Massey

definingnz

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THE BIG 50

Massey celebrates its 2014 Jubilee

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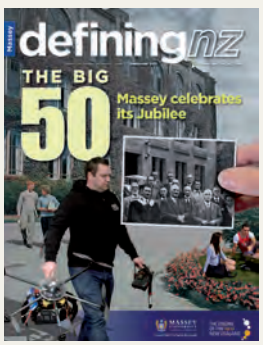

Cover image: A composite of the main building (now the Sir Geoffrey Peren Building) in 1961 and more modern images. The photograph being held up against the backdrop is itself a composite of dignitaries gathered at the official opening of Massey Agricultural College in 1928 and the main building during its pre-creeper-clad days in the early 1930s.

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Website: www.definingnz.com
Editor: Malcolm Wood definingnz@massey.ac.nz
Writers: Kelly Burns, Bonnie Etherington, Bryan Gibson, Michele Hollis, Paul Mulrooney, Sidah Russell, Sarah Wilcox, Malcolm Wood, Sonia Yoshioka Braid
Design: Grant Bunyan
Proofreading: Foolproof
Subscription enquiries: k.shippam@massey.ac.nz

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Students at work in the Massey library during the 1940s.

BRIEF HISTORIES

DEPARTMENTS

Supreme Award winners at the 2013 New Zealand Food Awards, from left to right: Toscane De Rouvroy, Thibaut de Roulhac (TOMeTTe), Minister of Trade Hon. Tim Groser, Jennifer Zea, Thomas Dietz, Ken Leeming (TOMeTTe), Sarita Males (The Foodbowl), Vice-Chancellor Steve Maharey.

Many of us were the first in our families to attend university; we knew we were lucky. Education let the sons and daughters of labourers and factory workers become engineers, veterinarians, accountants and, as it turned out, politicians.

It is 1964. The Catholic Church condemns the oral contraceptive pill; *Goldfinger* debuts in cinemas; Bob Dylan releases his perfectly timed album, *The Times They Are a-Changin'*; the first of the baby boomers hit university age; and, not uncoincidentally, out in provincial New Zealand Massey University comes into being This makes 2014 the university's 50th Jubilee and its second foundation – the first foundation being the establishment of Massey Agricultural College in 1927 as a degree-granting institution within the University of New Zealand.

The 1960s was a good decade for universities. In Britain the number doubled, with new arrivals picking up the nickname 'plate glass universities' after their architecture. In New Zealand we went from four to six.

These were universities imbued with the spirit of the age: young, ambitious and charged with a belief in the transformational value of what they were doing.

And what they were doing was transformational. The baby boomers were the first generation to think of access to tertiary education as a right. When, as a leading-edge baby boomer, I came to Massey in the 1970s, I remember the absolute passion for learning among my classmates and teachers. Many of us were the first in our families to attend university; we knew we were lucky. Education let the sons and daughters of labourers and factory workers become engineers, veterinarians, accountants and, as it turned out, politicians. My time at Massey as student and later lecturer was formative. It gave me my passport to the world.

That is why, in the end, I chose to come back to Massey as its Vice-Chancellor: because I believe in the power of universities to be change-makers, and because I believe that Massey, as the most engaged, energetic and outward-looking of New Zealand's universities, is uniquely well qualified to make a difference.

Served at the opening of foodHQ was Scoop, a non-fat 'icecream' with the velvety, rich mouthfeel of the real thing. The secret: a foaming technique discovered by a fourth-year student in 2012.

Its history attests to its qualities. When the baby boom came to an end in the 1980s, it would have been easy for the university to settle for diminished expectations. It didn't. Instead, in 1992 Massey opened a new campus amidst the paddocks and market gardens of Albany. And when, in the late 1990s, the opportunity arose to merge with Wellington Polytechnic, Massey responded with alacrity and energy, establishing a Wellington campus in 1999.

These three physical campuses combined with the fourth 'virtual' campus of 16,000-strong extramural students, gave Massey the greatest national geographical reach of any New Zealand university – and it has become increasingly multinational as well. In 2008 it began offering its Bachelor in Food Technology (Hons) programme through Singapore Polytechnic; and in 2010 it was engaged to deliver a Postgraduate Diploma in Arts (Defence and Strategic Studies) at the Royal Brunei Armed Forces Defence Academy, and by the World Bank to deliver two public health-related Master degrees, one for medical doctors, the other for veterinarians, to students throughout much of Asia.

This is the recipe for staying young: never stand still. Massey may be turning 50 next year, but it is a very sprightly 50.

Massey has developed into an extraordinary national asset. The question

now is, how do we use it to New Zealand's best advantage?

The idea of setting national goals and then harnessing the educational and research skills harboured by universities to achieve them is not new. In the United States, such drives led to the atom bomb and the Apollo moon landing.

In South Korea, a commitment to export-led manufacturing took the per capita annual income from around US$80 in the early 1960s to nearly that of New Zealand today. Will South Korea – the land of Hyundai, Samsung and LG – overtake us? If the growth rate it has managed in the past decade is maintained, it certainly will. And here is a statistic that tells you the secret of its success: at 53 percent, South Korea has the highest proportion of graduates among 25- to 34-year-olds of any nation in the Organisation for Economic Co-operation and Development.

Here in New Zealand, last year the Government set 10 national science challenges, among them:

- ageing well – harnessing science to sustain health and wellbeing into the later years of life
- a better start – improving the potential of young New Zealanders to have a healthy and successful life
- healthier lives – research to reduce the burden of major New Zealand health problems
- high-value nutrition – developing high-value foods with validated health benefits
- New Zealand's biological heritage – protecting and managing our biodiversity, improving our biosecurity, and enhancing our resilience to harmful organisms
- our land and water – research to enhance primary sector production and productivity while maintaining and improving our land and water quality for future generations
- resilience to nature's challenges – research into enhancing our resilience to natural disasters.

Massey is deeply engaged in each of these challenges and in many others. I think, for example, of creating citizens who will thrive in the 21st century, of turning scientific innovation into commercial technology, and of – in the age of the user experience – realising the value embedded in good design.

And New Zealand's moonshot? As it happens, I do have a candidate in mind. Food. Or, more specifically, agrifood – the farm-gate-to-plate integrated production and marketing of sophisticated, high-added-value food products. In good times and in bad, everyone has to eat. There is money to be made. In 2010, Nestlé, the world's largest food company, earned US$105 billion – a 6.2 percent increase on 2009 – of which US$32 billion was profit. More than likely you contributed. Maybe it was the chocolate bar you bought when paying for petrol, the instant noodles you had for lunch, or the icecream you had for dessert. Nestlé's brands – think Maggi, Nescafé, Milo, Nestea, Mövenpick and Minties, to name a few – are deeply embedded in people's daily lives and they are enduringly profitable. Nestlé meets the Warren Buffett rule of investing: a stock you can reliably hold on to forever.

New Zealand is a major food exporting nation. Blessed with fertile soils, a temperate climate and a community of forward-thinking, well educated farmers and horticulturists, we have established a name for ourselves for such things as green-lipped mussels, cervena, kiwifruit, sauvignon blanc and, more lately (notwithstanding recent events), baby milk formula. We are the eighth largest producer of milk in the world, with the capacity to provide dairy products for 165 million people according to the International Dairy Federation.

Yet in total, New Zealand's annual agrifood exports, at around NZ$20 billion, and the compounded annual growth rate of our agrifood industry, at around 4 percent, are a fraction of Nestlé's. We need to do better. A lot better.

We just might. The Government's Business Growth Agenda calls for a trebling in the real value of food exports in the next 12 years. In July, Science and Innovation Minister Steven Joyce launched the second stage of an enterprise called FoodHQ, Food Innovation New Zealand. As part of the enterprise, six partners – AgResearch, Fonterra, Massey University, Plant & Food Research, the Riddet Institute and the Bio Commerce Centre – are to work together to create New Zealand's first food super-campus, eventually bringing together more than 4000 researchers and educators.

As Winston Churchill once said, "Give us the tools and we will finish the job."

But in this enterprise and the many others in which Massey has a hand we rely on the goodwill of New Zealand's wider community.

So if you are a member of the Massey family – a staff member, student or alumnus – join us in celebrating Massey's 50th Jubilee by giving us your support.

Help us to build a better, more prosperous new New Zealand.

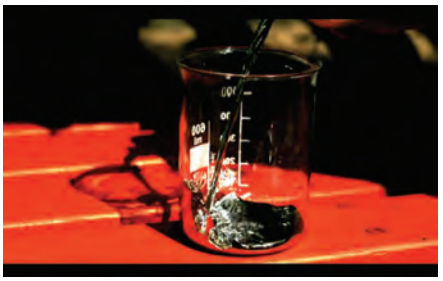
Origins

Although Massey is celebrating its 50th Jubilee, it has been a degree-granting institution since the founding of Massey Agricultural College in 1927. During the 1977 jubilee celebrations, Vice-Chancellor Alan Stewart noted:

> In thirty-eight years' time – in 2014 – there will probably be a hard working committee planning a programme appropriate for celebrating Massey's first fifty years as an autonomous University. It may be called a Jubilee but important though it will be it can only mark Massey's Second Foundation.

Massey's College of Creative Arts is older still, its origins stretching back to the founding of the Wellington School of Design in 1886 by 25-year-old Arthur Dewhurst Riley.

Professors Geoffrey Peren and William Riddet inspecting potential sites in 1926.



The question of quicksilver

Why is mercury a liquid? This is not some sort of existential question, but a true puzzle. After all, cadmium and zinc, the metals above it in the same column of the periodic table, are solid at room temperature, as are those to either side, gold to the left and thallium to the right.

The answer, explains Professor Peter Schwerdtfeger, the Director of Massey's Centre for Theoretical Chemistry and Physics, lies in Einstein's theory of general relativity, which predicts that at speeds close to the speed of light objects gain mass. This hardly matters for the lighter elements, those that have smaller nuclei, but as the nuclei become larger and exert a greater electrostatic pull, the innermost electrons must move at enormous speeds to avoid plunging into the nucleus. Those speeds, according to Einstein's theory, create mass, and the mass shrinks the orbit, stabilising some electron orbitals and destabilising others.

In the case of mercury, where the innermost electrons are moving at around 60 percent of the speed of light (around 180,000 kilometres per second), this stabilises not only the inner but also the outer electrons – the valence electrons – which associate with their own nuclei rather than neighbouring mercury atoms. Hence at room temperature mercury is a liquid, held together by weak interatomic forces.

So the theory goes. But until recently, no one has modelled exactly how this works. Now an international team led by Schwerdtfeger has done just that.

For a long time, says Schwerdtfeger, it was thought that relativity effects could essentially be disregarded when it came to chemistry. No less a figure that Paul Dirac, one of the pioneers of quantum mechanics and quantum electrodynamics, said so in 1929, and it was only in the 1970s that people began to realise that when it came to the heavier elements, relativity effects mattered. Element number 79, gold, was one. When researchers incorporated the effect of relativity, they were able to predict the creation of a number of new and novel gold compounds. Indeed, the very fact that gold is 'gold' rather than 'silver' in colour is a relativistic effect.

Schwerdtfeger's interest in the effects of relativity at the quantum scale is longstanding – in 1982 he was able to explain in detail how the shrinking of the innermost electron orbital of gold affected the surrounding orbitals.

Hence his interest in computer modelling both relativistically and non-relativistically the solid-to-liquid transition of element number 80, mercury.

In 2001 he pointed a postgraduate student (Nicola Gaston, who now lectures at Victoria University of Wellington) at the problem. "But we were a little bit blue-eyed. We thought we could crack it in three years, the length of a PhD thesis. We didn't comprehend how difficult and complicated the modelling of a metallic system would be."

In 2006 Elke Pahl arrived from Germany to begin working at the Centre for Theoretical Chemistry and Physics. Pahl, whose PhD topic was quantum time-dependent simulations, was an ideal research match for Schwerdtfeger, and the two formed a research alliance with Florent Calvo of the University of Lyon and Michael Wormit of the University of Heidelberg. With the help of a Dumont D'Urville scholarship, Pahl spent time in France and Calvo spent time in New Zealand. On the Albany campus, Massey's constantly upgraded supercomputer cluster, the Double Helix, was put to work solving the complicated differential equations entailed in conducting thousands of simulations. This time, as Pahl remembers it, Schwerdtfeger's estimate for solving the problem was a more realistic 10 years. "So we did it a bit faster."

The results? If relativity did not apply, mercury would be solid at room temperature, melting at 82°C – the temperature of scaldingly hot but not boiling water.

The work has made them unexpectedly famous, with Einstein-lookalike Professor Martyn Poliakoff of the University of Nottingham featuring their work in his Periodic Table of Videos on YouTube, a clip that has so far pulled in 74,000-plus views.

At top from left: Professor Peter Schwerdtfeger and Elke Pahl alongside a poster of the publication in which their work was the cover feature; screen grabs from the YouTube video that made their work famous.

To view the YouTube video, go to **youtu.be/NtnsHtYYKf0**.

50 YEARS

MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA
UNIVERSITY OF NEW ZEALAND

An Invitation

During the course of 2014 Massey will be holding a series of events to mark its 50th anniversary as an autonomous university. There will be lectures, exhibitions, concerts and social gatherings. If you are a member of the Massey community of students, staff, alumni and friends, you are cordially invited to join us.

Catch up with what the university has planned by visiting **50.massey.ac.nz**.

50.massey.ac.nz

Quote of the Year 2013 competition opens

Entries are open for the annual top 10 list of New Zealand quotes. Send in a rousing, amusing or otherwise memorable one-liner said by a New Zealander during 2013, and the first person to send in the best quote will win $100. It can be from any public news source, including movies, TV, stand-up comedy, speeches, advertisements and news reports.

Nominations close at midnight on 1 December 2013.

Any questions? Contact Heather Kavan: h.kavan@massey.ac.nz.

To check out last year's top 10 and nominate a quote, head to **massey.ac.nz/quotes**.

More than academic

A month-long trip to Australia brought home the challenges faced by indigenous people. Health science and psychology student **Sarah Henderson** talks to **Sarah Wilcox**.

Sarah Henderson didn't climb Uluru. After a month travelling to Alice Springs via Sydney, Queensland and the Northern Territory, she had learned enough about Aboriginal culture to not even want to.

"Uluru (Ayers Rock) is sacred to Aboriginals, so even though I could have climbed it, I didn't. I walked around it with the guides and learned its stories, then I just lay down and looked up at the concave shapes of the rock and the shadows they cast. To me, that was way better than climbing it."

Henderson made the trip to Australia with 17 other students (from Massey and the University of Georgia in the United States) for the 200-level Global Health paper. Led by Lee Stoner and Dan Wadsworth from the College of Health, the group studied urbanisation, public health, natural resources, climate change, biodiversity and health, in different parts of the country.

The trip was much more than she thought it would be. "We had lectures from local people, but also went out and experienced things instead of just reading about them. It helped me to understand the social interactions of culture, environment, people and health, and how hard things can be for indigenous people."

The short course is designed to foster global citizenship – an awareness of your responsibilities beyond your immediate community. Stoner led his first course during his PhD studies at the University of Georgia in 2006.

"To change someone's view of the world, it's not enough simply to put them in a different place for a while. What's necessary is to take them outside their comfort zone, but then crucially, get them to reflect on what they have experienced."

That reflection comes through various assessments completed while the students are travelling. "We try to include everyone and challenge them in different ways. To see the growth that these students have in a month – and not just in what we are teaching them, but in key life skills – it's fantastic."

Henderson has returned with renewed passion for her study. "It's really cemented my understanding of global inequality and how that affects people in all sorts of ways. I have new inspiration to use my skills and knowledge to benefit people."

Clockwise: Learning from a local in Sydney; finding Nemo on the Great Barrier Reef; ininti seeds; an impromptu lecture on an island off the coast of Cairns; preparing for sunset at Uluru.

For more information see **masseyonthemove.org**.

The short course is designed to foster global citizenship – an awareness of your responsibilities beyond your immediate community.

To be a *pilgrim*

What draws travellers to Nepal and northern India? For his PhD thesis, social anthropologist **Chris Howard** investigated the enduring appeal of the Himalayas to successive generations of Westerners. **Bevan Rapson** writes.

Chris Howard, a social anthropologist and tutor at the Albany campus, knows the influence a teacher's words can have on a student. "When I was an undergraduate," the 31-year-old recalls, "I had a philosophy professor who said if you want to put yourself in the most different place in the world, you should put yourself in the heart of India. Somehow that really stuck with me. I thought, 'I want to do that, to put myself in the most different place imaginable', and I didn't know why."

That question lies at the heart of Howard's recently completed Doctoral thesis, which asks what attracts Westerners to travel in northern India and Nepal. In particular, he was interested in people from more secularised countries, travelling to look for meaning, spirituality and even religion. "That led me to be interested in pilgrimage."

To research the subject, Howard interviewed people in New Zealand who had been to the region, then spent three and a half months there in 2011 probing the motivations, experiences and meanings of his fellow Western travellers. On returning to New Zealand, he asked follow-up questions via email and via Skype.

India, he notes, has long been a place where disenchanted Westerners have gone looking for the exotic and spiritual – "alternatives to a modern, dystopian West". That said, he wanted to look beyond the stereotypes of Western hippies going to "find themselves" in India. "It's deeper and more complex than that. Such journeys say something broader about the human condition," he says.

His was an authentic traveller's experience, right down to the illness that beset him for the first half of his trip. "That made it challenging," he admits. He also soon discovered that travellers in that part of the world aren't necessarily keen on a formal interview with a social scientist; he changed his approach, instead relying on informal conversations and waiting until he was back in his room before taking notes. "A lot of the time I just talked to people and listened closely to what they said, and tried not to impose my own agenda too much."

His completed thesis, *Himalayan Journeys: A mobile ethnography and philosophical anthropology*, highlights the role of the imagination in motivating travellers – and determining what they find on their journeys. "Sometimes they see what they have already experienced in their imaginations," he says. "People think India is going to be a very spiritual place and when they get there can read into everything the kind of spirituality they have imagined." For some travellers, even the locals collecting buckets of water from a river – a practical task – somehow becomes imbued with spirituality. "I think that the imagination is really powerful in shaping our perceptions." He also encountered Westerners who had their preconceptions dashed. "They were confronted with realities that were not always nice or pretty, such as extreme poverty, poor sanitation and lack of public infrastructure."

Howard identified three main themes that motivated Westerners to visit the region: travelling to a 'source' of spiritual tradition, having exotic cultural experiences and looking for physical challenges. Often, these elements overlapped. He found it useful to widen his definition of 'pilgrimage' beyond a purely religious idea to that of a search for certain values and ideals and/or a place that embodies them. "For many people from more secular societies, it's a kind of do-it-yourself spirituality."

His thesis traces the notion of pilgrimage from ancient times, touching on its place in common mythical stories in which heroes are transformed by their travels. Modern day travellers to India also tend to go through a transformation, starting out anxious and uncertain and becoming empowered by their own resilience and

Himalayan Journeys: A mobile ethnography and philosophical anthropology is held by the Albany campus library.

adaptation. "You coped and showed yourself what is possible," explains Howard. "You transcended yourself. For Western travellers, that's a big part of going to India. People tend to see it as this daunting place where they will encounter poverty and be sensorily overwhelmed – and it really freaks people out sometimes, at first – and then they learn to cope and to get into it. By the end of their trips they feel like they can go anywhere and do anything."

Howard was struck by the amount of reading being done by travellers to the region, whether works of literature, religious works or self-improvement guides. "Part of it was the distance from their everyday lives and all the busyness and concerns. Being free of all that allowed them to engage with literature and their imaginations, ideas and knowledge."

But while a dog-eared paperback has long been a useful traveller's companion, those touring Himalayan regions today also do so accompanied by technology unthinkable to earlier visitors. "People travel now with iPhones and iPads and laptops and a lot of the guest houses and cafés offer wi-fi. I saw that people had routines where they would go out and do stuff – go to a temple, take a hike – and come back to the guest house and hunker down on Facebook [or] Skype."

Where travellers even a few years ago might have ducked into an internet café to send an occasional email home, people today bring their own gadgets and stay in much more regular contact. "That does change the nature of the experience," says Howard, "because to be connected and plugged into something means you're simultaneously disconnected from something else." He identified "a kind of drifting in and out" between two worlds. Even when people got to places without internet connections, Howard observed an anxiety among travellers about how many emails they would have to reply to once they got back online. "It doesn't stop, even when you have the phone switched off. This is being called the 'technological unconscious'."

Another media-related phenomenon is the role that films have played in inspiring people to travel to the region. Films such as *Seven Years in Tibet* (1997), *Little Buddha* (1993), *Kundun* (1997), *The Darjeeling Limited* (2007) and *Eat, Pray, Love* (2010) are commonly cited by travellers. The connection between films and tourism can be compared with the tourism business generated for New Zealand by interest in the *Lord of the Rings* and *The Hobbit* movies.

"Some people are looking at it as a form of pilgrimage," says Howard. "Sometimes these movies assume a lot of significance for people, so to come to New Zealand and go to the places where the *Lord of the Rings* movies were filmed, if that's your favourite movie and meant a lot to you, becomes something like a pilgrimage."

Part of the Himalayas' popularity as a destination, Howard says, is due to travellers looking for 'social distinction' or, in simple terms, bragging rights. "You're gaining what in anthropology we call 'cultural capital'; things you've done that make you interesting and distinguished." In the Himalayas he noticed a level of competition and 'one-upmanship', as travellers shared stories of the remote and exotic places to which they had been.

And while trekking in Nepal might seem reasonably adventurous, in certain circles it's seen as a soft option due to its popularity and tourism infrastructure. Howard found that, for hard-core travellers these days, Central Asia is seen as a relatively unexplored, challenging destination. "If you really want to show you're an adventurer, you go to Tajikistan or Uzbekistan or Iran."

It will stretch over a kilometre, from the Fitzherbert Science Park on one side of the main road through to the distant outer edge of the Manawatū campus on the other. It will embrace AgResearch, Fonterra, Massey University, Plant & Food Research, the Riddet Institute and the Bio Commerce Centre, eventually incorporating 4000 researchers and educators involved in the agrifood value chain. The plans for New Zealand's first-ever food super-campus are nothing if not ambitious. They need to be: the Government's Business Growth Agenda calls for a trebling of the real value of food exports to $60 billion by 2025. In a 20-year period, $250 million will be invested in the supercampus, which has national counterparts in places like Denmark, the Netherlands, Singapore and the United States. The supercampus forms part of the FoodHQ initiative, which is now entering its second phase. An estimated $230 million in annual economic value will be added to the Manawatū region from the creation of new research and development jobs. Pictured are Vice-Chancellor Steve Maharey and Science and Innovation Minister Steven Joyce sampling Scoop icecream at the July 2013 launch of the second phase of FoodHQ. (Photo: Sciencelens)

Fixing New Zealand's literacy problem

When it comes to literacy, the New Zealand education system is distinctly two tier. In the rankings of the Programme for International Student Assessment, New Zealand students overall and on average do well in reading literacy measures, but at the same time the gap between our high-performing and low-performing students is one of the highest in the OECD – and those low-performing students are disproportionately made up of Māori and Pasifika students and of students from low socioeconomic backgrounds.

This is a well recognised problem with huge long-term social and economic ramifications, and in the past 15 years or it has generated a host of reports, committees and policies.

Have they worked? It seems not. In *Why the New Zealand Literacy Strategy has Failed and What Can be Done About It: Evidence from the Progress in International Reading Literacy Study (PIRLS)*, authors William Tunmer, James Chapman, Keith Greaney, Jane Prochnow and Alison Arrow have drawn on publicly available information to show that the gap between good and poor readers is as stubbornly present as ever.

Why haven't things changed? New Zealand's $40 million-a-year Reading Recovery programme, the authors write, is based on a 'constructivist' or 'multiple cues' model of education that has been firmly rejected by the scientific community and, what is more, is most likely to be helpful to the children who are struggling least.

Instead, they write, the evidence favours an approach that helps the beginning reader to acquire the ability to translate letters and letter patterns into phonological forms.

The study's introduction concludes bluntly:

> The arguments and evidence presented in this study should not be taken as suggesting that New Zealand teachers are responsible for the failure of the national literacy strategy. ... Rather, the failure is largely the result of the misguided policy decisions of the Ministry of Education over the past 15 years. Doing the same thing (in terms of literacy instruction) with more resources will only lead to the same unacceptable results.

OPEN 2 STUDY

Massey and the MOOC

The arrival of the massive open online course – usually shortened to MOOC – is one of the most topical developments within tertiary education, with initiatives like Udacity, Coursera and edX capturing wide attention.

Now Massey has joined the MOOC movement, with Open2Study, developed by Open Universities Australia, being the MOOC of choice.

So far around 20 institutions have signed up with Open Universities Australia. They include the University of South Australia, the University of Western Australia, Curtin University, Monash University, La Trobe University and RMIT.

Completing an Open2Study subject takes about four weeks. The subjects are broken into modules and include short videos, multiple-choice tests, community fora and classroom discussion boards. Successfully completing a subject leads to a Certificate of Achievement. Enrolling takes less than a minute.

Around half of Massey's 34,000 students study by distance, making the university New Zealand's largest distance education provider by far, and online learning, delivered through Massey's online learning environment Stream, has also become a staple for on-campus students.

Welcome to the family

New Zealand has a new endemic songbird family, the Mohouidae. The family includes the endangered yellowhead, the whitehead and the brown creeper. This brings the number of endemic New Zealand songbird families to five and the number of endemic vertebrate families to 14 (11 birds, one frog, one bat, one tuatara). The new classification is the result of DNA testing initiated by Massey postdoctoral fellow Dr Michael Anderson, whose research interest is the ecology of the longtail cuckoo. The yellowhead (pictured at left), the whitehead (pictured at right) and the brown creeper are the host species parasitised by the cuckoo.

Study contributors were Michael Anderson and Luis Ortiz-Catedral, Massey University; Zachary Aidala and Mark Hauber, Department of Psychology, Hunter College of the City University of New York; Nicola Chong, University of Auckland; Ian Jamieson, Allan Wilson Centre at the University of Otago; James Briskie, University of Canterbury; Phillip Cassey, University of Adelaide; and Brian Gill, Auckland War Memorial Museum.

$7.2m for new agrifood and health research

Massey researchers in agrifood and health and wellbeing have been awarded total funding of more than $7.2 million in the Government's annual Science Investment Round announced in August. This represents around 20 percent of the funding allocated to universities as part of the round.

A project led by senior post-harvest scientist **Dr Andrew East** of the Institute of Food, Nutrition and Human Health and **Professor John Bronlund** of the School of Engineering and Advanced Technology has received more than $5.1 million to develop modelling tools to assist in the design of better packaging solutions for export food products. The application of the modelling tools and the associated performance evaluation methods will allow New Zealand exporters to develop tailored packaging with superior performance.

Albany-based scientists **Dr John Grigor**, **Dr Kylie Foster** and **Professor Kerry Chamberlain** have been awarded $593,876 to develop sensory and consumer facilities as a joint collaboration with Singapore scientists over three years. This will take place at Massey's Singapore campus, where food producers will have access to high-quality consumer data and design solutions. The project will help New Zealand exporters to better understand the thinking and behaviour of Asian consumers and build on the emergence of the 'health and wellness' food market that is now valued at $802 billion worldwide.

The School of Public Health's Research Centre for Māori Health and Development Director **Professor Chris Cunningham**, and Family Centre Social Policy Research Centre Director **Reverend Charles Waldegrave** have together been awarded $1.4 million for a three-year project that will change and improve the way services are delivered to whānau/families as they support the development of tamariki/children. The project will analyse evidence from research and practice and develop a set of tools to enhance practice, including e-based solutions for tablets and smartphones.

Television personality Te Radar meets a resident at Wildbase, New Zealand's only dedicated wildlife hospital.

The way we were

Massey's student newspaper *CHAFF* is gone but far from forgotten. **Bonnie Etherington** talks to **William Muirhead**, the editor of ***The Wheat from the CHAFF: Almost 80 Years as Seen Through the Pages of Massey's Student Newspaper***.

Humour, "unfiltered content", political engagement and immediacy: these were the essential qualities of *CHAFF*, Massey's student newspaper, says William Muirhead.

He should know. During his research for *The Wheat from the CHAFF: Almost 80 Years as Seen Through the Pages of Massey's Student Newspaper*, Muirhead, assisted by university archivist Louis Changuion, combed through about 1200 issues of *CHAFF*; his father, John Muirhead, was a co-editor of *CHAFF* in 1970; and Muirhead himself is the last of his line: the editor of *CHAFF* from 2007 until its demise in 2011.

It all began in 1934, when Massey Agricultural College had 285 students. The first issue of the yet-to-be-named publication appeared on 16 March and the second issue, with the *CHAFF* masthead, a couple of weeks later. The publication was the product of a group of students who called themselves Turitea Newspapers Ltd, their corporate mission statement: "to do just what we darn well please". It carried the subtitle 'The Official Organ of the Mosquito Hitters'.

"*CHAFF* was about different voices being heard, and students having a sense of ownership in something that was, sure, sometimes disposable, but theirs," says Muirhead.

It would also, as it turns out, create an extraordinary record of the times, "a prism through which one can see New Zealand becoming what it is now", as Muirhead puts it.

All of the issues that have roiled New Zealand society are there in the pages of *CHAFF*, presented in competing voices and perspectives. "When there's a particular issue

... it's very much a melting-pot of student opinion

where there are several voices," Muirhead says, "such as with the Springboks' tour or homosexuality, I've tried to include both sides of the debate. In the '70s and '80s sometimes you got seven or eight pages of letters per issue, with everything discussed from Timor through to great swathes of academic debate about Milton. So it's very much a melting-pot of student opinion. I've tried to be as representative as it is possible to be, and to be fair to the culture of the times."

He has also gone to some lengths to gather first-hand accounts. A trip to Christchurch to speak to one of the paper's earliest surviving editors, Professor Kevin O'Connor, who in 1949 brought the paper back from post-war oblivion, was one.

To track down other *CHAFF* editors and writers to interview, Muirhead had to become, as he puts it, a "master Google detective".

Rosita McKay, the editor in 1978 — the second woman to hold the position, and the first since 1951 – was a particularly elusive quarry.

"That year they had an editorial collective where all of the articles were credited just with the first names of the authors. That's all very nice and I like it as an approach, but it makes it very hard to locate a particular individual. Trying googling 'Ben, Massey University' and see what you get!"

The only full name Muirhead was able to find for that year was a 'Nigel Erricker', whom he eventually tracked down in the United Kingdom. In his email, Muirhead asked if Erricker would be happy to answer some questions and if he had any idea of the whereabouts of Rosita McKay.

"You have in a sense got two for the price of one," Erricker replied. "Rosita McKay is my wife."

More recent contributors, many of whom Muirhead knows from his student days, were easier. "One of the lovely things," says Muirhead, "was getting in touch with people to whom I haven't spoken in years. There was Huia Welton, who was President of the Massey University Students' Association for two years and who staged a very famous protest wedding on the concourse with Simon Clark in 2000. The then-editor Shane Hyde, who got me involved with *CHAFF*, was the celebrant for that. [The wedding] was to protest the fact that a male and female student could get married just for the extra student allowance, but a gay couple who loved each other was unable to marry at all. I got Huia's and Simon's contributions for the book on the same day that gay marriage was legalised. So there was a beautiful synchronicity to that."

One chapter, 'The People vs. Lockwood Smith', is in part devoted to the then-Minister of Education, 'User Pays' loans and the wholesale changes to tertiary funding

Professor Peren takes a learned interest in the wisdom of spokesman Willie Burns at the Student Reception at Palmerston North Railway Station. ["Chaff" does some reporting at close quarters—for a change!]

that took place in the early '90s. "Almost every issue of *CHAFF* for a six-year period had at least one article or bordering-on-defamatory cartoon about the Right Honourable Lockwood Smith," says Muirhead. "So when I was putting that chapter together it would have been dishonest to not have included some of that criticism. But I thought it was really important to speak to Lockwood Smith, who is a Massey alumnus himself. What I got from Lockwood was his angle on what happened, which I thought, again, was about balance, and was important to include."

Hunting down former contributors wasn't Muirhead's only challenge. "We couldn't find any issues from 1937 to 1946, at first. I assumed this was because of World War II. But eventually we found that there were probably a dozen issues from the late '30s and '40s that had just not been stored with everything else. Our library staff found them, and they turned out to be fascinating – cartoons inked by hand, things like that. The very first issues during the war were called *The Horse's Neck*, or *CHAFF – War Edition*, and the editorial in the first of these, 'Concerning Walls', talks about how in Soviet countries under the thumb of the fascists, there were village walls where dissidents would scrawl news and information. No free press, of course. So I wonder if *CHAFF* was like that back then: just one or two copies of each issue left on a table that everyone took turns reading, perhaps making their own additions. Which means that the fact that we have any now is remarkable. So if anyone happens to have a box of dad's or grandfather's old copies of *CHAFF* from that vintage, we may not have them at all and the university archivist would love to see them."

While many things changed for Massey and New Zealand with the years, some of *CHAFF*'s staples did not. Common fodder included irreverent poetry, commentary on town-gown relations and passionate rants about significant and not-so-significant issues (such as the three-week crusade of 'Cyclin' Dave' and several hundred fellow students against Vice-Chancellor Alan Stewart's threatened elimination of the library bicycle racks).

Dining hall moaning may have been the newspaper's longest-running tradition of all. "You'll find letters from 1934 about the dining hall food," says Muirhead. "But the most famous case is the saga of 'Runny Babbit' in 1979. Runny Babbit was a cartoon rabbit hero who was prone to spontaneous evacuation of its bowels. One of the panels has students eating at the dining hall then ejecting it from the other end. The dining hall staff, understandably, were not thrilled by this, and went on strike, and the entire editorial team got canned. That was probably the height of dining hall complaints.

"Very rarely, though, was *CHAFF* going out to hugely offend. When *CHAFF* went out to get you, it went out very seriously. I think you can always tell when *CHAFF* is serious about something, because there aren't lots of swear words or jokes; that's when we actually became real journalists for a few hundred words... and then it's back to the dick jokes."

Muirhead's ambition in *The Wheat from the CHAFF* has been "to see *CHAFF* right".

"All those issues at archives, they just felt so alive. I wanted the book to feel as much as possible like those issues."

So to get what he wanted, Muirhead brought together some of his old editorial teammates "for one last caper".

"The final book is very much a collaboration between me and 'Lucky*', the typesetter, who did exceptional, professional and creative work under a very difficult brief. The foreword was written by Jeremy Bryson, who was our last news editor, and it was just like old times when he sent me his work and I sent it back to him, rewritten, then he sent it back to me, and I sat on it for a while and put 90 percent of his stuff back in because I realised I'd rewritten it too much. And Seth Winn, who was our last design editor, has done a beautiful cover for the book."

The all-hands-to-the-deck effort recalls the *CHAFF* workflow.

"Most of the time," says Muirhead, "you had five days to do what was the equivalent of 64 A4 pages with volunteers who had assignments, other lives, and exams coming up. You had to get something out that, ideally, offended 5 percent of people, made 35 percent of them chuckle, and interested 30 percent. The other 30 percent you just hoped found a page or two to engage them somewhere.

"We all worked incredibly hard on it, but you could take liberties and licences because you knew it was going to be on the stands for a week and then it would be in the skip."

Or – as it turns out – in a compilation. And here is the real surprise, says Muirhead: how durable so much of the content is, and how much interest it still holds.

"There was a lot of stuff in *CHAFF* – cartoons, feature journalism, letters, poetry – that was never meant to last, but somehow it does." ■

Clockwise: Rod Stewart, accosted by mid-'70s campus celebrity George Georgiou; in 1950 Professor Peren is officially welcomed back from sabbatical by a deputation of students. (At centre is CHAFF editor Kevin O'Connor.); from '77 cycle rack protests. How to Use this Book, a drinking game; the infamous Runny Babbit.

The Wheat from the CHAFF: Almost 80 Years as Seen Through the Pages of Massey's Student Newspaper will be available from alumnishop.massey.ac.nz, with proceeds to the Massey Foundation.

Keeping the presses *rolling*

CHAFF is dead, but student publishing lives on. ***definingnz*** spoke to *MASSIVE* editor **Morgan Browne**.

CHAFF's death sentence was delivered when ACT MP Heather Roy's Voluntary Student Membership Bill passed in 2011. No longer would student unions be able to levy compulsory fees (of around $150 per student) for welfare, health and other services. Those 'other services' included student publications. *CHAFF* and, on Massey's other campuses, *Magneto* and *Satellite*, could not continue as they were. The final issue of *CHAFF* appeared in late 2011.

However, this was not the end. The consensus – as was the case among New Zealand's universities generally – was that student media were too important to be let perish, so the first issue of *MASSIVE* appeared in February 2012, funded by a university grant.

To look at, *MASSIVE* is a very different publication from *CHAFF*. *CHAFF* was a single-campus, scrappy, fill-it-to-the-margins, weekly paper. *MASSIVE*, a monthly multicampus magazine, is all designer white-space, full-page illustrations and photographs, and thick, creamy paper.

Morgan Browne, *MASSIVE*'s second-ever editor, explains that the production values and page-count – the highest of New Zealand's student magazines – are dictated by the monthly schedule. The magazine needs to last for longer, lying on the coffee table or bedspread to be dipped into whenever interest strikes.

> As a student magazine, we can get away with things that are quite out there and liberal

Around 6000 copies each issue are distributed via campus stands and, increasingly, other outlets. "We recently took some into downtown Auckland and the wider Albany area and instantly had people calling to advertise with us. Hell Pizza has asked us to put *MASSIVE* in all its outlets too. Eventually, the hope is to have enough advertising revenue so we don't need a grant to survive."

For Browne, a Bachelor of Communication graduate from Albany, the job as editor in her first year out of university was a dream come true.

"When I was younger I used to love writing; then I got into English and theatre at high school and helped write the school yearbook."

She cried when she got the news. Not even those late night hours working to a deadline alongside designer and Massey alumnus Sean Walker have destroyed her illusions. "He lays it out and I do the content," explains Browne. "We trust each other to know what works best."

The cover artwork and editorial illustrations are produced by a line-up of Massey alumni and students. One reader sent in a photograph of a bedroom liberally wallpapered with *MASSIVE* covers and illustrations. "That's a really cool feeling, knowing that people want the magazine in their environment."

The other vital team member is web manager Adam Dodd. "The magazine is our flagship, but the same amount of time and effort goes into the website and social media – we'll often put a story on the website first if it needs to be told before the next issue comes out," says Morgan.

The School of Communication, Journalism and Marketing assists with sub-editing, mentoring and counsel.

The content mixes earnestness, humour and raunchiness. A feature on the dark matter of the internet jostles with a photographic essay, a creative non-fiction piece by a former brothel manager and a story about how to get a boyfriend off drugs. The news section features unmentionable uses for a condom. Columns offer "sensual advice" and an interview with a local band.

"As a student magazine, we can get away with things that are quite out there and liberal, so it's up to the reader to either take things on board or dismiss them as someone's rant.

"I think the best way to include everyone is to have lots of different stories and get as much dialogue going as possible."

50 YEARS

Origins 1913 to 1927

The idea of a North Island-based agricultural college

It may now be a multidisciplinary university, but Massey's origins are unabashedly agricultural. The New Zealand Agricultural College Act was passed in 1926 and the name Massey (honouring farmer-statesman Prime Minister William Massey) was conferred by the Massey Agricultural College Act a year later. It almost didn't happen. During the passing of the 1926 bill there was fierce debate about whether an academic education had much to offer farmers, and the tug of regional loyalties was strong. George Forbes, leader of the National Party and a farmer himself, railed against this "scholastic institution". Thorough methods, he said, not agricultural education, were called for. Some MPs sprang to what they saw as the defence of Lincoln College (now University); others proposed different structures and locations. But the day belonged to Prime Minister Gordon Coates. The day of the slasher and the rule of thumb was at an end, he told the House. The new college would work to restore soil fertility, increase the efficiency of agricultural production and help New Zealand to compete in overseas markets. The establishment of the college was a matter on which "our very life's existence depends". It opened with a roll call of 84, including "9 degree men", in March 1928. Its first Principal was Professor Geoffrey Peren, who would preside over the college until his retirement in 1958.

1

1913
William Massey sets up the Board of Agriculture, under its own enabling legislation, to investigate establishing a North Island agricultural college.

1923
£10,000 is donated by Sir Walter Buchanan to Victoria University College to found a Chair of Agriculture. Professor Geoffrey Peren is appointed to the Chair.

1924
The School of Agriculture is recognised by the University of New Zealand.

1925
Professor William Riddet is appointed to the Logan Campbell Chair in Agriculture at Auckland University College.

1926
The amalgamation of the two schools is recommended by committees appointed by Victoria and Auckland University Colleges. The Palmerston North-Marton area is recommended.

1926
With the passing of the New Zealand Agricultural College Act the two schools are combined and the New Zealand Agricultural College is created. • The Batchelar Estate at Fitzherbert is purchased by the Government.

2

MASSEY COLLEGE OPENED

March 20th 1928

"AN EPOCH IN THE HISTORY OF THE DOMINION"

GOVERNMENT BEHIND THE INSTITUTION

WHAT IT WILL MEAN TO THE PRODUCERS

In officially opening the Massey Agricultural College at Palmerston North yesterday, the Hon. O. J. Hawken, Minister of Agriculture, said he did so with the firm conviction that it would do honour to the great name which it bore. The Minister believed the institution would be of immense usefulness to the whole of the farming community, and through them of benefit to the whole Dominion.

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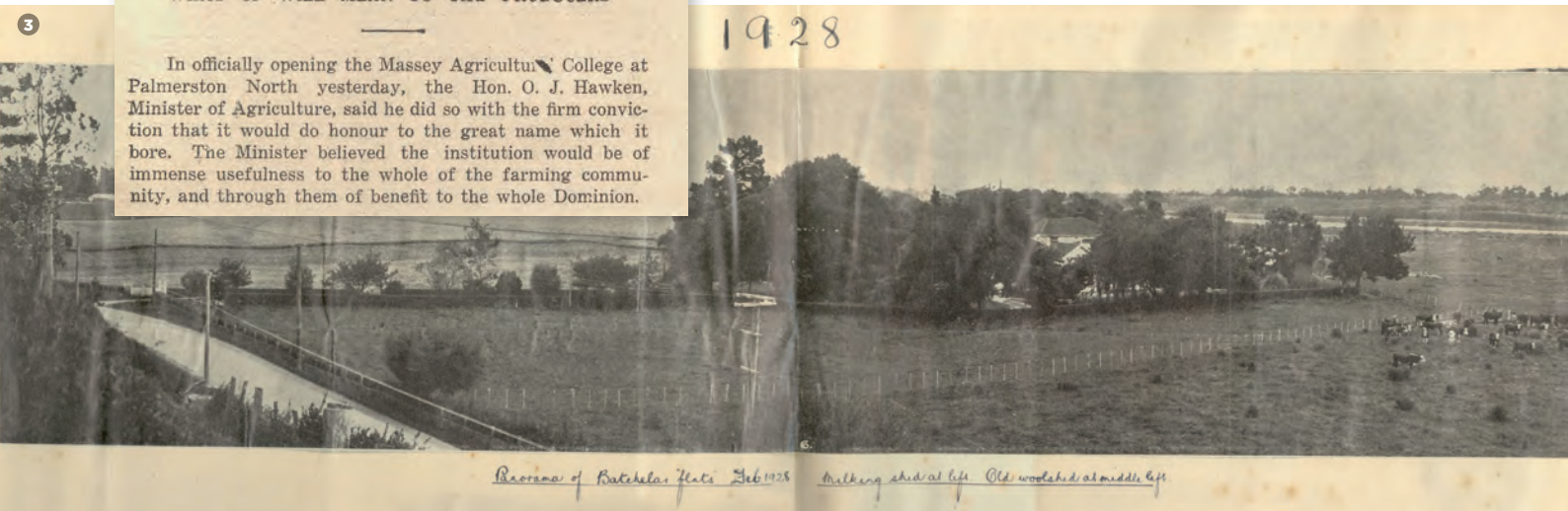

1. Professors Geoffrey Peren and William Riddet inspecting potential sites in 1926. **2.** A newspaper record of the opening. **3**. The site chosen: the Batchelar farm, just outside Palmerston North. **4**. 'Farmer Bill', Prime Minister William Ferguson Massey, after whom Massey was named.

50 YEARS | Laying the foundations 1927 to 1964

Foundation, depression, war and rejuvenation

Massey Agricultural College was off to a racing start. Land was purchased and the distinctive American prairie-style refectory and main science building were completed by 1931. But by then the Great Depression had arrived in full force. The college's maintenance grant was cut and two successive 10 percent cuts in salaries were imposed. It survived using a mix of measures – the sale of stock, eggs, milk, cream and wool and foregoing fire insurance – and through philanthropic generosity.

A brief interlude of dawning recovery was followed by the outbreak of World War II in 1939. During the war years a staff college was established on the grounds, Principal Professor Peren formed a troop of the Manawatū Mounted Rifles from staff and students, an armoury was set up in the basement of the main building, and enrolments plunged.

The end of the war brought renewal. Three more farms were purchased, bringing the college's land holdings to 1607 hectares by the end of 1951. More buildings were purchased, such as Wharerata in 1951, or erected, such as the Bernard Chambers Veterinary Clinic, which opened in 1955. More courses were created. Notably, in 1958 Massey introduced first-year science teaching in chemistry, botany, zoology and physics; the agricultural degree students, who had previously had to undertake the first year of their courses elsewhere, could now complete their degrees entirely on campus.

Numbers of international students began arriving at Massey, many through the Colombo Plan, and Massey's staff began doing work in Asia.

When, following Peren's retirement, Dr Alan Stewart became Principal in January 1959, Massey consisted of 63 academic staff in a single faculty teaching some 500 students enrolled in 15 degrees, diplomas and certificates.

Again, the pace picked up. A Bachelor of Food Technology degree, the first of its kind in the world, was introduced in 1961 and in the same year the first appointments were made to New Zealand's new veterinary school – Massey having won out over the Universities of Auckland and Otago as the proposed site.

A foundation had been established for the extraordinary decades of growth that lay ahead.


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1927
The first meeting of the Agricultural College Council is held. • It is agreed that the Dairy Research Institute of New Zealand should be associated with the college. • The Batchelar property is taken over by the college. • The college is renamed Massey Agricultural College by an amending Act.

1928
The PA McHardy property (Tiritea) is purchased by the Palmerston North Borough Council. • The Massey Agricultural College is formally opened by OJ Hawken, Minister of Agriculture. There are 85 enrolled students. • The Palmerston North City Council transfers ownership of 8.5 hectares of the Tiritea property, with building and improvements, to the Crown for college purposes. • The dairy factory is built.

1929
The tender for the construction of the main science building and refectory is let. • The foundation stone of the main building is laid by Governor-General Sir Charles Fergusson. • The water tower is built and the refectory is begun.

1930
208 students enrol. The refectory is completed.

1931
The main building is opened by Governor-General Lord Bledisloe.

1935
The swimming baths – built by students as part of their practical work for the Farm Practical Course – are opened. • The first Procesh is held.

1938
Tuapaka Farm near Aokautere is leased.

1941
The Staff Hostel (later to be a college hostel known as the Pink Hostel) is built by the Army Staff College to serve as officers' quarters.

1944
The C J Monro homestead, Craiglockhart, is purchased with money from the Moginie bequest. It is set up as a hostel for women students. The hostel is called Moginie House, but eventually the name reverts to Craiglockhart.

1946
The 89-hectare Bourke property is acquired under the Public Works Act for Massey Agricultural College.


16

1948
Degree courses in horticulture are introduced.

1950
Tuapaka Farm, which has been leased by the college, is purchased.

1951
'Rata', a 770-hectare farm in southern Hawke's Bay, is purchased. (It is later sold.) • A Chair in Sheep Husbandry is established. • Wharerata, the 6.5-hectare property of the late Mrs AE Russell, is purchased.

1953
The Young Farmers' Club Memorial Dormitory is erected, funded by the Federation of Young Farmers' Clubs.

1954
The Bernard Chambers Veterinary Clinic is built, opening in early 1955.

1958
First-year science courses are introduced. • Professor Peren retires as Principal and Dr Alan Stewart is appointed. Professor Peren is awarded the KBE.

1960
The Palmerston North University College, a branch of Victoria University of Wellington, is founded in Palmerston North on a 12-hectare site at Hokowhitu and Caccia Birch House. It caters mainly for extramural students and provides tuition for Arts students in Manawatū.

1961
The University of New Zealand is dissolved and Massey is associated with Victoria University of Wellington for the conferral of degrees.

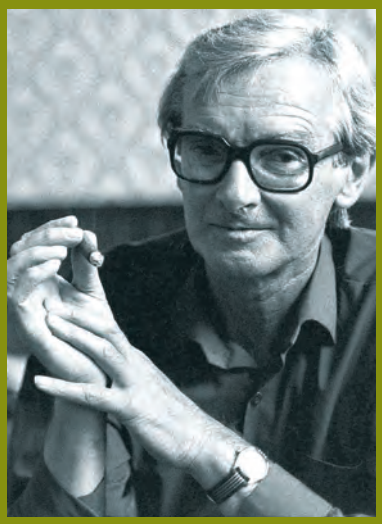
1962
Massey Agricultural College is renamed Massey College. • The first meeting of the Faculty of Veterinary Science is held. • The first meeting of the Faculty of Technology is held.

1963
Massey College and the Palmerston North University Branch of Victoria University are amalgamated to form the Massey University College of Manawatū. • The first meeting is held of the Science Faculty (called for a time the Faculty of Biological Sciences).

1. Farm manager WG McCulloch and students, 1927. **2**. At the official opening of Massey Agricultural College in 1928. **3**. The Students' Association Executive, 1928. **4**. The first rugby match, 1929. **5**. The opening of the main building in 1930. **6**. Sir George Fowlds is awarded the Champion Boar ribbon at the opening of the main building. **7**. The main building, 1935. **8**. The swimming baths are opened in 1935. **9**. Lab work in the 1930s. **10**. The first Procesh is mounted in 1935. **11**. Premier Michael Joseph Savage is accorded state visit honours in 1937. **12**. The library in the 1940s. **13**. Home makers' course in Domestic Science, 1939–41. **14** The Tramping Club in the 1930s. **15**. The Massey Band, Procesh, 1955. **16**. Staff and students, 1934.

Beyond the walls

Massey pioneers distance learning



I finished one long weekend packed with lectures and tutorials, sitting exhausted on a high stool after the closing session, shaking hands with the departing students; they thanked me and I felt I should be thanking them. One elderly woman enrolled to support her daughter who was seriously lacking in self-confidence. The daughter managed a pass, but her mother turned out to be a straight A student. When she finished her BA, I urged her to enrol in the honours course. No, she said, she would not do that; she wanted to catch up on the many books in her undergraduate courses that she had not had time to read. Not at all second-best and very far from second-rate.

Professor Bill Oliver on teaching extramural courses at Massey in the 1960s.
Looking for the Phoenix: A memoir

In 1962 the Massey University College of Manawatū Act united Massey Agricultural College (MAC) and Palmerston North University College (PNUC), a locally sited branch of Victoria University catering for teachers-in-training.

It was a good match. MAC was strong in the sciences; PNUC, which taught humanities and social sciences, would round the university college's offerings and become the core of its general studies faculty. And PNUC brought something else: an extramural teaching programme that had begun taking students in March 1960.

How did the new university view its extramural programme? Equivocally. Peter Freyberg, the first Director of Extramural Studies, later said that it was as though Dr Stewart (the first Vice-Chancellor) had "accepted the cuckoo in the nest and made the best of it".

The academic community was split between those who saw extramural education as a corrosive second-class substitute for full-time study at a university centre and those who saw it as a liberating way of expanding access to university education to those otherwise denied it by occupational, geographical or personal circumstances.

Massey's first Chair of History, Professor Bill Oliver, was a sceptic. The right of individuals "is to real, not imitation higher learning; the need of the country is for graduates who had been to university, not merely passed exams", he told a gathering in 1964.

But, tellingly, after teaching extramural courses himself, Oliver gracefully recanted.

The first courses – including English, history, French and mathematics – were those inherited from PNUC.

Gradually more courses were offered extramurally and enrolments climbed. The first 300-level courses were offered in 1979 and by 1984 more than 10,000 students were taking their pick of 350 papers, eight degrees, 18 diplomas and three certificates.

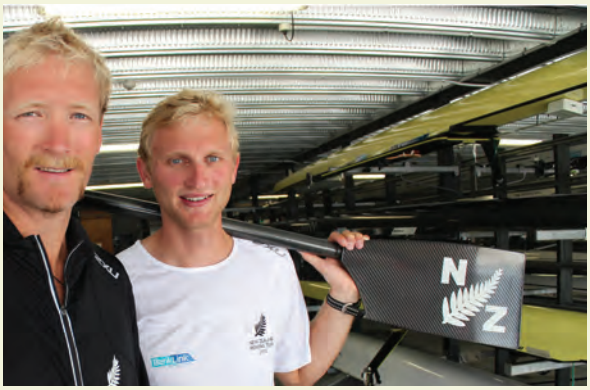
Catering to their needs was in physical terms a massive logistical exercise, transacted by post, fax and phone. During the course of 1986 alone, the distance library service sent out 31,772 books. Former librarian Lucy Marsden remembers the day in the early 1990s when the library first received more than 1000 requests, and in 2009 the library issued nearly 90,000 books to extramurals.

This physical traffic now has its counterpart in bits and bytes. In the late 1980s a small number of academics began pioneering the use of IT in their teaching programmes; email began to supplant the stamped variety in the mid-1990s; in 1997 the university bought into the learning management platform WebCT (since replaced by the university's own platform Stream) to help deliver its extramural programme; and of late the university has joined Open2Study, a multi-university massive open online course (MOOC) platform.

Massey's extramural programme is outstandingly successful – it now reaches 33,500 students from more than 100 countries. Because of its study-anywhere nature, it is favoured by international aid workers and elite sportspeople. Massey University student-athletes won three gold and three bronze medals at the London Olympics, a medal tally eclipsing that of Canada.

Another advance came with the decision of the World Bank to fund the Massey-run One Health programme. Traditionally, Massey's extramural programme was restricted to New Zealanders. As part of the One Health programme, veterinary science and public health specialists are using a mix of distance education and face-to-face teaching to deliver specialised postgraduate Masterate degrees to students in India, Pakistan, Sri Lanka, Bangladesh, Afghanistan and Nepal.

Above, clockwise from left: Extramural students arriving for a contact course in the early 1960s; extramural study material being despatched in 1970; an extramural studies group seminar, also from 1970.



The pursuit of international sporting success has not prevented Olympic gold medal-winning rowers Eric Murray and Hamish Bond from pursuing university study extramurally. Hamish Bond, at right, graduated with a Bachelor of Business Studies in 2012. Murray is a current student.

The youngest person to enrol extramurally was Chris Butcher at age nine. Butcher went on to graduate with a BSc at 15 and is now a highly regarded United States-based lead engineer in game development. At the other end of the scale, a number of his counterparts have graduated when well into their 70s.

"Then there was the woman at the EXMSS [Extramural Students' Society] After-Grad Dinner who said she was of rich cocky heritage, whose father thought education was only to equip a woman for marriage. She married and later took up extramural study to the chagrin of her husband, who said: 'It's either your study or me!'. And you will notice who's not here tonight."

"I got home at 2am, cold as charity and saw the light was on in the wash house. I found my wife, Claire, standing by the freezer, books open, studying. 'What the hell are you doing?' 'If I went back inside,' she said, 'I'd get warm and go to sleep'."

"Sorry my assignment is late, we were attacked by pirates in the South China Sea."

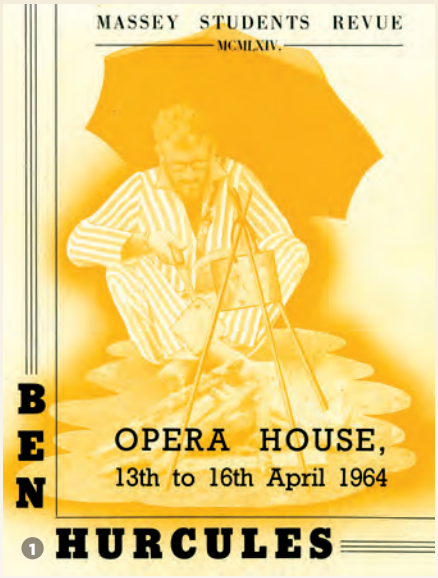
"Perhaps because I was a bomb-armourer in Iraq they were thinking of my safety when they blew up the..."

"I'm terribly sorry to ask for an extension for my essay next week but my husband has burnt all my books."

Excerpts from speeches delivered at EXMSS After-Grad Dinners as quoted in *The EXMSS Files* by Peter Hawes.

50 YEARS | The rise of the multidisciplinary university 1964 to 1990

Growth, social turbulence and consolidation



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What a difference a decade makes. Massey in 1964 and Massey in 1974 were very different places. A conservative agricultural college, almost a village with the Vice-Chancellor standing in for squire, transformed itself into a well rounded university with plural constituencies.

Speaking to *MASSEY* magazine in 2002, employment relations consultant and historian Alan Millar remembered the arrival of the humanities at the Turitea site. "When I enrolled in 1967 the humanities were across [at Hokowhitu] where the College of Education is now. They arrived here in 1968, and suddenly coming into the traditional university there was another group of people who were not of the same stream. It also increased the number of women. The mix had richened up."

Enrolments soared as the baby boom engulfed the universities, and to teach them came a crop of lecturers often little older than their students.

The main Turitea site, a small archipelago of buildings in the early 1960s, became a construction site from 1964 on. The hostel Walter Dyer Hall opened in 1967 and the library and the Veterinary Building in 1968. People took to wearing gumboots around the perpetually muddy campus until pavement was laid in preparation for the Queen's visit in 1970.

This was a time of causes: of the Vietnam War, of issues of race and of gender, and of abortion rights. For a while Massey became a hotbed of political engagement. During these early decades the university's offerings expanded dramatically. There were more departments and more subjects. To name a few: Japanese arrived in 1965, philosophy in 1967, social policy, social work, nursing studies and social anthropology in 1974, business studies in 1978 and the Faculty of Education in the same year.

Massey, known for – and stereotyped by – its expertise in agriculture and science, was now proving itself in other realms.

In his memoir *Looking for the Phoenix*, Professor Bill Oliver, who was appointed Massey's founding Chair of History in 1964, leaving in 1984 to become the General Editor of *The Dictionary of New Zealand Biography*, remembered the luminaries of his time: "Alison Hanham in medieval history, Barrie Macdonald and Kerry Howe in Pacific history, Basil Poff in Indian history, Robin Gwynn in early modern history, Peter Lineham in modern English history, Margaret Tennant in New Zealand history.

"I looked up and down the country and knew that as long as I was in a New Zealand university there was nowhere I would sooner be."

Similarly, Steve Maharey, Massey's current Vice-Chancellor, remembers being a lecturer in

1964
Reborn as a university, Massey is granted autonomy as Massey University of Manawatū. A total of 1877 students are enrolled during this year. The new university consists of five faculties. • Dr Alan Stewart is appointed as the first Vice-Chancellor. • Colombo Hall opens.

1965
The Faculty of General Studies is reorganised into the Humanities and Social Sciences Faculties.
• Food Technology gets a permanent home when the Riddet Building is completed.

1966
Massey University College of Manawatū is renamed Massey University.

1967
The Department of Economics is developed.

1968
The Humanities and Social Sciences Faculties are consolidated on the main site. The Hokowhitu property is made available for the development of the Palmerston North Teachers' College. • The Veterinary Building opens. • The Library/Arts Building opens. • Walter Dyer Hall is opened. • The long-awaited Student Centre is completed.

1969
The School of Graduate Studies is established. • Science Towers A, B and C are completed.

1970
City Court, the first of the Court hostels, is completed.

1971
Courses in business studies are offered.


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1. The first official Massey University student revue, 1964's *Ben Hurcules*. **2**. The computer room in 1966. **3**. The campus in 1964. **4**. A food processing class in the Riddet Building, 1970. **5**. The Science Towers, 1970. **6**. The royal visit of 1970. To the left of Queen Elizabeth is Student President Robert Anderson, Massey's current Deputy Vice-Chancellor. **7**. Students protest the Vietnam War, 1971. **8**. Capping parade, 1971.

the sociology department in the 1980s as "an incredibly stimulating time, being part of what I considered to be the best sociology department in Australasia. We had some of the very best graduates, people who went on to do very exciting things."

1972
The creation of the School of Education formalises the co-operation between Massey and the teachers' college. • The AgHort Complex starts taking shape. The Agricultural Engineering block is completed. The remaining AgHort buildings are completed between 1974 and 1977.

1974
A Department of Social Anthropology and Māori Studies is established.

1977
The Faculty of Business Studies is instituted. • The Faculty of Education is instituted. The university now has eight faculties. • The Seed Technology Centre opens. • 50th Jubilee. • The Registry Building is completed. • Extramural enrolments overtake internal enrolments in the late 1970s.

1980
Te Kupenga o Te Mātauranga, the first meeting house on a tertiary campus, is opened on the teachers' college campus. • Masskeradio operates for the first time during Orientation, Capping and Arts Weeks.

1984
Dr Neil Waters is appointed Vice-Chancellor.

1985
Massey wins the shield at the New Zealand University Games for the first time.

1988
A stand-alone Department of Māori Studies is established, headed by Professor Mason Durie.

1990
The School of Aviation is established. • The student roll stands at 21,274.

In the view of the Tribunal the dominant impression conveyed by *MASSKERADE* 69 is one of barely relieved vulgarity. In word and picture its content is coarse in conception and crude in expression. Its frequent resort to the subject of sex as a prop for its humour, the tasteless attacks on religious forms and attitudes, and a series of jokes involving disease, bestiality, and racial prejudice undoubtedly offends against normal standards of propriety and good taste.

The Indecent Publications Tribunal's damning review of the 1969 capping magazine *MASSKERADE*.


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9. Massey vets attend to a tiger, 1960s. **10**. The Student Centre, 1972. **11**. The AgHort Complex and AgEngineering, 1974. **12**. The concourse in 1976. **13**. A student tug-of-war, 1977. **14**. Hokowhitu Marae, 1980. **15**. Computex Education Department. **16**. Bicycle parking problems, 1980. **17**. Librarian Lucy Marsden introduces students to the card catalogue, 1972. **18**. *Love for Love*: Valentine (Stephen Saville), producer John Ross, and Angelica (Jacqueline Rowarth), 1979.

Stunts and pranks

In 1930 the Kareti Club was formed at Massey, its formal object being to "investigate the speed at which beer can flow over mucous membranes" – and to make sure that life wasn't taken too seriously.

The Kareti Club helped initiate the first 'Procesh' in 1935, with floats parodying political figures, local and international, and on occasion it added a touch of anarchic colour to graduation. One ceremony was disrupted by alarm clocks hidden under chairs and timed to go off at three-minute intervals, coupled with the release of blinkered hens from the gallery; on another occasion the principal's dog mysteriously appeared on the stage.

When Michael Joseph Savage visited the college in 1937, the highly tolerant Prime Minister was transported by wheelbarrow and dray and presented with a pig.

These were innocent stunts for innocent times; in the 1960s, the Kareti Club now ancient history, the stunts gained an edge.

In 1965's Operation Lurgi, three students strolled into nearby Linton Army Base and drove off with a large army truck (pictured). Painted with protest slogans, it was parked outside the Regent Theatre that evening, just as the crowd began to pour out.

The perpetrators were unrepentant. "[There was speculation] as to how the security of Linton Camp was penetrated. It wasn't. We found no security to penetrate."

Tom Scott tells of the world's longest distance swim, a promotion for *MASSKERADE*: "Never been done before. We put a big tank of water on the back of a truck and a man called Jim Vernon put on togs and got in the tank and he endeavoured to swim in the tank while we were driving him to Wanganui. He froze his ass off."

1988's capping stunts included a Loch Ness Monster in the duck pond, a prank letter to Palmerston North residents notifying them of an outbreak of 'Hepatitis E', and a car parked midway up a staircase.

[The departing DJ] said "just choose what you like", I thought "I have no idea, there is nothing here I know." I figured that generally most artists put their best songs pretty early on in the albums so I thought side one track one and thought I'd work my way front and back, side one track one, and that worked pretty well for a while, 'til someone helpfully rang up and said that the song I was playing probably sounded better on 45 [rpm] given it was an EP not an album.

Stephen Joyce on being a first-time radio DJ on Masskeradio in the 1980s.

50 YEARS

Green fields

A new kind of campus appears on Auckland's North Shore

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In the early 1980s, around 20 percent of Massey's Manawatū students hailed from Auckland. But in 1984, the 'user pays' economic model arrived with the new Government, and by 1986 it was apparent to Vice-Chancellor Sir Neil Waters that this would be an inducement for students to study nearer to home. Foreseeing a drop-off in enrolments, Waters enlisted the support of the Chancellor for a second campus in Auckland.

The North Shore seemed ideal, combining the socio-economic profile, environs and lifestyle to attract domestic and international students.

A 56-hectare site to be known as the East Precinct was chosen. Like the Manawatū campus, the Albany campus would be a parkscape of trees, lawns and plantings. Waters wanted environmentally friendly buildings with a relaxed ambience that would offer a cool haven in the subtropical climate of the North Shore. An Italian hill-town-inspired layout and architectural style were chosen, the latter also drawing on references to the Lippincott-designed Main (now Peren) Building on the Manawatū campus.

The campus was scheduled to open in 1994, but in early 1992, for various reasons, Sir Neil Waters decided to open it a year early. Alongside the East Precinct, a 17-hectare area of bare paddocks named Oteha Rohe was purchased and 31 prefabricated buildings were swiftly erected to serve as interim classrooms. Classes began in March 1993, starting with undergraduate courses in business, and, at the Government's request, both undergraduate and postgraduate social work. A year later, undergraduate and postgraduate courses were being offered in arts and information sciences. Majors in nutrition and mechatronics, and postgraduate courses in education, and (after a formal agreement with the Waitemata Health Board) nursing and psychology followed. Following the merger of the Palmerston North College of Education with Massey in 1996, primary and secondary teacher training was introduced. By the end of 2000, more than 20 degrees were on offer.

In 2001 Massey – now with a third campus established in Wellington – moved to a five-college structure: Business; Education; Humanities and Social Sciences; Science; and Design, Fine Arts and Music.

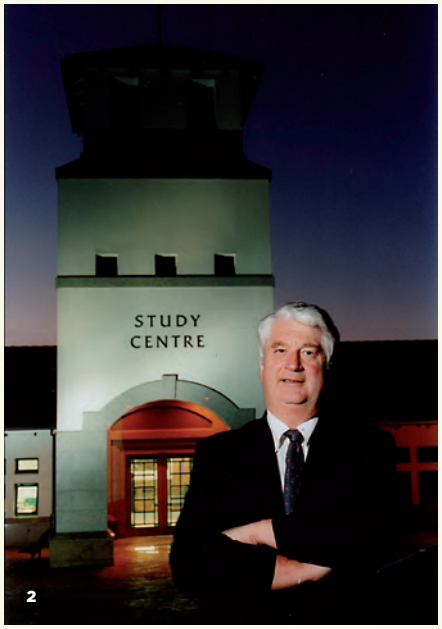
This allowed the university to play to the strengths of each campus. Albany became the mothership for the College of Business, the only campus to offer the College of Education's degree in speech therapy, and the campus chosen for the College of Sciences' Institute of Advanced Studies.

More students meant more buildings. The first three to be completed were the Study Centre in 1994, the Quadrangle Building in 1998, and the Atrium Building in 2001.

One by one, as space became available elsewhere, the low-rise, village-like Oteha Rohe buildings were converted into science laboratories, and on this site too new developments sprouted. One, opened in 2001, was the e-Centre business incubator unit, a joint venture between Massey University, the North Shore City Council and the Tindall Foundation. Another, opened in 2002, was a laboratory to house part of the Allan Wilson Centre for Molecular Ecology and Evolution.

Even then, more space was needed: in 2002 the university hired space in the Albany village for design courses and in downtown Auckland for the Centre for Social Health and Outcomes Research and Evaluation.

Since then, all building has taken



place on the East Precinct. A recreation centre, a joint venture with the Albany Students' Association, was built in 2005, the Sir Neil Waters Lecture Theatres in 2006, the Ferguson Bar in 2009, a new library in 2010, a Student Services building in 2012 and a set of science laboratories in 2013. Student accommodation will be next.

While a part of the wider Massey community, the Albany campus has become very much part of the fabric of the North Shore. It has sponsored the North Shore business, sports and outstanding youth awards; collaborated with the Smales Farm Technology Office Park to launch a national and international robotics festival; and, in 2011, in collaboration with the Auckland City Council, created an Auckland Knowledge Hub.

A number of Albany alumni now hold positions of influence: one is a Cabinet minister; others are internationally known for their scholarship. Four of Massey's Albany-based staff have been appointed Distinguished Professors.

In 2014, as Massey marks its 50th year as a university, the Albany campus will mark its 21st birthday. It is a campus that has come of age.

1. The Albany campus in the early 2000s. **2**. Albany campus Principal Professor Ian Watson, who guided development until his retirement in 2004. **3**. A University Council visit to the Albany site in 1991. **4**. Construction underway on the Quadrangle Building, 1998. **5**. Graduation parade, 1997.

50 YEARS

Creating the creative campus

Wellington joins the Massey fold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Fifty is a respectable enough age, but parts of Massey have more venerable pedigrees. The Wellington-based College of Creative Arts is one. Its origins stretch back to the creation of the Wellington School of Design in 1886 by 25-year-old Arthur Dewhurst Riley, a graduate of South Kensington Art School.

Arthur Dewhurst Riley at work.

The school, established initially in the top floor of an insurance building in central Wellington to train teachers of drawing, underwent a number of changes in location, name and function over the years. In 1891 it became Wellington Technical School, in 1905 Wellington Technical College, and in 1962 it was broken into two entities: Wellington High School, which took over an existing site atop Mt Cook, and Wellington Polytechnic, which shifted down the ridge line to new purpose-built premises on Massey's current Wellington campus.

So began three decades during which the polytechnic answered the need for job-related training. A one-year course in journalism began in 1966; basic nursing training was transferred from hospitals to the polytechnic in the 1970s; full-time studies in executant music also arrived in the 1970s. In 1987 and 1991 respectively, as state agencies divested themselves of educational agencies, the polytechnic even picked up responsibility for the Wellington Nautical School and the Dental Nurse School.

But further changes were afoot. State sector reform meant an end to the part-time training of government cadets and courses in such things as accounting and business management that catered largely to public servants. In 1990, a major review of off-job training was conducted, resulting in the creation of industry training organisations, which were free to purchase off-job training from a range of providers, be they schools, private training enterprises, wānanga or polytechnics.

The demand for the polytechnic's trade offerings fell and one by one courses were terminated. By the close of the 1990s, four trades remained: automotive engineering, electrical trades, carpentry and sign writing.

At the same time, the polytechnic had begun to grant degrees – a power it had gained in 1990. The first degree was a Bachelor of Health Sciences in nursing, which began taking enrolments in 1992; the second a Bachelor of Applied Science in environmental health, which began taking enrolments in 1995. More followed. By 1996, more than 40 percent of Wellington Polytechnic's equivalent full-time students were in degree programmes, but out in the marketplace they were often seen as second-best compared with their university counterparts.

The polytechnic was at a crossroads. Should it become a university in its own right? (Its small size and the time it would take to reach the necessary research and postgraduate enrolment criteria militated against this.) Merge with another polytechnic then break into university and non-university divisions? Join with Victoria University, with which it already had a working relationship? Or broker an arrangement with some other existing or soon-to-be university?

The Polytechnic Council began discussions with Massey, Victoria and Otago Universities and with AIT (now AUT) and Unitec. They soon winnowed down the suitors to two: Victoria and Massey.

Massey, which aspired to be the "pre-eminent provider of university education on a nationwide basis", presented its merger proposal in July 1997. Victoria, more tentatively, offered a "joint working party to discuss options". Following a special council meeting in August at which

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both universities pitched, the council voted (with one exemption) to go with Massey. The merger officially took place on 1 July 1999.

One consequent problem was where to house design. In 1992 the polytechnic and Victoria University had jointly purchased a building in Vivian Street to be shared by the polytechnic's 3D design studies department and Victoria's School of Architecture – and Victoria, the rebuffed suitor, intended to keep it.

The answer was found in the shape of the former Dominion Museum building, owned by the Wellington Tenths Trust. In 1998 Massey purchased a half share in the building and took out a lease on the other half, gaining a heritage-class 'front door' – even if the door would require extensive refurbishment and strengthening before being opened in 2001.

The new campus also became the nucleus for a cluster of public health expertise. A Massey University Centre for Public Health Research was established in October 2000. In 2003, the Sleep/Wake Research Centre, which has its origins at the University of Otago's Wellington School of Medicine and Health Sciences, became a core member of what was then the School of Public Health and, as of 2013, is now the fully fledged College of Health.

2006 was a year of notable joint ventures: the first being the New Zealand School of Music, launched with Victoria University of Wellington; the second being the Joint Centre for Disaster Research, which opened on the campus in December as a partnership between the School of Psychology and GNS Science.

What would Arthur Riley, founder of the Wellington School of Design, make of Massey today? He would surely be proud.

In 2013, the School of Nursing was the highest ranked school of its kind in the Performance-Based Research Funding round. The College of Creative Arts – the school's lineal descendant – has gone from strength to strength, and its staff, students and alumni consistently win national and international awards.

In 2012 the Wellington campus celebrated the opening of Te Ara Hihiko, an award-winning new building for the College of Creative Arts, with distinguished alumnus and Oscar winner Sir Richard Taylor cutting the ribbon. In 2013 came the news that the United States National Association of Schools of Art and Design had granted the College of Creative Arts "substantial equivalency", the first school outside North America to achieve such a distinction.

1. Students hard at work in a studio in the Wellington School of Design in the 1890s. **2**. The Wellington campus sits on the brow of Wellington's Mt Cook, with the Old Dominion Museum building at one end and the site of the former Wellington Polytechnic at the other, separated by Wellington High School (the prominent pink building at centre). **3**. At the 2012 opening of the new College of Creative Arts building Te Ara Hihiko, Sir Richard Taylor accepts a gift from Massey Wellington Students' Association President Ben Thorpe Taylor while College of Creative Arts Pro Vice-Chancellor Claire Robinson applauds. **4**. Although the Wellington campus is perhaps best known for its strengths in the creative arts, it is also home to a remarkable cluster of public health research institutions, one of them being the Sleep/Wake Research Centre.

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50 YEARS | Becoming multicampus 1990 to 1999

New Zealand's national university

During the 1990s Massey became a multicampus university. At one end of the decade, the first sod was turned on Massey's Albany campus in 1992; at the other, the merger with Wellington Polytechnic, creating Massey's Wellington campus, took place in 1999.

In between came the merger of the Palmerston North College of Education and Massey University's Faculty of Education, forming the nucleus of what would be the College of Education – one of five newly created colleges.

1. The Albany campus's Quadrangle Building, 1990s. **2**. The Japan Lecture Theatre under construction on the Manawatū campus, 1995. **3**. Graduating Samoan extramural students, 1998. **4**. A mock student wedding is held between Massey and its new Wellington campus, 1999. **5**. The 1990s were also a time of political turmoil, as illustrated by a *CHAFF* cover from 1994.


ISSUE 13 MONDAY 13 JUNE 1994

Chaff*

BOLGER & CO

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"PROPOSED EXTENTIONS TO PARLIAMENT".

*NOTE: CHAFF DOES NOT ENDORSE THE USE OF TOILET HUMOUR.

1992
The first sod is turned for the Albany campus.

1993
The Albany campus is established on Auckland's North Shore.

1995
The Faculty of Information and Mathematical Sciences is established.

1996
James McWha takes up his position as Vice-Chancellor, having been appointed in 1995. • The College of Education is formed from a merger of the Palmerston North College of Education and the Massey University Faculty of Education.

1997
The formation of the Colleges of Humanities and Social Sciences, Science, and Business begins. (The process is completed in 1998.)

1999
Wellington Polytechnic merges with Massey to become the university's third campus. • The College of Design, Fine Arts and Music is created. • The adidas Institute of Rugby opens on the Manawatū campus.

50 YEARS

Māori at Massey

A history of partnership

From Massey's beginnings, generations of staff and students have laid the foundations for a Māori presence across Massey's three campuses and five colleges. Massey has around 3200 Māori students, 140 Māori staff, visible Māori cultural icons on all three campuses and distinctive academic units centred on Māori scholarship.

Among the pioneers were people such as Ephra Garrett, who took up an appointment as a lecturer in 1968. Garrett (awarded an honorary Doctor of Letters in 1993), who ran the university's first women's studies paper in 1978, and, with Merv Hancock, founded the Bachelor of Social Work programme in 1987, had been a Māori Welfare Officer, and, over time, built a Māori dimension into teaching and research in the Departments of Social Work and Psychology.

But it was the appointment of Hugh Kawharu to a personal Chair in 1971 that truly ushered in a new era, with Māori studies emerging as part of the Department of Anthropology and Māori Studies. The new programme emphasised te reo Māori and Māori culture and a suite of papers was made available to extramural students. It soon attracted enrolments from mature Māori students who needed higher qualifications for career advancement.

The appointment of Ngatata Love as a senior lecturer in management in 1973 was followed by an influx of students into the Faculty of Business, especially after the establishment of the Tu Tangata programme by Te Puni Kōkiri, the Ministry of Māori Development, in 1977. A combination of financial assistance, academic support, and liaison with businesses provided new opportunities for Māori and led to a cohort of graduates who were to provide innovative leadership in Māori business. In 1985 Love, now a professor, was appointed Dean of the Faculty of Business.

In 1988 Mason Durie was appointed to a Chair in Māori Studies – now separated from anthropology. He reinvigorated the department's curriculum by introducing Māori health and Māori development and strengthening te reo Māori and Māori visual arts. He also initiated two major research projects in 1993: Te Hoe Nuku Roa (a longitudinal study of Māori households) and Te Pūmanawa Hauora (the Māori Health Research Centre).

As part of the growing health portfolio, a scholarship programme, Te Rau Puawai, was approved in 1999, providing full fee scholarships for Māori students studying for mental health-related qualifications. By 2012 188 Te Rau Puawai students had graduated in nursing, clinical


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1. Te Kupenga o te Mātauranga marae at Massey's Hokowhitu site on the Manawatū campus, 1980. **2**. A secondary schools haka group staying at the Te Kuratini marae on the Wellington campus. **3**. The blessing of the pou on the Albany campus, 2012. **4**. Te Pūtahi-a-Toi Māori Studies building, 1997.


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psychology, social work, rehabilitation and Māori studies.

In 2002 Robert Jahnke succeeded Durie as Professor of Māori Studies and Taiarahia Black and Chris Cunningham were appointed to Chairs in Te Reo Māori and Māori Health respectively.

A number of significant senior Māori academic appointments were made in the 1990s.

In 1997, Arohia Durie, a lecturer in education since 1989, was appointed to head Te Uru Māraurau, the School of Māori and Multicultural Education within the newly established College of Education (an amalgamation of the Palmerston North College of Education and Massey's Faculty of Education). In 2001 she became the first Professor of Māori Education and led the development of a unique Māori medium teacher education degree programme, Te Aho Tātairangi, as well as introducing postgraduate courses, and a strong research platform that focused on Māori experience in the education sector, education policy, and community participation in schools.

Māori academic units also emerged in the other colleges. Two Māori health research centres, Te Pūmanawa Hauora (directed by Professor Chris Cunningham from 2002) and Whāriki (directed by Helen Moewaka-Barnes), were launched in 1993 and 2002 respectively. Both centres were incorporated into the School of Public Health in 2003 and into the College of Health in 2013. Meanwhile, in 2003 a Māori business research unit, Te Au Rangahau, was established under Farah Palmer, and within the College of Creative Arts, Ross Hemara (now Professor Hemara) introduced teaching and research programmes that combined elements of both contemporary and traditional Māori art. In the College of Sciences Nick Roskruge established a small but influential Māori research unit with a particular focus on growing Māori foods, while by 2011 the Department of Sport and Exercise had expanded to include a team of Māori academics to lead a growing Māori interest in that discipline.

In 2002 a university-wide approach to Māori participation was strengthened with the appointment of Mason Durie as Assistant Vice-Chancellor (Māori) and the development of the university-wide Māori@Massey strategy.

Part of the strategy involved the establishment of Te Mata o Te Tau, the Academy for Māori Research and Scholarship, to provide a platform for Māori scholars to participate in inter-disciplinary research and to promote postgraduate study. Associate Professor Te Kani Kingi headed the academy until his recent appointment as Director Māori.

Mason Durie was appointed to the position of Deputy Vice Chancellor in 2010, a position he held until his retirement in 2012.

Te Kunenga ki Pūrehuroa

Adopted as part of Massey's identity at the suggestion of Kahu Stirling in 1998, the phrase 'Te Kunenga ki Pūrehuroa' suggests a journey 'from inception to infinity' and expresses Massey's commitment to te reo Māori, to the micro and macro strands of research, and to the conviction that although learning might start from small beginnings, the acquisition of knowledge has no bounds.


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In 2013, under the direction of Dr Selwyn Katene, the second Assistant Vice-Chancellor (Māori and Pasifika), the university launched Kia Mārama, a long-term strategy for Māori built on the earlier Māori@Massey strategy. It set out a strategic direction shaped around three key themes: He ara mātauranga: forging academic pathways; He waka mātauranga: building catalysts for learning and scholarship; and He puna mātauranga: generating new knowledge relevant to Māori development.

By 2000 more than 3000 Māori students were enrolled at Massey, about half studying in extramural (distance) programmes. Learning support services have been important, especially where earlier education experiences have been disappointing. In 1988 the first Māori learning support position, Tama Piripiri, was established, and progressively expanded, culminating in 2011 with Te Rau Whakaara, a dedicated team of Māori learning advisors. Although the level of Māori participation at Massey was to remain fairly consistent at around 10 percent, by 2004 there had been a distinct shift from undergraduate enrolments to postgraduate study. This was especially obvious at Doctorate levels. The first Māori PhD student, William McMillan, had graduated in agricultural science in 1982 and in the decade from 1990 there were a further five Doctoral graduates. But in the decade 2000 to 2010 the number of Doctoral graduates increased significantly to more than 50, spanning the disciplines of business, education, health, psychology, nursing, agriculture, science and Māori studies. Moreover, four Doctoral theses had been written in te reo Māori and a further eight theses at Masterate levels had also been completed in te reo.

On each Massey campus there is substantial physical evidence of a Māori presence. Te Kupenga o Te Mātauranga on the Hokowhitu campus, opened in 1980, was the first marae to be established in any tertiary education institution. After the merger of the teachers' college with Massey in 1996, it became an integral part of university teaching programmes and celebrations until 2013, when Te Wānanga o Aotearoa shifted its teaching programmes to the Hokowhitu campus. On the Wellington campus Te Kuratini marae was opened in 1990 as part of the Wellington Polytechnic. After amalgamation with Massey the marae remained a centre for Māori students and for formal university occasions such as graduation ceremonies. Then in 1996, Te Pūtahi-a-Toi was established on the Turitea campus, primarily as a home for the Department of Māori Studies but also to fulfil many of the functions of a campus marae and to reflect modern Māori design and symbolism. Later, in 2012, seven digitally polished and bead-blasted stainless steel pou (poles) were erected on the Albany campus at the forecourt of Student Central, each pou representing an aspect of education based on the legend of Maui's search for knowledge.

Although much remains to be done, after 50 years Massey University's contributions to Māori have been substantial. This is evidenced in the number of graduates and of Māori academic staff in all colleges, and in the form of partnerships and joint ventures between Massey and a wide range of iwi and Māori organisations. In turn, Māori students, staff and communities have been integral to the development of Massey University as a distinctive New Zealand institution, one that has successfully incorporated a Māori dimension into its teaching, research and campus culture.

1. Professor Hugh Kawharu, foundation professor of social anthropology and Māori studies, 1981. **2**. Professor Mason Durie joined Massey in 1988, established the School of Māori Studies, Te Pūtahi-a-Toi, and headed the school for 14 years before being appointed Massey's first Assistant Vice-Chancellor (Māori) in late 2002, a role later expanded to include Pasifika. He was appointed Deputy Vice-Chancellor in 2009. **3**. Professor Arohia Durie helped to establish the School of Te Uru Maraurau (Māori and Multicultural Education) and devised New Zealand's first graduate immersion teaching course in te reo, 1989. **4**. Professor Ngatata Love established Massey's Faculty of Business in 1973. **5**. Professor Bob Jahnke, 2010. **6**. Māori veterinary graduates, circa 2000. **7**. Professor Ross Hemara, 2008. **8**.Professor Chris Cunningham, 2009. **9**. Associate Professor Helen Moewaka-Barnes with Whāriki staff. **10**. Dr Nick Roskruge with Māori potato or taewa. **11**. Associate Professor Jill Bevan-Brown is recognised for her work with gifted and talented Māori learners.

The good stewards

www.definingnz.com/archives

Principal of Massey Agricultural College Professor Geoffrey Peren.

First Vice-Chancellor Dr Alan Stewart.

Vice-Chancellor Dr Neil Waters.

Vice-Chancellor Dr James McWha.

Vice-Chancellor Professor Judith Kinnear.

Current Vice-Chancellor Steve Maharey.

The most extraordinary thing about Massey's vice-chancellors (or their equivalent) is how few there have been: six in 86 years. The two longest serving were the founding fathers Sir Geoffrey Peren, at 31 years, and Sir Alan Stewart, at 24.

Professor Geoffrey Peren (later Sir Geoffrey Peren), who gained his Bachelor of Agricultural Science at Canada's Ontario College, arrived in New Zealand from Britain in 1924 to take up the Chair of Agriculture at Victoria University College, which had been set up under a bequest of £10,000 from Sir Walter Buchanan. But other than his salary, Peren was unsupported – a department of one, housed in a room in the physics department. Meanwhile, Auckland University College harboured plans of its own. In 1925, also drawing on a bequest, it set up its own Chair of Agriculture, appointing Professor William Riddet.

Could New Zealand afford two properly equipped agricultural colleges? Peren thought not, and he campaigned up and down the country promulgating his views. In 1926 the report of a royal commission into the standard of university education agreed: the two schools must be amalgamated to "develop widely a taste for the country life" and end the "intellectual impoverishment of the countryside".

The report was a clincher. In 1926 agreement was reached between the two colleges. Matters then moved swiftly: Peren and Riddet chose the Batchelar property at Fitzherbert, close to Palmerston North, as their preferred site and it was purchased that same year; the New Zealand Agricultural College Council came into existence in January 1927; Peren and Riddet were released by their respective colleges; Peren was appointed acting Principal of what was, in July 1927, to be renamed Massey Agricultural College; 84 students were enrolled in 1928; the refectory was completed in 1930 and the main science building in early 1931.

But that was the end of the golden weather. By 1931, the Great Depression had arrived in earnest. The maintenance grant was slashed and twice salaries were cut by 10 percent. The college lived hand-to-mouth between 1931 and 1937, kept afloat by private philanthropy and a mix of measures: the sale of stock, eggs, milk, cream and wool and foregoing fire insurance.

The increase of the maintenance grant in 1938, returning to its previous level in 1939, must have been greeted with relief, only for war to be declared with Germany shortly afterwards.

A staff college was set up on the grounds and Peren (who had been demobilised at the end of World War I as a Staff Lieutenant, First Class) formed a troop of the Manawatū Mounted Rifles from staff and students. During the war years enrolments thinned, dropping to a low of 48 students in 1942, just 12 of them full time.

After the war the student roll lifted. Courses were designed for ex-servicemen; qualifications in horticultural and, later, veterinary science were introduced; and female students were encouraged to enrol.

Peren was a persuasive advocate for projects in which he believed, and when he retired in 1958 he left the college in good shape.

It now had 63 academic staff in 12 departments, teaching 500 students enrolled in 15 degrees, diplomas and certificates; it owned tracts of farmland; and its grounds were of exceptional beauty. (Peren had established an arboretum committee in the early 1940s and taken a personal interest in the gardens and landscaping. In one incident, his over-enthusiastic use of gelignite put a portion of a tree stump through the roof of the main science building.)

Dr Alan Stewart (later Sir Alan Stewart) took up the principalship of Massey Agricultural College in January 1959. At the time of his appointment he was a senior lecturer in dairy husbandry at Massey, but his Massey pedigree ran deeper: Stewart had studied at Massey during the late 1930s, graduating with a Master in Agricultural Science with first class honours in 1940 (and winning a Rhodes Scholarship that same year).

Stewart – known, away from his presence, as 'Stewie' to generations of students – was a good fit with the times. Perhaps owing to his time in the navy (during World War I he had commanded a minesweeper in the Bay of Bengal), he was a believer in command and control and he was good at finding and husbanding funding.

A micro manager, Stewart insisted that every works order, even for something as trivial as the shelving in an academic's office, receive his personal sign-off.

(Badgered for money for sports facilities, he would point out that his generation had built the playing fields the students now enjoyed.)

It was Stewart who presided over the expansion of the 1960s and 1970s that turned the campus into one vast building site. The buildings were products of their times, built in the brutalist concrete style then in vogue. However, Stewart, like Peren before him, took a personal interest in the care and upkeep of the campus grounds and found the funding for a co-ordinated landscaping plan, which softened the effect.

(Stewart also had stringlines placed around the pristine lawns, which led to one waggish lecturer conducting string-cutting ceremonies around the campus.)

In 1979 Stewart signalled his intention to retire, and the council turned its thoughts to the qualities it wanted in the next vice-chancellor. Stewart favoured the idea of someone like himself with a background in applied agricultural science. Others, including influential members of the University Grants Committee, wanted the emphasis to be academic; this was, after all, now a full university with eight faculties, more than 500 academic staff and 15,000 students, over half of whom were studying extramurally.

The committee's view prevailed, and in 1982 **Dr Neil Waters** (later Sir Neil Waters), an internationally respected X-ray crystallographer and Assistant Vice-Chancellor (Research) at the University of Auckland, was appointed the university's second Vice-Chancellor. Waters created two assistant vice-chancellors, one for teaching, the other for research, and created a contestable funding system for research equipment and postdoctoral students.

He was also politically astute. In 1984 the fourth Labour Government was elected to office, bringing with it Minister of Finance Roger Douglas and the free market economic philosophy named after him, Rogernomics.

Waters understood the exigencies of the times, that costs were now more likely to be passed on to students – indeed, later as a member of the Todd Task Force he would recommend increasing the contribution students made towards their education – and he worried about how this and New Zealand's changing demography would affect Massey. When fees began to rise, would students choose to decamp to Manawatū for their studies or attend universities nearer to home? Auckland was clearly where the growth in university-age student numbers was going to happen.

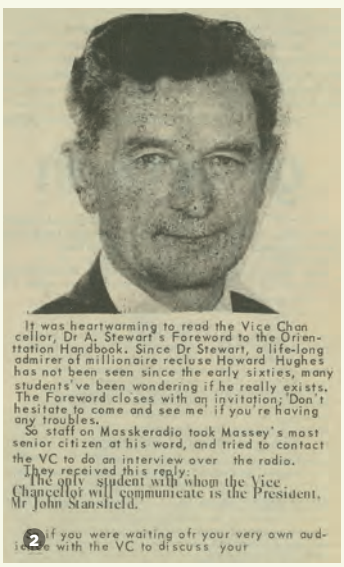
Waters launched the push to establish the Albany campus, choosing a green-fields site among the market gardens on the outskirts of the North Shore, where, in 1993, he would take part in a tree planting ceremony to mark the campus's inauguration.

Waters signalled his intention to retire in 1994. This time there was little debate about what was wanted: the new vice-chancellor would need to grapple with the management complexities of what was now a two-campus entity.

In 1995 48-year-old **Professor James McWha** was appointed Vice-Chancellor. McWha was then the Chief Executive of HortResearch, a Crown-owned research organisation with 15 separate campuses throughout New Zealand, and he had worked variously in academia and in government science agencies in New Zealand and Northern Ireland. He had experienced first hand the restructuring of what was formerly the DSIR, and he had a firm grasp of modern management theory.

Under McWha the 10 faculties were reduced to four colleges, and entities of no fewer than 15 staff (variously called departments, schools or institutes) were created as managed sub-groups within them.

The model accommodated the two mergers that happened in McWha's time. The first, between the Palmerston North College of Education and Massey University's Faculty of Education, had been agreed to in principle before he



1. Sir Alan Stewart plants a tree at Riverside Farm, 1982. **2**. Alan Stewart is accused of being inaccessible in the pages of a 1980 *CHAFF*. (A number of letter writers sprang to his defence.) **3**. Professor James McWha good-humouredly holds two cartoons presented to him on his departure, one a pointed comment about 'repositioning', the other about Massey's supposed territorial ambitions.

arrived, and may have given him the idea of labelling the large entities colleges. The second, in which McWha had a large hand, was between Massey and Wellington Polytechnic, which contained, in the form of the Wellington School of Design, the nucleus of what would become the College of Creative Arts.

This brought the number of colleges to five and the number of campuses to three – an easier number of campuses to manage than two, McWha once said.

He also oversaw some wrenching changes. As a result of demographic changes and perhaps of fees, fewer students were enrolling and they were choosing different courses. When McWha arrived, Massey was running deficits, a matter that had to be addressed. (The 1996 decision to raise student fees by 16 percent in 1997 led to a student occupation of the Registry.) With the majority support of the University Council, McWha embarked on a "repositioning" of the university: courses judged unviable were shed and a number of staff were made redundant.

In 2002 McWha left Massey, having been headhunted to become Vice-Chancellor of the University of Adelaide. He was awarded the Order of Australia in 2011.

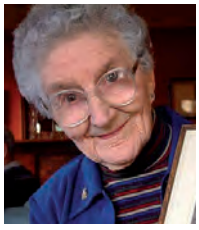
McWha's successor – the first woman in New Zealand to be appointed a vice-chancellor – was **Professor Judith Kinnear**, then the Deputy Vice-Chancellor at the University of Sydney. A world-class biologist, Kinnear had worked at a number of Australian universities. Hers had been an illustrious career to which the Massey appointment would be the climax. Kinnear left the McWha structures intact, and devoted her attention to the support of science and scholarship. She retired in 2008.

Next – now serving his second term – would be Massey alumnus, the Honourable **Steve Maharey**, the then Minister of Education.

50 YEARS | Women at Massey

Until Massey became a university in 1964, there were few women among its staff and students. This was a reflection of New Zealand society and of the traditionally male nature of farming – although Principal Peren thought that the presence of women was to be encouraged as a civilising influence. The pioneers were people such as Enid Hills (née Christian), the first female graduate, and Paddy Bassett (née Elsie Thorp), the first female degree-graduate. The first woman lecturer was Agnes Crawford from Scotland, who was appointed assistant lecturer in dairying and 'fancy cheese making' in 1928. The second was orchid and liverwort expert Ella Campbell, appointed in 1945, who lectured in the fledgling subject of horticulture and was to publish more than 100 scientific papers during her 55-year career. The first female professors – Rae Weston, Glynnis Cropp and Nan Kinross – were appointed in 1985. Massey's – and New Zealand's – first female Vice-Chancellor, Judith Kinnear, was appointed in 2003. In 2013, Anne Noble was appointed Massey's first female Distinguished Professor. From the late 1970s, the ratio of women to men began to skew in the other direction. In 2009 women made up 54 percent of lecturers and, in 2012, 65 percent of distance students and 58 percent of internal students. However, in 2009 , as was (and remains) the case in universities generally, most senior academic staff were men.

Vice-Chancellor Judith Kinnear leading a 10,000 steps fitness programme.



"Down at the main entrance they'd made a guard of honour out of farm implements to mark my arrival. My friend Jeff told me to go in the back way... On my first day in class, the men all stood up when I entered the room."

Enid Christian, who arrived at Massey in 1932 to do a poultry farming course, was Massey's first female student.

"Everybody was addressed as Mister or Miss. Certainly, there was none of this first name business, and the boys were all expected to wear ties. Fortunately for us, trousers were just coming in. We had grey flannel slacks, which were very useful for practical assignments, like learning how to shear sheep. I could shear 12 in a day."

Paddy Bassett on being at Massey in the 1940s. Bassett graduated with a Bachelor of Agricultural Science in 1941, making her the first woman to graduate at degree level from the university, and went on to a distinguished research career.

"They thought they had me on two counts, the agriculture people. A new subject, horticulture and what was that supposed to be about and what use was it? And of course I was the only woman on the staff and was the only woman for many years."

Ella Campbell was appointed a lecturer at Massey Agricultural College in 1945, teaching plant morphology and anatomy as part of a new subject, horticulture. The Dame Ella Campbell Herbarium is named in her honour.

50 YEARS | International ties

Massey has attracted international students from surprisingly early times – and not just from the usual suspects, Britain and Australia. The first Kenyans enrolled in 1940, and the first Indian students in 1947. In 1952 Professor Peren noted in the college's annual report: "It would seem that the reputation of the College in countries overseas continues to grow, as a result of which the international character of the student body, which was thought at one time might be only a post-war flash in the pan, is being maintained".

This natural flow of international students was augmented by students funded by the Colombo Plan of 1950, a part altruistically, part geopolitically motivated scheme set up by the Commonwealth Conference of Foreign Ministers to direct aid and development to poorer (and perhaps more unstable) countries in Asia.

Newsreel footage about Massey from 1953-54 (viewable on definingnz.com) features British, Australian, French, South African, 'Persian' (Iranian), Indian and United States students (one of them being William Myers, the first Fulbright Fellow to study at Massey). In 1956 the roll-call included 61 students from 19 countries, most taking diplomas or Master-level courses.

In January 1994 the International Students' Office was created, integrating marketing, admission, student exchange, study abroad and international partnerships. Bruce Graham was appointed manager.

Today Massey has around 3800 international students from more than 100 countries and has agreements with more than 190 institutions worldwide, covering a variety of relationships from collaborative research to teaching, study abroad, and staff and student exchanges.

It also delivers a number of programmes offshore, notably the Bachelor of Food Technology in partnership with the Singapore Ministry of Education at Singapore Polytechnic; the Master of Public Health (Biosecurity) through the World Bank to South Asia; the Bachelor of Aviation Management in partnership with the Singapore Aviation Academy; postgraduate dispute resolution programmes in Thailand in partnership with Khon Kaen University; and a Postgraduate Diploma in Arts and a Masterate, both in Defence and Strategic Studies, through the Royal Brunei Armed Forces residential staff college based at the Royal Brunei Armed Forces Defence Academy.

A number of offshore international students have chosen to study with Massey via online and distance learning, and the university is poised to employ new technologies to provide for many more. The Massey University Worldwide brand will be released towards the close of 2013.

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1. Colombo Plan students and Massey staff, 1959. **2**. A seed technology class, 1979. **3**. In 2011, Cornell University industrial design student Lauren Thomas (at left) was singing the praises of Wellington, where she was on a student exchange. "It is saturated with art and design, and has a rich urban culture comparable to that of cities 15 times its size." Meanwhile, in the United States, Lauren's counterpart, Wellington fashion student Victoria Green was having an equally rewarding time. More than 70 universities have student exchange agreements with Massey. **4**. Food technology graduates process in Singapore, 2011.

50 YEARS | A university for a new millennium 2000 to 2014

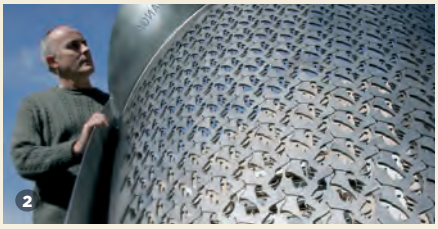
The engine of the new New Zealand

The new millennium was marked by changes to the tertiary education environment. In the 1990s the emphasis had been on lifting student numbers; now the shift would be towards efficiency and relevance, in both teaching and research.

One expression of this came in the form of the Government's contestable Centres of Research Excellence (CoRE) funding initiative. The CoREs enable scientists from a variety of institutions to collaborate on research projects, to produce truly innovative and excellent science and to train a new generation of scientists. Of the CoREs announced to date, two – the Allan Wilson Centre for Molecular Ecology and Evolution set up in 2002 and the Riddet Institute, established in 2003 and given CoRE status in 2007 – are hosted at Massey.

In 2007 the Hopkirk Research Institute, a joint venture between Massey and AgResearch, opened on the Manawatū campus, bringing together the expertise of AgResearch's microbiologists and parasitologists, and Massey University's clinicians, epidemiologists, pathologists and scientists.

Internally, a college was added to Massey's structure and another was redesignated. The addition was the College of Health in 2012, acknowledging the critical mass of health-related expertise that the university had come to harbour. The redesignation was that of the College of Education in 2013, which, with Massey's decision to switch to a postgraduate initial teacher training model, became the Institute of Education.



1. Massey's first three Doctors of Philosophy in Māori Studies: Monty Soutar, Te Tiwha Puketapu and Tai Black, 2000. **2**. Kingsley Baird at the unveiling of his work *The Cloak of Peace – Te Korowai Rangimarie* at the Peace Park in Nagasaki, 2006. **3**. Vice-Chancellor Steve Maharey in the Massey School of Aviation's new flight simulator, 2007. **4**. Students take part in an industrial design challenge in Wellington, 2008. **5**. Professor Nigel French and staff of the new Hopkirk Research Institute, 2007. **6**. Professor Bernd Rehm, founder of commercial spin-off PolyBatics, 2009. **7**. Professor Paul Rainey of the Albany-based Institute of Advanced Studies celebrates a cover article in the journal *Nature*, 2009. **8**. Katherine Holt and the Classifynder, a digital microscope imaging, identification and pollen counting system developed by staff from Massey's School of Engineering and Advanced Technology, led by Emeritus Professor Bob Hodgson, 2012.

2001

In Albany, the e-centre and Atrium Building open. • In Wellington the refurbished Dominion Museum building opens.

2002

The Centre for Social and Health Outcomes Research and Evaluation opens in central Auckland. • The Allan Wilson Centre for Molecular Ecology and Evolution, a CoRE, is established on the Manawatū campus.

2003

The Albany IIMS building is completed. • The Albany Campus Library Building opens. • Professor Judith Kinnear becomes Vice-Chancellor. • The Riddet Institute is established. • Agreement is reached with United States-based company Anzode Inc. to take a revolutionary zinc battery technology, developed by Dr Simon Hall and Dr Michael Liu, working in the Nanomaterials Research Centre, to the international market.

2004

The purchase of a $3 million, 700MHz nuclear magnetic resonance spectrometer is announced. • The Double Helix cluster computer arrives on the Albany campus.

2005

The Graduate Research School opens. • The Engineering and Technology Building on Albany's Oteha Rohe precinct opens. • The Albany Recreation Centre opens.

2006

The Sir Neil Waters Lecture Theatre opens at Albany. • The New Zealand School of Music, a joint venture with Victoria University of Wellington, opens in Wellington. • The Joint Centre for Disaster Research, a partnership between the School of Psychology and GNS Science, opens on the Wellington campus.

2007

The Hopkirk Research Institute opens on the Manawatū campus. • The New Zealand Institute of Advanced Study opens on the Albany campus. • The Riddet Institute is given CoRE status.

2008

The Hon Steve Maharey, former Minister of Education, is appointed Vice-Chancellor, taking up the role in October.

2009

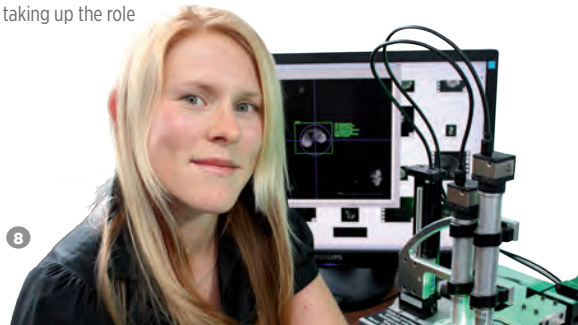
The firm PolyBatics is established to commercialise biobead technology created by Professor Bernd Rehm.

2012

Australasia's first Fab Lab opens on the Wellington campus, as does Te Ara Hihiko, an award-winning building to help house the College of Creative Arts. • The College of Health opens. • On the Manawatū campus, work begins on refurbishing and earthquake strengthening the refectory and the Sir Geoffrey Peren Building.

2013

The Institute of Education opens on the Manawatū campus. • Massey joins the Open2Study MOOC initiative. • The second stage of FoodHQ, Food Innovation New Zealand, launches, a partnership between AgResearch, Fonterra, Massey University, Plant & Food Research, the Riddet Institute and the Bio Commerce Centre.



Leaning into it

Where to from here?

Vice-Chancellor Steve Maharey has grand plans for his alma mater, but the timing of his appointment was not auspicious, he remembers. "Adrian Orr [head of the New Zealand Superannuation Fund] and I were sitting in the green room at TVNZ just after we got our jobs and he said, 'Isn't it fascinating, you feel just like [rugby union footballer] Mike Catt felt, very happy to be put on the wing of the English team, but what you don't realise is that across the other side of the world a person call Jonah Lomu is also being put on the wing and during the Rugby World Cup he is going to freight-train you'."

It was 2008. Orr's and Maharey's Lomu, created by the banks and trading floors of America and Europe, was the Global Financial Crisis. Maharey's ambitions for the university he loved – to sharpen and invigorate the university's sense of purpose and to return it to a path of growth – depended on money, and money was going to be tight. "So my tenure has had many challenges that I did not anticipate."

Maharey's association with Massey stretches back four decades. At age 15, wanting to buy a motorbike, he "sleep walked" his way into a job in Palmerston North. But when he saw the students over the river having all the fun, he thought again. Fees were $125 a year. He chose sociology, mostly because it was about people rather than things – and because it avoided maths. (He would be ambushed by statistics later on, but by then he was besotted.)

After graduating, he lectured within the business department "working seven days a week, often until 2am in those old barracks at the bottom of the campus", before transferring across the campus to what he considered to be "the best sociology department in Australasia" and, at the last, standing for the Palmerston North City Council, embarking on the path in politics that would eventually have his name bruited as a possible Prime Minister. Massey changed his life. It gave him, to use the analogy he likes to use when talking about what to look for in a university education, a career passport.

Maharey's days as a student and lecturer were spent during the time of Vice-Chancellor Sir Alan Stewart. Here was a man who, from his official residence on campus, could stroll from one end of his domain to the other and – at least in the early years of his tenure – recognise most of his staff by name.

By contrast, Maharey, who lives his life in a whirlwind of meetings, openings, speeches and interviews, has three campuses to attend to and a frequent flier's schedule of international obligations. He makes himself determinedly available, but he sees himself as a transitional figure.

"I try to travel to the three campuses, but eventually it will defeat someone. If the game plan comes off, Massey will become a global player."

How might this happen? While Massey cannot hope to achieve anything like the brand recognition of a Harvard, Shanghai or Tokyo university, Maharey sees a niche for universities that have strengths in specialist disciplines, and particularly for those that have records in applying their expertise to real-world problems.

This is part of Massey's DNA. "I think people are going to look to universities like Massey and say, 'That's what we want, a smooth movement from knowledge to application'."

Indeed, Maharey sees Massey as well placed to rise to the challenges and opportunities of this millennium, whether they are the disruptive teaching and learning technologies enabled by the internet and ubiquitous computing or the booming demand for tertiary education in Asia.

"[Vice-Chancellor] Alan Stewart used to say that Massey is a change-embracing university, a young university, and in his departure speech he said he believed it would always remain that way. So do I.

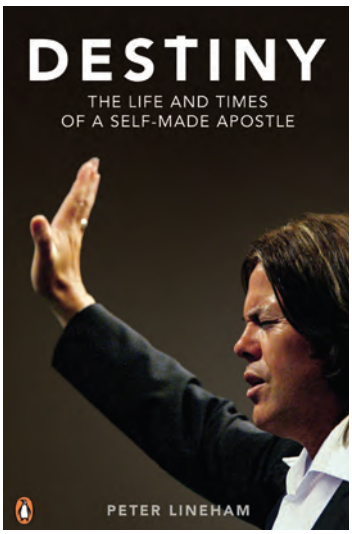
"We just need everyone to lean into the project of changing New Zealand and getting the best of New Zealand to the rest of the world. If we can engage our 3000-plus staff, 35,000 students and hundreds of thousands of alumni we would be unstoppable."

His message to alumni: "This shouldn't be somewhere you pass through and then refer to with pride. Massey is something you can be part of throughout your life – we want your support."

Sociology student Steve Maharey, at far right, in the 1980s, the lead singer of a covers band, a venture that helped to pay for his studies.

Mixed media

Cover proposals for First World War Centenary history volumes. At right: work by fourth-year design student Phoebe Morris. Below, from left: works by third-year design students Darien Fisher, Jessie Boston, Alina Tysoe and Stephen Corner. To view the works at larger sizes visit definingnz.com.



Called

Destiny: The Life and Times of a Self-Made Apostle

Peter Lineham, Penguin Books New Zealand

Heather Kavan writes.

In his preface to *Destiny*, author Peter Lineham tells the story of a lunch he had with Brian Tamaki, his wife Hannah, and Destiny's political leader Richard Lewis. Lineham had received the leaders' approval to write a book on the church, but at this point he had not informed them he was gay. Over the lunch, Richard asked him, "You a family man, Peter?". Lineham knew it was now or never: "You do know I'm gay?" he replied. Hannah immediately responded, "Oh Peter, we love gay people", and chatted about how homosexuals in Melbourne shops flocked after Brian.

This is one of many stories and quotes that illustrate the appeal of Lineham's book. He takes us inside the world of Destiny and the Tamakis, and the result is fascinating.

The book begins with Destiny's 2004 'Enough is enough' march against homosexuality. Lineham then details Brian Tamaki's life story, including his conversion at an evangelical meeting in 1979 and subsequent out-of-body experience, his split with the Apostolic church, his vision of creating the largest Polynesian church in the world, and his venture into televangelism. There are separate chapters on controversial aspects of the movement, such as Tamaki's prosperity teaching, Destiny's foray into politics, and whether the church is a cult. The book closes with a discussion of the future.

The impression I gained of Tamaki is mixed. One has to have some admiration for the young Māori man who stood up to the Apostolic church hierarchy and created a massive following independently. Lineham also outlines Tamaki's exceptional church planting successes and ability to attract followers. Tamaki's resilience is also noteworthy. Lineham mentions the *Reader's Digest* polls that repeatedly place Tamaki as the least trusted New Zealand public figure, the false website ('Density'), media exposés, caricatures and Tui billboards ("It's a church, not a cult. Yeah, right").

At the same time, there is something about Tamaki that makes it difficult to empathise with him. While Lineham never describes the self-appointed apostle as a narcissist, this impression comes through the material, often in Tamaki's own words. He refers to himself as a spiritual father and the voice of God on Earth. Pastors have to stay constantly in his good books, and the church has security guards instructed to stand in the way of any bullet aimed at him. Followers are forced to use food banks so they can pay tithes to finance his luxurious lifestyle. The church hierarchy keeps them in a state of subservience, and promotes submission to authority as the solution to all problems.

The book is illustrated with nine colour photographs. Even without them, descriptions are vivid. Tattooed Destiny men (of whom many are former gang members and ex-prisoners) are toned at the gym. At services they punch fists into the air to confront invisible spiritual entities, while loud music plays. As Tamaki whips up the religious tension, one can almost smell the hair gloss and perspiration.

At the time of writing this review, the book had sold out – an indicator of public fascination with Tamaki and his church. I imagine the book will appeal most to Pentecostals, as they will recognise the names of church leaders they know. The volume will also have broad interest as Destiny has been outspoken in its condemnation of gay rights and other liberal trends. But what of Destiny followers – will they read the book? Believers accustomed to fervent worship and totalistic rhetoric are unlikely to sit still for the subtle theological points, but they will at least find the chapter on where their money goes interesting.

The parts of the book I enjoyed most were Hannah Tamaki's comments. Many had a ring of authenticity, particularly her statement that when her husband prophesied he would rule the nation by 2008, she wanted to strangle him for saying it out loud. It would have been fascinating to delve more deeply into these psychological aspects of Destiny. Does Tamaki's need to govern mask a fragile self-esteem? Why does he rail self-righteously against certain segments of society? What private hurt does his David and Goliath obsession assuage? Should the door open on these secrets, the publisher will have another bestseller.

White Vanishing

The narrative of the European lost in the bush is embedded in the Australian psyche. In her latest book, *White Vanishing*, **Elspeth Tilley** finds a racist undercurrent running though it.
She speaks to **Sidah Russell**.

***Picnic at Hanging Rock*, the book and the film, has become a cultural icon in Australia. Can you explain its part in the 'white-vanishing mythology'?**

Picnic caught the Australian imagination in a really curious way – people actually believed it to be true, even though it was fiction. Tourists still make pilgrimages to Hanging Rock (Mount Diogenes), looking for clues to a mystery that never happened.

The whole story of innocent white victims swallowed up inexplicably by a looming, dark and sinister landscape had a familiarity that gave it a ring of truth for many Australians. It felt familiar not because it was true, but because it was part of a long tradition of telling similar stories – from Henry Lawson's poems about lost tramps and drovers, to popular songs like 'Little Boy Lost', movies like *Walkabout*, and the hundreds of accounts of the disappearance of explorers Burke and Wills.

I collected more than 300 examples of stories, songs, plays, poems, films and media items with the same basic narrative and boiled them down to their common elements to try to figure out what their appeal was, and why they seemed to crop up again and again.

Why the choice of topic?

I wasn't the first person to notice that these myths had become something of an Australian obsession – in fact there had been repeated calls to investigate the narrative since the 1950s. There had been a few studies, but mainly of the 'lost child' versions of the story, without including the explorers and drovers.

I wasn't really convinced by the existing explanations, which suggested that the story was a positive, community-building one. It seemed to me that there was more to it, and that not all of it was innocent. I figured it could keep me occupied for long enough to write a PhD, which it did – and then some!

What are the myth's undercurrents?

I worked out that the myth was told by white people about white people. There is no equivalent myth about vanishing non-whites in the Australian landscape. The whiteness is accentuated to the point of parody in some stories, with snowy white garments, vast white sunbonnets, milky skin and blue eyes featuring prominently, against an invariably dark and sinister gothic landscape.

Although vanishing was the pivot point for the plot, it wasn't actually its end point. The stories were about white communities taming the land – making it safe for white people and making it feel like home. This included 'civilising the natives', who were often symbolically interchangeable with the land in these stories.

Also, the more traumatic the vanishing, the more it justified altering the land and pushing the frontiers of settlement ever wider. In a country where the whole premise of settlement is deeply contested, that's no

innocent textual manoeuvre. The politics underlying the lost-in-the-bush plot are intricately tied up with land tenure and sovereignty.

Does the myth have relevance in Australia today and are new versions still being created?

Yes, definitely. The new forms are often more subtle than the colonial-era versions, but the key elements remain. Contemporary authors like Peter Carey, Thea Astley, David Malouf and Tim Winton have continued the tradition, and media coverage of the Azaria Chamberlain and Peter Falconio disappearances picked up and repeated the archetypal elements of earlier disappearance narratives.

In the book I suggest that one of the reasons for the myth being retold is that it can never achieve the resolution it seeks. Indigenous Australians are not going to stop resisting incursions on their culture and sovereignty – if anything their resistance to them is growing stronger.

It's been noted that retellings of lost child tales tend to peak at moments of challenge to settler power in Australia, like the time of the Mabo decision. I found this was true of other points of resistance too. I wonder if we will see a flurry of lost-in-the-bush cinema or theatre to coincide with the latest push to include indigenous Australians in the constitution?

Has being an Australian living in New Zealand given you any insights?

It certainly made me feel safer about putting the book out! I was nervous about the reaction of white Australians to a book suggesting that in perpetuating this narrative, they are as racist now as they were more than 200 years ago.

But more seriously, I think some distance from your own culture can help you to understand it better. As a white person using a critical lens to examine white culture, I had to keep looking at my own biases and assumptions. It's impossible to see them all, but I think having some distance between myself and my culture helped make a few more of them visible.

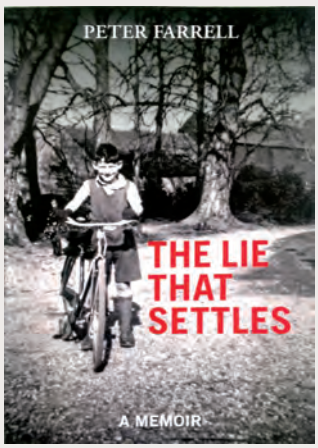
Is there a New Zealand equivalent?

There is no precise equivalent, perhaps because there was no attempt in Aotearoa to assert terra nullius, the legal fiction that Australia was not owned before European arrival (which was overturned in the Mabo case).

There are definitely colonial thought patterns in contemporary mainstream culture here though. My next project, a collaboration with Dr Tyron Love (Te Āti Awa), is a book that looks at that very topic.

Elspeth Tilley is a senior lecturer in the School of Communication, Journalism and Marketing. The artwork, *In Doubt*, is by Martin Tighe, 2008.

Beginnings



The Lie that Settles
Peter Farrell, Publisher

Maree Hoare writes.

There is something about a well written memoir that creates an intimacy between reader and author that you seldom find in non-fiction. It is an invitation into another person's life, with all of its idiosyncrasies.

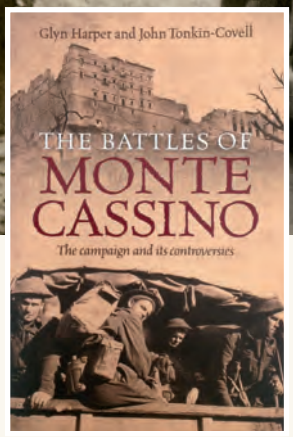
The Lie that Settles is Massey life writing course graduate Peter Farrell's first book. It brings to light a remarkable personal story. It traces his identity, from his childhood belief that he was the son of a dead war hero through to his adolescent discovery that his father was a semi-bohemian school teacher and on to his professional successes in his adult life at the other end of the world.

Farrell documents the decisions that shaped the course of his mother's life and his illegitimate birth. His early life places the reader at the centre of the free school movement in mid-century London and his upbringing at Red Hill boarding school where his mother was Matron. But it is the search for his father and his eventual discovery of the meaning of 'whānau' that make this story so engaging.

What he has accomplished is not easy, says life writing lecturer and memoirist, Ingrid Horrocks. Explains Horrocks: "Writing a good piece of life writing is only partly about the story, although a good story does help. It is about giving shape to the real chaos which makes up the experiences of most of our lives."

Farrell's memoir is a captivating story, a lesson in hope, and a personal history written with empathy, skill and honesty.

South African engineers work quickly to clear Route 6 through the rubble. The ruins of the castle can be seen in the background.
(Auckland War Memorial Museum)



Lessons from the rubble

The Battles of Monte Cassino: The Campaign and its Controversies
Glyn Harper and John Tonkin-Covell, Allen & Unwin

Malcolm Wood writes.

Gallipoli, Passchendaele, Crete and Cassino: these military campaigns are iconic for New Zealanders, and there is not an unqualified victory among them. In the end, the Allied forces were pushed from the Gallipoli peninsula; the Passchendaele campaign on the Western Front include the blackest day in New Zealand history in terms of lives lost; German paratroopers prevailed in Crete; and Cassino, despite ending in success, was mostly a debacle. "It is a peculiar national characteristic of New Zealanders that the military campaigns that attract the most public attention have all been defeats," write Glyn Harper and John Tonkin-Covell.

In the first three attacks of the Cassino campaign, Allied troops dashed themselves against well established German defences, suffering heavy losses, and the famous landmark abbey atop the hill (founded in the early sixth century, but rebuilt several times during its history) was senselessly bombed to rubble, creating a better defensive position than it had been when intact.

Twice the New Zealanders were sent into battle, each time suffering a mauling.

Only during the fourth attack, when the overwhelming forces were mustered and the French Expeditionary Corps had advanced inland through the mountains, did the Allies break through.

Cassino has spawned a number of military histories – with more certainly on the way – so authors Harper and Tonkin-Covell have chosen the novel approach of exploring the campaign issue-by-issue. Was there any good military rationale for bombing the abbey? In what regard should history hold General Mark Clark? Why was the Allies' air supremacy so far from being the decisive factor it might have been? What can be said about the quality of the leadership? These are some of the questions they explore.

It is fascinating stuff. Cassino was not just a military campaign, a matter of troops and tactics; it was a mix of hubris, politics, prejudices, backbiting, cultural clashes, personalities and egos.

Some of it is of the too-good-to-invent variety. Take General Clark, a figure fit for fiction (think *Catch 22*), whose entourage of around 50 public relations staff

followed a three-in-one rule: his name was to be mentioned three times on the first page of each press release and once on every page thereafter. It was Clark who chose to disobey orders, heading off to capture Rome and leaving the German Tenth Army to conduct its withdrawal.

New Zealand's favourite general, Bernard Freyberg does not come off well either. The two assaults mounted by the New Zealanders were "almost carbon copies of the previous American efforts that had achieved nothing but heavy casualties for the attacking American battalions". There is speculation that Freyberg was unnerved by the fact that his opponents were para-troopers, the same soldiers who had ousted him from Crete.

If Cassino is one of New Zealand's military touchstones, so too is it one for the French, who were set on recovering their honour after the humiliation of occupation, and for the Poles, most of whom would never return to their homeland.

The ruins of the Benedictine abbey of Monte Cassino. Its bombing was the most controversial act in a controversial campaign. (Imperial War Museum, London)

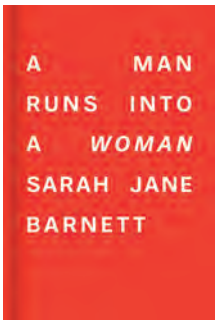
In all, 26 nations fought on the side of the Allies in Italy. (Chapter 10 carries the title 'A Mighty Coalition?'.)

As for the Germans, they may have been more limited in their resources, but they had a greater depth of experience than the Allies and they were well led and dogged fighters. For them, holding back superior forces and exacting a heavy cost amounted to a strategic coup. Theirs is a straightforward tale that Harper and Tonkin-Covell are able to dispatch in a dozen pages.

What explains the New Zealand interest in defeats and their near relatives? No doubt the national psyche has something to do with it. But I tend to think another factor also applies: defeats are revealing, full, as it is euphemistically said, of 'teachable moments'.

Professor Glyn Harper is Professor of War Studies at Massey and the Massey Project Manager of the *Centenary History of New Zealand and the First World War*. John Tonkin-Covell is a Senior Lecturer in Strategic Studies at the New Zealand Defence Forces' Command and Staff College and a Senior Teaching Fellow at Massey's Centre for Defence and Security Studies.

Breaking with expectations



A Man Runs into a Woman
Sarah Jane Barnett, Hue & Cry Press

Bryan Walpert writes.

A lyric poem, according to M H Abrams's well regarded literary glossary, is "any fairly short poem, uttered by a single speaker, who expresses a state of mind or a process of perception, thought, and feeling", and much New Zealand poetry is most at home there. Little surprise, perhaps, that major publishers passed on Sarah Jane Barnett's first book of poetry, since she takes us a long way from home. It took an upstart – Hue & Cry Press – to take a chance on Barnett, who was named a finalist in the New Zealand Post Book Awards, wholly unusual for a first book and, to my mind, wholly deserved.

Barnett, whose Doctorate I have the pleasure of supervising in the School of English and Media Studies, is interesting precisely because her work turns its back on two typical conventions of lyric poetry. The first is a reliance on the lyric 'I'. Instead of Abrams's "single speaker," we get a multitude of voices, often in the third person ('Embossed', the first poem in the collection, begins typically: "When he was released from Stalag VIII-B he sold shoes"). The 'speaker' (nearly an orchestrator) instead works behind the scenes to render emotion at an unusual distance. If this is most explicit in the poems voiced by United States death-row inmates, we're hard-pressed to identify many of the poems throughout the book with a version of the poet.

Her second break with our expectations is with form. We all know what a poem is meant to look like: the poet ploughs the page with furrows. But this book improvises on verse, often abandons it, as in the short prose poems that begin the book and the increasingly fiction-like final three pieces (complete with dialogue). By the time we reach the final piece, 'The Pipeline', we're a long way from Abrams: "Perception, thought, and feeling" here are inextricable from an unusually substantial stake in prose narrative.

The award judges wagged a finger at larger publishers for their conservative choices. Hue & Cry even had to crowd-fund Barnett's book when Creative New Zealand rejected its grant application. But the aesthetic chances Barnett takes are precisely why her work is so exciting to supervise and why the judges rightly praised smaller presses for "much of the best risk-taking, much of the bravery, and much of the joy that comes from opening a book and finding a brilliant, original and fearless companion".

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