

RECORD

THE UNIVERSITY ARCHIVES 2010



Front Cover (clockwise from top left):

Administrators discuss the issues - at right, Professor Sam Ball, Chair of the Academic Board; Dr Cliff Blake, Principal of Riverina College Wagga Wagga; Dr Jeff Miller, Principal of the Cumberland College of Health Science. 5 May 1989 at a meeting to discuss the management of multi-campus and consolidated higher education institutions. G77_1_2381

Nursing students, c 1990, G77_3_Box 30.

Vice-Chancellor Professor John Ward responds to questions from staff at a meeting in the Great Hall to address issues on matters of institutional amalgamations and consolidations as they affect the University. 4 May 1989, G77_1_605

Sydney College of the Arts workshop c 1990, G77_3_Box 24
Students playing French horns at the Sydney Conservatorium of Music, c late 1980s, G77_1_1014

RECORD: THE UNIVERSITY ARCHIVES 2010

ARCHIVES AND RECORDS MANAGEMENT SERVICES

CONTENTS

02	Archivist's Notes
03	Obituary - Sir Bruce Rodda Williams, KBE, 1919—2010, <i>Kenneth E Smith</i>
05	Obituary - Gerald Fischer, MA, 1923 - 2010, <i>Kenneth E Smith</i>
07	Sydney College of Advanced Education—20 years after disestablishment, <i>Professor Michael Koder</i>
10	Sydney College of the Arts, <i>Professor Richard Dunn</i>
14	Troubles with the Teachers' College cards? A reflection on the use of student cards in the historical process, <i>Alexandra Robinson</i>
17	"... and she played the piano beautifully." Students at the Conservatorium of Music, <i>Julia Mant</i>
20	Cumberland College of Health Sciences, <i>Nyree Morrison</i>
23	Ada's Story, <i>Jill Brown</i>
26	Review: Recent Publications, <i>Julia Mant</i>
28	Accessions, September 2009 – August 2010

ARCHIVIST'S NOTES

TIM ROBINSON, UNIVERSITY ARCHIVIST

We had planned that the 2010 issue of *Record* would mark twenty years since the tertiary education amalgamations which resulted from the Honourable John Dawkins' *Higher education: a policy discussion paper*, known at time as the Dawkins White Paper. Unfortunately, 2010 became notable for other reasons.

The White Paper marked a major change in the landscape of Australian education and had significant impact on the University itself. We asked two people who were involved in the amalgamations of 1990 to reflect on those events. Emeritus Professor Michael Koder, who was Principal of Sydney College of Advanced Education, and Professor Richard Dunn, formerly the Director of Sydney College of the Arts, both kindly agreed to look back to the time their institutions joined the University.

Reference Archivists Nyree Morrison and Julia Mant have contributed articles on the two other institutions that amalgamated with the University in 1990. Nyree has written an account of the former Cumberland College of Health Sciences with particular reference to its predecessors and the records of the students who attended those bodies. Julia has detailed the Sydney Conservatorium of Music and records of those who attended it. Many families have stories of members who "went to the Con" which are not always strictly accurate and Julia's article explains why this is so.

Continuing the theme of student records and amalgamated organisations, Alexandra Robinson, a

graduate in history from the University has written about her use of student record cards from the Sydney Teachers College for her honours thesis. I need to declare an interest, as Alexandra is my daughter, but that made no difference to her use of the Archives!

Jill Brown, who works in the University Library, has contributed a fascinating piece of research prompted by an inscription on a postcard dated 1899. From the initials "AFG", Jill has been able to put together what is known of the life of the author and the recipient of the postcard, and his family.

Sadly, 2010 marks the death of two important figures in the history of the University, one very well known, the other less so: Sir Bruce Williams, Vice-Chancellor 1967 to 1981, and Mr Gerald Fischer, University Archivist 1968 to 1980. Mr Fischer's successor as University Archivist, Ken Smith, has written obituaries of both, for which we are grateful as he knew both men.

In closing these Notes I want to thank all contributors and in particular Julia Mant for her account of recent publications related to the University's history and her efforts above and beyond the call of duty in editing and producing *Record*. I would also like to thank Roderic Campbell, Research Officer in the Department of History, for his expert editing assistance.

SIR BRUCE RODDA WILLIAMS, KBE 1919–2010

KENNETH E SMITH, UNIVERSITY ARCHIVIST 1980 - 1997

Sir Bruce Williams, Vice-Chancellor of the University of Sydney from 1967 to 1981, was born on 10 January 1919, in Warrigal, Victoria. The family was originally from Cornwall, United Kingdom. His father was a Methodist minister and he had three brothers and two sisters. He was educated at Moreland Central School, Shepparton High School, Wesley College, Melbourne, and the University of Melbourne, where he was a resident of Queen's College.

It would appear that the young Bruce Williams did not really like school, and hoped that the onset of the Great Depression in the 1930's might enable him to leave school early, in order to assist in the family finances. He has stated that sport interested him more than the books, but some perceptive teachers persuaded his parents that he had talent, and so he went to Wesley, with apparently some help from the school. He subsequently won a scholarship to the University of Melbourne in 1936 graduating with Honours in Economics, and won a prize for Economics. He has said that he was greatly influenced in the study of economics by seeing his mother feeding unemployed people on their back verandah, sometimes as many as twenty people at a time. He became very interested in the economics of John Maynard Keynes, and in the economic reasons for the Great Depression. He was also on the committee of the Labor Club at Melbourne, which indicates an interest in politics, and political economics.

His early political views are indeed interesting. While at the University of Adelaide as a Lecturer in Economics from 1940 to 1945, he completed a book on the Socialist Order of Freedom, which has been described as a democratic socialist polemic. To quote Bruce himself in 1972, "I've always had an interest in politics, and my leanings are certainly in most respects left-wing, but I've never belonged to a political party". During the 1950's, he also attended conferences of the Fabian Society in London.

Having been rejected for military service on medical grounds, Williams was appointed Lecturer in



"An Economic Vice", Artist: David Wood, 1980.

Wood, was Assistant Registrar and then Senior Advisor to the Vice-Chancellor until retiring in 1976. He and Sir Bruce worked together for many years at the University and this image is part of series he drew of past Vice-Chancellors Album of Photos presented to Professor Bruce Williams on his retirement in 1981, G3/258/1.

Economics at the University of Adelaide, where he met his eventual wife, Roma Hotten, and they married in 1942. In 1946, he was appointed Senior Lecturer in Economics at Queen's University, Belfast. It was at Belfast that he became interested in sociology, and thought that his course would thus be the more rounded. In 1950, he achieved his first Chair, being appointed Professor of Economics at Keele University. Keele was created from what was University College, North Staffordshire, and was one of the new innovative Universities being created in Britain at the



Presiding at the daily 12 o'clock meeting with senior administrative staff.

From Left, Register, Dr Ken Knight, Deputy Principal Mr Hugh McCredie, the Vice-Chancellor Bruce Williams, and the two DVCs, Professor Michael Taylor, and Professor John Ward c. 1980.

time. Between 1952 and 1959, Williams was Secretary and Joint Director of the Research, Science and Industry Committee set up by the British Government, and in 1966–67 he was a member of the British Central Advisory Council on Science and Technology. In 1959, he was appointed Professor of Economics at the University of Manchester. During this time, he saw a good deal of Hugh Gaitskill and Harold Wilson, both, of course, prominent leaders of the British Labour Party.

Bruce Williams came to the University of Sydney at a time of some turmoil in the community at large, and the social and political changes taking place at that time inevitably had some effects at the University. During the Vietnam War, many young men eligible for the ballot which decided who should be conscripted into the army refused to register for National Service, and sometimes sought sanctuary in the University grounds. The government of the day decided to amend a section of the National Service Act to give the Department of National Service full access to the records of the University, in order, presumably, to trace those evading the draft. Williams issued a statement in which he said that to do as the Government may ask would be inimical to neighbourly relations between citizen and citizen, and would tend to breed distrust instead of cooperation. He informed the Minister

that if the amendment became law, and access was demanded, he would first test the University's obligation under the law. The amendment did not proceed. It was without doubt a very tense time at the University of Sydney. Also at this time, there were problems in the Faculty of Economics, and in the Department of Philosophy, both of which had become divided over academic matters, and which demanded a good deal of his time and energy. It is fair to say that the ultimate resolution of these matters did not please everybody, not perhaps an uncommon occurrence in matters academic. He wrote of this time that, in each case, the test he applied was the preservation of academic standards and values.

During the 1960s and 1970s, Williams was appointed to numerous Boards and Committees, where his talent for organisation could be utilised to the full. He was appointed to the Board of the Reserve Bank, became Chair of the Australian Vice-Chancellors Committee, and of the State Cancer Council. In 1976 he was appointed President of the Australian Federal Government's Committee of Enquiry into Education and Training. The Report of this Committee was brought down in 1979. With regard to teaching, it is perhaps interesting to note that he was of the opinion that, in some ways, teaching is more important than research, because without teaching we would fail

to give individuals the opportunity to develop the capabilities that lie within them. He said that “The development of these capacities does enrich life and it would be an appalling thing if we ceased to care about the enrichment of human lives”.

Sir Bruce Williams was knighted in 1980, and retired from the University of Sydney in 1981. He was appointed the first Director of the Technical Change Centre in Britain from 1981 to 1986, and among other things, wrote an appraisal for the British Government in which he recommended that the controversial project of the Concorde intercontinental airliner, then being developed by the British and French Governments, be stopped. A few years later, he was proved correct in his judgment. Sir Bruce was appointed a Fellow of the University Senate from 1994 to 1997, and during that time, he Chaired the Senate Finance Committee.

Sir Bruce used the University Archives many times over the years, and he had a keen appreciation of their value. His experience in administration had no doubt convinced him of the value of evidence and the uses to which it could be put, because archives are evidence of the administrative actions of organisations and individuals. In addition to his interest in academe and administration, Sir Bruce had many cultural interests. He was Director of the Claddan Foundation, and Chairman of the Sydney International Piano Competition. He could often be seen also at performances of the Australian Chamber Orchestra.

Sir Bruce Williams died on the 9 August 2010. A Memorial service was held in the Great Hall of the University on 23 August 2010.

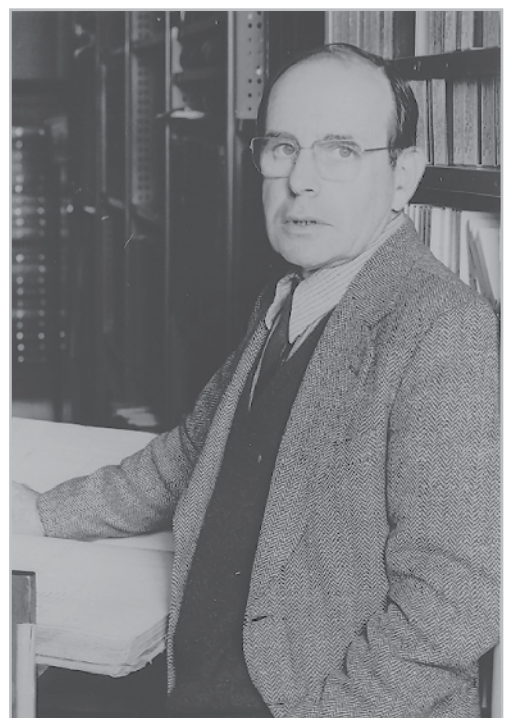
GERALD FISCHER, MA 1923-2010

UNIVERSITY ARCHIVIST 1968-1980

KENNETH E SMITH

Gerald Fischer was born on 28 July 1923, at Aldgate, South Australia. Little is known of his family, except for the fact that he was the grandson of Swiss immigrants. On leaving school, he obtained a clerical position in a small furniture factory, and joined the Citizens Military Forces from 1942 to 1943, then transferred to the Australian Imperial Force in 1943, serving both in Australia and overseas until 1946. He sat for his Leaving Examination in 1947 under the Commonwealth Reconstruction Training Scheme for returned servicemen. He was thus a mature age student, both at matriculation level, and subsequently as a student enrolled at the University of Adelaide in 1948.

He graduated BA in 1954, and MA in 1968, both from the University of Adelaide. Gerald was appointed as an Archivist in the South Australian Archives in 1950, and in 1961, was appointed Archivist in Charge



of the Archives Department in the State Library of South Australia. During the 1960's he also became an Associate of the Library Association of Australia, and acted as an Examiner in Archives for the Library Association. At the State Library, he edited the biennial publication *South Australiana*. He was also seconded to the staff of the National Library during 1958-1959.

Gerald Fischer was appointed the second University Archivist at the University of Sydney on 5 September 1968, and arrived at the University to take up his duties on 5 January 1969. The position had been advertised at Lecturer level in March 1968, and attracted 7 applicants at that time. It was re-advertised in June 1968, at Senior Lecturer level, and this time attracted 33 applicants.

On taking up the position as University Archivist, he was inundated with a backlog of official records from the Senate, the Professorial Board, and correspondence from the Registrar's Department. Apart from the official records of the University, his prime concern, Gerald actively sought the private papers of members of the University, and many valuable papers began to be deposited in the University Archives. He succeeded in persuading many prominent University people to give their papers to the Archives over the 11 years he was at the University.

Although somewhat swamped by the large amount of official records coming into the Archives, Gerald very quickly established control systems over the records being passed to his care. He created an accession register, a card index and a biographical index to prominent University personnel. By 1972, he had created a preliminary guide to all records held. It must be remembered that this was the era before computers, and everything was written and typed up by Gerald himself, with the assistance of a secretary. At no time did he ever receive professional archival assistance of any kind.

In 1964, Gerald married Gwenda, a Law Librarian, and between them they collected a private library of some six thousand books, described in detail in *A Modest Collection*, published by the Private Libraries Association in 2007. Gwenda died in 1998, with the planned computer catalogue of their joint collection being unrealised. Bibliophile as he undoubtedly was, Gerald made plans for the collection to be placed in a university in Adelaide. He also had a related interest in his private printing press, the Pump Press, and was a member of a small group of enthusiasts, with corresponding members in several countries around the world.

To celebrate the 125th anniversary of the incorporation of the University, Gerald researched and wrote a book entitled *The University of Sydney, 1850-1975*, which contained, in addition to a history of the University, many interesting photographs, which by then had been accessioned and fully identified. In 1978, Gerald took study leave, and visited 27 European and United Kingdom universities, and 17 other research institutions in some four months, a prodigious effort. He began producing this publication, *Record*, which came out three times a year. He also staged regular exhibitions of interesting items from the Archives.

Gerald was involved in many professional activities he rightly considered part of his brief as University Archivist. Apart from the exhibitions and publishing interests, he took an active part in the then emerging archival profession. The Sydney Archivists Group was formed in 1970, and Gerald took an active role in what was a forerunner of the Australian Society of Archivists. He subsequently became a member of the committee that formed the Australian Society of Archivists in 1975. He was elected the second President of the Society in 1977, and his Presidential address, delivered at the 2nd Biennial Conference of the Society gives an excellent insight into his career as an archivist, his views on the future of the archival profession, and some perceptive and erudite comments on the appropriate elements of archival professionalism.

Gerald Fischer died on 26th August 2010. He was truly a scholar archivist.

A RESEARCHER'S PERSPECTIVE

JIM PACKER

Jim Packer has been using the Archives on a regular basis since the 1970s. Here he offers the following comment:

Gerald Fischer was archivist during a period I was doing undergraduate work on Professor John Anderson. The Archives had been recently furnished with Anderson's lecture notes and general miscellanea. My general impression of a man dedicated to his work was certainly correct – letters in the archives I looked at recently show the detail and care he gave to this particular series of records, even before the final Sandy Anderson bequest which followed Fischer's retirement. I also note the extraordinary work he put into the related archives – the full accounting for example of the AK Stout papers, which must be models of archiving procedures.

SYDNEY COLLEGE OF ADVANCED EDUCATION—20 YEARS AFTER DISESTABLISHMENT

EMERITUS PROFESSOR L MICHAEL KODER AM

BACKGROUND

Perhaps you remember that the college of advanced education (CAE) sector was established as a cheaper alternative to the university sector. Unsurprisingly, the advanced education sector flourished and by 1984 exceeded the volume of the university sector and also grew in function; it won the right to offer undergraduate degrees, master's degrees and, in the end, a few colleges offered doctorates. Moreover, research activity increased in prominence and staff were encouraged to seek research funding from industry or from funding bodies such as the Australian Research Council (ARC). "Equal but different" became the slogan of the advanced education sector as it inexorably pushed for parity of esteem with the University sector. Dr Gregor Ramsay, who headed the Task Force on amalgamations, labeled the binary system as "... academic apartheid which had outlived its usefulness".¹

Most teachers' colleges had been transformed into CAEs by 1975 when the Commonwealth assumed funding for tertiary education. However, by 1980, the severe downturn in demand for teachers resulted in the establishment of the "Razor", chaired by Sir Phillip Lynch, which determined that institutions of less than 2000 students should amalgamate, close or revert to State funding. Throughout the nation State education authorities grappled with solutions to the demands of the Razor Gang. In NSW, the Higher Education Board (HEB) drew on consultations associated with the recommendations from the 'Butland Report'² (1978), which were strongly challenged, and established Sydney College of Advanced Education (SCAE) in 1982 as a federation of semi-autonomous "institutes". In theory, each institute was to have a unique professional mandate rather than a regional mandate but this ideal was never achieved.

The College faced what appeared to be insurmountable problems:

- a governance model (Regulation 612) which empowered the "institutes" at the expense of the corporate entity,
- Institutes driven by a desire for "complete" autonomy and access to unrestricted resources which fueled unparalleled internal conflict,

- annual reductions in Commonwealth grants to the College (which accumulated to a reduction of 33% over the eight years of the College's existence),
- consolidation proposals that did not receive bureaucratic or political support at state or federal levels (eg. the consolidation of the College into the Sydney Mail Exchange),
- a staff establishment in which the number of positions above the grade of lecturer was externally-controlled by the HEB, severely limiting promotional opportunities, and
- good people whose aspirations and expectations were constantly manipulated by a few who stirred uncertainty and discontentment in order to consolidate and enhance local power.

The cauldron of discontent gradually abated. It is ironic that at the very time, 1987, when a new operational model had been agreed by the staff of the College, the HEB and the NSW Minister for Education, initiatives from the Commonwealth destroyed any possibility of a corporate future. The Commonwealth Green Paper³ proposed a "unified" national system of higher education and stipulated the conditions required to maintain or achieve university status. Physical contiguity was an automatic trigger for amalgamation. Three of the five institutes of SCAE's were regarded as contiguous with existing universities:

- Sydney Institute of Education (SIE),
- Institute of Nursing Studies (INS), and
- Institute of Technical and Adult Teacher Education (ITATE).

The Institute of Early Childhood Studies (IECS) was prepared to sell its Waverly campus to fund a new establishment at the Macquarie University campus and the St George Institute of Education (SGIE) was in magnificent but under-utilized premises in a relatively remote location.

The College determined that the possibility of consolidating on a single site was remote and, accordingly, decided to disestablish itself in a rational, unified and elegant manner.

The College's establishment in 1982 and its operation for the eight years of its existence was beset by impoverishment resulting in a streamlining of

Michael Koder,
Principal Sydney CAE.
Courtesy Michael Koder.



operations which included a paring of the staff establishment. The accumulation of funds resulting from necessary frugality allowed the College to offer staff relatively generous redundancy packages, which rewarded loyalty but also ensured the retention of staff until the last scheduled day of operation. The universities were assigned a proportion of recurrent funding based on effective full-time student load (eftsu) rather than on actual recurrent costs. Moreover, reserve funds established to cater for equipment replacement and physical maintenance were transferred to the universities. In summary, the amalgamating university partners received under-established institutes, funding based on eftsu load and substantial cash, as well as significant property and other assets.

In predicting the prospects of the institutes Parry⁴ noted that "ITATE and IECS might look forward with reasonable anticipation, SGIE with somewhat less and SIE and INS with a measure of uncertainty".

Was the decision to disestablish SCAE correct?

Resoundingly yes! The national goals of higher education have been well served by the more effective, efficient and consolidated educational provision that resulted from the amalgamations.

But from what other perspectives might the efficacy of that decision be reviewed?

The following are briefly considered: Ethos, People, Courses, and Facilities.

PERSPECTIVE 1: ETHOS

The prospect for each Institute was that it would be given the opportunity to evolve and preserve its ethos while becoming recognised and valued within the respective host university. The character of the host and the strength and academic integrity of the merging institute were critical to the eventual outcome of the associations which is summarized below.

The focused purpose and commitment that characterised the ITATE and IECS combined with the

uniqueness and relevance of their academic profile allowed these institutes to grow and prosper in their new environments.

By contrast, the profiles of SIE and SGIE were not sufficiently distinct to be valued in their own right leading to absorption in the case of SIE and abandonment in the case of SGIE.

INS was a slightly different case in that it was uniquely valuable from the perspective of the discipline area and the property. However, eventually, the University made arrangements to transfer undergraduate studies to another university while retaining a post-graduate presence in the discipline.

PERSPECTIVE 2: PEOPLE

Over the years of the binary system, the CAE sector became increasingly vociferous in championing its claim to equivalence with universities in terms of academic profile, discipline integrity and staff achievements. For many of the academic staff at SCAE, the prospect of merging with a university and hence acquiring the status of a "university" was exciting. Some staff aspired to greater research opportunities, others expected that teaching excellence would receive parity with research excellence but there was a group that believed they

were destined for professorial status. For some, a fresh start seemed to be a good option given the general feeling of disenchantment with the constant power struggles and the ever present financial crises that characterised the previous eight years of SCAE's existence.

The general staff were less vocal than their academic counterparts knowing that they were more mobile and more capable of flexible deployment.

At the point of disestablishment, the College had about 330 academic staff and 320 administrative staff. A very generous voluntary redundancy scheme was developed for several reasons:

- to ensure that the College's staffing was sufficient to meet operational needs,
- to provide maximum flexibility for the universities at the point of amalgamation,
- to minimise the trauma that some would feel in being "forced" to an uncertain future, and
- in recognition of loyal service to the College and its predecessors.

The University of Sydney took approximately 190 academic staff and 160 general staff though in the event about 100 of the latter group chose the redundancy option rather than transferring to the employment of the University (however, funding transferred on a student basis which yielded significant financial flexibility to the host university).

The anticipated increase in status and improved career opportunities were outcomes enjoyed by very few academic staff; only small numbers achieved a significant academic rank within the University and only one teacher educator was able to transfer to an academic department outside the education faculty. Several administrative staff achieved significant status and some continue in their roles at the University. Twenty years on many of the staff have retired or moved on to new challenges. From a complement of 250 academic and general staff that were assigned to the University of Sydney, the number that remains in its employ can be counted on one hand.

The staff at the SGIE struggled for existence in their new relationship with UNSW but eventually succumbed and found new engagements. In contrast, many academics at IECS and ITATE, though not the most senior group, were able to go on and achieve recognition in their respective universities.

PERSPECTIVE 3: COURSES

As may be expected, the courses of study tended to mirror the fate of staff. At Sydney, many courses were allowed to wither as the University came to grips

with such a large influx of staff and students. While the Sydney Institute of Education received protected status for a few years under the Memorandum of Agreement, in reality, the Dean and the Faculty of Education dominated all areas of decision-making and were determined to maintain the traditional degree model, which required students to take undergraduate units from other faculties. In the event, many secondary teaching disciplines were lost.

Nursing was insulated from this turmoil for a number of years but the inability of the Faculty administration to introduce an open course structure amenable to the "service" model resulted in the University taking the decision to focus its energies on research and post-graduate nurse education. The undergraduate places were transferred to another University.

The courses represented at ITATE and IECS flourished in their new environment but those offered at SGIE were absorbed into those offered on the main campus of UNSW or were allowed to wither.

PERSPECTIVE 4: FACILITIES

It is ironic to think that the institutes with a "tight" academic identity were also those with new facilities or the promise of new facilities. For both ITATE and IECS, their strong academic identity was further strengthened by the acquisition of physical facilities that were contiguous with their host University. For SIE, the merged Faculty was promised new facilities that were eventually delivered but far too late to support an Institute that had become an anachronism in the context of the White Paper. INS had its building; it had an identity but it catered to a "massed" profession which lacked status among traditional university faculties. Moreover, after several years, the inability of the Faculty of Nursing to raise entry standards was another reason why the University chose to abandon undergraduate nurse education. For the SGIE, the inexorable loss of academic identity was compounded by a physical remoteness from the host university. The eventual sale of campus by UNSW might have been predicted as the facility held little attraction.

AN EVALUATION

The prescient judgment made by Ron Parry of the HEB must be appreciated and admired. Parry correctly assessed the variables relating to ethos and integrity, staff, courses and facilities. In one understandable understatement, he used the 'institute' nomenclature as metaphor for his prediction of the overall plight of the four amalgamations; another observer might have achieved the same result by focusing on the courses or the likelihood of success of the staff in a new

competitive environment.⁵

In evaluating the difficulties encountered by SCAE, Koder and McLintock wrote:

“one should bear in mind the cost to staff in emotional terms, the ambiguity and loss of security, and the energy wasted or the energy that might have been more profitably employed for the benefit of students. The true interpersonal difficulties and the magnitude of unnecessary conflicts will never be known to those not intimately involved in the process”.⁶

And this is still true twenty years after the event. The ethos and academic integrity continue to be preserved and protected, the courses have evolved into more relevant forms, magnificent buildings have been created, but the people and their achievements are mostly forgotten. To remember requires effort for it is necessary to reconstruct the College context of the day in order to understand the dreams that drove the desire to disestablish and the anguish that resulted for those who could not achieve their dreams.

REFERENCES

1. L M Koder (ed), *In Transit: Sydney CAE 1982 – 1989*, Sydney College of Advanced Education, Sydney, 1989, p338.
2. Butland Report, *Committee to Review the Future Development of Colleges of Advanced Education. Final Recommendations following consideration of the submissions after publication of the original Report of the Committee*, April, 1977, NSW Government Printing Service, 1978.
3. J S Dawkins, *Higher Education: a policy discussion paper*, AGPS, Canberra, 1987.
4. Koder (ed) 1989, p328.
5. Koder (ed) 1989, p385.
6. L M Koder and R McLintock, “The Sydney College of Advanced Education Amalgamation”, in G Harmen and V L Meek (eds), *Institutional Amalgamations in Higher Education*, Department of Administrative Studies, University of New England, 1988, p144.



Richard Dunn, then Director, Sydney College of the Arts, at the site dedication of Kirkbride, 1989. G77/4.

SYDNEY COLLEGE OF THE ARTS

PROFESSOR RICHARD DUNN, PROFESSOR OF CONTEMPORARY VISUAL ART

A view of Sydney College of the Arts (SCA) in the University of Sydney at the present starts with a look back to former times, when as an independent tertiary college in 1988 it was split from the original SCA, with its art and design schools, to become solely a school for visual art. A decade after its establishment, the School of Design amalgamated with the University of Technology, leaving the School of Art to establish a new institution under the old SCA name, under governance shared with the College of Fine Art. The split was driven by the head of the design as acting Principal, who believed that art was 'self-indulgent' and that design graduates from a college of 'art' would be disadvantaged in their employment.

The original Sydney College of the Arts, created in 1975, was one of only two art schools established in advanced education rather than in TAFE. So from its inception for visual art teaching, intellectual skills and knowledge paralleled the gaining of practical skills as a basis for students' own decisions. The role of the

art school was to educate rather than train artists and this was absolutely consistent with expectations for a university education. The underlying philosophy of SCA was unique for Australian art schools and its influence on a new educational paradigm was unparalleled.

Unlike most amalgamations, SCA initiated in 1988 the discussions that lead to its amalgamation with the University, preceding the forced amalgamations of the following year. This was carried out between Vice-Chancellor Professor John Ward, Registrar Keith Jennings and SCA Director, Richard Dunn. In 1990 SCA joined the University as a faculty. Incidentally, SCA's Heads of Agreement was subsequently used as the basis for the College of Fine Art's successful (and flourishing) amalgamation as a faculty of the University of New South Wales.

After the tragic death of Professor Ward in early 1990, however, new additions to the University of Sydney, particularly Sydney College of the Arts and the

Conservatorium of Music, entered an uncertain period that was to last for the next six years.

Under the administration of the new Vice-Chancellor Don McNicol, unfamiliar with the positive basis for the amalgamation established by Professor Ward, there was a hiatus in SCA's development in the University on two fronts; that of resolving its desperately needed rehousing since 1977, and its acceptance as a fully participating, equal but different, part of the University. There are complex of reasons for this, not all of which are entirely clear, although it appears to begin with pressures within the University itself at that time and a degree of scepticism within the new administration about the sufficiency of SCA's size and academic standards, or its discipline profile, to justify its status as a faculty in a prestigious research intensive university – in contrast with Professor Ward's (and Chancellor Sir Hermann Black's) conviction.

Professor Ward had been aware of the high and compatible standards of SCA's art school through its association with the University over the previous decade and presumed a very significant positive benefit in its relationships within the University. Sir Hermann was enthusiastic about SCA's cultural difference and found it refreshing — a view not universally shared. The outcome has been, despite the early shifts in position, for SCA to remain over the past twenty years as a faculty of the University more-or-less equivalent to others. This has been important in the development of the faculty and, from academic, structural and philosophical perspectives, to the development of the University of Sydney itself, its self image and scope of disciplines as it has modernised and responded to new pressures in the contemporary tertiary education environment.

It was the view of the University and of SCA at the time of the amalgamation that Sydney College of the Arts would bring to the University an opportunity for a broadscale approach to interdisciplinarity – a two-way street not limited to supposed natural alliances in a narrow band of the humanities but stretching to architecture, medicine, economics and the sciences. But the conception of a university as a complex entity with opportunities for diverse connections rather than as a collection of discrete disciplines acting in conformity to standard procedures was then, and remains to a significant extent, a challenge within the University as much as it does within faculties.

SCA had a structure inherited from Nineteenth Century British models, where its eight sub-disciplines had traditionally competed as discrete entities, as University faculties had previously competed for

resources and guarded their own. In 1989 this was resolved through a more open academic structure that depended on interdisciplinary cooperation. However, this reform was one of the early casualties of conformation with University procedures, ironically coincident with new structural developments in the University that were moving in the opposite direction. Where a strong SCA could in 1990 have contributed to cross disciplinary learning and research, to more refined methods of student selection, to establishing more flexible and responsive procedures, to redefining research, and finding a place within the weave of intellectual (and aesthetic) activity that constituted the driving force of the University, instead the art school found itself being diverted from the positive gains that had been made, and the potential of an academically rich environment.

Nevertheless, during the first years, SCA established links with VisLAB in the Department of Physics, Fine Arts and, at a research policy level, with the Conservatorium and Architecture. Students undertook research in collaboration with Anatomy and Physics. In a period of accelerating internal change in the University and restructuring, SCA was beginning to establish links on which to build more substantial relations.

SCA also brought to the University in 1989 a resolved project for its permanent rehousing in the Kirkbride complex at Rozelle together with \$20 million from Federal and State sources. The provision of State Government support included a 99 year lease (or, later the offer of freehold ownership) with external and services maintenance for the life of the lease. This project was eventually resolved in 1996 by a resolution of Senate lead with great objectivity and intelligence by Chancellor Dame Leonie Kramer. Prior to the move to Rozelle during 1997 SCA had been in an appalling set of rented factory buildings at White Bay, so rehousing established a basis for a new beginning in purpose designed buildings set in parkland, yet close to the city and the University.

Kirkbride has an historic link with the University. It was designed by the Scottish-born Colonial Architect James Barnet who had also designed the University's School of Medicine and had been assistant to the then Colonial Architect Edmund Blacket in building the gothic University of Sydney main buildings and Great Hall for which he had carved the angels on the hammer-beam trusses. Completed in 1885, Kirkbride is named after the reforming Philadelphia psychiatrist Thomas Kirkbride and based on the principle of Moral Therapy. In this, the building itself became an

apparatus to benefit its inhabitants through the provision of sunlight, fresh air, privacy and open garden spaces — or simply put, architecture as a considered habitat. This idea was also consistent with those developed by Frederick Law Olmstead, the father of American landscape architecture and designer of New York's Central Park, who believed an urban, community relationship with nature was the perfect antidote to the stress and the artificialness of urban life. This has proved to be the perfect condition for education and *Kirkbride* is well adapted to the needs of the art school.

After 1997, SCA was in a position to build a new position in the University and this it set about planning. It would connect more strategically with other University disciplines, review its mission as a part of the University, increase its international profile, develop new postgraduate course-work programs, meet the needs of a broader public, and establish a new research profile relevant to visual arts practice. These were some of the developments that were under way at the end of last century, and many were firmly established by the end of the 'nineties.

The last ten years has seen further significant changes with two new deans having been appointed and shifting pressures and priorities in the University and tertiary sector. A faculty is not immune to these more global pressures and SCA has responded in ways that have diverted it onto a more classic path that focuses on a range of issues shared with all parts of the University; externally funded research, publication and conference participation, managerial structures and procedures that more clearly codify the role of academic staff.

The new challenge will be to find the balance between visual art, lacking measurable or verifiable outcomes, and institutional metrics, that is, between uncertainty and conformity. The development of art as a form of knowledge is not programmatic and relies to a significant extent on informed intuition and challenges to conventions. The school has the role of tutoring its students to become informed and knowledgeable about the history, intellectual and practical context of their practice – to establish a basis for critically responding through objects and visual means to the changing circumstances of the arts in society. How can this be achieved in the new institutional environment?

The new structure for the University presently being implemented, which groups related disciplines, will undoubtedly lead to a new learning, teaching and

research environment. How this will develop is yet to be seen. One outcome is for SCA to be for the first time no longer a 'self-sufficient' faculty but formally linked to others. However, SCA's discipline associates of architecture and music are those that were, at the time of the school's entry into the University, most apparent. It has taken a long time for such a formal relationship to be established, yet, as at the beginning, there is cause for optimism if the intellectual, creative and imaginative opportunities can be freely explored and pursued beyond organisational determinates that have so far been dominant.

This is the challenge within the new University for each discipline. The expectation is for visual art to be strengthened through its closer engagement with those parts of the University that share many of the same characteristics of what can loosely be referred to as being aesthetically creative. It is thus hoped that these characteristics can travel beyond the strictly specific boundaries that have plagued institutions in the past. Can SCA again shift the paradigms of art education in Australia? With new vision arising from the discipline of visual art itself, and academic leadership that focuses on its international rather than institutional context, this is possible.

TROUBLES WITH THE TEACHERS' COLLEGE CARDS?

A REFLECTION ON THE USE OF STUDENT CARDS IN THE HISTORICAL PROCESS

ALEXANDRA ROBINSON, BA (HONS)

It is fair to say that my historical interest in Sydney Teachers' College was not at first stimulated on sight of the forty-something boxes of student administration cards held by the University of Sydney Archives.¹ Indeed, it is more correct to say that I approached the behemoth task of finding, recording and categorising specific cards from 1942 and 1946 with a certain degree of doubt and apprehension. Interested as I was in a period where writing materials were relatively scarce, however, learning more of the particularities of wartime teacher trainees was something of a difficulty—hence the turn to administrative documents.

My thesis concerned developments in the student cohort at the Teacher's College from mid-Second World War to the period immediately following it.² It appeared from newspapers, student journals and staff meeting books that the early 1940s saw a period of changing student activities and attitudes at the college, a surge in discontent with college authorities and student restrictions. Events from two years in particular seemed in need of explanation.

The first saw women students in 1942 agitating for improved hostel conditions and greater freedoms in their student and social lives. Then in 1946, amidst a sizeable influx of returned soldiers to the College, a new student journal *Lumen* was circulated; within its first few issues, *Lumen* surveyed, proclaimed and then protested the 'paternalism' of the Teachers' College institution. In order to account for these transformations of the student body between 1942 and 1946, it was evident that some investigation of the actual students entering the College was necessary. It was thus my intention to utilise demographic data to better explicate the effects of wider social upheavals



STC Diploma of
Education students,
1944, G3/224/2189

on aspiring teacher trainees both during and following war.

It was here that the student cards (completed by prospective teacher trainees) presented themselves as vital and abundant sources. The admission cards were indeed of great value and interest to the historian, providing each student's name, age, sex, church connection, previous education and address as well as the father's occupation, service status of the student and any correspondences with the College.³ I was able to compile this information and so compare and contrast the two years of enrolling trainees with respect to the age, gender and background of students enabling me to delineate the dynamics of the student cohorts in 1942 and 1946 and so better interpret the developments in student attitudes and actions in those years. Significantly, that the cards were largely completed by the students themselves made them informative of more than simply College administrative requirements.

Indeed, the cards captured one of the important instances where individual students and College administration met. They embodied the demands of College authority on the personal information of its students while simultaneously allowing the students to interpret the questions and answer accordingly. As a result, one of the problems with compiling this sort of data in a spreadsheet was the need to continually complicate the categories used due to the individuality of the information on some of the cards. At the same time, though, this facilitated an analysis both statistical and qualitative. In the approach I took, then, the silences and omissions made by students were regarded with equal importance as the information supplied in others. In this respect, something of a 'post-quantitative' perspective characterised the investigation of these documents.

Quantitative history, itself, while continuing to support and inform much historical research today, has become of less interest since the 'linguistic turn' of the 1980s and 1990s.⁴ As history and various social sciences have moved towards deconstructing language, signs and multiform cultural ephemera, the appeal of working with statistics, figures and graphs has waned. Historians became more concerned with all things micro, identifying the place of the individual rather than tracking large-scale, demographic changes.⁵ In many ways, this development was influenced by the contemporaneous rise of postmodernism and its corollary scepticism of absolute truth. Quantitative history with its reliance on figures and quantification, therefore, came under critique for its positivist foundations and veneer of certainty.⁶

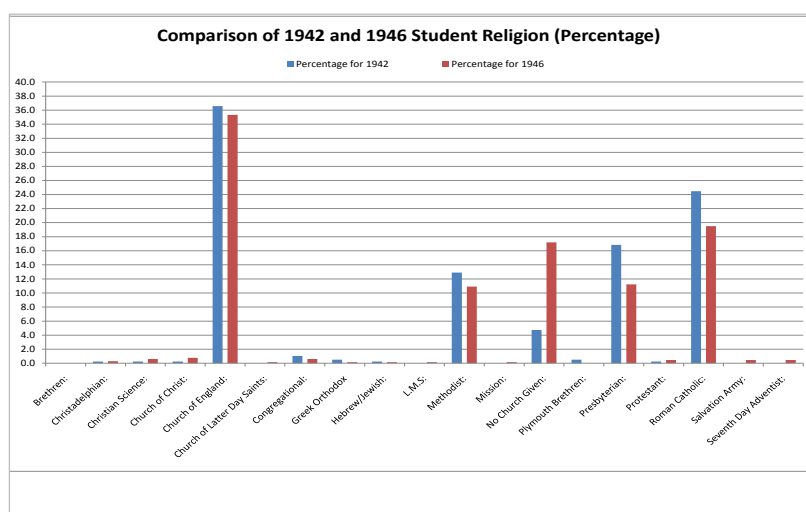
Whatever its failings, however, quantitative history still has important applications for historical research, especially in the field of social history.⁷ In my study, for example, quantification was one of the few means available to analyse students from the 1940s period and allowed broad changes in student bodies to be detected more accurately than from oral sources or recollections alone. Rather than considering the cards as simply the source for data, however, the intention here was to appreciate the sources as texts in themselves — items of individual and collective worth which materially represented the intersection of young student teacher trainees with war and post-war College administration.

In order to illustrate both the usefulness and the difficulties of using

the cards in such a fashion, I would like to briefly discuss one of the many findings they facilitated regarding teacher trainees in 1942 and 1946.⁸ By furnishing data on employment, education and addresses, the cards proffered a clear socio-economic foundation for understanding the (actually quite contrasting) student groups that attended the College in the two years. These documents, however, also offered glimpses into the mindsets, the mentalities of its students. A quite astonishing discrepancy between the student groups of 1942 and 1946, for example, was the declaration of religious adherence they made.

Interestingly, by comparison, the University of Sydney did not enquire after the religious affiliations or parental occupation.⁹ There was, of course, no articulated prerequisite religion for teaching, the query like most in the college student cards was census-like in its statistical use, and in both years a wide array of Christian religious variations were evident.¹⁰ While the religious affiliations of students in 1946 were generally similar to those of 1942, however, the category of students who indicated no religion (either by leaving it blank, 'dashing' or writing 'none') jumped remarkably from 4.7% of the enrolling population to a huge 17.2%.¹¹ In just four years, the number of students who did not openly ascribe to a religious faith jumped from one-twentieth to almost a fifth of enrolling students at the Teachers' College. (See table below).

It was in seeking to account for this discrepancy that the task of inferring personal belief, will and inclination from such clinical documents became somewhat hazardous. Rather than evidence of a general trend among post-war youth, for example, the seeming disenfranchisement with religion could have been rather the result of multiple individual reasons. Some students whose fathers had served in World War One a generation ago, for instance, may have shared their



sense of disillusionment with established religions. This was certainly the case for Education Department Scholarship student Donald Horne; christened in the Church of England, Horne declared himself an atheist, his religious views profoundly altered by his father's own post-traumatic stress disorders occasioned by War service.¹²

Alternatively, a simple misunderstanding of what the category 'Church Connection' required of the student filling out the card may have been possible for many of the absences. Indeed, some students answered the query with 'attender', 'regular attendant' or even 'clerical secretary', indicating how their interpretations of enrolment requirements were not fixed.¹³ Others may not have seen the information as relevant to their education. Yet, further characteristics pertaining to the student population of 1946 (also furnished by the admission cards) — such as the high percentage of returned servicemen and women, increased average age of students to 19.7, and a slight increase in urban over rural students — suggested that there were a greater percentage of individuals who were either not practising their religion, or identified themselves (perhaps in light of recent life experiences) as not belonging to any organised belief system because of agnosticism, atheism, or even apathy.¹⁴ This itself reflected a broader secularising trend in Australian post-war society which, although generally noted as taking off in the 1950s, had its seeds in the immediate years following the return of service men and women to Australia.¹⁵ More importantly, however, it also went some way in elucidating the marked progressive change in student outlooks at this time, heralded by the publication of their new 'voice' *Lumen*.

In seeking to account for the 'Troubles with the Teachers' College', I found ultimately that the masses of student enrolment cards held by the University of Archives were not themselves the trouble I first suspected. They were a fundamental means by which to better understand the changing student body at Sydney Teachers' College in the 1940s, rather than simple or mundane administrative documents. Indeed, their more problematic qualities — the anomalies, missing details, and differing interpretations of questions — as much as the demographic statistics they supplied, opened a window into the students of these bygone days. In a non-residential College, moreover, where sources detailing the student body and its esprit de corps were not as forthcoming as could be wished, the cards ended up being a vital means of surveying both the individual men and women who enrolled at the College and the characteristics they shared en masse.

REFERENCES

1. University of Sydney Archives, G069/6 Student Record Cards [Sydney Teachers College].
2. See Alexandra Robinson, 'Troubles with the Teachers' College...': An Analysis of Student Discontent in the 1940s, Unpublished thesis, University of Sydney, 2009.
3. The data supplied by the student cards, for example, was also used by Geoffrey Sherington for his chapter 'Student Life', in Grahame Boardman et al, *Sydney Teacher's College: A History 1906-1981*, Hale & Iremonger, Sydney, 1995, pp93-116.
4. On the debates between 'traditional' and 'quantitative' history and their inability to relate to the developments in the 'post-structuralist' era, see Robert F Berkhofer, Jr., 'Review: Which Road to the Past? Two Views of History by Robert William Fogel & G R Elton', *The American Historical Review*, Vol 90, No 1 February, 1985, pp104-105; W Fogel, 'The Limits of Quantitative Methods in History', *The American Historical Review*, Vol 80, No 2, April, 1975, pp329-350. On the continued usefulness of such approaches, however see: Loren Haskins & Kirk Jeffrey, *Understanding Quantitative History*, MIT Press, Cambridge, Massachusetts, 1990; Pat Hudson, *History by Numbers: an Introduction to Quantitative Approaches*, Oxford University Press, London, 2000; R Tobey, 'Review: History by Numbers: An Introduction to Quantitative Approaches by Pat Hudson', *Isis*, Vol 94, No 4, December, 2003, pp685-686; C Gaffield and P Baskerville, 'The Automated Archivist: Interdisciplinarity and the Process of Historical Research', *Social Science History*, Vol 9, No 2, Spring, 1985, pp167-184.
5. T K Rabb, 'The Development of Quantification in Historical Research', *Journal of Interdisciplinary History*, Vol 13, No 4, Spring, 1983, pp591-601.
6. H White, 'Interpretation in History', *New Literary History*, Vol 4, No 2, Winter, 1973, pp281-314.
7. K. Ercikan & W. Roth, 'What Good Is Polarizing Research Into Qualitative and Quantitative?', *Educational Researcher*, Vol 35, No 5, June/July 2006, pp14-23; F. Paula, 'Cultural History/Social History: Some Reflections on a Continuing Dialogue', *Journal of Social History*, Vol 37, No 1, Autumn, 2003, pp39-46.
8. See Robinson, 'Troubles with the Teachers' College', 2009 for the total findings made.
9. Clifford Turney, Ursula Bygott and Peter Chippendale, *Australia's First: A History of the University of Sydney Volume 1 1850-1939*, Hale & Iremonger, Sydney, 1991, pp90-93.
10. These included Christadelphian, Plymouth Brethren, Salvation Army, Greek Orthodox and Hebrew among others. See Figure 1.
11. Appendix I and II, in Robinson, 'Troubles at the Teachers' College', pp83, 92.
12. Donald Horne, *The Education of Young Donald*, Penguin, Victoria, 1988, pp146-148.
13. See, for example, 'Rew, R', and 'Dennison, B' in University of Sydney Archives, Student Record Cards (G069/6/1946).
14. See Appendix I and II in Robinson, 'Troubles with the Teachers' College', pp82-99.

“... AND SHE PLAYED THE PIANO BEAUTIFULLY.”

STUDENTS AT THE CONSERVATORIUM OF MUSIC

JULIA MANT, REFERENCE ARCHIVIST

One of the most requested queries concerning the Conservatorium of Music records held at the University Archives relates to student records. Invariably researchers have a photograph of a music student in cap and gown and/or a memory of their mother, father, aunt or grandparent studying at the Conservatorium and are keen to ascertain if indeed their relative was a graduate.

Unlike in Melbourne or Adelaide, the Conservatorium was not affiliated with the University but was established as a state-sponsored institution. Although overtures had been made to the University of Sydney the initial proposal received no support from the then Chancellor Sir Norman MacLaurin.¹ Championed by the NSW Labor Minister of Education Campbell Carmichael and the Premier W A Holman, the school was established in May 1915 in the specially refurbished stables of Government House, as a branch of the NSW Department of Public Instruction.²

Teaching, however, only began a year later on 6 March 1916, under the directorship of Henri Verbrugghen, the Belgian-born violinist and music educator.³ He set out employing some 40 staff, almost all on a casual basis, and the school began with an initial intake of 114 piano students, 111 voice students and 84 violin students. Diane Collins quotes figures of almost 800 students for the 1917 teaching year.⁴

However, most students of those early years were not graduates of the Conservatorium. The initial brief for the Conservatorium was wide. The Conservatorium advertised its provision of tuition in all branches of music, elocution, and dramatic art, “from the elementary to the most advanced stages, and for students of all ages”.⁵ The music school and Verbrugghen in particular were committed to professional music education which could produce musicians for the concert stage, but the Conservatorium also sought to offer amateurs a high standard of music tuition. Many of the staff were existing music teachers who moved their studies to the new establishment and paid a percentage of their earnings to the Conservatorium.⁶

In the early years of the Conservatorium the work was divided into two sections, the Music School (to Advanced Grade Certificate) and the Diploma Course. The curriculum included Harmony and Composition, Elementary, Theory and Rhythm, Musical History and Literature, Diction and Elocution, as well as ensemble and choir classes and private tuition. It was noted that all students (beyond Intermediate Grade) were expected to attend the compulsory, but free, special classes in theory-solfeggio and harmony. All ensemble classes and lectures were open to non-students of the Conservatorium. Examinations were held in individual subjects with certificates and diplomas granted to those students who met the required conditions as set out in the *Prospectus*. The only students entitled to be graduates of the State Conservatorium were those who held the Professional Diploma in Performance or Teaching, or both.

The first Diplomas were awarded in 1920 to 6 students (Dorothy Gibbes, Bessie Coleman, Kathleen Short, Muriel Oakeshott, E Ewbank, M Reyburn), and by 1930 only 59 students had graduated (including 21 students who received both the performance and teaching diplomas).⁷ The large number of students who attended the Conservatorium were either private music tuition students, or those who studied selectively the courses on offer.

In addition, although not a formal part of the curriculum, from 1918 the Conservatorium had joined the national scheme of public examinations in music and speech conducted by Australian Music Examinations Board (AMEB). The Conservatorium conducted the examinations on behalf of the AMEB and many staff were AMEB examiners. The Conservatorium promoted these examinations as a means of encouraging and supporting teachers of music education and the scheme proved highly successful. In 1918, the first year it was offered in NSW, some 848 students sat examinations. By 1923 there were over 5000 candidates.⁸

It was not until 1963 that curriculum changes were implemented with the Diploma courses, although

3rd Term. W.J. Coad.

1	Atlan. no lessons Spike	550	5	5
2	Bernasconi. do do do	440	4	4
3	Blair. Scholarship			
4	Bowes. L.	530	3	3
5	Bull. L.	550	5	5
6	Calder. E.	550	5	5
7	Dunn. Spike Ambrosian	550	-	-

Conservatorium of Music.
Sydney Nov. 22 1920

Examiner's note on Miss Dorothy Gibbes' performance (with orchestra) of Cesar Franck's "Variations Symphoniques", Town Hall, Nov 20, 1920

Department = Pleasant, modest & unassuming. No signs of nervousness.

Memory = Excellent. Could not detect a slip.

Technique = Clean, and ample for all demands in this particular composition.

Rhythm. Clear and unmistakable.

Ensemble. Exceedingly satisfactory. Unity of solo instrument and orchestra quite remarkable.

J. Broadley

"from the elementary to the most advanced stages, and for students of all ages"

(Above): Extract from 1917 Professors Roll: Students of W J Coad. Notice the students who could not attend because of the general strike

(Top right): Assessment results of the first recipient of the Diploma of Performance, pianist Dorothy Gibbes, 1920. Candidates were required to sit a theory exam, give a public recital, undergo a chamber music test and to play a concerto with the State Orchestra

(Right) Cash book 1917. Student names and their teachers are listed against the sum paid.

Miss	6107	Miss Lawson (Miss Cummins)	28
Chapman	6108	Miss K Ogilvie (Miss Cochrane)	44
do	6109	Miss L Dawson (Mr Loosdend)	44
do	6110	Miss Fayd Usher (Mr Hitchman)	3136
Cash	6111	Miss M Collett (Mr Nichols)	7
do	6112	Miss G Bromfield (Miss Cochrane)	2126
do	6113	Miss F Strickland (Mr Bristow)	76
do	6114	Miss Bridgley (Mr Weston)	26

amateur music students were still able to enter the Conservatorium.⁹ The major change in course accreditation only came in the 1970s under the direction of Rex Hobcroft. In 1973 an entry test for single-study students was introduced and the Conservatorium's student body developed into that of a full-time tertiary music school. From the mid-1970s the curriculum expanded from the two diploma courses to thirteen courses ranging from Certificate, Diplomas, Associate Diplomas, Graduate Diplomas, Bachelor and Master's in 1989.¹⁰

A list of graduates of the Conservatorium 1920 – 1989, therefore, does not reflect the nature of study that was possible at the institution for much of its history. Studying at the Conservatorium did not mean graduation for many who attended.

Nor does a photograph of a cap and gown mean graduation status: although those who received a Diploma were entitled to be considered "graduates" of the Sydney Conservatorium of Music, the requirement for academic gowns for DSCM and DME graduates was only approved by the Board of Governors in July and August 1973. The form of academic dress

chosen was based on that worn by graduates holding the degree of Bachelor of Arts in the University of Cambridge and a hood of black silk edged with maroon and gold, and for the DME the same but with a hood edged with maroon and cream.¹¹ It is unclear if graduates wore the black cap and gown at assemblies prior to 1973, but there was no official academic dress until that time. Many studio photographers provided props for sitters, so a photograph in itself is not evidence of graduate status.

REFERENCES

1. Diane Collins, *Sounds from the Stables: The Story of Sydney's Conservatorium*, Allen & Unwin, 2001, p7.
2. The Conservatorium had no statutory authority or constitution until the introduction of the State Conservatorium of Music Act 1965 (NSW). Ibid, pp18, 156.
3. This is the formal start date, however, the Archives holds the Cash Book for February 1916, which records that matriculation fees were being paid from the start of that month.
4. Ibid, pp 25, 28, 30. An account of the first year in *The Conservatorium Magazine*, No 2, December 1916, pp9–11 suggests figures of 700 to 800 students in total for 1916.
5. *The Conservatorium Magazine*, No 16, 1, April 1920, back page.

6. Collins, op.cit, p27.
7. The NSW Conservatorium of Music, *Prospectus*, 1930.
8. "AMEB Presentation of Certificates", *Musical Australia*, Vol IV, No 7, Dec 1923, p30.
9. Collins, p159, 162.
10. Collins, p191.
11. University of Sydney Archives; G75/5 Minutes of the Board of Governors; 16 July 1973, Item 6.2; 20 August 1973, Item 2 (iii)(g).

SOURCES FOR ASCERTAINING STUDENTS WHO ATTENDED AND GRADUATED FROM THE NSW CONSERVATORIUM OF MUSIC.

There is a complete list of all Conservatorium Graduates 1920–1993. If a student is not on that list, they may have attended the Conservatorium as a diploma student, but not passed (see Examination Result Sheets and Student Files); received tuition from Conservatorium teachers as a private fee paying student (see Professor's Rolls, Cash Books, Class Fee Ledgers), or undertaken the Australian Music Examination Board (AMEB) examinations (including Associate in Music, Licentiate in Music), administered in NSW by the Conservatorium, with records held at the University of Adelaide Archives. NOTE: records less than 50 years old are closed to public access.

UNIVERSITY OF SYDNEY ARCHIVES

Published results

Musical Australia contains the published results of the 1921 examinations (Feb 1922), 1922 examinations (Jan 1923), and possibly those for 1924 are printed in the last volume, Jan 1925 (a copy is held at the State Library of NSW).

The Conservatorium handbook Prospectus lists student results (pass marks and higher only) for diplomas and single subjects.

Diploma students 1920–1921 (G75/23/37 and 38)

The first Diploma students sat for written and practical tests in November 1920 and were required to perform, theory, harmony, history and form. (MA, Nov 1920).

Professor's Rolls 1917–1918 (Series G75/27)

Private tuition and practical tuition students

Cash Books 1916–1954 (Series G75/16)

Useful for ascertaining fee paying students and their teachers.

Class Fee Ledgers 1933–1946 (Series G75/21)

Three registers indicating fee paying students

Examination Registers 1921–1961 (Series G75/25)

Single subject details providing a list of those enrolled in the Conservatorium, not just those who passed subjects.

Student Files 1935–1994 (Series G75/1)

Individual

STATE RECORDS NSW

Series 1724, Student files [Conservatorium of Music] 1927–1933

Series 1735, Class Roll Books 1930–1972

Plus additional staff, administrative, photographic records from 1913. Search on Archives Investigator, Agency 97

AUSTRALIAN MUSIC EXAMINATIONS BOARD

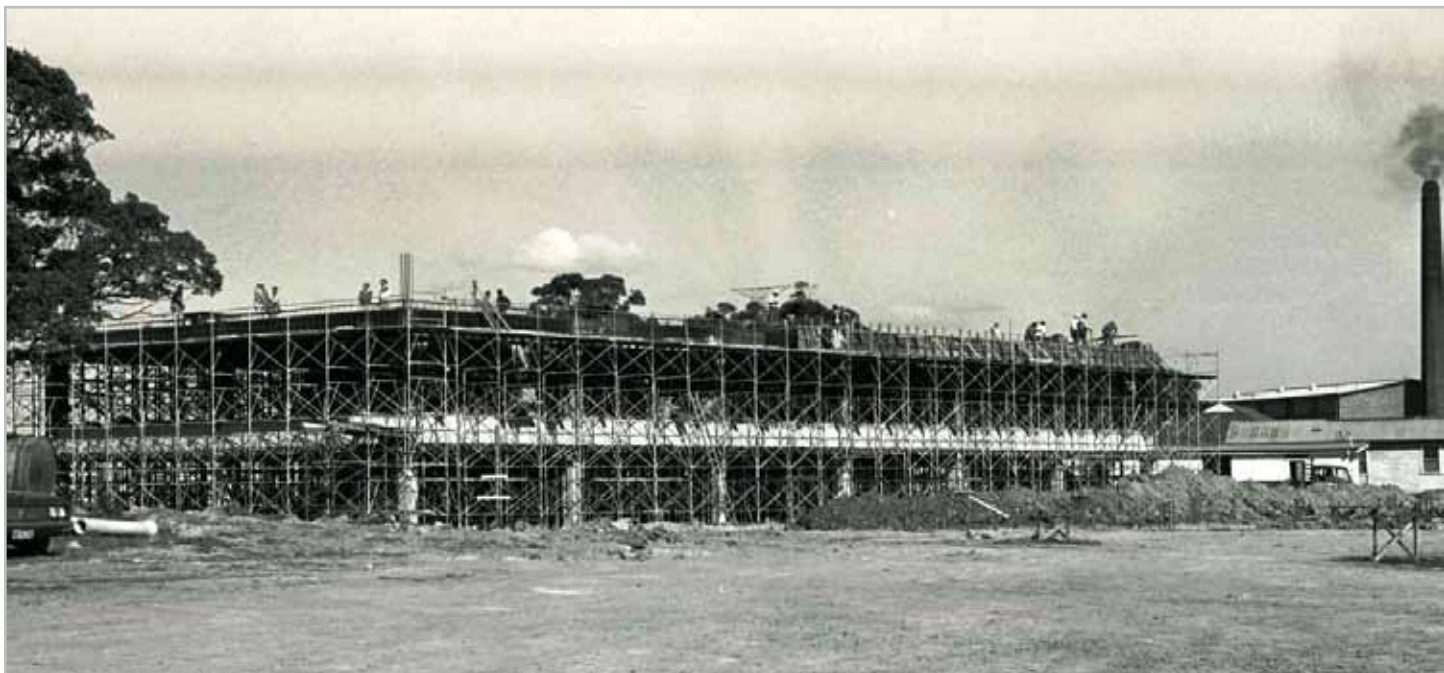
The Conservatorium Magazine and *Musical Australia* published AMEB results between 1920–1925.

The University of Adelaide holds the records of the AMEB and can provide details of candidates. The Australian Music Examinations Board series are listed online at www.adelaide.edu.au/records/archives/guide/UAR0016.htm Includes Register of Music Certificates 1901–1941 (incomplete).

Contact: Reference Archivist, Ph: +61 8 8303 3407; Fax: +61 8 8303 3417

References continued from page 16.

15. In fact, Roger Thompson in his history of Australian religion argues that, contrary to my findings at STC, there was no religious crisis following the war and that the real cause of secularisation in Australia was the modernisation and consumerism of the 1950s. I am inclined to believe that while his argument may hold true for older Australians, the younger generations were indeed affected religiously by the war and their experiences, even if this meant they simply did not feel the need to answer the College's query about their church connection. See Roger C Thompson, *Religion in Australia: A History* 2nd ed, Oxford University Press, South Melbourne, 2002, pp100-102.



Construction of new building at Lidcombe campus, c1978, A/C 1647 Box 4.

CUMBERLAND COLLEGE OF HEALTH SCIENCES

COMPILED BY NYREE MORRISON, REFERENCE ARCHIVIST

The Faculty of Health Sciences celebrated its 30th anniversary last year on the Cumberland Campus. This article gives a brief history of the various disciplines that came together to form the Faculty of Health Sciences and the student records of these disciplines held in the University Archives.

In 1970, a report of the then New South Wales Advanced Education Board recommended that a corporate College of Advanced Education be established specifically to:

- foster the development of paramedical education in New South Wales having regard to the needs of the community;
- provide courses and grant awards to students reaching the standards set by the College;
- encourage effective teaching and provide opportunities for the professional development of the teaching staff; and
- provide and maintain physical facilities for this teaching and research.

As a result, the NSW College of Paramedical Studies was established in 1973 from a variety of health disciplines: Nursing, Occupational Therapy, Orthoptics, Physiotherapy, and Speech Therapy, which had been previously administered by various independent Associations and Colleges.

On 6 June 1975, the College was renamed the Cumberland College of Health Sciences. It was the only College of Advanced Education in the State which was granted the power to approve its own courses without having to refer them to the Office of Higher Education.¹ The College assumed responsibility for three-year full time courses in physiotherapy, occupational therapy and speech therapy, and, a two-year full time course in orthoptics. Post registration nursing courses previously conducted by the NSW College of Nursing were included from 1975.

Initially, the College was spread over five inner city campuses. But from July 1978, a site at East

St, Lidcombe was ready for occupancy. The then Governor-General, Sir Zelman Cowen, officially opened the College on 26 October 1979.

In response to the federal Government's introduction of a Unified National System of Higher Education, the NSW State Government dissolved the corporate College and re-established it as an academic college of the University of Sydney with effect from 1 January 1990. On 28 October 1991, the academic activities and staff became part of the Faculty of Health Sciences in the University of Sydney, with the associated appointment of a Dean. From 1 January 1994, the School of Nursing, Faculty of Health Sciences was integrated into the Faculty of Nursing.²

Records held in the University Archives of the CCHS antedate to December 1979 only and include:

NURSING RESULTS 1973–1979

In 1948 the NSW Branch of the Florence Nightingale Memorial Committee of Australia formulated a plan for an autonomous college of nursing to be set up and called The Australian College of Nursing. When the plan did not come to fruition, the NSW College of Nursing was established in 1949.

The following Certificate courses were offered in Nursing: Coronary Care (from 1974); Occupational Health Nursing (from 1973); Operating Theatre Management (from 1973); Ward Management (from 1974). There were also Diploma courses offered in Nursing Administration and Nursing Education (P/T and F/T), as well as a 3 year Diploma of Applied Science (Nursing). The College began a Diploma course in Community Health Nursing. From 1978 the College offered a part-time evening programme for the Diploma of Applied Science (Nursing).

OCCUPATIONAL THERAPY RESULTS 1942–1979

From the late 1930s, the NSW branch of the Australian Physiotherapy Association (previously known as the Australian Massage Association) had been providing training in occupational therapy. At the outbreak of the Second World War there were three qualified occupational therapists in Australia. In 1941 the Physiotherapy Association decided to establish a School of Occupational Therapy under a qualified director. In January 1942, Miss Sylvia Docker, a qualified physiotherapist holding an English Diploma of Occupational Therapy, took up appointment as Director. The Occupational Therapy Training School opened in February 1942, in an old factory building at 539 Elizabeth Street, Sydney, with twenty students. Three-year Diploma courses were offered. The Australian Association of Occupational Therapists were

formed in 1947 and ultimately became responsible for the training of occupational therapists.

In 1973 the College offered the Graduate Diploma course, which was supplanted by a Bachelors degree in Applied Science from 1976. From 1978 a conversion course became available to students who had previously graduated from the Diploma course.

ORTHOPTICS RESULTS 1974–1979

The training of students in orthoptics commenced in NSW in 1939 by the NSW branch of the Orthoptics Board of Australia. An organised training program did not commence until 1948. The course was full time over 2 years. No statutory registration board existed but the Orthoptic Board of NSW kept a register of those competent to practice. The school was located in a small room in the Sydney Eye Hospital, Woolloomooloo, but the school was a separate entity to that of the Eye Hospital. The overall management and control of the School was by the NSW Branch of the Orthoptic Board of Australia.

Although the Diploma course began in 1972, there are no results prior to 1974. There is a note, however, stating that all students gained a 'C' in all subjects. There is a list of student results dated 1973. It appears that the diploma in 1972 and 1973 was awarded by the Orthoptic Board of Australia. From 1975, a three-year Associate Diploma course was offered by the Cumberland College of Health Sciences which became known as the Diploma of Applied Science (Orthoptics) from 1979.

PHYSIOTHERAPY RESULTS 1944–1979

The Australian Massage Association (AMA) was founded in Sydney in 1905, with support and encouragement from members of the medical profession (the name was changed to the Australian Physiotherapy Association in 1939). The training of physiotherapists in NSW had been conducted by the NSW Branch of the Association until 1973 when it was taken over by the NSW College of Paramedical Studies. The Association was regarded as the controlling body as well as the training authority for physiotherapists.

New anatomy courses for non medical students were introduced at the University in 1907 with a special course aimed at massage students. But it is not until 1910 that massage students are listed in the *Calendar* as attending the University. The University offered the courses until 1973. The courses were located at the University and the local hospitals, but were administered by the AMA. Throughout this period not all of the students were matriculated.³ The term

(Right): Massage Students
c 1913–From M294
Photographic copy of
album of 13 pages of
views of medical school,
staff, students & building
compiled Edmund Alfred
Elliott, MB ChM (1918).



'massage' changed to 'physiotherapy' in the 1930s, although the latter did not appear in the *Calendar* until 1955.⁴

The University does not have any results for students who attended lectures at the University from 1910 to 1972. From 1971 the College offered a three-year Diploma Course. From 1973, a one-year Graduate Diploma Course was also offered. The award changes from Diploma in Physiotherapy to Diploma in Applied Science in 1975. From 1976, there is also a Bachelor of Applied Science degree offered. From 1978, the College offered a two-year Conversion Course. They also introduced a Graduate Diploma course in Manipulative Therapy in 1979. In addition to the Diploma and Grad Dip courses, the College also offered a short course called BOBATH (a Post Graduate course in Neuro developmental Treatment and Cerebral Palsy), which ran from January 1975 to March 1975.

SPEECH THERAPY RESULTS 1939–1979

The first training course in speech therapy in NSW was a three-year Diploma course offered between 1939 to 1969 in the newly established Speech Therapy Training School at the Royal Alexandra Hospital for Children, with the support and approval of the Hospitals Commission of NSW. By 1954 the Australian College of Speech Therapists had been established. Speech therapy did not have a statutory registration board and employment was dependent on the holding of a diploma or licence of the Australian College of Speech Therapy or a qualification recognised by that College.⁵ The University Archives holds the Minutes of the Australian College of Speech Therapists' Board of Examiners 1949-1979 and the Minutes of the Speech Therapy Council Meetings 1955-1973.

Cumberland initially continued to run the Diploma of Applied Science in Speech Pathology, which was converted to the Bachelor's course in Applied Science (B. App. Sc. Speech Pathology) in 1976. From 1978 a conversion course was offered for students who had been awarded the Diploma. A Master's degree in Speech pathology was offered from 1979.

REHABILITATION COUNSELLING RESULTS 1974–1979

From 1974 a one-year Certificate course was offered by the College. In 1975, they introduced a three-year Associate Diploma, and in 1978, a Graduate Diploma course became available.

MEDICAL RECORDS ADMINISTRATION RESULTS 1976–1979

This was a two-year Associate Diploma course offered by the Cumberland College of Health Sciences from 1976.

REFERENCES

1. *Gazette*, September 1989, p12.
2. *Faculty of Health Sciences handbook* 2002
3. C Turney, U Bygott and P Chippendale, *Australia's First. A History of the University of Sydney, Vol 1 1850-1939*, Hale & Iremonger, 1991, p233.
4. *University of Sydney Calendar*; P Bentley & D Dunstan, *The Path to Professionalism. Physiotherapy in Australia to the 1980s*, Australian Physiotherapy Association, Melbourne, 1996.
5. J Rogers, *Cumberland College of Health Sciences, 1973-1983. A Quest for Change*, Cumberland College of Health Sciences, Lidcombe, 1985.



The postcard found by Jill Brown, postmarked 2 November 1899.

ADA'S STORY

JILL BROWN, LIBRARY TECHNICIAN, FISHER LIBRARY

Early in 2009 I found a frail, beautiful black and white postcard showing horse-drawn carriages curving around the outside of the main building of the Sydney University. It was post-marked 2 November 1899 and mysteriously signed 'A.F.G.'. It was a 'Christmas greetings' card to Herbert Griffiths MD in London, stating 'This is where Guy is qualifying for a license to kill' and expressing the hope that 'Jack' would follow him in March.

For me the question at this point was 'who was AFG?' and I wondered, if I searched, where the paper trail would lead.

Over weeks of searching clues that I found in the *University Calendars*, my research finally led me to the Internet — and here is the story that I traced through time from 1899, exactly 110 years ago.

Herbert Tyrrell Griffiths (1853–1905), the recipient of AFG's postcard, was born in Australia, the youngest of eight sons and one of 11 children to English immigrants Letitia and George Richard Griffiths, the latter a

merchant banker. Like his brothers, he was sent to England to be educated and, after studies at Eton and Trinity College, Cambridge, he took medicine as his profession, following in the footsteps of his paternal grandfather John.

One of Herbert's brothers, the second son George Neville (1840–1905), also a Cambridge graduate, returned to Australia in 1862 and in 1874, aged 34, met and married 19-year-old Ada Frances Scott (1855–1906), or AFG, the writer of the postcard. Ada was born at Gordon Brook, Clarence River, NSW in 1855 where she lived with her mother Agnes (née Thompson, who died in 1892) and father John (1821–1898) till her marriage at St John's Church of England, Brisbane.

Ada and George had eight children. Their first child, Agnes Letitia, was born in 1875 and named after both of their mothers. Their second child was Frederick Guy (1876–1952), always called 'Guy' and the main subject of the postcard. Guy was born on 18 July 1876, just 20-odd years after the University of Sydney was

inaugurated. Like his younger siblings, he was born at 'Richmond Villa', Sydney Domain, where the family lived until 1893.

Guy went to Coerwull Academy, then on to Sydney Grammar School, at the time a school for 'bright' children, where he won the senior Knox Prize for general proficiency. He matriculated in 1895, gaining both the Aitken Scholarship for general proficiency and the Barker Scholarship Number 2 for mathematics.

He entered the Faculty of Arts at Sydney University as a resident of St Andrew's College in 1896 and won various scholarships and prizes, including the George Allen Scholarship for Mathematics. He represented the College in many inter-college sports events. He was a formidable debater and honorary secretary of the University of Sydney Union in 1896 and also served on the editorial committee of *Hermes*. In 1897 he entered the Faculty of Medicine, hence his mother Ada's quip, 'qualifying for a license to kill', to his uncle Herbert, a London doctor. At the same time he continued his study of mathematics as an evening student, winning the Barker Scholarship Number 1 and graduating as a Bachelor of Arts with Honours in 1898. Guy was admitted to the degree of Doctor of Medicine in 1911, his thesis being on the use of Tuberculin in diagnosis and treatment, and in the same year he took the degree of Master of Surgery. In 1948, following up his earlier passion, he resumed the study of mathematics and proceeded to the degree of Master of Arts.

Guy served during WWI as Captain (1916–1917), and was mentioned in Dispatches. In WWII he served as a Medical officer in the 8th Battalion with the rank of Major.

Guy's obituary in the *Medical Journal of Australia* of 30 August 1952, written by Dr Douglas Anderson, describes him as 'one of the most outstanding figures amongst the medical profession in Sydney'. Along with many other details of Guy's career, Anderson mentions how Guy, each time he entered the front hall of the hospital, would always bow to a marble tablet which bore the name of his brother, Hugh, inscribed in a list of benefactors.

Hugh (1885–1915) was the first of two of Guy's brothers to be killed in action during WWI. He died aged 29 at Lone Pine, Gallipoli, on 6 August 1915, a Sergeant in the 4th Battalion of the AIF.

The other brother, John Neville (1881–1917) was the 'Jack' of AFG's postcard. His early education was at Sydney Grammar School and later St Andrew's College. As Ada had hoped, 'Jack' had indeed followed his brother Guy into medical studies at University and later Jack married Constance Chandler, who was a nurse



in England, and they had one son, John who visited Sydney in 1960.

Jack served with the British Army (1914–17) as a medical officer, a Captain attached to the 58th Heavy Artillery, and was killed on 30 November 1917, aged 37 in France where he is buried. As he was a student of the University and did not return from the war, his name is listed on the Carillon Memorial wall. As I enter the Clock Tower I give a little salute towards 'Jack' in memory of his mother Ada.

Guy and Jack's other siblings were Ada Violet (1878–1972); Noel Eve (1880–?), who moved to England to follow her dreams of being an actress; Florence Denise (1883–1960), who married William Charles Wentworth in 1906; and the youngest, Francis (1890–1930), who also served and was wounded in WWI and is now buried at Waverley Cemetery Sydney, as is Ada.

Guy had married Elizabeth Deane (1875–1966) on 24 April 1902 and they had five children. One of these children was Frederick Neville (1911–81), who married Gwendolen, with whom he had four children: Frederick (born in 1936), Richard (born 1941), Elizabeth Joan (1943) and Hugh (1951).

After much research my Internet search led me to Elizabeth Joan (now Scarlett), who has a passion for family history and was very helpful in providing information towards this article. One of her more quirky memories of her grandfather Guy is of him making everyone at the dinner table speak French one night, Latin the next and so on.

Elizabeth was living in Sydney until she moved to Queensland to be with her children and grandchildren earlier last year. However, before she left she made a trip back to the University of Sydney where it all began. While there, she met with Dr Lise Mellor, the Research Manager of History Projects & Publications in the Faculty of Medicine, and myself, Jill Brown of Fisher Library, who purchased from London in early 2009 and still holds the postcard that Elizabeth's great grandmother Ada Frances Griffiths wrote way back in 1899.

Ada was 44 years old when she sent the postcard in 1899 to her brother-in-law Dr Herbert Griffiths,

written in a strong, educated hand and with a keen sense of humour. She died just six years later, in the same year as both Herbert and her husband George.

Unfortunately not very much else is known about Ada. We do know however that her father John was born in 1821 in Scotland, studied at St Andrews and Edinburgh universities and was buried from the church in which Ada was married. Her mother had died in July 1892. She had two brothers, Dr Eric Scott (born 1859) and Arthur (born 1857) who died suddenly in 1874, and two sisters: Florence (born 1860), a witness to Ada's wedding, and Constance.

Interestingly, Richmond Villa, the Griffiths's family home, which had been built in 1849 by colonial architect, Mortimer Lewis as his private residence, was dismantled in 1975 to make way for additions to Parliament House, but re-erected at 120 Kent Street in the Rocks, where it was opened on 12 February 1978 as the headquarters for the Australian Society of Genealogists.

To speak the name of the dead is to make them live again.

(An inscription taken from Tutankhamen's Tomb, discovered in 1922 by Howard Carter.)



(Facing page): Ada Frances Griffiths

(Below): The Griffiths family - from left, Frederick Guy, Hugh, Ada Frances Griffiths née Scott, Frank, Jack.

Courtesy of Jill Brown and Elizabeth Scarlett.

REVIEW: RECENT PUBLICATIONS

JULIA MANT

John Cleverley and Janet Mooney, **Taking our place: Aboriginal education and the story of the Koori Centre at the University of Sydney**, Sydney University Press, 2010.

This recent publication by Dr John Cleverley and the Director of the Koori Centre, Janet Mooney, describes the journey that led to the foundation and consolidation of the Koori Centre within the University of Sydney. From subjects of anthropologists and geologists to University students, the authors establish the broader context in which Indigenous people have intersected with the University, and carefully appraise the role of the University in actively supporting Indigenous programs and students.

Part of that process involved the changing nature of education in NSW in both schools and within the adult education sector. While the Koori Centre was officially opened in 1991, its history dates back further to the 1960s and the growing participation of Aboriginal people within the education system, as both students and teachers.

In 1963 the University of Sydney's Department of Adult Education received external funding for a tutor in Aboriginal Adult Education, a role filled by Alan Duncan. With Duncan's commitment to adult Aboriginal education the Department was involved in number of initiatives the most long-lasting of which was the Aboriginal Teachers Assistants Training Program (ATATP, later AETAP then AEAP) in 1975. Aboriginal Teaching Aides (ATAs) had only been appointed in NSW schools since 1970 (the last of the mainland States and Territories to do this), an initiative pioneered by the Aboriginal Education Council (NSW) rather than the NSW Department of Education (NSW DoE). However in 1975 the NSW DoE called for tenders for training ATAs, funded by the Commonwealth government, and the University's Department of Adult Education was the successful bidder.

The University delivered this program until 1998; the first ten years under the direction of Adult Education, and following that the program was based within the Faculty of Education in 1984, where a diploma qualification was introduced, and then the Koori Centre in 1991. Overall, some 690 Indigenous students were enrolled in the program and as Cleverley and

Mooney write "these graduates of the AEAP were to go on to make a considerable difference in their school and region, many becoming teachers and consultants in the NSW DoET".(p217)

However, the ATA students were not graduates of the University of Sydney, nor part of the mainstream student body. Situated off main campus in the Mackie Building for much of the period of its delivery, the program was considered an offshoot, on the periphery of University life.(p111) While Charles Perkins and Gary Williams were the first Aboriginal matriculants to the University of Sydney in 1964, entrenched discriminatory attitudes towards Indigenous people in the education system effectively locked out most from achieving matriculation status. There were some initiatives to overcome education disadvantage, such as Professor Sam Ball's Broadway scheme (p43), but the number of identified Indigenous students remained very low (just six in 1988, p152). A 1993 quote stated the situation: "Prior to the establishment of the Koori Centre in 1990, very little funding was spent on Aboriginal and Torres Strait Islander access and support". (p145)

The idea of an Aboriginal Education and Resource Centre developed in the Faculty of Education over the late 1980s with the support of the then Vice-Chancellor Professor John Ward, but no University funds were forthcoming. It was only with the prospect of the amalgamation between the five colleges of advanced education in 1990 (interestingly the theme of this issue of *Record*), that the plans became possible to achieve. Two of the colleges, Sydney CAE and Cumberland College of Health Sciences, had existing Aboriginal centres and good student numbers, which the University would inherit and therefore gain a greater ability to seek Commonwealth grants. On the anticipation of funding sources, the Sydney University Aboriginal Education Centre (SUAEC) was announced on 1 July 1989, although still a Faculty of Education-sponsored centre with no budget.(pp155-157)

The Aboriginal Education Centre was officially opened on the 26 September 1991, changing its name to the Koori Centre in November 1992. While continuing to deliver training, the centre began with three new units: student support, Aboriginal studies, and curriculum research and development, although its functions have developed over the years since. The Koori Centre



Aboriginal Teaching Assistants at
Graduation, 1983

Back row from left: Barry Thorne, Lee-Ann Sheridan, Iris Johnson, Janice Dennis, Lexine Skuthorpe and Jenny Wright. Front row: Sandra McGrady, Raylene Saunders, Sir Hermann Black, Coral Wright and Wayne Ellis, G77_1_470.

became an autonomous unit in 1994, at the same time relocating to the Old Teachers' College where it remains today.

Cleverley and Mooney have been involved in the development of the Koori Centre, and offer both an insiders' assessment and an impartial view of the many successes, changes and difficulties the Koori Centre has encountered over the past nearly twenty years. However, the authors end on a hopeful note: The Reconciliation Statement of 1 June 2006, the 'Review of Indigenous Education August 2009' and the University's 'Green Paper', 2010 (followed by the 'White Paper') all indicate that the hard-won support for Indigenous education (Indigenous staff, students and curriculum) has been worth the commitment and passion of the many who have been involved since the early 1960s.

ALSO RECENTLY PUBLISHED:

Roy MacLeod, **Archibald Liversidge: Imperial Science under the Southern Cross, Royal Society of New South Wales**, in association with Sydney University Press, 2010.

This is an extensive biographical account of Professor Archibald Liversidge, geologist and mineralogist, as well as First Dean of the Faculty of Science in 1882.

His contribution to crystallography, mineral chemistry, chemical geology, strategic minerals policy and a wider field of colonial science is detailed by the Professor Emeritus of (Modern) History at the University of Sydney, and an Honorary Associate in the History and Philosophy of Science, and includes references to the Liversidge Personal Archives held at the University Archives.

W M (Miller) Goss, **Under the radar — the life and times of Ruby Payne Scott, pioneer female radio astronomer**. Heidelberg: Springer, c2010

Professor Goss, the Head of the Division of Science and Academic Affairs, National Radio Astronomy Observatory, USA, has written an account of the little known Ruby Payne Scott, the third woman to graduate in physics from the University of Sydney (B.Sc 1933, M.Sc 1936, Dip Ed 1938). During World War II she was one of three women employed to work on top-secret radar research in CSIR (later CSIRO), later becoming a full-time employee of the newly funded division, which was involved in the early breakthroughs in solar physics. During her time at CSIRO she was an advocate for women's rights and equal pay. In 1946 her two-year long marriage to Barry Hall was discovered and she was forced to resign, after which she devoted herself to her family, and worked as a science teacher.

ACCESSIONS

SEPTEMBER 2009 –AUGUST 2010

Number	Title	Start Date	End Date
1908	Photographs of Professor John Young	01/01/1970	31/12/2000
1909	Campus 2010 Heritage Photography (David Liddle) and Images of Mallet Street property	01/01/2008	31/12/2009
1910	RecFind Multiple Number Series (Asbestos Management and Student Housing buildings)	01/01/1977	31/12/2007
1911	RecFind Multiple Number Series (Grant Final Reports)	01/01/1984	31/12/2008
1912	Programme for 'The Passion'	17/04/1880	14/04/1880
1913	Conservatorium of Music staff files	01/01/1963	31/12/1992
1914	Deed packets of pre-Torrens titles of University Properties	01/01/1900	31/12/2009
1915	Original survey forms from Young Offenders on Community Orders Health Survey	01/01/2003	31/12/2005
1916	Sydney University Land Army Camp-Penrith Photograph Album	01/01/1940	31/12/1987
1917	Chancellor's Office records	01/01/2002	31/12/2009
1918	RecFind Multiple Number Series (Grants Final Reports)	01/01/1996	31/12/2003
1919	Minutes of the Committees of Interim Council [NSW College of Paramedical Studies]	05/02/1971	27/08/1974
1920	Meeting papers of the Melanoma Foundation	01/01/1993	31/12/2008
1921	Estray records from the Sydney Teachers College	01/01/1941	31/12/1955
1922	Faculty of Law Minutes and Index	04/03/2008	04/11/2008
1923	RecFind Multiple Number Series (Grants Final Reports)	01/09/1991	05/07/2005
1924	Staff files of senior executives, scanned originals	01/01/2008	31/12/2009
1925	Albert Nelson Golding Testamur	01/01/1942	31/12/1942
1926	NSW Teachers Guild Minutes and correspondence	01/01/1971	31/12/2008
1927	STC Jones Medal awarded to Beryl Hayhow 1948	01/01/1948	31/12/1948
1928	Plans for New Arts Building, Proposed Alteration, by Fowell, Mansfield & Maclauran	18/07/1939	31/12/1939
1929	"The Wench" Seymour Student Theatre	01/01/1980	31/12/1987
1930	Bound volumes of Minutes, Medical Foundation	01/01/1985	31/12/2002
1931	Masterplans - Callan Park, Campus 2020, Design plans for Brain and Mind Institute	01/01/2007	31/12/2008
1932	Registration and movement cards for staff files	01/01/1960	31/12/1999
1933	Sydney Conservatorium of Music , Awards, Prizes & Scholarships Files, annual single number and A series files	01/01/1947	31/12/2003
1934	Cumberland College of Health Sciences - Staff Sheets	01/01/1973	31/12/1994
1935	Great Hall interior		
1936	Sydney University Graduate Choir Additional records	01/01/2008	31/12/2008
1937	University Inauguration & first degrees conferred Newspaper articles	12/10/1852	22/12/1856
1938	Minutes of the Science Foundation for Physics 1987 - 1992	01/01/1987	31/12/1992
1939	Library staff records	01/01/1914	31/12/1970
1940	RecFind Multiple Number Series (Scholarships files)	01/12/1944	31/12/2008
1941	Publications Photographs - War Memorial Roll of Honour unveiling	01/01/1991	31/12/1991
1942	Additional Macleay Museum Records	17/05/1875	31/12/1912
1943	Letter from Sir Charles Martin on the death of J T Wilson (Patricia Morison)	01/01/1945	31/12/1945
1944	RecFind Multiple Number Series (Prizes files)	01/11/1928	31/12/2007
1945	Personal records of Dr Patricia Mary Lahy, 1928 - 2004	01/01/1945	31/05/2004
1946	Sydney CAE Council Executive Photographs	01/01/1985	31/12/1985
1947	Chancellor's Committee Files	01/02/1996	28/02/2010
1948	Journal of Religious History - Editor's correspondence (Tony Cahill)	12/11/1982	11/05/1996
1949	Ephemera relating to Sydney University Dramatic Society, University Union, Sports Union and University.	01/01/1922	31/12/1927
1950	Aboriginal Language (Song Words) [Department of Anthropology]	01/01/1926	31/12/1956
1951	RecFind Multiple Number Series (Prizes files)	01/06/1955	05/05/2008
1952	The Teachers' Guild of NSW - Additional Records	01/01/1999	31/12/2000
1953	Preservation copies of University Photographs (digital format)		
1954	Additional records, John Anderson Research Fellow	01/01/1909	31/12/1990
1955	RecFind Multiple Number Series (Bursary files)	01/11/1875	02/04/1980
1956	Publications Office - Photographs [Digital and print Media]	01/01/2000	31/12/2001
1957	Lloyd Rees Lecture Series, Master video tapes	01/01/1980	31/12/1980
1958	Personal Archives of Dr Robert F Halliday		
1959	RecFind Multiple Number Files Series, Records of Committees (not Senate)	01/08/1973	31/12/2003

GENERAL INFORMATION

Established in 1954, the University Archives sits within Archives and Records Management Services, reporting to the Group Secretary, Office of General Counsel. The Archives retains the records of the Senate, the Academic Board and those of the many administrative offices which control the functions of the University of Sydney. It also holds the archival records of institutions which have amalgamated with the University, such as Sydney College of Advanced Education (and some of its predecessors including the Sydney Teachers College), Cumberland College of Health Sciences, Sydney College of the Arts and the Conservatorium of Music. The Archives also houses a collection of photographs of University interest, and University publications of all kinds. In addition, the Archives holds significant collections of the archives of persons and bodies closely associated with the University.

The reading room and repository are on the 9th floor of the Fisher Library, and the records are available by appointment for research use by all members of the University and by the general public. It is important to note that while housed within the Fisher Library, the Archives is not a part of the University Library and has different hours and conditions of use. Access to administrative records is governed by the *State Records Act 1998* (NSW), the *Health Records and Information Privacy Act 2002* (NSW) and *Privacy and Personal Information Protection Act 1998* (NSW) and the *Government Information (Public Access) Act 2009* (NSW) (GIPA). Restricted access conditions may apply to some records and photocopying of original records is not possible.

CONTACT DETAILS

It is necessary to make an appointment to use the University Archives. The Archives is available for use by appointment from 9-1 and 2-5 Monday to Thursday.

Appointments may be made by:

Phone: (02) 9351 2684

Fax: (02) 9351 7304

E-mail: university.archives@sydney.edu.au

Postal Address:

Archives A14,
University of Sydney,
NSW, AUSTRALIA, 2006

Web site:

sydney.edu.au/arms/archives

ARCHIVES STAFF

Tim Robinson, Manager, ARMS

Anne Picot, Assistant Manager, ARMS

Julia Mant, Reference Archivist (part-time)

Nyree Morrison, Reference Archivist (part-time)

ARCHIVES AND RECORDS MANAGEMENT SERVICES

Record: The University of Sydney Archives, edited by Julia Mant. Produced by the University of Sydney Archives, the University of Sydney, October 2010. The University reserves the right to make alterations to any information contained within this publication without notice.