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*N. B.:—Contributors are requested to send in their contributions written legibly in ink on one side of the paper only.—Editor.*

**Editorial Notes.**

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The Department of Agriculture is extending its usefulness to the ryots of the Presidency by opening four coconut farms in different parts of the Kasargod taluq of the S. Canara District. In Kasargod itself, a coconut tope of a little over 25 acres, containing about 1600 trees, mostly bearing, has been acquired, while the three others are at present waste land all of which have been fenced. The soils of these three are said to be red laterite, red loam and sandy respectively, with the purpose we believe, of testing the best suited soil for its proper growth. These farms are under the charge of Mr. Govinda Kidavu, formerly the manager of the Agricultural Farm at Tali-paramba, who is so well known in all the West coast and we have no doubt that under his special charge, the farms will have a bright future. What rice is to the East coast,

Coconut  
Farms.

so is coconut to the West coast, so that the opening of these farms will afford an endless opportunity to unravel the mystery that shrouds at present the cultivation of coconuts in the Presidency.

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We commend to our readers, the thoughtful article by Mr. Ramachandra Aiyar on Rural Agricultural Education. The author is, of course, not by any means alone in the views

Rural  
Agricultural  
Education.

he holds as to the necessity of adapting rural education to rural needs: the matter has formed the subject of endless discussions and papers in this country, in Europe and in America. The latter country, in her go-ahead style, and Germany with the thoroughness which cannot be denied her, have both attempted to solve the question, but without a very great measure of success. Books are cheap, and their use offers a great temptation to the teacher. Any one who has experience in *viva voce* teaching will testify to the mental strain it involves, especially if the class is large and the work has not been prepared before hand. These are unfortunately the necessary concomitants of such teaching. The classes will be larger than the ordinary book-taught classes, as they must have a teacher always with them, and to prepare the lessons before hand takes away much of their freshness and tempts the teacher to the continual repetition of the same lesson, irrespective of whether the subject under discussion discloses the points raised or not!

No: such teaching is difficult and expensive. That the latter is clear may be learnt by any one who takes the trouble to work out the cost of putting each student through

the short course here, for two years : the answer we venture to think will surprise him ! The school of experience must be entered to appreciate the former. Mr. Ramachandra Aiyar is an enthusiast, and we like him for it. He closes his notes however, with a definite proposal which he thinks will bring about some of the changes he wishes to see. This is the appointment of an Inspector of School Gardens for the Presidency, with various duties connected with the stocking, designing and supervision of School gardens. We venture to think that such work would have to be decentralised, to be successful, and the question at once suggests itself, why not let the District Agricultural Officer do this work ? It is true that he does not in most cases exist, but that he is coming is certain, and the day is not far off when we shall see every Collector provided with his expert Agricultural adviser. There has lately been some discussion about avenue planting on this district roads, and the maintenance of nurseries to supply trees for this purpose and a staff to supervise planting operations. A forest officer has been suggested, but we venture to think the Agricultural officer would be more suitable.

Whatever else may be a matter for discussion, it is certain that the average village schoolmaster has neither the inclination nor the ability to manage a school garden, and for the scheme to be successful, there must be a driving force of sufficient authority, to overcome the first, as well as a technical adviser to dispel the latter. There is no end to which the funds of the Educational Department could be more usefully employed.

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We can easily imagine some ardent lover of plant life carefully bringing to our shores the plant Lantana with its beautiful flowers and scented leaves. We can further picture to ourselves his smile of satisfaction when he finds that this plant takes kindly to our climatic and soil conditions. Now, however, it is found to have become such a dangerous pest, chiefly in parts of the West coast, that the Government of India have thought it fit in the interests of the Coffee and Tea industry to depute an officer from the Madras Agricultural Department, solely for the purpose of discovering some pest to keep it down efficiently. The officer thus deputed is Mr. Y. Ramachandra Rao M. A., F. E. S., Chief Assistant to the Government Entomologist. He is deputed for 2 years to work under the Imperial Entomologist, Pusa. We understand he will travel throughout India and Burma in connection with the investigation.

We have seen a circular from the Director of Agriculture, Madras, announcing the incorporation into the Agricultural Department of what once originally formed the Pumping and Boring Section of the Department of Industries. We think that this is as it should be and the change has not come a day too soon. This has necessitated the formation of a new section under the Director of Agriculture called 'The Agricultural Engineering Section'. The personnel consists of:—

An Agricultural Engineer, Mr. F. T. T. Newland.

An Assistant Engineer, M. R. Ry., V. Rangachariar, Avl.

10 Supervisors with head-quarters at Vizagapatam, Bezwada, Madras (for Chingelput circle), Cuddalore, Tanjore, Trichinopoly, Tinnevely, Coimbatore, Vellore and Gooty.

On looking over the copy of the rules we find that special facilities will be given to the ryots in well-boring and blasting, and the erection of pumping, cotton ginning, rice-hulling and other installations.

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### **Rural Agricultural Education.**

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India's prosperity lies in the field of agriculture. In general, we take to agricultural life easily enough. The geographical conditions of the country are favourable and proper agricultural education of the people can have a very pronounced effect on our general well-being. The British ever since their advent into this country have been keenly alive to our agricultural needs and offered facilities for the improvement of our primitive agricultural methods by establishing from time to time at various centres, Agricultural colleges, Farms, Research Institutes, Horticultural and Botanical gardens. The deliberation of the Famine Commission of 1878 landed the India Government in a definite policy of preparing us as an agricultural nation. By this it should not be understood that every Indian is expected to become a graduate in agriculture and should take to the cultivation of the soil only. The object is to make every Indian by a suitable training in schools in their boyhood to take an intelligent interest in the cultivation of the soil in his after life in whatever calling he may be engaged in. Every Indian is expected to take an active interest in agriculture by studying the varying methods of cultivation with the help of his early training in the schools and with the help of his superior culture in other professions; to give the ryots the benefit of his study and experience, to suggest possible improvements in many of the crude operations and also to translate to the ryots the results of experiments and demonstrations conducted by Government. Agri-