

Uni NEWS

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RHYS JONES

Giving introverts
a good name



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SOUTHERN CHARMS

Director of the South Auckland Campus Rennie Atfield-Douglas reckons Tai Tonga will win the heart of the community

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POLITICS ON CAMPUS

Young Voters Debate live online from the Fale gives political candidates and students plenty to ponder

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PRESSING ON

Covid-19 lockdowns haven't been such bad news for publishers, says director of Auckland University Press Sam Elworthy

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BLUES WINNERS DINE IN

Auckland's lockdown meant the University had to cancel its 2020 Blues Awards Event on 2 October. But it's not all blue – the grand winners were invited to a private dinner with the Vice-Chancellor instead. Architecture postgraduate student Abdallah Alayan (pictured) won Most Meritorious Performance in the Arts and Culture category. Now based in Christchurch, he's already grabbing attention with his designs.

Read all the winners' stories at auckland.ac.nz/blues-2020



OFF TO THE MET

Two former students from the School of Music, New Zealand-Tongan tenor Manase Latu and New Zealand-Samoan bass-baritone Samson Setu, have secured places on the prestigious New York Metropolitan Opera's Lindemann Young Artist Development Programme. They were offered spots ahead of thousands of applicants and are the first New Zealand and first Pacific singers to participate in the world-renowned programme. **Full story:** auckland.ac.nz/opera-singers-success



L-R: Samson Setu, teacher Dr Te Oti Rakena and Manase Latu. Photo: Tom Truong

CREATURES OF THE STREET

Georgia Arnold (pictured) used Level Three lockdown to create an eye-catching mural at Snickel Lane. Georgia was the recipient of the Snickel Lane Urban Art Award, funded by Argosy Property, that gives an Elam student a chance to create a public artwork. "Snickel Lane's a site of connection – a physical link between Fort Lane and Commerce Street, but also a space that facilitates connections between people. I wanted to create a vibrant space that I'd want to spend time in," Georgia says. **Full story:** auckland.ac.nz/snickel-art



Photo: Briar Hubbard

GOLD FOR THE RAINBOW

A group who met as students at the Faculty of Creative Arts and Industries (CAI) has been awarded the Good Design Australia Gold Award for their relocatable installation, *Rainbow Machine*. Architecture lecturer Sarosh Mulla designed the installation with Elam graduate Shahriar Asdollah-Zadeh who teaches on the Design Programme and Patrick Loo, an architect with a masters in commercialisation and entrepreneurship from the University.

Full story: auckland.ac.nz/rainbow-gold



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RENNIE ATFIELD-DOUGLAS

Rennie is the director of Tai Tonga, aka South Campus, a role that's set him in the centre of all that he loves.

How's your role as the director of Te Papa Ako o Tai Tonga going?

Let's just say my work at the South Campus hasn't turned out quite as I envisioned, with students spending limited time here since we opened in Semester One. We had an official gala opening planned for April which had to be cancelled because of the first lockdown, so now we're looking ahead to 2021 and having some sort of one-year anniversary celebration.

Where did you grow up?

I'm Niuean and the youngest of six siblings but the only one to be born in New Zealand. The others were born in Niue or Fiji where my parents were studying. I went to Manurewa High School so South Auckland is a special place for me. There are so many good things that come out of the South but that narrative is not always told well. I'm also trying to change the narrative about the University ... to let the community know our approach is genuine and we have a genuine want for the community and its people to be successful and thrive because ultimately that will flow on to positive things for New Zealand.

What did you study?

Both my grandfathers were very strict in terms of education. It was a given that we finished school then went on to further education. I did a Bachelor of Health Sciences but when I finished my degree I realised that field wasn't for me. If you asked me 20 years ago what I'd be doing, I would have told you I would have been a doctor. But I was only okay at science, probably not as good as I needed to be. I wasn't listening to myself. I have a natural love of languages and people. One of the things that's pushed within the Pacific community is that you should become a doctor or a lawyer to serve your community. But there are so many other jobs that allow you to contribute in a productive way.

How did you end up in banking?

While I was studying, I picked up some part-time work as a bank teller, as well as doing work with the Equity Office and the Schools Partnership Office. An opportunity came up to progress with banking and I took it. One of the things I'm very grateful for about my years in banking, is that it taught me how to interact with people. It



Rennie Atfield-Douglas is looking forward to getting back out in the community. Photo: Billy Wong

developed my sense of customer service and also taught me about becoming financially savvy.

It's Niuean language week in October, tell us about your heritage.

There are around 30,000 Niueans in New Zealand and most of those are in Auckland. There's only around 1,700 in Niue. My return to a role at the University was because of my work with an organisation called the Niue Youth Network. I was promoting the Niue language and that's when I realised I wanted to be working with young people.

What did you do when you came back to work at the University?

Well after my epiphany, I was lucky enough that my old boss from the Schools Partnership Office was still working there so I approached him as I could see there was a job on his team.

What was the pathway to becoming director of Tai Tonga campus?

Working in the Schools Partnership Office was great because I got to work with young people and travel the country, sharing my love of the University. Later I moved into a senior advisor role. My banking experience helped me prepare quite analytically for that interview and I produced a few documents looking at efficiencies and cost-effectiveness. I'm not necessarily a person who thinks we should be doing things because we've always done them. I like to see the evidence and numbers behind it. When the South Campus role came up after a few years, I thought I would be really good at it, not least because of my general engagement skills with the community.

Have you been able to engage much?

Not as much as I'd have liked. Covid-19 has created obstacles but I'm still excited at the opportunities out here, it's just finding the right time to go out to the community and say hello face-to-face and host them on campus. I want

to dispel any myths about studying at Auckland. People see us as the number one and the elite and although that's a good thing, for some it's actually off-putting. So I'm trying to put a human face to our institution so people can actually see, 'oh, you're just like me'.

What's the student experience been on campus, in the limited time they've had there?

We have around 150 students, mostly Education and Social Work but also Tertiary Foundation Certificate and New Start – they're primarily students who are heading into the education and social work pathway. We have a shared facility model and I was a little uncertain how that would pan out, but it's been a blessing in disguise. Students and staff interact daily in the kitchen space and common area and it seems to have really helped embed the whānau culture we have. Students are also really happy we finally have our own dedicated space. Previously they shared a space at MIT but they say it's really different when you know the space is all yours.

How has Tai Tonga helped students in 2020?

What's become very apparent is that access to the internet and devices is a barrier in students' homes. The University provided laptops in lockdown and has extended that service until the end of the year. We've opened up the study spaces during the lower levels of lockdown while the campuses have been closed and even had students who usually study in the city come and use the South Campus because they found it beneficial because it was close to home. We're also offering some external exam preparation for high-school students, Year 13 students, who have exams coming up. We hope we can give them more confidence to sit the exams because for all university-bound students, they're important. Allowing them to come here also serves the purpose of getting them comfortable in a university setting and saying 'see it's not as scary as you may think it is'.

TRAVELLING WITH WHALES

If you haven't had a chance to go whale watching lately – well you can do it online.

Scientists have attached satellite tracking tags to six New Zealand southern right whales, or tohorā, and are inviting the public to follow the whales' travels online.

As part of a major research project involving the University and Cawthron Institute, the researchers worked in freezing conditions in the sub-Antarctic, where tohorā gather each winter in the sheltered harbour of Port Ross on Auckland Island. The area is a nursery and socialising destination for the whales.

This gathering provided scientists with the chance to attach the tracking tags and do other research including taking skin samples for genetic and biochemical analysis and to measure the size of each whale using drone technology.

Their latest expedition to Port Ross, which lies more than 400km south of Stewart Island in the Southern Ocean, aimed to find out more about the migration routes and offshore feeding grounds of this population of whales.

Early results from the satellite tracking shows the whales already leaving Port Ross for the summer but so far they have defied

predictions of where they might head to.

"We had expected they would travel north to the warmer waters nearer New Zealand and Australia where we assume their traditional feeding grounds are," says lead researcher Dr Emma Carroll, a Royal Society of New Zealand Te Apārangi Rutherford Discovery Fellow at the University of Auckland. "But initially they swam even further south towards Antarctica so whether they will turn back to the north at some point we don't yet know. They have also spent longer in the general region of the Islands than we thought they would, so that's a clear indication of just how important this area is to these amazing animals."

Emma says the expedition of eight scientists into the wild Southern Ocean aboard the yacht *Evohe* posed some major challenges.

"It was freezing cold with snow and sleet, so working in those conditions is really hard but we went prepared. Sailing into Port Ross and seeing so many whales was a wonderful moment."

Cawthron Institute marine ecologist Dr Simon Childerhouse says this particular population of

Southern right whales, tohorā, at the Auckland Islands.
Photo: University of Auckland tohorā research team under Department of Conservation permit.

tohorā have recovered well from whaling from the early 1800s when numbers plummeted to as low as 40 from an estimated 30,000. By 2009, the population had recovered to around 2,000 whales.

But one of the biggest potential remaining threats to tohorā is climate change and the effect it might be having on marine species the whales rely on for food once they reach summer feeding grounds. "Other tohorā populations in the Southern Hemisphere are not faring that well and there is ongoing concern about how climate change may be affecting the amount of food available to them.

"We need to do more to see whether these impacts have had the same effect on New Zealand's population to date, and learn from what has happened elsewhere so we can protect New Zealand's tohorā now and in the future."

The research is made possible by philanthropist Brian Sheth; the Royal Society of New Zealand Te Apārangi; the University of Auckland; Live Ocean and the Lou & Iris Fisher Charitable Trust.

You can follow the voyages of the whales at: tohoravoyages.ac.nz and liveocean.com

LAB IN A POCKET

Researchers at the Auckland Bioengineering Institute (ABI) have created a low-cost, 'lab in the pocket' for schoolchildren.



The technology aims to spark scientifically inquiring minds by giving them tools to take scientific measurements of the world around and within them, such as the quality of water they drink and air they breathe. It's called the Kiwriious kit, and was designed by Associate Professor Suranga Nanayakkara (pictured) and his team at the Augmented Human Lab (AHL) at the ABI. They collaborated with Associate Professor Dawn Garbett from the Faculty of Education and Social Work. The initial development of Kiwriious was supported by a MBIE Curious Minds grant.

Kiwriious has been selected as one of 15 ideas to go through to the finals of the Velocity \$100k Challenge, to be held on 21 October at 6pm.

The Kiwriious kit comprises eight sensors which can be used to take real-world scientific measurements

of such things as air quality, temperature and humidity. The students plug the sensors into a Chromebook or other laptop, and launch the Kiwriious Learning Platform on Chrome.

"The Kiwriious kit aligns with curriculum goals and offers students a fun and engaging learning experience that could transform their understanding of the world in which they live, and ignite scientific curiosity that they will carry through life," says Suranga.

The kit gives students access to scientific tools that would, for many, be out of economic reach. It also allows them to use the kit spontaneously outside the classroom, in their own time, when something about the world piques their interest.

The kit has been being trialled at five schools: Panmure Bridge, Epsom Girls Grammar, Mount Albert Grammar, Kings Primary and Kowhai Intermediate. Suranga hopes to start a national pilot in 30 schools from six cities, starting in November. Interested schools can contact the Kiwriious team at hello@kiwriious.com. Full story: auckland.ac.nz/lab-in-a-pocket





Host Jack Tame

Green Party supporters

National's Simeon Brown

Green Party's Chlöe Swarbrick

Plenty of pizza

Brooke van Velden (ACT) and Kiri Allan (Labour)

AUSA representatives

The distanced selfie

Maiki Sherman with student Robert

Having a laugh with Simeon

Robert Griffith, NZ First

Student Tabby Al-Jebouri

Level 2 fashion

Undecided voter Josh

Banter with Jack

DEMOCRACY IN THE FALE WITH YOUNG VOTERS

There was plenty of political passion and banter at the Youth Voters Debate held at the Fale in the evening on 28 September.

It's the second time the one-hour live debate has been held in partnership with TVNZ, following on from 2017. This time, Covid-19 meant limited numbers were allowed in the Fale due to social distancing requirements.

Jack Tame and political reporter Maiki Sherman were the hosts and the five candidates from the major parties took their places in front of tables of student groups representing political parties, AUSA and interest groups. Students from two Auckland secondary schools were also

in the crowd. Feeling the heat were five young politicians, Robert Griffith, Dunedin's candidate for NZ First, East Coast Labour List MP Kiri Allan, ACT's candidate for Wellington Central, Brooke van Velden, National MP for Pakuranga Simeon Brown and Green List MP Chlöe Swarbrick, standing as a candidate in Auckland Central. Each politician was first introduced alongside a photo of their 18-year-old self, with Kiri Allan rocking dreadlocks and Simeon Brown standing proudly next to former PM John Key. For Robert Griffith, the photo was only three years old.

"It's kind of a shit time to be a young person," announced Jack, referencing debt, Covid-19, unemployment and lost travel opportunities.

The subjects of housing and climate change drew the most animated responses from the crowd. Vote Compass data shows the big issues in 2020 for 18 to 29-year-olds are 1. The economy. 2. The environment. 3. Covid-19 management.

Law student Sophie Vreeburg, a director on the Equal Justice Project, said the event was a good example of democracy in action.

Tabby Al-Jebouri, a law and global studies student, found it enlightening. "It was fascinating how the candidates responded under pressure and how they navigated the path of not giving too much away," she said.

"They seemed to find it difficult to answer yes or no to certain questions ... Chlöe was passionate about what she was saying but I felt Simeon was cautious ... there was a lot of pressure."

In 2017, less than 70 percent of eligible voters aged 18-25 voted in the General Election. Tabby shared something she'd heard online, that gave reason to vote and resonated with the crowd.

"Think of the most vulnerable person you know, and vote for their best interests."

■ Watch the debate: tinyurl.com/young-voters-debate

All photos: Elise Manahan



COOL TOOL

There's not long now to try out Vote Compass, an interactive tool that shows voters how their views line up with our political parties' policies.

University of Auckland political scientist Associate Professor Jennifer Lees-Marshment (pictured) and her team were academic advisers for the online tool which is being used for the third time in a general election. Voters can find Vote Compass on the 1 News website and then answer questions about issues like employment, housing, education, the environment or the economy, and find out

how closely political parties align with their views. The data is collated anonymously, like a gigantic poll with a sample size of several hundred thousand, to provide insight into what Kiwis think about important issues.

Jennifer says her team, which includes Dr Danny Osborne in Psychology and colleagues at Victoria University, has to be agile as the issues change. "One of the big advantages of Vote Compass is that it directly engages the public in thinking about policy and politics and gets the voices of voters onto the agenda," says Jennifer. "As academics, you don't often get direct links to the public. With Vote Compass we've used our academic skills to create a tool that the public can use straight away."



RHYS JONES: THE UNLIKELY LECTURER AT THE TOP OF HIS GAME

Dr Rhys Jones’ passion for raising awareness of Māori health inequities is at the heart of his passion for teaching. But there was a time when public speaking was the last thing on his mind.

Although Dr Rhys Jones won the Prime Minister’s Supreme Award for tertiary teaching excellence at an online ceremony in September, he admits to feeling a bit uncomfortable about the win.

Yes, he had entered the awards but he didn’t feel like he should be honoured alone.

“I felt a bit of discomfort getting an individual award for what I really see as a collective achievement,” says Rhys (Ngāti Kahungunu), a senior lecturer in the Faculty of Medical and Health Sciences (FMHS).

The supreme winner was selected from the nine winners of Sustained Excellence in Tertiary Teaching, and Rhys had won in the Kaupapa Māori category.

“I think it’s recognition of a whole lot of work that’s gone on over a number of years, by many different people. I’ve just been privileged to lead some of that.”

Humility may play a part in that. But the award has shone a spotlight on the work being done at the University in Māori health education.

“Teaching students about Māori health involves discussing the social determinants of health inequities,” says Rhys.

“That means examining structural factors in our society and the health system, and that includes colonisation and racism.

“These are the underlying causes of the unequal distribution of the factors affecting people’s health, such as income, education and housing.”

Rhys is a public health specialist who did his medical training at Auckland before returning to his hometown in Taradale, Hawke’s Bay, to work as a junior doctor at Napier hospital. After a brief stint as a locum at a GP practice, he headed on his OE for two years. On his return, he undertook specialty training in public health medicine before taking up a job at the University. He is now Co-Director of Teaching within Te Kupenga Hauora Māori (TKHM), the Department of Māori Health.

He says his postgraduate certificate in clinical education was an important step in the path he’s taken.

“I felt like many University academics probably do; you come into a teaching role without any formal training as an educator.

“You’re expected to teach, but you haven’t gone the same route as a primary or secondary teacher.

“Getting some understanding of basic adult education principles led me to start looking at our teaching programmes with fresh eyes.”

He started to see possibilities to improve Māori and Indigenous health curricula.

“I was quite taken with the idea of focusing on graduate outcomes – what we want our

“I’m a real introvert so it seems very bizarre to me that I’ve ended up in this profession.”

– Dr Rhys Jones, Faculty of Medical and Health Sciences

graduates to be able to do by the time they've finished with us," he says.

"Then to work back from there to get people to that point."

He says that led to the development of the graduate profile in Māori health, Te Ara, which put a stake in the ground about the key competencies or attributes needed by students across all the undergraduate programmes in the FMHS.

"I worked with Professor Papaarangi Reid and education specialist Barbara O'Connor, who's now retired, to develop and integrate Te Ara. Since then I have worked with many others, both within TKHM and across the Faculty, to advance this kaupapa."

Rhys says the primary goal of kaupapa Māori health education is for learners to become 'agents of change', which requires developing a critical awareness of systemic and structural factors that perpetuate health inequities. He is motivated by social justice and believes education can achieve change.

Students in Rhys's classes say that his unpacking of how social systems impact on health status is a transformative experience.

One medical student, Emma Espiner, says Rhys explains concepts around Māori health and racism "in a way that's accessible and allows people that might not have considered things like this before to change their thinking and to really educate themselves".

"I try not to take a blaming approach when talking about Māori health and health inequities," explains Rhys.

"I try to raise the issues in a way that doesn't make students feel guilty or ashamed.

"One of the most challenging things has been how to talk about Māori health in a way that doesn't get people's backs up. I prefer it to be mana-enhancing, while at the same time provoking the discomfort that's needed to spark change.

"When we're talking about biases and racism, I try to frame that as 'we've all been conditioned, to a certain extent, by our racialised society'.

"We're exposed to ideas and narratives that shape our own beliefs and create our biases.

"It's not about being a bad person; we're all prone to biases as a result of societal racism."

He says discussions about discrimination and inequities shouldn't be avoided.

"I'd like to see us get to a place where we could just talk more openly about racism and related things without getting agitated and tiptoeing

around the debate. Racism is such a sensitive word and subject but it should be something we feel comfortable talking about."

He says some students coming into the Māori health component of their studies may feel some resistance, thinking they are just going to learn about Māori culture rather than be involved in a broader discussion about issues such as colonisation and structural racism.

"It goes back to that whole blaming/not blaming thing," says Rhys. "I always try to use words like 'we' and 'us' and include myself rather than say 'you'. I think that's the best way to reinforce the need to confront these things without it being punitive. I don't say 'you need to address your biases'."

He says one of the things he's aware of though, is the 'unlearning' that can occur when students enter the clinical teaching environment and after they graduate, when working in hospitals or practices.

"I've been thinking about the whole learning and training continuum for health professionals.

research. In 2005-06, he was a Harkness Fellow in Health Care Policy at Harvard Medical School in Boston, US. In 2018, he received the FMHS Butland Award for Leadership in Teaching and, in 2019, the University of Auckland Teaching Excellence Award for Leadership in Teaching and Learning. He won the LIMelight Award for Leading Innovation in Curriculum Implementation in 2011 and for Excellence in Indigenous Health Education Research in 2019.

Rhys shares his knowledge at home too, where he and his wife, Jo, are parents to three sons, a 13-year-old and 16-year-old twins. He has coached his sons' football teams, and tries to get them interested in his other socially significant subject of interest, climate action.

Lockdown Level Four while coping with three teenagers' lessons "was interesting" but you get the sense he was pretty relaxed about it. He also made sure he got out for a bike ride as often as possible.

Despite all the accolades he's received for his teaching, Rhys makes a surprising admission about his career path.

"It was actually a huge challenge for me in the early days coming into teaching because I'm certainly not one of those people who likes the limelight or likes to be the big star. I'm a real introvert so it seems very bizarre to me that I've ended up in this profession.

"I never really enjoyed public speaking and it was only when I started doing a little bit of teaching before I came into the University, such as guest

lectures while I was going through my public health medicine training, that I thought maybe I could do it.

"I was terrified at the time, but then ended up getting good feedback. And I thought, oh, maybe the students can relate to me. Then it gradually got easier."

■ Denise Montgomery

"We're exposed to ideas and narratives that shape our beliefs and create our biases. It's not about being a bad person; we're all prone to biases as a result of societal racism."

– Dr Rhys Jones, senior lecturer, Te Kupenga Hauora Māori

One of the things we do get concerned about is that there'll be some unlearning that goes on.

"That's a tricky one. Often our graduates are exposed to some quite different ideas and discourses about Māori health and health inequalities.

"They'll spend time with clinical supervisors, it's the apprenticeship-type model, and that might be someone who hasn't been through comprehensive Māori health and cultural safety education."

But what he can focus on is ensuring students coming through Auckland have achieved key learning outcomes in relation to Māori health. Building a culturally safe health-sector workforce through education is important to Rhys who comes from a family of educators. His father was a maths teacher and his mother is a special education teacher.

His success as an educator has previously been lauded. He is recognised worldwide as a leader in Indigenous health education and

SHINE A LIGHT

UniNews welcomes your ideas on academic and professional staff members to feature, as well as any news and research stories.

We're also always looking for people to appear in the Q and A 'My Story' section.

Email your ideas to the editor:

denise.montgomery@auckland.ac.nz

NEW CHAPLAIN APPOINTED

The University has a new chaplain to fill the gap left by Reverend Dr Carolyn Kelly who moved to Scotland to take up the role of Chaplain at Glasgow University.

Reverend Dr Tim Pratt (pictured) comes to the Maclaurin Chaplaincy from AUT where he has been a researcher and lecturer in the Faculty of Business, Economics and Law. He is an ordained Baptist minister and holds a PhD in Management as well as a MBA and a Diploma of Theology from Carey Baptist College.

Tim is the Maclaurin Ecumenical Chaplain (team leader) and is excited by the position.

“It offers the opportunity to extend beyond my academic and managerial interests, to work at personally inspiring expressions of all the good that can come from faith for the well-being of students, staff and the institution as a whole. For me, it’s about allowing for and embracing the mystery and the sacredness in humanity.”

Tim recently edited a book with colleagues called *Reimagining Faith and Management*.

“With religion and spirituality getting so much bad press, our aim was to explore the value of integrating positive aspects of faith, religion and/or spirituality within the workplace.”

He has also managed a team of around 140 hospital chaplains. “Their role is to offer compassion, to fuel hope, healing and peace amid the suffering that is so often accompanied by hospitalisation.”



Tim has won several academic awards and is chair and trustee of the Global Fellowship of Christian Youth, a UK-based organisation supporting national youth development organisations in more than 60 countries.

OBITUARY: SIR VAUGHAN JONES

31 December 1952 –
6 September 2020



Sir Vaughan Jones was our most talented mathematician. Photo: Akram Aldroubi/Vanderbilt University

New Zealand’s most celebrated mathematician, Sir Vaughan Frederick Randal Jones, the only New Zealander to be awarded the maths equivalent of the Nobel Prize, the Fields Medal, died suddenly in September aged 67.

A mathematician of international standing and the most talented mathematician New Zealand has produced, when Sir Vaughan accepted the Medal in front of the world’s leading mathematicians at the International Congress in 1990, he wore an All Blacks rugby jersey.

“He was a very proud Kiwi,” says friend and long-time colleague Distinguished Professor Marston Conder from the Department of Mathematics. “He was very down to earth, someone you could have a relaxed chat with over a drink, with a great sense of humour, and who did a lot for New Zealand mathematics.

“For many years he wasn’t just the only New Zealander to receive the Fields Medal, he was the only Fields Medallist in the Southern Hemisphere. This was a huge achievement, particularly because it’s awarded only to brilliant mathematicians under the age of 40.”

He spent his career in the United States but

gave generously of his time to the University and to New Zealand mathematics more widely, offering courses and lectures each summer to encourage and mentor younger mathematicians. He also supported the in memoriam Judy Paterson Mathematics Education Scholarship.

He co-founded and led the NZ Mathematics Research Institute (NZMRI) to promote and foster high quality mathematics. The Royal Society’s Te Apārangi Jones Medal, awarded for outstanding achievement in the mathematical sciences, is named after him.

Born in Gisborne, Sir Vaughan was educated at St Peter’s College, Cambridge, before he won a Gillies Scholarship to study at Auckland Grammar. After graduating from the University of Auckland with an MSc with first class honours in 1973, he was awarded a Swiss Government Scholarship and completed his Doctorate at the University of Geneva. His PhD work there won the Vacheron Constantin Prize.

In the 1980s he worked at the University of California, Los Angeles, and the University of Pennsylvania, before being appointed Professor of Mathematics at the University of California, Berkeley. From 2011 he held the

position of Stevenson Distinguished Professor of Mathematics at Vanderbilt University but remained Professor Emeritus at Berkeley. His wife Wendy is an economist and associate professor in the Department of Medicine, Health and Society at Vanderbilt.

His most celebrated work was on knot polynomials, the study of everyday knots of the type used in sailing. His discovery of what is now called the Jones polynomial had origins in the theory of von Neumann algebras.

“That work in theoretical mathematics, which basically helps distinguish one knot from another, had application in biological science, enabling scientists to identify whether two different types of RNA are from the same source,” Professor Conder says.

“That was an outstanding achievement because from theoretical mathematics, his discoveries had real significance in an entirely different field.”

Sir Vaughan described himself in a 2016 interview as “not the model student” who “didn’t get an A in everything”. Because his fellow students were exceptionally bright, and were awarded most of the available scholarships, it looked like his career might be over before it had begun. But the Swiss Government scholarship saved the day and his career “blossomed from there”, he said.

A keen kite surfer and golfer, he was also a talented choral singer and music enthusiast and used to sing in choirs with wife Wendy.

In 2002 Sir Vaughan was made a Distinguished Companion of the NZ Order of Merit (DCNZM) (later re-designated Knight Companion KNZM).

He died after suffering complications from a recent severe ear infection. He is survived by his wife Wendy, three children and two grandsons.

■ **Read the full family memorial:** tinyurl.com/Vaughan-Jones-Memorial



Dr Sam Elworthy and his dog Ivy at home. The director of AUP looks forward to getting on the road, meeting new writers.

THE PUBLISHER LIFE, CHAPTER AND VERSE

The long-time director of Auckland University Press is always scouting new titles that may surprise.

Dr Sam Elworthy always seems to have a smile on his face. He's happy in his work, of course, as director of Auckland University Press (AUP). But he's also proud of AUP's many successes in the past 18 months.

It's not just the triumphant *Mophead*, Selina Tusitala Marsh's children's book, that keeps a smile on his face or that AUP is one of New Zealand's most successful scholarly publishers. It's that November sees the launch of the first of four books in AUP's ambitious Kotahi Rau Pukapuka project, publishing 100 popular books in te reo Māori.

Sam has been at the helm of AUP since 2007, after ten years at Princeton University Press.

"To be honest, I kind of fell into publishing," he says. "I did my history masters and taught for a bit. Then I went to Rutgers University in New Jersey to do a PhD in history."

After that, he got the job at Princeton University Press but says publishing wasn't an obvious career path. "Most people do a PhD because they want to be a lecturer or a professor but I never really had that in mind.

"Writing the PhD, I realised that long-term isolated work wasn't what I wanted to do. Over time, I've come to realise that scholarly publishing allows you to engage with big ideas, because you really need to understand the books you publish.

"So whether it's history, biology or political science, you encounter lots of intellectual ideas."

Being an affable creature, Sam says the relationships he fosters also appeal. "Publishing is a very people-oriented business, so I like that. I like the business side too – working out how you're going to cover your costs and what's going to sell and what's not. The job has a lot of elements to it."

AUP was founded in 1966 and publishes around 20-25 books a year. Sam and his team are answerable to the AUP board, who have the power to say yes or no to proposals. The board is chaired by Professor Shaun Hendy, and includes the likes of Professor John Morrow, Associate Professor Erin Griffey and Dr Arapera Ngaha.

"The AUP board hardly ever says 'no' to me as an editor, I guess because I know the business well. But I subconsciously think of the board all the time when I'm considering taking on a project. We all care about AUP's reputation as well as the role it plays in the University's strategy."

AUP chooses what books to publish by having an evolving list and carefully considering what that should look like every year. Its main fare is new poetry collections, textbooks, popular science, history and art books, as well as biographies. It doesn't publish short stories or novels.

No, no novels.

Asked what he would do if Rose Carlyle had presented him with the manuscript for her hit debut thriller *The Girl in the Mirror*, Sam couldn't be clearer.

"We would have said, 'sorry we don't publish novels'. Just like we wouldn't publish chemistry monographs. We just think we're not the best publisher for those."

AUP tries to focus on the areas it wants to grow, he says.

"Over the past few years, textbooks have become important to us. We feel there's a real opportunity for locally grown textbooks by the best people in the field, published at a decent price in print and electronically. We've made a lot of headway in that area."

AUP now publishes nine textbooks that are leading teaching resources in sociology, social research, Māori studies, criminology, politics and media courses.

"Not only do they make money, but they can go into multiple editions without having to reinvent the wheel each time.

"Likewise Māori language and Māori world books, along with history, art and architecture. There's an opportunity to publish definitive books that last for generations."

He says evolving the list means deciding what areas you want to publish and then spending time on the road, when Covid levels allow, meeting with the best authors in those fields.

"Sort of like prospecting. I find out what they're working on, what exciting topics."

Sam says the key to good publishing is to "get a run on" certain types of books so you become very good at those types. "You actually get decent at it then," he says. "When you try and publish a one-off book that you're not used to publishing, you tend to do a terrible job."

With his history background, it's no surprise that Sam would like to see more New Zealand history books in the catalogue.

"The number of great historians out there writing great books has fallen off a bit and that's partly driven by academics' workload and them having to research and write for an international audience."

Sometimes he'll take a punt on a book he feels is important, but for which sales expectations ▶

■ from page 9

might be quite low. A book that surprised him most in recent years was *He Kupu Tuku Iho: Ko te Reo Māori te Tatau ki te Ao* by Timoti Kāretu and Wharehuia Milroy, written entirely in te reo Māori. It won the Māori Language Award at the 2019 Ockham New Zealand Book Awards.

“It’s one of very few books for adults written in the Māori language and AUP had modest expectations for sales ... bookstores had even more modest expectations. When our reps went around to sell it, they sold in about 50 copies when we’d expect to sell in around 500.

“But we ended up doing several reprints because we sold thousands of copies! That was a thrill because even though the audience that can read fluently in te reo is smaller than English, those readers are undersupplied with good content. It was a reminder to us not to make assumptions.”

On 5 November, AUP will launch four books from Kotahi Rau Pukapuka, that will ultimately publish 100 books in Māori. AUP is working in partnership with the Kotahi Rau Pukapuka Trust in response to a dearth of books in te reo for both children and adults. The first book is an original non-fiction account of Māori song in the 20th century by Timoti Kāretu, *Mātāmua ko te Kupu!* The next three are translations, *Hare Pota me te Whatu Manapou* (*Harry Potter and the Philosopher’s Stone*, J. K. Rowling), *Nōu te ao, e hika, e!* (Dr Seuss: *Oh, the Places You Go!*) and *Te Ruānuku* (*The Alchemist*, Paulo Coelho).

“We’re not sure how many of the 100 books will be translations and how many originals, but there’s an opportunity to do both. We’ve had the occasional person who frowned on the books being translations, but books are always translated into other languages. *Harry Potter* is available in almost every language in the world.”

AUP is working with a number of experts in Māori language and literature for the mammoth project, and the AUP team of four has grown to five with assistance from the Vice-Chancellor’s Strategic Development Fund, helping with the salary of a publishing associate working purely on Kotahi Rau Pukapuka.

The AUP annual report shows 2019 was a hugely successful year with the likes of Peter

Simpson’s two-volume study of artist Colin McCahon, *Volcanoes of Auckland*, and *Exploring Society*, written by authors at Auckland, Massey, Canterbury and Otago, which was AUP’s bestselling textbook yet.

The 2019 children’s book by Selina Tusitala Marsh, *Mophead: How Your Difference Makes a Difference*, won book of the year at the NZ Book Awards for Children and Young Adults in 2020. Helen Rickerby’s poetry collection *How to Live* won the Mary and Peter Biggs Award for Poetry at the 2020 Ockham New Zealand Book Awards.

AUP has more than 300 books in print and Sam speaks like he’s losing a pet whenever one of them gets killed off. “We love to keep books in print,” he says. “It’s a sad moment when there’s a book that people still want that we can’t afford to reprint. It doesn’t happen too often.”

He says 70 percent of the books for which there has been demand for reprints in recent years are

“I’ve not heard of a single bookshop closure, despite the challenges of 2020, so it’s quite optimistic out there.”

– Sam Elworthy, director of AUP

from te ao Māori. “Some of those books stretch back to the 1960s. There’s a huge long-term appetite for books in that area.”

He says a few factors affect whether a book can be reprinted. “If it’s little poetry book we can print a couple of hundred copies in a week. If it’s *Gottfried Lindauer’s New Zealand*, *The Māori Portraits* or a big Colin McCahon, it’s going to cost \$10,000 to \$30,000 and take three or four months. So that would be a larger challenge.”

Some books are printed in New Zealand but most are done overseas in Singapore, China and Hong Kong because of cost.

Speaking of cost, the costs associated with Covid-19 on booksellers and events in 2020 are still being tallied but it seems it’s not too bad.

“Book sales in general have been very good. As a whole in 2020 we’re still a bit behind 2019 because we had that six-week period of zero sales, but the week before lockdown was high, 20-30 percent better than the same time last year.”

Anecdotal evidence is that people want a break from their screens and to read a ‘real’ book, and with air travel out of the equation haven’t needed to buy lighter-to-carry kindle editions.

“E-books are still minor sales for us anyway – maybe eight percent of revenue. Around 25-30 percent of our books are bought online through the AUP site or Fishpond or Mighty Ape and the rest are still bought in stores.”

He says surveys done in the UK, that he expects would show similar results here, showed there was an increase in reading for pleasure during lockdowns. “I’ve not heard of a single bookshop closure despite the challenges of 2020, and there have been two or three new openings, so it’s quite optimistic out there.”

He’s also optimistic about the future of AUP, even at a time when there is cost-cutting in tertiary institutions around the world. He acknowledges there will always be financial existential threats in universities having publishing arms.

“It’s not unreasonable for a university to take a look at its press along with all parts of the university, to ensure it’s still creating value.

“That’s why I really like to have the AUP board behind me. We talk about what value each project brings and how AUP is representing the University. For students, it’s great to have good local textbooks or our Māori language books to fit in with the te reo revitalisation efforts.

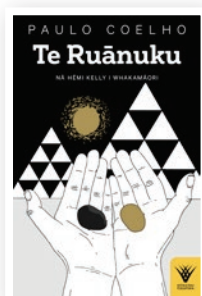
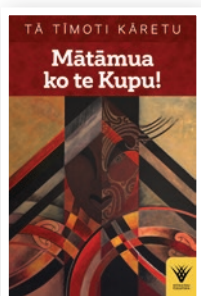
“I’m always thinking about the University aspirations, as well as the financial gains to be had from these books.”

He says in recent years, philanthropy has also played an important role in boosting the Press’s coffers to allow it to evolve.

“We receive funding from Creative New Zealand but we’re aiming to get an increasing amount of external money to help us be more ambitious. We’re a small team and for those bigger projects we need to have extra people involved to do, for example, bigger, more beautiful art books or more books in the Māori language. We’re really grateful that an increasing amount is coming to us from private individuals and trusts. We already have some longer-term supporters such as the Gerrard and Marti Friedlander Trust and Michael Horton.”

Asked about the cost of readers buying books locally versus buying them from Amazon, he has a message. “I’d like to think there’s an increasing sense among Kiwis that for an extra \$3 or \$5, they might actually walk around the corner and support their local bookstore.”

■ Denise Montgomery



The first four te reo Māori books from the Kotahi Rau Pukapuka project are out on 5 November.



Henry Forder, centre, and his pupils at St Olave's, circa 1917, found in his copy of Nathan Jacobson's *Lie Algebras*.

FORTUITOUS FIND REVEALS FORDER'S FORMATIVE YEARS

The discovery of a mathematics professor's prizes has added insight into his fine reputation.

An early chapter in the life of Professor Henry G. Forder was uncovered recently in the rare book stacks in Special Collections during conservation work.

Forder, born in 1889, grew up in rural Norfolk, attending Paston Grammar School and Cambridge University before becoming a teacher and then moving to Auckland in 1934 to take up the Chair in Mathematics. Forder and wife Dorothy donated most of his book collection to the Science Library in 1974. He died in 1981, but his reputation as a leading mathematician is recognised in the biennial Forder Lectureship.

The Forder Collection has been housed in Special Collections in Libraries and Learning Services, Te Tumu Herenga since 2002.

Although this collection mostly comprises mathematics and scientific texts, we noticed a subset of novels, poetry anthologies, history books and philosophical treatises that seemed outliers. These included *Character* by Samuel Smiles, *History of the French Revolution of 1848* by Alphonse de Lamartine, *Principles of Political Economy* by John Stuart Mill, *Lay Sermons* by Thomas Henry Huxley, *The Essays of Elia* by Charles Lamb, *Poems* by John Milton, *Vanity Fair* by William Thackeray, and *Oliver Cromwell* by John Morley.

Closer inspection revealed a series of school prize bookplates showing these volumes were awarded to Forder by Paston Grammar between 1903 and 1906. Forder excelled in botany, religious knowledge, chemistry, general subjects, English, science and, not surprisingly, mathematics. Our initial assumption was that the school chose these august titles for the prize winner. Impressive reading for a youngster in a remote corner of East Anglia. However, Forder's obituary in the Bulletin of the London Mathematical Society suggests Forder chose the books himself; even more impressive.

Another fortuitous discovery was a 1917 class photograph of schoolteacher Forder with pupils at St Olave's School in South London, tucked into a 1962 edition of *Lie Algebras* by Nathan Jacobson. St Olave's was one of several schools Forder taught at in the 1910s and 1920s after he graduated from Cambridge. He had a reputation for being an inspiring teacher and this is captured in Forder's Keats anthology which has the inscription 'H.G. Forder, A mark of respect from his boys in 'Upper Remove' Christmas 1918'.

These finds confirm Forder's reputation as an exceptional pupil who read widely, and as a gifted schoolteacher. These treasured possessions travelled with him to the other side of the world, and now offer researchers insights into the formative years of one of our most distinguished professors.

■ Ian Brailsford, Special Collections, Te Tumu Herenga



Bookplate in Alphonse de Lamartine's *History of the French Revolution of 1848*, Henry Forder's 1905 prize for chemistry.

EXHIBITION TO ADDRESS THEME OF SEPARATION

Responding to the new norm of social distancing, graduate students from this year's Art Writing and Curatorial Practice class in the Faculty of Arts have assembled an exhibition at Old Government House to coincide with Artweek Auckland.

They've gathered up works from all over campus for an exhibition using art from the University's extensive collection, to address the

theme of separation. Titled *Being Together Is the Only Reality: On Intimacy and Distance*, the exhibition of 19 works opens on Wednesday 14 October and continues until Monday 16 November, with talks and tours throughout.

Below: Yuki Kihara, After Tsunami Galu Afi, Lalomanu, from the series: 'Where do we come from? What are we? Where are we going?' (2013)



OUT THIS MONTH



The Platform: The Radical Legacy of the Polynesian Panthers

Dr Melani Anae is a senior lecturer in Māori and Pacific Studies. This book is her personal account of her

experience of activist group the Polynesian Panthers who arose in response to the controversial dawn raids of the early 1970s. The Polynesian Panther Party was born and began to shine a light on racism.

Melani Anae, BWB, \$14.99 or \$4.99 ebook

WHAKATAUKĪ: WALKING THE TALK

*He waka eke noa; he aha te mea nui o te ao;
ka mua, ka muri*

I was talking to Dr Hinemoa Elder about her thoughts on the recent and vigorous uptake in the usage of whakataukī (proverbs) particularly at various institutional levels.

Hinemoa, who is a psychiatrist and Māori strategic leader for Brain Research New Zealand based in the Anatomy Department at the University, has written a book called *Aroha*, which is a collection of 52 whakataukī that hold special relevance for modern life.

Hinemoa (Te Aupōuri, Ngāti Kurī, Te Rarawa and Ngāpuhi) was able to eloquently put into words the thoughts I'd been trying to articulate around this: "On one hand I think how wonderful that simple-ish, short-ish whakataukī, sometimes four words only, are making it into common conversation," she said. "And then on the other hand, isn't it sad for some of us that we feel a little bit jaded and are left wondering, 'hmm does that feel token?'"

"Because here is a beautiful, succinct and deep kōrero but it could be bandied about with the risk of the weight of it, of the significance, not being fully manifested in the institution using it."

As Māori, we want to ensure whakataukī are used in ways that reinforce the essence of them, in ways that not only promote te reo Māori, but also ensure that accountability, responsibility, and responsiveness to Māori are being recognised. In *Aroha: Māori Wisdom for a Contented Life Lived in Harmony with Our Planet*, Hinemoa is trying to allow people to: "sit in a safe place around those issues ... We have many whakataukī that illustrate different ways of thinking about life, and these can be very healing."

Hinemoa says she "wanted to write a book that our kaumātua would read and see and think 'aw yes, this is authentic, this is valid', and that people from outside Māori communities could read and see is useful in some way in their personal lives".

The value, history and culture within whakataukī allow a glimpse into tikanga Māori, mātauranga Māori, and te ao Māori to reiterate the importance of our ways of being and knowing.

In being critically self-reflective, learners of te reo, of whakataukī, open up safe spaces for learning and holding ourselves accountable. There is an inherent bravery about this. The openness we bring to learning, in being teachable and being accountable allows us to explore the realm of Māori culture.



Ashlea Gillon believes Māori proverbs shouldn't be bandied about without thought.

"Whakataukī offer insight that have stood the test of time and that continue to be a source of strength, knowledge, wisdom and reflection."

Te Wiki o Te Reo Māori had more than 1 million people (Māori, tauīwi, pākehā) sign up to kōrero Māori this year. Mahuru Māori saw September filled with people speaking, singing, reading, writing and loving te reo, and sharing whakataukī.

However, when racism rears its ugly, systemic head, the value of te reo Māori, and of whakataukī, can be questioned. It's important that we create space for honouring Te Tiriti, and te reo o te tāngata whenua o Aotearoa, particularly as we've recently seen institutional racism being highlighted in tertiary education throughout the country. The utilisation of te reo without responsiveness to Māori is just a form of recolonisation.

Nā reira, ānei ngā pātai mōu. So here are some questions for you: when do you utilise te reo Māori and whakataukī? Is it in mana-enhancing ways that have tangible, equitable outcomes? Does your incorporation of te reo Māori into your emails, your workspace, reflect the incorporation of Māori staff and Māori values, and reflect your advocacy for genuine Māori partnership?

Is the institution you work for paying a te reo Māori consultant to ensure you are acting in ways that are tika and pono, or are you making your Māori staff engage in unpaid cultural labour to do this work? Are you ready, as Hinemoa says, "to dive into and explore this realm of our culture?"

Whakataukī offer insight that have stood the test of time and that continue to be a source of strength, knowledge, wisdom and reflection. In embracing them there's the opportunity for critical self-reflection on the partnership responsibilities of utilising whakataukī, especially during these tumultuous times.

Nā reira, ānei he whakaaro o ēnei whakataukī mō koutou.

So, I leave you with some thoughts around the following whakataukī:

Hōhonu kaki, pāpaku uaua.

Literally meaning deep throat, measly muscles. Colloquially meaning 'all talk, no action'.

E kitea ai ngā taonga o te moana, me mākū koe. If you see treasures of the ocean, you'd better get wet. If you're prepared to try out te reo, make sure you're fully immersing yourself in all that comes with it. Don't be all talk. Te reo is a living, breathing, thriving taonga, and responsiveness to Māori requires not just looking at, admiring and using the taonga of te reo, it requires getting wet.

■ Ashlea Gillon (Ngāti Awa) is a Doctoral Candidate in the Faculty of Arts and the School of Psychology, Faculty of Science

The views in this article reflect personal opinion and are not necessarily those of the University.



NEW BOOK OF WHAKATAUKĪ

Dr Hinemoa Elder's new book *Aroha: Māori Wisdom for a Contented Life in Harmony with Our Planet* was released on 29 September. It's a collection of the timeless wisdom of 52 whakataukī – traditional Māori sayings she has compiled and explains.

WIN: UniNews has one copy to give away. Email: uninews@auckland.ac.nz by 1 November.