

of research in many of these publications is meticulous, although the quality of writing and presentation is poor, but few genealogists will be encouraged to consult this volume for guidance. Need such a good opportunity have been lost? Perhaps the editor could have asked each contributor to nominate the three non-New Zealand biographies that he/she regarded most highly. Such a list would have been a useful starting point for writers of many different persuasions who share nevertheless an enthusiasm for the biographical form. And one final query: is it axiomatic that women biographers are feminists?

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Campus Beyond the Walls: The First 25 Years of Massey University's extramural programme. By J. M. R. Owens. Dunmore Press, Palmerston North, 1985. 133 pp. N.Z. Price \$12.95.

THIS SLIM, unassuming book documents the development of extramural studies at Massey from small beginnings in 1960 to a large-scale enterprise handling over 10,000 enrolments by 1984. The author, himself one of the original staff appointed in 1959, has made use of a variety of sources, documentary records, interviews, photographs, and written reminiscences from staff and students.

The first two chapters, detailing the background against which extramural teaching was established at Massey and the early struggles to survive and develop, are the most substantial. Owens describes graphically the problems posed in the middle decades of the century by 'exempted students', given the right to sit examinations without attending lectures. University opinion of this practice was almost totally condemnatory. Rankine Brown wrote in 1937: 'The existence of exempted students may be a necessary excrescence on a university nowadays, but many of us in New Zealand consider it to be an evil'. The 1925 Reichel-Tate Royal Commission on University Education had faced the issue, suggesting a compromise that was not followed for another 35 years, for lack of resources as well as negative entrenched opinion. Noting that, although exempted students might benefit from study they were not gaining 'a true university education', it made practical recommendations about replicating internal methods for externals as well as increasing facilities for full-time study.

The needs of external students, enrolled at all university colleges, were energetically pressed throughout the 1950s by the teacher organizations, and by the then Director of Education, Dr C. C. Beeby, concerned to supply more teachers with university training to staff schools hit by the baby boom. His presence on the Senate of the University of New Zealand was important. University staff, refused extra resources to cope with external enrolments, countered that teachers failed to understand the nature of university life.

It was in this unpromising climate that in 1960 Palmerston North University College opened for extramural enrolments. In a characteristically lucid introduction to the book Dr Beeby, looking back on the negotiations in which he had been so keenly involved, notes that 'what occurred was a combination of public pressure,

short term planning, and the quick seizing of opportunities as they arose, that, for good or ill, has characterized New Zealand's thinking in many spheres'. In this case the catalyst seems to have been the establishment of Palmerston North Teachers' College in buildings conveniently vacated by the Technical College, and the willingness of senior staff at Victoria University to travel there regularly to provide lectures for students. At the same time four key members of the Senate, still firmly committed to the absolute superiority of internal study, sought a practical solution to the needs of the externals. These four were the Vice-Chancellor, Dr Currie; the Principal of Victoria University, Dr Williams; The Chairman of the Academic Committee and Professor of English at Victoria, Professor Gordon; and Dr Beeby. The new college, to take all external enrolments and free the other institutions, was set up under the umbrella of Victoria University.

Owens's narrative of the early years of the extramural experiment focuses on the feverish activity that ensued as staff with few resources and no specific preparation for distance teaching or adult education were left to cope under the unorthodox leadership and 'sense of urgency and excitement' of the first principal, Dr Culliford, seconded from Victoria University's English Department. His duties extended to mowing the lawns. Staff worked prodigiously to ensure that their initial students were not disadvantaged, in the face of continuing fierce debate over the desirability and propriety of extramural study. The work of Peter Freyberg, appointed first extramural Director, was noteworthy.

The third and fourth chapters, detailing developments since the first frantic five years, during which the college became part of newly formed Massey University, are of necessity less detailed, less focused on ideas and individuals, and less gripping. They chronicle the steady expansion from a handful of arts units at Stage I level, first into education, then nursing, social work, business studies and science. The 10,000 enrolments in 1984 were spread over 8 degrees, 18 diplomas, and 3 certificates. Teachers, the major group pressing for extramural opportunities, at first made up the bulk of the student body; now they provide less than 25%. Gradually the battle for Stage III extramural study was fought and won. The compressed nature of the narrative does not explore these later battles in any depth and there is no repetition of the colourful rhetoric that characterized the earlier decades.

Owens also discusses the evolution of what he labels the Massey approach to 'distance education' in Chapter 5. He emphasizes both the encouragement of local support networks established independently of the University, and the dual mode of teaching whereby the same courses are taught internally and externally, contrasting this with the exclusively distance mode favoured by Britain's Open University. He stresses that the programme was not set up as 'an attempt to start a new form of university education with its own philosophy and methods, but rather a limited attempt to improve the already entrenched system of the exempted student'. Although his book sets out to chronicle developments, not to discuss educational theory, Owens does pose questions about the benefits and costs of the Massey method for both internal and external students and for staff. Now that the battle for acceptance of distance education has been won, he points to issues which demand further analysis elsewhere.

The final chapter of reminiscences from staff and students serves to remind readers of the individuals for whom extramural study has often been a liberating new start. From one of these extracts comes the title for this chapter: 'The knees of the mind don't give out'. The quotations pay tribute to the efforts of the pioneers, highlight achievements and point to the difficulties and satisfactions of being a

motivated student in isolation. It is carefully and gracefully done and adds a warmth which the middle chapters lack. The book is carefully documented throughout and illustrated with photographs of historical and human interest.

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From Hongi Hika to Hone Heke, A quarter century of upheaval. By Ormond Wilson. John McIndoe, Dunedin, 1985. 330 pp., illus. N.Z. price: \$39.40.

THIS BOOK covers much the same ground as Harrison Wright's *New Zealand 1769-1840: Early Years of Western Contact*. It is hard not to believe it had its origin as an attempt to correct some of the inadequacies of that clever but hastily constructed book. However, Wilson tells us his research began with his interest in the 19th century leader and prophet, Te Kooti, which led him back to one of the earlier prophets, Papahurihia, which in turn led to a wide-ranging study of the time and region in which Papahurihia lived. We are told that an earlier and longer draft was rejected by university publishers and this book is a revised and shortened version.

It is a somewhat baffling book to review for an academic journal but the story of how it was written explains some of its features. Certainly it is a highly individual book and much of this is explained by the life history of the author. A New Zealander educated at Oxford, he has been farmer, member of parliament, broadcaster, writer and chairman of many important public bodies such as the New Zealand Historic Places Trust. His face is a familiar one around the Turnbull Library and, as the book indicates, documentary historical research has been one of the delights and consolations of his busy life. Kenneth Quinn's portrait of Wilson on the back inside cover shows a face somewhat shaggy and weather-worn, shrewdly calculating and wary, amiable but challengingly cynical; a man acquainted with power and human struggle but in the end, a detached 'observer' (to use a word he chose in the title of his recent autobiography).

All of which helps to explain the rare qualities and delights of this book and also its idiosyncracies. He writes very well but as a cultivated man moving among the people he describes, recording their foibles and weaknesses with detached amusement. This kind of commentary on men and events is often enlightening, often amusing and always worth reading with care, for the throwaway comments and exploration of side issues are the best part of the book. Wilson has not been brainwashed by the Ph.D. treadmill or spent a lifetime trying to communicate with students, and the book has no central theme or thesis. He has written for enjoyment, exploring whatever interests him.

Basically the book is about the Maori people in Northland during the period from Cook to the 1840s. But as with Harrison Wright, there is no clear regional focus and the book, for example, wanders off into some quite interesting explorations of the careers of Te Waharoa and Te Rauparaha in other parts of the country. Although most of the time Wilson is meticulous in basing his writing on contemporary documentary sources, he sometimes strays into quoting the findings of writers like Elsdon Best, Percy Smith, Sir Peter Buck and J. Prytz Johansen. This is strange, for