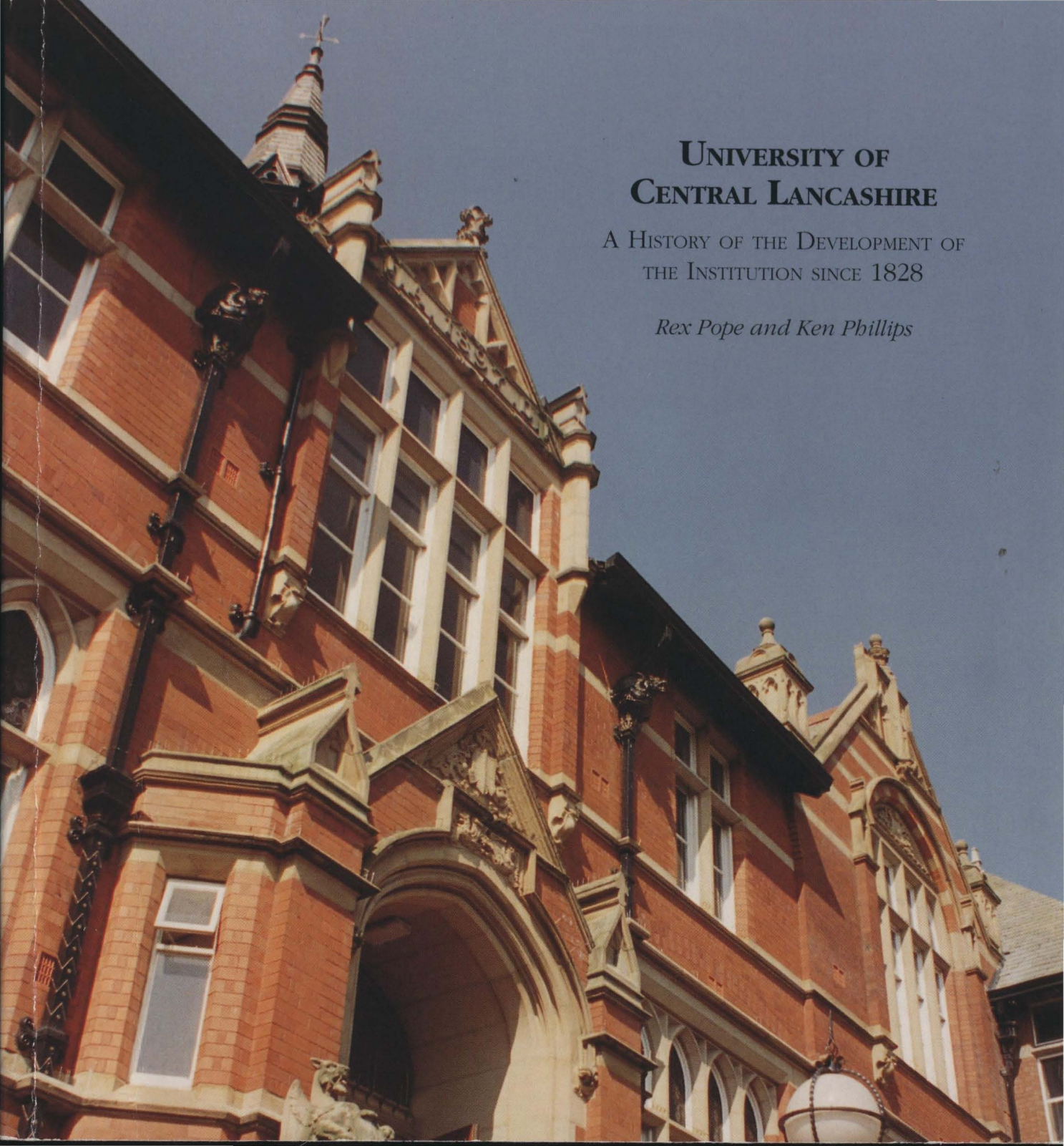

University of Central Lancashire

A History of the Development of the Institution since 1828

Rex Pope and Ken Phillips

UNIVERSITY OF CENTRAL LANCASHIRE

A HISTORY OF THE DEVELOPMENT OF THE INSTITUTION SINCE 1828

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TO ALL OUR STUDENTS, PAST, PRESENT AND FUTURE

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INTRODUCTION

On October 7th 1828, a group of 24 men met at the Preston Corn Exchange and agreed to set up an Institution for the Diffusion of Knowledge. This has evolved, via several changes of name, into today's University of Central Lancashire.

The history of this institution interacts with that of Preston and Lancashire but it does more than that. We hope that the study that follows will cast some light on a number of significant issues in the social and economic history of the nineteenth and twentieth centuries. The objective of the largely middle-class founders of the institution is one such concern. Were they altruistically philanthropic or attempting cultural control of the emerging working class? And what do we make of the working-class response to the Preston Institution? By the late nineteenth and early twentieth centuries, the reader is invited to consider whether the limited commitment to the education of their workforces, by local textile and engineering employers, was an important factor in the relative 'decline' of the British economy. More recently, the development of the Polytechnic and University might be seen as evidence of an 'academic drift' that does not meet the real needs of the local community or national economy. Again, dealing with recent history, readers may want to engage issues associated with collegiality as against managerialism in modern higher education or how, since the mid-1960s, one institution has responded to the frequent and sometimes contradictory movements in government policies on higher education.

What follows is not a triumphalist account of the development of the institution. There are observations in the text which are critical and which may make some members of the University uncomfortable. Nor is it just a chronicle, though inevitably there is much chronicling included. Rather, it is an attempt at an honest account and evaluation of a place to which the two authors have great attachment. We both joined the Harris College shortly before it became a polytechnic. One of us has gone grey and the other bald in the institution's service. While, at times, constructively critical, we remain committed to its mission. We write, we hope, with sympathy and affection towards an institution which continues, as ever, to travel hopefully.

ACKNOWLEDGEMENTS

Aidan Turner-Bishop developed the University Archive which served as the source for much of the text and many of the illustrations in this volume; he also read and commented on chapters as they were written.

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Various other members of the University willingly gave their time and energy to answering questions sprung on them concerning site acreage, numbers of students from Lancashire, identification of buildings etc.; others provided illustrations.

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Norma White gave expert advice on the layout of the book. Gareth Fishwick masterminded the production of the text and graphics with considerable skill and enthusiasm.

Our thanks to all the above who have contributed greatly to what is good about this book. Any remaining errors or deficiencies remain our own responsibility.

Rex Pope (Head of Department of Historical and Critical Studies).

Ken Phillips (Head of Department of Public Policy).

May 1995

CHAPTER ONE - The Institution for the Diffusion of Knowledge 1828-1882[1]

By the beginning of the nineteenth century, industrialisation was leading to the rapid growth of Lancashire's towns and a marked change in their appearance and populations. In Preston, the first cotton spinning mill was opened in Moor Lane in 1777. By 1824, some sixteen spinning firms had been established in the town and some of their mills, for example those of Horrockses or the Fishwick Mills of Swainson and Birley (opened 1823), were on a substantial scale. Although for the time being the weaving industry remained domestically based, some 4,000 people were employed as handloom weavers by the 1820s. Meantime the population of the town was growing to nearly 12,000 in 1801 and over 33,000 by 1831.

The growth of industry and of population was accompanied by developments in transport. The Lancaster Canal was opened in the 1790s and a new road to Blackburn, incorporating a third bridge across the Ribble in the 1820s. The built up area also expanded, mainly towards the north west and south east. There was also a marked change in the character of the town. Hitherto, Preston had been very much the centre of Lancashire high society. It had a central position, relative ease of access, lay close to many of the county's lowland great estates and was the site of quarter sessions and other courts. In consequence, the town had been marked out from others in its social and political leadership and in its general appearance and quality of housing and public amenities. Industrial and commercial growth changed the physical nature of the town and established a new manufacturing and commercial elite, albeit one anxious to retain its links with the old aristocracy.

The growth of great industrial towns and of the workforces that inhabited them was accompanied, in time, by recognition of the need to provide appropriate social, religious, educational and cultural facilities. This reflected not only a developing sense of civic pride or responsibility on the part of the emerging manufacturing, commercial and professional elites but also their judgement of what would best serve good order and economic advance. Thus, in Preston, the early decades of the nineteenth century saw the establishment of a number of new

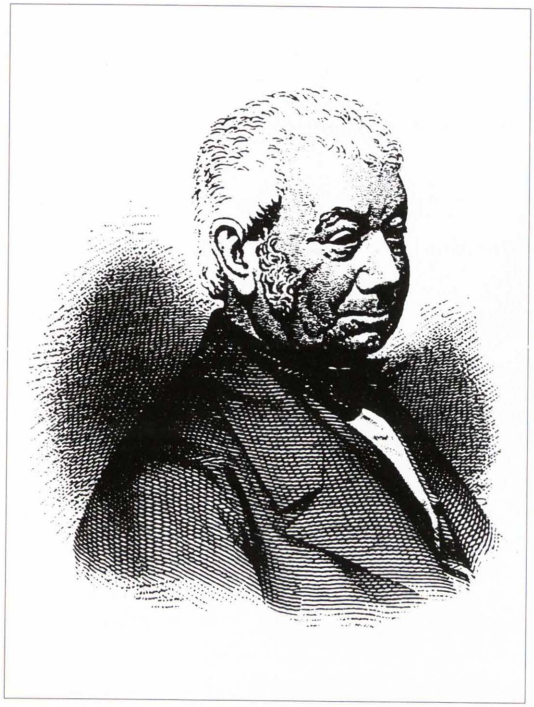
churches and chapels. By the 1840s, there were more than two dozen Anglican, Catholic and Nonconformist places of worship, most of them built since the turn of the century. In addition, there were new schools, a Literary and Philosophical Institution, subscription libraries, the exclusive Winckley Club and a number of other public institutions and buildings.

A particular national manifestation of this movement was the creation of Mechanics' Institutes. These organisations had their forbears in the eighteenth century but their widespread establishment in the first half of the nineteenth century is generally seen to be the consequence of the work of people like Dr. George Birkbeck in Glasgow and later in London, of Leonard Horner in Edinburgh and of the propaganda effect of Henry Brougham's *Practical Observations upon the Education of the People, addressed to the Working Classes and their Employers* (January 1825). Essentially, what was being proposed were lectures and libraries, organised by gentlemen but subscribed to by artisans; the subscription (Brougham suggested a shilling a week) was seen as important in instilling qualities of independence and the ability to undertake regular commitments.[2]

Mechanics' and Apprentices' Libraries had, in fact, been established in Sheffield and Liverpool in 1823. During 1824 and 1825 Mechanics' Institutes were set up not only in London, Birmingham, Manchester and Leeds, but in many smaller towns including Ashton-under-Lyne, Bolton, Lancaster, Warrington and Wigan. In almost all cases, the lead was taken by "gentlemen", ensuring respectability and, hopefully, financial support but assuming too, in many cases, that artisans could not be trusted to undertake the task themselves. In fact, two distinct models of management emerged for Mechanics' Institutes; that of Edinburgh, Glasgow or Leeds, where control was firmly vested in 'middle-class' membership, and that of London where, initially, operative members had to make up two-thirds of the committee of management.[3]

In Preston, Joseph Livesey - a cheesemonger but, more significantly, a lifelong advocate of radical causes - had been involved in educational projects since 1815. He established an adult Sunday School which was held in rented premises, first in Paradise Street, then in Shepherd Street. Later, in 1827 or 1828, he set up a youths' Sunday School, the only institution in the area to provide free education for the 14 to 21 age group. It differed from other Sunday Schools in teaching writing as well as reading. Indeed, Livesey saw writing as the key to "take-off" for young people. By 1829, the school was catering for some 40-50 students. At about the same time, he also helped a Mr. Templeton, "a man of genius as to teaching" to establish a school in rooms Livesey was renting at 11 Cannon Street.[4]

Livesey was also involved in moves to establish an evening reading room for operatives. Here we see the radical in action, responding to the government's use of taxation to deny the poor



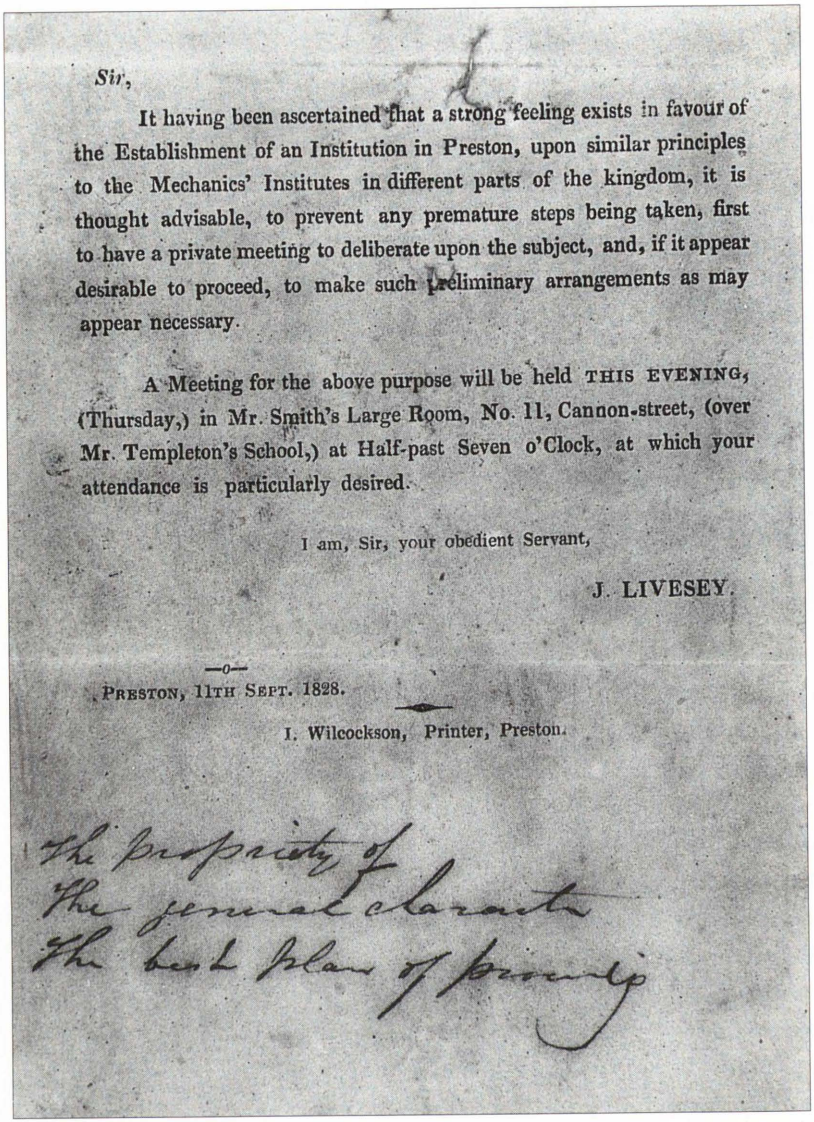
Joseph Livesey.

access to newspapers. The reading room, for which there was a subscription, was set up in Shepherd Street in 1827, later moving to a room above the offices of the *Preston Chronicle* in the Market Place. However, like similar institutions elsewhere, it was rapidly taken over by clerks, shopkeepers and the like. Livesey's autobiography suggests at least six further attempts to establish an operatives' reading room, all of which failed.

Debate continues as to whether Joseph Livesey or John Gilbertson, a local surgeon, played the major role in bringing an institute to Preston. The latter was certainly to prove generous with books and equipment but Livesey appears to have provided the initial impetus.

In the context of developments in and around Preston, there was a good deal of public interest in the idea of establishing a mechanics' institute, or something similar, in the town. Livesey's letter, published in the *Preston Chronicle* on 23rd August 1828, proposing an Institution for the Diffusion of Knowledge, was not the first example of such correspondence but it does seem to have initiated the process which led to the institution's establishment. The omission of the adjective 'mechanics' was a deliberate attempt to broaden support. While one objective of such a move was, no doubt, to attract the resources and energies of 'gentlemen', the name proposed also reflected Livesey's commitment to combating social stratification, bringing different elements of society together.

Following further correspondence in the press, Livesey issued a circular inviting interested parties to a private meeting, on 11th September in "Mr. Smith's large room" above Mr. Templeton's School at 11 Cannon Street. Those attending this meeting appear to have formed a provisional committee, chaired by John Gilbertson, which called the inaugural meeting of the Preston Institution for the Diffusion of Knowledge on 7th October 1828 at the Corn Exchange.[5] The 24 people present (11 businessmen or 'gentlemen', 13 'operatives')



Sir,

It having been ascertained that a strong feeling exists in favour of the Establishment of an Institution in Preston, upon similar principles to the Mechanics' Institutes in different parts of the kingdom, it is thought advisable, to prevent any premature steps being taken, first to have a private meeting to deliberate upon the subject, and, if it appear desirable to proceed, to make such preliminary arrangements as may appear necessary.

A Meeting for the above purpose will be held THIS EVENING, (Thursday,) in Mr. Smith's Large Room, No. 11, Cannon-street, (over Mr. Templeton's School,) at Half-past Seven o'Clock, at which your attendance is particularly desired.

I am, Sir, your obedient Servant,

J. LIVESEY.

—o—

PRESTON, 11TH SEPT. 1828.

I. Wilcockson, Printer, Preston.

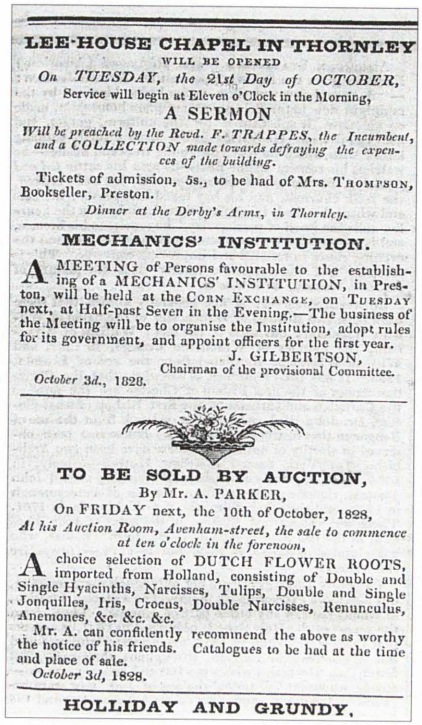
The prosperity of
The general character
The best Plan of prosperity

Handbill, issued by Joseph Livesey on September 11th 1828, calling a meeting of those interested in establishing an institute.

formed the first Council of the Institution (see Appendix 1). Rules were drawn up indicating that, in future, Preston would follow the London Mechanics' Institute model of management with 14 of the committee to be drawn from operative members. This decision was to cause some difficulties due to irregular attendance by members of the committee "not in control of their time" and, in 1837, the requirement was withdrawn.

On November 15th, at the first open meeting, Thomas Batty Addison was elected President, with Robert Ashcroft as Secretary and Joseph Livesey as Treasurer. A remark by Addison, at this opening meeting, reveals something of the ambition of the founders. Referring to the new London University, he suggested that "what has been done in London, might upon a corresponding scale be done in Preston". In one sense, there was a clear correspondence. The hostility of churchmen to what Thomas Arnold called "that godless institution in Gower Street" was paralleled locally by the antipathy to Livesey, and with him the Institution for the Diffusion of Knowledge, of the anglican Preston Pilot. In fact, Livesey's withdrawal from the Council of the Institution in 1832 might well have been associated with the acrimony that accompanied his campaign, at that time, against tithes and Easter dues.

In the early years of the Institution, which operated from rented rooms in Cannon Street, the library was the centre of activity and the main reason



LEE-HOUSE CHAPEL IN THORNLEY
WILL BE OPENED
On TUESDAY, the 21st Day of OCTOBER,
Service will begin at Eleven o'Clock in the Morning,
A SERMON
Will be preached by the Revd. F. TRAPPES, the Incumbent, and a COLLECTION made towards defraying the expences of the building.
Tickets of admission, 5s., to be had of Mrs. THOMPSON, Bookseller, Preston.
Dinner at the Derby's Arms, in Thornley.

MECHANICS' INSTITUTION.
A MEETING of Persons favourable to the establishing of a MECHANICS' INSTITUTION, in Preston, will be held at the CORN EXCHANGE, on TUESDAY next, at Half-past Seven in the Evening.—The business of the Meeting will be to organise the Institution, adopt rules for its government, and appoint officers for the first year.
J. GILBERTSON,
Chairman of the provisional Committee.
October 3d., 1828.

TO BE SOLD BY AUCTION,
By Mr. A. PARKER,
On FRIDAY next, the 10th of October, 1828,
At his Auction Room, Avenham-street, the sale to commence at ten o'clock in the forenoon,
A choice selection of DUTCH FLOWER ROOTS, imported from Holland, consisting of Double and Single Hyacinths, Narcisses, Tulips, Double and Single Jonquilles, Iris, Crocus, Double Narcisses, Renunculus, Anemones, &c. &c. &c.
Mr. A. can confidently recommend the above as worthy the notice of his friends. Catalogues to be had at the time and place of sale.
October 3d, 1828.

HOLLIDAY AND GRUNDY,

Notice in the Preston Chronicle, Saturday October 4th 1828, calling a meeting for the following Tuesday, October 7th.

for membership. There were, however, lecture series, some self-funding classes (initially in chemistry and in English grammar and composition) and, building on benefactors' gifts, the establishment of a small museum.

Subscriptions varied with class of membership. For those who paid at higher rates, £1.1s.0d (£1.05p) or 10s.6d (52.5p) a year, there were particular privileges including extra tickets which they could assign to non-members (including, of course, any

employees) for admission to lectures. The minimum subscription was 1s 7½d (approximately 8p) a quarter or 6s 6d (32.5p) a year, a substantial sum when male cotton operatives in factories earned barely £1 a week and women factory workers or handloom weavers considerably less. In spite of this, during the first year of its existence the Institution had, at any one time, between 600 and 800 subscribers.

Initially, the Institute opened afternoons and evenings, Monday to Saturday, with a librarian in attendance. It carried a stock of periodicals as well as books, though not, until after a change in the Institution's rule book in 1837, 'works of imagination'. By the late 1830s, the library held nearly 3,000 volumes and by the 1870s over 11,000 and it had "an acknowledged reputation as one of the best provincial libraries in the kingdom". By this time, too, the library was taking a number of daily and weekly newspapers and also some sixty volumes a month from Mudie's Library for the use of "guinea members", a policy designed to add to the attractions of Institute membership and delay the purchase of books until they could be obtained at a reduced price. The continued importance of the library, throughout the life of the Institution for the Diffusion of Knowledge is demonstrated by the collapse in membership which accompanied the opening of Preston's Free Library in January 1879

Though the library was a success, response to lectures was initially disappointing. Attendance was generally poor. In their 1831 Report, the committee commented dolefully on subscribers' failure to appreciate what was being offered them, and on their parsimony:

> they especially regret that the subscribers did not appear fully to appreciate the utility of lectures in the sciences, which are more particularly calculated to improve those who are engaged in the various branches of the arts. They have also to express their disappointment at having observed that many of the subscribers who they had hoped would have contributed towards defraying the expenses incurred by the lecturers, took advantage of attending in the gallery, gratis - a privilege which was intended solely for the operatives.

Poor support led to the committee deciding to stop hiring lecturers and to rely on volunteers. The immediate effect of this was no lectures at all during the winter of 1832/33. Thereafter, however, things improved with speakers, mainly unpaid, achieving good audiences during most of the sessions preceding the move to Avenham in the late 1840s. Indeed, by the winter of 1843/44, there were reports of uncomfortable overcrowding at some lectures. Though one historian has commented on the small proportion of scientific topics covered in the "early days" of the Institution[6], examination of the first fifteen to twenty years reveals a strong commitment to science and applied science, especially in the winter lecture series established from the mid-1830s. Subjects included in such series included: chemical

sciences"; electricity, galvanism and magnetism; human anatomy and physiology; "vegetable physiology"; practical mechanics and astronomy. One-off lectures continued, notably perhaps that delivered during the 1843/44 session by the Rev. John Clay on the full horrors of the Sanitary Condition of Preston.

Classes remained a small part of the Institution's activities. Generally, it was not possible to run more than two or three in any session. Among those that were established were classes on English grammar and composition, chemistry, architectural drawing and French. Since the committee could rarely find suitable class leaders or afford to employ paid and qualified teachers, mutual instruction classes, organised and run by their members, were encouraged. These were difficult to establish, though some successful groups operated in the 1840s, and there was no way in which the committee could ensure their standard. In addition, the Institution lacked the accommodation to provide for more than a handful of classes. However, by 1848, with a new building at Avenham under construction, the committee could hope that

> the time is not far distant when classes, conducted by efficient teachers, under the superintendence of the committee, will add much to the usefulness of the institution.

The original library and reading room in Cannon Street had been quickly augmented by renting an additional room nearby for classes. Nonetheless, by the early 1840s, the accommodation issue was becoming a pressing one for the Institution. Money for a new building was raised from individual bequests, donations from organisations such as the Independent Order of Oddfellows, from exhibitions and, at one point, from a special subscription among operative members. By 1844, £1,700 had been raised, a 1544 square yard site at the end of Avenham Walk selected and the plans of an architect (Mr. Welch) approved. The following year saw the land purchased for £772 (20 years purchase at 6d a square yard) but, with the total cost of the building and fittings estimated at £4,400, there was a prudent pause before building commenced.

Though a foundation stone was laid on June 15th 1846, further progress was slow. Economic difficulties meant that funds were scarce and the failure of the mason's business meant that the Council had to take on a foreman to oversee completion of the job. The shell was completed in 1847 but loans had to be obtained in order to fit the building out. At the same 1848 Meeting, at which he had expressed hopes for the future, the President, Thomas Bairstow, deplored the fact that

> such a structure, unquestionably the pride of Preston, as an architectural embellishment - erected on such a site and for such a purpose, should remain in its present unfinished and untenable state.

Thomas Batty Addison, first President of the Institution.

A year later, though there were still debts to pay off and the interior was unfinished, the new Avenham Building was fit for use and the Annual Meeting took place in its lecture theatre.

In common with similar establishments in other towns, Preston's Institution always struggled to recruit from among manual workers. In part, this stemmed from a certain ambivalence on the part of the Council as to exactly what sort of recruitment was wanted. Though there were periodic appeals to factory owners to stress the virtues of membership to their workforces, we find that recruitment drives tended to be aimed at gentlemen, in particular those who would take up the privileged guinea membership. Analysis of the 412 members listed in the Institution's 1841 Report reveals 96 professional men, 40 manufacturers, 76 tradesmen, 85 clerks and shopmen, 17 mechanics, 34 joiners and other operatives, 6 youths at school and just 6 factory hands. It could reasonably be argued that these figures were inevitable given subscription levels and the lengthy working day of manual workers. On the other hand, there is evidence, not least in the Preston Temperance Advocate, of other Preston 'social schools' or 'academies', where groups of perhaps 18-20 working men would rent a two-room cottage for 1s 9d to 3s 0d a week, using the top floor for mutual instruction on how to read and write and the ground floor for social gatherings. In Preston, as elsewhere, these breakaway groups were seen by one contemporary as a reaction against the "too aristocratic" nature of the Mechanics' Institutes.[8]

In the Reports of 1849 and 1850, the issue of working-class participation was again addressed. The Council regretted that the 1847 Factory Act (the 'ten-hours bill'), "the late boon to the working classes", had failed to deliver recruits from the ranks of mill-workers to the Institute. The virtues of educational activity were urged upon a

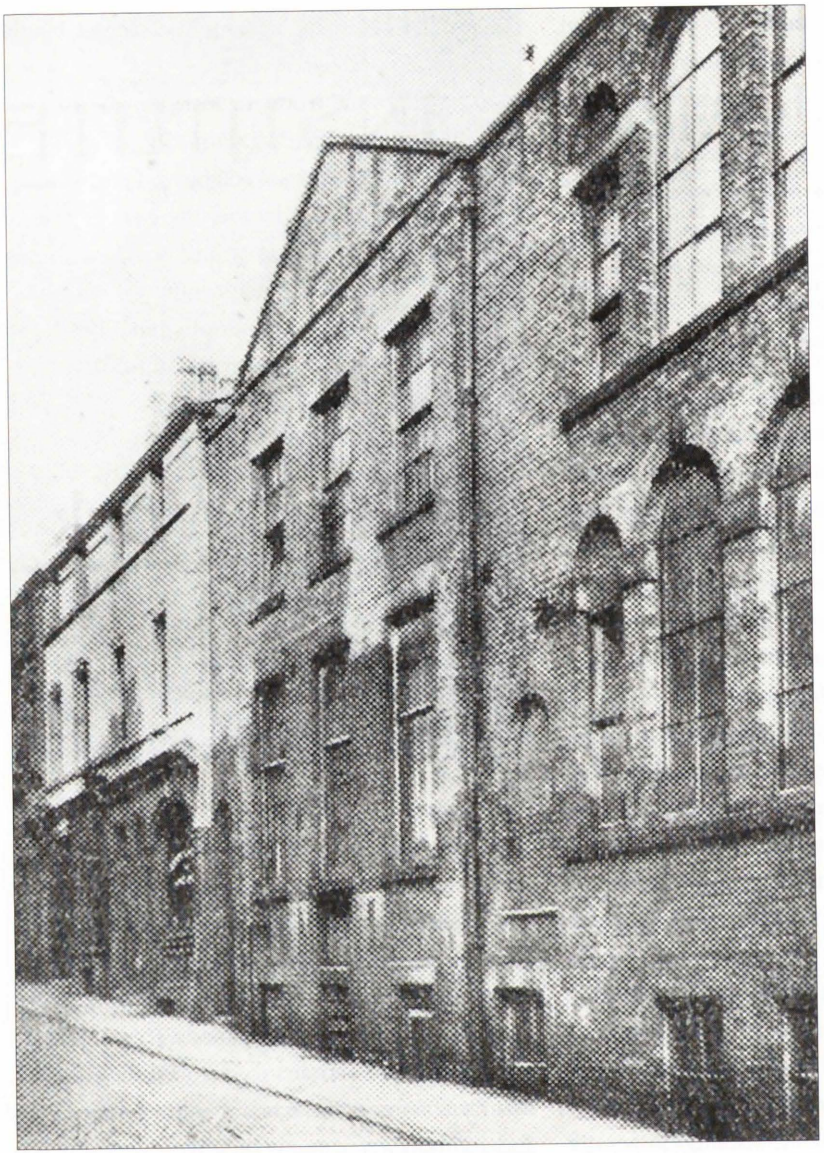
reluctant population in a classic statement of the principle of rational recreation.

> An extension of the blessings of education in early life to the children of the working classes will, doubtless, have the effect of training many to seek for self education, as they become possessed of mature judgement. Frivolous occupations, of a kind that produce no present or ultimate good, sought after merely to fill up vacant hours, are obvious proofs of a mind untrained.

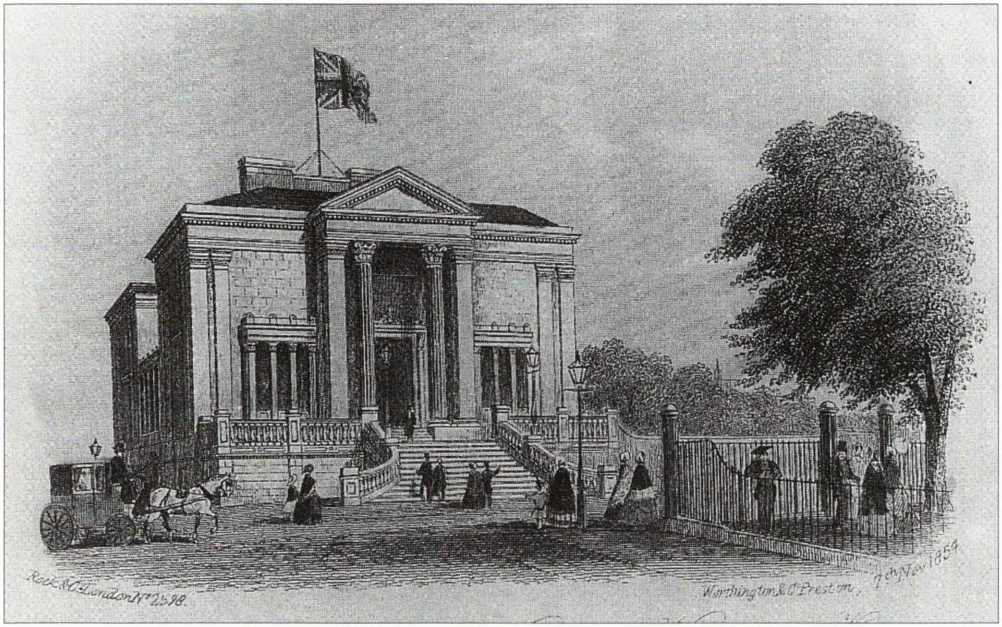
As already indicated, the relative lack of working-class participation in mechanics' and similar institutes was a common phenomenon. In particular, factory operatives were conspicuous by their absence until well after the mid-century. In part, this was a consequence of income levels and hours of work or lack of the basic education necessary to benefit from the library, lectures or types of class provided, but the notion of these institutions as "too aristocratic" is an important one. It draws attention to the contrasting ideologies of middle- and working-class sponsors of education. Middle-class patrons of working-class education emphasised its role in instilling moderation and ideas of self-help within an essentially individualistic and competitive society. "Indigenous" working-class educationalists (of which there were many) sought to use education as a means towards a more equitable and egalitarian society.[9] The objective of the Preston Institution, like others of its type, was really to create a broader elite, incorporating some of the working classes. In this, it did not meet the aspirations of a large section of the local population.

Though, by the 1850s, the Institution had moved into its Avenham building, attraction of members and the running of classes still proved problematic. By the middle of the decade, there were usually some ten classes running at any one time during the winter months, but attendance was low, averaging about seven people per class. The principle, thus far, had been that the Institution's subscription income should not be used to subsidise classes, e.g. by paying teachers, since only some members would benefit. Without such funding, the committee could not oversee classes or rationalise their development. Those who ran the Institution took some solace from the fact that cheap printed literature, the existence of another similar organisation (the Literary and Philosophical Institution) founded since 1829 and the libraries attached to most Sunday Schools offered alternative educational facilities for the local population. Nonetheless, a membership of under 600 in a town with, by now, some 80,000 inhabitants and the continued failure to establish viable classes, led to some serious re-thinking of the Institution's policies.

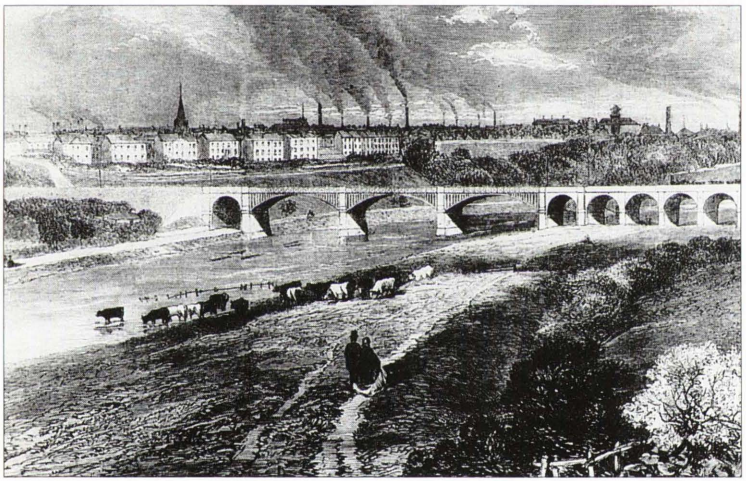
One answer, adopted for the first time during the 1857/58 session was to hire "efficient" teachers and advertise the fact that classes would be free to subscribers. The aim was to recruit sufficient extra members to meet the costs of staffing the classes and furnishing the rooms they were held in. The



The original Canon Street building of the Institution for the Diffusion of Knowledge.



Avenham Institute, begun in 1846 and opened for use in 1849.



Preston townscape from Penwortham 1862.

strategy proved reasonably successful in the short term. Membership rose to over 700, the highest for many years and a number of the new members were young people attracted by the classes. A decision was taken to continue the practice, though this required a revision of the Institution's rules in that the activities of some members were now being subsidised by the fees paid by others. The development was accompanied by eight successes (including three by women) in the competition for prizes awarded by the Association of Mechanics Institutes of Lancashire and Cheshire.

These classes were in elementary general education. There had been a previous attempt at such provision in the so-called 'preparatory class' in the early 1830s. This had brought in a number of junior members but, in doing so, had attracted the "disapprobation" of "a few leading members of the Institution" and was quickly abandoned. On this issue, Preston seems to have experienced a problem common to many of the early Mechanics' Institutes; a tension between those (principally from the business and professional classes) who sought a club centred on the library and those (mainly the working-class membership) who favoured an educational function based on the provision of classes.

The revived classes were initially taught by a Mr. Huntingdon at a fee of £5 per quarter. By late 1862, they had some 130 members enrolled but complaints by older class members led to the creation of a separate advanced class restricted to the over-fourteens. By 1865, a separate class for girls and young women had been established. Subjects taught and examined included Reading, Writing, Dictation, Arithmetic, Grammar and Composition, English and History.

Enrolments throughout the 1860s were generally around 100 but average attendance was no more than half that figure. In 1871, in an attempt to improve this, subscriptions (which covered classes and use of the library) were reduced, the number of nights instruction increased from two to three and prizes introduced for attendance and achievement. This had little effect. In the face of limited interest, the loss of teachers from both the male and female classes and mounting commitment to 'higher' educational activities, the Council considered whether to persevere with such work. In the light of local circumstances, it decided to continue to do so.

> Were compulsory education in force in the town, the Council would be tempted to devote their whole attention to higher education, but under existing circumstances they think every means should be taken to give those who suffer from neglected training the means of remedying these deficiencies.[10]

In fact, no teacher could be found for the male class in 1872/73, though, for the following year, a Mr. Wilkinson was "induced" to provide one for the over-fifteens. This, however, only lasted one year.

A Miss Eastham had been appointed to take the female class but there is no evidence of this class running beyond 1874.

Meanwhile, from the late 1830s, there had been national moves to promote technical and scientific education. The Normal School of Design was established in 1836 and, from 1841, annual grants were available to support provincial design schools. By 1852, there were 17 such schools, including those in the Potteries, Sheffield, Leeds, York and Manchester in the north of England. The Royal College of Chemistry was founded in 1845 and the Government School of Mines in 1851. By 1853, all these institutions were operating under the aegis of the new Science and Art Department based in South Kensington. The 1850s saw the introduction of government payment for examination successes in certain art and design courses. 1859 saw this policy extended into the sciences with examinations at elementary, advanced and honours level. Masters and mistresses at elementary schools, who had achieved an advanced pass, could now prepare their pupils for the Department's examinations and be paid according to the success of those pupils.[11] The examinations, and the courses leading to them, also came to be seen by young artisans as means of furthering employment opportunities.

Preston's Institution established links with the School of Design in Manchester and, in the early 1850s, began negotiations to establish an elementary school of design at Avenham. The first attempts, over the period 1853 to 55, proved fruitless. There was limited interest from local elementary schools (one of the conditions of Science and Art Department approval) and the proposed classes would have required exclusive use of the whole of the Institution's Exhibition Gallery for what would be "to all intents and purposes a public school", offering little or no privilege to members. The idea was revived in 1858 and, though it was delayed by the poor state of trade, Preston's School of Art was eventually established at Christmas 1859.

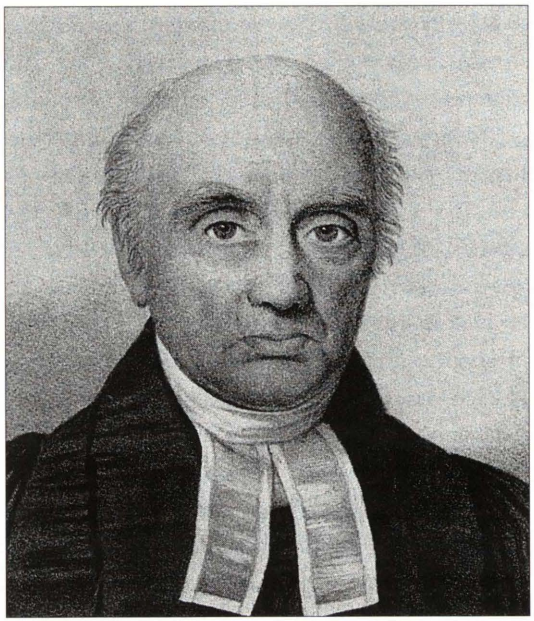
The School was initially run by Mr. Gilbert, Headmaster of a similar school at Lancaster, who spent three days a week at Preston. He was assisted by a Mr. Roscoe. It got off to a successful start. In the first year there were five different classes: the ladies' class (15 attended), the young ladies' class (10), the class for schoolboys (18), the class for apprentices and artisans (48) and the class for schoolmasters, schoolmistresses and pupil teachers (83). In addition, staff instructed 1,240 pupils from local public elementary schools.

The early 1860s were very difficult years for the town and for the Institution and its classes. The effects of a deep cyclical decline in the demand for cotton goods were compounded by those of the so-called 'cotton famine', where, as a result of the Civil War, supplies of American raw cotton were cut off by a Union blockade of southern ports. In Preston, as elsewhere in Lancashire, there was widespread unemployment and acute poverty.

Membership of the Institution, already in decline from its late 1850s peak, fell to just over 450. Class numbers also fell, partly because alternative free instruction to operatives was available under the town's arrangements for the relief of distress. The Art School suffered too, though, in this case, the introduction of the Revised Code for Elementary Education in 1862 was also considered influential. By laying particular emphasis on pupils' attainment in the core subjects of Reading, Writing and Arithmetic in determining payment to schools, it was held to divert attention from drawing, in spite of the Science and Art Department grants available to reward success in this area.

In spite of the difficulties, the mid 1860s saw the Council of the Institution looking to introduce classes in science. From 1866, science and language classes were offered, though, at first, numbers attending were relatively small, except at elementary level. The late sixties and the eighteen-seventies were years of rapid development in the standards achieved by both the art and science schools of the Institution.

Under Mr. Galli (1872-76) and his successor, Mr. McNaught, the Art School achieved national status. Year after year, new peaks of achievement were attained by its pupils. Attainments of major established centres, like those at Glasgow or Liverpool, were equalled and even, on occasion, surpassed. Nor did success breed complacency. In the wake of increasing national concern at the state of British technical education, practising professionals were brought in to take classes in building or machine construction and drawing. The Council of the Institution urged local employers to take advantage of the opportunities now being provided.



Edmund Robert Harris, 1804-1877.
The trustees of the Harris Estate provided the endowment necessary for the establishment of the Harris Institute in 1882.

> Considering the attention now being directed to the inferiority of English artisans in art and technical knowledge compared to those on the continent, the Council would call to the special notice of Architects, Builders, Machinists, Manufacturers of Fancy Textile Fabrics and others, to the facilities which these changes offer for the instruction of their more intelligent employees.[12]

During the 1870s, the Science School, under Mr. Sutcliffe, the brothers Gee and, at the end of the decade Messrs Gardner and Sowerbutts, also built up its reputation. By 1880/81, it was beginning to rival the School of Art in its achievements. In the case of science, there was, however, ongoing concern at a lack of students and the cost of provision. Thus, in spite of "excellent results", the closure of the Science School was always a possibility. The lack of students was, at first, seen to be essentially a Preston problem, though one compounded by an 1871 cost-cutting decision by the Science and Art Department to raise the standard required of pupils before payments could be made to teachers. Later in the decade, it was recognised that the problems of science teaching were more general. When, in 1878, the Gee brothers undertook to continue teaching at the Institute, without any guarantee of payment other than their train fares to and from Manchester, they did so "rather than see Preston added to the long list of towns where science classes have had to be closed owing to the scanty attendance of students".

Fortunately, the Science School survived the crisis of the 1870s but although it entered the 1880s with enhanced numbers, additions to the staff, and a curriculum which incorporated acoustics, physiography, physiology, magnetism and electricity, chemistry, geology, mathematics and machine and building construction (the last course being transferred from the Art School), its future was still at risk. The Institution's December 1879 application for support to the Harris Trustees demonstrated the School's vulnerability. The nine science classes running in 1879/80 were those which could operate on the basis of fees plus the Science and Art Department grant. Such an arrangement meant that only the more popular courses could be offered. If this approach failed, the Trustees were told, "instruction in scientific subjects must be definitely and finally abandoned" because the Institution could no longer subsidise them.[13]

The general financial problems of the Institution in the 1870s had been aggravated by its increasing commitment to the provision of classes. Certainly, in the case of the sciences, the subsidy from the general funds had been substantial. This, though, was vigorously defended by the Council as consistent with the first rule of the Institution, as drawn up half a century earlier, "to facilitate and promote the diffusion of useful knowledge among the operative mechanics and others, inhabitants of Preston". If a subsidy (or an elementary class) was necessary to fulfil this objective, then that was what they would seek to provide.

Lack of funds had dogged the Institution for most of its existence. Fundamentally, this stemmed from the failure to attract adequate subscribers. Membership had never exceeded c.800 and was generally considerably less. In the early 1870s, a particularly prosperous period, it had stood at around 500. After falling in the trade depression of

the mid-seventies, it rallied briefly before entering the final and terminal decline associated with the establishment of the town's free library. By 1881, it was down to just over 300. By this time, an appeal for support had already been made to the Harris Trustees. After a little over half a century, the educational work of the Institution was about to be absorbed into a new body.

The period since 1828 had seen a transformation in the work of the Institution. For over half its existence, the library had been the centre of Institution life. Classes or lectures were occasional and generally ill-supported. By the late 1860s and 70s, however, the development of the art and science schools had turned what was now commonly called the Avenham Institute into something more recognisably related to an early twentieth-century technical college with nearly 800 entries for Science and Art Department examinations alone by the mid 1870s. Like such colleges, it functioned mainly in the evening. It was this teaching function, catering for 328 students in the final year of operation (1880/81), which was to be the sole concern of the successor Harris Institute.

[1] This chapter is based primarily on the *Institution for the Diffusion of Knowledge, Annual Reports 1829-1881*, on the Minutes of the Council of the Institution for the Diffusion of Knowledge 1859-1882 and on John Pearce (ed.), *The Life and Teachings of Joseph Livesey* (National Temperance Publication Depot, 1887) (all held in the University of Central Lancashire Archive). Information on the background history of Preston and district is drawn largely from J. G. Timmins, *Preston: A Pictorial History* (Phillimore, 1992) and J. Walton, *Lancashire: A Social History*, 1558-1939 (Manchester University Press, 1987).

[2] M. Tylecote, *The Mechanics Institutes of Lancashire and Cheshire before 1851* (Manchester University Press, 1957) p.23.

[3] *ibid.* pp. 54-9; A. D. Garner and E. W. Jenkins, 'The English Mechanics' Institutes: the case of Leeds 1842-42' *History of Education* Vol. 13, No.2 (1984)

[4] The authors are grateful to Dr. John Baker, Research Assistant in the University's Department of Historical and Critical Studies for material on Joseph Livesey's role in the establishment of the Institution for the Diffusion of Knowledge.

[5] *Preston Chronicle* October 4th 1828, October 11th 1828.

[6] M. I. Watson, 'The Origins of the Mechanics' Institutes of North Lancashire' *Journal of Educational Administration and History* Vol. XIX, Pt 2 (1987)

[7] A plaque on Harris Building commemorates John Tyndall (1820-1893), Professor of Natural Philosophy at the Royal Institution of Great Britain. In 1842 he was a student at the Institution and is remembered as a Physicist who established the basis of the modern physics and chemistry curricula.

[8] *Preston Temperance Advocate*, June 1837 (Livesey Library, University of Central Lancashire)

[9] Neville Kirk, *The Growth of Working Class Reformism in Mid-Victorian England* (Croom Helm,1985) pp.185-192; Garner and Jenkins, *loc. cit.*; Watson, *loc.cit.*; J. P. Hemming, 'The Mechanics' Institutes in the Lancashire and Yorkshire Lancashire and Yorkshire Textile Districts from 1850' *Journal of Educational Administration and History* Vol. IX, No. 1 (1977).

[10] Under the 1870 Education Act, School Boards were established where elementary school provision by voluntary agencies was deemed insufficient. Such School Boards could frame by-laws requiring compulsory attendance. However, the scale of voluntary provision in Preston was such that the town did not have a School Board.

[11] S. J. Curtis, *History of Education in Great Britain* (University Tutorial Press, 1967 ed.) pp.492-3; examples of northern centres are from the Report of Ambrose Poynter and Stafford H. Northcote of their Visit to Various Provincial Schools of Design (Public Record Office, BT 1/472 1363/49).

[12] *49th Annual Report* 1877

[13] Printed application to the Trustees under the will of the late E. R. Harris esq., incorporated in the Minutes of the Council of the Institution for the Diffusion of Knowledge, 4th December 1879.

CHAPTER TWO - Harris Institute: The First Phase 1882-1914[1]

The original appeal to the Harris Trustees had sought £25,000. The primary objective of members of the Council of the Institution for the Diffusion of Knowledge had been to defend its existing work, especially that of the Science School, which, as we have seen, was threatened by acute financial difficulties. But there was more to their ambitions than mere survival. They emphasised that the development of higher level work, which would be practicable in a well-funded establishment, could give Preston the economic advantages already gained by towns like Manchester and Sheffield from Owen's and Firth Colleges respectively.

In fact, the Trustees allocated £40,000 to establish and endow the Harris Institute "for the promotion of Art, Literature and the Advancement of Technical Education". In co-operation with the town's new free library, it would continue to fulfil the objectives of the original Institution for the Diffusion of Knowledge.

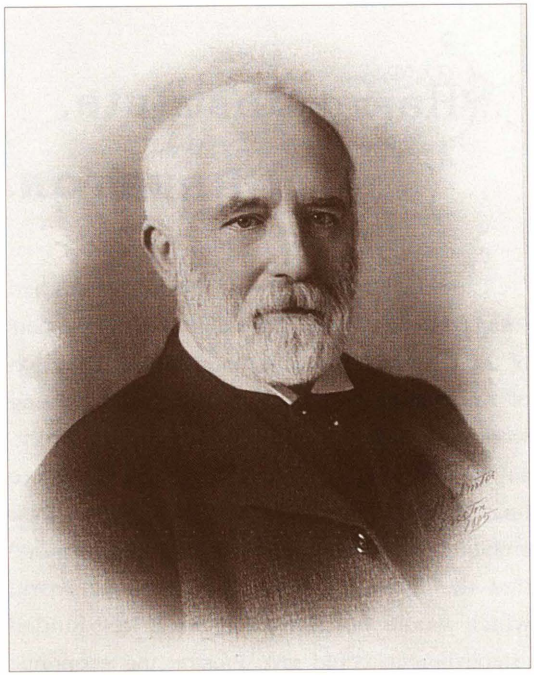
The new Institute, under a President, William Ascroft, who had served in the same capacity during the closing years of the Institution for the Diffusion of Knowledge and with a Council which also demonstrated a high degree of continuity, made no immediate changes in the work of the Art and Science Schools. A well-attended course of Cambridge Extension Lectures, given by Mr. R. Hodgson BA, on 'The Growth of English Literature since 1770' was, however, indicative of its broader educational objectives. Overall attendance continued to rise steeply. In the Institute's first year, 520 students, mostly "young artisans", attended one or more courses, taught by a staff of 12. The School of Art evening course had the largest enrolment (101 at its peak) while Magnetism and Electricity, Mathematics Stage 1, Commercial Shorthand, English Grammar and the Cambridge Extension Lectures each enrolled more than 50 students.

Such growth, compounded by a further rise to over 1,300 students in 1883/84, put immediate strain on the accommodation available. A £5,000 capital sum had formed part of the Harris Trustees' grant to the Institute but this was more than used up in making good the heating, lighting and decoration of the Avenham Building, the upgrading of its lecture theatre and the acquisition of adjoining property in Regent Street. This property provided additional large classrooms and a chemistry laboratory for advanced students. Even so, it was clear that a new building on a new site would soon be necessary. Given the terms of the Harris Institute's charitable bequest, this building would have to be funded by public donations.

In spite of a growth rate which was to take the institution to over 2,250 individual students by the end of the decade, standards appear to have been well maintained. In the best years, the work of Harris students compared well with those of any college in the country. In 1883/84, for instance, a larger proportion of Harris students passed technical subjects in the honour grade than did students from London, Birmingham, Glasgow, Edinburgh or anywhere in Lancashire and Yorkshire except the Yorkshire College at Leeds. In 1889, the Institute came third in terms of passes in Society of Arts examinations behind Birkbeck Institute (London) and Liverpool Institute. In the same year, the Institute exceeded its own previous best performance in first-class science certificates.

Two developments at the very end of the decade served to raise further the standard and level of work undertaken. It was decided that Harris free scholarships gained as a result of work in the elementary stage of any subject, had to be used in the next session to study the same subject at a more advanced stage. At the same time, in a move that ensured a more focused approach by students, the Government Science and Art Department decreed that they should not be able to take more than two science subjects at the same examination.

Meanwhile, the curriculum was broadening. Classes in plumbing commenced in 1885/86 and in 1886/87, those in brickwork and masonry completed the range of building trades. Other new classes included advanced harmony, German, theoretical mathematics, agriculture, commercial geography and telegraphy. A nursing class was organised in conjunction with the St. John Ambulance Association while members of a male first aid class formed themselves into a Harris Institute Ambulance Corps. At the elementary level, there were additional classes in physiography for girls and in physics, chemistry and mathematics for boys; there was also an elementary class established in freehand drawing. By 1890, the Harris was pressing for recognition as the centre for pupil teacher education in the town.



Sir William Ascroft, President of the Diffusion of Knowledge (1879-1882).

Many of these classes were organised under the aegis of the Science and Art Department at South Kensington. Such classes were backed by grants payable on the basis of results and attendance. They were also subject to inspection. Thus, in 1887, there were criticisms by inspectors that members of the Institute Council seldom visited classes and of a lack of models for practical plane and solid geometry with the threat that unless the latter were acquired, the class would not be eligible for payment on the basis of examination results. The Council readily responded by organising systematic class visits and spending the 25 shillings (£1.25) necessary on models. In the same year, there was concern over science students who were not attending sufficient classes to allow the Institute to claim grants. On enrolling, these students had undertaken to pay half a guinea (52½p) per subject if they did not meet attendance requirements. Now they were required to pay up, with one defaulter pursued through the county court. Achieving the grants was important for the college and its teachers; many of the latter received half of any the grants gained as part of their remuneration.

This growth in the amount and range of work done accentuated the need for more space. From May 1887, a three-year lease at £50 p.a. was taken on the old Conservative Club in Lancaster Road behind the free library. 1887 also saw important steps taken in the search for a more permanent solution. Nearby towns such as Blackburn and Burnley had decided that the advancement of technical education was the best way to celebrate Queen Victoria's Golden Jubilee year. At the instigation of the Harris Institute Council, Preston Borough undertook to provide the site for a new technical school building for the town. At the same time, the Harris Trustees made a further £30,000 available to the Institute, £10,000 towards establishing and furnishing the new premises with the remaining £20,000 being added to the endowment of the institution.

All this was in the context of growing concern regarding Britain's economic position and national and local attitudes towards technical education. The late nineteenth century saw some fall in the growth rates and profitability of traditional industries such as cotton. American and continental competition in overseas markets was increasingly apparent. In the application of science to industry, in design and in commercial techniques, foreign competitors, especially the Germans, were seen to be drawing ahead.[2] The Harris Institute's Annual Report for 1884, citing the recent report of the Samuelson Commission on Technical Education, drew attention to the town of Chemnitz in Germany. Here, in a town of 89,000 (compared to Preston's c.100,000), some £240,000 had been spent on schools, including £88,000 on technical schools. This, it was argued, had contributed to Chemnitz emerging as a formidable rival in international markets.[3]

MISCELLANEOUS

Subject.	Class Hours.	Teacher.
Music, Harmony (Elementary)	Friday, 7 to 8 p.m.	Mr. J. Tomlinson
Do. do. (Advanced)	Friday, 8 to 9 p.m.	Do.
Latin (Elementary)	Thursday, 7-15 to 8-15 p.m.	Rev. W. S. Matthews, B.A.
Do. (Advanced)	Thursday, 8-15 to 9-15 p.m.	Do.
French (Elementary)	Wednesday, 7-15 to 8-15 p.m.	Do.
Do. (Advanced)	Wednesday, 8-15 to 9-15 p.m.	Do.
German (Elementary)	Wednesday, 7-15 to 8-15 p.m.	Mr. F. H. Osborne
Do. (Advanced)	Wednesday, 8-15 to 9-15 p.m.	Do.
Bookkeeping (Elementary)	Wednesday, 7-30 to 9 p.m.	Mr. J. C. Forrester, C.A.
Do. (Advanced)	Monday, 7-30 to 9 p.m.	Do.
*Shorthand, Elementary (Junior)	Monday, 7-30 to 8-30 p.m.	Mr. H. Cartmell
* Do. do. (Senior)	Monday, 8-30 to 9-30 p.m.	Do.
Do. (Intermediate)	Tuesday, 7-30 to 8-30 p.m. & Friday, 7-30 to 8-30 p.m.	Do.
Do. (Advanced)	Tuesday and Thursday, 8-30 to 9-30 p.m.	Do.
Commercial Geography	Thursday, 7-15 to 8-30 p.m.	Mr. J. J. Cardwell
	Fee, 5/- each for Session.	
	Shorthand and English combined, 7/6 for Session. Bookkeeping and German (advanced), 7/6 each for Session.	
English (Elementary)	Friday, 7-30 to 8-30 p.m.	Mr. H. Cartmell
Do. (Advanced)	Thursday, 7-30 to 8-30 p.m.	Do.
Singing, Tonic Sol-Fa (Madrigal & Matriculation Class).	Thursday, 7 to 9 p.m.	Mr. W. H. Cowell
	Fee, 3/6 each for Session.	
Singing, Tonic Sol-Fa (Elementary)	Tuesday, 7-15 to 8-15 p.m.	Mr. W. H. Cowell
Do (Intermediate)	Tuesday, 8-15 to 9-15 p.m.	Do.
*Arithmetic (Elementary)	Tuesday, 7-30 to 8-30 p.m.	Mr. F. B. Osborne
* Do. (Advanced)	Tuesday, 8-30 to 9-30 p.m.	Do.
	Fee, 2/6 each for Session.	
St. John Ambulance		Mr. H. O. Pilkington, M.R.C.S.
First Aid	Commence November 18'8	Do.
Nursing Classes	Do. February, 1889	Do.

** These Classes meet at Lancaster Road.*

Harris Institute.

PRESTON.

PRESIDENT:
WILLIAM ASCROFT, Esq., J.P.

VICE-PRESIDENT:
The Rev. GEO. STEELE, M.A.,
Her Majesty's Inspector of Schools.

SYLLABUS, 1888-9.

The Session commences on Monday, 24th Sep., 1883.

Students can be enrolled on Friday evening, the 21st of September, from 7 to 9 p.m., or on any evening during the Session.

All Fees Payable in Advance.

T. R. JOLLY, Secretary.

Preston, September, 1888.

Herald Printing Works, Preston.

SCIENCE.

Subject.	Class Hours.	Teacher.
Agriculture	Tuesday, 7 to 8-30 p.m.	Mr. J. Stacey
Animal Physiology	Thursday, 7-30 to 8-30 p.m.	Mr. H. O. Pilkington, M.R.C.S.
Applied Mechanics	Thursday, 7-30 to 8-30 p.m.	Mr. R. Pendlebury
Botany (Elementary)	Tuesday, 7-30 to 8-30 p.m.	Mr. S. J. Elliot, A.P.S.
Do. (Advanced)	Tuesday, 8-45 to 9-45 p.m.	Do.
Building Construction (Elementary)	Tuesday, 7-30 to 9 p.m.	Mr. F. J. Pye
Do. (Advanced)	Thursday, 7-30 to 8-45 p.m.	Mr. A. Redmond
Chemistry, Elements of	Thursday, 7-15 to 8-15 p.m.	Mr. A. F. Atkinson
Chemistry, Theoretical. Inorganic (Elementary)	Friday, 7-15 to 8-15 p.m.	Do.
Do. (Advanced)	Friday, 8-30 to 9-30 p.m.	Do.
Chemistry, Practical (Elementary)	Tuesday, 7-30 to 9 p.m.	Do.
Do. (Advanced)	Thursday, 8-30 to 10 p.m.	Do.
Organic Chemistry, Theo.	Wednesday, 7-38 to 8-30	Mr. A. F. Atkinson
Geology (Elementary)	Tuesday, 7-15 to 8-15 p.m.	Mr F. C. King
Do. (Advanced)	Tuesday, 8-30 to 9-30 p.m.	Do.
Hygiene	Tuesday, 7-30 to 8-30 p.m.	Mr. H. O. Pilkington, M.R.C.S.
Elementary Physics	Friday, 7-30 to 8-30 p.m.	Mr. J. Gardner
Machine Construction (Elementary)	Monday, 7-30 to 9 p.m.	Mr. J. T. Buckley
Do. (Advanced)	Wednesday, 7-30 to 9 p.m.	Mr. J. R. Wade
Mathematics, Stage 1	Thursday, 7-30 to 9 p.m.	Mr. F. B. Osborne
Do. Stage 2	Tuesday, 7-30 to 9 p.m.	Mr. A. J. Sainsbury, B.A.
Magnetism and Electricity (Elementary)	Monday, 7-30 to 8-30 p.m.	Mr. J. Gardner
Do (Advanced)	Monday, 8-45 to 9-45 p.m.	Do.
Physiography (Elementary)	Wednesday, 7-30 to 8-30 p.m.	Do.
Do. (Advanced)	Wednesday, 8-45 to 9-45 p.m.	Do.
Practical, Plane, and Solid Geometry (Elementary)	Friday, 7-30 to 9 p.m.	Mr. F. J. Pye
Do (advanced)	Friday, 9 to 10 p.m.	Mr. J. Marsden
Sound, Light, and Heat (Elementary)	Thursday, 7-30 to 8-30 p.m.	Mr. J. Gardner
Do. (Advanced)	Thursday, 8-45 to 9-45 p.m.	Do.
Steam and Steam Engine	Thursday, 8-45 to 9-45 p.m.	Mr. R. Pendlebury
Theoretical Mechanics	Wednesday, 8-30 to 9-30 p.m.	Mr. J. E. Southworth

Fee for Session, for any One, Two, or Three subjects (of which one may be a Technical subject), 5/-, and 2/6 extra for each additional Subject. Practical Chemistry, 12/6.

Classes in Elements of Physics, Elements of Chemistry, and Elements of Mechanics, open to *boys* from Elementary Day Schools are taught by Messrs. G. Lynch, J. Stacey, H. E. Stacey, B.A., and J. E. Southworth. Further particulars may be obtained from special prospectus.

Text Books to be had at H. Robinson's, 46, Fishergate.

ART.

HEAD MASTER, Mr. W. B. BARTON.
Assistant Master, Mr. J. W. Elliott. Modelling Master, Mr. John Oater.
Assistant Teachers, Miss B. H. Smith and Mr. R. Fairclough.

Classes.	Class Hours.	Fees.
Day Class	Mondays & Thurs., 11 a.m. to 1 p.m., & 2-30 to 4-30 p.m.	Per Session, 40/- Two Terms, 30/-
Do. (Life)	Wed. & Fri., 11 a.m. to 1 p.m.	One Term, 17/6
Evening Class	Monday, Wed., Thurs., and Friday, 7-15 to 9-15 p.m.	Session 12/-, Two Terms 8/-, One Term 5/-
Modelling (Day Class)	Tuesday, 11 a.m. to 1 p.m., and Fri., 2-30 to 4-30 p.m.	Session 30/-, Two Terms 22/-, One Term 15/-
Do. (Evening Class)	Monday, Wed., Thurs., and Friday, 7-15 to 9-15 p.m.	Session 10/, Two Terms 8/6, One Term, 5/-

Students may attend the Art Day Class one day per week for the following fees:—Session, 21/-; Two Terms, 17/6; One Term, 10/6.

Pupil Teachers attending Elementary Day Schools if examined at the Harris Institute, with the permission of the Managers of their School, 5/- per Session.

Do. if not sitting for examination at the Institute, 12/6.

TECHNICAL.

Subject.	Class Hours.	Teacher.
Brickwork and Masonry	Thursday, 8-45 to 10 p.m.	Mr. F. J. Pye
Carpentry and Joinery	Wednesday, 7-30 to 9-30 p.m.	Mr. F. J. Pye and Mr. J. Marsden
*Cotton Spinning	Thursday, 7-15 to 9-15 p.m.	Mr. W. I. Hannen
Mechanical Engineering	Tuesday, 7-20 to 9 p.m.	Mr. R. Pendlebury
Plumbers' Work	Friday, 8-30 to 9-30 p.m.	Mr. F. Jolly
*Weaving and Designing	Wednesday, 7-15 to 9-15 p.m.	Mr. J. T. Taylor
* Do. Do. (Practical)	Friday, 7-15 to 9 p.m.	Do.

Fee, 2/6 per Session, and 1/- for each additional subject.

** These Classes are held at the Branch Institute, Lancaster Road, (opposite the Free Library.*

[P.T.O.

Harris Institute Syllabus 1888-89.

In Preston, the town's developing fancy weaving trade might have benefited from artisan attendance at art evening classes. In fact, as William Ascroft indicated in his 1889 Report, Preston compared badly with other towns in respect of attitudes to art schools. In many places, it was common for masters to require their apprentices to attend such schools. In Preston, it was the exception. Even the Borough Council gave little support, arguing that there was little public demand for such schooling. The experience of the Co-operative Society, which generally paid half the fees of any members enrolling on Harris courses, and gave prizes to those who gained distinctions, suggested otherwise. This scheme was held to contribute significantly to the growth of student numbers at the end of the 1880s.

The 1890s saw a renewed spurt in the growth of the Institute. By 1895/96, it had over 4,000 individual students and more than 60 staff, "many" full-time. As early as 1893, Sir John Hibbert (Chairman of the recently established Lancashire County Council) observed, at the annual prizegiving, that probably no institution could demonstrate the Harris's rate of growth and range of work; it was "a combination of everything... a Polytechnic in itself". Certainly, the college was reinforcing its claim to be compared with Owen's College, Manchester and University College, Liverpool though, unlike those colleges, the Harris took many students with no education beyond the elementary level - its 1892 intake was approximately evenly divided between students under 15, those aged 15 to 19 and those over 19.

The biggest influence on 1890s growth was the establishment of the School of Domestic Economy under Mrs. Arnoux, "a lady of exceptional acquirements". Started in the 1891/92 session, the School expanded rapidly and had over a thousand pupils by the middle of the decade. It began in the old gas offices at the junction of Glover Street and Cross Street, lent by Preston Borough Council. The School concentrated on cookery, laundry work, dressmaking and domestic economy and could boast that "classes are formed, meeting at times and with fees adopted to the requirements of all ranks". Later, classes in Home Nursing were added, attended by "a large number of young women of artisan families".

Much of the work of the School of Domestic Science was elementary. Higher levels of work were undertaken in the Pupil Teacher classes, now established in the Harris, and by the Agricultural Department funded by Lancashire County Council from 1891.

The standing of the Agricultural Department was reflected in the professorial status assigned to the departmental head. Thus Dr. Leather, previously Principal Assistant to Dr. Voelcker of the Royal Agricultural Society, was appointed Professor of Chemistry. He was to be paid £280 p.a. plus half the fee income from chemical analysis with a guaranteed minimum of £300 p.a. Though the

Agricultural Department was to operate successfully for half a century, in the early years it did seem to have difficulty in keeping its senior staff. Within a year, Professor Leather had gone to work for the Government of India. Others left at frequent intervals, not least because other institutions, notably the Yorkshire College at Leeds, could offer better salaries. A further development in agricultural education was the provision of Saturday morning classes for teachers in rural public elementary schools. The idea was for them to pass on knowledge to their pupils; education being seen , in government circles, as the best answer to the ongoing agricultural depression. Sir John Gorst (the Preston-born Conservative MP later to become Vice President of the Committee of Council on Education) had remarked at the 1892 prizegiving that there was "no department of English industrial life in which instruction was more needed than agriculture". Farmers and landowners, it must be said, saw protective tariffs as a much more effective means of solving their economic difficulties but these were politically unacceptable, especially in Lancashire.

The 1890s also saw the introduction of classes in Law, taught by the barrister Mr. Ernest Firth. Law and cotton had long been seen as the staple trades of Preston and, given the continuing importance of the legal profession in the town, it was hoped that the classes would lead in time to the creation of a Law School. However, numbers attending Mr. Firth's classes remained low and it was to be more than eighty years before the Institution's Law School was finally established.

As we have seen, even before the breakneck pace of expansion in the 1890s, the Harris Institute was short of space. The site for a new building - land in Corporation Street rather than the hoped for site adjacent to the Harris Free Public Library - was only provided by Preston Borough Council in 1892, five years after it was promised. Following competition, a joint design proposal from Mr. Cheers (London) and Messrs Aspinal and Smith (Blackburn) was accepted for the new building. This, in itself, led to controversy, locally and nationally, since the costing of the successful design came to £9,040 when the wording of the competition brief implied (but only implied) a limit of £8,500. John Walmsley was then contracted as builder and a foundation stone was laid in July 1895. A further delay followed the death of Mr. Walmsley but the new Jubilee Technical School, including, amongst other facilities, new spinning rooms, a weaving shed and a tiered lecture theatre to hold 250 students, was completed in time for Queen Victoria's Diamond Jubilee year, 1897. As part of the reorganisation, the School of Domestic Science moved into Glover's Court, previously occupied by the Institute for the Blind. Alterations at Avenham included the addition of a fully equipped Physical laboratory.

Changes in the method of allocating grants to institutions, during the 1890s, meant that full-time

salaries were no longer topped up on the basis of the attendance and results of pupils. Thus, it is possible to give some idea of the varying levels of income. The post of Principal was advertised at £350 p.a. in 1897 and at £400 when it became vacant in 1900. A Lecturer in Agriculture was appointed at £250 p.a. in 1894. Others received considerably less. Mr. Barbour, Head Instructor in the Pupil Teacher Centre was appointed at £160 (plus 4 annual increments of £10 to a maximum of £200) in 1898 while, in 1900/01, there were lecturing appointments in Engineering, English and Art at £150, £140 and £100 p.a. respectively. The £80 p.a. paid in 1898 to Miss Fisk for a full-time post in the pupil teacher centre is evidence of the lower levels of pay received by women.

Money remained a problem. The Harris Institute appeared relatively wealthy, with £70,000 in capital in 1894. This perhaps contributed to its difficulties in raising funds elsewhere. In the same year, it had just 18 subscribers when, in the view of the President, William Ascroft, it should have attracted ten times that number. Preston Borough Council refused a grant until 1896, choosing to use income from the Local Taxation (Customs and Excise) Act of 1890 (the so-called 'whisky money') to reduce the rates rather than to fund technical education as the Act allowed it to.[4] Lancashire County Council paid a grant of £650 rising, in 1895, to £800 but this scarcely covered the cost of running the Agricultural Department. With low interest rates reducing income and a salary bill in excess of £3,000 p.a. by the middle of the decade and with £15-16,000 committed to building and equipping the Jubilee Technical School, plus the cost of purchasing Glover's Court and improving Avenham, the Council of the Institute found itself particularly short of cash. Immediate needs were met by a grant of £2.600 from the will of Miss Tuson and the £3,500 proceeds from a spectacularly successful bazaar held in 1896.

Financial pressures continued, however, caused in part by the important but expensive development of electrical and mechanical engineering courses and facilities, necessary in the light of Preston's rapid development as an important centre of the engineering industry. It was only timely bequests, not least £2,000 from the estate of John Billington Booth, grants such as the £4,000 received from the John Alfred Clough Trust or the assistance of prominent local firms like Dick, Kerr's that enabled the Institute to meet the needs of its growing engineering school.

Occasional bequests could not solve the ongoing financial problems of the Institute which developed, from time to time, into crises. That of 1902 was particularly serious and was only resolved with the assistance of Preston Borough Council, staff redundancies and the resignation of the Principal. A special committee of the Institute Council produced a printed address to the borough and county authorities indicating that, by the end of the session, the college would have an overdrawn

Glover's Court premises of the School of Domestic Science.

Victoria Jubilee Technical School, opened 1897, part of today's Harris Building (Foundation Stone inset).

balance of £2,000 and that, with present funding, it could not meet its obligation to provide "thoroughly efficient technical instruction". Already, the work of the Harris was beginning, in some respects, to lag behind that of similar technical institutions in other towns. The Borough's response was to set up a committee to consider the work of the Harris, calling for prospectuses, annual reports and details of teachers and their salaries. Debates in the Finance Committee of the Borough included considerable criticism of the work of the college, in particular of a neglect of teaching in elementary science and an attempt to establish a Day College in association with local universities. Ultimately, the Borough Council, in the light of economies, the reintroduction of classes in elementary science in different centres and an apparent decision to abandon the Day College idea, agreed to increase its annual contribution from £1,000 to £1,500. The extra £500 was, in the first instance, to be appropriated to the maintenance of classes in cotton spinning and mechanical and electrical engineering. The additional allocation also permitted five more representatives of the Borough on the Institute Council.

Those running the Harris, including, between 1897 and 1902, the first full-time Principals of the Institution, continued to try and raise the levels of work undertaken. They were hindered in this by the absence of a higher grade school in Preston and the consequent need to provide a good deal of fairly elementary tuition. Nonetheless, subjects were grouped and classified by level from 1898 and the 1901 *Annual Report* could refer to the "advancing character of instruction given in various classes". William Ascroft's hope, expressed at the 1898 prizegiving, was that "the time may not be far distant when we shall become affiliated to the Victoria, and possibly to one or both of the older universities". This was partially fulfilled shortly after the turn of the century. In 1901, Professors F. E. Weiss and O. Elton, of the Victoria University (i.e. the federal university to which Owens, University College Liverpool and the Yorkshire College at Leeds had become affiliates in the 1880s) were appointed to the Harris Institute Council. Staff changes had enabled the Principal, Dr. Stewart, to institute a number of higher level day courses. These allowed students to prepare for London University matriculation examinations and for intermediate and final BA and BSc examinations and also to undertake the Victoria University preliminary course. Students succeeding in the latter programme were able to complete their degrees by just two years of residence at the university. This was a costly experiment which, as we have seen, attracted criticism in the town. It was, however, designed to bring higher education within reach of Preston people. As such, it bore close resemblance to attempts by Lancashire Polytechnic, through the Lancashire Integrated Colleges Scheme (LINCS) and the Cumbria Development Project (CDP), to do the same for people from other parts of the north west some eighty years later.

During the period before 1914, day classes leading to matriculation and intermediate degree awards became an established part of the Institute's provision. A steady trickle of students, usually between 4 and 10 per year, moved on to Liverpool, Manchester or London Universities or to professional medical courses. By 1910, both Manchester and Liverpool Universities (by now separate institutions) were represented on the Harris Institute Council and university recognition was held to have helped in the recruitment of students able to benefit from higher education. By 1914, the Institute's Annual Reports were referring to the occasional full degree success by students who had commenced their studies in the college.

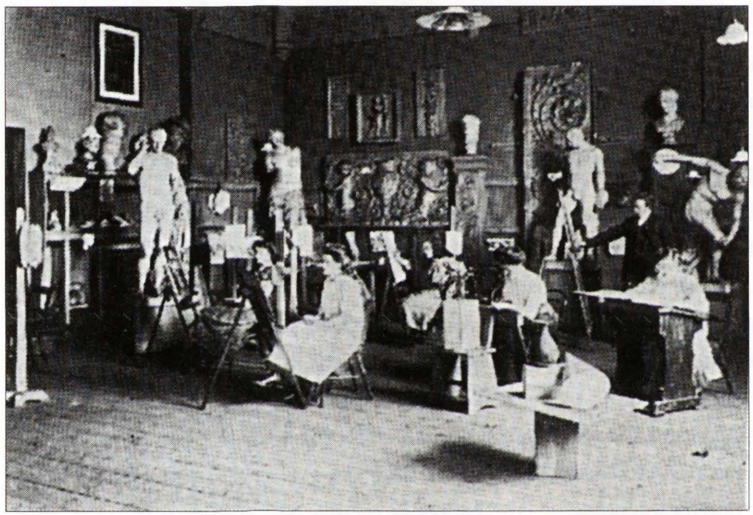
Such work, mainly in science and engineering subjects, complemented other higher education work in the Institute. The School of Art continued to secure King's Prizes. The Agricultural Department, with Board of Agriculture recognition, inspection and financial support from 1903, was considered quite exceptional. In 1906, it was held that "no other school in the country had touched them" while, over the period 1906-10, the school achieved 26 first-class diplomas compared with the 23 of Leeds University (formerly Yorkshire College) and 14 by the West of Scotland College.

There was also a temporary increase in work with pupil teachers. The 1902 Education Act had required higher standards of instruction for intending teachers. Probationers now had to attend five days a week full-time for forty weeks a year, pupil teachers five days a week half time. The Harris Institute was designated the Pupil Teacher Centre for a limited number of males and all protestant females in the county borough. This development was to lead, after some criticism of the women's results and forceful intervention by HMIs and education committee representatives on the Harris Institute Council, to the appointment of a woman head of centre, Miss J. M. Jackson. However, from 1907 the Pupil Teacher Centre was transferred to the Park School - the Harris retaining a role in relation to teachers of domestic science.

Such developments were in the context of a general move by the college to upgrade its work. After the 1902 Act, provision of post elementary schooling in Preston was improved by the introduction of continuation schools. Harris Institute now introduced a test for any would-be entrant who lacked a continuation school leaving certificate. This was " to ascertain whether they were qualified... to profit by the higher instruction of the Institute". Selection, which led, it was claimed, to a considerable number of people being turned away, was followed by the implementation, between 1906 and 1909, of a long-planned scheme to require (or in some cases just encourage) students to sign up for groups of subjects organised, by trades, into courses of study lasting, in some cases, four years or more.

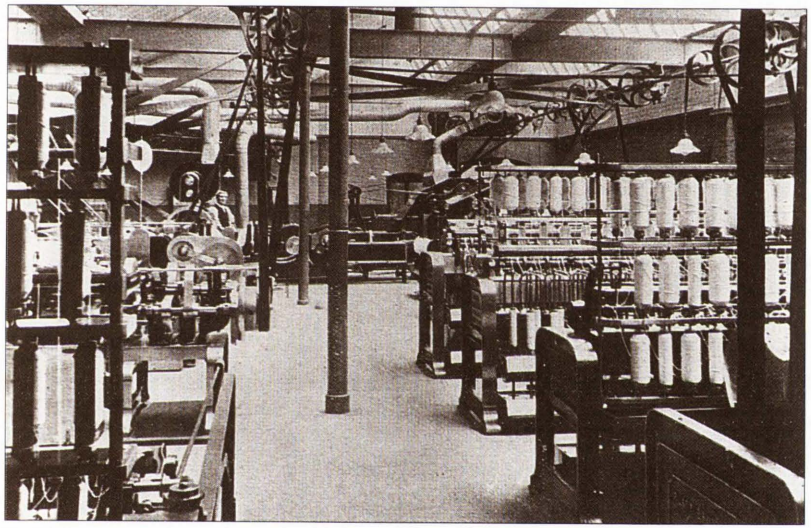
The result of this was a fall in the number of individual students, from some 4,000 in 1906 to nearer

Cookery class at Glover's Court in the early part of this century.

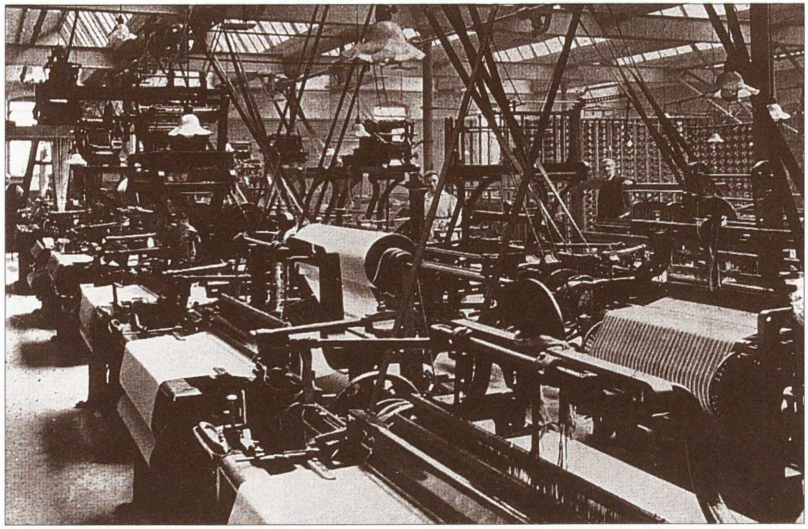


Pupils in an art class, c.1900.

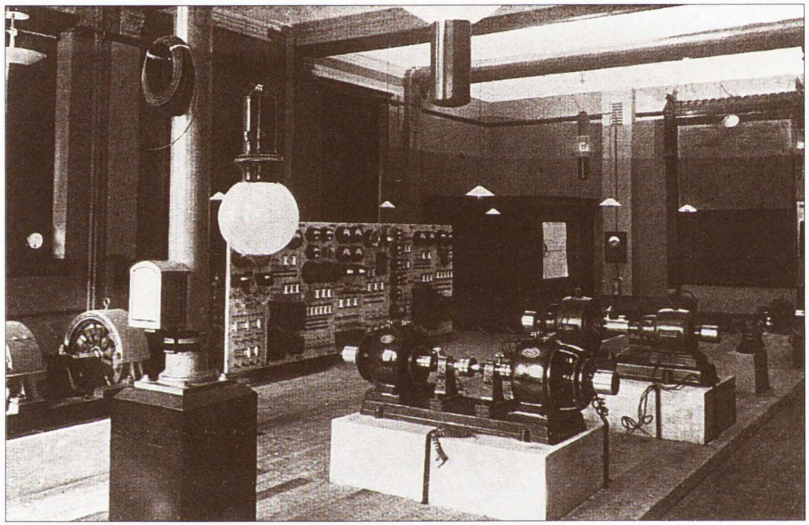
Students in the chemistry laboratory, Harris Institute, 1905.



The Spinning Room in the early part of the twentieth century.



The Weaving Shed.



Billington Booth Electrical Engineering Laboratory, Harris Institute.

Building Construction classroom, Harris Institute.

3,000 by 1912 though the number of individual course registrations stayed at around the 6,000 mark. There was also a change in the age and ability profile of the institution. The Harris had been characterised as "crowded with young children"; in 1907/08 there were 180 students aged under 15 and 60 aged under 14. Inspectors reported that by 1910/11, there were only 45 under 15; they saw even this as unusual with colleges of the Harris Institute type commonly denying entry to pupils under the age of 16. The proportion of men students aged between 16 and 21 years of age, "the type of students which it is the aim of every good technical school to secure", had risen from 51% to 58% over this period. There had also been an immediate increase in the average sessional attendance per student, from 46 to 67 hours, though this was not considered high and, moreover, had not been sustained.[5]

The grouped courses, while an important advance in the organisation of the Institute's work, were not uniformly successful. By 1910/11, some five hundred students were enrolled on such programmes but there was opposition from some employers and, within the college, the scheme was undermined by lax administration, by inadequate resources, by inappropriate curricula and by unnecessary adherence to the examination syllabuses set by the Board of Education, the Union of Lancashire and Cheshire Institutes and the City and Guilds of London Institute. At lower levels in particular, the inspectors felt that the Harris should be breaking away from these as similar institutions elsewhere had done.[6]

Some of the objections of employers (and students) were justified. With few exceptions, textile workers were simply incapable of attending evening classes to study 3 or 4 subjects and undertake the associated homework in addition to doing their full-time job. HMIs, however, found a number of problems which lay within the college itself. They were particularly critical of the organisation of plumbing and building courses and of the Commerce Department where 30% of third year students were excused the supposedly compulsory course in English. Inspectors also criticised the failure to match the increased registrations in particular courses, a consequence of the grouped system, with a similar increase in staffing. The consequence was oversize classes, for example in textile mathematics, where the class was "so large and unwieldy" that much time was spent on registration and relatively little on checking homework.

> When pressure is exerted on a course scholar to make him attend what is virtually a lengthy period of registration followed by a mere lecture, in which his own personal difficulties can get little or no attention, he normally resents the exercise of the pressure, and looks upon the course system as a school formality not intended for his own benefit.[7]

The curriculum in plumbing was criticised for a lack of contextual studies in building and hygiene whilst building generally was held to be lacking

in laboratory-based mechanics. The most scathing criticism, however, was reserved for the commercial course curriculum - a programme not recognised by the Board of Education. This "eminently unsatisfactory" programme consisted almost entirely of options, precluding any proper relationship between subjects or progression from year to year.[8]

Three years later, the inspectors observed that great progress had been made with the grouped course system. In building and engineering, it was practically universal as was the replacement of external examinations by course certificates. The textile and commerce departments lagged behind due mainly to lack of accommodation in the case of commerce and lack of management structure in the case of textiles.[9]

One of the great success stories of the late-nineteenth and early twentieth centuries was the School of Domestic Science. Mrs. Arnoux's successors, Miss Baster (1904-12) and Miss Pepper, built on her initial work. As early as 1900, Sir George Kekewich (Secretary to the Education Department) could rejoice "that in the Harris, special and full provision had been made for the education of women", though any ideas we may have of Sir George as an advanced thinker are undermined by his subsequent doubts whether, in spite of "brilliant exceptions", women would ever be the intellectual equal of men.

The School of Domestic Science developed a wide range of work, catering at its peak for over 1500 students. Of these, over a thousand were in

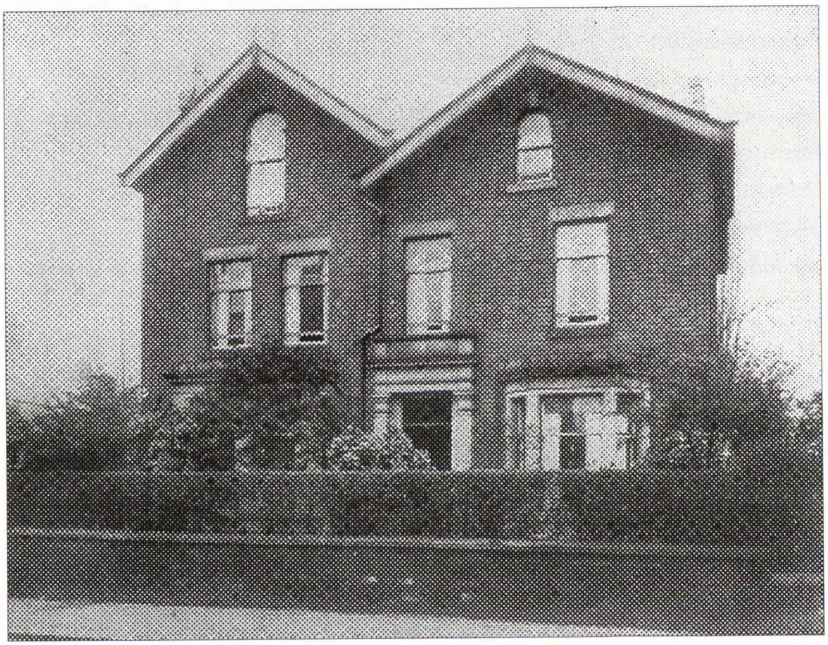
Miss Baster, Head of the School of Domestic Science 1904-12 (picture reproduced with permission of the Lancashire Evening Post).

classes run for public elementary school pupils. Others were to be found in continuation classes, in classes for pupil teachers and in particular technical classes. The School's grouped technical courses were described by HMI as "thoroughly good".

The work of the School was assisted by improvements in premises. The Glover's Court building was upgraded and extended with an annex opened in 1908. Subsequently, a house in Cross Street was rented to teach elementary schoolchildren "housewifery". Finally, in 1914 a hostel was estab-

lished in Ashton, designed to allow "every Preston girl" the opportunity to acquire knowledge of cooking, laundry work and housewifery. The Principal, Colonel Jolly, perhaps with an eye to potential middle-class supporters of the Institute, described the initiative as particularly important for the would-be employer of domestic servants, adding (in an example of what some have seen as the obsession of Edwardians with good cooks) that poor cooks were a common cause of illness among their lady employers.

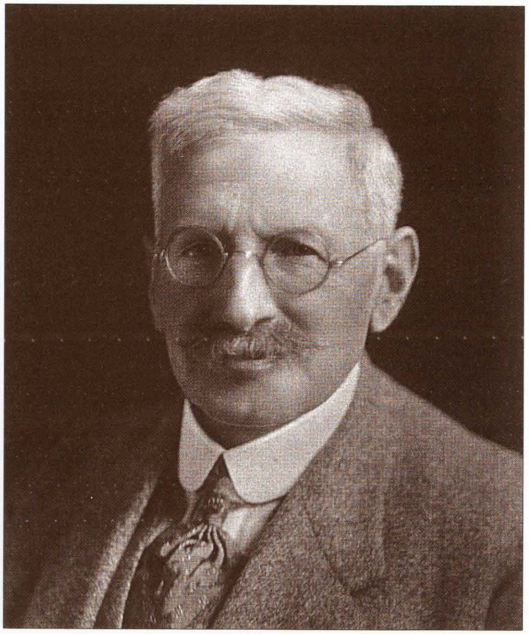
Overall, the Harris Institute, on the eve of the First World War, was a very different place from that established in 1881. Staff numbers had grown from 9 to 80 (56 men, 24 women). 30 were employed full-time, 8 as Heads of Departments, 22 as assistants. Most of the others worked certain evenings. The 520 students of 1881 had grown to 3,000 and the original single side of syllabuses (art and three sciences) had, by the Edwardian era, grown to 130 pages. Unusually for such institutions at that time, some 60% of teacher hours took place during the day. This was because day courses were longer. They were also much smaller and, in terms of student numbers and hours, the college remained overwhelmingly an evening institute.



The Domestic Science Hostel, Ashton-on-Ribble.

Organisational change had not kept pace with institutional growth. Sir William Ascroft remained President of the Institute until the end of 1912. By this time, approaching eighty years of age, he had been President for the whole 30 years of the Institute's existence as well as serving in a similar capacity in the last three years of the old Institution for the Diffusion of Knowledge. A Mr. Cooper (1897-1900) and Dr. Stewart (1900-1902) were the first Principals of the Harris Institute but, after Dr. Stewart's resignation as a direct result of the financial crisis of 1902, the post remained unfilled until Colonel Jolly added the principalship to his long-standing role of registrar and secretary in 1908.

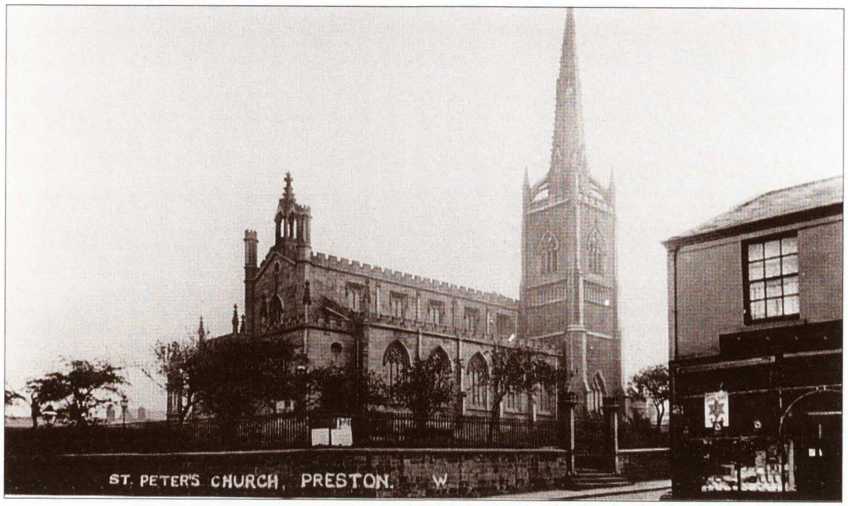
Though the Board of Education's inspectors considered the college to be not badly managed, they were, in 1911, critical of a "cumbrous and out-of-date" school and departmental management structure. Logically, they felt that the Institute fell into five departments - Domestic Science, Building, Engineering, Textiles and Commerce - each needing a full-time Head. The actual position was rather different. There was, as we have seen, a Head of Department of Domestic Science. There was also a Head of Building but, confusingly, also a Head of Plumbing, in reality just a teacher of the subject. There were separate Heads of Electrical and Mechanical Engineering who spent all their time running, and teaching, their subjects. There were nominal Heads of Spinning and of Weaving but these were part-time teachers who only attended on the evenings when they were teaching. In Commerce, there was not even a nominated Head and the Department was considered weakly organised and lacking unity of purpose. This situation was seen as resulting from the days when technical education was no more than meeting demand in a number of independent and unrelated subjects. It was inappropriate in what claimed to be a Technical School.



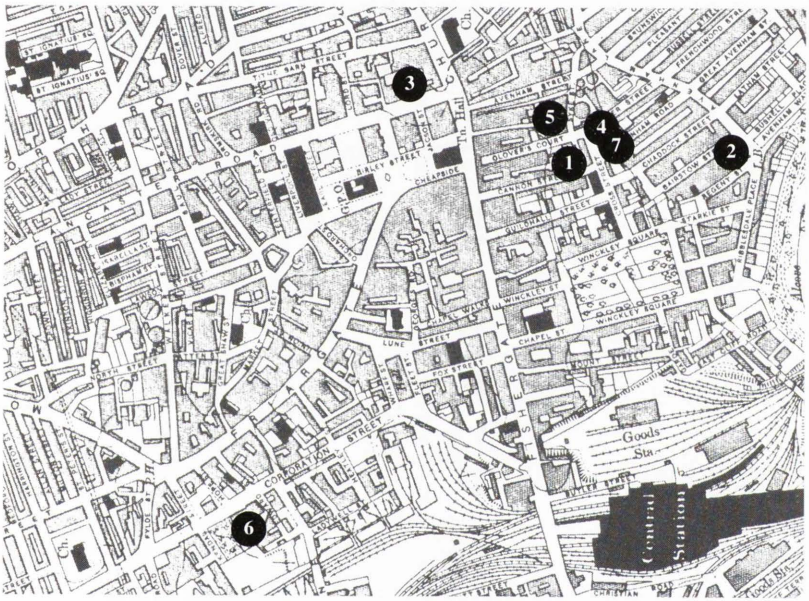
T. R. Jolly, who joined the Institution for the Diffusion of Knowledge as a student in 1864, returned as Honorary Secretary in 1875 and remained in the service of the Institution and Harris Institute until 1929, being Principal of the Institute from 1908 to 1929.

By 1914, there had been progress on departmental management but Textiles remained a

Preston Market Square showing the "free library", 1908 (picture reproduced with permission of the Harris Museum and Art Gallery).



St. Peter's Church, later the Polytechnic and University Arts centre, pictured in 1905. (picture reproduced with permission of the Harris Museum and Art Gallery)



Map of central Preston in 1913, showing the sites of building used by the Institution and Institute 1828-1914.

1. Cannon Street premises, occupied from 1828.

2. Avenham Institute opened in 1849.

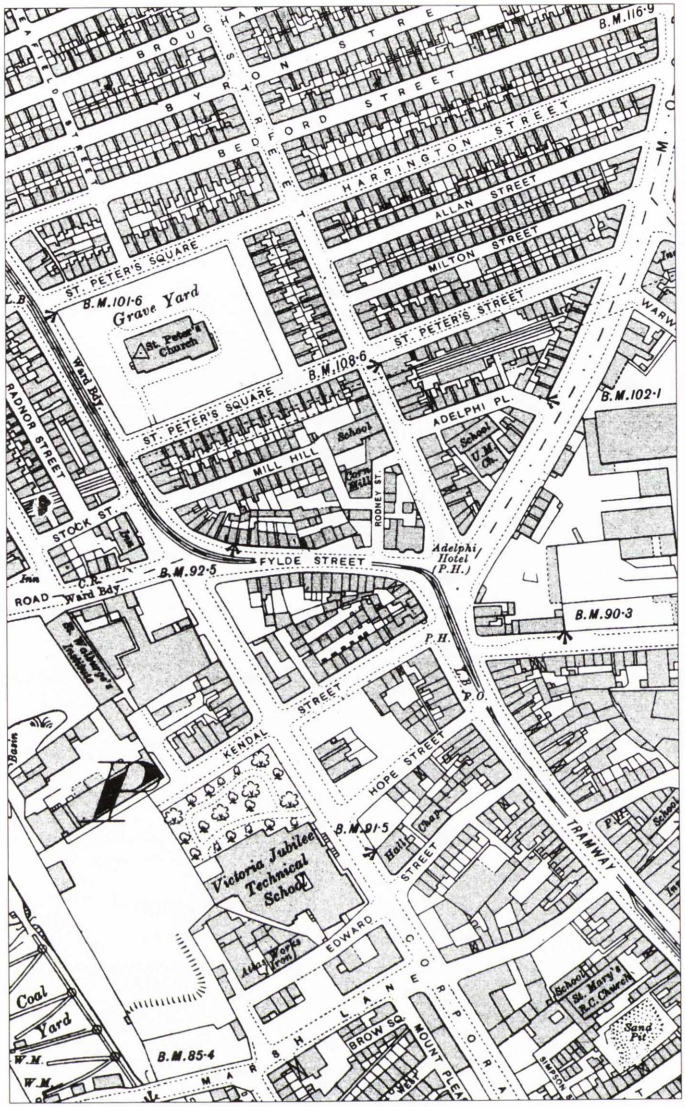
3. The Old Conservative Club in Lancaster Road, leased from 1887.

4. The probable site of the old gas office, the original 1891 location for the School of Domestic Science.

5. Glover's Court, used by the School of Domestic Science from 1897.

6. The Victoria Jubilee Technical School, opened in 1897.

7. 3, Cross Street, used by the School of Domestic Science for the teaching of Housewifery from 1912.



1913 Map showing area of the present main campus. Notice the garden beside the Victoria Jubilee Technical School, the canal and coal yards bottom left, St. Peter's Church and the surrounding graveyard and the streets of close-packed terraced housing in the area occupied by today's north campus.

problem. HMI observed that what should have been, educationally and numerically, the strongest department in the college was, in fact, one of the weakest. Criticism was echoed by the City and Guilds of London Institute which withheld recognition of the Harris for the award of the full Technological Diploma until a Head of Textiles was appointed. In spite of this, the Institute got no further than a situation where a Mr. Mitchell was "virtually head of department" with the curriculum and organisation entirely under his control.[10]

In spite of the encouraging developments in Domestic Science, the Harris was, as so often in its history, short of accommodation and funds. There was an annual, and not always successful, struggle to balance the budget and, on the eve of the First World War, another crisis was developing. Inspectors judged staffing levels as modest and rates of pay "lowish" - hence poaching by other institutions. Limited accommodation and staffing led to over-size classes. Indeed, the 1914 inspection found the institution to be 6-8 classrooms short of what it needed and with "staff in several cases overworked". This situation was probably exacerbated by the continued commitment of resources to "university classes" as part of the Institute's bid for enhanced status. Such classes were small with most of the students coming from private or secondary schools. Many were quite young and, in the opinion of inspectors, would have done better to have prepared for matriculation at their schools. Certainly, it was considered that further development of the college was impossible without additional accommodation and staff.

Overall, though, the institution was judged to be making very good provision to meet the needs of local businesses, especially cotton weaving and spinning, mechanical and electrical engineering, building and commerce. Given this, and the substantial role played by employers in the Institute's Council, HMIs were disappointed at the level of support given by firms. Preston employers in general were seen to be backward in recognising the benefits that education would provide for their workforces. In particular, "the apparent indifference of the important engineering firms [was considered] remarkable". Only a handful, including Dick, Kerr's, Preston Corporation Tramways and the Post Office Engineering Department could be identified as putting positive pressure on employees to attend the college.[11]

Thus, by 1914, the Harris Institute was a large and successful organisation and one which was making, through the development and rationalisation of its courses, "real and substantial" improvement in its educational provision. It differed from the university colleges established in the larger centres like Leeds, Liverpool or Manchester though it aspired to develop high level work. In this, and in the pressure on available resources, we see examples of ongoing features of the institution which was eventually to become the University of Central

Lancashire. Though it had its shortcomings, the status and achievement of the Harris Institute at this time can be summed up in words taken from the Report of the 1911 institutional inspection: "The reputation which it holds is deservedly an excellent one".

[1] This chapter is primarily based on the Minutes of the Harris Institute Council, 1883-1914 and on Harris Institute Preston, *Annual Report and Statement of Accounts* for the years 1883-1914 (University of Central Lancashire Archive). Use has also been made of the Board of Education Technical College Files (PRO ED 90/87) and the Report of His Majesty's Inspectors on the Harris Institute, Preston in 1911 (Held at PRO ED 114/451) and 1914 (Bound into Harris Institute Council Minutes).

[2] The Wainwright Collection in the University of Central Lancashire Archive contains a number of contemporary works on this theme, notably E. E. Williams, *Made in Germany* (Heinemann, 1896). For a more balanced recent account see S. Pollard, *Britain's Prime and Britain's Decline* (Edward Arnold, 1989).

[3] *GB, Reports of the Royal Commission on Technical Education* (The Samuelson Report) C. 3171 (HMSO, 1881), C.3981 (HMSO, 1884).

[4] P. R. Sharp, 'Whiskey Money and the Development of Technical and Secondary Education in the 1890s' , *Journal of Educational Administration and History* Vol. IV, No.1 (Dec.1971)

[5] PRO ED 114/451 HMI Report on the Harris Institute, Preston (1911)

[6] PRO ED 90/87 Technical College Files

[7] PRO ED 114/451 HMI Report (1911)

[8] ibid.

[9] HMI Report (1914)

[10] HMI Reports (1911 & 1914)

[11] ibid.

CHAPTER THREE - Harris Institute: The Second Phase 1914-1956[1]

For over four years, beginning in August 1914, the work of the Institute was to be affected by war. By 1916, some 400 students and two members of staff had joined the forces. After the introduction of conscription, and with the progressive removal of exemptions from military service, more staff were called up. Indeed, the spring of 1918 saw representatives of the college making appeals to the Preston Tribunal against service on behalf of no less than four of its staff. Overall student numbers fell from about 3,000 to 2,300. Declining numbers were particularly apparent in courses normally comprising men of military age or those relating to building and textiles, industries where wartime employment fell. There were compensating increases in classes for women and girls, who made up two-thirds of enrolments by the end of the war, and in courses for wounded servicemen.

A particular course to which women were recruited in substantial numbers was the six-week day commercial class, laid on at the request of the Home Office, training women to replace men who could then be released for the armed forces. At the 1915 prizegiving, Alderman Cartmel, the town's mayor, while welcoming the Harris Institute's initiative, saw it as "deeply deplorable" that such women should have to "take their brothers' places". The statement suggests that contemporary perceptions of men's and women's roles had not been fundamentally altered by the circumstances of war.

Other special wartime courses included those teaching English language to Belgian refugees and the classes for wounded soldiers and sailors. The latter began with handicrafts in 1915 and subsequently included classes in commercial subjects, boot and shoe making and tailoring.

Plans to establish a class in 'Training in Munitions Work' attracted a lot of interest; there were nearly a hundred enquiries. Unfortunately, 60% of these were from men of military age whose motives, for Alderman Cartmel at least, were highly suspect. In the circumstances, and to the good alderman's satisfaction, the course did not run. More successful were lecture series, run by the School of Domestic Science, on 'Food and Food Values' and 'Economy in Food', a reflection of the way wartime circumstances impinged on domestic management.

In the aftermath of war, there was also a short course in agricultural training for demobbed ex-servicemen. The course included morning lectures at the Harris and practical work in the afternoons at the County Council's farm at Hutton. It was designed to familiarise the men with the strenuous nature of the work and the amount of capital, energy and skill involved. It was considered to be of special value to those who might decide to "try their luck" in the colonies. Even when men subsequently decided to seek other occupations, it was considered that the course had served its purpose if it prevented them losing what little capital they possessed. This last observation was perceptive in the light of the fate of many ex-servicemen who did try to establish small-scale agricultural enterprises.

Otherwise, the war years saw growth in the Junior Technical Department, established just before the war and the creation of a full-time day commercial school. There was also further recognition by Liverpool and Manchester Universities for the teaching of BSc and BScTech matriculation and intermediate classes in Chemistry, Physics, Biology, Pure and Applied Mathematics, Botany and Geology.

Overall, the Harris was not as affected as many other institutions by the war. With a smaller commitment to textile courses than some local colleges, it suffered less from the reduced numbers of students in that area. With its engineering industries, Preston was well-placed to benefit from expansion in military related industries, including developments in aircraft manufacture. Nonetheless, war and its immediate aftermath had brought significant inflation and an increase in salaries and other costs. Salaries of full-time lecturing staff doubled between 1912 and 1922 from approximately £150 p.a. to around £300 p.a.; other expenses were similarly doubled during and after the war. This bore heavily on the institution's investment income, especially since fee income was down and government economies had led to the loss of a £400 p.a. grant from the Board of Agriculture. The coming of peace was to bring a renewed financial crisis to the institution.

One consequence of that crisis was the closure, in 1920, of the Day School for training teachers of domestic science. The School had incurred heavy financial losses over the previous five years and there was no prospect of the position improving. This was accompanied by the withdrawal of other domestic science classes from the Harris and their transfer, along with the School of Domestic Science building in Glover's Court, sold for £6,000, to Preston County Borough Council. At the same time, Preston Corporation granted a further £250 a year and erected a suitable building to enable the Harris to continue provision of the Day Commercial School, and doubled its general grant to the Institute to £2,000. These measures enabled the college to survive the very difficult financial conditions of the war and post-war period.

Miss M. C. Pepper BSc (Domestic Science).

Though domestic science had been lost, the post-war years saw continued development of other courses. The three-year day agricultural course, run in conjunction with Lancashire County Council, was restored and day courses in engineering introduced. There were also new classes in elementary science for nurses at Preston Royal Infirmary and classes for young employees from the recently established Leyland Motors. Students from the motor company were soon to figure prominently as winners of national prizes awarded by the Institute of Mechanical Engineers. The Institute Council was also concerned to build up textile facilities and courses, including the introduction of day classes which had proved successful in neighbouring towns. The Textile Department, which still lacked a full-time Head, was roundly criticised in the 1921 HMI report. The college was seriously under-resourced in this area. Alderman Astley Bell, chair of the Institute's textile committee, claimed that the local authority technical colleges in Blackburn and Bolton spent five times the amount spent by the "non-controlled" Harris on textile education. The result was better staffing and more up-to-date equipment. Preston's textile future, argued the alderman, was being put in jeopardy. Ironically, the relatively small commitment to textile education was to help the Harris during the deep general slump of the years 1920-22 and the longer term problems of the cotton industry during the inter-war period. The college did not suffer the recruitment problems of many of its local rivals. During 1918/19, student enrolments, excluding those in the School of Domestic Science, stood at 1770. They rose to over 1900 in 1919/20 before falling back to 1792 in 1920/21. Thereafter, they rose slowly until they topped 1900 again in 1924-25 before a further decline, though more in student numbers than individual class registrations, during the period 1925-27.

The School of Art, like much of the rest of the college, recovered quickly from the effects of the war years. By 1919/20, enrolments were nearly 40% up on 1913/14. At the time of a Board of Education

inspection in June 1921, there were 9 full-time students, 57 industrial students, 23 public elementary school teachers and 57 others. The "headmaster" taught for 29½ out of his 34½ hour working week, there were two staff employed part-time plus a number of occasional teachers. Classes were deemed to be, on the whole, well considered but the building (Avenham) was in need of decorating and tidying and the library was deficient in a number of areas including wood-carving, furniture, metalwork, embroidery, figure drawing and illustration. Overall, the inspectors found "little work of an advanced character being done at present" but they thought that recent progress in the reorganisation of the course of study (a reference to the Institute-wide grouping of courses) would "show results in more advanced work in the near future".[2]

By the mid-1920s, the Board of Education had at last approved the more complete programme of textile education that the Harris had been trying to establish. The Institute, meantime, had been appealing to textile machinery manufacturers for improved equipment and to the Cotton Spinners and Manufacturers Association to support the new classes. Another indication of progress in course development was student success in the new Ordinary National Certificate and Higher National Certificates for mechanical and for electrical engineers. These national awards, based on three and five years of part-time study, were introduced to fill the gap left when the Board of Education withdrew the examinations of the old Science and Art Department They took the form of approved grouped courses of the Harris type. Certificates in mechanical engineering were introduced at the Harris and at 14 other colleges nationally in 1921; those in other subjects quickly followed.

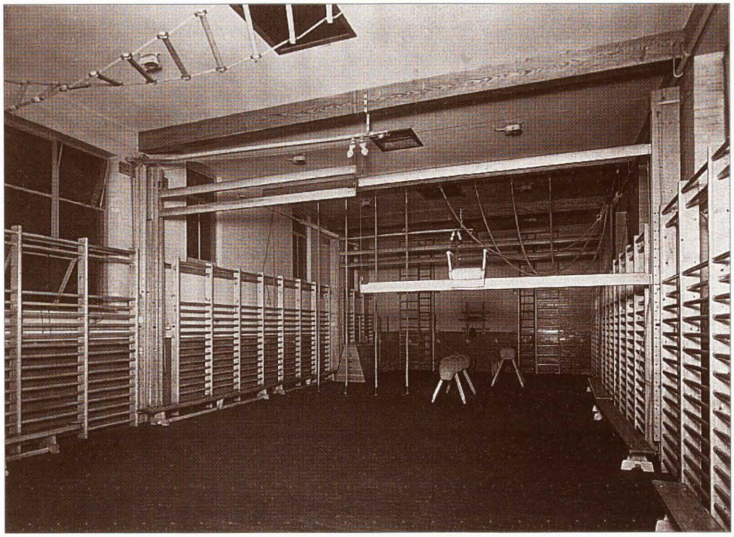
During this period, too, Edmund Dickson, President of the Institute Council, demonstrated the scope of his educational vision for the college. While the Harris strove to provide a range of essentially technical, commercial or scientific education, from the junior technical level to intermediate degrees or professional qualifications, Dickson constantly urged the importance of a wider perspective - that of creating an "educated community" in which artistic education was recognised and valued.

Development was, as ever, frustrated by lack of money and accommodation. Moreover, there were increasing charges on the income that the college did have - not least that of conversion to electric power. By the mid-1920s, outgoings were regularly greater than income. However, in 1925, the Conservative Government issued *Circular 25/1378* which changed fundamentally the relationship between non-controlled colleges, like the Harris, and the local education authority.

Hitherto, any Board of Education grant had gone direct to the college. The local authority, in this case Preston, had simply decided what contribution it would make to support the college's work. Now the grant was to go to the local education authority

The Duchess of Atholl, laying the foundation stone for extensions to the Jubilee Technical College building, 1929 with the stone inset.

The Corporation Street building after the 1929-32 extensions.



The 'old gym', part of the 1929-32 extension, which, after a period in the 1970s as part of the library, is now the tiered lecture theatre, H155, in Harris Building.

First floor corridor in the Jubilee Technical College, 1932, looking towards the new extensions from just south of the upper entrance hall.

which would become responsible for making up any deficiency between that grant and the institution's needs. In Preston, this meant that the Harris Institute Council was reformed to give the lea a majority of one over all other members and that the Council would be responsible for forwarding to the lea an estimate of working expenses for each financial year. As part of the local settlement, the whole cost of the Agricultural School was to be met by Lancashire County Council with a separate governing committee on which the county had a majority of one over the co-opted members. Otherwise, the work of the Institute was to continue as before though on this much more secure financial footing. These arrangements came into force in early 1928. The new relationship brought immediate benefit in the start of a major extension to the Jubilee Technical School buildings on the Corporation Street site. This was designed by Mr. T. J. Andrew and erected, at a cost of £46,000, by the Preston building firm of T. Croft and Sons.

1928 was, of course, the centenary of the forming of the Institute for the Diffusion of Knowledge. At the annual prizegiving, Edmund Dickson was able to point to the enormous growth of the Harris Institute since it replaced the original institution. Growth in student numbers had been resumed and there were now some 1900 students in attendance, with at least two-thirds of these taking three subjects or more; in 1880, the Institute for the Diffusion of Knowledge had recruited 328, mostly for single subjects. The Harris was still primarily a local college for evening class students but day agricultural, art and technical classes contained 170-180 students and the Junior Technical and Commercial Schools a similar number.

In the early 1880s, the old Institution had employed 6-8 teachers. By the late 1920s, the Harris gave work to 96, including 22 full-timers. Some indication of late 1920s rates of pay can be gleaned from the following examples. In 1928, a Mr. Hugh Lavery of the Vulcan Works was employed, part-time, to teach motor vehicle body building at the rate of 9s 6d an hour including travelling expenses. In the same year, a new Head of Textiles was appointed at a salary of £475 p.a. During the following year, Mr. E. C. Moyle started at £800 p.a. when he succeeded T. R. Jolly as Principal.

The end of the 1920s and the beginning of the 1930s were eventful years for the college. Edmund Dickson (President) and Colonel Jolly (Principal) both died in 1929, breaking the last links with the Institution for the Diffusion of Knowledge. Jolly, who had retired as Principal shortly before his death, had first joined the Institution in 1864 as a student. He had returned as its Honorary Secretary in 1875 and had remained an official of that institution and of the succeeding Harris for 54 years. Colonel Jolly's successor, the previous Vice-Principal Mr. E. C. Moyle, died two years later and was replaced, in turn, by Tom Naylor. While these changes at the head of the institution were taking

Preston scenes in the 1930s. Looking north down Friargate from the Harris Museum and Library (picture reproduced with permission of the Lancashire County Library, Preston Division) and looking east along Fishergate from the opposite Lloyd's Bank (picture reproduced with permission of the Lancashire Evening Post).

E. C. Moyle, Principal of Harris Institute 1929-31.

place, Preston and the surrounding district was caught up in the economic slump of the early 1930s. Employment in the area was severely affected and unemployment levels rose to over 25% of the insured workforce during much of 1930 and 1931. Average levels for 1932 and 1933 remained over 20% and at over 18% in 1934 and 1935. For the whole period 1930-38, unemployment amongst Preston's insured workforce averaged 19.47%. Serious as this was, it represented a much lower level of unemployment than that experienced by towns to the east, more heavily dependent on cotton. Blackburn, for example, knew peaks of unemployment in excess of 50% and averaged 33.68% over the period 1930-38.[3] Thanks to Preston's broader economic base, Harris Institute was able to ride out the worst of the depression without any fall in student intakes or class registrations.

This potentially difficult period saw not only major extensions to the Technical School building and substantial re-equipping of workshops and laboratories but also the introduction of a number of new courses. New "bright and well-ventilated classrooms" became available from 1930. Chemistry and natural science laboratories were moved from Avenham to the Corporation Street site and the Art School followed. The equipping of new laboratories and workshops was spread over a number of years, partly due to the government economy measures of the early 1930s, and not completed until 1934.

The extensions allowed for further specialist provision in the textile departments with rooms for testing and for doubling and gassing. Equipment in this section had been brought up to modern standards with the support of loom-makers, other manufacturers of textile machinery and the English Electric Company who had provided an electric motor for the weaving shed. A further important addition in 1934 was the establishment of a refectory for the institution.

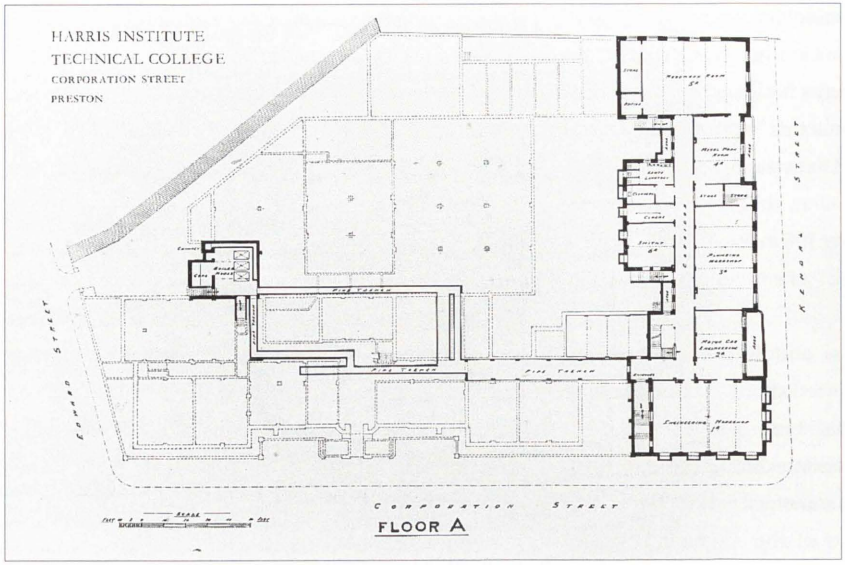
New courses introduced over this period included the ONC and HNC in Building, an HNC (to join an existing ONC) in Chemistry, senior day commercial classes (including one in Economics), courses in

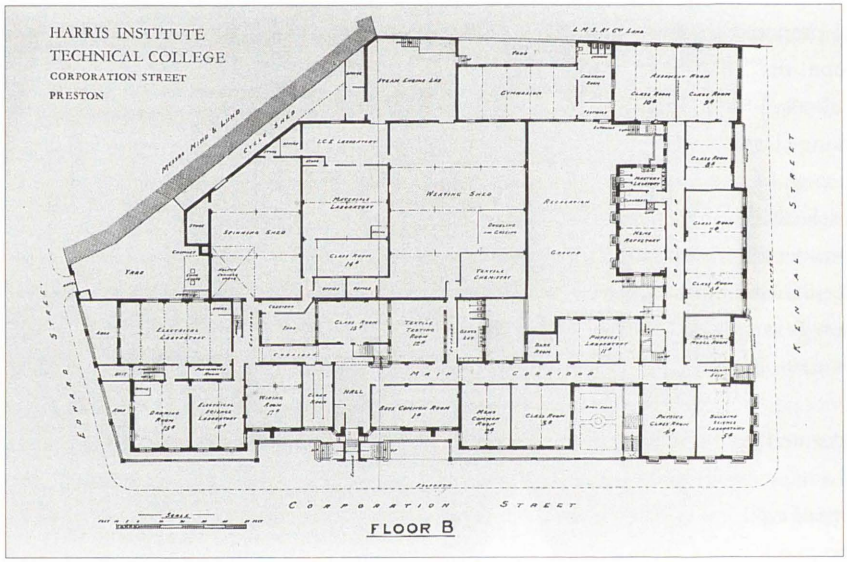
electrical installation, commercial art, textile technology and a class for weaving overlookers. By 1932/33, student enrolments had reached more than 2,000; this was the first time this had happened since the loss of the School of Domestic Science at the end of World War I. By this time, there were some 400 day students including over 170 in the Junior Technical and Commercial Schools which remained heavily over-subscribed.

The Junior Technical and Junior Commercial Schools had been established shortly before the First World War. By the 1930s, both schools occupied the Technical School building during the day, with the girls of the upstairs Commercial School rigorously separated from the boys of the Technical School downstairs. They received students from the elementary schools and prepared them for entry into a variety of occupations in industry and commerce. Each took about 40 students a year, mainly from skilled working-class or lower middle-class backgrounds. In spite of the existence of secondary schools and a selective elementary school in Preston, there was considerable competition for places at the JTS and JCS, almost all of which were funded by Harris, Preston Borough or Lancashire County scholarships. As a result, standards in the two schools were high.

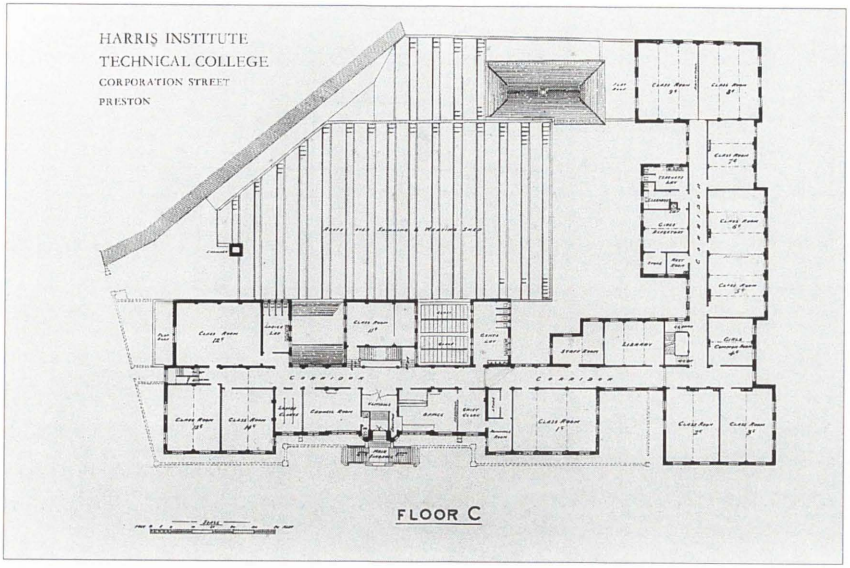
Parents of children accepted for the Schools had to provide books and a uniform and make some contribution towards items of equipment. They also had to undertake to keep pupils at the schools for the full two-year course. An HMI Report of 1933, while critical of aspects of staffing and leadership, and of elements of the curriculum (notably the teaching of French in the Junior Commercial School rather than the commercially more sensible Spanish or German), gave clear indication of the standing of the schools. They taught good habits and gave a "no frills" education which made students attractive to employers, even in the depth of economic slump, and prepared them for Evening Institute work once their full-time course was completed. The Preston Junior Technical and Commercial Schools were seen to "keep alive and active on their reputation". Views of ex-students confirm this. In addition, the fact of attending the college and the more "relaxed" attitude of most staff compared to those in elementary schools, made the JTS and JCS students feel more adult than others of their age.

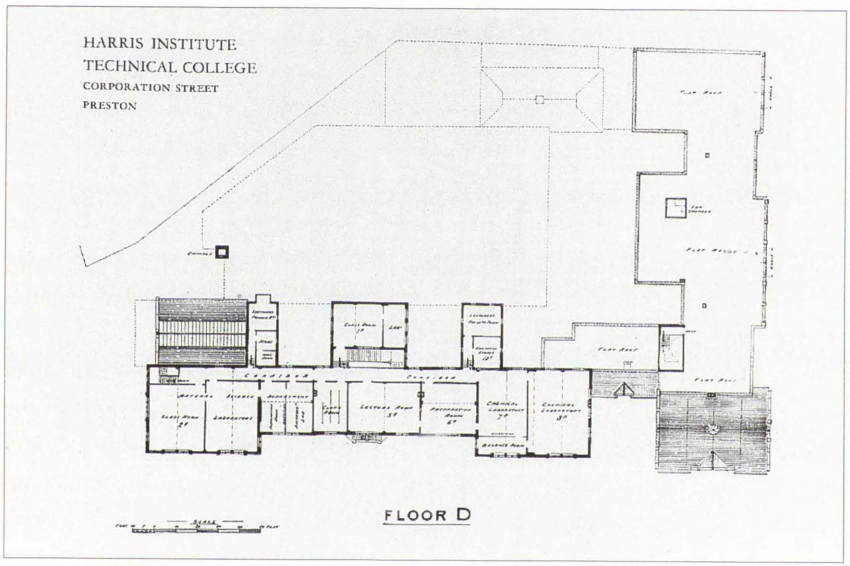
We have seen that government economy measures after 1931 affected the completion of improvements to the Avenham Building. They also led to attempts to raise fees and to means test scholarships. At the end of 1932, Principal Naylor was instructed to reply to a Board of Education's memorandum urging increases, that "owing to the poor state of trade and rampant unemployment in the district, it was not the intention of the Council to increase fees". A few months later, discussions on the Harris Scholarships revealed that these, due to the terms of the Trust, could not be means tested whereas awards by the local authorities now had to be.[4]





Interior plans, following the 1929-32 extensions.





Interior plans, following the 1929-32 extensions.

The five years preceding World War II saw student numbers at the Institute consolidated at or above 2,000, with over 2,300 enrolments in each of the years 1936/37, 1937/38 and 1938/39. This was in spite of continued unemployment in the cotton industry, which affected numbers on textile evening courses, and the loss after 1937 of the Agricultural School. The School had been located at the Harris since the 1890s though, as a Lancashire County provision, it had always been distinct from other sections of the college. Now it moved to a new site at Hutton. A three-year radio servicing course, introduced in 1937/38, was a response to the rapid expansion of wireless manufacture and sales which characterised the decade. New daytime provision for pharmacy and for architectural students reflected other growth sectors in the economy. From 1934/35, there was renewed emphasis on degree study opportunities at Harris with these annually advertised in the prospectus. Even in the 1920s, a handful of students had used Institute courses to prepare for London University external qualifications including, on occasion, final degrees. In 1934, the University formally recognised the Harris Institute as a centre for external degrees in engineering. A particular feature of the late 1930s, at a time when some 80% of students were still evening only, was the increasing use of daytime college facilities. By 1939, for example, daytime laboratory space had become fully utilised. Once more, the Harris Institute was pushing at its walls.

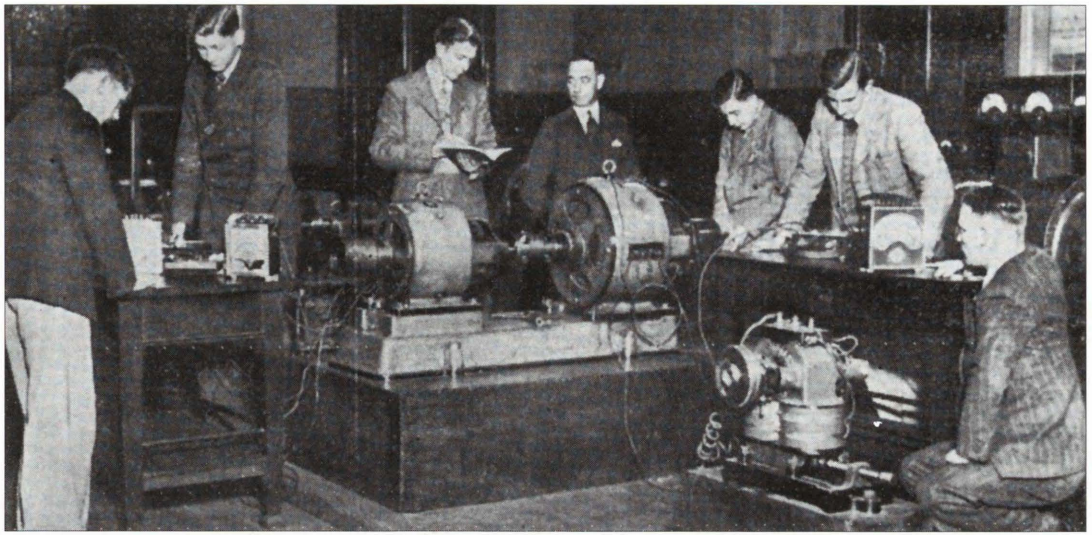
To the end of the decade, the problems of the textile industry and the resulting unemployment remained important issues. Thus, a decision to provide six-month training courses for Egyptian powerloom overlookers, an arrangement linked to a big order for automatic looms for the British Northrop Company at Blackburn, was only taken in the face of strong opposition from representatives of local employers and trade unions.[5]

In 1939, the work of the college was again disrupted by war. There was an initial decline in overall numbers to some 1,825 by 1940/41 with evening class attendance particularly affected. Meantime, the Institute made and dyed 2,000 yards of its own black-out cloth and made arrangements initially for 90% of students to shelter in the basement in the event of air raids. Others, living nearby, were to go home.[6] Later, with the college shelters open to the public, Anderson shelters for 200 people were erected in the quadrangle to the rear of the building. The familiar wartime image of gasmask boxes in classrooms was a feature the Harris shared with other institutions up and down the country, as later was the loss of its railings for salvage.

In time, however, World War II brought about significant changes and gains in the work of the Institute. The war years saw a move to shorter apprenticeships and to an increase in the institution-based training of the workforce. With this, came a substantial growth in daytime courses. Day

Typing class in May 1939. Notice the boys towards the back of the class. Ex-students of the Junior Commercial and Technical Schools always stress the rigid segregation of the sexes that characterised the schools. (picture reproduced with permission of the Lancashire Evening Post).

Weaving the blackout cloth and making the curtains during the early days of war, 1939. (pictures reproduced with permission of the Lancashire Evening Post).



Electrical engineering: testing DC machines 1939. (picture reproduced with permission of the Lancashire Evening Post).

The class of 1942 at a reunion in 1992.

Rug-making in the Art School, May 1939 (picture reproduced with permission of the Lancashire Evening Post).

students, discounting those in the Junior Technical and Junior Commercial Schools, stood at about 200 at the outbreak of war. Their numbers rose to 300 by 1942/43 and over 700 by 1944/45. By this time, if we include the JTS and JCS pupils, the Harris had over 1,000 daytime students, 40% of a total enrolment which had risen to over 2,600.

The increase in daytime courses had been particularly apparent in the engineering, textile and building departments. New day-release courses included those for apprentices at the Royal Ordnance Factory, Euxton and at Siemen's Lampworks, the one day and two evenings a week course organised for apprentices by the Federation of Master Builders and the cotton industry's first 'school for managers'. This afternoon and evening course began in September 1943 and catered, in the first instance, for 120 youths. It marked an important advance, heralded in national newspapers, for an industry not noted for an enlightened approach to staff development.[7] During the later stages of the war, and immediately after, the college also offered a full-time training course for engineering cadets. Successful students went on from the Harris to train for commissions in the forces. Other facets of war work included the testing of materials by the engineering, building and chemistry sections and the farm and forestry work carried out by students of the Junior Technical School.

The effects of war remained with the Institute for some years after the peace. Some staff, who had delayed their retirement, now left, notably Mr. Evans after 31 years service and Mr. Walker after 37. Others, including Dr Addison, Mr. Kettle and Mr. Griffiths returned from the forces or other government service. The Textile Department laid on short refresher courses for demobilised ex-servicemen as well as particular training programmes, in collaboration with a rehabilitation centre at Chorley, for ex-prisoners of war, mainly airmen. Against this, peacetime national service interfered with the education and training of many young men. In presenting the Institute's 1946 *Annual Report*, the Principal, Tom Naylor, urged people to defer such service until their education was completed, claiming that a break in study was "as serious to the future of the country as to the individual". Nevertheless, problems remained (especially in senior commercial classes) well into the 1950s.

The 1947 General Inspection by HMI provides further evidence on the state of the Harris during the transition period after the war. The college premises were praised as "dignified and substantially built" and "exceptionally well kept" with a "high standard of neatness and order". However, though much of the equipment and apparatus was considered modern and appropriate to the work undertaken, there were significant gaps in provision and, in general, an acute shortage of

accommodation. The removal of the Junior Technical and Junior Commercial Schools, now under secondary regulations, would ease but not resolve this problem.

Among the important deficiencies identified was the absence of a suitable library. Existing provision consisted of a room with ceiling high shelving containing books acquired over the long history of the Institute and its predecessor institution. There was no indexing system and the centre of the room was taken up with large tables to the inconvenience of would-be users. The part-time attendant, a member of the office staff, was only able to issue and collect books. Significantly, students of the Institute in the forties and fifties did not, generally, know of the library's existence.

The accommodation problems of the Building Department were particularly acute. For practical bricklaying and masonry classes, apprentices were recommended by their trade union to attend Blackpool Technical College, nearly 20 miles away. However, the travel and time involved in doing this meant that scarcely a quarter of the students (15 out of 55) did so. Shortage of space also militated against the development of craft courses in mechanical engineering, whilst insufficient drawing offices to meet evening class demand led to classes of 50 or more in engineering drawing. Although the inspectors "deprecated" this practice, they were quick to praise the "noteworthy" work of the part-time member of staff responsible for delivering the subject. In the sciences, a Physical Chemistry laboratory was needed and the Physics lab was over used; otherwise laboratory space was generally considered adequate for the work being done. The intention of developing Physics as a subsidiary final degree subject would, though, require additional apparatus and there was a general shortage of storage space. In Textiles, provision for weaving was satisfactory but more floor space would be needed if the full range of spinning plant was to be provided. However, the number of students in the department would not justify this.

The staff of the Institute consisted of the Principal, six Heads of Department, 20 full-time assistants and 120 part-timers. Naylor, the Principal, was seen as "tactful, forceful and efficient" and "an inspiring leader", something of a contrast to doubts expressed at the time of the Junior Technical and Junior Commercial School inspection of July 1933. The full-time staff were considered to be, on the whole, appropriately qualified "though some of them [did] not hold university degrees". Their teaching was generally of good standard but it was felt that the teaching loads of Heads of Departments did interfere with other duties, including that of giving supervision and advice to part-time staff.

The effect of the war was reflected in the case of one "beginner" in Commerce, unable due to war service to complete his professional qualification but someone who "with experience, should do well" and in Physical Education where "good, cheerful,

invigorating work" was seen as limited in scope, probably due to the service-based training of the teacher concerned. The effect of the post-war job market was seen in the difficulty in replacing staff lost to industry. HMI observed that one recent vacancy in the Engineering Department had attracted only seven applications with just one graduate - and he was over 45 years of age!

Much of the teaching was done by part-time employees. Here, standards varied widely. At best, such staff could be very skilful but too many, across the departments, were seen "to confuse dictating notes with teaching". In the Building and Engineering Departments, we find part-time staff described as "stop-gap", "incompetent" or "poor", with little idea of the place their teaching occupied within an overall scheme. Here, in particular, there was a need for Heads of Departments to play a more positive role in organising and advising their staff.

Several of the departments had been adversely affected by the war. Both Building and Commerce were seen to be seeking to recover lost ground. In the former, there were 157 day students in 1946/47, mainly on the ONC programme. The Commerce Department, which also provided the bulk of the teaching in the Junior Commercial School, had only one day-time course (apart from those in the JCS) and had no advanced work - the result of the lack of wartime 'exemptions' for commercial students. HMI encouraged the establishment of a retail distribution course, attempted pre-war but abandoned due to lack of employer support. The problems of the Textile Department were rooted in the pre-war industrial experience which had threatened its very existence. The war, as we have seen, was accompanied by innovation in the form of an industry-supported course for would-be managers and with 203 students in 1946/47 (including 124 day release) there was some improvement in the position of the department, especially on the weaving side. In their discussion of the course for juvenile textile operatives, the inspectors demonstrated the survival into the post-war world of traditional attitudes on gendered roles and interests. Many of the students on this course were girls who did not, they considered, aspire to become technicians. Thus much of the time devoted to traditional technical courses in textile subjects might have been better used on "cultural aspects of the study of textiles, such as the history of the craft, the appreciation of colour and design, the place of textiles in everyday life".

For obvious reasons, the Engineering and Science Departments had been stimulated by the needs of war and by the post-war demand for scientific and technical skills. Mechanical Engineering was the biggest department with 442 students on ONC courses (174 day, 268 evening) and 100 on HNC (54 day, 46 evening). Recent growth had been particularly noticeable in part-time day provision though it was observed that one of the

two biggest engineering firms in the district still did not allow any day release for attendance at classes. Craft-level courses, for reasons of space, were confined to the evening and had not regained their 1938/39 levels of attendance. The Department's small daytime London University external degree course was taught in conjunction with the recently separated Electrical Engineering Department. In the sciences, too, there was an emphasis on national certificate work, with some additional provision for part-time degree and Associateship of the Royal Institute of Chemistry students. Full-time students included those studying for the Higher School Certificate as well as those on intermediate degree courses, the intermediate Pharmacy course, Medical and Dental pre-registration and first MB courses.

Overall, the institution came out of the inspection pretty well. The concerns of the inspectorate were familiar to, and shared by, those responsible for running the college. The space problem was considered to be acute and the Harris Council was advised to begin immediate negotiations with the local authority with a view to removing the Junior Technical and Commercial Schools. Heads of Department, it was suggested, should be released from some of their teaching to allow better staff supervision while Departments were also encouraged to develop formal advisory committees involving representatives of local industry and commerce. A new library was needed and, in the meantime, there should be attention to indexing, furnishing and funding the existing facility. Finally, in an acknowledgement of the needs of female staff, a separate women's staffroom should be provided as soon as space became available.[8]

In economic and employment terms, the immediate post-war years contrasted sharply with the 1920s and 1930s. A pent-up demand, at home and abroad, for capital and consumer goods coincided with the temporary removal from world markets of some of Britain and Lancashire's main trading rivals. At the same time, the low birth rate of the inter-war years, the continuation of national service and, from 1947, the raising of the school-leaving age to 15, led to fall in the size of the available workforce. The unemployment of pre-war years was replaced by labour shortage and by increased attention to education and training, developing the employment capabilities of young people.

Before the war, the national picture in technical education had been similar to that at the Harris, a heavy dependence on part-time evening study. In 1928, a Board of Education *Report on Education for Industry and Commerce* had revealed that 80-90% of all British technical and commercial students were to be found in evening classes. By contrast, only 10% of Prussian technical schools, and 30% of American, offered any evening provision. World War II had demonstrated not only the traditional limits to provision in this country but also the lack of co-ordination between institutions. In a move to remedy

this, the new Ministry of Education established a committee under Lord Eustace Percy. Its *Report on Higher Technological Education* (1945), which was mainly concerned with the engineering industries, proposed that the wartime output of 3,000 engineers a year would need to be maintained in peacetime, that workplace training and technical education would need to be more closely interrelated than they had been and that the distinct educational roles of universities and technical colleges should continue but there would be an overlapping responsibility for the training of future senior administrators or managers in industry. The co-ordination that this should entail would be provided by a national network of regional advisory councils in collaboration with a proposed National Council of Technology. A limited number of technical institutions, to be designated Royal Colleges of Technology, would concentrate on degree-equivalent or postgraduate work. Almost all of these proposals were subsequently incorporated in the Ministry's Circular 87 (1946) and a National Advisory Committee on Education for Industry and Commerce was established in 1948. By late 1948, a North Lancashire and Westmoreland District Advisory Committee had been established, with Preston as the natural focus, as an offshoot of the North West Regional Advisory Council.

In this climate of economic need and national commitment to technical and commercial education, recruitment to the Institute climbed very rapidly. By the early 1950s, there were nearly 4,500 students of whom over a third attended during the day. Many of the additional students were to be found in the flourishing ONC and HNC programmes and over a third of the total recruitment was into engineering courses. In 1950/51, no less than 43 students achieved the HNC in Mechanical Engineering and 25 gained the HNC in Electrical Engineering. Development of HNCs formed part of a renewed drive towards the provision of higher level courses. By this time, the Harris was preparing students for the full examination of the Royal Institute of British Architects as well as for a number of examinations relating to other professional bodies. In addition, it was producing a steady, if small, stream of candidates for London University intermediate and final examinations in engineering and the sciences. In this respect, the college benefited from a shortage of places in the universities which had become particularly overcrowded as those whose higher education had been postponed or interrupted by war sought to gain their degrees.

In the 1946 *Annual Report*, Tom Naylor, anticipating that the college would be selected for the development of higher level technological education, had called for a new University of the Fylde, based on Preston. He returned to this theme as a long-term option in a paper presented at a meeting with officials of Preston Borough Council in September 1948 to discuss the accommodation needs of the Harris and how to meet them. Though

the idea was not seriously pursued, the late 1940s did see the emergence of a scheme to divide further education in Preston. In 1949, the local authority agreed plans for the development of a central college "associated with the name Harris" to concentrate on, and develop, higher technical provision for the over-eighteens.[9] Separate institutions were to be provided for lower level work. Thus, though the college entered the 1950s once again bursting at the seams, there was, it appeared, a vision , if unclear in relation to details, of a future in higher level work.

Progress, however, was to be far from smooth. Upgrading of the Institute's facilities depended on a change to 'maintained' status for the college and negotiations on this issue were to last for some five years. Provision of an alternative college to cater for lower level technical education was to be delayed for over twenty years.

Though higher level work remained a small proportion of overall provision, the Harris Institute was, by now, producing half a dozen or so London University graduates each year. Following an inspection by the University in 1952 , the college was approved for further degree subjects: Electronics and Electrical Measurements and Measuring Instruments. Recruitment for courses leading to the Associateship of the Royal Institute of Chemistry was also growing. By the middle of the decade, there were also plans for a new five-year degree for student apprentices in engineering, with full-time attendance in the later stages.

Overall student numbers remained fairly steady. There was a fall in recruitment to textiles courses, the result of a renewed decline in the fortunes of the industry from 1951. Though the mid-fifties saw Preston manufacturers claiming permanent prosperity due to the wide range of cloths made in the town[10], this time the decline was to prove terminal. Losses here, however, were offset by additional numbers in other courses. Language classes appealed to teachers and to young ex-servicemen. A full-time secretarial course was started in the School of Commerce with "enrolments of young ladies with Grammar School education and with General Certificate of Education". The growth of television and car ownership created demand for courses for servicing technicians. Development was, though, increasingly constrained by a lack of facilities.

In fact, the 1950s accommodation crisis was probably the worst even the Harris Institute had ever known. Attempts to acquire land behind the Institute, owned by the Railway Executive and by Messrs Todkill & Sons, motor vehicle body builders, had begun in 1948 but they had proved initially unsuccessful and progress was then delayed by long negotiations regarding a change in status for the college. By the middle of the decade, a Ministry of Education memorandum was describing facilities in the area served by the college as "woefully inadequate". The college itself, felt that the pressure was greatest on the provision for Physics and for

Commerce. But there were problems, too, elsewhere. In November 1954, A. Norris, Secretary of the Preston and District Building Trades Employers' Association, wrote to J. C. Cox, Secretary of the Building Apprenticeship and Training Council protesting at the lack of training facilities in the area: "It seems all wrong that a town of this size should have to make do with a Technical and Art School which has not fundamentally changed since it was built... even suggested that all building trades apprentices should be withdrawn as a protest". When Cox forwarded this to the Ministry of Education, he was advised to be patient - negotiations were underway.[11]

In fact, negotiations were almost complete but they had been going on for nearly five years since the move to maintained status had first been proposed. At first, the issue was one which simply involved the Harris Institute Council, Preston Borough Council and the Ministry of Education. For a long time, the Institute Council resisted any shift in decision-taking powers away from itself and the college Principal and to the Chief Education Officer and the local education authority. Later, however, Tom Naylor and the Harris Institute Council had come round to the view that Lancashire County Council, who provided just over half the students at the Institute, should be brought in on the grounds that the original scheme for the Harris Institute had provided for Preston *and* district. The Preston CEO, W. R. Tuson, was , however, resolutely opposed to any such joint responsibility which he anticipated would be on lines already adopted in respect of the Wigan Mining and Technical College. Probably because of the impasse on this issue, negotiations seem to have stalled for over eighteen months between mid-1951 and early 1953.

Meantime, as we have seen, the inability of the Harris to meet local needs was becoming an acute problem. In the face of this, Tom Naylor, the district HMI Milburn, A. L. Binns (Lancashire CEO) and Ministry officials engaged in a conspiracy to force Preston's hand. At the Lancashire CEO's instigation, Ministry officials agreed to write to the Harris Institute Council (with copies to the Lancashire and Preston local education authorities) requiring that the Council, Lancashire and Preston meet to plan the future government of the college. A Ministry report of a meeting with Binns, carrying the marginal note that the contents were on no account to be disclosed, indicated that Binns, on departing, had said that he "would know nothing about the official letter until it arrived".[12]

The letter was sent on February 18th 1954; a note had also been sent to Tuson advising him that this letter was coming. On the 18th, Tuson sent a telegram to the Ministry: "Suggestion completely unacceptable. Cannot possibly agree proposed letters." But the letters had already been sent. In a phone call later the same day, an angry Tuson spoke of "unwarrantable interference" at an "inappropriate time", the town clerk was "livid" and local MPs

would be brought into the case. The following day, W. E. Locksley, the town clerk, wrote to the Ministry expressing his " great surprise and alarm" at the letter to the lea which "cuts diametrically across negotiations". Tuson and Locksley raged on for a while but the Ministry, representatives of the Harris and Binns all knew that the Borough Council was not unanimously against Lancashire's involvement.[13]

In late March, the Harris Council called a meeting of four representatives from each of Preston, Lancashire and the Council itself. Following that, there were bi-lateral talks between the two local authorities and, by October 1954, there was agreement between them in principle but the Harris Council was split 7:7, with the Chair refusing to use his casting vote, over whether to accept the proposals and the consequent loss of autonomy. Nonetheless, by March 1955, there was general agreement on a new 27-member governing body. This was to contain 9 representatives from each of the two local education authorities and a further 9 , initially drawn from the Harris Institute Council but replaced, as they retired, by three-year co-options from trade and industry.[14] The new body retained a great deal of autonomy with the two local authorities reserving rights on three issues: decisions on the general educational policy of the proposed Harris

Tom Naylor, Principal of Harris Institute 1931-55 pictured with his wife, receiving a retirement presentation from Joseph Wrigley, Head of Engineering. (picture reproduced with permission of the Lancashire Evening Post).

College of Further Education and its place in the education system of Preston and district; approval of annual estimates; and approval of capital expenditure. The declaration, by Tom Naylor, that he intended to retire as Principal at the end of August 1955 was also a factor in the Harris Council's eventual acquiescence.

Naylor, in fact, carried on until the end of 1955 and his retirement, after a quarter of a century as Principal, anticipated by a few months the end of the Harris Institute. Since 1930, he had seen the college grow from about 1,800 students to 4,500 and staff numbers expand from about 20 full-time and 100 part-time to 44 full-time and some 200 part-time. Moreover, the long-desired concentration on higher level work seemed about to be achieved. Nonetheless, for all the changes, some of the old order remained. Naylor's successor, Herbert Wilkinson was to tell (at the time of his own retirement some years later) of an institution where the Principal still signed monthly salary cheques for individual staff members and where the full-time teaching staff could still gather for a meeting in a single classroom. That was soon to change. The successor Harris College, established on April 4th 1956, was, in its relatively short life, to see the most radical and extensive changes yet in the history of the Harris.

[1] This chapter is based primarily on the Harris Institute Preston, *Annual Report and Statement of Accounts* for the years 1915-1956 and on the Harris Institute Council Minute Book for the years 1914-1956 (Both held in the University of Central Lancashire Archive). Use is also made of Reports of HMI on the School of Art in 1921 (PRO ED 83/196), on the Junior Technical and Junior Commercial Schools in July 1933 (PRO ED 114/453) and on the Harris Institute in 1947 (bound into the Council Minute Book for that year) and of interviews with students of the Institute during this period.

[2] Report of Inspection of the Harris Institute School of Art, 13-16th June and 5th July 1921 (held at PRO ED 83/196).

[3] GB, *Local Unemployment Index* Nos 37-120, New Series Nos 1-24.

[4] Harris Institute Council Minute Book, 5th December 1932, 6th March 1933.

[5] Harris Institute Council Minute Book, 5th December 1938, 9th September 1940.

[6] *Lancashire Daily Post* 16th November 1939.

[7] *Daily Mirror* 2nd September 1943, *Daily Mail* 6th September 1943, *Daily Dispatch* 7th September 1943.

[8] T11/47 Report by H. M. Inspectors on Harris Institute, Preston.

[9] *Lancashire Daily Post* 8th July 1949.

[10] *News Chronicle* 17th May 1954.

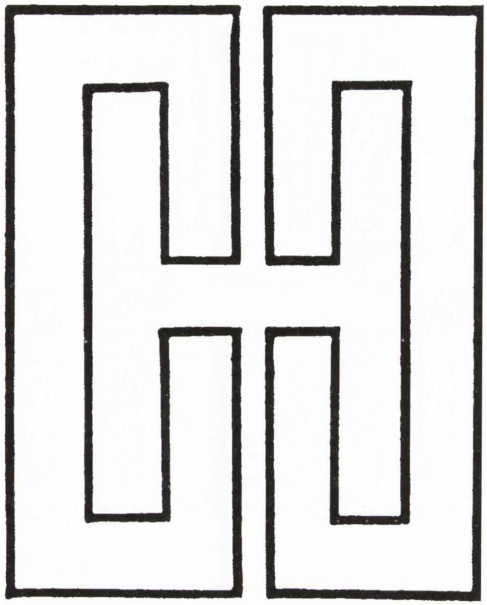
[11] PRO ED 168/2048 Norris to Cox 9th November 1954; Gibson (Ministry of Education) to Cox nd.

[12] PRO ED 168/2048 HMI Milburn to Alderson (Ministry of Education) 23rd November 1953; Milburn to Harvey (Ministry of Education) 28th December 1953; notes of meeting between Milburn and Tuson (Preston CEO) 26th January 1954; Binns (Lancs CEO) to Alderson 8th February 1954; confidential notes of meeting between Binns, Harvey and Burness (Ministry of Education) 12th February 1954.

[13] PRO ED 168/2048 Burness to Correspondent of the Governors of Harris Institute (copied to Preston and Lancashire local education authorities) 18th February 1954; preliminary note to Tuson 17th February 1954; Tuson to Burness (telegram, telephone call and letter) 18th February 1954; Burness to Tuson 18th February 1954; Locksley (Preston Town Clerk) to Secretary, Ministry of Education 19th and 22nd February , and 3rd March 1954; Alderson to Locksley 2nd March 1954; Naylor to Ministry of Education 4th March 1954.

[14] In fact, 8 members of the old council continued. Later the number of co-options was increased to 10 to accommodate a representative of local universities.

CHAPTER FOUR - Harris College 1956-1973[1]

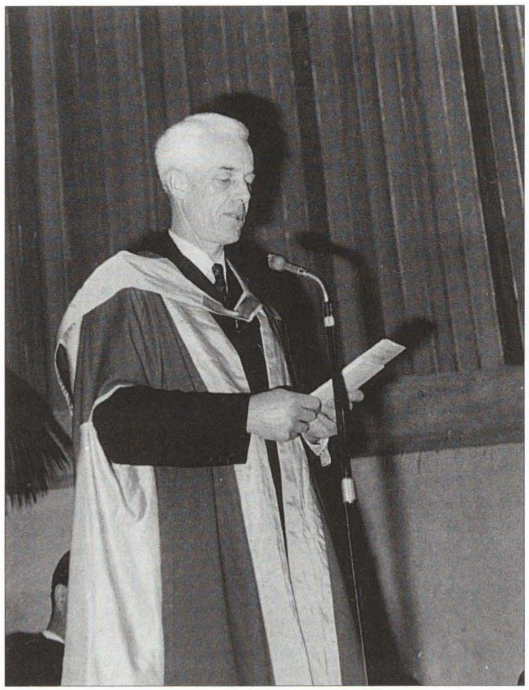


We now come to the relatively short but nonetheless eventful history of the Harris College. This was an institution which spent over half its life being built and the whole of that life worrying about its future. Because of the origins of the college, its ambitions (and those of the Lancashire County and Preston County Borough Councils) and the unusual arrangements for the provision of new buildings, it became well known to different departments of the Ministry of Education and, later, the Department of Education and Science. The development of buildings, in particular, generated a number of sizeable files, currently stored in the Public Record Office.[2]

In part, this state of 'permanent revolution' was a reflection of the times. The late 1950s and the 1960s saw a dramatic growth in further and higher education and, at the same time, moves to concentrate higher level courses in selected institutions. In 1956, Ministry of Education Circular 305 *The Organisation of Technical Education* designated 10 Colleges of Advanced Technology and identified some 25 other colleges as Regional Colleges of Technology, with a focus on higher level work. Harris fell into a third category, that of the Area College with a preponderance of courses at lower levels.

However, from the outset, there was the expectation that the Harris would in time raise its status. In response to the Ministry circular, Preston's Further Education Sub-committee declared that "this authority agrees that the development of the Harris College of Further Education be directed towards the attainment of regional status". At the 1958 prizegiving, the Principal of the Manchester College of Science and Technology, Dr. B. V. Bowden, described the institution as one "shortly to become a regional college" while, at a similar function a year later, Dr. J. N. Aldington, Managing Director of Siemens, Edison Swan Ltd described Harris as a technical college which would eventually "gain university status if not the name of a university".[3]

The early 1960s saw Lancashire County Council following a twin track policy on higher education. The eventually successful bid to establish a new

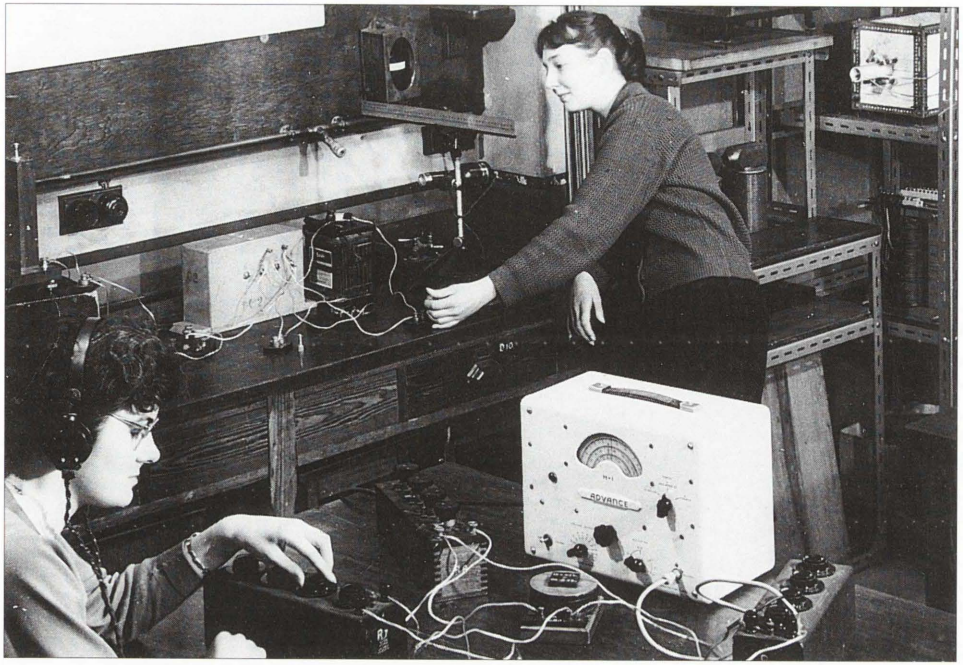


Herbert Wilkinson, Principal of Harris College for the whole of its life, 1956-73, seen here at an annual prizegiving at the Public Hall.

university in the county was to complement, not replace, the county's ambition to establish Harris College in "the first rank" of north-west technical colleges.

To achieve this status, new courses and research had to be developed, appropriate management structures introduced and new buildings and facilities established. Plans for upgrading buildings commenced as soon as the new college was established. Unusually, the buildings were to be designed by the Ministry of Education and built under their nominal supervision. From late 1956, a Ministry team of six architects visited facilities in similar institutions and discussed with the inspectorate, local authorities and college hierarchy issues of siting and provision. Some of the assumptions and issues of these early meetings seem very dated. It was thought far-sighted to assume that in about fifty years, the college might need the whole of the site bounded by Corporation Street, Maudland Road, Leighton Street and Marsh Lane and that, in the long term, parking for up to 250 cars would be required. At a meeting in the summer of 1957, there were discussions as to whether to bring the new building close up to Corporation Street "partly to hide as much as possible the unsightly flank of the existing college". Against this, would be a problem of traffic noise from the "proposed new roundabout". Fortunately, for those of a later age who prefer the architecture of the 1920s to the best efforts of Ministry of Education architects in the 1950s, it was decided to set the new buildings back from the road.[4]

Before building could begin, it was necessary to buy and prepare sites. The local authority embarked on an extensive and costly programme of purchases. Land behind the existing college was quickly obtained from Messrs Todkills. Following this the authority bought property in Corporation Street, Kendal Street, Foster Square and Maudland Road. Houses, shops, garages, stores and other buildings including the Star Cinema, the Fylde



Women students working on experiments in the Physics laboratory c.1960.

Chemical laboratory work c. 1960.

Men in suits. The Principal and his Heads of Department, probably 1958. Back row (left to right) John Ashworth (Textiles), John Proudman (Building), Kenneth Illingworth (Art), George Simcocks (Electrical Engineering), John Bagot (Physics and Maths). Front row (left to right) Sidney Skidmore (Chemistry and Biology), Joseph Wrigley (Mechanical, Civil and Production Engineering), Herbert Wilkinson (Principal), Jack Gorton (Registrar) and George Cobham (Business Studies).

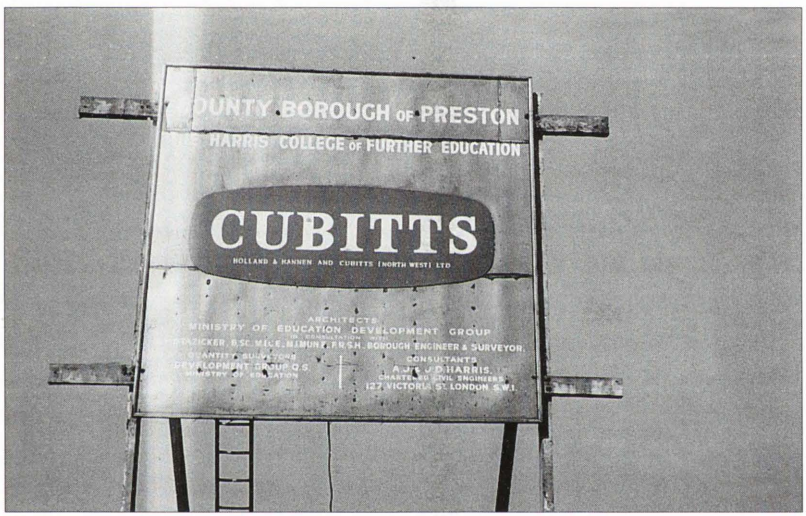
Tavern and St. Walburghe's Institute were acquired and demolished. The Lancaster Canal was cleared, drained and filled. Later, in 1965, Colonial Building (now Chandler) was to be bought, though it was subsequently leased out for a number of years.

Building costs for the first phase of the development were originally estimated at £507,000, though the final figure, including site purchases, legal costs and expenses incurred in adapting existing buildings, was to be closer to £790,000. These were to be shared between the Preston and Lancashire County Councils. On the other hand, consistent with the operation of the Harris Council as a sub-committee of the Preston County Borough Education Committee, it was the Borough which was to act as agent for the Ministry. This, though, led to another, if rather petty, confrontation when building commenced at the beginning of 1960. Signs

on the site stressed the role of Preston County Borough "in very large letters at the top" and made no reference to Lancashire's part in the enterprise. In a letter to the Ministry, Percy Lord (the then Lancashire Chief Education Officer) urged officials to get this altered or "the arguments which will follow will make the dispute about unilateral disarmament appear like a drawing room party". Ministry officials, reasonably enough, did not see this as quite such an issue of crucial national importance and left it to Lancashire and Preston to sort out. Tuson, the Preston CEO, perhaps getting revenge for earlier slights, defended the signs as perfectly proper since Preston had been nominated the responsible authority. And that seemed to be the end of the matter.[5]

The building work, which, on the recommendation of the Ministry, was undertaken by Cubitts, was fraught with problems, some of which were not to reveal themselves until the 1970s. The site had ,of course, presented difficulties, involving as it did the draining of the canal basin. However, many of the defects, identified in thirteen close-printed foolscap pages of report following the taking-over inspection for the first phase of new buildings in March 1962, related to bad workmanship. The builders, in undertaking to put them right, admitted as much.[6]

Eventually the new buildings became available. The science laboratories and classrooms of F block (now part of Maudland Building) and E block (Kendal Building), along with the mechanical engineering workshops (D block, now Wharf) and the building



Much ado about nothing. The sign that gave offence to Lancashire County Council.

workshops (C block, now Edward), were completed in time for the 1962/63 session. The foyer, refectory, library, main lecture theatre and sports hall area (A block, now Foster) were ready in time for 1963/64. An extension to Maudland (G block) followed in 1969. Further acquisitions included the Owen Street premises, behind the prison, from September 1968, Robin House (now part of Fylde Building) from 1970 and a double storey prefabricated building, erected adjacent to Leighton Street, and unfortunately named 'H' Block, from 1971. But even when these buildings were completed, there was still no separate college for lower level work. This was to prove a significant handicap to Harris College in its bid for recognition as a centre for higher level courses.

The new library involved a substantial order of books from three local booksellers, Sweetens, Halewoods and Askews and, from 1964, the appointment of a full-time librarian. It, and the refectory, released further space in the old buildings for teaching purposes. More significant in this respect was the closure of the Textile Department, in July 1962, on the advice of the NWRAC and in spite of protests from a still quite sizeable local textile industry. The weaving and spinning sheds, the carding room and the textile science room (which today make up the Harris 144 suite of large lecture rooms) were converted for use by engineering students.

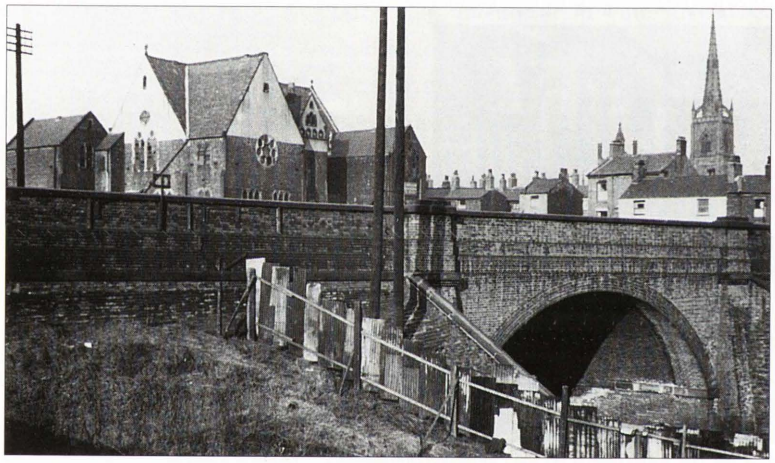
Even more space became available as a result of the closure of the Junior Technical and Commercial Schools. As a result of the 1944 Education Act, they had passed under secondary regulations and, from 1956, they were maintained by the Preston local education authority as the Harris Secondary Technical and Commercial School. Entry, initially, was still at the age of 13+ on the basis of an examination. Those attending the school, which was re-organised to offer a four-year course leading to GCE examinations in 1959, continued to see themselves as something of an elite - second only to the pupils of the Park Schools in the eyes of one Harris student of this time. Their education remained sound if unexciting and it remained, too, almost totally segregated from that of the other (and of course older) students in the college. The school eventually closed in 1961.

Attempts to boost higher level work were not always successful. There were failed submissions to the National Council for a Diploma in Art and Design in Fine Art in 1962 and again in 1965. A 1966 application to the newly-formed Council for National Academic Awards to launch a BSc in Engineering was also unsuccessful. Nonetheless, there was progress. By the time of the 1966 joint response by the Harris Council and the Preston and Lancashire local education authorities to the original government proposals to site just two of the new polytechnics in the North West, one in Liverpool and the other in Manchester, the College could claim to be running 104 higher education courses. These included a growing range of HNDs (important in that they involved full-time higher education students) and

Fylde Road from outside St. Peter's Church (today's Art Centre) and looking towards Brook Street, February 1957. The shops to the right are on the site now occupied by the Students' Union (picture reproduced with the permission of the Harris Museum and Art Gallery).

The new roundabout under construction at the Corporation Street, Fylde Street and Walker Street intersection by the college, June 1959 (picture reproduced with the permission of the Harris Museum and Art Gallery).

Looking along Cold Bath Street towards what is now Campus West, 1959 (picture reproduced with the permission of the Harris Museum and Art Gallery).



The bridge in Maudland Street before the canal was drained.

Shops and houses in Corporation Street just before demolition in February 1963. The photograph is taken from the corner of Kendal Street and the buildings, which include the Kelux Cafe on the corner and the Fylde Tavern (the double fronted building with the lorry outside), occupy the site of the grass bank in front of today's Foster car park (picture reproduced with the permission of the Harris Museum and Art Gallery)

HNCs, Graduateships of the Royal Institute of Chemistry and the Institute of Physics, the Final Diploma in Municipal Administration, the Diploma of the Institute of Works Managers and courses recognised by the National Council for the Training of Journalists. A new Department of Language and Social Studies had been established running courses that reflected changes in the local pattern of employment, in particular the growth of public social services. By 1966, this department was offering a London University Diploma in Social Studies and Home Office recognised courses leading to the Certificate for Teachers of Mentally Handicapped Children and to the Letter of Recognition for Child Care Officers.

By this time, there were 342 full-time and sandwich students on advanced level courses plus some 2,800 others on block release, part-time day release or evening or special short courses. These advanced courses amounted to 32% of the work of the Institution.

In its quest for recognition as a centre for higher education, the college began to pay more attention

to research and to the academic qualifications of its staff. The Harris Research Council and Research Fund were established in 1963. The Research Council included the Principal, Vice Principal, representatives of the college governing authorities and senior academics from local universities. The Research Fund comprised the investment income from £1,071 5s 9d, the transferred balance from an earlier Courtauld Covenant to the Harris Institute plus an annual allocation of £2,000. Research students and assistants were recruited. By 1967, there were seven appointments in the college. However, the limited funds available to research were considered, by Vice Principal Skidmore, insufficient for an institution seeking polytechnic status.[7]

Among the 179 full-time staff in post in 1966 (a fourfold increase on the 1956 figure), there were 12 with PhDs and 12 with other higher degrees. Research activity was generally low and publications were almost exclusively in the sciences; dominant here was the work of Colin Russell on the History of Science.

As the above remarks have indicated, the mid-1960s saw changes in the circumstances in which Harris College sought to establish its status as a centre for higher education. As a result of these changes, the prizes accompanying success became much greater but the penalties that would go with failure were similarly increased. The 1963 Robbins Report on Higher Education in England and Wales advocated a significant expansion in provision but also a concentration of non-university growth in the Regional Colleges which were seen as having the opportunity for future development to university status. Area colleges like Harris might provide particular aspects of higher level provision. Robbins also recommended the establishment of the Council for National Academic Awards with responsibility for awarding degrees, similar in function to the existing Council for Technical Awards.

Three years later, in 1966, came Anthony Crosland's *A Plan for Polytechnics and other Colleges* (Cmnd 3006). This, issued without consultation with Regional Advisory Councils and proposing the establishment of just two such institutions in the North West, posed a serious threat to the Harris. The College, in building up its higher education full-time and sandwich work, developing research and introducing facilities such as the Harris Music Club, had been seeking to gain Regional College status. Now such colleges were to form the core of the proposed polytechnics with the prospect, given Department of Education and Science (DES) statements, of at least a ten year pause before any other institutions could aspire to join their ranks.

There was an immediate local reaction in which the college was backed by both Preston and Lancashire local authorities. The role of the latter, one of the largest education authorities in the country, was to prove particularly important. In response to a Department of Education and Science invitation to Regional Advisory Councils, Regional Economic

Planning Councils and local education authorities to present their views, a document was prepared outlining the case for Harris College being awarded polytechnic status. In part, this rested on the college's own development.

Emphasis was placed on the pace of change. In the ten years since the college was formed, teaching staff numbers had grown from 43 to 179 (with a corresponding improvement, it was claimed, in qualifications and in research commitment) and non-teaching staff numbers from 35 to 109. Annual revenue expenditure had expanded tenfold to just under £700,000. Capital expenditure in the twelve months to March 1966 had been £1.78 million and a further £2.037 million was committed. There was stress on the numbers of advanced level courses and the students on them; measured in advanced student hours, such work had increased three-fold in ten years. An approved student lodgings scheme operated for full-time students and there were plans to build halls of residence.

The paper drew particular attention to recent extensions to specialist accommodation and to the fact that more building, providing mainly for Physics, Chemistry and Mathematics, would commence shortly. Moreover, there was an indication that elementary work would soon be transferred to a branch further education college, the first phase of which was included in the 1966/67 building programme.

In truth, the claim for polytechnic status did not really rest on the standing and achievement of the institution. Harris College was weaker academically and smaller in terms of size than most of the institutions or groups of institutions which eventually formed polytechnics. Much more convincing was the demographic and geographical case.

In the original proposal, there was a national average figure of 1.68 million people per polytechnic. Given a North West population of 6.66 million and only two proposed polytechnics, the regional figure was therefore 3.33 million per institution. To give parity with other regions, it was argued, the North West would need not 2 but 4 of the new institutions. Moreover, the North Lancashire division was expected to have a population of 1.48 million by 1981, with economic growth points identified as Preston-Leyland-Chorley and Lancaster-Morecambe while the Ministry of Housing and Local Government had identified the need for a regional counterweight to South Lancashire dominance. Manchester and Liverpool were not feasible locations for part-time students from North or North East Lancashire, much of which was more than an hour by rail or bus from those centres.

Finally, it was pointed out that the North West Regional Advisory Council had identified Preston's Harris, Bolton Institute of Technology and Stockport as centres for advanced work. Preston, in particular, was a major route centre and its bid to host a polytechnic was backed by two local authorities as well as by industrial and commercial interests.[8]

The ensuing months saw feverish political activity. The North West Regional Advisory Council,

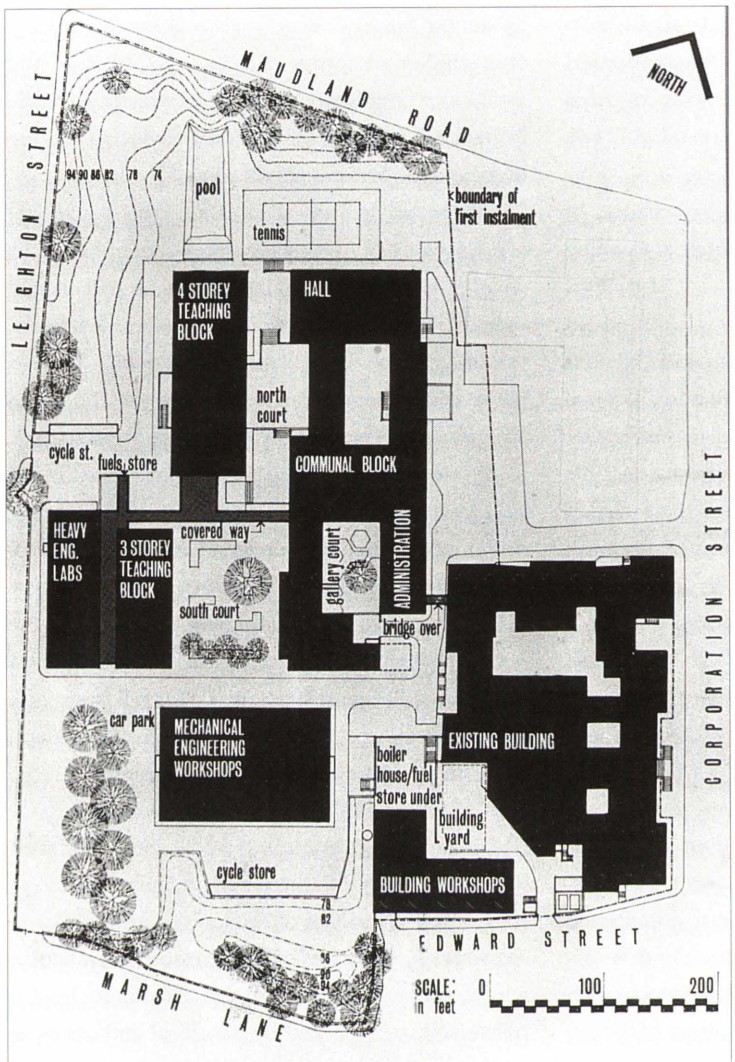


Diagram 1: Site plan

Plans for the completed Harris College

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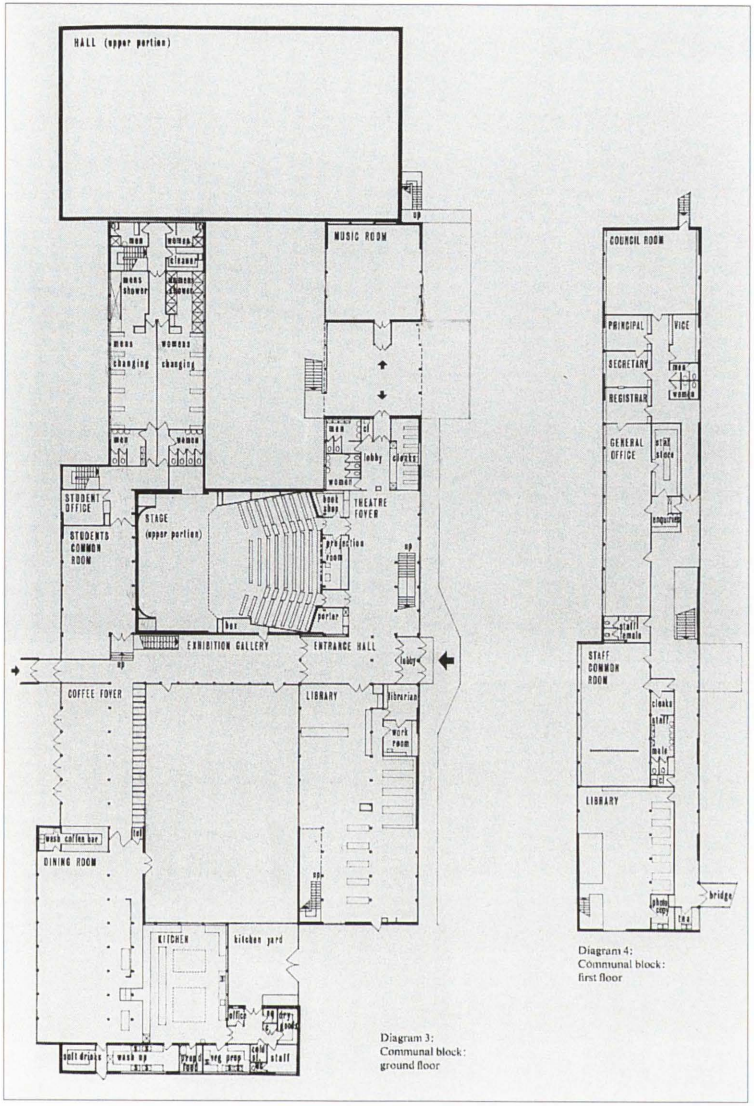

Internal Plan for Communal block (now Foster Building)

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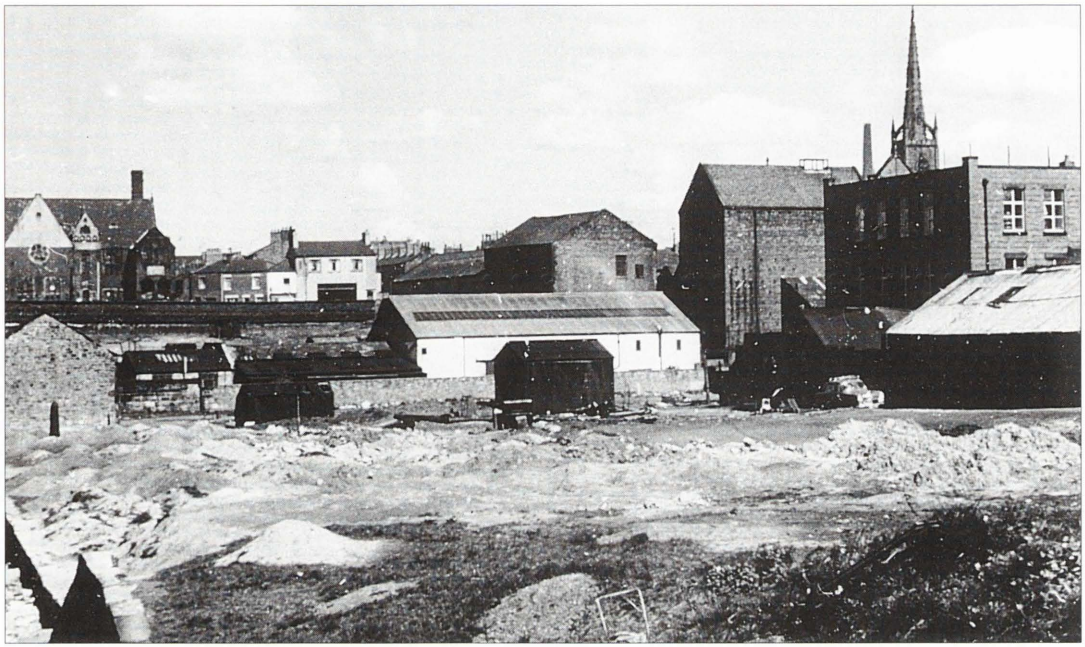
Draining the canal basin before building of the 1960s extensions could commence. A view looking towards Marsh Lane.

Site clearance and preparation, showing the side of the old Star Cinema.



Another view of the site being cleared, the 1929-32 extension (part of today's Harris Building) is to the right of the picture.

Building underway, early stages of 'E block', now Kendal.

though calling for two further polytechnics, including one in the north of the region, was unwilling - perhaps predictably - to nominate the Harris. Dr. John Rose, newly-appointed Principal of Blackburn College of Technology and Design, called for a polytechnic based jointly on Preston and Blackburn.

Crosland's announcement of the final list, in April 1967, gave the Harris strong hope but not the certainty of polytechnic status. The need for a further institution in the north of Lancashire was conceded, as was that for a polytechnic in northern Staffordshire. However, a final decision on location was to await developments on the proposed new town in the Preston area. Nonetheless, DES correspondence with the local authorities did encourage the Harris, in conjunction with the Preston and Lancashire local education authorities, to plan its development, especially in respect of academic structure, in anticipation of eventual polytechnic status.

In the meantime, the College sought to reinforce its claim to new status. This meant further development of advanced work including research, the shedding of lower level courses and the establishment of a structure of academic management appropriate to higher education in general and CNAA validation in particular.

Course developments included the introduction of a London University honours degree course in Sociology (1968), HNDs in Business Studies (1967) and Building (1969), a Health Visitors' Certificate course (1970), a University of Lancaster-validated MSc in Analytical Chemistry (1972) and, on the eve of Polytechnic designation, the approval by the NCDAD of a four-year sandwich course in Graphic Design (1973). In addition, from 1967, the Harris was one of just eight major colleges authorised by the Royal Institute of Chemistry to set its own graduateship examinations. There were still, however, setbacks and disappointments. Attempts to establish a London University BSc (Econ) proved unsuccessful and there was a continued failure to achieve CNAA validations.

As a college seeking CNAA validations and polytechnic status, the Harris needed to establish appropriate consultation and decision-making processes. It was, as we have seen, directly subject to the local authorities, the Harris Council operating as a sub-committee of the Preston Education Committee. A polytechnic, by contrast, would be expected to have a largely autonomous governing body.

DES Circular 8/67 indicated that within the institution, there would need to be an academic board, with delegated authority from the governing body, and advisory committees to monitor and develop research and consultation with local industry, commerce and the professions. There would also have to be a financially independent body representing students with access to both the governing body and academic board.

Much of this would be built into the instruments and articles of government of the eventual polytechnic. Some of it, for example a students' union (founded as the Harris Students' Association in 1957 and renamed the Harris Students' Union in 1961) and a research committee, already existed in embryo form. Other elements were now introduced, notably an Academic Board. Hitherto, there had been no delegation of powers and the only forum for consultation and day to day decision making was a regular meeting, every fortnight or so, of the Principal, Vice-Principal and the 8 (later 9) Heads of academic departments.

In what was clearly a more leisured age, these meetings commenced at 10.30am and could be relied upon to finish by lunchtime. Minutes rarely extended to more than a side of foolscap and supporting papers were scarce. For all the innovations of the late 1960s and early 70s, these gatherings, generating less paperwork in a decade than today's Academic Board produces for a single meeting, remained probably the major source of decision - making within the college.

The first Academic Board was established in March 1967. It came in the wake of the refusal by the CNAA to approve a proposed degree course in Engineering on the grounds, amongst others, that the college lacked appropriate institutional academic structures. Membership was by invitation from the Principal and the Board was linked to the establishment of Boards of Studies in each of the college departments. Though there were no delegated powers from the governing Harris Council, certain general aims were established. The Board was to generate educational policy for the college as a whole, to establish criteria and standards whereby agreed policy was defined or implemented and to promote educational advance, identifying the fields in which it could be made. It was to encourage collaboration between departments and agree curricula for courses, particularly those of new courses involving more than one department. It was to develop communication with commerce, industry and other institutions on academic matters and it was to work towards the establishment of a college ethos, academic tradition and discipline.

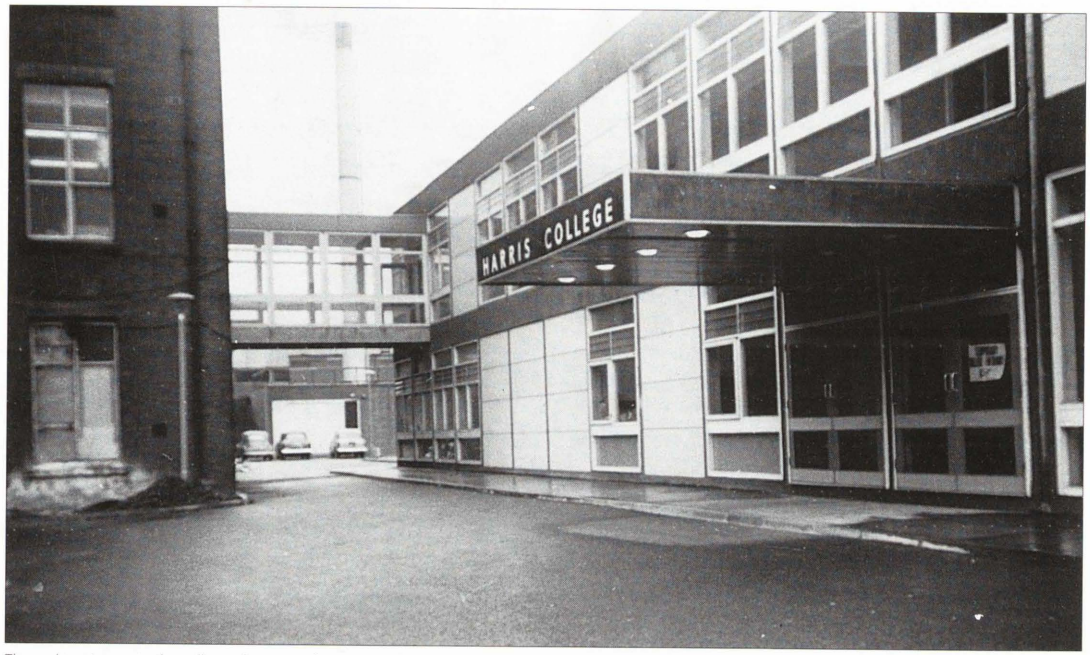
In fact, the Harris College never achieved the governing structure that the CNAA and DES looked for. Progress on this, as on other issues linked to CNAA validation or polytechnic status, was to be painfully slow during the years 1967-72. This was partly because delegation of powers required changes in the rules covering college governance. By the beginning of 1969, the Harris Council had moved to a formal proposal for an Academic Board of 28 people, including 4 students and 4 representatives of the staff. However, it still, of necessity, lacked any delegated authority from the Harris Council, a fact which, in the initial response of the institution's Heads of Department, made it neither useful nor acceptable. In a later move, in

January 1971, the Council was to admit 2 students and 2 staff representatives to its own membership, but without voting rights.

The inaugural meeting of the new Academic Board took place on May 22nd 1969. In time, standing sub-committees were established to deal with library matters, the computer (sic) and with research but more important, in the short term, were ad hoc committees, notably those for Polytechnic Planning and Student Health, Welfare and Accommodation. The report of the latter, in March 1970, recommended a number of arrangements and facilities that would be required alongside the development of advanced full-time work. These included a college-wide personal tutor system (introduced in April of that year), a welfare officer (subsequently appointed), a full-time lodgings officer (the post was increased to half-time from September), college medical services (a doctor and nurse began attending one day per week from the beginning of 1971) and a new Students' Union building to replace the existing cramped accommodation in A block (Foster).

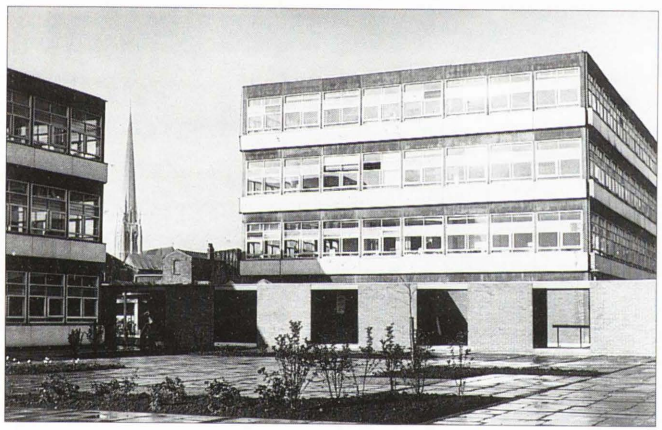
Much of the early work of the Polytechnic Planning Committee seems to have been concerned with reducing over-ambitious schemes for course development. Departmental proposals originally aimed at a near five-fold expansion of advanced course student numbers from 811 in 1970/71 to 3,822 by 1975/76. After scaling down, to take account of constraints that would be imposed by staffing, accommodation and other resources, the committee proposed a Polytechnic of 2,614 students by 1975/76. This still, however, represented a growth rate of some 26% a year, much greater than that planned in comparable institutions such as Hatfield or Glamorgan Polytechnics. Generally speaking, the Academic Board was disposed to anticipate a still lower target figure of some 2,000 students by the mid-1970s but to accept the Planning Committee's assumption of some 5,000 by the end of the decade. In the event, both estimates were to prove hugely over-optimistic.

Meantime, the Harris College was seeking to build its advanced course portfolio in a national and local context of retrenchment and rationalisation of provision. In 1965, a national survey of further education provision revealed 74% of classes with 11-15 members, 16.8% with 6-10 members and 8.6% with 16-20. Only 0.3% of classes had more than 20 students, a marginally smaller percentage than the 0.4% with 5 or less. An analysis of Harris College class size was based on attendance in a week in February 1966 and estimated proportions of students in different class sizes rather than by the numbers of classes in each category. The figures, however, gave similar cause for concern. 8.9% of Harris students were in classes of 5 people or less, 27.5% were in classes of 6-9 members, 39.8% in classes of 10-14 and 19.3% in classes of 15-19 students. Only 2.4% (105 students) were in classes of 20 people or



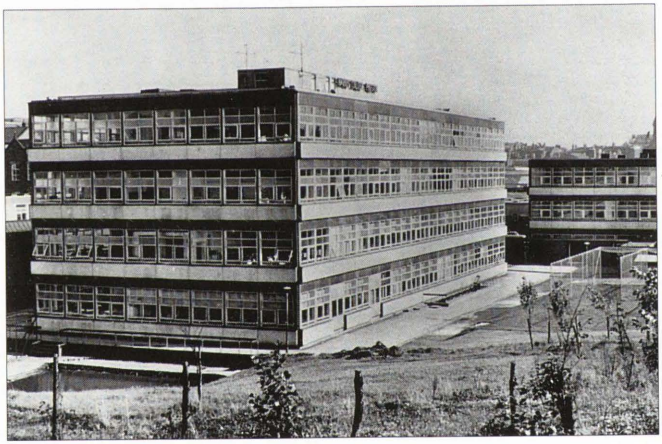
The main entrance to the college after extensions.

Notice the roadway to the rear car park that runs under the bridge between 'B' block (Harris Building) and 'A' block (Foster).



Paved area (now largely occupied by the refectory) between the new 'E' block (Kendal) and 'F' block (Maudland).

Early signs of a parking problem; the rear of the college looking towards 'E' block (Kendal) in the 1960s.



'F' block, the major part of Maudland Building, from Maudland Street in the mid-1960s.
Notice the small pool and the corner of the tennis courts in the left foreground.

more. Obviously absences and withdrawals would have deflated class size in this particular week in mid-session but the figures for enrolments were similarly revealing. Of the students counted in February 1966, 19.9% had been originally enrolled in classes of 9 people or less, 68.3% into classes of 10-19 members and just 11.8% into classes of 20 students or more.[9]

In the context of these figures, which contrast markedly with both the earlier history of the institution and more recent experience of mass higher education, and which carry with them the implication of inefficient use of both staff and accommodation, new guidelines were laid down by the DES and the local authority (the so-called Pilkington numbers) regarding recruitment. There was to be a normal minimum recruitment of 15-24 students, depending on the type of course, for a class to run. No additional courses were to be introduced, except in necessary new work areas, with less than 50 enrolments. Clearly, the drive to establish new higher education courses and an associated bid to free staff for research by lowering the SSR co-existed somewhat uncomfortably with this national and local authority pressure to increase overall class size and to set high targets for new initiatives.

Indeed, the Harris found itself in a particularly difficult position. Numbers enrolled on higher education courses would be a major criterion determining the location of the additional polytechnic in the north west. However, until this decision was taken, colleges would have to demonstrate the need for a new course, including evidence of demand from schools or industry. When seeking approval from the Regional Advisory Council to offer a new course, it would not be enough to demonstrate its viability.

This national drive to cut down on course duplication, coupled with a fierce local rivalry aggravated by the competition for polytechnic status and, in no small way, the college's own lack of judgement and credibility contributed to disappointments in course development. From April 1971, there were regular meetings between the Principal and the Directors of Manchester and Liverpool Polytechnics, and with HMI, to plan course initiatives in the region. In spite of this, a number of proposals were still turned down by the Regional Advisory Council while others, though approved, failed to materialise into operating courses.

At the root of the problem was a lack of careful planning within the college. Schemes were over-ambitious in the context of the staffing and accommodation available. Thus, among November 1968 plans for some 20 new higher education courses to start in 1969 there were no less than 6 degree courses, none of which came to fruition. Three years on, as we have seen in the outcomes of the Polytechnic Planning Committee, there was little sign of improvement. Proposals by the departments as a contribution to the academic

development plan for the future Polytechnic were described by exasperated Head of Art and Design as "almost fantasy" in their clear failure to link aspiration to available or feasible resource levels. Institutional credibility, regionally and nationally, was under severe threat.

The development of research also proved difficult. A paper to the original Academic Board proposing a reduction in class contact to 10-14 hours a week and the creation of two consecutive days a week free of teaching was hardly practicable in the context of the late nineteen-sixties. Although de facto control of research management passed from the Harris Research Council to a sub-committee of the Academic Board from December 1970, funds remained scarce and, across much of the college there was little evidence of a research culture. By early 1973, with Polytechnic designation only months away, the committee was complaining of the poor quality of many of the £11,000 worth of bids. There were also problems of understanding as research began to be undertaken outside the traditional areas of science and engineering. Staff in the developing areas of social studies and business and administration found the committee unwilling to extend funding to travel and subsistence, often the major expense of social science research activity. Committee minutes record a young(ish) researcher called Pope among those denied support for these purposes. Nor did the institution compare favourably with existing polytechnics in terms of research staff. 1973 figures showed an average of 29 research 'assistants' (students) and 3 research fellows per polytechnic; Harris had 8 students and no fellows. Most polytechnics, unlike Harris, also had readers.

Progress on other issues was similarly slow. Indeed, uncertainty regarding the Polytechnic location may have been responsible for holding up DES commitment to new buildings. Planning for the branch college became caught up in the arrangements for the reorganisation of secondary education in Preston. Not until early 1970 was phase 1 of the proposed branch/sixth form college, to be built on land off Sharoe Green Lane, included in the DES preliminary starts list. The questions of which courses or staff were to transfer into it were only really addressed in 1972. Other major concerns, including library provision, student accommodation and a students' union building remained just that. Although the library had been extended into the old gymnasium (now the tiered lecture theatre, Harris 155), the need for new buildings for these purposes remained priorities when the Polytechnic came into existence in 1973, as did the need for buildings to house Art and Design, Social Studies and Business and Administration.

In the meantime, the issue of polytechnic status had been determined. In June 1969, the DES had confirmed that should the New Town Draft Order be signed, then the Secretary of State would consider it appropriate to locate the Polytechnic within its boundaries. The new town was formally designated

Coffee lounge in the new 'A' block (Foster).

The first college computer, an ICL 1901A, installed in early 1969.

The 1960s extensions established a new refectory.

They also established the institution's first purpose built library.

on March 26th 1970. Though a green field site at Worden Hall, Leyland was considered as a possible site, in February 1970 the Harris Council agreed that land to the north-east of the college, bounded by Ashmoor Street, Brook Street, Harrington Street and Moor Lane, should be appropriated for educational purposes as the location of the new Polytechnic. Some eighteen acres, including the land around St. Peter's Square was subsequently made available for building. In September 1970, the Preston and Lancashire authorities were invited to submit a scheme for a Polytechnic. A major part of this process was the drafting of articles and instruments of government for the new institution. Polytechnic designation would follow the acceptance of these, the setting up of a new governing body, the appointment of a Director and Chief Administrative Officer and the establishment of a satisfactory academic structure. By July 1971, the observations of the Academic Board and the Principal on the new instruments and articles had been passed to the Town Clerk; by March 1972, the DES had indicated that it accepted them subject to amendments and that in due course the Secretary of State would be prepared to designate the Polytechnic.

It has sometimes been argued that the allocation of the site based on St. Peter's Square was a crucial factor in gaining the Polytechnic for Preston. This is unlikely. New town designation, which had became the DES condition for location, was almost simultaneous with the application to appropriate the site and preceded its acquisition. From the initial decision to create a further institution in the north of Lancashire, Harris, consistently supported by the county authority and located within the Preston-Leyland-Chorley new town area, was the front and probably the only serious runner. The level of protest from places such as Blackburn or Bolton should not be confused with a real threat to Preston's claim.

The end of the Harris College and the designation of Preston Polytechnic was, in the end, something of a non-event. For seven years, since Crosland's circular, the staff of the institution and successive cohorts of students had lived first with uncertainty and later with the expectation but not the actuality of polytechnic status. When the change came, there was none of the attention to image and design that characterised the 1984 re-naming as Lancashire Polytechnic. Staff and students gradually learned that the Polytechnic had finally arrived. Outside the college, much of the population of Preston and the surrounding area remained unaware of the change. Continued reference to "the Harris" was not just out of affection for, or loyalty to, the college.

Why had the transition taken so long? There is no doubt that the limited size and, by the standards of other would-be polytechnics, lack of academic credibility of Harris College contributed. These problems were, however, compounded by omission

from the original polytechnic proposals. As early as April 1967, there was concern at the poor response to advertised academic posts. This was seen as a consequence of uncertainty regarding the future of the college. Inability to recruit appropriate staff was reflected in lack of success with CNAA validations and in the lack of judgement regarding course proposals. Even when eventual designation became a certainty, local authority control and practices, coupled with economic difficulties, hindered action. By the early 1970s, the college management was conscious of the need to appoint 'supernumeraries', staff who could not be justified on the basis of present student recruitment but who had the expertise to secure necessary academic development. However, little of this nature had been achieved by 1973.

Other delaying factors lay outside the control of the college or of the local education authorities. The Harris's bid to expand advanced work and to shed lower level courses to a branch college coincided with government economic cutbacks in the late sixties and early seventies. The number of local education authorities in the region, including county boroughs like Blackburn or Bolton with a similar pride in their technical institutions made for rivalries and, in the case of Blackburn, prolonged negotiation over the incorporation into the Polytechnic of courses in business and management. Nor would the run up to local authority re-organisation in 1974 have helped speedy decision making; the status of Harris College was hardly the major issue concerning local government at the beginning of the 1970s.

Nonetheless, polytechnic status was acquired. Preston may have been the last of the original thirty designations. It may, at first, have been among the smallest and academically weakest of the polytechnics. But the long delay before the likes of Bournemouth, Humberside or Anglia were able to achieve similar status (nearer twenty years than the forecast ten) demonstrated the importance of the eventual achievement.

[1] This chapter is primarily based on: Borough of Preston, *Minutes and Proceedings* 1955-73 , in particular the proceedings of two sub-committees of the Education (later Education and Cultural Activities) Committee, (i) the Council of the Harris College of Further Education and (ii) the Development sub-committee (held at the Harris Library, Preston) on *Harris College Preston: Report of Inspection* November 1963 T 503/8003/513 (held in the University Archive); on Minutes of Meetings of Heads of Departments, 1966-73 (University Archive); on Minutes and supporting papers of the Academic Board, 1967-73 (University Archive); on Harris College Prospectuses, 1957-1972 (University Archive); on interviews with students who attended the Harris College; and on an interview with Dr. S. Skidmore, Head of Department of Chemistry and Biology 1957-62, Vice Principal of Harris College 1962-73, Deputy Director of Preston Polytechnic 1973-82.

[2] PRO ED 168/ 2056-66 Harris College Development Project

[3] Preston Education Committee, FE Sub-committee minutes 11th September 1956; *Manchester Guardian* 8th February 1958; *Lancashire Evening Post* 25th February 1959.

[4] PRO ED 168/ 2057 Harris College Development Group, minutes of meeting 1st October 1956; ED 168/2056 Harris College Development Group, minutes of meetings 2nd and 6th August 1957.

[5] PRO ED 168/ 2057 Lord to D. H. Morrell (Ministry of Education) 5th November 1960; Tuson to Lord 10th November 1960; Morrell to Lord 15th November 1960.

[6] PRO ED 168/ 2058 Taking-over Inspection Report 26th March 1962; E. H. Stazicker (Borough Surveyor, Preston) to G. H. Wrigglesworth (Architects and Buildings Branch, Ministry of Education) 27th July 1962.

[7] Harris Council Minutes 4th January 1963; Harris Research Council, Principal's Record of Proceedings, 4th October 1966, 8th June 1967.

[8] Document representing the response of the Harris Council and the Lancashire and Preston local education authorities to *A Plan for Polytechnics and other Colleges* (September 1966)

[9] Papers presented to Head of Departments' Meeting, 16th November 1967.

PRESTON POLY TECHNIC

Preston Polytechnic was the thirtieth of the new polytechnics established following the 1966 White Paper, *A Plan for Polytechnics and Other Colleges*. The origins of the White Paper are complex but in part it was an attempt to meet the expanding demand for higher education based on the principle enunciated by the Robbins Report of 1963 that all those who were qualified by ability and attainment (broadly translated at the time as possessing two or more A levels) should be able to pursue higher education if they wished to do so. The immediate response to this Report had been the establishment of six new universities and a planned increase of 40% over four years in university student numbers. Alongside University provision of higher education, there were around 4,000 full-time and sandwich students and 100,000 part-time students on advanced courses at further education colleges in England and Wales and the recently elected Labour Government's National Plan of 1965 projected a growth in the full-time and sandwich figure to 60,000 by 1969/70. The 1966 White Paper, influenced by a report from the further education teachers' union (the Association of Teachers in Technical Institutions) entitled *Higher Education in the Further Education System*, sought a solution to the need to increase higher education provision by the establishment of the new polytechnics. By establishing the polytechnics in the local authority sector, the government created what became known as the 'binary divide' in higher education with the universities as corporate bodies funded by the national University Grants Committee on the other side. The educational character, governance and funding of Preston Polytechnic were therefore set within the context of the government's concept and arrangements for the new polytechnics.

ETHOS AND MISSION

It is tempting to over emphasise the influence of the 1966 White Paper and the speeches associated with it by the then Secretary of State for Education Anthony Crosland in determining the ethos and mission of the new polytechnics. One interpretation of the White Paper would be that it primarily represented an attempt by the DES to enhance central control of higher education. The speeches of Crosland, however, did set out some guidelines on the purpose of the polytechnics with positive references to professional and technical education, "comprehensive academic communities" and the "immense fields of talent and aspiration" that needed to be "harvested"

by part-time provision of higher education. As early as 1969, however, the new Minister of State Shirley Williams had stated that "only the polytechnics themselves will decide what they become... it is a role that the DES itself cannot determine."[2] It was also the case that Preston Polytechnic's designation was announced by the Conservative Government which had come to power in 1970.

As we have seen, in December 1969, the Academic Board of Harris College had set up a Polytechnic Planning Committee with Vice Principal Sidney Skidmore in the Chair. Its report to the Academic Board meeting of May 1971 contained statements on the characteristics and educational aims of "a polytechnic institute" which stressed complementarity to universities in terms of course provision but of a wider range, commitment to provision of advanced part-time courses, and offering education to a high level of professional competence relevant to regional needs. The formal letter of designation of Preston Polytechnic from the DES, dated 1st September 1973, contained some clear guidance on what was expected of the new institution. The letter referred to "the concept of the polytechnics as broadly based institutions of higher education", which, as "major centres of technological and other forms of vocation education, ... should be able to perform an important service to the communities by providing short courses at other levels, especially for mature students from industry and commerce".[3]

No further work was produced on the overall aims and objectives of Preston Polytechnic until February 1974 when a paper on 'Academic Structure - General Philosophy' was presented to the Academic Board by the Academic Development Committee and this was subsequently formally adopted by the Polytechnic Council. While this statement was primarily concerned with defining the level and type of course provision to be developed, it did enshrine a number of educational values. For example, "for every qualification [was] to maximise student opportunity", the institution was to have a concern for "career potential and with the application of the subjects included in its courses", and the Polytechnic was to have "a measure of regional character... but also... a national commitment and a national and even international intake of students". The philosophy was summed up in the concept of an 'alternative-university'.

It would be fair to say that these early formal attempts to articulate the ethos and mission of Preston Polytechnic were less than profound and there is no evidence that they attracted much debate within the institution. Informally, the educational values that did begin to take hold in the early years drew very much on the tradition of Harris College to which were added the pragmatic response to the issue of how Preston Polytechnic, as the last and smallest of the polytechnics, could survive and grow. While not formally articulated at the time,

the ethos of Preston Polytechnic was typified by the notions of relevance, responsiveness and openness. New course proposals emphasised their relevance to industrial, commercial and professional needs, particularly in the region. Reference was also made to the Polytechnic being responsive to the varying needs of potential students and especially those seeking part-time qualification. Openness was manifested by an emerging view that entry requirements to courses should be interpreted liberally and that 'exceptional entry' of local mature students should be encouraged. Associated with this, the image of Preston Polytechnic was projected as a caring and friendly institution committed to the welfare and development of its students. These notions helped to express more fully how Preston Polytechnic saw itself as an "alternative" to the universities. There were some, however, who were less sympathetic to these notions and were more concerned to ensure equality of standing with the universities in such matters as research and its national/international reputation.

Director Harry Law aligned himself with the formal philosophy and values reflected in the above notions. In his Report for 1980/81 he stated that "Preston Polytechnic operates in this way as a matter of commitment and that is what is needed for it is not an easy matter to be a comprehensive vocational institution of higher education". And during his time at the Polytechnic the philosophies and values were strongly reflected not only in

Harry Law, Director of Preston Polytechnic 1973-82.

course developments (which are examined later) but a number of initiatives sensitive to local community and regional needs.

In the first five years of Preston Polytechnic, two particular community-related developments were prominent. The first was the Polytechnic's participation from 1975 in what become known as the North West Open College Federation. This resulted of a project initiated by the Vice Chancellor of Lancaster University and the Principal of Nelson and Colne College to offer an alternative to A level

courses for mature students in the region. The courses were validated by the University but the involvement of the Polytechnic in the project was reflected in the alternation of the Vice Chancellor and the Director as chair of the scheme committee. Over the years, this programme expanded to incorporate courses in the majority of further education colleges in the region, with an ever increasing range of subjects and a parallel series of courses of O level equivalence. Staff in both of the higher education institutions were active in curriculum development and moderating the courses.

The second prominent community scheme was the establishment of STEEL in 1976, financed jointly by the Education Committee of Lancashire County Council and the Preston Polytechnic Council. The acronym stood for Science, Technology and Engineering Education in schools in Lancashire and its purpose was to involve teachers co-operating with industry in curriculum development.

The issue of special needs was formally raised by a staff member of the Polytechnic Council at its meeting on 28th June 1979 and in response the Head of Student Services prepared a paper entitled 'Provision for Handicapped Students'. This was debated by the Academic Board in December and the outcome was nine recommendations for referral to the Council. These included full opportunities for student applicants with disabilities to discuss their difficulties and assess the suitability of the Polytechnic first hand; that, as resources permitted, the premises of the Polytechnic should be safely accessible; and necessary materials and services be made available to meet the needs of handicapped students. While the minutes of the subsequent Polytechnic Council merely noted that "the report be received", most of the proposals were implemented.

The next clear articulation of the broad educational values of Preston Polytechnic emerged in the academic year 1980/81. Throughout that year the Academic Board debated strategy for the provision of continuing education in the Polytechnic. The outcome was a nine-point plan supported by the decision to appoint a Co-ordinator for Continuing Education. The plan included the following commitments: introducing certificate and diploma levels into degree programmes to provide 'stepping-on' and 'stepping-off' points to meet the needs of mature students; increasing the proportion of mature students on full-time courses through stronger links with colleges of further education; offering more intensive and vocational short courses; using distance learning; developing an open programme of lectures and seminars; and extending the facilities of the Arts Centre to the general public. New admissions guidelines for mature students were also agreed that year. The following year an Associate Student scheme was introduced offering opportunities for enrolment onto individual course units of the Polytechnic's degree and diploma programmes.

Further evidence of the Polytechnic's broad commitment to the ethos and mission outlined above came in 1982 with the generally enthusiastic welcome given to the appointment of Harry Law's successor as Director. The appointment of Harry Law as President of Portsmouth Polytechnic was announced in December 1981 and Preston's new Director from September 1982 was Eric Robinson, previously Principal of Bradford College from 1973. He had a strong reputation nationally for community-based education. He had earlier been President of the Association of Teachers in Technical Institutions (ATTI) and a major figure in the ATTI's contribution to the background of the 1966 White Paper. He subsequently published his views in *The New Polytechnics: A Radical Policy for Higher Education* (1968). The book's central theme was to criticise government policy as "ambiguous, uncertain and half-hearted"[4] and to urge a radical reform of higher education "which will bring higher education out of the ivory tower and make it available to all."[5] He saw the new polytechnics as "comprehensive people's universities"[6] in the vanguard of this radical reform. Eric Robinson's appointment undoubtedly provided Preston Polytechnic with an avowed publicist for the educational values which had shaped its early development and identity. He offered the Polytechnic the opportunity to strengthen its national standing based on the secure foundations achieved under Harry Law.

Eric Robinson, Director of Preston Polytechnic 1982-4 and of Lancashire Polytechnic 1984-89.

Two further initiatives in 1983/84 were firmly in line with earlier developments. One of these involved the Polytechnic in a local community centre in Plungington, an area adjacent to the Polytechnic campus. The other was the creation in November 1983 of the Poly Access project. Supported by Manpower Services Commission Community Programme funding, Poly Access was set up to help graduates and those with post A level qualifications who were unemployed. It aimed to provide career

advice, data on course and training opportunities, and to undertake outreach work to discover and develop ways "in which the education facilities of the Polytechnic can be sensitive to the needs and aspiration of the local community". One of the early outcomes of Poly Access was the organisation of a series of seminars from March 1983 entitled New Opportunities for Women.

Interestingly, March 1983 also saw the issue of equal opportunities with respect to gender and race appear on the formal agenda of the Polytechnic (apart from a short-lived student campaign for a creche in 1977/78). With hindsight this does require an explanation, not least because the equal opportunity legislation of the 1974 to 1979 Labour Government had been passed some years previously. One such explanation is proffered by Cynthia Cockburn, who was commissioned in 1987/88 by the Director to investigate women's progress in the Polytechnic. Describing events in 1983 she wrote that the new Director, Eric Robinson, "entered a situation in which the outgoing director and many of his senior staff were inimical to a philosophy of equal opportunity".[7] From a wider perspective, however, it is clear that equal opportunities in the areas of race and gender were only just beginning to be acknowledged as matters for institutional policy in higher education institutions at this time, and that Preston Polytechnic was not untypical of others in the polytechnic and university sectors.

In March 1983, the Director sent a memo headed 'Equal Opportunities' to all those in management positions in the Polytechnic. The memo announced the establishment of two exploratory studies, into Race and the Polytechnic, and into Women and the Polytechnic. The latter followed an approach to the Director from three women lecturers about curriculum issues and women's studies. The interim reports of these two studies were placed on the Polytechnic Council agenda for November 1983 and the Council resolved that the Director should prepare a report on child care facilities for presentation to the Council.

The Director took these initiatives a step further in March 1984 by submitting three brief papers to the Polytechnic Council containing direct, if not rhetorical, questions designed to gain a positive response. That headed 'Polytechnic Crèche' asked the Council whether it wished to proceed to establish nursery facilities and if so with how many places. A paper headed 'Race, the Ethnic Minorities and the Polytechnic' drew attention to the issues raised in the earlier reports (on student housing, staff appointments, course operation, industrial placements and relations with the local community) and asked the Council if it wanted to establish a small working party to consider the report and whether it would support an approach to the County Council and the Home office to secure Section 11 funding. The third issue raised

was that of access for those with disabilities with a request for support to pressure the lea for a lift in the Harris Building as the highest possible priority. The three requests were subsequently debated by the Council at its meeting on 4th May 1984. Approval was given to the establishment of a crèche with twenty places initially and the Finance and Establishment Committee was charged with progressing the decision. Agreement was also given to approaching the lea for a lift in Harris Building. On the issue of race, the Council approved a small joint working party with the Academic Board to consider the issues and approval was given to seeking Section 11 funding.

At its meeting on 29th June 1984 the Council took its first major decision on equal opportunities policy arising from the joint working party's recommendations. It resolved (1) that "the Polytechnic shall pursue policies to promote equality of opportunity for all, without discrimination on grounds of race, creed or sex" and (2) "to include in the student regulations the statement that students are required not to promote racial prejudice, hatred or discrimination".

It is perhaps fitting that this resolution should have been passed by the fiftieth and last meeting of the Preston Polytechnic Council since in so doing it laid the basis for what was to be the predominant element in the ethos and mission of the retitled Lancashire Polytechnic.

Governance

The 1968 Education Act (No.2) gave legislative force to the 1966 White Paper concerning the government and academic organisation of the polytechnics by requiring instruments and articles of government to be drawn up by local authorities and approved by the Secretary of State. In the case of Preston Polytechnic, a Joint Education Committee representing Lancashire County Council and Preston County Borough Council had been set up in 1970 with delegated powers and the Joint Committee proceeded to draw up instruments and articles for the governance of Preston Polytechnic. A first draft of these was discussed at the Harris College Academic Board on 24th June 1971 and subsequent meetings of the Academic Board pressed the Joint Committee with amendments and recorded "the present feeling of deep resentment amongst staff and students' about the lack of consultation. Senior officials of the two education authorities subsequently attended the next meeting of the Academic Board. A final draft was sent to the Secretary of State early in 1972 that was approved and was thereby ready for implementation once the formal designation of the Polytechnic had been received.

The Instrument of Government for the Preston Polytechnic (to date from January 1973) laid down the membership of the new Polytechnic Council to be established from 31st May 1973, and regulations concerning such matters as the election of chairman

and vice-chairman, and the convening and conduct of meetings. *The Articles of Government* dealt in particular with the composition of the Academic Board and the respective functions of the Joint Education Committee (determining general educational character), the Polytechnic Council (general direction of the Polytechnic) and the Academic Board (the planning, co-ordination, development and oversight of the academic work). It also dealt with appointment and dismissal of staff, arrangements with students and financial matters.

The new Council of the Preston Polytechnic met for the first time on 21st May 1973 with Councillor Harold Parker in the chair and its first major task was to confirm the appointment of Harry Law as Director on the previously agreed salary of £6,599. Recommendations, which were approved at its next meeting, were agreed on the appointment of seven members with relevant experience of industry, commerce and the professions. In addition to these members the Council consisted of twelve from the controlling local education authorities, three representatives of other higher education institutions, two union representatives, three Academic Board members, two representatives of the teaching staff and three students. At that time, the Council operated through three main committees dealing with appointments, buildings and finance and much of its business was to approve matters arising from these committees as well as to receive reports from the Director on academic developments and the work of the Academic Board.

The involvement of the local education authority in the governance of the Polytechnic in its early years was largely limited to a small number of strategic issues. The most immediate of these was the issue of the transfer of courses and staff to the new W. R. Tuson College. These transfers were effected with little controversy from 1st April 1974. In the same month, following local government reorganisation the Lancashire Education Authority absorbed the education responsibilities of Preston County Borough (which became a district within the new county council) and thus local control passed from the Joint Committee to Lancashire County Council.

Since the publication in December 1972 of the Government White paper *Education: A Framework for Expansion* and the more detailed DES Circular 7/73 that followed, Lancashire Education Authority had been considering the future of the two Colleges of Education at Chorley and Poulton-le-Fylde. The White Paper highlighted the Government's concern about the projected fall in demand for teachers in the 1970s and encouraged diversification of courses in the colleges and closer assimilation with the non-university sector of further and higher education. In response, the Lancashire Education Committee concluded that the two Colleges of Education should merge with the Polytechnic and the Secretary of

State announced his approval to this on 2nd August 1974. The operational details of the merger were agreed by the Polytechnic Council in December and it became effective from 1st September 1975.

In the event, the inclusion of initial teacher training in the Polytechnic was to be short-lived. Local authority responses to the 1972 White paper had not achieved the cut-back in teacher training felt necessary by the government. Despite the 60% cut in student teacher places that formed part of the merger arrangement, the Secretary of State, as part the national review of provision, announced in January 1977 his proposal to close initial teacher training at Preston Polytechnic. The Polytechnic mounted a strong campaign against the decision, including a contribution from two local MPs (Stan Thorne and George Rodgers) who spoke on behalf of the Polytechnic in an adjournment debate in the House of Commons. The campaign was unsuccessful and the Secretary of State's decision was confirmed on 27th June 1977. This was a major blow for the staff and students involved and was a sorry end to a fine tradition of initial teacher training at the two campuses. As the closure decision began to take effect, the Polytechnic Council and all those involved were engaged variously in issues of redundancy, redeployment and the diversification of course provision; many of these are examined later.

Ironically, on the same date as the closure announcement, the Polytechnic received the assent of the Secretary of State to revised Instruments and Articles aimed at increasing representation of staff and students of the teacher training campuses on the Council and the Academic Board. The revised Articles also gave the Polytechnic Council the power to determine the number and grade of non-teaching staff within approved revenue estimates. This removed one of the more irksome features of lea control because until then decisions on the latter were subject to individual review by the local authority Management Services Officer and approval by the Personnel Committee.

Overall the part played by the local education authority in the governance of Preston Polytechnic appears to have been benign. Director Harry Law wrote in the CNAA *Quinquennial Review* 1979 document that "it is pleasant to record that relations between the Polytechnic and the administrative authority Lancashire County Council are good and that the Education Committee has always been strongly supportive of the Polytechnic .... the Authority has made no secret of its commitment to the development of the Polytechnic". This statement was consistent with the argument he presented in a paper to the British Association for the Advancement of Science on 7th September 1976. In that paper he regretted that "the binary line has almost taken on the aspects of a hostile frontier" and rejected the solution of transferring university status to the polytechnics. Instead he called for greater independence for the polytechnics by gaining overall administrative control and greater

self-validation of academic work "to make them more cost-effective and more predictable". Preston Polytechnic's response to the Oakes Report on *The Management of Higher Education in the Maintained Sector* of March 1978 was also highly supportive of the role played by Lancashire County Council. This response, while favouring corporate status for all polytechnics, also asserted the value of local authority involvement for ensuring "the accountability of the polytechnic and its continuing responsibilities to local needs". The Quinquennial Report to the CNAA in 1984, in the final year of Preston Polytechnic, also asserted the view that the "Polytechnic is fortunate in having a supportive Local Authority".

A review of the papers of the Polytechnic Council reveals that it handled its business without much outward conflict. Voting was very rare, but one notable example concerned the future location of initial teacher training courses following the merger with the Colleges of Education and a proposal to establish a BA (Hons) Combined Arts degree course. A Working Party Report had recommended that they be located on the Poulton campus and this had been unanimously endorsed by the Buildings Committee. Before its meeting on 12 December 1975, Council members had received a submission from the President of the Preston Polytechnic Students' Union rejecting the Report as "sham democracy" and calling for a fresh consideration "of all aspects of the two sites, including research into staff and student views". The statement claimed a bias against the Chorley tradition of educational freedoms for students and that the Working Party were attempting "to make their lives easier, and make the students easier to control". In the event, the recommendation was approved by the Council with thirteen votes in favour and five against.

Consideration of the role of Academic Board is covered later, but it is relevant here to consider briefly the role of the Director in the governance of the Polytechnic, not least to offer a comparison to what was to arise following corporate status. It is interesting that the Articles of Government defined the Director's role as responsibility "for the internal organisation, management and discipline of the Polytechnic". This represented a somewhat ambivalent position since the Academic Board was responsible for all academic and educational affairs and the Polytechnic Council for making financial decisions under accountability to the local education authority. Apart from the Director's power to hire, fire and promote staff, the task of institutional leadership could only be achieved through a system of administration by committee.

The problem of how to exercise institutional leadership in the system of governance operating in Preston Polytechnic was approached differently by the two directors. Harry Law adopted an approach somewhat analogous to that of a university

vice-chancellor with a mixture of an autocratic stance and reasoned persuasion and negotiation. This, together with some lack of clarity in the formal definition of the Director's role, resulted in some tension between him and those on the Academic Board who considered the latter as a forum for deciding educational policy democratically. Harry Law's position was consistent. In a debate in the Academic Board on departmental boards of study as early as November 1973 he was reported in the minutes as saying that "one must remember that a Head of Department is an executive officer and must not be inhibited by such a committee from properly discharging his duties", and this clearly represented his view of his position as Chair of the Academic Board.

Eric Robinson, in contrast, adopted a clear conflict style of leadership with a direct and confrontational style of negotiation tempered by a claimed stance of opposition to hierarchy and status. A good example of this has been described earlier in the way he put the Polytechnic Council on the spot with the equal opportunity initiatives in the last year of Preston Polytechnic. His role as Director, however, is examined more fully in the next chapter.

Funding and Finance

As with other polytechnics, Preston Polytechnic's current expenditure (major capital expenditure is dealt with in the next section) was funded by the controlling local education authority, which from 1st April 1974 was Lancashire County Council. Unlike further education colleges, directly funded from the lea's centrally determined rate support grant and the locally determined rate income, arrangements had been made at a national level for advanced further education (AFE) costs to be recouped from a 'Pool', to which all LEAs contributed. This arrangement had been made so that the cost of advanced further education did not fall only on those authorities maintaining a polytechnic or other AFE provision, but was shared between all local authorities. One by-product of this was the disincentive for polytechnics to provide courses below the advanced further education level as the costs of such work would have to be borne directly by their local authorities. In the case of Preston Polytechnic, the percentage of its costs recoupable from the 'Pool', following the transfer of lower level courses to W. R. Tuson College in 1974/75 amounted to 80% (compared to 58% the previous year) and the percentage continued to rise over the ensuing years.

The result was a fairly comfortable funding situation for the Polytechnic in its early years whereby its annual revenue estimates were normally fully supported by Lancashire County Council. The first sign of difficulties came in 1979/80 when, as a result of attempts by central government to curb public expenditure, the lea faced a budget reduced by around £6.3m. This had limited impact on the Polytechnic, but in 1980 the Local Government, Planning and Land Act included legislation to 'cap' (i.e. place an upper limit on) the 'Pool'. Effectively

Alston Hall Observatory.

Poulton-le-Fylde campus, 1975-83. Poulton-le Fylde College has been established as an emergency teacher training college just after the Second World War. Following the merger of the college with Preston Polytechnic in 1975, the site was used as a centre for initial teacher education until 1981 and for the new combined humanities degree programme between 1978 and 1983.

this meant that local authority spending on advanced further education above the maximum disbursement figure would have to be directly funded from the local authority rate fund. The combined elements of public expenditure controls and the capping of the AFE Pool had dire consequences for the next three financial years.

Likely problems with the 1980/81 budget were considered at the Resources Committee meeting in September 1979 when a cut of about 5% on the previous year's estimates was forecast and warnings were made that the staffing budgets would be the most affected. Close controls over the filling of staff vacancies and the creation of new posts were immediately introduced. In preparing the revenue estimates for 1980/81, however, the Polytechnic decided to include growth items in order for the full impact of any cuts to be clearly seen. In the event, all the estimated growth items were lost (£182,000) and this was attributed to the capping of the 'Pool'. In addition direct cuts of £400,964 were made as part of the general directive on the local authority to reduce expenditure, £80,000 was cut as a contribution to the lea's loss of income arising from the House of Lords ruling on school transport costs, and a further £100,000 cut to the estimates was called for because staff had been awarded higher salaries than allowed for in the government's cash limited rate support grant. These cuts were absorbed by the Polytechnic without the threat of redundancies by a combination of the earlier staffing decisions, reducing expenditure on a range of items including the acquisition of new buildings, equipment and consumables, staff development activities, and educational visits.

Because of the action taken on the 1980/81 budget there was considerably less room for manoeuvre for 1981/82. The Polytechnic submitted revenue estimates for 1981/82 totalling £11,256,150, taking into account the local authority's request to cut expenditure by £750,000. Faced with the prospect of the £750,000 cut the Director met with the Deans over the Christmas Vacation and produced a position statement and recommendations for a Special Meeting of the Academic Board on 15th January 1981. A total of £612,976 had been identified as achievable savings made up of a series of cuts under non-staffing heads (£395,730), not filling vacant posts (eight academic and two non-teaching, raising £102,776), losing eleven new committed posts (£42,870), and seven early retirements (£61,600). The January statement indicated that the shortfall of £107,024 would need to be saved from the staff budget, equivalent to seventeen teaching staff. The Polytechnic's service departments and faculty boards were asked to comment on the choices facing the Polytechnic and a further Special Meeting of the Academic Board was arranged for 23rd January. In the meantime the local branch of the lecturers' union (NATFHE) began its own enquiries into the Polytechnic's finances and threatened to boycott appointments if redundancies were proposed.

At this second special meeting, the Academic Board heard the likely consequences of the proposed cuts in staffing levels from all sections of the Polytechnic. On the basis of projections, the most severely threatened was the Faculty of Social Studies and Humanities where ten existing academic posts would need to be lost. The Faculty Board expressed its outright indignation at the prospects after a debate fuelled by rumours that a list already existed containing the names of nine staff (the tenth post to be saved by cancelling part-time teaching). Similar opposition was met from other parts of the Polytechnic and the meeting passed a lengthy motion protesting to the local authority "about the magnitude of the reduction in expenditure which it proposes to impose on the Polytechnic without adequate warning and without apparent attempt at forward educational planning" The motion also pointed to the absence of any short term redundancy agreement and the fact that the cuts would result in the closure of courses with dire consequences to students. Finally, the motion identified alternative savings to avoid compulsory redundancy. These included the introduction of a course fee for the periods of industrial training on sandwich courses, offering further voluntary early retirements, or alternatively that the lea should reduce the cut required by £100,000. In response the Education Committee of the local authority agreed to the Sandwich course fee that would bring in an estimated income of £107,000 to be offset against the £750,000. This together with some minor adjustments to previous proposals meant redundancies were avoided. The other forms of staff cuts, however, undermined the agreed academic development strategy and the Academic Development Committee was charged with producing a development plan for the Polytechnic and its terms of reference were revised to include those previously set for the Staffing Committee.

In the following financial year, 1982/83, the Polytechnic experienced a further large cut in funding but this was to be resolved without the dramatic threat of forced staff redundancies. It was decided nationally to distribute finances from the reduced 'Pool' by calculating a national unit cost assuming a 20% improvement in student/staff ratios, ameliorated by a residue of money to take account of historic factors. This, together with the government decision to reduce tuition fees, meant a cut to the local authority of £1,222,000 AFE funding for 1982/83 of which it apportioned £600,000 to the Polytechnic's continuance budget. Once again a Special Academic Board was called, meeting on 20th January 1982. The meeting considered and approved the Director's proposal that £430,000 could be found from internal savings achievable by the loss of vacant posts, voluntary early retirement, reduction in part-time staffing, cuts in premises, supplies and services and establishment expenses and a £4,000 cut in the contribution to the Students' Union (which was reluctantly agreed

to by the Union). The Director concluded that the local authority should consider bridging the shortfall of £170,000 to avoid compulsory redundancies and pointed out that about £140,000 would be permanent savings as it represented the final cost of the teacher education redundancy exercise. This was accepted by the lea.

The four years of repeated annual cuts in expenditure from 1979 to 1983 drew forceful attention to the lack of longer term planning on the polytechnic side of the binary divide. Preston Polytechnic attempted its own approach at planning through a costed academic development plan. In each of the years of cuts it also pressed the local authority to undertake a planned approach to rationalise higher education provision within its purview. This was to have some impact. The lea considered the possibility of rationalisation through a merger of the Polytechnic with Edge Hill College though this was soon abandoned. More significantly, a Principals' Committee was set up in 1983 representing all AFE providers in Lancashire.

The issue of funding for advanced further education was also debated at the national level, informed by the recommendation of the Oakes Report on *The Management of Higher Education in the Maintained Sector* (1978). In July 1981, the DES produced a further paper on *Higher Education in England outside the Universities: Policy, Funding and Management*. The latter was a consultation document setting out two alternative models for a national body: one preserving the local authority stake in higher education but incorporating representatives from principals, teachers, industry and commerce; the other removing the role of local authorities by setting up a parallel body to the University Grants Committee to directly distribute central funds to the institutions. The first of these was to emerge with the setting up of the National Advisory Body (NAB) early in 1982. The funding of polytechnics by their local authorities drawing from the AFE Pool continued but the allocations from the 'Pool' were now to be monitored, controlled and developed by NAB. Based on preparatory work in 1982 and 1983, the new funding arrangements under the umbrella of NAB were to have their initial impact in 1984/85. They are therefore considered in the next chapter.

In reviewing the funding of Preston Polytechnic over the years between 1973 and 1984, some understanding of its overall impact can be gained by two measures: first by considering how the changes affected the Polytechnic's efficiency as measured by student staff ratios (SSR); and secondly by comparing unit costs at Preston with those of the other polytechnics.

From the beginning, Preston Polytechnic, like other polytechnics, was required to work towards recommended SSRs as defined by the Local Authority Pooling Committee. The Pooling Committee identified two groups of courses, each with approved SSR ranges: Group I, those with

substantial practical work with a SSR range of 7.5 to 8.5; and Group II, all other courses with an approved range of 9.2 to 10.2. These figures make interesting reading for those who experienced to the increase in the SSR through the 1980s and 1990s. From 1976 Preston Polytechnic also used SSRs as an internal tool for management and the general policy was to move to the midpoint of the SSR ranges. The papers for the CNAA Quinquennial Review of 1979 contain an analysis of SSRs showing for each of the two Pooling Committee groups how the SSR had changed within the Polytechnic since 1974 and how it compared to the average for all Polytechnics. This data shows that the Polytechnic moved, for Group I courses, from an SSR of 4.7 (6.0) in 1974 to 6.9 (7.4) in 1978, and for Group II courses from 6.7 (8.6) to 8.0 (9.3) respectively, all polytechnics averages shown in brackets. How these figures translated into Polytechnic Faculty SSRs can be seen from the targets agreed for 1980/81: Art and Design 7.88; Science and Technology 7.98; Business and Management 12.00; and Social Studies and Humanities 7.38. The Polytechnic was keen to emphasise, however, that the figures for Group II were distorted by the situation regarding teacher education redundancies. From the figures given, an institutional SSR for 1980/81 can be calculated at 8.79 and this was to rise to 9.54 the following year.

The SSR data suggest that Preston Polytechnic was more favourably funded (or less efficient, depending on one's perspective) compared to other polytechnics. This was confirmed in an analysis of unit costs (cost per full-time equivalent student) by the national Polytechnic Finance Officers' Group that showed that for 1978/79 the unit costs at Preston of £2,290 compared with an average of £1,896 for all polytechnics, suggesting that Preston was the most expensive of the polytechnics. A year later, at £2,261 costs at Preston had fallen below North East London and Teesside Polytechnics. The years of cuts affecting Preston Polytechnic, and the final working through of the costs of teacher education redundancies, were beginning to have a direct impact and the period from 1984 saw continued tightening of the Polytechnic's finances.

Physical Development

The newly designated Preston Polytechnic was essentially based on a single site bordered by Corporation Street and Maudland Road. Robin House across the roundabout from the main site housed the Department of Languages and Social Studies, and the Avenham annexe in the town housed the foundation course in art and design. In preparation for designation the Academic Planning Committee had prepared a Development Plan and its accompanying map of July 1972 showed the site to the north-west of the existing campus that had been appropriated for the Polytechnic but which then still consisted of terraced housing.

The Development Plan set out an ambitious ten year programme for new building, adaptation and extensions. The priorities were sensibly based on

the needs of an expanding student population and were for a new library, a students' union and student accommodation. Capital funding was approved for these and work began from late 1975. Almost immediately the Polytechnic found its other development proposals set back by a moratorium on public spending.

The students' residential blocks were completed in 1977 and offered 150 places for a full-time student population of 2,000. Further expansion of student residences was thwarted by the government favouring home-based students. A second student block had been given initial approval by the DES for commencement in 1976/77 but was subsequently not supported. Not surprisingly, a 1977 survey showed Preston at the bottom of the list of polytechnics on provision of controlled student accommodation. In the event, the second hall of residence with a further 100 places was not to come on stream until September 1981.

In addition to purpose-built residences, the Polytechnic developed an increasing range of other accommodation for students. Before 1975, the alternative was limited to a small terrace house for four students. In the 1975/76 session the converted Grandmere Hotel offered housing for 25 students with self-catering facilities. Arising from the 1978 accommodation crisis, in which over 70 students had to camp in the staff common room for up to six weeks (an increase on the 40 cases in 1977), the local authority made annual capital allocations for purchasing houses (£250,000 in 1977), as well as making houses available on a lease basis. The 1977 initiative also gave approval for the use of hotels and the provision of travel warrants to encourage students to make use of available private sector accommodation at Poulton. There were also unsuccessful negotiations to take over high-rise flats adjacent to the Polytechnic. By the final year of Preston Polytechnic these initiatives resulted in a total of 133 houses, either owned or leased, offering 501 student places.

The Polytechnic's stock of controlled residences was never sufficient to meet the demand, and there was considerable reliance on the private sector for lodgings, bed-sits, flats and shared houses. Encouraging this provision was a major function of the Accommodation Office set up as part of the new Student Welfare Service in 1975. Its task was made more difficult by Preston's lack of a traditional student housing market, a feature of other 'University Towns'. Nevertheless, by 1984/85 the number of private sector lets had risen to 1048.

From 1977, the history of student accommodation at Preston Polytechnic is marked by a series of actual or threatened crises and the start of each academic year saw desperate efforts to avoid damaging reports in the media. The pressures were particular acute in 1982 with the transfer of art courses from Lancaster, and in 1983 with the closure of the Poulton campus. The situation in the latter case was eased by an increase of 139 student

residential places as a result of arrangements with Preston District Health Authority and the Harris Foundation.

Inevitably, there were occasional student campaigns over accommodation. In March 1979, for example, the Students' Union threatened a national boycott of the Polytechnic. In June 1981 they threatened a rent strike over planned increases of 15% but this was abandoned the following September due to lack of support. Such a strike was successfully mounted in 1981/82 but it failed to change the lea's rent charges.

As with student accommodation, the expansion of accommodation for teaching and administrative purposes was a mixture of new buildings based on capital projects submitted by the lea to the DES and the leasing of existing buildings in the vicinity of the campus. The first additional buildings were Marshall House (1974) and Livesey House (1975), both of which were office developments in Preston leased by the Polytechnic. In November 1975, St. Peter's Church[8], on the newly emerging northern part of the campus, reopened as the Polytechnic Arts Centre. Two years later and adjacent to the Arts Centre, the Students Union Building came into use and in January 1979 the new Library opened. The area encompassing these three buildings took on the appearance of a contemporary higher education campus. This was reinforced in September 1984 by the opening of the Victoria Building for art and design courses, and two years later the completion of phase one of the Adelphi Building.

There was also a process of adaptation and extension to the existing building stock, but there was, too, a major setback. This occurred within a year of designation. In July 1974 the problems arising from the use of high alumina cement in the construction of E and F blocks were discovered. This required the closure of 57,000 square feet of accommodation used by the departments in science and technology. Alternative accommodation had to be found at Stanley Grange and the Maitland Street Annexe and it was not until April 1976 that the affected buildings were returned to use.

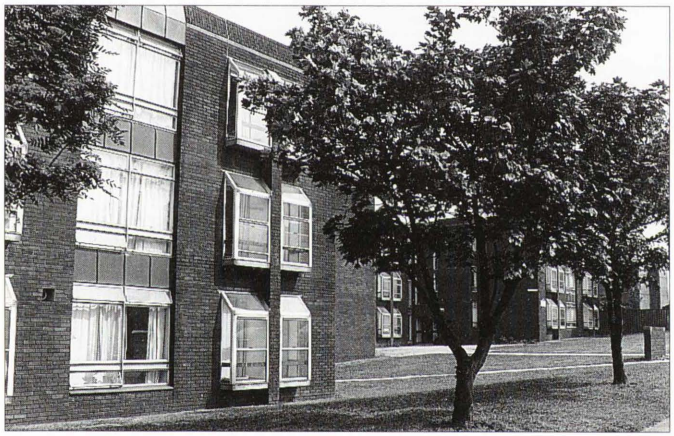
While originally based on one campus, the Polytechnic was soon to experience additional sites. In April 1974 it acquired the Jeremiah Horrocks and Wilfrid Hall observatories. In June 1975, the Polytechnic took over the Lancaster and Morecambe College of Art buildings in Lancaster, and from 1st September the Polytechnic merged with the Colleges of Education at Chorley and Poulton. Almost overnight the Polytechnic was operating across four campuses with major sites 12 miles south, 16 miles north west and 20 miles north of the town.

The Lancaster campus consisted of the Storey Institute and St Leonard's House and was used as the base for the Fine Art degree. This arrangement continued until 1982 when the degree was relocated to the new Art and Design Building and the Lancaster site was handed back to the local authority.

The campuses at Chorley and Poulton were to prove much more controversial. As described earlier, the decision to use Poulton as the site for initial teacher training aroused some fierce opposition, but Chorley Woodlands remained the base for in-service work until August 1981 when the site was transferred to Edge Hill College and the Union street site was taken over by the County Council. There was also much conflict over the decision whether to retain the Humanities degree at the Poulton campus or to transfer it to the Preston campus. The transfer was first mooted by the Director in July 1980 in an attempt to help balance the Polytechnic's finances. The proposal attracted considerable opposition from Poulton staff and students, not surprisingly given the very pleasant facilities. The decision, however, was confirmed in September 1981 and it was decided that the transfer would take effect from September 1983. The Humanities degree was relocated in Harris Building and through this move Preston Polytechnic reverted to a single campus at Preston, albeit

Chorley campus, Union Street Building. Chorley College has been established as a teacher training college for mature students. The Union Street premises, part of which is now Chorley Library, remained in use until Polytechnic's activities in Chorley finished in 1981.

Chorley Woodlands Campus, 1975-81. The new Woodlands site was used as a site for in-service education for teachers until the staff associated with this work, and the site, were transferred to Edge Hill College in 1981.



Blakewater, Brennand, Brock and Brun Houses, the first blocks of student residences, completed in 1977.

somewhat dispersed as a result of the leasing of Marshall House and Livesey House.

Three other features of today's University date back to this time. In September 1980 Parry's Bookshop opened on campus. A campaign mounted by the Students' Union for a nursery was referred back to the Students' Union by the Polytechnic Council in March 1979. Then in June 1983 came a proposal to give names to lettered building on the campus, based either on historic connections or the name of local roads (past or present).

Structure and Staffing

Changes in internal structures demonstrate important aspects of the development of the Polytechnic, and four particular areas are considered here: the Directorate, the Academic Board and its Committees, Academic Faculties and Departments, and the various service areas. Decisions as to how these were structured and organised were largely free from external constraint and thus indicate aspects of the Polytechnic's internal priorities and approaches to education management.

At the Directorate level, there were few major organisational changes although there was a high turnover of post-holders during the Preston Polytechnic years. With designation and the appointment of Harry Law as the first Director, the then Vice Principal of Harris College, Sidney Skidmore, became Deputy Director, dealing in particular with resource planning and accommodation. Following the merger with the two Colleges of Education, the two principals, Luther Kenworthy from Chorley College and Ralph Eaton from Poulton College, became Assistant Directors. Luther Kenworthy dealt with the Chorley campus and with the education support services in the Polytechnic and public relations, while Ralph Eaton handled staffing issues, as well as the Poulton campus. In April 1978, Luther Kenworthy retired, seventeen years after his appointment as Principal of the new Chorley College set up for mature students wishing to enter teacher education. Ralph Eaton retired two years later, having overseen the redeployment opportunities for College of Education staff.

The CNAA's 1979 Quinquennial Report had recommended a strengthening of the Directorate. Procedures were in fact already in hand, resulting in the appointment, from January 1980, of Gerry Fowler as Deputy Director with a brief to cover academic affairs. At the end of 1981, he left to take up the position of Director Designate at North East London Polytechnic. Prior to taking up the post of Director in September 1982, Eric Robinson participated in the appointment of Brian Booth, Dean of Business and Management, and Peter Knight, previously Head of Combined Studies at Plymouth Polytechnic, who joined the new Directorate as Deputy Directors with responsibility for operations and policy and planning respectively. Sydney Skidmore retired as Deputy Director at the end of 1982 having agreed to stay on for a further

three months beyond his original retirement date to cover for the new Director who was in hospital following an accident fell walking.

As has been stated, the membership and terms of reference of the Academic Board were determined by the Polytechnic's *Articles of Government*. At designation, the Academic Board consisted of a majority of ex-officio members (Director, Deputy director, Chief Administrative Officer, Heads of Faculties, Schools, Boards and Departments, and the Librarian). In addition, there were six elected members of staff and four members (including the President) from the Students' Union, all serving three year terms of office. Those filling these various positions were confirmed at the first meeting of the Polytechnic Academic Board on 23rd November 1973. That meeting also approved the invitation to attend that had been offered to Brian Booth, previously Principal Lecturer in Business Studies at Kingston Polytechnic, who was to take up the post of Head of Business and Administration the following January. In 1977 revised *Articles of Government* added two members of the full-time non-teaching staff, two additional student members, and also Assistant Directors to the composition of the Academic Board. In practice, the Board interpreted its terms of reference in the widest possible way and over the years it dealt with virtually all aspects of the Polytechnic's affairs.

A major part of the business of the first meeting was taken up with approving the academic structure of the Polytechnic, largely based on the recommendations of the Working Party that had been meeting for some time under the chairmanship of Sidney Skidmore. As a result of these deliberations, the following Committees of the Academic Board were established: Academic Development Committee (to review the academic development programme, the academic structure of the Polytechnic, and relationships with other educational institutions, and to scrutinise draft submissions from course development committees); Research and Consultancy Committee; Staff Development Committee; Publicity and External Relations Committee; Safety Committee; and a Student Development Committee. Proposals for a Library Committee were deferred pending the arrival of the new Polytechnic Librarian in February 1974.

By 1979, additional Academic Board Committees had been set up for Resources, General Studies, Cultural Studies, Computing Services and Educational Technology, and the Validating Committee had taken over part of the original role of the Academic Development Committee. Two of the original committees, those for Student Development and Safety, had disappeared in the meantime. Discounting boards of examiners, the Academic Board had eleven committees presenting minutes to its meetings, but the three key ones were the Academic Development Committee (chaired by the Director), the Resources Committee and the Staffing Committees (each chaired by the responsible member of the Directorate).

By the end of 1983, the number of committees of the Academic Board had continued to expand to a total of seventeen. The Validating Committee had been retitled Courses Review, a Planning Committee had been added in October 1983 and an Agenda Steering Committee was added in October 1982. At other times, Student Accommodation, Special Needs, and Research Degrees Committees had been set up. This situation was reviewed early in 1984 leading to a revised structure that was to come into operation from the start of the 1984/85 academic year of Lancashire Polytechnic. Six existing committees with revised terms of reference were retained (Courses Review, Planning, Research, Research Degrees, Resources, and Agenda Steering) and four new committees established (Community and Educational Liaison, Industrial Liaison and Consultancy, Services, and Student Affairs).

It is part of the folklore of the institution that it has been subject to frequent changes in its academic structure. During the lifetime of Preston Polytechnic there seems to be some validity in this view, but from closer analysis it would seem more objective to describe the changes, once the initial structure had been decided, as evolutionary rather than radical.

Harris College had been organised into nine Departments, to which an additional three were added after designation of the Polytechnic. One of the first tasks of the new Academic Development Committee was to recommend an appropriate academic structure for the Polytechnic and an interim report was published in March 1974. The Report identified fifteen subjects in the Polytechnic that it was argued should form subject divisions, "each of which represents an academic discipline". The issue for the committee had been whether to impose a 'vertical' faculty structure on these subjects or for them to form one dimension of a matrix structure. It chose the latter on the grounds that faculty structures created divisiveness between subjects and inhibited interdisciplinary development and the contribution of subjects to the work of the Academic Board.

The Polytechnic Report for the CNAA Quinquennial Review 1979 contained a useful summary of the matrix structure as adopted in the Polytechnic.

> All staff were located in a Subject Division and cognate Subject Divisions were grouped into Subject Areas to co-ordinate the use of shared resources. The horizontal units on the Matrix, called Schools, were responsible for the organisation of courses. Each School had a Dean and a Board of School which consisted of staff from the Subject divisions who were concerned with the particular courses allocated to the School; each Subject Area had a Head of Subject Area (Burnham HOD appointment) and a Subject Area Committee.

The new academic structure was finally introduced following extensive consultation in March 1975. As implemented, there were twenty-eight Subjects down the vertical axis of the matrix; and three Schools across the horizontal axis. Almost

immediately a School of Education and associated Subject Divisions were added, arising from the merger with the Colleges. Outside of this structure existed the Lancastrian School of Management that had been formed in April 1974 to co-ordinate management education teaching in the Polytechnic and six constituent colleges. The first major change came in 1976 when School B (as it was referred to) split into the Schools of Business and Administration, Management Studies and Social Studies and the Humanities Subject Area combined with Education to form a School of Education and Humanities.

Two years after its inception, the Academic Board in March 1977 set up a further review of the academic structure. The Report, published in October 1977, acknowledged the strengths of the matrix structure in fostering the academic development of the new Polytechnic, "which might not have proved possible in a traditional departmental structure because many of the units [subject divisions] involved would probably have been of a sub-viable size". It also, however, highlighted various difficulties: separation of courses from resources; representational issues; divided loyalties of administrative, clerical and technician staff; slow flow of information; staff confusion over delineation of responsibilities; and the growth in the concept of 'service teaching'.

The Working Party's proposals were incremental ones. It recommended the retention of Subject Divisions and Course Committees but the reconstitution of Subject Areas to give them control over both resources and courses and to retitle them Schools. Schools, it argued, should be grouped for co-ordination purposes into Faculties. These proposals were finally approved with much debate about the fine details of the composition and responsibilities of boards and the role of deans, heads of school and heads of subject divisions.

The 1978 restructuring still did not establish consistency across the Polytechnic. The Faculty of Business and Management consisted of four schools but no divisions. The Faculty of Science and Technology consisted of five schools and a total of thirteen subject divisions. The Faculty of Humanities and Social Studies had four schools one of which (Psychology) had no subject divisions. The Faculty of Art and Design had no schools but four subject divisions. Changes over the next four years were to alter the pattern further. Subject divisions were abolished in the School of Mechanical and Production Engineering in 1980/81. The Academic Board, meeting on 17 June 1982, agreed to the formation of three schools in the Faculty of Art and Design. The latter had been recommended, together with a number of other proposals for restructuring, in an Academic Board Working Party Report of February 1982. This report coincided with the change of Directors and the possibility of large-scale adjustment was deferred. Structural changes were eventually to be debated in 1983/84 and resulted in a revised academic structure for Lancashire Polytechnic in September 1984. One change, however,

was brought in earlier and that was the creation, from September 1983, of the administrative base for the new Combined Studies degree. The Combined Studies Programme was set up with a Dean, a Combined Studies Board and Combined Studies Office.

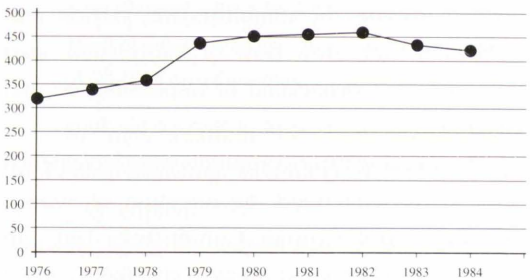
Despite the changes there was a degree of continuity in the academic structure of Preston Polytechnic. The matrix structure had proved, as intended, to be the base for evolutionary and flexible structural adjustments. Although it was formally abandoned within four years of its existence, it did impart a strong sense of subject identity for academic staff in the Polytechnic and the later more conventional school/faculty structure was built upon this.

Concentration on structures obscures the human reality of the Polytechnic and some analysis of the staff working within these structures needs to be attempted. The easiest issue to consider is that of numbers. Following designation and the transfer of staff to the new W. R. Tuson College, the establishment of the Polytechnic on 1st September 1974 numbered 245 teaching posts, including twelve at Head of Department grade. A year later it had grown to 301 plus an additional 168 academic staff who joined the Polytechnic on 1st April 1975 from the merger with the colleges of education. The potential conflict arising from the more favourable ratio of senior posts in teacher education was largely offset by the 1975 Burnham Report on public sector further and higher education salaries that incorporated the significant increases recommended by the Houghton Report.

Over the next few years the future of the teacher education staff was a major consideration of the Polytechnic. The outcome, as presented in 1981, was that 43 had been redeployed within the Polytechnic, 20 redeployed to Edge Hill College of Higher Education, 5 retired, 7 had taken up posts elsewhere and 93 had been declared redundant. The redundancies were largely voluntary and the national redundancy agreement gave staff one year's notice of redundancy followed by a further year whereby the lea would seek to find redeployment. It was this two year redundancy cycle that obscured the true SSR position of Group II courses in the early 1980s.

The number of full-time equivalent academic staff over the lifetime of Preston Polytechnic is shown in the following chart. This excludes teacher education staff until redeployed within the Polytechnic, hence the large increase in staff in the 1978/79 when 71 teacher education staff had initially been redeployed to the Polytechnic.

Chart 5.1 Analysis of Full-time Equivalent Academic Staff Numbers 1976-1984[9]



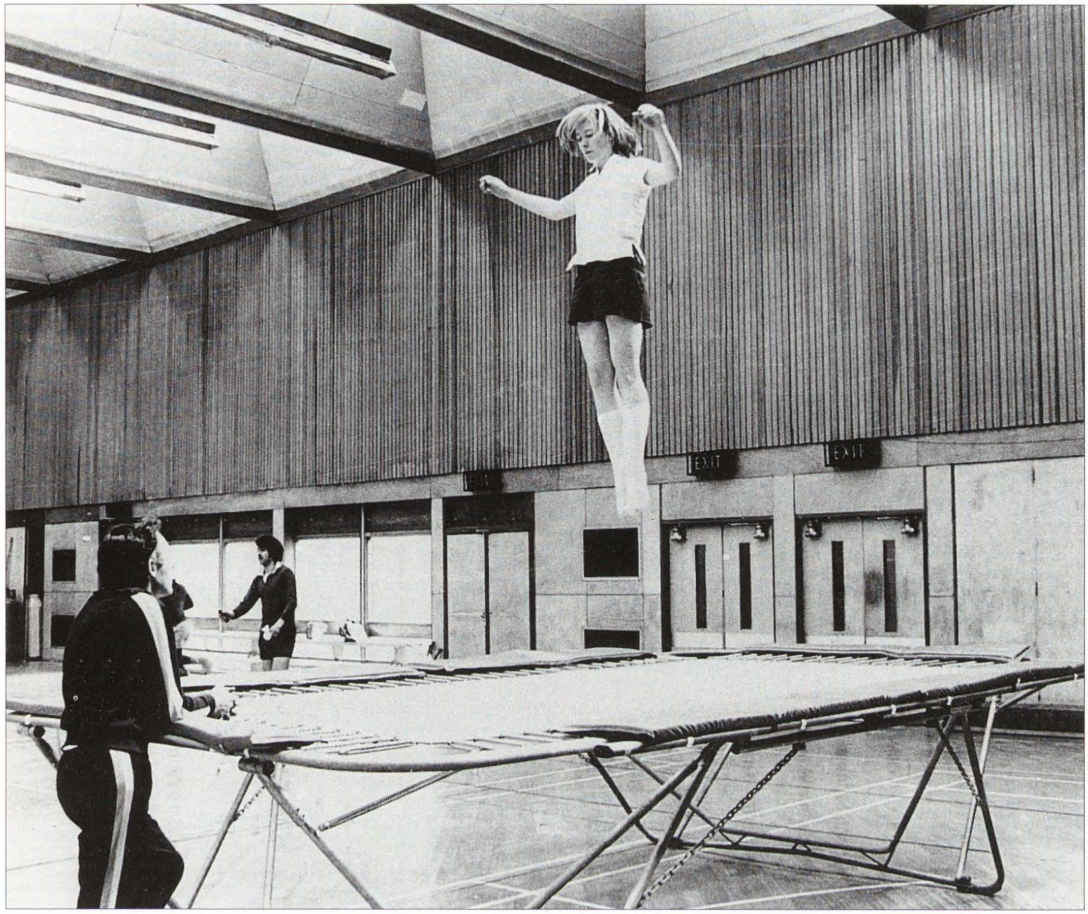
According to a statistical study,[10] undertaken in 1988 of the full-time and permanent Burnham teaching staff employed in 1983, 87% were male and 13% female. The proportion of women at different grades were Directorate and Deans 0%, Head of Department/Principal Lecturer 6%, Senior lecturer 11%, and Lecturer II 41%.

Turning to the structure of the non-teaching, or service, sections of Preston Polytechnic, there are three that figure significantly in the official annals of the Polytechnic: the Library and Learning Resources Service, the Computer Services Unit (later Computer Centre), and the Student Welfare Service.

The original library of the Polytechnic was housed in A Block (to the left of the ground floor entrance to Foster Building) but with the geographical spread of the Polytechnic additional libraries existed at Chorley, Poulton and Lancaster, as well as a small business and administration library from November 1974 in Marshall House. The new library building opened in January 1979 offering shelving for 250,000 volumes and seats for 750 readers as well as other facilities. An early task was the reclassification of the total book stock and this began in September 1975, based on the Dewey Classification (18th edition). This was

Livesey House, originally leased in 1975, to house students of social studies.

Polytechnic Arts Centre, the old St. Peter's Church opened in 1975, interior view.



Using the modern sports hall, built in the late 1960s to replace the old gymnasium.

The Students' Union building, opened in November 1977. This photograph, taken recently, shows improvements to the Fylde Road frontage.

Stanley Grange, Salmesbury, used during the high alumina cement crisis

helped by the implementation of an automated catalogue production system in 1976/77. By September 1976, the total book stock for all the libraries was 198,181 (75,543 at Preston) compared to 44,548 at the inception of the Polytechnic. Two years later the book stock had grown to 290,919 items and current periodicals totalled 2,181. Separate subject librarians were appointed from January 1975 to cover the subject areas of art, business studies and law, sciences, and social sciences, and also a media services librarian for alternative learning resources. There were also three senior librarians covering planning, services and resources. The CNAA Report on their quinquennial institutional review visit to the Polytechnic in April 1979 was very complimentary about the development of the library since the last visit in 1974 and recorded "with pleasure that students now have access to one of the most outstanding library buildings so far developed in a Polytechnic".

In 1980, the Chorley library was transferred to the Poulton campus except for a stock for in-service courses which went to the new Woodland Annexe library The latter was handed over to Edge Hill College a year later. The main library inherited the art and design holding of the Lancaster Art Library when that closed in 1982 and the Poulton library was brought to Preston in 1983. From a maximum library staff of 64 full-time equivalent posts in 1979/80, these moves to the Preston site meant that it was reduced to 45.2 posts by 1984 (of whom 9.2 were academic staff appointments). There was also some rationalisation of stock and at 31st July 1984 the book and pamphlet total was 201,392, while current periodicals totalled 1,800. The GEAC 600 system for computerising the stock was installed in the summer of 1982. Spending on the bookfund in 1983/84 stood at £228,020, representing a fall from the previous two years and was expected to drop further to £159,442 the following year. On the issue of funding, the 1984 CNAA Quinquennial Report concluded "the grant for the purposes of books and periodicals had varied inversely with the growth in student numbers... The maintenance and further development of an excellent library was thereby at risk if the trend was not reversed".

The Computer Services Unit was set up in May 1974 having evolved from the Mathematics Department of Harris College. A Computing Committee was introduced by the Academic Board to advise on the development of computing in the Polytechnic. A Computer Users' Committee was also established as a forum for the exchange of ideas. An early task of the unit was the preparation of a development plan that recommended an academic management structure for the unit, relocation to a central point and the installation of a "medium-sized general purpose computer system... with a suitable communications network". By 1975/76, progress had been made by the purchase of a minicomputer system (Prime 300) allowing up to twelve terminal connections to add to the existing ICL 1901A central

processor. The latter was replaced with an ICL 2903 from Autumn 1977, and the Prime was enhanced to allow for twenty terminals. In the 1977/78 academic restructuring, the Computer Services Unit formally became part of the School of Mathematics, Statistics and Computing but retained its central role. It was still unable to develop as planned due to the local authority blocking academic appointments to the unit, forcing it to remain a largely technical unit.

By January 1980, one of the limitations on the development was eased when the unit was relocated to occupy accommodation vacated by the library. By now staff numbers had risen to 17. Micro-computers had become more common in the Polytechnic's laboratories and some of these were linked to the Prime computer. The issue of multi-access computer facilities was considered by a specialist group of HMIs in July 1979 and they sanctioned DES investment in new machinery, including a Prime 750 and a computer network controller (GANDALF). The latter enabled 96 user lines to access the Prime. This number was to increase annually and terminal rooms were gradually introduced throughout the campus. A further Prime 750, dedicated to special purposes, was added in April 1981. The Polytechnic claimed that its main computer facilities "were comparable with the finest currently available in British polytechnics".

In 1983, a long campaign to strengthen the staffing of the unit was successful with the establishment of the post of Head of Computer Services to lead a new Computer Centre, separate from the faculties. The year 1983/84 was to be a pivotal one for the Computer Centre as long-awaited developments came to fruition: staffing increased from 18 to 27 posts; the Prime was upgraded; a VAX 11/750 was purchased for use by the School of Computing; and administrative offices were equipped with producer word processing workstations (based on a separate Prime 750 installed the previous year). A total of 400 terminal lines were available with the most recently acquired terminals using the BBC micro computer fitted with an emulation chip designed by Computer Centre staff.

The Student Welfare Service of the Polytechnic came into being in 1975 with four original elements: accommodation, chaplaincy, counselling and health, to which a careers advisory service was soon added. During the period of Preston Polytechnic, physical education was first part of the School of Languages and Humanities, but from 1979 became a section in its own right. Reference has already been made to the accommodation service. The chaplaincy was ecumenically based with three part-time chaplains funded by the Anglican, Roman Catholic and Free Churches. A full-time Anglican Chaplain was appointed in 1983 and the chaplaincy was renamed the St. Peter's Centre.

Health provision on the Preston campus was based on a general practitioner service which, by 1979, offered one and three quarter hour surgeries four days a week. However, for many years it lacked

an employed nurse to undertake routine treatment. Two part-time SRN nurses were eventually appointed in 1982 and a second GP also joined the service. This allowed for the provision of a full-time service from 1983 based on a new purpose-built health centre in Harris Building.

The counselling service employed one full-time counsellor at the Preston campus, as well as additional staff at the Chorley and Poulton campus. By 1984, there was an establishment of two counsellors and in 1983/84 they undertook 2,050 consultations with a total of 565 clients.

The careers advisory service quickly established an information room and, in addition to offering individual advice and careers education, negotiated the annual 'milk round' of employers to offer local interviews. Its work was made easier by a move to new accommodation in Harris Building in 1982.

At designation the Polytechnic was deficient in both administrative and technician staff. A Chief Administrative officer was quickly appointed and later a deputy and a finance officer. Central administration sections of establishment and services, finance and registry were set up, together with support services at the departmental level. A staffing officer was added in 1976/77 and additional posts in 1977/78 included a personnel officer, an information officer and a deputy finance officer. A further 19 technicians were appointed in the first two years increasing the establishment from 52 to 71. The number of technicians continued to grow but there was conflict between the Polytechnic and the lea over their grievance on grading; this was not resolved until 1982.

In the first five years of the Polytechnic, administrative and clerical staff at the central level at Preston had grown from 21.5 to 60, and in faculty/school administration from 12 to 38.5. Technician staff had grown to a total of 80. In the early 1980s, staffing in these areas was strongly affected by the expenditure cuts but all the APT and C staff at Poulton who wanted to be were redeployed to the Preston campus in 1983. A central publications service was created in 1983/84, bringing together print and reprographic facilities and absorbing the educational technology service.

The statistical analysis in *Women and Men in Lancashire Polytechnic* records that in 1983 that there were 50 full-time and 120 part-time manual staff employed in the Polytechnic of whom 64% were women (although only 12% of the full-time staff), and that there were 246 APT and C staff of whom 57% were women (but only 29% in posts above Scale 6).

Academic Development

The ultimate purpose of the Polytechnic is the provision of teaching and research. Having examined the underpinning to this work at Preston Polytechnic, it is now possible to consider the development of courses, the student population and research activity.

The simplest measure of the Polytechnic's overall academic development is the growth in its size as

measured by student numbers. The following table shows the increase in full-time equivalent students from 1973 to 1984, with student numbers on teacher education courses shown separately. The projected figures in the Polytechnic's 1972 Development Plan are also included.

Table 5.1 Full-time equivalent students, Preston Polytechnic, 1973 to 1984

Academic Year	FTES Preston	FTES Teacher Education	1972 Development Plan
1973/74	1324		1692
1974/75	1437	1540	1997
1975/76	1880	1439	2324
1976/77	2352	1325	2669
1977/78	2519	1051	
1978/79	2750	500	3366
1979/80	3210	240	
1980/81	3720	170	
1981/82	3940		4335
1982/83	4247		
1983/84	4550		5000 (1985/86)

The longer term target in the 1972 Development Plan was 5000 students by 1985/86 and this was very close to actual figure of 5100. For the medium term, however, the planned figures proved to be over optimistic and an explanation of the shortfall lies largely with the difficulties of gaining new course approvals in the early years. The latter can be accounted for by a combination of the exigencies of the course approval process and the weak academic profile at designation. These points are first considered before examining the growth in courses that did occur.

The initial external hurdle to gaining new course approvals was the system for submission of new proposals (on the infamous 21FE forms) to the North West Regional Advisory Council (NWRAC) This was a body largely composed of local authority representatives, which attempted to rationalise regional AFE provision in the public sector institutions. For many course proposals NWRAC approval was easily gained although support was usually conditional on a minimum enrolment figure. However, the progress report for 21FE submissions in 1975/76, for example, shows that some developments were thwarted: a BA in Three Dimensional Design Studies was rejected because the "needs of the region are adequately served by course at Manchester Polytechnic"; a Diploma in Nursing because of similar provision at Liverpool Polytechnic; and a BA Social Sciences was considered premature.

With NWRAC approval secured, new courses required approval through a validation process. This involved one or more professional accrediting bodies, the Business and Technician Education Councils (in the case of higher diplomas and certificates), and the CNAA (for degrees and Diplomas in Higher Education). As a preliminary to submission to these bodies, the Polytechnic rapidly established an internal validation process. From November 1973, new course proposals were submitted by Course Development Committees. A Validating Committee of the Academic Board soon

took over from the Academic Development Committee the task of organising validating boards to evaluate the draft submissions. On the basis of the reports of these boards, which included external members, the Validating Committee was responsible for deciding whether submissions should be forwarded to the external validating body with the Director's signature.

From the beginning, the Polytechnic was committed to securing a major involvement with CNAA in its academic development. The CNAA had been established by Royal Charter in 1964, taking over the responsibilities of the National Council for Technology Awards that dated back to 1955 and having the additional power to award degrees. The Council came to full prominence with the establishment of the thirty polytechnics between 1968 and 1972, and this extended the subject range of the CNAA across the full spectrum. The task of the CNAA was to consider the curriculum and syllabuses of proposed courses and supporting resources. Course proposals were referred to an appropriate subject board and, if it was felt there was a prima facie case for the proposal, members attended the Polytechnic to meet the course team and view facilities. Approved courses were normally validated for five years in the first instance. The CNAA undertook a review of institutions every five years and in the case of Preston Polytechnic these were held in 1979 and 1984 when the full range of resources, policies and procedures of the Polytechnic were considered. The CNAA was also responsible for the approval of external examiners nominated by the Polytechnic. Applications for registration of research degrees were dealt with on an individual basis.

Preston, like other polytechnics, was pressing for greater autonomy in the validation process. In 1975, CNAA published its first consultative paper on 'Partnership in Validation' proposing a progressive transfer of responsibilities to institutions. This prompted Preston Polytechnic to reconsider its procedures and in particular the monitoring and evaluation of the operation of courses. Specific proposals for partnership in validation were prepared by the Polytechnic in 1980/81 but these were held up by the CNAA decision to put a moratorium on further agreements until those at Newcastle and Kingston Polytechnics had been reviewed. By way of further developing its own procedures, the Academic Board in 1983 introduced Faculty Review Sub-Committees of the Courses Review Committee. Each Sub-Committee included internal nominees of the faculty concerned and their role included annual review of the faculty's courses. Members of the Sub-Committees formed the core of internal validation panels joined, as before, by external members. In this way, internal procedures for both the internal validation and review of courses were brought closer together.

The Harris College, as explained in the previous chapter, had not been successful in gaining CNAA

validations. This largely reflected the absence of appropriate institutional structures at the time and difficulties in attracting the necessary calibre of staff. Thus, at designation, only 11% of all students were on degree courses. There were only two full-time degrees, in Science and Sociology, both external degrees of the University of London.

The major academic policy of the new Polytechnic was to develop rapidly a profile of CNAA degrees but this proved difficult. Many of the early proposals for degrees either did not materialise or took a number of years to gain approval. It is difficult to see any clear strategy lying behind these proposals, other than the rather naive ambitions of individual departments. The CNAA report of August 1974, based on the institutional validation visit the previous June, commented on "the rather uninspired approach adopted by some departments in their course development plans". The Polytechnic's response was to raise the status of the Academic Development Plan. It also, as we have seen, strengthened its own internal validation procedures. In addition, staff appointments became heavily weighted towards recruiting staff with experience of the CNAA.

The development of Preston Polytechnic's profile of courses over the period 1973 to 1984 is best examined by examining in turn the broad areas represented in the 1983 faculty structure of Art and Design, Business and Management, Humanities and Social Studies, and Science and Technology. Separate coverage will be given to teacher education and the combined degrees.

Nationally, courses in **Art and Design** were validated by the National Council for Diplomas in Art and Design until it was taken over by the CNAA in 1975. A four year DipAD in Fashion and a three-year full-time DipAD in Fine Art were approved in 1974 and these together with the DipAD in Graphic Design (1973) were retitled as degree courses from 1976. In that year a total of 74 students was enrolled on the three degrees courses, with the Fine Art students based at the Lancaster campus until 1982. These degree courses, plus an existing Foundation Course and an 'Open Studio' arrangement for short courses, remained the total provision until 1982. Plans to gain validation for a degree in Industrial Design and a Higher Diploma in Graphic Design in collaboration with Blackpool and the Fylde College had been unsuccessful. In 1982 a Higher Diploma in Design Crafts: Wood/Metal/Ceramics was introduced. Prospects for further developments, however, were enhanced by the opening of the Art and Design Building in September, although the Foundation Course continued to be provided at the Avenham annexe. In 1983/84 approval was gained from the CNAA for the continuation of the existing degree courses.

From the start of the Polytechnic's existence, the two areas of **Business and Management** were organised separately, business and administration within the Polytechnic and management through

a Lancastrian School of Management, administered by the Polytechnic but with a structure and courses suited to serving the needs of a number of constituent colleges in the region. A separate School of Management, however, was later set up within the Polytechnic. A number of courses in business were ongoing at the time of designation. These included sandwich and full-time HNDs in Business Studies (with intakes of 10 and 24 respectively in 1973), the full-time Diploma for Bilingual Secretaries, the journalism course, and a one-year course for chartered accountants. There was also a complex range of courses for legal executives, as well as in rating and valuation, professional banking and accounting, and municipal administration. The major target was to supplement these with CNAA degrees. Validation of a sandwich degree in Business Studies was achieved for a September 1975 start with a planned intake of 24 students. A degree course in Law was also approved in June 1975 for a September start. The next additions to this portfolio of courses in the business area were a full-time degree in Accounting from 1977 (to which foundation and graduate conversion courses were later added), part-time degrees in Business Studies (from 1978) and Law (from 1979), and a bilingual administrators' stream to the HND programme. In 1981/82 the degree courses were re-submitted collectively for the CNAA five year review as a result of the adoption of a common degree structure in the faculty.

Initially there was no provision of full-time courses in management but 102 part-time students were enrolled on courses such as Certificate in Supervisory Studies, the Certificate and Diplomas in Industrial Management, and the DMS Public Services. A full-time Diploma in Management Studies was an early development of the Lancastrian School of Management but a degree in Management Studies, proposed in 1974, never materialised.

Many developments in the area of **Humanities and Social Studies** were closely bound up with the Poulton-based Humanities degree. Other courses in the various constituent subjects were, however, equally important. In health, the full-time Health Visitors' Certificate, inherited from Harris College, was supplemented by a part-time variant in 1974. Courses for School Nurses and Occupational Nurses were added in 1979/80. In 1980/81 District Nurse training was transferred from the Area Health Authority. A Diploma in Professional Studies (Nursing) began in January 1984.

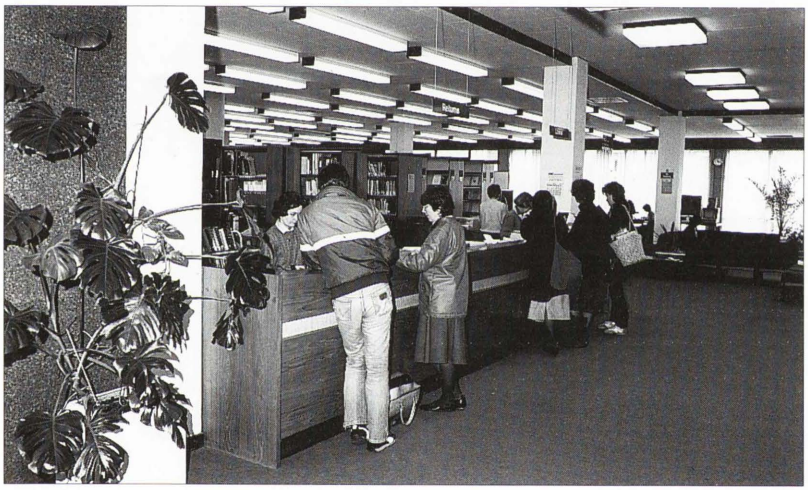
Language courses had some standing from the beginning of the Polytechnic and one of the original departments was named Language and Social Studies. According to the Course Development Programme for 1973/74, however, the only language students were 38 evening students taking diplomas and certificate courses of the Institute of Linguists. During the period of Preston Polytechnic, further development of courses in foreign languages were thwarted by the DES national moratorium on further language degrees.

The presence of Social Studies, as represented by social history, politics, sociology and social policy, at the start of the Polytechnic was mainly on the full-time London University external BSc (Hons) degree in Sociology. Altogether there were 79 students on the three years of this degree in 1973/74. There was also provision of a London University Diploma in Social Studies. From the outset it had been agreed that these courses should be replaced by a CNAA degree in Applied Social Studies. Difficulty in securing validation delayed the start of this course until September 1977 when it had an enrolment of 45 students. Social Studies also included courses in social work which, from the beginning, consisted of a full-time professional two year course for non-graduates, a one year Diploma in Applied Social Studies for graduates, and a part-time two year in-service course for unqualified social workers. The first two of these were later validated by CNAA and the new Applied Social Studies degree had a branch in social work (incorporating the CQSW) as well as the social administration branch.

Science and Technology were combined at the faculty level from 1978. As with the humanities, initial developments centred on preparing a combined degree. In the case of Science this was to replace an existing London University sciences degree. The Polytechnic inherited a relatively strong portfolio of science courses, and the first successes with the CNAA were in this area with a part-time BSc in Physics and the Polytechnic's first full-time CNAA honours degree, in Psychology, starting in September 1974. Other developments in science included a part-time BSc in Mathematics (1978), a Higher Certificate in Biotechnology (1982), and a Polytechnic Diploma in Experimental Biochemistry (1983).

Courses in technology inherited from Harris College were also a strong feature of the new Polytechnic accounting for 505 full-time equivalent students on courses in construction, building and engineering, as well as computing students who were then located with mathematics and statistics. As with science, there was an early success with the CNAA with the approval of a sandwich BSc in Engineering for 1974 although this was not at honours level. The degree had a common first year to give students greater flexibility to choose between the electrical and electronic engineering or the mechanical engineering streams. A HND in Production Engineering was also approved for a September 1974 start. Honours degrees in engineering were delayed by the accommodation problems resulting from the high alumina cement episode and were not achieved until 1977. A part-time day BSc in Production Engineering began in September 1977 and was hailed as the first of its type in the country. However, the new degree experienced difficulties in recruiting students, as did a part-time degree that was approved in electrical and electronic engineering. Despite these

The new library, completed in January 1979, showing too the paved area between the library, the Arts Centre and the Students' Union building.



Interior of the new library showing the issue desk on the ground floor.

Victoria Building, completed in September 1982, became the base for most of the art and design work of the Polytechnic.

recruitment problems, which continued into the 1980s, a part-time BSc in Mechanical Engineering began in 1981. Engineering courses approved by the Technician Education Council were also developed from 1976 resulting in new Higher Certificates and Diplomas in a wide range of engineering areas, including from 1979 a Higher Certificate in Electronics and Avionics operating jointly with W. R. Tuson College.

No CNAA submissions were made for degrees in the construction and building fields. Advice had been taken from HMIs that approval for new degrees in this area was unlikely. Early development therefore centred on gaining professional body approval for exemptions to be given to holders of the Polytechnic Diploma in Building Management and Economics, and in Quantity Surveying. Approvals were gained for the Higher National Certificate and Diploma in Building Studies of the Technician Education Council. During the period of Preston Polytechnic, no degree courses in computing were introduced but a new HNC in Computer Studies began in 1980 and a HND was added the following year. Computing staff also developed a range of certificated courses for teachers, culminating in the Polytechnic Diploma in Educational Computing that came on stream in 1982.

References have already been made to the merger of the Polytechnic with the Colleges of Education at Chorley and Poulton, which between 1975 and 1981 added courses in initial teacher training and in-service teacher education to the Polytechnic's portfolio. The initial teacher training courses of a BEd, BEd (Hons) and a Postgraduate Certificate in Education were validated by the University of Lancaster. An early decision had been made to site this work at the Poulton campus. Any longer term plans regarding them were thwarted by the Secretary of State's decision in 1977 to cease initial teacher education at the Polytechnic. The final cohort of students finished their courses in 1981.

The in-service teacher education courses were centred on the Chorley campus, although provision also continued at Poulton. In-service work included a part-time BEd, new Polytechnic Certificates of Advanced Study on such topics as slow learning children, and pastoral care and counselling, and Advanced Certificates in computer education, and in education in a multi-cultural society. The Union Street building at the Chorley campus was also the base for the Polytechnic's Centre for Education Technology. In 1980, in-service work was to receive a double blow: the local authority gave clear indications that it would be unable to increase its commitment to this work and an internal report by the Polytechnic showed that it had developed less rapidly than expected. In the face of this evidence, the Polytechnic Council decided to cease intakes to the part-time BEd in 1980 and to recommend to the lea that the in-service programme should end in 1982. The lea's response was to decide in January 1981 to transfer the bulk of the Polytechnic's in-

service teacher education to Edge Hill College, together with the Woodlands site. 15 of the 28 staff based at Chorley moved to the College. The Polytechnic, however, retained course provision in the areas of in-service training for further education staff, education technology, and educational computing.

Of the two combined degrees developed in the early years of the Polytechnic, the Humanities degree proved to be the main base for the diversification of work carried out by the teacher education staff. After some unsuccessful attempts, the Humanities scheme was approved by the CNAA to start in September 1978 with four subjects, French, Geography, History and Linguistics. Economics, Education Studies, English and Politics were added the following year and there was an overall intake to the degree in that year of 70 students. The structure of the Humanities degree rested on a choice of three subjects in the first year, two of which were then followed in the second and third years. It was originally sited at the Poulton campus but transferred to Preston in September 1983.

The 1980 resubmission of the Humanities degree to the CNAA was to be a much more positive event than the original submissions. Drawing on the inspiration of Tim Curtis who led the resubmission, it established the Polytechnic as an innovator in this field. The revised degree introduced a 'mixed mode' programme whereby part-time and full-time students would be offered the same classes. Transfer points (including a DipHE) were established to enable student flexibility between modes of study and a major/minor route was added to the existing joint programme.

The Combined Science degree pre-dated the Humanities degree by one year, gaining approval in 1977 with five subjects: Astronomy, Biology, Chemistry, Mathematical Sciences and Physics. Psychology was added a year later. It was structured on a modular basis with guidance on programmes of study provided by academic counsellors. First year students undertook twelve modules of study including the compulsory modules in the two subjects selected for study and a complementary study module. In the second and third years, students selected between nine and twelve modules per year, according to progress, predominantly in their two subjects but with two modules in the second year selected from complementary modules.

With the move of the Humanities degree to the Preston campus, it was perhaps inevitable that the Academic Board should propose its merger with the BSc Combined Science degree. This took effect administratively from September 1983 with the establishment of the Combined Studies Programme. The academic merger of the two degrees was approved by the CNAA in Spring 1984 and details of this and the subsequent history of the degree are contained in the next chapter.

What appears to be missing from the records of Preston Polytechnic is any institutional analysis of the student population beyond its size and

distribution on different types of course programmes. In the early years of the Polytechnic, all that seems to be known is the home location of full-time and sandwich students in 1973/74: 51% lived within a 15 mile radius, 23% within a 15-25 miles, and 26% beyond 25 miles. Two years later the figure of 60% is given for students coming from the North West. For the final year of Preston Polytechnic the age distribution of full-time and sandwich students was also publicised: 55% up to 21 years of age, 29% between 21 and 24, and 16% over 25 and the claim was made that the students were more mature (in terms of age when first enrolling) that at comparable institutions.

After ten years of course development, Preston Polytechnic had achieved a full programme of degrees, diplomas, certificates and professional qualifications across the subject spectrum. Notably absent, however, were any masters degrees except for the MSc in Analytical Chemistry, still validated by the University of Lancaster. The percentage of degree students had grown to 60% and the proportion of full-time students had increased to nearly 55% (33% in 1973/74). By 1984 the Polytechnic had also established a good relationship with the validating bodies and staff of the Polytechnic were well represented on the various boards and panels of the CNAA. This had been assisted by continued improvements to the internal validation and monitoring process and, by 1983, CNAA had granted discretion to the Polytechnic to approve syllabus and course administration changes.

Although the Polytechnic's portfolio contained little that was particularly innovative or distinctive, the precarious academic base of the Polytechnic as a higher education institution had been overcome and the storms of building problems, the short-lived provision of teacher education, and the financial cuts had been successfully weathered. Developments between 1973 and 1984 in collaborating with colleges in the region and establishing international links had also sown the seeds of what were to be important features in the academic development of Lancashire Polytechnic.

In addition to course provision, research is the other important measure of the academic development of the Polytechnic. The originating philosophy of the Polytechnic had attested to this in the statement that although "the Polytechnic is primarily a teaching institution, the importance of research in an establishment which aspires to teach at and beyond honours level is recognised". As with course provision at degree level, the new Polytechnic started from a weak base. The previous chapter has described how research was under resourced in the final years of Harris College and how the bulk of existing research activity was in the sciences with other areas lacking a research culture. These deficiencies were not highlighted in the CNAA report accompanying its letter of August 1974 approving the Polytechnic as a centre for CNAA awards. The report did, however, note that a Research and Consultancy Committee had been

established by the Academic Board and the Director's verbal assurances about the importance of research and the aim of eventually allocating "up to 10% of the annual budget on research activities". The first Research Report of the Polytechnic for 1973, however, contained no analysis of research activity or strategies for its development. Instead it listed the research projects of staff in the departments and recent publications, together with a list of eight staff who had recently obtained higher degrees.

In its submission for the CNAA Quinquennial Review 1979, the Polytechnic did provide evidence of a growth in research activity. Comparing the years 1974/75 with 1977/78, evidence was presented which showed that the number of research assistants had grown from 8 to 21 (12 of whom were funded by the Polytechnic), research students from 6 to 9, approved research projects from 84 to 108, publications from 199 to 361, but consultancies were down from 74 to 56. Internal funding for research equipment and materials had grown from £7,000 in 1974/75 to £15,000 in 1978/79 and external funding from £23,547 to £80,000 in 1977/78. The Polytechnic Council's Research and Consultancy General Fund stood at £26,000 and this was reserved for substantial research projects for which there was no alternative funding. Not surprisingly, the CNAA's conclusions on this evidence was that "research is uneven across the Polytechnic, and overall at a level which is not yet in balance with the commitment to degree courses". The conclusions, however, also acknowledged the concentration of staff effort on developing undergraduate courses during this period, and commended the substantial effort on general staff development.

An immediate response of the Academic Board was to take advantage of the new faculty structure by requiring faculty boards to review their research activity, approve research projects and recommend financial support for projects to the Research and Consultancy Committee. The financial cuts of the early 1980s, however, were detrimental to the research effort, especially for the employment of research assistants, an area where the Polytechnic admitted it was deficient compared to other institutions. These cuts were particularly damaging because, like other polytechnics, Preston was not directly funded for research and, as the Director argued in a letter to the *Times Higher Education Supplement* in October 1981, the polytechnics had "always had to fight for research on the margin of things".

Faced with these constraints the Research and Consultancy Committee identified, in 1981/82, a set of guidelines for faculties in approving research projects. These prioritised, in order, research that was supportive of teaching , local research interest groups, and applications to industry. The guidelines also encouraged multi-disciplinary research, and group research over individual research. This was later supported by the Academic Board's approval of a Research Policy Document in 1983 which

emphasised that research was a vital support to the primary teaching function of the Polytechnic, and that the fruits of this research should be available to industry, commerce and the public services in the region.

In the final year of Preston Polytechnic, the establishment of the Business Industrial Centre meant that overseeing consultancy work was separated from research and the Academic Board committee was renamed the Research Committee. In that year 149 research projects were approved and supported by £38,760 of internal monies and £258,635 of external funds. Despite the growth over the ten years, however, the conclusions of the national Rochester Review Institution Inquiry (CNAA 1984) about research in public sector higher education applied particularly to Preston: "neither the specificity of the function of research and related activity..., nor its distinctiveness of objectives, appears to be widely acknowledged".

Conclusions

In many ways it is artificial to divide the history of the Polytechnic at the point at which it changed its name. The latter does coincide, however, with just over a decade of very rapid development and a pause at this point has allowed some assessment of the aspects of the Polytechnic covered in this chapter. From a broader viewpoint, it did seem that, overall, the Polytechnic had successfully secured its position as a higher education institution. This was no mean achievement given the obstacles it had to overcome. But while it had achieved this basic objective, it most also be acknowledged that the Polytechnic still lacked a clear sense of its purpose, confidence in its own status alongside other polytechnics, and any distinctive contribution to the world of higher education. The potential for these to be achieved, as well as new development, were however present and it was as Lancashire Polytechnic that these challenges were to be met.

[1] This chapter is based primarily on the following documents and papers of Preston Polytechnic which are held in the University Archive: Proposed Development Plan 1972, Minutes and papers of the Council of the Preston Polytechnic 1973-84, Minutes and papers of the Academic Board of Preston Polytechnic 1973-84, Directors' Reports 1973-84, Preston Polytechnic Newspaper Cuttings 1976-84, Polypost 1975-79, Preston Polytechnic Administrative Bulletin 1980-83, Polytechnic Staff Lists 1975-82, CNAA Quinquennial Reviews 1974 and 1979, Revised Academic Structure and Committee Structure May 1978, Research and Consultancy Reports 1973-84, Prospectuses 1973-84, P. C. Knight 'NAB Planning Exercise Papers' 1983, Polytechnic Press Releases 1983-84; It is also based on discussions with staff who were employed by Preston Polytechnic.

[2] Quoted in Paul R. Sharp, *The Creation of the Local Authority Sector of Higher Education*, Falmer Press, London, 1987.

[3] Letter to The Clerk, Preston Polytechnic Joint Education Committee from S. R. C. Jones, Higher and Further Education Branch II, Department of Education and Science, 1st September 1973.

[4] Eric Robinson, *The New Polytechnics: A Radical Policy for Higher Education*, Cornmarket, London, 1968, p.10.

[5] ibid p.10.

[6] ibid p.11.

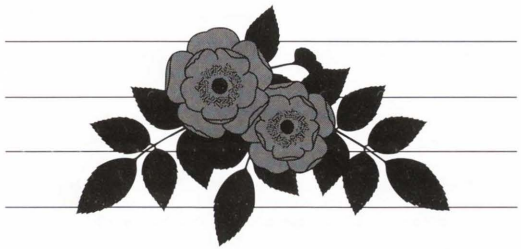
[7] Cynthia Cockburn, 'Making Policy for Women' February 1988, p3 produced as Appendix A to Women's Progress. *A Research Report on Positive Action for Sex Equality in Lancashire Polytechnic*, Lancashire Polytechnic, 1988.

[8] The main body of the church was built in the 1820s and the church is one of two 'Waterloo' churches in Preston funded by war reparations received from France, following the Napoleonic Wars. For an account of the history of the church, see W. Makin *St. Peter's Church*, Lancashire Publications Service, 1987.

[9] Taken from Director's report to the Council and the Academic Board of the Polytechnic, 1983/84, p.60.

[10] Sheila Quaid, *Women and Men in Lancashire Polytechnic*. A Statistical Analysis, February 1988, published as Appendix B of the Report on Women's Progress.

LANCASHIRE POLYTECHNIC



The proposal for the change to the name of the Polytechnic originated from a recommendation of the Academic Development Committee at its meeting on 17th November 1981. The Director, Harry Law, outlined the reasons for the proposal to the Academic Board in February 1982 and the minutes record that it was "felt that the name The Lancashire Polytechnic would serve to emphasise the importance of the Polytechnic to the region....[and] also recognise the de facto position of the Polytechnic as the major institution of Higher Education in Lancashire". The Academic Board agreed to recommend the new title to the Polytechnic Council. After a series of referrals and examination of the proposal by a working party, the Polytechnic Council gave its support in March 1983. The decision then lay with the local authority and approval to recommend the change to the Secretary of State was finally given in September, despite protests from Preston Borough Council.

Agreement on the change of name was soon followed by a new corporate image as represented in the logo of the wild red rose, and Lancashire Polytechnic formally came into being in September 1984. The new title for the institution only lasted eight years, but these were to be highly turbulent ones with intense debate on the Polytechnic's mission and ethos, a fundamental change in its governance and funding with corporate status from 1989, and major academic restructuring accompanying significant academic developments and increases in the size of its student population.

MISSION AND ETHOS

The early years of Lancashire Polytechnic were dominated by a variety of policies and associated developments that were primarily directed at articulating more strongly than before the philosophy and values of the institution. Having gained a secure foundation as a higher education institution, and facing an increasingly competitive environment, the dominance of these issues reflected the need for Lancashire Polytechnic to establish for itself a clearer identity within the higher education system. This clearer identity was to find expression in the adoption of a Mission Statement in 1987. The core values that were to be embodied in the Mission Statement were the interconnected ones of 'the

caring Polytechnic', 'responsiveness to the local/regional community', 'equal opportunity', and 'widening access'.

The staff of both Harris College and Preston Polytechnic had taken pride in their view of them as friendly institutions, supportive and caring about the needs of their students. Eric Robinson's key theme in his Director's address to the staff of Lancashire Polytechnic in September 1984 drew on this tradition.

> In British higher education what do we want Lancashire Polytechnic to represent? For what should it stand out from the dull, grey uniformity of eighty universities and polytechnics... We should try to become the higher education institution that is known for its care of students, that minimises for its students the risk of educational disaster, and maximises the prospect of positive benefit.

For some staff, this was to be taken as official support of a trend to give students undue influence in matters of academic judgement. For the majority, however, despite its sentimental tone, it expressed the base line of the Polytechnic's identity as an educational institution.

Responsiveness to local and regional needs was, as we have seen, part of the original rationale for the creation of the post 1966 polytechnics. It also underpinned significant developments in the Polytechnic before 1984. One important way in which it was to develop further was through the opening up of higher education opportunities by extending links with the colleges of further education, both locally and in the wider region. The details of these links are considered later, but the basis of this lay in a resolution of the Academic Board that was passed in November 1984. This resolution stated in general terms the role of the Polytechnic in collaborating with other colleges in Lancashire.

> It shall be the policy of Lancashire Polytechnic that the Polytechnic shall seek to co-operate with the Lancashire Colleges such that access to advanced further education in all parts of Lancashire is encouraged. To this end and wherever practicable the Polytechnic would seek to make its courses, that are available by part-time study, available in other colleges... The Polytechnic would seek to co-operate with other colleges in providing and organising courses, research and consultancy to meet the need of industry, commerce and the professions.

The principle of equal opportunities did not appear on the formal agenda of the Polytechnic until 1983, but the corner-stone of policy was laid down in the Polytechnic Council resolution of June 1984 which committed the institution to pursue policies to promote equality of opportunity for all, without discrimination on grounds of race, creed or sex.

The concept of 'widening access' gained increasing currency in the Polytechnic from 1984, and in many ways was a composite of the other three values. Maximising benefit, increasing

provision regionally, and removing discrimination were as much about removing barriers and extending opportunities to entry to the Polytechnic as they were about the treatment of staff and students already within it. The clearest expression of this concept of 'widening access' was in the adoption of an Admissions Policy by the Academic Board in February 1985.

> Lancashire Polytechnic seeks to provide a complete educational experience for its students leading to successful academic achievement within a socially and culturally active environment. Selection policy is geared towards those applicants who will derive most benefit from their positive participation as members of the community of this Polytechnic.
>
> Within this policy, Lancashire Polytechnic encourages applications from anyone who sees the ethos of this Polytechnic as particularly suitable for their needs, and recognises a special responsibility towards:
>
> (a) those who for domestic, cultural, physical or other reasons need to come to this Polytechnic;
>
> (b) those who are seeking to re-enter the education system after a period away from study;
>
> (c) those with extensive experience in lieu of the normal entry requirements.[2]

One group not specifically mentioned in either this resolution or the other policies so far considered was those with special needs. The Polytechnic's commitment to addressing their needs had first been raised in 1979. In November 1985, the Special Needs Sub-Committee of the Student Affairs Committee enunciated the following general policy.

> Education should be a right for all who can benefit from it and the Polytechnic has a duty to ensure that, as far as possible, persons with disabilities and special needs are not prevented from enjoying that right.

The following March, the Academic Board resolved "to agree to accept students with special needs from all disabilities making resources available to steadily improve provision for them all".

By 1985, the core values of the Polytechnic had found expression in statements of policy, but a need was still recognised for a fuller statement on what the Polytechnic stood for. The need for a 'mission' had been identified but the means of expressing it were still uncertain. In December 1985, for example, the Director reported that he was receiving an increasing number of enquiries about the way in which the Polytechnic was pursuing its distinctive policies.

The major prompts toward the production of a mission statement were to do with proposed changes to the funding and control of polytechnics. The initial planning exercise in 1982 of the newly formed National Advisory Body (NAB) required the Polytechnic to agree a statement of intent. The result was a fairly short and descriptive statement concluding that

> The Polytechnic, in association with other colleges, is committed to retaining and extending a comprehensive range of cost effective programmes balanced in subject matters, mode of attendance and type of qualification, together with appropriate research and consultancy and a variety of services and opportunities in support of the regional community.

The creation of NAB also led the polytechnic sector to question the continued involvement of local authorities in their management. Debate was fuelled in 1986 by the Government's Green Paper *Development of Higher Education into the 1990s*, which offered no strategic answers but raised a series of policy questions derived from a concern about the contribution higher education should make towards improving the performance of the UK economy. A Special Open Meeting of the Academic Board was arranged for 6 February 1986 to debate internal papers relating to the content of the Green Paper. One of the reported outcomes of this debate was the acknowledgement of

> a challenge in the Polytechnic to redefine or restate its character. In so doing, the Polytechnic would have to make explicit some of the underlying assumptions of its present philosophy and one way of progressing would be to produce a corporate plan of the type which a company might be expected to produce.

The notion of a 'corporate plan' for the Polytechnic was taken further by another open meeting of the Academic Board in May on the issue 'Towards a Corporate Plan'. The initiative of the Deputy Director, Tim Curtis, in developing the idea of a corporate plan was acknowledged and, in debate, the advantage of a "mission statement" as an alternative or a precursor to a corporate plan was proposed. The meeting concluded with the Director stating that he would be progressing discussion through meetings with schools and service departments across the Polytechnic. In the event, the consultative exercise that followed centred not on the plan but, as suggested, on a mission statement. The means had been found to express the previously identified need to clarify the character and identity of the Polytechnic.

From May through to the end of 1986 members of the Directorate met with most of the teaching and service departments in the Polytechnic to discuss the possible content of a mission statement. Following discussions, they were invited to submit their views in writing. Altogether forty-seven documents were submitted to the Directorate and copies were displayed in the foyer to Foster Building. The Management Team set up a small group of mainly non-teaching staff to prepare a paper for debate at a Special Open Academic Board meeting for 15th January 1987.

The working group extracted ten broad statements on the purpose of the Polytechnic drawn from the documents received. The first was presented as the 'main purpose' and the rest dealt

with particular aspects of the Polytechnic which had been identified as significant. The original wording of the first statement was as follows.

> The main purpose of the Polytechnic is to provide a stimulating learning environment in which individuals are encouraged to develop their full potential by participating in a wide range of educational and cultural activities.

The additional statements covered: curriculum; access; community; equal opportunities; relationship with industry, commerce, the professions; research and consultancy; income generating activities; relationship with other institutions; and quality. These embodied a range of educational values and a number of institutional activities.

The Special Academic Board meeting of January 1987 was attended by 37 members of the Board and 44 other participants. Different members of the Academic Board had previously been asked to speak on each of the statements. The first five statements, including the main purpose, were debated at length and amendments proposed to the wording. At a further special meeting on 5th February, attempts were made to articulate a single composite statement of purpose, drawing on all the values and activities so far identified. After deliberating on the possible wording of such a composite statement, the Board agreed that such an approach would result in an amalgam of competing academic philosophies which together could not form the basis of one main purpose for the Polytechnic. Alternative philosophies incorporating the values of economic and social change, research and serving economic needs were rejected in favour of the liberal value of a commitment to individual potential. It was therefore agreed that the Mission Statement should consist of one statement of purpose followed by a series of aims supportive of the purpose.

The working group redrafted its initial proposals along these lines and presented them to the main meeting of the Academic Board on 26th March 1987. Despite an attempt to raise the profile of research in the wording, the draft emerged unscathed and was adopted for recommendation to the Polytechnic Council by thirty-three votes in favour to one against. The Mission Statement was subsequently endorsed by the Polytechnic Council in June 1987 with addition of "for all" in point six and "as appropriate" in the final sentence.

The Mission Statement agreed in 1987 was to remain intact until the new Polytechnic Board, established following incorporation of the Polytechnic in 1989, modified the statement of purpose by the addition of the words "encourage", "high quality", and "relevant".

The Mission Statement clearly embodied the core values identified above and sought to apply them to all areas of the Polytechnic's work. It emerged as a result of a wide consultation exercise in which the non-teaching staff played at least an equal part with the teaching staff. Its content was representative of a broad consensus about the institution,

LANCASHIRE POLYTECHNIC

THE MISSION STATEMENT

THE PURPOSE OF LANCASHIRE POLYTECHNIC IS TO ENCOURAGE AND ENABLE INDIVIDUALS TO DEVELOP THEIR FULL POTENTIAL BY PROVIDING A HIGH QUALITY AND STIMULATING LEARNING ENVIRONMENT ENCOMPASSING A WIDE RANGE OF RELEVANT EDUCATIONAL ACTIVITIES

To encourage and enable individuals to participate in the learning environment, the polytechnic aims:

1. To provide the widest possible access to those individuals who seek to benefit from its educational activities and to remove barriers to those with special needs.
2. To encourage and enable those in the region of the polytechnic, especially in Lancashire and Cumbria, to participate in and benefit from higher education in general and the polytechnic's provisions in particular, thereby taking part in the enrichment and development of the region's social, economic, cultural and recreational activities.
3. To develop relationships with other educational institutions, particularly within the region of the polytechnic, and to facilitate progression through the educational system.

To promote the development of the full potential of the individuals participating in its educational activities, the polytechnic aims:

4. To ensure equality of opportunity by combating all forms of prejudice and by eliminating all forms of unfair discrimination.
5. To ensure adequate levels of literacy and numeracy, to foster the development of a spirit of enquiry leading to open and critical minds and to provide an environment in which individuals can develop their ability to act with confidence and competence.

To provide a high quality and stimulating learning environment the polytechnic aims:

6. To provide opportunities for all for involvement in the provision and development of the learning environment.
7. To foster contact and understanding between the polytechnic and members of other educational institutions regionally, nationally and in other countries.
8. To engage in scholarly, research and income generation activities supportive of a stimulating learning environment.

In its provision of a wide range of relevant educational activities, and insofar as they support its purpose, the polytechnic aims:

9. To provide the widest possible scope, choice and flexibility in its educational activities and facilities to meet the demands of those individuals who seek to benefit from them.
10. To develop a positive relationship with industry, commerce, public and private sector bodies, and the professions.

IN INTERPRETING AND IMPLEMENTING ITS PURPOSE AND AIMS, THE POLYTECHNIC WILL ADOPT, AS APPROPRIATE, AN INNOVATIVE, REFLECTIVE AND DYNAMIC APPROACH.

Mission Statement

A break during the Academic Board's discussions on amending the Mission Statement, October 1990, attended by members of the Polytechnic Board.

albeit with continuing areas of disagreement. It was given high prominence in the institution and was followed by continuing debates about its implementation and it formed the starting point for the production of the Polytechnic's first Corporate Plan in 1988. Eric Robinson, however, was to overstate both the consensus and the disagreements in his statement to the *Times Higher Education Supplement* that: "it is now clear that the student comes first. Before it was altogether unclear as to whether the needs of employee or students came first..... now we know that research and the needs of industry though derivative, are to be secondary"[3]

From 1987, the question of whether the Mission Statement represented rhetoric or reality became a key issue for debate within the Polytechnic. This was particularly the case for the core value of equal opportunity which found expression in the fourth aim in the statement. The Polytechnic's attempts at implementing equal opportunity are now considered, taking the dimensions of gender, race and special needs separately.

Following the June 1984 resolution of the Academic Board, a Working Party was set up to produce a scheme of action on the provision of equal opportunities for men and women in the Polytechnic. The Working Party presented a series of recommendations to the Director and the Academic Board over the following twelve months and was subsequently re-established as the Equal Opportunities Committee of the Academic Board in May 1986. In a review of its activities early in 1988, the Equal Opportunities Committee reported on the successful implementation of a number of policies and practices (including employment policy, maternity/paternity leave, provision of a woman doctor, flexitime, non-gender specific terminology policy, training for admissions tutors, and crèche facilities) and others that were on-going (equal opportunities academic affairs policy, career break scheme, job share scheme, representation of women on committees, positive advertising, and discrimination and harassment complaints procedure). These developments, however, had not been free from controversy.

In February 1987 the Academic Board was presented with a Code of Practice on Non Gender Specific Terminology by the Equal Opportunities Committee. Criticisms were made that the recommendations relating to verbal forms of address were too prescriptive and lacked sensitivity and the Code was only narrowly passed by twelve votes to ten. The Code attracted, perhaps inevitably, critical headings in the local and national newspapers, and the *Daily Express* headed its coverage with "College Ban Shock: Out Goes Luv, Ms. and all that talk of girls." Internally, it was accepted that the dissemination of the Code could have been handled better.

Two months later, the gender issue flared up in a different way. At a meeting of the Equal Opportunities Committee at the end of April 1987 considerable anger was expressed in support of the Students' Union President's strongly worded protest at the fact that she was the only woman on the interviewing panel for the appointment of two new Assistant Directors. In her report to an executive meeting on the Students' Union she had concluded that "I do not look forward to the prospect of an all male Directorate, it can only serve to hint at hypocrisy within this institution." Members rallied to the view that the work of the Equal Opportunities Committee was being dismissed in contemptuous fashion by the Polytechnic's senior management and voted unanimously to suspend the committee until positive reassurances were given.

At the subsequent Academic Board meeting on 21 May 1987, members of the Equal Opportunities Committee were invited to present their concerns and, after a stormy debate, they were asked to resume their work on the basis of six recommendations. These included greater involvement of senior staff of the Polytechnic in their work and closer monitoring of the implementation of policy. Following this meeting, Eric Robinson requested

Cynthia Cockburn, a noted academic researcher on equal opportunity issues, to undertake a study of the sex equality in the Polytechnic, its achievements and failures, and to make proposals for the future. Her detailed report was submitted in February 1988 and offered a complex diagnosis of the current position together with a total of 46 detailed recommendations covering such topics as statistical monitoring, policy making, staffing and the environment of the Polytechnic. Debate on the Report at an Open Academic Board meeting in October 1988 concentrated inconclusively on the issue of whether a Women's Centre should be established in the Polytechnic. From 1989, policy on sex equality followed a less turbulent route. A formal policy on its application at course level was adopted in March 1989, and in 1991 a Women's Officer was appointed.

Policy developments and action on equal opportunity and race took a very different form to those on gender. Rather than being centred on an Academic Board Committee, they were progressed through the establishment of a Race Equality Unit (REQU) in January 1986. This was originally located with the Continuing Education Service and 75% of the funding of its initial complement of eight staff (and the later addition of a Head of Unit) was provided by the Home Office under Section 11 of the 1966 Local Government Act. Its role was to improve race relations in the Polytechnic, eliminate any institutional racism and develop minority

The original members of the Race Equality Unit established in 1986.

community links. Doubts were expressed within the Polytechnic about the advisability of concentrating this work in a central unit which some feared would alienate staff, but the academic staff in the Unit were each attached to a faculty. At the institutional level, the main work of the Unit centred on a scheme for ethnic monitoring and the production of a code of practice. A Students' Ethnic Group Analysis, based on data collected on enrolment forms, was published in October 1987 and hailed as the first of its kind in the country. Its overall finding was that, in 1986/87,

8.6% of full time students and 3.5% of part-time students were from black minority ethnic groups. A Code of Practice was adopted in 1988 which provided procedures and guidelines on 'race' issues for all staff and students. The Unit also quickly established a resource base for the Polytechnic and the local community on 'race'-related matters and also a drop-in centre for students.

Following changes in the funding arrangements, the Unit was dispersed in 1991 with the majority of staff joining the faculties with a brief to promote race equality issues. The three remaining staff were assigned to a Race Equality Centre, located within the Programmes Office. From 1992, Section 11 funding was used for the appointment of new staff to encourage recruitment from ethnic minority groups into occupations and courses where they were under-represented.

In contrast to gender and race, developments in the area of equal opportunity and special needs in Lancashire Polytechnic were prompted more by grass roots actions. Following the 1985 resolution of the Academic Board, the Sub-Committee for Special Needs developed a strategy paper which resulted in the March 1986 meeting of Academic Board resolving to "accept students with special needs from all disabilities" and "to steadily improve provision for them all". Progress on the steps necessary to achieve the objectives in the strategy paper was slow. Inspired by a group of special needs students who had already lobbied the Director, and with the support of the Students' Union, a Special Needs Action Group was formed and this group was soon successful in getting agreement on the objectives. One of the main outcomes was the appointment from January 1987 of a Special Needs Advisor, seconded from teaching duties for a part of the week, and, from September 1987, a full-time Co-ordinator for Special Needs. A Special Needs budget (initially £10,000) was also allocated from September 1986 and it was used for the purchase of specialist equipment. Another initiative developed at this time was the establishment, from January 1987, of a Special Needs Project in the School of Public Policy and Administration funded under the Manpower Services Commission Community Programme. When this funding dried up, the Polytechnic undertook to extend provision to all students, and the unit became, from 1988, the Specialised Learning Resources Unit attached to the Library.[4]

While the four core values identified earlier were to remain significant throughout the period of Lancashire Polytechnic, two additional ones were promoted following the 1989 incorporation of the Polytechnic. The first of these was 'quality' and in March 1990 Brian Booth, by now Rector, stated his intention of generating a debate within the Polytechnic around the theme of 'Access, Quality and Equality'. The major response to this was the development of improved procedures for quality assurance within the Polytechnic.

The second additional value was referred to by the term 'ethics'. In January 1992, John Wilcox, a visiting American academic presented a paper on the place of values and ethics in the Polytechnic which was widely circulated. This report, together with issues of quality and academic style were debated at an Open Academic Board meeting in July 1992 and one of the related outcomes was the setting up of an ethics audit in the final year of Lancashire Polytechnic.

Governance and Management

The formal arrangements for the governance of Lancashire Polytechnic remained unchanged from those of Preston Polytechnic, though, as we have seen, frequent use was made of open academic boards as a device to widen consultation. These arrangements continued until 1 April 1989 when the Polytechnic gained corporate status removing it from lea control. The possibility of incorporation was first raised in the Polytechnic from early 1985 and much of the internal discussion on the issue of governance was dominated by this issue. The consensus, as represented by the Academic Board and the Polytechnic Council, was a compromise position favouring limited incorporation on academic matters while retaining overall control by the lea. This was despite a deteriorating relationship between the management of the Polytechnic and Lancashire County Council.

A special Meeting of the Academic Board was held in February 1985 and the Director reported to the Polytechnic Council that "the Polytechnic did not wish to evolve... into a university" and that "it also wished to retain its connection with the Local Authority but perhaps with corporate status". The following Polytechnic Council passed a formal resolution to this effect in October 1985 and the final paragraph stated

> The Polytechnic regards its links with the Local Authority as an essential part of its wider relationship with the community it serves but the Polytechnic now believes it should seek a corporate status appropriate to its activities, and thereby seek to be self-governing in the approval and operation of its courses.

The eventual White Paper from the Department of Education and Science, entitled *Higher Education: Meeting the Challenge* made clear that what was on offer was total severance from lea control and the establishment of a national council to fund the polytechnics as incorporated bodies. The Polytechnic Council, however, stuck to its earlier (now rather inconsistent) preference for "corporate status within the local authority" and this was conveyed in the Director's response to the Secretary of State in May. The latter was subsequently endorsed by the Academic Board. A joint meeting of trade union members in the Polytechnic (NALGO, NATFHE, and TGWU), in July 1987, totally rejected the White Paper proposals and the agreed motion argued that "local authorities are able to ensure that local and regional needs, as well as national priorities are given adequate expression", and also pointed

to the danger to jobs and conditions of service arising from incorporation. Throughout, the Director had publicly stated his opposition to the White Paper in the press, and also attracted attention by walking out of a meeting of the Committee of Directors of Polytechnics in protest at the support being given to direct government funding and corporate status. In March the *Times Higher Education Supplement* reported his statement that "rather than turning the polytechnics into universities we should be turning the universities into polytechnics"[5]

Despite these protestations in support of lea involvement, the period 1985 to 1987 were difficult ones for the relationship between the Polytechnic and Lancashire County Council. In July 1985, the Director reported to the Finance and Establishments Committee of the Polytechnic Council a number of concerns about the lack of help from the lea. These included removal expenses for teaching staff, limited term teaching contracts and implementation of the Burnham Further Education Report on pay. He was authorised to seek independent legal advice but in the event this did not prove necessary. Over this period the Director was in public disagreement with County Hall over its equal opportunity policy and also its 'ring fence' agreement on job vacancies. There was also a protracted argument with the lea over the extent of its 'local contribution' to Polytechnic funds.

The government proceeded with its proposals as outlined in the White Paper and they were included in the Education Reform Bill of November 1987. The Bill was passed in 1988 and the vesting day for the newly corporate Polytechnic was announced as 1st April 1989. The Polytechnic Council continued its opposition and in January 1988 a resolution was passed with the criticism that the Bill would "mean less representation of the wider interests of the community" and "lead to a serious loss of accountability and democracy". However, prior to the passing of the Act, preparations for corporate status were underway: a Formation Committee of the Polytechnic Council was set up, nominations for the new Governing Body were invited and representations were made about new instruments and articles of government.

The changes to the governance of the Polytechnic brought about by the 1988 Education Reform Act were significant. The Polytechnic Council became the Polytechnic Board of the Lancashire Polytechnic Higher Education Corporation. The new Board started its work from 21 November 1988 but had no formal power until 1 April 1989. One of its first decisions was that the Director of the Polytechnic should be named Rector, in recognition of the increasing involvement of the Polytechnic with European universities whose heads are often given this term. It also allowed for the term 'director' to be used for heads of such sections as finance within the Polytechnic. The Polytechnic Board consisted of 25 members with the majority (thirteen) appointed as independent members by the Secretary of State and

the nominees from local authorities were reduced to three. The Board, with Gloria Oates as the elected Chair, effectively took over control of the Polytechnic from Lancashire County Council. Its responsibilities included determination of the educational character and mission of Polytechnic, oversight of its activities, the effective and efficient use of resources, approving annual estimates, and the staffing of senior posts.

Arising from the Act, the role of the Academic Board was effectively reduced to strictly academic matters, that is "for ensuring that the educational programmes satisfy those aims and objectives which the Polytechnic Board has determined for the Polytechnic". The Academic Board membership of 40 was the largest allowed by the legislation with the principal difference, compared to its predecessor, that only thirteen rather than all heads of teaching departments were members.

The Articles of Government also clarified the Rector's responsibilities, removing previous ambiguities. For example, they made clear that the Rector was responsible for "the organisation, direction and management of the Polytechnic and leadership of staff" and for determining the Polytechnic's academic activities "after consultation with the Academic Board". In many ways this formalised the position that existed within the Polytechnic following an intentional move from an administrative to a managed institution.

Within the Polytechnic the move to a 'managerial' institution originated at the September 1987 conference of the Directorate Heads and Administrators' Group, consisting of all heads of teaching and service departments, the deans and the directorate. Brian Booth, as Deputy Director, presented a paper critical of the then 'administrative' operation of the Polytechnic whereby decisions were taken by committees and implemented by officers with resulting lack of accountability, responsibility and efficient use of time. A managerialised institution, in contrast, was seen as one in which managers took decisions and allocated resources for which they were responsible and for which they were accountable upwards to the next tier of management.

The Director's response to these ideas was conveyed to the staff of the Polytechnic in his annual address later the same month. Against the background of the changes to result from corporate status, he proposed "some immediate and possibly drastic changes" which he offered as a solution to finding more time "to promote a better educational community". In addition to proposals to reduce time spent on teaching and assessment, he called for the simplification of the Academic Board Committee system and for all requirements for faculty boards, school boards, and course committees to be rescinded. The latter should be replaced by arrangements making it "clear that course leaders, school heads, and deans made decisions after proper consultation and discussion". In line with these changes the Directorate formed itself into a

'management team'. In October 1987, the Polytechnic Council was presented with a paper from the Director which argued that the management system should be strengthened by emphasising the executive authority of a Dean for the delivery of the academic programme and for the line management of all faculty staff. The issue of whether the Deans' posts should be made permanent was, however, left open.

The possible tensions between the Director's more anarchic interpretation of the managerialised institution and the Deputy Director's more centralised interpretation were to disappear two years later with the resignation of Eric Robinson.

The events leading up to Eric Robinson's resignation in the summer of 1989 attracted considerable notoriety in the Polytechnic, but the full details of what happened have been surrounded in secrecy. All that can be recorded is what is contained in the official documents of the Polytechnic and in statements to the press by the parties concerned.

The immediate origin of the resignation lay in a letter sent by the Deputy Director, three Assistant Directors and the six Deans stating that they had lost confidence in the Director to the extent they had felt it impossible to discharge their responsibilities. The letter was sent in February 1989 to the Chairs of both the outgoing Polytechnic Council and the incoming Polytechnic Board. What drove the signatories to this action will probably be never fully known. It is possible to surmise that there were a number of contributory factors. The Director had taken over responsibility for staffing matters a year earlier. This raised questions about the standing of the Assistant Director, David Melville, who had been responsible for staffing and a connection could be made to the fact that David Melville had been chair of the Equal Opportunities Committee which in 1987 had highlighted the lack of progress. The Deans had been pressing for some time on a decision as to whether their appointments would be made permanent and they had recently been told that their posts would be reviewed by the Director. The imminence of corporate status raised the issue of the future leadership for the new Polytechnic. The Deputy Director, Brian Booth, was on secondment at the time to the new Polytechnics and Colleges Funding Council (PCFC) and, although he was still responsible for planning, his financial role had been passed over to the Director.

The Director told *The Times* that they "did this after I told them that their management would be the subject of a review before we go independent in April. I think they are nervous that some jobs may be lost"[6]. In the local newspapers he was quoted as dismissing the letter as "a colonel's revolt".

The matter moved quickly forward. A further letter was sent from twenty three Heads of School expressing support for the action taken by the ten members of the Polytechnic's senior management. A meeting took place between the Chairs of the

Council and the Board, the Chief Education Officer and Eric Robinson. At an emotional meeting of the Academic Board on 2 March, the Director was challenged on statements he had made to the press despite having been party to an agreement to maintain confidentiality on the issue and on the allegation that he had taken the issue to the Committee of Directors of Polytechnics (CDP). A resolution was passed which included the statement that

> the Academic Board deplores the nature of media reports on this issue and the consequent damage to the Polytechnic, and it expresses its support for the Directorate and Deans.

Both the Polytechnic Council and Board agreed to bring in an independent consultant to advise them and Sir Norman Lindop, former Director of Hatfield Polytechnic, was appointed. His report was received by the Polytechnic Board on 24 April and a further Special Board meeting was arranged for 22 May 1989. The minute of the latter Board reads "that the matters to be discussed be not published in open minutes". The Lindop Report also has never been made available. Whatever its contents, the outcome was that Eric Robinson left the institution. Brian Booth took over as acting Rector and in November 1989, following advertisement of the post and interviews, was formally confirmed as Rector and Chief Executive of the Polytechnic.

Throughout this period, further action connected with the incorporation of the Polytechnic had taken place. On the issue of management, the major additional impact was the appointment of managers to head the finance and personnel departments which now had additional tasks, previously undertaken by the local authority. The status of these managers in the Polytechnic was recognised in their membership of the Polytechnic Management Team.

Brian Booth, Rector of Lancashire Polytechnic 1989-92 and Rector/Vice Chancellor of the University of Central Lancashire since 1992.

One of the outward signs of the new managerialised higher education corporation was the production, from 1988, of an Annual Corporate Plan with the original purposes of translating the Mission Statement into policies and of identifying and monitoring the realisation of the Polytechnic's aims.

Funding and Finance

Lancashire Polytechnic was to experience two different funding arrangements: the first from 1984/85 to 1988/89 under the aegis of the National Advisory Body (NAB); and the second from 1989/90 under the Polytechnics and Colleges Funding Council (PCFC). Despite some dire forecasts prior to the NAB settlement for 1984/85, Lancashire Polytechnic achieved favourable funding allocations throughout the period 1984 to 1992, and was able to embark upon a very significant increase in student numbers from 1989.

The National Advisory Body was set up in 1982 and became responsible for allocating central funds to the Polytechnics from 1984/85. Its preparatory work for 1984/85 had involved an exercise requesting institutions to consider the number of students they could sustain without detriment to quality given a possible 10% reduction on 1982/83 allocations. A joint meeting of the Academic Board and the Polytechnic Council in January 1983 was presented with an analysis showing the 10% cut would result in course closures or up to 38 teaching staff redundancies.

The eventual outcome, however, was that Lancashire Polytechnic was one of six polytechnics rewarded with extra student numbers and more money. In real terms this meant that NAB had agreed to rectify the relatively high student unit costs at the Polytechnic by agreeing the growth in student numbers requested by the Polytechnic, rather than by a cut in funding. A further 5.2% increase in student numbers was subsequently funded in 1985/86, and there was another increase in 1986/87. The Academic Board formally welcomed the original settlement, although it was aware of the strain increased student numbers would have on staff and accommodation resources.

Having achieved a favourable position from the base year of NAB funding, the Polytechnic was able to maintain a healthy funding allocation in each of the years that NAB operated. The controversies over funding up to 1989 were largely confined to issues concerning planned student intakes in excess of the NAB funded figure, the distribution of students between the NAB programme areas, and the size of the 'local contribution'.

From 1984/85 the Polytechnic's strategy on student numbers was to slightly exceed the number funded by NAB. Although these additional numbers would only attract income from the payment of course fees, it was felt that they provided a safety net against the possibility of penalties being applied for under-recruitment of students in future years. Given the growth in student numbers in each of the years of NAB funding, the Polytechnic was in the relatively fortunate position that the main debate on student numbers centred on the percentage size of the gap between funded and planned intakes.

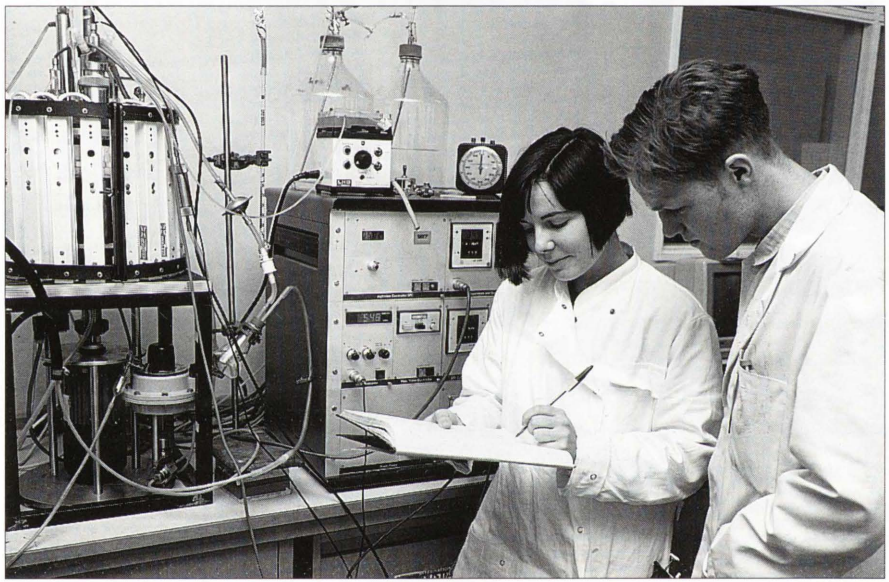
The NAB Planning Exercise for 1987/88 identified favoured programme areas (Engineering, Science and Business Studies) and unfavoured ones (Humanities,

Social Sciences, Language and Art and Design). It was argued that the latter should take the brunt of a proposed overall 2.3% cut in funding. The Polytechnic responded bullishly by refusing to contemplate a cut in numbers and defending all subjects in the Polytechnic as forming part of a 'balanced institution'. Again, its strategy was largely successful.

NAB funding was for advanced further education students, and the Polytechnic had consistently maintained a small percentage of non-advanced further education (NAFE) students, largely on access courses. Funding for these students formed part of the 'local contribution' made by the lea, together with payment for services provided for the authority, and any additional contribution ('topping up') that the lea wished to make to the higher education provision. In 1984/85, the local contribution was 3.0% of the revised estimate, and in 1985/86 was 3.8%. These payments had aroused little controversy until the Polytechnic estimates for 1987/88 included a local contribution of £760,000 to which the lea responded that it could only contribute £630,000. In negotiating the 1988/89 local contribution, the Polytechnic argued that it was benefiting the lea by about £1m per annum, and that in addition the lea's charge on the Polytechnic budget for central services was excessive.

Computing Centre machine room c.1984. An operator working at a teletype terminal in front of a PRIME 750 minicomputer (one of an eventual 7) and its reel to reel tape back up unit.

Students demonstrating the range of work covered by Lancashire Polytechnic.



The one major financial crisis of this period was in the preparation of the 1988/89 revenue budget which showed a shortfall in income against expenditure of £700,000, largely resulting from higher than planned pay awards in 1987/88. The Polytechnic Council in March 1988 agreed that the necessary saving should be made on the cost of staff salaries with compulsory redundancies if necessary. Again, the latter were avoided and, following intensive negotiation with the lea, the Finance and Establishment Committee agreed a solution for achieving a balanced budget for 1988/89 which did not involve staff redundancies.

From 1990/91, funding was provided by the new Polytechnics and Colleges Funding Council. Unlike NAB, which agreed funding based on formulae relating to agreed student numbers, the new funding council instituted a 'bidding' process for funds. Bids submitted by institutions were scrutinised according to market factors of demand, price and quality. In comparison to the nineteen subject programme areas of the NAB, PCFC identified nine and bids for student funding had to be made for each of the areas. For 1990/91, PCFC proceeded by guaranteeing institutions 95% of their 1989/90 student funding allocations but required them to submit separate bids for additional student numbers for each programme area. Lancashire Polytechnic responded by bidding for the student numbers already projected in its 1989 Strategic Plan, based on its own estimates of cost. Its bid was successful and the Polytechnic was funded for 111% of its previous year's students (compared to a national average of 103%). While the money received from the PCFC allocation for 1990/91 was only 1.3% higher than 1989/90, the government's decision to also encourage market forces by diverting a proportion of funding through increased course fees meant that the overall 19.1% increase in funding for 1990/91 was largely gained from the latter source. For the final year of Lancashire Polytechnic (1991/92) the PCFC also approved a dramatic increase in funded student numbers that resulted in a reduction in the proportion of fees-only student places to 10%, compared to 18% in 1990/91.

Another aspect of the new arrangement was the government's expectation that polytechnics and colleges would develop funding from other sources. The 1985 Further Education Act had made it lawful for polytechnics to sell on a commercial basis the by-products of research and teaching. In 1983/84 the Polytechnic had set up a Business and Industrial Centre to provide industrial consultancy and training programmes and had established an income generating account. From 1987, the commercial activities of the Polytechnic became centred on LANPOL Ltd, a wholly owned subsidiary of Lancashire Polytechnic whose profits were covenanted back to the Polytechnic. By 1991/92, total income to the Polytechnic from sources other than the Funding Council (67.1%), course fees (27.8%), overseas students (1.1%) and lea income (1.2%)

amounted to 2.8%, and the latter figure included both research and income generated income.

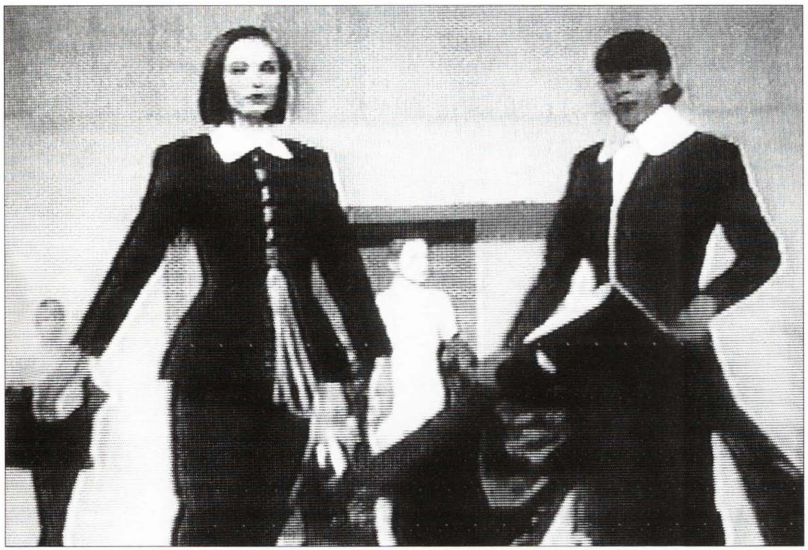
In terms of funding, the period 1984 to 1992 had been generally favourable with successful outcomes to negotiations with the national funding councils and the local authority. This favourable position, however, must be seen in the context of the government's restraints on public expenditure throughout this period. The funding received, as will be seen, was insufficient to maintain the expenditure required on buildings, equipment and library provision. While all official pronouncements emphasised that there had been no adverse impact on the quality of education, the teaching staff in the Polytechnic saw the student staff ratio move from 12.8:1 in 1984/85 to 17:1 by 1991/92. In real terms, this meant a significant increase in student numbers in lectures, seminars, and laboratory-based teaching sessions and less opportunity for personal tutorial contact. In response, new systems of course delivery were devised and new learning strategies adopted.

Physical Development

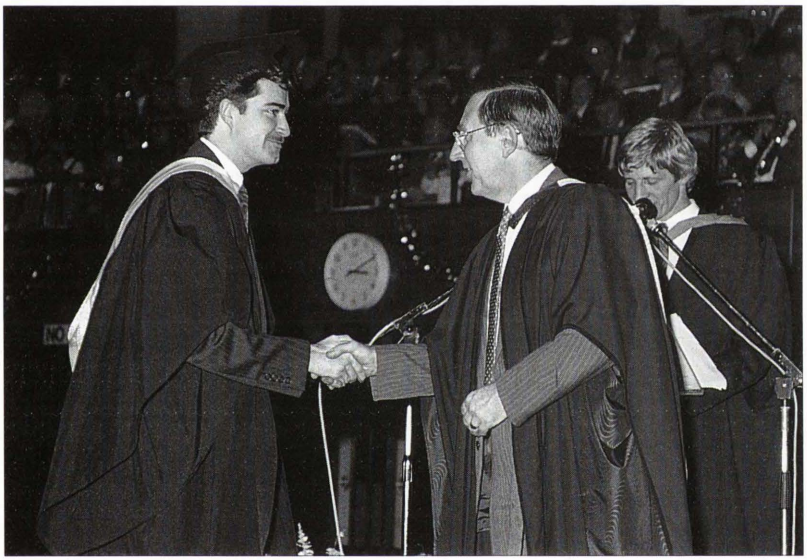
Excluding student accommodation, the Polytechnic had responsibility for nineteen buildings in 1984/85, the most recent of which was the first phase of the Adelphi Building which then housed the Directorate, and the Schools of Law and Management Sciences. During the period up to 1992, the Polytechnic was to add to this stock of buildings, although at a slower rate than between 1973 and 1984. Further provision for student accommodation was also made. The physical development of the Polytechnic between 1984 and 1992 was also marked by concern about the sufficiency, suitability and state of repair of its buildings.

The first acquisition to supplement the building stock of Lancashire Polytechnic was in March 1985 when the County Council acquired the site of the Harris Children's Home and School for Orphans for use by the Polytechnic. The houses on the site which had previously been leased by the Polytechnic continued to provide accommodation for ninety-six students. In February 1987 the County Council gave approval for expenditure on the disused school and chapel buildings to convert them into a conference facility. Continued improvements were made to this facility and Harris Park, as it became known, provided a much needed off-campus site for external and internal events of the Polytechnic.

There were further significant additions to the Polytechnic's building stock for teaching and administration over the years. In the west sector of the campus, Kirkham Building was acquired in 1986 and converted to use for Electrical and Electronic Engineering. The neighbouring Hanover Building came into use at the end of 1988. Radnor Building, in the same area, was acquired in 1992. The second phase of the Adelphi Building was completed in 1990 and this provided planned accommodation for the Computer Centre, as well as conference and administrative office facilities. In the south of the campus, Leighton Building was, constructed, opening



The Fashion Show has, for many years, been a major event in the Polytechnic and University calendar.



Rector, Brian Booth, receiving graduates at the 1989/90 Polytechnic degree ceremony.

The Guild Hall, built in commemoration of the 1972 Guild, has , for many years, acted as an examination hall and as the venue for the institution's degree awards.

in 1991 and linking Maudland and Kendal. Further accommodation for the new Lancashire Business School was created in 1991 by the leasing of Lowthian House, across the ring road from Marshall House.

With incorporation, the Polytechnic took over the ownership and leasing of its buildings from the County Council and, in this respect, benefited from the County Council's earlier purchase of Robin House and Livesey House in 1986. The transfer agreement covered a total of twenty-nine major buildings and sites and almost 150 homes.

As the Polytechnic continued to expand, accommodation for students became increasingly reliant on the private sector. Responsibility for helping students with private sector accommodation was separated from Student Services and allocated to a new section. A category system was also introduced, prioritising first year students living more than 30 miles away for Polytechnic accommodation. Inevitably, the start of year accommodation crises continued and eighty emergency places (mainly in hotels) were required for the priority category of students in 1984/85. In 1989, a new strategy was adopted to deal with the provision of emergency places at the start of the academic year. A number of beds were pre-booked at Pontin's in Southport, giving rise to the jibe of the "holiday camp polytechnic". This arrangement continued in the following years but students usually found permanent accommodation within a few weeks. September 1990, however, was a particularly difficult period and 420 places were required at Pontin's. 120 places were still needed in November when students temporarily transferred to hotels in Preston. Nonetheless, permanent accommodation was found for them by the end of the Autumn Term. The situation was considerably eased the following year by the opening, in September 1991, of the new Ashmoor block of student residences (Ribble, Eden and Derwent Halls), comprising 400 single study bedrooms in groups of six within flats containing communal facilities. Plans had also been agreed for the building of two further halls of residence (Douglas and Whitendale) to add a further 462 places for September 1992. The two sections dealing with student accommodation, which had been separated in 1984, were reunited in April 1992 to form a new Student Accommodation Service. In addition to managing the Polytechnic controlled accommodation, the new service provided support for the 4000 students who were accommodated in the private sector in 1991/92.

Despite the growth in the Polytechnic's stock of buildings, the condition and extent of accommodation for teaching purposes was a continuous theme of debate. In 1986, for example, attention was drawn to these issues from three separate sources. Late in 1985 the Student's Union commissioned an independent survey of students, designed to evaluate the services and facilities offered to them. The subsequent report highlighted problems over the size of teaching rooms.

In 1986, Her Majesty's Inspectors reported on their visit to the Faculty of Art and Design the previous year and their conclusions identified pressure of accommodation in the new Victoria Building. The March meeting of the Academic Board considered the accommodation difficulties affecting the School of Construction and Surveying and at the following meeting, in July, those affecting the Schools of Applied Biology and Chemistry were also raised. Hope of some improvement in the ability of the Polytechnic to respond directly to these kind of difficulties was offered by an agreement with the County Council in 1986 to transfer responsibility for the maintenance of the Polytechnic's land and buildings. As a result a Building Maintenance Unit was established.

Incorporation and the transfer of all land and buildings to the Polytechnic in 1989 necessitated a reappraisal of the physical development of the Polytechnic. The Corporate Plan 1989, while containing acknowledgement of the investment that had taken place with the co-operation of the County Council, also highlighted "serious deficiencies".

> Many of the older buildings require substantial refurbishment to ensure continued structural soundness and functional use for the next twenty years. The refurbishments include the replacement of roofs, cladding and repairs to external structure. The electrical mechanical services need replacing ... The cost of this refurbishment is over £6 million and in some cases is a priority requirement.

The plan identified, in particular, problems with Avenham Building, continuing alumina cement problems in Maudland and Wharf Buildings, the need for soundproofing in Livesey House, and the unsafe nature of the temporary block housing Psychology.

A report to the Academic Board in June 1990 included the calculation that the Polytechnic was operating with approximately 70% of the overall space it needed according to PCFC norms. New financial arrangements were to be of some assistance since they eased limitations on capital expenditure from revenue funding. From 1990/91, therefore, the Polytechnic was able to allocate significant money (£1.5 million in 1990/91) from the revenue budget to acquire and develop buildings, in addition to capital funds received from PCFC. Incorporation also meant the Polytechnic had authority to initiate major projects, engage architects, and manage projects through to completion. For these purposes a new Building and Estates Department (later divided into Campus Services and Property Services) was established. Funding of £1.6m was also received from the PCFC as a result of the national Hunter Report into the condition of buildings in the polytechnics and colleges. Among the projects benefiting from this funding was the new glass entrance to Foster Building. Further work was guided by a new Accommodation Strategy which was accepted by PCFC in 1991. This included a Physical Plan which identified projects to provide teaching, administration and social space on the campus for up to 16,000 students.

While highlighting the improvements made in previous years, the Polytechnic's Strategic Plan 1992 acknowledged continuing weaknesses including the unavailability of capital funding, financial vulnerability in the case of leased buildings, and the major roadways that criss-crossed the campus. The growth in student numbers had resulted in a higher use of teaching rooms than the national average and the lecturing staff pressed for more teaching accommodation better suited to the new teaching strategies being adopted.

Structure and Staffing

In September 1984, the Directorate of Lancashire Polytechnic consisted of Eric Robinson as Director and two Deputy Directors, Brian Booth and Peter Knight. Within a year Peter Knight had left to take up the position of Director of Birmingham Polytechnic. His post was filled from 1 September 1985 by Tim Curtis who had previously been Head of the History Division and later the Dean responsible for the Combined Studies Degree. Tragically, Tim Curtis was to die in October of the following year. During the eight months of his fight against leukaemia he had continued with his work and, as we have seen, played a significant role in the genesis of the Mission Statement.

In October 1985, the Polytechnic Council agreed changes at the Directorate level. A new post of Assistant Director was created and David Melville was appointed early in 1986, taking on the briefs of staffing and research. He had previously been Head of School of Physics and Astronomy for one year. Geoff Goodwin's post of Chief Administrative Officer, which he had filled since 1973, was also raised to an Assistant Directorate position. Following the death of Tim Curtis, the Polytechnic Council agreed that his post of Deputy Director should be replaced by two Assistant Directors and these posts were filled from July 1987. Alan Roff had been Head of the Computer Centre since 1983. Dave Walsh had been Dean of Technology and originally joined the Polytechnic in 1974 as Head of the Computer Services Unit.

In the space of three years, the Directorate had doubled in size and the appointments had all gone to internal candidates. Following the dramatic departure of Eric Robinson in 1989, any concerns about an internal replacement were offset by a strong case for a period of stability. As we have seen, the choice of the Appointments Panel was Brian Booth and, in November 1989, he was confirmed as Rector and Chief Executive. He had been a key figure throughout the development of the Polytechnic, first as Head of Department of Business and Administration from January 1974, then as Dean of the Faculty of Business and Management from 1978 and finally as Deputy Director from 1982. His experience of financial matters and strategic developments was well known and his period of secondment to the new funding council earlier in the year had reinforced this. The earlier expansion of the Rectorate was reversed and, by September

1991 it had been reduced to three: The post of Deputy Rector was dropped; David Melville was not replaced as Vice Rector when he left in May 1991 to become Director of Middlesex Polytechnic; and when Geoff Goodwin retired in August 1991 much of his work was taken over by the Director of Administrative Services appointed in April 1990.

The proceedings and the committee structure of the Academic Board continued from 1984 much as before with the major change being limited to the amalgamation of the Planning and Resource Committees at the end of 1985. Eric Robinson's initiative in 1987 to introduce his view of managerialisation, however, did result in rather more significant change. Boards of Faculty no longer existed, so rather than receive their minutes the Academic Board received reports from each of the Deans. The Director also called in November 1987 for an urgent review and simplification of the committees and operation of the Board. In the event, subsequent action on this became embroiled in the impending change to be brought about by incorporation. The changes in the role and composition of the Academic Board following incorporation have been covered earlier. The Special Meeting of the Academic Board, called in February 1988 to consider the impact of incorporation on its work, concentrated on the relationship of the Academic Board to the Polytechnic Board and how the key issue of strategic planning, which bridged the academic and resource divide, should be handled between them. Following incorporation, the committee structure for the new Academic Board centred on two main committees, those of Academic Programmes and Academic Policy and Planning. In addition, there were the Research Degrees and the Honorary Awards Committees. This represented a considerable reduction compared to the fourteen committees prior to incorporation.

It appeared to be a truism that new directors of polytechnics liked to imprint their own ideas on how the institutions should be organised by creating new academic structures. The major restructuring following the appointment of Eric Robinson was in fact led by the Deputy Director, Brian Booth, who chaired the Academic Board's working party on the Academic Structure of the Polytechnic. Initial recommendations were presented to the Academic Board in July 1983 and debate on them continued into the 1983/84 session. Although there was general agreement on retaining the faculty and school structure, there was protracted debate about the continuation of subject divisions, school titles and their faculty location. Changes were introduced to the structure during the year but were only fully implemented from September 1984. At the faculty level, the main change was that the Faculty of Science and Technology separated into two. The Faculty of Science incorporated the schools created by the subdivision of the previous School of Sciences (i.e. separate Schools of Applied Biology, Chemistry, and Physics and Astronomy), together with a new

Adelphi Building. The first phase of this building, which today houses a suite of lecture theatres, the Rectorate, the Finance Department, the Planning Office and the Publicity Department, was opened in 1984. The second phase, which includes a conference room and the Computing Centre was completed in 1990.

West Campus, Kirkham Building (to the left) was brought into use in 1986 and houses the Department of Electrical and Electronic Engineering. The single storey Pre-school Centre opened in October 1988.

Marshall House (right) and Lowthian House (left) on the Ringway. Marshall House was leased from 1974 to house students of business and administration. Lowthian Building, also leased, was occupied by other departments in what was, by then, the Lancashire Business School in 1990. At the time of writing, it is planned to vacate both buildings during 1996-97, moving the Business School to purpose-built premises on Marsh Lane (Campus South)

nterior of the gymnasium.

School of Mathematics and Statistics, and the School of Psychology which was transferred from the Faculty of Social Studies and Humanities. The technology schools were joined by the new School of Computing to form the Faculty of Technology. The Faculty of Business and Management was reorganised from four into six schools (Accounting and Finance, Administrative Studies, Economics, Law, Management Sciences and Organisation Studies).

The two Faculties of Art and Design and of Social Studies and Humanities had been largely unaffected by the 1984 restructuring and in their case the initiative for change came from the latter faculty. In June 1985 the Faculty Board proposed that it be divided into two new faculties, Language and Cultural Studies, and Social Studies. The Academic Board's response was a further Working Party, and its main report was presented to a special meeting of the Academic Board in July 1985. The outcome was a reallocation of work between the original two faculties, which were renamed Faculty of Arts and Faculty of Social Studies. The Faculty of Arts consisted of Schools of Design, Fashion, Fine Art, Historical and Critical Studies, Languages and Literature, and Media and Music. The remaining subjects previously in the School of Social Studies were reorganised as the new Schools of Community Studies, Health Studies and Public Policy and Administration. The opportunity was also taken to make some further changes in the Faculty of Business and Administration: the School of Administrative Studies incorporated some of foreign language staff and was retitled Office Communications and Languages; and a School of Business was added. These changes were fully operational by September 1985.

The academic structure brought about in 1984 and 1985 was to remain largely intact until 1990. The changes introduced in 1990 were again led by Brian Booth but in his new position as Rector. The changes he oversaw were to be considerably more radical than the rather piecemeal changes that had preceded them. They were also introduced much more rapidly. The most radical of the measures were the creation of a Faculty of Design and Technology (which brought the subjects of art and design and technology together), a new Faculty of Health (signifying the Polytechnic's commitment to new opportunities in nurse education), a new Faculty of Cultural, Legal and Social Studies (consisting of the major humanities and social science areas), and a retitling of the Business Faculty as the Lancashire Business School. The issue of the Deans' position was finally resolved on the basis of permanent appointments following external advertisement and selection. Schools within faculties were also retitled as Departments, signifying the increasing management role of their Heads. Smaller units were referred to as Centres. Following the first formal proposal of these changes at an Open Meeting of the Academic Board in January 1990, the new faculties began their preparatory work in the summer term and the full

structure, as presented below, was operative by September 1990. This, with the few changes noted, was to be the academic structure inherited by the University of Central Lancashire in September 1992.

Faculty of Cultural, Legal and Social Studies

Centre for European Studies; Languages Centre*; Departments of Cultural Studies, Historical and Critical Studies, Legal Studies, Public Policy.

Faculty of Design and Technology

Departments of Art and Fashion, Built Environment, Computing and Electronics, Engineering and Product Design, Visual Communication and 3D Design, Centre for Women in Technology, Design and Manufacture.

Faculty of Health

Departments of Health and Nursing Studies, Psychology, Social Work and Community Studies.**

Lancashire Business School

Departments of Accounting and Financial Services, Business Information Management, International Business, Management Development, Organisation Studies; Centre for Journalism.

Faculty of Science

Departments of Applied Biology, Chemistry, Mathematics and Statistics, Physics and Astronomy; Centre for Environmental Management.

**Retitled Department of Language 1991/92.*

***Department of Midwifery Studies added April 1992.*

Of equal status to the faculties, there also existed in 1984 the Combined Studies Programme which had been established a year earlier under a Head of Combined Studies. This was responsible for the administration of the Combined Studies degree and consisted of programme co-ordinators as well as senior tutors for full-and part time students, and for admissions, examinations, the Dip HE component and the Pre-Degree course. Its first major initiative in 1984/85 was the introduction of the Lancashire Integrated Colleges Scheme (LINCS) to which it also provided administrative leadership. It also oversaw the restructuring of the Combined Studies Programme into a credit accumulation scheme from 1987 and this became the forerunner of the scheme adopted for all the Polytechnic's courses from September 1990. From 1st April 1990, it amalgamated with the Continuing Education Service, the Education Liaison Office and parts of the Registry to form a new Programmes Office. The Programmes Office was divided into three sections: Access and Student Recruitment; Admissions; and Programmes Management. A fourth, the International Section of the Commercial and International Unit, was added the following September. The Programmes Office thereby took on a Polytechnic-wide role for providing administrative support and leadership for the central operations of the new Credit Accumulation and Transfer Scheme.

The development of the Computer Centre over the period 1984 to 1992 was one of increasing

provision to staff and students in terms of the extent and range of software and hardware that was made available and its accessibility. The annual statistics on computer utilisation convey some insight into the increased accessibility to the equipment provided. Before the installation of the campus-wide PC network in 1989-90, statistics were kept on computer terminal connect hours. In 1979/80 the figure had been 15,126 hours, and this rose tenfold to 145,451 by 1984/5 and five years later it had more than doubled again to 307,565. Accessibility was considerably enhanced by the installation of local area networks which became operative from 1989, initially for 250 academic and 180 administrative PCs using 22 file servers. By 1991/92 the number of PCs on the academic network had grown to 800 with an infrastructure of 43 servers, 532 megabytes of memory, and 30,100 megabytes of disk space. The latter expansion had been helped by the move at the beginning of the 1990/91 session into purpose-built accommodation in the second phase of the Adelphi Building.

The concern of the library throughout the period 1984 to 1992 was the size of the financial allocation it received in the Polytechnic's budget. The CNAA had set the scene in 1984 when it reported that the purchase of books and periodicals had declined while student numbers had grown. Whilst the gradual tightening of unit costs throughout the period could be 'absorbed' by 'increased productivity' in staffing, the same could not be said of learning materials, although even here greater efficiencies were introduced in cataloguing and circulation by using information technology. Adding to the difficulty of achieving 'efficiency savings', was the fact that the increase in the price of books and periodicals was consistently higher than general price increases as recorded in the Retail Price Index. Throughout the period therefore concerns about library provision were periodically raised in the Academic Board and in the review and validation of courses while the Library campaigned by quoting Lancashire Polytechnic's lowly position on national league tables on library expenditure.

While these pressures were successful in maintaining the level of library funding, no significant increase was possible until the 1991/92 session when an added injection of money enabled the library to increase its acquisitions by 35% compared to the previous year. It was becoming increasingly apparent, however, that the size of the existing library building was insufficient to both house the library stock and provide a reading service to students.

Student Services was the subject of a major review in 1985. This had been prompted by the 1984 Quinquennial Report from the CNAA that had pointed to under-resourcing of the careers service and to the need for more developmental work. Criticisms, in the report of the Polytechnic's 1985 review, about leadership of the service and negligible interaction between its constituent parts

aroused considerable controversy. The main outcome of this review, however, was to strengthen the position of Head of Student Services and to create additional staffing which meant that the newly appointed head did not also have to be the senior careers counsellor, as had been the case previously. The review also resulted in the addition of physical education and recreation and the Polytechnic's crèche to a new unified structure for student services. In 1986/87, further appointments were made to the service with the creation of an Overseas Student Adviser and a Special Needs Welfare Officer. In 1987/88, the Chaplaincy became the Multi Faith Centre with most of the world's major faiths represented and in February 1989 it moved to new premises in St. Peter's Square. Student Services was relocated to a more central position in 1990/91 when it took over the area near the entrance to Foster Building vacated by the Computer Centre.

The organisational structure of the Polytechnic, outside the purely academic sphere, also underwent through considerable alterations between 1984 and 1992. Apart from the absorption of part of Academic Registry into the Programmes Office in 1990 (the rest forming a new Secretary's Office), the most significant change followed the incorporation of the Polytechnic in 1989. This resulted in the introduction or strengthening of a range of services previously provided, at least in part, by the lea. Prominent in the organisation chart of the Polytechnic in 1992, were the following: Personnel; Property and Related Services; Financial Services; LANPOL; Harris Park Conference Centre and Catering Services; Marketing Services; Personnel Services; Planning and Development Office; and Property Services. Their importance also meant that the staff who worked in these departments brought new professional expertise and concerns to the operation of the Polytechnic to match those of the academic staff who had previously claimed pre-eminence its decision-making processes.

The academic staff establishment in 1984/85 (excluding directorate, deans and heads) was about 390 posts and their pay and conditions of service was determined nationally by the Burnham Committee. The comparable figure for 1991/92 was 570, the latter considerably increased by an injection of almost 100 new teaching posts that year. Of the teaching staff in 1986/87, 16% were women, and the following favourable comparisons with 1983 were made in Cynthia Cockburn's Report on Women's Progress.

> Women have gained relative to men in average status within the group. Only 10% of all Burnham women were at Principal Lecturer or above in 1983, while in 1987 22% were. In the period, women had gained two Deanships and 8 Principal Lecturer or Head of Department positions. Overall, Burnham staff numbers increased by 18% in the period 1983-88. Women's numbers increased by 41% and those of men by 15%.

By 1991, further progress had been made with 30% of the teaching staff being female, and women comprised 16% of Principal Lecturers, 14% of Heads of Departments and 40% of Deans of Faculty.

406 staff were employed in 1986/87 in administrative, technical and clerical capacities. 64% of these staff were women but only 29% of those above the scale 2/SO1 (the same proportion as 1983). By 1991, the staff total had risen to 567. Of these, 69% were women, including 50% of post-holders at Principal Office level.

There were 205 manual staff working in the Polytechnic in 1986/87 of whom 42 were employed in catering, 110 in cleaning and 53 in caretaking and associated duties. Women represented 68% of the manual staff and they were far more likely to be on part-time contracts than men. Compared to other staff, the increase in the number of manual staff by 1991 was marginal with a total of 218 employed that year.

The Polytechnic began to gather data on ethnic group membership of staff from 1991 and the total number of staff who declared a minority group membership in that year was 38, of whom 26% were academic staff, 24% APT&C staff, and 50% manual staff.

Academic Development

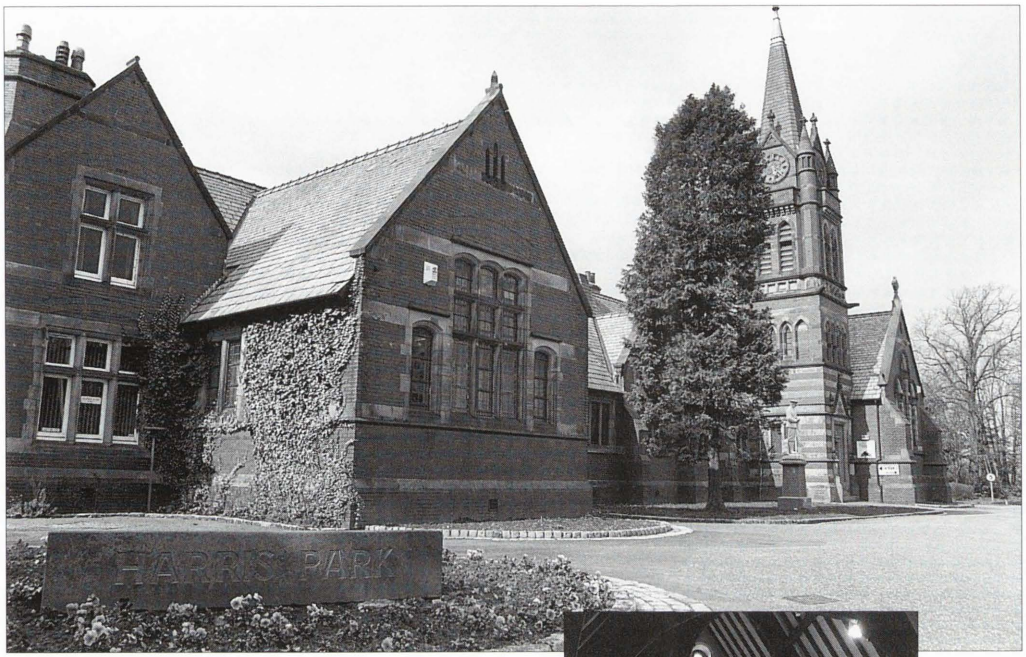
An immediate impression of the academic development of Lancashire Polytechnic can be gained from an examination of the growth in student numbers. Table 6.1 shows student numbers for each of the years from 1984 to 1992, expressed both as full-time equivalent students and as actual students, together with the percentage growth year by year.

Table 6.1 Student Numbers, Lancashire Polytechnic 1984-92[8]

Year	FTES	Actual Students	Annual % Growth (actual students)
1984/85	5,250	6,725	
1985/86	5,579	7,254	8
1986/87	5,556	7,249	0
1987/88	5,882	7,722	7
1988/89	6,157	8,050	4
1989/90	6,449	8,541	6
1990/91	7,429	9,719	14
1991/92	8,799	11,513	18

The annual growth in actual students shows the considerable leap that began in 1990/91 resulting in an increase of one-third in the student population over the final two years of Lancashire Polytechnic. The increase in student numbers resulted from a strategic decision in 1989 and, as shown earlier, was largely funded by the PCFC.

From 1986/87, the Polytechnic produced annual profiles of the student population and these provided data on a variety of issues. They show only minor variations in the proportion of part-time students around the norm of 37%. Other key characteristics of the student population are summarised in Table 6.2 with data for the years 1986/87 and 1991/92.



Harris Park Conference Centre, once the Harris Orphanage, has proved
a valuable asset to the Polytechnic and University.
With a number of houses on site, it also offers scope for further development.

In 1970, the college took over Robin House, the right hand end of Fylde Building, to house its rapidly expanding Department of Language and Social Studies. This photograph shows the whole of the building, home today to Student Services, the Personnel Department and to the teaching Departments of Languages and Cultural Studies.

Table 6.2 The Student Profile, 1986/87 and 1991/92 (%)

Characteristics	1986/87	1986/87
Minority Ethnic Group		
Asian	4	5
Afro-Caribbean	1	1
Other	2	2
Gender		
Male	59	50
Female	41	50
Age Group		
Under 22	47	51
22-25	19	12
26-35	18	20
Over 35	14	16
Not known	2	2
Special Needs Students	0.5	2
Regional Distribution (FT & SW)		
NW England	n/a	59
Others	n/a	41

The table shows that, despite the growth in student numbers between the two years, there was considerable stability in the characteristics of the student population. The main changes, reflecting Polytechnic priorities, were towards an even gender balance in 1991/92 and a small but significant growth in the percentage of students with special needs.

The significant increase in student numbers over the period 1984 to 1992 was largely made possible by developments in the number and range of courses offered within the Polytechnic. The role of the North West Regional Advisory Council in giving initial approval for new courses faded into insignificance and its jurisdiction over the Polytechnic ceased prior to incorporation. The Council for National Academic Awards remained the major external influence, although both the Business and Technician Education Council and the professional bodies were also very important in the validation and approval of courses. The pressure on the CNAA to delegate its power to institutions was increased in 1985 with the publication of a report of the Committee of Enquiry into the Validation of Degree Courses in Public Sector Higher Education[9]. The Committee's findings were published as the Lindop Report and the report recommended a process of accrediting institutions based on the view that "the best safeguard of academic standards is not external validation or any other form of external control but the growth of the teaching institution as a self-critical academic community".

Supported by continuing development of the Polytechnic's internal procedures, including a distinction between internal validation and progress review, and the introduction of procedures for approving major and minor changes to courses, the Polytechnic successfully gained accredited status. As a result, from April 1988 it was effectively licensed to award degrees, certificates, and diplomas on behalf of the CNAA with the latter still responsible for the approval of external examiners. Initially, accreditation applied only to undergraduate work, but a year later it was extended to higher degrees. With this accreditation, the validation of new courses

and their subsequent review became the primary responsibility of Polytechnic Review Panels consisting of internal staff and specialist external advisors. Faculties established their own review groups to undertake pre-validation consideration of course proposals and the review of on-going course provision, informed by written reports from both course leaders and students. From 1991 they also took responsibility for an annual review of the teaching departments.

From 1984, CNAA panels, and later Polytechnic Review Panels, were kept increasingly busy with the growth in the number and range of courses offered by the Polytechnic. Between 1984/85 and 1991/92 the number of full-time degree courses grew from 12 to 58, HNDs from 11 to 15 and professional and postgraduate courses from 11 to 20. At the same time the number of subjects offered on the Combined Studies programme grew from 20 to 60.

All faculties shared in this expansion. Course developments in the area of Art and Design included a HND in Product Design, the addition of a Marketing Branch to the Fashion degree, and a new degree in Advertising and Communication Design (all from 1990).

Business and Management developments included BSc and HND courses in Business Information Technology (starting September 1985), a degree in Office Communication and Languages (revised in 1988 to become European Business Administration and Languages), a part-time MBA (1987), an MSc in Business Administration (IT) from 1988, a degree in Hospitality Management in collaboration with Blackpool and the Fylde College, postgraduate diplomas in Newspaper Journalism and in Radio and Television Journalism, and a new postgraduate Diploma in Tourism, Leisure and Service Management supported by the Training Agency.

In the Humanities and Social Studies area there were part-time Masters degrees in Social History (1988), Literature and the History of Ideas (1989), English Language Studies (1990), English Literature Studies (1991), Public Policy (1991), and Women's Studies (1992). New degrees included English Language Studies (1990), American Studies (1990), History (1991), Women's Studies (1991), and Design History (1991). Access course innovation included a course designed to foster minority ethnic group entry to social work (1985) and a new part-time course for women returners (NOW, 1987). The professional courses in social work took the form of a new Diploma in Social Work from 1991/92. Developments in education courses included a new two year Certificate in Education (FE), and BA and MA courses in Teaching and Training Studies.

Courses in the area of Health took a new direction from 1986/87 with a national debate on the integration of nursing education into the higher education sector, and locally with the Polytechnic taking full responsibility for the management and delivery of the basic nurse training of the Wigan Health Authority from 1987/88. Under the umbrella

of the new Faculty of Health from 1990, a pre-registration nursing programme at the Lancashire College of Nursing was validated by the Polytechnic in 1990/91 and a new MA in Community and Heath Ethics was approved. The Department of Midwifery Studies, established in April 1992, gained early approval for a four year pre-registration midwifery honours degree.

In Science, the 1990 CATS arrangements were used to introduce a number of new courses. These included degrees in Biochemistry, Horticulture and Management (jointly with Lancashire College of Agriculture and Horticulture), Environmental Management, Applied Chemistry, Biological Chemistry, Applied Statistics, and Applied Physics for Europe. The School of Physics and Astronomy gained HTNT funding for a Postgraduate Diploma in Micro-Computer Interfacing. From 1986, the School of Applied Biology had been externally funded to run a MSc in Biotechnology. A new Access to Science programme was developed in collaboration with colleges in the region. From 1991, two further degrees in Observational Astronomy and Instrumentation, and Applied Physics (along with a HND) were approved as were a new HND in Forestry (in collaboration with Cumbria College of Agriculture and Forestry) and a Postgraduate Diploma in Waste Management.

A similar growth in courses occurred in the Technology area. Early additions to degree programmes were those of a BEng (Hons) in Mechanical Engineering and a part-time BSc in Quantity Surveying. Later there were degrees in Business Information Technology (1987), Building Services Engineering (1987), Building Management (1988), Fire Safety Engineering (1990), Fire Safety Management (1990), and, also in 1990, two degrees with a European focus, Computing with Foreign Language and Electronics in Europe. An MSc in Technology was introduced from 1990. New Higher National Diplomas were introduced in Computer Aided Engineering, Engineering Design, Mechanical and Production Engineering, and Information Technology. From 1987, access provision was strengthened by the addition of the Higher Introductory Technology and Engineering Conversion Course, for students with a non-science background, and a Women in Technology course.

A major factor supporting the development of the increased number of courses in the Polytechnic was the existence of the Combined Studies programme. The newly merged Combined Studies scheme came on stream in September 1984 as did the associated Pre-Degree Course which offered a two term programme designed for mature students wishing to enter higher education (in 1989 this course was revised and became the Foundation Studies Programme). Combined Studies and its structure of major/minor/joint degrees offered students a wide choice of subjects and flexibility in their progress through the programme. It also allowed subjects to be offered at degree level that could not initially have stood alone as single honours

degrees. Many of the new subjects brought into the Combined Studies degree subsequently gained sufficient experience and resources to also offer separate degrees, or defined fields as they were referred to. This process was considerably strengthened by the adoption of a Credit Accumulation and Transfer Scheme (CATS).

The notion of CATS had been first raised as early as November 1980 when the Deputy Director, Gerry Fowler, presented a paper to the Academic Board which included the following statement.

> What now seems to be needed is a coherent academic philosophy for the Polytechnic as a whole which ... will .... permit us to create a 'matrix' of academic offerings which can be put together in a variety of ways to form named degrees, and to enable us to get the most efficient utilisation of our staff and other resources..... We should thus for every course taught in any year of a degree in the Polytechnic be able to state its 'credit value', level of the 'credit' and the prerequisites of the course.

Such a concept re-emerged in March 1984 in a paper on Medium Term Academic Strategy from Deputy Director, Peter Knight. This had first been discussed at a residential meeting of the Planning Committee and an amended paper was presented to the June meeting of the Academic Board. The paper contained the idea of "a semester basis for timetabling, the use of common modules of study to the maximum" and "a massive reduction in the pre-requisites required for study of a particular module" to enhance the opportunity for students to change their programme of study. At that stage the Academic Board resolved to refer the proposals to faculties and schools for debate.

Resulting, either directly or indirectly, from the above, an open session of the Combined Studies Board in February 1986 approved, in principle, a credit accumulation scheme as the best way forward for the future of the scheme. A paper was presented to the Academic Board in March 1987 on a Combined Studies Credit Accumulation Scheme that included the proposal for "defining a credit on the basis of overall student workload (rather than class contact time)" and a series of exit point awards in addition to that of honours degree. The proposals were accepted and CATS I (as it was later referred to) was introduced from September 1987.

Attention then turned to the other courses in the Polytechnic and, as early as June 1988, the Academic Board considered a proposal for the Polytechnic-wide introduction of credit accumulation scheme. At a policy level, the Board resolved to commence the introduction of a standard Credit Accumulation and Transfer Scheme from September 1989 and to set up an Implementation Group with a view to producing a scheme for Summer 1989. A CATS Summary Document (the first paper to the Academic Board of the newly incorporated Polytechnic) was approved in June 1989 and the major arguments pressed in its favour were that the scheme would create additional flexibility, facilitate

rapid response to the market, and improve the efficiency of the operation of the Polytechnic. It was decided to transfer all the Polytechnic's courses to the new CAT Scheme (CATS II) over a two year period from September 1989 but progress in the first year of conversion was held up by local action from the lecturers' union (NATFHE) over pay and new contracts of employment.

One of the distinctions between the original Combined Honours CAT Scheme and CATS II was the requirement in CATS II that all degree students to undertake an 'elective' element in the first stage of their degree studies (equivalent to the first year of a full-time programme) and another in stage two of their degree. With a credit rating of 5 (representing one-seventh of a full-time student's year of study) this elective requirement was a major means for the Polytechnic to encourage students to study such prioritised areas as foreign languages, computing, and varied aspects of personal development (including, from 1991, transferable skills promoted by the government-funded Enterprise Initiative).

The major impact of the introduction of CATS II came in 1990/91 and this coincided with the leap forward in student numbers and the academic restructuring of the Polytechnic as well as an extensive programme of building work. Pressure on both students and staff was intense. Staff facing rising student staff ratios were forced to rapidly assimilate new teaching, learning and assessment strategies to cope with increased numbers on their course units, many of which were attended by students enrolled on a diverse range of programmes. Students were told that they had to become 'independent learners' and thereby take greater personal responsibility for their own education. These pressures were to be maintained for the next three years until the plateau of 'consolidation' was reached in 1993/94.

In addition, and paralleling the growth in courses and adoption of CATS, two other major educational developments are worthy of special consideration, those of partnership between the Polytechnic and other colleges in the region, and international links.

Building on a number of significant earlier developments, the Polytechnic formally endorsed its commitment to collaborating with other colleges in Lancashire in the 1984 resolution of the Academic Board cited on page 157. The immediate outward expression of this policy came in June 1985 with the launch of LINCS (the Lancashire Integrated Colleges Scheme). Through this scheme, based on a pilot mounted at Nelson and Colne College in September 1984 with the subjects of Economics and Education Studies, level one elements of the Combined Studies (part-time) programme were 'franchised' to colleges of further education. The intention was to enable mature students to begin part-time degree study at level one at their local college before progressing to higher levels at the Polytechnic. Five further colleges (Accrington and Rossendale, Burnley, Blackpool, Blackburn, and

W. R. Tuson) joined the scheme, offering course units from 1985/86. Runshaw College joined a year later, as did West Cumbria College, extending the scheme beyond Lancashire. By 1990/91, a total of 500 students were enrolled on the scheme and studying at their local college. The Cumbria link was strengthened by the agreement reached between the Cumbria Education Authority and the Polytechnic to use the LINCS model to develop higher education in that county through its six colleges. The latter agreement also involved some extensions into level two provision. Building on the LINCS experience, provision was also extended to the colleges by the franchising of all or part of other Polytechnic courses, especially BTEC programmes. Reference has been made earlier to the pioneering of new degrees in collaboration with the specialist colleges in Lancashire and Cumbria. In March 1992, the first course to be validated, independent of either franchised or joint provision with the Polytechnic, was a DipHE in Fine Art at the Cumbria College of Art and Design. By 1991/92 the full range of collaborative arrangements in the region meant that 1,000 of the Polytechnic's students were taking part or all of their courses at colleges in the region.

From 1985 opportunities for staff and students arising from the Polytechnic's international links were given added emphasis. From the start of the 1985/86 session a senior member of staff undertook a special assignment as European Liaison Officer, pursuing relationships with the European Economic Community and higher education institutions of the member states. In October 1986, the Academic board agreed a Policy Statement on International Relations which promoted links in the following areas.

1. Responsible recruitment of overseas students.
2. An appropriate programme of student exchanges, placements and visits.
3. An appropriate programme of staff exchange, placements and visits abroad including the appointment of visiting Professors/Lecturers.
4. Participation in international research and consultancy.

These two developments were to have an immediate impact. Following bids to the EEC ERASMUS programme and the COMETT initiative, a set of seven networks each involving several other European institutions were established, and 151 student exchanges were funded for 1988/89. Following the retirement of the specially assigned European Liaison Officer in August 1988, co-ordination of this work was taken over by the new Commercial and International Unit, but much of the initiative for building new networks in Europe rested with individual teaching departments. By 1990/91, the Polytechnic was involved in 13 networks and 330 students from EEC countries were studying in the Polytechnic, while some 180 Polytechnic students were taking part of their studies in Europe. In that year, 1% of all ERASMUS exchange students were from, or came to, the Polytechnic

and this placed the Polytechnic at the forefront of UK higher education institutions in this work.

In addition there were important exchanges of staff and student involved institutions in China, the United States, Hong Kong, Malaysia, Brunei and Singapore. Of particular note were the Polytechnic's involvement, from March 1989, in the European Community Transfer Scheme and dual degree awards in Chemistry and Physics with the Institut Universitaire de Technologie in Montpelier. The British Council supported links to develop management and management trainers in Poland and other Eastern Europe projects followed. The Polytechnic's links with China, which had attracted important support from the British Council, centred on Beijing Institute of Business and Shenzhen University, but activities were suspended for much of 1989 because of the civil disturbances that year.

The European and other exchange programmes owed their success, in part, to the priority given to language training in the Polytechnic from 1988. This was initiated originally as 'Languages for All' and was pioneered by the School of Language and Literature. It was offered to both staff and students and 900 people were on the scheme in 1989/90. With the Polytechnic-wide adoption of CATS, this work was further enhanced by the elective requirement and a new programme in Applied Languages at beginner, intermediate and advanced levels was offered from 1990 by the new Centre (later Department) of Languages. In 1991/92, 1,800 students and staff were taking course units across a range of ten languages.

The importance of research in the Polytechnic had been strongly contested in the various debates on the mission statement in the 1986/87 academic year. The outcome was that its role was defined, alongside scholarly and income generation activities, as "supportive of a stimulating learning environment". This position was affirmed by the Academic Board in November 1987 when a Research Policy Statement was approved. This included the following view on research

> the Polytechnic believes that research for the advancement of knowledge should be pursued:
>
> a) to support the primary teaching function;
>
> b) to provide an experience and resources for the local community in order that the Polytechnic can take part in the region's social, economic and cultural activities;
>
> c) to act as a vehicle for staff development;
>
> d) to provide further educational and training opportunities by research, including both full and part-time research degree registrations.

The reality for many academic staff was that, while they acknowledged that research was not seen as a primary function of the institution, they remained committed to their research interests. This commitment was based on the need to maintain credibility with their professional colleagues and the view that excellence of teaching in higher education was closely linked to research activity. The limited research funding available within the Polytechnic, the difficulty of competing for external research funding with the

Universities, and the pressures resulting from course development work and increasing student numbers meant that, for many, it was hard to achieve satisfactory levels of outcome. There were, however, significant research developments in the Polytechnic between 1984 and 1992, and these involved an increase in the number of research assistants and research students (with related growth in research degree activity) and successes in attracting research funding.

One of the early successes of Lancashire Polytechnic in attracting external research funding came with the allocation from NAB of £75,000 a year for three years to support projects in Applied Biology, Chemistry and Physics and Astronomy. This was to be paid from the £2.5m which had been held back from the 1985/86 advanced further education pool to foster research in the public sector institutions. A year later, Applied Biology gained significant additional funding under the NAB Biotechnology initiative, and this made a significant contribution to the Polytechnic's success in achieving over £1m income in external research support that year. From 1988/89, the Polytechnic was increasingly successful in gaining grants from the Science and Engineering Research Council (SERC) and the total of £1.488m in 1989/90 was the second highest awarded to a polytechnic that year. The Polytechnic also continued to fund research projects. In 1984/85, 121 such projects were funded with a total of £37,500. Internal support for research stayed at around this level throughout the period to 1992.

From the start, the bulk of research activity was centred on the Faculty of Science and in 1984/85 it had 42 research students and assistants, 8 post-doctoral fellows and 34 staff working on approved research projects. No other faculty came anywhere near these indicators of research activity. There were, however, notable centres of research in engineering with the tribology research group attracting SERC and industrial funding, an advanced composites research group, and the digital signal processing and digital control group. The concentration of research in the science and technology faculties was evident, for example, in the year 1987/88 when 50% of external funding was to science and 48% to technology, while 41% of the internally funded projects were in science and 25% in technology. Likewise, of the 23 staff employed specifically in a research capacity in 1991, 15 were in the Faculty of Science, 4 in Design and Technology, 2 in the Lancashire Business School and 2 in Health. Outside the science and technology areas, staff in arts, business and management and social studies attempted to maintain their research activity largely through individualised, minimally funded work leading to a steady but rarely spectacular output of books and articles and through personally studying for research degrees.

Conclusions

In many ways the period 1984 to 1992 was a successful one for Lancashire Polytechnic. Having established the base camp of respectability as a polytechnic by 1984, the next eight years saw the

Overseas Student Reception 1991.

Polytechnic approach the summit in terms of a national profile and a secure financial position. Both had been achieved by bold action. The national profile had been gained by an aggressive marketing campaign underpinned by an acknowledged reputation on the issues of access and equal opportunities and supported by an innovative mission statement. The secure financial position had been won by the expansionist strategies adopted in response to each of the new funding councils (NAB and PCFC) in circumstances where others acted defensively against threatened cuts. But these achievements were at a price. Internally, tensions centred on the extent to which the rhetoric portrayed in the national profile represented the reality of the Polytechnic and whether it could or should be safeguarded against the pressures of academic drift towards the University model of higher education. Financial security and the associated expansion in student numbers had been won through students and staff struggling with deficiencies in teaching accommodation, ever higher student staff ratios and intense pressure on the availability of learning resources and time for research. Nonetheless Lancashire Polytechnic broadly knew where it stood within the public sector of higher education in terms of its strengths and weaknesses. It could take some pride that the balance was tipped towards its strengths.

[1] This chapter is based primarily on the following documents and papers of Lancashire Polytechnic which are held in the University Archive: the Minutes and papers of the Council of Lancashire Polytechnic 1984-89; the Minutes and papers of the Board of Lancashire Polytechnic Higher Education Corporation 1984-92; the Minutes and papers of the Academic Board of Lancashire Polytechnic 1984-92; Director's Reports 1984-92; Lancashire Polytechnic Newspaper Cuttings 1984-90; Lancashire Polytechnic Press Releases 1984-87; Lancashire Polytechnic Corporate Plans 1988-92; Profile of Staff 1988 1991 1993/94; Student Profile 1987/88 1990/91 1991/92; Student Ethnic Monitoring Report 1986/87 1987/88 1988/89, Cynthia Cockburn *Women's Progress A Research Report on Positive Action for Sex Equality in Lancashire Polytechnic* (February 1988); The Douglas Report Autumn 1985; Research Report 1984-86; Eric Robinson's Address to Polytechnic Staff 24.9.87.

[2] This policy was revised by the Academic Board in November 1991 by the addition of 'as demonstrated by their motivation and their commitment to their proposed programme of study' in paragraph one; and additional categories of '(d) Those applicants from Lancashire and Cumbria' and '(e) Those applicants from under-represented groups in higher education'.

[3] *Times Higher Education Supplement*, 13 February 1987.

[4] For a full account of policy and action on special needs in the Polytechnic in the 1980s see Alan Hurst, *Steps Towards Graduation*, Avebury, 1993, Chapter 8.

[5] *Times Higher Eduction Supplement*, 6 March 1987.

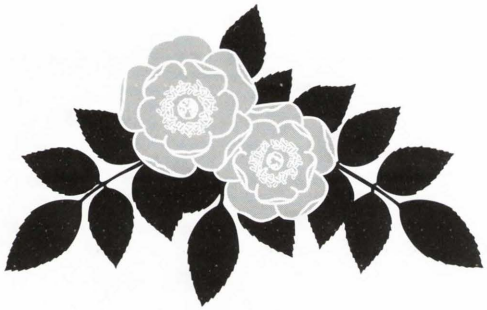
[6] *Times Higher Education Supplement*, 15 February 1989.

[7] The Harris Orphanage had opened in 1888, financed from the trustees of the Harris estate by a grant of £100,000 in 1881, of which £28,000 was for the buildings and £72,000 for the endowment of the orphanage and school. Unlike many Victorian orphanages, the children lived in a number of small houses on the site.

[8] Published statistics on FTES and actual student numbers differ considerably in the various documents of the Polytechnic, partly as a result of different methods of collecting the data. The figures in Table 6.1 are based on the data held in the University's Planning office on 28 April 1995.

[9] *The Academic Validation in Public Sector Higher Education*, (The Lindop Report), Cmnd 9507, HMSO, April 1985.

UNIVERSITY OF CENTRAL LANCASHIRE



In 1991, a Government White Paper *Higher Education - A New Framework* proposed an end to the binary line between those institutions funded by the Polytechnics and Colleges Funding Council and those funded by the Universities Funding Council. Linked to this was the winding up of the Council for National Academic Awards and the allocation of degree awarding powers to the Polytechnics. While the new unified higher education sector was to maintain the distinct missions of different institutions, Polytechnics were to be able to use the word "University" in their titles. The 1992 Further and Higher Education Act put this policy into practice. At the beginning of June 1992, Lancashire Polytechnic was designated competent to award its own degrees, including research degrees with effect from September 1st 1992. Before that, on June 16th, the Privy Council approved the use of the title 'University of Central Lancashire'.

In truth, the name was a compromise. Lancashire Polytechnic had established a clear national and regional identity and there was a desire to maintain continuity in the new title. At the same time, the need to avoid confusion with nearby Lancaster University was recognised. The decision was not universally popular, particularly in Preston. Interestingly, the debate as to title revealed a good deal of support for restoring the name of 'Harris' to the institution.

The acquisition of the title 'University' did not have the dramatic effect on the character of the institution that achievement of polytechnic status had nearly twenty years earlier. English polytechnics, by international standards, already closely resembled universities. Indeed, the main reason for adopting the university title was the international recognition and status that the name carried. It certainly was not meant to convey any change in the mission and priorities of the old Lancashire Polytechnic.

Nonetheless, there were changes. Degree-awarding powers meant changes to academic regulations, with the Academic Board taking responsibility for the conferment of awards. A new administrative section was set up to carry out the functions previously dealt with by the CNAA. Under a licence agreement with BTEC, Higher Diplomas

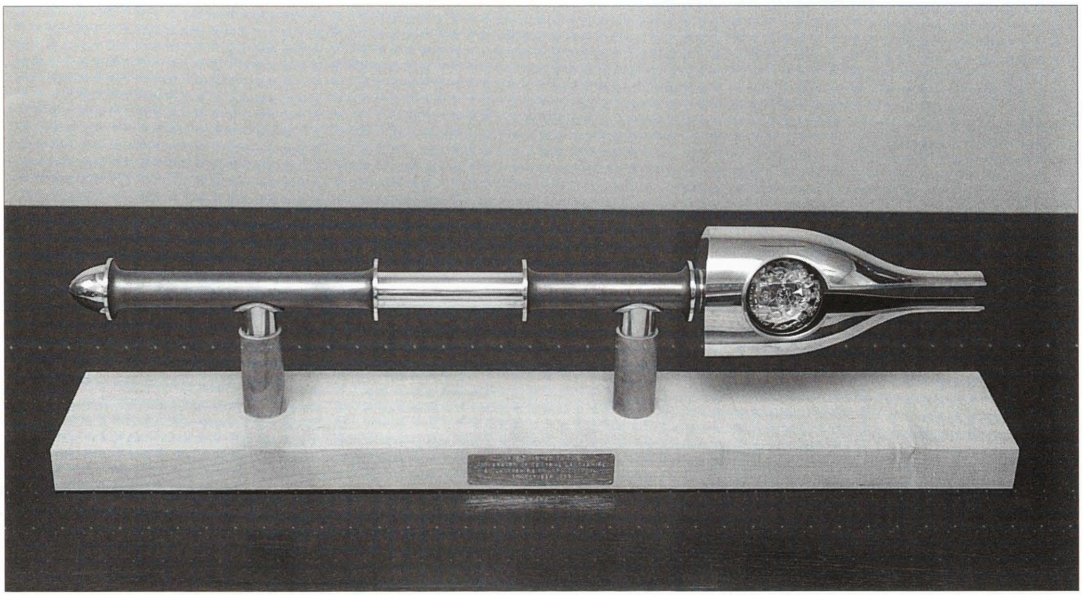
and Certificates also became awards of the University. Even before university status was achieved, the institution was invited to participate in the 1992 Research Assessment Exercise. The results of that, as we shall see below, showed both the rewards and the challenges of the new unified sector. Under the Higher Education Funding Council for England, which took responsibility for all higher education institutions from April 1993, the University also became involved in an external assessment of teaching quality that was more formalised, bureaucratic, regular and costly than that experienced from Her Majesty's Inspectors in the former public sector. Under the Higher Education Quality Council, the University's systems for monitoring and managing quality also became subject to audit.

As we have seen, although there was some ambivalence about the place of research in Lancashire Polytechnic, there had been important and developing pockets of activity. An upward trend had been reinforced with the development of postgraduate degree programmes and with the influx of new staff at the beginning of the 1990s. Nonetheless, at the time when the University was established, research performance outside the Faculty of Science was patchy.

The 1992 Research Assessment Exercise, sprung on the institution at short notice and based on measurable outcomes of research, produced predictable, if somewhat disappointing, results for the University. Ten areas of work received quality ratings which led to national funding. Of these, four (Physics, Biological Sciences, Mathematics and Statistics) were in the Faculty of Science and three (Economic and Social History, European Studies and the History of Art, Architecture and Design) were in the Faculty of Cultural, Legal and Social Studies. The other recognised areas were Psychology (Faculty of Health), Art and Design (Design and Technology) and Library and Information Studies (based on the Library).[2]

To some extent, the results of the exercise were a consequence of the lack of previous built-in funding for research in the ex-polytechnics. With hindsight, it was also possible to argue that the University might have done better had it been more selective in its submissions. What was recognised as important was the need to learn from the experience. While Central Lancashire never set out to be one of the great national centres of research, it did need to maximise its research income. It also needed to achieve a respectable research standing if it was to continue to attract high quality staff. At a more cosmetic level, in an age of published league tables, the University needed to ensure a position that did not render it vulnerable to often ill-informed criticism or judgements.

Progress in research had to be made in a context of still very limited resources; the 1994/95 research income from HEFCE to the University stood at some £800,000. Nonetheless, a clear policy was adopted



The University Mace.

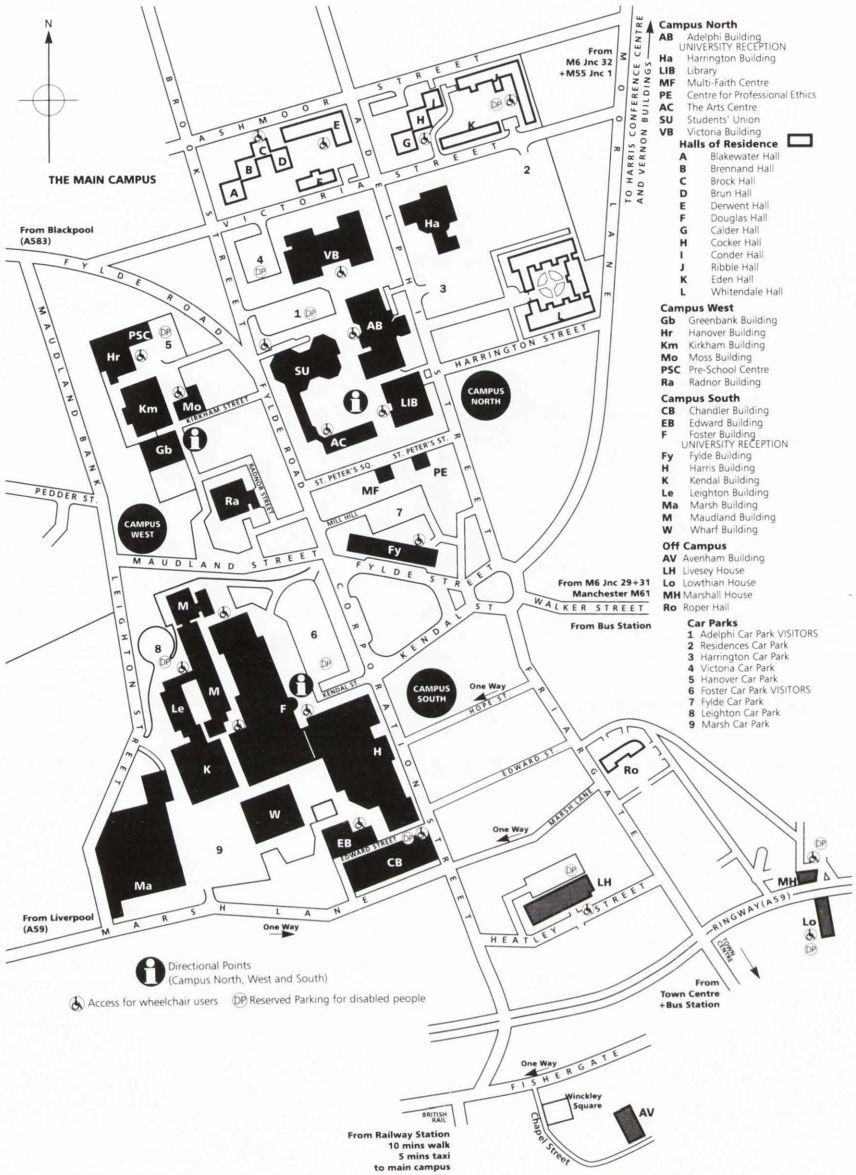
for the 1996 assessment exercise. All the successful 1992 areas had internal as well as external funds targeted on them in a bid to achieve still better ratings in 1996. In addition, particular research centres (Professional Ethics, Image Processing, Research in Employment and Work) were given similar targets. Elsewhere, departments were given limited funding (£5,000 each) and prepared plans for achieving a level and quality of output that would secure national recognition.

Building research activity is a long process. The full benefit of recent University initiatives will not be felt until the assessment exercise after 1996, which will probably take place in the year 2000. In the meantime, in spite of the fiercely competitive national environment, the institution does expect to improve its standing in 1996 and staff and students have benefited from the influx of new research money.

The disadvantages of incorporation into a single higher education sector were also felt, initially, in the HEFCE procedures for assessing the quality of teaching. In the original 1993 scheme, institutions prepared self assessments in which they made bids to be declared either satisfactory or excellent. Following examination of self-assessments, decisions were made as to which institutions should be visited by a subject panel. Though some visits were simply

Rector Brian Booth, pictured here with a model of Harrington Building and Campus North.

A view of Campus North; photograph taken during the building of Harrington.



Map of the main campus in the mid-1990's. Notice the huge contrast with the map on page 46 of the same area of Preston in 1913.

to test claims for satisfactory teaching, the majority were to test claims for excellence. Without a visit, the teaching in an institution could not be declared excellent. Flaws in this system quickly became apparent. There was near universal condemnation of the process of rejecting many claims for excellence on the basis of a paper exercise alone. There was a similar level of opposition to a practice that declared to the world that most higher education teaching in this country was not excellent. It also became apparent, in practice, that the new universities and colleges were disadvantaged. Their work was not being measured against their missions and there was a clear and perhaps inevitable link in a number of subjects between high research ratings and assessments that teaching was excellent, if only because of the human and other resources that high-rated research departments could bring to bear on the learning experience of their students. Central Lancashire, like most other new universities, failed to achieve an excellent assessment and, indeed, secured few visits. Against that, no assessed subjects were declared unsatisfactory and University staff involved as assessors were able to identify, and adopt in their own departments, examples of good practice from other institutions.

From 1995, a modified process has been introduced. All institutions will now be visited for all the subjects that they teach. The self-assessment remains the main document informing the visit but is no longer used to determine whether or not a prima facie case has been made for excellence. Nor are institutions to be judged excellent or otherwise. Instead, performance will be judged on a rising scale of 1 to 4 on a profile of aspects of teaching and learning. Should there be a score of 1 on any one aspect of this profile, the institution will be given a year to improve the situation; otherwise there will be financial penalties. The revised process also lays heavier emphasis on the importance of measuring what is done against the institution's aims or mission, rather than against some form of 'gold standard'.[3]

At the time of writing, the University awaits the outcome of the new process. It appears a great improvement on the old. However, it is expected to be even more expensive not only in direct money terms but also in terms of the staff time, disruption and paperwork associated with visits.

While HEFCE teaching assessments initially disadvantaged the new universities, the HEQC quality audits tended to show them in better light. Long years of course development under the aegis of CNAA, and the tendency of such institutions to have clear management structures, meant that systems for decision-making and quality assurance were well-established. The University of Central Lancashire was particularly well-placed in this respect and it emerged very well from its first quality audit in June 1994.

The Report was particularly complimentary about the University's process for validating and

reviewing courses. It also praised the Quality Forum, a quality 'think tank' including outside representatives, the commitment to, and processes for monitoring, equal opportunities issues, the 'openness' of the University in respect of management papers and student feedback, the ethics and values audit and the introduction of the system of rapporteurs in respect of research student reports. It had some reservations about the precise roles played by Academic Board and Academic Standards Committee, in particular the lines of communication from Faculties into the latter committee, and about the University's failure to use comparisons with other institutions when evaluating its levels of performance. Once again, though, there was a high cost to the exercise. Quite apart from the three days spent on the visit, the associated paperwork filled a four-drawer filing cabinet.[4]

University status, alongside the abolition of the CNAA and the licensing agreement with BTEC, brought about a new relationship with partner colleges. Most of these now became either associate or licensed in status. Associate colleges developed exclusive relationships with the University in terms of the higher education courses they offered with the prospect of a further and deeper relationship between the college and the University in the future. By 1995, Lancashire College of Agriculture and Horticulture at Myerscough, Cumbria College of Agriculture and Forestry at Newton Rigg , Furness College and Kendal College (both Cumbria), Burnley College, Runshaw College and Preston College (all Lancashire) and Hugh Baird College (Merseyside) had taken associate status. Licensed colleges continued their relationship with the University but, except where such courses already existed, were not to offer programmes beyond Level 1. Two other British colleges, Cumbria College of Art and Design and the Lancashire College of Nursing and Health Studies, along with a number of overseas institutions had a rather different status as accredited colleges.

Relations with partner colleges were, from 1993, managed by a Partnership section located in a new unit called Inter-Faculty Studies. Responsibility for Combined Honours (previously a function of the Programmes Office) and for Enterprise initiatives also lay with Inter-Faculty Studies, in effect and in status a sixth faculty for the University.

University status and responsibility for awards had meant a need to separate the task of running courses from that of administration including validation, admissions, record keeping, assessment regulations and processes and the verification of awards. Therefore, most of the administrative functions of what had been the Programmes Office now passed to a Department of Academic Administration.

Other structural developments on the academic side included the creation of five 'new' departments. Journalism (1992), Environmental Management (1992) and European Studies (1993), all originally set up as centres, were now considered to have met the criteria necessary for establishment as

departments. Tourism and Hospitality Management (1993) had developed within the Department of Organisation Studies but was now established as a separate department. Computing Studies (1993) was split off from Electrical and Electronic Engineering to which it had been joined in 1990. New research centres were also established in Astrophysics (1992), in Library Information Management (1993), in Medical Studies - a joint venture with local health authorities and NHS trusts (1993), in Professional Ethics (1993), in Image Processing (1993), for Toxicology (1993) and for Fire and Explosion Studies (1994). From August 1995, further structural changes are planned. Most of these relate to the anticipated incorporation into the University of the Lancashire College of Nursing and Health Studies in April 1996 and to the future arrangements for the activities currently located within Inter-Faculty Studies.

Since 1994, the credit accumulation and transfer scheme has been modified and simplified. The scheme had contributed to the rapid development of a wide range of new courses attractive to students. However, the varying size of course units had made it enormously difficult to understand and manage. It

The new 500 seat lecture theatre in Harrington Building.

A reminder of the importance of supporting services in what is now a large and very complex organisation where two-thirds of the staff are not teachers.
The design room of the Publications Unit (above) and some of the Students Services staff (below).

The refurbished and extended refectory which came into use in January 1993.

The Vernon Gallery, a new location for art exhibitions in the University.

has been replaced by a modular scheme where six fixed-size modules constitute a year's work by a full-time student. All the University's courses have been or are being brought into the new scheme: Stage 0 (sub-degree) and Stage 1 (level 1 undergraduate) work and MA/MSc programmes from 1994; Stage 2 (level 2 and level 3 undergraduate) work from 1995. Following this, and in line with recommendations in the Flowers Report[5] and developments in other universities, it has been decided to alter the timing of the University year. From 1996, the academic year will begin in early September and Semester 1 will finish before Christmas. Semester 2 will run from January until early May. The result of this, it is hoped, will be a longer continuous period in the summer for staff to engage in research and an academic year more compatible with that of institutions in other countries with whom the University has arrangements for student exchange.

By the time the University came into existence, most of the major undergraduate course developments associated with institutional growth and the introduction of the university-wide credit accumulation and transfer scheme had occurred. First year full-time intakes to the University were set at 3,000 from 1992/93. After that, any student numbers for new undergraduate courses had to be taken from existing courses. Nonetheless, there were still some significant new programmes. These included Deaf Studies, Race and Ethnic Studies (both 1992) and European Studies (1995) as new combined honours subjects and new degree courses in English Literary Studies, International Business, Law with Languages, Industrial Design, Health Studies and Midwifery (all 1992), in Social Work and Welfare Studies (1994) and in Film and Media Studies and Museum and Heritage Studies (both 1995)

The emphasis in the University now switched to the development of postgraduate work, whether in the form of MA, MSc and other courses or higher degrees by research (MPhil, PhD). Traditionally, the institution had made limited progress in this level of work and research students, especially, were concentrated in relatively few departments. Now, postgraduate numbers were set to rise in absolute and percentage terms with a long-term aim that they should make up 10% of the student population. Among taught course developments at this level were part-time MScs in a range of Psychology programmes introduced in 1992, in Environmental Toxicology, developed in association with the Health and Safety Executive (1993), in Waste Management (1993) and in Heritage Conservation (1994). New part-time MAs included those in Women's Studies (1992), Design and Cultural History (1993), English Literary Studies (1993), in a range of Health programmes (1993) and in Tourism and Leisure Services Management (1994). The MA in Finance and Accounting (1993) and the LLM in Environmental Law (1993) operated in both full-time and part-time modes. In all, by 1993-4 there were 39 full-time and 318 part-time 'taught masters'

students in the institution, representing increases of 117% and 12% respectively on the figures for the previous year. The December 1994 Academic Development Plan (ADP) indicated the intention to more than double the part-time figures by 1997-8 but to only marginally increase full-time students. However, given the growing graduate demand for further qualifications, these targets were being raised in discussions which were ongoing at the time of writing.

There was also an increase in the numbers of MPhil/PhD students though such work continued to be unevenly distributed. In the first year of the University (1992-3), the major concentration remained in the Faculty of Science where there were 42 full-time and 25 part-time research students (representing 54.5% of full-time and 46.2% of all research students in the University). Elsewhere, strong concentrations remained in the Departments of Psychology (Health) and Computing and Electrical and Electronic Engineering (Design and Technology). By 1993-4, there had been an 82% increase in part-time research students (to 124) with all Faculties sharing in the growth; a 14% increase in full-timers (to 88) was concentrated in the Faculty of Cultural, Legal and Social Studies and in the Lancashire Business School. Particular areas of development included the Departments of Built Environment (Design and Technology), Historical and Critical Studies (Cultural, Legal and Social Studies) and the Centre for Professional Ethics. Plans for 1997-8, however, revealed little overall growth (+12 full-time and -2 part-time) with some areas (notably the Lancashire Business School) anticipating a decline in such activity. Current initiatives, including the introduction of a limited number of bursaries for selected part-time as well as full-time research students, are intended to boost recruitment but the pattern is likely to remain uneven.

Taken together, 1997-8 plans for taught Masters and research degree students will leave the University a long way short of the long-term target of 10% of full-time equivalent students. This will remain the case even with current revisions to plans. In a world where graduates will be increasingly looking to boost their qualifications, this is an area where a great deal of development will need to take place. However, recent attention to the issue does suggest that planned postgraduate growth has now become an institutional priority.

Table 7.1 illustrates the slowing pace of overall growth. A growth of 24% in numbers of actual students between the last Polytechnic year (1991/92) and the first year of the University (1992/93) slowed to a projected 6% between 1993/94 and 1994/95 and a plan for just 6% for the whole three-year period from 1994/95 to 1997/98 in which the University plans to be in an essentially stable state. In fact, overall growth might well be slower still given 1994/5 recruitment problems in some faculties for full-time students and more generally, on and off campus, for part-timers.

Table 7.1 Student Numbers, University of Central Lancashire 1992-98[6]

Year	FTES	Actual Students	Annual % Growth (actual students)
1992/93	10899	14237	24
1993/94	12190	15905	12
1994/95*	13001	16855	6
1995/96*	13433	17400	3
1996/97*	13747	17812	2
1997/98*	13804	17887	0

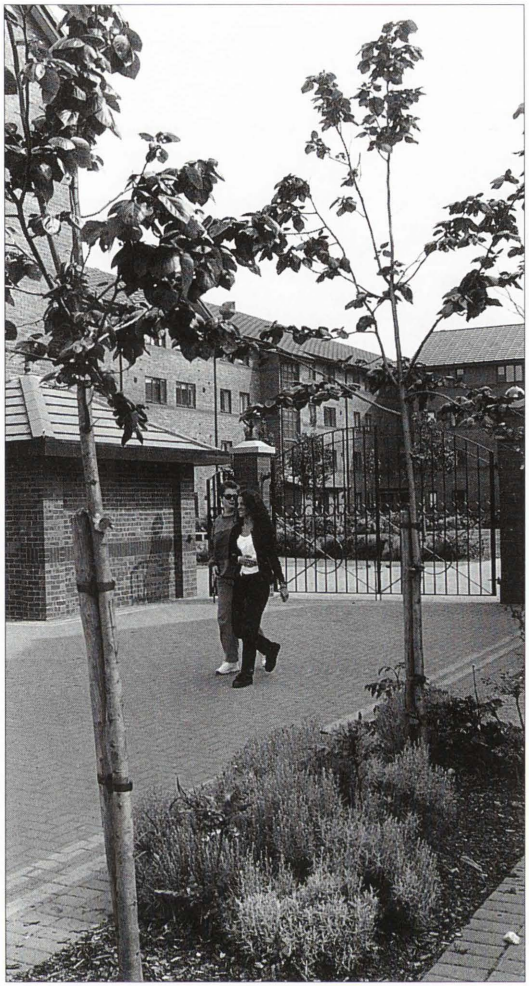
*Projected figures and excluding any changes incorporated in the 1994/95 Strategic Plan or student numbers resulting from a merger with the Lancashire College of Nursing.

Staff numbers have not risen very much during the early years of the University and are not intended to do so in the near future. In December 1992, there were 1299 staff in total. Of these, 54 were in managerial positions, 440 were administrative or clerical, 530 were teachers and 28 were researchers. There were 112 technical staff, 129 manual staff and 6 others. Overall numbers were scheduled to rise to 1326 by 1994/95, including 550 teachers and 36 research staff, but a shortfall in recruitment meant a cut in teacher numbers. Thereafter, growth was planned to be marginal with just 1336 staff, across the institution, by 1997/98 and no further change in teacher numbers.

Slower growth of student and staff numbers coincided with a substantial increase in the space available in the form of new or extended buildings. The £8.5 million Harrington Building (1994), housing the Faculty of Health as well as much of the Communications and Marketing administrative service, was the most impressive of these. With a 500-seater lecture theatre, it also provided a major conference facility that the University had long lacked. Slightly off-campus, the Vernon Building, bought from Building Design Partnership and housing the Department of Computing, the Centre for Professional Ethics and Property Services, as well as providing valuable gallery space, was another high-quality acquisition for the session 1994/95. Caspar House, adjoining Robin House, had come into use in 1993, the complete building being re-named 'Fylde'. A fourth storey is being added to the Kendal Building in time for the 1995/96 academic year but the major addition in communal facilities for that year will be the library extension, almost doubling the previous floor space. Meantime, there has been a substantial increase to student accommodation with the opening of Whitendale Hall (404 bedspaces) and Douglas Hall (480) in 1992 and the conference standard accommodation on Pedder Street (1995) as well as an upgrading and enlarging of the main Foster Refectory (completed in early 1993). The one remaining large building project is to house the Lancashire Business School once leases run

out on Marshall House and Lowthian Building. This is planned for a south campus site on Marsh Lane.

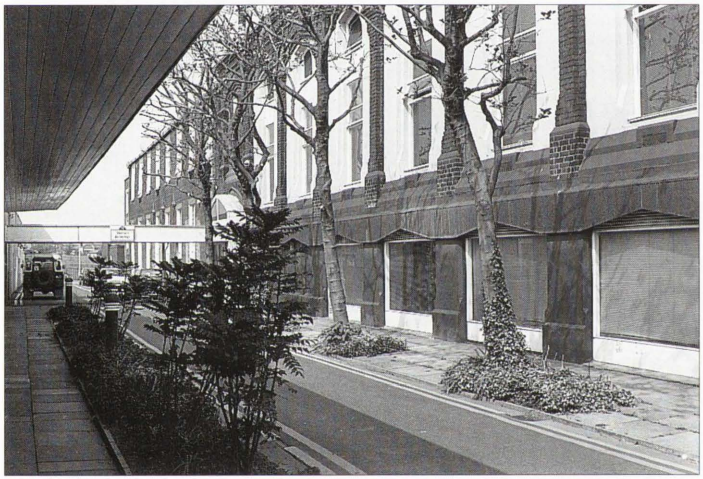
By 1994/95, it was becoming apparent that space was growing more rapidly than student numbers and some of the worst problems of overcrowding or inadequate teaching accommodation were beginning to be resolved. The improved quality of facilities in, for example, the Harrington Building or the Foster Refectory and foyer were also recognised by staff and students alike. The campus generally was also becoming smarter, not least because it was less of a building site than hitherto. However, the impact of these changes, at the time of writing, has been patchy. Staff and students in the Harris Building, cleaned up externally for the Preston Guild but somewhat dilapidated inside, continue to work in overcrowded conditions and lack social space. Marshall House and the Fylde and Lowthian Buildings are far from ideal as bases for educational activity. The cost-driven concentration on efficiency and on the legal requirements of office space, rather than on optimum provision has meant, and will mean, facilities at Central Lancashire remaining sparser than in many other universities. And for the dreamers, there is still the ideal of a campus that is not divided into three by busy main roads.



Whitendale Hall, an important addition to the University's student accommodation, opened in 1992.

What have been the changes and continuities in the history of the institution that we now know as the University of Central Lancashire? Many of

Harrington Building, housing the faculty of Health and much of the Communications and Marketing Service opened in 1994.



Vernon Building, housing the Department of Computing, the Centre for Professional Ethics and Property Services was acquired from Building Design Partnership and brought into use in 1994.

New Residences, equipped to conference standard, being built on Pedder Street during 1995.

A major extension to the library, doubling its floor area, underway during 1995.

the changes are obvious. The original Institution for the Diffusion of Knowledge opened in one room, rented for £10 a year, with one employee (a librarian) and put on the occasional not very well-attended lecture series. It had 600-800 subscribers and finished its first year with just over £50 in the funds. As it developed, it concentrated on the sciences and on art and design. Today's University occupies over 130,000 square metres of buildings and has a main campus of some thirty acres. It has, in 1994/95, a budget of over £55 million and has more than 1300 staff. There are over 13,000 students on campus who attend classes on over 190 courses in addition to the wide range of combined honours programmes. As such, it makes a huge contribution to the local economy.

The early domination of the institution by the sciences and art and design, or the subsequent emphasis (evident as late as the 1950s and 60s) on engineering has also changed. By 1994/95, reflecting changes in the economy and in the type of student recruited, 45.1% of HEFCE-funded full-time equivalent students were to be found in the Business and Management, Social Science and Humanities categories. A further 11.7% were in Mathematical Sciences, Information Technology and Computing. Science, with 16.1%, remained the second biggest single category (to Business and Management) but Art and Design provided just 7.7% of students and Engineering and Technology 7.4%.

The original students would have mostly come from Preston. They were almost all male and were only offered occasional and part-time courses, initially of general interest. Until long after the coming of the Polytechnic, most of the college's students remained part-time. Today, part-timers make up just 36% of all students (a rather smaller percentage of those on campus) and all but a handful of students are on award-bearing courses. 58.7% of students came from outside Lancashire; over half of the students are women and some 8% come from minority ethnic groups.

Against this, the University remains very much an institution based in the middle of Preston and, in its mission, committed to the local community. The decision, in the early 1970s, not to consider building the new Polytechnic on a green field site in Leyland, reflected this commitment. Moreover, for all the widening of recruitment boundaries, it still takes over 60% of its students from the north west of England. Students of Science, Art and Design or Engineering and Technology may no longer predominate but they remain, at 31.2% of HEFCE full-time equivalent students (or, with Mathematical Sciences, Information Technology and Computing, 42.9%), a major component of the student body. Continuity is clear in one other respect too. Even in 1829, there was an accommodation crisis and additional rooms had to be rented; the history of the institution to this day has involved a constant repetition of that situation.

So where are we now? It would be fair to say that the University of Central Lancashire, three years into its existence, is still adjusting to its new situation. Lancashire Polytechnic was confident of its place as a major and distinct institution in the polytechnic sector. Central Lancashire, like other new universities, is still coming to terms with the challenges of the unified sector, including those related to research and to recruitment and admissions. These challenges are compounded by inherited problems, notably concerning buildings, and by ongoing discrepancies in funding. Evidence of a national levelling out, and perhaps even a fall, in student demand for courses has created further uncertainties. Thomas Batty Addison's 1828 suggestion that Preston might emulate London in the creation of a university has been achieved, though it took rather longer perhaps than he would have hoped, but the achievement has brought challenge as well as opportunity. We live in interesting times!

[1] This chapter is largely based on Rector's Review of the Year 1991-92; *University of Central Lancashire Corporate Plan*, 1993; *University of Central Lancashire Strategic Plan, 1994;* Planning Office, Negotiated FTE Exercise 1991-2, 1992-3, 1993-4; Planning Office, *Academic Development Plan* (9.12.94) and Student Profile 1993/94.

[2] *Times Higher Education Supplement* 18th December 1992

[3] Centre for Higher Education Studies, Institute of Education, University of London, *Assessment of the Quality of Higher Education: A Review and Evaluation* (1993); HEFCE Circular 39/94, *The Quality Assessment Method from April 1995* (December 1994)

[4] Higher Education Quality Council, The University of Central Lancashire: *Quality Audit Report* (November 1994)

[5] Committee of Vice Chancellors and Principals of the United Kingdom, *Review of the Academic Year: A Report of the Committee of Enquiry into Reorganisation of the Academic Year* [The Flowers Report] (HEFCE, November, 1993)

[6] Figures based on data held in the University's Planning Office, 28th April 1995.

Appendix 1

Those present at the meeting on October 7th 1828

Elected officers

Thomas Batty Addison *(President)*

Robert Ashcroft *(Hon. Sec.)*

Joseph Livesey *(Treasurer)*

Appointed to the committee for 1828-29

Robert Ashcroft, *Attorney*

John Atherton, *Mechanic*

Thomas Barker, *Draper*

Adam Booth, *Mechanic*

Lawrence Booth, *Mechanic*

George Cowperthwaite, *Sedan Carrier*

Richard Dunn, *Mechanic*

John Gilbertson, *Surgeon*

George Hodgson, *Plumber*

Moses Holden, *Gentleman*

John Johnson, *Tailor*

Joseph Livesey, *Cheesemonger*

Josiah Lyon, *Joiner*

Edward Makin, *Cotton Manufacturer*

Francis Nelson, *Mechanic*

Robert Norris, *Gardener*

Thomas Pritt, *Engraver*

George Riley, *Gentleman*

John Robinson, *Overlooker*

James Tomlinson, *Shopkeeper*

William Toulmin, *Coal Dealer*

Peter Walmsley, *Joiner*

Michael Whaling, *Twist Maker*

Francis Wilkinson, *Tailor*

Appendix 2

Presidents and Chairs of Governors

Presidents of the Institution for the Diffusion of Knowledge

1828-39 Thomas B. Addison

1839-40 John Paley, Senior

1840-42 George Jacson

1842-43 Rev. J. Owen Parr *MA*

1843-44 R. W. Hopkins

1844-45 Isaac Wilcockson

1845-46 John Paley, Junior

1846-47 Thomas German

1847-48 John Bairstow

1848-49 Thomas Birchall

1849-50 James German

1850-51 William Ainsworth

1851-52 Thomas Birchall

1852-53 Thomas Walmesley

1853-54 Thomas Birchall

1854-55 Thomas Walmesley

1855-57 John James Myres

1857-59 Lawrence Spencer

1859-60 Robert Ashcroft

1860-61 Rev. Canon Parr

1861-62 John Goodair

1862-63 Thomas Miller

1863-64 Richard Newsham

1864-65 Thomas Wilson

1865-66 Major Wilson

1866-67 C. R. Jacson

1867-68 Edmund Birley

1868-69 Miles Myres

1869-70 J. J. Myres

1870-71 John Rawcliffe

1871-73 Edward Hermon *MP*

1873-74 Thomas B. Addison

1874-75 J. J. Myres

1875-76 W. P. Park

1876-77 Richard Allen

1877-79 Thomas Edelston

1879-82 William Ascroft

Appendix 3
Principals, Directors and Rectors

Presidents of the Harris Institute

1882-1912 Sir William Ascroft *JP*

1912-29 Edmund Dickson

1929-38 Alderman H. Astley Bell *JP*

1938-46 J. H. Toulmin *JP*

1946-47 G. J. Gibbs
*FCGI MIMechE AMIEE**

1947-49 J. Catterall Jolly *KC JP*

1949-50 V. W. Pilkington
MBE MEng MIMechE

1950-53 J. Ambler

1953-56 V. W. Pilkington
MBE MEng MIMechE

* acting

Chairs of the Harris College of Further Education

1956-61 Alderman R. S. Smith

1961-65 F. M. Openshaw *JP*

1965-70 Alderman W. Beckett

1970-73 T. V. Brown *JP FInstM MBIM*

Chairs of Preston Polytechnic Council

1973-77
County Councillor H. Parker

1977-78
County Councillor T. W. S. Croft

1978-81 T. V. Brown *JP FInstM MBIM*

1981-82
County Councillor H. Parker

1982-84 R. Crook

Chair of Lancashire Polytechnic Council

1984-89 R. Crook

Chair of Lancashire Polytechnic Board

1989-92 G. Oates *RGN DMS LHSM FBIM*

Chair of University of Central Lancashire Board/Pro-Chancellor

1992- G. Oates *RGN DMS LHSM FBIM*

Principals of the Harris Institute

1897-1900 A. J. Cooper *BA BSc*

1900-02 R. Wallace Stewart *DSc*

1902-08 No appointment

1908-29 T. R. Jolly *FCIS*

1929-31 E. C. Moyle *ARCSc AMIMechE*

1931-55 T. M. Naylor *MSc AMIMechE*

1956 H. Wilkinson *MScTech PhD AInstP*

Principal of the Harris College of Further Education

1956-73 H. Wilkinson
MScTech PhD AInstP

Directors of Preston Polytechnic

1973-82 H. D. Law *BA PhD CChem FRIC*

1982-84 E. Robinson *BSc MSc*

Directors/Rectors of Lancashire Polytechnic

1984-89 E. Robinson *BSc MSc*

1989-92 B. G. Booth
JP BA(Econ) MTech FSS

Rector/Vice Chancellor of the University of Central Lancashire

1992- B. G. Booth
JP BA(Econ) MTech FSS

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