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**New International Selection
Full Documentation Fiche 2003**

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composed by national/regional working party of: **Australia**

International working party for
documentation and conservation

of buildings, sites and neighbourhoods of the
modern movement

0. Picture of building/ group of buildings/ urban scheme/ landscape/ garden



depicted item: Ku-ring-gai College of
Advanced Education Eaton Road Lindfield
Viewed from the South East.

source: Max Dupain, 1978 for the PWD
(now the Department of Commerce)



depicted item: Ku-ring-gai College of
Advanced Education Eaton Road Lindfield
View out from main entrance (above)
Bush Path to Entrance (below)

source: Max Dupain, 1978 for the PWD
(now the Department of Commerce)

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1. Identity of building/ group of buildings/ group of buildings/ landscape/ garden

1.1 Data for identification

current name:	University of Technology (UTS), Ku-ring-gai Campus
former/original/variant name:	William Balmain Teacher's College
number(s) and name(s) of street(s):	100 Eton Road
Town/ suburb	Lindfield
province/state:	NSW
post code:	2070
block or lot (if known)	Lot 5 DP 32292, Lot 1 DP 523448
country	Australia
national topographical grid reference:	
current typology:	
former/original/variant typology:	
comments on typology:	

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1.2 Status of protection

protected by: state/province/town/record only

Register of the National Estate	Yes No
RAIA National Register	Unconfirmed
RAIA Register of Twentieth Century Buildings of Significance	Yes No
National Trust Register	Yes No
State Heritage Register/Inventory	Nominated for the State Heritage Register
LEP	Unconfirmed
Grade (ie level of protection)	Potentially state
Archival Recording exists?	No
Date:	
valid for: whole area/parts of area/building	whole of building

1.3 Visually or functionally related building(s)/site(s)

name(s) of surrounding area/building(s):	Adjacent to the Lane Cove River / Lane Cove National Park
visual relations	Set in bush land
functional relations	
other relations:	

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2. History of building(s) etc.

2.1 Chronology

Note if the dates are exactly known (e) or approximately estimated = circa (c) or (±)

commission or competition date:	The complex was built in a series of stages, with construction commencing in 1968.
commission or competition date:	unknown
design period(s):	unknown
start of site work:	1968
completion/inauguration:	Stage 1 c. 1972

2.2 Summary of development

commission brief:	A committee was appointed to oversee the building of the three new colleges. Its members were Rae McIntock from the Department of Education, David Turner from the Government Architects Office and Ron Underwood, a William Balmain College lecturer. The others colleges were located in regional centres; Goulburn and Newcastle. As well as the committee, staff was encouraged to contribute and an extensive consultative approach was taken. As a result of the extensive consultation process and the close working relationship Turner had with the planning committee the building was purpose designed for Teacher education.
design brief:	
building/construction:	
completed situation:	
original situation or character of site:	bushland

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AWARDS	The Ku-ring-gai college won the Concrete Institute Award, the Landscape Institute Award ¹ and the RAI Merit Award for Commercial and Public Buildings in 1972 and the RAI Sulman Award in 1978.
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2.3 Relevant persons/organisations

original owner(s)/patron(s):	Department of Education
architect(s):	NSW Government Architects Office: Project Architect.
project architect:	David Turner Project Architect David Turner was involved with all stages of construction until 1989. Turner was not involved but expansion and redesign of the Library was undertaken in 1993.
documentation architects	Allen Jack + Cottier.
landscape/garden designer(s):	Allan Correy with Bruce Mackenzie.
other designer(s):	
consulting engineer(s):	Structural Engineers: Taylor Thompson Whitting.
building contractor(s):	E.A. Watts Pty Ltd

2.4 Other persons or events associated with the building(s)/site

name(s):	Dr. Harold Wynham, Director General of Education in NSW
association:	The members of the Association for the Civic and Educational Advancement of the Northern Suburbs of Sydney (ACEANS) who galvanised support for the establishment of tertiary education

¹ Turney & Taylor, 1996, p.140 records the receipt of these awards, date of awards unknown.

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	facilities on the North Shore of Sydney in the 1960s.
event(s):	The site also represents the work and legacy of Dr. Harold Wynham, Director General of Education in NSW from 1952 to 1968 who purchased the land and promoted the location of the site,
period:	1950s and 1960s

Summary of important changes after completion

type of change: alteration/renovation/restoration/extension/other:	The building's construction consisted of the following stages:
Stage 1(construction started 1968)	included the library, lower lecture rooms, arts and crafts, TV studio, teaching and science blocks, astronomy/observation tower and greenhouse.
Stage 2 (1972)	consisted of the oval to the north of the site, basketball courts, gymnasium, medical teaching block, union and administration areas and 1000 seat assembly hall, with organ. This was all housed within the one building. Parking areas located to the north and east.
Stage 3 (1974)	Gym and sports facilities accessed via a walkway from the main building complex.
Stage 4 (1977)	Lecture rooms and offices, dining terraces.
Stage 5	More lecture rooms and offices (1984)
Stage 6 (1985)	Child Care facilities

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date(s):	1968 to 1985, subsequent works by different architect
circumstances/ reasons for change	Continued expansion of the campus.
effects of changes:	
persons/organisations involved:	Department of Education, University of Technology

3. Description of building(s) etc.

3.1 Site/building character

The following description is drawn from the SHR Nomination prepared by the RAI

The site is located on land running between Chatswood, Roseville and Lindfield, on land bounded by Millwood Avenue, Lady Game Drive and Winchester Avenue, adjacent to Lane Cove National Park. The site of what is now UTS Ku-ring-gai consists of 46² acres of remnant bushland with Hawkesbury Sandstone outcropping steeply contoured to the Lane Cove River. The campus is contained within the one compact building. Sports facilities are located to the north on higher ground and car parking is located partially within the building with additional areas located to the north and east, in curved lines reflecting the topography for the site and with a dense surrounding of trees.

The building at UTS Ku-ring-gai consists of a single concrete structure that is visually strong, dramatic and heavily articulated in both internal and external form. The building's interaction with the essentially natural landscape surroundings, its use of off form concrete "expertly handled in design and construction" were recognised by the Jury when the building received the Sulman Award in 1978.

The building's architect, David Turner based the design of the building on the concept of an Italian hill village with external fortressing and internal circulation. Turner evoked medieval construction techniques in his largely concrete structure, the finished form of the building, following a staged construction process, has a rambling stepped town like quality that also evokes the rock outcrop it is sited on. The design focused around keeping the building as compact as possible to maintain connections between staff and students and to preserve the natural bushland setting³. The internal spaces of the building relate to the surrounding landscape through views, vistas, light shafts and through the use of native plants throughout the building's courtyards and roof decks, with the retention of the surrounding native landscape making a significant contribution to the building's success.

The landscape concept was devised by Bruce Mackenzie and Allan Correy, who regarded the site primarily as a significant example of intact remnant bushland. Correy and Mackenzie were early advocates of the indigenous design ethos in landscaping. Mackenzie using a technique he had found successful during previous work on the Pettit and Sevitt sites for Ancher Mortlock Murray & Woolley, initially surveyed the site to establish its characteristics and best qualities. The siting of the building was

² Various described as 46 acre site and 55 acre site.

³ David Turner, unpublished correspondence, November 2003

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based around the identified conservation opportunities, so as to preserve as much as possible of the remnant bushland⁴. The location of the building, car parks and roads was then surveyed on the site, marked out and fenced. Only the areas inside the temporary fence were cleared, protecting the adjacent bushland from damage during the building process. This early integration of landscape and building design through site planning and the construction program lead to the intimate link between the two that remains a central feature of the site.

The building is a concrete construction, with waffle slab columns and walls. Infill walls are face brick. The roof is made of built up membrane with polystyrene insulation and finished with ceramic or asbestos cement tiles. Air conditioning is supplied to lecture theatres and library only; the rest of the building is naturally ventilated. The anodised aluminium frame windows are all operable. The external sunshades and sunhoods are precast concrete elements. Floor finishes are generally carpet (originally green), with vinyl tiles in the original science area and ceramic tiles in the art craft area. Ceilings are finished with painted timber boards or plaster sheet. The few air-conditioned spaces have suspended ceilings. The building was originally fitted with gas convection heating and there were two lifts when built. Choice of materials, integration of services, the high quality finish and the consistency of character in relation to interior treatment were all praised in the Jury Comments upon receipt of the 1978 Sulman Award⁵.

The building is constructed on split levels and has five main floors with basement plant rooms and an astronomy observation tower. Lower levels have rooms that open onto roof decks, allowing access to the exterior. Small turrets conceal external spiral stairways with the mass of the single building broken by small courtyards and concrete linking bridges. The feeling of a campus is created by the internal circulation spine running throughout the building, forming an internal street with a related series of courtyards. Externally the bulk of the building is broken by the use of sunhoods and vertical sunshades plus variations in modulation and massing, including the circular astronomy tower which reflects architect David Turner's design concept of an Italian Hill Village.

The different functions of the college are brought together by the broad internal circulation spine or internal street which has great variety in scale and character of spaces. The design concept was based on activity zones, the central being the library, students union, assembly hall, lecture theatres and tutorial spaces. The administrative zone is connected as is the zones for the teaching of music, science, art/craft and gymnasium (eg: higher noise levels). The zonings also relate to the staged building construction. Within the zonings the design sought a free flow of movement and flexible spaces, with folding doors to central circulation spaces.

⁴ Bruce MacKenzie, 'An Exploration in Landscape Architecture', unpublished papers, 1999

⁵ Architecture Australia January 1979 Vol 67, No 6, pp.20-23

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3.2 Current use

of whole building/site:	University Campus (University of Technology)
of principal components (<i>if applicable</i>):	
comments:	

3.3 Present (physical) condition

of whole building/site:	Largely in good condition
of principal components (<i>if applicable</i>):	
of other elements (<i>if applicable</i>):	
of surrounding area (<i>if applicable</i>):	
comments:	

3.4 Note(s) on context, indicating potential developments

Indicate, if known, potential developments relevant for the conservation/threats of the building/site

The site is proposed for conversion to housing, a use that is not considered appropriate given the scale and character of the original buildings and the character of the surrounding landscape.

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4. Evaluation

<i>Intrinsic value</i>
4.1 technical evaluation:
<p>The building at UTS Ku-ring-gai has technical significance as a high quality concrete construction that has received multiple awards for its design, construction and high quality of finish, including the Concrete Institute Award.</p> <p>As a largely intact example of Sydney School architecture and the landscape design of Allan Correy and Bruce Mackenzie the item has the potential to contribute to a greater understanding of the design as it was conceived and carried out in the late 1960s. The considerable documentary evidence related to the site's development, including photographs, contribute to the potential for the item to further influence landscape and architectural design.</p>
4.2 social evaluation:
<p>The site is believed to have a high degree of social significance to the Education community that participated in its design development and occupied the site as trainee teachers or as staff from 1971. When completed the college represented an unprecedented investment in Teacher training in NSW. The site remains a University campus and it is thought to have obtained a degree of social significance related to this use.</p> <p>The site is also thought to be significant to the surrounding community and to the population of the North Shore of Sydney generally, both as an education facility and as an area of native bushland linking with the adjacent Lane Cove National Park. The design of the building and its landscape setting can be seen to represent wider social movements towards an appreciation for the Australian bush also reflected in the art and literature of the period.</p>
4.3. cultural and aesthetic evaluation
<p>The college is also important as an example of the Sydney School of architecture and as an early example of the indigenous landscape design ethos. The preservation of the native bushland setting reflecting wider social attitudes to the Australian bush and the growing conservation movement. The site is a highly successful design featuring a harmonious relationship between new construction and the native bushland setting. The building has received multiple awards and the site is of historic significance as a highly regarded and important example of an influential design movement. UTS Ku-ring gai has strong associations with Project Architect David Turner, who designed and supervised construction of the college from 1967 until the 1992.</p> <p>The use of untreated off-form concrete and exposed bricks as textural elements within linear and uncompromising architectural forms represents the popularity of Neo-Brutalism in Australian Architecture in the 1960s, particularly public buildings. UTS Ku-ring-gai has representative significance as an example of the Sydney School of architecture, and here applied to a large scale public building of concrete construction.</p>
<i>Comparative significance</i>

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4.4 canonical status (local, national, international)

The building is highly regarded by the architectural and landscape design community as a successful example of a highly influential style. The receipt of several awards including the 1972 RAIA Merit Award and the 1978 Sulman Award reinforces significance of the site to the design and construction community. The site remains highly regarded for its functional qualities and as an example of good design. Its recent inclusion within tours organised by the Society of Architectural Historians Australian and New Zealand (Inc) indicates the item has retained a level of social significance within the architectural, design and construction communities.

The site also has strong associations with two of the leading figures in the establishment of landscape design and an indigenous design ethos in Australia; Allan Correy and Bruce Mackenzie. Correy was the first Landscape Architect employed by the Government Architects Office and later educator at the University of Sydney. MacKenzie pioneered the use of native bushland in landscape schemes and was involved in several prominent developments including the Petit and Sevitt project home villages at St. Ives and Thornleigh. The work of these practitioners at the Ku-ring-gai site was integral to the overall design and the finished product was widely regarded as redefining the relationship between public buildings and native bushland settings.

4.5 historic and reference values:

UTS Kuring gai has historic importance within the history of NSW as a purpose designed and built Teacher's College of a scale previously unheard of in the history of Teacher Education until its 1968 design and construction. The location of the college represents community pressure in the 1960s to locate educational facilities on the North Shore of Sydney and the financial input from the Commonwealth Government into Teacher education in the period.

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5. Documentation

5.1 archives/written records/correspondence etc. (state location/ address):

Conservation Plan prepared?	No
Listing & files Australian Heritage Commission	Listed as an indicative place
Listing & Files National Trust	National Trust Listing
RAIA	David Don Turner, correspondence, Nov. 2003
<i>Architecture in Australia</i> June 1971, pp.424-429	'William Balmain Teachers College (Stage 1)
<i>Architecture Australia</i> , Jan. 1979, Vol.67, No.6, pp.20-23	Kuring-gai College of Advanced Education"
RAIA	Bruce Mackenzie, <i>An exploration in Landscape Architecture</i> , 2003

5.2 principal publications (in chronological order):

Article	Bruce Mackenzie	'The landscape environment- a wasted potential', <i>AA</i> , November 1966, pp.111-120	1966	RAIA
Article	Author Unknown	'William Balmain Teachers College', <i>Stateworks</i> , September, 1971, Vol.16, No.5, pp.11-15	1971	Department of Commerce Library
Article	Unknown	<u>Constructional Review, Vol.44, No.4, November, 1971</u>	1971	
Article	Unknown	<u>Constructional Review, Vol. 46, No.3, August-September 1973</u>	1973	
Article	Author Unknown	<i>Building Ideas</i> , June 1976, Vol.6 No.1, pp.5-12	1976	Stanton Library
Article	Allan Correy	"Land Values: Changing Attitudes Towards the Australian Environment' <i>Planning Outlook</i> Vol 20, No. 2 1977 p.14	1977	Dept of Planning
Article	Author Unknown	'Sampling of Awards	1978	RAIA

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		1978', <i>RAIA Bulletin</i> , November 1978, p.1, 3-5.		
Book	Jennifer Taylor	<u>Australian Architecture Since 1960</u> (2 nd ed), 1990	1990	RAIA
Book	Cliff Turney & Judy Taylor,	<u>To Enlighten Them Our Task- A History of Teacher Education at Balmain and Kuring-gai Colleges, 1946-1990</u> , St Ives, N.S.W.: Sydmac Academic Press, c1996.	1996	
Book	Graham Jahn,	<u>Sydney Architecture</u> , The Watermark Press, 1997, p.180 (book	1997	RAIA
Book	Andrew Metcalf	<u>Architecture in Transition: The Sulman Awards 1932-1996</u> , Historic Houses Trust, 1997, pp.106-107	1997	RAIA

5.3 visual material (state location/ address)

original visual records/photographs/others:	
Original drawings	Perspective of William Balmain Teachers College Stage 1, former Department of Public Works
recent photographs and survey drawings:	
film/video/other sources:	
website	

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5.4 list documents included in supplementary dossier

RAIA nomination form (for the State Heritage Register)

1922 Fiche report

name of reporter:	Noni Boyd
Information provided by	Based on information provided by Anne Higham of the RAIA
address	GPO Box 1334, Sydney, NSW 2001 Australia
telephone:	+61 412 737 921
fax	Not applicable
e-mail:	noni_jd@hotmail.com
date of report	June 2005

examination by DOCOMOMO national/regional section

approval by wp co-ordinator/registers correspondent (name):

sign and date:

examination by DOCOMOMO ISC/R

name of ISC member in charge of the evaluation:

comment(s):

sign and date:

ISC/R approval:

date:

wp/ref. no.:

NAI ref. no.:

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HISTORICAL NOTES TAKEN FROM THE RAI A SHR FORM

The 46 acres on which the UTS Ku-ring-gai campus is located was undeveloped, privately owned, freehold land until 1915 when the Commonwealth Government acquired it. From this date until 1955 it was used sporadically as an Army rifle range. In 1961 the Minister of Education acquired the land, then 92 acres, from the Commonwealth for educational purposes. However when the site was transferred to the University of Technology Sydney in 1972 only 46 acres remained, the rest having been acquired by Lane Cove National Park.

The site was allocated specifically for a Teacher training facility. Until 1972 the training of teachers was a State Government funded enterprise undertaken in Teacher's Colleges. The NSW Teacher's Federation had been calling for a new Teacher's College since the 1950s. The original William Balmain College was a dilapidated building in Smith Street, Lindfield and accommodated only 350 students. The movement gained impetus in NSW in 1965 when the Askin government was elected with a promise to establish a new Teacher's College. By 1966 a completely new facility located at the Ku-ring-gai site had been suggested. The construction of the new college was supported by Dr. Harold Wyndham, Director General of Education in NSW from 1952 to 1968. It was reputedly Wyndham who advocated the Ku-ring-gai site and lobbied the Minister to buy the land from the Commonwealth in 1961⁶.

Wyndham, amongst others felt strongly that the North Shore of Sydney required tertiary education facilities. Wyndham valued the North Shore location of the Ku-ring-gai campus, despite the obvious difficulties it presented in terms of access, transport and parking. A lobby group under the name of Association for the Civic and Educational Advancement of the Northern Suburbs (ACEANS) had strongly influenced the siting of the recently constructed Macquarie University. ACEANS provided evidence that 42% of first year students at Sydney University travelled from the North Shore⁷. The group appears to have been influential as Macquarie University opened in 1967 and the re-location of the William Balmain Teacher's College to the site at Ku-ring-gai was announced in the same year.

Despite the State Government's intension to construct the new college the endeavour was greatly assisted by a grant of 7.5 million from the Commonwealth Government in 1961 for the construction of three new Teacher's Colleges. The Ku-ring-gai college was to cost \$3 million and accommodate 850 trainee teachers. This level of funding far outweighed funds available from the State Government. It is noted in the history of the college that "there seemed to be few brakes on expenditure and the new college was planned and built on an undreamt of scale"⁸. There was a particular focus on the training of science teachers at William Balmain College which influenced the level of facilities constructed in Stage One of the Ku-ring-gai campus, including the lavish provision of laboratories and an astronomy tower. In 1972 Teacher's Colleges became 'colleges of advanced education' within the government's three tiered tertiary education system and the site was signed over the University of Technology Sydney (UTS) which has in subsequent educational changes become a University.

A committee was appointed to oversee the building of the three new colleges. Its members were Rae McIntock from the Department of Education, David Turner from the Government Architects Office and Ron Underwood, a William Balmain College lecturer. The others colleges were located in regional centres; Goulburn and Newcastle. As well as the committee, staff was encouraged to contribute and an extensive consultative approach was taken. As a result of the extensive consultation process and the close working relationship Turner had with the planning committee the building was purpose designed for Teacher education.

Turner was an Englishman who had joined the government architect's branch in 1963, and had worked on small projects for other teacher's colleges. From 1967 he was the architectural supervisor of the construction of the three colleges. Turner remained the design architect for the continual additions and improvements to the Ku-ring-gai site for more than twenty years, giving a very unusual degree of continuity to the building's ongoing design and construction. Turner's association with the site ended in 1992 when another architectural practice was appointed to undertake extensions to the Library.

⁶ Cliff Turney & Judy Taylor, To Enlighten Them Our Task- A History of Teacher Education at Balmain and Kuring-gai Colleges, 1946-1990, St Ives, N.S.W.: Sydmac Academic Press, c1996, p.126.

⁷ Turney & Taylor, 1996, p.129.

⁸ Turney & Taylor, 1996, p.138.

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In 1967 the sketch plans of the Ku-ring-gai college were exhibited with the statement that the compact building will have “a split level design and will retain as much of the natural beauty of trees, shrubs and rock as possible”⁹. The building’s design has a close association with the work of John Andrew’s particularly Scarborough College (1964) Toronto, Canada, which was also planned around an internal circulation spine. Andrew’s had become known for site specific work rather than for an architectural style, he approached his sites in terms of problem solving with a focus on climatic conditions, users needs and particularly with an emphasis on circulation. Turner responded to the Ku-ring-gai site by reducing the potential scale of the college through the construction of a single structure with internal circulation that was naturally ventilated and compatible with the setting.

Turner decided the building should be off-form concrete in the ‘New Brutalism’ style to be compatible with its rugged setting. The robust and raw architectural style, following Le Corbusier’s earlier work, had a strong influence on Australian architecture in the 1960s, most clearly evident in the public buildings of the period. Concrete as a sculptural form, unfinished, was a central component of the style. Turner was also influenced by Frank Lloyd Wright in common with the Sydney School of architecture that was characterised by an appreciation for the native landscape, and a desire to work with rather than against the indigenous landscape.

The Sydney School was a distinctive picturesque architecture with a craft aesthetic which emerged in the Sydney area from 1960¹⁰. Not isolated to Sydney the ethic of the style “influenced a considerable portion of the architecture of the country for the next two decades.”¹¹. The style was partially a reaction to the cold, hard edged forms of the International Style and was inspired by the socially based concern of improving the quality of the houses available to the average Australian and was symptomatic of concerns shared by many sections of the community¹².

The style was characterised by its response to Australian climatic conditions and physical and visual continuity to vegetation outside, and a use of raw, exposed materials including concrete, brick and timber. The organic characteristics of these building materials were featured in the richly toned and textured Sydney School buildings, blending into their native bushland sites.

This brick and timber architecture was obviously limited in its application to large structures. However there are several notable examples of the style applied on a larger scale. These include Philip Cox’s 1963 St Andrews Presbyterian Preparatory College, Leppington, NSW and Keith Cottier’s 1967 Clubbe Hall at Frensham School in Mittagong, NSW. Both buildings followed the mood of the Sydney School houses with single pitch tile roofs and roughly textured brick or off-white finishes over brick as a foil to dark timbers.

It is recognised that the Ku-ring-gai college “most clearly demonstrated the extension of the Sydney School ethic into large concrete buildings.”¹³. Many characteristics of the Sydney School architecture are absent in Turner’s design of the college, including the use of single pitch roofs with the use of exposed brick reduced and off form concrete dominating. The verticality of the sunshades articulate the mass and external form in a way that is unlike other Sydney School buildings and more reminiscent of the Neo-Brutalist buildings of the period. However many of the concerns that characterised Sydney School architecture can be seen in the Ku-ring-gai campus. The site planning by Allan Correy, Bruce MacKenzie and Turner results in the building’s overall form tied to the largely preserved setting. As Jennifer Taylor notes; “it is the unified statement of building and landscape that gives this building its conviction (and)... brings the bushland up to, around and through the architecture”¹⁴.

The site at Ku-ring-gai presented a great opportunity for Turner to pursue the ethic of the Sydney School on a large scale with a public building. The landscape was a central component from the initial stages of site planing. Landscape Architect Allan Correy did the site planning with landscaper Bruce Mackenzie. Mackenzie used the experience of managing construction work at the Pettit and Sevitt sites some years earlier for Anchor Mortlock Murray

⁹ Turney & Taylor, c1996.p.136

¹⁰ Jennifer Taylor, Australian Architecture Since 1960 (2nd ed), 1990, p.34

¹¹ *ibid.*

¹² *ibid.*

¹³ *ibid.*48

¹⁴ *ibid.*

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and Woolley, where clearing of the site was prevented by fencing off areas outside building footprints. After construction very little to no additional planting was added or needed¹⁵.

MacKenzie and Correy were central figures in the development of an indigenous design landscape movement that was associated with the Sydney School architecture. The use of landscape consultants, designers and architects was emerging in Australia in the 1960s with the field's first qualified professionals returning from study in the United States or England having studied the theories of Meltang. In the 1960s government departments adopted positive policies towards the use of landscape consultants and the NSW Government Architects branch played an important part in establishing sound landscape design in the Sydney area¹⁶. Allan Correy held the first full time position in the newly formed Landscape Section of the Government Architects Office in 1967. Correy was influential in this role, and subsequent ones within the public service and at the University of Sydney, in establishing an ecological approach to landscape design.

Bruce MacKenzie, although self trained, was an early member of the Institute of Landscape Architects and played an integral part in its establishment and growth. MacKenzie was highly influential and his work ranged from individual gardens to large parks and extensive regional planning schemes. Some of his most acclaimed work was undertaken at the Pettit and Sevitt sites in St. Ives and Thornleigh and at Long Nose Point, Birchgrove. He forwarded the conservation of native vegetation and use of indigenous flora in gardens and designed primarily using existing rock outcrops, trees and native shrub undergrowth that required little alteration of the existing setting and little ongoing care or maintenance. The site at Ku-ring-gai most clearly demonstrates his design principals on a large and densely treed site, its success more remarkable for its application to the landscaping of a large scale public building.

The revived interest in the Australian landscape that is displayed in the Ku-ring-gai college was represented in wider Australian society in the 1960s. The work of artists including Patrick White, Sidney Nolan and Lloyd Rees reflected a lessening of the anxiety the native bushland had induced in previous generations and a new appreciation for its aesthetic qualities. Throughout the 1960s and 1970s the wider conservation movement assisted in popularising design which focused on retention of the native landscape. The largely nationalist sentiments of the Sydney School's attitude to the environment was in part Romantic and not dissimilar to the Heidelberg School of painting of the 1880s. However as Taylor notes "the fact that it was so widely and rapidly accepted and that for more than a decade it continued to hold a persuasive influence on Australian architecture, testifies to its relevance and validity."¹⁷

The college at Ku-ring-gai represents the most successful example of a large scale Sydney School building designed and constructed in harmony with a bushland site. The building can be seen to have re-defined the relationship between public buildings and the natural landscape.

The Ku-ring-gai college won the Concrete Institute Award, the Landscape Institute Award¹⁸ and the RIAA Merit Award for Commercial and Public Buildings in 1972 and the RIAA Sulman Award in 1978.

¹⁵ Bruce MacKenzie, 'An Exploration in Landscape Architecture', unpublished papers, 1999

¹⁶ Jennifer Taylor, *Australian Architecture Since 1960* (2nd ed), 1990, p.49

¹⁷ Jennifer Taylor, *Australian Architecture Since 1960* (2nd ed), 1990, p.50

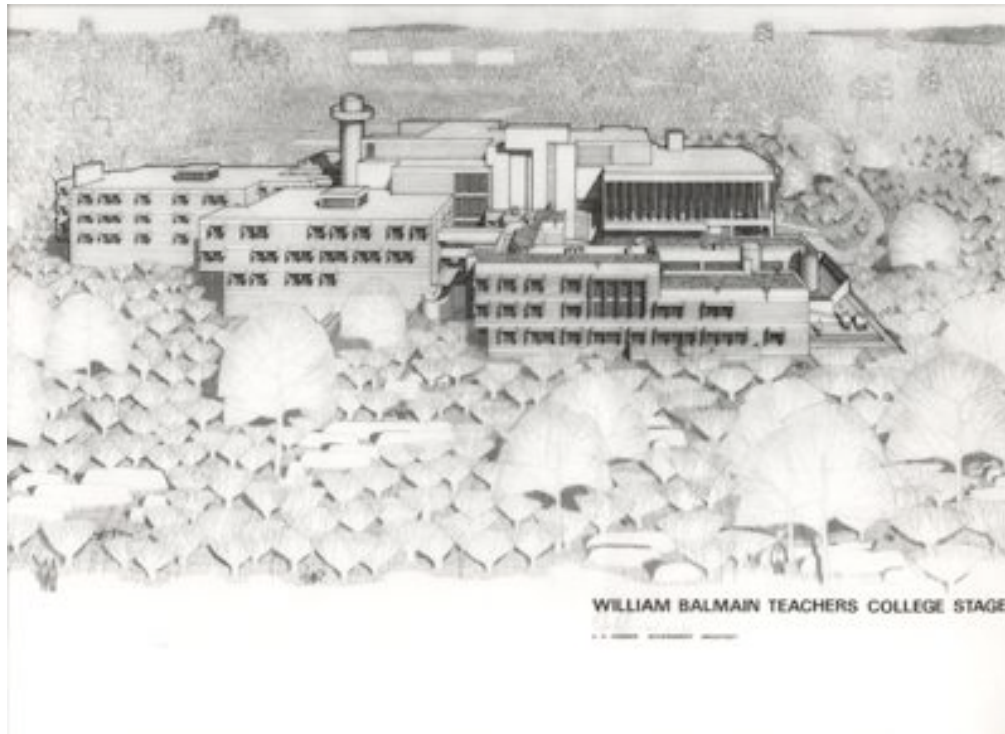
¹⁸ Turney & Taylor, 1996, p.140 records the receipt of these awards, date of awards unknown.

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Perspective of William Balmain Teachers College Stage 1, c.1968, (Department of Public Works) now the Department of Commerce

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