

A Chronology of the National Peace Academy

The idea of a National Peace Academy dates back to our Founding Fathers and has been called for many times over the years by members of both the US Congress and civil society. Indeed, its roots go deep, to the 12th century Great Law of Peace of the Iroquois Confederacy.

National Peace Academy Overview

The National Peace Academy supports, advances, and nurtures cultures of peace by conducting research and facilitating learning toward development of peace systems – local to global – and development of the full spectrum of the peacebuilder – inner and outer, personal and professional.



The programs of the National Peace Academy comprise and address four interdependent, synthesizing, and catalytic **cornerstones of peace learning and action:**

- peace education,
- peace research,
- peace practice, and
- peace policy

Shaped by the definition of peace contained in the [Earth Charter](#), the National Peace Academy is **a principle-based, learning institution** that strives to embody and reflect the principles and processes of peace:

“...peace is the wholeness created by right relationships with oneself, other persons, other cultures, other life, Earth, and the larger whole of which all are a part.”

The National Peace Academy is **a value added institution**. It complements, adds value to, and works synergistically and collaboratively through and with existing and emerging institutions and programs – at all levels of civil society, business, and government. Its goal is to nurture a culture of peace, sustainability, and increased livelihood for all citizens, nationally and globally.

A Bit of History

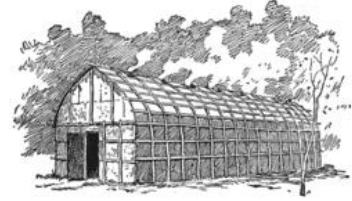
The dream of a national peace academy has been part of America’s DNA since Day 1.

1100s The Iroquois Confederacy establishes the Great Law of Peace as its Constitution, which later becomes a fundamental resource for the framers of the U.S. Constitution. The following clauses specify the responsibility of the Confederacy’s leadership council (called “Lords of the Confederacy”) with regard to mentoring and demonstrating peace¹:



¹ From *The Constitution of the Iroquois Nations, The Great Binding Law*, prepared by Gerald Murphy (The Cleveland Free-Net - aa300) and distributed by the Cybercasting Services Division of the National Public Telecomputing Network (NPTN). <http://www.indigenouspeople.net/iroqcon.htm>

24. The Lords of the Confederacy of the Five Nations shall be mentors of the people for all time. The thickness of their skin shall be seven spans -- which is to say that they shall be proof against anger, offensive actions, and criticism. Their hearts shall be full of peace and good will and their minds filled with a yearning for the welfare of the people of the Confederacy. With endless patience, they shall carry out their duty and their firmness shall be tempered with a tenderness for their people. Neither anger nor fury shall find lodgment in their minds and all their words and actions shall be marked by calm deliberation.



26. It shall be the duty of all of the Five Nations Confederate Lords, from time to time as occasion demands, to act as mentors and spiritual guides of their people and remind them of their Creator's will and words. They shall say:

“Hearken, that peace may continue unto future days!
 “Always listen to the words of the Great Creator, for he has spoken.
 “United people, let not evil find lodging in your minds.
 “For the Great Creator has spoken and the cause of Peace shall not become old.
 “The cause of peace shall not die if you remember the Great Creator.”

Every Confederate Lord shall speak words such as these to promote peace.

1792 Dr. Benjamin Rush (a signer of the Declaration of Independence) and Benjamin Banneker call for an Office of Peace in the new federal government, which would extend peace education to all schools.

1936 Dr. Frederick Kettner of the [Biosophical Institute](#) publishes the essay, “The Need for a Secretary of Peace,” including a peace academy and list of practical duties of a cabinet-level Secretary of Peace.

1955-58 Dr. Frederick Kettner of the Biosophical Institute:

- Gives 3 lectures on the *Need for Peace Education* at The Fellowship of Reconciliation, San Francisco, 1955
- Publishes “Establishing the First Peace University in America,” in the Denver Post, Dec. 21, 1955
- Publishes “The Need for a Peace University,” in The Biosophical Review Peace Issue, 1956-57
- Corresponds with the State Department regarding establishing the First Peace University in America, 1958.



1969 Senator Vance Hartke of Indiana and Congressman Seymour Halpern of New York introduce bills for a federal cabinet-level Department of Peace, including an International Peace Institute that “shall furnish training and instruction to prepare

citizens of the United States for service in positions or programs relating to the field of promoting international understanding and peace.”

- 1975 The National Peace Academy Campaign (NPAC) is created. The NPAC, a grassroots movement in the late ‘70s and early ‘80s, focuses on urging Congress to establish a federal academy dedicated to educating leaders in peacemaking and conflict resolution.
- 1976 Senator Vance Hartke of Indiana and Senator Mark Hatfield of Oregon introduce a bill to create the George Washington Peace Academy.
- 1979 Sen. Spark Matsunaga of Hawaii introduces a bill for a “national academy of peace.”

- 1980 Sen. Spark Matsunaga of Hawaii is named by President Jimmy Carter to chair the Commission on Proposals for the National Academy of Peace and Conflict Resolution. The Commission conducts a nationwide survey and study of concepts, methods, and organizations related to the resolution of international conflicts, including meetings with military, government, education and conflict resolution professionals, community groups, and thousands of people at public hearings held around the country.



- 1982 The National Peace Academy Foundation (NPAF) was established as the education affiliate to NPAC, with Dr. James H. Laue as the first chair.
- 1984 Congress passes and President Ronald Reagan signs into law the United States Institute of Peace Act, which, influenced in part by Matsunaga Commission findings and recommendations, establishes the [U.S. Institute of Peace](#) (USIP).
- 1984 NPAF officially changes its name to the National Peace Institute Foundation (NPIF).

While the NPAF’s goal was originally to establish an academy that could teach the art of conflict resolution and peacebuilding (much in the same way the U.S. military academies teach the military arts), the United States Institute of Peace Act did not include the academy component. NPAF in 1984 is thus re-imagined as a foundation dedicated to educating the public about the development of the USIP as well as conflict resolution – and the name changes to NPIF.

- 1984-91 NPIF becomes involved in a variety of projects centered on peacebuilding and conflict resolution, many of which take place during the transitional period from the Soviet Union era to the Commonwealth of Independent States. As NPIF’s projects and scope evolve away from the promotion of USIP and more towards its own peacebuilding programs, in 1991 the organization decides once again to reflect this change by shortening its name to the [National Peace Foundation](#) (NPF).
- 1991- Through the years, NPF works throughout Eurasia, the Middle East, and Africa, maintaining its focus on grassroots efforts and empowering citizens on a community

level. At the heart of NPF is dedication to exchange, dialogue, and helping citizens build the institutions of civil society in the hope that its work can bring about positive change in the world.

2001-09 Congressman Dennis Kucinich of Ohio and in 2005 Senator Mark Dayton of Minnesota introduce bills to establish a cabinet-level Department of Peace, including a Peace Academy.

2008 A Vision Meeting to establish a National Peace Academy is held at Case Western Reserve University in Cleveland, Ohio, convened by a private sector consortium of Biosophical Institute, Case Western Reserve University, and Peace Partnership International. Guided by the Appreciative Inquiry process, an international group of over 30 people from business, civil society, and government come together to envision the broad parameters of a National Peace Academy and lay the groundwork for the Design and Development Phases to follow, especially the Global Stakeholder Design Summit.



2009 The National Peace Academy Global Stakeholder Design Summit is held at Case Western Reserve University in Cleveland, Ohio. Over 170 academicians, business leaders, government officials, field practitioners, and community leaders from around the nation and 10 other countries gather to design and establish a National Peace Academy in the United States. The participants represent a broad spectrum of national and international perspectives and experiences, ranging from community- and faith-based



organizations; to domestic, school, gang, and ethnic violence prevention; to journalism and the media; to economic and business practices; to human rights and social justice; to peace and conflict resolution education; to community and international peacebuilding. A report of the summit is available [here](#).

Following the Global Stakeholder Design Summit, a National Peace Academy core team forms and works to coordinate, manage, consolidate, and fundraise to support the growth of the National Peace Academy. Specifically, during the remainder of 2009 and under the fiscal sponsorship of Omega Point Institute, work takes place to:

- Synthesize and implement a consolidated, cohesive strategic operating and fund development plan;
- Build a network of stakeholders and cooperating individuals and institutions; and
- Specify, fund, and launch prototype projects.

The National Peace Academy begins work with the National Peace Foundation to regenerate and build upon the historical efforts of NPF's original work to establish the Peace Academy.

A Bit of Future

2010 The National Peace Academy incorporates, is granted 501(c)3 status by the Internal Revenue Service, opens a headquarters office on the campus of Case Western Reserve University.

The National Peace Academy offers its first programs, some of which include:

- The [International Institute on Peace Education](#), July 12-18 in Colombia, with the theme of “Learning to Read the World from Multiple Perspectives: Peace Education toward Diversity & Inclusion.” In its 28th year and now housed at the National Peace Academy, the IIPE is an intensive multicultural and cooperative learning experience in which participants learn from and with each other about substantive peace issues and interactive teaching approaches.
- The [Peacebuilding Peacelearning Intensive](#), August 1-7 at Wilmington College in Ohio. The program engages participants in cooperative learning experiences designed to empower citizens to inquire into what needs and conditions are necessary for assuring a sense of *security* personally and socially. Participants are coached in the design and development of a strategic peacebuilding plan that they will take back to and implement in their community or organization.
- [National Dialogue Dinners](#), ongoing throughout the year, intended to foster thinking and conversation on critical issues related to peace, justice, community well-being, and change.
- The Peacebuilding Peacelearning Certificate Program. Established in cooperation with universities and NGOs across the country, the certificate program is a holistic and comprehensive series of peacebuilding/peacelearning courses intended for both practitioners, researchers and theorists. The first six courses of the certificate are offered in the fall.



2011- and Beyond

Long term intentions of the National Peace Academy include:

- Training peacebuilders to resolve and transform conflict situations before they escalate into violence.
- Developing peacebuilding as a professional career choice.
- Building safe, sustainable, and healthy communities.
- Infusing the peace perspective into the curriculum of all disciplines and levels of education, from K through 12 and beyond, not just as an elective to check off but as integral to every course, so that everyone, from accountants to zookeepers, does what they do through the eyes of peace -- at work, at home, and in their communities.
- Researching the manifestation of positive peace in the world and how to measure it.
- Developing and analyzing government and business policies and practices to support a culture of peace.
- Developing peace systems, that is, social, economic, political, and other infrastructures that reflect and support a culture of peace.