

Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

Challenging Stout:

**Value conflicts in trying to reform the University of New Zealand
1910-1914.**

(152.787 - 75 points)

A thesis presented in partial fulfilment of the requirements for the degree
of

Master of Management

at Massey University, Turitea Campus

New Zealand

Nick Park

2001

Acknowledgements

I would like to thank Tony Vitalis and the Department of Management for giving me my opportunities and making this work possible. Tony has always shown faith in me.

In particular my supervisors Craig Prichard and Glenys Paterson have been prepared to take a risk and have given me every encouragement. Glenys, in particular, has shared from her library in a very generous and trusting fashion and has helped hunt out many of my many infelicities. Both Craig and Glenys have kept a wider audience in mind and have done their best for them and for me.

The Massey library staff have always been courteous and helpful.

Ken Milne and his Board have also had a hand in prompting this work so they probably contain more virtue than I am prepared to credit them with.

I would like, above all, to thank Claire who has been patience itself and always assigns due proportion to everything. This makes me a very lucky partner.

Among the dead are an innumerable number to whom we all owe a debt. Macandrew, Tancred, O'Rorke and a host of others started it all long before Laby. We cannot give sufficient thanks to Stout and Hunter, and I hope I have not done them any injustice. Von Zedlitz suffered enough injustice in life, despite his outstanding education and impeccable good taste, I would hope that he, and the others mentioned here, have received their due.

Madge MacNaughton would have loved to have taken advantage of the opportunities that Stout was determined to provide and I would like to thank her for all the advantages she gave me.

And, returning to those who are not dead, I would like to thank any readers who dip further than this and hope that you are suitably rewarded and informed.

Contents

	Page
Acknowledgements	ii
Figures and Diagrams	iv
1 Introduction	1
2 Voices and Qualifications	7
2.1 Tracing cultural influences and values	18
2.2 Resource constraints	27
2.3 Conclusion to voices	31
3 The London Model	33
3.1 “The Synagogue of Satan” (Edward Irving)	35
3.2 “Prehistoric Meddlers and Muddlers” (Karl Pearson)	41
3.3 The Haldane Commission 1909-13	46
4 Colonial Foundings in New Zealand	51
4.1 Otago, 1869; Canterbury, 1873; and a Royal Commission, 1879	52
4.2 Progress in the North Island	61
5 Conscience and Criticism	66
5.1 Partial impact	68
5.2 “Bond-slave of Jesus Christ”	75
5.3 “Popular paranoia”	78
5.4 “borrow a fiver”	82
6 Grave Voices	87
6.1 Exams – a necessary evil	93
6.2 Parallel governance	98
7 Stout Defence	102
8 The Triumph of Local Conditions	119
8.1 The Reichel-Tate Commission, 1925	121
8.2 Set and marked in New Zealand, 1948	129
9 Points to End with	136
9.1 The Waves of opportunity	137
9.2 A Need for Reform at the UNZ	140
9.3 The failure of the NZURA	144
9.4 Lessons from the stories of the UNZ and the NZURA	153
10 References	160

Figures and Tables

	Page	
2	Voices and Qualifications	
Figure 2.1	The reciprocal effects of ideologies and values on strategic decisions and the behaviour of UNZ founders within the context of their culture, society, organizations and roles. (adapted from Beyer, 1981, p 169)	21
3	The London Model	
Table 3.1	The constitutions of the UL (1900) and the UNZ (1926) Senates	46
8	The Triumph of Local Conditions	
Table 8.1	The composition of the UNZ Council recommended by Reichel-Tate and the Senate and Professorial Board enacted in 1926	123
Table 8.2	The distribution of sources of income at Canterbury College, 1893-1971	127
Table 8.3	NZ Government Expenditure on Education, 1915-30	128
Table 8.4	The percentage changes in government spending on universities in NZ and GB compared 1924-1933	129
9	Conclusion	
Table 9.1	Hogben's suggestions for university reform 3 rd Oct, 1911 (summarised from his testimony, I-13A, pp. 87-9)	142