



REGISTER OF HERITAGE PLACES - ASSESSMENT DOCUMENTATION

11. ASSESSMENT OF CULTURAL HERITAGE SIGNIFICANCE

The criteria adopted by the Heritage Council in November 1996 have been used to determine the cultural heritage significance of the place.

PRINCIPAL AUSTRALIAN HISTORIC THEME(S)

- 6.2 Establishing Schools
- 8.5.2 Associating to help other people
- 9.2 Bringing up children

HERITAGE COUNCIL OF WESTERN AUSTRALIA THEME(S)

- 402 Education and Science
- 408 Institutions

11.1 AESTHETIC VALUE*

The main building at *WA School for Deaf Children* has aesthetic value as a good example of a competently designed and well constructed institutional building in the Federation Queen Anne style. The building uses the typical elements of the Federation Queen Anne style in a restrained manner to achieve a well-composed building that is pleasing both in scale and in detail. The Federation Queen Anne style is used skillfully to achieve an institutional building well suited to its requirements whilst having an appropriate appearance of being almost residential in feel. (Criterion 1.1)

WA School for Deaf Children has notable landmark qualities. The style and scale of the main building is enhanced by its location in an open setting and on the brow of a slight rise. Contributing to the feel of openness, particularly when viewed from the south east, are the views afforded by the road reserves of Stirling Highway and Curtin Avenue, and the railway line. (Criterion 1.3)

The site of *WA School for Deaf Children* has landscape qualities that contribute greatly to the presentation of the main building and also provide one of the few remaining open cultural landscapes in this, the southern edge of Cottesloe. (Criterion 1.3)

11.2. HISTORIC VALUE

WA School for Deaf Children was one of a number of educational, health and welfare facilities, established in the late nineteenth century by private individuals and supported by philanthropic committees. These facilities were

* For consistency, all references to architectural style are taken from Apperly, Richard; Irving, Robert and Reynolds, Peter *A Pictorial Guide to Identifying Australian Architecture: Styles and Terms from 1788 to the Present*, Angus & Robertson, North Ryde, 1989.

established to provide services for groups with special needs prior to government involvement. (Criterion 2.1)

WA School for Deaf Children demonstrates the successful efforts of the Committee of Management and staff to provide education, technical training and boarding facilities for deaf children from 1896 until 1949, when the Government took over the responsibility for this institution. The Committee has continued to provide boarding facilities since 1949. (Criterion 2.3)

The different building phases of the main building were designed by three prominent Western Australian architectural firms: Wilkinson and Smith (1899), Hobbs Smith and Forbes (1905 and 1909), and Eales, Cohen and Bennett (1935). Later additions (1949 and 1957) were designed by the Public Works Department. (Criterion 2.3)

11. 3. SCIENTIFIC VALUE

WA School for Deaf Children has the potential, through further research and interpretation, to yield information that will contribute to the understanding of the philosophies, policies and facilities associated with the education and welfare of deaf children in Western Australia. (Criterion 3.1)

11. 4. SOCIAL VALUE

WA School for Deaf Children is of value to past and present teachers, students, Committee members and their families, as well as the broader community, for its services to the education and welfare of deaf children in Western Australia. (Criterion 4.1)

12. DEGREE OF SIGNIFICANCE

12. 1. RARITY

WA School for Deaf Children has rarity value for the longevity of its association with the education of deaf children. The WA Institute for the Blind, Maylands (1895) is the only other pre-1900 institution established to provide welfare, education and health facilities for people with special needs, which is still in operation. (Criterion 5.2)

WA School for Deaf Children is one of the few remaining areas of open space in this part of Cottesloe and serves as a reminder of the period when the area was a holiday destination; an era when large buildings with noticeably generous verandahs occupied large open sites, generally overlooking the sea. (Criterion 5.2)

12. 2 REPRESENTATIVENESS

WA School for Deaf Children is representative of a number of institutions established by individuals and supported by philanthropic organisations for the education, welfare and technical training of groups with special needs. Its site on the summit of a hill near the ocean is representative of the philosophy of the time of providing a prominent and aesthetically pleasing site to both publicise the work of the place and to provide some compensation for the problems off these special groups. (Criterion 6.1)

WA School for Deaf Children is one of a number of welfare, education and health facilities established by philanthropic and church groups prior to government involvement in the provision of such facilities. Others include

the WA Institute for the Blind, Maylands (1895), Wanslea, Cottesloe (1905), the Ministering Children's League Convalescent Home, Cottesloe (1897) and the Anglican Church Girls' Orphanage, East Perth (1899). (Criterion 6.2)

12.3 CONDITION

WA School for Deaf Children is in good condition. The only exception to this is the former Manual Arts Centre which does display some signs of cracking.

First signs of deterioration in buildings of this age are usually apparent in the external timber elements. However, timber features; such as the verandahs on the main building, appear to be in a good state of repair presumably as a result of a regular maintenance regime. The timber-work to the gable in the north east corner of the building does require attention.

The north wall of the phase two additions has areas of inappropriate cement-rich mortar repointing. The garden beds in this area should also be lowered to prevent rising damp in the walls.

12.4 INTEGRITY

WA School for Deaf Children has a high degree of integrity. It continues to function to its original purpose. The uses of the rooms in the original building and subsequent additions have changed and modern equipment has been introduced. However, the original planning and size of the rooms has allowed these changes to be absorbed without greatly altering the fabric of the building.

The buildings that have undergone the greatest change of use are the former library and the superintendent's residence. These buildings have been combined and are now used as the pre-primary school. This change of use has been achieved with minor alterations to the fabric of both buildings.

Overall, the place has a very high degree of integrity.

12.5 AUTHENTICITY

WA School for Deaf Children has a high degree of authenticity.

Photographic evidence shows that originally the balustrading to the original verandah was open with turned section balusters whereas now it is solid. Apart from this minor alteration it would appear that most of the internal and external details of the fabric have remained intact and well maintained. Photographic evidence also shows that the brickwork may originally have been unpainted in rooms that now have painted face brickwork walls.

Documentary and photographic evidence shows that originally the site was enclosed by a perimeter open picket fence. This is no longer extant.

Overall, the place has a high degree of authenticity.

13. SUPPORTING EVIDENCE

The documentary evidence has been compiled by Jacqui Sherriff, Historian. The physical evidence has been compiled by Alan Kelsall, of Kelsall Binet Architects.

13.1 DOCUMENTARY EVIDENCE

WA School for Deaf Children comprises a complex of buildings located on an open, gently sloping site in Cottesloe. The site is dominated by the main

school building, a red brick building constructed over a number of campaigns between 1900 and 1958. Also on the site are the former Manual Arts Training Building (1903; now used as a store), the A Y Glyde Memorial Hall (1958), the former C S Harper Memorial Library (1969) and former Superintendent's house (1964), two classroom blocks (1964 and 1971), a swimming pool, tennis courts and playing fields.

Provision for the education of deaf children in Western Australia commenced on 11 August 1896, when Eleanor Thomson and Henry Witchell began teaching three young deaf girls in a private house in Moore Street, Perth.¹ Both teachers from the Melbourne School for Deaf Children, Thomson and Witchell had come to Western Australia at the bidding of Eleanor's deaf brother, William, a tailor who had come to Perth a few months earlier. After meeting other deaf people in Perth and ascertaining that '...there were sixteen or seventeen children, all within easy radius of the city, or living in it, who were deaf mutes', William had called for his sister to come to Perth and establish a school for the children.²

Following the publication of a letter in *The West Australian*, which was designed to promote the school³, a group of interested people met at the Anglican Cathedral Schoolroom on 29 September 1896. The newly formed Committee of Management adopted 'West Australian Deaf and Dumb Institution' as the name of the school. The Committee was comprised of a number of prominent and influential citizens, including Dr F McWilliams (Chairman), Dean Goldsmith (later to become Bishop of Bunbury), Rev D Ross, Rev Father Bourke, N N Deague, F S Moseley and Lt-Col Phillips. Rev W T Kench, F I Illingworth MLA, J J Talbot-Hobbs and Lt-Col Haynes joined later. By July 1898, C H Wilkinson had replaced Dr McWilliams as chairman.⁴ Henry H Witchell served as Secretary from 1896 until his death in 1926.⁵

Student numbers at the school soon increased as the existence and objectives of the school became known. As a number of the students were also boarders, the Committee soon found it necessary to secure larger premises for the Institution, which transferred to 'Belvidere', a large house in East Perth.⁶ Miss Thomson took on the role of Matron and Miss Ella Connell (previously a student at the Melbourne Deaf School) joined the staff as housekeeper. As Belvidere was located near the Bunbury Railway Bridge, the Institution erected a large sign displaying the name of the school, visible to

¹ Western Australian School for Deaf Children Centenary Committee (WASDCCC), *The House on the Hill: The First Hundred Years of the WA School for Deaf Children 1896-1996*, The WA School for Deaf Children Inc., Cottesloe, 1996, p. 3. This document acknowledges Val Stephens' Master of Arts thesis on the education of the deaf in Western Australia (University of Western Australia, 1984) as being a significant source of information.

² *The West Australian*, 29 August 1896. NOTE: All newspaper articles in this document were sourced from L C Lake, 'Centenary of the Western *Australian* School for Deaf Children (Inc), 1896-1996: newspaper clippings and articles', WA School for Deaf Children (Inc), Cottesloe, 1996.

³ *The West Australian*, 21 August 1896.

⁴ West Australian Deaf and Dumb Institution, First Annual Report, 1896/8, p. 1. Committee members were elected from life members (those who donated £20 or more) and annual subscribers of £1 upwards. The Institution was incorporated under the Institutions Incorporation Act in 1898.

⁵ West Australian Deaf and Dumb Institution, Annual reports, 1896/8-1926/7.

⁶ The Committee secured a short term lease for Belvidere, which was located on the corner of Kensington and Trafalgar streets.

train passengers, hoping to urge donations when William Thomson, the Institution's collector, visited.⁷

At the second Committee meeting, held on 28 October 1896, a suitable location for a new, permanent school was discussed.⁸ Following initial representations to Premier Forrest, Witchell wrote to the Commissioner of Lands on 27 May 1897:

I have the honour, touching the Committee's application for a grant of Land, to set before you the objects, work, management, income & expenditure of this Institution & its present financial position...I may premise my statement by remarking that the existing school took its rise in August 1896, and was carried on for several months without in any way benefiting by Government or Public aid. A number of prominent citizens taking the matter up, a Committee was formed & an appeal to the Government resulted in the sum of £200 being granted to carry on the work...The pupils now under instruction now number nine (9) and arrangements are in progress to receive several others...With regard to the site for the future building, the Committee would respectfully desire you to keep in mind the severe deprivation of the Deaf & Dumb and the necessity of compensating in as great a degree as possible by fair surroundings and liberal space. They further trust you will remember the need of such an Institution possessing a spot fairly accessible & visible to the Public, on whom it must partly depend for support...⁹

For the remainder of 1897 and into 1898, the matter of a land grant for a permanent residential school was actively under consideration. After many deputations to the Crown Lands Office, the Committee was finally granted approximately four and a half acres at Cottesloe in mid-1898. In a letter to the Acting Under Secretary of Lands dated 6 July 1898, Witchell stated that:

The Committee are proceeding energetically with the various measures to bring the Institution before the Public to enable them to commence building operations, which I trust shortly to inform you have been started.¹⁰

Until the completion of the Perth-Fremantle Railway in 1881, Cottesloe had largely been a farming area, with Bullen's Halfway House on the Perth-Fremantle Road the centre of the district. Governor Broome had named the area Cottesloe in 1886 and, from that time, subdivision for residential settlement commenced. John Forrest, at the time Surveyor-General, supervised the laying out of the roads and reserves, with smaller blocks in present day Mosman Park for workers and larger blocks, for more affluent residents, between the railway and the ocean foreshore at Cottesloe. In 1898, the area was still sparsely settled.¹¹

At the Institution's first Annual General Meeting, held in St George's Hall on 1 August 1898, the Committee adopted their constitution, which defined the objects of the Institution as 'The Maintenance, Education, Industrial Training

⁷ WASDCCC, *House on the Hill...*, pp. 3,6.

⁸ Plans provided by the Lands Department revealed three options - at Subiaco, Buckland Hill and Swan View. The Buckland Hill site was the Committee's preferred option. It eventuated that the Committee was granted an alternative site at Cottesloe, as the Buckland Hill site had already been designated a public reserve.

⁹ Letter from Witchell to the Commissioner of Lands, 27 May 1897, as reproduced in WASDCCC, *House on the Hill...*, p. 11.

¹⁰ Letter from Witchell to George F Glyde, Acting Undersecretary for Lands, 6 July 1898 as reproduced in WASDCCC, *House on the Hill...*, p. 12.

¹¹ Tuetteman, Elizabeth, *Between River and Sea: A History of Mosman Park Western Australia*, Town of Mosman Park, 1991, pp. 16-21; Marchant James, Ruth, *Heritage of Pines: A History of Cottesloe*, Town of Cottesloe Council, 1977, pp. 15-17.

and Advancement in life of Deaf and Dumb Children'.¹² Following a demonstration by the children of their progress, His Excellency the Governor, Sir Gerard Smith, accepted the offer to become the Institution's patron.¹³

During 1898, architects Clarence H Wilkinson and Edward H Dean Smith¹⁴ drew up plans for the new school building and J Hawkins and Son's tender of £1,624 was accepted 'for the erection of the greater part of the building with accommodation for 16 boarders'.¹⁵ Sir Gerard Smith laid the foundation stone during a ceremony held on 2 November 1899, with the words 'I lay this foundation stone with full confidence that the Blessing of the Great Architect of the Universe will be on all that dwell within.' Annual reports and coins were laid beneath the foundation stone.¹⁶

Sir John and Lady Margaret Forrest opened the new building on 22 March 1900, in front of a large gathering. By this time, the Committee had expended £1,797 5s 5d on the building and water supply and £144 17s 2d on furniture.¹⁷ The Government had provided £800 as a benevolent grant towards the cost of the building, which included the usual £200 grant for maintenance.¹⁸ The new two-storey brick building was:

...admirably situated...on the summit of rising ground immediately to the west of Cottesloe Beach Railway Station...From the side and rear of the building a beautiful view of the ocean is obtained. The present building is only a portion of what is ultimately intended to erect, and is so designed as to allow of additions. The building is intended to answer the pressing need for extra accommodation. The building has a spacious verandah and balcony. On the ground floor are the large school room, library, office, dormitory and classroom, matron's room, kitchen, lavatory and bathroom. The schoolroom is a large, light and airy room, has no less than five windows, and special provision is made for ventilation without draught...On the second floor are situated the girls' and boys' dormitories, the superintendent's private rooms, and sick rooms...in the future it is intended to shift the wooden portion of the building, which includes the kitchen etc, farther back to be converted into workrooms, where the children may be taught some useful occupation.¹⁹

During the opening ceremony, Chairman Wilkinson's request that Premier Forrest introduce a motion in Parliament, making it compulsory for parents and guardians of deaf children to 'put them in charge of the institution for treatment', was greeted with enthusiastic cheers from the crowd. Wilkinson went on to say that 'If such were not done, then afflicted persons, when they

¹² West Australian Deaf and Dumb Institution, First Annual Report, 1896/8, p. 5. The Constitution remained unchanged until it was revised in 1958 and again in 1988.

¹³ *The West Australian*, 1 August 1898; West Australian Deaf and Dumb Institution, First Annual Report, 1896/8, p. 1.

¹⁴ Plaque on eastern wall of building. Wilkinson was Chairman of the Institution's Committee of Management at the time.

¹⁵ West Australian Deaf and Dumb Institution, Second Annual Report, 1899, p. 6.

¹⁶ WASDCCC, *House on the Hill...*, pp. 28-9. The plaque on the eastern side of the building states that His Excellency laid the foundation stone 'according to Masonic Rites'.

¹⁷ West Australian Deaf and Dumb Institution, Third Annual Report, 1900, p. 8.

¹⁸ *The West Australian*, 22 March 1900. The Government Grant continued at £200/year until 1931, when it was reduced to £275 because of the Depression. From 1933 to 1936, it was raised to £400 and in 1937, returned to £500 until 1951, when the subsidy ceased (by which time the Government had taken over responsibility for the buildings and their maintenance).

¹⁹ *The West Australian*, 22 March 1900. Further description of the building is provided in the Third Annual Report of the West Australian Deaf and Dumb Institution, 1900, pp. 7-8. This section of the main building is described as 'Phase 1' in the Physical Evidence.

reached the age of, say, 18 or 19 years, would be a burden on the community, because they became imbecile'.²⁰

Soon after the Institution transferred to its new premises, Mr L G Hunter from South Australia and Miss F E Cottrill were appointed to the teaching staff. By this time, there were 16 students at the school (7 girls and 9 boys), 14 of who were boarders. The Institution encouraged visitors and was open daily at set hours, except on weekends and public holidays. The daily life of the children was divided 'between their school work, errands, light domestic duties and play'.²¹ Students were taught 'simple language', speech and lip reading, as well as arithmetic, grammar and geography:

The School is conducted, as it has since its inception, on the Combined System. Every child who is enrolled, received regular and continuous instruction in speech, but mental development is assisted by finger-spelling and writing.²²

In 1903, the work of the Institution extended to the provision of lip reading classes for those who had lost their hearing at a mature age with evening classes held in Perth. The Institution continued to be one of the most strongly philanthropic organisations in Western Australia, largely because of the ceaseless efforts of George Paqualin, who had replaced William Thomson as the Institution's Collector in 1897.²³

In 1902, a picket fence was built around the ground and the boys built a cow shed and 'contingent fence' under the direction of Mr Hunter to house the Institution's newly acquired cow and calf.²⁴ The following year, electric light was also installed throughout the main building and a large area of lawn planted, as were '200 trees of various kinds'.²⁵ Also in 1903, the Committee was able to provide a detached brick building at a cost of £355. Initially used as a gymnasium, playroom for the girls and clothes room for the boys, it was soon used for technical training (carpentry and bootmaking) for the boys. Girls were taught millinery and cookery in the main building. In 1904, boys joined the cookery classes for the first time, showing 'as much interest as the girls'.²⁶

Student numbers continued to rise and additions to the main building commenced in 1905 to provide additional accommodation. Completed at a cost of £769 3s 2d, the additions provided 'comfortably furnished' girls' dormitories, supervisor's room, bathroom, sick room, servants' room and pantry. The dining hall was enlarged and was 'now a very pleasant and comfortable room'. The western balcony was glazed about this time as

²⁰ *The West Australian*, 22 March 1900.

²¹ West Australian Deaf and Dumb Institution, Fourth Annual Report, 1901, pp. 7, 8, 20; West Australian Deaf and Dumb Institution, Second Annual Report, 1899, p. 8.

²² West Australian Deaf and Dumb Institution, Fifth Annual Report, 1902, pp. 10-11.

²³ William Thomson was killed after being knocked down by a train in East Perth on 4 December 1897, aged 31 years. Paqualin died in 1942, after 44 years working as the School Collector. The collectors travelled throughout the State collecting subscriptions and donations on behalf of the Institution and received much praise from the Committee in the annual reports.

²⁴ West Australian Deaf and Dumb Institution, Fifth Annual Report, 1902, p. 7. A second cow and calf were purchased the following year.

²⁵ West Australian Deaf and Dumb Institution, Sixth Annual Report, 1903, p. 4.

²⁶ West Australian Deaf and Dumb Institution, Sixth Annual Report, 1903, pp. 4, 13. A photograph in this Annual Report (p. 16), titled 'manual arts training building' shows a brick building with a corrugated iron roof, with the roof extending as awnings over the windows on the northern elevation. The roof on the southern elevation extends to form a verandah supported on timber posts.

protection from the weather.²⁷ Improvements of the grounds continued, with 'part of the front portion of the grounds...fenced off and planted with grass and ornamental trees. The fence erected act[ed] as a wind break to this portion of the grounds'.²⁸

The number of pupils continued to increase, with 25 in 1909. In that year's annual report, the Committee stated that:

Owing to the want of sufficient accommodation for the pupils, the Committee in December accepted a tender for £2,193 for additions and alterations to the building. These have been completed...The extensions are two additional class rooms, boys' and girls' dormitories, new kitchen, store and pantries, clothes room, teachers room, library and waiting room. The old wooden kitchen quarters have been removed to a new position, and are now utilised as a laundry and drying room. The late overcrowded condition of the girls' and boys' dormitories, as well as that of the single classroom, is now entirely relieved the comfort and welfare of the pupils being thereby promoted. The building, with the above-mentioned additions, affords accommodation for 40 pupils, that is, for a prospective increase of 15 on the present number.²⁹

Further improvements were also made to the existing building and grounds at this time.³⁰

During World War One, the Committee reported some decrease in subscriptions due to the effects of the War. Perhaps in an effort to reduce the Institution's expenditure, the boys built a weather shelter between the girls' kitchen and dining room in 1916.³¹ After the War, the boys continued to help with works around the Institution. In 1925, they assisted with building a playroom for the girls by laying the floor and fixing the weatherboards.³²

After many years of lobbying, the Committee's concerns regarding the education of deaf children were finally addressed in 1919. Through an amendment to the Public Education Act (1899) it was now compulsory to 'teach...blind, deaf and mute children'.³³ The following year, the name of the Institution was changed to the 'Western Australian School for Deaf and Dumb Children (Inc)', to better reflect the educational work of the school.³⁴

After Henry Witchell's death in 1926, Eleanor Witchell³⁵ took on the role of Acting Headmaster until Mr and Mrs John Love arrived from Sydney the

27 West Australian Deaf and Dumb Institution, Ninth Annual Report, 1906, p. 5. It is thought that Hobbs, Smith and Forbes were responsible for the design of these additions. Ward Bros were the contractors for the work. This section of the main building, together with the 1909 addition, is referred to as 'Phase 2' in the Physical Evidence.

28 West Australian Deaf and Dumb Institution, Eleventh Annual Report, 1908, p. 5.

29 West Australian Deaf and Dumb Institution, Twelfth Annual Report, 1909, p. 5. Hobbs and Forbes were probably also the architects for this addition (Dean Smith had died in 1906). A plan in the 1929 Annual Report (and earlier reports), attributed to the firm, corresponds to the above description of the additions. This section of the main building, together with the 1905 additions, is referred to as 'Phase 2' in the Physical Evidence.

30 West Australian Deaf and Dumb Institution, Fourteenth Annual Report, 1911, p. 5.

31 West Australian Deaf and Dumb Institution, Nineteenth Annual Report, 1916, pp. 8, 16.

32 West Australian Deaf and Dumb School, Twenty-eighth Annual Report, 1925, pp. 11-12. The play room is shown on a Public Works Department Plan, dated 27 July 1956. It was located to the north of the dining room, in the approximate location of the Library.

33 WA Statutes 1919; *The West Australian*, 12 December 1919. This amendment to the Public Education Act of 1899 stated that: It shall be the duty of every parent of a deaf or mute child, from the time as such child attains the age of six years until he attains the age of sixteen, to provide an efficient and suitable education for such child.

34 WASDCCC, *House on the Hill...*, p. 44.

35 Eleanor Thomson and Henry Witchell were married in Perth on 5 December 1903.

following year to take up the positions of Superintendent and Matron.³⁶ Love introduced physical education for the children, with drill every morning. The boys also played football and cricket and in summer, the children frequented the nearby beach. Dancing was a popular evening recreation for boarders at this time.³⁷ The Loves also continued the practice of taking students on regular excursions to the Art Gallery, Museum and Zoo, as well as sporting events, shows and factories.³⁸ In the early 1930s, at which time student numbers had reached 28, the School encouraged its students to join the local Boy Scout and Girl Guide troops.³⁹

Although student numbers continued to increase during the early years of the Depression, it was feared that the School would have to close or be absorbed by a Government department due to financial constraints.⁴⁰ With 34 pupils enrolled in 1934, of whom 23 were boys:

[t]he Committee was of the opinion that the numbers would continue to increase with the growth of the State's population, and the time was approaching when expansion of the school would be imperative.⁴¹

After a special public appeal was launched to raise the necessary funds, the Committee had plans prepared for an additional wing by Eales Cohen and Bennett Architects⁴², 'so that no deaf or dumb boy shall be denied the right to an adequate and specialised education'.⁴³ The contractors for building the new wing were Thorp and Thorp.⁴⁴

Lieut.-Governor, Sir James Mitchell opened the new wing in front of a large gathering on 3 July 1935.⁴⁵ Also in attendance were Lady Mitchell, Mr H Millington, and the Minister for Education, Mr H Parker MLC. The new 'southern wing' comprised:

...two floors with a large covered play room below. Owing to the slope of the ground the play room has been provided without excavating a basement. The new wing contains two class rooms and dormitory accommodation...⁴⁶

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- 36 Western Australian Deaf and Dumb School, Thirtieth Annual Report, 1927, p. 7; *The West Australian*, 21 April 1927. John Love had worked at the NSW Institution for the Deaf, Dumb and Blind as Senior Resident Master for 15 years. Mrs Love had also been an instructor at the Sydney school.
 - 37 Western Australian Deaf and Dumb School, Thirty-third Annual Report, 1930, p. 12.
 - 38 *The West Australian*, 27 October 1930; See also various Western Australian Deaf and Dumb School Annual Reports.
 - 39 Western Australian Deaf and Dumb School, Thirty-third Annual Report, 1930, p. 7; *The West Australian*, 2 April 1932.
 - 40 *The West Australian*, 21 October 1932; Western Australian Deaf and Dumb School, Thirty-fifth Annual Report, 1932, p. 7. The Government reduced its benevolent grant and an urgent appeal was made to all charitable sources to enable the school to remain open. Staff wages and salaries were cut.
 - 41 *The West Australian*, 15 November 1934. The School was surveyed for sewerage work in December 1934 and is shown on State Records Office of WA, Cons 4156 Item 1246, Metropolitan Sewerage Municipality of Cottesloe, February 1935. See also SROWA, WAS 84 Acc 3464 Item 33, Field Book 3446.
 - 42 Plaque on southern interior wall of 1935 wing.
 - 43 *The West Australian*, 15 November 1934.
 - 44 Plaque on southern interior wall of 1935 wing.
 - 45 Western Australian Deaf and Dumb School, Thirty-eighth Annual Report, 1935, p. 8. The additions are shown on a plan by Hobbs, Forbes and Partners, Architects, dated 15 October 1944.
 - 46 *The West Australian*, 4 July 1935. This addition is referred to as 'Phase 3' in the Physical Evidence.

While the extra accommodation was much needed and appreciated, the Committee still had difficulty in raising the funds necessary to equip the new classrooms. The new wing had cost £2, 873, of which £800 was donated by the Lotteries Commission.⁴⁷

By 1940, there were 33 pupils enrolled at the school, with two of the new comers being 'part Aboriginal' children from Payne's Find.⁴⁸ At this time, there were three literary teaching staff, including Love, and three technical training staff (two of whom were deaf) who taught dressmaking, bootmaking, carpentry, cookery, laundry work, canework, needlework and knitting. A housekeeper (also the girls' supervisor), a boys' supervisor, an accountant and collector were also employed by the School. Volunteers filled the honorary positions of matron, medical officer, oculist, aurist, dental surgeons and accountants to provide other necessary services.⁴⁹

In 1945, there were over 70 children between the ages of three and five diagnosed as deaf in Western Australia. The increase in the number of children affected by deafness, caused by expectant mothers contracting Rubella (German measles) during an epidemic in 1940/1, led to the reorganisation of services for deaf children in the State. As the Government was reticent in its commitment to providing a pre-school for Rubella children, concerned parents and speech therapists, together with the Kindergarten Union, established several private kindergartens throughout the metropolitan area in 1945.⁵⁰ Although the private kindergartens addressed the need for early intervention to prepare children for later schooling, concern remained as to how the Deaf and Dumb School would cope with an increased number of students in a few years.⁵¹

Following the release of a survey of Western Australian children in 1947, which found that there were 60 children with a definite Rubella history (55 of whom were deaf)⁵², the Government initiated discussions with the Committee of the Deaf and Dumb School:

...with a view to taking it over, staffing it with departmental teachers and equipping it with hearing aids and other appliances. After country children had been put on the right track and equipped with hearing aides, they would return home and attend their own schools. He [Tonkin, Minister for Education] hoped to put this scheme into operation at the beginning of next year. The Committee, he thought, would continue to look after the residential side and provide amenities. It was proposed to do something similar for blind children.⁵³

47 Western Australian Deaf and Dumb School, Thirty-eighth Annual Report, 1935; p.8; *The West Australian*, 11 January 1935.

48 *The West Australian*, 4 November 1940. The boys were 'brought from the country by the Department of Native Affairs to receive subsidised education...and remained there for several years'. See *The West Australian*, 7 October 1949.

49 Western Australian Deaf and Dumb School, Forty-second Annual Report, 1939, pp. 1-10.

50 *Daily News*, 24 April 1945; *The West Australian*, 25 April 1945; *Daily News*, 26 May 1945; *Sunday Times*, 27 May 1945; *The West Australian*, 23 June 1945. The first was established at Nedlands in the garage of a parent at 15 Stirling Highway. Others were established at Mt Hawthorn, Victoria Park, Guildford, Fremantle and Perth.

51 *The West Australian*, 25 April 1945.

52 *The West Australian*, 21 March 1947. The National Health and Medical Research Council funded the Australia-wide survey. Of the 55 deaf children, eight had congenital heart and some also had visual defects.

53 *The West Australian*, 2 December 1946. The Royal WA Institute for the Blind was founded in 1895 on similar lines to the deaf school, although its initial emphasis was on technical training for those in receipt of a blind pension, rather than the education of children.

At this time, there were 45 children enrolled at the WA School for Deaf and Dumb Children, including about 12 Rubella children. To cope with the increase, additional teachers and supervising staff were employed and a new wing built to accommodate them.⁵⁴ In 1948, there was a record 52 students at the School, 31 of whom were under nine years of age. To provide further assistance to the house staff, the kitchen was renovated and a new hot water service installed.⁵⁵

For three weeks during 1948, Helen Keller and Polly Thomson visited Western Australia, spending three weeks at the Teachers Training College and the Kindergarten Union, training teachers to instruct deaf children.⁵⁶ At the request of the Australian governments (state and federal), Professor W G Ewing and Dr Irene Ewing from Manchester studied deaf children throughout Australia in 1950.⁵⁷ The Ewing findings included a recommendation that a Primary Oral School for the Deaf be established in the Perth metropolitan area to provide for all children in Rubella classes who were capable of successful oral education.⁵⁸

Negotiations between the School Committee and the State Government finally resulted in the Education Department taking over the responsibility for the education of deaf children from 1 January 1949.⁵⁹ The Government also accepted responsibility for the maintenance of the buildings and the grounds, while the Committee maintained the hostel.⁶⁰

Circa 1955, John Broom, one of the teachers, '...painted some very fine murals on the [dining room] walls for which we tender our best thanks'. Work was also undertaken on the garden at this time.⁶¹

John H Heatley replaced John Love as Superintendent of the School in 1955.⁶² Mrs Love was appointed Matron of the hostel. One of Heatley's first tasks after taking up his appointment at the School was to organise the construction of playing fields and courts so that the students could play

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- 54 *The West Australian*, 16 November 1946. This is the only reference that has been found that mentions additions to the school at this time, although the 1949 Annual Report does include a photograph of the 'new wing'. This addition is referred to as 'Phase 4' in the Physical Evidence.
- 55 Western Australian Deaf and Dumb School, Fifty-first Annual Report, 1948, pp. 2, 4.
- 56 Western Australian Deaf and Dumb School, Fifty-first Annual Report, 1948, p. 5.
- 57 *The West Australian*, 17 June 1950; 22 June 1950; 28 June 1950; 1 July 1950.
- 58 Western Australian Deaf and Dumb School, Fifty-fourth Annual Report, 1951 as quoted in WASDCCC, *House on the Hill...*, p. 34 [as the 1951 Annual Report is missing from the Battye Library Collection, this information could not be verified]; Education Department of Western Australia, Annual Report, 1950, p. 17.
- 59 The first mention of 'special classes for handicapped children' by the Education Department is made in the 1949 Annual Report, under the heading 'Special Services Division'. No specific mention is made of deaf children. See Education Department of Western Australia, Annual Report, 1949, p. 17. Ownership of the land (Reserve 23147) was transferred to the Education Department of Western Australia on 6 October 1950. DOLA, Crown Land Record 3090/879.
- 60 *The West Australian*, 15 November 1951. There is no discussion of the change in the School's Annual Reports.
- 61 Western Australian Deaf and Dumb School, Fifty-eighth Annual Report, 1955, p. 1. According to a reminiscence in *House on the Hill* (p. 160), the murals were a 'panorama of children's nursery tales from floor to ceiling'. These murals have since been painted over.
- 62 *The West Australian*, 3 March 1955; 14 April 1955; *Daily News*, 16 April 1955. In addition to his job as Superintendent of the School, Heatley was also responsible for overseeing special Rubella classes that had been established at a number of primary schools for partially hearing children.

organised football, cricket and basketball against other schools 'like other healthy young Australians'.⁶³ During the following year, the Public Works Department removed the majority of the trees around the building and the Committee of Management provided playground equipment, including swings and seesaws.⁶⁴ In 1957, the Committee commissioned the Curator of the National Parks Board to lay out the front gardens with shrubberies and lawns. There were now 68 pupils and six teachers at the School.⁶⁵

In 1956, the word 'dumb' was dropped from the name of the School. In a press report, Superintendent Heatley was reported as saying the move was significant as:

in doing this, the Committee of Management is giving a lead to the reappraisal of the place of the deaf in the community. To refer to pupils as 'deaf and dumb' or 'deaf mutes' was to misrepresent them.⁶⁶

Also in 1956, a Nursery/Infant School for Deaf and Partially Deaf Children was opened in the old headmaster's house in the grounds of Cottesloe State School, catering for children from four years of age. The following year, there were 26 students at the Cottesloe Infant School, of whom 10 were boarders at the WA School for Deaf Children.⁶⁷

The Education Department was evidently pleased with their progress in the education of deaf children:

Marked results have been shown in the two years since the introduction of Nursery-Infants classes for the deaf at Cottesloe and the provision of school for deaf children from the age of four...For the Mosman Park Deaf School, plans are in hand to construct a gymnasium hall, financed by the Committee, and planned by the Public Works Department.⁶⁸

Contractors G Esslemont & Co commenced work on the new hall in September 1957.⁶⁹ Completed in 1958, the hall was named the 'A Y Glyde Memorial Hall', after Glyde who had left a generous bequest to the School.⁷⁰ Work on the addition of two classrooms and an ablution block to the southern wing of the main building commenced in early 1958.⁷¹ New playing fields were also under construction on the northern side of the grounds at this time. Following an appeal in *The Sunday Times*, the Subiaco Apex Club donated a television set and a second tennis court was constructed, funded for the most part by the Parents and Citizens Association. A cricket pitch was laid in 1960/1.⁷²

Despite these improvements, accommodation continued to be a problem as the State experienced another Rubella epidemic in 1948/9.⁷³ In 1963, the

63 *Daily News*, 16 April 1955.

64 Western Australian Deaf School, Fifty-ninth Annual Report, 1956, pp. 1-6.

65 Western Australian Deaf School, Sixtieth Annual Report, 1957, p. 5.

66 *The West Australian*, 15 August 1956.

67 Western Australian Deaf School, Fifty-ninth Annual Report, 1956, p. 3.; Sixtieth Annual Report, 1957, p. 3.

68 Education Department of Western Australia, Annual Report, 1957, p. 28. At this time, the School was known as Mosman Park Deaf School, although it was located in Cottesloe.

69 See PWD plan for 'proposed new hall', dated 5 March 1958.

70 Western Australian Deaf School, Sixty First Annual Report, 1958, p. 1.

71 *The West Australian*, 9 December 1957. This addition is referred to as 'Phase 5' in the Physical Evidence.

72 Western Australian Deaf School, Sixty-first Annual Report, 1958, pp. 5.; Sixty-second Annual Report, 1959, pp. 3, 5.; Sixty-fourth Annual Report, 1961, p. 3.

73 Western Australian Deaf School, Sixty-second Annual Report, 1959, pp. 3, 5.

School had a record 115 enrolments, with 68 in the Primary and Secondary Schools and 47 in the Infant and Kindergarten School at Cottesloe. The School investigated the possibility of acquiring more land on which to build additional accommodation, but unable to do this, it was decided that new classroom blocks and a house for the Superintendent should be built, so that the main building could be converted entirely to residential use.⁷⁴

Designed by Hawkins and Sands, Architects, it was reported that the new classroom block was the first in Western Australia to use white concrete:

As floors and roof as well as walls are of concrete material, deterioration and corrosion due to proximity to the sea is kept to a minimum and due to the use of white concrete and external soft wood concrete - sets an exterior finish which requires no painting. The building is a two storey one with four classrooms on the ground floor and four classrooms on the first floor. Unfortunately, the second stage has been held over, but it is hoped that the complete school building...- the whole will form a quadrangle - will be completed in the financial year 1965-66.⁷⁵

The Superintendent's three-bedroom house and the new classroom block were completed in 1964.⁷⁶ The old classrooms in the main building were renovated and the superintendent's accommodation converted to dormitories, recreation rooms, sick quarters and toilet facilities.⁷⁷

Construction of a half-size Olympic swimming pool, designed by Frank O'Neil Swimming Pools (WA) Pty Ltd and costing \$14,500, commenced during 1964.⁷⁸ Work was completed in March 1965, and the following year the School hosted its first swimming carnival, with Mosman Park and Cottesloe Primary Schools joining for the event.⁷⁹ At this time, there were 145 pupils at the School, including 95 boarders.⁸⁰

In 1966, the brick walls of the Manual Training Centre were cement rendered and painted to 'present a more attractive appearance...[to] blend with the new school building'. In the Annual Report for that year, it was reported that the school was still need of extra rooms for manual arts, home science, offices and stores.⁸¹

Following much public debate regarding the educational standards and facilities provided at the school raised by concerned teachers, parents and others, the Cottesloe Primary School for Deaf Children opened in 1966 for severely deaf children aged five to nine years. This allowed *WA School for Deaf Children* to concentrate on teaching upper primary and secondary children. A

74 Western Australian Deaf School, Sixty-sixth Annual Report, 1963, pp. 7, 4.

75 Western Australian Deaf School, Sixty-seventh Annual Report, 1964, p. 6. See also F G B Hawkins & Desmond Sands Architects, 'Plan for Classroom Block', December 1963, held by CAMS.

76 WASDCCC, *House on the Hill*..., p. 120; Public Works Department Plan #41102, December 1963. The area around the House was landscaped by the Public Works Department - PWD Plan #43631, June 1966. Additions to the Superintendent's House were undertaken in 1976. PWD Plan, Additions to Superintendent's House, December 1976.

77 Education Department of Western Australia, Annual Report, 1965, p. 29.

78 Western Australian Deaf School, Sixty-seventh Annual Report, 1964, p. 8; *The West Australian*, 15 December 1964. The pool cost \$14,500, of which \$3,000 was provided by the Parents and Citizens Association, \$1,000 by the Lotteries Commission, \$2,000 by the Education Department and the balance by the Management Committee.

79 *The West Australian*, 3 March 1965; 31 March 1966.

80 Western Australian Deaf School, Sixty-eighth Annual Report, 1965, p. 8. Classes at Swanbourne Senior High School for hard of hearing children commenced in 1965, with students transferring from Mt Lawley, where classes had commenced in 1961.

81 Western Australian Deaf School, Sixty-ninth Annual Report, 1966, p. 10.

Speech and Hearing Centre was also established at Cottesloe during the year
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Following the death of S C Harper in 1966, who had been a Committee member since 1949 and President since 1951, architects Hawkins, Sands and Aris were directed to prepare plans and specifications for the erection of an 'attractive and functional library'.⁸³ Construction of the C S Harper Memorial Library, which was designed to serve all the deaf schools in the area, commenced in May 1967. Costing 'more than \$16,000', the Library was formally opened by the Minister for Education, the Hon Mr Lewis on 27 June 1969.⁸⁴

Neville Green took up the position of Superintendent of the Hostel following the Heatleys' retirement in 1970.⁸⁵ The following year, *WA School for Deaf Children* celebrated its 75th Anniversary with a tree planting ceremony held near the front entrance on 25 August. Three Rottnest Island pines were planted for each of the past three male supervisors and a soft textured eucalyptus for Eleanor Witchell, the School's first Matron. A popular 'Back to School' 75th Anniversary Dinner was held on 22 October. Two days later, on 24 October, the Hon J T Tonkin MLA, Premier of Western Australia, unveiled a commemorative plaque donated by Hawkins Construction Pty Ltd, which was placed alongside the foundation stone.⁸⁶ The plaque reads:

Since 1896 over 500 Deaf Children from all parts of the State have been accommodated and educated under the auspices of the Board of Management. This has been achieved through the generosity of the public and the government of Western Australia.⁸⁷

At this time, 60 pupils ranging in ages from four to 17 were boarding at the Hostel. Some travelled to classes at Swanbourne High School, Claremont Demonstration School and Cottesloe Junior Primary School.⁸⁸

The long awaited extensions to the classroom block, also designed by Hawkins, Sands and Aris, in conjunction with the Public Works Department, were opened during 1971, 'providing very favourable conditions for the instruction of manual arts and home economics'. The addition also provided a staff room, auditory training room, store rooms, offices and toilets.⁸⁹

In the mid-1980s, with changes in teaching techniques and a reduction in the number of children requiring boarding facilities, the future direction of *WA School for Deaf Children* and its Committee of Management came under scrutiny. In 1985, the Parent-Infant Centre briefly relocated from Cottesloe to

82 *The West Australian*, 2 September 1966; 17 December 1966. The old headmaster's house at Cottesloe became a Pre-School Training and Parent Guidance Centre. In 1967, an alternative school for deaf and partially hearing children opened in the College Park Tennis Club, Claremont, under the name of the Speech and Hearing Centre of WA (Inc), with four students and one teacher. This provided an alternative to government education, which many parents were not confident in. The Centre soon moved to larger premises in Kings Park Road (two adjacent houses), before moving to Glendalough in 1975.

83 Western Australian Deaf School, Seventieth Annual Report, 1967, p. 3.

84 Western Australian Deaf School, Seventy-second Annual Report, 1969, p. 7. See also *Fremantle News*, 17 July 1969 for a description of the library.

85 WASDCCC, *House on the Hill...*, p. 47.

86 Western Australian Deaf School, Seventy-fourth Annual Report, 1971, pp. 1-3.

87 Plaque on eastern wall of main building, commemorating the 75th Anniversary of the WA School for Deaf Children Inc, 24 October 1971.

88 Western Australian Deaf School, Seventy-fourth Annual Report, 1971, pp. 3-9.

89 Western Australian Deaf School, Seventy-fourth Annual Report, 1971, p. 11; Hawkins, Sands & Aris Architects, in association with PWD, Plan for Classroom Block, January 1970.

the main building at the Deaf School, before moving into the Library and former Superintendent's House.⁹⁰ In 1987, the Hearing Assessment Centre was transferred from Cottesloe (where it had been established in 1975) to the southern wing of the main building at Mosman Park.⁹¹ With these changes, the name of the place was altered to the 'WA Institute for Deaf Education'.

In 1996, the School celebrated its centenary with a number of activities well attended by students, teachers and families who had associations with the place over the years. A number of past students and teachers contributed reminiscences and photographs to the anniversary publication. The publication also lists subsequent community, sporting and academic achievements of past students.⁹²

In 1999, the WA Institute for Deaf Education is located in the southern wing of the main building. Twenty-two teachers who regularly visit schools throughout the State have offices in the basement. The ground floor of the northern wing is entirely used as offices, with accommodation for seven country boarders upstairs. The Library and Superintendent's House accommodate the Early Intervention Centre. The classroom blocks continue to be used for teaching purposes and the old Manual Arts Building is used for storage.⁹³

13.2 PHYSICAL EVIDENCE

Siting

WA School for Deaf Children is located in Cottesloe on an open, gently sloping site bounded by Curtin Avenue, Gibney Street and Warton Street to the east, north and south respectively. The western boundary is approximately half way between Curtin Avenue and Marine Parade. The main building with attached additions is set towards the north east corner of the site. This building is sited back from Curtin Avenue on the brow of a slight rise of a sparsely planted, open grassed area. The planting consists mainly of a wind-break of *Melaleucas* lining the eastern edge of the playing field on the south side of the main building, a dense grouping of *Eucalypts* to north east of the site and some isolated large, mature *Eucalypts* in the area directly in front of the main building. A roadway leads from Curtin Avenue, near the south east corner of the site, past the playing fields to the car park situated in front of the east side of the main building.

Relationship of building(s) on site

WA School for Deaf Children comprises a number of buildings. The main building dominates the site, particularly when viewed from the south. Its siting, combined with the slope of the land, gives emphasis to the scale of the three-storey wing of the main building. Several later free-standing buildings are situated to the west and north of the main building. These comprise: the A Y Glyde Memorial Hall (1958), which is located to the west of the Manual Arts Building; the Manual Arts Building (1903) which is just to the west of the

90 *The West Australian*, 5 November 1985, reporting on announcement that the WA Association for Children and Adults with specific learning difficulties (SPELD), a privately run centre, had to vacate their facilities at Mosman Park Deaf School to allow for the relocation of the Hearing Assessment Centre. SPELD had been at the School since 1977. See also *House on Hill*, p. 127.

91 WASDCCC, *House on the Hill...*, p. 127.

92 See WASDCCC, *House on the Hill...*

93 John Richards, Isobell Stanners and Leonie Gornik, information provided on site visit, 2 August 1999.

extension to the south wing of the main building; the classroom complex (1964; 1971) is just beyond this line of buildings; and the Early Intervention Centre [the former C S Harper Memorial Library (1969) and former Superintendent's house (1964)], which is sited directly in front of the east face of the main building facing Gibney Street.

THE MAIN BUILDING - PHASE 1 (1900)

External form and style, and details of each of the building(s)

The original section of the main building was designed in the *Federation Queen Anne style c.1890-c.1915* and this style informed all later additions to the building. The building is a two-storey Flemish bond, cut and strut, red brick wall building with a colorbond finish corrugated roof. The plan of the building is basically rectangular with slightly projecting bays and wings. The central block of the east façade is contained by wings on the north and south sides. It is a two-storey building raised on a rendered plinth approximately 1500mm high. The walls are enlivened by rendered banding and by rendered dressings to the window reveals. The brick chimneys are enriched with rendered detailing. A two-storey verandah of timber construction with turned posts and solid panelled balustrading adjoins the east face of the central block. The slatted timber valence to the soffit of the balustrading takes the form of an arcade of segmental arches. Documentary evidence shows that the present balustrading is an adaptation of original. It would appear that the original balustrading was similar to the square section timber slats of the valence. The roof above the central block, behind the verandah, is hipped while the north and south wings have prominent half-timbered gables. The gable of the north wing faces north whereas that of the south wing faces east. The gables project slightly from the face of the building and are supported on a series of corbelled brackets. The gables are sub-divided horizontally by a further projection supported on a similar series of corbels. The windows are a mix of timber-framed casements and timber-framed double hung sashes. The casement windows are generally in locations that are not sheltered by verandahs and are set into openings that are embellished by rendered quoining, sills and lintels with decorated hood mouldings. The window openings are typically sub-divided by substantial timber mullions and transomes. Double hung sash windows are located within the verandah areas and have much simpler brick openings with only rendered sills. The main entrance door to this part of the building is a four-panelled timber type set within an opening containing delicately detailed stained glass lead work to sidelights and fanlights.

Internal layout and details

The main entrance to the original block of the building is located at the south end of the verandah. This leads to a lobby area for the staircase to the first floor, and on the ground floor to the centrally based corridor that runs in a north south direction. The first floor plan is similar to the ground floor layout with rooms leading off a centrally located corridor. The ground floor rooms are now typically used as offices while those on the first floor are bedrooms. Typically the corridor doors of these rooms are half-glazed timber panel with moulded architraves. The rooms are simply finished with plastered walls and ceilings, moulded timber skirtings and carpeted timber floors. The staircase is of jarrah with a moulded handrail, turned balusters and elaborately detailed newel posts.

PHASE 2 (1905)

External form and style, and details of each of the building

The second phase of development is an extension to the west of the original building employing the same style vocabulary with a combination of gabled and hipped roof forms and with the use of slightly projecting wings and bays to articulate the overall massing of the building. There is a noticeable simplification of the detailing when compared with the first phase; for example there is no rendered banding or elaboration of the window reveals. This second phase is designed as a west wing which is set at right angles to the main north south axis of the original building. This phase of the work also included the extension of the verandah in a northerly direction so that it continued around the northern face of the central block.

Internal layout and details

Internally the planning follows that of the earlier phase with a centrally placed corridor leading off at right angles from the original. Halfway along its length the corridor becomes a verandah which is enclosed by glass louvres and asbestos cement clad studwork walls. The verandah contains a timber staircase that provides access to the rear yard. Beyond the verandah the corridor recommences and provides access to bathrooms on the south side and a large activities' room on the north side. The bathrooms have been reconfigured and do not contain original fittings. North of the central corridor at ground floor level is a large dining room and beyond it is the kitchen which appears to have been fitted out in the 1950s. Generally the internal finishes of this phase are similar to those of the first. It is noticeable, however, that some areas, particularly on the upper floor, are finished to a more utilitarian standard. For example, the walls of the activities' room are painted brickwork with a timber quad skirting and a ripple iron ceiling that is a recent replacement. The floors are carpeted.

PHASE 3 (1935)

External form and style, and details of each of the building

Phase 3 of the development is attached to the southern end of the original building. It is a three-storey building with an L-shaped plan that partly overlaps the west side of the south end of the original wing. This overlapping creates a semi-enclosed space between the phase 1 and phase 3 buildings. In style this building is almost an exact replication of the original. One difference is that in this phase, casement windows are used throughout whereas on the original there is a mix of casements and double hung sash windows. Not only does this part of the building match the original in detail but it is also informed by a similar planning strategy which achieves a similar articulation of the various parts of the wing. The roof terminates at the south east corner with a half-timbered gable in exactly the same manner as the original building. Both the east and north facades of this phase of the building have a two-storey verandah which overlooks the semi-enclosed entrance space. The verandah is approached by a flight of concrete steps located in the north west corner of the space. The entry leading to the reception area of the building is at the south west corner of the verandah.

Internal layout and details

The internal planning of phase 3 differs from the original in that the rooms are not disposed along a central corridor. Instead access to all rooms is off the centrally located stair hall. The internal finishes to this part of the building are

similar to phase 2. Differences include the construction of the panelled doors which are more 1930s in style with higher mid-rails with fanlights above. The ceilings appear to be battened fibrous plaster. The timber staircase is contemporary in style with solid panelled balustrading and rectangular shaped newel posts.

PHASE 4 (1949)

External form and style, and details of each of the building

The Phase 2 wing of the building was extended in a westerly direction by a two storey addition that externally in appearance is similar to the earlier phase. One difference is the use of brick on edge sills instead of rendered concrete. The wing is terminated at its west end by a two storey, timber construction verandah the upper level of which is enclosed by glass louvres and asbestos cement sheeting.

Internal layout and details

The phase 4 wing continues the central corridor of the earlier wing. The extension is similar to the earlier phases but with a noticeable simplification and reduction in the size of trims such as skirtings and architraves.

PHASE 5 (1958)

External form and style, and details of each of the building

The Phase 3 wing of the building was extended in a westerly direction by a two storey addition. The addition externally employs the same building materials, although there are subtle variations in style. For example the window openings being given a horizontal emphasis whereas earlier windows were either vertical or square in proportion. While the overall height of this wing is slightly less than the earlier phases, its appearance is similar to the earlier phase. The lower ground level houses two garages that have been fitted with 'rolla doors'.

PHASES 1, 2, 3, 4 & 5

Subsequent alterations

Throughout phases 1, 2 and 3 it is evident that the interior and exterior fabric has remained largely unaltered. Externally the most noticeable change is that the original verandah balustrading has been changed from turned sectioned timber balusters to a solid type faced with asbestos cement sheeting with surface battens. Internally, while rooms have changed use, very little adaptation of the building fabric has been required to achieve these changes.

Appearance and condition of the building to date

The building appears to be in a good/fair condition.

Generally the external timber elements such the verandahs, appear to be in a good state of repair. However the timber-work to the gable in the north east corner of the building does require attention.

The north wall of the Phase 2 additions has areas of inappropriate cement-rich mortar repointing and also the garden beds in this area should be lowered to prevent rising damp in the walls.

ANCILLARY BUILDINGS

Manual Arts Building (1903)

The Manual Arts Building is located to the south west of the main building overlooking the southern playing field. It is a simply planned, gable-roofed, rectangular building. On the south side of the building the roof has been extended to cover the verandah. The verandah has a concrete floor and tubular steel balustrading which was presumably open for the full length of this side but is now partly enclosed at the eastern end. The building is constructed of rendered brickwork which is severely cracked in some areas. It has a colorbond finished corrugated iron roof. The windows are timber framed double hung sashes. The interior of the building is sub-divided into two and is simply finished with painted brickwork walls, a painted beaded tongue and groove boarded ceiling and a jarrah floor.

The A Y Glyde Memorial Hall (1958)

The A Y Glyde Memorial Hall is situated slightly to the west of the Manual Arts Building at the perimeter of the playing field. The hall is a single-storey stretcher bond face brick building with colorbond finished corrugated iron gable and skillion roofs. It is a simply planned and composed building with the double height hall set under the gable roof on the south side and lower height ancillary rooms set under the skillion on the north side. The ancillary rooms continue around the west side of the hall. The hall is lit by large aluminium framed windows on the south and part of the north sides. The main entrance doors are part of an aluminium framed screen at the north east corner of the building.

Classroom Building (1964; 1971)

The classroom building is a two-storey building constructed in two phases and is located to the west of the Memorial Hall, almost against the western boundary of the site. This group of buildings with flat roofs and exposed off-form concrete walls is designed in the *Late Twentieth Century Brutalist style*.

The first phase of this development is a two-storey classroom block that forms the southern wing. It is a simply planned building with four classrooms set on the south side of each floor and a two-storey verandah running the length of the north face. Originally the upper level verandah was open but it is now enclosed with aluminium framed sliding windows. The external walls are constructed of white off-form concrete with a timber board finish. The low pitched roof is concealed behind a concrete fascia and the staircases located at each end of the verandah are partly enclosed within projecting bays, with the soffits sloping to follow the line of the underside of the stair. The classrooms are lit by a combination of aluminium framed fixed glazed sashes and hopper windows.

The second phase of the classroom complex has an L-shaped plan that is slightly offset from the north west corner of the earlier classroom block. The two blocks are linked at one point by a two-storey covered way that continues as a verandah on the south and east faces of the block. This building is similar in style to the earlier block, however it has been achieved using slightly different construction. Here the off-form concrete has been limited to the structural frame and the walls within the frame are of fair-faced concrete blocks. Internally the plan is more complex than the earlier building because it houses a variety of uses, including classrooms, toilets, changing rooms and offices. This block also has aluminium framed windows and on the north and west sides they are shaded by aluminium sun louvres.

The former C S Harper Memorial Library (1969) and former Superintendent's house (1964) – now the Early Intervention Centre

The Early Intervention Centre is located approximately mid-way along the Gibney Street boundary slightly to the north of the main building. The former C S Harp Memorial Library is a single storey building of steel frame construction in which concrete blockwork walls appear as infill panels between the exposed structural frame. It possesses a number of characteristics of the *Post-War International style c.1940 to c.1960*. The building is almost completely glazed on the north side which overlooks the enclosed playground area. Elsewhere the concrete block walling extends up to door head height and above this is set aluminium framed glazing. This device gives strong emphasis to the roof form by implying that it floats above the walls. The roof is a low-pitched gable in which the soffit or ceiling reflects the pitch to give the ceiling and inward rake. The ceiling is of “woodtex” slabs supported on an exposed grid. Internally the walls are typically of face blockwork and the floor is carpeted.

Immediately to the east of the former library is the former Superintendent's house. This now serves as an annexe to the pre-primary school. It is a single-storey building with a low ceiling height and a low-pitched roof and the walls are fair-faced concrete blocks. The corrugated iron roof is edged with a timber fascia. Typically the building is lit by full height window/wall units, with some doors contained within the units. The internal finishes are plastered walls and ceilings and carpeted floor. The eastern end of this building is sited on an embankment that raises it approximately 900mm above the level of the surrounding grassed area.

13.3 COMPARATIVE INFORMATION

The first schools for deaf children in Australia opened in Sydney and Melbourne in 1860. Schools in South Australia (1874), Western Australia (1896), Queensland (1898) and Tasmania (1905) followed these. All were founded as private ventures, except the Adelaide school, which was established by the South Australian government.⁹⁴

Individuals, often supported by philanthropic groups, established a number of institutions in the latter years of the nineteenth century to provide facilities for the care and education of children. A number were located in Cottesloe, where the rising dunes and sea air were seen as a benefit to the health and welfare of the children. These include *Wanslea*, established by the Industrial Order of Odd Fellows to care for children of members (1905), and the Lady Lawley Cottage-by-the-Sea, a convalescent home for children from the goldfields (1905). Others were located elsewhere throughout the State, and include the *Anglican Girls' Orphanage*, Adelaide Terrace (1899), Parkerville Children's Home (1903), and a number of Christian Brothers' colleges. This period also saw a number of private facilities established for other groups with special needs, including expectant mothers, the elderly and those with certain medical conditions.

The *Royal WA Institute for the Blind*, Maylands, was founded in 1895 on similar lines to the deaf school, although its initial emphasis was on technical training for those in receipt of a blind pension, rather than the education of children. In 1999, the education and training of the blind continues on the same site.

The institutional buildings located in Cottesloe seem to share a common design philosophy in that, while they were all institutions, they have aesthetic characteristics in common with the larger turn of the century houses clustered around the southern edge of Cottesloe, particularly along Marine Parade. All the buildings, both institutional and residential, have large verandahs as dominant elements of their design and were set in large open grounds.

Clarence H Wilkinson and Edward H Dean Smith formed their architectural partnership in 1895. In addition to the WA Deaf and Dumb Institution, other buildings designed by Wilkinson and Smith include Queens Hall, corner of Murray and William streets, Perth (1897/8), Phillimore Chambers, Fremantle (1899) and *the Perth Girls' Orphanage*, Adelaide Terrace, Perth (1898/9). In 1900, the partnership dissolved and Smith practised on his own until 1904, when he was joined by Waldie Forbes and John Talbot Hobbs. This firm was responsible for a number of business and commercial premises in Perth and Fremantle. Although Smith died in 1906, Hobbs and Forbes continued their association with the WA Deaf and Dumb Institution.⁹⁵

Eales and Cohen designed a number of buildings throughout the State, including churches, halls and hotels. These include the *Applecross District Hall*, the *Carlton Hotel*, East Perth, the Mullewa Town Hall and the Nedlands Golf Club House.⁹⁶

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See also:

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13. 5 FURTHER RESEARCH

There are a number of Education Department files at the State Records Office that contain additional information regarding the place, particularly condition and works reports. The Committee of Management of the WA School for Deaf and the Town of Cottesloe may also hold relevant records. Due to the availability of printed sources, these files and records were not consulted in the preparation of this document. If a Conservation Plan is to be prepared for the place, these and other sources should be used.

95 See I P Kelly, 'Architectural Biography 1890-1915: A brief biographical list of architects who practiced in Western Australia in the years 1890 to 1915', compiled as part of Master of Architecture thesis, UWA, 1991.

96 Heritage Council of Western Australia database.