



# Mayors for Peace Newsletter

Mayors for Peace Secretariat

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## Making the A-bomb Experiences of Hiroshima and Nagasaki an Academic Discipline

Half a century after the atomic bombs were dropped on Hiroshima and Nagasaki, the aging of the survivors and fading peace awareness of the youth have made the question of how to inherit the atomic bomb experience an urgent issue.

To root deeply and widely throughout the world the A-bomb experiences as a legacy common to humankind, we must logically and systematically organize their meaning with respect to various academic disciplines, including peace studies, political science, social science, philosophy, literature, psychology, history, and physics. We wish to convey the meaning brought to light in this process to young persons of differing social backgrounds attending universities around the world.

The project to establish Hiroshima-Nagasaki Peace Study Courses in universities worldwide was one of the key plans outlined in the Overall Action Plan for Mayors for Peace adopted at the 5th General Conference of the Mayors for Peace in August 2001. The first step was taken in May 2001, when the Secretariat sent questionnaires to members of peace-related academic societies such as IPRA (International Peace Research Association) and the Peace



The meeting with professors from the Institut d'Etudes Politiques de Paris

Studies Association of Japan to ascertain the level of interest in such courses among professors in Japan and other countries. The contact information of said professors was obtained from the mailing lists of those organizations. We received 125 completed questionnaires, 42 from other countries and 83 from within Japan. (For details, see p. 2-9.)

Also, when the mayor of Hiroshima, who is also president of the Mayors for Peace, visited Europe in October 2001, the Institut d'Etudes Politiques de Paris, the Ludwig-Maximilians-University of Munich (the Political Science Institute of Munich University), and Manchester City all indicated that they would cooperate in the establishment of the courses.

The Secretariat intends to promptly begin a study of course content, course materials, and methods of solving problems that will arise as we attempt to disseminate these courses around the world. We will start by setting up trial courses at a number of universities, supplying materials to universities and professors who evince interest, and carrying out PR for the courses at the IPRA general conference.

We ask member cities to assist us in establishing and popularizing Hiroshima and Nagasaki Peace Study Courses.



President Akiba discussing with the Director of the Ludwig-Maximilians-University of Munich

# Questionnaire Survey Completed

The Secretariat carried out a questionnaire survey regarding the possibility of establishing Hiroshima-Nagasaki Peace Study Courses. The questionnaire targeted around 1,400 university and college professors who are members of IPRA (International Peace Research Association), COPRED (Consortium on Peace Research, Education and Development), PSA (Peace Studies Association), the Peace Studies Association of Japan, and other organizations. The responses received contained the valuable viewpoints of 42 professors in other countries and 83 professors in Japan.

We asked Secretary General of IPRA Katsuya Kodama to examine and analyze the results of the survey from overseas. Regarding the questionnaires returned from professors in Japan, here are only the tables representing the quantitative results.

## Results of Questionnaire Survey (Responses from Overseas)

- Examination of Questionnaire Survey Results by IPRA Secretary General Katsuya Kodama -

The questionnaire survey was carried out to investigate perceived need for and interest in the establishment of Hiroshima-Nagasaki Peace Study Courses among professors and colleges/universities in other countries. The number of respondents was 42, which could be considered small, but if even a small-scale survey like this elicits strong interest from 42 professors, we can hope for substantial development of the project. As the questionnaire survey has demonstrated that people around the world are interested in establishing Hiroshima-Nagasaki Peace Study Courses, we see it as the inception of the development process.

For each question, I will present the results and my interpretation.

### Information on respondents

Are you an instructor at the university level?

If you are a full instructor, please describe the course(s) you teach.

Choices	No. of replies	Percentage
Yes	38	90.5
I am a full instructor, but not at the university level.	1	2.4
No	3	7.1

All respondents were university-level instructors except three. Many responded that they dealt with peace-related issues in their courses. Professors in developing countries tended to teach about peace with respect to economic development in courses with such names as “The Third World and Development Issues” and “Regional Development.” A respondent in Israel mentioned a course

offered called “Conflict Resolution,” indicating that peace-related courses in some cases reflect characteristics of the region. Course names such as “Peace Studies” and “Introduction to Peace Studies” show that some institutions have clearly established the subject as an academic discipline. This reveals that the concept of peace studies has spread around the world and is being incorporated into academic curricula. Two or three respondents indicated that their institutions offered peace studies at the graduate level, indicating that systems are already in place for establishing Hiroshima-Nagasaki Peace Study Courses.

### Peace-related studies

Do you teach about matters related to peace and war as part of your courses?

Choices	No. of replies	Percentage
Yes	40	95.2
No	2	4.8
Other	0	0

Most (40) of the 42 respondents indicated that they teach about peace and war in their courses. Notably, some approach the subject of peace in relationship to Hiroshima and Nagasaki. For example, a response from India stated, “We have Hiroshima Day every year. We have Peace Week in India the first week in August.” A U.S. respondent stated, “We use the 1995 Deposition to the International Court of Justice of the Hiroshima mayor, which states that nuclear war is illegal.” Some tied education to action, as seen in “We have a 12-hour workshop.” (Sri Lanka) and “We work together with activists to make our anti-war activities more effective.” (Australia).

If your courses deal with matters of peace and war, what is that field of study? (multiple answers)

Choices	No. of replies	Percentage
Peace studies	24	57.1
International political science	16	38.1
Sociology	8	19.0
History	5	11.9
Philosophy	4	9.5
Literature	4	9.5
Art	3	7.1
Psychology	3	7.1
Theology	2	4.8
Another academic discipline	13	31.0

The dominant response (24) was that most taught about peace and war in courses called “Peace Studies.” This response was followed, in decreasing order of frequency, by courses in International Political Science (16), Social Sciences (8), and History (5). Respondents in Japan overwhelmingly replied that peace studies were offered in the department of International Political Science, but in other countries, instructors in Social Science and History departments also actively teach about peace. Also of note were courses in relatively new fields such as “Non-Violent Social Change” and “Conflict resolution.” An important issue will be how to relate Hiroshima-Nagasaki Peace Study Courses to these various academic disciplines.

What subjects do your courses primarily cover? (multiple answers)

Choices	No. of replies	Percentage
Current conflicts	28	66.7
Peace theory	27	64.3
Peace education	26	61.9
Human rights issues and peace	24	57.1
Democracy and peace	23	54.8
Poverty and development-related issues	20	47.6
NGOs and peace	20	47.6
Environmental problems and peace	19	45.2
North-South problem	16	38.1
Militarization	16	38.1
World War II	13	31.0
Wars prior to World War II	6	14.3
Other	10	23.8

Responses in “subject area” were even more diverse. Peace issues are evidently equally like to appear in courses about conflict, theory, peace studies, human rights, democracy, poverty and development, NGOs, environmental

problems, North-South issues, militarism, and World War II. The broadness of the applicability of peace issues indicates the need for a comprehensive, integrated framework. In planning Hiroshima-Nagasaki Peace Study Courses, rather than simply conveying the facts about Hiroshima and Nagasaki bombings, effort must be made to organically relate peace issues to these other issues. How to relate “Hiroshima” to human rights, democracy, NGOs, and environmental issues? The development of Hiroshima-Nagasaki Peace Study Courses must proceed concurrently with the conceptualization of “Hiroshima.”

This question targets respondents who teach about issues relating to peace and war. What structural elements do your courses incorporate? (multiple answers)

Choices	No. of replies	Percentage
Use of literature on the theme of war or peace	27	64.3
Showing videos	25	59.5
Interviews with persons who have experienced war	12	28.6
Use of testimonials or memoirs of war victims	12	28.6
Playing classroom games related to peace	12	28.6
Showing art works or listening to music on the theme of war or peace	9	21.4
Touring museums that deal with peace and war	3	7.1
Other	11	26.2

The most common response (27) was “Literature on the theme of war or peace,” followed by “Showing videos (25).” Books used included *A Farewell to Arms*, *All Quiet on the Western Front*, and *Black Rain*. Courses evidently make ample use of videos about the atomic bombings (e.g. *Prophecy*), the Vietnam War, the Yugoslavian conflict, and more. Hiroshima-Nagasaki Peace Study Courses should also make effective use of this highly convenient visual. Of course, the language barrier figures in both literature and videos. Thus, literary works and videos that convey the realities of the Hiroshima and Nagasaki bombings should be translated into other languages.

Two or three respondents indicated that they used the Internet in their courses. Effective use of the Internet will be a key factor in considering future peace study courses. *Hiroshima Peace Site* and *Kids Peace Station*, both managed by Hiroshima City, have been highly evaluated by other countries. However, such sites must be improved in order to convey the realities of the atomic bombings even more

effectively, which will also facilitate the development of Hiroshima-Nagasaki Peace Study Courses.

Notably, some respondents are using interactive teaching techniques, as seen in the number who responded, “Interviews with persons who have experienced war” (12), “Playing classroom games related to peace” (12), “Touring museums that deal with peace and war” (3), etc. In the realm of peace studies, methods that encourage students and instructor to jointly, actively engage with war and peace issues are much preferred to a one-sided imparting of knowledge by the instructor. Unfortunately, such methods have yet to take hold in Japan. How can the issues of Hiroshima and Nagasaki be engaged in interactive learning? This issue must be considered in developing Hiroshima-Nagasaki Peace Study Courses.

When teaching about peace and war, do you talk about the damage of the atomic bombings of Hiroshima and Nagasaki?

Choices	No. of replies	Percentage
Yes	31	73.8
No	6	14.3
No reply	5	11.9

It was very heartening to learn that 31 of the 42 respondents are already teaching about the bombings of Hiroshima and Nagasaki. This is surely a fruit of the efforts of Hiroshima City, Nagasaki City, and many grassroots organizations to “convey the voices of Hiroshima and Nagasaki to the world.” Naturally, most of the 42 professors who responded are persons who are greatly interested in the atomic bombings. Though they represent but a small fraction of professors in the world, we are happy to learn that curricula that deal with the atomic bombings are steadily evolving and expanding.

Do you wish to teach the significance of the atomic bombings to your students?

Choices	No. of replies	Percentage
Yes	37	88.1
No	2	4.8
I don't know	0	0
No reply	3	7.1

Of the 42 respondents, 37 responded positively. The problem back down to how to help elaborate their desire to offer peace studies based on the A-bomb experiences in the development of specific course plans.

**Use of the A-bomb experiences of Hiroshima and Nagasaki in peace studies**

Have you used A-bomb experiences or other A-bomb-related materials in your peace studies?

Choices	No. of replies	Percentage
Occasionally.	22	52.4
No	12	28.6
Frequently.	7	16.7
No reply	1	2.4

Of the total (42), 22 indicated that they occasionally use A-bomb experiences and other A-bomb-related materials in their courses, and 7 indicated that they use them often. Added together, they show that a majority of respondents have used A-bomb experiences and other A-bomb-related materials. The effective use of such materials is essential to convey the reality of the atomic bombings. It is extremely important for us to know what materials have been used and what materials are available for use.

What specific materials have you used and how?

- Videos and art works related to the A-bomb and photographs of the towns after the bombs were dropped
- The Video, “A Mother’s Prayer” produced by the Hiroshima Peace Memorial Museum
- Videos of interviews with survivors
- Newspaper articles and materials about the statistics and figures
- Historical materials and literary works

If we look at what materials instructors have used, a problem becomes evident. Certainly, some instructors are using a variety of materials. Examples of responses are “Videos about the atomic bombings, photos of Hiroshima and Nagasaki after the bombings and art works,” (USA); “The video “*A Mother’s Prayer*” (Hiroshima Peace Memorial Museum), and a video of interviews with survivors” (USA). However, many instructors use only newspaper clippings and statistics. In a number of classes, John Hersey’s “*Hiroshima*” is the only reading. Thus, materials are insufficiently varied in many classes. Obtaining actual A-bomb artifacts such as A-bombed roof tiles and videos translated into the local tongues is difficult in some countries. Lack of materials prevents some classes from being effective peace studies vehicles. Getting appropriate materials into the hands of instructors who want them is key to conveying “Hiroshima” to the world.

Do you wish to use the experiences of A-bombing or other A-bomb-related materials in your future peace studies?

Choices	No. of replies	Percentage
Definitely.	31	73.8
I wish to, but don't know how well I can incorporate such material into my courses.	5	11.9
I cannot use such material at present, but hope to in the future.	3	7.1
I do not wish to use it.	1	2.4
Other	0	0
No reply	2	4.8

Most respondents indicated that they wish to use A-bomb experiences and other A-bomb-related materials in their courses. A full 31 of the 42 respondents went so far as to respond "Definitely."

If you wish to use A-bombing experiences or other A-bomb-related materials in your courses, what specifically do you wish to use?(multiple answers)

Choices	No. of replies	Percentage
Videos and slides that depict the tragedy of the atomic bombings	30	71.4
Books or other documents that describe the societal, physical, and psychological effects of the atomic bombings.	29	69.0
Literature that describes the tragedy of the atomic bombings	24	57.1
Survivor testimony videotapes	24	57.1
Art and/or music that expresses the tragedy of the bombings (tapes, CDs, etc.)	17	40.5
Other	7	16.7

Looking at the specific materials that instructors express interest in using, the most common answer was, predictably, "videos." Some even mentioned specific video titles, such as "Prophesy" and "A Nuclear-Free 21st Century". Actually, of the total (42), 30 respondents checked "Videos and slides that depict the tragedy of the atomic bombings," and 24 checked "Survivor testimony videotapes." This highlights the importance of obtaining effective videotapes for Hiroshima-Nagasaki Peace Study Courses.

It is also notable that 29 respondents checked "Books or other study materials that describe the societal, physical, and psychological effects of the atomic bombings." Surprisingly few respondents are able to use books and papers as teaching materials, suggesting that these are difficult to obtain. We will need to make the accumulated research accessible by organizing it into teaching materials, translating it into

English, and distributing it to universities and colleges around the world.

#### Establishing Hiroshima-Nagasaki Peace Study Courses

Do you wish to set up a Hiroshima-Nagasaki Peace Study Course?

Choices	No. of replies	Percentage
I wish to make time in an existing course for introducing A-bomb experiences from Hiroshima and Nagasaki.	11	26.2
I wish to use material on the subject as a new lecture topic.	8	19.0
I wish to establish it as a full course.	8	19.0
Although I am interested, I need time to consider how to participate.	5	11.9
I cannot participate at the present time, but wish to in the future.	2	4.8
I don't intend to participate.	1	2.4
Other	2	4.8
No reply	5	11.9

The level of enthusiasm expressed for these courses is amazing. Eight respondents replied that they wished to establish a Hiroshima-Nagasaki Peace Study Course as a regular course. This would involve reorganizing the curriculum of the university or college in question — no easy matter. Establishing these as regular courses in Japan would be difficult as well. "Establish it as a full course" was checked by 8 and "Use material on the subject as a new lecture topic" was checked by 8. These results indicate that professors in other countries are more interested in such courses than we anticipated. One respondent in India stated that his/her university plans to establish a Peace Studies Promotion Section with a focus on Oriental cultures and philosophy. We may be able develop our plan in connection with such movements. The development of Hiroshima-Nagasaki Peace Study Courses could send worldwide ripples through university education that will facilitate the evolution of new forms of peace education.

Eleven respondents expressed a desire to make time in existing courses to teach about the atomic bombings of Hiroshima and Nagasaki. If this number is added to those above, a full 27 respondents are considering how to incorporate Hiroshima-Nagasaki Peace Study Courses into their institutions. Although this questionnaire was sent to only a fraction of professors, the fact that 27 are considering introducing this subject area makes the prospects for this project very bright.

## Results of Questionnaire Survey (Responses from Japan)

### Information on respondents

Are you an instructor at the university level?

If you are a full instructor, please describe the course(s) you teach.

Choices	No. of replies	Percentage
Yes	80	96.4
No	3	3.6
I am a full instructor, but not at the university level	0	0

Peace studies, International peace theory, International relations theory, International political science, International law, Education theory on international understanding etc.

### Peace-related studies

Do you teach about matters related to peace and war as part of your courses?

Choices	No. of replies	Percentage
Yes	78	94.0
No	2	2.4
Other	3	3.6

If your courses deal with matters of peace and war, what is that field of study? (multiple answers)

Choices	No. of replies	Percentage
Peace studies	29	34.9
International political science	21	25.3
History	9	10.8
Sociology	7	8.4
Philosophy	6	7.2
Theology	3	3.6
Psychology	3	3.6
Literature	2	2.4
Art	0	0
Another academic discipline	42	50.6
No reply	2	2.4

What subjects do your courses primarily cover? (multiple answers)

Choices	No. of replies	Percentage
Current conflicts	49	59.0

World War II	44	53.0
Human rights issues and peace	42	50.6
Poverty and development-related issues	34	41.0
Environmental problems and peace	32	38.6
North-South problem	31	37.3
Militarization	30	36.1
Democracy and peace	29	34.9
Peace theory	28	33.7
NGOs and peace	24	28.9
Peace education	23	27.7
Wars prior to World War II	20	24.1
Other	21	25.3
No reply	3	3.6

This question targets respondents who teach about issues relating to peace and war. What structural elements do your courses incorporate? (multiple answers)

Choices	No. of replies	Percentage
Showing videos	47	56.6
Use of testimonials or memoirs of war victims	18	21.7
Use of literature on the theme of war or peace	13	15.7
Playing classroom games related to peace	10	12.0
Interviews with persons who have experienced war	9	10.8
Touring museums that deal with peace and war	9	10.8
Showing art works or listening to music on the theme of war or peace	8	9.6
Other	38	45.8
No reply	14	16.9

When teaching about peace and war, do you talk about the damage of the atomic bombings of Hiroshima and Nagasaki?

Choices	No. of replies	Percentage
Yes	50	60.2
No	27	32.5
No reply	6	7.2

Do you wish to teach the significance of the atomic bombings to your students?

Choices	No. of replies	Percentage
Yes	75	90.4
No	2	2.4
I don't know	1	1.2
No reply	5	6.0

**Use of the A-bomb experiences of Hiroshima and Nagasaki in peace studies**

Have you used A-bomb experiences or other A-bomb-related materials in your peace studies?

Choices	No. of replies	Percentage
No	41	49.4
Occasionally	32	38.6
Frequently	6	7.2
No reply	4	4.8

If you have used such material, what specific materials have you used and how?

- Tour of the Hiroshima Peace Memorial Museum and monuments
- Listen to the stories of A-bomb experience directly
- Documents and materials describing A-bomb experiences
- The video "Hiroshima-Nagasaki: the Harvest of Nuclear War"
- Videos featuring A-bomb that were aired by NHK and other TV stations

Do you wish to use the experiences of A-bombing or other A-bomb-related materials in your future peace studies?

Choices	No. of replies	Percentage
I wish to, but don't know how well I can incorporate such material into my courses	35	42.2
Definitely	30	36.1
I cannot use such material at present, but hope to in the future	11	13.3
I do not wish to use it	1	1.2

Other	0	0
No reply	6	7.2

If you wish to use A-bombing experiences or other A-bomb-related materials in your courses, what specifically do you wish to use? (multiple answers)

Choices	No. of replies	Percentage
Videos and slides that depict the tragedy of the atomic bombings	49	59.0
Books or other documents that describe the societal, physical, and psychological effects of the atomic bombings	47	56.6
Survivor testimony videotapes	44	53.0
Literature that describes the tragedy of the atomic bombings	13	15.7
Art and/or music that expresses the tragedy of the bombings (tapes, CDs, etc.)	12	14.5
Other	8	9.6
No reply	10	12.0

**Establishing Hiroshima-Nagasaki Peace Study Courses**

Do you wish to set up a Hiroshima-Nagasaki Peace Study Course?

Choices	No. of replies	Percentage
I wish to make time in an existing course for introducing A-bomb experiences from Hiroshima and Nagasaki	30	36.1
Although I am interested, I need time to consider how to participate	24	28.9
I cannot participate at the present time, but wish to in the future	8	9.6
I don't intend to participate	4	4.8
I wish to establish it as a full course	2	2.4
I wish to use material on the subject as a new lecture topic	1	1.2
Other	7	8.4
No reply	7	8.4

**Ten New Member Cities**

**Join Mayors for Peace**

Since November 30, 2001, the following ten cities have become members of the organization.

Erftstadt (Germany); London(U.K.); Miri(Malaysia); Irbid (Jordan); Chandernagore (India); Matale (Sri Lanka); Sochi (Russia); Paris (France); Ramsgate (U.K); Chesapeake (U.S.A)

Our membership as of March 29, 2002 including these ten cities, stands at 520 cities in 103 countries and regions.



## Protest Against Sub-Critical Nuclear Tests by the United States and the United Kingdom

On December 13, 2001, the United States carried out its 15th sub-critical nuclear test. On February 14 of this year, it carried out its 16th such test in cooperation with the United Kingdom (it was the first such test for the U.K.). Protest letters under the names of mayors of the eight Executive Cities of the Mayors for Peace were sent to the U.S. and U.K. national governments.

Here are the letters sent to the U.S. and the U.K. governments protesting its sub-critical nuclear test of February 14.

### Letter of Protest to the United States

The Honorable George W. Bush  
President of the United States of America

February 15

On February 14, the United States collaborated with the United Kingdom to conduct its 16th subcritical nuclear test at the underground test site in Nevada.

With the rest of the world working hard to prevent the proliferation of nuclear weapons and to abolish all such weapons as soon as possible, your subcritical nuclear testing and your apparent determination to cling to nuclear weapons on into the 21st century amount to a betrayal of the atomic bomb survivors and the vast majority around the world who want nothing more than the elimination of such weapons. Your unilateral abrogation of the ABM treaty and your failure to attend the Conference on Facilitating the Entry into Force of the CTBT show your disdain for these important international efforts, and we are outraged by these and the many other ways in which the US has obstructed nuclear disarmament.

We had hoped that the cruel tragedies wrought by the dropping of atomic bombs on Hiroshima and Nagasaki had taught the human race a valuable lesson. However, confronted by the fact that the United States and the United Kingdom have chosen at this delicate time to conduct a joint subcritical nuclear test, we cannot escape the feeling that we are doomed to repeat the horrors of the nuclear explosion that took place nearly 60 years ago. Your actions are profoundly harmful to the worldwide system for controlling nuclear weapons and to the process of nuclear disarmament. We are gravely concerned that you are provoking nuclear proliferation and, on behalf of the 514 cities in 103 countries and regions belonging to the Mayors for Peace, we vehemently protest.

The United States claims that its subcritical tests are required to ensure the reliability and safety of nuclear weapons and do not violate the CTBT because they involve no nuclear explosions. However, we have reason to believe that the tests are linked to the development of new nuclear weapons, and they certainly violate the spirit of the CTBT. The United States must begin listening conscientiously to the international community calling desperately for the abolition of nuclear weapons. You are obligated to work in good faith to implement your promise of an "unequivocal undertaking by the nuclear weapon states to accomplish the total elimination of their nuclear arsenals", adopted at the NPT Review Conference. On these grounds, we demand that you immediately halt all nuclear testing, including subcritical testing, and begin working sincerely to build a new world order free from nuclear weapons.

### Letter of Protest to the United Kingdom

The Right Honorable Anthony Charles Lynton Blair  
Prime Minister of the United Kingdom

February 15

On February 14, the United Kingdom collaborated with the United States to carry out a subcritical nuclear test at the American underground test site in Nevada.

We are extremely disappointed to learn that the UK participated in this nuclear test, disregarding efforts by the rest of the world to prevent the proliferation of nuclear weapons and abolish all such weapons as soon as possible, and despite the visit of the president of the Mayors for Peace, our organization, to the UK last fall during which he requested directly, on behalf of it, that you work toward nuclear abolition. Your subcritical nuclear testing and your apparent determination to continue possessing nuclear weapons on into the 21st century amount to a betrayal of the atomic bomb survivors and people around the world who want nothing more than the elimination of such weapons.

We had hoped that the cruel tragedies wrought by the dropping of atomic bombs on Hiroshima and Nagasaki had taught the human race a valuable lesson. However, confronted by the fact that the United States and the United Kingdom have chosen at this delicate time to conduct a joint subcritical nuclear test, we cannot escape the feeling that we are doomed to repeat the horrors of the nuclear explosions that took place nearly 60 years ago. Your actions are profoundly harmful to the worldwide system for controlling nuclear weapons and to the process of nuclear disarmament. We are gravely concerned that you are provoking nuclear proliferation and, on behalf of the 514 cities in 103 countries and regions belonging to the Mayors for Peace, we vehemently protest.

We have reason to believe that the subcritical tests are linked to the development of new nuclear weapons, and they certainly violate the spirit of the CTBT. The United Kingdom must begin listening conscientiously to the international community calling desperately for the abolition of nuclear weapons. You are obligated to work in good faith to implement your promise of an "unequivocal undertaking by the nuclear weapon states to accomplish the total elimination of their nuclear arsenals," adopted at the NPT Review Conference. On these grounds, we demand that you immediately halt all nuclear testing, including subcritical testing, and begin working sincerely to build a new world order free from nuclear weapons.

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