



STAR ALLIANCE™
GOOD WILL EDUCATION FOUNDATION FOR ALL™

BUILDING A CULTURE OF PEACE WITH

THE VOCABULARY OF PEACE™

*Toward Universal Civic Peace Values
Education, Awareness, Inspiration, & Participation*

— Schools • Groups • Businesses • Media —

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INTRODUCTION

Introducing *The Vocabulary of Peace™* into school, college, and other educational programs and media promotions from locality to globe can *light up minds* from youth to old age.

This tax-supportable, civic approach to educating for harmonious social values can quickly generate greater appreciation of holistic intelligence and meaning, and influence behavior. It is suitable for individuals, families, schools, groups, businesses, nonprofit organizations, government agencies (including law enforcement and rehabilitation), teams, and communities everywhere. It can generate increased understanding and the *will to understandⁱ* —toward more sustainable peace and love for all.

The *Vocabulary of Peace* conveys an appreciation for the interdependence of freedom and responsibility. It builds critical *social skills*, and *motivates* people to use their intelligence in more

positive, productive ways. Exposure to *The Vocabulary of Peace* can begin a profound change for individuals of diverse persuasions, and ultimately affect global society. It brings everyday words to life in a way that can last for life.

At a time when the human race is facing unrelenting challenges of global integration — when the fate of our precious shared physical and social environments hangs in the balance — an investment in universal values education with *The Vocabulary of Peace* is a wise investment for all. *Team Work Makes the Dream Work!*[™]

Mr. Peter Bruce DuMont of Berkeley, California, Founding President of STAR ALLIANCE since 1985, offers leadership and cooperation to build vital curricula and a powerful organization suitable for worldwide educational and media promotions.

STAR ALLIANCE ACADEMY[™] programs and facilities are envisioned to foster deeper understandings and experiences, build community, and in particular: *Train teachers* to implement programs in their home schools, regions, and countries.

MAJOR PROGRAM ELEMENTS

The Vocabulary of Peace curriculum approach incorporates the following major elements in creative combination:

- ***The Human Hand***
- ***The STAR ALLIANCE Friendship Handshake*[™]**
- ***The Arc of Rainbow Stars*[™] logo**
- ***Key words***
- ***Cartoon illustrations***
- ***The STAR ALLIANCE Creative Transformation Cycle*[™] &:**
- ***Creative Conflict Resolution & Transformation Technique*[™]**

• *The Human Hand*. The ubiquitous human hand acts as a powerful metaphor for peaceful relationships and teamwork. By drawing an intellectual boundary around a single hand, taking it as a miniature community, and pointing out the intimate relationship of all the fingers with their support system; more general and abstract relationships of freedom and responsibility instantly become clear.

One can see obviously that each member contributes to, and benefits from the arrangement — enjoying powerful, desirable, and ongoing elements of team safety, creativity, productivity, prosperity, and fulfillment.

The hand visible, personal, and universal hand helps students perceive and experience on a visceral level more elusive, abstract concepts of how *opposing values* can and do work together to support *sustainable* benefits for all. Approximately *thirty bones* at the invisible foundation of the hand (*or sixty, in two hands*) make a memorable analogy to *Primary Peace Principles™* required for sustainable relationships at every level of society.

- *The Star Alliance Friendship Handshake™* adds a marvelous method of learning and affirmation for the core positive principles required to achieve sustainable peace and love in mutually supportive community.

- *The Arc of Rainbow Stars™* logo provides a cheery, meaningful (and extremely popular) symbol to illustrate the successful, creative *integration of diversity*. The *Arc of Stars* matches up nicely with the hand, and miniature versions of it fit neatly in the outstretched palm. This makes a powerful combined visual aid for students of all ages.

- *Multiple key words: Good will, Respect, Intelligence, Understanding, Communication, Cooperation, and Celebration for Common (and Complementary) Goals* — are brought to life in a straightforward, common-sense way that naturally goes deep into students' minds. Both word derivations and concrete meanings are at the heart of the approach. Derivations mine the wisdom of cultures accumulated over thousands of years and provide vivid insights and enhanced meanings. This combination approach achieves excellent results, building an entire practical peace philosophy starting with just a few key words.ⁱⁱ

- *Cartoon illustrations* are fun trademark *star figures*. A series of powerful public service announcements is envisioned — carrying positive effects of the program to parents and community far beyond the classroom.

- The STAR ALLIANCE *Creative Conflict Resolution and Transformation Cycle*™ [CCRTC] describes how low-level conflicts, without violence, are a natural part of life — to be faced and embraced promptly rather than avoiding at steep costs including risk of violence. By employing the attitudes and principles described, harmonious conflict *prevention* — or speedier *resolutions* with better outcomes can be generated. With this understanding habituated, conflicts can actually serve as *engines of growth* to help transform relationships to higher states of functioning and sustainability.

- The STAR ALLIANCE *Creative Conflict Resolution and Transformation Technique*™ [CCRTT] shows how a selected set of key values, recalled when needed most, can form the basis or accelerated successful resolution and transformation of conflicts. Clear warnings are given for pitfalls such as fatigue, mind-altering substances, and severe mental health issues.

The various elements of *The Vocabulary of Peace*, taken altogether, quickly build and enrich students' theoretical and practical understanding of profound integrative concepts. The process fosters more positive attitudes and behaviors in an inspiring, low-cost, easy way. Students grasp and absorb otherwise elusive ideas deeply and quickly, resulting in enhanced appreciation of self, others, and the very process of education. Better social skills, healthier relationships, and increased engagement in school and lifelong learning will be the result.

- *The Vocabulary of Peace* is an important means of creating, defending, and sustaining healthier, more harmonious communities, regions, nations, and world.

AGE GROUPS

Educational presentations are adaptable to a wide range of ages and grade levels. Typically, students from fourth or fifth grade will have the pre-established language skills needed to catch on with reasonable speed. Younger children can benefit from simplified displays and more gradual work with the logo and hand.

Please note that many thousands of adults have benefitted from brief presentations and discussions with the founder since initial experimentation began in the early 1990's.

SUPPORT MATERIALS

Handout and online materials can be made available for schools and other groups to duplicate and distribute. These include a diagram of the hand with an outline of *Primary Peace Principles*; selected cartoon illustrations by contributing artist Ray Nelson; and *The Declaration of Highest Civic Ideals* in multiple formats, including a youth edition available online at the *STARALLIANCE.org* website under *Good Will Documents Offered for All*.

Written materials allow for best student retention and serve as an added basis for writing assignments, facilitated discussion with classes and families, and long-term follow-up.

Stay tuned for exciting multimedia materials anticipated. And please consider offering vital support to help develop them!

ARRANGEMENTS

Adult supervision is mandatory in most classrooms and schools, to make best use of the guest speaker. In the San Francisco Bay Area, Mr. DuMont can appear in a single classroom *with the home teacher present*, or at a student assembly with adequate discipline.

Time periods may vary: from short-schedule inserts to hour-long classes or assemblies with Q & A. Multiple sessions with the same students can carry significant advantages. Schools are encouraged to expose faculty and English and/or Social Studies classes, and to allow for more intensive treatment with certain individual classes.

For a limited time, Mr. DuMont may be willing to volunteer. An honorarium, if available, is appreciated, payable to the organization @ \$100 — \$500 per day depending on the number of presentations, travel time, etc.. We will also cooperate with schools to request sponsorships from angel donors, business, and communities.

Videotaping will be an added benefit for the school, business, club, or organization; and may further aid the STAR ALLIANCE nonprofit's curriculum development process.

Follow up visits, cooperative evaluation, formal research, and teacher training toward self-sufficiency for schools are all encouraged.

To answer questions and discuss arrangements for your school, club, business, or agency: please contact us at **510-848-1818** or **510-220-7464**.

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The sections above were last edited 2017 December 12.
Elaboration follows, but has not recently been edited.

Thank you for your attention,
and in advance for comments to:

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MORE ON
THE VOCABULARY OF PEACE™

THE HAND AS INSPIRATIONAL METAPHOR

The Human Hand, taken within itself, is an excellent metaphor for peace. It has five individual, diverse, and largely “free” fingers, capable of creative movement; which also remain reliably responsible to each other and the whole. constitutes a “miniature peace society” and exemplary teaching tool.

The STAR ALLIANCE logo and the human hand are used in tandem to good effect. We show in a graphic, memorable way the deep relationship between diversity and unity — freedom and responsibility in human society and life itself. Students tend to “get” the points because they are intimately related ...

Subject words are carefully selected, and the hand creates a keen sense of personal relevance. The combination produces quick access to a profound level of student appreciation — not only for peace concepts but to affect the entire educational process and opportunity.

“The Vocabulary of Peace” lends itself naturally to discussion and development in class or other groups, where examples can easily be drawn from participants’ personal experiences, observations, and reflections.

An essay about the hand can be found by scrolling through the titles on the *Good Will Documents Offered for All* page at our website: www.STARALLIANCE.org.

THE "ARC OF RAINBOW STARS"* LOGO, & FLAG

The bright, colorful **STAR ALLIANCE flag** is presented. A bright arc of five stars shows diversity in numbers, like the five fingers of the hand. The stars, however, are connected by a rainbow; showing unity within this diversity. Ten rays emanate from a unifying heart symbol at the center under the stars. They proceed up from the heart to connect to the feet of each of the five stars. Thus, unity and diversity are again shown integrated into a happy, creative, joyful whole.

The overall gestalt is readily seen in parallel with the outstretched human hand. The heart in the symbol corresponds with the palm of the hand; the stars with the fingertips; the connecting rays with the length of the fingers themselves.

As the hand contains about thirty bones at its foundation,ⁱⁱⁱ a parallel is drawn to the foundational or "Primary Peace Principles" of about the same number identified in the STAR ALLIANCE "People's Civic Pledge of Primary Peace Principles;" that appear necessary to integrate unity and diversity in society.

The total of other parts, which surely numbers in the range of one-hundred or more; correspond to the hundred or so contextual peace values declared in the STAR ALLIANCE "People's Civic Declaration for Peace: Principles for Ethical, Sustainable and Joyful Societies."

THE STAR ALLIANCE LOGO AND THE HUMAN HAND

How individuals and society can *integrate opposites* for mutual support.

The word logo derives from the Greek *logos*: meaning "speech, word, reason, account."

The STAR ALLIANCE logo, "*The Arc of Rainbow Stars*,"* correlates nicely with **the *human hand*** in both structure and

meaning. We present the hand¹ and logo as *universal symbols for peace*. They go well together visually, showing parallel structures which reinforce each other's impact. Properly explained, each can illustrate concretely for everyone the remarkable, peaceful integration and balance achieved among opposite values required for peace. ***Diversity, creativity and freedom*** (represented at the "fringe" of the fingers, or by the rainbow stars); remain rooted, ordered, balanced, nourished and sustainable by their exact opposites (represented by the palm or point of convergence in the logo; often with a heart). These are: ***Unity (in community), reliability and responsibility to the whole***. The whole is similarly enriched and empowered by its divergent, creative and relatively "free" parts. As in the hand, these opposite values — when integrated intelligently and harmoniously — actually enrich and support each other in practical, sustainable ways. Other pairs of opposites can be discovered and discussed by the class/audience.

Historical Note: A historical-artifact STAR ALLIANCE flag was carried twice to the summit of **Mount Everest** by the late, great **Babu Chiri Sherpa** of Nepal. On May 6th, 1999, Babu stayed without bottled oxygen with this flag — *overnight at the summit!* This unprecedented, still unsurpassed act symbolizes the **courage, dedication** and **endurance** sometimes required of individuals and groups to achieve world peace.

On a subsequent trip, Chiri Sherpa set a new speed-climbing record for Mount Everest while carrying another STAR ALLIANCE flag. We could say that achievement symbolized the *catalytic* social effect of STAR ALLIANCE programs, which are designed to help everyone achieve world peace more quickly, more easily, more safely, and more enjoyably together.

THE STAR ALLIANCE FRIENDSHIP HANDSHAKE FOR PEACE

In the STAR ALLIANCE Friendship Handshake for Peace* the palm and each of the fingers are assigned multiple, positive values groups comprising our "**Highest Common Ideals**" or

¹ Considered as a unity of five fingers and their relationship to each other.

“Quality of Life Peace Ethics for All.”* About thirty harmonizing goals, values or "universal ethics" — taken altogether — can allow for more peaceful, sustainable experiences, lives and societies everywhere. Our "Highest Common Ideals" for peace are presented in a systematic, nonfactional way, acceptable to and compatible with public instruction and other educational, institutional and culture-building applications for peace.

POSITIVE PUBLIC REACTION

Literally tens of thousands of people — most in the San Francisco / Berkeley Bay Area — have seen the STAR ALLIANCE logo and handshake demonstrated since its inception in the mid 1990's by prime developer and presenter: Mr. Peter DuMont. There is virtual unanimity in positive reaction. Many people have remarked on the profound meaning, joy and encouragement derived from seeing the logo and handshake together, especially when time allows a fairly full explanation of the common ideals (at least a minute or two is required).

VOCABULARIES & DERIVATIONS — A SIGNIFICANT SOURCE OF WISDOM

Vocabularies are storehouses of words. They contain the elements used for intelligent communication via languages. Although some individual words are invented and popularized suddenly (especially in the tech-connected world of today) most vocabularies, or bodies of words in a language, have been gradually developed, with individual words gradually saved and passed on by repeated uses in daily life by many people.

Because of this, vocabularies also serve, if we look closely, as natural *mines of rich wisdom*, filtered by these long periods of human experience.

Derivations are the historical pathways of words: where they came from. We can follow the history of words backwards to gain insight into how modern words were formed from culturally ancient roots.

If we spend time and attention pursuing the knowledge of word derivations, we will often be rewarded with key insights that enrich our understandings and uses of language, bringing us both practical benefits and joy. We can see patterns and relationships between words, and the deeper ideas and concepts they represent. We can exercise our intelligence. And we can also have a lot of fun.

Getting to know languages better, starting with our own, is a very good habit. It is a practical hobby that can vastly enrich our understanding and experience of life and increase our expressive power. The benefits can last a lifetime (and through our work and the legacy we leave as individuals for other people: potentially far beyond.)

In ***The Vocabulary of Peace***, we look into a set of everyday words in the English language to see what they have to tell us about creating, renewing, and maintaining peaceful, genuinely loving relationships with families, friends, classmates, other communities, and ultimately — as giving and receiving members — of our entire global society.

* * * * *

KEY WORDS

Here are some examples of key words in ***The Vocabulary of Peace***.²

Understanding

This is a concrete metaphor in the English language. Obvious as it may be (once you *get it*), this metaphor is usually taken for

² Please note that not all program words are included here, that not all presentations will cover the entire set of *Primary Peace Principles* outlined in the *Declaration of Highest Common Ideals*. (Please see the *Adult Summary Declaration Edition* of 2015 July 20th or later.) By design, the *Declaration* series lists civic values almost exclusively in the affirmative, whereas in *The Vocabulary of Peace*, to gain a greater understanding of some topics, some words necessarily describe negative subjects like lies, deceit, and ill will.

granted or worse, completely overlooked. This is probably due to the numbing effect of habit on individuals and cultures.

[Note: The following pages and sections may still require varying degrees of update editing. Some process sections are noted with ** lines.—PBD]***

Think about it! Based on its two elements, *under* and *standing*, the word obviously and literally refers to something *under* where we are *standing*.

So the idea of understanding might literally refer to having something *solid* and *reliable* under where we are standing, acting as a basis for clear thinking and effective action!

Think of the difference to athletes, soccer players for example, depending on the quality of the surface they are playing on. What if they were trying to play on a very muddy field? There would be a lot of slipping and sliding going on; not a whole lot of crisp action.

An obvious mental conclusion of this simple but profoundly important intellectual understanding (which may usefully be *felt* as well as thought) is: *Hey!...Now that I realize how concrete, important, and useful mental under-standing is, let me always try to make sure my under-standing is solid and true! That way I can better accomplish whatever it is I want to accomplish without getting hurt and on top of that: I won't be acting and looking like a fool!*

By understanding the importance of *understanding* in this vivid way, students will have a much more compelling *motivation to learn* within the tremendous opportunity of school time. As a natural result they are likely to acquire a better and broader basis for thinking, choosing, and acting successfully in their lives.

Intelligence

This key word comes from two Latin words; *inter*, meaning: *between* (as in intersection, intermission, and interplay); and *legere* meaning two things, combined, that are normally rather opposed to each other: to *gather*, & to *choose*!

Gathering is bringing things together, isn't it? In this case: all kinds of *information* is funneled and gathered into our brains from the environment, usually through our five senses.

Choosing, on the other hand, is about *separating* things. When you choose you *select* one thing, or course of action, and *not* the others.

From these two opposing elements, or parts, combined, came the Latin words *intelligens*, and *intelligere*: meaning, finally: *to perceive and choose between*.

We can say that intelligence, then, is: *The ability and process of gathering information, organizing it well, and making beneficial choices*.

Wow, says the student inside at some level upon learning this.

So that's what I'm doing all day here in school — not to mention my life!

Best I should be intelligent...to support my own interests!

This insight holds the potential to override years of cultural conditioning and frustration that may have encouraged a disaffected student not to identify with being intelligent....that intelligence is for elitists. Now s/he will recognize: it is for oneself and one's own community, as well as for others.



FURTHER NOTES ON *INTELLIGENCE*

Teachers and parents should realize that when students are given the respect of a clear explanation as to *what intelligence is*, they will naturally tend to “wake up” mentally and use their innate intelligence better! Perhaps not surprisingly, circuits in the brain seem to “light up” with a clearer understanding of this key concept.

Understandably, students will feel better motivated and prepared to develop and *use* their intelligence throughout their school career and in life as a whole when they understand this word deeply, instead of having it assumed they should just know it by osmosis.

Dwelling on this word for awhile is a real gift.

In a deeper understanding, we find that intelligence seems to operate in *two* main aspects or phases, both of which are important: *active and silent*.

Like a fine stereo tuner that is completely silent except for the intended signal; inner mental silence (enhanced by time spent each day in deep quiet) increases the mind’s sensitivity. A quieter, more pure form of awareness or *awake-ness* itself will allow a child’s mind — or anyone’s — to pick up signals better from within, and also from the outside environment.

On the other hand, there is an aspect of intelligence that is naturally active. This aspect *gathers* the information coming in through the five senses, draws on previous experiences, memories and knowledge; makes connections, and organizes old and new information. Ideally, then, this active aspect will make beneficial choices for the organism and its nourishing environment.

Both aspects of intelligence, active and silent, are important. They naturally complement one another. Both must be respected and cultured within oneself and in interaction with others.

Learning about these two, distinct and complementary aspects of intelligence helps students appreciate and develop more of each aspect in daily life. This produces better academic performance as well as improved social behavior.³

Respect

This key word proceeds from the Latin, *re*: meaning *back, or again*; plus *specere*: meaning *to look, watch, or observe*. Hence this important word literally means: *to look back at one another (and oneself), or to look again (more closely and carefully.)*

It is obvious from this understanding that people can earn and participate in being respected more — *by doing more respecting!*

Ideally, respect is an inherently mutual process, and the actual, physical process of making eye contact can be a very important part of this.

Important note: The cultural habit of showing respect, or conversely demanding it, by avoidance of eye contact is certainly an unhealthy aberration based on this interpretation of the word. Nevertheless, students are cautioned to be realistic about behavior based on such ideal understanding of respect, when this understanding of respect and its rich mutual benefits have not yet been gained by many.

Good. This word derives from the Indo-European root word, *ghedh*, with branching variations meaning: *to unite, join, fit; fitting, suitable; gather; together; to come or bring together in a body*. At times it also meant: *companion; comrade*.

³ For enhanced experience of the inner, silent aspect of intelligence, STAR ALLIANCE recommends to schools, teachers, and students the Transcendental Meditation, TM Quiet Time technique, offered by a separate organization. (Please see: <http://www.tm.org>)

A broad positive social meaning can therefore be derived from these roots. Our working definition of good is: *Fitting well together. A coming together of diverse elements that fit well and complement each other, ideally: with benefits for all.*

Good Will: literally: “to will good; to want, to wish for good; to will for a good outcome.”

“Willing good” over “willing ill” is certainly one of the most fundamental of moral choices, right up there with honesty. This is because so many other values and social effects proceed from the deep wish for good outcomes involving others, *whatever* the details. If one refuses to cherish ill will towards others out of resentment in the face of conflict; one will be much less likely to deceive; lie, cheat, steal, and otherwise hurt the others. This in turn helps break cycles of mutual hurt, resentment, and retribution.

“Human.” Dwelling on this word and its root can be enlightening! “Human” can be both an adjective and a noun. Among the dictionary meanings of the adjective is one which might make us feel a bit puffed up to be human. One dictionary (See end notes.) mentions: “...as distinguished from a lower animal; intellectually and morally superior.”

But the next meaning brings us down to size more than a notch, when it says [That is]: “...as distinguished from a divine entity or infinite intelligence. Mortal; earthly.”

In fact, the Indo-European root word, preceding the Latin *humanus*, which eventually gave rise to the word “human,” was: “*dhghem*,” meaning “*Earth*.” And this root has another branch meaning “*earthling!*”

Another branch of the root gave rise to the Latin: *humus*, also: “*earth*,” but more as in “soil.” From this branch of the root also came “humble,” “humiliate,” and “humility;” etc.. By the time “*dhghem*” got to the Latin: “*humanus*,” it meant “*human, kind, and humane*.”

Interestingly, when we look up the root for “man,” we also get the same root: “man,” meaning of course: man, in the everyday sense. But this root has an additional reference: to a tribal name meaning “all men.”

And: there is a second branch and flow of the root word “man” meaning: “hand!”

It could make us wonder: is the hand one reason we are all “human?” We will look at this fascinating idea more!

Conflict: From the Latin, com: “with;” + fligere: “to strike.” Hence: “A prolonged battle, struggle, clash. A crashing together. Collision.” Psychology: “The opposition or simultaneous functioning of mutually exclusive impulses, desires, or tendencies.”

Some measure of conflict is a universal experience in life, and from very young ages. Conflict cannot be entirely avoided. The question is, can we catch conflict early and resolve it efficiently and effectively?

Resolve / Resolution: from the Latin, resolvere: "to release, untie, unbind."

Just from the definition we could say: “Whew! Glad to get out of that knot!” Illustrate with a jump rope tied in knots, etc., and encourage student discussion about conflicts they have had, or face.

Also echoes of firm intention. Resoluteness.

"Comm-uni-cation:" From the Latin: communicare: to make common; make known.” From coummunis: “common.”

“To make known; impart.” Tr.: “to have an interchange, as of thoughts and ideas.” To be connected or form a connecting passage.”

Hence we can say: “the action or process of creating greater unity together.”

Integrity: from the Latin, integer: “whole, complete, perfect, virtuous.” From the Indo-European root, “tag:” “to touch, handle” + negation. Hence: “untouched, intact, whole, complete, perfect, honest, [leading to]: entire. Knowledge and character that is reliable.”

Honest / Honesty: From the Latin, honestus: “honorable,” from honos: “honor.” Hence: “Not lying, cheating, stealing, or taking unfair advantage; honorable, truthful, trustworthy. Genuine, equitable, fair. Not characterized by deception or fraud...(archaic): free from moral stain.” Discuss what a stain is on a light cloth. Why should we want to avoid stains on our character and reputation? How do we look at others whom we know frequently to lie?

Lies / deceit: “The deliberate communication of falsehoods.” The Indo-European root of “lie” in English is “leugh.” Interestingly, it is close to “leug;” which meant both: “to bend, turn, wind [around; as in twist];” and: “to break.” From this came a Latin word, lugere: “to mourn” and “to break down mentally.”

Lies bend, twist and break the truth. In this sense, they are a very real form of *violence*. They *violate* truth, and usually other people’s rights, because this form of violence breaks down individual and social intelligence. Lying has *victims*, and cause much sadness and mourning. Apart from little social lies told with *good will* — aimed at avoiding a hurt to someone’s feelings — lies paint a pretty ugly picture.

Discuss with students why lies hurt. Illustrate the “breaking” of correct information with a simple chalkboard image of a human head and brain getting broken lines and arrows going the wrong direction put in through one ear; so that what goes on inside after that, and what comes out, gets all confused. “Garbage in; garbage out.”

Imagine a society free of lies. Who responsible for creating this; even making a little progress toward it? Who is going to create and live in an environment of truth? Doesn’t it really boil down to “each

and all of us?” Isn’t everyone important to the process? The teamwork required?

No one can do it all, and no one can be *perfectly* truthful all the time, because complex truth is subject to viewpoint and interpretation. Discuss the classic *elephant* analogy, where different parts are reported differently by different blind observers.

But intentional lies are entirely another thing.

Life is challenging enough anyway, even with truth-tellers all around us.

Everyone can try their best, and keep trying, day after day; to tell the truth as best they can. The more who try this, the easier it becomes for everyone.

Solutions to social problems will tend to grow and thrive in a climate of truth: whether in a family, a group of friends, a school, a community, a nation, the world.

At the same time, we need to be vigilant, cautious, skeptical. We need to defend ourselves, and others we care for, as best we can from getting duped in matters big and small. The bigger the matter, the more careful we need to be.

Discuss how you were helped one time by someone who told you the truth, when someone else had lied to you. Would you do the same for others?

Discuss: Do people lie to themselves as much or more as to others? Do they end up getting hurt, too, from this?

Freedom: Surprisingly, we find that this key word is derived from the Indo-European root “pri:” “to love;” and from variations meaning: “beloved, belonging to the loved ones, not in bondage, free;” and also “peace, safety; “high place of safety.”

Hence: to be free implies first being in a place of safety, a network of people and conditions where one will not be hurt. Thus, we can see

a deep connection between ethical behavior; an ethical social environment; and the presence of real freedoms that can last because they are rooted and balanced in proper responsibilities.

This concept is contrasted with wild freedoms, which are disconnected from their proper responsibilities. Wild, irresponsible freedoms are likely to be damaging to others and ultimately, if not immediately, to one's self. They are unsustainable.

THE CYCLE OF CONFLICT, RESOLUTION & CREATIVE TRANSFORMATION

The Conflict Resolution and Transformation Cycle can be sketched if time allows. Conflict is established as a universal experience; a natural part of life and growth. Handled properly by both or all sides, conflict is efficiently resolved and transformed, proving to be an excellent engine of growth for all parties. Allowed to go unresolved, however, conflicts can and do build up; becoming dangerous, destructive, and potentially explosive.

The ideal cycle goes from:

a steady "status quo;" to:

early detection of conflict; to:

communication:

Here a refreshed review of ethical values and commitment thereto can be most helpful: good will, integrity, mutual respect, and others;
to:

mutual insights and verified understandings; to

identification of present mutual responsibilities, and individual goals;

to

gestation and proposals for creative solutions; to

agreements for action; to

actions; to

new status quo.

DEEPER CONCEPTS (OPTIONAL READING)

Just as a constellation, or set of stars, remains relatively stable, as a unit within a *greater whole* or *uni-verse* — so the small constellation of fingers is rooted in the palm of the hand; which in turn remains rooted and responsible to the *greater whole* of the body and brain. Like this, there are natural groups within groups within groups in society. Whether they realize it or not, all individuals and groups are deeply dependent and responsible to *levels of wholeness* higher up on various chains and/or webs of connection; ultimately to the greatest whole of all. Advanced holistic physicists or *cosmologists*, and theologians alike are constantly trying to define and describe, and in the case of scientists, to research objective evidence supporting a complete theory of the whole dynamic arrangement.

To maintain optimum harmony at any level, each individual who holds power over decisions, and each group: must consistently choose ethical behavior to avoid unnecessary foul-ups and breakdowns in the social network. Even with an "*ideal*" network of common commitment to ethical behavior, the complexities of life will still provide many challenges and opportunities for experimentation and mistake. Still, how much better things will go if all participants could commit to clearly identified common ethics or peaceful ideals; and *try their best* to act on these.

Perhaps most important is a simple but profound, baseline commitment to *willing towards good* as opposed to *willing harm* in reaction to conflict with others (which will always be coming up to some degree.) That is: to the extent possible: willing no intentional or lasting harm to others in the ways and byways of life.

The various evolving STAR ALLIANCE Pledges and Declarations of *Highest Common Ideals* are designed to provide instruments of commitment to individuals and groups everywhere over time; to help them more clearly identify, define, understand and abide by a set of fairly-well inarguable, good ethical standards. This process can play an influential, catalytic, harmonizing role in society. A social network committed to the whole set of *Highest Common Ideals* becomes a powerful and sustainable whole indeed.

Just as each part of the body maintains great loyalty to the whole — from which it derives well-being — so the body, in turn, maintains great loyalty to its many parts. Similarly, each part of a whole social network must — to achieve and maintain a fully peaceful society — remain loyal and responsible to the nourishment and care of the whole. In turn the whole must remain loyal and responsible to the nourishment and care of its many parts.

Such a spirit and commitment to positive mutuality carries great benefits for all. Universal ethics are key mediating elements which will help maintain a more ideal, positive balance throughout complex societies as individuals and societies make their way through the dynamics of growth and change, from locality to globe.

BACKGROUND NOTES ON THE NATURE OF LANGUAGE

Languages are not static. They do not *stand still*. They are complex and dynamic, like living organisms. They grow and change with use and invention over decades and centuries, and intermix between peoples and societies. Most languages today have gradually developed over thousands of years. Yet they can add new vocabulary very quickly. The unabridged *Oxford English Dictionary (OED)* currently consists of twenty volumes, but is predicted to *double* in size by the next edition due out in about 2023.^{iv}

Languages have often *morphed* or changed form and combined with one another as people have traveled, inter-married, fought wars, created peace, and pursued commerce together. Some old languages have died out through radical social change or disuse; or tragically, when most of their speakers were killed off or otherwise died. Rachel Konrad reported for CNET News in 2000^v:

“A group of scientists recently concluded that of the 6,700-odd languages spoken throughout the world, as many as 90 percent will disappear within 100 years as younger generations communicate in only a handful of dominant languages.”

Fortunately, efforts are being made to make digital language libraries a lasting resource of cultural history.

Older languages often tend to live on in different forms, intimately integrated into other languages.

Languages are precious and beautiful practical gifts handed down to each younger generation from the past. They differ a lot depending on their areas of origin in the world and the creative invention of their peoples. But languages share many patterns and elements.

There are nearly universal patterns of *grammar* that enable speakers and writers of any language to describe reality and communicate, or *make unity* in their understandings. Languages make daily life possible and also: deeper thinking and understanding about the very nature of life through science and Philosophy.^{vi}

LATIN & INDO-EUROPEAN ROOTS

Many *English* words have *Latin* sources. Latin is an old language, little used today by comparison with its heyday in Italy during the Roman Empire hundreds of years before and after the birth of Christ.⁴

Latin spread far and wide around *Europe* during and after the growth of the *Roman Empire*. This caused Latin to intermix and give many of its words and elements to other European languages including the so-called *Romance languages*. (This is a phrase taken from the *Roman* connection). These languages include *Italian, Spanish, Portuguese, and French*.

Indo means coming from *Asia*, primarily *South Asia or India*. *Indo-European* implies some blend of old languages from that greater area, which gradually mixed with modern European languages.

⁴ According to the same CNET article cited above, thanks to the Internet, Latin was experiencing a *stunning* revival by the year 2000.

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ⁱ *Light up minds and the will to understand.* Two fine phrases shared by *Lewis Lapham* with host

ⁱⁱ Most derivations and roots in this document are taken gratefully from the *American Heritage Dictionary of the English Language*, *William Morris*, Editor; Publisher: *Houghton Mifflin Company*; © 1969, 1970 *American Heritage Publishing Company, Inc.*. In the key words section, the author has sometimes offered his own interpretations along with roots and other meanings derived from the dictionary.

ⁱⁱⁱ The actual number of bones in the hand is slightly variable from person to person, due to the “sesamoids” or “floating bones.” These bones are embedded in tendons and connect muscle groups in the fingers; similar to the kneecaps, but much smaller. Everyone has at least twenty-six main bones and three sesamoids in the hand, for a total of twenty-nine. However, some people may have several more sesamoids embedded in the fingers.

It makes a nice analogy of approximation in round numbers, “give or take” a few; since one could argue endlessly about exactly how many, or even exactly which moral values should be considered in the “Primary Group.”

The overall idea is the important thing; and in point of fact, it is our position that ALL the moral values declared in the longer STAR ALLIANCE DECLARATIONS, indeed the series, must at some point be included in practical training and applications for peace or something, somewhere, sometime, will break down. Even when one tries his/her best to take them all into account, it is virtually impossible to be perfect. This is why forgiveness is a practical necessity for everyone: to forgive and be forgiven.

^{iv} Source: Sarah Oglivie, Editor Emeritus, Oxford English Dictionary; Author: [Words of the World: The Global History of the Oxford English Dictionary](#); Guest, 2013 March 19: *KQED Forum* with host Michael Krasny.

^v <http://news.cnet.com/2100-1023-249501.html>

^{vi} Systems that try to understand life as a whole and explain it to others are called *philosophies*. The word philosophy, coming out of Greek and Latin, literally meant *loving wisdom or love of wisdom*.