

## EXTRACT.

### Agricultural Education in Denmark.

Some time back, we referred in these columns to certain features of education in the secondary schools of Denmark, known as the people's schools. Mr. Faber, Agricultural Adviser to the Danish Legation, London describes, in the course of an interesting article in the current number of the "Edinburgh Review", the position of primary schools in that country in relation to agricultural training in rural parts. The tuition in these institutions, it is stated, has been restricted to a few elementary subjects and no attempt is made to teach agriculture, but the school system is so arranged that the children have a chance, while still young, to take part in agricultural work at home. It is said to be a principle of education in Denmark that agriculture, being a collection of applied sciences, cannot be taught in elementary schools nor to anybody who has not acquired a thorough practical training. Those children who stay on the land are employed in practical agricultural work and thereby get a leaning towards agriculture. Though this subject is not included in the curriculum of studies in the primary schools, being considered "too advanced a subject for children," yet some of the subjects connected such as botany, are often taught to pupils. The principle that the system of school-teaching in the country districts should not interfere with the interests of the farmers or peasants had been recognised and in fact that principle was formulated by a Royal Commission, appointed by an absolute King, long before Denmark became, in 1849, a democratic and constitutional country. Under the authority of that report, the direction of the rural schools was left, and is still left to a great extent, in the hands of local boards, on which the peasants are said to be largely represented. Just at the beginning of the nineteenth century, it was declared, during the deliberations of the Royal Commission concerning the seminaries, that "the school teachers should be educated to be sensible peasants among the peasants." Practical training in farm cultivation ought to precede any agricultural instruction in schools and a young agricultural worker, be he a humble labourer or the son of a farmer with many acres, whose farm he might be called upon to manage and cultivate, will not attempt to proceed to higher institutions nor would he be accepted by any Danish agricultural school or college before he reached the age of

18 and has had a sufficient practical training. The Royal Agricultural College in Copenhagen will accept no agricultural pupil who has not worked for at least three years on the land. Mr. Faber further observes that the many agricultural schools in the country, all private undertakings, are evolved out of the people's high schools and it is due to these latter that young men, and women too, have learnt to value adult education and flock to the agricultural schools at the age of 18 to 25, and often even later, when they have been duly trained for practical work. There they show keen interest in absorbing the scientific teaching, which explains to them many problems they have met during their practical work on land. With regard to the period of school work it is stated that the agricultural school may be open for about nine months and the work is concentrated during the winter, leaving the pupils free to earn their living during the summer months by practical farm work. Thus it comes about the Danish farmers, and also farm labourers, are all through the year engaged in studying practical and scientific agricultural farming and this is stated as one of the reasons why they are not drawn away from the land. Mr. Faber observes that one would be perfectly justified in saying that there are many more fully trained young agriculturists in Denmark than can be accommodated with land or find employment with farmers. It is worthy of notice that a large proportion of the teachers are drawn from the farming population and they are therefore in full sympathy with the farming interest. There is a close and healthy co-operation between the teachers and the parents of the pupils, many of whom are farmers.

(*The Hindu May 23*).

### The Adikarnataka Colony at Gottigere in the Bangalore Taluk.

The need for helping the landless people of the depressed classes to own and cultivate lands has always been recognised by Government and several measures for the amelioration of the depressed classes have been sanctioned from time to time. The chief difficulty in the way of progress of the depressed classes is that they are too poor to tide over the period of work and waiting which must elapse before they can get any return from the land. With a view to help them through this difficult period without impairing the spirit of enterprise and self reliance—without which here can be no real progress—in April 1927, the Government