

MR. R. C. WOOD IN THE NEW WORLD.

The Governing body of the Imperial College of Tropical Agriculture has offered the post of Professor of Agriculture, rendered vacant recently by the resignation of Mr. J. S. Dash who has accepted the post of Director of Science and Agriculture in British Guiana to Mr. R. Cecil Wood. Mr. Wood who is at present in South Africa has accepted and is expected to arrive in Trinidad early in October.

Mr. Wood has had a distinguished career, and has exceptionally wide experience of Tropical Agriculture. He is a Cambridge man, took the natural science Tripos with honours and afterwards the University Diploma of Agriculture. On completion of this course he remained for a year at the University as Assistant Professor of Agriculture and then joined the Indian Agricultural Service, being posted to the Madras Presidency. For the greater part of his service he was posted to Coimbatore and was Principal of the Madras Agricultural College which was built—during the early part of his service and which he was responsible for bringing into a high state of efficiency. In addition to training students for the Agricultural Department and for private work, the college carried out a good deal of original research, the main crops being rice, cotton, sugar-cane, ground-nuts and millets. The College worked on close collaboration with Indian Central Sugar Research station which is situated close by, and has produced some well known seedling canes.

After acting as Director of the Madras Agricultural Department for a short while, Mr. Wood retired on a proportionate pension in 1922 and took service under the Empire Cotton Growing corporation.

As one of their scientific officers he has been engaged in research work in Tanganyika and in Swaziland for the last four years.

The staff of the college will welcome his arrival in Trinidad and will appreciate the fact that one of the most important departments at the college is to be placed in such capable hands.

(Tropical Agriculture September 1927).

DR.

Re Barber
could se
by the I

An
and agri
two. H
give the
surprised
interest
the India
to the lo
reply say
Indian r
bilities o

1.
analogy
Wagner,
to have b

2.
ment is t
remotest
drinking

3.
boards tu
tilted over
both, acc
is supplied
Their har
China like
primitive
animals.

DR. C. A. BARBER BEFORE THE ROYAL COMMISSION.

Referring to the development of the white sugar trade, Dr. Barber said that given proper encouragement and protection he could see no reason why it should not be managed and capitalized by the Indians themselves.

An advantage would accrue both to the Indian Civil Service and agriculture if some form of *liaison* were formed between the two. He was asked some years ago by Indian probationers to give them an informal account of agriculture in India and he was surprised how little they knew of their own country. Their interest however was encouraging and he accordingly approached the India Office regarding a course of lectures and he was referred to the local board of studies from which he received a courteous reply saying that no money was available. It seemed to him that Indian revenue officers should have some knowledge of the possibilities of improving the conditions of the people.

(Planter and Sugar manufacturer. September 3, 1927).

CHINESE AGRICULTURE.

1. The agriculture of prehistoric China presents a marked analogy to that of early Babylonia according to Dr. Wilhelm Wagner, though the link between the two civilizations would seem to have been broken at a very early period.

2. A significant fact of the independence of Chinese development is the fact that though the Chinese had cattle since the remotest times and though they were frequently invaded by milk-drinking nomads, they never themselves took to milk.

3. As regards implements their ploughs which lack mould boards turn the soil but imperfectly and that only when they are tilted over to one side. They are constructed of wood or iron or both, according to the material available in the district. Traction is supplied by buffaloes or on poorer holdings by human kind. Their harrows, rollers and soil pressers are of primitive types. China like Egypt is a sphere of machine-saving man. Drills are primitive in design the implements being drawn by men or by animals.

re September 1927).

4. The chief manure is human faeces, though canal mud and composts of various kinds are used. The ploughing-under of leguminosae is understood. Grass, weeds, and young shrubs are collected and ploughed in. Ashes are also used. Artificials are not used at all.

5. As regards rotations the Chinese get the utmost of the land, using wheat, beans etc. as nurse crops for cotton.

6. Among the various field crops, rice, soya beans, sweet potatoes, oil plants, cotton and tea are of special interest. Rice is a staple crop.

7. Every form of thrashing is employed, treading out by stocks, flail and primitive machines.

(Journal of the Ministry of Agriculture, England, September 1927)

SWEDISH EDUCATION.

One advantage of travel is that it enables one to compare methods in his own country with those prevailing in other countries. This applies in a special degree to countries like Sweden and Denmark, which labor or have labored under heavy handicaps and have had to surmount those mainly through their systems and methods of education.

As far as we could gather from personal interviews with ladies and gentlemen having a perfect command of the English language primary education in Sweden is compulsory between the ages of 7 and 16. The latter date of beginning as compared with Scotland is, we presume, due to the severe winters, which would render it cruelty to send children under 7 from their homes. The period of compulsory primary education, as we understand it, is 9 years. Every Swedish boy or girl who wishes to make his or her way in the world must have a complete mastery of the languages other than his or her own. These are German, French and English. In addition we learn that many are taking Spanish in order to equip themselves for endeavour in South America. It is recognised that in that great continent there are likely to be increasingly numerous openings for men and women of enterprise and enthusiasm.

people
girl of
countr
applian
dairies.
dotted,
things.
with a
and the
anywh
people
the agr
ness, of
sake, a
person,
the pec
younge
children
ages als

Th
Schools
of these
or insti
that the
grants a
school f
being in
But we
take the
munity
was sup
daughte
Saturda
at Aspa
and cea
resident
for farm
month v
agricult
enterpri

Industrial businesses are comparatively few in Sweden, but the people have a natural aptitude for commerce. Hence the boy and girl of parts must from the outset have their thoughts directed to countries other than their own. The extent to which mechanical appliances are used on farms, in households, and in the numerous dairies, co-operative and individualistic, with which the country is dotted, suggests in the people a natural aptitude for that line of things. The country is linked up as is no other country in Europe with a telephone system, electric power is in use in countless ways; and those modern appliances have a vogue in Sweden not equalled anywhere else in Europe. Compared with the Swedes, the British people in this respect lag far behind, and specially is this true of the agricultural community. All this springs from the thoroughness of the system of education. Culture is esteemed for its own sake, and we gathered that the teacher in the primary school is a person, who in measure dictates what the household economy of the people whose children attend these schools shall be. The younger children have hours which differs from those of the children of maturer years, and the hours of boys and girls of equal ages also vary.

There is a close gradation of instruction from the Primary Schools, through the Secondary to the Universities, and alongside of these schools there are different grades of agricultural colleges or institutes adapted to every type and class of farmer. One gathers that there is no cast iron arrangement under which Government grants are given or withheld. Rather would it appear that given a school founded by private enterprise, in which sound education is being imparted, Government financial assistance will be assured. But we did not gather that Government departments are required to take the initiative as with us; on the contrary the agricultural community called for a particular line of instruction and the demand was supplied. For example the school for farmers' sons and daughters visited by the B.D.F.A. pilgrims on the afternoon of Saturday, 11th June, were on all fours with the splendid school at Aspatria, which with us could not claim Government subsidies and ceased to exist. We were informed that there are 45 such residential schools for farmers' sons in Sweden, and 38 such schools for farmers' daughters. In these schools there is given a five-month winter course and these schools are quite distinct from the agricultural colleges. The one at Svaloff was founded by private enterprise.

These schools are of two types. Type A grants admission only to students with more education than can be obtained at the primary schools. There is we take it, an entrance examination of higher standard than the pass-out from the primary schools. Type B grants admission to those who only have the primary school qualification. Schools of both types must have a farm attached and that farm may be either the private venture of the Principal of the school or the venture of the school as a unit apart from the Principal. The minimum staff allowed for these schools is two, that is they must be staffed by a Principal and at least one Assistant. Of course such schools are only open to farmers' sons. It is therefore presumed that the pupils have at least a first hand acquaintance with the manual work of the farm and no work of that kind can be done during the 5 months of winter in the greater part of Sweden. It follows that the attached farms are utilised for illustration purposes and for instruction in the feeding and grooming of stock etc.

The parallel schools for farmers' daughters, of which there was also seen one at Svaloff are known as schools for Rural Economy. The girls are housed in a separate building in a short distance from the residential quarters for the boys or young men. There are as we have said, 38 such schools in Sweden and the subjects specially taught in them are cooking, baking, washing, and specific departments of animal husbandry such as poultry keeping. We did not understand that these schools give full courses of instruction in dairying. That kind of teaching is given in connexion with the agricultural colleges. But there is a third type of short course schools—those in which youths of both sexes are given instruction equipping them as milk-recorders. Anybody is not taken as a milk-recorder.

It will be recognised that to a considerable extent we in Great Britain, and especially in Scotland are endeavouring to do the kind of work done at these schools, but, in connection with the agricultural colleges, the essential difference between Scotland and Sweden is that in the former this class of instruction has to be forced upon the sons and daughters of farmers; in the latter the farmers demand it for their sons and daughters and the demand is so great that it pays private enterprise to initiate and supply it.

(From Scottish Farmer dated June 1925).