

Aotearoa/New Zealand Peace Foundation History



The First 20 Years

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Foreword

This history of the Peace Foundation's first 20 years was drafted by Katherine Knight and Wendy John between 1994 and 2010 in the hope that it could be published as a book. Sadly, during that time Kath died and Wendy left the Peace Foundation. Now, in 2018, as I head towards formal retirement, it falls to me as one of the few original Peace Foundation members with an historical overview of the organisation, and the draft documents and photos still on my computer system, to edit and publish this history online for future generations.

My understanding is that a University of Auckland MA student, Martin Wilson, did the primary research and helped draft chapters during 1994-5. He sought input from a range of members around the country. The draft was not completed in places, so I have tried to fill in the gaps using my fairly extensive Christchurch Peace Foundation archives.

In the postscript, I have summarised what happened to the Christchurch and Wellington Peace Foundation offices after 2000. The Peace Foundation's history from 2000 onwards is left for future researchers to write in detail.

Photos have been supplied by members, including a few from Gil Hanly. The dove graphic on the cover page was painted by well-known artist Pat Hanly for a poster to launch the New Zealand Foundation for Peace Studies in Auckland in 1975.

My hope is that the lessons learned and the achievements made by various Peace Foundation members from 1973 onwards will continue to inspire future generations. The Peace Foundation's founders set a path for those who followed. I was fortunate to work with most of them as friends and supporters over the decades. My thanks go to them, and to all the volunteers who worked for peace with the Peace Foundation around the country and overseas.

Kate Dewes

August 2018

Introduction

When a small group of people came together in Auckland in 1973 to talk about a new approach to peace, it was in the knowledge that 'peace education' was already well established in some countries including Scandinavia, the United States and the England.

Many of those involved in the 1973 group (then known as the Peace Research Promotion Group) had worked in a variety and diverse number of peace and social justice groups throughout New Zealand (and overseas), each of which had offered only a partial solution to the problems of international conflict and war. These groups had often been viewed with suspicion by politicians, decision-makers and the general public, at large - an attitude which persisted for a long time. They were often accused of being communists sympathisers and anti-American.

From the beginning, the New Zealand Foundation for Peace Studies saw itself in a new and different and complementary role. It aimed, broadly, to 'promote a climate of peace in New Zealand (and beyond)', and 'to stimulate education at every level concerning the organisation and maintenance of peace'. One of its first key aims was the establishment of a Chair of Peace at a New Zealand university.

Unfortunately, this had to be dropped, due to a lack of available funding. And also abandoned in the early days, for the same reason, was the hope that the Foundation could employ researchers to interpret what world events meant for New Zealand political policy.

While some of these early dreams have not, so far, been realised, a great deal of important peace education work has been achieved, particularly in educational institutions around New Zealand and in the community, at large.

In the public arena, the Foundation began early on to supply reliable information on international affairs to Members of Parliament, and relevant social comment to the decision-makers and social leaders throughout the country. This, no doubt, was instrumental in building for the Foundation a reputation of trust and objectivity, and helping to break down the stigma of the word 'peace'.

There are people who believe that the many wide-ranging activities of the Foundation during these years helped the establishment of New Zealand's reputation as a non-nuclear country.

With the signing of New Zealand's *Nuclear Free Zone, Disarmament and Arms Control Act*, when the threat of a nuclear menace had receded - or so it was believed, the Foundation Council decided to give some more attention to the serious deterioration of New Zealand society, showing up in increasing levels of conflict and violence.

The move to understanding conflict on a more personal and local level, and showing ways of resolving it was taken up enthusiastically by the organisation, and resulted in some important initiatives being introduced, which still continue today.

With this development, the search for peace in the wider world was given somewhat less attention. Staff who had the difficult job of raising funds found that people and funders gave more freely to local projects rather than to disarmament and international peace initiatives. Never-the-less, the international work remains a very important part of the Foundation's work.

A history of this kind can never do justice to the human aspects of the establishment and successes of the Foundation. An endless chain of volunteers came to help in any ways they could; some were retired, some were students. Many were well-wishers who 'caught the vision'. They gave their time and their money when funds were short.

If you 'dropped in' to the office to eat your sandwiches during those early days you might have heard about the interesting people known to the first President, John Male, at the Human Rights Division of the United Nations; or later you might have been regaled by one of Les Clements' endless fund of stories of international figures in Geneva, told with much humour and compassion.

The camaraderie in the office has always been of the very essence of peace.

The cut-off date for this history is 1995, but the important work of the Foundation continues with ever increasing scope for its contribution to world peace, and we will leave the telling of the years that follow on from here to the next generation.

Katherine Knight and Wendy John

Chapter One

In the Beginning

In 1974 the University of Bradford established a Chair of Peace Studies, which resulted from a proposal by the Religious Society of Friends (Quakers), which had consistently maintained its opposition to war as a method of resolving international disputes. At the time it was a unique initiative in the United Kingdom. In 1970 the Friends' Peace and International Relations Committee reached an agreement with the university to set up the Chair, and to jointly and equally fund both the establishment costs, and the recurrent costs for a period of some five to seven years. If the venture was successful, the university was to be responsible for subsequent costs.¹

The objective of such a Chair was to move beyond merely responding to the immediate need for the relief of want and suffering resulting from war, to the study and promotion of peace. It was to be the 'fence at the top of the cliff', rather than the 'ambulance at the bottom'. Peace, however, is a word and concept that can be very hard to define and open to widely divergent interpretations. Adam Curle, the first Professor of Peace Studies at Bradford, rejected the definition that peace was merely the antithesis of war, the absence of overt violence, and equated it with social justice. He believed that a relatively 'peaceful' status quo could mask inherent injustice and structural violence, whilst the circumstances, rivalries, oppression, and scarcity of resources which give rise to war may remain. Moreover, he saw that even if wars were brought to an end, the conditions associated with war could continue throughout large areas of the world. People could be driven from their homes, unjustly imprisoned, virtually enslaved, exploited by landlords, victimised by the police, oppressed by the government, starved as a result of official policies, and have their minds distorted by propaganda. Many would die as a result of these conditions. It seemed impossible to refer to this as 'peace'. He drew three conclusions. Firstly, that the study of peace should not be confined to the analysis of the means of preventing or terminating wars. Secondly, because many of these circumstances occurred at a national level, the study of peace should not be concentrated exclusively on the international level. And thirdly, that the support of the status quo which permitted or encouraged such unpeaceful conditions could not be considered as a promotion of peace.²

Instead Adam Curle developed an approach based on what he called peaceful and unpeaceful relationships, between individuals, groups or nations. This enabled analysis of interaction in a number of dimensions - psychological, economic, political and human - in terms of which individuals were adversely affected. He defined 'peaceful' relationships as those in which individuals or groups were able to achieve together goals, which they could not have reached separately, or which at least did not impede on each other. 'Unpeaceful' relationships were those in which the units concerned

¹ A. Horsley, 'Note From The Appeal Organiser', in Society of Friends (Quakers) Appeal, Concern for the Founding of a University Chair of Peace Studies, Bradford University, p.1

² A. Curle, The Scope and Dilemmas of Peace Studies, Inaugural Lecture delivered at the University of Bradford 4/2/75, pp8-9

damaged each other so that, in fact, they achieved less than they could have done independently, and in some way harmed each other's capacity for growth, maturation or fulfilment. Therefore, the first task of Peace Studies was to identify and analyse these relationships. The second task was to devise means of changing 'unpeaceful' relationships into 'peaceful' ones.³ As such, the objective of Peace Studies was not to be pursued with some sort of scientific neutrality; rather the nature of the idea of peace implied that the study of it was inseparable from its actual advancement. Its scope was to range from philosophy, ethics and linguistics, to economics, sociology, history, and the development of interdisciplinary projects concerned with both existing conflict situations and the promotion of peaceful co-operation to common advantage.⁴

The setting up of a Chair of Peace Studies at Bradford was seen by Quakers everywhere as a major achievement, and even before it had been established it had inspired plans for a similar project in New Zealand. There had been one earlier such project, which had not come to fruition. In 1964, Dr Walter Metcalf of University of Canterbury wrote to the six University Councils on behalf of the Peace Committee of the New Zealand Society of Friends, pointing out the lack of any peace research facility in New Zealand, and asking if they would consider establishing such a peace research centre. Five universities replied, four of which said that all their money was allocated for the next five years. At the same time over 1000 letters were sent to university staff asking for their views. Seventy replies were received with widely varying content. Few responses were encouraging, with the university staff seeing 'peace' in a narrow sense of 'war versus the absence of war', and peace education only in terms of history, politics and international affairs.⁵ After this disappointing response, the idea was shelved, but not forgotten. In the subsequent decade, attitudes began to change. The impact of the war in Vietnam, and New Zealand's involvement aroused the interest of many people in peace issues, and the academic community became much more responsive to such proposals.

Kathleen Rose, a long time peace and environmental worker, had been sharing material from Bradford University with a number of fellow Quakers, including Katherine Knight and Alan Gilderdale. Katherine had worked with several national peace bodies in New Zealand since the early 1940s and had a special interest in education for peace. Alan had been a conscientious objector in the Second World War and worked with the Quakers and the anti-nuclear movement in England, before taking up a teaching position at the Society of Friends' school in Wanganui. In 1970 the school was sold and one criterion for the use of the money raised from the sale was that it be put towards education.



Katherine Knight, Alan Gilderdale & Kathleen Rose

³ A. Curle, The Scope and Dilemmas of Peace Studies, Inaugural Lecture delivered at the University of Bradford 4/2/75, p9

⁴ E.G. Edwards, 'Note from the Vice-Chancellor of the University of Bradford', in Society of Friends (Quakers) Appeal, Concern for the Founding of a University Chair of Peace Studies, p3

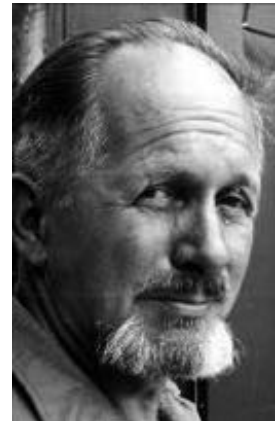
⁵ K. Rose, Letter to M. Hetherington, 2/9/73

Shortly afterwards Alan took a proposal for a Chair of Peace Studies in New Zealand to the Quaker Yearly Meeting. Although he did not gain backing for the proposal, the Quakers did express some interest in the idea of an organisation, which aimed to promote the study of peace, with the possibility of giving both financial and academic support.

Following an initial meeting in March, 1973 initiated by the New Zealand Quaker Yearly Meeting Peace Committee to look at setting up a 'chair of peace studies', a further meeting was called in July of the informal committee - the 'Peace Research Promotion Group'. Three key recommendations from this meeting were recorded:

1. That a public seminar series should be arranged with the publication of the main lectures as a booklet.
2. That a proposal for a 'Peace Foundation', to act as a 'liaison house' for peace research from overseas, should be put before a meeting of relevant organisations.
3. That the ultimate aim of this 'foundation' would be to establish a chair of peace studies.⁶

In September the Research Promotion Group set up a subsequent meeting of interested bodies to be held on 28th November, 1973 at the University of Auckland, to establish a 'peace research organisation'. The meeting was chaired briefly by Alan Gilderdale, who then handed it over to John Male. John had a background of some 18 years in the United Nations, and had headed the Advisory Services Section of the Division of Human Rights in New York. After his return to New Zealand he had had a great deal of involvement in local organisations including the United Nations Association of New Zealand (UNANZ), and had close links with both the Department of Foreign Affairs and the wider establishment. With his experience and background, he appeared the obvious choice for a guiding influence.⁷



John Male

Another person at the meeting was Dr Walter (Wattie) Whittlestone, a prominent scientist from Hamilton, who had worked with research organisations both in New Zealand and Australia. John Male referred to Wattie as "one of our most consistent sources of wise counsel".⁸ Based on his experience in Australia, Wattie proposed the title of the organisation to be the 'Peace Research Foundation' (later to be called the New Zealand Foundation for Peace Studies). With the key and long-term aim being to establish a Chair of Peace Studies in a New Zealand university, he suggested some initial steps to be taken before such a chair could be established:

- Establish a governing committee based on representatives of as many organisations as possible with a vital interest in peace.

⁶ Peace Research Promotion Group minutes 28/7/73

⁷ R. Mann, Personal Interview, 29/7/94, Auckland

⁸ J. Male, Dr WG Whittlestone .. Some Random Memories, 1994

- Approach the New Zealand Institute of International Affairs (NZIIA) with the aim of jointly sponsoring a series of public lectures on the theme of peace.
- Approach bodies likely to be sympathetic to the group's work for financial assistance to set up a peace library and a secretary librarian position.
- Seek approval to establish the peace library within the University of Auckland and to house the secretary within the Department of Political Studies.
- Seek finance to establish a Peace Fellowship which would enable a Ph.D. student to undertake original work under guidance of the Department of Political Studies.
- Undertake the preparation of material for inclusion in the school syllabus both at primary and secondary levels.

And throughout this entire development stage:

- To prepare for the establishment of a Chair, with the community being willing to assist in raising the finance, their opinion having been prepared by public lectures, educational programmes and press releases.

Such an active Foundation would also be able to provide two vital services:

It would be an objective and independent body able to advise the government on special problems in foreign politics.

It would create a department within a university able to provide for the needs of post-graduate students in Political Studies and related fields who have a special interest in problems of peacemaking.

In addition, the Foundation would provide a library of source material for experts in the Ministry of Foreign Affairs and others concerned with related issues. The object of the Foundation was to contribute to the cause of peace by the dissemination of truth, and Wattie hoped it would acquire a reputation similar to that of Amnesty International, a reputation based on meticulous research and the accurate presentation of facts.⁹

The 'Wattie' proposals served as a focus for discussions as to what the Foundation should be aiming for and how to get it up and running. There was emphasis on both an academic approach and the international aspects of peace. Doubts were cast as to the dangers of an academic approach,¹⁰ (any Department of Peace Studies would need to be an activist department rather than some value-neutral one just studying peace), on the emphasis on politics¹¹ (with the subsequent perceived diminution of the contribution of physical scientists to peace research), and on the emphasis on the study of conflict rather than studying positively for peace.¹²



⁹ W. Whittlestone, Letter to M. Hetherington, 30/7/73

¹⁰ W. Pollard, Letter to A. Gilderdale, 29/11/73

¹¹ F. Auburn, Faculty of Law, Comments on Dr. Whittlestone's letter, undated

¹² K. Rose, Letter to M. Hetherington, 2/9/73

There was also some discussion as to whether a 'peace research unit' should be an integral part of a university, since it would need to maintain a high level of independence. But access to educational institutions and schools was seen as a vital part of the work, and if inter-disciplinary studies could be established, a Chair of Peace might evolve. A committee, of Rev Dr George Armstrong, John Male, Dr Steve Hoadley, Dr Robert (Bob) Mann and Phillip Macdiarmid, was formed to consider the views of the meeting, to make any overtures to Auckland University and to report back to a future meeting with their recommendations for the next steps.¹³ Dr Hoadley was the Vice Chancellor's representative on the Council.

Draft Manifesto

Wattie Whittlestone and John Male drew up a draft manifesto and presented it to the meeting of the 'Promotion Group' on 27th February 1974. It read:

The general purpose of the New Zealand Foundation for Peace Studies shall be to promote in the broadest sense a climate of peace in New Zealand, and a public comprehension and awareness of the mutual, peaceful interdependence of all countries and all peoples. To this end the Foundation shall aim to stimulate education at every level concerning the organisation and maintenance of peace; to act as a clearing house in New Zealand for the exchange of ideas and information concerning the organisation and maintenance of peace; and to act as the focal point for the eventual establishment of a Chair of Peace at a New Zealand university.

Accordingly the Foundation may:

1. Conduct and promote multi-disciplinary study and research into such peace-related fields as, among others;
 - (a) International organisation, both inter-governmental and non-governmental;
 - (b) Specific United Nations problems;
 - (c) General and particular aspects of conflict theory;
 - (d) The decision-making process in foreign relations;
 - (e) Disarmament and arms control;
 - (f) Public opinion and foreign affairs;
 - (g) The role of peacekeeping forces in the settlement of disputes.Emphasis shall be placed on aspects of these matters related to New Zealand's external relations and possible role in mediation, peace-making and peace-keeping;
2. Conduct and promote specific studies of New Zealand's role in regional and international organisations and conferences and in bilateral and multilateral arrangements, regional or otherwise, as well as of the evolution of New Zealand's overall foreign policies;
3. Co-operate with universities, adult education organisations, churches, trade unions, service organisations and other groups in organising, sponsoring or assisting with conferences, seminars, study courses, meetings etc. devoted to any aspects of the organisation and maintenance of peace;

¹³ Peace Research Promotion Group minutes 28/7/73

4. Co-operate with educational institutions at all levels in developing peace-orientated curricula in such areas as social studies, social anthropology, history, political science, economics etc;
5. Act as a consultant, as appropriate, to government institutions and to political and other organisations;
6. Evaluate and interpret to the public, developments in conflict technology;
7. Co-operate with like-minded organisations on the national and international level with a view to the collection and dissemination of information relating to the organisation and maintenance of peace, and to consult mutually with such organisations on technical aspects of conflict technology which relate to policy determination in this area;
8. Establish links with United Nations organs such as the United Nations Institute for Training and Research (UNITAR) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO); with the International Peace Academy in New York; and in due course with the international university under study by the United Nations.¹⁴

At the meeting both the Draft Manifesto and a draft constitution were accepted in principle. The promotion group also moved on other areas. Some members of the group were deputed to make tentative approaches to organisations in order to enlist support, others were to approach potential patrons, and the interim executive committee was to approach the Vice-Chancellor of Auckland University.¹⁵ From the beginning the Foundation was aware of the importance of communicating with other peace groups, offering support and advising them that the proposed Foundation did not intend to usurp their function.¹⁶ Support was readily forthcoming.

People approached to become patrons included New Zealand's first ombudsman Sir Guy Powles; the President of the National Council of Women, Mrs Betty Holt; and the heads of the mainline churches, all of whom accepted. However, there was some controversy over who else might be approached. John Male was anxious that the Foundation present an image that was non-political and to have patrons who could give credence and prestige to the Foundation. Thus, when the suggestion of approaching certain politicians, namely the Minister of Foreign Affairs and the leaders of the four main parties, was put forward in the hope that such names would imply political support at the highest levels, it was widely queried on the grounds that the Foundation should not be too closely identified with 'the establishment': rather it should stay closer to the grassroots level. And furthermore, an association with such figures would be of doubtful value. Political figures would put far too much emphasis on a narrow field of politics and would down-play the changes needed to achieve peace requiring involvement at a more fundamental, structural level.¹⁷ A popular suggestion was that patrons from outside New Zealand could be recruited and as a result of this, John Male approached both U

¹⁴ Draft Manifesto presented 27/2/74

¹⁵ Peace Research Promotion Group, Report of meeting held on 27/2/74

¹⁶ Peace Research Promotion Group minutes 29/4/75

¹⁷ NZ Foundation for Peace Studies, Minutes of meeting held 14/8/74

Thant, the Secretary General of the United Nations, and General Rikhye, the former military advisor to the United Nations and the President of the International Peace Academy.¹⁸ Although gravely ill, U Thant accepted the invitation. The final list of patrons was U Thant, Archbishop R.J. Delargey of the Catholic Church, Mrs Betty Holt, Archbishop A.H. Johnston of the Anglican Church, Sir Guy Powles and Mrs Mira Szaszy, President of the Māori Women's Welfare League.



New Zealand Foundation for Peace Studies Inc.

Patrons

U Thant (1909-1974)
The Most Rev R.J. Delargey DD (1974-1979)
Mrs Betty Holt OBE BA JP
The Most Rev A.H. Johnston LL.D L.Th
Sir Guy Powles KBE CMG
Mrs Miraka Szaszy CBE BA Dip Soc Sci

President

Mr J.G. Male

Vice Presidents

Dr W.G. Whittestone (Hamilton)
Dr Frederick Alley (Wellington)
Mrs Muriel Morrison (Christchurch)
Mr Alan Gilderdale (Auckland)

Address

CPO Box 4110
Auckland 1,
29 Princes St.
Telephone 371-379

December 1, 1980

Original letterhead with patrons

Sympathetic organisations also lent support. The Centre for Continuing Education was eager to help, and supervised the lecture series 'New Zealand and the Search for Peace', which was also published as a compilation of papers under the same title.¹⁹ The UNANZ adopted a strong resolution of support. The New Zealand Workers' Educational Association (WEA) expressed support and made a financial contribution for preliminary expenses in order to "get the ball rolling". The National Council of Churches (NCC) sent a letter offering moral and financial support. But surprisingly, it was more difficult to raise support from within the New Zealand Society of Friends. The Yearly Meeting of the Society was somewhat reluctant to support the initiative as many were worried that the Foundation was liable to become too esoteric and of little help to the peace workers at the grassroots.²⁰ Furthermore, the approach to the University of Auckland regarding a possible chair of peace studies met with a non-committal reply, the proposal being dependent on the Foundation being able to provide appropriate funds. There was a general feeling that the University was liable to be less than accommodating towards such a venture, than some other more progressive university such as Waikato.

Plans for the proposed Foundation were rapidly progressing with steps towards forming an incorporated society and gaining tax deductibility for donations well underway. A letterhead and logo was designed. Discussions on initiatives to raise funds were on the agenda. Meanwhile, the first major project was already in the planning stages. Drs. Steve Hoadley and Mike Stenson from Auckland University, together with Mabel Hetherington, had begun work on an initial course made up of a series of lectures. Mabel had an extensive background of anti-nuclear activism with the Campaign for Nuclear Disarmament



**New Zealand Peace
Foundation Logo**

¹⁸ NZ Foundation for Peace Studies, Minutes of meeting held 17/7/74

¹⁹ Edited by Steve Hoadley, 1974

²⁰ A. Gilderdale, Letter to J. Male, 15/6/74

(CND) in England and continued to promote similar activities after moving to New Zealand in the 1950s. The proposal that was drawn up was 'rather academic and heavy and unlikely to interest large numbers'.²¹

The lecture series entitled '*New Zealand and the Search for Peace*' was held from March to May 1974. The lectures were later published as a book under the same title. The attendance at the lectures and the quality of the speakers were taken as a positive sign that an organisation to study peace education was called for.



Mabel Hetherington

Planning for the public launch of the Foundation began in July 1974. It was planned that the Foundation should be given as impressive a launching into the public view as possible. A substantial public meeting was envisaged, to be attended by representatives of interested organisations and addressed by a prominent international speaker. The possibility of the simultaneous release of a pamphlet was also considered, either outlining the aims and work of the Foundation, or highlighting some prominent peace issue. The tentative date for the launch was set for 15th March, 1975.²² From a list of five potential speakers invited, positive replies came from Dr Norman Alcock, of the Canadian Peace Research Institute and Dr Frank Barnaby, Director of the Stockholm International Peace Research Institute.²³ The group agreed on Dr Alcock's acceptance prior to receiving Dr Barnaby's reply and so were faced with an embarrassment of riches. Unfortunately it was not possible to bring both.

One way of gaining both status for the work of the Foundation and opening the possibility of financial support from the Government was by linking the Foundation with the late Prime Minister Norman Kirk, who had been widely acknowledged as a man of peace. Following his death, a Kirk Memorial Appeal Fund had been set up, and it was hoped to tap into this possible avenue of support. The Foundation looked at three options, a Kirk Peace Memorial Library, a Kirk Peace Fellowship or Chair, or an annual Kirk Peace Lecture.²⁴ It was decided that, at this point, the appropriate tribute should be an annual 'Norman Kirk Memorial Peace Lecture'. As it transpired, however, the Kirk Memorial Appeal Fund was having a hard time raising cash and although they thoroughly approved of the idea, they were unable to offer any financial support to the Foundation. Indeed, they wanted to know if the Foundation would help them.²⁵

A letter written to all Members of Parliament on the first day of 1975 garnered expressions of interest or support, and an extremely encouraging reply from the Prime Minister Bill Rowling, in which he expressed the Government's sympathy for the proposal and its active support for practical measures to improve the climate of world peace. He also expressed encouragement and a willingness to attend and speak at the

²¹ NZ Foundation for Peace Studies, Minutes of meeting held 28/7/73

²² NZ Foundation for Peace Studies, Minutes of meeting held 17/7/74

²³ NZ Foundation for Peace Studies, Minutes of meeting held 25/9/74

²⁴ NZ Foundation for Peace Studies, Minutes of meeting held 9/10/74

²⁵ J. Male, Personal Interview, 10/5/94, Mahurangi Heads

inauguration, and noted that he had instructed the Ministry of Foreign Affairs to study the aims of the Foundation and to consider the question of practical assistance.²⁶ The Prime Minister's attendance at the inauguration would be a coup, both in terms of publicity and status. He was unable to attend on the 17th May, so a decision was made to move back the date by one week to the 24th May. As it turned out, it was not to be and he was eventually represented by Whetu Tirikatene-Sullivan, his Minister of Environment and Tourism.

As the set date approached, plans for the inauguration broadened from the initial day of seminars. The convenor of the Publicity and Public Relations Sub-Committee, Wayne Brittenden, a journalist and member of the Auckland University Student Counselling Department suggested a film festival in the week preceding.²⁷ Other proposed events included street theatre, an art exhibition, graphic displays, radio programmes and possible television coverage.²⁸ A large, colourful poster was designed by Auckland artist Pat Hanly. In addition to co-ordinating all these activities, Wayne had the added responsibility of posting up the Peace Week posters around town, much to the annoyance of the Auckland City Council when they discovered that this included the traffic light signal boxes. He avoided covering the Socialist Unity Party's 'Smash ANZUS' posters, never imagining that anti-ANZUS sentiment would grip mainstream New Zealand in only a few years time.²⁹ Rather than a one-day inauguration, it was becoming a week of activities leading up to the 'big day'. And in order to get the most value out of Norman Alcock's visit, it was decided to send him on a tour of the country.



The weeks leading up to the inauguration clearly demonstrated the need for the study of conflict resolution. One of the single most important influences on the peace movement in New Zealand, the Vietnam War, was drawing to its climax. As the South Vietnamese resistance collapsed, refugees were flown to New Zealand. The surrender was finally announced on 30th April, 1975. In New Zealand, the All Blacks rugby team announced that they would definitely be going to South Africa in 1976, irrespective of which party won the forth-coming election; and the leader of the National Party, Robert Muldoon, was calling for a two-party attack on 'mavericks' in the trade unions. New Zealand was under pressure from Australia to drop its support for a Nuclear-Free Zone in the South Pacific. Furthermore, during the 'Peace Foundation Week', the dispute between the United States and Cambodia over the seizure of the freighter *Mayaguez* ended in bombing attacks and fighting.

By early May the final arrangements were settled. A programme was printed, entitled '*Are You for Peace?*' announcing the activities of Peace Foundation Week, 19th - 24th

²⁶ W. Rowling, Letter to J. Male, 17/1/75

²⁷ NZ Foundation for Peace Studies, Minutes of meeting held 21/1/75

²⁸ Publicity Committee, Minutes of meeting held 21/2/75

²⁹ W. Brittenden, Letter to K. Knight, 29/10/94

May. Lunchtime street theatre was planned with a work called *'If You Can't Join 'em, Beat 'em'*; Independent Theatre was to feature *'The Chance of War'*, a summary of the irony of war from plays and prose from ancient times to the present day; a film festival in the Classic Cinema was to screen Kubrick's *'Dr Strangelove'*; *'Fail Safe'* and *'Duck Soup'*; the Auckland Building Centre was organising a graphics display and lunchtime public screenings of documentaries relating to war and peace; the Auckland Public Library planned a book display; there were to be two brief lunchtime lectures by Dr Alcock, all leading up to the Inauguration Day on Saturday 24th May. This was to feature a series of seminars and panel discussions to be held at the University of Auckland, on 'Trade Unions and Peace', 'Peace and the Churches', 'Peace and the News Media', and 'Can You Educate For Peace?', where a panel of secondary students were to give their views on the subject. The grand finale was the one-off Norman Kirk Memorial Peace Lecture, with the speakers Dr Alcock and Mrs Tirikatene-Sullivan.



Whetu Tirikatene-Sullivan

Chapter Two

The Way Forward

Late on Friday night 16th May, 1975, Norman Alcock flew into Auckland. Dr Alcock had been a research physicist in Canada, deeply involved in the Canadian nuclear industry until 1961 when he founded and became President of the Canadian Peace Research Institute. He had an extensive knowledge of world history, of the current crises, and of the many methods being used to solve conflicts both international and social. He faced a hectic schedule of appearances in New Zealand as the Foundation sought to get as much mileage from his visit as possible. It included a series of press conferences, radio talkback shows, public meetings and meetings with politicians and officials in Auckland, Wellington and Christchurch. As Dr Alcock travelled around the country and the 'Peace Week' events took place, there was a surge of interest in the Foundation and the forthcoming Inauguration Day and Norman Kirk Memorial Lecture. The seminars at the University of Auckland were well attended, and the final lecture on the 24th May, entitled 'Scientific Peace Studies and the Logic of Love', attracted some 400 people to the Auckland War Memorial Museum. This was a pleasant surprise for everyone, especially as doubts had been raised by some members as to the likelihood of a successful launch.³⁰



The Foundation received its Certificate of Incorporation dated 28th May 1975, and with the inauguration over, the next step was to get the organisation and its activities under way. A General Meeting of supporters was held on 15th July, 1975 to elect the officers of the 'council' of the Foundation. John Male was voted in as President, and Wattie Whittlestone and Mabel Hetherington as Vice-Presidents. Working committees were set up to focus on Publications and Research, School Activities and Curricula, Tertiary Education, Publicity and Trade Unions. A Speakers' Pool was later added. In their activities during the first year of the Foundation's existence, these committees concentrated on increasing the profile of the Foundation in the community. The Speakers' Pool organised workshops on public speaking for representatives of the Foundation, and the Trade Union Committee sought increased liaison with Trade Unions. The Tertiary Education Committee organised a second series of public lectures on peace topics, in co-operation with University of Auckland's Centre for Continuing Education; and worked to raise the profile of the Foundation amongst students. The School Activities and Curricula Committee, led by Katherine Knight, was particularly active. They visited schools in conjunction with the Women's International League for Peace and Freedom (WILPF), made submissions to a government select committee on secondary education, urging a 'peace' orientation in the curricula, met with teachers and training college lecturers and submitted articles to education journals.

³⁰ J. Male, Letter to W. Whittlestone, 3/6/75

TRAINING FOR PEACE

THE transformation of hawkish schoolteachers into peaceful doves may yet help to save the world from nuclear destruction. That, anyway, is the hope of the New Zealand Foundation for Peace Studies.

The foundation sees violence in the classroom as encouraging in young people the notion that violence is the answer to many of life's problems. In a wider world, it is this that causes war.

A committee of the foundation, which has been studying the problem of classroom violence, advocates the special training of teachers in techniques that would promote "harmony and co-operation" between teachers and pupils.

Says the co-ordinator of the committee, Mrs Kathleen Knight, of Auckland: "Many teachers already have the qualities which they require but they do not put them into the classroom. But every

By Iain Macdonald

other teacher could benefit from special training in this field."

"Mrs Knight, herself a former teacher and university lecturer, says: "We learn violence by what we see. We learn to be peaceful in our attitudes and through our educational system."

The peace foundation believes that the first step towards this teaching process would be an injection of desirable ideas into such existing subjects as English literature, history and social studies.

The foundation also recommends additional classroom training in drama-therapy and group therapy which would help remove personal attitudes of doing children wrong right into the problems of other people.

It sees psychologists needed in the classroom. For American pupils the teacher asked pupils to imagine that all class-



mates with blue eyes represented "an inferior minority."

The teacher reported that children soon adopted a frightened attitude of superiority over the blue-eyed minority and were prepared to persecute them unmercifully. Even worse, the blue-eyed children actually began to feel inferior.

A number of New Zealand secondary teachers have already experimented in this field, says Mrs Knight. Such teachers are taking the peace foundation and the Department of Education to make

available special film, speakers and people skilled in instructing in role-playing as a tool to produce changes in social attitudes.

Teacher's role

Members of the peace foundation say that their organization is much aware of the problem of "teacher survival" in the classroom. This was simple in times past when a teacher's role was more authoritarian. But a changing concept of authority demands greater awareness of the extent

of fostering an open, non-threatening attitude to children.

Many teachers seem inadequately equipped to deal with processes imposed on them in the classroom or at a societal level in such problems.

The peace foundation has presented its ideas for a change for the better to the government-sponsored McCoubrey Committee on Secondary Education in New Zealand.

Among its submissions the foundation mentions "a deplorable tendency in New Zealand children,"

This view of New Zealand schoolchildren arises from a special study conducted by the Canadian Peace Research Institute of school textbooks used by various countries. There, it is said, reflect various countries' self-image in terms of power, nationalism, achievement and relationships with richer or poorer nations.

The peace foundation has urged the McCoubrey committee to recommend radical improvements in teacher-training which will build skills in such fields as group dynamics and human relationships — aimed at fostering more positive attitudes in the classroom.

Foreign policy

To Mrs Knight adds: "It seems important that New Zealanders should learn the language of peace-making and more understanding of their country's foreign policy."

The peace foundation report also deals with the need to stress New Zealand's possible role in international politics. It cites, for example, the country's potential power as a peace-maker, as seen by the recent American anthropologist Dr Margaret Mead.

In addition, there should be more emphasis on the teaching of New Zealand's methods of dealing with internal social problems, such as the functions of an animal, man.

The foundation reminds the McCoubrey committee of pledges made at the World Conference of Organizations of the Teaching Profession held in Kenya in 1971.

The conference agreed unanimously that "global problems are amenable to change by the teaching profession."

NZ Herald - March 1st '76

Peace Questionnaire to political candidates

One of the most successful activities in the Foundation's initial year was undertaken by the Publications and Research Committee. This involved a peace questionnaire sent to

all the political candidates, in the run up to the 1975 General Election, to survey their attitudes to peace-related aspects of New Zealand's foreign policy. The questionnaire was devised by Dr Paul Spoonley, a sociologist from the University of Auckland and Dr Stephen Levine from Victoria University's Political Studies Department, in co-operation with members of the Foundation's Council. It was the first time such a questionnaire had been undertaken in this country and it received an encouraging response, with some 68% of candidates replying, including the Prime Minister and the Leader and Deputy-Leader of the Opposition. The aim of the survey was to put peace on the political agenda for the election, and to inform the voters of the attitudes of the candidates of the various parties. In this, it was successful as the results were taken up by the media and received prominent coverage, including making the cover story in the *New Zealand Listener*.³¹ Questions sought views on the military threat to New Zealand, the level of defence spending, foreign bases, New Zealand troops stationed overseas, nuclear deterrence, nuclear free zones and nuclear-armed ship visits. The National opposition favoured increased defence spending, a stronger ANZUS Alliance, and were most doubting of the practicality of a South Pacific Nuclear-Free Zone. Labour was opposed to foreign bases, was totally in favour of a nuclear-free zone and wanted to bring home troops who were based overseas.

The committee structure set the pattern for subsequent years, and the Foundation sought to improve links further with organisations such as the United Nations Association (UNA), the New Zealand Institute for International Affairs (NZIIA), the Workers Educational Association (WEA), the Women's International League for Peace and Freedom (WILPF), other peace and church groups, trade unions and tertiary institution student associations, and with those with power and influence, such as government committees and politicians, including ministers. With the latter, it sought to encourage debate in parliament especially related to peace and disarmament issues. The hopes for on-going government support for the aims of the Foundation's manifesto prior to the inauguration were, however, short-lived with the defeat of the Labour Government and the election of a National Government in 1975. The beliefs and attitudes of the majority of National politicians meant any meaningful links between the Foundation and the Government were severed, for the time being at least.

Following the success of Dr Alcock's lectures, a decision was made to continue the Peace Lecture as an annual event, even though the 'Norman Kirk' Lecture was a one-off. These lectures, which were also published, soon became the highlight of the Foundation's calendar. Initially the speakers were mainly prominent male overseas 'peace' authorities. The 1976 lecture was given by Dr Homer Jack, the Secretary-General of the World Conference on Religion and Peace and Chairman of the Non-Governmental Committee on Disarmament at the United Nations (UN). The 1977 lecture, perhaps the most memorable of the Foundation's early years, was delivered by Dr Johan Galtung, who held the Chair in Conflict and Peace Research at the University of Oslo. Duncan Wood, who had been the Chairman of the Geneva Non-Governmental Organisations (NGO) Committee on Disarmament, gave the 1978 Peace Lecture entitled 'United Nations: The Performance and the Promise'. Dr John Hinchcliff, a future

³¹ H. Nevill, 'The Peace And War Issue', *New Zealand Listener*, 22/11/75, pp12-13

Council member and Patron of the Foundation, gave the 1979 lecture on 'The Profits and Prophets of Peace', the first New Zealander to deliver a Peace Lecture.

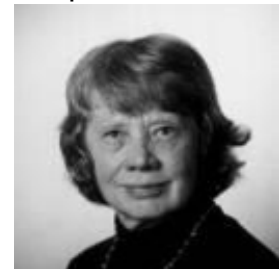
Publicising the Foundation

The need to publicise the aims and activities of the Foundation, and to disseminate the 'hard facts' deemed necessary for contributing to an effective peace movement, saw an early emphasis on the work of the Publicity and Public Relations Committee. At the 1976 Annual General Meeting, several ways of achieving this were considered:

- a syndicated column for circulation to press and radio
- an award for the best foreign affairs reporting and commenting
- a regular publication by the Foundation.³²

First Newsletter

The first recommendation did not eventuate, the second took some eight years to come to pass, but the third soon became a regular feature. It was called simply the 'Newsletter', and was first published in June 1976, under the editorship of Catherine (Cathy) Male, and continued to be produced on a quarterly basis. Cathy had previously worked in an administrative job in the distribution of periodicals in New York. Her special interest was in race equality for African Americans. She also undertook the role of Membership Secretary of the Foundation, a position she held until the mid 1980s. And she was heavily involved in the move to set up 'extension groups' to promote the work of the Foundation, and establish closer contact with active individuals throughout the country.³³



Cathy Male

The Newsletter served as the main line of communication to the members and supporters of the Foundation. Each edition addressed domestic housekeeping issues, reported on events, gave factual information on conflicts from around the world, and outlined resources available both in the public domain and from the Foundation. As such, the Newsletter fulfilled a vital function of engaging the members of the Foundation with its ideas and activities.

Secretaries: From the time the Foundation was established, Kathleen Rose had filled in as a temporary secretary, but the need for a paid 'organising secretary' soon became obvious. John Boanas was employed on a part-time basis in June 1976. John was studying at St John's Theological College, with the view to becoming a minister of the Anglican Church. He stayed with the Foundation until early 1977, when he and his wife Kate (later Dewes) went to Bradford University to study 'peace studies'. While in the UK Kate attended a 'Women and World Disarmament Conference' in Vienna (1978) and promoted the Foundation's material. Kate had been a member of the Foundation since 1975. She had used Peace Foundation education material and introduced peace

³² NZ Foundation for Peace Studies, Minutes of Annual General Meeting, 26/4/76

³³ NZ Foundation for Peace Studies, Minutes of meeting held 19/8/75

education when teaching at Epsom Girls' Grammar, where she developed units for teachers. She invited Dr John Hinchcliff and Rev George Armstrong to address the senior students about peace and nuclear issues when 'peace' was far from fashionable. On their return to New Zealand and after settling in Christchurch in 1979 they worked from their home, promoting peace education in the South Island, with Foundation resources as a key component.

For a short period through to 1978 the position of Secretary was filled by a number of people including Kathleen Rose, Betty King and Chris Tremewan, at which point Bert Whitworth was employed. Bert had recently retired from teaching at the North Shore Teachers' College. He became a very valued asset to the Foundation, and his 'secretary's reports' were important in keeping the Foundation Council informed. His creative use of the English language in his reports often raised a smile - "I think he appreciated this opportunity to make this serious occasion the occasion for serious valedictory remarks." Bert was also joined by Margaret Turkill in 1980 as the Foundation's first part-time 'office manager'.

It was around this same time that the Foundation heard that it was to receive money from the Society of Friends School Trust. Annual grants from the trust were forthcoming for many years to come, and played a key role in ensuring the continuing existence of the Foundation.

One of the principal strains within the Foundation became manifest early on. The Foundation may have been founded during the period of *détente* in the mid 1970s but the Cold War was still very much alive. A key characteristic accusation made against the peace movement, as a whole, was that it was seen to condemn the Western Nations and to side with and assist the communist countries. The Foundation worked hard to allay such accusations. It also sought to find a balance between an activist role and the academic role. The first laid it open to attack by conservatives on the grounds it was either anti-American or a threat to Western security, the latter tended to create tensions with other more activist peace groups. John Male felt that peace was too important an issue to become a political football, and that if the Foundation took an activist role, any recommendations it made would be dismissed by those in positions of power as being merely the latest outpourings of the radical left. He felt the position of the Foundation would be severely prejudiced if not destroyed, if the Foundation "joined in the political thrust and parry that would follow overt political activity". On the other hand, the emphasis on the academic approach meant that some people in the peace movement saw the Foundation as both elitist and esoteric. The alternative was for it to be non-political, non-partisan, non-sectarian and non-profit.³⁴ A statement was drawn up by John Male and approved by the Council in 1977. In part it read:

Statement of Explanation Concerning the NZ Foundation for Peace Studies

(3) We are not a peace-activist or peace-pressure group. We are supported by a number of organisations, which belong to this category, and some members of our

³⁴ J. Male, Personal Interview, 10/5/94, Mahurangi Heads

Foundation are members also of organisations in this category. We respect organisations and individuals that pursue such activities, and we respect their moral and legal rights, and we are aware of the contribution they can make to the cause of peace. We do not apply any sort of motivation means test to them. However, we believe that our own effectiveness, and our own functions and purposes would be prejudiced, if not destroyed, were we to become involved in the political thrust and parry which we consider would inevitably follow were we ourselves to engage in overt pressure activities. We shall not allow ourselves to become a political football.

(4) We realise that the distinction we draw may not be an easy one for some of our supporters to appreciate, but we shall hew to this policy. We believe that information and education, and dissemination of the results of objective research, are among the most powerful tools of all in the search for peace in the world and for ways of avoiding the nuclear cataclysm which so many of us fear threatens the human race. Peace Research and Peace Education (as we see it, and as a great number of organisations such as ours, throughout the world, see it) are fields of trans-disciplinary scientific activity which offer the possibility of providing alternatives to violence, both structural and direct, at all levels of human interaction.

(5) This research, this analysis, this information, must come, and must be seen to come, from sources, which are, above all, objective and free from bias ... especially political bias. And so we must be, and be seen to be, free from all pressures, from left, right, above, below. Accordingly we are cautious about involving ourselves in situations (and we identify no such situations and we make no judgements) which we consider could conceivably result in the cause of peace being lost sight of, if not degraded, in the interests of politics or pressure.

.... Approved by the Council of the New Zealand Foundation for Peace Studies Inc. at its meeting of 1st February, 1977.

This strict emphasis on an academic approach certainly caused tensions within the Foundation. Some members found it restricting, especially as they felt the non-activist line was too tightly drawn. The use of a 'kid glove' approach in submissions to the Government was seen as unlikely to lead to progress, and led to their leaving the Foundation for what they saw as more fruitful areas of work.³⁵ Nonetheless, by maintaining a non-political, objective approach, the Foundation was able to gradually gain credibility and influence in other areas, notably in the schools, where politicised proselytisation was not appreciated.

It soon became apparent that, due to financial limitations within the universities, the original objective of a Chair of Peace Studies was not achievable in the short term, so an alternative and more realistic approach for interdisciplinary studies in conflict research and related topics using existing university resources was adopted. The Sociology Departments of Massey and Waikato Universities were seen as most likely to be interested. Massey University helped bring the third Peace Lecturer, Professor Galtung, to New Zealand, while Waikato attempted to set up a graduate level peace

³⁵ R. Mann, Personal Interview, 29/7/94, Auckland

studies course.³⁶ The thinking at Waikato was that many aspects of conflict resolution should be covered, with an emphasis on community needs and problems, rather than just treating peace as an academic exercise. In sum, the university was happy to extend hospitality to the Foundation, but in the final analysis everything depended on the Foundation raising the finances required. The fundraising efforts failed.³⁷ Nevertheless, courses were developed within Waikato's Department of Political Studies and at the University of Canterbury at a later date.

Another casualty of the lack of funds was the planned regional Pugwash Conference. The original idea for such a conference in New Zealand dated back to 1976.³⁸ For over two years the Foundation worked on organising the conference, in conjunction with Professor David Pitt, Head of the Sociology Department at the University of Auckland and principal Pugwash contact in New Zealand. The conference, set for December 1979, aimed to bring together scientists from the nuclear powers plus Australia, East Asia and some of the new Pacific countries. Despite vigorous efforts to save the conference, the cost of the undertaking, a mere \$25,000, proved to be its undoing and it was eventually cancelled.³⁹

Due to the success of the initial questionnaire to parliamentarians in 1975, a second, more ambitious questionnaire was planned for the lead-up to the 1978 election. Council members felt that organising such questionnaires on a regular basis was one way of establishing credentials as a reputable peace research organisation. Unfortunately, the second questionnaire received fewer replies than the initial one had, with only a 46% reply rate. In addition, the Foundation polled several thousand members of the electorate, in order to compare their answers with those of their representatives. The results of this exercise were analysed by Drs. Stephen Levine and Paul Spoonley and published as a booklet entitled '*Waging Peace*'.

UN First Special Session on Disarmament 1978

On an international level, perhaps the most important disarmament meeting of its time was the First Special Session on Disarmament held at the United Nations in 1978. In his 1976 Peace Lecture, Dr Homer Jack had paid special attention to this upcoming event. He pointed out that it could be the most important meeting of the post-war era, but not automatically so. What it needed, he argued, was for careful preparations to be made by non-governmental organisations, as well as by governments.⁴⁰ "Peace was too important an issue to be left solely in the hands of governments." The Foundation and other peace organisations were anxious to ensure that the Special Session resolutions were prepared by the people as well as by government. It sought to increase awareness of the session and to foster dialogue between those representing grassroots interests and the Government.⁴¹ In order to facilitate this, the Government,

³⁶ J. Male, President's Report to 1978 Annual General Meeting, 19/3/78

³⁷ W. Whittlestone, Report of Waikato Vice President to Annual General Meeting, 23/3/80

³⁸ J. Male, President's Report to Annual General Meeting, 26/4/76

³⁹ J. Male, Personal Interview, 10/5/94, Mahurangi Heads

⁴⁰ J. Male, President's Report of the Annual General Meeting, 28/4/77

⁴¹ NZ Foundation for Peace Studies, Minutes of Annual General Meeting, 19/3/78

encouraged by the Foundation and other groups, set up the National Consultative Committee for Disarmament (NCCD). The creation of such a body had been promoted by WILPF for some years and the Foundation had also taken up the call. The Government invited interested groups to send along representatives to be part of the consultative process. The Committee met regularly in Wellington, with Dr Roderic (Rod) Alley representing the Foundation. Rod was a political scientist working in the Political Studies Department of Victoria University. He became a regional vice-president and spokesperson for the Foundation in 1979.

One of the Foundation's suggestions was that New Zealand should sponsor a draft convention outlawing nuclear weapons. This could be brief and simple; a possible model being the Hague Declaration of 1899 banning the use of expanding ('dum dum') bullets.⁴² The NCCD put forward 13 recommendations to the Government. Among these it called for the rejection of the possession of nuclear weapons or their use in the defence of New Zealand; support for a Nuclear Weapons Free Zone in the South Pacific; the reduction in New Zealand's defence budget and the diversion of that money towards overseas aid; and a convention outlawing nuclear weapons.⁴³ While the Minister of Foreign Affairs, Brian Talboys agreed with some of the recommendations, especially with regard to their opposition to the arms race, other recommendations were seen as unrealistic in the current environment. He believed that a convention outlawing nuclear weapons would not have any practical effect while nuclear weapons exist.⁴⁴

In addition to the Foundation taking a position of leadership in influencing the government, its Schools Activities and Curricula Committee organised a forum for sixth and seventh formers, under the guidance of Katherine Knight and Bert Whitworth. The general theme for the forum was 'Working for Peace' and it dealt with the resolution of conflict at the national and international levels, with emphasis on the UN Special Session.⁴⁵



Bert Whitworth

The Special Session was held in New York, with both John Male and Dr Richard Bedgood representing the Foundation as NGO observers. It was notable for the fact that some twenty-five NGO representatives and six peace researchers were given the chance to present their point of view. But the atmosphere at the conference was disappointing. Neither the US President Carter nor General Secretary Brezhnev of the USSR attended, and the tone set by their representatives, Messrs. Mondale and Gromyko, each accusing the other of escalating the arms race, did not help. There was a lack of positive suggestions from the 'super powers', and some saw that progress would have to come from outside the United Nations - from public opinion. The countries attending the session eventually agreed to a number of declarations, and it

⁴² '1978 Disarmament Session - Now You Can Help', NZ Foundation For Peace Studies Newsletter, No.6, October 1977

⁴³ 'What New Zealand should do at the Special Session on Disarmament', NZ Foundation For Peace Studies Newsletter, 26/4/78, pp3-4

⁴⁴ 'Reaction of Minister of Foreign Affairs', NZ Foundation For Peace Studies Newsletter, 26/4/78/ p4

⁴⁵ 'Resolution of Conflict: A study project for senior secondary pupils', NZ Foundation For Peace Studies Newsletter, 26/4/78, p2

was judged at least a partial success.⁴⁶ The final document became a critical document, which continues to be quoted. The tragedy was that although these hopeful, new initiatives of fundamental statements and enlightened programmes were adopted, they were never carried through by the very nations that had accepted them.⁴⁷

School Visits

One of the principal areas in which the Foundation sought to foster a climate of peace in New Zealand was through helping New Zealand youth develop more peaceful attitudes. By choosing a non-activist role, the Foundation found its work more readily accepted within the school system. Such work included school visits, the collection and production of resource material, and discussions with Department of Education officials responsible for curriculum development. The first popular resource published by the Foundation for use in schools was *'Learning Peaceful Relationships'*, a manual on non-violence and conflict resolution for primary school pupils. It was released in 1979 in conjunction with the Women's International League for Peace & Freedom (WILPF), with a grant from the United Nations International Year of the Child Fund.

Seminars and workshops organised by the Foundation enabled grassroots input into developing ideas about peace. Discussion centred on topics such as 'The Meaning of Non-Alignment', 'Morality in Politics' and 'Peace and Disarmament in the Pacific'. These seminars were often organised in conjunction with like-minded organisations such as the Campaign for Nuclear Disarmament (CND), UNANZ, WILPF and the Auckland Council of Churches (ACC). The results were often published in book form, notably, *'Improving New Zealand's Democracy'*⁴⁸, from the seminar in 1979 on the future of democracy in New Zealand, inspired by Vice-President Mabel Hetherington. Presenters included National MP Marilyn Waring, Keith Ovenden, Bruce Beetham and Margaret Wilson (later Labour Party President).

Exhibitions

A third method of extending the Foundation's message was through exhibitions. A photographic exhibition on the effects of the nuclear bomb attacks on the Japanese cities of Hiroshima and Nagasaki in 1945 was donated to the Foundation by the Mayors of those cities. It attracted wide attention when it went on display at the Auckland Public Library, after which it was sent on tour around the country. Kate Dewes held it in Christchurch for three months, where it was shown at 18 schools and the training college. It was followed up by a second exhibition from the United Nations Exhibitions Committee, which dealt with general



⁴⁶ 'Impressions of the Disarmament Session', NZ Foundation For Peace Studies Newsletter, No.9, July 1978, pp1-3

⁴⁷ J. Male, Personal Interview, 10/5/94, Mahurangi Heads

⁴⁸ Edited by Steve Hoadley.

aspects of disarmament.⁴⁹

There was perhaps one task even more difficult than setting up an organisation such as the Peace Foundation, and that was ensuring its survival. The initial years after the enthusiasm of the inauguration saw the consolidation of the Foundation into a stable and effective organisation. It had developed a public profile, although never thought high enough, and was working hard to change both public and political attitudes towards 'peace'. By 1979, John Male had expressed a desire to stand down from the Presidency. As a result of this, the roles of the office holders and the Council were altered, with Regional Vice-Presidents elected at the 1979 Annual General Meeting - Rod Alley, (Wellington), Wattie Whittlestone (Hamilton), Alan Gilderdale (Auckland) and Muriel Morrison (Christchurch), playing an increasingly important role in the regions.⁵⁰



Muriel Morrison was a very active Christchurch member of the No More War movement, Student Christian Movement, Christian Pacifist Society, League of Nations Union, with the Society of Friends and other groups. She and her husband John were conscientious objectors during WW Two.

After the changes to the office holders, John Male continued in his role as President until he was replaced by the Reverend Leslie Clements at the 1981 Annual General Meeting. Les had first been introduced to the Foundation at the Annual General Meeting of 1978, when he spoke on the activities of the World Council of Churches, and was then co-opted onto the Council. Now, as the new President, he aimed to lead the organisation into a period of growth and expansion.

⁴⁹ Minutes of Annual General Meeting, 23/3/80

⁵⁰ Minutes of Annual General Meeting, 25/3/79

Chapter Three

Responding to international tension

Reverend Les Clements, a Methodist Minister in Takapuna, took over the role as President in March 1981. He was well qualified for the job with the Foundation. Les had been the first full-time ecumenical prison chaplain to be employed by the Justice Department in New Zealand. In 1960, he was appointed as the first advisor in marriage guidance, with the task of developing the Marriage Guidance Counselling Service in New Zealand. Les had long been dedicated to 'peace', being a conscientious objector during World War Two, a founder member of the New Zealand Christian Pacifist Society, and a member of the International Fellowship of Reconciliation, the War Resister's International and Amnesty International. He had spent nine years in Geneva with the World Council of Churches, before returning to New Zealand in 1977. Les first became interested in the Foundation through reading a copy of the book 'Learning Peaceful Relationships'⁵¹, and had joined the Council in 1980.



At this point the Foundation had moved into new, and hopefully permanent quarters at 'Hamurana', 29 Princes Street - an Auckland City Heritage Building administered by the Civic Trust. Its first office had been a mere desk in church premises in Wyndham Street. Then Kathleen Rose moved the Foundation to the top floor of the Victoria Arcade in Shortland Street. It was subsequently located briefly in the Auckland Peace Forum office at the Auckland Town Hall before moving to 'Hamurana' in April, 1978.



Victoria Arcade Office



Hamurana

Les had taken over at a difficult time. Originally, the Foundation had been established during the time of reduced international tensions during the mid 1970s, but the increase in tensions between the superpowers in the late 1970s developed into the so-called

⁵¹ L. Clements, Personal Interview, 25/5/94, Auckland

'Second Cold War' of the early 1980s. The global nature of the struggle saw a rise in tensions not only in Europe, but also in Africa, Southern and South East Asia, and the Northwest Pacific. The increasingly harsh rhetoric used by the Reagan Administration, in particular, had two major effects on worldwide public opinion. Firstly, it created a great amount of fear, especially amongst those living in the potential nuclear battlefields of Europe, and secondly, it rejuvenated the peace movement as people reacted against their fears. Although the Northwest Pacific region had become one of the most tense flash points, this sense of urgency had not penetrated the isolation of the South Pacific. The New Zealand public, as a whole, still felt a certain sense of security, but more and more people were becoming concerned. The worsening international situation and the reaction against rising militarism undoubtedly helped the public perception of the relevance of an organisation such as the Foundation and led to a much needed increase in its membership.

The first major issue to face the Foundation under the new Presidency was the 1981 Springbok Tour. The actions which could be undertaken by the Foundation were limited by the need to maintain a non-political, non-partisan stance. This meant that, although the members were welcome to protest either as individuals or members of other organisations, they were unable to march under the banner of the Foundation. However, with the possibility of violence resulting from the tour the issue was put on the Foundation's agenda, and a statement was released to the media. It expressed concern at the potential trauma that New Zealand society could suffer, from a hardening of positions or actual physical violence, if the tour went ahead.

"We are too small a country to sustain without trauma the hardening of positions and finally the physical violence, by New Zealander upon New Zealander, which may well accompany the tour.

To those to whom conscience dictates that they take an active public position against the presence of sportsmen whom they see as representatives of a hateful system of racial repression, we urge that they do so always in the spirit and letter of complete non-violence.

Above all, we cannot forget or put aside the basic moral issue around which the whole controversy revolves, namely the violence which apartheid itself does to millions of black South Africans. This is an organised, 'structural' type of violence which, uniquely in South Africa, is built into the laws of that country. Its results show up in the statistics of infant mortality and life expectancy of the black people of South Africa, as well as in the countless other ways in which the white minority inflicts injustice and unequal treatment upon the black majority. This prior violence must of course be protested against and resisted, just as we deplore the prospect of violence in our own community when representatives of the system of apartheid come to play games with us."⁵²

The fears of the Foundation, and many others, were subsequently borne out.

In his report to the Annual General Meeting after a year as President, Les Clements outlined where he thought the Foundation should be heading. He argued that all

⁵² NZ Foundation for Peace Studies, Newsletter, No.21, September 1981

voluntary organisations went through a series of well-defined stages: first, the pioneering stage; then a time of consolidation, which could mean a slipping back from the first heady euphoria of the initial period; then the third stage of growth and expansion. He felt the Foundation had either to enter a stage of growth and expansion, or face a decline into irrelevance. The possibilities for expansion in the roles of peace research, information-gathering and education meant that more resources had to be found, which in turn meant more money. Fundraising efforts had to increase, which required a greatly enlarged membership.⁵³

UN Second Special Session on Disarmament

In the run up to the Second Special Session on Disarmament, to be held at the United Nations in New York in mid 1982, the Foundation was again represented on the National Consultative Committee on Disarmament (NCCD) by Dr Rod Alley, the Foundation's Regional Vice-President in Wellington. The committee sought a cross section of opinion from organisations with a particular interest in disarmament, and passed them on to the government. Submissions were assembled and collated, Ministers of Parliament were lobbied by letter and in person, and questions were asked in Parliament. The Foundation welcomed the Government's willingness to consult with and receive input from the public, and urged people to give top priority to the Special Session in activities around the country. Despite this pressure, the government showed little enthusiasm for either nuclear disarmament and peace, or for the Special Session. Unlike the First Special Session, when the Foreign Minister Brian Talboys attended, New Zealand was not represented at ministerial level. Instead it was represented by New Zealand's permanent representative at the UN and members of his staff, and by 'an official' from the Ministry of Foreign Affairs.⁵⁴ No government funding was forthcoming for representatives of the non-governmental organisations to attend. However, Laurie Salas attended, representing a number of organisations including the Peace Foundation.



The Second Session was ultimately a disappointment, with little or no progress over what had been achieved at the First Session in 1978. Overseas peace organisations were bitterly disillusioned by the stances of the participating governments, stances characterised by the intransigent behaviour of the superpowers, the paucity of imaginative initiatives, lack of political will amongst the major powers to achieve disarmament, and the regression to cold war diplomacy and argument.⁵⁵ The only ray of hope came from the activism of the public. The high point was a peace march and rally which attracted huge crowds both at the UN and in New



⁵³ L. Clements, President's Report to Annual General Meeting, 1982

⁵⁴ NZ Foundation for Peace Studies, Newsletter, No.24, June 1982

⁵⁵ NZ Foundation For Peace Studies, 'The Second Special U.N. Session On Disarmament - A Final Summing Up', Peace Digest, No.33, May 1984

York's Central Park, where almost one million people attested their belief in peace.⁵⁶ The disarmament movement used the conference as an opportunity to increase international links, and realised that since governments were unwilling to take concise action, it was up to public opinion to make them move.

In a related issue, the Foundation was also concerned at New Zealand's actions during the Falkland's War of 1982. A letter was sent to the Government encouraging it to "support every effort to arrive at a peaceful settlement ... through diplomatic channels"⁵⁷. But there was a lightning alignment with Britain, and the loaning of a Royal New Zealand Navy frigate to the British Royal Navy by Prime Minister Muldoon, without any parliamentary debate. This lack of public consultation or parliamentary debate, together with the Government's attitude towards the Second Special Session, was seen by the Foundation as being indicative of "the paternalistic attitude that comes from the Government on occasions, that New Zealanders are not mature enough or suitably informed to be involved in honest debate on international affairs"⁵⁸. If the Foundation could fill this alleged gap, it would have fulfilled an important part of its manifesto.

Dr Helen Caldicott's visit

It was through the visit to New Zealand of Dr Helen Caldicott that the Foundation made its greatest contribution to the nuclear debate prior to the election of the Labour Government in 1984. Dr Caldicott, a charismatic paediatrician born and educated in Australia, was working in the United States. She was President of Physicians for Social Responsibility, but was largely unknown by most people within the Foundation. This changed when a film of one of her meetings, *'If You Love This Planet'* was shown to Foundation members and media people.



It was Christchurch Peace Foundation member Kate (Boanas) Dewes who initiated the visit. During 1980 she had shown Caldicott's slide show 'I have Three Children of my Own' to 18 Christchurch High schools and gifted Caldicott's book *Nuclear Madness* to these school libraries. In April 1981 she wrote to Dr Caldicott in Boston asking if she was intending to return to Australia in the near future; offered to raise funds for a speaking tour of New Zealand and began working with the UNA of Australia to coordinate an Australasian tour. Caldicott replied positively for a tour in 1982-3 and suggested her husband Bill – a pediatric radiologist as a co-speaker.⁵⁹ However, the Peace Foundation office was reluctant to support the idea at first, planning for either British nuclear scientist Frank Barnaby or former US Admiral Gene La Rocque as their 1982 Peace Lecturer. Kath

⁵⁶ Laurie Salas, 'A Non-Governmental View of SSD II', NZFPS Newsletter, No.25, September 1982, pp2-3

⁵⁷ L. Clements, Letter to Minister of Foreign Affairs Warren Cooper, quoted in NZFPS Newsletter, No.24, June 1982

⁵⁸ L. Clements, Letter to Minister of Foreign Affairs Warren Cooper, quoted in NZFPS Newsletter, No.24, June 1982

⁵⁹ H Caldicott, Letter to Kate Dewes and Nicola Higgins, 9 July 1981.

Knight expressed the Peace Foundation's concerns: 'Helen, as a woman and with a very strong stand against (even) nuclear energy – would be ruled out immediately except for the converted and medical people'.⁶⁰ In January 1982 UNA Australia approached UNA New Zealand to help coordinate the tour. By then, the Peace Foundation in Auckland had come on board and approached the newly formed New Zealand branch of the International Physicians for the Prevention of Nuclear War (IPPNW) to become involved. After a meeting with Dr Derek North, Dean of the University of Auckland Medical School and local IPPNW representative, the 'physicians' agreed to support the visit and, in 1982, Dr Paul Hutchison joined the Foundation Council as the liaison person from IPPNW. UNA NZ took the main responsibility for funding the airfares.⁶¹

The Caldicott's programme entailed a gruelling series of speaking engagements, media interviews, and professional meetings and seminars. They flew into Christchurch on 3rd April 1983, where they were met by Muriel and John Morrison. Unfortunately, despite having helped organise the tour during the previous two years, Kate Dewes was unable to host them as she gave birth prematurely to her third daughter that day. However both Bill and Helen visited her in hospital. Their first public meeting on 5 April was presided over by Christchurch Mayor Sir Hamish Hay where over 400 people packed the Horticultural Hall. Following this success, TVNZ phoned Dewes in hospital to arrange a 1 hour prime time interview with Helen mid-week. While Bill spoke to large audiences in Dunedin, Nelson, Rotorua and Hamilton, Helen mobilised audiences in Wellington and Palmerston North before speaking passionately with Bill to over 2000 in the YMCA auditorium in Auckland on 10 April.

The Caldicott visit was a major turning point for the Foundation and for the peace movement nationwide. Within three weeks a Mother's Day March for Peace down Auckland's Queen Street attracted nearly 30,000 women and children. Similar gatherings happened all over the country. Les Clements referred to the periods in the Foundation's history as 'Before Caldicott' and 'After Caldicott', and likened it to a 'revolution'. When Les had taken over the Presidency, the job had been described as not too onerous. After the Caldicott visit, the rather sleepy office was transformed into a hive of activity. The Foundation also found itself with added respectability and the co-operation with IPPNW gave added prestige. The demand for information and resources from the Foundation surged. Those members used to seeing the peace movement as a minority movement now had to adjust to the fact that peace had suddenly become 'acceptable', with the



⁶⁰ K. Knight, Letter to Kate Dewes, 16 November 1981.

⁶¹ H Whitworth, Letter to A Moran, UNA Australia, 10 February 1982.

result that the number of peace groups throughout the country mushroomed.⁶² Peace, it seemed, had hit the mainstream.

In light of the success of the Caldicott visit, the Foundation's Council members, the Regional Vice-Presidents, and others actively involved in peace education met in June 1983 to work out goals and strategies for the Foundation's future. The meeting focussed on three areas:

- planning - a look at the structure of the Foundation and how it should develop
- research - what needs to be done
- education - 'educating for peace'.

The planning group decided against complicating the structure of the Foundation by the creation of regional branches. Instead, it would work through a key person in each region who would act as a co-ordinator for accessing Foundation material, speakers and the like; organise the planning of lecture tours at a regional level; and act as a contact person with like-minded groups. One such person was Kate (Boanas) Dewes. Kate had been a member of the Foundation since 1975. She had pioneered interesting and effective peace education at Epsom Girls' Grammar and was active on the Foundation's Schools Activities and Curriculum Committee.⁶³ She had studied Peace Studies at Bradford University, with her husband John, before returning to New Zealand and settling in Christchurch. There, Kate worked closely with the Foundation's Regional Vice-President, Muriel Morrison, promoting the work and resources of the Foundation, particularly in schools. Their work through the Christchurch Peace Collective helped to give the Foundation a reasonably strong profile in schools and the community,⁶⁴ at large.



Christchurch Peace Collective 1979

(Terry Wall, John Boanas, Te Ruru, Kate (Boanas) Dewes, David Buller, Mia Tay, Anne Finlay, Harold Evans)

As a result of the discussion on research it was agreed that the Foundation should release an initial series of interpretive briefing papers. The topics suggested were primarily on international relations and nuclear weapons. They ranged from 'What Are the U.S. Catholic Bishops Saying About Nuclear Weapons' to 'What Are the Essential

⁶² L. Clements, 'From First To Last An Overview of the Caldicott Visit', NZFPS Newsletter, No.28, May 1983, pp1-2

⁶³ Kate Dewes email, 15/5/96

⁶⁴ NZ Foundation for Peace Studies Newsletter, No. 5 July, 1977

Elements of Militarism and Militarisation?' Also suggested were domestic issues, 'Questions for Electoral Candidates' and 'The Green Movement - Ecology and Peace'. The first of these Fact Sheets, 'What is Going on at Geneva Now - the START Talks', was printed and distributed within a month.

The 'educational group' at the discussion, representative of the primary and secondary teaching, teacher training and educational research, as well as the Foundation's Educational Committee, saw that the best way of promoting peace education within the formal education system was by direct contact with the teachers. To this end, plans were laid to establish a 'teachers for peace' organisation - 'Students and Teachers Organisation for Peace' (STOP). It also emphasised that although an approach to teaching of 'giving out information' may be more appropriate at higher educational levels, at the primary level it was important to achieve a peaceful, democratic, accepting and listening atmosphere, in order for peaceful living to reign within the classroom.⁶⁵

As the 1984 elections approached, issues of peace moved into the mainstream of politics. Despite this, difficulties for the peace movement remained. The primary perception was still that talk of peace was at least one-sided, if not blatantly anti-American, with the usual criticism being "the peace movement always complains about the Americans but never the Russians". For instance, Sir Robert Muldoon, in his column 'Rob's View' stated:

"The spurious 'peace movement' promoted and financed by the Soviet Union and its allies are a recognised form of subversion in the countries of the West and they have now achieved a propaganda victory by infiltrating our schools."⁶⁶

When speaking to public groups, people like Dr John Hinchcliff would try to deflate the obvious first question by beginning his speech with a statement that he was not 'anti-American', was married to an American, had lived and studied there, and that most of the information he would be imparting would be derived from American sources.⁶⁷ In addition, many of the speakers brought to New Zealand were American and there had been polls, which indicated that a majority of Americans considered themselves to be anti-nuclear in some respect. None-the-less, opposition to official policy did attract the attention of various authorities.



Dr John Hinchcliff

The New Zealand Security Intelligence Service (SIS) was suspected of showing some interest in the Foundation, as did the United States Embassy. One man attached to the embassy, who was believed to belong to the Central Intelligence Agency (CIA), phoned one day to ask if he could visit to see what the Foundation was on about. Sitting down at the desk, the man placed his coat on the desk between everyone. When it was

⁶⁵ NZ Foundation For Peace Studies, 'Goals And Strategies for the Foundation', Peace Digest, No.29, July 1983

⁶⁶ R. Muldoon, 'Rob's View', Auckland Star, 21/12/1985

⁶⁷ J. Hinchcliff, Personal Interview, 29/7/94, Auckland

picked up to be put it out of the way, the man put it back on the desk. Needless to say, those present suspected a tape recorder.⁶⁸

With further expansion of the Foundation it became necessary to engage help for the President, Les Clements, who had also been working in the office as the 'executive officer'. Thus, Marion Hancock joined the staff as a part-time paid assistant in 1984. The birth of Marion's children in the mid-seventies had provided the catalyst for her involvement in the peace-movement, which began with the World Disarmament Campaign in the UK in 1980. Marion also helped to set up the North Shore Peace Group, in Auckland, in 1982.



The 1984 election campaign was the first in the history of the Foundation where 'peace' was on the election agenda, with the anti-nuclear policies implemented by the Fourth Labour Government being received enthusiastically by the Foundation. The increased opportunity for public input into defence policy, via submissions to the Defence Review Committee and on the New Zealand Nuclear Free Zone, Disarmament and Arms Control Bill generated considerable excitement within the Foundation. Notwithstanding this concurrence of aims, members of the Foundation did not necessarily view the Labour Government uncritically. Les Clements was not appreciated when he pointed out to the Prime Minister David Lange that his Labour predecessor had put Les in jail for being a conscientious objector.⁶⁹ In addition, David Lange's lack of enthusiasm for a ban on nuclear powered vessels, as opposed to nuclear armed vessels, and the prolonged delays in passing the anti-nuclear legislation, meant some viewed the Labour Government with doubts.⁷⁰



Media Peace Prize

The second major achievement of 1984 was the new initiative, the Media Peace Prize.⁷¹ This had long been an aim of the Foundation, and had originally been mooted by John Male at the Peace Foundation's first Annual General Meeting back in 1976.⁷² But it was not until 1984 that the decision to go ahead was finally made.

The inaugural Media Peace Prize ceremony was held on 2nd November, 1984 at the Auckland War Memorial Hall. A crowd of some 400 people witnessed the event. All agreed it was a success, with a receptive crowd, a provocative address and a well-

⁶⁸ L. Clements, Personal Interview, 25/5/94

⁶⁹ L. Clements, Personal Interview, 25/5/94

⁷⁰ M. Woodward, Personal Interview, 25/1/95, Auckland

⁷¹ Later changed to the Media Peace Awards

⁷² Minutes of Annual General Meeting, 26/4/76

staged presentation. But a lack of media coverage illustrated a fundamental and ongoing problem for the Foundation, with the difficulty of peace 'gripping the imagination' of the public. Peace, it seemed by its very nature, lacked the excitement necessary to make good copy for the media.⁷³ Nonetheless, the inaugural event was a success, despite the media's absence, and the Media Peace Prize was up and running.

The appointment of Russell Marshall in 1984 as Minister of Education gave a much-welcomed opportunity for the introduction of peace education into the New Zealand educational curriculum. Russell looked favourably on peace education in schools and set up a committee to study means for its introduction, and various Foundation representatives were among those invited to Wellington for meetings with the Ministry of Education in 1985.

The Foundation had been attempting to influence Department of Education opinion for many years. Katherine Knight had approached the Curriculum Development Unit in the early days of the Foundation and had formed a relationship with them. Foundation material was sent regularly and was willingly accepted, although they were unable to promote the use of it in schools. This material may have been the basis for the original thinking of the department when, some ten years later peace education came on to the agenda.⁷⁴ The Foundation had also worked hard to influence teachers, both within schools and during their training. Needless to say, this promotion of peace education was attacked over the next few years by various members of the public and by opposition National politicians, despite the fact that it was the National Government that had signed the Declaration of the UN First Special Session on Disarmament in 1978, calling for the 'teaching of peace at all levels'.

In the wake of the Caldicott visit and the Media Peace Prize, discussions were held in order to identify the role of the Foundation in light of the surge in public interest. Given the proliferation of peace groups, what was the role of the Foundation to be? The pressure to digress from the manifesto, with its emphasis on education on a broad front and on all levels, came from the nuclear menace. Whilst it was agreed that, if the nuclear problem was not solved, all other problems were of little account, the Foundation should not be transformed into an organisation dedicated solely to the elimination of the nuclear threat. Rather it should continue to seek alternatives to violence across the spectrum, from the global to the interpersonal. The Foundation was committed to the long-term goals of exploring and exposing the causes of violence and of searching for ways to inform and convince people of the possibilities of peaceful conflict resolution. Thus, the Foundation still faced the dilemma of balancing the academic approach to peace issues and the involvement with activities of various kinds.⁷⁵

The outcome of the future planning consultation, 'A Proposal for the Enlargement of the N.Z. Foundation for Peace Studies (Inc) on a Professional Basis', was written largely by Dr Terry Locke, who had joined the Council in 1983. It argued that for ten years the

⁷³ L. Clements, Personal Interview, 25/5/94

⁷⁴ K. Knight, Personal Interview, 17/1/95, Auckland

⁷⁵ L. Clements, President's Report to Annual General Meeting, 25/3/84

Foundation had lived a precarious existence, with a narrowly based minimal budget and a consequent heavy reliance on the good will and dedication of voluntary workers. Now was the time for it to make a quantum leap, from a tiny volunteer group, (which had worked out of a single office, and had just recently expanded into two offices) to a professional organisation with full-time staff. This would not only increase the effectiveness of peace education, but meant the Foundation would also continue to function if and when a Chair of Peace Studies was set up. It would continue to have a unique role to play in society.

The proposal was presented to the 1985 AGM, but the sticking point was that it would require a capital expenditure of \$30,000 and an annual revenue, including the cost of activities, of \$120,000 per annum. At the Annual General Meeting, the Treasurer, Bob Haddon, reported an unsatisfactory financial year with a fall of income to \$33,000. After achieving a surplus of \$3,500 the year before in the wake of the Caldicott visit, the 1984 year saw a deficit of over \$5,000, and a reduction of net assets to only \$5,700.⁷⁶ The inevitable outcome was the indefinite postponement of 'professionalisation'.

It argued that for ten years the Foundation had lived a precarious existence, with a narrowly based, minimal budget and a consequent heavy reliance on the good will and dedication of voluntary workers. Now was the time for it to make a quantum leap, from a small volunteer group, (which had worked out of a single office in Auckland and the home of John and Kate Boanas in Christchurch, and had just recently expanded into two offices in Auckland) to an organisation employing full-time staff in the Auckland office. This would not only increase the effectiveness of peace education, but meant the Foundation would also continue to function if and when a Chair of Peace Studies was set up. It would continue to have a unique role to play in society.

The proposal was presented to the 1985 AGM, but funding was the sticking point. Consequently, this meant the indefinite postponement of expanding into an organisation that could employ staff necessary to carry this proposal forward. Kate and John continued to operate the Christchurch office almost entirely on a volunteer basis with the help of people such as Nicky Higgins, Mia Tay, and John and Muriel Morrison.

The dissemination of information to members remained crucial and the 'Newsletter' underwent a number of changes. For a short period, from July, 1983, it became a rather more memorable and attractive '*Peace Digest*', with the help of members Eric Felton and Angus de Lange. The original 'Newsletter' editor, Cathy Male, left her position in 1984, after a period of nine years at the helm. But the idea of having a single journal was rather cumbersome. The solution was to split it in two. The *Peace Digest*, with editors Jan Koirala (Marsh) and, subsequently, Pam Oliver, continued to provide more in-depth information on peace related subjects until 1987.⁷⁷ Jan was a member of the Society of Friends as well as the Peace Foundation, and Pam was a lecturer in psychology at the University of Auckland. In August, 1985 the 'Newsletter' was reinstated under the editorship of Betty Cole. Betty was a retired teacher who had been

⁷⁶ R. Haddon, Treasurer's Report For Year Ended 31/12/84

⁷⁷ NZ Foundation For Peace Studies, Newsletter, Vol. II, No.1, August 1985

proactive in peace issues since her student days, including the anti-bomb activities from 1949. She had become involved with the Foundation through inviting Peace Foundation speakers to talk to her classes.

Peace Diary

Planning began in 1985 for a 'Peace Diary'. The idea originally came from Houseman's Peace Diary (UK), and it took some persuading for the Council of the Foundation to take it on as a project.⁷⁸ A small management team, convened by Terry Locke, undertook to prepare the diary, and a second team researched it. Additional valuable help was received from Visual Artists Against Nuclear Arms (VAANA), who provided the art work, and the New Zealand Herald, which provided many of the photographs. The result was the 1986 Peace Diary and Directory. It was a small book, full of photographs, cartoons, artwork, poetry, and quotations. It also contained information on issues relating to the arms race, anti-satellite weapons, the effects of a nuclear winter and more, as well as a listing of every peace group in New Zealand. The diary sold well and contributed a modest profit to the Foundation's coffers.



Along with the paid staff, the Foundation continued to be supported by a number of dedicated volunteers and during the 1980s there were a number of personnel changes. **Ann Pringle** came to the Peace Foundation in 1984, via her involvement in the North Shore Peace Group, taking over the voluntary position of Membership Secretary from Cathy Male.



Ted Stewart played a major role in establishing the cataloguing system for the Foundation's library from the end of 1981, and continued as the librarian for approximately ten years. He would ride his bike in from Mt Albert in the early hours of the morning and have done most of his work by the time the regular staff arrived.

By 1986, Les Clements had decided to stand down as President. During a time of great international tension and domestic change, Les had led the Foundation through a period of change and development. His replacement as President was to be Professor **Brian Davis**.



⁷⁸ T. Locke, Personal Correspondence, 10/3/95

Chapter 4

International Year of Peace and Nuclear Free New Zealand

At the 12th Annual General Meeting in 1986, Brian Davis was appointed as the new President. Brian was a professor of organic chemistry at the University of Auckland. He had first become interested in peace issues by way of the anti-nuclear movement. The feelings aroused by a visit to Hiroshima in the mid-1970s were rekindled by the rise in global tensions during the Reagan Presidency of the early 1980s, and the growth in militarism and the fear engendered by the speeding up of the arms race. His concerns about these coupled with his response to the Caldicott visit led him into involvement with the peace movement. Brian was a founder member of Scientists Against Nuclear Arms (SANA), and became the Auckland co-ordinator in 1985.⁷⁹ His initial period of stewardship with the Foundation was rather disjointed. Within the first year he left for a year long Fulbright Scholarship in the United States. He was replaced initially by the Vice-President Mary Woodward, then by the Reverend Ron O'Grady, who took over the role of President for 1987. Mary had been a founding member of the Christchurch branch of the Campaign for Nuclear Disarmament and of the 'parents' centre'. She joined the Council in 1979 as a representative of the Society of Friends, and contributed greatly to the Foundation during her years of service. Following his return, Brian continued to serve as President until 1993.

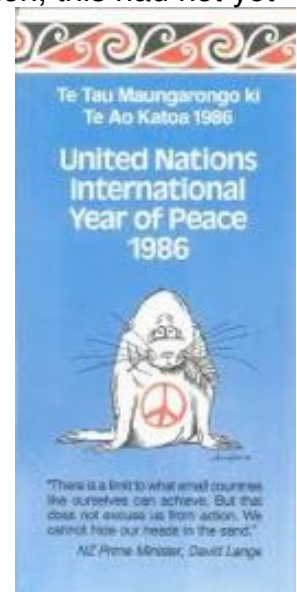


Mary Woodward

UN International Year of Peace

1986 was the United Nations International Year of Peace (IYP), although this was not necessarily very obvious from international events. While Mikhail Gorbachev had become General Secretary of the Communist Party of the Soviet Union, this had not yet translated itself into a reduction in international tensions. Civil strife was widespread, fanned by Cold War tensions. Civil war raged in Afghanistan, Angola, Sri Lanka and South Yemen. The United States was supplying weapons to the Contra Rebels in Nicaragua and secretly selling arms to Iran. The Strategic Defence Initiative (Starwars) was being pushed by the Reagan Administration: a nuclear reactor at Chernobyl had exploded: terrorist attacks were frequent in some countries: and Olaf Palme, the Swedish Prime Minister and a prominent proponent of peace, was murdered.

In 1985 the Labour government allocated \$97,000 for administration purposes for a National IYP Committee and 24 local committees around the country. New Zealand Lottery Board gave \$50,000 and the Department of Maori Affairs donated \$1000 for projects.⁸⁰ Well known trade unionist and peace campaigner Sonja



⁷⁹ B. Davis, Personal Interview, Auckland, 9/12/94

⁸⁰ Sonja Davies, 'An Account of UNIYP in N.Z.', Peacelink, February 1987, p 7.

Davies was elected to coordinate a National Committee to highlight peace through creating and developing peace oriented activities in local communities. These were partially funded by a government grant administered by the committee. Members included Dr Ian Prior, Dr Kevin Clements (son of Les Clements), Laurie Salas, Barbara Holt (WILPF), Pauline Thurston, Rev Dr Peter Matheson (Dunedin), Kate Dewes, Wiremu Parker, Grace Robertson, Ngahiti Faulkner (Human Rights Commissioner), Jim Chapple, Georgina Kirby (Maori Women's Welfare League), Rinny Westra, Lewis Holden and Joan Morrell (UNA President).

The membership of this committee ensured that peace education in schools, and the possibility of a Chair in Peace Studies at a university would be promoted and explored. The government held a Defence Review in 1986 and appointed Kevin Clements as the peace movement representative and called for public submissions for the first time. The IYP Committee presented submissions to this and to the Government Select Committee on the NZ Nuclear Free Zone, Disarmament and Arms Control Bill and the Committee on Violence. Small peace groups around the country came up with a range of exciting events to highlight the Year and educate politicians about peace at the local and global level.

Important Visitors

The year saw a steady stream of overseas visitors, who were brought to New Zealand by the Foundation or with the Foundation's support. The most notable was Professor Richard Falk, an eminent authority on International Law, whose visit was organised in conjunction with a group of lawyers. After an effective schedule of lectures and media interviews, his tour concluded with the 1986 Annual Peace Lecture, entitled 'Nuclearism and National Interest: the Situation of a Non-Nuclear Ally'. It examined opposition to nuclear weapons and the impact on New Zealand's foreign policy, and argued that nuclear weapons violated the most fundamental of human rights.

It was Falk's visit to Christchurch that sparked the beginnings of what became known as the World Court Project - an initiative by Christchurch retired magistrate, Harold Evans, to seek an advisory opinion on the legal status (or otherwise) of nuclear weaponry through international law.

In addition, the Foundation helped with the visits of Father Jose Blanco, a Catholic priest from the Philippines who campaigned for Corazon Aquino and was influential in the 'people power' demonstrations; the Australian Nuclear Disarmament Party Senator Jo Vallentine; Professor Naidu of the Canadian Peace Research Institute; and Professor Jean Chesneaux, an historian from Paris, who gave talk on 'The French Involvement in the Pacific'. A number of these people, where possible, also visited other centres around the country, and were hosted by the Christchurch office.

Seminars continued to be an important means of promoting peace issues. One of these was the 'Entertainment Violence and a Peaceful World' seminar, held at the Auckland Technical Institute in 1986. It was organised as a joint venture with the Mental Health Foundation. Over 200 people attended, including people such as the Minister of

Customs, Margaret Shields, and Julian Mounter and Des Monaghan of Television New Zealand. The excellent report from the seminar was edited by Dell Braun (Coyte) and Jan Koirala (Marsh), and was published under the same title. It was widely distributed through the newsletters and journals of both Foundations.⁸¹

Education remained the fundamental focus of the Foundation. It continued to educate and influence the political establishment by way of providing information in the form of Fact Sheets on issues such as developments in the arms race, by lobbying on specific issues of the day, and by making submissions to Parliamentary Committees. In 1986, for example, the Foundation made submissions to the Defence Review Committee and the Ministerial Committee of Inquiry into Violence. Other issues that were addressed included the ANZAC Frigate purchase, the “World War One” advertisements for the Commonwealth Games, and New Zealand’s involvement in the Gulf War, the latter being especially important as it was the first time the country’s forces had been sent into a war zone since the Foundation was established.

The work and outreach of the Regional Vice-Presidents was expanded in the mid-1980s with their replacement by ‘Regional Representatives’ - Rod Alley (Wellington), Kate (Boanas) Dewes (Christchurch), Larry Jones - briefly (Dunedin) and May Bass replacing Wattie Whittlestone in Hamilton; and the appointment of regional “Field Officers” - Jill Bagnall (Wellington) and Jim Chapple (Dunedin). Their role was to act as contact and resource people, and in the case of the Regional Representatives, as spokespeople, for the Foundation in their regions. These were not easy jobs, and key characteristics required to fulfil these duties were energy, dedication and experience. Over the following months, additional volunteers joined the team, with Sally Latham in Wellington, Ray Prowse in Auckland, and Mim Ringer in Whangarei.



May Bass

The Foundation’s work in schools, as always, was of paramount importance. The activities were mainly concentrated in the Auckland and Christchurch regions, and gradually spread throughout the country, through the efforts of volunteers. The Foundation had difficulty getting established in the other areas, including Hamilton, Wellington, Nelson and Dunedin – mainly due to the inability to provide funding. Betty Cole joined the Foundation staff in 1987 and in 1988 she undertook the responsibility for the general co-ordination of the Field Officers.

1986 saw the appointment of Rose Black as the Foundation’s first full-time office organiser. She was subsequently replaced by Wendy John in 1987. Wendy was keen to be involved in the peace movement and had moved to Auckland from the East Coast at the time this position was advertised. With her appointment and with Marion Hancock moving into the position of co-ordinator, much of the guidance and initiative for undertaking the agreed policy of the Foundation was vested in these two people.



⁸¹ L. Clements, President’s Annual Report 1986-87

1985 also brought about the formal establishment of a Peace Foundation office in Christchurch, in the home of Kate Dewes. This enabled Kate and Muriel Morrison to be more effective in their work of promoting peace education in the South Island, and, in particular, in encouraging peace studies courses in the local tertiary institutes.

A Temporary President

The 1987 Annual General Meeting saw the election of a new, temporary President, Reverend Ron O'Grady. Ron had become a peace activist as a result of the Vietnam War when he was Associate General Secretary of the National Council of Churches of New Zealand. He had spent a number of years in Asia working in the area of human rights, followed by time in Australia and the United States, before returning to New Zealand. Ron joined the Foundation and was soon elected onto the Council. His wide range of experiences in human rights and social justice issues, particularly in Asia, added a valuable contribution to the work of the Foundation. However, due to his frequent travel commitments, he was happy to hand the Presidency back to Brian Davis after his one-year term.⁸²



Ron O'Grady

The follow-up to the successful teaching manual 'Learning Peaceful Relationships' (LPR) entitled 'Extending Peaceful Relationships' (EPR), written by Jim Chapple was launched at the 1987 Annual General Meeting, as part of the Peace Foundation's contribution to the United Nations International Year of Peace (1986). This book was long awaited by secondary teachers who had seen the junior manual, LPR. The teachers who took part in the Secondary Schools Seminar on Disarmament had especially anticipated its publication.

The re-election of Labour in 1987, although welcomed at the time, turned out to have a detrimental effect on peace education. The Minister of Education, Russell Marshall, who had shown great interest in 'peace studies' in schools, became Minister of Foreign Affairs, and was replaced by the Prime Minister, David Lange. A document, which was virtually a peace education syllabus, had been produced by a 'ministry' drafting committee and circulated to schools. However, under David Lange, with the change of emphasis from curriculum development to administration, 'peace education' went onto the back burner. It was becoming a dead issue long before the election of the National Government.⁸³

This was a political move because of a backlash from the right wing 'Concerned Parents Association' and others. However, David Lange continued to defend and promote peace education, and in Parliament defended Alyn Ware after he received the Winston Churchill prize for his work with the Mobile Peace Van.

⁸² R. O'Grady, Personal Interview, Auckland, 12/12/94

⁸³ T. Locke, Personal Correspondence, 10/3/95

In the Public Arena

The Media Peace Prize continued to be one of the major annual events on the Foundation's calendar. It had a name change in 1987, to the Media Peace Awards, but although the awards were by now well established amongst journalists, major problems remained around sponsorship. No major sponsors were found for 1986 and 1987 and beyond, although sufficient funding was usually found from a mixture of grants and donations. In addition to recognising the importance of the media in affecting public awareness, the awards provided a platform for a number of prominent speakers on the subject of peace and the media, and gave the Foundation added public exposure.

To further extend its voice out into the public the Foundation ran a regular 'peace programme' on Auckland's Access Radio in 1987 and 1988, under the guidance of Mary Woodward and Betty Cole. Regional Representative, Rod Alley was also involved in promoting the work of the Foundation through Access Radio in Wellington.

Annual Peace Lecture

The other major annual event of the year, the Annual Peace Lecture, also continued, providing a forum for people noted for their advocacy of peace as part of the educative process, with Marilyn Waring giving the 1987 lecture on 'War: The Foundation of the World's Economy'.



The Second Peace Diary

Following the success of the 1986 Peace Diary, plans were put in train for a follow-up diary for 1988. By late 1987, the second edition of the Peace Diary was ready to go to print. The contents remained similar to the first diary: photos, cartoons, quotations and a directory of peace groups in New Zealand, and included some new features, such as a monthly list of 'things to do for peace'. Unfortunately, the success of the 1986 edition was not repeated. The reason for this sudden turn around was possibly due to the very success of the peace movement as a whole. The Foundation had, however, always focussed on a much broader concept of peace than just the anti-nuclear issue, this being reflected in the Peace Diary. But to many New Zealanders, peace was inextricably linked to the nuclear issue, and when this issue was seen to be resolved, interest in 'peace' waned.⁸⁴

Nuclear Free Legislation

The most prominent issue at the time was promise by the 1984 Labour government to ban visits by nuclear powered and armed warships. This was effectively won when Labour was re-elected in 1987.

The Nuclear Free Disarmament and Arms Control Act formally established New Zealand territory and coastal waters as a Nuclear Free Zone, and uniquely banned visits by both nuclear-powered and armed vessels. The US and UK were particularly

⁸⁴ T. Locke, Personal Correspondence, 10/3/95

angered by Clause 9 of the Act which directly challenged their policies of 'neither confirm nor deny'. It stated:

The Prime Minister may only grant approval for the entry into the internal waters of New Zealand by foreign warships if the Prime Minister is satisfied that the warships will not be carrying any nuclear explosive device upon their entry into the internal waters of New Zealand.

The Act also included provision for an eight-member Public Advisory Committee on Disarmament and Arms Control (PACDAC) as formal trustees of the policy with a statutory responsibility to "advise the Minister of Foreign Affairs on such aspects of disarmament and arms control matters as it thinks fit; advise the Prime Minister on the implementation of the Act, and to publish from time to time public reports" in relation to the above. From 1987-90, PACDAC advised government on the formulation of a consistent policy by scrutinising UN voting on disarmament issues, reviewing membership of military alliances and agreements, and activities within US bases.⁸⁵

In May 1988, Kate Dewes was appointed as the only woman (NGO representative) on the government delegation to the Third UN Special Session on Disarmament, led by Foreign Minister Russell Marshall and UN Ambassador David McDowell. She was able to get the government to raise the issue of representation of women at the UN. In her speech to the UN on behalf of NZ NGOs, she floated the idea of asking the World Court to give an advisory opinion on the legal status of nuclear weapons.



Llyn Richards, Kennedy Graham, Kate Dewes, Brett Lineham, Nigel Fyfe, David McDowell, Wade Armstrong at UNSSOD III

⁸⁵ K. Dewes. 'Legal Challenges To Nuclear Weapons From Aotearoa/New Zealand', *British Review of New Zealand Studies*, Number 12, 1999/2000.

Chapter Five

Adjusting the Focus

The 1988 Annual General Meeting saw a change in the general direction of the Foundation. The following statement was agreed upon.

“Since a primary function of the N.Z. Foundation for Peace Studies, as affirmed in its original Manifesto, is the promotion, in the broadest sense and as a matter of urgency, of a climate of peace in New Zealand. Since there is, at present, a clear and urgent need to work for solutions to problems which affect peaceful relations between groups in our community, this Annual General Meeting of the Foundation for Peace Studies requests the incoming Council to direct the main thrust of the Foundation’s activities, during the coming year, to positive information and education concerning these problems, and ways and means of solving them.”⁸⁶

This signalled a refocussing of the emphasis of the work. The Foundation had until now been more directed towards international issues. In the early days there was much work on ANZUS, nuclear ship visits, the arms race, disarmament and seeking influence at a political level, with an academic approach to peace, as well as a grassroots approach, seeking to change attitudes locally, as well as globally. Although the concern for the international aspects of peace remained important, the domestic sphere began to take on more prominence.

The passing of the anti-nuclear legislation in 1987 took the urgency out of the international work. The Foundation’s focus then moved more towards addressing local issues and the more fundamental causes of violence.⁸⁷ In addition, the efforts by Gorbachev to reduce international conflict saw a marked easing of tensions around the world and the receding of the nuclear threat. The Council polled its members and other peace groups as to what areas on concern the Foundation should pursue. A planning and strategy session in early 1989 added to the change in focus to include issues such as violence in the media, violence in schools and issues of social justice.⁸⁸

This change was well illustrated by the topics covered at the Annual Peace Lectures. In the years leading up to 1988 the lectures tended more towards an international or anti-war slant, ranging from ‘Initiatives for the Prevention of Nuclear War’ and ‘Nuclearism and National Interest’, to ‘Through Turmoil Towards World Community’ and ‘War - the Foundation of the World’s Economy’. The lectures after 1988 reflected the new emphasis on peaceful relationships between communities, particularly within New Zealand, ranging from the 1988 Peace Lecture ‘Co-operation and Conflict: Pakeha and Māori in Historical Perspective’ through to ‘Addressing Violence: Working Towards a Peaceful and Healthy Community’.

⁸⁶ Minutes, Annual General Meeting, 27/3/88

⁸⁷ R. O’Grady, Personal Interview, Auckland, 12/12/94

⁸⁸ B. Davis, President’s Report to Annual General Meeting, 19/3/89

Some people within the Foundation continued to work on the international aspects of peace, but others tended to move away as the emphasis shifted. There was a feeling that some of the international issues were being addressed by the newly established Public Advisory Committee on Disarmament and Arms Control (PACDAC). The Foundation was well represented on the first committee. Of the eight members of PACDAC three were Foundation office holders - Mary Woodward, Kate Dewes and Rod Alley, and three were Foundation members - Laurie Salas, Dr Robin Briant and Dr Neil Cherry. PACDAC had regular access to the Minister of Disarmament, and was able to put forward advice and recommendations on a wide range of peace related matters.⁸⁹ This meant any reallocation of time away from international peace issues was partially compensated for by the increased access to the policy makers enjoyed by the Foundation through its representation on the Committee.



The PACDAC committee promoted peace education and initiated two reviews – Peace Education in Schools by Cathy Mulholland and Peace Studies in Tertiary Institutions by Ian McNichol. They also helped develop the ‘Partners in Peacemaking’ brochure for schools, which was published by the Ministry of Education; and the ‘Peace-full Charter’ brochure for schools’ Boards of Trustees.

One of PACDAC’s roles was to administer the Peace and Disarmament Education Trust Fund (PADET), which was established with reparation money from the French Government for the sinking of the Rainbow Warrior. In common with all such organisations dependent largely on donations, the Foundation had always faced difficulties securing funds for its activities. After starting as very much a shoestring organisation operating out of a shared office, it now had four salaried staff and increased office space to pay for in Auckland. Brian Davis’ first year as President saw the Foundation facing a deficit crisis. The 1986 deficit of \$14,800 on a total expenditure of \$78,000, severely cut into the reserve funds. The following year brought more financial problems, notably the failure, yet again, to find a major sponsor for the Media Peace Awards, and the small number of sales of the 1988 Peace Diary. Nonetheless, the deficit was reduced to just over \$5,000, and the Foundation ended up technically insolvent.⁹⁰ At a time when the Foundation found itself in the midst of this financial crisis, regular grants from the PADET Fund were more than welcome. In order to help the Foundation through this period, PACDAC approved two one-off grants of \$40,000 to cover the next two years.

In addition, a fundraising committee was set up, and a major effort to raise funds through appeals to the membership and peace groups, and through ‘trusts’ was undertaken. Established in March and April 1988, it was relatively successful in turning

⁸⁹ K. Dewes, Personal Interview, Auckland, 26/11/94

⁹⁰ B. Haddon, Treasurer’s Report For Year Ended 31/12/87

the financial situation around. In 1989, to help preserve its access to donations, the Foundation joined other organisations in opposing the removal of tax deductibility on gifts to charitable groups, in a campaign, which successfully deferred any proposed changes. Several times throughout the years, a number of professional fundraisers were employed to give a more secure funding base, with little success.

Throughout the years that followed a number of specific 'fundraisings' events were organised, with varying degrees of success. These included two 'art auctions' - one entitled 'Peaceworks' with works by women artists, celebrating the centenary of Women's Suffrage; the concert 'Woodstak and the Age of Aquarius'; and a 'celebrity auction'.

It was during this period that Carol Ann Bradford joined the staff of the Peace Foundation. She was appointed as Assistant Co-ordinator to release Betty Cole to work on 'schools liaison, and to help Marion Hancock with the fundraising. Carol Ann came to New Zealand from the United States in 1985. She had been in the peace movement (Alliance for Survival) full time for the previous five years, culminating with a run for Congress (House of Representatives) in 1984, when she received almost 40% of the vote. Before joining the Peace Foundation in October, 1988, Carol Ann had volunteered at the Auckland Peace Forum, then CORSO, and had worked at ASH (Action on Smoking and Health) for a year.



Carol Ann Bradford

In 1988 University of Auckland post-graduate student, Michelle Young, undertook to survey Peace Foundation members on their attitudes to peace issues, including what they saw as priorities, why they chose to belong to the Foundation rather than another peace organisation, and their view of the services provided by the Foundation.⁹¹

Political Changes

Despite the passage of the anti-nuclear legislation under the Labour Government, New Zealand's anti-nuclear policy remained vulnerable to changes in the fortunes of the political parties. So it was with delight that the Foundation greeted the change in stance by the National opposition just before the 1990 election. Up until this time, their policy was to repeal the anti-nuclear legislation if it became government. This now meant New Zealand had an anti-nuclear consensus across most of the political spectrum. All four major political parties supported the anti-nuclear policy.

However, in 1988 the Labour Government was considering the replacement of the existing Royal New Zealand Navy frigates with four 'new generation' warships. The ANZAC Frigate project became a major



Frigates cartoon by Tom Scott

⁹¹ The Auckland Peace Movement: Attitudes and Characteristics, by Michelle Young, 1988

issue as the peace movement mobilised to stop the purchase, estimated to cost some two billion dollars. The Foundation made a strong case to the Government against the purchase. With over 70% of the public opposed to the purchase, the government had to bow to pressure and eventually signed for two vessels instead of the original four.

Peter Watkins and the Media Studies Fellowship

The British filmmaker Peter Watkins visited New Zealand initially in 1985 as keynote speaker at the Media Peace Prize, and again in 1988. At this point the Foundation began promoting his latest film 14 hour anti-nuclear film 'The Journey', promoted strongly by Marion Hancock. Peter had already demonstrated a commitment to issues of peace and justice in his earlier films 'The War Game' and 'Culloden', and 'The Journey' continued on with these themes and also incorporated the nuclear issue. The Foundation, with the support of the Dunedin group Voice of Women, raised about \$13,000.⁹² In 1985 and 1986 courses based on this film had been held for both senior secondary school students and adults. So with this background, it was with considerable interest that Peter returned to New Zealand in 1990 on a two year Media Studies Fellowship, set up by the Foundation, and funded by the Peace and Disarmament Education Trust Fund (PADET). While he was in New Zealand a Media Studies Pilot Project involving 100 secondary school students was undertaken, with the students making their own video on a subject of their choice. The project concluded with the students holding a public presentation of the videos.⁹³



Angus de Lange, Kate Dewes & Peter Watkins

Peter conducted a number of seminars and spoke widely during his time in New Zealand, including delivering the Annual Peace Lecture entitled 'The Peaceful Screen: Towards a More Sharing Relationship Between the Mass Media and the Public'.⁹⁴

However, Peter's time in New Zealand was not all he had hoped it would be. Options for employment failed to materialise. At the tertiary level, there was a lack of openness to the kind of media analysis he wanted to undertake. As a result, Peter left New Zealand after just one year and returned to Europe.⁹⁵ Many of his concerns, however, were taken up by the newly formed group 'Media Aware', which had come into being as a result of a Continuing Education course based on 'The Journey', which the Foundation organised.⁹⁶ The film was used by school teachers, peace and church groups throughout the country, and work continued on with the Media Studies Fellowship for some time after Peter's departure. Susi Newborn was appointed on a part-time basis to promote 'The Journey' and the principles it espoused. During her time with the Foundation she conducted a course for prison inmates at Paremoremo

⁹² M. Hancock, Personal Interview, 13/4/95, Auckland

⁹³ B. Davis, President's Annual Report 1990-91

⁹⁴ NZ Foundation For Peace Studies, 'The Media Studies Fellowship', Newsletter, Vol.II, No.24/6/91

⁹⁵ M. Hancock, Personal Interview, 13/4/95, Auckland

⁹⁶ 'Media Aware', Newsletter, Vol.II, No.23/3/93

Prison, based on the film. Susi had been involved with Friends of the Earth and Greenpeace in the UK, originally, and also in New Zealand.

The Gulf Crisis

On 2 August 1990, Iraq invaded Kuwait. Royal New Zealand Air Force personnel were sent to the gulf as New Zealand's contribution to the United Nations coalition force. This crisis saw a rekindling of the peace movement worldwide. As the countdown proceeded towards the January 1991 deadline for an Iraqi withdrawal, the Foundation was kept busy responding to the rapidly moving events. It provided up-to-date information to callers and members. It lobbied New Zealand and overseas leaders, encouraging negotiations and a non-violent resolution to the conflict, issued press releases and generally sought to clarify what was happening and why.⁹⁷

Cool Schools

1991 saw the setting up of a major new project - the 'Cool Schools Peer Mediation Programme'. The programme sought to provide students with the skills to act as third party mediators when two or more of their peers were caught up in a conflict. The benefits of the programme included reports of a high rate of permanent resolution of conflicts; with some 80-85% of students in schools becoming equipped with the skills needed to handle conflict both inside and outside the school environment; an improved and more co-operative school atmosphere; fewer incidents of students involved in 'troublesome' behaviour outside school together with a general increase in self-esteem. Teachers liked it as students were empowered to resolve their own problems.⁹⁸ The programme was initiated by Yvonne Duncan, representing Students and Teachers Educating for Peace (STEP), Marion Hancock and Betty Cole from the Foundation, and Alyn Ware from the Mobile Peace Van (MPV).



Alyn Ware

Alyn Ware had a BA in Education and a Diploma of Kindergarten teaching and had been a member of the Peace Foundation since the early 1980s and was an early leader in the development of peace education nationally. In 1982 he chaired the Hamilton Nuclear Free Zone Committee and led the successful campaign to have Hamilton City declared a nuclear weapon free zone.

He established the Mobile Peace Van Society in 1984 and coordinated all aspects of its peace education programme in schools including touring schedules, staff training, programme development, fundraising and development of curriculum materials from 1984 – 89, 1991-92.

⁹⁷ B. Davis, President's Annual Report to Annual General Meeting, 24/3/91

⁹⁸ The Cool Schools Peer Mediation Programme pamphlet, undated

In 1987 he had also written, directed and coordinated the 'Just Us' touring Roadshow on peace and justice issues and organised and led the southern section of the one-month long peace walk which aimed to keep Aotearoa-New Zealand nuclear free. In 1989 he distributed posters of planet Earth and an educational book to classrooms around the country and in 1990 he coordinated a War Toy Amnesty in Hamilton where hundreds of children exchanged war toys for earthballs. In 1986 he was recognized for his pioneering peace education work with a United Nations International Year for Peace Award (Aotearoa) and a Winston Churchill Memorial Trust Award. His early international work included establishing the Gulf Peace Team UN Office in New York 1990-91 where he lobbied the UN Security Council on peaceful solutions to the Gulf Crisis.

The Peace Certificate

A new initiative of the Foundation in 1992, the awarding of Peace Certificates, was another example of the focus on things local. It aimed to recognise groups and institutions, which had exhibited a noteworthy commitment to peace-making and peaceful relationships within their organisation or community. The idea came from a long-time supporter of the Foundation, Claudia Fox, and was taken up by Foundation staff member Carol Ann Bradford.

A wide range of organisations received certificates. The Mount Roskill Community Library; Men's Action from Tauranga for their 'Living Without Violence' programme; and the Wilford School in Petone were the first three.⁹⁹ Subsequent organisations receiving the award including the Auckland Institute of Technology, for its progressive Charter; and Harmony House, Auckland Prison's West Division, for its 'Harmony Creed', which gave responsibility for personal actions and the continuation of the programme to each inmate, with a new non-violent attitude resulting.¹⁰⁰

The World Court Project (WCP)

In his June 1986 Annual Peace Lecture, Law Professor Richard Falk argued for a legal challenge against nuclear weapons. Foundation member and retired Christchurch magistrate Harold Evans heard the speech at Canterbury University and took up the challenge. In March 1987 Harold sent an Open Letter to the Prime Ministers of New Zealand and Australia, urging them to seek an advisory opinion on the legality (or otherwise) of nuclear weaponry from the legal arm of the UN – the International Court of Justice (ICJ), otherwise known as The World Court. Such an opinion, if successful, would not be sufficient in itself to eliminate the existence of nuclear weapons, but rather it would assist those seeking alternatives to power politics, based on international law. It



Harold, Kate and Alyn, Christchurch 1991

⁹⁹ NZ Foundation For Peace Studies, 'Peace Certificates', Newsletter, Vol.II, No.32, June 1993, p2

¹⁰⁰ NZ Foundation For Peace Studies, 'Peace Certificates', Newsletter, Vol.II, No.36, June 1994, p3

would facilitate the adoption of an international treaty eliminating nuclear weapons, and perhaps most importantly, it would awaken the people and governments to the extent that modern weapons have outrun the basic concepts of international law, morality and humanity.¹⁰¹

The project had a long and difficult gestation. Both the Australian and New Zealand governments were reluctant to take up the idea, and instead support was garnered from a number of peace and citizen groups. The three co-sponsoring organisations were: the International Peace Bureau (IPB), International Physicians for the Prevention of Nuclear War (IPPNW) and the International Association of Lawyers Against Nuclear Arms (IALANA). Intensive lobbying of diplomats and leaders ensued. Harold Evans sent further Open Letters to many governments, and the Foundation's Christchurch Regional Representative Kate Dewes lobbied government missions at the UN in New York (1988) and Geneva (1991), and helped to mobilise international support. In 1991, Alyn Ware took a leadership role in the Project by finding some sympathetic governments to co-sponsor a resolution to the United Nations asking the ICJ for the advisory opinion. Alyn was later to play a critical role in co-ordinating the lobbying effort at the UN as the Director of the Lawyer's Committee on Nuclear Policy in New York. Although officially endorsed by the Foundation's head office, Kate felt the importance of the work of these members over nearly a decade was not sufficiently recognised or supported by those in Auckland.¹⁰²



Alyn Ware, Kate Dewes, Harold Evans and Robert Green

Despite a slow and difficult start to the project, it rapidly grew into a worldwide project, with over 700 groups endorsing it, and all governments being forced to take a position on the issue. Following an initiative by the New Zealand branch of IPPNW, the World Health Assembly (WHA) passed a resolution in 1993 asking for an opinion on the legality of nuclear weapons in relation to their health and environmental effects. A year later, after intensive lobbying worldwide, a much more ambitious resolution was adopted by the UN General Assembly asking the Court: "Is the threat or use of nuclear weapons in any circumstance permitted under international law?". The vote was 78 for, 43 against and 38 abstaining, with New Zealand forced to break ranks with the Western caucus and vote in favour, due to strong public pressure.

The Court agreed to take both cases and called for oral and written submissions, which were heard during 1995. Forty-four countries, including four declared nuclear weapon states and the World Health Organisation (WHO), participated - making this by far the largest case ever taken to the ICJ. Over two thirds, including New Zealand, argued for

¹⁰¹ N. Grief, *The World Court Project on Nuclear Weapons and International Law*, Aletheia Press, Northampton, 1992, p18

¹⁰² K. Dewes, Personal Interview, Auckland, 26/11/94

illegality. In addition, nearly four million declarations of public conscience were accepted by the Court as citizen's evidence.¹⁰³

A Change of President

In 1993, due to the pressure of his university work, Brian Davis stepped down after 6 years as President, unable to commit enough time to the position. The new President was Kevin McBride. Kevin had spent some years as Co-ordinator of the Catholic Justice & Peace Commission in Palmerston North. He then served on the National Commission, especially working on the Peace Committee, for which he was a delegate at several overseas consultations of the International Council. In 1993 he was appointed as National Co-ordinator of the Pax Christi Movement in New Zealand.



Kevin McBride

Visitors

A number of overseas visitors were welcomed by the Foundation over these years. Of note, in particular, was Deborah Prothrow-Stith, in 1994. Deborah's expertise was on 'the major role that public health can play in violence reduction'. The Peace Foundation co-sponsored a public forum for Deborah with the Auckland University's Injury Prevention Unit and the Health Promotion Forum. She also met with politicians and personnel from the Ministry of Women's Affairs, the Public Health Commission and the Wellington School of Medicine. Her visit played an important role in raising awareness of this important issue and 'inspired many health professionals'.¹⁰⁴

Other visitors included Diane Levin, who was brought to New Zealand by Play for Life. The Foundation facilitated her visit to Auckland in 1995, where she gave a talk on 'Raising Young Children in Violent Times'. In 1994 the Foundation decided it was high time that the 'peacemakers' of Aotearoa/New Zealand were acknowledged for their efforts in working towards a more peaceful world. An extensive list was drawn up and Nagasaki Day, 1995 was chosen as an appropriate day for the ceremony, at Old Government House and Auckland University, at which these people were honoured by the presentation of 'peace certificates'.

Time for a Review

The perceived need for the work of the Foundation to be supported both financially and by appropriate administrative structures led to a review of the Foundation in 1992. An outside consultant, James Datson, was engaged to give a clear unbiased assessment of the Foundation's administrative and financial affairs. As a result of the Datson Report, the Council moved to reorganise its administrative structures by setting up two groups - a Council, to meet at least quarterly, to look at the 'vision' and to set policy, and a Management Committee, meeting more frequently, to oversee the day-to-day

¹⁰³ For more information see K. Dewes PhD thesis 'The World Court Project: The Evolution and Impact of an effective Citizens' Movement'. See <http://www.disarmsecure.org/Dewes%20PhD%20Thesis.pdf>

¹⁰⁴ NZ Foundation For Peace Studies minutes 30/8/94

operations of the Foundation. This was implemented through 1993 and 1994 but did not work as well as had been hoped, for a number of reasons. The Management Committee settled into a pattern of monthly meetings without problems and was fulfilling the expectations of effective supervision of the operations of the Foundation. However, the new role of the Council was not easy to define or implement. The initial monthly meetings took longer than anticipated, pointing to the problems of decision-making in the area of basic policy. This grew out of the need to face contentious issues, largely resulting from the shortage of funds, which had driven Council members to consult the history and philosophy of the Foundation in search of guidance.¹⁰⁵

One of these issues within the organisation was the proposal to change the name at the 1994 Annual General Meeting to The Peace Foundation Aotearoa/New Zealand. This illustrated an example of differing viewpoints. One being that 'The Peace Foundation' was modern, easy to remember and assisted in the 'marketing' of the Foundation, and another that maintaining the words 'Peace Studies' reflected the educational nature of the organisation, and also honoured the founders of the organisation and their vision. The other recommended change, that the word Aotearoa be added to the front of the name, was adopted at the AGM. The name was subsequently amended to the Foundation for Peace Studies Aotearoa/New Zealand in 1995, and 'The Peace Foundation' became the 'operating name' at a later date.

As new people joined the Foundation, perceptions of the responsibility of the organisation under the Treaty of Waitangi came to the fore. The issue came onto the agenda, but only very late in the piece. Some doubted that the amount of commitment to the issue was above that of tokenism.¹⁰⁶ The question of what form the commitment and accountability to the Treaty and tangata whenua should take needed to be addressed. Opinions within the Foundation varied between those who saw peace on the global level as the priority, those more concerned with domestic issues, including those of indigenous rights, and those who saw the connections and were concerned about both. Subsequent and ongoing discussion about such issues were indicative of divisions in the Council as to the role of the Foundation both present and for the future.



Rahera Shortland, Kiwi Timutimu, Pauline Tangiora, Kate Dewes

It was in 1989 that Rongomaiwahine kuia Mrs Pauline Tangiora first had contact with the Foundation after meeting Kate Dewes at the Women's International League for Peace and Freedom (WILPF) International Conference in Sydney. Kate and Pauline worked closely together from then on, with Kate organising for Pauline to speak with other Maori women educators at two further Peace Conferences in Australia in 1990. Endorsed by the Foundation, the trip was funded by a grant from PADET. North Shore Teachers College

¹⁰⁵ K. McBride, President's Report 1994 Annual General Meeting, 27/3/94

¹⁰⁶ K. Boanas-Dewes, Personal Interview, Auckland, 26/11/94

and Auckland College of Education lecturer George Parekowhai was also a great supporter of peace education.

Pauline was invited to become a Patron of the Foundation in 1993, and in 1995 the Foundation asked Pauline to become their 'Māori resource person'¹⁰⁷, which resulted in her joining the Foundation's outreach team in a more official capacity. She worked to promote the resources and principles of the Foundation amongst her people, especially in prisons, on marae, within Māori women's groups and schools. For many years, as part of her role she distributed Peace Foundation material from the boot of her car to Kura Kaupapa (primary schools), Wananga (Maori tertiary institutions), local libraries and marae at her meetings with Maori all over the country. This work helped the Foundation to begin to make a commitment to Te Tiriti o Waitangi. She also addressed the Annual General Meeting on 'The UN Year of Indigenous Peoples: What It Means to Aotearoa.'

Over the decades as a Patroness of the Foundation, Mrs Tangiora also served as a Justice of the Peace, a President and Vice President of Women's International League for Peace and Freedom Aotearoa, the former Regional Women's Representative for the World Council for Indigenous Peoples and a former Earth Charter Commissioner. She became an Ambassador to the Earth Council International, an Ambassador to the 13 International Indigenous Grandmothers' Council and a member of the World Futures Council. She is a life member of the Maori Women's Welfare League and has represented the Peace Foundation at many international fora including as a Consultant to the International Steering Committee of the World Court Project. In 2017 she was awarded the International Bremen Peace Award in Germany, and in 2018 she was the recipient of the Wisdom Fellowship Award in the U.S.



Wendy John, Betty Cole, Marion Hancock, Carol Ann Bradford, Kate Dewes, Pauline Tangiora, Yvonne

¹⁰⁷ NZ Foundation For Peace Studies minutes 24/1/95

Chapter Six

Peace Education in the Schools

Peace Education versus Peace Studies

Above all else, the Foundation's main purpose had always been to promote a climate of peace in New Zealand through education. The original manifesto of the Foundation made this clear:

"The general purpose of the ... Foundation ... shall be to promote in the broadest sense, and as a matter of urgency, a climate of peace in New Zealand, together with a public comprehension and awareness of the mutual, peaceful interdependence of all countries and all peoples. To this end the Foundation shall aim to stimulate education at every level concerning the organisation and maintenance of peace"¹⁰⁸

'Education' consisted of three main focus areas - the general public, from the grassroots through to the political; the universities and tertiary institutions where the Foundation originally sought to establish a Chair of Peace Studies; and the schools.

The links and the differences between the two terms used - peace education and peace studies - were subject to much debate.¹⁰⁹ 'Peace Studies' was often associated with research, usually at the national and international levels, and was seen as the realm of the universities. However, if the essential meaning of Peace Studies was the idea of researching issues, the secondary school students and even primary school students could be involved at the relevant levels. Although it had an aura of academic neutrality about it, in reality the Foundation maintained a definite commitment to the understanding and peaceful resolution of conflict. This approach was illustrated by the Foundation's manifesto, where it aimed to conduct and promote multi-disciplinary study and research into a number of peace-related fields: these ranged from the United Nations and international law, to ideological differences as a source of conflict, and the views of public opinion in regard to international relations. What was notable about the early views of the Foundation on peace studies was the almost total focus on matters of international relations.

'Peace Education', on the other hand, implied education and training. It aimed to motivate a change of behaviour from within, by raising the awareness and understanding of conflict, and empowering people by teaching skills and processes they could use themselves to resolve disputes peacefully. Skills such as mediation, anger management and communication would all be a part of 'peace education', as would a more proactive approach to conflict problem-solving, with self-esteem building, goal setting and co-operation. Peace education was seen more as a process, which needed to be modelled if it was to be taught effectively. Schools, which incorporated the

¹⁰⁸ NZ Foundation For Peace Studies, Manifesto

¹⁰⁹ For an in depth discussion, see I. McNicol, 'The State of Peace Studies in New Zealand Institutions', report to the Public Advisory Committee on Disarmament and Arms Control, 1990, pp1-2

techniques, were far more effective in changing behaviour than ones which taught one thing and did another.¹¹⁰ A teacher would be an important influence on young children, who absorbed attitudes such as the acceptance of racial differences, justice and kindness from a teacher displaying them. At secondary level this was further developed to build on critical thinking.

The Early Days

The Foundation's work within the education system aimed to cover three areas. The first was at the curriculum level. From the earliest days the Foundation had actively pursued this approach. Submissions were made as early as 1975, to the Minister of Education's McCombs Committee on Secondary Education, urging a peaceful orientation in the curricula.¹¹¹ The Foundation thought the time had come for peace education to be included, but it was to be another ten years before it was offered in the syllabus. The second was to approach the Ministry itself, and in particular, the Curriculum Development Unit. Although this unit could not promote the Foundation, they did happily vet the material sent. This helped to build a profile for the Foundation within the Ministry, and to create a degree of understanding of peace education.¹¹² The third option was the direct approach to teachers and pupils at schools. One of the first committees to be set up by the Foundation was the School Activities and Curricula Committee under the chair of Katherine Knight. Most of the members were teachers who were well aware of many colleagues who modelled peaceful relationships and who had, over the years, taken initiatives to teach peace through literature and music and in any way open to them. They welcomed the Foundation's resources.

Education Committee

The work of the Foundation in schools was originally an outgrowth of work already being done by Kath for the Society of Friends and the Women's International League for Peace and Freedom (WILPF). For a number of years prior to the setting up of the Foundation, she had been collecting material relevant to peace education - books, articles and kitsets. They dealt mainly with international issues and were used in her presentations to secondary schools. It was hoped that the pupils, usually the sixth and seventh formers, with appropriately developed critical faculties, could be exposed to such controversial topics within either social studies or liberal studies.

It soon became apparent that boys and girls had quite different attitudes towards nuclear weapons. The boys tended to be far more militant, insisting that the use of nuclear weapons was correct. They also exhibited a fascination with the technical aspects of nuclear weapons. Their ability to empathise with the victims was often lacking or unexpressed. The girls' reactions were more circumspect, as they had to be coaxed to ask questions in front of the boys. Those willing to speak were more concerned about the suffering and what, if anything, could be done.

¹¹⁰ Definitions provided by Y. Duncan

¹¹¹ NZ Foundation for Peace Studies, Secretary's Report to Annual General Meeting, 26/4/75

¹¹² K. Knight, Personal Interview, Auckland, 17/1/95

Visiting the school staffrooms at morning break was extremely hard work, and Kath decided on a change of approach. She invited the teachers to visit the office instead, or to request teaching resources. In addition, Kath developed contacts in Teachers' Training Colleges in Auckland and Wellington. Support from some of the colleges enabled peace education to be presented to the trainee teachers. Writing articles for teaching magazines, was also another way of explaining what peace education was about, and promoting the materials the Foundation had to offer.

The adoption of an objective and non-political stance had paved the way for the Foundation to gain access to the schools. Access to primary schools came much later as suitable resources had yet to be developed by the Foundation.

The School Forum and the United Nations

The First United Nations Special Session on Disarmament (UNSSOD) in New York was the main focus of the Foundation's year in 1978. It also provided an opportunity for the introduction and implementation of peace studies into schools. As part of the lead up to the Session, the Education Committee, including Kath Knight and the Foundation's Organising Secretary, Bert Whitworth, planned a secondary schools forum, for sixth and seventh formers, on the resolution of conflict on the personal, social and international levels.

The forum was held at the North Shore Teachers' College and was a great success, with a full day's programme, including an hour of mass drama on the themes of conflict, rejection and intolerance. In discussion groups and workshops, the students gave their ideas on resolving conflict at the personal and community levels. A talk by John Male on his 18 years work at the United Nations, helped the young people realise how much there was to learn about international conflict. The large hall was decorated with displays from the schools taking part, and from local peace groups. A presentation by survivors of the Hiroshima bombing, with slides and tape, really gripped the attention of the students. The material used for this forum later formed the basis of a kit for teachers. As a result of the forum it became apparent that 'peace education' should be integrated into as many subjects as possible, and should be seen as a process, rather than a subject.

First UN Special Session on Disarmament

Amongst the resolutions that were finally passed, the U.N. Special Session produced an enlightened resolution advocating the implementation of peace education. By signing the Final Document, the New Zealand Government agreed to "... develop programmes of education for disarmament and peace studies at all levels and to take all possible measures to encourage the development of educational material on disarmament and to incorporate it within the curricula of its educational institutes".¹¹³ Despite these obligations, willingly accepted by the government, the political will to actually implement them did not exist. The Foundation made numerous attempts to remind the government

¹¹³ See last footnote at the end of the chapter for the wording of the Final Document.

of its obligations towards peace education, but in the end it felt it was in danger of becoming tedious. The attempts eventually came to naught and for the time being, and peace education slipped off the government's agenda.¹¹⁴

Learning Peaceful Relationships

1979 was the United Nations' International Year of the Child, and the contribution the Foundation made towards it was to be the most successful publication it had ever produced. 'Learning Peaceful Relationships' had a long gestation, and was initially created under the mantle of the Women's International League for Peace and Freedom (WILPF). Kath Knight collated the resources she had been collecting into a book suitable for use in primary schools. She then approached Alan Curry, a teacher from Mt Eden Normal School in Auckland, to edit the material. The drafts were shown to various friends and teachers, who were especially enthusiastic, as no comparable resource was available in the country. An initial run of about 100 copies was printed. The result was a cyclostyled resource book of activities, intended to generate a peaceful atmosphere in classrooms. At this stage the book was a joint WILPF/ Quaker project, designed to be used with younger children during their early impressionable years.

Learning Peaceful Relationships was packed with ideas and activities aimed at helping children to develop a positive self-image, to learn how to co-operate, and how to further develop their communication skills. It also suggested various methods of dealing with problems rather than reacting with the usual fear or anger.

With a positive response from trialling the book it was decided to improve it with a new format. A grant was received from the Telethon Trust and the book in its new form sold well. At this point the WILPF and Society of Friends handed it over to the Foundation, though their role in the creation of the book continued to be acknowledged. Sales soon extended to Australia, the United Kingdom and the United States, eventually exceeding 13,000 copies, including the re-edited version prepared in 1991 by Wendy John, Kath Knight and Marion Hancock.

Work in Schools

The early 1980s saw a move to more of an emphasis on working in primary schools. It was now easier to get resources and materials into the hands of teachers and students than in the early days of the Foundation.¹¹⁵ During the First Special Session on Disarmament in New York, John Male made arrangements for two important exhibitions to come to New Zealand. One was produced by the United Nations, the other came from the city of Hiroshima. During 1979 and 1980 these were available from the Foundation for use in schools throughout the country. Kate Dewes, who had been appointed as 'education officer' to organise peace education programmes in Christchurch, and was later to become the Regional Representative, described how the materials were used in Christchurch schools.

¹¹⁴ J. Male, Personal Interview, Mahurangi Heads, 10/5/94

¹¹⁵ L. Clements, President's Report to 1981 Annual General Meeting

“Another teacher and I set about finding a few sympathetic teachers through contacts in CORSO. We spoke to ten teachers, all of whom showed interest in borrowing the material, and who undertook to inform their head teachers that the material would be in the school. The teachers were asked if they would like speakers to visit and if they would look through the materials with us and discuss ways in which it could be related to existing areas in the set curriculum.”¹¹⁶

Although Kate approached only ten schools to begin with, eighteen became involved, as well as the university, teachers training college, polytechnic, Lincoln College, church youth and service groups, the Labour and Values Parties, and kindergarten mothers’ groups. In addition, all the schools involved wanted the material again the next year.¹¹⁷

The outcome of such educational work was a raised awareness by the students and teachers regarding the arms race. An example of what could be achieved was illustrated by the Nelson College for Girls. A proposal to make the school a nuclear weapons-free zone was raised by the students in 1982. After a six week period of class discussions, the screening of films provided by the Foundation, and assembly presentations of both sides of the argument, the college principal called for an informal vote which resulted in a clear majority in favour of making the school a nuclear weapons-free zone. That the Board of Governors subsequently voted “no”, and declined to follow the lead provided by the students, did not detract from the value of the exercise.¹¹⁸

Jen Burnley Visit

The visit of Jen Burnley in 1982, at the invitation of the Foundation, was an important event, and further helped to put peace education into the public arena. Jen, a New Zealand born teacher, taught at the Australian International Independent School in Sydney. She visited Wellington, Hamilton and Auckland, speaking at Teachers’ Colleges, to Social Studies Associations, to senior high school classes, at a teachers’ workshop, and a public meeting in Auckland. Of particular interest were her teaching methods. The only rules were kindness, courtesy and consideration. All forms of competition were discouraged at the school. In spite of having no internal exams at the school, pupils generally showed a high academic ability. Conflicts which did arise were resolved by non-violent methods, and teachers made sure that any conflicts were dealt with before a child left for home. Jen believed that all teaching should have a global orientation, and her teaching provided opportunities to identify and discuss conflict in every aspect of people’s lives.¹¹⁹ Although the response from the Teachers’ Colleges was somewhat disappointing, it was felt that Jen’s philosophy of education for peace,

¹¹⁶ NZ Foundation for Peace Studies, ‘Peace Education In Christchurch Secondary Schools’, Newsletter, No.18, December 1980

¹¹⁷ *ibid*

¹¹⁸ NZ Foundation for Peace Studies, ‘Educational Activity In Christchurch’, Newsletter, No.24/6/82

¹¹⁹ NZ Foundation for Peace Studies, ‘Teaching Resolution of Conflict - An Example from an Australian School’, Newsletter, No.24, June 1982

beginning with self-awareness, reached a wide audience through her media sessions and teaching manuals.¹²⁰

At this point, even the National Government was starting to show an interest in peace education. The Minister of Education, Merv Wellington, suggested exploring the development of a course on 'learning peaceful relationships', although the words 'peace education' were noticeably absent. In response to this suggestion, the New Zealand Educational Institute's (NZEI) National Consultative Committee organised a meeting in Christchurch in late 1982. Among those invited was the then Foundation's Christchurch Vice-President, Muriel Morrison. Prominent amongst the materials used by the teachers and principals present was the Foundation's own 'Learning Peaceful Relationships'. It was obvious to all, however, that fitting yet another course into an already overcrowded curriculum would be difficult. Training teachers to teach peaceful relationships would not be easy given time and financial constraints.¹²¹ Hopes for the rapid creation of a course were not realised, and it would be several more years before peace education was to receive recognition under a more sympathetic government.

STEP Newsletter/ Resources

At a meeting of the Foundation Council in 1983, at which the regional representatives were present, the need for a teachers' organisation was discussed. Foundation members Yvonne Duncan and John Buckland took responsibility for forming Students and Teachers Organisation for Peace (STOP). John invited a small group to speak at the Social Studies Association, and volunteers were called for to help form the organisation. Yvonne became the first chairperson, with John, the Newsletter editor. STOP, which later changed its name to Students and Teachers Educating for Peace (STEP), met monthly in Auckland from 1983 to 1991. Largely thanks to John's excellent newsletter, its membership grew to around 120 at its peak, with branches in Wellington and Christchurch. The Christchurch branch had nearly 40 members, which Kate Dewes coordinated. It played a key role in the establishment of Hagley High Mediation Programme led by Robert Finlay in 1984-5. And Foundation member, Sally Latham, was co-ordinator of the Wellington branch. Close liaison was kept between STEP and the Foundation throughout. In fact, STEP played a key role in distributing Peace Foundation material to schools at a time when the Foundation was more focussed on international and foreign affairs.¹²²

The achievements of STEP included influencing the Health Curriculum so that the new syllabus recognised inner health; and self-esteem building and conflict resolution were included in it for the first time. A series of Peace Education Workshops over three years was held at Kohia Teachers' Centre in Auckland. One member, Maryanne White, wrote a valuable thesis on peace education in New Zealand, entitled 'Peace Studies in Theory and Practice: The Development of an Educational Innovation'. In 1988 the Auckland Education Board recognised the work of STEP



Yvonne Duncan

¹²⁰ K. Knight, Report of Education Committee to Annual General Meeting, 13/3/83

¹²¹ M. Morrison, Vice-President's Report to Annual General Meeting, 13/3/83

¹²² Kate Dewes, Personal Email, 15/5/96

by funding a training programme for 'peace education' trainers, organised by Yvonne Duncan, at the Tamaki Teachers' Centre, and in 1989 STEP organised the National Peace Education Conference in Taupo. John Buckland also published a series of five workbooks for teachers, based on material resources gathered by STEP, entitled 'Peace Education the Aotearoa/New Zealand Way', many of which sold via the Foundation's resource centre.

Labour and Peace Studies

The election of the Fourth Labour Government was to give a much-needed impetus to the work of the Foundation. 'Peace' was a major aspect of Labour's policy and the appointment of Russell Marshall as Minister of Education opened an opportunity for the introduction of peace education into schools. Events moved rapidly after the election and in February 1985, Russell invited interested parties, including representatives from the Department of Education, to a three day meeting in Wellington for discussions on introducing 'peace studies' into schools. Foundation members John Buckland, Yvonne Duncan, Terry Locke, Jim Chapple, Alyn Ware, Kate Dewes and Sally Latham were among those invited, reflecting the work the Foundation had done, and the reputation it had gained. The term 'peace studies' was used rather than 'peace education' as the Government was potentially vulnerable to accusations of indoctrination. The study of peace was less threatening to some, than the worry of children being educated in peaceful values. Hope for peace education to be finally implemented in New Zealand schools was high.



Wellington Peace Education Meeting February 1985

Peace Studies Draft Guidelines

Subsequently, a series of meetings, also initiated by Russell Marshall, was held around the country, including Auckland and Christchurch. These resulted in the production of peace education resource materials and, eventually, the publishing of the *'Peace Education Draft Guidelines'* by the Department of Education in 1986, the UN International Year of Peace (IYP). This was the first official paper issued by the department which honoured the undertaking made by the New Zealand Government in 1978 at the U.N. Special Session on Disarmament, "... to develop a programme of peace studies at all levels ...". Some in the department may not have been quite ready for this new policy. But for those who had been involved at the grassroots level, it was gratifying to finally have this official support and acknowledgement.¹²³ The draft guidelines were expanded upon with the *Peace Education Draft Guidelines Update* in 1987.

In an article published in the Foundation's *'Peace Digest'* in 1985, Russell Marshall described his plans for introducing Peace Studies into New Zealand schools:

"Understanding the roots of conflict - why people act aggressively and to what effect - will help young people to deal more effectively with aggression, both in themselves and in others. It will aim to make them more understanding of human motivations, better able to relate to others, and more secure within themselves. The maturity of outlook gained from such a study will, I believe, help us to create a more stable and peaceful society."¹²⁴

However, the proposals for peace studies had generated critics, and Russell went to great lengths to explain that, rather than being taught as a separate subject, peace studies would be integrated into the core curriculum, either as part of history or social studies. As such, it would not be taught at the expense of the educational basics - English, mathematics or science. It would be catered for largely within existing staff allocations. Russell was at pains to assure people that peace studies was not a vehicle for indoctrinating the coming generation in the philosophy of pacifism or the anti-nuclear policies of the Labour Government.¹²⁵

Information on the Draft Guidelines was published in the New Zealand Education Institute's National Gazette and schools were invited to request copies of the guidelines and give feedback. An update was published in 1987, but apart from the excellent pamphlet describing peace education - *'Partners in Peacemaking'*,



¹²³ Y. Duncan, Personal Interview, 22/5/95, Auckland

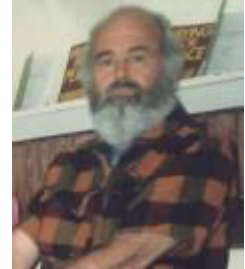
¹²⁴ R. Marshall, 'Peace Studies', *Peace Digest*, No.38, June 1985, p3

¹²⁵ R. Marshall, 'Peace Studies', *Peace Digest*, No.38, June 1985, p3

which was published in 1988, this was the only publication put out by the Department of Education on peace studies.

Extending Peaceful Relationships

With the winds of change blowing through the Beehive, and with the peace groups being asked to give input into the new peace studies proposals, the Foundation saw an opportunity for its next major contribution towards peace education, a secondary school equivalent of 'Learning Peaceful Relationships', with more advanced concepts, suitable for high school students. **Jim Chapple**, a retired school teacher, and co-founder of the Mobile Peace Van became the guiding force behind it. Jim had been heavily involved in peace education work in secondary schools. He compiled the material, some of which was derived from the Foundation's secondary schools' seminar held in 1978, and Marion Hancock oversaw the project. By early 1986 the first draft was being trialled in schools around the country. The book was published in its entirety in late 1986 as the Foundation's contribution to the International Year of Peace, and included a foreword by the Minister of Education, Russell Marshall. By February 1987 demand had outstripped supply, and that was before the official launch.



The book- like its counterpart 'Learning Peaceful Relationships' included chapters on co-operation, communication and peaceful conflict resolution. It also sought to encourage creative listening, analysis of conflict and creative problem solving. It encouraged peace educators to be positive in the face of all the problems of the world. Other chapters included 'Fostering Hope ... Looking at Futures', which sought to teach of the successes of peace, of the groups which contributed to the building of peace, and to show the hope that came from 'doing' something about the problems of the world; 'Empowerment ... Creating Change', with activities designed to give young people a sense that they did matter, that their fears and concerns were shared by many older people, and that there were actions appropriate to their place in society which could contribute towards solving the problems facing society and the world at large; 'Community Connections', which provided suggestions for tapping into resources available in the community.

Whilst the book was an outgrowth of Learning Peaceful Relationships, it was a very different animal. By its very nature, it could not help but be politicised, and as such, it was open to criticism in a way its predecessor was not. Some sections had a definite political slant towards collectivist thinking and away from individualism, illustrated by activities with collective effort and without winners and losers. By addressing issues at a national or international level, it covered subject areas where many adults may not have been comfortable - race relations, the Treaty of Waitangi, inequality in society and world wide, East-West relations and the like.

No Nukes Game

Particularly damaging, in the draft edition, was the 'No Nukes Game'. It was a small board game, featuring one square with 'You vote National, back to 3', whilst another stated 'You support David Lange, go (ahead) to 27'.¹²⁶ Given the Labour Party's support of the anti-nuclear cause and the National Party support for American warship visits, this may literally have been appropriate, but it was hardly likely to improve National's view of peace education, or assuage its suspicions of social engineering. It was unfortunate that the game slipped into the book, for the National Opposition spokesperson on education Ruth Richardson, used the game as a club with which to beat the Labour Government.

Vulnerable to accusations of indoctrination, this incident seriously embarrassed Labour and was influential in reducing their enthusiasm towards peace studies.¹²⁷ It also spoilt the opportunity for bi-partisan support for peace studies since, if peace studies was to become a permanent part of the New Zealand educational system, support for it had to last longer than one government's term of office.



A further criticism over the book came from a cartoon which featured a pyramid of people. At the top was a large, fat man in a suit, on top of intellectuals, on top of soldiers, on top of police in riot gear, all squashing down a mass of people. One of the 'mass' says, "*Repression* is necessary to maintain this unjust distribution of wealth!" Betty Cole was in the office when an angry woman came in saying it was an anti-American book, and using the cartoon as an example of this bias. Betty asked, "where in the cartoon did it say that the man at the top was American?" Of course it said no such thing, but the incident illustrated the preconceptions that some of the public operated under.¹²⁸ Overall sales of the book were rather disappointing, especially after the success of *Learning Peaceful Relationships*. Still, *Extending Peaceful Relationships* sold in respectable numbers and continued for many years to be used in its role of stimulating discussions in schools.

Mobile Peace Van

Jim Chapple joined Alyn Ware in establishing the Mobile Peace Van in 1983. The 'van', which aimed to take peace education into schools and areas that were not serviced from the main centres, was not formally a Peace Foundation project, but was seen as being complementary to the work of the Foundation. In 1986, the International Year of

¹²⁶ NZ Foundation For Peace Studies, *Extending Peaceful Relationships* (draft), p47

¹²⁷ Y. Duncan, Personal Interview, Auckland, 22/5/95

¹²⁸ B. Cole, Personal Interview, 12/4/95, Auckland

Peace, the van received some funding from the Peace and Disarmament Education Trust to continue its work. In 1989 the Foundation agreed to take over its administration. This was formalised in 1994, with Carol Ann Bradford taking responsibility for it. At this point the 'van' was sold and the people working for it became part of the Peace Foundation's 'mobile peace education unit'. Over the years they included Maggie Hopewell, Andrew Crowe, Sarah Colquhoun, Paul Cooke, Mark Larkin and Marty Wilkinson.



Alyn Ware and the Mobile Peace Van

[Here is the wording about peace and disarmament education from the Final Document of the 1978 UN Special Session on Disarmament.¹²⁹

¹²⁹ NZ Foundation For Peace Studies, 'From the Field Officers', Newsletter, Vol II, No.9, September 1987

6 106. With a view to contributing to a greater understanding and awareness of the problems created by the armaments race and the need for disarmament, Governments and governmental and non-governmental international organisations are urged to take steps to develop programmes of education for disarmament and peace studies at all levels.

Chapter Seven

After the Reforms

Tomorrow's Schools

Despite the high hopes and the co-operation and support from some sections of the Department of Education, the expectations for 'peace studies' in schools were not met. The initiative was under-resourced and the department failed to appoint a person solely responsible for its implementation.¹³⁰ What drive there was towards peace studies in schools eventually came under threat from an unexpected source. With the re-election of the Labour Government in 1987, the Prime Minister David Lange took over the role of Minister of Education from Russell Marshall. He commissioned the Picot Report on education, which ushered in 'Tomorrow's Schools'. With it also came the demise of the Department of Education and its replacement by a much smaller Ministry. The Curriculum Development Unit, which had been supportive of peace studies, was disbanded. No longer would peace studies be driven by a centralised department. It spelt the death knell to plans for a unified approach towards peace education in schools. The promotion of peace education was suddenly back with the 'grass roots'.

'Tomorrow's Schools' sought to deliver greater parental control over schools, within fairly strict guidelines. On the positive side schools would have more control over how their money was spent, and more flexibility and freedom to include peace studies in their curriculum if they so chose. Prior to Tomorrow's Schools, the Department of Education provided advisory officers, who covered schools in their area. By supplying these officers with peace education material, the Foundation could be fairly effective in the dissemination of the peace message to schools. In addition, teachers and schools desiring information could easily seek advice. The loss of the Department of Education meant the ending of these networks, and the end of easy channels of communication to the schools.¹³¹

However, the introduction of 'Tomorrow's Schools' gave the Foundation another opening to get its message into the schools. The Foundation's response to the need for each Board of Trustees to devise a charter for their school was to seek to have peaceful ideas incorporated into the charters. In 1989 Jim Chapple was asked by the Foundation to produce a brochure entitled 'Writing a Peace-full Charter'.¹³² It aimed to encourage the incorporation of principles, which would contribute to a peaceful environment in the

107. The General Assembly welcomes the initiative of the United Nations Educational, Scientific and Cultural Organisation in planning to hold a world congress on disarmament education and, in this connexion, urges that organisation to step up its programme aimed at the development of disarmament education as a distinct field of study through the preparation, inter alia, of teachers' guides, textbooks, readers and audio-visual materials. Member states should take all possible measures to encourage the incorporation of such materials in the curricula of their educational institutes.

Resolution adopted on the report of the Ad Hoc Committee of the Tenth Special Session, The United Nations Disarmament Yearbook Vol. 3: 1978, p485

¹³⁰ M. Hancock, Personal Interview, 13/4/95, Auckland

¹³¹ M. Hancock, Personal Interview, 13/4/95, Auckland

¹³² NZ Foundation for Peace Studies, 'Writing a Peace-Full Charter, 1989

school by including the ideas of non-violence and positive co-operation in the charter. It looked at where the notion of peace education came from, drawing links to the 1987 Roper Report on Violence, and the First UN Special Session on Disarmament in 1978, when New Zealand undertook to 'develop programmes of education for disarmament and peace studies at all levels'. It also sought to assuage fears of indoctrination. Many parents may not have been keen on the idea of 'peace education' in schools, but they would be very supportive of the idea of reducing the levels of violence in schools.¹³³ The 'Writing a Peace-full Charter' brochure sought to achieve this. It was sent out to all Boards of Trustees, accompanied by a letter from the Disarmament and Arms Control Minister Fran Wilde, together with the Education Department pamphlet 'Partners in Peace-Making', outlining peace studies. The Minister urged school trustees to read and discuss the issues raised and then to draw up a school charter that would include a positive commitment to building peaceful relationships. Such talk did not go down well with the National Opposition, and the spokesperson for education Lockwood Smith labelled the pamphlets 'propaganda, and a waste of money'.¹³⁴

Field Officers, Resource Persons and Peace Educators

The role of Field Officer had been created in 1986, to give representation of the Foundation in other regions. People appointed to these positions often had a background in education, but in the early days, they tended to become involved mainly because of their interest in 'peace'. The positions were voluntary, with expenses such as travel, postage and photocopying covered by the Foundation. It was necessary for them to own their own transport in order to be able to carry out the work. These conditions, however, restricted the numbers of people available to carry out this role and often limited the amount of time they were able to give to the Foundation.

The Field Officers acted as contact people for the Foundation, distributed resources, and generally helped to promote the work of the Foundation to schools and the community. They would talk to the teachers, in staffrooms, at teacher's meetings and in informal groups. Resources would be displayed, the principles and practices of the Foundation, including strategies of peaceful conflict resolution would be explained, and ideas offered on classroom management that could ease the stress of teaching and enhance student learning. Meetings would be held with school's Boards of Trustees and with parents' groups, to promote 'Positive Parenting and Positive Teaching' approaches.

Working directly with students remained important. In primary and intermediate schools, the Field Officers would often take lessons demonstrating conflict resolution and peacemaking. In secondary schools, they would respond to students' requests for projects and resources, as well as recommending the incorporation of issues of peace education into specific curriculum areas such as Health (self esteem), English (uses of language and appropriate literature), Social Studies (current issues) and School Certificate History (topics like the conflicts in Israel and Ireland). By talking to school

¹³³ B. Cole, Personal Interview, 12/4/95, Auckland

¹³⁴ Rodney and Waitemata Times, 13/7/89

librarians, the Foundation had yet another avenue to distribute the resources into schools and to encourage discussion among teachers, parents and students.¹³⁵

In view of the lack of sufficient Field Officers to adequately cover all the schools in New Zealand, work with the teachers, particularly at the 'trainee' level, was seen as a more efficient way of getting the ideas and resources of the Foundation into schools, and of conveying the principles of the Foundation by encouraging the teachers to use positive teaching methods and to establish a peaceful classroom in the wider sense of the concept. That way, peaceful attitudes would permeate the way the students dealt with conflict. Back in 1982, Kate Dewes had gifted a number of books to the local Teachers College library, and had encouraged them to purchase Foundation resources.¹³⁶

For those people involved in this aspect of the Foundation's work who had a background in teaching, they had strong personal links with teachers still working in the field. **Betty Cole**, for example, was well known to teachers due to her involvement in various teachers' organisations, and her widespread contacts proved to be valuable. Emphasis was always placed on the fact that the students could do something about conflict. The dangers in the world were depressing enough without fatalism making an appearance. One belief held by many people was that human nature was inherently aggressive and that this could not be changed. Betty would explain how human thinking had changed, with attitudes towards slavery or the environment being examples. The changes in thinking often came about as a result of the initiative and work of an individual or a small group, so the message to the students was one of empowerment. "People can make a difference."¹³⁷



Art Exhibit

Art had always been a valuable means of expressing a desire for peace for students in schools, and as a means of developing links within the class, the community and the wider world. It had, on several occasions, been promoted by the Foundation. An example was the exchange of art from children in the United States, the Soviet Union, and New Zealand in 1987, organised by the Hamilton Regional Representative, May Bass. There was an impressive response to this exhibition from both the children involved and the Department of Education. After being exhibited in Hamilton, it toured the rest of the country.¹³⁸

Carol Ann Bradford and Betty Cole worked hard to put together the 1992 Samarkand art exhibition which was requested by the city of Samarkand in Uzbekistan. It sought exhibitions of children's peace artwork from around the world. New Zealand school children were among those who contributed. Their artwork was displayed at the Aotea Centre in Auckland before being sent on to Samarkand. The 1992 Rainbow Petition

¹³⁵ NZ Foundation For Peace Studies, 'Auckland News', Newsletter, Vol.II, No.34, December 1993

¹³⁶ K. Dewes, Personal Interview, 26/11/95, Auckland

¹³⁷ B. Cole, Personal Interview, 12/4/95, Auckland

¹³⁸ NZ Foundation For Peace Studies, 'From The Field Officers', Newsletter, Vol.II, No.8, June 1987

was a combination of co-operative art and a political petition, with students using it as a way of expressing their concerns and dreams for a more peaceful world.

Following on from a number of successful school concerts with a peaceful focus, several schools were invited to perform at a peace education conference, 'A Vision of 20/20', in June 1990, organised by the Foundation. This performance was very successful, but too short, so a full programme of items with a peace theme was planned. A committee of students was established to organise the event, with the help of the Foundation. This was a difficult way of organising such an event, but was also the most rewarding.¹³⁹ The event, held at the Aotea Centre in June 1991, became the Youth for Peace Presentation, with 'Our Vision for the Future' being the sub-heading chosen by the students for the project. Contributions ranged from jazz and rap groups, an extract from an original play, Māori and Polynesian groups, a 'montage' and a poster display.¹⁴⁰

Resource People

In 1990, the name of the Field Officer was changed to Resource Person, in order to remove any militaristic overtones, and the title 'Peace Educator' was adopted for those who actually went into the classroom to talk to students. Also at this time the work in schools was enhanced for a period in the Auckland region, by the appointment of a series of assistants funded by the Labour Department's various employment schemes. They were Sara Colquhoun, Del Abcede and Mark Larkin.

Then in 1992, a new initiative resulted in a major increase in the demand for Foundation information and resources, and visits from the Resource Persons.

Cool Schools Peer Mediation Programme

The Cool Schools programme aimed to empower students by teaching them to resolve conflicts via mediation within their own peer groups in ways which achieve win/win solutions. The origins of the programme go back to 1984 when Yvonne Duncan was teaching at Sherwood School, in Auckland, she had taught her Standard Three and Four class a simple form of mediation from the Foundation's book 'Learning Peaceful Relationships'. Later in the year when a marble craze swept through the school, her students came up with the idea of applying classroom mediation to the playground to resolve marble disputes.

Yvonne was involved with the Students and Teachers Organisation for Peace (STOP), and at this stage she did not develop the idea any further. Meanwhile Betty Cole and Marion Hancock had become enthusiastic about the potential of peer mediation in schools, having heard about the Hagley High School mediation scheme in Christchurch. They had subsequently started to collect material about peer mediation programmes in the United States. In 1990 at a conference organised by the Foundation, a workshop

¹³⁹ B. Cole, Personal Interview, 12/4/95, Auckland

¹⁴⁰ NZ Foundation For Peace Studies, 'Youth For Peace Presentation', Newsletter, Vol.II, No.23, March 1991

on international mediation triggered Yvonne's memory of the earlier experience at Sherwood, and a chance encounter with Marion set discussions in process. Soon after, Alyn Ware returned from the United States bringing further information on mediation programmes. The material for the programme was a combination of personal teaching experience, ideas from New Zealand and adaptations of the American material. Yvonne designed the teaching sessions, Alyn contributed with his valuable experience and some of the writing, as did Marion, who edited the material and oversaw the production of the manual for what became 'The Cool Schools Peer Mediation Programme'.

Yvonne's position at the time, as assistant director of Tamaki Teachers' Centre, was an invaluable aid in setting up the initial twelve trial schools in 1991, and promoting the programme to Auckland primary schools. Most of the trial schools were also involved in STOP. The network of Teachers Resource Centres throughout New Zealand helped advertise the programme nationally.

Yvonne worked part-time running the programme, but by 1994 the programme had become so successful that Yvonne was appointed by the Foundation as full-time National Co-ordinator and Trainer of 'Cool Schools'. This gave the programme a great boost as it meant more whole school training and follow-up was possible. By now the programme had acquired a successful reputation nationally and requests were being made by schools from all around New Zealand.

The reception to the programme had been overwhelmingly positive from teachers, parents, and from the students themselves. Parents and teachers appreciated the important life skills the students learnt in the programme, and teachers commented on time saved and the better school learning environment that resulted.

More Cool Schools

The establishment of 'Cool Schools' also provided important financial support, and helped to raise the Foundation's profile both nationally and internationally. 'Cool School' workshops were held in Ireland and England, and franchises for the programme were sold in Australia. With increasing concern about violence within schools and society, people were looking for practical solutions. Over 500 schools had been introduced to the programme by the end of 1995, and a secondary version of the programme was developed by Margaret Stanners and Yvonne Duncan. It was felt that if the skills taught to students could be maintained into adulthood, this programme had the potential to make a major contribution to a more peaceful society.

A Volcano in My Tummy

The latest project of the Foundation was the unusually titled book 'A Volcano in My Tummy'. The 'volcano' refers to the feeling of anger within a child and the book aimed to help children deal with that anger constructively. Specifically, it sought to help children to become aware of when they were becoming angry and provided strategies for dealing with the feelings. Did they really need to be angry, and if they did, does this have to be expressed by negative behaviour? Would a 'time out' period help deal with

the problem initially, and could the expression of the problem positively and assertively allow the cause to be dealt with? One of the authors, Warwick Pudney, from Men for Non-Violence, had approached the Foundation asking what material it had on anger management. There was no single resource available on the subject for younger children, although one did exist for teenagers.¹⁴¹ Several months later, Warwick and the co-author, Éliane Whitehouse, an ex-teacher and counsellor, brought a draft of 'The Anger Book', as it was then called, to the Foundation for its perusal and consideration. They had been unable to find a publisher and had even offered 'Volcano' to the Ministry of Education for publishing, without success. A member of the Foundation's Council, John Buckland, had already had the opportunity of reading the draft, and the Council, after some initial doubts, was favourably disposed towards the project, provided funding could be obtained for it. This was successfully achieved and the project went ahead.

The book was officially launched in March, 1995, on top of Auckland's volcanic Mount Eden, by the Governor General, and Foundation Patron, Dame Catherine Tizard. The book obviously answered a very real need that was being felt by many adults for practical assistance in helping children to handle anger. Approximately 2,500 copies sold within the first year. The 'Anger Rules' from the book were used to produce a poster in both English and Māori. Thirty thousand posters were printed and distributed, many of them free of charge to schools, play centres, kindergartens, Kohanga Reo and Women's Refuges. Workshops based on the material in the book were offered to parents and researchers around the country by Warwick Pudney.

The Foundation was a prime mover in setting up the Educating Beyond Violence Coalition in 1994, the main aim being to push for multi-party talks, policy and funding to reduce violence, with the hope for a new Ministry of Violence Reduction. Marion Hancock represented the Foundation on the committee.



Dame Cath Tizard, Mary Woodward and Les Clements

¹⁴¹ A Programme for Anger Management and Teenagers (Mental Health Foundation)

Chapter Eight

A Chair of Peace Studies in Tertiary Institutions

If there was one thing which shaped the early days of the Foundation above all, it was the desire to see a Chair of Peace Studies set up in a New Zealand university. The inspiration for this was the 'Chair' at the University of Bradford in the United Kingdom. The Religious Society of Friends (Quakers) had been instrumental in its foundation, and as Quakers, it was the hopes of Kathleen Rose, Katherine Knight and Alan Gilderdale for a similar 'chair' to be set up in New Zealand. It was as a result of their initiative that the first 'Peace Education Promotion' group met in Old Government House, at the University of Auckland in 1974, to set in motion the moves which led to the formation of the Foundation.

In order to achieve what was acknowledged to be a long-term goal and gain acceptance within a university, money was crucial, as was academic credibility. The former would be attempted by raising funds from sympathetic individuals, businesses, and public and private organisations, while the latter would be achieved by a solid reputation and a comprehensive body of research. The original manifesto called for multi-disciplinary study and research into a considerable number of peace-related fields, ranging from theories and aspects of conflict and international law, to disarmament and the role of peacekeeping forces.

An early discussion paper outlined the whys, the hows and the where, for a 'chair':

Why a Chair?

- 1) Without a Chair, courses depend on academic interest prevailing at the time - this shifts from time to time as staff transfers, renews, and even as interests of existing staff shift.
- 2) A Chair ensures financial security for course development. Without financial security, any cutbacks in resources brings recurring battles for survival, even with a keen staff.
- 3) A Chair gives the study academic status.
- 4) A Chair guarantees and makes possible research.¹⁴²

It was deemed necessary, for those wanting to teach peace studies, to have the opportunity to gain a qualification that would be recognised within the official education system.

Four ways for such a Chair to come into being were identified - the use of academic influence, student demand, endowment and community concern. "Community concern was seen as the most likely means. The desire on the part of universities to appear relevant to the community allowed public concerns on the threats to peace to influence

¹⁴² NZ Foundation for Peace Studies: Goals and Strategies for Implementation - First Draft

the powers within the universities. The concrete goal would mobilise those with a concern for peace, and any campaign would tend to raise the consciousness of the public at the same time. As the politicians saw the public concern, they would become involved in decisions, and this would influence public opinion in favour still more."¹⁴³

Seven courses of action to this end were then proposed:

Action Proposals for Campaign:

- 1) Direct approach to Vice-Chancellor and key academic and administrative personnel at chosen university
- 2) Approach Minister for Education
- 3) Opinion poll to Members of Parliament, giving background material and asking for support for chair; statistical analysis of response
- 4) Solicit public speaking engagements to community organisations to enlist support for lobby to Vice-Chancellor and Minister for Education
- 5) Encourage debate for support at conferences, synods, and seek to have support written into political parties' policies
- 6) Enlist support of news media
- 7) Prepare brochure setting out aims, objectives and reasons why a particular university; give models of one or two peace courses etc., and suggest action proposals for individuals and organisations. Show flow chart of comprehensive peace programme.¹⁴⁴

Peace Studies at Waikato

Of all the universities, the one which appeared most likely to accept the plan was the University of Waikato. Waikato was at that stage quite a new university, and its structure appeared favourable to the study of a trans-disciplinary subject, especially one in which many of the subjects taught were already related to peace - notably the humanistic orientation of its psychology programme. In addition, the presence of a School of Education would enable teachers to take electives, in order to learn how to teach skills in peace and conflict.¹⁴⁵ Best of all, the Foundation's Waikato Vice-President, Wattie Whittlestone, was a respected academic and member of the community with close links to the 'powers that be' at that university. In discussions between the University of Waikato, Wattie and John Male, it was apparent that there was a general acceptance of the programme, if not actual enthusiasm.¹⁴⁶ Discussions on a 'chair' in the University of Auckland were not so successful, however. Alan Gilderdale found that the inter-disciplinary nature of peace studies was viewed with

¹⁴³ NZ Foundation for Peace Studies, Goals and Strategies for Implementation, First Draft

¹⁴⁴ Ibid

¹⁴⁵ Ibid

¹⁴⁶ J. Male, Personal Interview, 10/5/94, Mahurangi Heads

scepticism.¹⁴⁷ Bob Mann felt that those in a position of authority were overtly antagonistic to the peace movement.¹⁴⁸

The main challenge to overcome was that of funding. The 'chair' at the University of Bradford had been set up with money largely raised by the Quakers. If a 'chair' were to be established in New Zealand, the Foundation would first have to come up with the money. Before the Foundation had been set up, Alan Gilderdale had hoped the Quakers would use a sizeable amount of the money raised by the sale of the Friends School in Wanganui for this end. He went to the Friends' Yearly Meeting to get financial support, but was unsuccessful. John Male and Professor Keith Sorrenson calculated it would require some \$500,000. Given that the income of the Foundation in the early years was less than \$10,000 per annum, it was not surprising that the establishment of a 'chair' was deferred for the future, and attention shifted to the possibility of interdisciplinary courses in conflict and peace research. The Department of Sociology at the University of Auckland had a paper on the Sociology of Peace by 1977, and liaison was made with the Universities of Massey, Victoria and Canterbury, and the technical institutes in Auckland.¹⁴⁹

The second need was for academic credibility. It was important that the Foundation be known as a serious, sober group with its emphasis on education and research. It did not want to be seen as a bunch of radicals, even though some of its members were activists. To this end, the Foundation organised public lectures, released publications and carried out research in order to build a solid body of work. It was felt that these credentials could then be demonstrated to the universities, the public and the politicians. Examples included the books 'Alternatives to ANZUS' (1977) edited by Roderick Phillips and 'Improving New Zealand's Democracy' (1979) edited by Steve Hoadley, the publication of the Annual Peace Lectures, and the results and analysis of a peace questionnaire of political candidates conducted by the Foundation in 1975. A second edition of 'Alternatives to ANZUS' was subsequently published in 1984 under the editorship of Dr Rod Alley.

Approach to Waikato University

From 1977 there was a steady push towards the setting up of a post-graduate fellowship and peace studies courses within the Sociology Department at the University of Waikato. Consultations held with Professor Adam Curle of the University of Bradford that year provided advice on dealing with the problems and pitfalls of establishing courses on peace studies. Agreement was successfully reached with Waikato University for the establishment of courses aiming to cover conflict resolution. The Department of Continuing Education would promote supporting activities. But despite the detailed plans for the course, it fell through in 1980 due to the same problem, lack of money. Some \$6,000 per annum would have been needed. The Foundation was unable to raise the necessary funds, and the university, facing budget cuts of its own, was unable to pay for the incorporation of peace studies into the existing courses.

¹⁴⁷ A. Gilderdale, Personal Interview, 29/7/94, Auckland

¹⁴⁸ R. Mann, Personal Interview, 29/7/94, Auckland

¹⁴⁹ J. Male, President's Report to Annual General Meeting, 28/4/77

Although a suitable course structure was available, it was put on hold indefinitely, pending finance becoming available.¹⁵⁰ This ended the first big push to get peace studies taught in a New Zealand university.

Despite this initial setback, attempts to get peace studies into the universities were revived in the early 1980s. Back at Waikato, Foundation council member Dr Wayne Robinson had attended a UNESCO Regional Seminar on Disarmament. He became so interested in the subject that from 1983, he took two years off from his university lectureship to develop a course in peace studies. He hoped to bring his knowledge of economic conflicts within the Pacific Region to bear on regional problems.¹⁵¹ Although this project did not come to fruition, he remained involved with the Peace Foundation and the wider peace movement, organising workshops on peace and international relations.

Peace Studies into the Universities

Early in 1984, Labour Minister Ralph Maxwell proposed a private member's bill seeking the establishment of a 'New Zealand Institute of Peace and Development Research'. It sought to establish courses at tertiary level, promote post-graduate research and disseminate information.¹⁵² Despite high hopes and much support from and encouragement by the Foundation, the bill was never introduced.

It was only in the mid-1980s that courses explicitly dealing with 'peace studies' started to appear within New Zealand universities. Two courses were set up, both by Foundation members. In 1986, Jim Collinge established a Stage Three Peace Education course within the Education Department of Victoria University. It was originally a 'special field' course for the first two years, before being elevated to permanent status in 1989.¹⁵³ Jim faced few problems establishing the course. The third year paper could be taken by students as part of a Bachelor of Arts degree, and proved popular. In the 1995 year, the course had 68 students, making it one of the three most popular courses offered by the department at the third year level. The course focused on peace and its relevance to education in particular, and covered a wide range on topics relating to peace education and teaching including:

- the principles of peace education
- peace education and its critics
- peace education and other school subjects
- co-operative learning
- teaching controversial issues
- conflict resolution.

¹⁵⁰ W. Whittlestone, Vice-President's Report To Annual General Meeting 29/3/81

¹⁵¹ W. Whittlestone, Vice-President's Report To Annual General Meeting, 13/3/83

¹⁵² I. McNicol, 'The State of Peace Studies in New Zealand Institutions', Report to the Public Advisory Committee on Disarmament and Arms Control, 1990, p79

¹⁵³ I. McNicol, 'The State of Peace Studies in New Zealand Tertiary Institutions', Report to the Public Advisory Committee on Disarmament and Arms Control, 1990, pp18-19

Jim Collinge taught all the lectures and tutorials. The response from the students, who were mostly women, and half of whom were students at the Wellington Teachers' College, was extremely positive.¹⁵⁴

University of Canterbury

Meanwhile, at the University of Canterbury, a course was being established by the Foundation's Regional Representative Kate Dewes and a group of academics, also mostly members of the Foundation. They included Drs Kevin Clements, Peter Low, Jim Stuart and Mr Richard Kennaway. It was felt that there was a real need for a course at the university to focus on the issues of peace and conflict resolution. In 1986, an interdisciplinary course was devised that would not be attached to any particular department, but which would receive very little funding. A brief five-week course was run in 1987 through the Department of Continuing Education, and this helped build credibility for the course within the university administration. The 'peace studies' course proper was first run in 1989. It was taught in two parts; the first dealing with the causes of conflict and conflict resolution at the personal and community levels, and the second part concentrating on the international level.¹⁵⁵



Kevin Clements

The success of the Stage Two interdisciplinary course soon led to an expansion. Approval was granted for a Stage One course from 1992 onwards.¹⁵⁶ With over 150 Stage One students, and 40 Stage Two students, demands were made for a Stage Three course to enable those coming up through the system to major in Peace Studies.¹⁵⁷ The numbers of students continued to increase at a rapid rate and by 1994, there were over 150 at Stage One level. They were mainly the typical arts faculty students, recently



Reverend Maurice Gray and students

out of school, the majority female, an above average number of mature students, but few Māori or Pacific Islanders. The course had an academic approach at Stage One. At Stage Two, with smaller class sizes, it was possible to have considerable emphasis on new learning approaches - group projects, use of song, drama and experimental participatory learning. Jim Stuart and Kate Dewes worked hard to incorporate a Māori perspective into the course with the focus on issues of conflict within Aotearoa/New Zealand and the Pacific. Kate worked closely with Reverend Maurice Gray from the Lincoln University Centre for Māori Studies and Research, and students and staff spent

¹⁵⁴ J. Collinge, Personal Email, 12/10/95

¹⁵⁵ I. McNicol 'The State on Peace Studies in New Zealand Tertiary Institutions', A report to the Public Advisory Committee on Disarmament and Arms Control, 1990, p14

¹⁵⁶ NZ Foundation For Peace Studies, 'Peace Educators', Newsletter, Vol. II, No.25, September 1991

¹⁵⁷ NZ Foundation For Peace Studies, 'Foundation News', Newsletter, Vol.II, No.28, June 1992

a weekend on a marae each year. Visiting speakers from peace movements around the South Pacific, many of them women, also shared their expertise.

The gradual expansion to three courses involved considerable time and planning. Peter Low organised and co-ordinated the Stage One course, Kate Dewes took responsibility for Stage Two, and Jim Stuart, Stage Three, although they each lectured in all three courses. Some assistance was available from graduate students for tutorials and marking when funds allowed, but still it was a demanding undertaking for all of them.¹⁵⁸ With a three-year course in place and growing numbers of students, moves were set in place to establish a Department of Peace Studies.

The very success of the course led to a human resource problem. The job of teaching peace studies came on top of existing work loads. Many academics had been prepared to give the odd hour or two towards the course, but were unable to make any substantial contribution. This could have been solved if appropriate financial resources had been made available, but the university was unwilling to commit further funds.¹⁵⁹ As a result of this lack of commitment, the course faced a number of problems. Kevin Clements who had expertise in Peace Studies left Canterbury for jobs overseas in 1993. For those outside the university, there was no financial incentive to stay on, only their commitment to the continuation of the course. Application was made for a half-time teaching position in Peace Studies, but this was incorporated into a full-time Sociology/Peace Studies position.¹⁶⁰ Kate Dewes began her Peace Studies MA/PhD in 1994, but was not able to apply for the job until she finished her PhD in 1998 by which time it was too late.

The plans for either a Department of Peace Studies or a permanent home within the Sociology Department failed to come to fruition, due to university and departmental priorities and politics. Jim Stuart felt that this was a good time to go for departmental status. There were good numbers of third year students, and it was the largest teaching



programme of Peace Studies in Australasia. But by the middle of 1994, it was becoming clear that the Board of Interdisciplinary Studies had no interest in promoting the development of a department as had happened with Feminist Studies. They were content to see it die a natural death with little funding or enthusiasm forthcoming.¹⁶¹ It may have been that the

¹⁵⁸ J. Stuart, Personal Email, 11/7/95

¹⁵⁹ P. Low, Personal Email, 12/7/95

¹⁶⁰ K. Dewes, Personal Email, 12/7/95

¹⁶¹ K. Dewes, Personal Email, 5/10/95

emphasis on positive peace initiatives beyond the traditional parameters of a strategic studies approach to peace meant that the programme was viewed by some academics as subversive. In 1995, the Stage Three course was not offered.¹⁶²

Centre for Peace Studies

A third innovation was the establishment of the Centre for Peace Studies at the University of Auckland in 1988. It was intended as a way to formalise peace-orientated research within the university, and its initial membership included Drs Peter Wills and Bob White from within the Physics Department.¹⁶³ At the opening, the Director, Bob White, stressed the importance of the relationship and contact with peace organisations throughout New Zealand, especially the Foundation.¹⁶⁴ The Foundation saw the role of the centre as being complementary to its work, particularly in helping to fill the gap in research, which had been a key aim of the Foundation. The Centre published many valuable academic papers and distributed them throughout New Zealand and overseas.

Conclusion

The establishment of a Chair of Peace Studies was one of the original aims of the Foundation but, despite all of the early efforts, it was unable to overcome the obstacle of a lack of finance for such a venture. Members of the Foundation, however, played a key role in getting 'peace studies' into the universities by the late 1980s, by the cheaper route of interdisciplinary courses. These courses were without doubt very successful. But problems remained. By their very nature, interdisciplinary courses lacked the backing, stability, funding and security of a department. Therefore, the work of the Foundation to ensure peace studies is taught in tertiary institutions continued.

¹⁶² J. Stuart, Personal Email, 11/7/95

¹⁶³ I. McNicol, 'The State of Peace Studies in New Zealand Tertiary Institutions', A report to the Public Advisory Committee on Disarmament and Arms Control, 1990, p58

¹⁶⁴ NZ Foundation for Peace Studies, 'Centre for Peace Studies', Newsletter, Vol. II, No.14, December 1988

Chapter Nine

The Media Peace Prize (Awards)

The origins of the Media Peace Prize date back to 1976, when the idea of “an annual award for the best foreign affairs reporting and commenting” was put forward. It had a long and difficult gestation. In its original form, the proposal pre-dated the comparable Australian prize by several years. Its purpose would be to reward the person who made the most significant contribution to the Foundation’s aims, in all aspects of the media in press, radio and film/television. It would focus on the reporting on New Zealand’s relations with other countries, but it would also include domestic concerns such as inter-group tensions and race relations.¹⁶⁵

John Male floated this proposal to various people, seeking their views and comments. Michael Conway of the New Zealand Journalists Union doubted the practicality of comparing the written word with the visual image, and suggested the prize be broken down into two sections. Because of the sheer scope of what could be considered, Michael suggested a much narrower focus.¹⁶⁶ At the 1977 Annual General Meeting, the decision was made to proceed with the awards. And the offer by Bob Harvey, managing director of McHarmans Advertising Agency, to act as a consultant for the project was most appreciated.¹⁶⁷ The difficulty in finding sponsors from among Bob’s contacts meant a new approach had to be developed. This was a slow process and it was to be another seven years before the Media Peace Prize finally got underway.¹⁶⁸

Meanwhile, in 1978, the United Nations Association of Australia decided to set up an annual media peace prize. Its inaugural presentation was held in 1979, and this was to be the catalyst for the second attempt at establishing such a prize in New Zealand. Early in 1980, John Male received a report on the 1979 Australian ‘pilot scheme’. It included messages of support from the Secretary General of the United Nations, extracts from a speech by the Governor General, and information on how the event had been organised.¹⁶⁹ Once more, the team of Bob Harvey and John Male, with added help from the United Nations Association of New Zealand (UNANZ), strove to get the project off the ground. The criteria were easily worked out, by basing them on those of the Australian model, and it was hoped the launch could take place in mid-July.¹⁷⁰ Once again, the main problem was the lack of funding. Media establishments were approached first but although hopes were high, the team struggled to find a sponsor, the date was put back, and eventually the effort collapsed.

¹⁶⁵ NZ Foundation for Peace Studies, Establishment of Annual \$250 Peace Prize for the Media of Information, Information Handout, Undated

¹⁶⁶ J. Male, Letter To T. Hutchins, 18/8/76

¹⁶⁷ J. Male, President’s Report To Annual General Meeting, 28/4/77

¹⁶⁸ J. Male, Personal Correspondence to K. Knight, 19/2/96

¹⁶⁹ J. Male, Letter To B. Harvey, 9/2/80

¹⁷⁰ NZ Foundation for Peace Studies, New Zealand Media Peace Prize, Information Handout, Undated

Success at Last

In 1983, under the presidency of Les Clements, the project finally got off the ground. A group from the Foundation, led by Les, once again went off to meet with Bob Harvey. Undeterred by the previous tribulations, Bob's enthusiasm remained, and he gave his support.¹⁷¹ With agreement being reached as to the worth of the project, a small management committee of the Council was set up to work out the details and procedures, and patron and first ombudsman Sir Guy Powles agreed to chair the judging panel.¹⁷²



Sir Guy Powles

At the premiere of a UNESCO film entitled 'In The Minds Of Men', on 30th October, 1983, Les Clements announced the establishment of an Annual Media Peace Prize:

"It is apparent to all that the media exerts a most powerful influence in creating a climate of peace and understanding or in inflaming hatreds and misunderstandings. In recognition of this fact, and to acknowledge in a practical way the efforts made by those who use their skills and imagination in the cause of peace the New Zealand Foundation for Peace Studies is pleased to announce a Media Peace Prize for 1984."¹⁷³

Again, the first major hurdle was funding. Previously, the media organisations approached had expressed reservations about sponsoring such an event. It was not seen to be in the media's best interests to be associated quite so directly with an event which hoped to 'slant the news', even though the cause may be worthy.¹⁷⁴ It was felt that it was better instead to find a sponsor outside the industry. Bob Harvey wanted a sponsor who would be a perfect match and a long term supporter. Presbyterian Support Services became the principal sponsor. In addition, Hansells N.Z. sponsored the trophies, which were designed by artist Marte Szirmay. 'Support' had recently undergone a name change and sponsorship of events was one way of promoting their new name. But sponsorship of such an event was completely new to them. Their nervousness was apparent in their acceptance letter, where they sought assurance that the prizes would refer to and reflect peace in the widest sense within New Zealand, as well as between nations. Their support was conditional on the prize not being a vehicle for protest or publicity on purely anti-nuclear issues. The recent visit by Helen Caldicott was specifically mentioned. Some criticism of their decision was expected, for they were a group, whose constitution required service work within New Zealand, so this reassurance was vital.¹⁷⁵ Assurance was duly given, and the union was announced in May. Members from Support joined the organising committee and were soon wholeheartedly behind the project.

¹⁷¹ L. Clements, Personal Interview, Auckland, 25/5/94

¹⁷² L. Clements, President's Report to Annual General Meeting, 25/3/84

¹⁷³ L. Clements, Announcement, Auckland War Memorial Museum, 30/10/83, Auckland

¹⁷⁴ J. Burnet, Letter to Bob Harvey, 24/6/80

¹⁷⁵ L. Constable, Letter To R. Harvey, 29/2/84

In his speech at the first ceremony, Sir Guy Powles listed the Foundation's purposes for launching the awards:

1. To build a peaceful society
2. To create understanding rather than reinforce prejudice
3. To promote the values of co-operation and mediation rather than confrontation and violence
4. To bridge gaps rather than create alienation
5. To help to cherish the humanity in ourselves and in each other, not to despair of it
6. To give more time, space and prominence to the peaceful solution than is given to the conflict.¹⁷⁶

But aims such as these would not be achieved if the prize giving ceremony was held in a small room, filled with people who already knew each other and shared the same ideals. It had to be big, and it had to reach a wide circle of people, especially in the media. Bob Harvey drew up a profile on how he thought the ceremony should look, including bringing in famous international speakers. This would be good both for publicity and for the wisdom and knowledge they could impart. At Bob's suggestion, the Australian Nobel Prize winning author Patrick White was proposed as the first speaker. The fact that Patrick had never visited New Zealand and was noted for being a reclusive seemed to be a small detail. Bob wrote a rather gushing invitation and Patrick, who had a reputation for arrogance and making arbitrary decisions, responded with a wonderful series of letters.¹⁷⁷ Bob had wanted to meet Patrick, whose work he greatly admired. For Patrick, the hook was the possibility of meeting the new Prime Minister, David Lange, whom he admired for his anti-nuclear stance.

Patrick White

Although Patrick White and David Lange were never to meet, the Foundation now had a big draw card.¹⁷⁸ Bob Harvey suggested the Auckland War Memorial Museum hall as a suitable location. This was part of his concept that the awards should be big. The event would be of an up-market nature, and the speakers would be of the highest calibre.

Meanwhile the judges for the three categories - print, radio and television, were being organised by Council member, Terry Locke. Sir Guy Powles agreed to be the chief arbitrating judge in case any of the panels had problems reaching a decision.

The Inaugural Ceremony

November 2nd 1984 was the date of what was to become one of the most memorable ceremonies. The symbolism of the War Memorial Hall was not lost on the crowd who

¹⁷⁶ G. Powles, Judge's Report, 2/11/1984

¹⁷⁷ R. Harvey, Letter To P. White, 6/6/84

¹⁷⁸ B. Harvey, Personal Interview, Auckland, 23/3/95

filled the hall. Media Peace Prize committee members Alan Gilderdale and Angus de Lange produced two magnificent banners to adorn the stage. In person, Patrick White turned out to be very frail, but remained imperious and plain-speaking. Terry, whose job included stage directing Patrick, continued to expect to be chided for having the effrontery to tell a person of Patrick White's calibre what to do all night long. Patrick remained most co-operative and polite, although some frank comments about the United States, brought expectations of headlines the next day.¹⁷⁹ In a wide ranging speech, he spoke of the nuclear arms race of the mid 1980s, and of the growing disillusionment of the young, of vainglorious leaders and the rise of neo-fascist groups. He did not mince words in his criticism of his own Australian Labour Party and Bob Hawke, Margaret Thatcher and Ronald Reagan. But he still saw hope. He saw it in New Zealand's stand for peace and the growing anti-nuclear movement.

Sir Guy Powles then delivered a general overview of the awards, and the kind of things the judges were looking for. Those nominated would, in their work:

- seek the answer even more earnestly than they would outline the problem
- accept the complexities of truth rather than simplistic reductions
- sound early warning signals of problem areas, but then proceed to indicate ways of allaying them
- examine the whole problem, not just individual parts in isolation
- consider the interactions that make for peaceful relationships.¹⁸⁰

The successful entries had to display an understanding of the complexities, then proactively seek possible solutions to the problems outlined. Their relationship to peace should also be self-evident. Given the events of the time, it was not surprising that the threat of nuclear war was a prominent topic.

The presentation of the awards was organised by Bob Harvey, and he treated it like a presentation to a client. James Gilderdale operated the audio-visual equipment, showing excerpts from the finalists' entries. Patrick White presented the awards. In the print section Llewelyn Richards received the prize for his article 'The Politics of Education for Peace' in the PPTA Journal. In the radio section, the prize went to Murray McLaughlin of National Radio for three 'Checkpoint' radio programmes analysing Waitangi Day, 1984. The television/film prize went to Allan Martin and Doc Williams, for their programme 'Gallipoli, the New Zealand Story'. Music throughout the evening was supplied by Paul Clayton, with songs by Shona Laing.

Presentation of awards

There was just one exception to what was otherwise a very successful event, and that was the lack of coverage in the media. What Bob envisaged was an event in which the media celebrated itself, with the Foundation as the mediator, and he felt that if the media fuelled what the Foundation was trying to do, it would be a certain success.¹⁸¹

¹⁷⁹ T. Locke, Personal Correspondence, 10/3/95

¹⁸⁰ G. Powles, Judge's Report, 2/11/8

¹⁸¹ B. Harvey, Personal Interview, Auckland, 23/3/95

But the response from the media turned out to be a major disappointment. At one stage it seemed that Television New Zealand would film the event, a not unreasonable expectation given that the top three entries in the television/film section were TVNZ programmes.

Les Clements was hoping for an event along the lines of a fashion awards programme or something similar. But TVNZ pulled out of covering the event, probably seeing it as just a little old 'peace' affair. The script of Patrick White's speech was distributed, but the expected newspaper headlines due to Patrick's earthy descriptions of New Zealand's relationship to the United States, did not eventuate, to the surprise of all concerned.¹⁸²

With the disappointment over the level of media coverage notwithstanding, the inaugural Media Peace Prize Ceremony was deemed to be a success. It had been of a very high standard, and now had to be followed up. The awards were up and running.

In the wake of the inaugural ceremony, Bob Harvey gave a report-back to the Media Peace Prize Committee. He made various proposals to address the deficiencies that had become obvious during his work as co-ordinator. The heavy workload necessary for the ceremony was a major concern, both in the behind-the-scenes organisation, and in the judging. Harvey proposed that this could possibly be addressed by dividing the work amongst various subcommittees; by screening the entries down to a manageable number; and by sourcing the judges for each category in the same centre. The second concern was the need to establish clearer criteria for the entries.¹⁸³

There were a number of concerns within Support over whether they should continue to sponsor the event, including the emphasis on international affairs and the nuclear issue. Les Clements formally thanked Support and proposed they consider sponsoring the 1985 ceremony.¹⁸⁴ The reply, when it came, was brief. Support declined the invitation. The group Bob Harvey had seen as the perfect sponsor was gone, and the Foundation had to find someone else, and quickly.

Up And Running

Despite the short time available, Harvey managed to find a new sponsor, the National Council of Churches. The organising committee were also successful with their invitation to British filmmaker Peter Watkins, as the next guest speaker. Peter had a strong involvement with the peace movement and later, with the Foundation. He was a controversial figure, both for his provocative productions (his most famous being the Academy Award winning 'The War Game'), and his stance on the media, where he criticised their professed objectivity. In fact Peter aimed to 'de-programme' his audience in an attempt to teach them not to



Peter Watkins

¹⁸² L. Clements, Personal Interview, Auckland, 25/5/94

¹⁸³ R. Harvey, Report to Media Peace Prize Committee by R. Harvey Co-ordinator of Judges, Undated, pp1-2

¹⁸⁴ L. Clements, Letter to R. Cormack, Chairman, Presbyterian Support Services, 12/12/84

rely on the mass media for their information. With an attitude like this, it was not surprising that co-ordinator Terry Locke soon found Peter unwilling to play up to the local media, on the grounds that he did not want to be used for purposes he suspected, if not despised.¹⁸⁵ Rather grudgingly, Peter agreed to do two interviews in his brief visit, as long as it was felt necessary.

Once again the awards were held at the Auckland War Memorial Museum and although the numbers were down on the previous year, it was felt to be a success and to have been established as an annual event. The main focus of the entries remained on the international aspects of peace and the nuclear issue. However, this emphasis was about to change.

A New Emphasis

In 1986, once again, there was difficulty in finding funding, and this year, a 'white knight' was not to appear. There were three small sponsors, but the lack of a main sponsor placed a heavy financial burden on the Foundation. Although this presentation was again held at the Auckland Museum, the lack of finance threatened to create a potential downward spiral, which could lead to the eventual demise of the Prize. Marion Hancock strove hard to find funding. Although corporate bodies no doubt deplored violence and acknowledged that it was a problem that needed to be tackled, it was difficult to find one willing to become publicly identified with the awards. Nevertheless, the ceremony went ahead.

To some extent the Foundation had been reactive, reflecting the concerns prominent in society at the time.¹⁸⁶ At the inception of the prize, the nuclear issue was one of primary importance for those concerned about peace. But by 1986, 'race relations' was coming to the fore as a key area of concern amongst the media. This was particularly reflected in the winning entry of the print section of two articles by Nicola Legat, in Metro magazine, on Māori education and Māori nationalism.

In the wider setting of the Foundation, this change was articulated by the statement agreed upon at the 1988 Annual General Meeting, which directed the Foundation more towards seeking peaceful relations between groups in the community.¹⁸⁷

A New Name

As the 1987 ceremony approached, a decision was made to change the name to the Media Peace Awards. Foreshadowing this change, the 1986 event had moved from giving 'prizes' to presenting 'premier awards'. It was felt that this would be more in keeping with the virtue of co-operation rather than competition, espoused by the Foundation.¹⁸⁸ But the financial situation continued, with no major sponsor coming forward. The costs had to be taken from the Foundation's reserves, and this was a

¹⁸⁵ T. Locke, Personal Correspondence, 10/3/95

¹⁸⁶ B. Davis, Personal Interview, 9/12/94

¹⁸⁷ NZ Foundation for Peace Studies, Minutes of Annual General Meeting, 27/3/88

¹⁸⁸ NZ Foundation for Peace Studies, 'Media Peace Awards '87', Newsletter, Vol.II, No.7, March 1987

double blow for the Foundation as it faced a general cash crisis that year.¹⁸⁹ In the light of two difficult years, and no major sponsor, plans were put in hand for an alternative award ceremony, which could be run at almost no cost. Fortunately, sufficient funding was found in time.

The awards maintained a degree of adequate funding over the next few years and attracted a number of noted national and international speakers. The Minister of Disarmament, Russell Marshall spoke at the 1987 ceremony; E.P.Thompson, noted British author and anti-nuclear activist, spoke in 1988; and Professor Lloyd Geering, well-known theologian, addressed the 1989 ceremony. With smaller numbers attending, the ceremonies were moved from the museum to a number of different venues around Auckland, in particular, the Maidment Theatre. Although coverage remained slight in the news media, there was no doubt that the awards were playing an important role in providing positive reinforcement for journalists seeking to tackle issues fundamental to peace.

After the first few years the committee organising the awards consisted of the judging convenor and Foundation staff members including Marion Hancock, Wendy John, Betty Cole. Subsequently, Carol Ann Bradford became a key 'player' on the committee after she joined the staff.

The Beattie Awards

After the 1989 Awards, the Foundation was asked by Air New Zealand if they wanted to incorporate the Media Peace Awards with the Beattie Awards. After much soul searching, it was decided to join them. This was an unfortunate decision as the Beattie Awards failed to find sponsorship in 1990.¹⁹⁰ Faced with this calamity, the Foundation had to organise the awards at short notice. Thanks to the enthusiasm of Jim Tully (the print category judging convenor), who placed great value on the awards and the importance of their continuity, the Canterbury University School of Journalism gave a substantial donation towards the cost. Restricted to just a print section the awards went ahead and the ceremony was held in Christchurch, under Jim's guidance and with the help of Kate Dewes, from the Peace Foundation's Christchurch office. It was to be the only ceremony held outside Auckland. Despite its reduced state continuity of the awards was preserved.

A New Direction

After the setback of 1990 the 'awards' bounced back with success. The Foundation was particularly encouraged to see a large number of entries in 1991. These awards were to mark a move more towards issues of violence within society and within the home, a move reflecting changing public concerns. And to confirm this, Pamela Stirling received the Premier Print Award for her article on 'bullying'. The fundraising of this

¹⁸⁹ B. Haddon, Treasurer's Report to Annual General Meeting, 27/3/88

¹⁹⁰ C. Bradford, Personal Correspondence to I. Reddington

year's awards was more successful than it had been in previous years, thanks to a substantial grant from the NZ Lottery Grants Board.

After the success of the 1991 Awards, the Foundation was anxious to improve on this. The ninth annual awards were held in front of an audience of 200 people. Pamela Stirling once again received the Premier Print Award for her articles on domestic violence; and the Film/TV Award went to Keith Hunter for his documentary 'The Remand of Ivan Curry', on the plight of deaf people in police custody.

After a series of local speakers, 1993 saw the Foundation bring in another overseas speaker - Ed Asner, a popular American actor noted for his political activism. The Foundation had sought to invite him to New Zealand back in 1987, so was delighted to succeed this time. 1993 was the 10th Anniversary of the awards and the 20th Anniversary of the founding of the Peace Foundation. The new Rangatahi (student) section was introduced to encourage and support aspiring young media students, although this was a little slow in getting off the ground in terms of numbers and quality of entries.¹⁹¹ This section had been suggested back in 1988 and was aimed at encouraging media students to think about how their work could influence public perceptions, and could help society to become more, or less, peaceful.¹⁹²

The successful run of ceremonies continued in 1994 with the world renowned Australian investigative journalist John Pilger giving the keynote address. The controversial Pilger, twice winner of the British 'Journalist of the Year' award and winner of the United Nations Association Media Peace Prize, was certainly hot property for the Foundation and was in great demand with the local media, appearing twice on both television and National Radio. Due largely to interest in hearing John Pilger, the ceremony, held in the TVNZ building, was a sellout. As guest speaker, John Pilger was a hard act to follow. But the 1995 speaker, well known Radio New Zealand journalist and reporter in the USA and at the United Nations, Judy Lessing, was well received.



John Pilger signing his book for Kate Dewes and Rob Green

Conclusion

The Media Peace Awards were set up to reward and encourage those working in the media who contributed towards more peaceful relations between individuals, groups, communities and nations. As such, they have given recognition to journalists who are often marginalised in an industry that thrives on reporting sensationalism, dissension and conflict. The acknowledgement of those who strive within the media to present a balanced and constructive viewpoint is probably the most important contribution of the Awards.

¹⁹¹ NZ Foundation for Peace Studies, 'Media Peace Awards', Newsletter, Vol. II, No.34, December, 1993

¹⁹² C. Bradford, 'Media Peace Awards', Newsletter, Vol. II, No.35, March 1994

Chapter Ten

The Annual Peace Lecture

In the early days the Annual Peace Lectures were the most prestigious events on the calendar. The Foundation sought to provide a platform for the best local or overseas speakers, who would promote discussion and provide positive suggestions for peace. It was important that the lectures were not a depressing catalogue of doom, but an inspiration, showing how people could move forward in the search for peace. Most importantly, the overall aim was to help bring New Zealand into a world context, through linking New Zealanders to international events and lifting them out of the preoccupation with narrower national interests such as their own defence and security.¹⁹³ The lectures would then be published for wider circulation. The very first peace lecture formed the centrepiece of the Foundation's inauguration activities on 24th May, 1975.

It took almost a year to organise the first lecture, in the slow process of setting up the wider Foundation. The 'Promotion Group' felt that the Foundation needed to make an impressive entry into the public arena. Integral to that plan was an address by an international speaker of repute. A search for someone suitable began, with members bringing forward various names.¹⁹⁴ By September, the list had been narrowed down to just five.¹⁹⁵ Even before Dr Norman Alcock, President of the Canadian Peace Research Institute, accepted the invitation, plans were afoot to link the lecture to some form of memorial to the late Prime Minister, Norman Kirk.

The Norman Kirk Memorial Peace Lecture

Norman Kirk had gained a reputation for having a commitment to peace, notably by withdrawing New Zealand troops from South Vietnam, and by sending a frigate to protest French nuclear testing in the South Pacific. However, asking political figures like Norman Kirk to become Patrons had been specifically ruled out, in order both to avoid any political affiliation and putting too much emphasis on the narrow field of politics.¹⁹⁶ It was decided that Dr Alcock's address would be the 'Norman Kirk Memorial Peace Lecture'.¹⁹⁷

Dr Alcock spent ten days in New Zealand. In Auckland, he not only gave lunch time talks and addressed the Institute of International Affairs and the United Nations Association, but he also attended an all-day seminar involving churches, the media, trade unions and educationalists at the University of Auckland. Even more important

¹⁹³ K. Knight, Letter to the Board of NZ Foundation for Peace Studies, 1/10/95

¹⁹⁴ NZ Foundation for Peace Studies, Minutes Of Meeting Held, 17/7/74

¹⁹⁵ They were: Richard Falk (Professor of International Law and Practice, Princeton University), Frank Barnaby (Director of the Stockholm International Peace Research Institute), Dr. Waldheim (Secretary General of the United Nations), Alva Myrdal (of the Centre for the Study of Democratic Institutions, in the United States), Dr. Norman Alcock (President of the Canadian Peace Research Institute). NZ Foundation for Peace Studies, Minutes Of Meeting Held, 25/9/74

¹⁹⁶ NZ Foundation for Peace Studies, Minutes Of Meeting Held, 14/8/74

¹⁹⁷ NZ Foundation for Peace Studies, Minutes Of Meeting Held, 10/12/74

were the informal discussions with Foundation members and supporters. Here he passed on his experience of the establishment and running of a 'peace institute', based on his work in Canada. The advice offered was invaluable. From the outset, the Foundation saw itself as a national body, so as a matter of course, most of its speakers agreed in advance to tour the main centres and to spread their message as widely as possible. In Wellington Dr Alcock met with a number of politicians and government officials. In Christchurch, he addressed a meeting of supporters and met with university staff.¹⁹⁸

In introducing Alcock, on behalf of the New Zealand Government, Mrs Whetu Tirikatene-Sullivan, a Labour MP, offered a perspective on peace from a Maori perspective. Dr Alcock presented the lecture entitled 'Scientific Peace Studies and the Logic of Love' to a full house in the Auckland War Memorial Museum Hall on 24th May.

The Annual Peace Lectures

Dr Alcock's visit set the pattern for future lectures. The lectures became known as the Annual Peace Lecture. Dr Homer Jack was next to visit in December 1976. Dr Jack was the Secretary-General of the World Conference on Religion and Peace, and Chairman of a non-governmental committee on disarmament at the United Nations. Once again, a busy schedule was organised for him in the ten days he was in the country. Press conferences, a mayoral reception, talkback radio, meetings with peace and religious groups, and the lecture itself were packed into his brief visit. His lecture at the Maidment Theatre was entitled 'Eight Pillars of Peace', and in it he laid out his eight conditions for peace: nuclear disarmament, the end to conventional arms races, economic development, human rights, environmental protection, outlawing of violence, resolution of regional conflicts, and the strengthening and enhancement of the United Nations. His prescriptions meshed well with thinking at the Foundation, in the ending of the arms race, addressing the sources of conflict, and the strengthening of international law under the United Nations. In all, it was a successful tour although numbers attending the lecture were down somewhat on the previous year, due to it being the holiday season.

The 1977 visit of the internationally acclaimed peace researcher Dr Johan Galtung, 'the Foundation's prize capture for 1977'¹⁹⁹, was perhaps one of the most frenetic and valuable. Dr Galtung held the Chair in Conflict and Peace Research at the University of Oslo. In an energetic eight day period Galtung delivered sixteen lectures throughout the country, and attended numerous media interviews, press conferences and meetings with Foreign Affairs officials and the Deputy Prime Minister, Brian Talboys. For those who tried to keep up with him, it was an exhausting tour. Dr Galtung's dynamic approach emphasised informality and participation. "I must have a blackboard. Two blackboards!" he demanded, for all his facts and figures and a running blackboard commentary. The sheer scope of his talks and meetings, from 'Military Formations and Social Formations' to 'the Rise of Intellectuals as a Class' demonstrated his remarkable

¹⁹⁸ NZ Foundation for Peace Studies, Secretary's Report to Annual General Meeting, 30/3/75

¹⁹⁹ NZ Foundation for Peace Studies, 'Rapid Transit With Johan Galtung', Newsletter, No.5, July 1977

grasp of the issues of conflict and peace. In retrospect it was considered to be one of the most successful Annual Peace Lectures, and was titled 'Patterns of Conflict and the Prospects for Peace'.²⁰⁰

Dr Galtung was followed in 1978, by Duncan Wood. At this point Duncan had retired as the Society of Friends' representative and chairman of the NGO Committee on Disarmament at the European Headquarters of the United Nations in Geneva. Duncan examined the work of the U.N. in the areas of human rights and disarmament in a lecture entitled 'The United Nations - The Performance and the Promise'. He recognised that the U.N. was seen to have not lived up to its promises. Public opinion towards it was either neutral or hostile. The problem was not the existence of a faceless bureaucracy, but rather the unwillingness of the nation-states to put aside their individual interests and work together for the good of all. Whilst the principles of the U.N. Charter were still proclaimed by all, and the states were quite capable of co-operating in innocuous fields like telecommunications and meteorology, they were unwilling to deal with more contentious areas such as human rights and disarmament. Nevertheless, Duncan still saw the U.N. as the best hope for humanity.

The presenter of the 1979 lecture marked a departure from tradition, with the first New Zealander to deliver the lecture. He was Dr John Hinchcliff, an original member of the Foundation's Council, and a long-time peace activist. Dr Hinchcliff was about to take up a teaching position in Australia. He used the opportunity to deliver a lecture entitled 'The Profits and Prophets of Peace'. It was a careful examination of the forces working against world peace, with particular reference to the military-industrial complex in the United States, a country with which he had had considerable experience. In the second part of his lecture, he reflected upon the problems of being a peace activist and especially being subject to charges and accusations.

Adam Curle had been the first Professor of Peace Studies at Bradford University and, as such, had been a major inspiration in the establishment of the Foundation. His acceptance of the invitation to deliver the 1980 Peace Lecture was particularly welcome, since he had been one of the main inspirations for setting up the Foundation. Professor Curle had a long record of practical experience in conflict resolution in places such as Rhodesia and Afghanistan, and had acted as advisor for governments on social policy. His lecture, 'Keeping the Peace - Some Current Problems' examined the problems of peace and conflict. He examined three major conflicts, Afghanistan, Northern Ireland and Rhodesia, looking in particular at the historical background to the conflicts. "... But beyond the immediate conflicts with their specific historical context were more general factors. If peace was more than just an absence of war, then issues of justice had to be addressed. The desire to enrich one group at the expense of another, justified by various political, ideological and economic systems poisons relations, leading to arms races and conflict." Professor Curle proposed co-operation to deal with problems besides the arms race, in particular, poverty, population and pollution. By co-operation, he felt positive trust could be built between groups, and this

²⁰⁰ NZ Foundation for Peace Studies, 'Rapid Transit With Johan Galtung', Newsletter, No.5, July 1977

he saw, would be far more effective in reducing tensions than the narrower efforts of arms control.

Professor John McCreary, Professor of Social Work at Victoria University, was the second New Zealander to present the lecture. As a conscientious objector to military training during World War Two, he had spent the war years in a detention camp. Professor McCreary had had a long experience dealing with social problems both in New Zealand and in the Pacific, but he moved away from this area to deliver the 1981 address on 'The Moral Equivalent to War: Alternatives to Armed Conflict'. Professor McCreary was well aware of the stirring attractions of war, quoting Shakespeare's Henry V by way of illustration. But alternatives to war had to be found. "... Peace may appear less exciting but it was vital to find non-violent forms of conflict resolution, especially in the nuclear age."

A High-Water Mark

The visit of Drs Helen and William Caldicott in 1983 came at a time when international tensions and the fear of nuclear war were at their peak, and when the National Government was still entwined in the ANZUS Alliance. The Caldicotts were Australian paediatricians working in the United States and Helen, in particular, had become sensitised to the medical dangers from nuclear war, nuclear testing and nuclear power stations, initially as a result of French nuclear testing in the Pacific.²⁰¹ She became President of the Physicians for Social Responsibility in 1979, and developed it into a powerful and effective pressure group. She saw her work not as political activism but rather as preventative medicine, for the effects of nuclear war would eventually become a medical catastrophe of unprecedented severity and the only real means of dealing with those effects was to ensure such a war never took place.

Helen Caldicott was a powerful, effective speaker, capable of mobilising people. From the beginning the public response was so tremendous that the media, who had initially been reluctant to give much coverage, was soon scrambling to cover the story. After a very successful public meeting in Christchurch, where over 400 people attended, the Caldicotts went their separate ways. Bill spoke in Dunedin, Nelson, Rotorua and Hamilton, while Helen went to Wellington, where she was interviewed on prime-time television, and to Palmerston North. They both addressed the packed YMCA Hall in Auckland.

In the aftermath, it was obvious that Helen's lecture given in Auckland had been the most effective yet. Never before had the media shown such interest in peace activities. The Caldicott film, 'If You Love This Planet', was shown on television. There were two articles in the Auckland Star, and the Foundation's telephone was constantly ringing with requests for interviews.

People, particularly women, were mobilised and a nationwide 'women's march' was organised to show support for the women at Greenham Common, with 30,000 women

²⁰¹ 'At The Crossroads', New Age, December 1977

and children turning out in Auckland.²⁰² There was a massive increase in public interest in peace in general and in the Foundation in particular. The peace movement had been building up the groundwork for change in New Zealand for years and now, many local peace groups began to spring up around the country. In the early 1980s, things were coming to a head, with increasing international tensions, the growing nuclear-free zone movement within New Zealand, and a new generation of politicians about to come to power. The Caldicotts arrived as these forces were reaching their peak, and they played an important role in influencing the changes that were to follow, particularly New Zealand becoming 'nuclear free'.

Changing Times

The return of Dr John Hinchcliff from Australia in 1984 gave him an opportunity to deliver his second peace lecture, entitled 'Peace-Making - A Challenge to Education'. It enabled him to use his experience in education and peace-making to examine the need for educators to grapple with the nuclear threat. He argued for subjective involvement by educators; that they be involved as whole persons, rather than being intellectual spectators watching from a safe distance. This year the lecture was held in conjunction with the Annual General Meeting and was attended by some 150 people.²⁰³ 1984 was also the first year of the Media Peace Prize, and the year that saw the election of the Fourth Labour Government, with the introduction of anti-nuclear policies.

By the time the British historian and teacher Charlotte Waterlow arrived to deliver the 1985 lecture, the Labour Government had precipitated a split in the ANZUS Alliance and had refused entry to nuclear powered or armed warships. Charlotte brought greetings and expressed the gratitude felt by the British peace movement towards its New Zealand counterpart, and the Prime Minister David Lange. Her address, 'Through Turmoil Towards World Community', first examined the turmoil of today, with the arms race, North/South issues, and rising expectations amongst the poor of the world, then examined the foundations of a new order and the ways forward. She saw hope in the acceptance of a unified set of human rights principles by all countries, the rise of law, and the strengthening of the United Nations, possibly along the lines of changes taking place within the European Communities.

Professor **Richard Falk**, the 1986 peace lecturer, was Professor of International Law at Princeton University, USA, and he brought a legal approach to dealing with nuclear weapons. He toured the main centres, from Dunedin to Auckland, outlining his ideas at meetings, interviews, and in testimony before the Foreign Affairs and Defence Select Committee in Wellington. In his lecture - 'Nuclearism and National Interest: The Situation of a Non-Nuclear Ally', he examined opposition to nuclear weapons and the impact on New Zealand foreign policy. He argued that the sovereign



²⁰² K. Boanas-Dewes, Personal Interview, Auckland, 26/11/94

²⁰³ NZ Foundation for Peace Studies, Annual General Meeting and 'Annual Peace Lecture', Peace Digest, No.33, May 1984

rights of the non-nuclear nations are affected by the decisions of the nuclear nations; and legitimacy, as nuclear national security, violates the most fundamental traditions of morality, religious belief and legality. He suggested a revival of the ideas associated with the Nuremberg Principles as they were enunciated at the end of World War II. The effects of nuclear weapons were so terrible that their use could well constitute a war crime as outlined by those principles. As such, a legal challenge could be launched against nuclear weapons and the nuclear national security system.²⁰⁴

This had a particular impact in Christchurch, where retired magistrate, Harold Evans pursued this idea which led to the 'World Court Project' seeking an advisory opinion from the International Court of Justice on the legal status of nuclear weapons.²⁰⁵

The 1987 lecture was delivered by Marilyn Waring who, as the only woman National Member of Parliament, had 'crossed the floor' on the nuclear issue, precipitating the 1984 General Election. Her lecture marked something of a change in direction. In that year (1987) the Government enshrined the anti-nuclear policy in legislation. With this goal achieved, the peace movement started to look towards new areas to focus its energies. Marilyn's Lecture, 'War - the Foundation of the World's Economy' marked the end of an exclusive focus on international relations. Future lectures would have a much broader focus. At the 1988 Annual General Meeting the Foundation adopted a formal policy statement that moved the focus more towards New Zealand society and issues affecting it.

New Directions

With New Zealand speakers dominating the lecture series, and the Media Peace Awards taking precedence over publicity and finance, a new pattern had emerged. The lecture had become a modestly sized event, with attendances of about 200, and held only in Auckland. The trend towards more local speakers was partly due to the financial burden of bringing foreign speakers to the country, and partly to the fact that the Foundation felt New Zealand had an abundance of worthwhile and under-exposed speakers. The first lecture of the new generation was delivered by well established writer and long-time peace campaigner Elsie Locke, and was entitled 'Co-operation and Conflict: Pakeha and Māori in Historical Perspective'. Elsie's lecture was concise, balanced and hopeful. She used her personal experience of growing up among Māori to show how important it was for New Zealanders to understand their history. Elsie's lecture was well received and when published, it went on to sell over 600 copies.

Wira Gardiner, former Chairman of the Waitangi Tribunal and head of the Iwi Transition Agency, delivered the second such lecture in 1989, examining 'Race Relations and the Treaty'. His theme of negotiated settlement for the numerous conflicts over current land claims was completely in tune with Foundation principles.

²⁰⁴ R. Falk, *Nuclearism and National Interest*, NZ Foundation for Peace Studies, Auckland, 1986, pp21-23

²⁰⁵ K .Boanas-Dewes, Personal Interview, Auckland, 26/11/94

The 1990 lecture was given by British film-maker, Peter Watkins. Peter was, at the time, residing in Auckland as the Foundation's 'Media Studies Fellow'. He had a particularly critical opinion of the media, and expounded his criticism in 'The Peaceful Screen: Towards a More Sharing Relationship Between the Mass Media and the Public', arguing that the way the mass media presented information affected the public's quality of life, and indeed could be seen as a specific form of violence. What was needed to counter this was a programme of critical media education, so that the public could evaluate just what they were viewing.

Jen Burnley was a New Zealand trained teacher who had been teaching at the Australian International School in Sydney. She returned to New Zealand to deliver the 1991 lecture, entitled 'The Geranium On The Windowsill Just Died But You Went Right On', focussing on her particular area of concern, global education. Jen had a holistic approach to global awareness and sought to have global education instituted in as many educational bodies around the world as possible.

A new angle was provided by Barbara Disley, the then Director of the Mental Health Foundation. Her lecture, 'Violence - Working Toward A Peaceful And Healthy Community' reflected the concern being felt by the Peace Foundation about interpersonal violence within New Zealand society. The Foundation had a number of projects addressing the issue, and Barbara's lecture tied in well with them.

Jo Valentine was an Australian who had been elected to the Senate in Western Australia in 1984 on the single issue of nuclear disarmament. She had widened her portfolio area to cover social justice and environmental issues, before resigning from the Senate in 1992. In 1993, she delivered the lecture entitled 'A Culture of Non-Violence - Challenging the System'. Jo examined the meaning of non-violent resistance, the types of issues to which could be applied, and the means, which needed to be employed to enact, change, both within and outside the system. Despite her time as a Senator, Jo had a low opinion of the 'system', and doubted that the interests upheld coincided with the interests of the public.



The Clinton Roper Peace Lecture Series

Dwindling attendances during the 1990s attested to the need for a reassessment of the lectures and, at this point the Foundation felt it could improve on the lectures by expanding to a series. This would enable a range of view-points to be canvassed, and a variety of aspects to be covered within a given topic. To this end, 1994 saw the start of the Clinton Roper Peace Lecture Series, named after Sir Clinton Roper, a retired High Court Judge and Chairman of the 1987 Ministerial Committee of Inquiry into Violence. The Ministerial 'Roper' Report was favourable towards the concept of 'peace studies' in schools. The whole report was very much in tune with Foundation thinking.

The first series addressed the area of 'Peaceful Families - Peaceful Societies'. Mick Brown, Principal Youth Court Judge, examined the importance of parents and parenting skills in the upbringing of children, especially adolescence, in his lecture 'Youth at Risk - From Adults'. Lesley Max, Director of the Pacific Foundation for Health, Education and Parent Support, spoke on 'How We Could Build Families That Nurture - If We Cared Enough To Do It', showing how violence and abuse during childhood affected future adults, and how the cycle of abuse could be broken. Warwick Pudney, counsellor and workshop leader, examined the importance of fatherhood in 'Absent Fathers, Angry Sons', arguing for the importance of a father role-model in the emotional upbringing of a male child. He argued that without such a positive role-model, the outcome could lead to violence, crime, and a deep, unresolved anger.

The success of the series was repeated in 1995 with four lectures on 'Celebrating the U.N. Year of Tolerance'. Theologian Professor Lloyd Geering examined the meaning and limitations of tolerance in 'The Implications of Tolerance for our Global Future'. Dr Pita Sharples, Māori educator and activist, discussed tolerance in race relations in New Zealand in 'Māori and Pakeha: Where to Now?', with a study of the effects of colonisation and suggestions of avenues for improvement of those relations. Dr Nagalingam Rasalingam, National President of the N.Z. Federation of Ethnic Councils, studied the growing ethnic diversity within New Zealand in 'Valuing Ethnic Diversity: New Zealand Toward 2000'. And, finally, Helene Wong, sociologist and film producer, in 'Ching Chong Chinamen: When Friends Become Strangers', looked at New Zealanders' reactions to Asian immigration, and how we might, as a society, come to a place of tolerance and understanding.

The change from a single lecture to a series of lectures also resulted in Radio New Zealand broadcasting the series on the National Programme, thus giving them even greater exposure to the public.

Conclusion

The Annual Peace Lectures were established as the principal occasion in the calendar, for bringing international speakers to the country, and giving them, and local speakers a forum to expound their views on issues of concern to New Zealanders. The lectures aimed to interpret for the public and decision-makers, what was happening in the wider world, with the benefit of the research and scholarship of the people available to us.

Chapter Eleven

1996-2000 – Expansion and Change

This history tells the story in depth of the first 20 years of the Peace Foundation, starting with the preparatory work and the official launching of the organisation in 1975. Since 1995, there have been significant changes within the organisation as it has grown from strength to strength. Many established projects have continued, many have grown, some have gone by the wayside and many new ones have been initiated.

The Foundation's Auckland office gradually expanded to where it took over the lease of the whole of the first floor of 'Hamurana' House, allowing for a separate 'reception/resource room' and 'meeting room'.

The staff of the Peace Foundation grew considerably with Sue Tregurtha joining in 1997, as an administrative assistant for the Foundation, and more specifically for the Cool Schools programme. Adrian Feasey replaced Carol Ann Bradford, and this position became that of Fundraiser and Marketer. Natasha Weightman joined the Foundation at the beginning of the new millennium to take up the new position of 'Resource Promotions Person'.

With the expansion of the organisation, a part-time bookkeeper, Tanya Geryland, was employed in mid-1999 and subsequently replaced in early 2000 by Valentyna Yushchenko. A part-time financial controller, Tene Kingi, joined the team for a period in mid 2000.

On the Foundation's Council, Kevin McBride stepped down as President in 1996, with the position being taken up by Joan Macdonald (1997- 1998) and Peter O'Connor (1999-2000). They presided over some major changes to the structure of the Foundation, with the move to a smaller and governance-style Council, whose role shifted away from being involved in hands-on 'management' and into 'vision' and policy setting.



Joan Macdonald and Peter

Regular financial support from the Peace and Disarmament Education Trust Fund continued, but the Society of Friends School Trust ceased supporting the Foundation financially. There has been a sideways shift from relying solely on donations and grants to more contract-based funding for the work in schools and some of the resource development.

The Cool Schools programme continues to expand, and had been introduced to more than 1500 schools throughout New Zealand, and Yvonne Duncan, the National Co-ordinator and Trainer, trained a number of other Cool Schools trainers around the country, including Carol Richardson (Christchurch) and Carolyn Smith (Dunedin). Margaret Stanners joined the 'team' as a trainer in secondary schools in 1999.

The Cool Schools Parents Programme was established in 1996, as an extension of the Cool Schools Peer Mediation Programme. Louise Belcher joined the team to work with this, to expand the programme and the skills beyond the schools and into the families and community.

Exploring Peace Studies in Auckland Tertiary Institutions

Dr John Hinchcliff's long association with the Peace Foundation and his leadership position within the Auckland University of Technology (AUT) had meant that various discussions and meetings had taken place over the years about the possibility of a peace studies course at AUT. In 1997 Marion Hancock approached John to see if the time was right for some practical steps to be taken. Consequently, he arranged a meeting with relevant academic staff members from AUT and three Peace Foundation representatives sowing the seed that developed into the Diploma in Conflict Resolution Studies. Dr Jane Verbitsky at the AUT became the dedicated and enthusiastic driving force behind the construction of the course and after numerous meetings were held and hurdles overcome the course was offered to students for the first time at the end of 2000 for semester one 2001. One of the goals was to see a peace studies degree course eventuate. In 2008 a Master of Arts in Conflict Resolution in 2008 was offered to students.

Another development in the tertiary peace studies field took place at Massey University (Albany campus) in April 2000 when, during the very successful Just Peace? Conference (which was given strong practical support by the Peace Foundation) the establishment of the Justice and Peace Development Centre was formally announced.



Peace Foundation Staff in 2000: Natasha Weightman, Adrian Feasey, Marian Hancock, Alyn Ware, Betty Cole, Sue Tregurtha, Wendy John, Yvonne Duncan

Peaceworks/New Publications

The Foundation's Newsletter (renamed 'Peaceworks') continued to be appreciated by members, teachers, decision-makers and the community at large, under the editorship of Adrian Feasey, and with the excellent layout and design being undertaken voluntarily by Derek Bolt. Emphasis continued on producing material on peace education, for use both within the educational system and the community at large.

The book 'A Volcano in my Tummy', continued to sell well and a second edition was published in 1998. The follow-up to this, Adolescent Volcanoes, filled a need for both adolescents and parents.

A new and exciting book - 'Thanks not Spanks', aimed at helping parents and caregivers to raise children without violence was launched in July, 2000. The idea for this originally came from an outdated booklet produced by the Waikato Women in Education - Alternatives to Corporal Punishment, and the book was authored by Mary Cornford.

Despite the difficulty in gaining nationwide recognition, the Media Peace Awards have grown through the years, changed to meet the changing times, and continued to shine a spotlight on those who seek peaceful solutions to the problems facing our world today. As such, they remain an important contributions to society. 1998 saw world renowned thinker and writer, Noam Chomsky, gracing our shores. And, more recently (2000), John Pilger joined us again as our keynote speaker. 1999 saw the Health Funding Authority's new 'Like Minds Awards', aimed at destigmatising mental illness, join the Media Peace Awards.

Due to the small numbers in attendance, the peace lectures ceased to take place in 1998 and were replaced with 'The Great Peace Debate'. It was hoped that the participation of some key public figures would attract a larger and wider cross sector of society and, thus, relay the Foundation's message beyond the already 'converted'.

At this time of reflecting on the history of the Foundation, with the highs and lows it has met along the way, it is heartening to see that the organisation has grown from 'small beginnings' to the organisation that it is today. One of the key strengths of the Foundation has been, and continues to be, that it acknowledges the changes in society as it develops and grows, while at the same time, holding true to its values and philosophies. And as it moves on into the 21st Century it is important that there is acknowledgement of its past and of those who have paved the way before us. This history is an attempt to do just that.

'The time will come when people show so clearly that they want peace, that the governments will have to move aside and let them have it.'

Dwight D. Eisenhower

Postscript: Christchurch and Wellington Offices by K Dewes

Christchurch: Disarmament and Security Centre Office

On 8th July 1996, the International Court of Justice delivered its historic advisory opinion including “that a threat or use of nuclear weapons would generally be contrary to the rules of international law applicable in armed conflict, and in particular the principles and rules of humanitarian law.” The judges unanimously agreed that “there exists an obligation to pursue in good faith and bring to a conclusion negotiations leading to nuclear disarmament in all its aspects under strict and effective international control.”²⁰⁶

This vindicated the international nuclear disarmament work by Kate Dewes and Alyn Ware since the late 1980s. In the process, Kate had met retired Royal Navy Commander Robert Green at the launch of the World Court Project in Geneva in May 1992, where he was appointed with Kate and Alyn as one of the six members of the International Steering Committee. He chaired the British affiliate of the World Court Project, and in January 1997 they married in Christchurch. In 1998, Kate completed her PhD on the history of the World Court Project and Rob was formally appointed as the Peace Foundation International Representative.

At the same time the Peace Foundation warned Kate that it would be unable to continue with their small annual contribution towards her work as they were in financial crisis. This forced Kate and Rob to re-model the Christchurch branch as the Peace Foundation Disarmament & Security Centre (DSC) in January 1998, and apply for international core funding for their disarmament work for themselves and Alyn Ware’s international work. Having launched the DSC in July 1998, they attended a Peace Foundation strategy meeting in August at which plans were agreed to consolidate the new relationship with the DSC with an agreement signed in January 1999. The DSC became responsible for their own fundraising, accounts and auditing and a Christchurch person was appointed to the Auckland Council from the DSC’s local Council.



Peace Foundation President Richard Northey strategises with Alyn Ware, Robert Green and Kate Dewes

²⁰⁶ K. Dewes and R. Green, ‘Aotearoa/New Zealand at the World Court, Raven Press, 1999.
<http://www.disarmsecure.org/publications/books.php>

International funding applications were successful, with sufficient core funding obtained from Foundations in the US, Canada and Australia for 3 years. For the first time, Kate and Rob were paid basic salaries and office costs and shared a percentage with Alyn Ware for his international work. Over the next few years the DSC employed **Anna Parker**, plus **Adrienne Ross**, Jasmine Lamorie and Janine Ogg part-time under Task Force Green to focus on building a national youth network. They worked in a small space attached to the kitchen.



Kate was reappointed to PACDAC in 1999 and served on the Committee until 2007. In 2000 she was appointed as the NZ government 'non-government' representative on the UN Study on Disarmament and Non Proliferation Education.²⁰⁷ The Study was adopted unanimously by the UN General Assembly in October 2002. Marion Hancock, Kate and Alyn then worked closely with Marian Hobbs (Minister for Disarmament and Arms Control) to establish the Disarmament Education UN Implementation Fund (DEUNIF) to help fund NGOs implement the Study's 34 far-reaching recommendations.

In 2002 the DSC's international funding dried up as a result of 9/11. At the annual strategic planning meeting in Auckland, Youth Outreach became a core function of the Foundation along with Peace Education, Disarmament and Social Justice. As part of the national youth work, \$10,000 was given to Christchurch to help fund these expenses. Because of lack of work space in the house, an office was set up for the young women in Community House in the city. Sadly, at the end of 2003 the Auckland office cut the funding for youth programmes because of their ongoing financial constraints.

So, in 2004, another formal agreement was signed defining the new Peace Foundation/DSC relationship whereby the DSC became an independent incorporated society, and gained its own charitable status while remaining part of the wider Peace Foundation 'family'. It had its own Council and was named *Te Whare Maukaroko* (the House of Peace) by the DSC kaumatua (elder) and Maori chief Reverend Maurice Gray.

The broad objective of the DSC since then has been to provide a resource centre for alternative thinking on disarmament and security issues, both within Aotearoa/New Zealand and internationally. It has focussed on promoting the World Court's 1996 Advisory Opinion on nuclear weapons and its implications; exposing the fallacies of nuclear deterrence and offering safer alternative security strategies; promoting the United Nations Study on Disarmament and Non Proliferation Education; and implementing the Peace City recommendations adopted by the Christchurch City Council in May 2002. Its achievements include:

- Participation in the Middle Powers Initiative (MPI) as members of its International Steering Committee; membership on MPI delegations to capitals lobbying on nuclear disarmament; writing briefing books and papers and speaking in UN fora.

²⁰⁷ <https://www.un.org/disarmament/topics/education/>

- Publishing books on nuclear deterrence; the World Court Project; and Pacific women and nuclear colonialism in the Pacific Region.
- Teaching Peace Studies part-time at the University of Canterbury for 20 years.
- Helping to establish Christchurch as New Zealand's first UNESCO City for Peace in 2002. Projects include the World Peace Bell in the Botanic Gardens; a Peace Walk around the city; formalising relationships with Hiroshima and Nagasaki; instigating the presentation of a sculpture from New Zealand and 6 cities to the Nagasaki Peace Park; Peace City Awards for local Peace makers, and a Peace City Website.
- Staging photographic exhibitions with artefacts on the 1945 atomic bombings (from the Mayors of Hiroshima and Nagasaki); Mahatma Gandhi; and the health effects of Depleted Uranium Munitions. These were held in museums, galleries, public and university libraries and schools.
- Organising and co-curating with Canterbury Museum a major exhibition celebrating the 20th anniversary of New Zealand's 1987 nuclear free legislation.
- Co-production of Nuclear Free Nation, a CD+DVD compilation of New Zealand popular music and educational materials celebrating the 20th anniversary of the nuclear free legislation.
- Organising New Zealand's most comprehensive peace and disarmament museum and library collections, based in Christchurch at Canterbury museum and the Macmillan Brown University and Christchurch City Libraries (oral, written, photographic and artefact collections).
- Helping to organise and promote the documentary film *Tau Te Mauri - Breath of Peace*.
- Coordinating the Depleted Uranium Education Team (DUET) which organised a speaking tour in April 2005 by Dr Chris Busby, a leading British expert on health problems related to low-level radiation.
- Maintaining New Zealand's most comprehensive peace and disarmament library and archive.
- Distribution of the following disarmament education resources to most NZ high school libraries the *Nuclear Free Nation* CD+DVD compilation; the films *Breath of Peace* and *Nuclear Reaction*; the DSC publications *Fast Track to Zero Nuclear Weapons*; *Aotearoa/New Zealand at the World Court* and *Pacific Women Speak Out for Independence and Denuclearisation*; Elsie Locke's *Peace People* and David Robie's *Eyes of Fire*.
- Helping to establish the Aotearoa/New Zealand Centre for Peace and Conflict Studies at the University of Otago in 2008.
- Membership of the Public Advisory Committee on Disarmament and Arms Control for 9 years from 1987-1990 and 2001-2007.
- Appointment of Kate Dewes as a member of UN Secretary General's Advisory Board on Disarmament Matters from 2008- 2013.

Minimal funding from DEUNIF and PADET grants helped keep the DSC home-office ticking away from 2003 until 2018 when the home office was effectively closed due to further earthquake repairs on the house, and Rob's and Kate's retirement. The DSC's new Coordinator, Lucy Stewart is now running a virtual DSC from Waiheke Island.

Wellington Office

The Peace Foundation tried to sustain a presence in Wellington for decades with a number of volunteers acting as resource people who promoted educational resources, and with Rod Alley as Regional Representative since the beginning. However, it was not until 2000, when Alyn Ware returned from the US, for 12 months or longer that he agreed to operate a part time office from his small inner city apartment. His other commitments with international travel and general work, coupled with lack of funding, meant that he was employed on a quarter time basis, and the Foundation prioritised some funding to help cover operating costs and a small salary.

From 2001-3 he established and directed the Peace Foundation's Wellington office while also coordinating the Parliamentary Network for Nuclear Disarmament (PNND). He began a Schools Outreach Programme, organised and produced the Peace Studies in Schools brochure in partnership with the Ministry for Education which was then distributed to every school and kindergarten in the country. Other key programmes included disarmament, building relationships with government departments and national organisations, youth outreach (non-violence workshops), exhibitions, Mayors for Peace, teacher training, international peace education, and direct involvement in international networks including Abolition 2000, International Peace Bureau, Middle Powers Initiative, Nonviolent Peace Force, Nobel Peace Summits and the Peace Boat.²⁰⁸

Between 2004-5 Annie Boanas, second daughter of John Boanas and Kate Dewes, worked as the Youth outreach coordinator, subsidised by WINZ and the DSC. Alyn and Monica Daniel-Powers also began offering Cool Schools Training. In 2006, the office moved from Alyn's home to a room in the James Smith building which he shared with PNND and later Aotearoa Lawyers for Peace (2007). The office added the Babel Project, Campaign for a Ministry for Peace, Disarmament for Development, Schools as Human Rights Communities, Make Poverty History, and Peace Cities; and Cloak of Peace sculpture for the Nagasaki Peace Park.

In 2007 Katrina Baylis was appointed as Youth Outreach Coordinator and Assistant Director, and former high school principal Lynn Scott was Schools Outreach Coordinator and Coordinator of the Schools as Human Rights Communities project. Hamish Low became the Communications and Development officer. The Wellington office promoted and implemented many Peace Foundation programmes in Wellington and nationally, including 'Nuclear Zephyr' and other commemorative programmes to mark the 20th anniversary of Nuclear Zealands nuclear free legislation.

In July 2007 Alyn Ware wrote to the Auckland office outlining the importance of the Wellington office to the Peace Foundation. "Wellington has proven to be a natural place for a strong Peace Foundation presence. As a capital city, the Peace Foundation has much to offer in building collaborative relationships with other government departments, parliamentarians and other national organisations headquartered there." He added that Wellington is a vibrant, multi-ethnic community which is both a stimulus and a resource

²⁰⁸ The sections on the Wellington and Christchurch Offices are drawn directly from a joint paper written by Alyn Ware and Kate Dewes titled 'Potted History of the New Zealand Peace Foundation' in 23 July 2007.

for positive conflict resolution. It is also the main political connecting point to foreign governments, international organisations and campaigns, with frequent high level visitors from overseas, and a strong diplomatic community. However, the Wellington Office was drastically under-resourced, with less than 10% of the Peace Foundation budget allocated towards programmes, salaries and office expenses. Office staff were committed to the projects, and often worked long hours unpaid in order to ensure their success. But, as the salaries were so low, they also had to work at other jobs to make ends meet. This was creating stress and was not sustainable.

In 2007, Alyn held many responsible positions here and overseas. While running the Peace Foundation Wellington Office he was also Global Coordinator of PNND, Director of Aotearoa Lawyers for Peace and a Consultant at Large for the Lawyers' Committee on Nuclear Policy (USA) and the International Association of Lawyers Against Nuclear Arms (IALANA). He was one of the coordinators of the draft model treaty on the abolition of nuclear weapons (Nuclear Weapons Convention) which was circulated by the United Nations; and he was a Member of the Public Advisory Committee on Disarmament and Arms Control. He went on the NZ government delegation to the 2000 Non-Proliferation Treaty Review Conference, and the UNESCO Ministers of Education Conference in Geneva 2001 as Head of Delegation. He took over from Kate as one of the 8 Vice-Presidents of the Nobel Prize winning International Peace Bureau, and was on the international boards of the Global Campaign for Peace Education and the Middle Powers Initiative. He was also a founder of Abolition 2000.

As acknowledged earlier in this history, Alyn founded the Mobile Peace Van education initiative and was co-founder of the Cool Schools Peer Mediation Programme introduced into approximately half of New Zealand schools. In 1986 he was awarded the UN International Year of Peace (New Zealand) prize in honour of his peace education work. Alyn authored numerous articles in law journals, magazines and newsletters on nuclear disarmament, non-violence, conflict resolution and peace education. He edited PNND Notes (the international newsletter for Parliamentarians for Nuclear Non Proliferation and Disarmament) and IALANA News. He co-authored a number of books including: *Parliamentarians and Nuclear Weapons*, *Securing our Survival: The Case for a Nuclear Weapons Convention* and *Our Planet in Every Classroom*.

Sadly, despite efforts to continue the work of the Wellington Office, it closed down in 2010 due to ongoing funding problems with the Auckland Office. A year before, Alyn was awarded the Right Livelihood Award (the alternative Nobel Peace Prize) in recognition of his peace education and nuclear disarmament work. He remains the International Representative for the Peace Foundation, based overseas where he continues his international peace and disarmament work.

