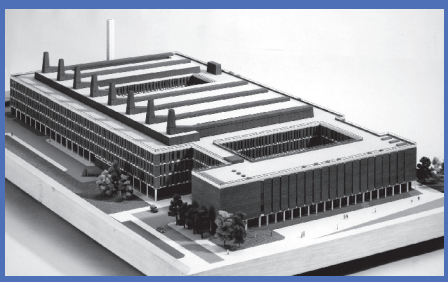
MANCHESTER 1824
The University of Manchester









Mapping the Historical Geographies of Higher Education in Greater Manchester

Wednesday 9th November 2016

Held at the
Manchester Meeting Place,
North Campus,
University of Manchester

Co-organisers:
Martin Dodge (Geography, University of Manchester)
James Hopkins (University of Manchester Historian and Heritage Manager)
Richard Brook (Manchester School of Architecture)

Supported by IDPM and the School of Environment, Education and Development

INTRODUCTION

This one-day symposium looks at the histories and varied development of the universities and institutions of higher education across the Manchester and Salford region.

The speakers examine the historical development of higher and further education, its geographical expansion, architectural expression and wider socio-economic relations to the city and region, in the past and up to the present.

The focus is on the interactions between place, planning and architectural design to create effective environments for teaching and academic research; understanding how the social and spatial structure of these major institutions of learning changed over different periods driven in part by local needs and initiatives as well as national policies around higher education. The symposium is interdisciplinary with speakers from history, geography, town planning, architecture, history of science, art history, and allied disciplines. Papers look at different time periods, theoretical positions and empirics of particular institutional histories.

Co-organisers: Martin Dodge (Geography, University of Manchester), James Hopkins (University of Manchester Historian and Heritage Manager), Richard Brook (Manchester School of Architecture)

ACKNOWLEDGEMENTS

The Symposium was made possible by the generous support of the JDS Workshop and Conference Panel Support Fund Allocation 2015-16.

The organisers would also like to acknowledge the helpful support from staff in the School of Environment, Education and Development and the University History and Heritage team at the University of Manchester. Thanks to James Peters, the University of Manchester Archivist and Ian Johnston, Archives & Special Collections Co-ordinator at the University of Salford for their help. We are also grateful to Nick Scarle in the University of Manchester Cartographic Unit for all his help with graphics and design.

PROGRAMME

9.30-10.00: Arrival: coffee and tea

10.00-10.10: Welcome; housekeeping: **Martin Dodge**

SESSION 1: INSTITUTIONAL HISTORIES (Chair: Richard Brook)

10.10-10.30: *'Where Masses Rhymes with Classes': Building the University of Salford, 1896-2016.*
Dr. Julian Holder (School of the Built Environment, University of Salford)

10.30-10.50: *The Disciplinary Development of the University of Manchester: Change and Resilience.*
Dr. James Hopkins (University Historian and Heritage Manager, University of Manchester)

10.50-11.10: *Manufacturing Manchester: Further Education and the Post-war Technical College.*
Matthew Steele (Manchester Modernists; Art History, The Open University)

11.10-11.30: Discussion

11.30-11.50: TEA

SESSION 2: STUDENT EXPERIENCE (Chair: James Hopkins)

11.50-12.10: *Regional Identity and Residential Planning: The University of Manchester and Student Accommodation, c.1950–1970.*
Dr. Keith Vernon (School of Humanities and Social Sciences, University of Central Lancashire)

12.10-12.30: *Facilitating the 'Silk Road of Knowledge': Southern Voices and the Manchester Universities Experience.*
Dr. Alison Newby (Ahmed Iqbal Ullah Race Relations Resource Centre, University of Manchester)

12.30-12.50: *Acting as an Artist: Recovering Extra-curricula Experience in the History of the Manchester School of Art.*
Dr. Jane Webb (Manchester School of Art, Manchester Metropolitan University)

12.50-1.10: Discussion

1.10-2.10: LUNCH

SESSION 3: BUILDINGS AND LEARNING (Chair: Martin Dodge)

2.10-2.30: *'Once There Were Green Fields': The UMIST Campus Development as a Case Study for Civil Engineering Teaching.*
Tom Swailes (School of Mechanical, Aerospace and Civil Engineering, University of Manchester)

2.30-2.50: *Using Campus Buildings to Communicate Institutional History.*
Dr. James Sumner (Centre for the History of Science, Technology and Medicine, University of Manchester)

2.50-3.10: *The University of Manchester Library: Expansion and Contraction.*
Mike Kelly (University of Manchester Library)

3.10-3.30: Discussion

3.30-3.50: TEA

SESSION 4: PAST AND FUTURE (Chair: Martin Dodge)

3.50-4.10: *The Waterhouse Owens College Buildings as Historical Assets.*
F Duncan Sanderson (Lloyd Evans Prichard Ltd)

4.10-4.30: *Grand Plans: Campus, Precinct and Parkland.*
Richard Brook (Manchester School of Architecture)

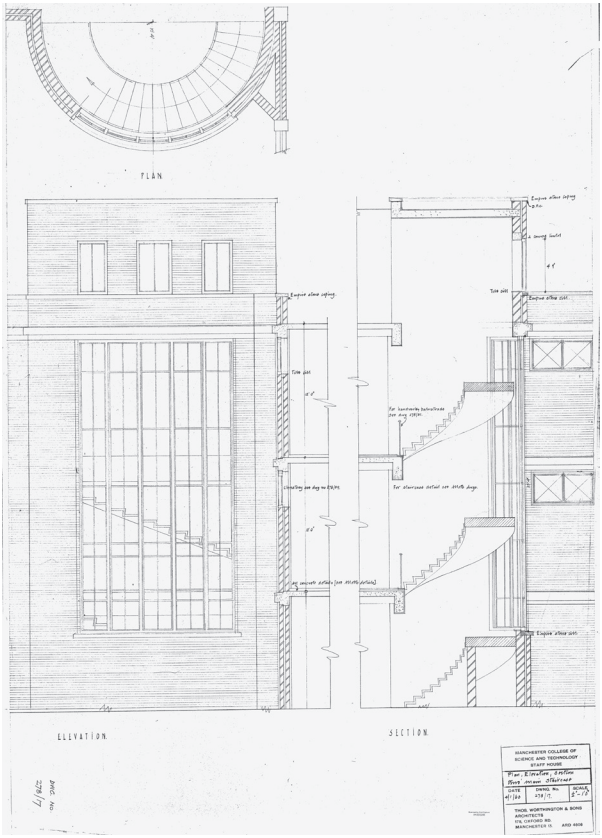
4.30-5.00: Discussion

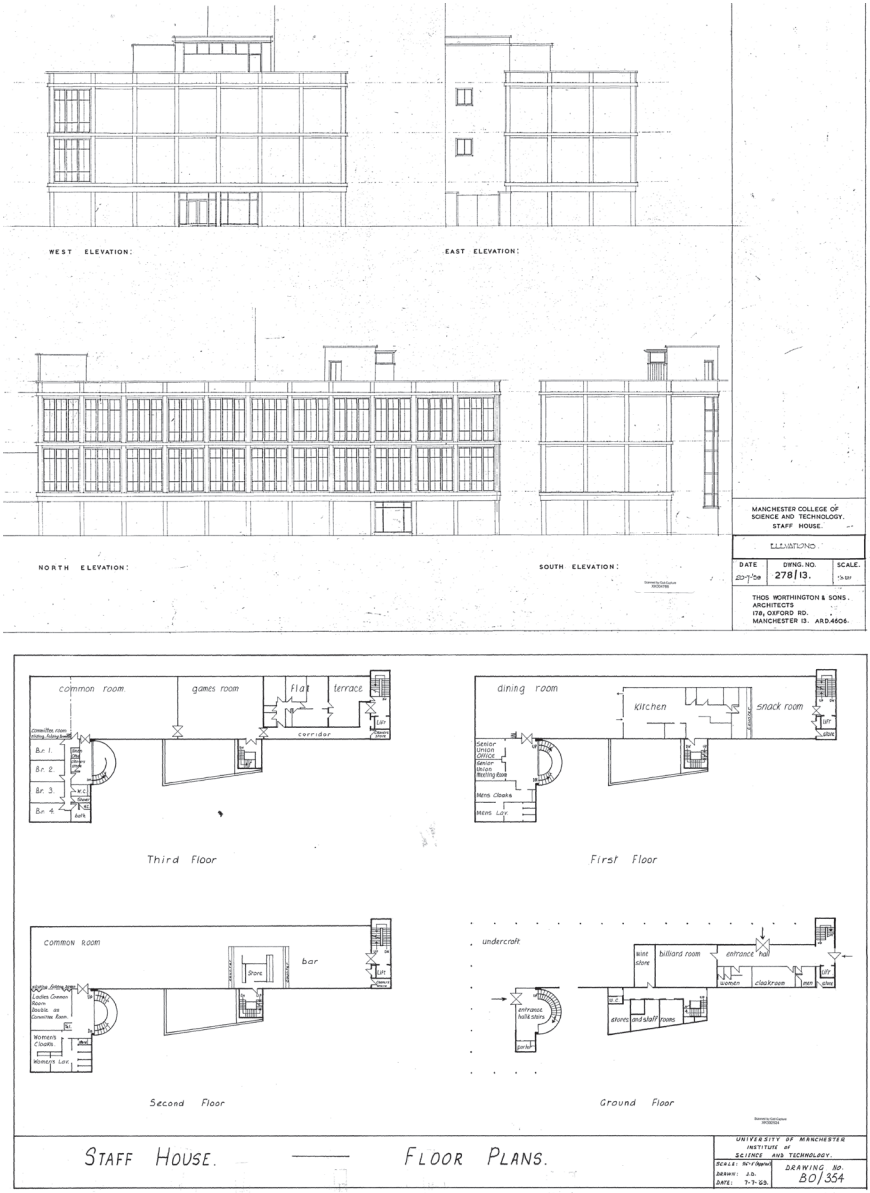
5.00: **CLOSE**

LOCATION: MEETING PLACE, FORMERLY STAFF HOUSE, UMIST



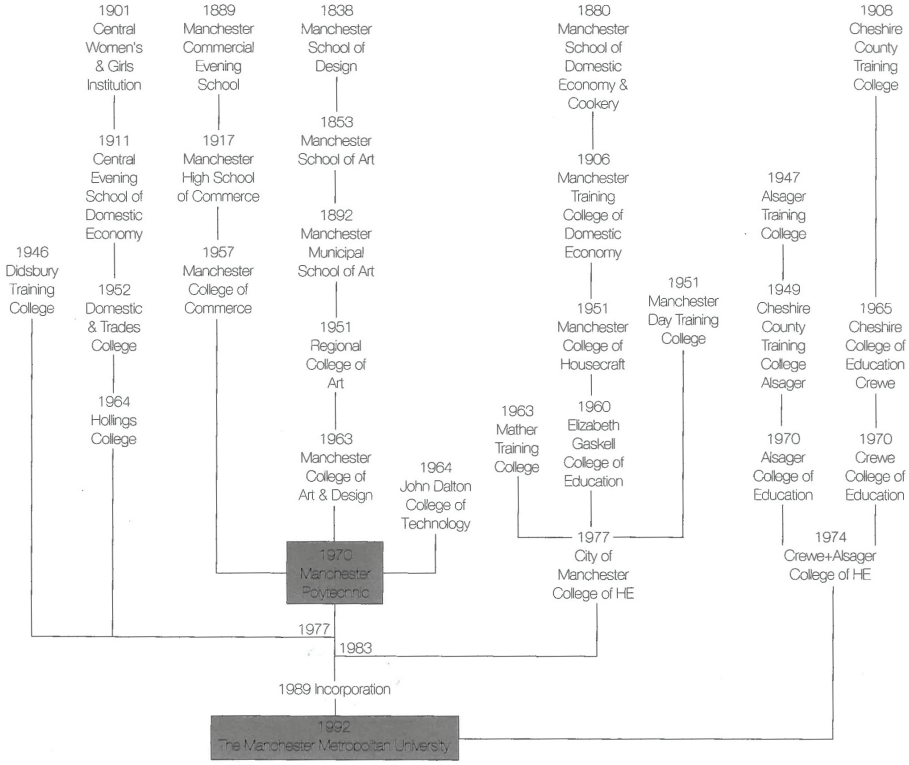
Source: Richard Brook, https://www.flickr.com/photos/seva_nmb/5533902215/



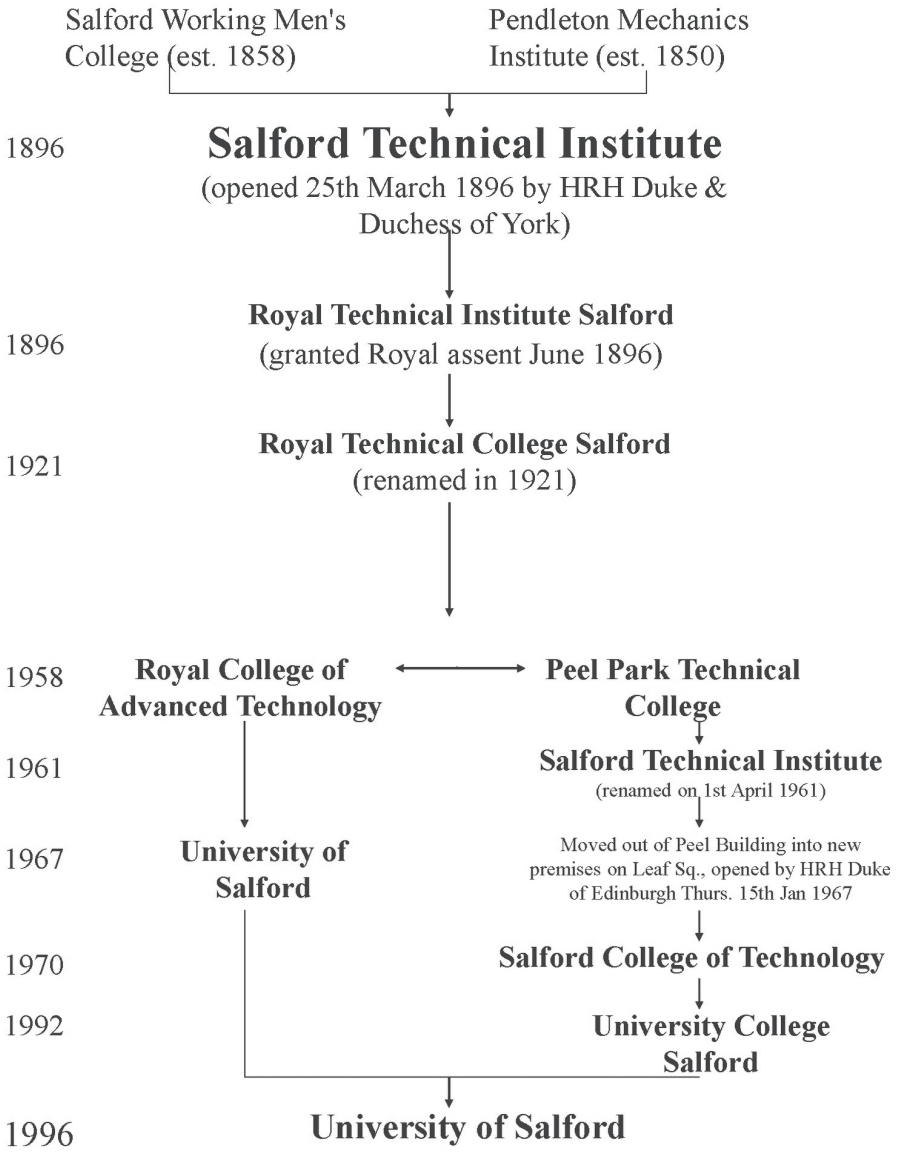


Source: University of Manchester Estates Department

TIMELINES

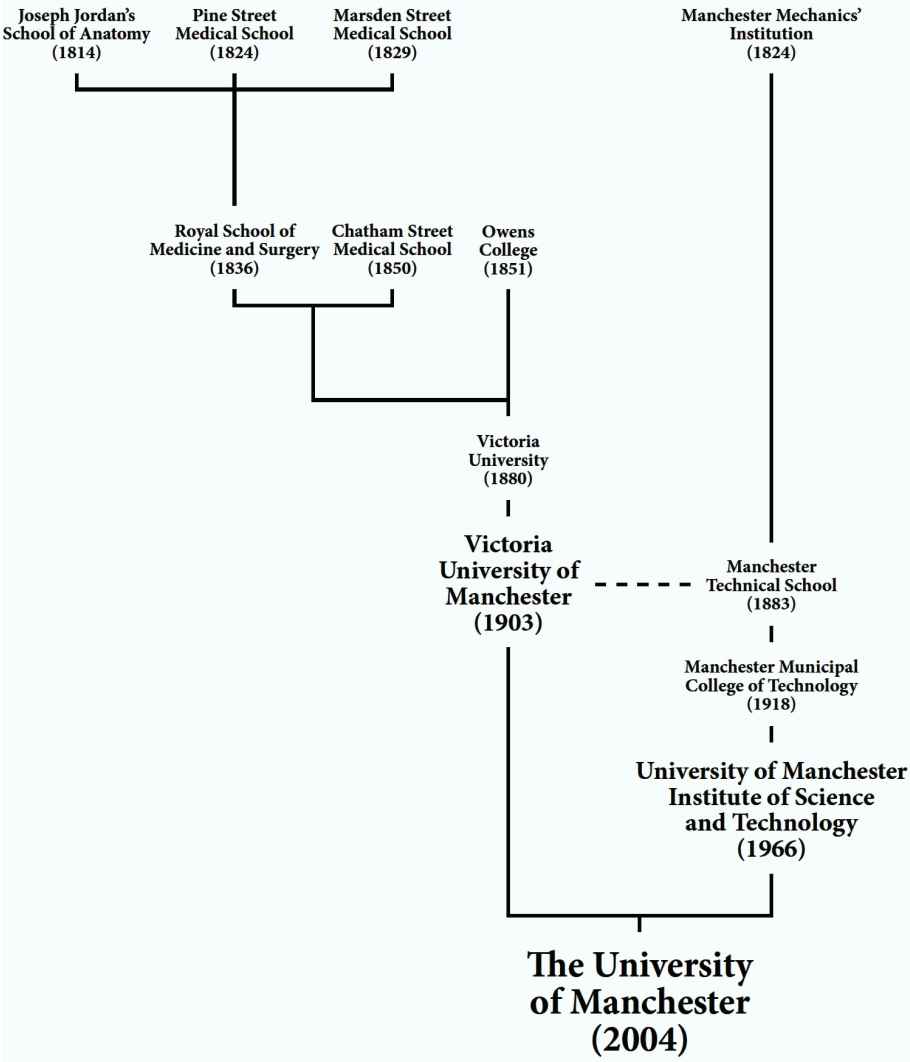


Source: A. Williams, *Buildings of the University* (The Manchester Metropolitan University, 1998)



Source: Ian Johnston, Archives & Special Collections Co-ordinator, University of Salford

Medics, Mechanics and Manchester
Charting the history of the University



Source: James Hopkins, *Knowledge, Wisdom, Humanity: Portraits from our Past* (University of Manchester, 2014)

ABSTRACTS

Grand Plans: Campus, Precinct and Parkland

Richard Brook (Manchester School of Architecture)

Abstract:

In the wake of the Robbins' Report and as the 'Plate Glass' universities were instituted and constructed, The University of Manchester had its own ambitious expansion programme. The economic potential of a larger student body was identified in the 1930s and the first major scheme was presented up as a component of Rowland Nicholas' City of Manchester Plan, 1945. The new campus at UMIST was already well underway as the University appointed a planning team in 1963 to develop a 'modern' campus that formally adhered to contemporary ideas around study, residence and the role of universities in society. This talk will focus on the masterplans of Wilson and Womersley and how their designs drew upon their earlier professional experience and tried to assimilate the American notion of 'campus' into the inner city. By examining the plans as conceived, and as realised, the legacy of each successive scheme will be shown to have informed the next in a palimpsest of partial visions that illustrate both the momentum and the inertia of grand plans by great institutions.



Source: Manchester Education Precinct Report, 1967

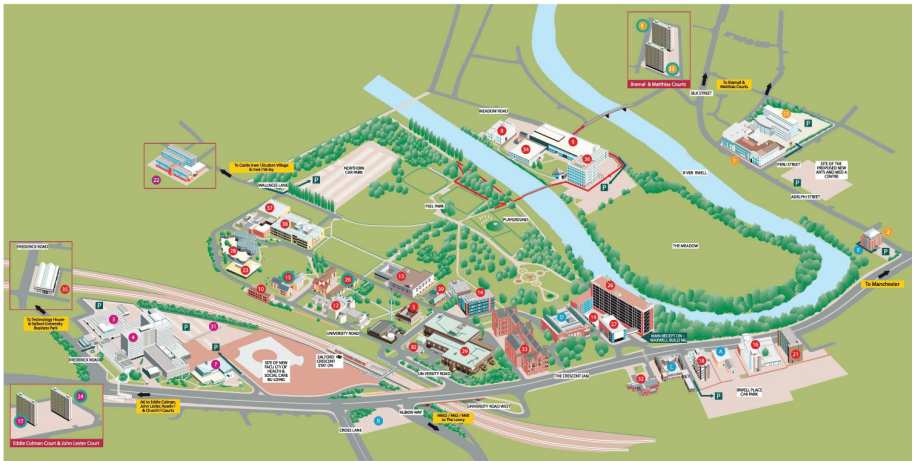
'Where Masses Rhymes with Classes': Building the University of Salford, 1896-2016

Dr. Julian Holder (History and Theory of Architecture, School of the Built Environment, University of Salford)

Abstract:

With its origins in the debates on technical education in nineteenth century Britain the University of Salford (originally the Royal Technical Institute, and before that the Salford Working Men's College, and Pendleton Mechanics Institute) has always had a unique, and separate, identity and ethos to that of its neighbouring institutions across the river Irwell. Arguably set in the most bucolic, almost sylvan, of Greater Manchester's campuses the development of its estate not only chart the changing demands of the technological and artisanal agenda of higher education in the twentieth century but more than that it makes a significant contribution to the image of Salford … the site of Robert Roberts 'Classic slum' (1971). With its ceremonial and administrative core relocated to Pendlebury in the 1930s this paper argues that the University has had to assume an unexpected civic importance due to inter-war boundary changes and planning policies and now contributes to the revival of Salford as it benefits from its various regeneration initiatives.

University of Salford / Campus Map



Source: University of Salford website, circa 2011

Building for the Future at the University of Manchester: Disciplinary Development and Structural Adaption

James Hopkins (Historian and Heritage Manager, University of Manchester)

Abstract:

This paper uses the medical school buildings of the University of Manchester to explore how we can read the development of medical education and research through the built form.

The first medical school building was completed in 1874 with a large extension added in 1894. It was later superseded by a new building in 1973, which still serves as the University's medical school. The buildings were designed for contemporary medical education, research and practise, and their form altered to accommodate developments in the discipline.

The paper argues that the spaces and configuration of the buildings illuminate changes in knowledge and demonstrates how physical structures provide important evidence for disciplinary development, social interaction and evolving technology.



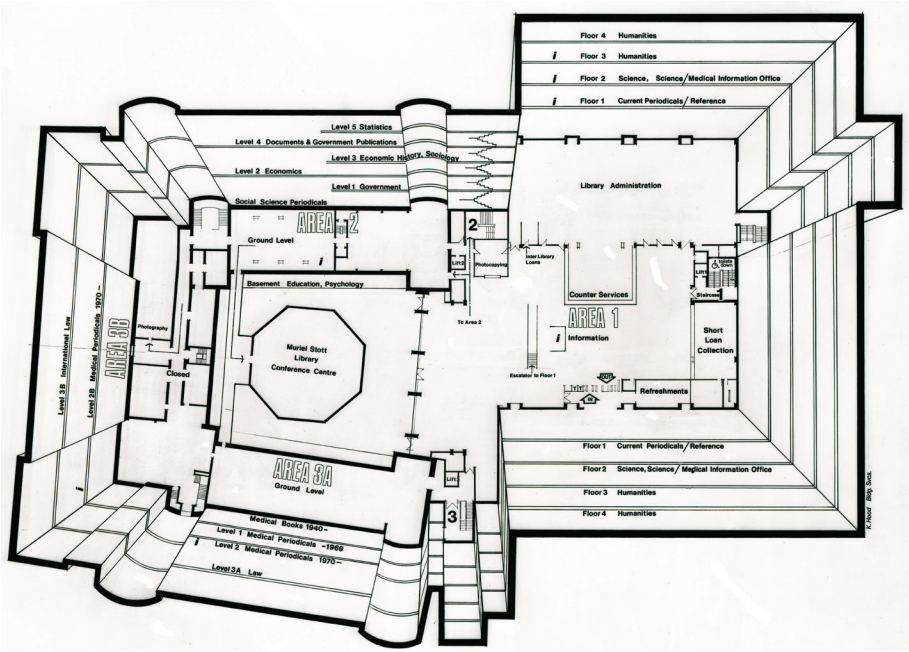
Source: Cover of Manchester Medical School opening brochure, 1972

The University of Manchester Library: Expansion and Contraction

Mike Kelly (University of Manchester Library)

Abstract:

The University of Manchester Library plays a key role in supporting students and staff in all areas of their study, research and work. Since its inception in 1824 as the library of the Manchester Mechanics' institute, the Library and its buildings have continuously expanded and contracted to reflect the changing landscape within the University and across the city. Focusing on the creation of the Arts library in 1936, how has the Main Library building adapted and changed over the past 80 years and how is library architecture of the past, present and future responding to the ever changing demands of library users and a constantly evolving library service.



Source: University of Manchester Library, undated

Facilitating the 'Silk Road of Knowledge': Southern Voices and the Manchester Universities Experience

Dr. Alison Newby (Ahmed Iqbal Ullah Race Relations Resource Centre, University of Manchester)

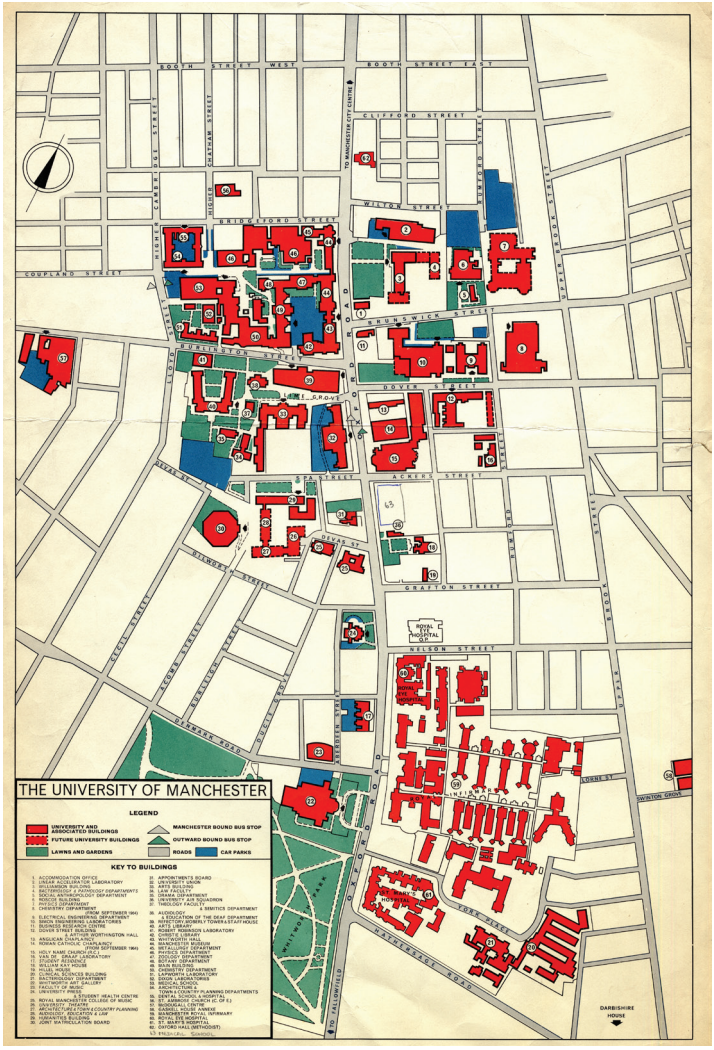
Abstract:

The ancient 'Silk Road' was a complex network facilitating the transfer of people, goods and ideas over vast distances, ultimately influencing and linking vastly differing cultures and societies the length and breadth of the known world. For the last century or so, universities and institutions of learning in the West have been the physical destinations and 'stopping-off points' for thousands of travellers on a 'Silk Road of Knowledge', situated at the crossroads of highways bearing information flowing from the local to the global and global to local - information that has played its part in transforming the societies of the world. The ancient 'Silk Road' encompassed the infrastructure which facilitated the mutual exchange of precious goods and commodities between East and West. Has a similarly mutual exchange of knowledge been facilitated by the institutions care taking the infrastructure of our 'Silk Road of Knowledge'?

As part of ongoing research on the international student experience in the UK past and present, I'm currently studying the archive of a voluntary organisation based in Manchester called 'Southern Voices' (concentrating on the period from its foundation in 1990 to 2005). Its stated aim has been to allow voices from the 'Global South' to be heard on their own terms in the 'Global North'. Groups as well as individuals from the Global North have traditionally taken it upon themselves to speak on behalf of the Global South, in general ignoring the actual history and contribution of the Global South in presentations of views of the past which prioritise the interests and perspectives of the Global North.

'Southern Voices' emerged as an independent entity from an initiative originated in the Development Education Project based on the Didsbury campus of Manchester Polytechnic (soon to become Manchester Metropolitan University/MMU). University-based resources have been significant in its development. These resources include office spaces on University of Manchester and MMU campuses; venues off campus amongst university buildings used for holding meetings and other functions; collaboration and liaison with course leaders and Student Union representatives at the universities; a pool of international students from the Global South from which to recruit volunteers to help design and deliver educational and cultural projects to inform immigrant and other communities in Greater Manchester of Global South perspectives, contexts and issues. These international students, coordinated by 'Southern Voices', worked at different times with schools, the Manchester Museum, The Hat Museum in Stockport, the Museum of Science and Industry, and the Tate Museum, Liverpool.

Here was an intriguing confluence bringing together the public, academia and Global South citizens in circumstances conducive to an exchange of information that could transform their lives. But how easy was the relationship between the small group of volunteers and the bureaucratic hierarchy represented by the universities? Was this ultimately a mutual exchange? Were the universities of Manchester facilitators or ultimately hindrances in this innovative attempt to nurture a Manchester contribution to the 'Silk Road of Knowledge'?



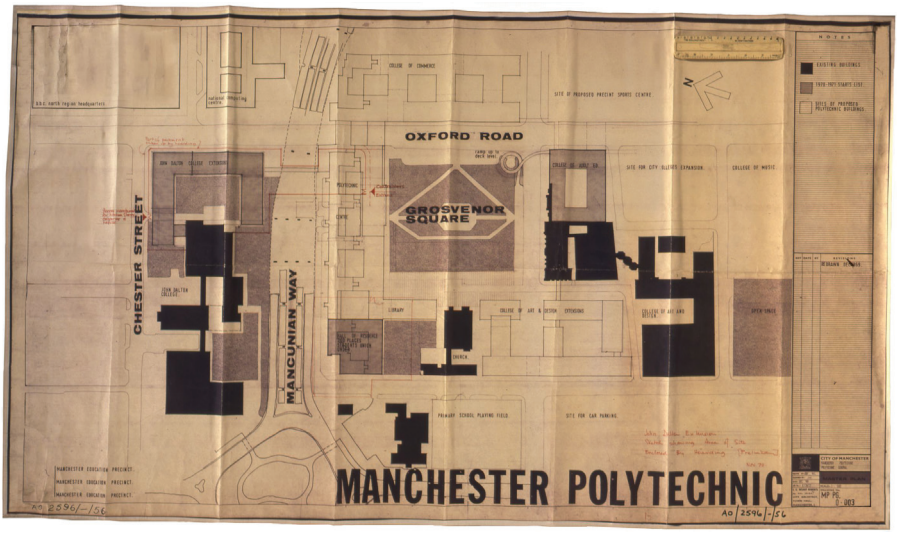
Source: Campus map, circa late 1960s. Scanned by Martin Dodge

Manufacturing Manchester: Further Education and the Post-war Technical College

Matthew Steele (Manchester Modernists; Art History, The Open University)

Abstract:

Post-war technical colleges were the product of both national and local need. Those that remain represent a distinct post-war building type that has been under-researched by architectural historians. This paper considers the circumstances which gave rise to the creation of Manchester's post-war technical colleges, and the factors which influenced the siting and design of the buildings.



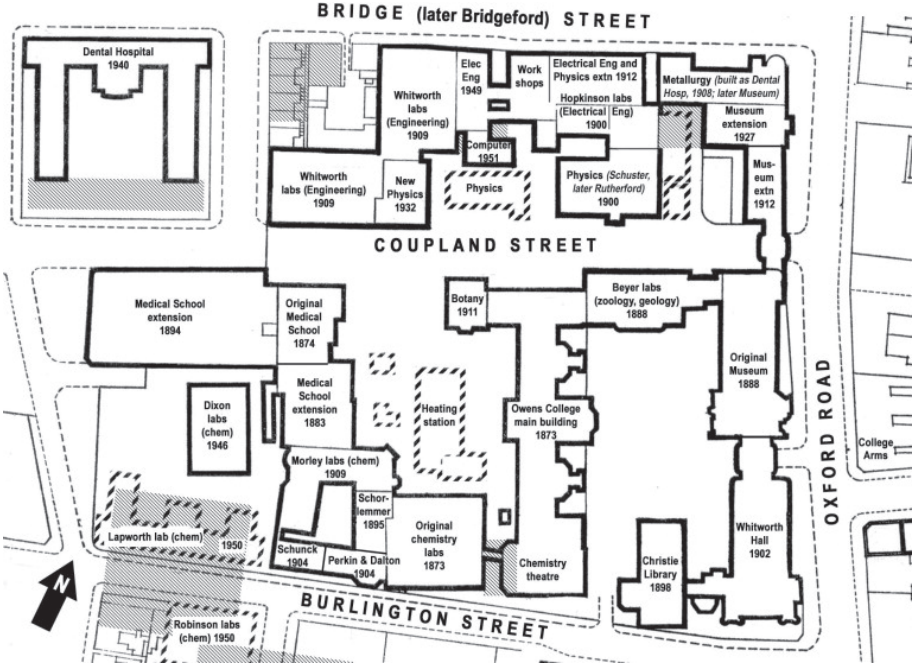
Source: Courtesy of Mancheseter City Archives

Using Campus Buildings to Communicate Institutional History

Dr. James Sumner (Centre for the History of Science, Technology and Medicine, University of Manchester)

Abstract:

Focusing on the University of Manchester's Oxford Road campus area, I will consider how the built environment can be used as a resource in telling the story of an institution. The approach is, in a sense, the converse of industrial archaeology, which tries to understand how a site functioned from the surviving evidence of its material form: here, I begin with knowledge gained largely from document sources, and work to bring it to life for visitors by pointing to the material consequences. Connecting doors and architectural symmetries illustrate founding unifications and alliances; infilling and glassing-over, constrained expansion; grand but obscured frontages, displaced priorities. I will focus particularly on the exteriors of buildings, which present far fewer access challenges than interiors but still offer rich opportunities.



Source: James Sumner

'Once There Were Green Fields': The UMIST Campus Development as a Case Study for Civil Engineering Teaching

Tom Swailes (School of Mechanical, Aerospace and Civil Engineering, University of Manchester)

Abstract:

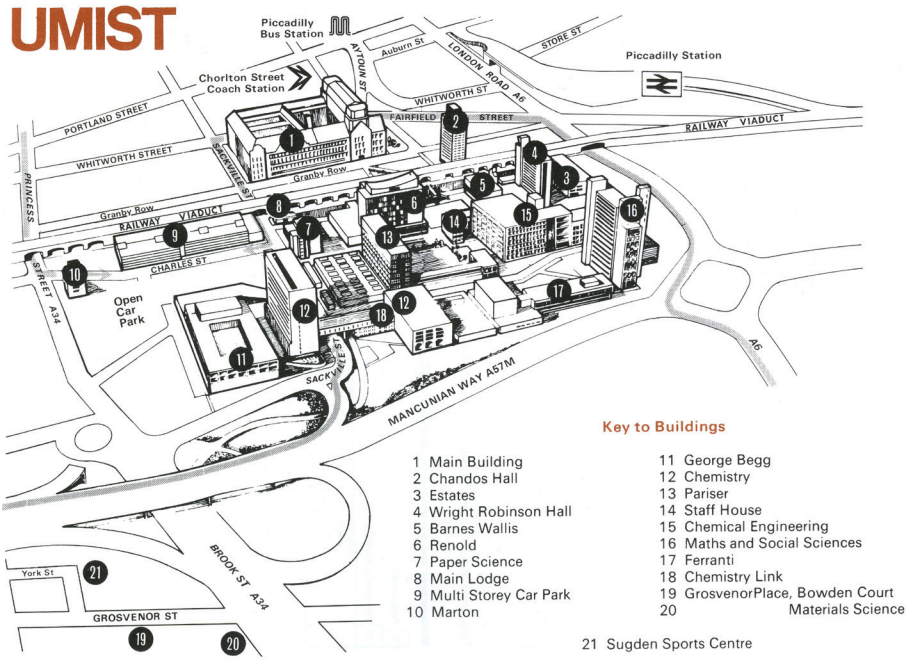
Over my time teaching in the university, the campus has been in a constant state of change. How I have used the campus as a learning resource for teaching civil engineering has changed quite a lot too; the information may not have changed, but how it is packaged for students has changed.

Appointed from industry in March 1990, an early task given to me by my head of department was to prepare a presentation for staff and students on the design and construction of what is now the Pendulum Hotel and Manchester Conference Centre. I first knew the site, briefly, as an outdoor car park, but when the excavators moved in I saw they were digging out rather horrible brown fill material many metres deep and loading it into wagons that then took it away. This was the preliminary to the construction of what I personally think is one of the least inspiring buildings ever put up on what is now our north campus. I hired a very heavy VHS video camera, got some lessons in how to use it, filmed what I saw and then spent hours in the editing suite trimming it down to size.

It was a very enjoyable experience being paid to record in detail the foundations going in, the tower cranes being put up and the building skeleton taking shape. Though I think the finished building is ugly and dull, when I did some desk-based research using the standard sources available for a civil engineering site investigation I found that the history of the building site was far from dull. The history and the process of discovering the history included some lessons of real value for civil engineers who very often need to evaluate 'brown field sites' for redevelopment. I expanded my area of interest out beyond the building site to the whole of the UMIST campus, now our North Campus; back in time to the gardens of the grand houses of Granby Row sloping down to the meandering river Medlock and looking south across the green fields of the late eighteenth century. Within a couple of years I had a collection of maps and photographs sufficient to frame the campus history section of an early website 'The UMIST Historic Construction Site'.

More recently all the above mentioned materials have been repackaged into a series of short on-line videos for civil engineering students. For this reinvention I provided the scripts and sat in the director's chair whilst the presenters in front of camera and the narrators at the microphone were first year civil engineering students. Now we are in the digital age I am a little behind the curve with sound and video editing technology so my son, not even born when I made the first VHS video, was our audio visual editing assistant. In another 25

years the campus learning materials will probably need to be repackaged again for a new generation but the fundamental lessons they helps us teach will remain much the same.



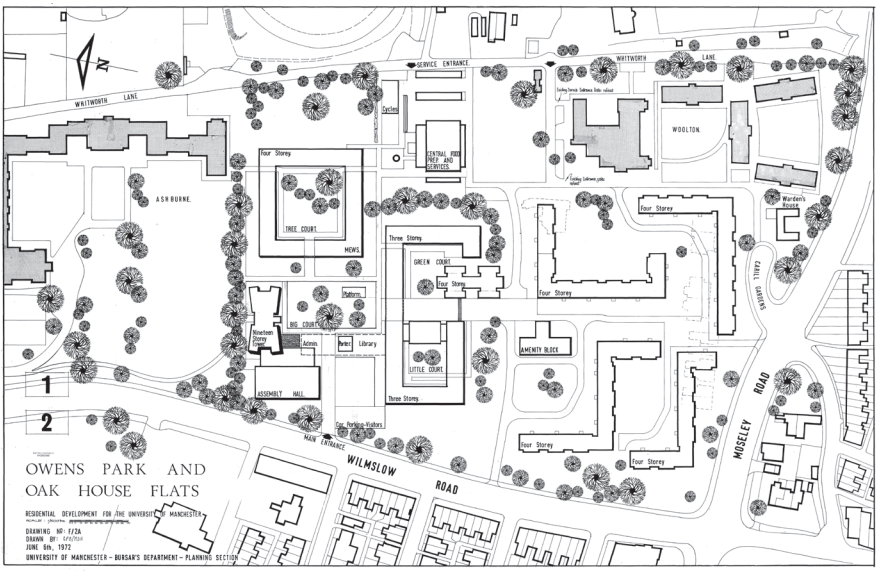
Source: UMIST Prospectus, circa 1989

Regional Identity and Residential Planning: The University of Manchester and Student Accommodation, c.1950–1970

Dr. Keith Vernon (School of Humanities and Social Sciences, University of Central Lancashire)

Abstract:

The University of Manchester was the pioneering civic university, one rooted in, and supported by, its home city. Huge amounts of philanthropic and local authority support helped to found and sustain the university. In return, students from Manchester and region could benefit from access to a more relevant higher education, and the city and community from expert services for its industry, professions and culture. By the mid-twentieth century, however, this model was beginning to seem dated to its Victorian origins. Students increasingly wanted, and were encouraged, to move away from home in a university system operating on a national level. The new universities of the 1960s were planned on a residential model to form ideal academic communities. As with other institutions, the University of Manchester moved to try to keep up with the latest trend, but was caught between its predominantly regional basis, the aspiration for a more national profile, and the costs of making this possible through the building of sufficient residential accommodation. This paper considers the issues and debates around regional identity and residential provision from the 1950s – 1970s, focussing particularly on the formulation of the Manchester Education Precinct plan.



Source: University of Manchester Estates Department

Acting as an Artist: Recovering Extra-curricula Experience in the History of Manchester School of Art

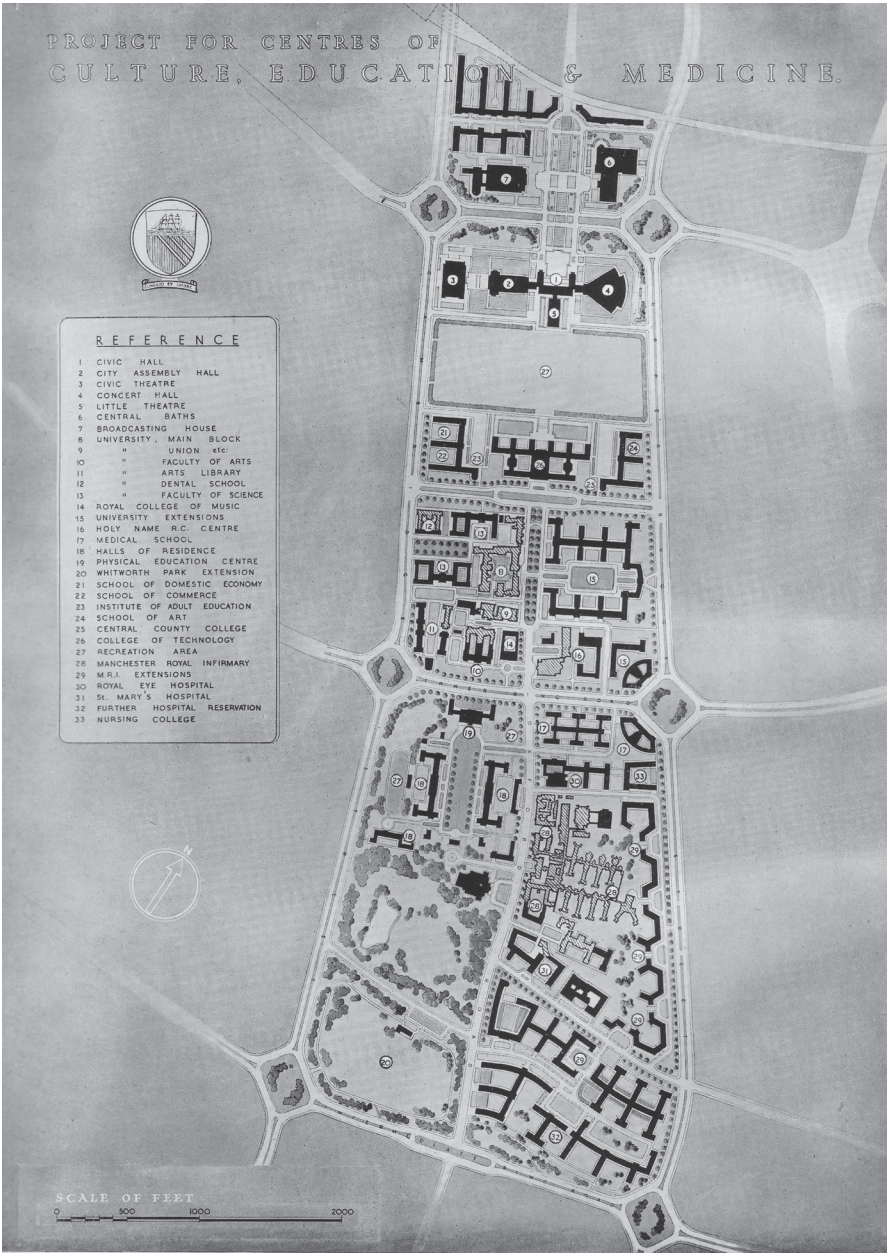
Dr. Jane Webb (Director of Studies, Design; Manchester School of Art, Manchester Metropolitan University)

Abstract:

The spaces of learning, whether architecturally in existence or evident through archaeology, tell a story that often reflects the official organisational structures of an institution - the relationships between staff and student body, the established curricula and provision - but what of the individual and collective experiences of dwelling within an institutional space, of learning and activity outside the curriculum and of free time - the in-betweens of time, virtually invisible in the fabric of a building. Following our attention to the challenges to official educational order (spatial and ideological) examined through the exhibition We Want People Who Can Draw, we turn our attention to archival material that speaks of the experience of being in and around pedagogical spaces, whilst not officially engaged by the institution. We will consider film, print and image as a way of beginning to explore the historical gaps in the spatial record.



Source: Municipal School of Art, 1900. Courtesy of Manchester Local Image Collection, ref. m66425



Source: City of Manchester Plan, 1945

Mapping the Historical Geographies of Higher Education in Greater Manchester





