

7.2 The Stern Report

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7.3 The Implementation of the Stern Report

AGRICULTURAL EDUCATION

IN

WESTERN AUSTRALIA

Progress made by the Education Department
since presentation
of the
Stern Committee's Report in 1971.

Education Department of Western Australia

February 1977

As a result of recommendations by the Committee reporting on Tertiary Education (1967), the Advisory Committee on Agricultural Education in Western Australia was appointed by the Minister for Education in 1969. Professor W R Stern was its chairman and its terms of reference were:

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

A copy of the principles and recommendations made by the Committee in its report of 1971 is shown in appendix I of this article.

Recommendations covered four areas: the State's education system in general, farmer education, agricultural education within the Education Department, and a section on Muresk Agricultural College.

This paper is mainly concerned with developments in the Education Department's four residential agricultural wings of the Agricultural High Schools and to a lesser extent, the general educational system as it contributes to life in rural communities. Little comment is offered on farmer education and none on Muresk.

1. SECONDARY EDUCATION IN GENERAL

The Education Department of Western Australia is responsible for provision of access to education for all children to the end of the year in which they turn 15. Reference was made in the Stern Report to the general inequality of educational opportunities for rural children when compared with city children. (Recommendation 4). While the Department had long been acutely aware of the problems, their highlighting in the Report, at a time when significant developments were being contemplated, contributed towards hastening measures aimed at reducing inequalities. Major initiatives are itemised in Appendix II and were:

- Five year District High Schools were established at strategic country centres which did not have sufficient enrolments to justify their establishment on previous criteria. Schools at Morawa and Wyalkatchem in particular, are in this category.

- Schools previously called 'Junior High Schools' (conducting schooling for primary grades one to seven and three years of secondary education) were staffed with an extra Deputy Principal and a Deputy Principal was allocated to each of the primary and secondary parts of the school.

The question of education of children from isolated areas was researched and reported on by the Education Department of Western Australia in 1975 in a report titled "The Education of Isolated Children in Western Australia." Relevant parts of the report will be amplified below.

Secondary education is offered in major country towns which provide for surrounding populations. During the early 1960s in particular, the contributing areas were effectively increased by the establishment and progressive enlargement of student hostels. The necessary financial burden on parents of children attending hostels was relieved with the implementation of the Commonwealth Government's Assistance for Isolated Children Scheme in 1973 which supplemented the State Government's Boarding Away from Home Allowance, itself introduced prior to 1960, but terminated when the Commonwealth scheme was begun and re-introduced in a modified form in 1976. (Recommendation 5.)

While hostels offer opportunities for children in outlying districts to complete their secondary education to year 12 level, attendance at a hostel necessitates prolonged stays away from home, which is undesirable. Students wishing to remain at home may enrol in the W.A. Correspondence School for years 8, 9 and 10 work and in the Isolated Students' Matriculation Scheme for year 11 and 12 subjects. (Recommendation 4.) The scheme was established in July 1974 to develop a school-based correspondence course. Students use facilities of their local District High Schools and work either at the school or at home. Material provided for each subject comprises a combination of audio-visual and printed material with necessary ancillary equipment, to supplement normal subject text books. A pilot scheme was begun in 1976 with 11 students, each of whom selected 5 or 6 subjects from a range of 8. Field work and discussion groups were conducted during normal school vacations at two live-in camps, each of 8 - 10 days duration.

The Department is satisfied with current progress and advises that student accommodation at the District High Schools is emerging as a problem. Students will be encouraged to work more at home and to use the local schools as reference bases rather than working bases.

2. AGRICULTURAL EDUCATION AND THE EDUCATION DEPARTMENT

Several significant developments have been initiated since publication of the Stern Report in 1971.

(a) Responsibility for Agricultural Education

The most immediate response by the Department was evidenced in July 1972 when a teacher well-qualified and experienced in agricultural education was seconded to assist the officer in charge of agricultural education, particularly regarding course work. The action was not in accordance with Recommendation 12 which called for creation of the position of Superintendent of Agricultural Education. The major difficulty encountered with such an appointment was that in comparison with the number of schools offering subjects presided over by most subject superintendents (110 - 120), agriculture was offered in only 12 schools, only five of which were involved in work at years 11 and 12 level. Even after allowing for the complex nature of the residential Agricultural Wings, it was considered that creation of a position for Superintendent of Agricultural Education could not be justified. At present, departmental responsibility for agricultural education remains unchanged as a part-time area for a relatively senior officer, but assisted by a full time Education officer and administrative staff as required.

At the time of the Report, the Education Department was structured in 3 Teaching Divisions-Primary, Secondary and Technical. Of these, the last had been quite different in its operation and expectation from the other two and had grown separate from them. In its report of January 1976 to the Minister for Education in Western Australia, the Committee on Post Secondary Education under the Chairmanship of Professor P H Partridge recommended that the Technical Division be removed from the administrative control of the Education Department.

The proposed Western Australian Post Secondary Education Commission would incorporate the Technical Division into its area of responsibility. Consideration is currently being given to these proposals.

Recommendation 13 of the Stern Report indicated the proposed Superintendent of Agriculture would assume responsibility for agricultural education in the Technical as well as Secondary Division. The Education Department did not consider this practical at the time, and the subsequent recommendations of the Partridge Committee seem to have vindicated the decision.

(b) Agricultural Wing Courses

In July 1973, the Education Department constituted a working committee to consider the remaining recommendations of the Stern Report. It included officers from the Education Department (including an Assistant Director-General and Director of Secondary Education), and the Department of Agriculture (including a Deputy Director) and concluded its task in August 1974.

Recommendations were considered with regard to their possible influence on agricultural education in the Department's Secondary Division, particularly the residential Agricultural Wings. As a result of the working party's deliberations, several significant changes were implemented:

- (i) The minimum qualification for entry to an Agricultural Wing for participation in the course offered was set at "completion of year 10 of secondary education."

This went part-way to meeting Recommendation 9 which urged completion of a "full" secondary education before vocational training in agriculture. This criteria for student selection was first used for the 1974 intake.

- (ii) A formal course in English was to be introduced for all students at Agricultural Wings. General English has since been developed as a Year 11 and 12 subject. While it was initially designed to meet the requirements of Agricultural Wing students, it has created considerable interest and is being introduced in some high schools.
- (iii) Courses in agricultural theory and manual arts offered at Agricultural Wings were to be formalized and steps taken to ensure that all Wings covered similar basic course content. Strenuous efforts have seen completion of this task which will be detailed below.
- (iv) Efforts were made to find an acceptable means by which Year 11 and 12 students in all high schools could be offered course work in agriculture within the existing framework of upper school subjects. The existing Leaving Agricultural Science course was considered inadequate and unsuitable to meet student needs. Consideration was given to incorporating some course work on agriculture in the existing Leaving Biology course (Recommendation 18), but the idea was rejected due to the interruption which the agriculture would cause to the particularly well-integrated "Web of Life" biology course and the necessarily shallow coverage which would be afforded agriculture. It was agreed that if agriculture were to be offered at Year 11 and 12 level, (Recommendation 17), development of a new course was required. Such a course has since been developed and is referred to below.

In August 1974, the Minister for Education announced the cessation of the Public Examinations Board and assumption of responsibility for certification of Year 11 and 12 work by the Board of Secondary Education. The Tertiary Admissions Examination system replaced the previous Public Examination Board examinations and the Leaving Certificate for which students had been eligible at the conclusion of Year 11 and 12 work, was to be replaced with what is now

called the Certificate of Secondary Education. Assessment of all subjects was to incorporate a component of school evaluation gradually increasing to 50% and development of new courses was invited for approval by the Board of Secondary Education.

One of the significant opportunities the new organization offered was certification of new subjects at Certificate of Secondary Education level but not necessarily Tertiary Admission Examination level. "Joint Syllabus Committees" were established by the Board to make recommendations on content and organization of new, school-developed courses. Such a committee was appointed for agriculture.

Development of courses for students at Agricultural Wings were sufficiently advanced to enable their very early processing by the Board. As a result, General English proceeded through the English syllabus committee; Animal Husbandry, Crops-and-Pastures, and Farm Practice through the agriculture committee; Farm Buildings, and Motors-and-Machines through the manual arts committee; and Farm Economics-and-Management through a specially convened ad hoc committee. Thus students attending Agricultural Wings would be offered seven Certificate of Secondary Education Certificate subjects in the same way as other upper secondary school students.

Certificate of Secondary Education subjects are recognised by various employer organizations as proof of study of a subject at an acceptable standard, and the State and Commonwealth Public Service Boards have formally included the subjects referred to above with the more traditional ones. The subjects under consideration are "non Tertiary Admissions Examination" subjects, and cannot be used to qualify school leavers for general admission to tertiary institutions. The Western Australian Institute of Technology will accept some students for the Applied Science course at Muresk Agricultural College, and indications have been given that tertiary institutions will give favourable consideration to mature-age students who have completed the subjects in question and desire to pursue tertiary studies.

Since the acceptance by the Board of Secondary Education of the courses designed to meet the needs of Agricultural Wing students, other schools, both State and independent, have shown an interest in the courses, particularly General English and Motors-and-Machines.

(i) Years 11 and 12

In recent years, the number and proportion of students electing to continue their secondary education from year 10 (the last compulsory year of schooling) into Years 11 and 12 has increased, as the following tables show:

TOTAL STUDENT ENROLMENTS IN GOVERNMENT SECONDARY SCHOOLS,
YEARS 8 TO 12 INCLUSIVE, (AUGUST FIGURES)

Year	Enrolment
1967	44 133
1968	46 190
1969	49 117
1970	50 769
1971	53 214
1972	55 841
1973	57 623
1974	59 369
1975	62 820

PROPORTION OF STUDENTS IN GOVERNMENT SCHOOLS CONTINUING INTO YEARS 9, 10, 11 AND 12 AS A PERCENTAGE OF THOSE ENTERING YEAR 8 (AUGUST FIGURES)

Students in Year 8	Subsequent Continuation into			
	Year 9	Year 10	Year 11	Year 12
1967	98.7	87.8	30.2	22.6
1968	98.6	84.8	32.9	24.4
1969	96.1	84.9	36.6	25.1
1970	98.9	88.8	41.9	27.1
1971	98.6	86.4	42.7	28.1
1972	98.0	86.4	47.6	30.2
1973	98.2	90.4	47.8	N/A

It can be seen that the retention of students into Year 11 has increased considerably and that this increase was greater for Year 11 than for Year 12. An increasing number of Year 11 students is unsuited to the traditional course work offered, which was originally designed to prepare students for tertiary study.

The Leaving Agricultural Science course has been replaced by a subject titled "Agricultural Studies" which has been accepted by the Board of Secondary Education as a Certificate of Secondary Education subject and was prepared to meet requirements for:

- (a) Year 11 students not intending completing Year 12;
- (b) Year 11 and 12 students wishing to attain the Certificate of Secondary Education, but not requiring entry to a tertiary institution;
- (c) Year 11 and 12 students requiring qualification for tertiary admission soon after leaving school.

It has been submitted for acceptance as a Tertiary Admission Examination subject to replace the Agricultural Science course.

Agricultural Studies at present comprise seven 'modules', each independent of the others and each scheduled to take one school term (about 12 weeks at 3.5 to 4 hours per week) to complete. Two other modules are contemplated for the near future. Each module deals with a specific area of agriculture, e.g., rural marketing, principles of animal production, pasture production..... and requires that practical applications of principles and concepts be covered to complement the necessary theory work. By enabling a choice of modules it is possible to cover selected topics in considerable depth. Student-oriented projects, visiting speakers, and visits by students to relevant sites and organisations, are requirements of each module.

Existing and proposed modules cover animals, plants and economics. Consideration is being given to development of modules in areas under direction of the Manual Arts section of the Department, such as the agricultural tractor, cultivating and harvesting machinery, gas and electric welding..... While such topics would

be appropriate, it may prove more useful to include them as modules for a manual arts subject designed on similar lines to Agricultural Studies.

(ii) Years 8, 9 and 10

Courses are oriented towards the Achievement Certificate administered by the Board of Secondary Education. Four "core" subjects (English, maths, science and social studies) each of about four hours work per week, are offered to streamed classes and four optional subjects of about 1.5 hours per week. "Options" may be selected from a catalogue of courses and may comprise one or more "units", a unit being one year's work and all options must be Board-approved for content accuracy, sufficiency and to ensure the school has suitable facilities to meet stated intentions.

Options in three subject areas in agriculture have been prepared: Animal Husbandry, Cropping, and Horticulture and a fourth, Practical Farming, is in preparation. Each area has provision for more than one unit comprising two "parts." The first part of the first unit of each subject area is compulsory, e.g. for Animal Husbandry, "The Domestic Animal" is the compulsory part; to complete Unit 1, one of a range of other parts (sheep and goats, cattle, horses, pigs, domestic pets) is selected; Unit 2 would comprise any other two parts, and so on.

A range of subject material has therefore recently been made available for secondary schools to offer students (Recommendation 17). While it is too early to gauge whether or not the schools will utilize the material, indications are promising, particularly for Agricultural Studies. Entry of Agricultural Wing subjects into the general stream of upper secondary school certification is regarded as being a most significant and successful development,

3. AGRICULTURAL WINGS AND THEIR ORGANIZATION

(a) Applicants

The Committee recommended that Agricultural Wing facilities be utilized differently (Recommendation 14); that the associated farms be discontinued (Recommendation 16); and that no further Agricultural Wings be contemplated (Recommendation 15).

No new Agricultural Wings are planned, the farms remain and outwardly, the Agricultural Wings appear unchanged. It may therefore seem there has been little response to the Report, but closer examination will show significant changes have been implemented.

Entry requirements and courses have been upgraded and the rôles of the farms substantially altered.

With the upgrading of entry requirements, the quality of applicants has improved and the number of applicants marginally increased (see appendix III). There has been an increasing proportion of academically able applicants whose principals have given most favourable confidential reports prior to selection for entry into Agricultural Wings. These trends suggest there is healthy public demand for courses offered at the Agricultural Wings. The Education Department is never-the-less watchful to ensure that the hard-working, less academic student is not overlooked, particularly if it is shown there is access to owning a farm.

(b) Farms

Historically, farms at Agricultural Wings have been difficult to administer. This was recognised in the Report of the Committee on Agricultural Education in Western Australia chaired by Professor E J Underwood and presented to the Minister for Education in 1950. This committee made the following recommendation:

"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, 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"

By 1955, such committees were functioning at all three of the established Agricultural Wings. At present, the four residential Agricultural Wings and ten other State secondary schools with land attached, have effective, functioning Advisory Committees comprising representatives from the Education Department, Department of Agriculture, local farmers and local businessmen. Without exception, the Committees' advice is highly regarded by the Director General of Education and it has often been stated that such committees are the fore-runners of the type of council currently vigorously advocated in some quarters for high schools in general.

The original function of these committees was to orient the farms at the Agricultural Wings towards accepted commercial farming practice.

The Department's policy was to use the school farms to demonstrate various aspects of applied agriculture and to provide opportunity for students to learn various farming skills. 'Applied agriculture' was regarded differently from both 'agricultural science' and 'vocational agriculture'. It was considered that applied agriculture dealt with principles and their practical application, agricultural science emphasised principles and vocational agriculture emphasised practical skills directed towards earning a living.

When the first advisory committees were established, only one Agricultural Wing had a farm and it was managed in what was regarded by the Underwood Committee as a most unrealistic manner. This farm therefore required re-organising and efforts were required to ensure that as farms developed at other Wings, similar problems were avoided. Aided by the expertise of the Advisory Committees, commercial development of the farms proceeded rapidly and began to exceed development of the farms' educational roles. At the time of the Stern Committee's

investigations, steps were being taken at individual Agricultural Wings to correct this tendency, but changes were uncoordinated, slow, difficult to implement and not obvious at all Wings.

Thus the Department was aware that deficiencies existed in the farms at the Agricultural Wings and that changes in emphasis were under way but making laborious progress. The recommendation that Agricultural Wing farms be terminated, drew immediate criticism from the farming community; in fact the response to this recommendation was greater than for any other. Predictably, advisory committees from the Agricultural Wings were vigorously opposed to the suggestion. Mr J West, a member of the Stern Committee and the Education Department's officer responsible for agricultural education, interpreted the recommendation for the farming community in a modified form which was later endorsed by the full Stern Committee. Mr West explained the intent of the recommendation was that the existing commercial emphasis of the school farms was unacceptable and precluded effective use of the available resources for educational ends. This commercial emphasis should be modified towards developing each farm as an effective teaching laboratory.

The Department therefore decided the farms would be retained. The recommendation has had considerable influence, however, because concentrated efforts have since been directed at improving the school farms as educational units, culminating in acceptance of Farm Practice by the Board of Secondary Education as a Certificate of Secondary Education subject and of three other subjects, Animal Husbandry, Crops-and-Pastures and Farm Economics-and-Management in which formal course work relies on studies carried out on the school farms.

(c) Staff

Agricultural Wing staff comprise three broad categories: teaching, farm and domestic.

Teachers of agriculture are employed by the Education Department under the guidance of the same regulations and Teachers' Union

surveillance as teachers of all other subjects. They are therefore required to possess a formal teaching qualification, and as teachers in secondary schools, they are well advised to hold an academic degree or degree-equivalent in order to qualify them for promotional and personal security. Agricultural Wing appointees since 1970 have satisfied these criteria. Some teachers employed prior to 1970 possess the necessary teaching qualifications but agricultural qualifications (Muresk diplomas) that are not degree-equivalent. As there is no means of converting the Muresk diploma to a degree-equivalent, all persons affected have begun arduous external studies in disciplines other than agriculture to achieve the academic standing required by the profession to enable successful promotional progress. The stringent industrial restraints of the Teachers' Union have prevented implementation of Recommendation 21 which called for movement of persons qualified in agriculture between the Education Department and other public and private sectors of the community, the main objection being that very few persons outside the Education Department hold teaching qualifications. While the existing adequate supply of suitably qualified persons available for recruitment to the Education Department as teachers of agriculture is maintained, it is unlikely that such exchange would be possible.

Teachers of English comprise part of the teaching staffs of the main schools to which Agricultural Wings are attached. They are invariably teacher trained and possess degree-equivalent qualifications. Manual Arts teachers are responsible for the subjects Motors-and-Machines and Farm Buildings. The Superintendent of Manual Arts makes strenuous efforts to ensure his teachers at Agricultural Wings are ex-tradesmen in appropriate fields. All are teacher-trained and have the opportunity to extend their three year teacher-training qualification into a fourth year degree-equivalent by full or part time study at some future time.

Farm staff comprise Farm Supervisors and their Assistants, Demonstrators and Farm Hands. Supervisors and their Assistants are State Public Service appointees and in 1976 a pre-requisite for a vacancy for

Farm Supervisor was a "tertiary qualification in agriculture from a recognised institution." Prior to 1976, holders of such qualifications held an advantage for the appointment, but the qualification was not essential. The Department intends maintaining this requirement for newly-appointed Farm Supervisors.

Demonstrators are generally without formal training and are required to maintain farm operations appropriate to their skills and demonstrate a range of skills to formally structured groups of students.

Farm Hands comprise farm labourers without formal training and with no responsibility for student instruction. Likewise, the domestic staff has no responsibility for student instruction.

4. AGRICULTURAL WINGS AND OTHER ORGANISATIONS

In recent years, strong bonds have been developed with the Department of Agriculture in particular, and various other organizations (Recommendation 22). As well as the Department of Agriculture's representation on every Agricultural Wing advisory committee, specific formal assistance is rendered in specialist areas. Visiting lecturers are provided for blocks of subject matter concerning soil conservation and animal health. Likewise, the Agricultural Protection Board and commencing in 1977, the Bushfires Control Board, will each make officers available on a similar basis.

Annual in-service courses for teachers of agriculture and for farm staffs, draw heavily on the Department of Agriculture's resources. Manual Arts in-service courses tend to draw more on associated agricultural business houses. These more formal forms of assistance are supplemented by numerous incidental informal instances of help enlisted from a wide range of organizations and individuals.

In return for assistance with subject matter, the Department has renewed its offer for interested organisations to make use of the extensive facilities at Agricultural Wings, particularly during the various school vacations. The response has been slow and rather disappointing, but some organizations have begun availing themselves of the offer. (Recommendation 20)

Although evening technical education classes are conducted in most country centres which support an institution offering secondary schooling, none other than welding are based at Agricultural Wings. (Recommendation 19) The policy concerning evening technical classes allows for establishment of an appropriate class provided there are 10 persons interested in a given subject and that a suitable instructor is available. Recommendations on all levels of post secondary education have been made by the Partridge Committee, referred to earlier, so no further comment will be offered.

While the Education Department assumes no responsibility for farmer education (Recommendation 10) it was possible to provide assistance in course construction of the Rural Training Scheme (Recommendation 11) which began in Moora in February 1977. It is essentially a farm skills course conducted by the State Government's Department of Labour and Industry.

5. CONCLUSION

Since the presentation of the Stern Report, the Education Department has implemented a number of recommendations and continued with some initiatives previously introduced. The Report has led to several significant modifications to Departmental policies on agricultural education which are of a long term nature, and provided an additional authoritative, impartial point of view to support improvements previously planned for the Department's responsibilities in general education.

The most significant and immediate improvement has been the presentation to and acceptance by the Board of Secondary Education of the seven subjects offered at Agricultural Wings as Certificate of Secondary Education subjects. This offers students completing Agricultural Wing courses better opportunity to leave farming (Recommendation 6) and compete for positions on the labour market with a recognised qualification, similar to that issued to other students after completion of five years' secondary education. The new status of Agricultural Wing subjects, together with the more liberal attitudes of the tertiary institutions, has enabled freer access for students from Agricultural Wings to tertiary institutions, particularly as mature age entrants. It is not possible for these

students to progress 'readily' from secondary education to all levels of tertiary education (Recommendation 2) and there are no immediate plans to develop the academic components of the courses to enable such progress.

Competition for places at Agricultural Wings has ensured that low ability students are not channelled into agriculture (Recommendation 3). The introduction of Agricultural Studies for Year 11 and 12 students and of various agricultural option subjects for Year 9 and 10 students in the general education stream, together with the upgrading of the Agricultural Wing subjects, has contributed towards integration of agricultural education with the 'total educational system' (Recommendation 1).

The Department is in full agreement that "Education should not be considered a once-in-a-lifetime process" (Recommendation 7) and to this end it is disturbing to note there has been very little cognisance taken by the community of Recommendation 8 which called for a "close liaison between organizations offering agricultural education" For example, there are discrepancies in the content volume of similar subjects, some of which are certificated by the Technical Extension Service and others by the Board of Secondary Education. Other less obvious necessary areas for rationalization can be identified.

It could be claimed that the secondary school component of agricultural education has been stimulated by the Stern Committee's Report. The next step in improvement of agricultural education in Western Australia could well be aimed at formal co-ordination of courses and the resource materials required to conduct them; particularly for courses offered at upper secondary and lower tertiary levels.

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APPENDIX I

EXTRACT FROM THE REPORT OF AGRICULTURAL EDUCATION

IN WESTERN AUSTRALIA

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 educational system. (pp. 4, 9).
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 (p. 4).
3. We deplore any practice that tends to channel low-ability students into farming. (pp. 7, 16, 36).
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. (pp. 7, 10, 12, 18-23, 50-53, 106).

5. Where students must leave home to gain an education, every encouragement should be given to the Country High School Hostels Authority to ease the burden to both parents and pupils. (pp. 105-106).
6. Opportunities should be available for education out of farming, as well as into it. (pp. 5, 6, 10, 19, 91-92).
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. (pp. 4, 10, 13).

SYNOPSIS OF PRINCIPLES AND RECOMMENDATIONS

8. Close liaison between organizations offering agricultural education is desirable to avoid uneconomic duplication of resources. (pp.5, 11-12)

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. (pp. 5-7, 10, 90)
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. (pp. 4, 10, 13, 25, 89-90).
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. (pp. 27-29).

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. (pp. 11-13).

13. He should be responsible for developing agricultural education at all levels within the Department and should not be constrained by existing Departmental divisions. (pp. 11-13).
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. (pp. 9, 13, 16, 80-81, 102).
15. No further agricultural high school wings should be contemplated. (pp. 12, 13).
16. The farms associated with present agricultural high schools should be discontinued; demonstrations should be conducted on commercial farms and farmers compensated appropriately. (pp. 13, 105).
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. (pp. 10, 12, 15-17, 121-133).
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. (p. 12).
19. The Education Department should use every available means to diversify and extend its technical education services throughout country areas - without necessarily having to abide by existing criteria of population density. (pp. 13, 19-20).

20. The Education Department should allow the use of its facilities by other bodies, to provide courses for farmers. (p. 13).
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. (p. 13-14).
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. (pp. 10-11).

WITH RESPECT TO MURESK AGRICULTURAL COLLEGE

23. Until its resources are fully utilized, we see Muresk Agricultural College as the principal public institution concerned with farmer education at tertiary level. (pp. 10, 25).
24. Muresk Agricultural College should continue to place emphasis on farm management training. (p. 25).
25. By offering regular short courses for practising farmers, the College can play a more significant role in training farmers than it is currently doing. (p. 25).
26. Sandwich courses which allow students to work alternately on their farms and at the College would foster a two-way communication between the College and the farming community, and also provide education into adult life. (pp. 25, 83).
27. In the light of the current rapid changes in farm practices, the need is stressed for Muresk to continue to regularly review its courses. (p. 24).

APPENDIX II

DEVELOPMENTS IN SECONDARY EDUCATION IN COUNTRY AREAS OF WESTERN AUSTRALIA SINCE 1973

Morawa District High School was provided with extra staff and facilities to enable it to offer Year 11 work in 1974 and Year 11 and 12 work from 1975 onwards.

Wyalkatchem District High School was treated in a similar way to Morawa.

Wyndham Primary School was upgraded to a Class II District High School in 1973.

Newton Moore High School (Bunbury) was graded to a Senior High School in 1973.

Moora High School was upgraded and re-named Central Midlands Senior High School in 1974.

Karratha High School was upgraded to a Senior High School in 1974.

Newman District High School was upgraded to Newman High School in 1974, and to Senior High School status in 1976.

Kambalda High School was established in 1974.

John Willcock High School (Geraldton) was established in 1975.

Paraburdoo Primary School was upgraded to a Class I District High School in 1975.

Kununurra Primary School was upgraded to a Class II District High School in 1976.

Laverton Primary School was upgraded to a Class II District High School in 1976.

Class II District High Schools have total enrolments to 150 including 25 secondary students; Class I to 150 including secondary students.

High Schools cater for grades 8 - 10 inclusive.

Senior High Schools cater for grades 8 - 12 inclusive.

* Morawa and Wyalkatchem District High Schools provided courses for Year 11 students from 1974 onwards and for Year 12 from 1975 onwards.

** A large mining company based in Morawa ceased operations during the year.

STUDENTS ENROLMENTS AT AGRICULTURAL WINGS FOR COURSES COMMENCING 1970-1977

Course Comm	School	Applicants	Selections		Rejections	
			Total	1st Choice	Age	Attitude
1977	C	67	34	34	0	2
	D	24	20	14	3	2
	H	34	27	25	0	0
	N	78	67	56	1	3
	Total	203	148	129	4	7
1976	C	68	32	32	1	6
	D	21	18	16	1	0
	H	25	18	13	3	1
	N	76	53	53	0	2
	Total	190	121	114	5	9
1975	C	66	31	31	4	4
	D	31	24	22	3	3
	H	40	33	29	4	5
	N	68	68	56	2	3
	Total	205	156	138	13	15
1974 *	C	54	41	41	2	7
	D	26	16	15	6	3
	H	21	16	16	3	2
	N	73	66	62	2	3
	Total	174	139	134	13	15
1973	C	55	34	34	0	0
	D	24	25	19	0	0
	H	29	28	24	0	0
	N	66	62	56	3	1
	Total	174	149	133	3	1
1972	C	56	42	42	0	2
	D	21	19	18	0	0
	H	22	17	13	1	0
	N	59	62	58	1	0
	Total	158	140	131	2	2
1971	C	60	48	48	2	5
	D	19	19	15	0	2
	H	13	24	8	0	5
	N	89	51	51	0	8
	Total	181	142	122	2	20
1970	C	63	34	41	5	6
	D	26	22	19	2	2
	H	16	28	9	2	1
	N	81	59	59	2	1
	Total	186	143	128	11	10

* The minimum entry requirement was raised to completion of Year 10 Secondary schooling.

ENROLMENTS AT COUNTRY SECONDARY SCHOOLS

UPGRADED SINCE 1973 (AUGUST FIGURES)

SCHOOL		1973	1974	1975	1976
* Morawa District High School (Year 11 and 12 in brackets)	P S T	265 178(O) 443	242 194(22) 436	210 209(24) 419	**144 209(23) 353
* Wyalkatchem District High School (Cl I) (Year 11 and 12 in brackets)	P S T	185 145(O) 330	183 170(25) 353	166 173(21) 339	157 156(20) 313
Wyndham District High School (Cl II)	P S T	204 31 235	190 41 231	176 50 226	196 51 246
Newton Moore Senior High School	S T	714 714	814 814	869 869	859 859
Central Midlands Senior High School	S T	191 191	223 223	265 265	285 285
Karratha Senior High School	S T	251 251	343 343	392 392	490 490
Newman Senior High School /	P S T	549 106 655	- 136 136	- 178 178	- 217 217
Kambalda High School	S T	- -	233 233	253 253	282 282
John Willcock Senior High School	S T	- -	- -	162 162	318 318
Paraburdoo District High School (Cl I)	P S T	238 8 246	301 28 329	384 53 437	414 64 478
Kununurra District High School (Cl II)	P S T	212 8 220	190 20 210	208 36 244	246 37 283
Laverton District High School (Cl II)	P S T	70 1 71	125 10 135	197 44 241	208 47 255

P = Enrolment for the primary section of the school (grades 1 - 7).
 S = Enrolment for the secondary section of the school (grades beyond 7).
 T = Total enrolment.

District High Schools cater for grades 1 - 10 inclusive.

SECTION 8: ADVISORY COMMITTEES

- 8.1 Policy on Advisory Committees
- 8.2 History of Agricultural Advisory Committees
- 8.3 Members of Advisory Committees