

## SECTION 6: BUILDINGS

- 6.1 The Main School and Student  
Residential Buildings
- 6.2 Farm Buildings
- 6.3 Housing at Agricultural Wings

6.

## BUILDINGS

Buildings at the Agricultural Wings are entirely under the authority of the Public Works Department Architectural Division although they have considerably relaxed their interest in and control over farm buildings.

No buildings on agricultural wing lands are in any way associated with the Government Employees' Housing Authority. All houses are under P.W.D.A.D.

Buildings, therefore, fall into three main divisions.

1. the major school and residential buildings for students such as classrooms, workshops, dormitories, kitchens, dining rooms
2. the houses for staff both professional and agricultural
3. the farm buildings such as machinery and shearing sheds, abattoir, poultry sheds, dairies.

6.1

### The Main School and Student Residential Buildings

These buildings are strictly under P.W.D.A.D. for care and maintenance and all matters concerning them should be referred to the local P.W.D.A.D. Supervisor.

Electrical work is the responsibility of the Electrical Supervisor.

Refrigeration problems are referred to the Mechanical and Plant Engineer.

6.2

### Farm Buildings

These are usually built by the staff of the school, but may be purchased as prefabricated units or in the case of major constructions, built under P.W.D. contract. These buildings are therefore maintained by school staff. The finance for construction is provided in budget item 13A/664 and finance for repairs and maintenance from item 13A/812.

#### Planning Farm Buildings

Before seeking finance from the agricultural schools vote by submitting a proposal under item 664, the building should be carefully designed as to function and plans drawn. A quantity survey and costing should

be taken out and a total figure decided.

Great caution should be exercised in the case of buildings which require connection to

1. *water supply*
2. *electricity*
3. *gas*
4. *some form of sewerage and drainage*

to allow for the cost of these connections. The agricultural education budget usually has to meet these costs and they have, on occasions proved to exceed the total cost of the building. For example, a piggery, purposely and understandably built well away from the settlement, will then need long extensions to power and water to supply these necessities.

Where water and electrical connections are required there should be consultation with the local water supply authority and the P.W.D. electrical supervisor as to feasibility.

Where some form of sewerage or septic disposal is required both the P.W.D.A.D. Supervisor and local Health Authority should be consulted.

During compilation of the data necessary for the budget submission, the Advisory Committee should be kept informed, as they are persons well versed in farm building planning and local requirements. The representative of the Department of Agriculture should prove of great assistance.

Finally there should be a consultation, on site if possible, with the Superintendent.

### 6.3 Housing at Agricultural Wings

Housing at Agricultural Wings is entirely under the administration of the Superintendent of Agricultural Education and is in no way subject to the requirements of the Staffing Branch nor in any way connected with the Government Employees' Housing Authority. The Superintendent allocates housing while arranging staffing. Certain houses are allocated to certain officers and remain so, for example, the Principals' houses, the Farm Supervisors' houses and some others. Principals should not allocate housing without reference to the Superintendent/

The Superintendent fixes the rent charged for the houses under his control.

Houses at Agricultural Wings are as follows:

*Cunderdin*

1. Principal
2. Farm Supervisor
3. Assistant Farm Supervisor
4. Senior Master (Agriculture)
5. Teacher (at present used by farm staff)

*Denmark*

1. Principal
2. Farm Supervisor
3. Senior Master (Agriculture)

*Harvey*

1. Principal
2. Farm Supervisor
3. Assistant Farm Supervisor
4.           ) Senior Master (Agriculture)
5. flats    ) Teacher
6.           ) Teacher

*Narrogin*

1. Principal
2. Deputy Principal (Agriculture)
3. Farm Supervisor
4. Assistant Farm Supervisor
5. Registrar
6. Teacher
7. Teacher (at present occupied by Farm Staff)
8. Farm staff
9. Farm staff
10. Farm staff

### Principal

By the terms of his appointment, the Principal, is required to take up full-time residence in quarters provided rent free. (In 1963 it was realised that the Agricultural Wings required the full time residence of the Principal to ensure the security necessary for the care of students. The Crown Law Department ruled that where an officer was compelled by the terms of his appointment to take up residence, no rent could be charged).

The Principals' quarters are also supplied with electricity, water and fuel, free of charge.

### Farm Supervisors

The nature of their appointment, responsibility to the Principal for the care of the farm, requires that Farm Supervisors reside on their farms. Rental is nominal and electricity, water and fuel are free.

### Maintenance

All above houses are maintained by the Architectural Division of the Public Works Department and matters requiring attention should be referred to the Supervisor, P.W.D. at Northam, Albany, Bunbury or Narrogin.

|                                  | Cunderdin                         | Denmark          | Gnowangerup               | Harvey                    | Narrogin                   |
|----------------------------------|-----------------------------------|------------------|---------------------------|---------------------------|----------------------------|
| <i>Classrooms</i>                | RAAF war buildings                | very old         | Demountables 2            | 1 demountable             | built 1921 dilapidated     |
| <i>Laboratory</i>                |                                   |                  |                           |                           |                            |
| <i>Library</i>                   | improvised                        | improvised       | improvised                | improvised                | improvised                 |
| <i>Recreation Room</i>           | old dining room                   | improvised       | good                      | good                      | old dining room            |
| <i>Gymnasium</i>                 |                                   |                  | improvised                |                           |                            |
| <i>Swimming Pool</i>             | in town 2 km                      | Beach            | in town 4 km              | "dam" pool ocean          | Old Boys' Memorial pool    |
| <i>Tennis Courts</i>             | yes                               | yes              |                           | yes                       | yes                        |
| <i>Oval</i>                      | yes                               | yes              | town                      | town                      | yes                        |
| <i>Lighted B.B. Courts</i>       | yes                               | yes              | yes                       | yes                       | yes                        |
| <i>Administration block</i>      | RAAF unsatisfactory               | good             | improvised unsatisfactory | Wartime                   | improvised                 |
| <i>Kitchen dining room</i>       | excellent capacity 100            | good capacity 60 | good capacity 30          | excellent capacity 80     | excellent capacity 150     |
| <i>Dormitories</i>               | excellent (62)<br>improvised (12) | good (40)        | good (24)                 | excellent 48              | excellent 108              |
| <i>Housemaster accommodation</i> | good (4)                          | good (4)         | good (2)                  | good (5)                  | good (4)<br>improvised (4) |
| <i>Principals' House</i>         | brick SHC fair                    | new brick good   | good                      | very good                 | built 1921 fair            |
| <i>Farm Supervisors House</i>    | brick good (2)                    | brick good       | new transportable         | 1 brick<br>1 T.F.<br>good | T.F. (2)                   |
| <i>Other houses</i>              | 2                                 | 1                |                           | 3 flats                   | 7 (4 good)                 |

SECTION 7:       REPORTS AND ENQUIRIES INTO AGRICULTURAL  
EDUCATION

- 7.1       The Underwood Report
- 7.2       The Stern Report
- 7.3       Implementation of the Stern Report

## 7.1 The Underwood Report

7.1.1 Terms of Reference

7.1.2 The Committee

7.1.3 Period of Deliberation

7.1.4 Report

7. REPORTS ON AGRICULTURAL EDUCATION

There have been two major inquiries into and subsequent reports on Agricultural Education since World War II. Both committees were convened by the Ministers for Agriculture and Education, both comprised very high level members and both looked at the entire field of agricultural education.

7.1 The Underwood Report 1950 (Committee on Agricultural Education)

7.1.1 Terms of Reference

To inquire into and report upon the present system of agricultural education in Western Australia and to advise upon means for its improvement.

7.1.2 The Committee

Professor E J Underwood, Professor of Agriculture,  
University of W A, Chairman

Professor R G Cameron, Professor of Education, University  
of W A

Mr A McKenzie Clark, Department of Agriculture

Mr T S Edmondson, Superintendent of Primary Education

Mr W J Russell, Farmer

Mr W Southern, Principal, Muresk Agricultural College

Mr T H Wilson

Mr G Worner, Senior Inspector to Schools

Mr W M Nunn, Secretary

7.1.3 Period of Deliberation

From May 1949 to November 1950.

7.1.4 Report (as affecting secondary agricultural education)

"Narrogin and Denmark Schools of Agriculture

51. It is convenient to deal with these two schools together, since they give essentially the same type of training to the same type of boy. The Committee was, however, very struck with the need for improved buildings, particularly dormitories, at Narrogin, which were a great contrast to the very fine accommodation

provided at Denmark. It also considers that one of the aims of these schools is to set good, but not lavish, standards of living and working for the boys. This is impossible with the present buildings at Narrogin. The Committee makes the following recommendations for these schools:-

- (i) Buildings. Immediate steps should be taken to improve the Buildings and Accommodation at the Narrogin School of Agriculture. New dormitories at this school are considered an urgent necessity.
- (ii) Libraries. The libraries should be greatly increased in size and scope, both on the cultural and technical sides. These libraries need regular revision to keep them up to date, and proper supervision, preferably by a member of staff with some library training. Encouragement of good reading habits should constitute an important and essential part of the training provided by the schools. This is only possible if adequate library facilities are available.
- (iii) Staffs
  - (a) Professional. The teaching staffs, including the Principals of the schools should all be trained teachers and a proportion of these should possess a University degree in Agricultural Science.
  - (b) Technical. All the instructors at the schools should possess as a minimum qualification, a recognised Diploma as qualification appropriate to their subject, either from an Agricultural College, or a Technical College. Much higher salaries than those at present paid to the instructors at these schools should be offered in order to attract more competent and better qualified men.
- (iv) Age and Standards of Entry. The standards of entry should immediately be raised. The Committee considers that this could best be done in two stages. At present a pass from Standard VI and age 14 are the minimum requirements. This should be raised immediately to a minimum of Standard VII and age 14, to be followed later by Standards VIII and age 15, as more schools, particularly in rural areas, develop the facilities and staff for providing the post primary training upon which an effective vocational course in agriculture must be based.
- (v) Type of Training. The proportion of time spent in the classroom should be increased. This should be done by -
  - (a) Reducing the emphasis on "craft" work, especially leather work which is at present a rather out-of-date feature of the schools.

- (b) Reducing the time spent on routine farm work. The boys should not be used, as at present, largely to replace paid labour on the farm, but should be given much more "demonstration" work in farm operations and techniques, and farm machinery. For this work more competent and better qualified instructors than some of those at present employed at the schools are essential, as pointed out under recommendations (ii) above.
- (c) The number of courses should be reduced, this minimising the present over-lapping which was apparent to the Committee, and enabling a more thorough treatment to be given to the remaining courses.
- (vi) Advisory Committees. Advisory Committees should be appointed for each school containing representatives from the Education Department, the Agricultural Department, the Faculty of Agriculture of the University of Western Australia and the Royal Agricultural Society, together with a prominent farmer from each district. These Committees would have the responsibility of advising the Minister for Education, through the Director of Education, on all matters affecting the welfare and progress of the schools and would help to ensure a better link with advances in agricultural knowledge and practice than exists at present, particularly at Narrogin.
- (vii) Need for Additional Schools. Early consideration should be given to the necessity for developing two additional agricultural schools. At present only about one half of those eligible for, and applying for admission can be accommodated at Narrogin and Denmark. The Committee does not favour greatly increasing the size of the existing institutions, although the provision of greatly improved dormitory accommodation at Narrogin, as recommended earlier, would be valuable in this connection. A number of claims for the location of farm schools in particular districts were made but the Committee feels that this is a matter which warrants much further enquiry. Sound arguments can be adduced, however, for one of these schools being situated in the drier agricultural districts and one in the irrigation areas. The possibility of developing the existing facilities at Fairbridge Farm School for this purpose merits close investigation.

7.2 The Stern Report 1971 (Advisory Committee on Agricultural Education)

7.2.1 Terms of Reference

To advise on the nature, content, standard and inter-relations of courses in agriculture at all levels.

7.2.2 The Committee

Professor W R Stern, Professor of Agronomy, University of W A, Chairman

Mr E N Fitzpatrick, Director of Agriculture

Mr P B Lefroy, President, Pastoralists' and Graziers' Association of W A

Mr D P Eckersley, President, Farmers' Union of W A

Mr E N Monks, Farmer

Mr J E H West, Superintendent of Agricultural Education

Dr H S Williams, Director, W A Institute of Technology

7.2.3 Period of Deliberations

From October 1969 to November 1971.

7.2.4 Report (as affecting secondary agricultural education)

"Synopsis of Principles and Recommendations"

*In general*

1. *Agricultural education should not be considered as a separate entity, but rather as a fully integrated element of the total education system.*
2. *The system of education must be such as to facilitate the student to progress readily from one level of education to the next. We do not favour a system of early vocational education that tends to limit the ultimate educational attainment of students.*
3. *We deplore any practice that tends to channel low-ability students into farming.*
4. *As far as possible, opportunities for education should be as good in country areas as in the metropolitan area. In this context, full consideration should be given to utilizing*

recent developments in the application of modern communications media to education. In particular, the Education Department should examine every possibility of providing an opportunity to all country children to secure a complete secondary education without undue separation from their families.

5. Where students must leave home to gain an education, every encouragement should be given to the Country High Schools Hostels Authority to ease the burden to both parents and pupils.
6. Opportunities should be available for education out of farming, as well as into it.
7. Opportunities to acquire agricultural or other education should be continuously available to rural people. Education should not be considered as a once-in-a-lifetime process.
8. Close liaison between organizations offering agricultural education is desirable to avoid uneconomic duplication of resources.

#### *Farmer education*

9. A sound general secondary education is the most appropriate initial training for those entering farming. Vocational training in agriculture should not begin until after completion of a full secondary education.
10. Encouragement should be given to the development of suitable short courses for farmers, particularly in the age range from 25 to 40 years, who are about to assume, or have already assumed, managerial responsibilities.
11. To provide practical farm training for intending farmers, a scheme, similar to the New Zealand Farm Cadet Training Scheme, might be considered to have application to Western Australia.

#### *With respect to the Education Department*

12. The requirements of the agricultural industries in the present day call for new approaches to agricultural education. To provide the leadership necessary to implement these innovations, we recommend that a new position of Superintendent of Agricultural Education be created immediately. The person appointed should be suitably qualified in agriculture and should be able to devote himself entirely to this post.
13. He should be responsible for developing agricultural education at all levels within the Department and should not be constrained by existing Departmental divisions/

14. *The Education Department should re-examine the role of the agricultural high schools in the light of the educational requirements of those entering agriculture, as outlined in this report. Alternative ways of utilizing the available resources in these schools should be considered and put into effect.*
15. *No further agricultural high school wings should be contemplated.*
16. *The farms associated with present agricultural high schools should be discontinued; demonstrations should be conducted on commercial farms and farmers compensated appropriately.*
17. *Agricultural science should be introduced as a subject and offered in the secondary schools. A syllabus should be developed that is intellectually as demanding as other science subjects. This has already been done elsewhere in Australia.*
18. *Wherever it may be relevant, teachers ought to be encouraged to introduce an agricultural bias into the syllabus of existing science subjects, particularly in country areas.*
19. *The Education Department should use every available means to diversity and extend its technical education services throughout country areas - without necessarily having to abide by existing criteria of population density.*
20. *The Education Department should allow the use of its facilities by other bodies, to provide courses for farmers.*
21. *Movement of staff qualified in agriculture, without loss of seniority, from the Department of Agriculture and the private sector into the Education Department should be made possible.*
22. *To ensure that the courses offered by the Education Department remain up-to-date, constant liaison should be maintained with the Department of Agriculture and other appropriate bodies.*