CLASSROOM TO CAMPUS:
The heritage of modern education

INTERNATIONAL SYMPOSIUM
26–28 NOVEMBER 2012
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‘You know that building under the King’s Way Bridge?’ Oral History and the redevelopment of J.H. Boyd Girls’ High School. |
# SYMPOSIUM SCHEDULE

**Venue:** Sidney Myer Asia Centre, Swanston Street, The University of Melbourne

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<td><strong>6.00pm</strong></td>
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<td><strong>KEYNOTE ADDRESS</strong></td>
<td>WELCOME</td>
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<tr>
<td>David N. Fixler</td>
<td>Julie Willis</td>
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<td>EYP</td>
<td>University of Melbourne</td>
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<td>‘Innovation becomes Tradition: Modern Architecture as Institutional Heritage in America’</td>
<td><strong>Hannah Lewi</strong></td>
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<td>Presented in partnership with the Heritage Council of Victoria</td>
<td>University of Melbourne</td>
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<td>The key themes and issues of the symposium will be introduced, followed by a short screening of extracts from two documentaries made by the Victorian Department of Education: “Theirs is Tomorrow” (1952); and “Building for Learning” (1959).</td>
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<td><strong>10.30-11.00am</strong></td>
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<td><strong>Morning Tea</strong></td>
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<td><strong>Elain Harwood</strong></td>
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<td>Phil Griffiths</td>
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<td>Griffiths Architects</td>
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<td>Michael Kennedy</td>
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<td>‘Documenting Queensland Schools’</td>
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<td>Sheridan Burke and Rachel Jackson,</td>
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<td>Godden Mackay Logan</td>
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<td>‘Australian National University: Developing Heritage Principles and Putting them into Practice’</td>
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2.00-3.15pm
LANDSCAPE AND THE MODERN CAMPUS
Chair: David Nichols
University of Melbourne

Andrew Saniga
University of Melbourne
‘Landscaping the Australian Campus’

Adam Mornement
Lovell Chen
‘South Lawn: conserving a pioneer landscape’

Stuart King
University of Tasmania
Christ College and the Significance of the Campus Landscape

3.15-3.45pm  Afternoon Tea

3:45-5.00pm
CONSERVATION AND THE CHANGING CAMPUS
Chair: Philip Goad

Peter Elliot
Peter Elliot Architecture and Urban Design
‘Host Campus + Host Architecture’

Paul Morgan
Paul Morgan Architects
‘Newman College and the Problem of Original Design Intent’

Stephen Turner
Gray Puksand
‘Old Buildings and New Typologies’

6:00pm
KEYNOTE ADDRESS
John Allan
Avanti Architects
‘Learning and legacy – the British experience’
Macgeorge Lecture

7.30pm  Dinner – Café Italia

Wednesday 28th November

9:30am
THE CULTURAL HERITAGE OF EDUCATION IN AUSTRALIA
Chair: Kate Darian-Smith
University of Melbourne

Deborah Tout-Smith
Museum Victoria
‘School Life in Exhibitions at Museum Victoria’

Judy McKinty
Cultural Heritage Interpreter and Children’s Play Researcher
‘The Hidden Heritage of the Schoolyard’

Nikki Henningham
University of Melbourne
‘You know that building under the King’s Way Bridge?’ Oral History and the redevelopment of J.H. Boyd Girls’ High School.

11:15-11.45am  Morning Tea

11:45am
MODERATED DISCUSSION: DESIGN, EDUCATION AND CONSERVATION
Chair: Cameron Logan
University of Melbourne

12:45pm  Lunch

1:30pm  Tour
  •  Main Quad, University of Melbourne – Adam Mornement, Lovell Chen
  •  Newman College – Gabrielle Moylan, Arthur Andronas Conservation Architecture
  •  Ormond College (Mcfarland Library and Picken Court) – John Lee, McGlashan Everist
  •  Princes Hill High School – Philip Goad, University of Melbourne
American colleges and universities have consistently sought to achieve an optimal balance of respect for tradition and embrace of innovation in their mission, academic programs and physical environment. Nowhere has the tension inherent in this balance been more apparent than in the initial widespread embrace of modern architecture in the Post World War II era, and the resultant debate that has also accompanied its reception. As they have aged, the works of modernism have left many schools wrestling with the conundrum of respecting their status as heritage while also keeping them relevant and progressive – and thereby true to the spirit in which they were originally conceived. The range of quality, importance and consequently treatment of these structures varies widely; this talk will start with a brief discussion of the kinds of issues facing modern institutional resources in general and will then focus in particular on the renewal of two iconic American educational buildings – Alvar Aalto’s Baker House at the Massachusetts Institute of Technology (MIT), and Louis Kahn’s Richards Laboratories at the University of Pennsylvania.
KEYNOTE ADDRESS

JOHN ALLAN
Avanti Architects

LEARNING AND LEGACY:
THE BRITISH EXPERIENCE

Macgeorge Lecture

Since the major reforming initiatives of 1944 (the Butler Act) and 1963 (the Robbins Report) ushered in England’s post-war systems of state secondary and higher education respectively, successive governments have sought to build modern settings for learning and research. Generations of students have now passed through these new educational environments. But with much of their infrastructure now at, or approaching, 50 years of age and with new building currently curtailed by financial cutbacks the challenge increasingly facing British educational institutions is how an existing legacy of buildings and campuses may be adapted to serve future academic needs.

This talk will survey the architectural development of Britain’s post-war schools and universities, and examine selected case studies undertaken by the author to show how projects conceived in an earlier age of rising expectations and more manageable numbers can still be transformed to provide state-of-the-art facilities for an extended future.
INTRODUCTION
Hannah Lewi
The key themes and issues of the symposium will be introduced, followed by a short screening of extracts from two documentaries made by the Victorian Department of Education: “Theirs is Tomorrow” (1952); and “Building for Learning” (1959).

PLENARY ADDRESS

ELAIN HARWOOD
English Heritage

SURVEYING POST-WAR SCHOOLS IN ENGLAND

Elain Harwood and Geraint Franklin of English Heritage have just completed a two-year partial survey of post-war schools as many of the schools from this period have recently been threatened with demolition or major alteration. A survey for listing was undertaken in 1992 which led to 22 schools being listed. Since then fifteen more have been added to the list following individual requests (spotlisting), but it was clear that the old survey was providing inadequate guidelines. It had looked at schools up to 1962 (i.e. at schools which were 30 years old and therefore eligible for listing). The new study concentrated on the 1960s, 1970s and 1980s, though some earlier schools were also investigated where it seemed that an important surviving example had been overlooked.

The survey examined the work of the Ministry of Education’s Architects and Building Branch, which in the 1950s encouraged the use of prefabrication and later explored more loose knit and open plans. The focus of the survey quickly became a few progressive authorities whose architects and directors of education adopted an interesting approach to design and planning. This talk will look briefly at this background and show examples of the work of the Architects and Building Branch, and five major authorities: London, Nottinghamshire, Ipswich, Leicestershire and Hampshire. This report will shortly appear on the English Heritage website alongside an earlier report by Geraint Franklin on inter-war schools in London. English Heritage published Elain Harwood’s *England’s Schools*, in 2010.
EDUCATING AUSTRALIA:  
STATE SCHOOLS AND A NATIONAL UNIVERSITY

PHIL GRIFFITHS  
Griffiths Architects

SURVEYING POST WORLD WAR II GOVERNMENT HIGH SCHOOLS IN WESTERN AUSTRALIA

In 2004 Considine & Griffiths Architects undertook a study of postwar high schools in the Perth metro area. At the time three metropolitan high schools were already on the WA state register: John Curtin Senior High School; Perth Modern School; and Kent Street Senior High School. The study had three main objectives: 1) to determine the common characteristics of the schools produced during the 1950s and 1960s; 2) to determine whether any of the extant schools from this period displayed evidence that might have significance in terms of the Government Heritage Property Disposal Process (GHPDP); 3) and to investigate if any further action was required arising from the GHPDP. Ultimately six schools were assessed in detail and five of the six schools were included on the state register. The key value of the exercise was in examining the whole collection of buildings and being able to assess their relative significance.

MICHAEL KENNEDY  
Architect

DOCUMENTING QUEENSLAND SCHOOLS

The Queensland Department of Education commissioned a study in 1996 to ascertain which of its 16,000 school buildings had potential cultural heritage significance, and how this significance should be retained and conserved. The study was encouraged by the Queensland Heritage Council in its quest to have Government Departments each assess the heritage value of their building stock. The study was undertaken by historian Margaret Puller, with architects Paul Burmester and Michael Kennedy. This paper reports on the methodology employed to carry out this somewhat daunting task, and details its findings.

SHERIDAN BURKE AND RACHEL JACKSON  
Godden Mackay Logan

AUSTRALIAN NATIONAL UNIVERSITY: DEVELOPING HERITAGE PRINCIPLES AND PUTTING THEM INTO PRACTICE

The Australian National University (ANU) is a remarkable campus that has grown like Topsy since it was founded in the postwar years. As the only university in Australia created under an act of Federal Parliament it has particular responsibilities associated with heritage protection and environmental management under the Commonwealth’s Environment Protection and Biodiversity Conservation Act 1999 (EPBC Act). Since committing to a Heritage Strategy in 2010, the ANU has steadily consolidated its heritage documentation and planning. The preparation of campus wide Heritage Principles in 2010 has enabled heritage issues to be engaged in a range of asset management documentation including the recently completed Heritage Study. Godden Mackay Logan Heritage Consultants have worked closely with the ANU to develop the Heritage Principles and a Precinct Inventory Methodology that will continue to be developed in-house, adopting an asset management based approach to maximise integration and practical implementation of conservation objectives through the work of the University’s Sustainability Office.
LANDSCAPE AND THE MODERN CAMPUS

ANDREW SANIGA
University of Melbourne

LANDSCAPING THE AUSTRALIAN CAMPUS
The design of campus landscapes provides an extraordinary record of the incipient profession of landscape architecture in Australia in the post-World War II years. There are many reasons for this, including the long-term nature of the work, the unique symbiotic professional relationships that were developed, the explorative use of Australian native plants, and the opportunity to set in place broad scale site planning and design frameworks that, in many instances, have stood the test of time despite their authors being somewhat forgotten. Amidst the many successes there were also failures, the narratives of which are equally telling when it comes to understanding the essential attributes that defined landscape architecture in Australia in the relatively recent past. This paper will use a selection of Australia’s campus landscapes to raise some of the heritage and conservation issues they face now and into the future.

ADAM MORNEMENT
Lovell Chen

SOUTH LAWN: CONSERVING A PIONEER LANDSCAPE
The South Lawn and Underground Car Park at the University of Melbourne were conceived in the early 1970s as an integrated solution to two long-standing problems, the poor quality of the South Lawn and the lack of on-campus parking. Despite their symbiotic relationship, the car park and the landscape that it supports demonstrate distinct qualities and heritage values. Adam Mornement discusses the challenges of preparing a Conservation Management Plan for a pioneer landscape and a landmark of contemporary engineering.

STUART KING
University of Tasmania

CHRIST COLLEGE AND THE SIGNIFICANCE OF THE CAMPUS LANDSCAPE
Dirk Bolt’s Christ College, Hobart, (commenced, 1960) is frequently cited by the Tasmanian architectural profession as the state’s most important modern building of the post-war period and invoked as a primary precedent for contemporary architectural place-making in the Tasmanian landscape. Whilst facing an uncertain future as the University of Tasmania reviewed its on-campus accommodation needs, the college was recently protected with a permanent entry on the Tasmanian Heritage Register (2012). Yet with statements of heritage significance largely focussed on architectural fabric, the significance, documentation and conservation of both external and internalised landscapes that underpinned the design remain elusive. This paper situates the design of Christ College within a wider field of landscape discourses and discusses the significance of landscape considerations in relation to the heritage of the university residential college and educational buildings, more generally.
CONSERVATION AND THE CHANGING CAMPUS

PETER ELLIOT
Peter Elliot Architecture and Urban Design

HOST CAMPUS + HOST ARCHITECTURE

Over the last decade schools and universities have adopted a much more outward looking perspective as they try harder to connect to the wider community. Campuses are no longer seen as isolated citadels but engaging places that are more open and inviting. This idea has transformed the way architects work. Most of our educational campuses are already built so the question is how best to adapt and renew them to suit a new generation. Most cities survive through adaption and renewal. They become richer and more meaningful because they absorb and retain prior histories as well as generate new ventures. Educational campuses can be viewed as micro pieces of the city and as such the same transformational urban design techniques apply one to the other. The established campus can therefore be considered as a “host” capable of accepting new architectural components or graftings along with selected removal. Typical architectural interventions might include excavating, adding on and infilling and all the creative variations they imply. Several recently completed educational projects will demonstrate this approach.

PAUL MORGAN
Paul Morgan Architects

NEWMAN COLLEGE AND THE PROBLEM OF ORIGINAL DESIGN INTENT

In this presentation Paul Morgan will explore the design approach taken by his firm Paul Morgan Architects to the refurbishment of part of Walter Burley Griffin and Marion Mahony Griffin’s masterpiece at Newman College. He will discuss how the practice negotiated the difficult challenge of respecting the original design whilst building on the original architects’ design intent without being slavishly historicist. He will discuss PMA’s design process through the framework of the Burra Charter, the Griffin’s oeuvre and PMA’s interpretative techniques of mise-en-scène and memory, as well as touching on the Griffin’s significant influence on Melbourne architects.

STEPHEN TURNER
Gray Puksand

OLD BUILDINGS AND NEW TYPOLOGIES

Master Planning new schools and the renovation of existing facilities have provided Gray Puksand the opportunity to design a broad range of educational spaces. Over the past decade the firm has collaborated with communities and independent educational researchers to translate contemporary pedagogy into purposeful learning settings. By breaking down physical barriers the firm is encouraging the disintegration of the traditional class room. New learning spaces continue to be influenced by the freedom of movement facilitated by advances in information and communication technologies. Existing 20th century buildings have been an integral part of the firm’s effort to provide additional life to aging facilities. This presentation will examine three interventions that demonstrate some of the possibilities achieved by preserving existing school buildings whilst providing improved contemporary learning environments: Patterson River Secondary College (2006), Ballarat High School (2008), and Newlands Primary School (2012). Each of these projects demonstrate that not all aging buildings require demolition to make way for new typologies.
THE CULTURAL HERITAGE OF EDUCATION IN AUSTRALIA

DEBORAH TOUT-SMITH  
Museum Victoria  

SCHOOL LIFE IN EXHIBITIONS AT MUSEUM VICTORIA

Museum Victoria holds a rich collection of documents and objects that record and interpret the history of childhood and the experiences of children. The Australian Children’s Folklore Collection is of such significance that it is recognized on the UNESCO Australian Memory of the World register. The Museum has taken a range of approaches in its depiction of schools and childhood through exhibition. This paper will outline its current and recent approaches, and highlight some of the challenges it faces in converting ephemeral cultural experiences into exhibition experiences. Three examples will be considered: the former playground display at Melbourne Museum, the Little Lon display within The Melbourne Story and the Identity: Yours, Mine, Ours exhibition.

JUDY MCKINTY  
Cultural Heritage Interpreter and Children’s Play Researcher  

THE HIDDEN HERITAGE OF THE SCHOOLYARD

In December 2010, a playground survey was carried out at Princes Hill Primary School in Carlton. The school had previously undertaken some major building works and the aim of the survey was to document the children’s play activities and make recommendations to assist in the development of a school landscape plan. Talking with the children uncovered a rich culture of play with its own traditions, some of which had become fragmented because of the positioning of the new buildings and others that were invisible to anyone but the children. As a result of the survey, the school began a truly innovative project involving children in the design of their own adventure playground.

NIKKI HENNINGHAM  
University of Melbourne  

‘YOU KNOW THAT BUILDING UNDER THE KING’S WAY BRIDGE?’ ORAL HISTORY AND THE REDEVELOPMENT OF J.H. BOYD GIRLS’ HIGH SCHOOL.

In February 2012, The City of Melbourne finalised an agreement with a consortium of stakeholders and approved a residential and commercial development that would transform the former JH Boyd School site on City Road into a key civic centre for Southbank. When Ken Smith, listening to ABC radio, heard about the redevelopment proposal he rang the City of Melbourne to tell them how he remembered attending the school in the early 1920s. His phone call prompted a chain of events, which led to the council commissioning a series of oral history interviews so that the memories of past students and teachers could be incorporated into the development. This paper will describe the historical project, how history was woven into the redevelopment and what it meant to be remembered by the people who were interviewed.
SYMPOSIUM CONVENERS
Hannah Lewi and Cameron Logan

CO-CONVENERS AND COMMITTEE
Kate Darian-Smith
Philip Goad
Julie McLeod
David Nichols
Julie Willis

SPONSORS AND SUPPORT
The University of Melbourne
Heritage Council of Victoria
Australian Research Council