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**Leeds Polytechnic
1970 - 1980**
A decade of achievement

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Leeds Polytechnic
Calverley Street
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INTRODUCTION BY THE DIRECTOR

Leeds Polytechnic is ten years old. Its constituent colleges and schools are older, but the Polytechnic was founded on 1st January 1970 and signalled the start of a decade. It not only started the decade and grew throughout it; it was also one of the few success stories in a decade that was not remarkable for success. The only significant thing other than the polytechnics that happened to local government during the decade was reorganization in 1974; and that, it is now generally recognized, was one of the disasters of the century.

The polytechnics came at a crucial time. They sprang up almost fully armed to meet a need that was only just beginning to be felt. By the end of the decade the Finniston Report was able to state unambiguously our needs in engineering and make comparisons with other countries that should make us ashamed. That in itself was an achievement; at the beginning of the decade no one showed signs of being ashamed of anything at all. We entered the decade a smug and inflexible nation. The polytechnics played a major role in changing that mood of national complacency. By the middle of the decade they were already part of a new and more elaborate system of higher education. By the end of the decade they could be seen as essential to our national recovery. For the polytechnics have, with all their difficulties and despite all the barriers to progress, created in the educational scene a new emphasis on the world of work.

The world of work is changing, and changing in many ways for the better; there is no reason why people should slave themselves to death or work ridiculous hours in an advanced technological society. But if work is changing, the importance of work itself is not coming to an end. There is nothing to replace it in our society for enabling the individual to find his identity and his dignity; it is how we explain ourselves. But it is changing; the evidence shows that with every advance there will be more scope and more demand for innovation and initiative, and the capacity to make changes in the processes themselves.

I emphasize that aspect but it is only one. It is a crucial characteristic of the polytechnics that they are concerned with work of many kinds and many fascinations. A poly is "poly" in that it is concerned with many skills and many arts. It is one of the commonest misunderstandings about the polytechnics to think that they should only be concerned with technology. Technology, as we are belatedly beginning to recognize in this country, is profoundly linked with design. In an increasingly man-made world virtually everything is designed by someone, and that includes things which are for general use as well as things that are individual or unique. A polytechnic exists to develop and teach innumerable skills and capabilities in the area of the practical arts.

What the designation of the polytechnics has therefore done is to place a new emphasis on the culture of doing and making and organizing.

There are a number of implications in that simple statement which are important to the development of a mature and lively polytechnic. The education and training provided by a polytechnic have certain special characteristics, of which I isolate three.

First, polytechnic training is for people whose destinations are outside the

education system. We have developed in this country a system which rewards and gives status to the people who stay inside it and become scholars or critics; a polytechnic is for the people who do not stay inside, but go out armed with skills and abilities and a determination to change the world for the better.

Secondly, the polytechnics, especially through their dramatic success in setting up relevant and professional degrees, have given a new seniority and status to the field of practical applications, to the people who make and do (and often make-do when that is the only possibility).

Thirdly, it is of the very nature of the skills taught in a polytechnic that they require cooperation. No work of the kind that matters in our society can be successfully done in isolation. It requires working together, a mutuality of relationships.

In exploring this need, we have a long way still to go and a lot of practical research still to do. We have not gone anything like far enough in training people to make a positive and lasting contribution to the modern world and take some initiatives in doing so.

That the Polytechnic should be in Leeds seems entirely appropriate. For Leeds is a city created by work and dedicated to it — in its origins in the 13th century and its trade and commerce throughout the middle ages and the eighteenth century, more drastically when the place took off and multiplied at the turn of the 18th and 19th centuries. Leeds became a symbol of the Industrial Revolution and by the middle of the 19th century even more symbolic of civic growth and confidence when its Town Hall was opened and became what it still is — the paradigm of town halls, the model of what a town hall should be, the very symbol of civic pride and arrogant determination.

In that vital and cosmopolitan city, the home of many experiments and innovations in manufacturing and trade, what has its Polytechnic contributed? It has built up its own reputation and that is crucial. The city of Leeds cannot afford to have a failure in its most senior institution; it must be in the lead and with the Polytechnic it is; the national reputation — and increasingly the international reputation — of the Polytechnic is assured. And the success of the Polytechnic has helped significantly in putting Leeds near the top of the educational ladder. Leeds University was already one of the most prestigious and important universities in the country; its neighbour the Polytechnic does not set out to do the same job but a different one, complementary to it. Leeds now offers, with the other colleges and a wealth of artistic events, some of the most comprehensive educational facilities in Europe.

The contribution of the Polytechnic to Leeds is therefore difficult to quantify. It affects the life of the city in many and diverse ways. Apart from its full-time students it provides training for some 5,000 Leeds citizens who come to it part-time and many others who come for short courses. It supplies the City with expertise, especially in languages, in translation, and cooperation with Europe. It has created a group of outstanding libraries which are essential for its courses and are also open to Leeds citizens for study and reading, and has set up a European Documentation Centre. It organizes sports for many people from international athletes to the polio fellowship. Its landscape students have built playgrounds for schools and have given advice on major planning changes which will affect a locality. Its indus-

trial designers make aids for disabled people. Its computer not only deals with all the records for the Business Education Council but provides a service for the local colleges and over 40 schools. It supplies short courses on digital electronics for television engineers and innumerable courses on specialist activities for local industry. It organizes holiday weeks for children and parents, provides in-service courses for local teachers, gives assistance to many voluntary organizations, helps people with problems in different languages, and builds up increasing links with people and organizations overseas. In addition to many improvements in its modern buildings, it has preserved Queen Square and made it fit to be a conservation area, with minimal cost but a great deal of dedicated work by individuals.

All of this costs the city very little. Because of the way it is financed the Polytechnic brings into Leeds much more money than it takes from it. It is economically run. Its procedures are tightly controlled and it has a staff dedicated to the place and careful of every cost. Leeds has every reason to be grateful to it.

What of the future? In the next decade it will continue its work and develop in areas in which it is noticeably strong. But the major area of its new work — and the priority for the Polytechnic — is the development of short courses, especially intensive ones, for industry, the professions and the arts. The Polytechnic has the facilities to do it; the people and the enthusiasm and the experience. All the evidence is that the work will flourish. It is growing so rapidly that the Polytechnic may even be embarrassed at its success. But it has a major contribution to make and is determined to make it.

We are at a turning point. I believe we have brought the Polytechnic to a position where it is ready to make a lasting contribution to the vitality and achievements of the country. The challenge is certainly there. All we need is the support to meet it. The people of Leeds have every reason to be proud of their city. The challenge for us is to make sure that the city will be proud of its Polytechnic.

Patrick Nuttgens

LEEDS POLYTECHNIC: A BRIEF HISTORY

1 Prehistory

The Polytechnic has a long prehistory. Although it officially came into existence on the 1st January 1970, its origins can be traced as far back as 1824, the year in which the Leeds Mechanics Institute was founded. In 1868, after a merger with the Literary Society, this became the Leeds Institute of Science, Art and Literature, housed in a large building in Cookridge Street. Later still, the Institute gave birth to the LEEDS COLLEGE OF TECHNOLOGY. Meanwhile, the LEEDS COLLEGE OF ART had its origins in a Government School of Design founded in 1846. In 1903 the College of Art moved to a building in Woodhouse Lane. A third constituent part of the proto-polytechnic, LEEDS COLLEGE OF COMMERCE, began in 1845 (when it was called the Mathematics and Commercial School). Finally, the Yorkshire Training School of Cookery was founded in 1874; by the 1960s it had been renamed as the YORKSHIRE COLLEGE OF EDUCATION AND HOME ECONOMICS.

All four of these institutions — the College of Technology, College of Art, College of Commerce, and the Yorkshire College of Education and Home Economics — were typically 19th-century responses to a perceived need for education in practical skills. They were the products of a utilitarian age, and the reasons for their beginnings and growth are intimately bound up with the history of the industrial revolution in Northern England. By the middle of the 19th century there was an urgent need for young people trained in such skills as engineering, draughtsmanship, accountancy, cookery, and institutional management. The colleges provided such training, on a full-time and part-time basis. They were eminently practical. Leeds Polytechnic maintains that tradition of practicality into the late 20th century, when these skills (and a wide range of others) remain very much in demand.

In the early 1950s the Leeds Local Education Authority showed considerable foresight by deciding to house the four colleges on a central site (the present main site of Leeds Polytechnic, between Calverley Street and Woodhouse Lane), with common services such as library and maintenance facilities. Over the next 15 years or so, the present buildings were erected on the central site. The last institution to "move in" was the Yorkshire College of Education and Home Economics, which took up residence in a specially-designed block in 1968. At first, the Education Authority had simply planned a loose federation of the four colleges, retaining separate Principals and Boards of Governors. By the mid-1960s, this plan was changing.

Britain's polytechnics were foreshadowed in the Robbins Report on Higher Education in 1963, which formulated the principle that courses of higher education should be available for all those who are qualified by ability and attainment to pursue them and who wish to do so. In 1966 the Government published an historic White Paper entitled "A Plan for Polytechnics and Other Colleges". This announced the Government's intention to fulfil the Robbins Report's recommendations by concentrating advanced further education (outside the university sector) in a limited number of large institutions to be known as polytechnics. The term "polytechnic" is not infelicitous: it has been defined as meaning "many arts, many skills". The purpose of the polytechnics was to offer advanced practical courses in a wide range of



disciplines to students aged 18 and over. Such courses were to be at degree or professional diploma levels, and were to be available in full-time, part-time and sandwich forms. The polytechnics should also conduct a range of short courses designed to meet the needs of industry and the professions, and should place a particular emphasis on the training (or retraining) of mature students (i.e. those aged 25 and over). Some 30 polytechnics were envisaged throughout Great Britain, and their degrees would be issued by the COUNCIL FOR NATIONAL ACADEMIC AWARDS (itself a new creation of the 1960s).

Over the next few years the Leeds Education Authority planned its Polytechnic, working on the excellent basis of higher education provision which already existed in the forms of the Colleges of Technology, Art, Commerce and the Yorkshire College of Education and Home Economics. Leeds Polytechnic was officially designated on the 1st January 1970, in a letter from the Secretary of State for Education to the Local Education Authority. The designation was "given within the terms of the policy set out in the White Paper of May 1966 (Cmnd 3006) and in the notes appended to the official letter of 4th April 1967 which invited the Authority to prepare a Polytechnic scheme". The Polytechnic had been almost four years in the making — or almost 150 years if one dates from the founding of the Mechanics Institute.

2 The Polytechnic in 1970

The Polytechnic was designated during the course of the academic year 1969-70. The four constituent colleges had already described themselves as "faculties" -to-be in their prospectuses for that session. Obviously, few immediate and drastic changes were necessary (or desirable) with staff and students already engaged in continuing courses. However, the colleges were rearranged into five faculties rather than four. These were: 1) the FACULTY OF ART AND DESIGN (the old College of Art); 2) the FACULTY OF BUSINESS AND SOCIAL SCIENCES (the old College of Commerce); 3) the FACULTY OF EDUCATION (the former Yorkshire College of Education and Home Economics); 4) the FACULTY OF SCIENCE AND TECHNOLOGY (the former College of Technology); and 5) the "new" FACULTY OF ENVIRONMENT, CONSTRUCTION AND DESIGN (created from parts of the old Colleges of Art and Technology). Each of these faculties was subdivided into a minimum of three departments (six in the Faculty of Business and Social Sciences, and five in the Faculty of Science and Technology). The departments ranged over such subject-areas as Fine Art, Three-Dimensional Design, Accountancy, Law, Librarianship, Contemporary Studies, Home Economics, Architecture, Town Planning, Chemistry, Life Sciences, Mathematics and the two main branches of Engineering, Electrical and Mechanical. These departments were to become the main academic units of the Polytechnic, rather than the faculties or other groupings.

At its inception, the Polytechnic was by far the largest Local Education Authority establishment in Leeds, and also the largest polytechnic in Yorkshire. In 1970, it had some 3,000 full-time and sandwich course students, and about 4,000 part-time students. There were upwards of 450 full-time members of teaching staff. These figures have grown over the 10-year history of the Polytechnic, though not enormously.

The control of the Polytechnic was (and is) in the hands of a GOVERNING BODY, which includes members of Leeds City Council, people from industry and the professions, and representatives of the Polytechnic's staff and students. The first Chairman was Mr C.G. Robinson, former managing director of Yorkshire Imperial Metals. The Governors have wide powers of executive action, though the main responsibility for approving revenue estimates and for capital development remains with the Leeds Education Authority. The academic policy of the Polytechnic is controlled by the ACADEMIC BOARD, which consists of all heads of department plus other, elected, teaching staff. The day-to-day running of the Polytechnic is the responsibility of the DIRECTOR (who is a member of the Governing Body and chairman of the Academic Board).

The man who was appointed Director of Leeds Polytechnic in 1970 was Dr Patrick Nuttgens, formerly Professor of Architecture at the University of York. He was then 39 years old and had already gained something of a national reputation as a writer and broadcaster. He remains in post to this day, and has become one of the best-known Polytechnic Directors. Two of the former principals of the constituent colleges became ASSISTANT DIRECTORS of the Polytechnic in 1970 — Mr E.V. Roberts, formerly Principal of the College of Commerce, and Mr Eric Taylor, of the College of Art. There were three Assistant Directors in all, the third being Mr S.W. Smethurst, previously Vice-Principal of the College of Technology. These three gentlemen have all since left, and indeed, the structure of the Directorate has changed over the decade. The remaining member of the senior management team was the newly-appointed Chief Administrative Officer and Clerk to the Governors, Dr A.J.H. Hamblin. Like Dr Nuttgens, Dr Hamblin is still in post ten years later. Other administrative staff included a Finance Officer, Mr Ron Martin; an Academic Officer, Mr P.F. Torode; and an Administration Officer, Mr George Nicholson. Mr Martin and Mr Nicholson are still with the Polytechnic in 1980 (Mr Torode was replaced by Mrs Elizabeth Pelkie in 1973).

Although Leeds Polytechnic was fortunate enough to have from the outset a compact main site, situated close to the city centre, several departments were scattered around the city in various old buildings. These included the DEPARTMENT OF ACCOUNTANCY AND FINANCE, housed at 43 Woodhouse Lane; the LANGUAGE LABORATORY at 27 Harrogate Road; the DEPARTMENT OF LIBRARIANSHIP at 28 Park Place; the DEPARTMENT OF ARCHITECTURAL STUDIES, also at 43 Woodhouse Lane; and the DEPARTMENT OF TOWN PLANNING at 14 St Paul's Street. Of these, three had moved to new premises before the decade's end (Accountancy and Librarianship remain in their original buildings). Despite this scattering, Leeds was (and remains) a tightly-knit Polytechnic in physical terms — at least, in comparison with the majority of other British polytechnics.

The Polytechnic STUDENTS' UNION was formed in April 1969, in advance of the official designation. Its offices were on the main site, where it also had a common room, reading room, bar and games room. At the end of the 1970s the Union was planning to vacate these by now rather shabby premises and move into a refurbished block (which had been largely occupied throughout the Polytechnic's first decade by the Kitson College of Technology). From the first, the Students' Union has elected a

sabbatical President and Vice-President, plus other officers. The Union has provided facilities for numerous clubs and societies, and has been particularly effective in sponsoring various types of sport (the Polytechnic's record in sports activities has always been outstanding, and received an extra boost in 1976 from the merger with Carnegie College).

3 1970-1975

The Polytechnic completed its first full academic year in 1970-71. The number of full-time and sandwich students increased by some 8% over the figure for 1969-70. (In 1971-72 it rose by another 15%). Comparatively few degree courses were offered at this time, but a very wide range of professional Diplomas, Certificates, HNDs, HNCs and other specialized qualifications were made available to students. Those subjects in which degrees were offered in the early years included:- Chemistry (eight graduates in 1972); Education (ten graduates in 1972); Electrical Engineering (eleven graduates in 1972); Law (22 graduates in 1972); Librarianship (26 graduates in 1972); Information Science (12 graduates in 1972); Business Studies (19 graduates in 1972); Sociology (19 graduates in 1972); and Economics (49 graduates in 1972). Various postgraduate courses were also offered — e.g. the Certificate in Education, the Postgraduate Diploma of the Library Association, a Postgraduate Diploma in Town Planning, etc. The bulk of these courses was inherited from the constituent colleges.

The Polytechnic's first Awards Presentation Ceremony took place in June 1971. This was a small affair by present-day standards: just a few rows of seats were filled in one of the training restaurants. Lord Boyle, Vice-Chancellor of Leeds University, gave an address. On this occasion degrees were awarded for just two CNAA-validated courses, in Business Studies and Electrical Engineering. At the second Awards Ceremony, held in March 1972, CNAA degrees in Librarianship and Information Science were also presented. Dr D.J. Urquhart, Director of the National Lending Library for Science and Technology, was the special guest at the second ceremony (to which some 400 people were invited).

A certain amount of departmental reorganization took place in this early period, although the overall five-faculty structure was retained. The cumbersome DEPARTMENT OF LAW, LANGUAGES AND ECONOMICS was split into a DEPARTMENT OF LAW, a DEPARTMENT OF INTERNATIONAL STUDIES, and a MODERN LANGUAGES CENTRE. The Economics Section was merged with Accountancy to form the DEPARTMENT OF ACCOUNTANCY AND APPLIED ECONOMICS.

The Modern Languages Centre, which specializes in intensive language courses for businessmen and others, has become one of the best-known and most prestigious of the Polytechnic's units. It has won the Threlford Memorial Cup, awarded by the Institute of Linguists to the college achieving the best results nationally in the Institute's exams, four times during the past decade. From the start, all the major European languages were offered, and teaching took place mainly in the language laboratories on Harrogate Road.

Another specialized department, created in 1971, was the EDUCATIONAL TECHNOLOGY UNIT. This was conceived as a bringing together of equipment, skills and professional services in all areas of educational technology — audio-visual aids,

closed circuit television, programmed learning, computer-aided instruction, etc. Its prime functions would be to improve the general standard of teaching and provide services to all the departments of the Polytechnic.

Other specialist units within the Polytechnic included the INDUSTRIAL LIAISON CENTRE, intended to assist firms in and around Leeds, and the FACULTY OF ART AND DESIGN GALLERY (inherited from the old College of Art). The Gallery held a programme of exhibitions and events each term, intended to be of interest to the general public as well as Polytechnic students and staff. From the outset, the Gallery provided an outlet for any and all artists working within the Leeds Education Authority, a function which it continues to perform into the 1980s.

Throughout the early 1970s, the validation by the CNAA of new Polytechnic degree courses continued apace. By 1971-72, the Polytechnic was able to offer its own degree courses in Modern Language Studies, Architecture, Building, Quantity Surveying, Dietetics, Operational Research with Computing, and Production Engineering (in addition to the CNAA degrees in Business Studies, Electrical Engineering, Librarianship and Information Science, mentioned above). The older, externally-awarded degrees in Education (Leeds University), Law, Sociology and Economics (all granted by London University) were retained for the time being, although they were to be phased out and replaced by CNAA degrees over the next few years. The value of a Polytechnic CNAA degree undoubtedly rose enormously during the 1970s. Regarded with suspicion by employers at the beginning of the decade, CNAA degrees had become fully accepted by 1979 as the equivalent of university degrees (in some areas they were regarded even more highly: the Council for National Academic Awards has gained a formidable reputation as a body notoriously difficult to please, and ratifications of polytechnic degrees in general were not won easily).

By 1973-74, the Polytechnic was able to offer CNAA-validated BA and BA (Hons) courses in Law, plus Honours degrees in Librarianship, Information Science, Business Studies, Architecture and Electrical Engineering. In 1974-75, the following CNAA degree courses were added:- BA (Hons) in Graphic Design; BA (Hons) in Art and Design; BA (Hons) in Three-Dimensional Design; BA (Hons) in Accounting, BA (Hons) in European Languages and Institutions; BA (Hons) in Social Administration; BSc in Nursing; BSc (Hons) in Operational Research and Computing. Together with the part-time degrees available in Economics, Librarianship, Chemistry, Electrical Engineering and Mathematics, plus an increasing number of postgraduate diplomas and professional qualifications, this added up to a remarkable spread of higher educational provision. By 1975, Leeds Polytechnic had "arrived". It was stronger in some areas than in others, but almost all the courses exemplified (in Dr Nuttgens's phrase) the principle of *learning to some purpose*. That is to say, they were oriented towards some particular skill or profession rather than dedicated to education for education's sake.

4 The Polytechnic in 1975

The Polytechnic had grown in size as well as in prestige during its first five years. By the academic year 1974-75 there were almost 3,500 full-time and sandwich course students and 4,500 part-time students. There were 600 full-time academic staff,

and over 200 administrative, clerical and technical workers. Nevertheless the management structure of the Polytechnic had remained almost unchanged since 1971 when Dr Brian Gent and Mr Gordon Wright were appointed Assistant Directors to replace Messrs Roberts, Smethurst and Taylor. The Directorate pursued a policy of personal "accessibility" in its management of the Polytechnic. The five faculties had no real executive powers (as from January 1971), a policy which prevented bureaucratic blockages. Leeds prided itself on being one of the most simply and "informally" run of British polytechnics. "Anybody can talk to anybody here" had become something of a motto.

By this time, the Central Services of the Polytechnic comprised, in addition to the Library (Librarian Mr John Flint) and the Educational Technology Unit (Head Mr Bill Chavner), a Careers and Schools Liaison Officer, Mr Phil Fairclough; a Student Counsellor, Mr Monty Quate; a Nursing Officer, Mrs Mavis Hood; and a Sports Organizer, Mr George Bulman. All these people are still in post in 1980. (The post of Information Officer has seen less continuity, unfortunately, and a number of people have done the job over the past ten years.) The Polytechnic also had computer facilities, operated by staff from the Department of Mathematics and Computing. An ICL 1901 computer system had been installed in the old College of Technology in January 1967, and was replaced by a secondhand ICL 1905 system a few years later. By the mid-70s, these facilities were showing signs of age, and there were plans to install a much more up-to-date system in the near future.

An indication of the growing national prestige of Leeds Polytechnic was the activity of members of staff in outside organizations and affairs. Two of the strongest areas of the Polytechnic's work were in the fields of Architecture and Librarianship. By 1975, the Head of the DEPARTMENT OF ARCHITECTURAL STUDIES, Mr J. Marshall Jenkins, had become Chairman of the CNAAs Architecture Board; likewise, the Head of the Department of Librarianship, Mr Donald Davinson, had become Chairman of the CNAAs Librarianship Board. Meanwhile, the DEPARTMENT OF ELECTRICAL AND COMMUNICATION ENGINEERING (headed by Mr John Hutchinson) was already building its reputation in the field of special training for television engineers. In 1974 it held its first short courses in digital electronics for practising engineers from Yorkshire Television, Granada, Tyne-Tees and other organizations. Such courses have been run every year since, and the importance of Leeds Polytechnic in this booming field ("micro-chip" became a vogue term in the world at large in the late 70s) was testified when Trident Television held its big "ENG" (Electronic News Gathering) Symposium, attended by communications experts from all over the world, on Polytechnic premises in 1979. Equally, the DEPARTMENT OF LIFE SCIENCES (headed by Dr K.R. Fell) was building a reputation for its work in Dietetics, Speech Therapy and other areas of public health concern. In 1974, Leeds was one of just three institutions in the whole country (the others being in Surrey and Aberdeen) to offer a degree course in Dietetics. The Department also trained day-release students from all parts of Yorkshire to become medical laboratory technicians.

The above examples are just a few of many cases which could be cited as proof of the success of the new Polytechnic, a success which was already very apparent by the academic year 1974-75. In his address at the Graduation Ceremony

held in March 1975, Dr Nuttgens began by saying: "Today's is the fifth degree ceremony held by Leeds Polytechnic and the biggest, most diverse and most crowded yet. The same adjectives — big, diverse and crowded — could be used to describe the Polytechnic itself, together (no doubt) with some less polite adjectives as well. My own additional adjectives would include such words as busy, dynamic, hard, determined, and — I believe — cheerful." This was said in a spirit of good humour, but it did not represent a mere jollying along. According to the testament of other members of staff, the Polytechnic had become a remarkably confident institution by the middle of the decade. However, a major change — one which could even be termed a crisis in the Polytechnic's affairs — was now looming. The Director went on to refer to this, in national terms, in his 1975 speech. He said that a drastic change would shortly come about with "the amalgamation of colleges of education with polytechnics or other institutions as the total number of teachers in schools is controlled in the next five years. That is entirely due to the steady decline in the birthrate in this country in the last ten years. It is now below replacement level. Unless it rises again . . . the overall population will start to decline. But whatever now happens, the children who will be entering primary schools in 1981 are already born, or rather, not born. There will be well over half a million less than was expected at the beginning of this decade, and the effect will be felt throughout all the schools during the next decade and more. So the number of students in colleges of education following courses of teacher training is being heavily reduced . . . What a relief it is that there are some polytechnics nearby; if colleges and polytechnics are united in some way, the problems might be solved, the staff saved, and future students offered a huge variety of courses, leading to all sorts of professional qualifications, including teaching."

5 The Merger, 1975-76

The two Colleges of Education with which it was proposed that Leeds Polytechnic should merge were the JAMES GRAHAM COLLEGE, founded in 1959 for the training of mature entrants to the teaching profession, and situated at Farnley in south-west Leeds; and the CITY OF LEEDS AND CARNEGIE COLLEGE, formed in 1968 from two colleges on the same site, Beckett Park in north-west Leeds — the City of Leeds College of Education, founded in 1907, and the Carnegie College of Physical Education, founded in 1933. Between them, these colleges had approximately 1,800 students and 180 full-time teaching staff. The merger, in common with others around the country, had been necessitated by the Government proposals outlined in the 1972 White Paper "Education: A Framework for Expansion". There was opposition from some members of the College of Education staff to the proposed amalgamation, but a feeling of trepidation was felt within the Polytechnic too. Leeds Polytechnic had never been a notably expansionist institution; the Directorial policy throughout the first half of the 70s was one of slow growth (in contrast to other polytechnics, some of which strove to grow in leaps and bounds). Since the merger, there has been a policy of no growth — the Polytechnic has, in effect, become a steady-state institution. A belief that "big is bad" was one reason for the limited enthusiasm for the merger on the part of Polytechnic staff; another reason was simply that the merger entailed massive reorganization and upheaval just five years after the initial reorganization of the Leeds colleges to form the Polytechnic.

However, the merger was required by the Government and by the Local Education Authority. Any reluctance on the part of the Polytechnic's Directorate was tempered by the realization that the merger would give an opportunity to make some useful changes in the internal structure of the Polytechnic. Thus, two questions faced the Polytechnic in 1975: — 1) How to effectively merge with the two Colleges of Education and to provide opportunities for the staff and students of those colleges (bearing in mind the Government's demand that "pure" teacher training be drastically reduced), and 2) How to reorganize the Polytechnic as a whole in order to do away with some of the old boundaries and provide a new structure which remained essentially simple and flexible.

Over a period of almost two years scores of meetings were held between representatives of the Polytechnic, the Colleges and the Education Authority. Dr Nuttgens summed up and recast most of the proposals in an interesting and forceful document entitled "The New Leeds Polytechnic Institution of Higher Education Draft Academic Development Plan", produced in September 1975. As he pointed out: "All the constituent parts of the new institution have origins with much in common. All of them were founded to provide vocational training. With the enlargement and elaboration of their work in the last 30 years, their scope has widened, overlapping with some of the traditional University areas of study at the one end, but entering more and more vocational fields which previously were outside the scope of higher education at the other. What the institutions have in common in academic terms is that their work is based on courses rather than disciplines, and that all their studies lead to some kind of action, whether it is the activity of manufacture or finance or creating works of art or teaching or many others. In this they are essentially different from the universities which developed in the 19th century as communities of learning and centres for research. It can indeed be argued that the non-university institutions were founded precisely to provide expertise and training in those areas not covered by the universities — such as school teaching, the physical environment, the arts, management, accountancy, technology and the domestic arts.... The basic aim of the new institution might be defined as communicating the nature and significance of skills, and teaching a student to practise a skill, to develop it and use it in the service of society. Such an institution must be pragmatic and practical. Because of its scope and complexity, it will be difficult to make suitable divisions between one area of work and another, when all such social skills overlap. It is however necessary for the institution to attempt to break down barriers and see the world of activity and of making as a whole."

The merger actually took place in the course of the academic year 1975-76, and the new expanded Polytechnic officially came into existence in September 1976. A new Instrument and Articles of Government had been drafted, and approved by the Secretary of State for Education and Science. The Governing Body of the Polytechnic was enlarged and the Chairman, Mr C.G. Robinson, stood down (to be replaced in 1976-77 by Mr John Taylor, former Chief Education Officer of Leeds). With the merger, the old Polytechnic Faculties were abolished, and the Departments were rearranged (together with the departments of the two Colleges of Education) into 18 Schools. Most of the former Heads of Department were reappointed as

Heads of School. The Directorate of the Polytechnic was expanded. Dr Gent and Mr Wright were both promoted to the newly-created post of Deputy Director, the former with particular responsibility for Academic Affairs, the latter with responsibility for Resources. A third Deputy Director, Mr John Evans (formerly Vice-Principal of the City of Leeds and Carnegie College), was appointed with responsibility for Personnel. In addition, two Assistant Directors were appointed: Mr J. Marshall Jenkins, previously Head of the Department of Architectural Studies, and Mr Bill Stark, formerly Head of the Department of Management and Business Studies. On the administrative side, the major new appointment was that of Mr Ray Hardy (formerly Senior Administrative Officer at City of Leeds and Carnegie College) to the post of Services Officer for the enlarged Polytechnic.

Many of the new Schools were effectively the same as the old Departments — e.g. the Schools of Accounting and Applied Economics; Electrical Engineering; International Studies; Law; Librarianship; Management and Business Studies; Mathematics and Computing; Mechanical and Production Engineering; Social Studies; and Town Planning — although some gained new staff from the former Colleges of Education. Architectural Studies was renamed the SCHOOL OF ARCHITECTURE AND LANDSCAPE, and Building and Civil Engineering was renamed the SCHOOL OF CONSTRUCTIONAL STUDIES. More significant changes included: the reorganization of the original Departments of Fine Art, Communication Design and Three-Dimensional Design to form a large SCHOOL OF CREATIVE ARTS AND DESIGN, headed by Mr Frank Rubner; the fusion of the Department of Chemistry with the Department of Life Sciences to form the SCHOOL OF HEALTH AND APPLIED SCIENCES; the joining of the Department of Institutional and Hotel Management with much of the home economics work of Educational Studies to form the SCHOOL OF HOME AND INSTITUTIONAL STUDIES (Head Mr Roger Benson); and the creation of a much bigger SCHOOL OF HUMANITIES AND CONTEMPORARY STUDIES, headed by Mr Alan McGregor, from the old Department of Contemporary Studies. A completely new creation (as far as the old Polytechnic is concerned) was the grandiloquently-titled CARNEGIE SCHOOL OF PHYSICAL EDUCATION AND HUMAN MOVEMENT STUDIES. This, of course, was the old Carnegie section of the City of Leeds and Carnegie College, the only one of the constituent institutions of the Polytechnic which has retained its name (in part). The Head of the Carnegie School is Mr Clive Bond. Finally, a large new SCHOOL OF EDUCATION was formed, based to a small extent on the old Department of Educational Studies and including much of the work of the former James Graham and City of Leeds Colleges. This School has its geographical base at Beckett Park and is headed by Mr Arthur Nicholas, former Vice-Principal of the James Graham College.

One of the major problems of the time was the redeployment of College staff, particularly those whose subject knowledge was in such disciplines as English, History, Religious Instruction, etc. The Polytechnic found itself embarrassed by a wealth of academic expertise in areas which were not part of its "traditional" concerns. As Donald Davinson wrote in January 1976: "unlike at least some of the thirty '1970' polytechnics, where the merger with Colleges of Education has brought a welcome balance to virtually 100% heavy technology institutions, Leeds Polytechnic traditionally has one of the highest ratios of Social Science/Humanities to

Science/Technology courses . . . Only about 25% of the existing Leeds Polytechnic students are science and technology based. There are already many English, Modern Foreign Language, History, Classics and other Humanities staff around the Polytechnic in various roles . . . In fact, the balance of subjects taught in the Polytechnic has not changed to any large extent since the merger. Staff from the old Colleges of Education have been absorbed into the new Schools. Naturally, there is a greater emphasis on teacher education than was ever the case in the old Polytechnic, though student numbers have been steadily reduced in order to achieve the Government's low target-figure for 1981 (this trimming down has been a painful process for some people, but it is generally acknowledged that the transition has been achieved more smoothly and effectively in Leeds than in many other polytechnics). Certainly by 1979-80 the most difficult period was over.

6 1976-1980

In the academic year 1976-77 the enlarged Polytechnic had over 5,300 full-time and sandwich course students, and more than 4,600 part-time students. The academic staff had increased to some 750 full-time, plus about 400 part-time appointments. These students and lecturers were spread over a wider geographical area — Beckett Park and Farnley as well as the main site and its city-centre annexes. Obviously, there was a danger that the Polytechnic would be perceived by many of its members as a huge faceless organization, too big to inspire a sense of personal identification. This is why the reorganization into Schools came as a considerable benefit. In effect, each School became a "centre" with which the teachers and the taught could identify. With the abolition of the old Faculties, the Schools were fairly autonomous units, each with its own courses and research facilities. Staff could be mobile, however, and the Schools did in fact provide many services for each other. One School, Humanities and Contemporary Studies, was entirely a "service" organization, since it ran no courses of its own.

Another servicing organization was the new INTENSIVE COURSES UNIT, created in 1977. This was designed to be the coordinating centre for all short courses in the Polytechnic. The Modern Languages Centre came under its aegis (and in fact the Head of the Centre, Mr H.J. Eichinger, became the Head of the Intensive Courses Unit). During its first year of operation, 1977-78, the Unit helped with the organization and administration of over 130 short and in-plant courses which had been originated by various Schools of the Polytechnic. Its activities have grown since. Courses range from one-day seminars to one-term full-time studies, and they have covered such diverse areas of interest as Employment Law, Poultry Meat Inspection, Colour Television, Executive Development and Diet Cookery. The Unit has received numerous enquiries from firms, and has succeeded in establishing strong links with local industry. By September 1978, the Intensive Courses Unit had taken up permanent residence in the attractive buildings of the old James Graham College at Farnley. The language laboratories were moved from Harrogate Road to Farnley, where the teaching accommodation ranges from small seminar rooms to full-size lecture halls. Film, video and audio services are also available there, as are recreational facilities and residential accommodation.

Other improvements in the Polytechnic's facilities took place after the mer-

ger. In 1976 the School of Architecture and Landscape and part of the School of Constructional Studies moved into the "first phase" of the new purpose-built Brunswick Terrace building. In 1978 the SCHOOL OF TOWN PLANNING and the remainder of Constructional Studies moved into the completed "second phase". The Brunswick building is situated close to the Polytechnic's main site, and is a striking piece of modern architecture. Despite teething problems, the building represents a vast improvement over previous accommodation — particularly for Town Planning, whose former premises at 14 St. Paul's Street had become positively dangerous.

The space vacated by the School of Constructional Studies on the Polytechnic's main site was given over to a new COMPUTER UNIT. A Honeywell Series 60 Level 66 computer was installed during the Spring of 1978, replacing the old ICL system which had been in use for many years. The new computer is well-suited to educational purposes in that it can support a large number of simultaneously-active time-sharing terminals. On-line terminals have been distributed throughout the main Polytechnic buildings, as well as other colleges and schools in Leeds. The Computer Unit came into existence as separate entity in September 1978, headed by the newly-appointed Dr G.D. Hitchins. It is no longer under the control of the SCHOOL OF MATHEMATICS AND COMPUTING (Head Mr J.J. Kiely), though the Unit and the School obviously work in close cooperation. The Unit aims to provide a service to all Schools, as well as to the Polytechnic's Administration and to various outside concerns. A staff of software advisers has recently been recruited, and a full data-preparation service is now available. During its first 18 months the Unit has run a number of in-house training courses for Polytechnic staff, as well as short courses for local school-pupils.

Meanwhile, the Polytechnic LIBRARY underwent a considerable reorganization after the merger. The old College libraries at Beckett Park and Farnley were absorbed into the system (though the library at Farnley was closed in 1978 and its stock and staff dispersed to other locations), and spacious new premises were opened in the Brunswick Terrace building. The level of demand for books fell at Beckett Park, due to the reduction of teacher education, but the demand in the Central Library and at Brunswick Terrace has risen considerably during the years since the amalgamation. This has put a strain on the staff and on the available space in the Central Library (which is housed at the main site). The combined resources of the Library included in 1979, some 320,000 books, pamphlets and volumes of bound journals, plus runs of more than 2,000 current periodicals. There was a collection of more than 65,000 slides, in addition to many other non-book materials.

"Faculties" were reintroduced to the Polytechnic in 1977-78 in the form of discipline-based interest-groups among members of staff. Although termed Faculties, these groupings have no executive responsibilities: they are intended largely to give advice and develop activities which will benefit the academic life of the staff, and to promote servicing between Schools. There were 15 Faculties in the first instance, as follows: Faculty of Computing; Environmental Design; Geography; History; Information Studies; Instrumentation and Control Engineering; Legal Studies; Literature; Management; Mathematics; Statistics and Operational Research; Philosophy and Religious Studies; Politics; Psychology; Sociology; and Language. Six of

the Chairmen of Faculties became members of the Polytechnic's Academic Board.

There was no Faculty of Physical Education (or Sports), presumably because all the staff with a special interest in the subject were already concentrated in one School — the Carnegie School of Physical Education and Human Movement Studies. This has certainly become one of the most distinguished Schools of the Polytechnic, largely because of the long-established reputation of Carnegie College. The School has a staff of specialists who cover all aspects of physical education, human movement studies and sport and recreation, and in addition has a commitment to research and consultancy. Many members of the staff hold important positions in national governing bodies of sport, and represent these bodies in coaching and advisory capacities in various parts of the world (for example, Dr Nick Whitehead is manager of the British athletics team which will compete in the 1980 Olympic Games). The School is closely associated with the Leeds Centre of Excellence, which provides opportunities for high-level coaching and training in basketball, canoeing, cricket, dance, gymnastics, hockey, judo, swimming, volleyball and other sports. A CNAA-approved BA in Human Movement Studies was offered by the Carnegie School for the first time in 1979.

Other new degree courses validated by the CNAA since 1975 include a BA in Landscape Architecture; a BSc (Hons) in Building; a BSc (Hons) in Quantity Surveying; a BSc in Environmental Health; a new BEd and BEd (Hons) — Leeds University no longer validates the Polytechnic's Education degrees; a BSc in Speech Therapy; a BA and BA (Hons) in Home Economics; an MA in Librarianship; a BA (Hons) in Town Planning; a BA (Hons) in Economics and Public Policy; and, most recently, a BA in Food and Accommodation Studies. In all, some 27 full-time or sandwich degree courses were available to Polytechnic students by 1980 (not counting the Ordinary and Honours Degree distinctions within the same subjects). In addition there are about 15 postgraduate courses, ranging from the MA in Librarianship to the Course in European Community Law and Integration.

7 The Polytechnic in 1980

By the academic year 1979-80, the student numbers in the Polytechnic had levelled out at some 4,930 full-time and sandwich, and about 4,730 part-time. The slight reduction in full-time numbers was due to the necessary decrease in teacher education. Leaving teacher training out of account, the Polytechnic had achieved the desired "steady state". But the overall policy of little or no growth does not mean that the Polytechnic will cease to change. Against a background of economic malaise and rising unemployment in Britain, the Polytechnic will obviously have to adapt in various ways to the needs of the 1980s. This was recognized in the Polytechnic's "Development Plan, 1977-1982", where it was stated that "Leeds Polytechnic is particularly concerned with the needs of local communities". The Plan advocated greater emphasis on: 1) part-time, evening and day-release courses at levels between higher technician and higher degree, to cater for individuals and local industrial and commercial interests; 2) specially devised intensive short courses, normally on an "economic" basis, for the benefit of professional bodies and business concerns in the area; and 3) consultancy and applied research aimed at the solution of various professional problems.

The Development Plan went on to elaborate: "What is now proposed is a renewed emphasis and initiative in the field of intensive courses at a professional level. There are indications of an over-production of certain professionals with initial qualifications; the age profiles of these professionals often show the effects of the great expansion of opportunities in the 1960s, so that wastage by retirement is minimal. Further, one characteristic of the post-war years in Britain has been the need to adapt to rapid technical development and shifting economic fortunes; and the difficulties of adapting will be exacerbated by the declining proportion of young workers entering industry in the 1980s. The future pattern of student demand (due to the declining birth rate) and national needs therefore both point the Polytechnic towards an emphasis on mid-career and professional work". The main instrument of this development within the Polytechnic has been the Intensive Courses Unit. In 1979 its two-year trial period ended, and the Unit became firmly established. In 1978-79 student numbers and hours were more than double what they had been in 1977-78, and income (from "economic" short courses) had increased fourfold. By 1980 the Unit had encouraged every School of the Polytechnic to embark on a short course programme. The overall pattern of development indicates that the Polytechnic should be able to preserve a balance between highly economic commercial courses (often sponsored by particular industries or businesses) and otherwise marginally economic courses designed to meet pressing local and social needs.

Within the Intensive Courses Unit, the Modern Languages Centre continues to thrive in 1980. Among overseas groups who have recently studied English as a foreign language at the Centre are Venezuelan postgraduates, Chinese interpreters from the World Health Organization, two groups of students from Peking, and some Saudi Arabian police officers. The Industrial Liaison Centre, also under the aegis of the Intensive Courses Unit and situated at Farnley, organized some 25 seminars on behalf of the Leeds Productivity Association during 1978-79, and these were patronized by over 200 firms and 500 delegates. The Liaison Centre deals with dozens of enquiries each month and assists in planning the industrial content of new or projected degrees and diplomas.

In addition to local secondary schools and colleges, a number of commercial organizations have been using the new Honeywell system of the Computer Unit. A notable coup for the Polytechnic was the recent signing of a five-year contract with the Business Education Council to develop and process a large computer-based information system. Such consultancy and external contract work is undertaken, on varying scales, in almost every School of the Polytechnic.

In the related area of cultural and artistic activities, the Polytechnic is particularly rich in talent and enterprise. In the School of Creative Arts and Design almost every member of staff has been involved recently in commissioned work for industry and private persons or has given exhibitions and demonstrations of work to the public. The Drama Section of the School engages in touring shows, and the Music Section organizes and performs in a wide range of musical activities in the city (most recently, the Polytechnic's Choral Society and Orchestra, conducted by Mr Simon Lindley, performed Haydn's *Creation* at St Michael's Church, Headingley). The Polytechnic Gallery, now in the charge of Mr Ben Johnson of the School of

Humanities and Contemporary Studies, continues to mount weekly exhibitions of visual art by students, staff and local people. The staff of the Polytechnic includes a number of poets, playwrights and novelists, as well as persons eminent in other arts, crafts and skills (the world-famous sculptor Henry Moore was once a student at Leeds College of Art, as the present Head of Creative Arts and Design is fond of pointing out). The Polytechnic's Carnegie Human Performance Laboratory (under Dr J. Humphreys) has been selected by the British Amateur Athletics Board as the official centre for screening and evaluating the British Olympic Marathon squad. Academic and non-academic visitors come to the Polytechnic from all over the world; one notable recent example was the Chinese Minister of Education, Mr Jiang Nanxiang (Leeds was the only polytechnic included in his eight-day itinerary of establishments in this country). In short, the Polytechnic is a hive of activity. It attracts students and staff from all kinds of backgrounds, with all manner of abilities and talents to offer.

Leeds Polytechnic, just ten years old in 1980, enriches its local community, and the country as a whole, in many ways. It will continue to do so throughout the 1980s and beyond.



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