

RECORD

THE UNIVERSITY ARCHIVES 2017



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Cover image: View west along Eastern Avenue with the Edgeworth David Building in the foreground, and the Carslaw Building in the background (September 1966). [G3/258/014]



The two Stellar Intensity Interferometer reflectors at Narrabri Observatory, which was equipped for the study of gamma rays (1973). Plans and documents of the interferometer were transferred to the Archives in 2017. [2372_2_0137]

Contents

Archivist's notes.....	2
Writing the past	3
'Vale' Blackburn Building – More than a building, an experiment in medical education	11
Sandstone, silver and the shadows of government: Armand Bland in quarantine	15
Beyond 1914 – The University of Sydney and the Great War	19
Mammoth remains on the Somme.....	25
One eager student vs virtually all the paper in the world	28
Archive news.....	29
Selected accession list.....	31
General information.....	33

Archivist's notes

The cover photograph of this year's *Record* is at once familiar and strange. The more mature readers of this journal might remember the campus before the Fisher Stack (home of the University Archives), mature readers might recall the former Edgeworth David Building and the Stephen Roberts Theatre and readers who have only recently joined us might recognise Eastern Avenue with cars. The only constants in the photo are the Carslaw Building and the Moreton Bay fig that still stands at the western side of the Stack. Over the next few years the campus will be experiencing the most significant building program in the history of the University. I'm sure a future edition of *Record* will draw on the Archives extensive photographic records to again document the changes.

One of the important changes on the Camperdown Campus is the demolition of the Blackburn Building as part of the creation of a new health precinct. Clinical Associate Professor Catherine Storey's account of the Blackburn Building's origins in the early 1930s with money from the Rockefeller Foundation shows the long history of philanthropy in support of health sciences at the University. This support continues with great generosity of the Susan and Isaac Wakil Foundation gift which will enable the construction of The Susan Wakil Health Building in the new health precinct.

I'm very pleased that this issue contains short and very different essays by three of Dr Peter Hobbins' history honours students written from sources in the Archives. I'm sure I don't need to tell readers of *Record* of the importance of archival research skills – skills that will remain necessary regardless of the media of the records.

It remains the archivist's challenge to ensure records continue to be made available for research use in a way that provides the full context of the records creation and use while preserving their integrity and value as evidence. There can be no "fake news" perpetuated by archivists. Dr Hobbins himself has another contribution to this *Record* with his account of Francis Armand Bland, smallpox and quarantine. I'll leave you to read the story yourself.

The University's WWI activities continue to draw on, and supplement, the Archives records of the war. Elizabeth Gilroy, WWI Centenary Project Officer, has an update on the project.

Of all the stories from WWI, one I would not have expected involves a mammoth on the Somme. Nyree Morrison's short piece on this extraordinary find makes fascinating reading.

The final article is by another student, Cindy Rogers from Curtin University who did her practicum placement with us during the year. Many students of archives, records and information management study by distance education often while working in another field. Spending time in a functioning archives is vital for the students to see how the theory is put into practice. It's pleasing to see the student's view of the experience. We all wish Ms Rodgers well for her future. As well as having researchers skilled in using archives we need more archivists to ensure the records are preserved to be used.

Tim Robinson
University Archivist

Writing the past

In 2017, Dr Peter Hobbins from the University's Department of History, co-ordinated a class on "writing the past" using primary sources for History Honours students. Students were encouraged to visit the University Archives and find a source relevant to their interests. Here we present three short essays written by Joshua Favaloro, Phillip Jaworski and Alexander Jackman.

'Sidere Mens Eadem Mutato': The Imperial Legitimation of the Gothic Style in the Sydney University Quadrangle.

Joshua Favaloro

Nine hundred and eighty years have passed since our glorious Alfred provided, amidst the fens and forests of Oxford, a home of union... Did his imagination dare her flight beyond the limits of his island-home, and picture in the remotest corners of the earth the children of his race, nurtured in his own institutions, bearing forth the spirit and the forms which they loved into a yet wilder solitude, and a more inaccessible wilderness?¹

Dr John Woolley
1852

At the inauguration of the University of Sydney in 1852 John Woolley delivered his soaring words to a 'crowded assembly' of government officials and future students.² Inspired by the spirit of King Alfred himself – the kingly founder of scholarly endeavour, the father of 'the Anglo-Saxon root' – he could not help but mention the 'unambitious and unarchitectural' surroundings that they had gathered in.³ Huddled together in the Sydney College building near Hyde Park, an old colonial Georgian edifice, the paint was peeling and the structure was in 'dire need of repair'.⁴ Indeed, earlier that year the University Senate had lamented the 'dry rot' which was 'consuming' the building, and which would cost hundreds of pounds a year to maintain.⁵ Clearly these were temporary lodgings for such a lofty institution; especially one that carried the hopes

and dreams of an aspiring group of colonial gentlemen.

For 60 years they had sent their sons to 'British and Foreign Universities', which troublingly put them well beyond the reach of 'parental or family control'.⁶ But perhaps more importantly, the University represented a new stage for the growing colony – the prerequisite for truly entering the fold of 'civilisation'. Indeed, in 1849 William Charles Wentworth speaking in support of its foundation triumphantly proclaimed: 'So long as this institution shall exist we shall not be forgotten'.⁷ Thus, the University of Sydney was truly to be, as per its motto, the same 'disposition' under 'changed stars' – the historical authority of the ancient British universities implanted into Australian soil.⁸ If this new university



Engraving of the Main Building and Great Hall by R. Ransome [G3/224/0360]

was to differ in its constitution as a 'secular' body, it nonetheless would command the physical presence of that lineage.⁹ The 'forms' of Alfred embodied in the gothic architectural style that would come to characterise that presence of the new university that so confidently rose on the south-western edge of the city.

It was early in 1853 that the University Senate received a letter from the Colonial Secretary offering 'a site for the new University Buildings' on crown land at Grose Farm.¹⁰ There were concerns on the part of some that the site's distance from the city would be a hindrance, due to the loss of time 'necessarily sanctioned' by 'walk or ride', however the advantages of such a large estate could not be ignored.¹¹ Francis Merewether argued that it was an enormous opportunity; reportedly having convinced the 'cautious Scotchman' and Colonial Secretary Edward Deas Thomson, who had initially gawked at 'the audacity of [the] proposal', of its supreme advantages for future expansion. 'Magnis magna para' was his doctrine, he

proclaimed in his *Reminiscences* years later – acquiring for himself the nickname 'Futurity' Merewether for having been 'impressed with the conviction' that the concerns of the Senate should be directed 'not by present requirements', but to 'preparations for a great future'.¹² The site was eventually agreed upon, but this optimistic and forward looking spirit was not universal.

It was in April 1854 that a report from the committee appointed to consider the steps 'necessary for procuring designs' for this new building was tabled.¹³ It had determined that due to the 'high price of labour' in Sydney – probably a result of the gold rush, which was pulling labour west – it was 'improbable' that the University could be built 'complete in every part' and commensurate with the rank that 'such an institution should hold in the colony'.¹⁴ Thus, only the 'indispensably necessary' parts would be built, with those more 'elaborate' elements such as a great hall or museum to be added successively.¹⁵ Before long however, the

need for professorial residences aided the decision to consider a larger building with 'a more extended façade' and a far 'greater architectural pretension'.¹⁶

Contrary to original recommendations, the Great Hall in fact became the first element of the University to begin construction, a decision that Merewether later took credit for.¹⁷ Clearly, this great building was not simply a corollary to practical money saving concerns as had been wryly suggested in Senate meetings – a singular building potentially limiting the costs accrued from 'edifices disjointed'.¹⁸ Indeed, as Edmund Blacket, the former Colonial Architect, confided to a hostile Legislative Assembly Select Committee in 1859, the original plan he had produced for the Senate had been 'generally approved', but crucially, it was not thought 'to be sufficiently extensive and commanding' in appearance and so he was told to redraw it.¹⁹

Blacket had been recommended for the job due to his 'great ability' and 'taste in Medieval architecture'.²⁰ The evidence of this 'taste and genius' lay in the new specimens that had popped up all around Sydney during his tenure as Government Architect – these 'Later Tudor' styles competently arranged in the Australian landscape.²¹ Importantly, this style seems to have been implicitly decided upon before Blacket was enlisted for the task, the initial building committee in early 1854 'after mature deliberation' having confidently recommended 'the Elizabethan style of Architecture'.²² Two particularly 'practical' arguments were made in favour of this, the first being 'the peculiarity' of the style which allowed for 'indefinite expansion' without, that is, 'impairing' its overall effect. Secondly in imitation of a style employed in Hampton Court Palace, it was argued that 'bricks may be employed', stone being reserved for the mullions and other decorative elements; a solution which would be facilitated by Sydney's plentiful clay soils 'peculiarly well adapted for' it.²³ But by February 1855, after months of trying to procure the right colours, the architect concluded to the agreement of the Senate, that Sydney's light coloured bricks would in fact be manifestly 'unfit' for erecting a building of the Later Tudor style, where the contrast between the 'dark brick wall' and

the 'light stone dressing' was the 'chief part of that style'.²⁴ So, although a fully sandstone building had been costed at £148,000 pounds, £18,000 more than its brick alternative, it was decided that this was the only way.²⁵ Clearly appearances mattered.

The official records of the Senate are ambiguous on why exactly the aesthetic of this 'Later Tudor' style was to be preferred. It is entirely possible the Senate was cognizant of the potential implications of arguing too unashamedly in favour of the symbolic virtue of such grand and distinctive architecture. But it is here that the records of that hostile Select Committee provide some answers. Blacket was asked directly who had been responsible for recommending this style, and he retorted somewhat revealingly that he had proposed a 'similar style' to what it seemed the Senate already had in mind.²⁶ That is, it was assumed it was the most appropriate aesthetic for a university. This style, Blacket continued, was that of 'Henry VII', of which there was no 'particular name for it'. Some called it 'Perpendicular English', but importantly it was 'the style of the larger portions of buildings at Cambridge and Oxford'.²⁷ Thus, it was the style that Woolley had so poetically suggested embodied the Anglo-Saxon spirit of King Alfred in new lands and represented the continuation of an ancient tradition of scholarly endeavour.

The University of Sydney was conceived as the institution that would ensure the 'governing classes' of future generations. But in doing so it was, as Wentworth suggested, to be the institution that would confer relevance to this anxious class, clearly concerned about what it meant to be prominent individuals so far away from the 'heart' of the British world. What better way was there than to recreate the landscape indicators that were so characteristic of power and history in that world? The building was an imperial statement that this land was to have a British future – literally set in stone. As the *Sydney Morning Herald* described in July 1859, the building rose 'on the summit of a gentle eminence' commanding magnificent views over the city, but in doing so it embodied an 'affectionate regard for Great Britain' and indeed bore the 'ultimate attainment to the dignity of an empire'.²⁸

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The Division of Philosophy at the University of Sydney: investigating the causes of departmental animosity and the motives of Professor David Armstrong in the Flanagan dispute.

Alexander Jackman

Of all departments, one would expect that the teachers of philosophy would be respectful of the right to express differing ideas. Yet, by late 1973 the Department of Philosophy at the University of Sydney was divided beyond repair. Its consequent split into two separate departments, General Philosophy and Traditional & Modern Philosophy, formalised the irreconcilability of the left-liberals and the 'reactionary right-wingers'.¹ While the Philosophy Strike of June-July 1973 has been labelled the 'last act' of the allegedly 'inevitable' split, this intransigent animosity was the culmination of a number of events.² While both the 1971 Marxism-Leninism dispute and the 1973 Strike have been well documented by historians (and by later reflections of the

Philosophy Department staff involved), secondary accounts of the early 1970s often skip over the Flanagan dispute.³

The dispute was sparked by a Philosophy Department meeting in July 1972, during which Patrick Flanagan was recommended for a tutorship by a vote of those present. The meeting included 'not only full-time tutors, but also part-time tutors, post-graduate students who were not part-time tutors and undergraduate representatives'.⁴ In spite of the majority vote in favour of Flanagan's appointment, Professor David Armstrong objected to the appointment and protested to the Vice-Chancellor. This essay purports to unveil the authentic reasons behind that objection, thus

identifying the central battlegrounds of debate at the core of the Philosophy Department's deterioration.

Armstrong justified his decision on purely procedural reasons, defending his overruling of what he considered to be a deleterious democratisation of university departments. Asserting that 'educational institutions are inequalitarian in nature', Armstrong advocated senior teachers as the wielders of 'ultimate control' rather than the junior (indeed, undergraduate student) voters who were responsible for Flanagan's election.⁵ In reply to an article by Graham William, Armstrong clarified that while '[his] politics [were] different from Pat Flanagan's he had 'no ill-will or prejudice against him on this account', and by offering to disseminate his file of political writings, Armstrong assured the public that his objection was in relation to departmental governance and nothing more.⁶

And why shouldn't we believe him? His most outspoken critic, Michael Devitt, identified Armstrong's concerns with democratisation as the key issue in the department. Even after Devitt was exposed as allegedly 'plotting' the assassination of Armstrong's career at Sydney University, he believed that they could all 'work together in reasonable harmony...provided Professor Armstrong were content...to abide by the decisions of the majority'.⁷

Moreover, Armstrong had expressed his reservations about democratisation before, with the issue being central to his insistence on Professor Graham Nerlich's 'unsuitability' for the vacant Chair of the Department in 1971.⁸ Similarly, Armstrong's defence of authoritarianism was manifest twelve months after the Flanagan dispute, whereby his rejection of Jean Curthoys and Liz Jacka as lecturers of a proposed course on 'Philosophical Issues of Feminist Thought' was predicated upon his concern with 'voting rights being held by persons who were not members of the teaching staff'.⁹ Armstrong reinforced this narrow line of objection himself, explaining how his rejections of the 1971 Marxism-Leninism course and the 1973 feminist course were predominantly related to whether professors 'have special powers and responsibilities for academic policy vis-à-vis other members of the Department'.¹⁰ Articles by Sue Wills and Barbara Caine reinforce this central focus on democratisation at the University in the early 1970s, and, in light of Professor Colin Simkin's 'grave concerns'

with the subversion of 'academic authorities' at the time, one can understand Armstrong's response to Flanagan's appointment along anti-democratic lines.¹¹

However, to perceive Armstrong's objection to Flanagan's appointment as purely procedural would be to misconstrue the innately complex politicisation of the times. Armstrong had certainly tried his best to express his opposition to the politicisation of philosophy, most explicitly in his repudiation of Brian Medlin after Medlin draped a red flag across the desk before him at the 1970 Australasian Conference.¹² Yet, these public reactions did not make Armstrong immune to political inclinations, and there was consensus among the 'majority of his colleagues' that Armstrong's rejection of Flanagan was 'egocentric, unjust and politically motivated'.¹³ As Devitt made explicit, Flanagan 'is an active local left-wing controversialist who has attacked Professor Armstrong...for [his] actions in support of US-Australian policies, particularly in South-East Asia'.¹⁴ Similarly, one might question Armstrong's resistance to the professorial appointment of Nerlich, that 'communist dupe' who had 'blotted his copy-book' by being on the 'other side' of the Marxism-Leninism dispute of 1971.¹⁵ While Geoffrey Harris conceded that Armstrong did not bring politics into his lectures, he did not say that the same was true of the Professor's administrative decision-making, and thus one ought to be cautious in assuming the Professor's politically neutral rejection of democratisation as the crux of the Flanagan dispute.¹⁶

Interestingly, Armstrong was not antipathetic to democratisation prior to the 1970s. As Harris elucidated, Armstrong 'did not use veto when the majority vote went against him', and 'he was prepared to go along with it' despite his misgivings.¹⁷ However, this perspective suddenly changed when the 'Marxism-Leninism thing cropped up'.¹⁸ As the University was infiltrated with left-leaning radicals, Armstrong's conservative politics overrode any conviction about student-centric administration. While Armstrong would certainly have been troubled by the usurpation of professorial authority under the guise of 'academic freedom', one cannot discount the implicit influence that his political leanings had on his opposition to Flanagan's appointment. The consequent deterioration of relations within the Philosophy Department should thus be seen as the product of complex procedural, political and personal clashes, with no single catalyst for decline predominating.

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George Arnold Wood (1865-1928) – What role, if any, did George Arnold Wood have on the professionalisation of Australian history in the early twentieth century?

Phillip Jaworski

*"Such a scholarly character, such a kind and sympathetic friend,
I know I am not likely to know again."*

Letter of Condolence from Ernest Scott to Mrs. Eleanor Wood, 16 October 1928.¹

In February 1891, George Arnold Wood was appointed the first Challis Professor of History at the University of Sydney. Prior to his appointment, such a position had not existed in Australia. While we, in our contemporary society, look upon history as a legitimate, professional outlet, worthy of scholarly attention, Wood lived in a different time when history as a source-based discipline was still relatively new. This nascent position in some respects explains some of the difficulties he faced in founding the first history department in Australia. Nonetheless, his arrival at Sydney marked a change in direction for the discipline. Having

learnt his craft at Oxford, the ideas and practices Wood brought to Sydney placed history on more professional grounds than the subject had hitherto received in Australian universities.²

More importantly, Wood developed a keen interest in the study of Australian history, which would stimulate him in his later years and feed his drive to professionalise the subject as a legitimate academic pursuit.

Within a few months of his arrival, Wood displayed to the Sydney public the new professionalism he intended to bring to the discipline. In his inaugural lecture on “The Study of History”, Wood presented his views on the best historical practice to date.³ He summed up his position under three points: “(1) Its method is scientific; (2) Its spirit is sympathetic; (3) Its motive is utilitarian”. The first referred to archive-driven history that investigated the past through the study of documentary evidence. The second referenced the historian’s ability to imagine themselves into the minds of historical figures. And the final point stated Wood’s firm belief that history had a didactic value for the present. While history’s scientific methodology taught students to distinguish fact from fiction, and its sympathetic spirit inspired them “to feel strongly, and to feel rightly”, the ultimate end of the discipline was to guide people towards responsible citizenship.⁴ Studying history, Wood argued, led to the development of enlightened citizens, able to think critically and act in a way that promoted greater freedom, liberty and social justice. This ideology guided Wood’s teaching at Sydney as well as his reading of history in general.⁵

During Wood’s time at Sydney, he developed a keen interest in the study of Australian history. His interest was likely piqued by his firsthand engagement with the source material.⁶ He found in Australian history a story that fit his world-view that under the right circumstances, even the most downtrodden people could redeem themselves. His views were reflected in the preface to his unpublished manuscript, “The Foundation of the Colony of New South Wales”:

A convict colony – greatly strengthened, it is true, by later free immigration – grows into the most prosperous and most independent democracy in the world.

... The fascination of the story is the progress of the human soul – the proof of ability in the outcast of mankind, in kindly atmosphere, to become good men and good citizens.⁷



George Arnold Wood, 1890 [G3/224/1700]

Wood's enthusiasm for the subject and the potential moral benefits its study could bestow contributed to his drive to make the topic accessible to his students. Alongside Professor Ernest Scott from the University of Melbourne, Wood worked towards the completion and publication of the *Historical Records of Australia* series and advocated the establishment of a Commonwealth archives office for the preservation of historical documents.⁸ The point of these two ventures was to facilitate access to primary documents. Both Wood and Scott believed that the history of Australia was "full of questions of an intensely interesting character ... [which were] of first class importance to historical students at universities and elsewhere".⁹ While the plans for an archives office did not come to much, the completion of the *Historical Records of Australia* did make primary documents readily accessible and allowed for the beginnings of meaningful scholarly interest in the subject.

Unfortunately, not much more can be said of Wood's contribution to the professionalisation of Australian history. While he spent the final years of his life trying to write a general history and supervising postgraduate students in the subject, the demands of an understaffed history department consumed the majority of his time. He found the situation most displeasing, writing to the University Senate on a number of occasions asking for an additional lecturer to relieve the strains of teaching and marking.¹⁰ At this time, only two people, Wood and another, staffed the department. The two men were responsible for the lecturing, tutoring and marking of some 170 students each.¹¹ Had he been given the additional staff, perhaps he could have eased the burden of marking, worked on the Australian History undergraduate course he was trying to organise, and returned to the personal face-to-face teaching he enjoyed. Wood's personal ambitions were left unfulfilled, but his affable teaching style and passionate scholarly manner provided the modern foundations for the discipline in Australia.

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‘Vale’ Blackburn Building – More than a building, an experiment in medical education

Clinical Associate Professor Catherine Storey OAM

It was not on bricks and mortar that the ultimate success of the School would depend, but on human brains, human hands and human effort. It depended on the type of student and on the type of teaching that he received.¹

Sir Philip Game – opening address 28th September 1933

The New Medical School (Blackburn Building) stands empty and forlorn, awaiting its imminent demolition at the end of 2017. This fine old building strategically placed between the University of Sydney and the main teaching hospital, the Royal Prince Alfred Hospital, has now outgrown its usefulness as a modern research and teaching facility. When it opened in 1933, the laboratories were state of the art; its teaching spaces were planned to deliver the best scientific education for its students; this building represented a new era in medical education. The opening was a turning point in Sydney’s medical history. The archives show that the negotiations which underpinned its construction, involved an unusual interplay between the University of Sydney, a local industrialist and philanthropist George Bosch (1861-1934) and the international philanthropic organisation, the Rockefeller Foundation (RF) based across the world in New York.

In 1919, the University of Sydney faced a difficult task. There were 218 new enrolments in Medicine (up from 95 in 1914) in the aftermath of the WWI; space in the existing Medical School, completed in 1889, was at a premium and medical education was undergoing a substantive revision worldwide. In New York, the RF, founded in 1913, established a Division of Medical Education to facilitate “strategically placed medical schools in various parts of the world to increase their resources and to improve their teaching and research”. The RF favoured the model proposed by Abraham Flexner.² Flexner promoted a close collaboration between the University medical school, the teaching hospital and laboratory based researchers; a medical

curriculum informed by science and taught by full time staff.

One of the local champions for change was Claude Witherington Stump (1891- 1971). Born in Adelaide, Stump graduated MBChM from Edinburgh University in 1917. Following a short military service, he returned to the Anatomy department of his alma mater before accepting



Claude Witherington Stump in military uniform, n.d. [G3/224/2654]

the Chair of Anatomy at the new Rockefeller Medical School, Bangkok in 1923. In 1926, however, he was keen to return to Australia and found a vacancy in the Department of Anatomy at the University of Sydney.

There followed a series of events which ensured that the Sydney Medical School would be at the forefront of this new experiment in medical education. Stump befriended the local businessman, George Bosch, and in 1927 Bosch provided £25,500 to establish a Chair in Histology and Embryology. On the 1st February 1929, the Senate resolved to offer Stump this position. Shortly after, Bosch donated a further £222,000 (equivalent to \$16.5 million in 2015) with which to create the first full time chairs in Medicine, Surgery, and Bacteriology.



George Henry Bosch, n.d. [G3/224/1720]

Stump, already personally familiar with the potential support available from the Rockefeller Foundation, made an enquiry on behalf of the Sydney Medical School in early 1929. Our records show that Richard Pearce

(1874–1930), Director of Division of Medical Education of the RF, replied promptly to Stump's request, indicating that the RF might be willing to aid the building of clinical research laboratories and suggested an official request.³ The Vice Chancellor, Robert Wallace (1882–1961), replied with a comprehensive review of the current status of the Sydney Medical School and the University at large, while adding "our medical school will have to be reorganised, and we shall have to build".⁴ Following a series of interchanges between Wallace and the RF during the remainder of 1929, Wallace completed the final step with a complete review of the Faculty's buildings, income, benefactors, and endowments.⁵

In late 1929, Bosch was visiting the established medical schools of Europe when he detoured to meet up with Stump in New York. These two ambassadors met with Dr Pearce and the Board of the RF in January 1930. This meeting was a great success. Bosch wrote back to Sydney with the news that they had been well received and reported that the Executive of the RF had been "interested observers of recent developments at the University of Sydney..... to aid and support the good work provided for by the bequests of 1928, they are prepared to make a large donation" and went on to note "it was clear to me that they have a high opinion of our friend Stump and his connection is appreciated and without him my efforts would not have sufficed to get the results obtained".⁶ Bosch followed this up with a telegram in which he advised Wallace to "please cable names..... appointees, new chairs....have gathered impression that first importance research side for new appointments and such will assist our prospects...". The new appointees were well credentialed: Charles Lambie, an Edinburgh graduate, had exceptional research experience in the Rockefeller funded laboratories of the Royal Infirmary of Edinburgh. He accepted the Chair of Medicine. Harold Dew, a Melbourne graduate, who had already established an international reputation as a result of his research work on Hydatid disease, the Chair of Surgery. Hedley Wright, an Australian born, Edinburgh graduate and personal friend of Stump from his Edinburgh days, was working in the Bacteriology research laboratories of University College Hospital in London, when he accepted the position of Bosch Professor of Bacteriology.



Blackburn Building, 1931 [G3/224/2843_1]

The Sydney bid was successful. Wallace received the very welcome news that the University was “appropriated to purchase not more than £100,000 toward the building of a clinical laboratory for the Medical School”.⁷

Within a few months, Wallace reported back that “the Directors of the Royal Prince Alfred Hospital have offered, and the University has accepted, a site within the Hospital area, adjoining the site of the University”.⁸ The colocation of these facilities was paramount in the RF deliberations. The Government Architect Edwin Evan Smith (1870-1965) began the preparation of the plans for the building that would provide a state-of-the-art facility to meet the needs of its new cohort of researchers as well as deliver a thoroughly modern medical course.

In early 1931, there were further reassurances from Wallace that although “Australia is passing through one of the worst depressions in its history” that “we have made a

start with the preparation of the ground...our new medical professors have been very busy reorganising the medical curriculum and devising ways and means of linking up their University teaching with the Hospitals....everything is going very satisfactorily”.⁹

The opening ceremony took place on the 28th September 1933, in the newly appointed lecture theatre.¹⁰ In the Jubilee edition of the *Sydney University Medical Journal* 1883-1933, Dr Stanley Hains Lovell (MB BS 1929) delivered an address on the history of the Medical School. He reported that

...through the years of depression, the Medical School has been carefully guided and its standard of excellence well maintained, and now in 1933, we are privileged to witness what will certainly be the introduction of a new era in medical education in Sydney. With the close co-operation of clinical units

working in the new Rockefeller Building, the Sydney School of Medicine must inevitably proceed from success to success, and the future is indeed bright."

A promising future for the Faculty was assured.

Although some of the early publications referred to the new facility as 'the Rockefeller Building', the RF made it very clear that this was not acceptable. The name could not be used on any RF facilitated project, and the building was generally known as the 'New Medical School' for many years.

When the Senate met on 8th January 1960, the House Committee proposed the naming of the buildings of the medical school. The Senate concluded that the 'new medical school' would be named the 'Blackburn Building', in recognition of the outstanding contribution to the University made by Sir Charles Bickerton Blackburn (1874-1972). Sir Charles was a Fellow of Senate from 1919; Dean of the Faculty 1932 to 1935 during the critical years of planning for the building and the allied revision of the medical curriculum; Chancellor of University from 1941 to 1964 when he retired at the age of 90.

The Blackburn Building has played a very important role in the development of the Medical School. The bricks and mortar may be removed from the site, and all traces of its being removed, but it has been the human brains, human hands and human effort that have provided the framework on which the Faculty has built its success.

The Rockefeller Foundation would appear to have made a very wise investment.

References

1. Sir Philip Game – opening address reported in *The Medical Journal of Australia* Vol II No. 17, 21 October 1933
2. Abraham Flexner (1866-1959) was responsible for the enquiry on *Medical Education in the United States and Canada: A Report to the Carnegie Foundation for the Advancement of Teaching* (New York: Carnegie Foundation for the advancement of teaching, 1910). In 1913, he joined the RF and served as the Secretary of the General Education Board. The model of teaching at Johns Hopkins Medical School greatly influenced Flexner's ideals of modern medical teaching.
3. Letter 18th March 1929, Pearce to Stump, Sydney University Archives G3/13/3087B
4. Letter 31st July 1929, Wallace to Pearce, G3/13/3087B
5. Letter 27th November 1929, Wallace to Pearce, G3/13/3087B
6. Letter 18th January 1930, Bosch to Wallace, G3/13/3087B
7. Letter 17th April 1930 Carter of the Rockefeller Foundation to the Vice Chancellor, Wallace, following an earlier cable dated 11th April 1930, G3/13/3087B
8. Letter 13th October 1930, Wallace to RF, G3/13/3087B
9. Letter Wallace to RF, G3/13/3087B
10. 'Opening of the New Medical School' brochure, Sydney University Archives G3/13/13590
11. Lovell, SH *Sydney University Medical Journal* September 1933, Vol 27, part 2, p. 71



Sir Charles Bickerton Blackburn, 1967 [G3/224/0438]

Sandstone, silver and the shadows of government: Armand Bland in quarantine

Dr Peter Hobbins, Department of History

When the ocean liner *RMS Aorangi* was quarantined in Auckland on 23 February 1930, amongst the passengers facing the risk of contracting smallpox was Francis Armand Bland.

Known to colleagues as 'Blandee', and to his family as 'Armand' or 'Armie', this former New South Wales public servant had qualified as a lawyer before taking up lecturing in public administration at The University of Sydney in 1916. His expertise was so well regarded that he spent 1929 lecturing at New York University, leaving his beloved family behind in Sydney. Armand had in fact terminated his appointment a month early to return home to them; in January his 14-year-old son, Ray, wrote that 'we will be counting the days for your return on our fingers and toes'.

With his wife, Lillian, and infant daughter, Margaret, sailing to meet him in Auckland, Armand faced a dilemma. A case of smallpox had been diagnosed aboard soon after the *Aorangi* left Fiji. Should he leave the ship for a 14-day quarantine in New Zealand, or undergo vaccination before proceeding to Sydney? The latter, he decided, was the best option. After all, the passengers had been assured that if their vaccination was successful they would be detained in Sydney for less than 24 hours.

The usual ritual of procedure

As they learned to their chagrin upon entering Australian waters, however, the Department of Health viewed things rather differently. With scant exceptions, their 'vaccinations had been found to be not in accordance with Australian regulations'. Convinced that infection

was likely to have spread among the *Aorangi's* passengers, the Director-General of Health, (John) Howard Cumpston, insisted in a wire to North Head Quarantine Station that the 'usual ritual of procedure should be applied [to the] *Aorangi* in all details'.

Unfortunately, almost from the outset, Sydney's 'ritual' went awry. Arriving uncharacteristically late, the ship dropped anchor beyond North Head just before 5 pm on 28 February. Quarantine officers went aboard and commenced their inspection of the 145 first-class



A vigorous social critic who delivered his firmly held political views at breakneck speed, Francis Armand Bland campaigned for nearly half a century to improve the standards, training and conditions of public servants [G3/224/2004]



This carved albatross marking the Aorangi's 1930 and 1935 quarantines boasts a wingspan of nearly 2 metres [Ursula K Frederick, the Quarantine Project, with permission from the National Parks and Wildlife Service NSW]

travellers, seeking proof of successful vaccination but remaining alert to signs of smallpox. With the examination concluding just as the sun set, the privileged passengers were sent ashore on a barge for their dinner.

They encountered bedlam. Although the shipping company had provided 28 previously vaccinated cooks and stewards, no meal was ready. The luggage arrangements likewise left much to be desired, many arrivals hauling their own bags in the dark up North Head's steep slope. A rush on the Station's two telephones meanwhile jammed the system. Messages of relieved arrival soon swelled to a flood of complaints when the majority of the *Aorangi's* passengers learned that they would be interned for well over a week.

Labourers versus lecturers?

Events at North Head rapidly turned political. An indignant 'Passengers' Committee' was formed within a day of landing, although it was hardly a militant, working-class union. Including an architect and two businessmen, its secretary was University of Melbourne lecturer Gordon Wood. Heading up the committee was its appointed chairman, Armand Bland. 'It has been my job for years to defend and interpret the Civil Service

to the public', he wrote from North Head to the Federal Treasurer, Ted Theodore, 'but I must confess that last night and today my confidence has been severely shaken'.

The Committee commenced by spending over two hours haranguing Keith Moore, the Department of Health's Director of Industrial Hygiene, who had been sent out to North Head as part of the medical team meeting the *Aorangi*. Obtaining no satisfaction, Armand heeded his own advice. In his first book, *Shadows and Realities of Government*, he had urged readers 'to get behind the shadows and fictions which darken our thoughts, and to reveal the agents in whose hands rests the actual administration of affairs'. Leapfrogging layers of health bureaucracy, he aimed straight for the top, telegraphing a message to the nation's newly elected Prime Minister.

Sworn in just days before the Wall Street crash of October 1929, Jim Scullin led the first Federal Labor government since the party had split in the middle of the Great War. A former labourer, he now found himself being lobbied by a select group of socialites, scholars, senior administrators and business leaders. They had only boarded the *Aorangi*, they insisted, 'after definite

assurance obtained from Chief Quarantine Officer Sydney through Union Steamship Company that release from quarantine would follow vaccination’.

Summoned to quell the uproar, Arthur Metcalfe – as the city’s Chief Quarantine Officer – caught a launch to Spring Cove and met with the Committee’s representatives. The interview did not go well. Armand asserted that the highest consideration should be afforded to the convenience and liberty of passengers. This harangue was clearly heightened by his own emotional angst; Armand claimed to speak on behalf of ‘people who have been separated for long weary months’ from their families, eagerly awaiting the ‘joys of reunion’.

Despite their clout, the Passengers’ Committee was pressing against a political problem prompted by the *Aorangi*’s previous quarantine eight months earlier. In June 1929, hundreds of *Aorangi* passengers had been released without vaccination before it was realised that several of them were incubating smallpox. Although the disease itself presented in a relatively benign form, the absence of an outbreak proved more a case of luck than

administrative skill. The result was an intense critique of the Commonwealth Department of Health within the country, and Pacific-wide concern about Australia’s quarantine standards.

Cumpston nevertheless conceded to release the *Aorangi*’s 1930 detainees one day early. Praising Scullin for his ‘heartily appreciated’ intervention, Armand concluded their exchange in a remarkably imperious tone. To be ‘saved the humiliating experience which the ineptitude of the officials here subjected us to’, he requested that the Prime Minister direct Cumpston ‘to instruct sufficient officials to be in attendance to clear our luggage with reasonable expedition’ when the bulk of the first-class passengers were granted their liberty. A public announcement of their release would be quite nice too, he added.

Tragically for Armand, his son Ray died unexpectedly barely a month after their long-awaited reunion. While the family rarely spoke again about this intense episode, until Armand’s death in 1967 their home housed an engraved memento of his time at Sydney’s Quarantine Station.

T.G. No. 42A.		USE THE TELEPHONE TO SEND YOUR TELEGRAMS	
COMMONWEALTH OF AUSTRALIA.—POSTMASTER-GENERAL'S DEPARTMENT.			
RECEIVED TELEGRAM			
URGENT RATE			
The first line of this Telegram contains the following particulars in the order named.			
STATION FROM.	WORDS.	TIME LODGED.	No.
1 CANBERRA	21	5 55P	
Remarks	To		
	CHAIRMAN PASSENGERS COMMITTEE S S AORANGI SYDNEY		
<small>This message has been received subject to the Post and Telegraph Act and Regulations. The time received at this Office is shown at the foot of the Form.</small>			
THE INFORMATION ON THE BACK OF THIS FORM WILL INTEREST YOU			
YOUR TELEGRAMS SECOND AND THIRD		MARCH QUARANTINE AORANGI PASSENGERS	
MATTER BEING TAKEN UP WITH		HEALTH DEPARTMENT	
		PRIME MINISTER	
		6P QE	

Prime Minister Jim Scullin directly telegraphed his acknowledgement of the ‘Passengers Committee’ at the Quarantine Station [FA Bland Personal Archives, P92, Box 5, University of Sydney Archives]

In contrast with the sandstone inscriptions left by other *Aorangi* detainees at North Head, this keepsake was a silver jardinière – an ornamental stand for holding plants or flowers. Armand's daughter, Margaret, recalls being inscribed with the following words: 'To Mr. and Mrs. F.A. Bland, with grateful thanks from the passengers aboard the S.S. *Aorangi*, in obtaining their release from North Head'.

This edited extract is drawn from Peter Hobbins, Ursula K. Frederick and Anne Clarke, Stories from the Sandstone: Quarantine Inscriptions from Australia's Immigrant Past (2016), which won the NSW Community and Regional History Prize in the 2017 Premier's History Awards. It appears with kind permission from Arbon Publishing.



Another welcoming memento from the voyage of the *Aorangi* is a tiki and the Maori greeting 'KIA ORA' [Ursula K Frederick, the Quarantine Project, with permission from the National Parks and Wildlife Service NSW]

Beyond 1914 – The University of Sydney and the Great War

Elizabeth Gillroy, World War I Centenary Project Officer

The year has been another busy one with some exciting developments for the project. The *Beyond 1914* website has undergone an upgrade which now allows presentation of the career data and residence at university colleges for the University men and women involved in WWI.

A new collaboration with colleagues in the Sydney School of Education and Social Work uses the website to create an innovative method of teaching history to school students. The emerging methodology activates historical inquiry using a technique called process drama. Process drama is a method to assist teachers and their students to process the complex ideas of history.

One aim of the collaboration is to explore the possibilities offered by process drama as a new pedagogy to support teachers in the classroom when teaching challenging concepts, and to raise important historical questions connected to the study of WWI.

On Remembrance Day this year, a pilot workshop was held at the University with invitations sent to education alumni, including early career teachers and pre-service teachers. The script of the process drama was based on the life of Dr Elsie Dalyell (MB 1909 ChM 1910) and was written by Dr Alison O'Grady and Catherine Smyth from the School of Education and Social Work. It used various drama techniques to generate new historical understanding.

Beginning with a private tour of the War Memorial Carillon participants were led in epistemic and imaginative games to explore the analysis of historical sources, highlight personal connections to war and uncover common conceptions of the meaning of war.

Elsie's story is a very different war story from other women involved in WWI – being involved in scientific research on the Eastern Front and in France, undertaking pioneering research into rickets in Vienna after the war and participating in suffragette medical organisations like the Scottish Women's Hospital and the Rachel Foster Hospital in Redfern.

The successful and inspirational workshop was filmed, and will be edited to produce an educational resource which will be hosted on the *Beyond 1914* website and be available for use by teachers and educators early next year.



Participants engaged in a soundscape exercise using a photo of Elsie and staff of the Serbian hospital, 1915 [Elizabeth Gillroy]

Citizen historians have continued to make contact through the website to share further biographical information about people in the database. This community engagement has led to the contribution of significant family archives some of which have been added to the relevant profile pages of the website.

One example is the collection of photographs taken by Dr Gordon Bradley Lowe while on active service in Lemnos, Egypt and France during WWI. Lowe's niece, Margaret Hope, contributed additional biographical details and also donated 446 exceptional images to the Archives.

Many of the images are of Lowe's time with the 3rd Australian General Hospital (AGH) in Lemnos, Abbassia and Mustapha, or associated with the 5th Field Artillery Brigade in France. There are images of hospital staff, both medics and nurses, patients in wards, barracks and



Dr Gordon Bradley Lowe, n.d. [1200_177]

postcards of Lowe and other men who served. Not all of the images were taken by Lowe.

In addition, digital copies of photos which were in an album collected by Lowe have been shared with the University Archives and are available to view on Archives Mediabank http://agile5.ucc.usyd.edu.au/arms/archives/media/me_objects using the search term 1200_**. Included are images of Sydney University Scouts; group shots of year 1912 medical students; prosectors (prosectors prepare specimens for preservation and teaching purposes) and sporting teams.

This collection is highly significant due in part to the invaluable detail Lowe provided with his notations of the featured people's names and locations. This data brings so much more to *Beyond 1914* as it evidences the connections and networks between varsity men from across the country. Further biographical information on Lowe's life can be found on *Beyond 1914* <http://beyond1914.sydney.edu/profile/3430/gordon-bradley-low>

The photographic archive of William Irving Phillips was uncovered when his granddaughter Bev Prior provided her transcription of Phillips' war diary to *Beyond 1914*. Bev Prior is the family custodian of her grandfather's WWI collection and generously offered to share the archive with *Beyond 1914*.

Phillips was a teacher at Manly Public School prior to his enlistment in 1914. He studied at Sydney Teachers College (STC) in 1911 & 1912 and is noted as having enrolled in Arts at the University in 1920.

He served as a sergeant with the 1st Field Company Engineers, in Gallipoli and France. He was part of the second wave of Gallipoli landings and was invalided to Australia in November 1915 suffering enteric fever, but returned to fight in France in 1916. After the Armistice, Phillips worked in the AIF Education Service in London.

His photos include images of soldiers from the STC on leave in Egypt, AIF training days in Brightonsea England, his school classes, and more.

Phillips returned to Australia to have an impressive career in teaching and education.

More about William Irving Phillips life can be found on *Beyond 1914* <http://beyond1914.sydney.edu.au/profile/3823/william-irving-phillips>



William Irving Phillips, n.d. [1203_004 Courtesy of the Phillips family]

Selected images of William Irving Phillips courtesy of the Phillips family.



"Our troops, taken 14/12/1918. You'll recognise me and my horse in front with Lt. Cartwright. My billet is in the other end of the building on right of photo-it is a big double house. WP" [1200_001]



Receipt for £1 from The University of Sydney, enrolment Arts, first year, 20/03/1920 [1203_008]



"Horse lines Mo[un]t[e]ld Section, Australian Engineers, Brighthingsea, Essex 14/10/1917. Since this was taken I have had "Aussie" clipped and she looks quite flash." [1203_003]



?Anzac Day March, n.d. Sydney Teachers College Graduates and WWI veterans, left to right: Hector Otton Lang (5th Field Ambulance); William Irving Phillips (1st Field Company Engineers); and, John Henry Reid (1st Battalion) [1203_020]

Selected images of Gordon Bradley Lowe



"Day room kitchen 3rd A.G.H., Lemnos
The omnipresent Arnotts Biscuits" [1200_022]



"Harry [Howard] Candle, Batman as nurse on Anzac Day",
1916 [1200_119]



"3rd A.G.H Abbassia. Op Theatre Capt [Herbert
Jamieson] Stewart, Pte [Stannus William] Hedger,
Capt Baker, Sister [Edith Florence 'Queenie']
Avenell" [1200_111]



"G3 now partly mine More anon - Walpole, Walsh,
Smith, [Herbert Ramsden] Overett" [1200_113]



"Lemnos Is[land]. Turk's Head with condenser".
[1200_037]



"Cairo train station loading stretchers from hospital
train to ambulance wagons" [1200_260]



France, n.d. Gordon Bradley Lowe front left [1200_444]



"Ward orderlies drawing patients rations from cook house" [1200_439]



"Hospital Train" [1200_266]



Left to Right: "GBL [Gordon Bradley Lowe], Hutt [Evelyn Victoria Hutt], Macknight, Molly Malster [Lillian Martha Malster]. Nurses Club Cairo, May 1916" [1200_257]



"Hospital Train" [1200_264]

Digital Humanities Oxford Summer School

The *Beyond 1914* project was awarded the runner up prize in the poster competition presented at the Digital Humanities Summer School at Oxford University in June 2017. Competition was strong against twenty-five international projects but the team presented a clear project description with simple text and graphics outlining the process of bringing the significant University WWI archive to a digital audience.

There is an associated project *Expert Nation: Universities, War and 1920s & 1930s Australia* which continues to research and document biographical data of men and women from the six national universities operational in WWI. This project is an ARC funded partnership with the Universities of Melbourne, Tasmania, Adelaide, Queensland and Western Australia and the University of Technology, Sydney.

This year a symposium was held at Melbourne University bringing together a group of academics, each examining the impact and influence of the war on a distinctive profession. Papers were presented for discussion and with further development will contribute towards a Melbourne University Press publication, *World War One, Universities & the Professions*, to be published late in 2018.

Biographical information and career data from the 1920s and 30s, is being added to the database as continuing research reveals the men and women of influence in specific occupations including dentistry, engineering, veterinary science and psychiatry. You can search the database here <http://expertnation.org/>

During the year the *Beyond 1914* project established a relationship with Ancestry.com.au and is now featured on their extensive web-search resource. We hope this far-reaching exposure will increase our website traffic and audience contributions to *Beyond 1914*.

The *Beyond 1914* project is generously funded by the Chancellors Committee and four residential colleges – St Andrew's, St John's, St Paul's and the Women's Colleges.



Expert Nation Symposium, Melbourne 12 & 13 October 2017 [Elizabeth Gillroy]

The poster is for the 'Beyond1914' project, hosted by the University of Sydney. It features the university's crest and logo at the top left. The title 'Beyond1914.sydney.edu.au' is prominently displayed in red, followed by the tagline 'Building a flexible infrastructure for WWI biographical research'. Below this, a black box contains text about the University of Sydney Archives' special collection and the online digital archive. The main body of the poster is orange and contains three sections: 'DIGITALLY CHARTING PERSONAL AND COHORT TRAJECTORIES IN THE POST WAR PERIOD' with a map and document images, 'DEEPENING HISTORICAL KNOWLEDGE WITH FLEXIBLE DIGITAL TOOLS' with screenshots of the database interface, and a bottom section with a row of small portraits. Arrows and lines connect the different elements, illustrating the project's focus on digital infrastructure and historical research.

Beyond 1914 poster presented at the 2017 Digital Humanities Summer School.

Mammoth remains on the Somme

Nyree Morrison, Senior Archivist

In March 2017 I was asked, along with staff from the Australian Museum and the University's Nicholson Museum, to talk about some of the rare, unusual or revealing archival documents and photographs in the University Archives as part of an exhibition by Lisa Sammut, *Slide Night: The Archive as Constellation* at the Verge Gallery. One of my favourite items in the University Archives is the report on the discovery of woolly mammoth remains in France, 1917, from the papers of Professor Sir Tannant William Edgeworth David. After I gave the talk, I decided to investigate more on the discovery of the mammoth and find out what happened to the remains.

Edgeworth David (Professor of Geology and Physical Geography) was instrumental in the formation of the Australian Mining Corps in 1915 and was commissioned Major in the Mining Battalion of the AIF in October 1915.

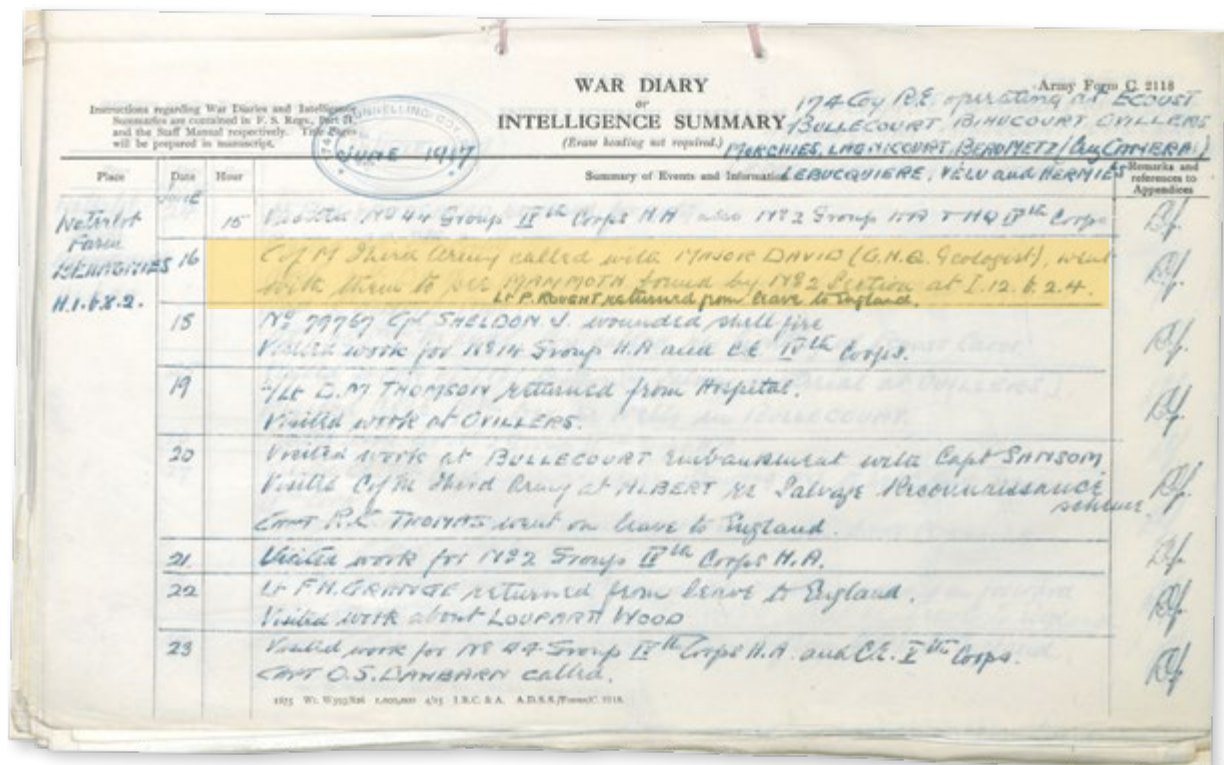
He served on the Western Front in 1916, and in November 1916 he was attached to British HQ as Inspector of Mines advising on geological problems in connection with tunnelling operations, water supply and drainage.

On 14 June 1917, the remains of a woolly mammoth were found near Bapaume, France. In his report to the Inspector of Mines, David wrote:

The skeleton was 18 feet below the surface and the parts recovered included 2 tusks, large molar tooth and 2 smaller teeth and some fragments of bone. Except for the molar tooth, all the fragments are at 174th Company Royal Engineers...Four flint flakes, almost certainly worked by man were found by us in contact with the bones, and were apparently used by Palaeolithic man of the mammoth age for hacking and skinning the animal. Colonel Bliss had the inclined shaft, where the rest of the



Lt Col [Albert Cecil] Fewtrell & Others. Miners Battalion AIF European War 1914-15-16. (Prof Sir TWE David third row, fifth from left, and, Professor of Physics, James Arthur Pollock, third row, third from left.) [G3/224/1792]



Translation of highlighted diary entry reads: "C of M Third Army called with MAJOR DAVID (G.H.Q Geologist) went with them to see MAMMOTH found by No 2 Section at I.12 to 2.4."

[Extract from 174 Tunnelling Company World War One Unit War Diaries, File 68, Royal Engineers Museum showing the discovery of the mammoth remains on June 16 1917.]

skeleton is still imbedded in the clay, securely boarded up pending instructions from yourself. The finding of flints of almost undoubted human workmanship in association with the mammoth bones should much enhance the scientific value of the discovery.

[P11/45/25]

I contacted The Royal Engineers Museum Archives to find out if there was information in the diaries of the 174 Tunnelling Company on the find. The Assistant Curator at the Museum was not aware of the discovery. There are two entries in the diaries of the 174 Tunnelling Company pertaining to the discovery and no further information.

At the same time as I started my research on the mammoth discovery, the Archives received an enquiry from the publisher of the *French National Geological Survey*, Frédéric Simien. Simien was looking for an image of Sir Edgeworth David to accompany the first of two books on *Geology and the Great War*. I asked him if he knew anything about the mammoth remains and he said they were including the discovery in the second book. Simien had found an article by Professor Victor Commot

who had been asked to view the mammoth remains by the *Museum National d'Histoire Naturelle*. Simien very kindly transcribed the article for me and also produced a map showing where the mammoth was found.

Professor Commot wrote the following to *L'Anthropologie*, 1917 (pp.475-477), regarding the shelter where the mammoth was discovered:

It is therefore a prehistoric station with a cold fauna of the Mammoth, extending over a radius of more than 12 m, where the remains of various animals, possibly cut by our ancestors, are buried under 6 m of silt, which was discovered at Morchies in quite exceptional circumstances. Given the relatively good preservation of the bones, one may wonder whether the skeleton of one of these mammoth hunters has not been preserved as the debris of their meals.

The remains were left where they were after Professor Commot examined them and the location of the site noted. As General Harvey, Inspector of Mines, wrote to Professor Commot on 12 July 1917, before his visit to the remains:

As the site of the remainder is still within the area of enemy fire, no further work of exhumation can be carried out. At present the site is being carefully protected and marked, so that it can be readily found.
[P11/45/25]

The Germans captured the site nine months later in March 1918 and David was not happy about it, writing to his wife on 26 March,

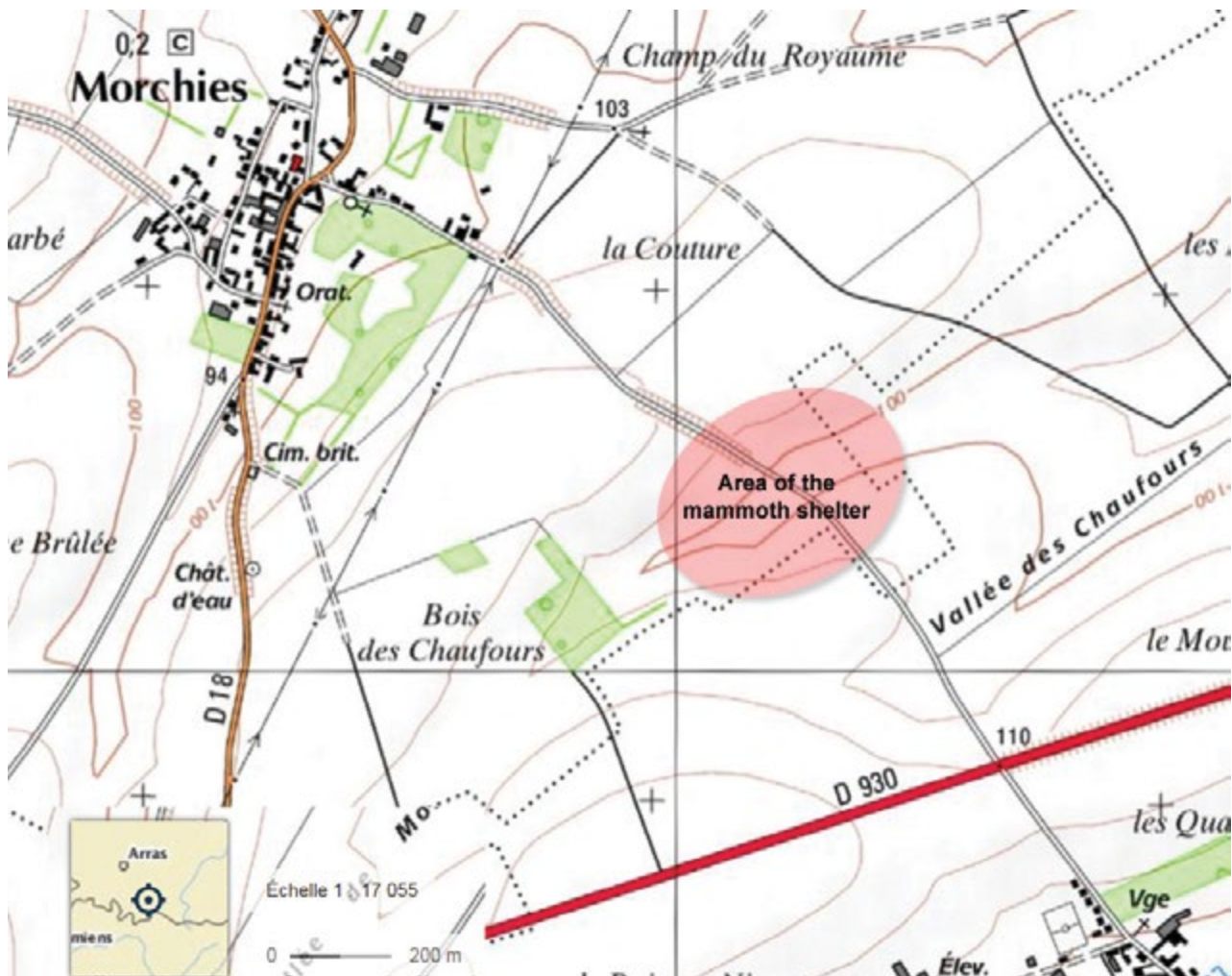
The beastly Bosche has gone and captured my fossil mammoth, blast him! But the E-in-C [Engineer in Chief] promises to get it back in a year.

[Professor David. The Life of Sir Edgeworth David by ME David (London, 1937)]

The area was retaken by the Allies five months later but the remains had been taken by the Germans.

I contacted the Natural History Museum in Berlin but to date have received no answer. Further research into finding out which German Regiments were in the area might narrow down where the remains may have been taken, as we could then enquire if the regiment documented the remains in their records.

The whereabouts of the remains are still a mystery just over a century after they were discovered. It begs the question of what else was discovered during the tunnelling and devastation of the land during the war.



Map showing the place of the mammoth shelter (courtesy of Frédéric Simien)

One eager student vs virtually all the paper in the world

Cindy Rogers

Cindy Rogers, Bachelor of Arts (Librarianship and Corporate Information Management) student at Curtin University, undertook a two week practicum placement in the University Archives in July 2017. We asked her to share her experience of working in an archive for the first time.

I recently had the opportunity to spend two weeks working with the Sydney University Archives (the Archives) as a student intern as I am studying Corporate Information and Librarianship. This short internship is designed as part of the course to help give more insight into the information professions, allow the students to gain firsthand experience and potentially make decisions about which information profession is right for them. I had always wanted to be a librarian. However, after spending a few weeks at the Archives and getting to know this role in more detail this decision has definitely become more difficult!

The whole team at the Archives was fantastic, welcoming, and happy to answer my continuous stream of questions and eager to guide me. I was given a range of tasks, all of them carefully chosen, with my limited skills and need to learn first considered. Some of these could be completed quickly such as the repackaging of photographs before sending away for digitising, others allowed me to really dive in and see what being an archivist is like day to day.

Among these larger tasks was the organization and adding of the Sydney University Agricultural Graduates Association (SUAGA) files to the holdings of the Archives. After accessioning these Nyree Morrison, the Senior Archivist, set me to work on what seemed to me to be a mountain of historical information, meeting minutes, newsletters and correspondence from the association's earliest history through to its recent dissolution. This was daunting as when information first arrives it's foreign to you (especially if you're new to the team!) and adding items to the holdings is not just a matter of popping it up on a shelf and hoping for the best. You first need to make

yourself familiar with it so that you can create the context for it to then be able to be searched for, not to mention ensuring it is kept in the best condition possible to ensure its longevity.

At the end of the day archived information has been deemed to have ongoing value and I certainly felt a responsibility to take care in my approach to this task for this reason. Although the first step was to essentially organise the new information it was also important that I not impose a new order on these documents but rather, decipher the order that had been used by those who had created them. This meant reading through and examining many files finding the order as I read. While undergoing this process I learned quite a lot about this organization, its history, the relationship with the Faculty of Agriculture, the fundraising efforts, awards, scholarships and graduate network they created during its existence.

I imagine that this process means archivists in general must have the ability to recall many specific details of their collections and depending on where they work would probably make excellent trivia teammates. This process also showed me that it can often take an enormous amount of time and effort on the part of archivists to ensure that archived information is kept not only safe but also searchable for those who will need it in the future.

From those first steps of organising and describing the information to the careful checking for things, e.g. sticky notes, tape, rusting paperclips etc. which must be removed as they cause damage to the paper, and then to repackaging, boxing and creating the digital record, there are many steps involved to ensure the continued existence and use of the information.

All of this experience has been eye opening for me as an Information student and given me a small window to see just how important and complex archival work can be. I can't thank the team at the University of Sydney Archives enough for allowing me this opportunity to learn.

Archives news

Digital Humanities Summer School (DHSS) Oxford

In July 2017 I attended the DHSS Summer School, along with Liz Gillroy, the University's WWI Project Officer and the University Historian, Associate Professor Julia Horne. A mix of participants attended the summer school including academics, librarians, IT professionals, graduate students and artists from all over the world – New Zealand, Sweden, Luxembourg, America, Brazil, Cyprus and the UK.

What exactly is digital humanities? It is where scholarly digital applications are applied to humanities disciplines such as literature, history and philosophy, and can be used to link large sets of data. The collaboration and sharing of this data opens it up to new interpretation and research by scholars from different backgrounds.

Beyond 1914 is an example where digital tools have been used to link biographical and historical information and allow academics to use the information for research, but also the public to actively contribute to individual stories. We presented a poster for *Beyond 1914* “showing the relationship between evolving historical questions, expanding data sets, websites and public engagement in order to explore how digital humanities can both support historical enquiry and engage a history-hungry public”.

I am delighted to say we were awarded the runner up prize.

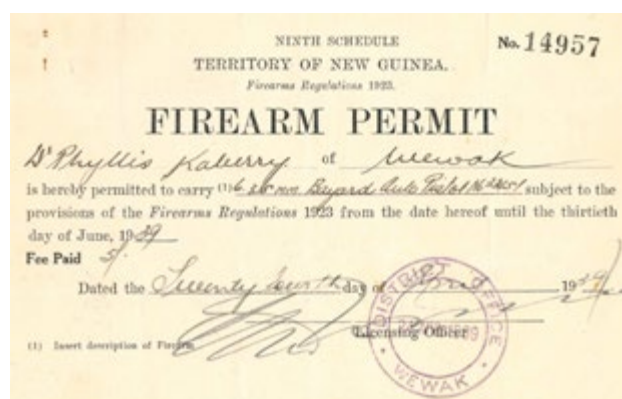
Liz and I attended the Introduction to Digital Humanities stream while Julia attended the Linked Data for Digital Humanities. We were assured that we would be enlightened by the end of the week long summer school. After talking to other people and hearing what they were doing, and listening to the various speakers, the light bulb began to flicker. I began to think about particular records our Archives holds and how we could make them available digitally in a way that could entice different disciplines to use them for research, collaboration and link the data in a way that had not been previously considered.

The resources involved for these initiatives are not just the archival records, but the time taken to prepare them for digitisation, ensuring that all the items digitised outside of the Archives are returned, and that they are digitised to your requirements. In addition a platform needs to be built to host the records. Procedures need to be in place to ensure that the data can continue to be linked.

The DHSS Summer School was a wonderful opportunity to discover new ways to look at our holdings with a view to opening the records to a much wider audience for various aspects of research.

An exhibition on Dr Phyllis Kaberry (1910–1977)

An exhibition on the University of Sydney (BA 1933, MA 1935) and London School of Economics (PhD 1938) graduate, anthropologist Phyllis Kaberry, will be launched in Term 1, 2018, in the Fisher Library Foyer on Level 3 and the SciTech Library. Phyllis Kaberry undertook work in The Kimberley (1934–1935), Sepik district of the mandated territory of New Guinea (1939–1940) and West Africa (1945–46, 1947–48, 1958, 1960 & 1963). The exhibition, curated by Dr Diane Losche, will focus on Phyllis Kaberry's time in New Guinea and will include records and objects from the University



Fire arm permit issued to Phyllis Kaberry, 24 April 1939. [Personal Archives of AP Elkin, P130/41/631]

of Sydney Archives, the Macleay Museum, Rare Books and Special Collections Library and London School of Economics (LSE) Archives.

This will be an opportunity to view some of the records and objects from the University Archives and the Macleay Museum that comprise the Anthropological Field Research and Teaching Records, 1926–1956 that were added to the UNESCO Australian Memory of the World Register in early 2017. [See <http://sydney.edu.au/arms/archives/Record2016.pdf> for more information on the inscription of the records to the UNESCO Australian Memory of the World.]

Sydney University Agriculture Graduates Association (SUAGA)

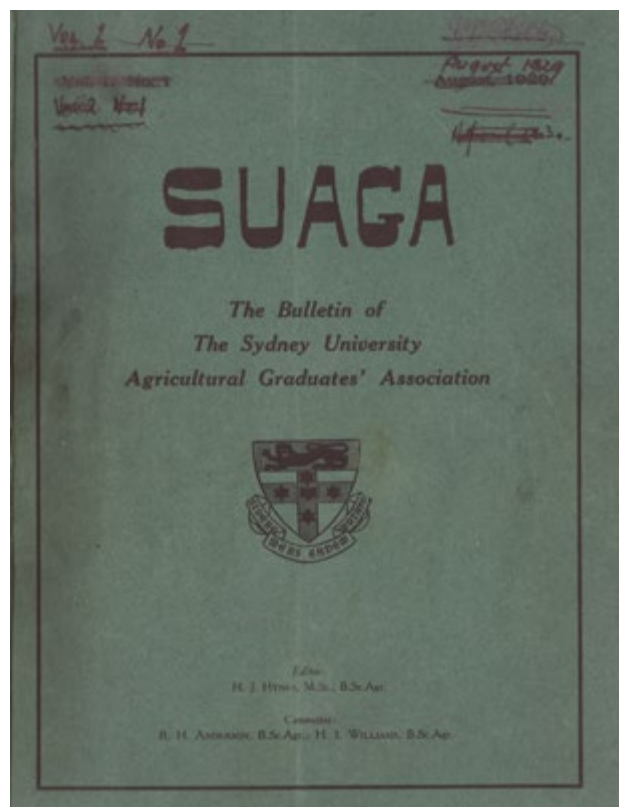
Earlier this year the University Archives received the records of the SUAGA, along with a welcome donation towards the SUAGA archives from its Secretary, Dr Bill Greenhalgh. The Association was initially formed in March 1929 and was the parent body of the Australian Institute of Agricultural Science which was formed on 22 January 1935. The records include minutes; newsletters; card index with member details; printed membership lists; copies of *Triticum*; *SUAGA, The Bulletin of the Sydney University Agricultural Graduates Association*; treasurer's files; and correspondence files.

The University Archives is grateful to Dr Greenhalgh for his donation to assist with digitising the only copies of *SUAGA, The Bulletin of the Sydney University Agricultural Graduates Association*, August 1929–December 1934.

Aboriginal Heritage Photographs Researcher

The Archives was successful in obtaining funding from the Chancellor's Committee to continue describing the images from the papers of the first two professors of Anthropology. The project will resume in 2018.

The University Archives thanks the Chancellor's Committee for its generous support of the Archives towards the conclusion of this project.



"SUAGA. *The Bulletin of the Sydney University Agricultural Graduates Association*", Vol 1 No 1, August 1929 [Accession 2356]

Selected Accessions

January–December 2017

Note: Records less than 30 years old may not be available for research.

No	Title	Start Date	End Date
2223	Senate Human Resources Committee Minutes, 2017	01/01/2017	31/12/2017
2242	Senate Chair Appointments Committee, Minutes, Agendas & Papers, 2016	10/02/2016	24/02/2016
2243	Senate Education and Research Committee, Minutes, Agendas & Papers, 2016	26/05/2016	24/11/2016
2276	Senate Buildings and Estates Committee, Agendas & Papers, 2010–2015	01/07/2010	15/12/2015
2280	Senate Finance Committee, Minutes 1995–2005	11/07/1995	10/11/2005
2281	Senate Audit Committee, Minutes 2002–2003	08/04/2002	16/12/2003
2282	Senate Audit and Risk Management Committee Minutes, 2004–2005	04/02/2004	25/07/2005
2283	Senate Audit and Risk Management Committee, Minutes 2008–2009	27/02/2008	25/11/2009
2284	Senate Finance and Infrastructure Committee, Minutes 2007 – 2009	13/03/2007	27/11/2009
2287	Senate Audit and Risk Management Committee, Agendas and Papers, 2009	26/02/2009	25/11/2009
2288	Senate Finance and Infrastructure Committee, Agendas and Papers 2009–2010	18/03/2009	23/04/2010
2289	Senate Audit Committee Agendas, Papers and Minutes 2012–2014	09/07/2012	17/11/2014
2319	Academic Board, Minutes, Agendas & Papers, 2017	01/01/2017	31/12/2017
2320	Academic Board Academic Standards and Policy Committee, Minutes, Agendas & Papers, 2017	31/12/2016	30/12/2017
2321	Academic Board Admissions Committee, Minutes, Agendas & Papers 2017	01/01/2017	31/12/2017
2322	Academic Board Admissions Committee, Minutes, Agendas and Papers, 2016	09/03/2016	09/11/2016
2323	Academic Board Graduate Studies Committee Minutes, Agendas & Papers 2017	01/01/2017	30/12/2017
2324	Academic Board Undergraduate Studies Committee, Minutes, Agendas & Papers 2017	01/01/2017	31/12/2017
2325	Senate Minutes, Agendas & Papers 2017	01/01/2017	31/12/2017
2326	Senate Buildings and Estates Committee, Minutes, Agendas & Papers 2017	01/01/2017	31/12/2017
2327	Senate Finance and Audit Committee, Minutes, Agendas & Papers 2017	01/01/2017	31/12/2017
2328	Senate Education and Research Committee, Minutes, Agendas & Papers 2017	12/04/2017	04/08/2017
2329	Senate Investment and Commercialisation Committee, Minutes, Agendas & Papers 2017	01/01/2017	31/12/2017
2330	Senate Safety and Risk Management Committee, Minutes, Agendas & Papers 2017	01/01/2017	31/12/2017
2331	Senate Nominations and Appointments Committee, Minutes, Agendas & Papers 2017	07/02/2017	07/02/2017
2332	Colour Photographs of Sydney College of the Arts at White Bay	n.d.	
2333	Group image of Sydney University Professors with visiting Professors from other Universities	31/12/1923	30/12/1925
2334	Papers of Sir Bruce Williams	28/12/1934	27/12/1967
2335	Faculty of Arts and Social Sciences Minutes 2017	20/02/2017	06/10/2017
2336	Sydney College of the Arts Administrative files	30/12/1983	30/12/2011
2337	Faculty of Law Minutes 2013–2017	01/03/2013	04/08/2017
2338	Selected publications of the NSW State Conservatorium of Music and 2 black and white images	28/09/1916	28/12/1978
2339	Annual Reports and Reports of the Appointments Board	31/12/1981	31/12/1993
2340	Wilkinson drawings, plans and supplementary conservation management summary re the refurbishment of north and west Quadrangle	01/01/1927	01/01/1995
2341	Faculty of Veterinary Science Minutes	15/09/2009	29/08/2016
2342	Faculty of Nursing and Midwifery Minutes, 2012–2016	02/04/2012	18/10/2016
2343	Sydney Conservatorium of Music College Board Minutes 2014–2017	13/05/2014	03/04/2017
2344	Department of History Handbook for 1990	01/01/1990	31/12/1990

Selected Accessions

January–December 2017

Note: Records less than 30 years old may not be available for research.

No	Title	Start Date	End Date
2348	Photograph of 3rd Year Medical Students, 1940	01/01/1940	
2354	Biographical notes on Sister Elizabeth MacGregor 1885 – 1918 (Biog. 1106)	01/11/2016	01/11/2016
2355	Biographical information, original documents and copies of documents and photo of Winifred Mary Grimley 1895 – 1982 (Biog. 1105)	01/01/2016	
2356	Sydney University Agriculture Graduates Association (SUAGA)	01/01/1935	01/01/2016
2357	Sydney College of the Arts reports on the relocation of the SCA to Kirkbride	17/11/1989	01/01/1996
2359	Selected digitised papers of the Macleay Museum [G20]	10/10/02	Feb 1905
2361	Academic Board Academic Standards and Policy Committee Minutes, Agendas and Papers, 2016	09/03/2016	09/11/2016
2362	Photographs of Gordon Bradley Lowe	01/01/1915	01/01/2017
2363	Digitised photograph albums of G3/258/3 given to Harold Maze & G3/258/4 given to Sir Stephen Roberts	01/01/1965	01/01/1973
2371	Photographs from the School of Biological Sciences	01/01/1970	01/01/2010
2372	School of Physics Photograph Albums & Album of news cartoons of Harry Messel	01/01/1952	01/01/1987
2373	University of Sydney Student Cards [G3/210] – selected digitised cards	1925	1981
2374	Sydney Teachers College Student Results [G69/4; G69/5 & G69/6] – selected digitised records	1910	1982
2375	Conservatorium of Music Student Results [G75/1] – selected digitised results	1935	1994
2376	Sydney College of the Arts [G73/2] – selected digitised results	1977	1998
2378	Cumberland College of Health Sciences – selected digitised results	1939	1979
2379	Sydney College of Advanced Education – selected digitised results	1982	
2380	Guild Teachers Student Files [G70/1] – selected digitised results	1966	1981
2381	Key Centre Annual Reports 2000 and 2001	01/01/2000	31/12/2001
2383	Photograph album of images of the retirement function of Professor Jack William Roderick	16/09/1978	16/09/1978
2384	Papers of Stanley Charles Caldwell	01/01/1937	01/01/1945
2385	Additional Records of the Chancellor's Committee [S112]	01/01/1996	31/12/2013
2386	Records and Plans of the SUSI (Sydney University Stellar Interferometer), Narrabri [School of Physics]	01/01/1958	31/12/2014
2387	Digitised plans of the Blackburn Building [G74/2/16]	01/01/1931	01/01/1932
2388	Selected digitised negatives from the papers of HIP Hogbin – Ongtong, Java [P15/12/3/1-4]	1927	1928
2389	Selected Digitised Images from the James Murray Gopser Archives [P70/7]	1926	1958
2390	Digitised copies of the Varsity Rover and the University Rover [S84]	1935	1936
2391	Additional papers of Charles Stanley Calderwood	01/01/1907	01/01/1937
2392	Photographs of Camperdown campus ca. 1960	01/01/1959	31/12/1960
2393	William Irvine Phillips photographs	1910	n.d.
2394	Archival Photographic heritage record of the Blackburn Building	01/09/2017	
2395	Eveing Students' Association Menu and Songs	11/12/1936	
2396	Publications, Reports and Submissions of Sydney College of the Arts (SCA)	01/01/1976	31/12/2016
2397	Sydney College of the Arts Additional College Board Minutes, Agendas and Papers	05/03/1998	10/12/1998
2399	Notes on the Dispute in the Philosophy Department by Sir Bruce Williams [M274]	12/07/1971	
2400	School of Physics Records	01/01/1951	
2401	Sydney Conservatorium of Music Concert Programs	01/01/2011	01/01/2017
2402	Additional records of the Sydney University Women's Group	01/01/1979	01/01/2017

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/or the *Government Information (Public Access) Act 2009* [NSW]. Restricted access conditions may apply to some records and photocopying of original records is not possible.

Contact details

The Archives is available for use by appointment only from 9.30 – 1 and 2 – 4.30
Monday to Friday.

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

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