

A HISTORY OF THE DORA TURNER SCHOOL,
FORMERLY THE GIRLS WELFARE SCHOOL,
FROM 1924 - 1974

by
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ABSTRACT

This thesis seeks to trace the history of one of Tasmania's oldest Special Schools, formerly known as the Girls Welfare School. It is now called the Dora Turner School. The School, established in Hobart in 1924, has occupied premises on four different sites during its first fifty years.

The Girls Welfare School was established by the State Education Department for "the education of a limited number of girls aged 12-16 for whom ordinary schools are not suitable" (undated Memo, Education Department). It will be shown that the girls were referred to as "backward and feeble minded" (School Record Book 1951, 76), but the School is now regarded by the Education Department as a suitable placement for Slow Learners. For the first 31 years it was a single sex school but in 1955 it became co-educational and the name was changed to the Dora Turner School in honour of the first Teacher in Charge, Dora Turner, who was appointed to that position in 1924 and retired in 1951. In a very real sense the history of the School is the story of Dora Turner and her philosophy of education and of H.T. Parker and his philosophy of education. H.T. Parker was the Education Department's first School Psychologist who was largely responsible for persuading the Department to establish the School.

For the major part of the fifty years the emphasis of the Curriculum at the School was on Domestic Science and only comparatively recently has the Curriculum been expanded.

The history also shows a marked degree of non reaction to the social changes and events that took place during the period 1924-1974. This study also indicates that the school was not very successful in preparing its pupils for occupations or indeed for independent living. What it does show however, is that such a school should have a stated philosophy that is compatible with community expectations and with realistic goals and objectives established for the students.

One of the significant outcomes of the study is the insights it provides into the attitude of the community towards the mildly mentally handicapped or slow learning student. This attitude appeared to be fostered through the insularity of the School and through lack of integration with other schools as part of the School Philosophy.

The study also shows that although dedicated teachers and principals have worked untiringly in often unsatisfactory conditions with difficult students, such dedication is not enough and there was a need for specific teacher training in the area of Mental Retardation that was not available in Tasmania until 1974, that is, fifty years after the School commenced.

CHAPTER 1

INTRODUCTION

The Dora Turner School in Hobart, Tasmania, began as a school for "backward and feeble minded girls" (School Record 1951, 76).

When it was established in 1924 it was known as the Girls Welfare School and it was the first Special School to be established by the State Education Department. As such it represented a significant stage in the educational thinking of this state and it reflected trends that had already begun in other parts of the world.

In Tasmania, during the Nineteenth Century many organisations and individuals established schools for girls with similar special needs. These schools combined the concept of education and training for work. The establishment of the Girls Welfare School is seen against this background. It is also seen against the development of the new science of psychology which provided insights, through IQ Tests, into the abilities and potential of the students and established a so-called impartial basis on which to transfer students from normal schools to special classes and schools.

This study sought to establish -

1. why the School was established
2. the nature and philosophy of the curriculum
3. the relationship of the school to the community
4. the evolution of the school and its role in the education of mentally retarded children, and
5. to evaluate the success of the school as judged by the independent living skills exhibited by the students when they left the school.

This thesis, therefore, seeks to examine the establishment of the School and to trace its development over a period of fifty years in order to assess the effectiveness of the School and its Curriculum for the needs of these special children both during their time at school and thereafter. It is hoped that by studying the School against the social and economic background of the times, it will serve as a basis for comparing and evaluating the effectiveness of present day and future education at the School.

CHAPTER 2

METHODOLOGY

The major sources of information on which this research was based were -

1. The School Record Books
2. The Inspectorial Reports
3. The Minutes of the After Care Committee
4. The Minutes of the Dora Turner Mother's Club
5. Correspondence files held by the Education Department
6. Correspondence files held by the Dora Turner School
7. Correspondence files held by the State Archives
8. Articles and Memos held in the Education Department Library
9. Articles and Notices published in the Educational Record and the Tasmanian Education Gazette
10. Taped interviews with friends of Dora Turner, Education Department Personel and ex teachers from the School
11. Comments written in the Visitors Book, held at the School.

A major primary source of information has been the School Records which each Principal of every State School in Tasmania is required to keep under Regulation 27 of the Education Regulations. This Regulation states that -

The Principal of every State School is responsible for the proper keeping and ready availability for reference of the following school records and documents, namely:-

- a. Admission, attendance and examination register;
- b. Record and punishment books;

- c. Time tables and programmes of work;
 - d. The portfolio of official correspondence;
- and so on, including inventories and accounts.

While such Records provide many first hand insights into the day to day events in the school their usefulness is somewhat limited by the type and extent of the information considered important by each individual Principal. As no guidelines are set by the Education Department it is the responsibility of the individual Principal to record those items and events considered of importance. Thus the content of such Record Books has varied greatly over the fifty year period in question and indeed for two six month periods no comments were written at all. In some cases one Record Book spans twenty years. In other cases one book covers only one year. The documentation procedure in this thesis therefore is that where dates are used in the Record Books, they are referred to in the text of the paper. Where dates were not used, only years are used.

The present Dora Turner School has retained an Inspectors Book in which the Reports written by Miss Inspector Rowntree and Mr. H.T. Parker were kept during the period 1924-1942.

No other similar books were located during the research. These Reports were a valuable primary source of knowledge and supplemented Miss Turner's Record over the period 1924 to 1942. Another source of information was the Minute Book of the After Care Committee, sometimes known as the Girls Welfare Committee, and the Minutes of the Dora Turner Mothers Club. Unfortunately a complete sequential set of Minutes of either have not been retained and could not be located.

Permission was granted by the Director General, Mr. B. Mitchell, the Superintendent of Special Education, Miss. B.J. Richardson and the present Principal of the Dora Turner School, Mrs. G. Sprod, to search the correspondence files for supplementary information. While much useful material was found, there has been some loss of both records and correspondence over the years and this has had a limiting effect on some aspects of the research.

Comments written in the Visitors Book provided useful information about the impressions made by the School on those from outside. However such comments are necessarily biased in favour of the School and present a one sided view.

Lastly a number of taped interviews were undertaken in an attempt to obtain first hand information, through recall, that would add a personal note to the evidence found in letters and Record Books. Several of Dora Turners' friends and colleagues were willing to be interviewed as were Education Department personnel who although retired, have a ready fund of reminiscences. These included interviews with John Walker, John Morgan, Gollan Lewis from the Education Department and associates of Miss Turner - Miss Flood, Miss Gordon, and Mrs. Greenlow, as well as some of the ex Principals and ex Teachers of the Dora Turner School. These tapes have been numbered in chronological order.

There were two limiting factors associated with such interviews. Some who were asked for an interview, refused because of various reasons. Those that were interviewed had very definite views which could be regarded as biased, although it was possible to verify most of their

information, and their contribution to the study played an important role in interpreting past events, thus giving background detail which was often found lacking in the School Records as written by the Principals.

Much information was available from the Educational Record which is now known as the Tasmanian Education Gazette. The Educational Record was posted to each school, as is the Gazette today and it is a Departmental requirement that they are held by the Principal and read by each teacher. A complete set of the Educational Records is bound into annual volumes and is held by the Education Department Library.

CHAPTER 3

AN HISTORICAL PERSPECTIVE ON THE ESTABLISHMENT OF THE GIRLS WELFARE SCHOOL

In Tasmania the Education Department provides educational facilities for those children, between the ages of 6 and 16, who have special needs. In the Hobart area there are seven such schools, the Dora Turner School, formerly known as the Girls Welfare School, being one of these special facilities. This school has a unique place in the history of Special Education in Tasmania because it was the first school to be established by the Education Department for children with special needs. Prior to this time, individuals, groups or organisations, and not Government Departments, had played a major role in the establishment of such schools. It will be shown that those children handicapped by poverty and deprivation due to their environment were educated in schools such as the Orphan School, the Ragged Schools and the Welfare and Industrial Schools in Hobart during the 19th Century.

A brief review of these schools provides the background against which to view the establishment of the Girls Welfare School.

The advent of the Girls Welfare School and the Boys Welfare School in the 1920s cannot be taken in isolation. They form a link in a chain of events from education through individual initiative to the development of Departmental responsibility for those children with special needs.

The place of the establishment of the Girls Welfare School, in the history of education in Tasmania can be seen against the background of three major thrusts in education -

1. the schools of the 19th Century
2. the growth of psychological tests
3. the involvement of H.T. Parker - Supervisor of Special Classes from 1922.

The Schools of the 19th Century

In the early years of the settlement of Van Diemen's Land schools were established by private citizens for fee paying pupils. Poor children received no education until a Free School, sometimes referred to as a Charity School was established in 1810. The large number of orphaned or destitute children caused great concern during the first fifty years of the colony. The greatest handicap faced by those children was their environment and their special needs appeared to be due to the death or imprisonment of one or both of their parents, to extreme poverty or to being in moral danger. To alleviate these problems three major events in Education took place. The Queen's Orphan School was established in 1828, the Ragged Schools began in 1855 and the movement of the Welfare and Industrial Schools took place in 1867.

A Report on the Queen's Orphan School in 1873 in the Tasmanian House of Assembly Journal describes the establishment of this school in temporary premises in New Town, Hobart, in 1828 and its move to a new building, specifically designed as an Orphan school by John Lee

Archer. The school was built to accommodate up to five hundred orphans in two wings on either side of a church. This group of buildings became known as St. John's Park. The Report indicated that the school, run by a committee of citizens of Hobart Town, gave the children some skills in basic reading, writing and arithmetic as well as a training in a trade and occupation that would enable them to obtain employment on leaving school. The Report further indicated that this school closed in 1872, in favour of smaller institutions (House of Assembly Journal Vol. XXV, No. 9, 1972).

A prominent Quaker, Joseph Benson Mather, saw a need to help the children of very poor families who were not able to pay for education. He commenced the Ragged Schools in Hobart, modelled on the English Ragged Schools.

The establishment of the Ragged Schools in Hobart is described by Brown in 1952. The first was commenced in Watchorn Street in 1855, the second in Collins Street in 1858 and a third, in Cascades Road, in 1868. They were organised by the Hobart Town Ragged School Association and provided food and clothes as well as education and industrial training for poor and neglected children (House of Assembly Journal, Vol. XVII, No. 11, 1869). These schools continued until 1911 when the Hobart Childrens Aid Association was incorporated by an Act of Parliament and had vested in it the lands of the Ragged Schools (Brown, 1952).

In 1867 the Industrial Schools Act was passed by the Tasmanian Parliament. Under this Act encouragement was given to voluntary

agencies to establish Industrial Schools. A group of protestants established the Girls Industrial School in Hobart in 1867, and the Catholic Church established the St. Josephs Industrial School and Orphanage in 1879. The former schools and an Industrial School and Boys Home established by Mr. Kennerly in 1869, are described in a Report on Neglected and Destitute Children 1869 (Tasmanian House of Assembly Journal, 1869). The Report also refers to the daily routine of teaching trade subjects such as cooking, gardening and washing in the morning and school work in the afternoon. Again the emphasis was on education coupled with occupational or industrial training.

It can therefore be seen that historically there has been a link between welfare and education for those students who, by virtue of some handicapping condition, were not acceptable in the normal schools. It can also be seen that although encouragement was given through various Acts of Parliament, e.g., the Industrial Schools Act, 1867, the initiative to establish and run the schools was taken by private citizens either on their own or through associations and was not taken by Government Departments. This highlights the importance of the Girls Welfare School in its position of the first Special School to be established by the State Education Department. It was indeed the Department's first acknowledgement of their responsibility for providing special training incorporating some form of occupational training in the curriculum of those children who had special needs that could not be met in the normal classroom.

The Development of Psychological Tests and their Implications for
Special Education

The development of psychological tests in the early years of the Twentieth Century gave new insights into the potential learning ability of children. These tests had a great impact on educational thinking and influenced the development of Special Education. In his book entitled 'No Child is Ineducable', Segal gives a brief outline of the history of Special Education in which he traces the work of Galton, Binet and Burt. Galton,

was convinced that intelligence, like physical height and weight, was distributed amongst the population in accordance with the curve of normal distribution.
(Segal 1968, 41)

Binet, according to Segal, developed intelligence tests which could be used to "select mentally defective children" (Segal 1968, 42). These tests, revised and normed for local populations, are still in use today.

Burt, the first educational psychologist appointed to the London County Council in 1913, took the concept of a distribution of intelligence and making the lower end of the distribution curve his particular interest, he "studied the nature and extent of this backwardness" (Segal 1968, 46). Burt, according to Segal, also examined the treatment, the classification and the curriculum suitable for the backward students. He is said to have stated that -

The crucial problem still remains what to do with the backward pupils themselves when we have relieved other classes of their presence. (Segal 1968, 47)

This study by Burt furthered the concept of a specific curriculum for those whom it was previously thought would not benefit because they were feeble minded or backward.

H.T. Parker and his Influence in Tasmanian Education

The early history of the Girls Welfare School is largely the story of H.T. Parker who was instrumental in establishing the School in 1924 and maintained a close contact with the School until his death in 1955. Because of his close links with the School, some reference to his influence and work is essential.

From the time of his arrival in Tasmania from Sydney in 1914 Mr. H.T. Parker appears to have had more influence than any other person in the Education Department in bringing to the attention of teachers the new ideas of psychological testing. His articles on Mental Deficiency and Retardation were frequently published in the Educational Record and demonstrate his philosophy which, it can be surmised, influenced him in his recommendation for the establishment of the Girls Welfare School.

In 1965 a biography of H.T. Parker published by the Research Branch of the Tasmanian Education Department (Education Department Library File 1965) showed that he began his teaching career in Tasmania teaching a class for backward children at Battery Point. This class was important because when it opened in 1916 the Educational Record for June of that year reported the Department as stating that -

behind the establishment of this class lay the tradition of the responsibility of the State authority for the health and upbringing of the children in its schools. (Educational Record 1916, 33)

This statement was a public acknowledgement of the Education Department's responsibility for backward children. It may have

been influenced by a survey of handicapped children undertaken by the Education Department throughout the State in 1913 in which a Departmental Memo notes that 2,000 backward, mentally deficient, blind, deaf and paralytic children were identified in the State schools (Educational Record 1920, 102).

Mr. Parker also is said, by the biographical paper, to have taught in schools at Gormanston, Westbury, Strahan and Penguin. During this time he published a number of articles in the Educational Record in which he developed the ideas of Binet, Terman and Burt and thus introduced the new ideas of psychology in education. The first of these articles entitled 'Mental Deficiency' was published in the Educational Record in 1919. In this article he pointed out that the progress curve of the deficient child was not a straight line rising at a lower angle than that of the normal child as, he said, many people thought (Educational Record 1919, 128). One can surmise that such a concept gave new insights into the potential learning ability of such students and should have helped teachers set more realistic goals.

In April 1920, while teaching at the Penguin Primary School, Mr. Parker wrote on the importance of psychological testing. In this article he explained the presentation of results in the form of mental age and mental quotient (Educational Record 1920, 33). In June and July of that year he reviewed the Binet Tests in an article entitled 'The Testing and Grading of Mental Capacity' in which he introduced the notion that school classification should be based on the idea of groups of equal mental and not equal chronological age (Educational Record 1920, p. 71). This could be said to be one of

the key concepts in establishing the Girls Welfare School.

Mr. Parker followed this article with another on 'Subnormal and Defective Mentality' which again demonstrated his interest in "defective" children. He pointed out that up to 1920 there had been no satisfactory attempt to discover how many "defectives" there were in the community. At that time the only source of information available being reports to the Education Department of children who were four years behind in their school work (Educational Record 1920, 90, 102). Mr. Parker advocated a more scientific assessment through psychological testing in order to place children more appropriately. According to his Biography (Ed. Dept. Library File 1965) Mr. Parker was appointed Supervisor of Special Classes and in this capacity he opened three new special classes in Hobart at Albura Street, Elizabeth Street and Moonah State Primary Schools. The earliest reference to this appointment that has been located was written in a Departmental Memo in 1937. The appointment was said to be made "to promote the education of the retarded" (Memo - Special Education 1937) and it further defined the Supervisor's duties which were to

include the admission of children, methods of teaching and keeping records of the children's progress.

In 1923 the Mental Deficiency Board was formed and H.T. Parker became a member. At that time he wrote on 'Defectives in our Schools' in which he concluded that the education of subnormals should have in view their probable future social position and duty. It should, he wrote,

follow the line of natural interest and should not strive at creating interests that were beyond the pupils' powers of intelligence to realise. (Educational Record 1923, 102)

Here again one can see the philosophy of Mr. Parker which surely was reflected in the establishment of the Girls Welfare School.

In 1923 the functions of the Psychologists Office were set out in a statement in the Educational Record. It was -

to examine all cases of exceptional children referred to it for the purpose of diagnosis and prognosis and to give advice as to the desirable pedagogical training and treatment. (Educational Record 1923, 103)

The exceptional children were seen as those who deviated from the normal in any mental or physical way, or were retarded in their school work, were mentally dull or backward. The School Psychologist was to test such children. These tests were recalled by two recently retired Guidance Officers during interviews in June and October 1980. Mr. John Walker (Regional Guidance Officer, North, who retired in 1978) and Mr. John Morgan (Supervisor of Guidance, who retired in 1980) both commented on Mr. Parker's contribution to Psychological Testing Programmes in Tasmania. They regarded Mr. Parker as the founder of the present Guidance Service and commented that his work was recognised overseas. They also regarded Mr. Parker's influence in establishing the Girls Welfare School as an historic event in Special Education in Tasmania. (Walker Interview No. 5, 1980; Morgan Interview No. 8, 1980).

It is thus against this background, that is, the three intermingling thrusts in education:-

the historical association of welfare and education,
the development of the new ideas in educational psychology,
and the philosophy and influence of H.T. Parker,
that the establishment of the Girls Welfare School in 1924, can be
viewed.

CHAPTER 4

THE DORA TURNER ERA 1924-1951

The Establishment of the Girls Welfare School

Prior to 1924 the Education Department in Tasmania provided no Special School for those children who were regarded as backward. Those who were three years behind their peers were sometimes sent to special classes. In future years some of these classes developed into Special Schools. The Special Class at Elizabeth Street Primary School became the Boys Welfare School in 1928 (Memo - Atypical Children in Tasmania 1958) and the Special Class at Moonah School became St. Martins Special School in 1965 (Memo - The New School 1966). However the Girls Welfare School has a unique place in the history of education in Tasmania because it was established as an entity itself and did not develop from a special class. Nor did it develop due to financial backing or pressure from citizens or from Associations as did many Special Schools in this state.

The first official comment on the establishment of the Girls Welfare School has been located in an undated Memo on file in the Education Department Library. A probable date for this Memo is 1955 as it also describes the change of name of the Girls Welfare School to the Dora Turner School. The Memo describes the establishment of the School as follows:-

In 1924 Mr. H.T. Parker made a report to the Director of Education, Mr. G.V. Brooks. On the strength of this report Mr. Brooks made a recommendation which was approved by the then Minister

of Education, the Hon. A.G. Ogilvie. The recommendation was for the establishment of a school -

providing for the education of a limited number of girls aged 12-16 for when ordinary schools are not suitable.

The memo stated that

The name of the school was to be the Hobart Girls Welfare School. (Memo - 'Dora Turner School' 1955?)

No record has been located which indicates why the school was given this name, but it seems appropriate because the type of child admitted needed care as well as education and the notion of education and welfare together certainly had precedent in the Education history in Tasmania as in the case of the Orphan Schools and the Industrial and Welfare Schools, to which reference has already been made.

No record has been discovered which indicates why the school was established for girls only, but it is significant that a similar school was established for boys in 1928 under the name of the Boys Welfare School. The first Principal of the Girls Welfare School was Dora Turner (see Fig. 1). The evidence for the establishment of the School at St. John's Park can be found in the School Record Book in which Miss Turner wrote:-

July 28th 1924, opened school here this morning according to instructions. Eight Girls were admitted. The premises were inspected and an Assembly was held. (School Record Book 28.7.24, 1)



Fig. 1

DORA TURNER

The Premises and Sites of the Girls Welfare School 1924-51

Our first glimpse of the school can be gained from the Inspector's Report Book written by Miss Amy Rowntree. She made her first inspection on the 25th November 1925, in which she described the premises which were in rooms formerly occupied by the Orphan School in the buildings known as St. John's Park, New Town, a suburb of Hobart about four miles from the centre of the city. Miss Rowntree noted that the buildings were:-

very suitable, roomy and well ventilated. The grounds contain patches of flowers and vegetables. The school contains a school room decorated with a pretty frieze, fresh flowers and pictures.
(Inspectors Report Book 1925).

She also commented that the kitchen was spotless and that a well polished hall was used to provide a dining room for the daily dinner.

For the first five years of the Girls Welfare School's existence no comment was made by either Miss Turner or Miss Rowntree as to the suitability of the buildings for the needs of the School. As will be seen, the Curriculum centred on domestic subjects and the number of pupils present was only eight, so the provision of one classroom and a kitchen was probably adequate.

Some comments were made by Miss Turner about the garden.

In her Record Book in 1927 she noted that -

the garden has been enlarged with great difficulty. The soil is really too heavy to be dug daily by the girls. (School Record 1927, 4)

In 1928 Miss Rowntree also commented on the difficulties experienced by the girls in digging the heavy soil (Inspectors Report Book 24.5.1928).

It is not clear in the documentation why St. John's Park was chosen as the first site for the School. Arguments can be provided both for and against the suitability of the St. John's Park premises for this Welfare School. There probably were some advantages in the isolated position of the School. The girls did not have to pass other schools on their way to and from school and so were not subjected to any teasing by children attending normal schools. The School was also isolated geographically. Pupils from the suburbs to the south and west of Hobart would have had to take two trams to get to the school. This would have been both expensive and time consuming. The tram stopped at the bottom of St. John's Avenue and all the girls had to walk up the Avenue to the School. (see Fig. 2).

One can speculate that one of the advantages of the site was that St. John's Park was close enough to the New Town Primary School in Foster Street, New Town, for the girls from the Welfare School to join them in some celebrations such as Empire Day. Evidence for these joint services can be found in the Principal's Journal. Miss Turner stated in 1926 that the School combined with New Town Primary School and that

the programme on May 24th consisted of marching, the National Anthem, an address by the Chairman of the Board of Advice, the singing of 'The Red, White and Blue' and 'Ye Mariners of England', the unveiling of an Honour Roll, calling the names of the Fallen, the Last Post, the Recessional, March Past and the distribution of sweets. (School Record 1926, 3)



Fig. 2

ST. JOHNS PARK, NEWTOWN

It is not recorded that there were other contacts with New Town Primary School or any other school so the isolation of their position may have had disadvantages in that the girls lacked opportunities to mix with other children.

By 1928 other disadvantages in the siting of the School at St. John's Park became apparent. In 1928, Miss Turner noted in her Journal that "the grounds being open were continually subject to trespass".

In the same year, Mr. H.T. Parker wrote to the Director of Education on the 11th of April advising the purchase of a property at 287 Murray Street for the Welfare School. He suggested that the building be bought and adapted to the proposed purpose (Letter - Parker to Director of Education 11.4.28). Mr. Parker also pointed out that this site would place the Girls Welfare School in close proximity to the Elizabeth Street Practising School.

The correspondence concerning the proposed purchase of the Murray Street site continued throughout 1928. In November 1928 the Minister for Education sent a Memo to the Director of Education which stated that it would be advantageous to move the girls to a site nearer the city (Memo - 30.11.28). On January 29th 1929 the Director of Education sent a memo to the Minister in which he urged the purchase of the property as -

part of the wing housing the Welfare School at New Town was being used to house mental defectives from the New Town Infirmary. (Memo - 29.1.29)

The Education Department File on the Building and Site of the Welfare School shows that the building, known as the old Mather House at 287 Murray Street, Hobart, was purchased on the 5th January 1930 for £2,200. A Memo in the Building and Site File also noted that although the approval to purchase was given and possession guaranteed by January 30th 1930, the Inspector of Buildings was too busy to complete the necessary alterations until April 1930. The cost of these alterations was set at £350. Permission was therefore granted for the School to move to Murray Street in May.

An entry in the Inspectors Report Book, lists the facilities at the new site as consisting of -

a classroom, dining room, verandah, passages, laundry, bathroom, dressing room, pantry and storeroom. (Inspectors Report Book 12.8.30)

Miss Flood, an old friend of Miss Turner, when interviewed on the 8th of April 1980, recalled that the building was a two-storey private house with the school rooms on the ground floor and living quarters for Miss Turner and her sister Mary on the upper floor.

These premises appear to have been far more suitable for a school than the previous rooms at St. John's Park. The increase in the number of rooms was important because as Miss Rowntree noted, on her inspection visit in August of 1930, eight girls had transferred from the old school and twenty two new girls were enrolled, making a total of thirty girls.

One advantage of the new premises was that the soil was more suitable for gardening at the new school site. On the 12th August 1930, Miss Rowntree wrote in her Inspector's Report that -

the soil was easy to work and in the short time since moving into the new premises, several vegetable beds had been prepared and raspberry canes planted. (Inspectors Report Book 12.8.30)

This was particularly significant because of the importance of gardening in the Curriculum. Growing their own vegetables and tending the garden became a major feature of the school programme. Evidence for this can be gleaned from comments written in the School Record. During the Depression Years of the thirties, running costs for the Welfare School were kept down by the School being self supporting from the fruit and vegetables grown by the pupils. Evidence for this can be found in Miss Rowntree's Annual Inspection Reports in which she not only commented on the efforts of the girls in the garden, but she also praised Miss Turner for her economy and efficiency.

The gardens also proved useful during the years of World War II. In 1941 Miss Turner wrote in her Journal -

Two palm trees and a Norfolk pine have been chopped down. The wood has been used for firewood in the classroom and the space left in the garden has been dug for vegetables. (School Record 1941, 52)

When Mr. Parker inspected the school on the 1st of December, 1942 he wrote in his Report that -

peas, beans and cabbages are being grown for the school dinners and all the lawned areas are dug up and made into vegetable plots. (Inspectors Report Book 1.12.42)

One can surmise that the premises were in a fairly good state of repair as the buildings themselves underwent a period of repainting and repair only twice during the first twenty years of the Welfare School's occupancy, according to the School Record and the Inspectors Report Book. In 1942 Miss Rowntree wrote in March -

the school house has been painted and an arch and a trellis erected in the garden. (Inspectors Report Book 1.3.42)

and in 1943 she noted that -

the kitchen, passages, and one bedroom have been painted and repairs made to the laundry.

The need for repainting or repair was never mentioned in either the Principal's Journal written by Miss Turner or by Miss Rowntree in her Inspector's Reports. It is possible that the washing, scrubbing and polishing which formed a major part of the Curriculum and which were frequently referred to in both the School Record and Reports may have maintained the buildings in a state of good repair.

As with the site at St. John's Park, both advantages and disadvantages of the Murray Street site can be argued. It can be speculated that the new geographical position of the Welfare School was more satisfactory at the new site in Murray Street than it had been at St. John's Park. There appear to be two major advantages in the move to the new site at 287 Murray Street. First the distance from the City centre should have made it easier to take the students on excursions as its position, directly on the tram route between the City and Northern Suburbs made transport easier. However during the

next twenty years, from 1930 to 1950, a search of the School Record Book and a search of the Correspondence files in the Education Department only refers to an annual visit to Arnotts Biscuit Factory and to an Annual Picnic which was given freely by a Captain Rowe who took the girls and their teachers either to New Norfolk, Browns River or South Arm. Miss Turner noted in the School Record Book in December 1926 that -

Captain Rowe took the girls to South Arm. Very few had been there before. Races were held on the Beach. (School Record Book 16.12.26, 8)

and in December 1927 she wrote -

Captain Rowe has again donated a free trip to the school. He took the girls to Browns River. (School Record Book 14.12.27, 11)

The School picnics are noted in the Journals for the other years, but no details are given about them or any other visits. This does not necessarily mean that no visits were undertaken, but there is no record of them. It is probable that excursions were not considered a necessary part of any school curriculum, in spite of the more advantageous position of the School.

The second advantage of the new site for the school was its proximity to the Elizabeth Street Practising School. The Girls Welfare School backed on to the Elizabeth Street School and their shared boundary gave easy access for an exchange of teachers and students who it will be shown, shared some functions and facilities during the time the School remained in Murray Street.

An Old Scholar of the Elizabeth Street School, Mrs. A. Robertson, when interviewed on the 30th of June 1980, recalled the girls from the Welfare School "coming down to special assemblies and concerts". (Robertson Interview No. 6, 1980).

However, in spite of the easy access between the schools, it was not until the next Teacher in Charge took over the School after 1951 that a closer association appeared to exist between them, through a number of shared teachers. Opportunities for the integration of the students did not appear to be a regular feature of the School's programme.

Selection of the Students

The School Psychologist, later known as the Guidance Officer has always played a key role in the selection of students for the Girls Welfare School. Evidence for this involvement has been previously mentioned and is contained in the comment on the Functions of the Psychologists Office as set out in the Educational Record (1923, 103). These officers gave Class Tests as well as specific tests to children selected by Class Teachers.

The Educational Record, now known as the Tasmanian Education Gazette, has always published requests by the Education Department in its monthly issues which are sent to all schools in the State of Tasmania. In 1924 the Educational Record published a request to all teachers to keep a record of all children who were 12 months or more behind the standard level of their class. The record was to include the child's name, age, the probable reason for the retardation

and the steps taken to help the child. Mr. Walker (retired Regional Guidance Officer) referred to these records when he was interviewed on the 4th of June 1980. He said they were the first step in identifying children that needed special help and he felt the system was very efficient. The only evidence available relating to the selection and classification of the pupils comes from this interview with Mr. Walker. (Walker Interview No. 5, 1980).

When he was a Guidance Officer he said there were three criteria to be met before a child could be transferred to a Welfare School. First the child had to be selected by the teacher who had to admit the child was beyond his or her capacity to teach. Secondly, the child had to have fallen three years behind the class standard, as shown in the School Record Book. The third factor, Mr. Walker said, involved tests by the School Psychologist or Guidance Officer. The test used was Mr. Parker's adapted Binet (See Appendix E) on which the child had to score an IQ of 70 or less before a transfer was considered. Once admitted to the School, Mr. Walker recalled that the children were tested by the Psychologist or by the Guidance Officer at least every two years. Miss Turner, he said, disagreed with this frequent testing as she felt the children learnt the tests by doing them so often, particularly the Speed of Reading Test. He said she felt they gained test sophistication, but Mr. Parker, according to Mr. Walker, disagreed with this and attributed any improvement to the concept of a movable IQ which he was working on in the mid Thirties.

It is unfortunate that neither the School nor the Regional Guidance Services Office have any records of the early students

and their IQ Test scores.

Observations and Insights into the Behaviour of the Students

Some knowledge or at least some understanding of the type of girl admitted to the School during the time Dora Turner was Teacher in Charge, can be pieced together from comments made by both Miss Turner and Miss Rowntree, both of whom frequently commented in a subjective manner. In 1935 Miss Rowntree wrote in her Inspector's Report that -

Girls are leaving at 14 which is too young for the girls of a poorer type, and no attempt is being made to differentiate types or to certify girls who are really feeble minded. (Inspectors Report, August 1935)

With these words Miss Rowntree implies that girls could be divided into types which are "poorer" or "feeble minded".

In 1934 Miss Rowntree wrote that she found "Many of the pupils to be unreliable and unstable" and in 1936 Miss Rowntree wrote "the School is full of problem cases from other Schools".

Miss Turner also noted some of the problems in her final comments for each year in the Principal's Journal. She presented some idea of the difficulties overcome when she wrote in 1929 "this year has contained more ups than downs" and in 1933 when she wrote "This year has been a very happy one with no big ups or downs". However, not all years were the same and in December 1934 Miss Turner wrote -

This year has not been one of the happiest, we have had many ups and downs. On the whole the

work has been patchy and the spirit of kindness was not noticeable among the girls. (School Record Book 19.12.34, 33)

while in 1936 Miss Turner wrote in December that -

The tone has been better and marked by the honesty of the girls. (School Record Book 18.12.36, 40)

thereby implying that the girls of previous years had not been totally honest and had lacked "tone" by which presumably she means refinement. Miss Rowntree also referred to "tone" but in the musical sense. In 1934 and 1936 she made the following comments in the Inspectors Report Book -

The loudness of the girls' voices has lessened and they are taught to answer questions politely.

and also -

The tone of the girls' voices has improved and they have a better tone.

From these comments one gets an impression that the girls were rough, loud, impolite, possibly dishonest, and with the potential to cause trouble.

Arguments for and against placing such girls together can be put forward. By extracting them from the ordinary classrooms and distributing influence to those more capable of academic work must have been removed. However, by placing such girls in a school together they would have provided very imperfect models of behaviour for each other. The girls should have benefitted from the less academic curriculum of the Welfare School and the following comments by Miss Rowntree in 1926, 1927 and 1935 are but a few of the positive statements made about the reaction of the girls at the Welfare School

to Miss Turner's kindly discipline.

5.10.26: It is particularly interesting to find grouped here the girls who, in the normal school have been branded with the word 'failure'. One wonders how the cloud has been lifted and the sunshine brought to once dull eyes.

8.4.27: It is wonderful that girls with so obvious a mark of Ishmail upon them should band together into a kindly whole.

18.10.35: The girls often arrive with the dull bravado of the branded failure, and it is pleasing to see the clouds lift and Ishmail take his brother's hand in work and fellowship. (Inspectors Report Book 1926, 1927, 1935)

These remarks seem to show that at that point of time Miss Rowntree considered that the School was performing a worthwhile service in the education of backward girls.

Mr. Parker appeared to support Miss Rowntree's approval of the School when he wrote on November 15, 1939, the following remarks in the Inspector's Report -

I feel that the School has an important function in making readjustments in children who up to this time, had only known failure. The success of this School is due to its philosophy which frees the student from irksome restraints and from harsh home conditions and wrong attitudes brought about by the unduly severe scholastic requirements of the ordinary grades. (Inspectors Report Book 15.11.39)

Thus Mr. Parker apparently saw the type of girl admitted to the school as one who needed to make readjustments and as one who would benefit from the particular curriculum offered at the Welfare School. Mr. Parker worded his reports in more objective terms than did Miss Rowntree. It is interesting to note his reference to the students problems as stemming from both their

home backgrounds as well as from an unsuitable curriculum as found in the ordinary classrooms. Miss Rowntree couched her reports in more ornate phrases and made frequent references to Biblical characters, e.g., Ishmail. Both these Inspectors appear to agree that the girls at the Welfare School while regarded as failures in the ordinary classroom, benefitted from their years with Miss Turner.

Miss Rowntree made the following comments in her Inspectors Reports -

The girls are under wise control and the influence of a personality which must affect their standards of life. Miss Turner is kindly and encouraging but alert to find opportunities for throwing the responsibility on to the girls. The effect of the school is to be seen by comparing the fifteen girls who have been a year more at the school with those recently admitted. (Inspector's Report 5.9.28)

A quickened mentality is shown in the growing power for individual conversation and expression and in the readier smile for all that is comic. The girls walk better, speak better and show a self respect and an uprightness that are gratifying. (Inspector's Report 12.9.1930)

The newer and younger ones need much telling but the older pupils are being trained to take charge and to think for themselves and others. (Inspector's Report 12.9.1930).

Curriculum

Our knowledge of the curriculum is derived from statements made by Miss Turner and the Inspectors, Miss Rowntree and Mr. Parker. Miss Rowntree noted in her Report on the 12th August, 1930 that -

Every branch of the work is clearly set out by Miss Turner so that they know exactly what is expected of them in each room. (Inspectors Report Book 8.4.1927)

The emphasis in the School was on domestic work which was divided into cooking and housewifery. These two areas of concern took up all but one hour of each day. We know this because Miss Rowntree commented in her Report for 1931 "Only one hour a day is set aside for basic subjects" (Inspectors Report Book 8.4.1927).

Because dinner was provided by the School not only did this aspect of the Curriculum benefit the whole School on a daily basis, but the recipes and the skills learned in the Kitchen were those the girls could use in their own homes in the future and also were those that could be offered to a future employer if the girl was seeking a position in Domestic Service, either Private or Commercial.

Miss Turner had another reason for the emphasis on the Domestic side of the Curriculum. She felt the girls gained self respect and self confidence through their successes in the kitchen. In July 1926, Miss Turner wrote in her Record Book that -

My policy is not to interfere, but to let the girls carry out their recipes without direction. Self reliance is the watchword of this School.

Miss Rowntree approved of the Domestic Curriculum when she wrote on October 25th, 1926 that -

In many cases education through the hand and through happiness has lifted such a cloud from the mental life that one wonders whether after all it was the School Method and not the brain that was at fault.

The second aspect of the Domestic Curriculum was termed Housewifery. This included the -

cleaning and care of the classroom, dining room, front and back steps, verandah, passages, laundry, bathroom, dressing room, pantry, store room and private sitting room.

according to Miss Rowntree's Report on August 12th 1930. She also noted that the class was divided into two groups, one for the cooking and one for the cleaning. These groups alternated each week.

The girls also learned Sewing which included the use of the sewing machine. Miss Rowntree noted in March 1926 that the first task of each girl -

is to make a cap and apron which is to be worn as a uniform at School. The girls also make a night-dress each and they learn embroidery. (Inspectors Record Book 25.10.1926)

Their output from the Sewing class must have been quite prolific as Miss Turner wrote on December 11th 1929, after Parents' Day, that -

the classroom looked like a bazaar due to the amount of sewing, scones and cakes exhibited. (School Record Book 11.12.1929, 17)

As well as the more practical aspects of the Curriculum, the comments by Miss Rowntree show clearly that the girls spent some time each day on Reading, Writing and Arithmetic. The time spent on these subjects caused Miss Rowntree some concern as we see from her Report in May 1931, when she wrote that -

there is a need for weekly tests and quarterly tests because the standard this year is lower than in previous years. Unless the girls come here able to read and write, handle money and change they cannot make much of the work here. (Inspectors Record Book, May 1931)

At the same time she wrote that -

there is an emphasis on domestic work which means that formal teaching is only possible between 11.00 and 12.00 am.

There are few detailed reports of the actual Curriculum followed in the formal subjects, but Miss Turner wrote in 1924 when the School commenced, that -

academic work is not neglected and includes English, Writing, Spelling and Word Building as well as Oral Language and Mathematics.

She also noted that Mr. Parker was to conduct weekly tests in all areas. This surely seems to contradict his philosophy of a desirable lack of restraints as found in the normal classroom. However, there was a quite unusual deference to individual progress as Miss Rowntree noted when she wrote in June 1925 that -

individual progress boxes are being used in both Mathematics and Spelling. Progress Cards for Spelling are displayed in the classroom. (Inspectors Record Book 25.11.1925)

Miss Rowntree also commented on the individual differences when she wrote her Inspection Report in 1925 -

there is a wide range of ability in Mathematics from addition under 10, to the use of simple fractions. All Mathematics tend to be on the practical side. (Inspectors Report Book 25.11.1925)

Unfortunately there are no records extant of the nature of this practical Mathematics Curriculum. Slightly more information is given about the Spelling with Miss Rowntree, in the Report of 1925, stated that -

the Spelling standard ranges from probationary to Class IV. A great improvement can be seen

in oral Language, both in the tone of voice and in the lack of mumbling. (Inspectors Report Book 25.11.1925)

Miss Turner, at the same time noted that the words to be learnt in Spelling were those from the Reading Scheme, but we are not told which Reading Scheme was in use.

Miss Rowntree wrote in her Report in 1931 that she noted -

an improvement in dictation and I found the majority of the girls are reading fluently and intelligently. Four are reading at Grade IV level, nine at Grade III level and eight at the level of Grade II. (Inspectors Report Book, 1931)

We are also told by Miss Rowntree that "Bookwork in all subjects is carefully done, using ink" (Inspector's Report Book 1931).

Although other subjects were added to the Curriculum at a later date, the only other areas during the 1930s appeared to be the introduction of Nature Study and provision was made for a Library. Mr. Parker wrote in his Inspection Report for 1937 that -

An order has been given for the erection of shelves for the display of natural objects to assist with the new subject of Nature Study.

and he further commented in the same Report that -

A room is to be set aside for use as a Library and the books must be suitable for borrowing by the girls. (Inspector's Report Book 1937)

No further mention is made about any aspect of these subjects during the remainder of Miss Turner's Principalship.

It can be speculated that the Curriculum was seen as appropriate for the students admitted to the Girls Welfare School during this period. The emphasis on Domestic rather than Academic skills may have been more useful to students who had demonstrated their low ability level in the normal schools from whence they had been transferred. These same Domestic skills would have prepared them for a certain type of work and would have provided them with skills needed for independent living.

There are very few sources of information which give details of the work opportunities for the School Leavers during this period. The Minutes of some of the meetings of the Girls Welfare After Care Committee refers to some girls being placed in private domestic service, some working at Fitzgerald's Department Store, Hobart and others in the Mattress Factory (Minutes of After Care Committee 1948, 2). The Admission Register from 1945 shows that 106 girls were admitted to the school between 1941 and 1951. Of these, 16 obtained employment on leaving school. Nine girls were taken in care and 12 transferred to other schools. The remaining girls were granted exemption or reached leaving age and the records show that on leaving they initially remained at home. Unfortunately, the Records do not show what became of the majority of the girls prior to 1945, nor how many retained their positions in employment.

However their sound Domestic training should have enabled them to obtain Domestic or other unskilled work. It certainly should have been of benefit to them in the care of their own homes as the recipes and routines given to the girls caused Miss Rowntree, in 1927, to comment that -

The girls are learning plain sewing and plain cookery in plain circumstances which will fit their own poor homes. (Inspector's Report Book 1927)

Details of the more academic aspect of the Curriculum are scanty. No records have been kept as to the Reading Schemes and Maths Books used. As has been shown, only one hour per day was used for Basic Subjects, and these only built on existing knowledge of reading and number work.

The emphasis placed on Domestic subjects and the little time devoted to academic subjects each day appear to present a contradiction between Mr. Parker's stated philosophy about the girls at the School enjoying freedom from the restraints of the normal classroom and the comments by Miss Rowntree, previously quoted, about the need for weekly and monthly tests. Mr. Walker also recalled that the Girls sat for the Standardised Tests as did those in the normal classes (Walker, Interview No. 5, 1980).

A Record Book of Test Results dating from 1946 to 1956 shows that exams were taken once a Term in the following subjects - Reading, Writing, Dictation, Composition and Arithmetic.

The results demonstrated a wide range of ability, although the general standard was very low. An example from 1949 is typical of the results shown. The marks range from 0 out of 10, to a high of 5½ out of 10! These were averaged by Mr. Parker into percentages as follows -

1.4% - Reading

2.1% - Writing

1.4% - Dictation

.8% - Composition

.8% - Arithmetic

(See Appendix D)

These marks reflect either a low ability on the part of the students, or unreal expectations on the part of the staff, or both! It should be remembered that none of the staff had any Special training to help them teach children who were mildly mentally retarded. At best the Academic Curriculum was a watered-down version of that in the normal school. There was little effort made to stimulate the girls by introducing subjects such as history, geography, social studies, art, music, drama or sports. The latter was specifically mentioned by Miss Rowntree in her Report in 1931 when she said -

No further physical culture is needed where girls are active, happy and well fed. (Inspector's Report Book 1931)

Not everyone would agree that the Curriculum lacked stimulation or was in any way unsuitable. Comments in the Visitors' Book were very favourable.

General Impressions of the School

The School has had an unwritten policy of welcoming visitors. They were seen to broaden the outlook of the students and each Principal in turn has expressed the hope that a visitor would take away good impressions of the School which would help to remove the stigma that has attached to Special Schools almost since their inception. The Visitors' Book provides an account of first hand

impressions of the School and its ability to cope with the mildly mentally retarded.

The Visitors' Book that was kept during the time of Miss Turner, Miss Hughes, Mrs. Ray, Miss Bickford, Mrs. Mattay and Mrs. Traill, show what a diverse number of visitors spent time at the School. Some names from the Education Department stand out for their frequency and the obvious pleasure their visits brought to the Teacher in Charge and her staff. These include G.V. Brookes, H.T. Parker, A. Rowntree, R.W. McCulloch, W. Neilson and Gollan Lewis to name but a few. Other visitors were students from the University of Tasmania and the Hobart Teachers' College, who with their lecturers paid annual visits. Members of the Girls Welfare Committee and the Mothers' Club and representatives of Associations such as the Combined Council of the Mothers' Clubs of Southern Tasmania, also visited each year as did members of the Retarded Childrens Welfare Association and the Country Womens' Association according to comments written in the School Record over a period of a year. Representatives of the Departments of Mental Health and the Probation Service were frequent visitors and the School Health Service also attended at the School. Visitors also came from interstate and from overseas from countries such as India, Burma, the Phillipines, New Zealand and the United Kingdom. For some years it appeared to be the custom to write comments in the Visitors' Book as well as names and addresses. The following comments written in the Visitors' Book reveal some of the impressions the school made on those visitors.

I was greatly impressed with all that was being done here, and hope to utilize many points with the half-castes on Cape Barren Island. A.B. Morton, Cape Barren Island, 22.4.41.

A very interesting school; impressed with the enthusiasm of the staff; the very good attitude of the students and the results achieved in school activities. E. Gillard, Inspector of Schools, Melbourne, Vic. 5.10.48.

I observed the school for a full week and was glad to see how the pupils and teachers were working together with very great pride and interest. Here one can see how the pupils can be made to do hard jobs very gladly without fear. S.N. Gupta, Teacher Allahabad, India, 4-9.10.48.

Several of the teachers and Guidance Officers who visited the School commented when interviewed in 1980, that they recalled the politeness of the pupils. Even the roughest girls were trained to answer questions and to show visitors around the school.

Many of the visitors were entertained to luncheon prepared by the girls, thus gaining further insights into the character and personality of the students.

The Effects of Two Major Events on the Girls Welfare School

It can be speculated that the history of the School should reflect the history of the times - there should be an interaction between the major events and the School's response to those events.

During the twenty seven years that Dora Turner was Teacher in Charge of the Girls Welfare School, there were two major issues of national and international importance. There were the Depression years, 1929-33 and the Second World War, 1939-45. From the available

sources of material neither event appears to have had any real impact on the School - the Depression is not mentioned in the School Record Book and the Second World War is mentioned only briefly.

The effects of the Depression were felt in most sectors of society in Australia because it not only caused considerable unemployment, but actual money wages were cut by about a quarter and taxation increased. This should have made some impact on the parents of the girls at the Welfare School and probably affected their job opportunities on leaving school - but these events go un-noted.

Similarly, the declaration of the Second World War is not noted, nor is any mention made of the effects of rationing, difficulties in obtaining or retaining staff, nor mention of any other restrictions. The first mention of the War in the School Record Book occurs on August 24th, 1940, when Miss Turner noted that -

At a Bridge Evening sponsored by the Education Department the 'Win the War' Rally benefitted by £23 raised by the School. The girls cooked and served the supper. (School Record Book 1940, 50)

The Record indicates that only one teacher, a Miss Clerk who had taught at the School for six years, left to join the Armed Forces. Miss Turner noted that in December 1941 -

Miss Clerk was farewelled by the School when she went to join the Women's Australian Air Force in Melbourne. (School Record Book 1941, 54)

No mention of the War is made during 1942 or 1944. In 1943 it was noted by Miss Turner that the war had a definite effect when

School reopened this morning after an additional five weeks holiday on account of threatening war clouds. (School Record Book 31.3.43, 55)

An extra week's holiday for the same reason, in October was also mentioned by Miss Turner who also noted in December 1943 that Parents' Day was held as usual but -

general conditions necessitated a much simpler wind up of the year's activities but the children's joys were curtailed as little as possible. (School Record Book 23.12.43, 56)

Even the great days of the cessation of hostilities overseas go almost unmarked in the School Record Book except for the following comments:-

May 9th - Holiday Peace Day for Cessation of Hostilities in Europe.

August 16th - Peace Day to celebrate overthrow of Japan.

(School Record Book 1945, 61)

Miss Flood and Miss Gordan, friends of Miss Turner, when interviewed in March and April 1980, both recalled that she was very concerned about the War situation, but she saw as her immediate responsibility the running of the School with as much efficiency and economy as possible and of course the welfare of her girls came before anything (Flood Interview No. 1, 1980, Gordon Interview No. 2, 1980).

As the School was largely self supporting, food rationing did not appear to make any difficulties in the domestic science area.

Clothes rationing probably was not a problem for the majority of the parents as they lacked money with which to buy many new clothes.

There is no way of knowing how many of the girls had siblings serving in the forces, but as far as can be ascertained there were no parents involved in active service, although fathers who were factory hands, Zinc workers or farmers, no doubt, all contributed to the war effort.

On the evidence available there was no great emotional involvement, by children or staff of the Welfare School, in the War. However, Miss Turner's friends (mentioned above) recalled that at that time, Empire Day and Anzac Day took on a new patriotic significance and that schools held assemblies to pray for peace.

Personal Glimpses of Dora Turner and Her Retirement

On the 20th of June 1951, Dora Turner retired. For twenty seven years she had had the position of Teacher in Charge of the Girls Welfare School.

Dora Turner's personality had a great influence on the Welfare School. Insights into her personality and dedication can be gained from those who remember her as a friend and a colleague.

Miss Flood (retired Infant Mistress) was a contemporary of Dora Turner. In an interview in May 1980, she describes Dora Turner as -

very likeable and very competent. She was well organised and under her care the discipline in the school was very good. The girls marched steadily through their day's work with no slacking allowed,

(Flood Interview No. 1, 1980).

Dora's sister Mary, with whom she lived, was a more relaxed person, according to Miss Flood. She sailed through life. She had a Class for Slow Learners at Elizabeth Street School. The sisters shared their great interest in teaching, but whereas Miss Mary had many other interests, Miss Dora made the School her whole life.

Miss Flood recalls attending many afternoon tea parties held in the private sitting room at 287 Murray Street on Saturday afternoons. The talk, she said, always centred around the girls and their problems (Flood Interview No. 1, 1980).

Mrs. Greenlaw (retired teacher) used to do some relief teaching at the School. She recalls in an interview in June 1980 that many May holidays were organised by Miss Mary and Miss Dora Turner. They used to gather a group of teachers and walk to a little holiday house above Fern Tree. Here each teacher did their own cooking, but Dora Turner supervised the housework in a "very vigilant manner!" The days were spent walking, sewing and sketching. Mrs. Greenlaw, a talented artist, presented the School with a pasted drawing of Dora Turner and her friends sitting sewing under some trees near the house (see Fig. 3). The evening time was used to discuss educational ideas, thus turning the holidays into an informal seminar (Greenlaw Interview No. 4, 1980).



Fig. 3

DORA TURNER AND FRIENDS AT FERN TREE

Miss Gordon (retired Infant Mistress) was also a contemporary of Dora Turner. In an interview in March 1980 she recalled that they attended the Teachers' College together. She could recall that they went on a Practice Teaching session together, each wearing a long black skirt, a high necked cream blouse and each had their hair tied back with a large black bow. She remembers that Dora Turner was very impressed with the ideas of Mr. H.T. Parker and she took great interest in the Psychology lectures.

Miss Gordon also knew Dora Turner's sister Mary, whom she described as quite different "with a sense of humour and lots of patience". Both sisters were said to have told many stories about the girls at the Welfare School, but they were nice to the girls and very understanding (Gordon Interview No. 2, 1980).

Mr. John Walker (retired Regional Guidance Officer) has many vivid memories of Dora Turner. In an interview in June 1980, Mr. Walker said his first recollection was of Dora Turner at her school on a Speech Day. There were many official people present including the Director of Education and the School Inspector, but Dora Turner did not open in the conventional way - "Mr. Director etc." she just said "Friends, we will start by thanking God for this lovely day", which she proceeded to do. Mr. Walker describes Miss Turner as one of those born teachers whose discipline is never apparent. She would ask a child to do something and they would do it as naturally as they would breathe. It would not occur to them to do otherwise.

Miss Turner frequently phoned the Guidance Branch for advice, and to state her wishes. Her manner with the Guidance Officer, Mr.

Walker said,

epitomised the long standing and efficient servant more or less doing what she liked as far as the boss was concerned. (Walker Interview No. 5, 1980)

Mr. Walker also said the children were very natural with her. She had a certain amount of presence. In her later years she had a slightly gaunt appearance but she stood up looking very active and capable. Mr. Walker recalled she dominated any place where she was speaking or when addressing a group.

From these comments from people that knew her, one can build up a picture of the personality of Dora Turner and of her care and devotion to the cause of education. Her own words sum up her attitude to the School and it appears to be typical of her nature that the last words she wrote in her Record Book were a tribute to her colleague, Mrs. Ray.

June 29th 1951: After twenty one busy years and happy years, it is with regret that I write finis.

I would like to leave on record my appreciation of Mr. Parker's advice and sympathetic help over the twenty seven years of the School's existence. I am grateful that I was the teacher chosen to pioneer his scheme for backward and retarded girls; also to pay tribute to Mrs. Ray whose kindly and helpful co-operation for nine years has made the working of the School run smoothly. It is her quiet dignity and tact that have helped our many problems. (School Record Book 1951, 76)

CHAPTER 5

FROM 1951 - 1966

A PERIOD OF CHANGE

Teachers in Charge - Their Personalities and Influence

This section sets out to discuss the major changes that occurred in the School from the years 1951-1966. These changes centred around the four Teachers in Charge during that period. The evidence for this section comes from essentially the same sources as before.

From 1924 to 1951 the Girls Welfare School had experienced a period of stability under the leadership of Dora Turner. The following twenty five years was a period of change brought about by the four Teachers in Charge appointed during that time. The Curriculum was expanded, the School changed its name to the Dora Turner School and became co-educational and also changed to another site, but in spite of these changes it remained very insular and self centred.

When Dora Turner retired she had one Assistant Teacher at the School, Mrs. Ray. Mrs. Ray was later to be promoted to the position of Teacher in Charge, but in 1951 a Miss Hughes was transferred from the Elizabeth Street Practising School. An entry in the School Record Book noted that she became Teacher in Charge on the 21st of January, 1951.

It could not have been an easy task to take charge of a school where the previous Teacher in Charge had been so firmly entrenched for so many years. In an interview in June 1980, Mr. Walker recalls that there were a number of disciplinary problems after Dora Turner left that had not arisen during her term as Principal.

Miss Hughes wrote in her Journal that -

I took over Miss Turner's duties with an enrolment of thirty girls. (School Record Book 1951, 77)

To add to her initial difficulties, the Assistant Teacher, Mrs. Ray, was absent for several weeks and Dora Turner herself returned to help out. She was described as being "most kind".

Miss Hughes found the girls -

to be well trained and willing to show me in my new position, how Dora Turner carried out the daily routine. (School Record Book 1951, 77)

By the end of 1951, Miss Hughes reported in the Record Book that the girls had settled down well and at the end of the following year Miss Harris wrote in the School Record Book (November 1952) that -

The year has progressed steadily and happily and I find that discipline is good. The atmosphere shows the girls ready to start their day's work without meander and with obvious anticipation of their dinner. (School Record Book 1952, 78)

Miss Harris only remained as Teacher in Charge until 22nd of June 1953. The School Register records that Miss Harris requested a transfer, but no reason for the request is given.

On the 29th of June 1953, Mrs. Ray was appointed as Teacher in Charge. Miss Rona Smith was transferred from the Prince of Wales Kindergarten to assist at the Welfare School, according to a report in Mrs. Ray's Record Book. Mrs. Ray wrote in this Book in December of that year that the year had progressed happily (School Record Book 1953, 79). The girls would have been accustomed to Mrs. Ray and none of the difficulties encountered by Miss Hughes were repeated, according to Mr. Walker.

Under the leadership of Mrs. Ray it will be shown that the School experienced a number of changes. These changes centred around Staff changes and additions to the Curriculum. There were a number of staff changes which introduced new ideas to which Mrs. Ray proved receptive. During Mrs. Ray's Principalship there was a movement towards more integration with Elizabeth Street School. New subjects were introduced into the Curriculum and a Brownie Pack commenced.

Mrs. Ray was always generous in her acknowledgement of the help given by the staff at the School. Indeed more comments are made in the Principal's Record Book about the staff than about the children which makes it very difficult to comment on the type of children at the School at that time.

Mrs. Ray wrote in the School Record Book in December 1956 that -

stirling work has been given by the staff to the work of the School. (School Record Book Dec. 1956, 90)

and in 1960 -

excellent co-operation from the staff, the Department and the outside public. (School Record Book Dec. 1960, 104)

In 1961 Mrs. Ray wrote her final comment in the School Journal -

I would like to leave on record my appreciation of the staff's co-operation during the nineteen years I have been a member of the staff here. After eight and a half years as Head Mistress, time has caught up with me. Moving to Battery Point 1962. (School Record Book 1961, 107)

The retirement of Mrs. Ray ended an era of the Dora Turner School in its location at 287 Murray Street. Information about the move from Murray Street was obtained during an interview on the 16th March 1981, with the present Principal of the Dora Turner School, Mrs. G. Sprod. She said that in 1961 the Elizabeth Street School needed to expand. New premises had to be found for the Dora Turner School. It was decided to move it to the old Model School on the corner of Hampden Road and Sandy Bay Road. The building was very old and had at one time been occupied by the Psychologists' Office (see Fig. 4).

Both Mr. Walker and Mrs. Traill recalled that the move was not very popular with the staff of the Dora Turner School as the building was not only old and dilapidated, it was also very large and rambling with many small rooms and hiding places which made it very difficult to supervise. Some rooms were locked and used as store rooms by the Department and two sheds in the back courtyard



Fig. 4

HAMPDEN ROAD SITE

were not to be used by the School. After the garden at Murray Street, the new playground, small and covered with asphalt, was very restrictive. At one time teachers had to take their class down to Castray Esplanade to have any running games or to play football, according to an interview with an ex teacher Mrs. R. McIntyre in December 1980.

The "new" School was opened by the new Teacher in Charge, Miss Bickford on 22nd of January 1961. When Mrs. Ray reached sixty she had to retire, but was retained as a teacher on the staff.

Miss Bickford wrote in her Record Book that -

her assistance in establishing me in her former position is very much appreciated. Mrs. Ray and I worked very happily for 8½ years together and I hope this happy combination will continue. (School Record Book 20.2.62, 108)

This was to prove to be a vain hope. Both Mrs. Greenlaw and Mr. John Walker commented, when interviewed, that the new combination with Miss Bickford in charge was not a success. Mrs. Ray resigned in June and was given a farewell party by the Mothers' Club. It is recorded that they presented her with a silver salver, which surely demonstrates their deep respect for her work at the School.

Miss Bickford's years as Teacher in Charge were not marked by any outstanding events. The Curriculum appears to have gone unchanged and Miss Bickford's School Record Book shows her concerns to be mainly with the Domestic subjects. Evidence for her concern can be found in her frequent references to the preparation and

serving of food at a variety of functions, e.g.

Supper was prepared and served to the Members of the Retarded Children's Welfare Association (School Record Book 1961, 111)

Luncheon was served to the RCWA candidate for Miss Tasmania (School Record Book 1961, 111)

Open day - the girls prepared all the food served. (School Record Book 1961, 111)

Preparation this month for School Picnic. (School Record Book 1962, 112)

She did, however, try to make some contacts between her pupils and those in other schools. These contacts appear to be with schools where the teachers were known to be sympathetic towards the special nature of the Dora Turner students. In her Record Book, Miss Bickford noted that in June 1963 Mrs. MacMillan, who had previously taught at the Dora Turner School for several years, brought her class from Robert Cosgrove High School and in July of the following year, Mrs. Mattay brought her students from the Moonah Special Class, who performed a play for the School. These visits were such a success that it is unfortunate that more visits were not made. There are few mentions made of visits by the Dora Turner children to other schools, after the move to Hampden Road, which was quite isolated from other schools. However, visits were made to the Sight Saving School (School Record Book 1961, 111) and to Moonah Special Class (School Record Book 1962, 112). On both occasions the Dora Turner students presented concert items.

Miss Bickford retired on the 19th of December 1964. The School Record Book shows that she was replaced as Teacher in Charge by Mrs. Mattay who had been teaching at the Moonah Special Class.

Evidence for Mrs. Mattay succeeding Miss Bickford can be found in the School Record. Miss Bickford wrote -

I wish my successor, Mrs. Mattay, happy years
at Dora Turner. (School Record Book 1964, 115)

Mrs. Mattay was only at the Dora Turner School for four terms, but she appeared to make her presence felt particularly in the attitude she presented to programming and record keeping. She clearly set out her philosophy for the School from the outset of her written record in the Principal's Journal. Her first comments were -

Aims of the School for 1965 - Firstly to help
build up pupil's character and abilities to suit
him most profitably to life after school.
Secondly, to run a neat, orderly looking school.
(School Record Book, 1.1.65, 1)

Mrs. Mattay also emphasised the need for good relationships between a teacher and her class. She encouraged parent-teacher contact, and she urged teachers to -

organise themselves to give maximum time to
working with the children and to reduce written
and administrative work to a minimum. (School
Record Book 1964, 1).

Mrs. Mattay was very forward thinking in her encouragement of visits to other schools by teachers, and by her welcome to others including "teachers and other purposeful visitors" which she felt would broaden the outlook of the children and the teachers. Evidence for this can be found in her comment that -

Visits to Seminars or observations at other schools by teachers to be encouraged. Slight inconveniences to be shouldered by fellow teachers if thereby teaching skills and approaches are improved. (School Record Book 1965, 2)

Every facet of school life was organised by Mrs. Mattay.

She organised class groups on a chronological and maturity rating.

Grouping of Children -

1. Home class based on CA, Maturity and Interest.
 2. Each child given Schonell Test by H.T. to approx. assess RA and SA.
 3. Pupil moves from Home Class to appropriate Reading and Spelling Classes based on above.
- (School Record Book 1965, 3)

The charts and information to be placed on each classroom wall were specified, even to the actual position of their placement. Weekly records and programmes and progress charts while minimal, were clearly expected, e.g.

3 charts are to be placed in the Principal's Office to give information at a glance to teachers or officials of the Education Department re Pupils CA, RA, SA and IQ. (School Record Book 1965, 3)

and a

Classroom Chart of Reading progress to be displayed in a prominent place on Classroom Walls. (School Record Book 1965, 5)

Weekly staff meetings were held before school on Tuesdays and ran to a prepared agenda. School rules were to be written up in appropriate places and were to be learnt by heart by all students. They were to be repeated constantly and care had to be taken that they were understood by all.

e.g. School Rules - Worded one at a time as need arises. Mentioned at Assembly, practised then after one week, written on a card and fixed on Notice Board in Library. Older girls expected to know accurate wording. Younger girls to know meaning. Frequent references to be made to existing rules. (School Record Book 1965, 4)

To read the Journal kept by Mrs. Mattay is to gain an impression of someone who was really well organised and in control of the School. This may be a true impression from the written evidence available, but it may only be an "on paper" impression as in an interview with her successor, Mrs. P. Traill, contrary evidence was presented. On 20th of March 1981, Mrs. Traill said she found a far from satisfactory situation when the change over took place on the 24th of July in 1966.

Curriculum and Curriculum Changes 1951-1966

The main source of evidence about the Curriculum during this period is contained in the School Record Book maintained by each of the Teachers in Charge.

Miss Hughes does not mention individual subjects but we can surmise that Domestic subjects were still paramount as she frequently complained about the cost of food items. She indicated that the School faced a time of financial difficulty. Miss Hughes constantly referred to the high and increasing cost of flour, sugar, margarine and butter. She complained in the School Journal in June 1951 that even potatoes cost £2 per bag, and in September she noted that onions rose from 1/2 per pound in July, to 2/4½ in September and potatoes became £2.5.0. In her own words -

Increases in prices causing difficulties - flour, sugar, margarine and butter have to be coped with. Paid £2 for 1 bag of potatoes. (School Record Book 1951, 77)

and further -

Cost of daily food rises unsteadily. Meat prices vary from day to day. Onions were 1/2 per lb. in July. Now 2/4½ a lb. Likewise potatoes £2.5/- at Growers Market. (School Record Book 1951, 77)

The School budget was assisted by the distribution of free school milk, but in spite of this help there was talk of making the children pay for their food. This was not, however, proceeded with. Miss Hughes does not mention any economy measures or adjustments to the Domestic Curriculum. She may have lacked the skills of economy and efficiency for which Miss Turner was praised during the difficult times of the Depression and the Second World War.

Miss Hughes tried to introduce some degree of change into the sameness of the school routine. During 1952 and 1953 she reported several excursions that were undertaken by the whole school. She particularly referred to a Symphony Concert at the City Hall, a Ballet Concert at the Theatre Royal and a display of Japanese and Indian Art at the Museum and a more informal occasion - a visit to Cadbury's Chocolate Factory with a picnic in the factory gardens. For example -

The girls enjoyed a City Hall Symphony Concert. (March 1952, 78)

The girls enjoyed a display of Japanese and Indian Art shown at the Museum. (March 1953, 79)

A very nice trip to Cadbury's. Everyone enjoyed seeing over the factory and tasting their wares.
(November 1953, 79a)

All these comments are to be found in the School Record Book for 1952 and 1953.

The Curriculum underwent considerable change under the guidance of the next Teacher in Charge, Mrs. Ray. One of the first purchases she reports making for the School was a Waterworth Projector. The first films shown were of the Royal Visit, an occasion that both Miss Hughes and Mrs. Ray recorded as providing a great interest for the girls. Mrs. Ray commented in the Principal's Journal in June 1953 that the Royal Coronation in 1954 and the Royal Visit had been the central theme for some months and the classes were decorated with Royal Pictures and radio broadcasts were enjoyed by the whole School. Evidence for the innovation of a Projector and the pleasures gained from the Royal Wedding and the Royal Visit to Tasmania can be seen in the following extracts from the School Record Book:-

A Waterworth Projector arrived today and we had our first two films today "The Queens Australian Visit and "A Coronation Film". (School Record Book 1954, 81)

Before the Royal visit to Hobart the girls enjoyed the Broadcast series about the Royal Family.
(School Record Book 1954, 81)

The girls have been enthusiastic about the Coronation. They have enjoyed collecting pictures about the Royal Family, some for Black Board use, others to paste into an album of their own. The Broadcast series were enjoyed by all and their handwork activities were part of it all. Kettle holders were stitched in cross stitch in red, white and blue wool, for the Union Jack. The Crown and Orb most painstakingly worked in the given colour scheme - everything helped to build up happy memories of this historic event - the crowning of a happy Queen Elizabeth II.
(School Record Book 1954, 77)

This is the first mention in the School Record Book of a theme for study. Mrs. Ray also noted that she hoped films would become a regular feature of the weekly programme. This was perhaps the first step in breaking the insularity that appears to have existed in the Girls Welfare School up to that time.

In April 1954 Mrs. Ray recorded in the School Record Book that -

the School has taken delivery of a piano.
It is hoped to use this for singing, dancing
and musical games. The Department has employed
a visiting singing teacher to give weekly
lessons. (School Record Book 1954, 82)

Up to this time any music in the School had been unaccompanied and had apparently relied on the skills of the current assistant teacher.

The cultural side of the Curriculum was also increased by the appointment in the third term of Mr. Gordon to teach drawing. Mrs. Ray wrote in her Record Book in September 1954 that "the girls are enjoying Art lessons once a fortnight". Mr. Gordon appears to be the first male teacher to visit the School (School Record Book 1954, 83).

Religious Instruction is also mentioned for the first time in 1954. Deaconess Galbraith visited the School weekly and Mrs. Ray noted in the Record Book in July 1954 that a Priest from St. Joseph's Church visited the Catholic children at the Welfare School.

The School Record Book also contained details of the expansion of the Library. To encourage its use, the children visited a Book

Week Exhibition in June 1956. Following this exhibition, Mr. R. McCulloch, Supervisor of Guidance, visited the School and Mrs. Ray wrote -

Mr. McCulloch encouraged the children by presenting them with Book Markers for entering a Book Week Poster Competition. (School Record Book 1956, 88)

This is the first mention of a Library in the School since a room for books was set aside in 1928 and also the first mention of Book Week or any excursion connected with Libraries.

Physical Training also became a feature of the Curriculum. Mrs. Ray wrote in July of 1956 that -

during most of this year Mr. Armitage has visited the School during the lunch hour and has taken Physical Training for the whole school out in the yard. (School Record Book 1956, 89)

Again this is the first note about Physical Education since Miss Rowntree made her statement (previously quoted) in 1931 that it was not necessary.

A significant addition to the Curriculum, but one closely allied to the traditional Housewifery and Cooking subjects, was Mother Craft. Sister Roach began to visit the School regularly in 1957. Mrs. Ray recorded in the School Record Book that from February -

The senior girls have Mother Craft as a regular feature of their programme. Sister Roach gives lessons to the older girls and takes them to Lady Gowrie Child Centre for regular visits. (School Record Book 1957, 93)

It is surprising that the School was in existence for over thirty years before this subject was introduced into the Curriculum. No explanation for its previous absence nor reasons for its inclusion are given by Mrs. Ray. The Minutes of the After Care Committee of the Girls Welfare School, which concerned itself with providing assistance to school leavers from 1924 to 1955, shows clearly that many of the girls had babies, both in and out of wedlock. There are numerous examples over the years of children at the School who have mothers that at one time attended the Welfare or the Dora Turner School. It could not therefore be assumed that the girls were too backward to marry. It can be speculated that they would surely have been more competent at parenting if such a subject had been included from the inception of the School.

In September 1956 a new teacher, Mrs. Greenlaw joined the School to teach the younger class until her retirement in July 1957. Mrs. Ray noted in the School Record Book in June 1957 that -

Mrs. Greenlaw is about to retire. She has specialised in the teaching of reading and has worked very hard in the formal subjects with her group. It is most marked how they have improved. (School Record Book 1957, 94)

It is interesting to note a move away from the emphasis on Domestic subjects and more time given to formal subjects. One reason may have been the increasing number of younger children entering the School who probably required work in basic subjects. Prior to this time, as has already been shown, most girls were admitted at the age of twelve and were expected to have a basic understanding of reading and mathematics - the emphasis being

always on cooking and housework.

Mrs. Ray also introduced a course of Personal Grooming for the girls. Visits were made to the School by a Beautician, according to the School Record Book of October 1957. Mrs. Ray stated that -

A Beautician, Miss Peggy Bess visits the School and under her guidance the girls are learning many ideas for improving their grooming.

Her bright personality lifts us all from the doldrums we are settled in and has given us all several things to think about. (School Record Book 1957, 95)

There is no information as to how long Miss Bess continued to visit the School, however if the reports of one former Head Mistress are to be believed, "the appearance of the students was quite shocking" when she visited the school in 1964 (Interview - Mrs. P. Traill, 20.3.80), so the grooming lessons did not appear to have any long term effect.

Mrs. Ray does not mention Nature Study, History or Geography as being part of the Curriculum, but she did try to give the girls some outside activities through excursions and through encouraging visitors to the School.

Visitors to the School and Attempts at Integration

The School Record Book records that the girls took part in ANZAC Sports in 1955 and in 1956 the whole school visited an Air Craft Carrier, the Apple Boats and the Fire Brigade. Also in 1956 they visited a Home Exhibition, the Botanical Gardens and Cadbury's

Chocolate Factory.

During the same period the School Record Book records a number of visitors to the School many of whom were entertained by the girls to Luncheon.

In June 1955, Mr. R. McCulloch, Supervisor of Guidance, visited the School for the first time and also met the mothers at their meeting. He was to become a very welcome and popular visitor to the School over a period of years. Evidence for this can be seen in the following extracts from the School Record.

This month we welcomed Mr. McCulloch to our School and his visit was enjoyed by all. Also the Mothers were pleased to meet Mr. McCulloch at their meeting. (School Record Book, July 1955, 83)

Mr. McCulloch visited the School and distributed book marks - enjoyed by all. (School Record Book June 1956, 88)

Mr. McCulloch dined with the teachers and children - enjoyed by all. (School Record Book, November 1958, 97)

Mr. R.W. McCulloch came to dinner early this month. The girls always enjoy his company. (School Record Book, March 1960, 102)

While many other Departmental Officers visited the School, it is perhaps a measure of the regard in which Mr. McCulloch was held, and an indication of the interest he showed in the School, that his name appears so frequently. The above extracts are but a few of those in the School Record.

Also in 1955 the School was visited by the Liberal Party, by Dr. Young of the Catholic Church, by twenty children from the Goulburn Street Special Class and by students from the University and the

Teachers' College.

The School Record Book also records that in 1956 Mr. Worth from the Department of Health gave a talk to the School on Diet, and Mrs. Mabel Miller, MHR, spoke to the students on Hostels. In September of that year the Premier and Mrs. Cosgrove attended a luncheon at the School accompanied by Mr. and Mrs. McCulloch. In October the girls entertained the Director and Mrs. Tribolet and Sister Foster from the Department of Health.

In 1960 the first and only mention is made of the establishment of a Brownie Pack at the School. Mrs. Ray wrote in the School Record Book that she hoped Brownie Leaders would become regular visitors to the School. None of the subsequent Principals mention the Brownie Pack so it may have been short lived. Indeed it may have been more desirable to have encouraged the girls to join Brownie or Girl Guide Packs in their own communities as they had very little opportunity to integrate with normal children.

The need for more contact with normal children and perhaps some form of integration seems to have been recognised by Mrs. Ray. She organised an exchange of students with the Elizabeth Street School. In 1957 ten girls commenced Art Classes at Elizabeth Street School and the Art Teacher, Miss Vicary, visited Dora Turner School to teach Art to the remainder on a fortnightly basis. This seems to have been more successful than the only other previous attempt at integration which was instigated by Mr. H.T. Parker in 1943. Mr. Parker wrote in his Report on the 12-14 October 1943:

On Wednesday of each week the pupils of the School attend classes at Elizabeth St. The girls of Grade 7 from Elizabeth St. taking their place at the Welfare School. This arrangement is experimental. Its effect on the girls at the Welfare School has been favourable in some respects and unfavourable in others.

School subjects taken by members of the Elizabeth St. Staff are as follows -

Miss Lillico began a course in citizenship but finding it unsuitable she modified it and is now teaching a simple form of English expression with dramatic work based on story telling. It is effective, considering the circumstances.

Other lessons were singing, voice production, and hygiene and health.

Mr. Parker suggested the experiment might be tried also in 1944, because

the teachers are learning to adjust their treatment to the capacity of the students.
(Inspectors Report 12.10.43)

However he wrote in 1944 that

The programme of work last year was disturbed by an experiment which involved the use of the facilities of the School by Grade 7 from Elizabeth St. School. The plan was discontinued at the end of the year. (Inspectors Report 1944)

It is also interesting to note that no comment was ever written by Dora Turner about this trial integration and no other Head Teacher attempted such a plan. The only evidence for integration has been through mention of shared concerts and celebrations.

The Curriculum Expanded

The period of Mrs. Ray's Principalship not only brought new ideas into the Curriculum but it also commenced the movement away from an emphasis on Domestic Subjects. This trend was continued during the period that Mrs. Mattay was Teacher in Charge and a more balanced Curriculum has been in evidence since that time.

When Mrs. Mattay was Teacher in Charge she herself supervised the Senior Class. She aimed to raise the standard of each senior girl by at least "one year" before they left the School. She said in her Record Book in February 1965 that she regarded it as a school, not a welfare institution and therefore the aim should be to teach cooking, washing and cleaning, not to provide the meals and have to do all the washing and cleaning.

In the School Record Book she set out her aims, her first aim being stated thus:-

Primary Aim - this is a school not a Welfare Institution - therefore aim is to teach cooking, not provide meals and to teach cleaning, washing etc., not to do the cleaning and washing. (School Record Book 1965, 50)

Mrs. Mattay also sought opportunities to prepare the girls for employment in the fields of cooking, cleaning, shop work, sewing, printing and child minding. Whenever possible, she said in the Record Book that she tried to find sympathetic employers to give the girls work experience. A Field Work scheme was evolved by Mrs. Mattay with the approval of the Supervisor of Special Education, Mr. Gollan Lewis. The Department of Labour and Industry also supported

the scheme. Parents had to give written consent, but no mention was made of an insurance scheme for the girls.

It is the policy of the school to seek opportunities for selected girls to gain some experience out of school time with willing employers...in the fields of cooking, cleaning, working in shops, sewing, knitting, minding small children. (School Record Book 1965, 50)

According to the School Record Book the scheme was abandoned in the second term in 1966 on receipt of advice from the Education Department that they felt appropriate employment experience was not readily available near the School in Hampden Road.

The work for the seniors in the kitchen changed under Mrs. Mattay. She wrote -

The practice of mass cooking for the whole school by a large team of workers has been discontinued. The enormous cooking utensils have been substituted by five sets of normal size. (School Record Book 1965, 68)

Mrs. Mattay's Journal shows that Mrs. Bond assisted with the Domestic Arts programme, and a mother, Mrs. Reeves, conducted lessons in cake icing. This was so successful that cakes iced by the girls sold for £2.5.0, a profit for the school of £1.5.0 for each cake.

Throughout the School the Janet and John Readers were used and reading progress charts were displayed in each room. The Stott system was also used to supplement the reading. In addition senior girls were encouraged to fill in forms, to apply for jobs and to write letters and recipes and Mrs. Mattay wrote that the number work for all was based on practical activities such as shopping and cooking.

The importance attached to these charts is contained in the following extract from the School Record.

For Reading progress each girl must see the Progress Charts on the Class Room Walls and in the Office.

Stott system to be used to supplement the Readers.
(School Record Book 1965, 69)

At this time Cuisinaire Rods were introduced to the School. Mrs. Mattay and Mr. Edwards attended a Seminar on their use which was held at Westella. Mrs. Mattay said she found the Seminar interesting and helpful. She purchased four sets to be used in the Junior and Primary Classes (School Record Book 1962, 109).

Great emphasis throughout the whole school was placed on speech. Mrs. Mattay was very fond of the following quote which she frequently reminded teachers -

They will sometimes have to write
They will often have to read, but
They will always have to speak. (School Record Book 1965, 69)

We know she drew this to the attention of the Staff because it was mentioned in the School Record Book on several occasions, e.g.,

This was discussed in our Staff Meeting with a request to effectuate it in the lower 3 Classes.
(School Record Book 1966, 69)

The first mention of a Speech Therapist is also made by Mrs. Mattay.

Speech Therapist Miss Peck from the Speech Department commenced a weekly visit. (School Record Book 1963, 111)

The Beginning of Co-Education

Evidence for two major changes at the Girls Welfare School can be found in the School Register and in the School Record Book. In 1955 the School Register shows that the name of the School was changed from the Girls Welfare School to the Dora Turner School and Mrs. Ray commenced her Record Book in 1955 with the following statement -

A new departure this year - a co-educational school has commenced. (1955, 85)

The enrolment at the beginning of the year was 48 pupils, 41 girls and 7 boys. The boys were under the age of 8. Miss Long had a mixed class in a newly prepared classroom, and later that year the Apex Club donated and erected a number of pieces of playground equipment that were particularly attractive to little boys, according to the School Record Book for 1955.

For several years the number of boy students was very low compared to the number of girl students, possibly because of the emphasis on Domestic subjects. The following table (Table I) indicates the sex ratio over a five year period 1955-1960.

TABLE I

| Year | Boys | Girls |
|------|------|-------|
| 1955 | 8 | 41 |
| 1956 | 8 | 41 |
| 1957 | 9 | 42 |
| 1958 | 9 | 44 |
| 1959 | 10 | 31 |
| 1960 | 11 | 35 |

After 1960 the numbers of boys gradually increased and boys numbered on an average one third of the School population and nearly one half in the seventies.

Mrs. Ray noted in the School Record Book in 1956 that with the advent of boys the activities programme was increased and the annual Swimming Session at the Tepid Baths was followed by a Swimming Carnival with the boys from the Matthew Eyre School on April 26th 1956. When the Matthew Eyre School closed in the following year a number of the boys came to the Dora Turner School as it was now known.

The advent of boys in the School necessitated a very important expansion of the Curriculum but some changes such as the provision of a Manual Arts room had to wait nearly fifteen years before adequate provision was made.

The Development of the Mothers' Club

One of the most significant changes in the 1950s was the termination of the Girls' Welfare Committee.

Miss Turner's Record Book showed that the Committee began in 1928. Evidence for this is contained in the following extract -

The Representative of the After Care Committee, which began this year, distributed prizes at the Open Day. (School Record Book 1928, 11)

The Committee was sometimes referred to as the Girls Welfare Committee and sometimes as the After Care Committee. Its membership consisted of a number of interested citizens, the Principal of the School, and a representative of the Department of Health. Throughout its long

association with the School, the Committee met every three months, according to the Minutes Book of the Committee.

The main purpose of the Committee was to follow up the needs of the girls when they left school, and to support the School with fund raising activities.

The Minutes Book records that at each meeting the Principal and the school Sister reported on the latest school leavers. The Minutes of the Committee show how concerned the members were with the continuing welfare of the girls. They supported the girls through pregnancies, employment problems and medical needs.

The Committee was in constant contact with the Departments of Social Services and Health through their representatives such as Sisters Schott and Lamprill, and with the Psychologist's Office, through Mr. Parker and Miss Carroll. The Committee also liaised with the Police Department when necessary, particularly in cases where neglect either of the girls or by the girls of their babies was suspected. This evidence is available in the Minute Book of the After Care Committee (9.2.1948, 1).

The Committee had many contacts in the community and was sometimes instrumental in obtaining employment for school leavers in shops and factories such as FitzGerald's, Cadbury's Green Gate Cafe and Oldham's Library, and at many boarding houses, as well as domestics in private homes. The following extract (Table 2) from the Minute Book shows that the following girls were reported to be in work:-

TABLE 2

| <u>Name</u> | <u>Placement</u> |
|-------------|-----------------------------|
| J | Sutex Factory |
| J | Sutex Factory |
| M | Domestic work with Mrs. G. |
| E | Jones and Co. |
| G | FitzGeralds Work Room |
| J & A | Salvation Army - House Work |

(NB - Initials have been used to protect privacy).

(Minute Book of After Care Committee 1948, 2)

These positions are all recorded in the Minutes of the Committee Meetings which also show that at each meeting of the Committee the girls were discussed as giving or not giving "satisfaction", as the case might be. The Committee was also concerned with the wages the girls were receiving and frequently made enquiries in case the girls were being exploited. For example, one girl was found to be receiving less than £1 per week, while learning to sew carpets at FitzGeralds.

G. had been seen at Xmas when she was still at FitzGeralds learning to sew carpets on apprentice. Her wages are 19/6. (Minutes of the After Care Committee 1950, 8)

During 1950 and 1951, many of the older Committee members said they found it impossible to carry on. They were concerned for the future of the Committee and it was decided to consult with the Mothers' Club to see if it would continue to support the welfare of the girls. This decision was taken at a meeting held on June 5th, 1950.

The Committee remained together for several more years. In June 1951 it held a farewell for Dora Turner, presenting her with a wallet of notes and placing on record their appreciation of her twenty three years of "splendid work and co-operation" (Minutes of After Care Committee, June 25, 1951).

In 1953 the Committee again recorded their appreciation of Dora Turner's work, following her death. The Teacher in Charge, Mrs. Ray, reported

that a Club had been formed and it had been decided to call it the Dora Turner Memorial Mothers' and Friends Club. (Minutes of After Care Committee, November 22nd, 1953)

The Committee of the Girls Welfare School or After Care Committee decided to disband and to become part of the new Club. The ladies of the committee also decided to maintain individual interest in and help to the School whenever needed.

The Mothers' Club has continued many of the traditions of the old Committee. It supplies gifts to classrooms annually and provides and serves the Christmas Luncheon to the whole school. Every year it supports a School Fair or any fund raising venture.

The Mothers' Club has not only been interesting in raising money for the School, it has always taken an interest in the facilities and programmes in the School. In 1969 the Mothers' Club fought a major battle with the Education Department. From 1955 until 1969, the children had attended the School on a co-educational basis, but at the age of twelve, the boys were transferred to Talire or in rare instances to a secondary school. Parents resented their children

having to attend a school for the more severely handicapped just because of an age factor. In an interview with Mrs. Traill, she recalled that Mr. Bill Lang, representing the Mothers' Club, was instrumental in organising a public meeting at which the Minister for Education attended. Mr. Traill said the Minister promised that facilities would be made available at the School to enable it to retain the boys over the age of twelve. Mr. Lang wrote to the Director General stating that -

After nearly a year of waiting, the parents are still complaining of the lack of the promised facilities. The boys are allowed to remain at the school but are crowded into a temporary classroom in what was previously an area set aside for art and craft, behind the stage. (File 729A-13-61 Department letter from Mr. W. Lang to Director General)

Mrs. Traill's Record Book records that the promised classroom and a pottery room were built between 1971 and 1974 and incorporated a woodwork room in the same block.

The area of concern that the new Mothers' Club has not undertaken, is that of personal contact with the students as they leave school. There is no follow up by the Club or by the School except through visits to the School by old scholars. With the passing of the Girls Welfare Committee, an area of pastoral care was abandoned. The growth of Social Welfare and the proliferation of Social Workers does not seem to have the same feeling of personal interest as the Committee brought to its work forty and fifty years ago.

CHAPTER 6

MRS. P. TRAILL - PRINCIPAL 1966 - 1974

A Movement Towards Freedom and Dignity

In an interview on 6th of May 1980, Mr. Gollan Lewis recalled that when he was Supervisor of Special Education, he began looking for a successor to Mrs. Mattay. He said he regarded his greatest contribution to Special Education as the recruiting of good personnel to Special Schools. Prior to that time the Supervisor of Guidance, who, he said, allocated the student and staff to the Special Schools, had no direct access to staff. If the Supervisor of Guidance wanted teachers for Special Schools, Mr. Lewis said he had to go to the people in charge of the different sections and ask for teachers. If they were good teachers, the Heads of the other Departments did not want to part with them. Mr. Lewis, in his position as Supervisor of Special Education, could recruit teachers directly. He wanted Mrs. Traill for the Dora Turner School. Mrs. Traill, when interviewed in March 1981, said Mr. Lewis asked her repeatedly through 1965 but she kept refusing as she was at that time teaching at Elizabeth Street School. Towards the end of 1965 she was persuaded to visit the School. From that moment she said she saw the School as a challenge. Appalled by the condition of the children and the attitude she found in other schools towards them, she determined to weld them into a brotherhood of self respecting and respectable students. Mrs. Traill said she found the children dressed in "rags", the gates and many of the doors in the school were kept locked.

Mrs. Traill said she found a "watered down Curriculum with little domestic work" (Traill Interview No. 11, 1981). She saw as her priorities, changing the appearance of the students, giving them more freedom and providing a more realistic Curriculum.

Mrs. Traill said in the above interview that it was her avowed intention to change the appearance of the students centred on selecting a school uniform and encouraging all students to obtain a uniform as quickly as possible.

School Uniform

It is noted in the School Record Book that on the 23rd of February, 1967, the new School uniform was launched at Morning Assembly.

The uniforms were demonstrated and pupils urged to ask their parents and relations for socks, ties and jumpers for birthday presents. (School Record Book 1967, 50)

The boys' uniform consisted of grey trousers, blue shirt, blue and gold tie and a grey jumper with blue and gold bands. The girls were to wear a similar uniform with a grey tunic.

Mrs. Traill said, when interviewed, that she had a wide circle of friends and also connections with The Friends' School and from these sources, old uniforms were donated. She said staff members and ladies from the Memorial and the Baptist Churches repaired, re-made and cleaned the tunics and blazers. They formed a pool of clothes which were distributed to needy students, thus continuing

the initial concept of the school, that is, welfare and education.

When Mrs. Traill first arrived at the School she recalled that she was distressed by the appearance of the pupils. The majority were dressed in cut down adult clothes that were quite unsightly and unsuitable. She felt that the girls were ridiculed in the neighbourhood and ostracised by the other school largely because of their appearance. She felt very strongly that a uniform would enable them to "hold their heads up" in any company and bring a feeling of solidarity to the School (Interview - March 1981).

On March the 10th, 1967, Mrs. Traill held an Assembly at which she noted in her Record Book that she counted 24 children in full uniform and 20 who had made a start with some piece of the new clothing. After the Assembly, a friend of the School, Mrs. Barnes, fitted the remainder of the School with uniforms donated by the City Mission. She took the clothes home to make necessary alterations and on their return all the school would be in full school uniform. A remarkable achievement! (School Record Book 10.3.1967, 52).

The Basket-Ball uniform - a blue tunic over a white blouse, and a dancing dress of checked gingham skirt and white shirt were modelled at the next Mothers' Club Meeting on 11th of March, according to the Record Book, and when the new school year opened on the 30th January 1968, 17 girls were wearing the new summer uniform of a junion blue cardigan and a blue and white striped dress and white socks (School Record Book 1968, 52).

In 1969, when the new school buildings were opened at Goodwood, Mrs. Traill said in the Interview on March 1981 she was concerned to

find that the summer uniform was identical to that of Rosetta High School, a school situated further along the Brooker Highway. However, she said they were "very nice about it" and Dora Turner pupils have benefitted many times from clothes left in the Clothing Pool at the High School.

From that time to the present day, the concept of a school uniform has been retained. It has the advantage of giving the children a sense of belonging and avoids the possibility of feelings of inferiority or superiority among the children due to competition in dress. The uniforms are practical, easy to keep clean and are more economical for parents than keeping up with the demands for the latest fashions in play clothes, thus avoiding pressures on the parents. A clothing pool has always existed at the School since 1967 and no child, to this day, need come to school in the poor state of dress that Mrs. Traill found on her arrival in 1966.

The Proposed New School

One of the first problems Mrs. Traill said she encountered was the deteriorating state of the Hampden Road building and the proposed move to a new school specifically designed for the Dora Turner School. Both Mrs. Traill and Mr. Lewis recalled that the building at Hampden Road was clearly inadequate for long term use as a school. Mr. Gollan Lewis and Mr. Paul Morrow who later became Supervisor of Special Education, were instrumental in designing the new school. It was, Mr. Lewis said, the first open plan school in the State and was designed with a great deal of enthusiasm. The design faced a lot of opposition because it was new and different. Mr. Lewis said that he and

Mr. Morrow obtained copies of Her Majesty's Plans for School Architecture from the United Kingdom, and took from them the ideas and diagrams they wanted. The Education Department had a Committee who looked at plans for new schools. A meeting with this Committee was held at the Southern Regional Office at Westella in 1967. Gollan Lewis said he used an overhead projected to display details of the plans and they were examined in great detail. After much discussion the concept was agreed to in principle and the Architect, Brian Hodgkinson, drew up the final plans (Lewis Interview No. 3, 1980).

The Principal's Record Book noted that on the 7th of March 1967, Paul Morrow visited the Mothers' Club and introduced Mr. Hodgkinson who --

presented the plans for the new school in an interesting and able manner! Parents were encouraged to voice opinions and ask questions. All present seemed appreciative of the way special needs for the School were being catered for. (School Record Book 7.3.1967, 52)

The local attitude to Special Schools became apparent when the School was proposed for Goodwood. The Goodwood parents did not want the School located on the chosen site in Timsbury Road; they took up a petition to prevent the building. The School was to be built on land belonging to the Goodwood School. After much discussion they finally agreed, providing the building was placed as far as possible from the Goodwood School. It had been proposed to position it much closer to the existing school. The Goodwood School also wanted a high fence erected between the two schools to separate them completely. However, when the new school was finally built, a token fence was erected and acts as a deterrent to through traffic.

The new site should have provided an ideal opportunity to integrate children of all ages from the Dora Turner School, into classes, activities or sports teams, at the Goodwood Primary School, but this has not eventuated. There have been some visits by Infant Classes between the two schools according to the present Principal, Mrs. G. Sprod, but she explained when interviewed, that no full scale integration programme has ever been attempted (Sprod Interview No. 10, 1981).

The matter of moving to the new school became more urgent as the old building became more and more dilapidated and the Department apparently became increasingly reluctant to do any maintenance work.

According to the School Record Book, vandalism was a constant problem during the last year at Hampden Road and during the 1967/68 Christmas holidays the outer store room was broken into. It was discovered that very little had been taken but someone had been living in the shed and had moved in an old chair and a mattress, both in a filthy condition.

Entries in the School Record Book also noted that the down pipes had been ripped off the roof and bricks prised out of the walls. The old fences were all falling down and although Departmental carpenters tried to help the staff -

restore some sort of order they didn't consider it worthwhile doing many repairs in view of the proposed new school. (School Record Book 31.1.1968, 50)

The present Principal, Mrs. Sprod recalled that the toilets were "up the back" and the cistern flushed over the occupier because of its rusty condition (Sprod Interview No. 10, 1981).

It is noted in the Record Book that in April 1968 the school yard was found to be soiled, ale bottles and beer cans and garbage were spread around. The Sandy Bay Police were contacted, but such occurrences became more frequent and no one was ever apprehended. In June the yard was again in a shocking condition. The garbage tins were overturned and the rubbish spread over the ground. The children from an adjacent house had again soiled in several places. Mrs. Traill recalled that it became routine for the teachers to have to arrive early in order to clean the yard. The City Hall was contacted and an inspection promised but no inspector ever appeared.

This constant problem in the playground became a source of harrassment to Mrs. Traill and her staff, particularly in view of the efforts they were making to encourage the children to be neat and tidy.

These problems were to remain with the school for nearly a year.

The foundation Stone for the new building was laid on the 19th of July 1968 by the Hon. the Minister for Education, Mr. W. Neilson. Many representatives of the Department attended including Mr. Gollan Lewis who had had a major role in the design of the school. One hundred parents and friends and 30 students attended the ceremony (Fig. 5). Mrs. Traill noted that "all the arrangements went off very well" (School Record Book 1968, 63). The building of the new school took nearly twelve months. It was considered ready for occupancy in April 1969.

The transfer from the old school premises took place on the 17th of April 1969 (School Record Book 17.4.1969, 0). The children were granted two days' holiday to allow the move to be made.



Fig. 5

DORA TURNER SCHOOL, TIMSBURY ROAD, GLENORCHY

There was a transport strike on the Friday scheduled for the move which caused the carefully planned sequence of moving to be abandoned. Boxes, furniture and books were all dumped together into the new Assembly Hall. Mrs. Traill noted that "all the teachers were desperately tired by Friday afternoon" (School Record Book 18.4.1969, 0).

The first Assembly was held on the 21st April and the School officially opened on the 1st of May (School Record Book 2.4.1969, 2).

The School was designed around the central courtyard and was not as large as the original plan depicted. There was an Assembly Hall on one side of the courtyard, four classrooms along the other side and an office and medical room at one end. The other end was occupied by the G.O. Smith Flat, the Home Arts area and the Canteen.

The G.O. Smith Flat, named after a lady who had worked tirelessly for the School, consisted of a sitting room, bedroom and bathroom which were furnished like a home by contributions from shops and Service Clubs.

Invitations to the opening ceremony were sent to Ministers, Members of Parliament, the Mothers' Clubs, contributors to the Flat, Representatives of Women's Auxilliary, The Rats of Tobruck Association and the Lucaston Country Women's Association. The invitation list illustrates the wide community involvement that had developed over the years.

Mrs. Traill said that as a prelude to the opening ceremony, 70 children from the Goodwood Primary School attended an Assembly at the

Dora Turner School at which they were thanked for giving some of their playground to the new School. It was hoped this would be the start of a close association between the two schools, but this was not to be the case (School Record Book 30.4.1969, 1).

The Official Opening took place on the 1st of May, appropriately the Principal's birthday. Mrs. Traill praised the work of Mr. Gill and his workmen from the Department who completed arrangement around the School. Also mentioned in the School Record Book was the untiring and wonderful co-operation of the staff. The afternoon tea arrangements were made by the Australia Cafe. Channels 2 and 6 recorded the opening and took films around the School. The opening was declared "very successful" (School Record Book 1.5.1969, 2).

In spite of the success of the opening, there were a number of problems associated with the new building that suggest the date for the move was premature. These problems made every aspect of teaching very difficult for the staff, according to Mrs. Traill. She said the first week at the School was particularly trying as the staff battled to maintain a routine while arrangements were being finalised for the opening. The weather was unkind, heavy rain made the uncompleted playground into a mud puddle. There were no phones, no incinerators, no hot water, no power, no drainage and no letter box, which necessitated daily trips to the old school to collect the mail. Most of the classrooms leaked causing fusing of power points once power was connected. Mrs. Traill constantly praised the staff in her Record Book and also noted that they worked tirelessly throughout the May holidays.

During the holidays the remainder of the unpacking was completed. A front door bell and a letter box were installed and Departmental workmen put up blackboards and display boards.

The Record Book notes that the playground took much longer to organise than did the classroom areas. Four months after the School was opened, the School was still experiencing trouble with water in the playground. The gardener complained that it was too damp to plant in it and was quite unsuitable for the Australian trees ordered by the Architect. Near the School the drainage was very poor, resulting in large sheets of water remaining outside the front door, between the back door of the School and the storerooms and over the storeroom floors. The Department gradually improved the garden drainage and the slope towards the building was rectified (School Record Book 1.8.1969, 7).

Play facilities for the older students was almost totally lacking although in December 1969 a Basket Ball Court was added to the grounds (School Record Book 5.12.1969, 9). However it has never been fenced around, making a game of Netball very frustrating. Swings and climbing frames were added to the junior end of the grounds. To this day little change has been made in the design of this area. However, in July 1973 part of this play space was taken to build a classroom, pottery room and a workshop. Assurances had been given by the Department that they would be sited elsewhere and Mrs. Traill commented that -

It is deplorable that this kind of thing cannot be avoided by discussion with staff, but no Departmental representative overlooked the situation. (School Record Book 30.7.1973, 59)

Five well established trees and an area of play lawn and a garden

that had been developed with a great deal of time, effort and expense had to be sacrificed.

Time and effort seemed to be key words in the establishment of the School in the new premises.

Although the School has only been opened on the present site for eleven years, three major additions have been made to the main block of classrooms and a Garage has been erected. The need for these additions either shows a short sighted policy on the part of the Department when the initial plans were drawn, or it reflects changing needs due to the retention of the older boys and more recently the introduction of kindergarten-aged children.

An Expanding Curriculum: 1966-1974

Mrs. Traill said, when interviewed, that as the School expanded, so did the Curriculum. In 1969 four class teachers were employed and an Art and Craft teacher. In addition there were part time teachers for Music and Pottery. In 1971 the Art Room was made into a classroom to allow for the retention of senior boys. In 1974 a Manual Arts teacher was appointed part time. Physical Education teachers came and went as the Department could spare them (Traill Interview No. 11, 1981).

Mrs. Traill recalled that the Junior and Primary classes concentrated on basic subjects and on socialisation, leaving the domestic subjects to the seniors. In 1970, Mrs. Pearl Cousins joined the staff after sixteen years as a primary teacher. She describes her years at Dora Turner in these words -

I commenced duty on January 20, 1970 and ended service with the School in December 1973.

I taught the senior class which consisted of 16-19 pupils. Academic subjects were taught at the student level, including Maths, Spelling, Reading and Writing, plus Geography and Poetry. The class was divided into two groups according to student ability for the basic subjects, but other areas are taught to all together. These included Pottery, Music, First Aid, Mother Craft, Cooking, Washing and Ironing and Household Duties. The class was responsible for the School washing and ironing and the weekly cleaning of the Flat, also all cooking for visitors and the Mothers' Club. (Interview and Written Statement, 1980)

The book work of the senior class was a credit to this hard working teacher, but some of the Curriculum used appeared to be a watered down version of the normal Curriculum and point the need for some official ruling and guidelines, in the absence of specifically trained Special Teachers.

Throughout the years, Mrs. Traill said she felt there had been many outstanding teachers whose efforts beyond the usual daily routine have brightened the lives of hundreds of boys and girls. During the time of Mrs. Traill's Principalship she has constantly referred to the co-operation and loyalty shown by the staff. Not only did they keep the classroom organisation up to a high standard, but they took their students on many excursions, 24 in 1969, 26 in 1970, which stimulated Mrs. Traill to write in 1971 that -

A big effort has been made to establish excursions as an important part of the school programme. The results have been most encouraging and it is hoped to extend this phase of our work next year. Transport will be the stumbling block but every opportunity will again be made to involve the children with their community. (School Record Book 1971, 23)

This reflects the changed attitude of the School towards the community and should affect the community's acceptance of the School.

One of the most important innovations at the School that helped to bring the School and community closer together, was the purchase of a Mini Bus.

The School Record Book records that after many fund raising efforts, a Mini Bus for the use of the School was "handed over" by representatives of the Southern Apex Clubs on the 21st March, 1973. This greatly widened the horizons of the whole School.

The first major excursion was undertaken by a teacher, Mr. Murray Coombe, who, with two parents of a pupil, Mr. and Mrs. Lang, took a mixed group of boys and girls around Tasmania. The trip was a great success and Mrs. Traill wrote in her Record Book -

Commenced tour at 9 o'clock. Grand farewell by staff, parents, friends and students. Touring children all very excited. All plans complete. A historical event for Dora Turner. (7.4. 1973, 52)

Mrs. Traill said the touring pupils rang the School from St. Helens and the phone call was amplified into the Assembly Hall for all to hear, causing great excitement. The party slept in halls, Youth Hostels and had one night's accommodation in an East Coast Motel, owned by friends of a pupil. For many it was their first experience out of Hobart. The purchase of the bus was to prove a great socialising benefit as well as an educational one (see Fig. 6).



Fig. 6

THE MINI BUS

When the party returned home seven days later, they were welcomed home with banners, flags and a special lunch!

Later that year further camping trips were made to Lake Dobson, Bruny Island and to Eagle Hawk Neck.

The bus was also used for numerous local excursions to shops, library, TV Studios, the Botanical Gardens and other places of interest in connection with Social Studies Themes. The purchase of this bus helped to break further the previous insularity of the School.

The Characteristics of the Students: 1966-1974

The Principal's School Record Book records that the behaviour of the girls at the Hampden Road site was an ongoing problem. Several girls constantly soiled themselves and had to be washed in the laundry trough as there were no proper facilities. Mrs. Traill made constant mention in the Record Book of the deplorable state of the children, both their physical state and their clothes, and urged the appointment of a Social Worker as many instances of disturbance appeared to stem from the home.

The health of a number of the girls also caused concern. Throughout 1968 hardly a day passed without reference by Mrs. Traill to the illness of at least one girl. The School had no sick bay, she said, and any child who could not be taken home had to lie on an old couch with a bucket beside her, in one of the classrooms. A sick bay was considered an urgent need in the proposed new School. This was a need that was difficult to get the Department to recognise,

according to Mrs. Traill.

The Record Book shows there were a number of cases of hepatitis during both 1967 and 1968. This was not helped by the inadequate toilet facilities and the constant soiling of the playground by the children living next door (School Record Book 18.3.1968, 53).

Apart from the health problems, the behaviour problems centred around a group of girls who lived at the Salvation Army Home, Maylands. Frequently the girls had to be forced to go to school in the Matron's car because they were too naughty to go on the bus. They were said by Mrs. Traill to be difficult to handle. She also said that other trouble makers tended to come from large families where siblings attended Special Schools. Their homes were frequently visited by Mrs. Cardno, a Social Worker, who also assisted with liaison between home and school on matters such as dirty clothes, doctor's appointments and attendance at speech therapy.

Through interviews with teachers who taught at the School during this period, and who are still at the School or have close liaison with it, it has become noticeable that the type of child attending the School has changed. A search of the Admission Records and Files in the School confirms this view.

A search of Guidance Reports indicates that the IQ rating of the children admitted tended to be lower in 1966 than in the 1970s. The average IQ in 1966 was 59, 61 in 1967, 63 in 1968, 70 in 1969, 72 in 1970, 66 in 1971, 64 in 1972, 65 in 1973 and 78 in 1974, all tested on a revised Binet. The trend has been for the children admitted to be more capable of learning. Their parents' occupations

also showed a trend from low status occupations such as labourer, factory hand and carpenter in the 1966-67, to include higher status occupations such as a teacher and a salesman in 1968, a bank manager in 1973 and a salesman, Hydro official and a Laboratory Technician in 1974. The number of children in Institutional Care who were admitted to the School increased in the later years which could account for the improved condition in which they arrived at the School. Children who had previously been neglected, ill clothed and under-nourished were coming from centres such as the Salvation Army, Kennerly Homes and St. Joseph's Child Care Centre. Only 2 were from Homes in 1965, 0 in 1966, 2 in 1967, 1 in 1968, 1 in 1969, but in 1973 and 1974 there were 8 children admitted from the Salvation Army Homes. Another factor improving the home life of some of the children, was the availability of improved social service benefits. Parents began to receive assistance both financial and personal in the form of support from Social Welfare. The extreme poverty which was seen in the School in the early years was no longer apparent. When children arrived at School in a state of neglect in the 1960's and 1970's it was rather through mismanagement than from actual financial need. Gradually the focus of the School had changed from welfare to slow learners. Their needs were for academic and emotional support and not social, except in a few cases.

The Contribution of Mrs. Traill

Mrs. Traill made an outstanding contribution to the Dora Turner School. She had a charisma, a presence and a dignity which at once commanded loyalty, respect and co-operation. The School owes much

to the personal friends and personal contacts she brought to the School. Under her care the students gained a feeling of pride and self worth. Her concern for the "whole child" was an inspiration to any teacher who worked for her.

In April 1974, Mrs. Traill retired, handing the School over to the present Principal, Mrs. Gleewyn Sprod.

CHAPTER 7

STAFF PREPARATION AND TEACHER TRAINING

Until the 1970s there was no training in Tasmania for teachers in Special Education.

In spite of the motto of the Hobart Teachers' College, "Maxima reventia puero debetur" the child is to be considered foremost, the training was aimed at that required for the normal child. H.T. Parker gave some lectures on Mental Retardation, and Psychology lectures have always referred to "Individual Differences", but until the Tasmanian College of Advanced Education Courses in Special Education began in 1974 the only training for Tasmanian teachers was to spend time at the Schonell Clinic in Queensland. Only one teacher in the fifty years of the School's existence had this training and that was John Carter, who was recruited by Gollan Lewis from Mole Creek Primary School and later sent to Queensland.

Lack of training may have been one reason for the fairly high turnover of assistant teacher staff during the first thirty years of the School when the majority of the assistant teachers only remained at the School for six months. Miss Bickford and Mrs. Ray, both of whom became Teachers in Charge, were exceptions and remained for a number of years (see Appendix B, Staff Changes).

In the early days of the School the constantly changing assistant teachers probably made it difficult to retain any continuity in subjects other than the Domestic areas which Miss Turner

herself supervised, and the lack of emphasis on academic subjects probably reflects a lack of appreciation by untrained Special Teachers of the potential of these students to learn if the programmes were suitably presented and reinforced.

CHAPTER 8

CONCLUDING COMMENT AND SUMMARY

This Study sought to examine the educational background in Tasmania at the time of the inception of the Girls Welfare School. It also sought to examine the nature and philosophy of the School and its Curriculum over a period of fifty years in an attempt to evaluate the effectiveness of the School.

While very little information relating to the establishment of the School has been located, it has been possible to trace the interests of the instigator of the School, Mr. H.T. Parker, over a period of years prior to 1924 when the School was established. Mr. Parker's articles show his long standing interest in and concern for students who found the work of the normal classroom too difficult.

This study has shown that when the School was established, it reflected the latest ideas of psychology. The Curriculum was initially developed for the individual needs of the girls admitted to the School. The philosophy of H.T. Parker and of Dora Turner the first Teacher in Charge was to remove the girls from the conventional educational requirements of the normal classroom. They believed the emphasis on the academic Curriculum was contributing to their failure and that this failure to achieve caused their disruptive behaviour. The Curriculum devised for the Welfare School was aimed at removing pressure from the Girls while at the same time providing knowledge that could be used not only in employment, but also in their own homes.

However, it appeared to be difficult to break with all the traditions of the normal school and tests and quarterly examinations were held in the Domestic subjects as well as in the basic academic subjects, which surely contradicted their stated goals. Moreover, the choice of subjects and their restricted scope reflected the view that this type of pupil had a very limited sphere of interest and limited choice of work opportunities.

The Minutes of the After Care Committee do show that from time to time some girls obtained employment as domestics or as factory workers. These records do not show for how long each girl retained her job. From 1945 it is known, from details in the School Register, that only 57 school leavers obtained work out of a total of 325. These figures do not support the use of such a Curriculum if work skills are used as a criterion.

For at least the first thirty years the Curriculum was unchanged and largely uninteresting. The expectations of the staff did not appear to be high and by placing a ceiling on their objectives they limited the girls to domestic drudgery.

Thus it would seem that what began as an innovative venture lost its initial impetus through its failure to maintain a policy of change to meet the changing conditions of the times, notably during the years of World War II and the post war years.

Evidence of any attempt to involve or integrate the Girls and later the Boys from the School with the community or with other schools, is scanty. On the basis of what evidence has been located

it would seem that integration was not an accepted policy in Departmental Schools. Whether this reflected the expectations of the Staff of the Girls Welfare and Dora Turner Schools, or whether it reflected the attitudes and lack of understanding of those teachers in the normal classrooms, is open to question. It can be speculated that it reflected a lack of appreciation of the potential of the mildly mentally retarded student. This lack of appreciation could have been largely due to the lack of any Special Education Training in Tasmania prior to 1974.

While Dora Turner was Teacher in Charge there were few attempts at mixing with other schools and the Curriculum was centre, as previously stated, on Domestic subjects. While it has been argued that this could have led to domestic drudgery, not everyone viewed the School and its Curriculum with disfavour. Miss Rowntree and Mr. Parker, as well as a number of visitors to the School, all commented on positive aspects of the School. They saw the School as a place of refuge for Girls, and later Boys, who did not fit into the normal classroom. They believed that the School was able to bring about adjustments in the students and to improve their self concepts through achievements in the Domestic areas. During the first thirty years the School Curriculum sought to teach independent living skills other than occupational skills. For example, Miss Gordon was very impressed by the practical nature of the Curriculum. The girls, she said, came from very poor families. She therefore approved of the practical activities such as simple cooking, and making soap and polish. These she felt could be used in their own homes.

Gradually, during the times Mrs. Ray and Mrs. Mattay were Teachers in Charge, Curriculum changes were made and the School became slightly less insular. However it was not until the advent of Mrs. P. Traill that the School and the Community became really familiar with each other. The School owes much to Mrs. Traill who, through her determination to weld the School into a self respecting group of students, overcame much of the prejudice and misunderstanding towards the mildly mentally retarded that existed at the time she became interested in the School.

As with any school, it is obvious that the benefits gained from the training given at the Girls Welfare and the Dora Turner School varied greatly between pupils. The understanding and co-operation of the family also played an important part. There has always been debate about Special Schools. Some parents are grateful for the individual help given to their children while others see it as a family disgrace. Some Old Scholars feel they carry the stigma of Special School with them all their lives while other say their education enabled them to obtain employment with little difficulty.

It can be speculated that Independent Living skills ought to include the care and management of a home and family, and independence in managing their personal money as well as leisure time interests. While the School can aim to teach in these areas its influence on a child is essentially only as lasting as family reinforcement allows it to be.

In the case of this particular school, the children of some families have benefitted more than others for it takes a team approach, family and school together, to have a positive influence. From personal observation from 1971-1981 it is apparent that Independent Living skills have been acquired by some Old Scholars but not by all. Some of the present students who are the children of mothers who attended the School reflect a sound knowledge of home care. Their children are a credit to them, always arriving at school clean, neat and well fed. But this is not always the case and many children of Old Scholars attending the School today reflect a lack of care and nourishment. They nearly always come from large families where several children attend Special Schools. They frequently come to school poorly dressed and dirty. Their life style at home, as observed on Home Visits, shows a lack of management, but not always a lack of love. In these cases the School has been unsuccessful in breaking the familial pattern.

Prior to the late 1960s and early 1970s the lack of change in Curriculum, the low level of expectation on the part of the staff and the nature of the accommodation offered to the School by the Department surely reflected the understanding and attitudes of the Department and its personnel towards children with intellectual handicaps. This attitude has gradually changed. The new School specifically designed, and a more careful selection of staff, began the present trend which was greatly increased by the provision in Tasmania of Teacher Training Courses in Special Education. This training has not only increased teaching skills, but has gone a long way to develop attitudes and increase expectations among teachers

and employers. It has lifted Special Education to a respected level in the world of education. From possibly being seen as a repository for inefficient teachers, Special Education developed into a specialist area and this has helped the students in schools such as the Dora Turner School.

Looking back over the years between 1924 and 1974, in respect of the Girls Welfare and the Dora Turner School, a number of salient points have emerged having consequential implications for that school. This study has revealed that it is essential that adequate and well designed accommodation be provided. This accommodation needs to be sufficiently flexible to meet the changing needs of education in order to avoid the makeshift and inadequate accommodation made available by the Education Department prior to 1969.

The Study also shows that programmes and curricula at the School should be consistently reviewed and if necessary, revised in the light of the social and economic climate of the day, and the effectiveness of such curricula should be evaluated each year. A systematic follow up of School leavers should also be an essential part of the evaluation process.

Teacher attitudes and expectations as well as those of parents and the community in general, need to be kept at realistic levels. This can be achieved through Teacher training and through greater involvement of parents and the community in the School.

Finally, the nature of the Records kept by such a school needs to be in accordance with some guidelines established by the Education Department. This latter point has important implications for the

future as at present there is no consistency apparent in the type of information recorded and this causes difficulties when an attempt is made to compare programmes at the School over a number of years.

In the past the children were certainly free of the restrictions and expectations of the normal classroom as H.T. Parker envisaged, but in future care must be taken to set properly recorded realistic goals for this School and to monitor such progress.

APPENDIX A

TEACHERS IN CHARGE 1924 - 1974

| <u>Name</u> | <u>Dates</u> | <u>Previous School</u> |
|------------------|---------------------|-------------------------|
| Miss D. Turner | 28.7.24 to 29.7.51 | Goulburn Street |
| Miss A. Hughes | 30.7.51 to 26.6.53 | Elizabeth Street |
| Mrs. W. Ray | 29.6.53 to 20.12.61 | Wingfield After Care |
| Miss I. Bickford | 1.1.62 to 18.12.64 | No record |
| Mrs. Z. Mattay | 1.1.65 to 5.5.66 | Moonah Special |
| Mrs. P. Traill | 24.5.66 to 1.4.74 | Elizabeth High |
| Mrs. G. Sprod | 2.4.74 | Bruce Hamilton |

APPENDIX B

SCHOOL STAFF

| <u>Year</u> | <u>Teacher in Charge</u> | <u>Teacher/s</u> | <u>School Record Ref.</u> <u>Page</u> |
|-------------|----------------------------|---|--|
| 1926 | Dora Turner | Miss Neilson Miss White | Feb-March 3 March-Dec 12 |
| 1927 | Dora Turner | Miss White | Feb-Dec 12 |
| 1928 | Dora Turner | Miss Fielding Miss Gill | Feb-April 13 April-Sept 14 |
| 1929 | Dora Turner | Miss Harris Miss Johnstone | Feb-Aug 16 Sept-Dec 17 |
| 1930 | Dora Turner | Miss Winch Miss Minns | Feb-May 22 May 37 |
| 1930-35 | Dora Turner | Miss Minns | -June 1935 37 |
| 1935-41 | Dora Turner | Miss Clerk | June-Dec 1941 54 |
| 1942 | Dora Turner | Miss Stubbs Mrs. McMaster | March-April 55 April-Dec 55 |
| 1943 | Dora Turner Miss Hughes | Mrs. Ray Mrs. Ray | 77 77 |
| 1953 | Mrs. Ray | Miss Smith | 79 |
| 1954 | Mrs. Ray | Miss Bickford | 85 |
| 1956 | Mrs. Ray | Mrs. Greenlaw Miss Bickford Mrs. McMillan | 93 94 94 |
| 1957 | Mrs. Ray | Miss Rogerson Miss Bickford | 95 |
| 1959 | Mrs. Ray | Mrs. Witzerman Miss Bickford | 99 |
| 1960 | Mrs. Ray | Miss Bickford Miss Patterson Mrs. Edwards | 102 |
| 1961 | Miss Bickford | Mrs. Ray Miss Patterson Mrs. Edwards | 108 |

| <u>Year</u> | <u>Teacher in Charge</u> | <u>Teacher/s</u> | <u>School Record Ref.</u> <u>Page</u> |
|-------------|--------------------------|--|--|
| 1963 | Miss Bickford | Mrs. Matthews Mrs. Carter Mrs. Edwards | |
| 1965 | Mrs. Mattay | No record of other teachers | |
| 1966 | Mrs. Traill | No record of other teachers | |
| 1968 | Mrs. Traill | Mrs. Sprod Mr. Carter Miss Grey Mrs. McIntyre | |
| 1971 | Mrs. Traill | Mrs. Sprod Mr. Coombe Mrs. Cousens Mrs. Webberly Mrs. Stockman | |
| 1972 | Mrs. Traill | Mr. Coombe Mrs. Cousens Mrs. Stockman Mrs. Barker Mrs. Griffiths | |
| 1973 | Mrs. Traill | Mr. Coombe Mrs. Cousens Mrs. Stockman Mrs. Novy Mrs. Griffiths | |

APPENDIX C

TIME LINE OF CURRICULUM CHANGES

| <u>Year</u> | <u>Teacher in Charge</u> | <u>Subject/Area of Interest</u> |
|-------------|--------------------------|---|
| 1924 | Dora Turner | Domestic Science and basic Reading/Number Gardening |
| 1937 | Dora Turner | Nature Study Library Room |
| 1952-3 | Miss Hughes | Excursions increased |
| 1953 | Mrs. Ray | Projector, Piano purchased |
| 1954 | Mrs. Ray | Religious Instruction Drawing teacher |
| 1956 | Mrs. Ray | Physical Training Expansion of Library |
| 1957 | Mrs. Ray | Personal Grooming |
| 1960 | Mrs. Ray | Brownie Pack commenced |
| 1965 | Mrs. Mattay | Speech Therapist Cuisinaire/Maths Field Work Scheme |
| 1970 | Mrs. Traill | Increased Excursions Pottery, Music, Art/Craft |
| 1937 | Mrs. Traill | Manual Arts Purchase of Mini Bus |

APPENDIX D

EXTRACTS FROM SCHOOL RECORDS AND INSPECTORS REPORT BOOK

1. Sample from School Record Book 28.5.1924
2. Sample from School Record Book 28.1.1930
3. Sample from Inspectors Report Book
4. Sample from School Record Book 16.12.
5. Sample from Inspectors Report Book 13.8.1936
6. Sample from Quarterly Examination Book August 1949

Top 17 287th Mary

Girls Welfare School (1924)

July 25th

Opened School here this morning according to instructions. Eight girls were admitted.

After a general look round of the premises Assembly was held followed by a Lesson on Life in the new school. Owing to the stones not being ready soup was the only thing cooked. A Lesson was taken on the preparation of vegetables for same.

19

1930

1928th

A new year commenced with high hopes for a successful year somewhat

February 4th

dampened by the low attendance of 9. Owing to the low attendance, it was thought advisable to close the school until the new building is ready in Murray St. Thus ends 52 years in this old building.

May 22nd

(90 day) Our opening day was a very short one being kept up as Empire Day.

There were only eight of the old girls but 15 new ones.

Mrs. Lamprell was the only outside visitor and she contributed a fitting and encouraging speech.

Government It is particularly interesting to find grouped here the girls who in the normal school have been branded with the word "Failure". One wonders how the cloud has been lifted and the sunshine brought back to once dull eyes. The story is one of individual affection and understanding of a vigorous and winning personality & of a reclaimed self esteem. For here each

5-10-26

Dec 16th Visitors & Parents Day was well attended by some of the Mothers & those interested in the school. The afternoon was essentially the girls own. Each girl, looking happy & attired in her customary clean, well-laundered white caps & apron conducted a visitor round the different rooms. The girls then entertained the guests with a varied programme of individual songs and recitations, songs & a play entitled 'The Seaside Tea-party'. Next came the prize giving. Mrs G. O. Brooks in her charming way presented the prizes - all of which had been donated by people interested in the work - complimented the girls on the splendid results of their year's work, especially their domestic results. Miss Inspector Rowntree M.A. complimented

4.-INSTRUCTION.

(a) Theory. Girls were questioned on the simple theory of the practical work with fairly good response.

(b) Practice. A dinner, consisting of Curry, Rice, ^{and} Apple Sponge and Custard, was cooked and dished up as well as served by the girls, the was all done very well indeed.

5.-DISCIPLINE.

Girls are wonderfully managed by Miss Turner her assistant - the work is done willingly therefore. Girls are divided into 2 groups - Laundry & Cookery, and Housework, the morning and sewing, knitting etc. the afternoon as well as other lessons.

6.-REQUIREMENTS

(a) Any defects in building. The kitchen chimney smokes badly & is causing great discomfort to all concerned. This should be attended to.

(b) Any shortage of equipment. As the girls do all the cleaning work in school - lino on the kitchen floor would be a great help and comfort to them.

7.-REMARKS AS TO GENERAL EFFICIENCY.

It is a great pleasure to visit this school so ably managed by Miss Turner, and I can find no adverse criticism to offer. Girls are happy & learning what will be so useful to them when they leave school. Their ironing and needlework are a credit to any school and the good manners and cleanliness of the girls and well kept garden all show the painstaking work of the two teachers.

8.-RECOMMENDATION.

That a mark of Y. I. be recorded

Was the Report read by the Teacher in the presence of the Inspecting Officer? only a brief note

Were the defects discussed with the Teachers concerned? Yes.

Date of writing Observation Book?

Date 13th August

19:36

A. C. Irvine

Mistress of Domestic Science.

Teacher of Class

H. J. Ray

Month

August

1949

| Name of Pupil | Age | Date of Promotion to this Class | Reading | Writing | Dic-tation | Com-position | Arith-metic | Remarks on Individual Pupils |
|--------------------|------|---------------------------------|---------|---------|------------|--------------|-------------|------------------------------|
| <u>1946</u> | | | | | | | | |
| Fay Nic | 14.6 | | 2 | 2½ | 2½ | 1½ | 2½ | |
| Mary | 14.3 | | 1½ | 2½ | 3 | 1½ | 1½ | |
| Gwen | 14.4 | | ½ | ½ | 0 | 0 | 0 | |
| <u>1947</u> Sheila | 14.2 | | ½ | 2 | ½ | 0 | ½ | |
| Dorothy | 14.6 | | 2½ | ✓ | 2½ | ½ | 2½ | |
| Betty | 14.2 | | 0 | 1½ | 0 | 0 | 0 | |
| Juliet | 14.2 | | ½ | ½ | 0 | 0 | 0 | |
| Mary | 13.8 | | 1 | 1½ | ½ | 0 | 0 | |
| Thelma | 14.5 | | - | - | - | - | - | |
| <u>1948</u> Joyce | 13.7 | | 0 | 0 | 0 | 0 | 0 | |
| Kathlee | 14.9 | | 2½ | 3½ | 3 | 1½ | 1½ | |
| Ellen | 14.2 | | 3½ | 2 | 3½ | 2 | 2½ | |
| Shirley | 13.2 | | 1 | 4 | 2 | 1½ | ½ | |
| Shirle | 12.8 | | 2 | 1 | 2½ | 1 | 0 | |
| Fat | 13.8 | | 1½ | 2 | 2 | 1½ | 2 | |
| Betty | 12.8 | | 0 | ½ | ½ | 0 | 0 | |
| Lois | 12.9 | | 1 | 3 | 1½ | ½ | ½ | |
| Nell | 13.7 | | 1 | 3 | 1 | ½ | 1½ | |
| Tracie | 12.2 | | 1 | 5½ | 2½ | ½ | ½ | |
| <u>1949</u> Rita | 12.7 | | 2 | 3 | 1½ | ½ | ½ | |
| Kath. | 12.2 | | 1½ | 2½ | 0 | ½ | 0 | |
| Shirle | 13.5 | | 2 | ½ | 1½ | 1 | ½ | |
| Marvis | 13.8 | | 1½ | 2 | 2½ | 1 | 0 | |
| Joan | 14.8 | | 1 | 2 | 2 | 1½ | 1 | |
| Kathle | 13.7 | | 1½ | 3 | 2 | 1½ | ½ | |
| Myrtle | 13.8 | | 2 | 2½ | 2½ | 1 | 1 | |
| Ruby | 11.2 | | 1½ | 4 | ½ | 2 | 1 | |
| Betty | 12.2 | | 1 | ½ | ½ | ½ | 0 | |
| Shirle | 11.7 | | 1½ | 3½ | 0 | 0 | 1 | |
| Mari | 15.3 | | 2 | 3 | 2½ | 1½ | 2½ | |
| Mario | 12.2 | | ½ | 0 | 0 | 0 | 0 | |
| | | | 1.4% | 2.1% | 1.4% | .8% | .8% | |


 8/2/49

6.

APPENDIX E

SAMPLES OF TESTS

The following is an article published by H.T. Parker in which he reported the norming of the Binet Tests on children from Strahan and Penguin.

Also included in this Appendix are samples of Tests that have been used by Guidance Officers in Tasmanian schools.

THE TESTING AND GRADING OF MENTAL CAPACITY.

By H. T. PARKER, B.A., Head Teacher Penguin School.

(Continued from page 71, April "Record," 1920.)

The Binet-Simon Tests.

The Binet-Simon tests are the outcome of an educational measure of Paris that required that all mentally-defective children should be placed in specially selected schools or classes. The work of arranging a standard by which these children might be discovered was undertaken by Binet and Simon, who published their scale in 1905. Subsequent revisions were published in 1908 and 1911. The basis of the scale is the achievement by normal children of the various ages from three years upwards. A selection of tests was made in the final revision, five for each age from three to 10 years, excepting age four, which has only four tests, and five each for the ages 12 and 15.

The following is a summary of the tests themselves:—

- Age 3—
- Enumerate two objects in a picture.
 - Give surname.
 - Point to nose, eyes, and mouth.
 - Repeat two digits.
 - Repeat a sentence of six syllables.
- Age 4—
- Compare two lines.
 - Give sex.
 - Name penknife, key, and penny.
 - Repeat three digits.
- Age 5—
- Compare two weights.
 - Copy a square.
 - Combine two congruent right-angled triangles to form a rectangle.
 - Count four pennies.
 - Repeat a sentence of ten syllables.
- Age 6—
- Define objects by usage.
 - Copy a diamond figure.
 - Choose prettier of two faces.
 - Count thirteen pennies.
 - State whether morning or afternoon.
- Age 7—
- Describe a picture.
 - Carry out three commissions.
 - Show right hand and left ear.
 - Count in halfpennies three pennies and three halfpennies.
 - Name four colours.
- Age 8—
- Compare two objects from memory.
 - Detect missing features from sketch.
 - Count backward from 20 to 1.
 - Repeat five digits.
 - Give date in full.
- Age 9—
- Define by description or superior terms.
 - Give change for fivepence out of two shillings.
 - Answer easy problems of conduct.
 - Name all coins in ordinary use.
 - Say all months in order.
- Age 10—
- Arrange, in order, five weights.
 - Criticise absurd statements.
 - Answer difficult problems of conduct.
 - Place three given words in two sentences.
 - Draw, from memory, two figures.
- Age 12—
- Define abstract terms.
 - Say sixty words or more in three minutes.
 - Resist suggestion in the comparison of the length of pairs of lines.
 - Place three given words in one sentence.
 - Arrange words in order in one sentence.

Age 15—

- Interpret the meaning of a picture.
- Draw correct conclusions from several facts.
- Give three rhymes.
- Repeat seven digits.
- Repeat a sentence of 26 syllables.

It would take too much space in this short article to give the details of these tests. These may be found in most modern text-books on experimental psychology. The most important, those from three to nine, may be found in the introductory books by Valentine and by Myers. The order I have given is not exactly the same as Binet's, but follows an American arrangement. No change, however, has been made in the age to which each test is allotted.

Without going into detail with regard to the operation of the Binet Scale, I shall in this article present some of the results of my work at Strahan and at Penguin. I ought to explain, however, that, for reasons that might prove tedious in the telling, I have found it necessary to depart somewhat from the method usually employed in computing the mental age, the results of my investigations having proved them to be unsatisfactory.

Although there are in common operation several useful revisions of the original tests, I have adhered to the arrangement as finally presented by the originators. This arrangement has by no means been superseded by any later modifications, nor has there been made known any English or Australian revision.

There is an undoubted advantage in preserving the tests as compiled by Binet and Simon. These are likely to form the only standard that will have international acceptance, at least for many years. It is therefore only through them that comparisons may be made between various countries. The local variations can, to a certain extent, be formulated in correction tables.

Translation presents a difficulty—one greater than appears on the surface. A standard translation for all English-speaking children is impossible, owing to slight variations in the language, which are not apparent, especially to educated people, but which exist, even within such narrow boundaries as the different Australian States, and which, if ignored, would go far towards defeating the very purpose of uniformity that the standardisation might be devised to fulfil. Of course, this does not mean that standardisation is impossible; on the contrary, it is imperative, but adaptations should be made and themselves standardised for the localities where differences are to be found.

As far as these tests have been applied in England, it is fairly generally agreed that they are "too easy at the lower end and too difficult at the higher end of the scale." It should prove interesting to compare this verdict with what I present below. My first work was done at Strahan. Here I made a complete survey of all the children of the school. This comprised the whole population, at the ages from seven to 12, of the town.

At the age of five years the average level was nine-tenths of a year above the Binet standard; that is to say, the average child of five was abreast of the normal child of Binet's experience of nearly six. At six years the difference stood at a little over one year; but above that level there was a gradual slowing down, until at nine years, or a little beyond, the two were equal. From that age the Strahan child fell further and further behind, until the age of 10½ was reached, at which stage his level was somewhere about half a year below the standard. A gradual recovery was made above that age, and the tendency seemed to be towards regaining the level at an age of 14 or 15.

In the following table I present the actual figures for any who may be interested in following out the comparison more closely. Side-by-side with them I show the details of some results gained by Mr. S. D. Porteus with 1000 children, "in the main, city children, attending public schools in Melbourne, Victoria." Mr. Porteus used the "Stanford Revision" of the tests. Its effect is, principally, to give greater accuracy in result while not altering greatly the general standard:—

Comparison of Results of Binet Tests.

Melbourne, Victoria.

Strahan, Tasmania.

| Life Age. | Binet Age. | Index. | Life Age. | Binet Age. | Index. |
|-----------|------------|--------|-----------|------------|--------|
| 5.5 | 6.24 | 0.74 | 5.45 | 6.35 | 0.90 |
| 6.5 | 7.3 | 0.8 | 6.53 | 7.57 | 1.04 |
| 7.4 | 7.7 | 0.3 | 7.48 | 7.94 | 0.46 |
| 8.4 | 8.5 | 0.1 | 8.41 | 8.88 | 0.47 |
| 9.4 | 9.1 | -0.3 | 9.38 | 9.27 | 0.11 |
| 10.4 | 10.0 | -0.4 | 10.5 | 10.06 | -0.44 |
| 11.5 | 10.5 | -1.0 | 11.36 | 11.04 | -0.32 |
| 12.5 | 11.3 | -1.2 | 12.45 | 12.16 | -0.29 |
| 13.4 | 12.8 | -0.6 | 13.45 | 11.89 | -1.56 |

The position will be much more clearly seen from the graph shown below. It will be observed that my results are

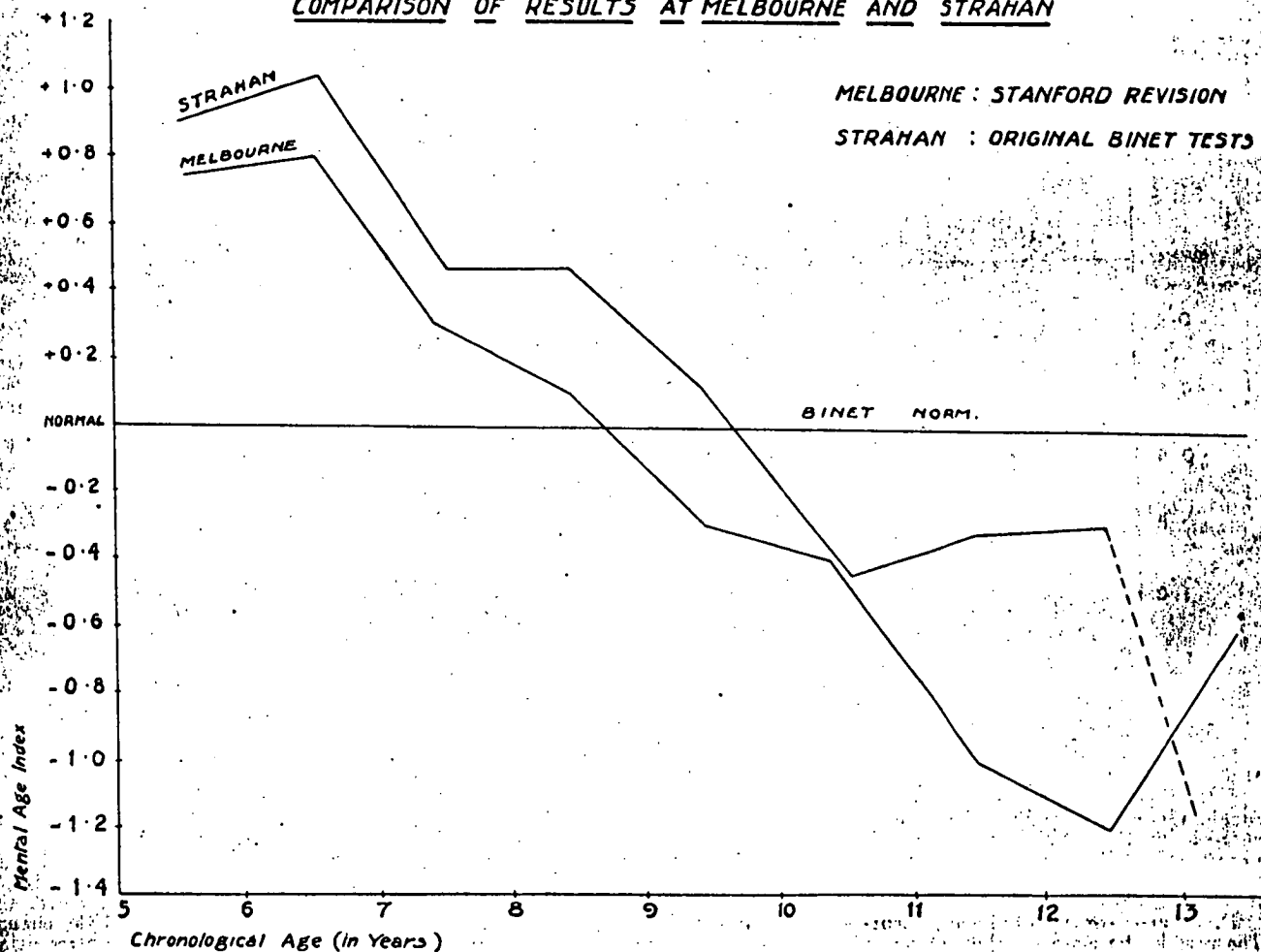
of the brightest pupils leaving their primary school course having been completed. The average number tested at the various ages from seven to 12 was 24; whereas at the age of 13 the number was 18 only. These 18 actually showed an average mental age considerably below the 12-year-old group.

Explanation of Graph.—The *Binet Norm* represents the level which the average child is expected, according to the Binet Scale, to reach at each age. The points on the respective curves indicate the actual achievement at the successive ages. The degree above or below the Binet Norm is shown in tenths of a year. Thus, the five-year-old children at Strahan (average age, 5.45 years) reach a level nine-tenths of a year above the Binet Norm, a level represented on the graph as +0.9.

Is the difficulty of the deviation from the norm of the scale insuperable? By no means. It is a comparatively

GRAPH SHOWING

COMPARISON OF RESULTS AT MELBOURNE AND STRAHAN



throughout somewhat higher than those of Mr. Porteus, but the comparison must not be carried too far, as the two investigations were not carried on under identical conditions. As I have mentioned above, the scale used by Mr. Porteus was a revision, while I adhered to the original. The significant feature is that both series bear out the conclusions reached by English experimenters mentioned above, namely, that Binet's standard is too low for the younger and too high for the older groups. The falling away of the Strahan curve above the age of 12 must not be read as indicating a real lowering of level, but is due to the fact that at that age the school population represents a residue, some

simple matter to formulate these variations by constructing a correction table, by means of which the Binet age, once obtained, can be readily converted into the true mental age. This I have done, and thus have obtained a provisional norm by which it is easily possible to reduce the Binet age to the true mental age as far as the Strahan average may be said to constitute a normal for all schools. Where the variation seemed so uneven as to suggest accidental differences, I have modified the table slightly. Whether I have been justified in doing so only subsequent experiment will show. The new standard is admittedly only provisional, and is liable itself to be further modified by future results.

Some idea of these probable modifications may be gained by a consideration of the following graph, in which is embodied the results of my work at Penguin. The comparison between this school and Strahan should be of interest, especially in view of the oft-repeated statement that the children of the West Coast of Tasmania are superior to those of any other part of the island. I should point out in this connection that Strahan is not to be included among the mining towns of the Coast. Its industries are quite separate from them, and its population comparatively stable, and it is only by accident that it is surrounded by towns such as Queenstown and Zeehan, the majority of whose population are directly or indirectly engaged in mining pursuits.

Explanation of Graph.—The *Corrected Norm* represents the level of the correction table mentioned above. The

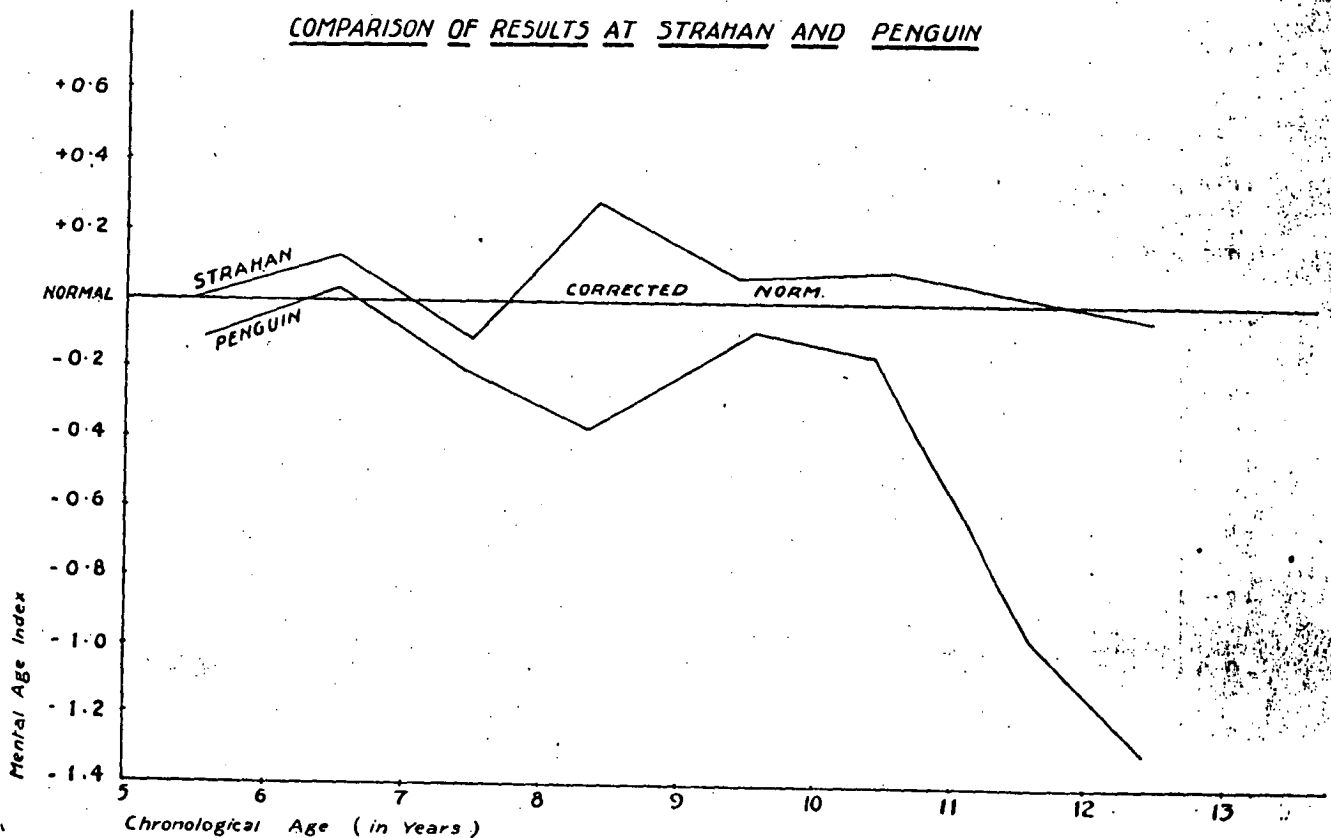
the known facts of mental development will help us. W. C. Bagley says ("The Educative Process," p. 186):

"Neither mental nor physical development follows the law of uniformly accelerated motion. On the contrary, both are rhythmical, periods of growth being followed by longer or shorter periods of comparative quiescence, and these in turn by shorter or longer periods of growth. . . . The school life of the child presents three distinct phases: (1) The *transition stage*, from the age of six to the age of eight; (2) the *formative stage*, from eight to 12; and (3) the *adolescent stage*, from 12 to 18."

He goes on to explain that the mental characteristic of the transition stage is the transition from passive to active attention. The succeeding formative stage is a period of consolidation, of "knitting together of different sense areas,

GRAPH SHOWING

COMPARISON OF RESULTS AT STRAHAN AND PENGUIN



Strahan curve represents the same results as the Strahan curve as on the previous graph, but in this case it is shown in relation to the revised norm instead of the original. The figures are to be read in the same manner as those of the previous graph.

There are several significant features about this graph. The first is the close parallel between the two schools at the ages from five to seven. Though the Penguin curve is slightly below the other, the difference is remarkably small, and each shows a superiority to the norm at the six-year level. This suggests a defect in the norm itself, and if it is corroborated by further results, should be followed by the necessary adjustment.

But far more remarkable than this is the wide variation at the next two succeeding stages. Why should there be a difference of about two-thirds of a year at eight, and why should this difference almost disappear at nine? The close resemblance at the lower levels suggests there being no accidental interference that could be so marked, so we are driven to seek an explanation. Perhaps a consideration of

the ripening of the association centres, and the formation of functional connections between neurones."

I believe that herein lies the explanation of the difference we have noticed in the two curves of development. It is not that one shows a corresponding mental superiority over the other, but that in the case of the Penguin child the change from the transition to the formative stage takes place at an earlier age. If this is correct, there should be a recovery—and the graph shows this—on the part of the latter group, as the Strahan group approaches the same break. Of course, it is only in comparisons that this feature will become prominent, as the scale is based on normal achievement, and so will follow the periods and rates of growth of actual children rather than exhibiting a steady and uniform advance.

If this explanation is correct, there ought to be some indication of it in the tables of physical growth. To discover whether this is so, I have made measurements of the heights of the children, choosing this feature merely on account of its simplicity. Unfortunately, I have no figures

for comparison, English tables being of little value for this purpose. The results I give below:—

Table Showing Annual Increments in Height (Penguin).

| Age— | Period. | Average Annual Increment in Inches. |
|-----------------|---------|-------------------------------------|
| 5½ to 6½ years | ... | 1.4 |
| 6½ to 7½ years | ... | 1.46 |
| 7½ to 8½ years | ... | 2.3 |
| 8½ to 9½ years | ... | 2.29 |
| 9½ to 10½ years | ... | 2.37 |

Now, a glance at this table will show that there is a very marked break as the child approaches the eighth year. The rate of growth in stature increases a full 50 per cent. Clearly, if this has any significance at all, it indicates a nodal point where one stage is succeeded by another. Its characteristics here are, then, much accelerated physical growth, compensated for by correspondingly diminished mental growth. More than this, the facts will not allow generalisations, but the results appear clearly to indicate (a) that there is a stage of retarded rate of mental development between the years of earlier and later childhood; and (b) that this period does not occur at any narrowly defined age.

If the curves are compared as a whole, it will be seen that there is a decided inferiority of the Penguin to the Strahan group. Not only so, but, disregarding the abovementioned irregularity at the eight-nine-year stage, this inferiority shows fairly even widening as the curves progress. Above 10 years there is a sudden falling off of the Penguin curve, so that the average Penguin 12-year-old is no less than a year and a quarter behind the corresponding Strahan average. There is no doubt from this result that the latter school represents a superior type to the former. But why the collapse of the Penguin curve above 10 years? Psychologists tell us that, in the case of individuals who are not feeble-minded, the mind progresses up to, and matures at, any level above that represented by about 11 years on the Binet Scale. This falling away of the Penguin average is a direct indication of mental adulthood on the part of this group. Again, let me point out that this drop, as shown on the graph, does not indicate absolute lowering of attainment level, but simply variation from the norm; the norm itself indicates average ability, and not the line of uniform advance. Where the average individual reaches adulthood, he conforms to the standard; if his development proceeds beyond such normal level, he will show a corresponding deviation from the standard laid down.

It will naturally be asked why, seeing that the Strahan norm is admitted as provisional, it should be assumed that it represents a true average rather than the Penguin group? The answer is simple. The corrected norm in the upper ages gradually comes to coincide with the Binet standard. This is the equivalent of saying that the adult stage of the Strahan individual is on the same level as the adult stage of the French, which was the subject of Binet's investigation. To allow that the inferior adult level indicated by the other curve was a fair Tasmanian average would be equivalent to admitting that Tasmanian mentality was inferior to French, a conclusion that would be not only opposed to general belief, but quite contrary to the evidence of history, especially the history of the last five years.

The full significance of the graphs is not realised until the irregularities at the two levels—eight-nine and 11-12—are considered together. The presumption that these are casually related is very strong. It is further strengthened by the well-known biological truth that mental superiority is associated with prolonged infancy. Though generally applied in the comparison between different genera or species, there is no reason for supposing that it does not hold equally for different individuals of the same species, especially as individual variation is commonly held to have been an essential factor in the birth of species.

We have, then, the curious result that while one group shows more rapid progress in intelligence, the other gives evidence of earlier attainment of maturity. The necessity is upon us, therefore, of distinguishing two distinct meanings of the term "mental development." One refers to the growth of intellectual power, the other to the ripening of

those mental qualities that are more or less directly associated with physiological development.

I have not in this article considered the effect of environment as a retarding or accelerating influence upon development. That it may exert an influence in either direction there can be no doubt, though normally it is a small one. The school life is undoubtedly a factor in determining rate of development. The important point to consider is whether the teacher is justified in taking advantage of this fact to accelerate the progress of the pupil. Fuller consideration of this question must be left to a later article; it will be enough at this stage to remark that the teacher's duty is to adhere as closely as possible to the rate of the natural unfolding of the mind. Where he sees defective environment he should make it his business to supply what is lacking in this regard. But he should wait his time for the appearance of the appropriate signs that indicate that the child's mind is ripe for advance to later stages of development. He would be a foolish gardener who hoped to produce better blooms by tearing open the rosebuds. He may get blooms; he may get them earlier than otherwise; but they will not compare with those of the wiser man who chooses rather to co-operate with Nature than attempt to forestall her.

There is no profit in hurrying the child at express speed through his school life. He may be able to do the tasks set him, and even excel in them. But what is of significance is not his rate of school progress, but his rate of mental development, and the former is no guarantee of the latter. A teacher may congratulate himself on a 90 per cent. promotion record and a low class average, but unless this represents mental advancement it is worse than useless. It is most foolish to suppose that because the teacher is pushing his pupils on he is acting in their best interests. "He tires betimes that spurs too fast betimes."

Teachers are repeatedly guilty of this foolishness. And it must be confessed that they often glory in it. Does there not arise in your mind many an instance of this treatment? What has become of the brilliant children that raced through the school? They left the primary school and went out to employment, or continued their "studies" in a secondary school. And in nine cases out of ten they failed to fulfil the promise of their earlier years. And why? Because they were robbed of their childhood by a mistakenly zealous teacher, who, if he thought at all about the matter, thought he knew better than Nature, and by his impatient methods marred the work that Nature had in hand. The great bulk of the intellectual power of the future generation is running to waste, and the only remedy many of us seem to have is to give a turn or two to open the sluices wider.

SCHOOL ATTENDANCE.

The percentage of 85 might be regarded as very satisfactory, and it is pleasing to record that 148 schools attained that percentage, and a meed of praise is merited by the teachers who were so successful in this direction. The four high schools and Queenstown and Geveeston schools deserve special recognition for their very fine record. In each case (Burnie Intermediate High School excepted) the average attendance exceeds 100, and the percentage ranges from 91 to 95. Considering all the circumstances, the undermentioned schools also deserve commendation for their good record:—

Lorinna, Kamona, Buckland, Flowery Gully, Retreat, Upper Natone, Alberton, Montagu, Balfour, Lune River, Llandaff, Lottah, South Mt. Cameron, Williamsford, St. Michaels, Adventure Bay, Deddington, Piper's River, Lower Beulah, Wyena, Cherry Tree Opening, Tullah, Little Swan Point, Tanina, Western Creek, Low Head, Braeside, Cranbrook, Tatana, Summerleas, Yambacoon, South Road, Swan Bay, Lanaba, Young's Hill Road, Tewkesbury, Geveeston, Storey's Creek, Judd's Creek, Moira, Pateena, White Hills, Henrietta, Oakwood, Clarence Point, Broadmarsh, Rokeby, Nabageena, East Marrawah, Scamander, Royal George Mine, Pillinger, Erriha, Flowerpot, South Queenstown, Ross, Dun-alley, Calder, Preolenna, Rosebery, Bellerive, Gray, Northdown, Perth, West Pine Road, North Scottsdale,

No. of
correct
answers

0.216

☐

EDUCATION DEPARTMENT OF TASMANIA

1946

Test of General Ability

10 yr test.

Name:

School:

Grade or Group:

Age on Date of Examination: years months

Boy or Girl:

Date: August 6, 1946

Time: 1 hour

READ THIS CAREFULLY

On the other pages of this paper there are some questions.

Before you turn over and begin the paper, try these for practice:

1. Put a line under the word which is the opposite of up
rise high low down

(The answer is down. Did you put a line under it?)

2. Write down the sentence these words would make if they were put in the right order:
give a please me pen

.....
(The sentence is 'Please give me a pen.' Did you write it down?)

3. How much bigger is 5 than 2? Answer.

(Did you write down the answer 3?)

**NOW WAIT FOR YOUR TEACHER TO TELL YOU TO TURN OVER
THE PAGE AND START WORK.**

1. Write down the sentence these words would make if they were put in the right order:
swim for went a brother my

2. Put a line under the right word to finish this sentence:
A wombat is a kind of—tool, animal, play, house, fruit.

3. Put a line under the word that does not belong to this set:
Sunday, Tuesday, Thursday, January, Monday

4. Put a line under the word which means the opposite of blunt:
round, pin, sharp, fork, cut

5. Write down the sentence these words would make if they were put in the right order:
home he me go to told

6. Put a line under the right word to finish this sentence:
A primrose is a kind of—flower, dress, animal, food, tree.

7. Put a line under the word which does not belong to this set:
meat, potatoes, plates, milk, bread.

8. Put a line under the word that means the opposite of inside:
outside, out, window, space, clear.

9. Put a line under the right word to complete this sentence:
The treasure was hidden in a (frightened, safe, round, thoughtless) place.

10. Write down the sentence these words would make if they were put in the right order:
desk pen my is my on

11. Put a line under the right word to finish this sentence:
A starling is a kind of—plant, coin, bird, window, fish.

12. Put a line under the word which does not belong to this set:
brown, yellow, grey, green, pale.

13. Put a line under the word that means the opposite of old:
bright, fresh, painted, baby, new.

14. Put a line under the right word to complete this sentence:
The pilot lost (steering, control, speed, height) of his 'plane.

15. Put a line under the right word to finish this sentence:
A river always has—water, ships, fish, wharves, tides.

16. Here is a foolish statement:—He saw the invisible man pass his window.

Why is it foolish? It is foolish because:

- (a) An invisible man could not be seen.
- (b) It may have been night-time.
- (c) The invisible man would have come through the window.
- (d) He should have pulled down the blind.

Put a cross against the sentence that tells you why.

17. Look at these numbers—

2 4 6 8 10 12 —

Write down the one that should come next.....

18. How many school days are left in the week when Monday and Tuesday have gone?

Answer.....

19. Write down the sentence these words would make if they were put in the right order:
the her lost had girl ribbon green.

20. Put a line under the right word to complete this sentence:

Mother (instils, trains, likes, insists) that we wash our hands before eating.

21. Put a line under the right word to finish this sentence:

A forest always has—animals, flowers, trees, birds, wind.

22. Here is a foolish statement:—The clock was so fast that it was quite breathless.

Why is it foolish? It is foolish because:

(a) It needed regulating.

(b) Clocks stop before they lose their breath.

(c) Clocks do not breathe.

(d) It is unwise to hurry too much.

Put a cross against the sentence that tells you why.

23. Put a line under the right word to finish this sentence:

Borneo is the name of—a dog, an island, a book, a soldier, a town.

24. Put a line under the word which does not belong to this set:

Spain, Mexico, Pacific, New Zealand, China.

25. Put a line under the word that means the opposite of light:

black, sunshine, dark, blind, night-time.

26. Put a line under the right word to complete this sentence:

He was eating a (layer, toast, slice, bunch) of bread.

27. Put a line under the right word to finish this sentence:

A knife always has—bone, a point, a whetstone, a blade, steel.

28. Here is a foolish statement:—There was milk in some of the empty cans.

Why is it foolish? It is foolish because:

(a) Empty cans would contain no milk.

(b) Milk is always put in bottles.

(c) Powdered milk is bought in tins.

(d) We should drink fresh milk every day.

Put a cross against the sentence that tells you why.

29. Look at these numbers—

8 7 6 5 4 3 —

Write down the number which should come next.....

30. A halfpenny weighs half as much as a penny. How many halfpennies would weigh as much as four pennies?

Answer.....

31. Write down the sentence these words would make if they were put in the right order:
like with to our play I kittens.

32. Put a line under the right word to finish this sentence:

A griller is used for—sifting, cooking, cleaning, gardening, mending.

33. Put a line under the word which does not belong to this set:
footstep, finger, knee, neck, waist.
34. Here is a foolish statement:—The wind blew the leaves off the bare trees.
Why is it foolish? It is foolish because:
(a) Trees are never bare.
(b) The wind is never strong enough to blow leaves off trees.
(c) It is not often windy in summer.
(d) There are no leaves on bare trees.
Put a cross against the sentence that tells you why.
35. Put a line under the word that means the opposite of enemy:
peace, neighbour, prisoner, friend, brother.
36. Put a line under the word to complete this sentence:
This order will (interfere, spoil, oppose, upset) with my plans.
37. Put a line under the right word to finish this sentence:
A book always has—pages, an introduction, a hard cover, pictures, a story.
38. Look at these numbers—
40 35 30 25 20 15 —
Write down the number which should come next.....
39. If it took half an hour to cut a hedge, what time would it take to cut a hedge twice as long?
Answer.....
40. Here is a foolish statement:—The driver of the car was killed instantly. Later, when he recovered, he managed to drive home.
Why is it foolish? It is foolish because:
(a) The driver would not have been killed instantly.
(b) It would have been difficult to turn the car right side up again.
(c) A man who had been killed could not possibly recover.
(d) The steering gear may have been broken.
Put a cross against the sentence that tells you why.
41. Write down the sentence these words would make if they were put in the right order:
an and it me to she apple gave picked.
.....
42. Put a line under the right word to finish this sentence:
Captain Cook was—American, Australian, Dutch, English, Scotch.
43. Put a line under the right word to finish this sentence:
A shoe always has—laces, a buckle, lining, a sole, protectors.
44. Look at these numbers—
6 15 6 15 6 15 —
Write down the one that should come next.....
45. Put a line under the word which does not belong to this set:
Janet, Harold, Mary, Ruth, Eileen.
46. Bananas are sold for 1s. a pound. If six go to a pound, what does one banana cost?
Answer.....
47. Put a line under the word that means the opposite of far:
big, near, distant, next, go.

48. Put a line under the right word to complete this sentence:
I (instructed, said, waited, inquired) the man to deliver the wood.
49. Put a line under the right word to finish this sentence:
Hamburg is a town in—Germany, Russia, France, Denmark, Austria.
50. Put a line under the right word to finish this sentence:
A war always has—uniforms, ships, aeroplanes, tanks, fighting.
51. Here is a foolish statement:—The room was so dark that I could hardly hear what he said.
Why is it foolish? It is foolish because:
(a) There must have been some windows.
(b) I may have been deaf.
(c) Darkness does not affect hearing.
(d) I should have listened more carefully.
Put a cross against the sentence that tells you why.
52. A chain of ten links had two links cut off each end. How many links were left on the chain?
- Answer.....
53. Look at these numbers—
5 9 13 17 21 25 —
Write down the one that should come next.....
54. Write down the sentence these words would make if they were put in the right order:
fountain of the nib is my broken pen.
.....
55. Put a line under the right word to finish this sentence:
Dampier was a—painter, inventor, sailor, poet, soldier.
56. Here is a foolish statement:—Last week a man in Hobart had his 103rd birthday. His twin sister had her 90th birthday on the same day.
Why is it foolish? It is foolish because:
(a) A man who is 103 would not be likely to have a twin sister.
(b) Men do not live to the age of 103.
(c) Twins must always be the same age.
(d) Old people don't have birthdays.
Put a cross against the sentence that tells you why.
57. Put a line under the word that does not belong to this set:
eight, dozen, several, score, twenty-four.
58. I had to meet George at noon. I was delayed ten minutes, while George was five minutes before time. How long did he have to wait for me?
- Answer.....
59. Put a line under the word that means the opposite of advance:
retreat, flight, follow, enemy, capture.
60. Put a line under the right word to complete this sentence:
They decided to sail when they had a favourable (calm, wind, water, weather).
61. Put a line under the right word to finish this sentence:
A horse always has—a saddle, a mane, a bridle, a nose-bag, a rider.

62. Here is a foolish statement:—If you spoil the work you had better not attempt it.
Why is it foolish? It is foolish because:

- (a) One should not waste good materials.
- (b) Work cannot be spoiled if it is not attempted.
- (c) We can improve only by trying.
- (d) It is no disgrace to make mistakes.

Put a cross against the sentence that tells you why.

63. Look at these numbers—

4 3 5 4 6 5 —

Write down the one that should come next.....

64. How many four-inch blocks will it take to build a tower two feet high?

Answer.....

65. Write down the sentence these words would make if they were put in the right order:
boy a run can faster usually horse a than.

66. Put a line under the right word to finish this sentence:

Russet is a kind of—dress, food, sheep, drink, colour.

67. Put a line under the right word to finish this sentence:

A newspaper always has—advertisements, news, pictures, letters, paper-boy.

68. Put a line under the word which does not belong to this set:

sit, walk, run, crawl, hop.

69. Put a line under the word that means the opposite of health:

accident, disease, germ, unhappy, dirt.

70. Put a line under the right word to finish this sentence:

He (crept, knocked, fumbled, stumbled) in the darkness for the door-knob.

71. Here is a foolish statement:—My birthday came to an end at noon on Sunday.

Why is it foolish? It is foolish because:

- (a) Birthdays are not always on Sunday.
- (b) He will have another birthday next year.
- (c) A birthday lasts all day.
- (d) Birthdays do not come to an end.

Put a cross against the sentence that tells you why.

72. Look at these numbers—

3 3 5 5 7 7 —

Write down the one that should come next.....

73. Put a line under the right word to finish this sentence:

A ship always has—a keel, masts, a funnel, engines, sails.

74. Three cats each had three kittens. How many were there altogether—cats and kittens?

Answer.....

75. Write down the sentence these words would make if they were put in the right order:
her to I if see my could she came book lend.

76. Put a line under the right word to finish this sentence:

A peasant is a kind of—bird, fruit, shell, person, nut.

77. Here is a foolish statement:—An advertisement said “Experienced worker wanted for autumn spring-cleaning.”

Why is it foolish? It is foolish because:

(a) You never advertise for anybody to do spring-cleaning.

(b) You always have to do your own spring-cleaning.

(c) Spring-cleaning is always done in the spring.

(d) It is not spring yet.

Put a cross against that sentence that tells you why.

78. Look at these numbers—

9 3 7 3 5 3 —

Write down the one that should come next.....

79. Put a line under the right word to finish this sentence:

A cat always has—milk, kittens, green eyes, jealousy, fur.

80. Put a line under the word which does not belong to this set:

circle, triangle, oblong, square, parallel.

81. My exercise book contains 36 pages, and I have used up three-quarters of it. How many pages are still to be used?

Answer.....

82. Put a line under the word that means the opposite of frequently:

seldom, after, usually, rare, occasional.

83. Put a line under the right word to complete this sentence:

The stake (supplied, suggested, supported, surrounded) the fruit branches.

84. Put a line under the right word to finish this sentence:

A potter works with—wood, iron, silver, tin, clay.

85. Look at these numbers—

19 16 14 11 9 6 —

Write down the one that should come next.....

86. If half-way to school is a mile and a half, how far is it to school and back?

Answer.....

87. Write down the sentence these words would make if they were put in the right order:

true what say is is to it not wrong.

88. Put a line under the right word to finish this sentence:

A fire always has—coal, wood, smoke, heat, flame.

89. Here is a foolish statement:—The man had two brothers and so had his sister.

Why is it foolish? It is foolish because:

(a) His sister was not his brother.

(b) There must have been three sisters.

(c) He had no sister.

(d) His sister must have had three brothers.

Put a cross against the sentence that tells you why.

90. Put a line under the word that does not belong to this set:
volcano, island, river, rainfall, plain.
91. Put a line under the word that means the opposite of busy:
lazy, playing, asleep, idle, holiday.
92. Put a line under the right word to complete this sentence:
Mother (let, asked, told, allowed) Nell stay up a little longer.
93. The bus fare is sixpence for the first mile and threepence for each additional mile. What is the fare for seven miles?

Answer.....

94. Look at these numbers—
3 1 4 2 5 3 —

Write down the one that should come next.....

95. Write down the sentence these words would make if they were put in the right order:
heavy too he the move stone him for soon that was to found.

96. Put a line under the word that does not belong to this set:
hail, frost, rain, snow, sleet.
97. Put a line under the word that means the opposite of pacify:
angry, incite, disturb, excited, calm.
98. Betty is half as tall again as Judith, who is just 3ft. tall. How tall is Betty?

Answer.....

99. Put a line under the right word to complete this sentence:
The road was too (straight, wide, shallow, narrow) for the cars to pass.
100. Look at these numbers—
 $\frac{1}{8}$ $\frac{1}{4}$ $\frac{1}{2}$ 1 2 4 —

Write down the one that should come next.....

No. of
correct
answers

| |
|--|
| |
|--|

EDUCATION DEPARTMENT OF TASMANIA

Test of General Ability for Primary Schools

10th test. 9
1947

Name:

School:

Grade or Group:

Age on Date of Examination: years months

Boy or Girl: Date:

Time: 1 hour

READ THIS CAREFULLY

On the other pages of this paper there are some questions.

Before you turn over and begin the paper, try these for practice:

- Write down the sentence these words would make if they were put in the right order:
give a please me pen

.....
(The sentence is 'Please give me a pen.' Did you write it down?)

- These words are part of a set of three. Write in the missing one.

red, white and

(The answer is blue. Did you write *blue* on the dotted line?)

- Put a line under the right word to go into the empty space:

| | |
|-------|------|
| | foot |
| glove | hand |

sock, hood, hat, leg, toe.

(The answer is sock. Did you put a line under it?)

**NOW WAIT FOR YOUR TEACHER TO TELL YOU TO TURN OVER
THE PAGE AND START WORK.**

Answer these Questions First

Can you read?.....

How many years old are you?.....

Are you a boy or a girl?.....

Are you ten years old?.....

Are you using pen or pencil?.....

1. Write down the sentence these words would make if they were put in the correct order:
school to goes she our

2. Put a line under the right word to answer this question:

Which of these is used for digging?

fork, broom, rake, axe, hoe.

3. Put a line under the word which does not belong to this set:

Jack, Tom, Bill, Mary, Dick.

4. Here is a foolish statement:—Dave pumped two gallons of water from the empty well.

Why is it foolish? It is foolish because:

- (a) You can pump only one gallon at a time.
- (b) An empty well would have no water in it.
- (c) Wells always have windmills.
- (d) Dave would have used a bucket.
- (e) Wells are never empty.

Put a cross against the sentence that tells you why.

5. Write in the missing figure of this sum:

$$6 + \dots = 10$$

6. These words are part of a set of three. Write in the missing one.

pounds, and pence.

7. Put a line under the word that means the opposite of shallow:

deep, wide, well, clever, high.

8. Put a line under the word that means "be on your guard."

listen, notice, beware, look, stop.

9. Look at this row of letters—

A B A B A B

Write down the two letters that should come next.....

10. Put a line under the right word to finish this sentence:

They hung the picture on the wall (where, which, whenever, what, unless) everybody could see it.

11. Put a line under the right word to go into the empty space:

| | |
|------|-----|
| boy | man |
| girl | |

child, woman, lady, aunt, mother

12. Bill walked home to lunch every day. The school was twenty minutes' walk from his home, and he had an hour for lunch-time altogether. How long did he have to eat his lunch?

Answer.....

13. Write down the sentence these words would make if they were put in the correct order:
away he me go to asked.
14. Put a line under the right word to answer this question:
Which of these is used in cooking?
linseed, ice-cream, salt, water melons, indigo.
15. Put a line under the word which does not belong to this set:
green, blue, cool, pink, yellow.
16. Here is a foolish statement:—The stone I dropped broke into three halves.
Why is it foolish? It is foolish because:
(a) A stone would break into several pieces.
(b) Stones never break when dropped.
(c) There are only two halves in anything.
(d) The stone was too heavy to lift.
(e) The stone was broken before I touched it.
Put a cross against the sentence that tells you why.
17. Write in the missing figure of this sum:
 $24 = 6 \times \dots$
18. These words are part of a set of three. Write in the missing one.
navy, and air force.
19. Put a line under the word that means the opposite of fill:
pour, tip, empty, spill, throw.
20. Put a line under the word that means "a meeting of people for buying and selling."
shop, counter, bank, market, village.
21. Look at this row of letters
C L L C L L C L
Write down the two letters that should come next.....
22. Put a line under the right word to finish this sentence:
He was unable to complete the task (to, by, on, as, with) his own satisfaction.
23. Put a line under the right word to go into the empty space.
- | | |
|-----|-----|
| cat | fur |
| dog | |
- bite, puppy, hair, rough, kennel.
24. If I put two white flowers and three red ones in each vase, I shall have just enough flowers for three vases. How many flowers would that be?
Answer.....
25. Write down the sentence these words would make if they were put in the correct order:
clean every we teeth our day should
26. Put a line under the right word to answer this question:
Which of these will hold water?
vase, sieve, funnel, basket, cigarette holder.
27. Put a line under the word which does not belong to this set:
soon, late, early, handsome, afterwards.
28. Here is a foolish statement:—Next Saturday my grandfather will celebrate his eighteenth birthday.
Why is it foolish? It is foolish because:
(a) Grandfathers don't have birthdays.
(b) People don't have birthdays on Saturdays.
(c) A grandfather would be more than eighteen years old.
(d) Grandfathers never tell when their birthdays are.
(e) Celebrations are held only on Empire Day.
Put a cross against the sentence that tells you why.

29. Write in the missing figure of this sum:

$$\frac{1}{2} \text{ of } \dots = 6.$$

30. These words are part of a set of three. Write in the missing one.
reading, writing, and

31. Put a line under the word that means the opposite of asleep:
dreaming, working, lively, watchful, awake.

32. Put a line under the word that means "an opinion formed without really knowing."
answer, judgment, uncertainty, decision, guess.

33. Look at this row of letters:

A A B B C C C D D E E F F

One extra letter has been put in by mistake. Find this letter and cross it out.

34. Put a line under the right word to finish this sentence:

The sharp wind of autumn (blew, whistled, gathered, collected, withered) the leaves off the trees.

35. Put a line under the right word to go into the empty space:

| | |
|-------|------|
| clock | |
| bell | ring |

tick, noise, time, alarm, pendulum.

36. The answer to the sum George worked out was twelve, but he carelessly put down the figures in his answer back to front. How much too big was the answer he wrote?

Answer.....

37. Write down the sentence these words would make if they were put in the correct order:
exercise of the cover is torn my book.

38. Put a line under the correct word to answer this question:

Which of these are good to eat?

almonds, pills, shells, pine cones, rock salt

39. Put a line under the word which does not belong to this set:

kitten, calf, puppy, dog, foal.

40. Here is a foolish statement:—Mother sweetened the tea with a little lemon juice.

Why is it foolish? It is foolish because:

- (a) Tea always has sugar in it.
- (b) Lemon juice is always used to sweeten coffee.
- (c) Lemon juice would make tea sour.
- (d) Lemons are too expensive to use for sweetening tea.
- (e) Lemon juice won't mix with tea.

Put a cross against the sentence that tells you why.

41. Write in the missing figure of this sum:

$$9 - 4 = 8 - \dots$$

42. These words are part of a set of three. Write in the missing one.
hook,, and sinker.

43. Put a line under the word which means the opposite of fat:
thread, lean, narrow, sharp, meat.

44. Put a line under the word that means "having the habit of talking a good deal."
expressive, talkative, speech, vocal, eloquent.

45. Look at this row of signs:

+ + - - X X + +

Write down the two signs that should come next.....

46. Put a line under the right word to finish this sentence:

Although the night was very (soon, much, recent, early, dark) he went home by the long road.

47. Put a line under the right word to go into the empty space:

| | |
|-------|--------|
| apple | fruit |
| | flower |

fig, rose, smell, pick, petal.

48. Betty can walk six times as fast as she can hop. If she can walk to the shop in half a minute, how long would it take her to hop there?

Answer.....

49. Write down the sentence these words would make if they were put in the correct order:
be told that he tidy us should we.

50. Put a line under the correct word to answer this question:

Which of these runs on wheels?

motor boat, pushcart, sled, clock, wheelbarrow.

51. Put a line under the word which does not belong to this set:

lamp, candle, torch, searchlight, compass.

52. Here is a foolish statement:—I avoided the horrible noise by placing my hands over my eyes.
Why is it foolish? It is foolish because:

- (a) I would still be able to see the noise.
- (b) Noises never sound horrible.
- (c) I would still be able to hear the noise.
- (d) Noises are seen and not heard.
- (e) Noises can never be avoided.

Put a cross against the sentence that tells you why.

53. Write in the missing figure of this sum:

$$3 \times 3 = 2 + \dots$$

54. These words are part of a set of three. Write in the missing one.

....., Dick, and Harry.

55. Put a line under the word that means the opposite of sweet:

salt, rotten, bitter, sickly, nasty.

56. Put a line under the word that means "something owed to another."

debt, bill, account, creditor, invoice.

57. Look at this row of letters—

S O S S O S S S O S S O S

One extra letter has been put in by mistake. Find this letter and cross it out.

58. Put a line under the right word to finish this sentence:

The mountain was too (wide, steep, low, broad, near) to be climbed easily.

59. Put a line under the right word to go into the empty space:

| | |
|-------|-------|
| | day |
| March | month |

Monday, date, week, morning, year.

60. Tom had a shillingworth of pennies in his pocket, but he lost all but three of them through a hole. Later on, he found five of the pennies he had lost. How many was he short then?

Answer.....

61. Write down the sentence these words would make if they were put in the correct order:

the race who receive blue the will wins the brooch girl the.

62. Put a line under the right word to answer this question:
Which of these grow under the ground?
rhubarb, walnuts, pumpkins, cucumbers, carrots.
63. Put a line under the word which does not belong to this set:
raise, lift, lower, elevate, drag.
64. Here is a foolish statement:—The traveller pitched his tent by a large gum tree in the middle of the treeless plain.
Why is it foolish? It is foolish because:
(a) It is dangerous to camp beside gum trees.
(b) Travellers don't carry tents.
(c) A treeless plain would have no trees.
(d) Travellers always camp on the edge of plains.
(e) Only small gum trees grow on plains.
Put a cross against the sentence that tells you why.
65. Write in the missing figure of this sum:
 $4 \times \dots = 8 \times 2$.
66. These words are part of a set of three. Write in the missing one.
here, there and
67. Put a line under the word that means the opposite of difficult:
right, agreeable, pleasant, easy, nice.
68. Put a line under the word that means "give up for money or payment."
buy, lend, repay, sell, surrender.
69. Look at this row of signs—
* * § * * § * * § § * * § *
One extra sign has been put in by mistake. Find this sign and cross it out.
70. Put a line under the right word to finish this sentence:
The garden was (separated, displayed, supported, surrounded, entangled) by a wire fence.
71. Put a line under the right word to go into the empty space.
- | | |
|--------|------|
| much | more |
| little | |
- some, less, any, small, tiny.
72. Jack usually has a new pair of shoes every year. He has worn his present pair from the beginning of November to the end of July. How many months will it be before he is due for a new pair?
Answer.....
73. Write down the sentence these words would make if they were put in the correct order:
how box many looked the left baker the to in had loaves he see.
.....
74. Put a line under the correct word to answer this question:
Which of these can be found in the sea?
platypuses, water lilies, oysters, rubies, silverfish.
75. Put a line under the word which does not belong to this set:
comb, brush, fork, rake, harrow.
76. Here is a foolish statement:—Alf agreed to meet me at two o'clock. He arrived punctually at a quarter past two.
Why is it foolish? It is foolish because:
(a) Alf did not arrive punctually.
(b) Alf really arrived early.
(c) Alf would not have agreed to meet me anyway.
(d) He didn't have to arrive punctually.
(e) He could have been both late and punctual.
Put a cross against the sentence that tells you why.

77. Write in the missing figure of this sum:

$$15 \div 5 = 18 \div \dots$$

78. These words are part of a set of three. Write in the missing one.

good, bad, and

79. Put a line under the word that means the opposite of bright:

dull, black, dirty, blind, brown.

80. Put a line under the word that means "loud enough to be heard."

shouting, audible, loudly, noticeable, clear.

81. Look at these letters and signs:

A + B — C + D — E + F

Write down the two that should come next.....

82. Put a line under the right word to finish this sentence:

She saved up the (year, pence, money, expense, price) shilling by shilling, until she had enough to go for a holiday.

83. Put a line under the right word to go into the empty space.

| | |
|------|-------|
| trap | mouse |
| net | |

fish, spider, rat, hair, onions.

84. Edith put seven apples in a row. How many apples were there between the middle one and the last one?

Answer

85. Write down the sentence these words would make if they were put in correct order:

him to Tom if some see would his went father money give

86. Put a line under the right word to answer this question:

Which of these is made of wood?

kettle, latchkey, calico, paper, paint.

87. Put a line under the word that does not belong to this set:

door, gate, shutter, window, ventilator.

88. Here is a foolish statement:—Every Friday evening the boys cycled home in the moonlight.

Why is it foolish? It is foolish because:

- (a) Boys are not allowed to ride bicycles without lamps.
- (b) The moon seldom shines on Friday.
- (c) It is not always moonlight on Friday evenings.
- (d) It is unsafe to ride bicycles in the moonlight.
- (e) Boys are not allowed out on Friday evenings.

Put a cross against the sentence that tells you why.

89. Write in the missing figure of this sum:

$$\frac{1}{4} \text{ of } 12 = \frac{1}{3} \text{ of } \dots$$

90. These words are part of a set of three. Write in the missing one:

animal,, and mineral.

91. Put a line under the word that means the opposite of soothe:

please, delight, disappoint, excite, heal.

92. Put a line under the word that means "belonging to a king."

crown, power, regal, divine, monarch.

93. Look at this row of letters:

K K R R K K R K K R

One extra letter has been put in by mistake. Find this letter and cross it out.

94. Put a line under the right word to finish this sentence:

Although he was not a very good cricketer, he had (need, assurance, much, plenty, some) of enthusiasm.

95. Put a line under the right word to go into the empty space.

| | |
|--------|------|
| roller | |
| crane | lift |

bore, flatten, turn, move, push.

96. If you filled a tumbler with milk, drank three-quarters of it, and then found there were three tablespoonfuls of milk left in the tumbler, how many tablespoonfuls would the tumbler hold?

Answer.....

97. Here is a foolish statement:—He was too exhausted to move, yet he still struggled on.

Why is it foolish? It is foolish because:

- (a) He could not struggle on without moving.
- (b) He ought to have waited for an ambulance.
- (c) One should never keep on to the point of exhaustion.
- (d) Nobody could be too exhausted to move.
- (e) Exhausted people can easily struggle on.

Put a cross against the sentence that tells you why.

98. Put a line under the right word to finish this sentence:

Mrs. Brown's electric stove was (instituted, installed, stationed, promoted, occasioned) yesterday.

99. Put a line under the right word to go into the empty space.

| | |
|------|--------|
| food | hungry |
| fire | |

warm, cold, logs, meat, winter.

100. It is four hours from breakfast time to dinner time, and five hours from dinner time to tea time. If breakfast time is half-past eight, what time is tea?

Answer.....

EDUCATION DEPARTMENT OF TASMANIA

SPELLING TEST

June 25th, 1964

Instructions for giving the test

1. Explain that:—

- (a) Each sentence will be read as a whole, then dictated in phrases.
 - (b) Pupils who fail to hear may ask for words to be repeated.
 - (c) Words may be crossed out and re-written, but a correction must be written immediately after the word crossed out. Corrections made in any other way will be counted as errors.
2. Read each sentence aloud, then dictate it in phrases.
 3. Words are to be given their ordinary pronunciation and not read in syllables or as separate sounds.
 4. There should be no repetitions, unless children fail to hear.
 5. In all grades dictation should commence with the first sentence, but in Grade III the teacher may omit sentences which are obviously too difficult for any child in the grade. It should be noted that a child can score on a sentence if he makes less than five mistakes in it. Children in Grades IV to VI should be given the whole test.

Instructions for scoring the test

1. Score each sentence separately.
2. Each sentence scores a maximum of five marks, one mark being deducted for each incorrect word.
3. Wrong capitalization is to be counted as an error.
4. Failure to commence with a capital, whether it occurs in one or more sentences, is to count as one error only.
5. Altered words are to be counted as errors, but if a correction is written immediately after the wrong word it is to be allowed.
6. Omissions are to be counted as errors, but if the same word is omitted more than once it is to count as one error only.
7. Penalize once only for mistakes in words included more than once in the test.
8. The total score is obtained by adding together the scores for each sentence.

SPELLING TEST

1. By the door is a small box.
2. Use your new blue pen today.
3. The paddocks are green after the rain.
4. The wounded soldiers were carried to safety by their comrades.
5. In the room we found several tables and a variety of interesting articles.
6. Nobody was terrified, but many were surprised, when the ship suddenly altered its course.
7. Her anger soon quietened when she realised* that the expense was necessary.
8. We really knew the enemy's† movements, but for obvious reasons we pretended differently.
9. Even experienced and resourceful mountaineers found the cliff face impossible to climb.
10. Since a vigorous policy concerning accommodation was absolutely essential, a committee of experts was instructed to complete a definite plan as quickly as possible.
11. Torrential rain distressed and rendered homeless whole families whose sole chance of survival lay in travelling continuously through the night.
12. Although in their unguarded moments the vivacious cubs appeared to be amicable and manageable, they retained their vicious, treacherous nature.

* or realized.

† or enemies'.

EDUCATION DEPARTMENT OF TASMANIA

ARITHMETIC TEST—SPEED AND ACCURACY

Tuesday, July 12th, 1966

Score

Age
Rating

Mark

DO NOT TURN OVER UNTIL YOU ARE TOLD TO DO SO

Name Boy or Girl.....

School Grade or Class.....

Age years months. Date of Birth

Time: Eight minutes.

READ THIS CAREFULLY

You will be allowed only eight minutes to do the sums on the following pages, so work as quickly as you can. If you come to a sum that you are unable to do you may leave it out; otherwise work straight on. Start with number one, then do number two and so on.

NOW WAIT FOR YOUR TEACHER TO TELL YOU TO START WORK

1. Add—

$$\begin{array}{r} 4 \\ 5 \\ \hline \end{array}$$

2. Subtract—

$$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$$

3. Multiply—

$$\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$$

4. Divide—

$$\begin{array}{r} 3 \overline{) 9} \\ \hline \end{array}$$

5. Add—

$$\begin{array}{r} 3 \\ 2 \\ \hline \end{array}$$

6. Subtract—

$$\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$$

7. Multiply—

$$\begin{array}{r} 5 \\ \times 0 \\ \hline \end{array}$$

8. Divide—

$$\begin{array}{r} 2 \overline{) 78} \\ \hline \end{array}$$

9. Add—

$$\begin{array}{r} 9 \\ 8 \\ \hline \end{array}$$

10. Subtract—

$$\begin{array}{r} 19 \\ -7 \\ \hline \end{array}$$

11. Multiply—

$$\begin{array}{r} 15 \\ \times 2 \\ \hline \end{array}$$

12. Divide—

$$\begin{array}{r} 7 \overline{) 49} \\ \hline \end{array}$$

13. Add—

$$\begin{array}{r} 52 \\ 85 \\ \hline \end{array}$$

14. Subtract—

$$\begin{array}{r} 66 \\ -60 \\ \hline \end{array}$$

15. Multiply—

$$\begin{array}{r} 44 \\ \times 2 \\ \hline \end{array}$$

16. Divide—

$$\begin{array}{r} 6 \overline{) 84} \\ \hline \end{array}$$

17. Add—

$$\begin{array}{r} 30 \\ 13 \\ 70 \\ \hline \end{array}$$

18. Subtract—

$$\begin{array}{r} 74 \\ -55 \\ \hline \end{array}$$

19. Multiply—

$$\begin{array}{r} 307 \\ \times 7 \\ \hline \end{array}$$

20. Divide—

$$\begin{array}{r} 4 \overline{) 44} \\ \hline \end{array}$$

21. Add—

$$\begin{array}{r} 227 \\ 884 \\ 260 \\ \hline \end{array}$$

22. Subtract—

$$\begin{array}{r} 433 \\ -360 \\ \hline \end{array}$$

23. Multiply—

$$\begin{array}{r} 952 \\ \times 4 \\ \hline \end{array}$$

24. Divide—

$$\begin{array}{r} 5 \overline{) 725} \\ \hline \end{array}$$

25. Add—

$$\begin{array}{r} 6576 \\ 5929 \\ 9768 \\ \hline \end{array}$$

26. Subtract—

$$\begin{array}{r} 9138 \\ -6071 \\ \hline \end{array}$$

27. Multiply—

$$\begin{array}{r} 67541 \\ \times 3 \\ \hline \end{array}$$

28. Divide—

$$\begin{array}{r} 2 \overline{) 818} \\ \hline \end{array}$$

29. Add—

$$\begin{array}{r} 5272 \\ 7423 \\ 7865 \\ 3485 \\ \hline \end{array}$$

30. Subtract—

$$\begin{array}{r} 72965 \\ -59065 \\ \hline \end{array}$$

31. Multiply—

$$\begin{array}{r} 72967 \\ \times 5 \\ \hline \end{array}$$

32. Divide—

$$\begin{array}{r} 6 \overline{) 93696} \\ \hline \end{array}$$

33. Add—

$$\begin{array}{r} 46924 \\ 24500 \\ 39682 \\ 96166 \\ \hline \end{array}$$

34. Subtract—

$$\begin{array}{r} 37322 \\ -30778 \\ \hline \end{array}$$

35. Multiply—

$$\begin{array}{r} 45703 \\ \times 9 \\ \hline \end{array}$$

36. Divide—

$$\begin{array}{r} 4 \overline{) 56504} \\ \hline \end{array}$$

37. Add—

$$\begin{array}{r} 26299 \\ 49894 \\ 24684 \\ 9691 \\ \hline \end{array}$$

38. Subtract—

$$\begin{array}{r} 82537 \\ -59193 \\ \hline \end{array}$$

39. Multiply—

$$\begin{array}{r} 30342 \\ \times 5 \\ \hline \end{array}$$

40. Divide—

$$\begin{array}{r} 7 \overline{) 20572} \\ \hline \end{array}$$

[P.T.O.]

41. Add—

$$\begin{array}{r} 169082 \\ 665983 \\ 626411 \\ 126719 \\ \hline \end{array}$$

42. Subtract—

$$\begin{array}{r} 717460 \\ -472129 \\ \hline \end{array}$$

43. Multiply—

$$\begin{array}{r} 681127 \\ \times 4 \\ \hline \end{array}$$

44. Divide—

$$\begin{array}{r} 7 \overline{)506069} \\ \hline \end{array}$$

45. Add—

$$\begin{array}{r} 197466 \\ 029437 \\ 340276 \\ 709030 \\ \hline \end{array}$$

46. Subtract—

$$\begin{array}{r} 863524 \\ -101620 \\ \hline \end{array}$$

47. Multiply—

$$\begin{array}{r} 333251 \\ \times 6 \\ \hline \end{array}$$

48. Divide—

$$\begin{array}{r} 4 \overline{)387978} \\ \hline \end{array}$$

49. Add—

$$\begin{array}{r} 491169 \\ 253561 \\ 638231 \\ 686384 \\ \hline \end{array}$$

50. Subtract—

$$\begin{array}{r} 508775 \\ -288970 \\ \hline \end{array}$$

51. Multiply—

$$\begin{array}{r} 150877 \\ \times 5 \\ \hline \end{array}$$

52. Divide—

$$\begin{array}{r} 6 \overline{)681414} \\ \hline \end{array}$$

53. Add—

$$\begin{array}{r} 174916 \\ 231962 \\ 591479 \\ 64433 \\ \hline \end{array}$$

54. Subtract—

$$\begin{array}{r} 968253 \\ -491334 \\ \hline \end{array}$$

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