use violence.**
- **I will maintain a spirit of good will. I will not preoccupy myself with an enemy.**
- **I will work together with others to build a world beyond war.**

Discuss the reasons for each. These implications represent an unprecedented shift in human behavior, matched only by the unprecedented threat to our survival. By living these personal implications, the goals and the means of the Beyond War movement will be congruent. When enough of us live in this manner, we will have societal "agreement" about how to conduct our human affairs.

XI. ACTION

A. When enough individuals change, there will be national and global change. Ask the group for examples of great social movements. Write these on a pad. The point to this is that all movements, such as women's suffrage, abolition of slavery, etc., have begun with a few committed and motivated individuals. In every case, the individual has been the key.

B. To further illustrate, refer back to the "unleashed power of the atom" portion of the Einstein quote. It was individuals who discovered how to split the atom and to build the bombs. It will be individuals who discover how to build a world beyond war. The power of the atom will have to be matched by the released power of individuals who will work together to do this job.

C. Read aloud ACTION: BUILDING AGREEMENT section of the Statement.

III ACTION: BUILDING AGREEMENT

Societies generate their own vision of what is possible and draw their behavior from those visions. This nation must renew its commitment to the vision upon which it was founded and build agreement about the implications of that vision in the contemporary world.

"We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness; that, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."

Declaration of Independence, 1776

We have not always lived up to the highest expression of our founding principles. For example, the principle that "all men are created equal" originally meant only white, tax-paying, property-owning males. Clearer understanding of these principles has resulted in creative change. When enough of us agreed that "all men are created equal" meant black and white, we abolished slavery. When enough of us agreed that it meant women and men, we instituted women's suffrage. When enough of us agreed that it meant more than "separate but equal," we recognized civil rights.

When new agreements about principles are reached, laws, treaties and policies are developed to implement them. That is the only sequence of lasting change: agreement about principle, then law. Law cannot effectively precede agreement. Agreement must spring from new understanding of principles. The action through which agreement is built is education.

Today education must be based upon the knowledge that war is obsolete and that we are one. We now know that the principle "all men are created equal" applies to every human being on the planet. We now know that the unalienable right to life, liberty and the pursuit of happiness cannot be secured by war. We must now work together to build agreement based on that knowledge throughout our society.

Power comes from individuals who are connected to universal principles and who are working together to build new agreements. The power of this nation has come from the involvement of the people in the unfolding of our founding principles. We have always agreed that such involvement is not the exclusive right of the elite. Truth is self-evident: it is available to all. Power flows not from the top, but from the *consent of the governed*. Our Great Seal says it clearly: "E Pluribus Unum — Out of Many, One."

We have become a demonstration of that statement on our Great Seal. The possibility that resulted from the process of involving people in the pursuit of truth has been unfolding for 200 years. This process has served as a beacon of hope and inspiration to people around the world. It has drawn the largest diversity of people ever assembled in one nation. We have gathered the "Many" — the religions, the races, the nationalities — working for the well-being of the "One," the Whole, the United States of America.

To fulfill the purpose and vision upon which this nation was founded, we must change our understanding of the principle "Out of Many, One" to include the whole earth and all life. We must now work together to build a world beyond war.

"I know of no safe repository of the ultimate power of society but the people. And if we think them not enlightened enough, the remedy is not to take the power from them, but to inform them by education."

Thomas Jefferson, 1820

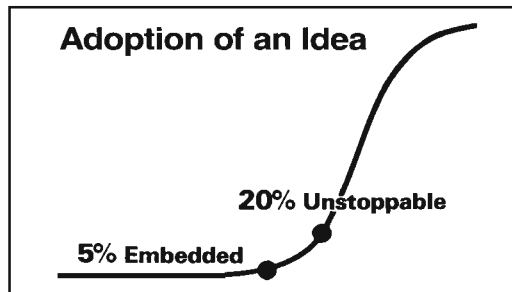
D. Summary

- **Principle**
- **Agreement**
- **Law**

The process of building agreement which produces lasting societal change begins with the understanding of principle. Then agreement based on principle is built through education. When enough agreement is reached, laws will be passed which reflect this agreement. Prohibition is an example of a law which was passed when there was not enough agreement within the society.

In building a world beyond war:

1. We understand the *principle* "We Are One" and adopt the new mode of thinking.
 2. We build *agreement* that war is obsolete and that our survival demands identification with the whole. We do this by educating others to this reality. *Education is the crucial action!*
 3. *Laws*, policies, treaties, elections, etc., will be the outcome when agreement has been built.
- E. Adoption of an idea:



Studies done at Stanford University tell us that when just 5% of the society accepts a new idea, it is "embedded." When 20% adopt the idea, it is "unstoppable." The studies also show that it normally requires 50% of the population to be "aware" of the idea in order to reach the 5% who will adopt it. (Reference: Professor Everett M. Rogers, *Diffusion of Innovations*, Macmillan Free Press, 1983)

Ask for questions or comments.

F. Local action:

This is the point at which you describe how the Beyond War process works in your area. For example: (have these on a pad)

- Introductory Presentations
- Orientations
- Action Workshop
- Clarification all-day or weekend
- Continuing enrichment and training

XIII. CONCLUSION

A. Make sure that all their questions have been answered.

B. To give the group a chance to synthesize the material you have discussed during the orientation, take a few minutes to have them write down the essence of what they heard. Hear from each one without commenting.

XIV. PARTICIPATION

A. Be sure to leave 15-20 minutes for the closing and discussion of what people can do. Make a strong appeal! Each person's participation is essential to building a world beyond war.

Have listed on a chart how they can participate:

1. Bring someone to an Introductory Presentation.
2. Initiate an introductory event at work, school, temple or church group, neighborhood, or professional organization.
3. Participate in an Introductory Presentation. (Suggest that the group return to a follow-up meeting to plan this presentation. This meeting would include practical "how-to" information and an opportunity to continue their own education.)
4. Contribute funds. (We cannot build a world beyond war without substantial financial support. Every dollar makes a difference. Those who contribute *at least* \$25 will receive the Beyond War Newsletter for a year.)

B. Hand out printed response cards or 3x5 cards and have them write their name, address and phone number and indicate how they will participate in the Beyond War movement.

C. Closing: Two possibilities for ending the meeting would be to read the Beyond War pin card or an inspirational quote.

Presentation Guidelines & Building A Team

PRESENTATION GUIDELINES

for Introductory Presentations and Orientations to a World Beyond War

Since Beyond War is a concept and not an organization, the emphasis in our activities is always on communicating the idea, exploring it with others, and on being a demonstration of "beyond war" in our own lives. Thus, the goal for events is to create an atmosphere conducive to mutual learning for all those involved, including presenters, hosts and participants.

The following guidelines may help you to think through the preparation for a presentation and your evaluation after the presentation. They are not intended to be directive, but only to serve as reminders. If you are working with a team of people, it would be important to determine who has which tasks.

A. PRIOR TO THE PRESENTATION

1. *Decide whom to invite.*
2. *Extend the invitation:* A phone call is usually the most effective invitation. A note or a Beyond War Introductory flyer, followed by a phone call also works well. The *personal* connection is important!
3. *How many to invite:* Experience has shown that you can invite more people than you expect to attend because there will usually be some last minute cancellations.
4. *When to confirm:* Call each participant two or three days before the event. Remind them of the date, time, and give directions to the meeting place. Give them your phone number and ask them to call you if they cannot attend the meeting or will be delayed. Confirmation is important to assure good attendance!
5. *Presentation materials:* Determine what materials and equipment (such as TV, VCR, charts) you will need for the presentation. If you are working with a team, decide who will provide them.
6. *Presentation content:* If you are working with a team to make the presentation, clarify who has responsibility for which concepts and which discussions.

B. PRESENTATION EVENT

1. Plan to arrive at least 20 to 30 minutes before meeting starts.
2. Set up equipment and test it.
3. Set out your materials. Have change ready if you are going to sell materials.

4. If the presentation is in a home or a facility where the numbers will allow it, arrange the chairs in a circle so that people can see each other and exchange ideas easily.
5. Have coffee, tea, sugar and cream available when people come. You may want to serve refreshments.
6. Take initiative when guests arrive and introduce yourself.
7. Have name tags available. Use large, bold print so that the names can be read across the room.
8. Start and end meetings promptly.

C. AFTER PRESENTATION

1. Allow time after the participants leave to evaluate. If that is not possible, set a meeting date soon for the team to get together. The purpose of the evaluation is to assess your own participation and learn from your experience. It is important to evaluate how the material worked for you and how the team worked together.
2. Review the response cards. Evaluate the next step for each person and decide who will follow-up. Experience has shown that participation does not happen automatically after an Introduction or an Orientation. Personal contact needs to be made *immediately* (within 2-3 days) and based on what the individuals indicated on their response cards. The following questions may be helpful in determining your method of follow-up:
 - What is the specific next step to offer this person?
 - What response is needed if someone does not indicate any interest on the card?
 - Have I thought through all the possible options for involvement?
 - How long do I pursue this person?
 - How do I proceed with a person who is not interested in further participation with Beyond War, but is an influential person in the community, business, school, etc.?
 - What do I do with a person who did not fill out a response card?
3. If people indicate on their response cards that they will financially support the Beyond War movement, plan to send them a contribution envelope with a note thanking them for contributing.

BUILDING A TEAM

Proper follow-up and the building of a team are two of the most critical elements of the process of building a world beyond war. We have an excellent educational program in our Introductory Presentation and the Orientation series. Together they provide a very solid method of creating interest in Beyond War.

The next step in this process is a challenging one for all of us: how to encourage the involvement of people. We are inviting people to work together with others and to "discuss, develop and demonstrate a new mode of thinking." This takes time and continued involvement in order for each individual to achieve their own conviction about the principles and goal of Beyond War. The purpose of a team is to provide the environment in which this process can take place.

It is important that people understand they are absolutely needed in this critical effort and that their involvement is making a difference. We need to assure people that they are totally capable of making the appropriate response that the environment is now demanding.

When Beyond War is first introduced into an area, those people who are willing to move into some form of leadership are the most essential element to find. We all know that "supporters" will play a vital role in helping to create a new setting for these ideas, but until you have people who actively work to communicate the ideas to others, there will not be a solid base on which to build.

This is what makes a team so important. A team may be a couple who will work together, or it may be six or eight people who live in the same area and will work together. In either case they become a unit that will work specifically on the goal of communicating the Beyond War idea and principles to others. A team works particularly well when there are enough people to have diversity in the group. With differing perspectives, there is the opportunity for "synergy" where the group together works better than the sum total of the individuals involved. On the other hand, a team shouldn't get so large that it loses dynamism and makes decision-making difficult.

The agreements we have in Beyond War are the perfect basis on which we can work together ("I will resolve conflict. I will maintain a spirit of good will, etc.'). A working team enables us to practice these principles in our own lives and learn from the experiences we will have together. In this way, working together is a tremendous benefit for all concerned. Conflict will arise because we all have different perspectives, different ways. This creates a natural laboratory for learning resolution. The acceptance of diversity and appreciation for another's point of view creates a healthy model of what must occur globally.

A team may be only a small part of what goes on in an area, region or state, but it should have a strong sense of autonomy and responsibility for its own area of influence. A town or geographical area is best understood by those who live there because each place and each group of people have their own personality. Although you may have an experienced leadership resource available, your own knowledge and perspective of your area are extremely important.

The first step required in the whole process is your own willingness to accept responsibility for helping to make it happen. Then you will want to take advantage of leadership training and opportunities for deeper discussion and understanding of the concepts. Training is always provided to those with an interest. It serves the dual purpose of developing your ability to communicate the Beyond War principles and increasing your own personal understanding of these principles.

The use of the same educational materials and training also builds a consistency in the movement. Whether it is Maine or California, Iowa or Georgia or Alaska, the basic message will be the same. So when you meet someone from far away who is involved in Beyond War, you can *assume* a certain level of agreement and understanding.

WORKING TOGETHER WE CAN BUILD A WORLD BEYOND WAR

Resource Papers

THE BEYOND WAR MOVEMENT

Beyond War began in 1982 as a grassroots response to the threat of nuclear war. Early efforts were focused on educating people about the crisis. During 1982, we showed "The Last Epidemic" (a film about the effect of a one-megaton bomb dropped on San Francisco) to hundreds of people in our homes, and also at churches, synagogues, clubs and civic organizations. The publication of Jonathan Schell's definitive book, *Fate of the Earth*, created national concern over the issue of post-nuclear war survivability. People began to understand the consequences of nuclear war, but the need to communicate a rational basis for hope became apparent.

There was a growing realization that nuclear weapons were only a symptom of the real problem. That problem is our willingness to use war to resolve inevitable conflicts. We embarked on a three-month project to produce a concise statement about a new way of thinking which would address the root cause of the problem. Thus, the Beyond War Statement evolved and has now become the cornerstone of this movement.

With the basic philosophy of the movement defined, the Beyond War Orientation course was developed as a way to communicate the nature of both the crisis and the solution. The Orientation was tested during mid-1983 in the San Francisco Bay area. In the fall of that year, exploratory excursions were made to the Midwest, New England, the South, and the rest of the Pacific Coast to see if Beyond War would communicate to people across the whole United States. It did. The response was extremely positive and Beyond War began to grow nationally.

The movement grew significantly when 2700 women from 34 states and eight foreign countries came together for a Women's Convocation in November, 1983, to call for the end of war. During the three-day conference they deepened their understanding of the Beyond War concept, shared ideas and went back to their own communities inspired to begin educating others.

In the fall of 1984, 17 families moved from their homes in California to support the movement in other areas of the country. These families are now living in these areas at their own expense for one to three years to provide training and be a resource to local Beyond War groups.

The success of the 1983 Women's Convocation inspired others and in the fall of 1984, 5,000 women came together at 11 symposia throughout the western United States. These women launched the first public media campaign for Beyond War by publishing educational advertisements in six major newspapers and the California edition of *TIME* magazine. As a result of this campaign awareness of Beyond War in these areas more than doubled.

On November 11, 1984, 2,000 men gathered in San Francisco for a Veterans' Day Convocation en-

titled "Who Speaks For Earth?: The New Warrior." Acknowledging that man's strength, valor and courage have always insured individual and group survival, the men challenged themselves to unite and work cooperatively to insure the survival of the whole planet.

Later in November, eleven Silicon Valley executives travelled to the Soviet Union and Hungary to meet with their counterparts as part of the Beyond War International Task Force. The goal of this ongoing effort is to discover how we can work together with the Soviets, given the two very different systems in which we live.

The Beyond War Award was created in 1983 to honor the great efforts of humankind as it moves to build a world beyond war. The award also attracts national and international attention through the nomination and selection process. Many distinguished men and women are chosen annually to serve on the Selection Committee (Jonas Salk, Betty Bumpers, Carl Sagan, Andrew Young, etc.).

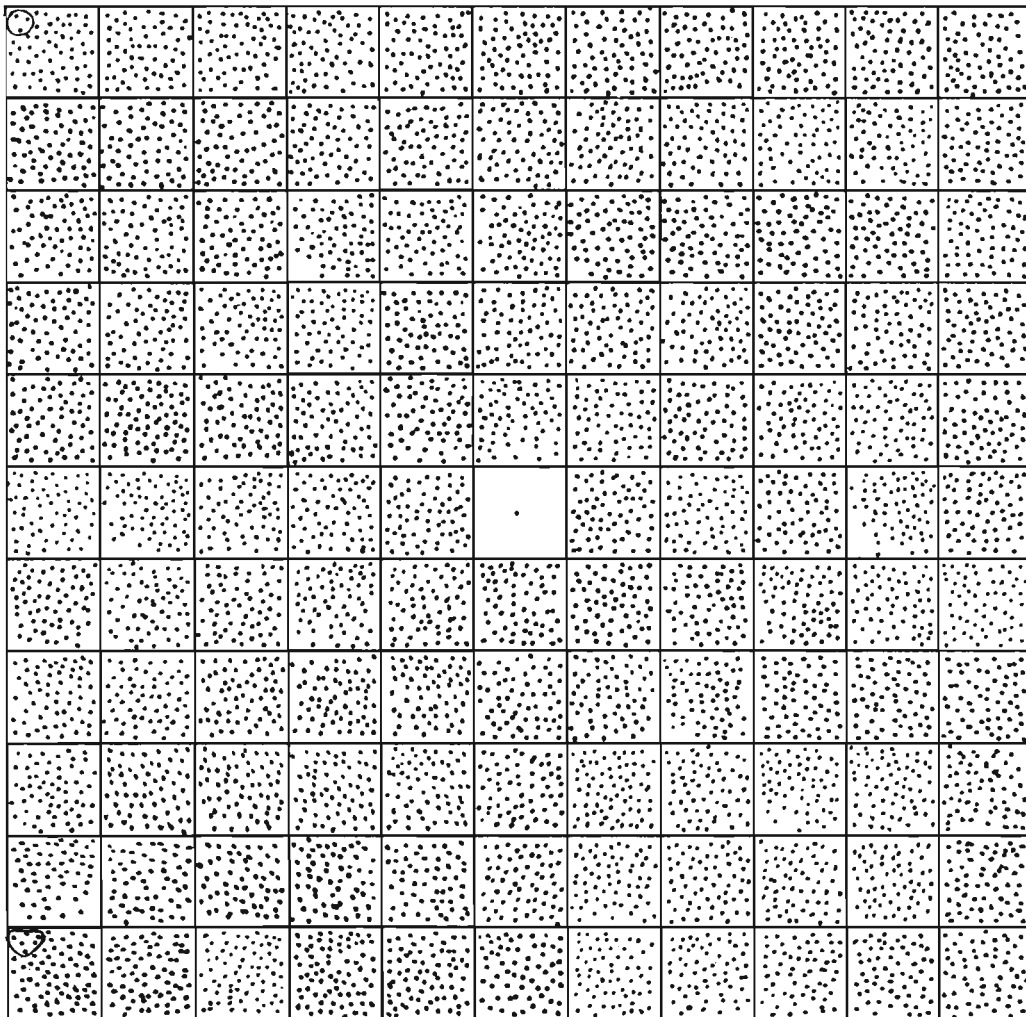
In December, 1983, the first Beyond War Award was presented to the National Conference of Catholic Bishops for their pastoral letter on peace. In 1984, the International Physicians for the Prevention of Nuclear War (IPPNW) received the award. It was presented to the co-founders, Dr. Bernard Lown of the United States and Dr. Yevgeni I. Chazov of the Soviet Union, through the use of a live satellite teleconference link or "spacebridge" between Moscow and San Francisco. This historic event was viewed live by over 90,000 people. In April of 1985 a film of this event was aired during prime time in the Soviet Union to a potential audience of more than 100 million people. In September of 1985 "The Beyond War Spacebridge" was broadcast on more than 240 stations of the PBS television network.

On January 29, 1985, representatives of more than 70 countries at the United Nations (including 34 ambassadors) attended a presentation about "nuclear winter." American astronomer Carl Sagan and Soviet physicist Sergei Kapitsa each communicated that even a limited nuclear exchange would threaten life on the entire planet, with no country exempt from the effects. The event was sponsored by Beyond War and 12 of the ambassadors who had previously heard Dr. Sagan speak on this crucial subject.

Today more than 8,000 people are actively communicating the Beyond War idea in 12 key states (Maine, Vermont, New Hampshire, Massachusetts, North Carolina, Georgia, Wisconsin, Iowa, Colorado, Oregon, Washington, and California). In addition, there is start-up activity in 9 other states. At the heart of the movement are more than 400 men and women who work as full-time volunteers. Many of these are former business and professional people who are now able to devote their time, talents and resources to this critical effort.

Resource for first illusion: The human species can continue to war and survive.

DOT CHART



The dot in the center represents the explosive power of all the Allied bombs dropped during World War II - three megatons (three million tons of TNT). That includes the bombings of Tokyo, Berlin, Hamburg and Dresden. That is, all of the Allied bombs that rained from the skies for six years from 1939 to 1945, including the atomic bombs dropped on Hiroshima and Nagasaki. Millions of people were killed.

The total number of dots, six thousand of them, represents the explosive power of the nuclear weapons in the arsenals of the United States and the Soviet Union. That totals 18,000 megatons or *six thousand times* the explosive force of all the bombs dropped in World War II.

The circle at the top enclosing three dots (three times the destructive power of all Allied bombs dropped during World War II) represents the weapons on one Poseidon submarine or its Soviet equivalent. Each of these submarines has enough explosive power to destroy all the major cities of the United States or the Soviet Union. The United States has 31 Poseidon submarines, 20 on patrol at any one time. The Soviet Union has a comparable number.

The circle in the lower left-hand corner enclosing six dots (six times the aerial destructive power of World War II) represents one new Trident submarine or its Soviet equivalent, the Typhoon. Each of these submarines has enough power to destroy every major city in the northern hemisphere. The Trident is 560 feet long, the length of two football fields. Seven Trident submarines were commissioned as of 1985, and at least ten more are planned.

SOURCE: The Center for Defense Information, Washington, D.C.

Resource for first illusion: The human species can continue to war and survive.

BBs EXPERIENCE

6,000 BBs

The materials that will be needed are a large metal container (garbage can, wash tub, or large waste basket) and 6,000 BBs. This experience can be used before or after the Dot Chart explanation or instead of the Dot Chart. Explain to the people what you are going to do, showing one of the BBs and the metal container. Then ask them to close their eyes in order to experience the full impact of the sound. It helps to tilt one end of the can or tub so that the sound of the BBs can be heard more clearly. Then say, "This first sound represents the explosive power of all the bombs dropped by the Allies during the six years of World War II." (See Dot Chart material for additional explanation.) Drop one BB into the can. Then say, "I'm going to repeat that sound," and drop one more BB. Finally, say, "And this sound represents the explosive power in the nuclear arsenals of the United States and the Soviet Union today." Slowly pour the 6,000 BBs into the can making sure that all BBs hit the metal rather than falling on top of each other. After the last BBs, allow a few moments of silence and then explain that we continue to build five more nuclear weapons each day to add to that arsenal.

18,000 BBs

Some people have found another effective way to use the BBs. They begin by talking about the "blockbuster" bombs of World War II which contained two tons of explosive and then say that the atomic bomb that fell on Hiroshima contained the equivalent of about 15,000 tons of explosives. Now, we calculate bombs in megatons (one million tons of TNT). Then go through the process of showing them a BB and the metal container and ask them to close their eyes. Then drop one BB as representing one million tons of explosive. "Now I'm going to drop BBs to represent all of the aerial bombs used by the Allies in World War II, etc." (Drop three BBs). "And now here is the sound that represents the explosive power in the nuclear arsenals of the US and the USSR, etc." (Pour out 18,000 BBs). End the same way as above.

Note: Most people have reported that the easiest way to pour the BBs is from a plastic pitcher (like an orange juice pitcher).

Resource for second illusion: "They" won't let it happen.

PROLIFERATION AND TECHNOLOGICAL MARCH

One of the ways to communicate an overall sense that we are in fact headed toward what Einstein referred to as an "unparalleled catastrophe" is to stand back and look at the results of the "drift" over the last forty years. This drift and the direction it is taking us is very clear when one looks at the proliferation of weapons and the increase in technological development.

In the case of proliferation, we have gone from one country (U.S.) that had the bomb in 1945 to today when at least five and more likely nine countries have nuclear weapons. Additionally, there are another half dozen or so countries that are well on the way to developing nuclear weapons capacity.

Of equal importance is what has happened in terms of technological development. We have gone from one type of weapon in 1945 (a gravity bomb), to a multiplicity of weapon types today. These include battlefield weapons like artillery shells and mines (Tactical), longer range weapons such as small missiles (Intermediate Range), and the intercontinental ballistic missiles, or ICBM's (Strategic). Proliferation is also evident in the number of weapons: in 1945 there were only two or three and twenty years later, in 1965, there were approximately 8,000 bombs. Today there are in excess of 50,000 weapons and we are adding an estimated three more weapons to that world arsenal every day. In terms of explosive power, the two bombs dropped on Hiroshima and Nagasaki were the equivalent of about 30-40,000 tons of TNT. Today's nuclear weapons are the equivalent of 18,000 *megatons* of TNT... or the equivalent of "one million Hiroshima bombs."

Changes in weapons design (i.e. the neutron bomb, enhanced radiation, etc) have led planners to envision uses for these weapons that most of us do not comprehend. But nowhere are the advances more apparent than in the delivery systems and their impact on time and space. To state it simply, technology now makes it possible to deliver more warheads from more places in much less time. In 1945 we could deliver one bomb (Little Boy) from one specially equipped airplane (B-29, the "Enola Gay") in about eight hours flying time. In 1985, we can deliver hundreds of warheads from airplanes, submarines and land-based missiles in less than thirty minutes. In Europe, either the NATO countries or the Warsaw Pact nations can launch a nuclear attack against the other with missiles (such as the Army's Pershing II) that can go from liftoff to impact in under ten minutes. The same is true of Soviet and U.S. ballistic missile submarines which are constantly on station off each other's coastline.

The Chinese proverb that says "if we don't change the way we are going, we will end up where we are headed" is certainly supported when we look back on the history of the Nuclear Age. The impact of these developments, in both proliferation and technology, has been to create an ever-increasing strain on the systems and the people that control these systems and to threaten the extinction of the human race.

The continuation of past trends, as represented by the thrust toward space weaponry, may well place the strain beyond the breaking point. Catholic Bishop Thomas Gumbleton of Detroit, in a recent address to the World Affairs Council in Los Angeles, talked about a scenario that could result from the current direction of technology. The Bishop said, "Imagine the head of the Joint Chiefs of Staff, reporting to the President on the status of US strategic capability. 'Mr. President, with our anti-satellite weapons we can instantaneously blind our enemy so they cannot see what we are doing. With the accuracy of our missiles we can destroy Moscow and eliminate their leadership. With the power and accuracy of our first-strike missiles we can destroy their missiles and bombers on the ground and any submarines in port. With our anti-missile systems we can shoot down any remaining attempt at retaliation. And, Mr. President, we must do it *now*, before they do it to us.'"

	1945	1965	1985
Number of weapons	2	8,000	50,000
Power (TNT equivalent)	30,000 tons		18,000 megatons
Delivery Type	Gravity Bomb		Gravity Bomb ICBM - SLBM Cruise Missiles Etc.
Delivery Time	8 hours		10 minutes
Number of Countries with Nuclear Weapons	1		5-9

Resource for first illusion: The human species can continue to war and survive.

NUCLEAR WINTER

The "nuclear winter" phenomenon could be triggered when only a small percentage of the current nuclear arsenals is detonated. When the nuclear bombs explode near the ground they generate a fine dust. Those that explode in the air create fire and smoke. The dust and smoke block out the sunlight for months. Temperatures on earth drop drastically. Ground water freezes. Plants, crops, animals and people die. During this time the lingering radiation is extremely high, causing serious illness and death.

As the nuclear soot and dust settle, deadly solar ultraviolet light pours over the earth, now unprotected by the ozone layer, which has been damaged by the nuclear detonations. The heavy doses of ultraviolet rays are extremely dangerous to any form of life that remains.

These effects initially begin in the Northern Hemisphere, where it is assumed most of the bombs will be detonated. Later, they find their way to the Southern Hemisphere as the winds blow the dust and soot across the equator. There is no nation on Earth that would be unaffected by a "nuclear winter."

The Cold and the Dark. Ehrlich, Paul; Sagan, Carl; Kennedy, Donald; Roberts, Walter Orr; W.W. Norton & Co. (1984).

The Effects on the Atmosphere of a Major Nuclear Exchange. National Academy Press (1984).

Resource for second illusion: "They" won't let nuclear war happen.

STAR WARS (STRATEGIC DEFENSE INITIATIVE)

The Strategic Defense Initiative (or "Star Wars") program proposes to launch satellite weapons into space that would intercept and destroy strategic ballistic missiles directed against the United States before they reach their targets in this country.

S.D.I. is being called a defense, when in fact there can be no defense against nuclear weapons. "Star Wars" does nothing to protect us from bomber aircraft, cruise missiles, submarine attack and smuggled bombs. (*San Francisco Chronicle*, 3-6-85) Even if the "Star Wars" system worked as designed, 5% of the incoming nuclear missiles would still get through and explode on their targets, causing massive death and destruction. (*Time*, 3-11-85) Detonation of only a small percentage of the world's nuclear arsenals will create the possibility of a "nuclear winter." (*The Cold and the Dark*. Ehrlich, Sagan, Kennedy and Roberts, 1984)

"The end result of attempting to put up a 'Star Wars' system, whether or not it works, will be to greatly increase the likelihood of a nuclear war and to make that war even more destructive if it comes. If the 'Star Wars' system were installed, the Soviets. . . would immediately double the number of offensive weapons to make sure they could get the same number through as they could have before the 'Star Wars' system was in operation. We would get hit with twice as many nuclear weapons as if we hadn't attempted to defend ourselves in the first place. The only militarily believable use for a 'Star Wars' system is in the hands of an aggressor to protect himself from retaliation by the few missiles he misses in a first strike." (Dr. Robert Bowman, Institute for Space and Security Studies, 4-21-85)

A major component of the proposed anti-missile defense system would be ground-based lasers. Gerold Yonas, the chief scientist of the Defense Department's Strategic Defense Organization, reported to a conference of the American Association for the Advancement of Science (5-27-85): "A ground-based laser cannot operate with a cloud cover." Yonas said that one of the major problems of the system would be that even normal atmospheric conditions, including air turbulence and moisture in the air, would cause light beam distortion that could not be fully compensated for. (*Los Angeles Times*, 5-28-85)

The "Star Wars" program is in the research stage. Twenty-six billion dollars have been allocated for research and development for a five-year period. (*Scientific American*, Oct. 1984) Right now the technology does not exist to construct such a system. It is estimated that actually building a "Star Wars" defense system would cost in excess of \$1 trillion. (*San Francisco Chronicle*, 8-10-84)

Resource for second illusion: "They" won't let nuclear war happen.

FALSE ALARMS

The North American Air Defense Command (NORAD) reported 151 computer false alarms in an 18-month period. One such alarm had American forces on alert for a full six minutes before the error was discovered. (*New York Times*, 11-23-82)

In 1979 and the first half of 1980, there were 3,703 "routine missile display conferences" or low-level false alerts. Those listed below were sufficiently serious to come within minutes of launching a nuclear war:

October 3, 1979 - A radar designed to detect submarine-launched ballistic missiles picked up a low-orbit rocket body and generated a false launch and impact report.

November 9, 1979 - The central NORAD computer system indicated a mass attack by incoming missiles as a result of an "inadvertent introduction of simulated data" (a training tape) into the computer.

March 15, 1980 - A false warning of major nuclear attack was generated by one of four Soviet submarine-launched ballistic missiles being tested during troop training exercises in the Kuril Islands north of Japan.

June 3, 1980 - A false warning of a major nuclear attack was generated by a "bad chip in a communications processor computer."

June 6, 1980 - The same warning was repeated when the June 3 incident was simulated during investigation of the computer program.

The Nuclear Almanac - Confronting the Atom in War and Peace. Compiled and edited by faculty members at M.I.T.; 1984.

Resource for the third illusion: One person cannot make a difference.

THE PROCESS OF CHANGE

This is a resource paper for people studying the Beyond War concepts to deepen their understanding of the process of change. Three additional sections summarize the process of change for the abolition of slavery, women's suffrage, and the civil rights movement and should be read with this paper.

All life on this planet is designed to accommodate and promote change in order to survive. This gives us hope in facing the current crisis. The imperative now is that the change must be conscious, deliberate change, based on our personal understanding of the forces of life and death that are acting on Earth.

INDIVIDUAL CHANGE

The human being takes in information by means of the five senses, organizes this information into meaningful patterns, and then acts. This is the process for individual change, and all three steps -- Knowledge, Decision, Action -- are required for conscious, deliberate change.

In a group, the individuals who are the most uncomfortable with "the way things are" will be the ones to initiate change. Because of their dissatisfaction, they decide to discover another way to act, and are observed by others in a new behavior. They become educators, by example and by design. These individual innovators become the catalysts for change on a greater scale, because when one member of a group changes, all of the relationships within the group change. All great social movements begin with individual insights and initiative. They result in changes in the system, in the structure of society itself.

EDUCATION IS THE ACTION

The process of social change begins with the understanding of a principle by an individual. Then many individuals come to agreement about the meaning of the principle. Finally, laws are enacted that reflect the new agreement of a substantial portion of society. An understanding of the civil rights movement, of the movement to abolish slavery, and of the women's suffrage movement confirms that the process of building agreement is critical in this process of change.

We know that we must educate people about the new knowledge that has been gained: War is Obsolete, and We Are One. This educational job must be completed as part of the process of building agreement. Without that agreement, there will be no new outcome, no new law, no new understanding. Innovators alone cannot shift the society. They have to communicate their insights to others.

THE PROCESS OF CHANGE: SLAVERY

Slavery, the involuntary servitude of human beings, has existed since the beginning of history. Until the late 18th century virtually every aspect of society accepted slavery as a normal part of human activity. The process of ending institutionalized slavery took nearly 200 years and began with individuals seeing the institution as morally wrong. This conviction spread to others, and eventually laws and reforms were passed abolishing slavery throughout the world.

HISTORICAL PERSPECTIVE

Slavery has been associated with every type of society from the simplest to the most complex, from the earliest times to the present. Slavery existed in most parts of the world in slightly differing forms until the 12th to 14th centuries. As the Western Holy Wars ended late in the 16th century, the trading of Africans became the predominant form of slavery in the world. The right to hold slaves was accepted by all major religions and by virtually every government in the world.

European colonies in the West Indies saw the slave population grow from an estimated 86,000 in 1734 to nearly 500,000 in 1787. Slavery began in what would become the United States in 1619 with the first cargo of 20 Negroes. The colonies' slave population had grown to 500,000 by 1775. Altogether, more than 15,000,000 blacks were transported to the Western Hemisphere. Despite its inhumanity and size, the slave system aroused little protest until the 18th century, mainly due to the prevailing image of Negroes as sub-human.

THE MOVEMENT TO ABOLISH SLAVERY

Rational thinkers of the Enlightenment in Europe began to criticize the institution of slavery in the late 17th century. The criticism pointed out its violation of the rights of man, and religious groups condemned it on moral grounds for its brutal qualities. In Britain and America, the Quakers were the first significant opponents of slavery, beginning their criticism in 1671.

By the late 18th century a general climate of moral disapproval to slavery existed, but few reforms or laws were passed until the next century. The image of the blacks began to change in the minds of whites as writers portrayed the black slave as a human being.

The political and social institution of slavery came under increasing attack in the early 19th century. Early reforms to outlaw the slave trade were set in motion in England in 1783 leading to its abolition in 1807. In the United States, the Constitutional Convention in 1787 considered a prohibition of the trade, but to satisfy Southern interests, agreed to delay action 20 years. Accordingly, in 1807 the United States prohibited the slave trade as well. However, this early success had little effect on slavery in the Deep South, the West Indies and South America.

Political momentum grew in the early 19th century, resulting in passage of a law to free all slaves in the British colonies in 1833. The French completed their process of addressing slavery in 1848 with the freeing of all slaves in their colonies. The Danes abolished slavery in the same year. By the late 1850's all the mainland Spanish American republics had abolished slavery; and it had virtually disappeared in Mexico, Central America, and Chile. The Dutch freed their slaves in 1863; the Spanish, in 1873; and Brazil was the last nation in the Americas to abolish slavery, in 1888.

ENDING SLAVERY IN THE UNITED STATES

At the time of the American Revolution, the notion of basic human rights and freedom provided an important moral framework for the anti-slavery movement. The Revolution led to a perception of the problem of slavery as inconsistent with basic rights. Over a period of years, however, this inconsistency was rationalized as the principles of the Revolution became more distant. The deeply rooted slavery system of the South was strongly defended during the 1800's as the cotton economy developed.

A shift in the approach used by some of the early anti-slavery reformers took place about 1830. What began as a staunch non-violent movement found increasing numbers of abolitionists in the 1850's resorting to violence. The opportunity to continue a process of reform was slowed by reactions in both the North and South to the extremist approaches of reformers. Dialogue became non-existent and political lines were drawn leading to the tragedy of the Civil War. Harriet Beecher Stowe's *Uncle Tom's Cabin*, published in 1852, helped to convince most northerners and many Europeans that slavery was immoral and intolerable. The power of that conviction sustained Americans through the bloodiest, most costly war in American history. That same conviction on the part of large numbers of people in Europe prevented England and France from coming to the aid of the Confederacy.

THE ROLE OF THE INDIVIDUAL IN BUILDING A MOVEMENT

The original movement had begun with individuals, few in number, addressing the basic moral and ethical rights of human beings. Yale historian David Brion Davis, in his Pulitzer Prize winning book, *Slavery in Western Culture*, describes the role of individuals in the movement to abolish slavery:

“By the early 1770's ... in Britain, France, and the North American colonies there were forces in motion that would lead to organized movements to abolish the African trade and the entire institutional framework which permitted human beings to be treated as things. Although slavery was nearly as old as human history, this was something new to the world. By now we should have some understanding of the cultural and intellectual changes which made possible so dramatic a shift in perception On one side were the

classical and Christian theories of servitude which tended to rationalize the brute fact that forced labor had been an integral part of the American experience. On the other side were increasing strains in the traditional system of values, *the emergence of new modes of thought* and feeling, and a growing faith in the possibility of moral progress which was to some extent associated with the symbolic meaning of the New World. But in the last analysis, such trends and contexts and backgrounds are only abstractions. No matter how "ripe" the time, there would be no coalescing of antislavery opinion until *specific decisions and commitments were taken by individual [people]*. (emphasis added)

THE PROCESS OF CHANGE: WOMEN'S SUFFRAGE

American women won the right to vote in 1920 with the passage of the Nineteenth Amendment. Their victory was the result of a struggle against enormous odds that took more than 80 years. Opposition to the movement came from different quarters at different times: men, the churches, big business, alcohol interests and political bosses. The opponents drew on Biblical injunctions restricting the role of women, from fears about sexuality, and concerns about women's lack of education.

In the 1830's married women had no legal identity apart from their husbands. In colonial common law, a woman was not even entitled to custody of her children in case of divorce. Except for Quakers, whose meetings emphasized equality and religious spontaneity, it was not acceptable for women to speak in public. Yet suffrage prevailed in spite of these overwhelming odds. It began with a few motivated individuals.

THE ROLE OF INDIVIDUALS

Three women were at the center of the women's suffrage movement: Elizabeth Cady Stanton, its philosopher; Lucy Stone, its most gifted orator; and Susan B. Anthony, its best organizer. Elizabeth Stanton and Lucretia Mott attended a world anti-slavery convention in London in 1840. Because they were women, they were denied seats and forced to sit in the gallery behind a curtain. As a result, Mott and Stanton organized the first Women's Rights Convention at Seneca Falls, New York, in 1848. There they declared that "we hold these truths to be self evident: that all men and women are created equal." Lucy Stone was a Christian reformer drawn to the women's cause by the Seneca Falls Declaration of Sentiments. Susan B. Anthony met Elizabeth Stanton at a temperance convention. Later, when she was denied a seat at the Men's State Temperance convention at Syracuse, New York, Susan B. Anthony became a full-time champion of women's rights.

BUILDING AGREEMENT

The suffragists, in spite of interruptions by the Civil War and World War I, conducted 296 campaigns at the national level and 527 in the states. They introduced a suffrage amendment every year from 1868 to 1896, and initiated referenda state by state. These efforts built a base of support in the middle class.

By 1910 the women's suffrage movement was able to claim only four western states after more than 70 years of effort. But the stage was set. Momentum was starting to build. In 1912 three more western states voted for suffrage as Teddy Roosevelt's Progressive Party took up the cause. By 1914 a total of eleven states had adopted women's suffrage. In 1916 both major parties announced their support. Seven more states including New York granted women the right to vote in 1917.

The spread of suffrage sentiment during those years was reflected in the growth of NAWSA:

MEMBERSHIP OF NATIONAL AMERICAN WOMAN SUFFRAGE ASSOCIATION

1893	13,150
1905	17,000
1907	45,501
1910	75,000
1915	100,000
1917	2,000,000

In January, 1918, the Nineteenth Amendment passed the House of Representatives and by June, 1919, it had passed the Senate. Tennessee completed the process in 1920, when it became the last state to ratify the amendment and make it law. After more than 80 years of work, what began with a handful of committed women and men came to fruition. American women had the right to vote.

References: Barbara Decard, *The Women's Movement*, 1975
Page Smith, *The Nation Comes of Age*, 1981

THE PROCESS OF CHANGE: CIVIL RIGHTS

The civil rights movement began in the United States shortly after the Civil War. Although slavery had been abolished, blacks still had far less than equal status in our land. In 1896 the U.S. Supreme Court held that the "separate but equal" principle was constitutional, guaranteeing legal segregation. A lone voice of protest was Justice Harlan, who said, "Our constitution is colorblind and neither knows nor tolerates classes among citizens."

HISTORICAL PERSPECTIVE

In 1909 the National Association for the Advancement of Colored People (NAACP) was founded to seek equal treatment of blacks through legal and judicial processes. The next year the Urban League was founded with a goal of obtaining equal employment, housing, and welfare services for blacks. Progress was so slow that it wasn't until the outbreak of World War II (1941) that a real shift began. The war produced a demand for soldiers and factory workers that brought great numbers of blacks into the labor force for the first time. When racial equality in employment became a necessity of national defense, blacks proved themselves in their jobs and made it clear that they were not being fairly treated by our national laws. In 1948 President Truman, by executive order, prohibited racial discrimination in the armed forces.

THE ROLE OF THE INDIVIDUAL IN BUILDING A MOVEMENT

By 1954 the mood of the country had shifted sufficiently that the Supreme Court unanimously held in *Brown vs. the Board of Education* that the doctrine of "separate but equal" was unconstitutional for our schools. One year later came what Louis Lomax, a renowned black sociologist, called "the birth of the Negro revolt." On December 1, 1955, in Montgomery, Alabama, Mrs. Rosa Parks was arrested when she refused to give up her bus seat to a white man. For many blacks it was the last straw. The act proved an inspiration to Martin Luther King, Jr., who, with other black leaders in the city, organized a boycott of the buses. That boycott was the beginning of a movement that would confront the national conscience in the years to come.

For the next four years after the Montgomery bus boycott, the main action of the civil rights movement took place in the courts, primarily in school desegregation cases. The crisis in Little Rock in 1957 alarmed the nation, revealing intense racism as the National Guard escorted blacks through hostile crowds to formerly all-white schools.

BUILDING AGREEMENT

By 1960 the movement was gathering force, organizing sit-ins to desegregate lunch counters. In the following year the Freedom Rides began to assert rights for interstate travel. Violence erupted on the campus of the University of Mississippi in 1962 when James Meredith enrolled as the first black student. A great gap still remained between the rulings of the Supreme Court and the laws and attitudes of the South.

Throughout the protesting, angry white mobs attacked non-violent protestors. The contrast was overwhelming and the American public conscience was outraged. Public opinion was shifting quickly in all places except the Deep South. As a culmination of this new support, a mass rally took place in Washington, D.C., on Aug. 28, 1963, when 250,000 people from all over the country came to demonstrate their support for the civil rights movement. At issue was the integration of schools, restaurants, housing, recreation, buses, and equality of job opportunity. It was before this huge crowd that Dr. Martin Luther King, Jr. delivered his famous "I have a dream" speech, inspiring a nation that was awakened and ready to move.

In the following year the Civil Rights Act was passed, the first such legislation in 82 years; and in 1965 President Johnson signed the Voting Rights Act into law.

The majority of the population had adopted the ideas expressed in the civil rights movement and the laws now reflected that support. That shift took nearly 70 years to move from the early adoptors to a majority. The implementation is still going on today.

References: Leon Friedman, *Civil Rights Reader*, 1967
Alan P. Grimes, *Equity In America*, 1964

Resource for the third illusion: One person cannot make a difference.

OVERVIEW: KNOWLEDGE, DECISION, ACTION

In order to change, the individual has to see that for humanity and life itself to survive, we must end war. To make such a profound change, each of us has to acknowledge that the situation is life or death. To break out of hopelessness and powerlessness, each of us has to see that there is a solution.

We are a vital part of that solution because it involves a change in our thinking. It is in participating in the solution that we experience change and gain a sense of possibility. To change our mode of thinking, we have to have *knowledge*, make a *decision*, and take an *action*.

KNOWLEDGE

To change a mode of thinking that has been prevalent for thousands of years is not easy, but it is possible. We need to look at the largest possible context within which change has occurred. The symbol of the arrow represents the enormous process of change that has occurred throughout time from the very beginning to the present. Our being alive today is an amazing success story over billions of years. From this long process of change, we can learn that our predecessors survived because they adapted to their environment. The environment has always dictated the nature of the change required.

A total change in the environment occurred in 1945 with the detonation of the atomic bomb. For the first time a species had the potential to destroy itself and all life. That event changed our environment forever. Einstein said it: "Everything has changed."

An equally dramatic change occurred in 1969, when we stepped onto the moon and looked back to see our earth from space. The picture of Earth from space symbolizes another change in our environment. It brought us the perspective that we live on one fragile planet where all life is totally interconnected and interdependent.

The principle of change that has been true since the beginning is still true today. We changed the environment. We must now meet the demands of the new environment. We will either change our mode of thinking and survive, or we will become extinct. The new knowledge is that *war is obsolete* and *we are one*.

A new mode of thinking must be based upon this new knowledge. Our mode of thinking determines our values, our attitudes, our motivation, and our actions. Our mode of thinking is actually what we identify with.

IDENTIFICATION

To survive, we must change our identification to the whole earth and all of life. Our primary loyalty must be to the whole system. We will still belong to our family, race and religion, but our overriding loyalty and actions will be for the well being of the whole. We must see that we share one earth, one planet. We must acknowledge that there are truths about survival common to us all.

How does this change in identification take place? It begins with a decision. Individual decision is the key in changing a mode of thinking because only individuals think -- not governments, not organizations, not institutions. Only people think.

DECISION

In order to make this decision, we must realize that there are two choices, an old mode of thinking and a new mode of thinking.

The old mode of thinking is based on a limited identification and is exclusive. The result is that we pose anything outside our restricted identification as an "enemy." We blame. We believe that destruction is justifiable and war is acceptable. The ultimate and inevitable outcome of this old mode of thinking is death and the possibility of the end of life on this planet.

The new mode of thinking is based on a decision to identify with the whole. It is inclusive. Rather than blame, we take responsibility for our actions and cooperate for the good of the whole. Violence is over as a means of resolving conflict. War is obsolete. The outcome of this mode of thinking is life for the whole system.

We cannot know prior to the decision all that will follow, but we do know that without a total decision it will be impossible to discover the new.

Collective change in our society is the result of a process beginning with individual change. Individual change becomes societal change through the process of building agreements.

ACTION

As we examine the world around us, we are able to understand that we are part of one interconnected, interdependent system. This can be expressed as a principle: we are one. The Beyond War movement is based on the process of building agreement about the principles that are universal to all of life, humanity, and survival. The greatest power and leverage for lasting change results from working on the level of building agreements. Out of our agreements will come new policies, new laws. This is why we must be involved in the process of education in order to build a world beyond war.

READING LIST

BEYOND WAR: A New Way of Thinking. Beyond War, Palo Alto, 1985.

This is the basic book explaining the Beyond War educational process: that war is obsolete and that we are one. Prepared by the staff of Beyond War.

BEYOND WAR: Selected Resources. Beyond War, Palo Alto, 1985.

A variety of materials which supplement the basic principles of the Beyond War educational process are included in this booklet.

Bulletin of Atomic Scientists. 5801 South Kenwood Avenue, Chicago, Il 60637.

Every issue of this monthly magazine contains pertinent articles on the latest developments in nuclear weapons and the efforts to control them.

The Button: The Pentagon's Strategic Command and Control System. Daniel Ford. Simon and Schuster, 1985.

The labyrinth of military communications, including war plans, detection systems, warning devices, spy satellites, and the effect of the electromagnetic pulse, are detailed in this volume by the former Director of the Union of Concerned Scientists.

THE COLD AND THE DARK. Paul Ehrlich, Carl Sagan, Donald Kennedy, Walter Orr Roberts. W.W. Norton & Co., 1984.

Written by some of the major scientists involved in the research, this book contains the latest detailed description of "nuclear winter."

THE FALLACY OF STAR WARS. Union of Concerned Scientists. Vintage Books, 1984.

A concise book on why space weapons can't protect us, written by a distinguished panel of scientists and defense experts.

THE FATE OF THE EARTH. Jonathan Schell. Avon, New York, 1982.

A beautifully written and comprehensive book on the effects of nuclear war on our planet, and the necessity to save the earth for future generations.

GETTING TO YES: NEGOTIATING AGREEMENT WITHOUT GIVING IN: Roger Fisher and William Ury. Penguin, 1981.

The directors of the Harvard Negotiation Project present a straight-forward and practical method for negotiating personal and professional disputes, resulting in "win-win" outcomes.

PEOPLE'S GUIDE TO NATIONAL DEFENSE. Sheila Tobias, Peter Goudinoff, Stefan Leader. William & March, New York, 1982.

What kinds of guns are they buying with your butter? A beginner's guide to defense, weaponry and military spending.

THE TRIMTAB FACTOR. Harold Willens. William Morrow Co., Inc., New York, 1984.

The business community is asked to get involved in the effort to prevent nuclear war, and especially the effort to improve U.S.-Soviet relations. This book makes clear the imperative for an end to the arms race.

WHAT ABOUT THE RUSSIANS - AND NUCLEAR WAR? Ground Zero. Pocket Books, 1982.

A survey of essential background information on the Soviet Union and U.S.-Soviet relationships.

NOTES
